WISCONSIN
DEPARTMENT OF
**Public
Instruction**

TIG
Transition Improvement Grant

Transition Programming Beyond Age 18

Table of Contents

Considerations for Transition Programming for Students with Individualized Education Programs (IEP) Beyond Age 18

The Beyond Age 18 website is designed to help teams create meaningful, individualized special education services for students with IEPs who stay in high school after their peers graduate. For some students with IEPs this time may be used to finish credits towards graduation with a regular high school diploma while others may build skills as they transition to life after high school. This guidance is provided to help teams reflect on what supports are needed and where, as well as connecting with outside agencies and braiding services to improve post school outcomes for students with IEPs.

Think of Beyond Age 18 as the passing of a baton, from school to outside agencies and postsecondary options that will support the student as they leave school. The transition should be seamless, smooth and gradual as school supports begin to fade and other supports pick up. All transition stakeholders support the development of student postsecondary transition goals and preparing the student to meet those goals. It's extremely important that planning reflects the natural environment the student will be living, working, and attending school or training as the student grows into an active member of their community. Based on each student's unique disability-related needs, the following guidance provides key considerations in how to provide special education services to meet postsecondary IEP goals. These considerations range from services for transportation to recreation and leisure, as well as postsecondary education and employment opportunities.

Getting Started

The intent of this guidance is to help schools and IEP teams build meaningful, individualized services for students as they begin to leave school and transition into life after school. It is important that IEP teams consider all aspects of a student's life and community as well as be aware of current special education state and federal regulations.

Teams will find in this guide:
- Current state and federal special education guidance and regulations.
- IEP team conversation starters to set the stage for beyond age 18 discussions.
- Review and reflection of IEP and PTP goals.
- Partnership resource mapping guidance, examples and resources.
  - Build a partnership resource map as a team to ensure a robust plan is developed as a student transitions to post school environments.
- Sample student schedules.
  - Examples of how each student's day will be individualized and how schedules will differ from each other depending on each student's individual goals.
  - Examples of how outside agencies and schools can braid services in order to support an individual student's needs.
- Templates for teams to lay out goals, plans and map transition partners.
- Additional resources to help teams build successful transition schedules.

State and Federal Requirements for Beyond Age 18 Transition Programming

The Individuals with Disabilities Education Act (IDEA) and Chapter 115 of the Wisconsin State Statutes provide students with IEPs the right to a free and appropriate public education (FAPE) until the student either earns a regular high school diploma or reaches maximum age. Wisconsin State Statute 115.76(3) defines maximum age as the end of a school term during which the student turns 21 years old. If a student turns 21 prior to the beginning of a school term, the student's maximum age will be reached in the previous school year. The school term for this purpose is defined by each local school district calendar. In most instances, students with IEPs will graduate in the four year cohort much like their peers without disabilities. However, if the student has not met state and local requirements to earn a regular high school diploma or met their individualized IEP goals, the student remains entitled to FAPE. For these students, there are important considerations for IEP teams to make to ensure a student's right to FAPE is met, as well as preparing the student to reach their postsecondary goals in the areas of education, training, employment and, as necessary, independent living.

The foundation of 18-21 year old special education services rests on a student's Postsecondary Transition Plan (PTP). Programming during this time should be individualized and address both the student's postsecondary goals and disability-related needs. These services are not defined by a student's disability category or their eligibility for a program per an application process. The IEP team designs these services as well as the length of time needed for the student to reach the outlined goals and/or meet graduation requirements.

In some instances, students with IEPs ages 18-21, may continue to work towards graduation requirements, however many students are working towards meeting IEP and postsecondary goals. IEP teams need to carefully consider the least restrictive environment (LRE) for students in 18-21

year old programming. Teams should evaluate where the student's same age peers are learning, working and living. Programming during this time should support a student to be successful in these environments post high school.

Collaboration is a critical component in the successful transition from high school to adulthood for students with IEPs. IEP teams should work closely with outside agencies to build a meaningful day for students engaged in programming between ages 18-21. While a school district plays a critical role in the transition process, successful 18-21 year old services exhibit increasing shared responsibility between transition stakeholders during the final years of a student's education.

The Should Be's and Shouldn't Be's of Beyond Age 18 Programming

Should Be:	Shouldn't Be:
Available for any student with an IEP as determined by an IEP team.	Based on a disability category.
An IEP team decision.	Decided by an application process, school schedule, policy or individual staff decision.
Individualized and the foundation built by the student's IEP and PTP.	A continuation of a traditional school day with full days in the classroom until the age of 21.
Community based focused, supporting in postsecondary education or training, employment, and community belonging.	A self-contained environment and a repeat of coursework already completed.
Supported by braided funding with outside agency support and community resources.	Supported exclusively by school funding.
Mirror a day similar to a student who has left high school and focuses on skills and activities that prepare students for postsecondary transition goals.	Mirror a day that works for the school's schedule and doesn't support the student reaching postsecondary transition goals.
Meaningful, culturally responsive, and relevant for the student.	A defined schedule and program for all students (i.e., transition students take specific courses and must stay until age 21).
In a natural environment similar to what and where same age peers are engaging.	In a segregated setting with school staff doing the majority of supporting.
Supporting any coursework or credits needed to graduate or support goals.	Taking classes over to fill in open time in a schedule.

Team Conversation Starters: "Setting the stage for beyond age 18"

The following conversation starters will help teams start conversations and think about how a student's day will look after graduation and what steps the team can take now to get them there. Starting transition conversations earlier rather than later helps ensure a more robust and successful transition plan. IEP teams may find a benefit in using some of the conversation starters earlier in high school. Teams may evolve as planning for beyond 18 starts and may include student, family, school, community, outside agencies and any others supporting the student upon graduation. Using a community resource map or asset mapping is a valuable resource as teams begin conversations. Teams may also reference or utilize the templates at the end of this section to guide planning and documentation.

What are the student's goals for life after high school?

- With the end goals in mind, identify the steps or experiences needed to get there. Work backwards to plan how to meet the student's goals and identify what the school and outside agencies need to do at this time to ensure support is put into place to support long term goals.
- What would meeting those goals look like?
- Envision the life the student wants and plan for how to get there! What past experiences have helped along the way?
- Look at the IEP and PTP goals and discuss which ones need additional support and what that support might look like moving forward.

What will the student's least restrictive environment look like after age 18? Where will students be living, working, and recreating alongside their same age peers?

- What supports and outside agency resources can help a student transition into life after high school?
- What might a student's day look like in different areas of their life such as, recreation and leisure, employment, postsecondary education and training, belonging in the community, and independent living?
- How many hours a week will the student work, attend school or engage in social activities?
- How could you mirror a student's day to look like life after high school?

How will the team plan for the transition from school-based supports and services to those accessed in the community?

- How will the student transition to ensure a gradual release from direct full day support from school staff to a team of adults supporting the student in the community?
- Identify resources and supports that are used now and think about additional community resources to connect with moving forward. Consider support in many different areas such as relationships, technology, employment, transportation or postsecondary. Identify those supports that are available to anyone in the community versus those supports that the student may need to qualify for or apply for to receive.
- Who is on the student's team now and who should be brought to the table moving forward?
- Does the student have health and medical support and how will the student access that support once leaving school?

What does a "meaningful day" look like to the student?

- A meaningful day should empower the student and prompt learning and skill development, with a goal of self-advocacy and learning all their capabilities. What is meaningful to the student?
- What are the student's skills and interests?
- What are the student's fears?
- What are the student's hopes and dreams?
- What activities are they part of now in and out of school?
- Where do they like to go in the community?

How will the student access transportation to their job, postsecondary education or training, and community when they graduate from high school?

- What are some natural options to explore and help support while they are still connected to school?
  e.g.: rideshare, bike, bus, family/friends, Uber, purchase vehicle, obtain driver's   license, community transportation, other

Individualized Student Transition Planning

While building individualized Beyond 18 schedules, the IEP and PTP work together to plan for the student's day. IEP teams should reflect on each topic area below as they prepare schedules, set up services, and braid supports between school, community and family. Use this section to design an individualized student transition schedule and plan for the school year(s) beyond age 18.

Student and Family Engagement

When families and students are involved, improvement occurs in all areas such as attendance, test scores, grades, and graduation rates. It is critical, especially in high school, for families, students and school to work together to ensure a successful transition.

The IEP team should do the following:

- Think about the family members that are involved in the student's life.
- Identify what form of communication works best for the family and student.
- Allow families and students to have voice and choice.
- Be curious and find out the student and family's values about life after high school.
- Recognize that families know their child best and are an important part of the journey.

Transition Assessment Outcomes

Transition assessment must be an ongoing process to develop a good sense of what the student's preferences, interests, needs and strengths are. Federal law requires a transition assessment to be completed prior to writing the student's measurable postsecondary goals.

The IEP team should consider:

- Transition assessment outcomes and interests.
- Beginning not later than in the first Individualized Education Program that will be in effect when the child is 14, and updated annually thereafter, develop 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.
- The student's preferences, interests, needs and strengths.
- How often does assessment take place and consider assessment on the job, and the assessments within Wisconsin's Youth Apprenticeship and Employability Skills Certificate?
- Look at the student's Academic and Career Plan (ACP) and reflect on the assessments used within the ACP platform, such as Xello.

Hobbies and Interests

Hobbies and interests drive community placement and employment. As a team, list all the student's hobbies and interests and consider the following as the team decides on placement for recreation and leisure, volunteering, and employment.

- What does the student do in their spare time? Make sure to consider student and family input.
- What activities, independent living skills, experiences, and work was the student involved in growing up?
- For recreation and leisure, think about places the student spends time in the community.
- Has the student volunteered in the past and what could be some possible places in the future?
- What are the student's passions and topics of interest?

Measurable Postsecondary Transition Goals

The PTP is the foundation of the student's transition plan. The PTP and IEP are fluid and work together.

The IEP team must identify and review the following:

- Postsecondary Education and Training goals in the PTP.
- Employment goals in the PTP, including any additional text boxes.
- Independent living goals in the PTP.
- [Look over the independent living checklist.](#)
- Academic and Career Planning and Xello.

Disability-Related Needs

Disability-related needs specify areas or skills that, when addressed, will improve the student's access, engagement and progress in age and grade level curriculum, instruction, environment, and other school activities. This includes skills needed for college, career, and community readiness. The disability-related needs identified by the IEP team must be linked to the annual IEP goals and services.

This IEP team must identify

- Disability-related needs listed in the IEP.
- Disability-related needs as they relate to community and beyond 18.
- Outside agency and community support to help address disability-related needs.

IEP Goals

Annual IEP goals address the skills and attributes needed for the student to reach their postsecondary goals. Aligning IEP and PTP goals is a critical step when designing individualized programming beyond age 18.
The IEP team must develop:

- Student's annual IEP goals.
- Objectives to meet the goal (when applicable).
- How the goal is assessed, and progress monitored.

Transition Services and Pre-Employment Transition Services

Use the transition services goals from the PTP to compare what is in the student's plan to meet these goals.
The IEP team should consider:

- Postsecondary and CTE (Career and Technical Education.)
- Applying for the Wisconsin Youth Apprenticeship program, if appropriate.
- An employability skills certificate in conjunction with Wisconsin Youth Apprenticeship.
- Building a plan that includes multi-year supports.
- Looking at each transition service to discuss what is needed moving forward. [Transition Services and Pre-Employment Transition Services](#)
- Who will support the student in each transition service?

Credit Summary and Coursework (transcript)

Obtain a copy of the student's transcript and overall credit summary to ensure the student is staying on track. If the student needs to complete additional credits or coursework for graduation, the IEP team will need to build this into the student's schedule.

The IEP team should consider:

- Dual enrollment and early college access classes and programs.
- If a class in high school would help support IEP or PTP goals and disability-related needs.
- What classes and credits are needed to complete graduation requirements?

Employment History

Research shows that students with two or more work experiences during school are five times more likely to have paid employment after high school. All past, present and future employment is valuable and a piece of the transition plan.

The IEP should consider:
- Any and all places the student has participated in paid and unpaid work.
- Places the student has done job shadows, business tours, or volunteered.
- Interest Inventory outcomes.
- Places the student expressed interest in.
- College and career fair events and outcomes from each.
- Family and student input of jobs done around home and in the community.

Outside Agency Partners

Outside agencies are a very important part of an IEP team as a collaborative partner. As a team, do some community resource mapping using resources provided in the resource section.

The IEP team should consider:

- Outside agencies the student is currently working with.
- What agencies and supports may be needed, moving forward?
- Any partners missing from the table that the team should connect with?
- What supports are needed to sustain connection with family and agencies as the student transitions out of school?

Braiding Services

As a student nears the end of their school years, look into braiding services with other partners and outside agencies to ensure a smooth transition. Braiding services means sharing costs of services as well as sharing responsibility for the support a student may need. For support in braiding services, providers should reference the funding test in the Transition Action Guide. The student's transition team all work together to provide the most effective transition plan for the student.

The student's IEP team should consider:

- What outside agencies can provide support as school services fade out? For example, a student starts using the city bus to get to work instead of the school bus.
- Transportation options that may include different options for different parts of the day.
- If and how shared cost and support makes for a smoother transition.
- How often the team should meet to support the student.

Accommodations and Modifications

Accommodations and modifications are used in the school, the classroom and the community. These are supports intended to remove barriers to the student's access, engagement and progress in these settings. It is important to reflect on what accommodations and modifications were used in the past, what is currently used, and what may be needed moving forward as the student transitions out of high school.

IEP teams should consider:

- Ways for the student to self-advocate for accommodations needed.
- Past work experience and what modifications or accommodations were used to support the student.
- What academic accommodations would transfer to postsecondary.
- Meeting with a disability specialist at a postsecondary school.
- Input from the family and student as to accommodations used at home and in the community.
- Further assessment of assistive technology or independent living.
- OT, PT, and Speech may help problem solve accommodations to work related tasks.

Building a Diverse Transition Team

Building a diverse transition team to support the student is essential to their success. Make sure the IEP team has someone on the team representing each area of a student's life: student, family, community, school, outside agencies, mentors, social emotional support.

The IEP team should consider:

- If there are voices missing from the table.
- Team members that will be with the student as they leave high school.
- Supports the student has used as they went through school.
- Family and friends that support the student every day.
- Don't forget about other school services that can help with the transition, such as occupational and physical therapy.
- Think outside the box! Build a team that can look at things from a different lens. Additional resources and templates are provided in this document.

Community Readiness

It is important for each student to feel a sense of community and have a place the student belongs. An important piece of beyond 18 is exposure to a variety of different ways to engage in the community as an adult. Think about all the community clubs, events, and resources that the student has been part of and ones the student may have an interest in going forward.

The IEP team should consider:

- Places the student likes to visit and interests.
- Places the student can feel successful and engaged as an active community member.
- Working or volunteering at places that match the student's interests.
- Promoting continued health and wellness.
- Introducing new groups, clubs, and service learning that would fit with the student's goals and interests.
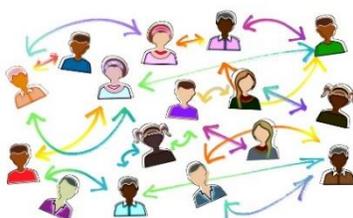- Family and student input on previous places visited in the community.

Write it out~Map it~Draw it~Chart it! Whatever works best for you to see the big picture of the final steps of a student's transition journey with school!

Partnership Resource Mapping

Partnership resource mapping is essential to enhance coordination and collaboration between outside agencies, organizations, student teams and school in order to align all resources and ensure a successful transition plan. The team is building a transition network! Below are some resources that give guidance and examples of different ways to build a resource map. As a team, utilize one tool to start resource mapping the different connections and resources everyone brings to the table. The team should reach out to others during the planning process to include more resources as needed. Discuss the following with the team and select the best option for the student.

Resource Mapping will:

1. Identify community resources available to each student.
   - Resources the student currently uses.
   - Resources supporting the student in all areas of life.
   - Review community mapping done by CCoTs, school or other outside agencies.
2. Identify new or existing resources to connect with.
   - Are there resources that could support the student that the team is not connected with yet?
   - What voices and resources are missing?
   - What resources will be primary supports as school ends?
3. Identify the different stages in the transition process and optimal times to connect with outside agencies and supports to reach postsecondary transition goals.
   - Map it all out- How will the team get to a common goal? What steps need to be put into place?
   - Set the goal and build steps backwards to get there.
   - Who comes in to support and at what steps?

Within School	Beyond School Outside Agencies	Beyond School Community
● Special Education Case Manager ● Transition Coordinator ● School Administration ● Other Special Ed Teachers ● General Ed Teachers ● School Psychologist ● School Social Worker ● Paraprofessional ● School Counselor ● School Nurse ● Speech and Language Pathologist ● Physical or Occupational Therapist ● Club Advisors ● Peers/Mentors ● Assistive Technology Support ● ACP Coordinator ● Youth Apprenticeship	● Aging and Disability Resource Center ● Division of Vocational Rehabilitation (DVR) ● Independent Living Center ● Postsecondary Programs ● Social Security ● Long Term Support ● Mental Health Support ● Group Homes ● Supportive Employment Providers ● Support Groups ● Adult Day Programs ● Advocacy Groups ● Recreational Groups ● Office of Blind and Visually Impaired	● Local Employers ● US Armed Forces ● 2 Year Colleges ● 4 Year Colleges ● Juvenile Justice System ● Recreation -YMCA, Boys and Girls Club ● Local Transportation Providers ● Service Clubs- Lions, Kiwanis, Key Club, Rotary ● Chamber of Commerce ● Faith Communities ● Government Leaders ● Craft Apprenticeship ● Job Corps ● Job Centers ● Vocational Training Centers

Blank Template for Building a Team and Mapping

Community Mapping Resources

The tools below will facilitate partnership resource mapping for transition teams. Teams may use one or a combination of tools to best meet the needs of the student and community.

- An asset mapping chart is often used to produce a list of comprehensive resources in the community. In this resource the team will identify areas for improved outcomes (postsecondary, employment, graduation), list the community resources, and then indicate the services or supports provided by each community resource.
Asset Mapping Chart
An asset mapping audio and video explanation

- NTACT (National Technical Assistance Center on Transition) has a great resource intended to guide teams in identifying and aligning resources, as well as clarifying roles and responsibilities in the provision of seamless transition services for students and youth with disabilities.
NTACT Resource Mapping Worksheet
NTACTs guide to the whole toolkit

- Google maps is an incredibly versatile tool to help teams create a visual map with the ability to create markers that will identify community resources, and can be customized for the individual student and team using the map.
Using google maps in your community
Video of how to use Google My Map for Community Mapping
The Basics of Virtual Community Resource Mapping- Matthew Flanagan

- Essential Tools, Improving Secondary Education and Transition for Youth with Disabilities, Community Resource Mapping Guide. This guide will talk the team through pre-mapping, mapping, taking action and maintaining, sustaining and evaluation mapping. Included are resources, examples and blank templates to use.
NCSET Essential Tools for Community Mapping

- The Wisconsin Board for People with Developmental Disabilities Let's Get to Work Project created a quick guide on Transition to Employment. It includes resources and tools for teams to use when supporting students transitioning to community employment. There is also a High School Opportunity Map to help assess how inclusive school classes and extracurriculars really are.
BPDD Let's Get To Work Quick Guide

Sample Student Schedules

The following schedules are examples of how a team built a student's day around the goals of the PTP, IEP and individualized needs of the student.

The shading of the boxes and visual symbols on each schedule represents all the various transition pieces that come together in building an individualized student schedule.

Color Key

School 🏫	Outside Agency 🤝	Transportation 🚗
Community 👪	Postsecondary 👨‍💼	

Student A

Student A is preparing to graduate and move onto employment, living in a duplex next to family and being active in the community.

Team Members: student, mother, DVR case manager, Nicolet College (Jump! Start) teacher and disability program support specialist, job coach, principal, special education teacher, regular education teacher, long term support case manager, community mentor, employer.

Monday	Tuesday	Wednesday	Thursday	Friday
Community Day No School		8:15 Arrive 18-21 -Join Circle -Self-Ad Lesson -Home Care 101	8:00 Volunteer at Artstart	8:15 Arrive 18-21 -Join Circle -Self-Ad Lesson -Home Care 101
	10:00 Arrive 18-21	9:00 Break/Cold Lunch pack/Bathroom	9:00 Walk to 18-21	9:00 Break/Cold Lunch pack/Bathroom
AM-Horseback Riding w/Mentor	Community Awareness Outing (different location each week in Community)	9:30 Outside Agency pick up for Jump! Start	9:30 Dog Bone School Business	9:30 Outside Agency pick up for Jump! Start
	11:00 Meal plan and shop for Thursday Lunch	Nicolet College Jump! Start 10:00-2:00	10:30 Meal prep for family style lunch	Nicolet College Jump! Start 10:00-2:00
	11:30 Lunch & Prepare for work	2:30 Transport Home via Mom or Outside Agency bus	11:30 Lunch	2:30 Transport Home via Mom or Outside Agency bus
	12:15 Northwoods Transit pick up to work Insurance Co		12:15 Northwoods Transit pick up to work at Insurance Co	
	12:30-2:30 Work at Insurance Co DVR job coach check in		12:30-2:30 Work at Insurance Co DVR job coach check in	
	2:30 Northwoods Transit home (Blended cost family, school, DVR)		2:30 Take Northwoods Transit Home (Blended cost with family, school, DVR)	

Student B
Student B is 19 and has many outside agencies supports braiding services in their schedule. The student plans to attend Project Search next semester.

Team Members: student, parents, DVR case manager, Human Services mental health case manager, outside provider working with DVR and family, respite worker/mentor to student, YMCA job coach, Kids in Need mentor, special education director, special education teacher, regular education teacher, police liaison with school district, guidance counselor, school social worker.

Monday	Tuesday	Wednesday	Thursday	Friday
No School Services- Work with an Outside Agency DVR Explore Work		No School Services- Work with an Outside Agency		No School Services- Work with an Outside Agency
	10:00 School Bus arrive at 18-21	DVR Explore Work	10:00 School Bus arrive at 18-21	
	Clock in and do calendar/appts/daily review routines with staff -look over personal calendar	Community Classes	10:30 Self-Advocacy Lesson	9:30-10:30 YMCA Class
	10:30 Social Skills Work		10:30 Social Skills Work	
Evening- Leo's Club Meetings 1x/month	12:30 School Suburban to YMCA		11:30 Family Style lunch with group/social skills	College tours/job shadow exploration with Mentor
	YMCA front desk job- School Staff job coach	Cook dinner with mentor	12:30 Kitchen work/prepare for work	
	2:30 Family member pick up from YMCA		1:00 School suburban to Animal Shelter	
			1:15-2:00 Volunteer at Animal Shelter	
			2:45 Dad Pick up	

Student C

Student C is a student that just completed their 4th year of high school and is in need of 2 credits to meet high school graduation requirements. The schedule also supports their interest in child care and employment at the area theater, while exploring postsecondary education options.

Team Members: student, mother, sister, Nicolet College Jump! Start teacher, money management teacher, special education teacher, special education director, outside provider job coach and bus driver, paraprofessional, DVR case manager, long term support provider, YMCA and Cinema co-workers.

Monday	Tuesday	Wednesday	Thursday	Friday
School Bus	School Bus	Drop off by Family to Nicolet College	School Bus	School Bus
Morning Circle Self-Advocacy	Morning Circle Self-Advocacy	8:30-11:00 Nicolet College Jump Start! 1st Class	Morning Circle Self-Advocacy	Morning Circle Self-Advocacy
9:00 Money Management Gen Ed Credit complete	9:00 Money Management Gen Ed Credit complete	11:30 Cold Lunch Eat on campus	9:00 Money Management Gen Ed Credit complete	9:00 Money Management Gen Ed Credit complete
10:00 School Suburban to Rouman Cinema	10:00 School Suburban to Rouman Cinema	Transport back to School by Outside Agency Bus	10:00 School Suburban to Rouman Cinema	School Suburban to and from YMCA
10:15-11:30 Paid Work Experience Rouman Cinema	10:15-11:30 Paid Work Experience Rouman Cinema	Money Management Independent	10:15-11:30 Paid Work Experience Rouman Cinema	10:00-11:00 Swimming YMCA School Suburban
School Lunch/Study Skills	School Lunch/Study Skills	1:15-2:05 Advanced Child Care Gen Ed Credit Complete	Family Style Lunch Cooking 18-21	School Lunch Study Skills
1:15-2:05 Advanced Child Care Gen Ed Credit Complete	1:15-2:05 Advanced Child Care Gen Ed Credit Complete	School Suburban to YMCA	1:15-2:05 Advanced Child Care Gen Ed Credit Complete	1:15-2:05 Advanced Child Care Gen Ed Credit Complete
School Suburban to YMCA	2:15-3:10 Hodag Dog School Business	2:30-3:30 Daycare Assistant job @ Adventure Alley	2:15-3:10 Hodag Dog Bone Business	School Suburban to YMCA
2:30-3:30 Daycare Assistant job @ Adventure Alley	Home via family member or walk in nice weather	3:30 Sister Pick Up	Home via family member or walk in nice weather	2:30-3:30 Daycare Assistant at YMCA Adventure Alley
3:30 Sister Pick Up				3:30 Sister Pick Up

Student D
Student D is a student with a learning disability that just completed their 4th year of high school but needs another year of supports to acclimate to Nicolet Technical College. The student is also finishing their Youth Apprenticeship and Employability Skills Certificate while also training at school to be a paraprofessional.

Team Members: student, mother, father, step-mother, special education teacher, regular education teacher, PE teacher, Nicolet College Disability Support Specialist, Youth Apprentice Coordinator, DVR case manager, special education director, principal, job coach supervisor.

Monday	Tuesday	Wednesday	Thursday	Friday
Drive Self to School	Drive Self to School	Drive Self to School	Drive Self to School	Drive Self to School
1st- Para training with students from MS in the PAES lab	1st- Para training with students from MS in the PAES lab	1st- Para training with students from MS in the PAES lab	1st- Para training with students from MS in the PAES lab	1st- Para training with students from MS in the PAES lab
2nd hour Total Fitness Credit needed	2nd hour Total Fitness Credit needed	2nd hour Total Fitness Credit needed	2nd hour Total Fitness Credit needed	2nd hour Total Fitness Credit needed
School Suburban to Job Site	School Suburban to Job Site	School Suburban to Job Site	School Suburban to Job Site	School Suburban to Job Site
3&4 Job Coach students in community at work experience sites	3&4 Job Coach students in community at work experience sites	3&4 Job Coach students in community at work experience sites	3&4 Job Coach students in community at work experience sites	3&4 Job Coach students in community at work experience sites
Done at Noon Drive to work	Done at Noon Drive to work	Drive to Nicolet College	Done at Noon Drive to work	Drive to Nicolet College
Wal-mart Youth Apprenticeship and Employability Skills Certificate	Wal-mart Youth Apprenticeship and Employability Skills Certificate	12:30-2:30 College Readiness Nicolet College	Wal-mart Youth Apprenticeship and Employability Skills Certificate	12:30-2:30 College Readiness Nicolet College
Student has a driver's license and owns own vehicle. Transports self.				

In addition, here are some templates that the IEP team may choose to use in building a student's schedule.

[Student Mind Map](#)

[Blank Template for Student PTP/IEP Crosswalk](#)

[Bringing It All Together](#)

[Blank Template for Building a Team and Mapping](#)

Beyond Age 18 Resources

There is a wealth of resources when it comes to transition planning. The list below includes key resources as well as a Beyond 18 padlet that will be kept up to date with resources as they pertain to Beyond 18.

- The Transition Improvement Grant (TIG) page encompasses many resources to support strengthening the transition process to develop strong career, college, and community ready students. There are several tools, trainings and resources to use as well as it encompasses our Self-Advocacy Suite curriculum.
  TIG Homepage
  TIG's all in one Resource Compass Guide

- Opening Doors is a series of booklets that provides a process of planning for life after high school that includes making decisions, planning, and taking actions. Specifically, it is a tool for students with IEPs to use as they begin to plan for a successful future. There are four different guides: Employment, Self-Determination Skills, Postsecondary Education and Training and A Guide to Adult Services.
  Entire Opening Door Series (available in English and Spanish)

- NTACT (National Technical Assistance Center on Transition) the Collaborative, is a valuable national resource. They provide information, tools, and supports to assist multiple stakeholders provide effective services and instructions for students and out of school youth with disabilities.
  NTACT the Collaborative

- A padlet has been created to keep adding and updating resources that would assist in supporting beyond age 18. A padlet is an online virtual "bulletin" board to share links and information. The categories of resources are: Getting Started, Scheduling/Blended Services, Transportation, Independent Living, Postsecondary School, School to Work, Recreation and Leisure, Being Part of the Community, Sample Beyond 18 Around the State, Self-Advocacy and Family Engagement.
  Beyond 18 Guidance Padlet