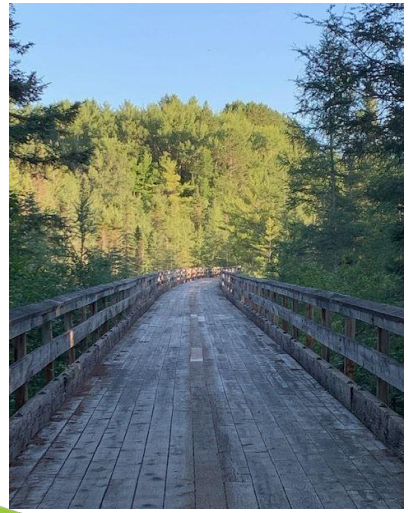


Planning For Transition While In High School: Postsecondary Transition Plan (PTP) and Beyond 18 Programming

December 10th, 2024
6:30 PM-7:30 PM

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TIG
Transition Improvement Grant

WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

Ahh… Deep Breath



Breathe in

Today's Intentions

- Transition and why is it important
- The Postsecondary Transition Plan (PTP) and how can families be involved
- PTP resources and examples
- Student led IEP and self-advocacy
- WiTransition App and how families can use it in transition planning
- Understanding Beyond 18 Transition Programming
- How to make Beyond 18 decisions and conflict resolution
- Resources



What Is Transition?

Transition planning is:

- **The process of helping students with IEPs and their families think about their life after high school.**
- **Identifying long-range goals designing their high school experience.**
- **Students gain the skills and community connections they need to achieve these goals. Steps to get there.**
- **The plan is documented through the use of the online Postsecondary Transition Plan or PTP.**



Indicator 13 DPI Link

Importance of Transition Programming

- Meaningful, individualized programming.
- Reaching goals in education, training, employment and as necessary, independent living.
- Student voice!
- Community connection and belonging.
- Robust Transition Team Planning!
- Gradual release! School supports lessen as community supports pick up. No proverbial cliff.

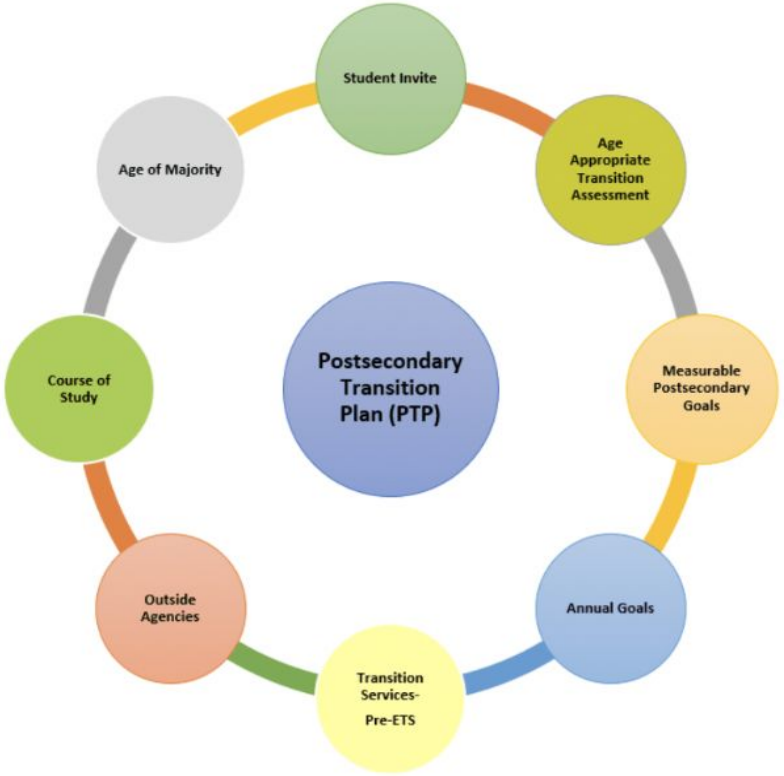


What is the Postsecondary Transition Plan (PTP)?

- A part of the IEP that focuses on transition.
- Written with the IEP team (which includes the student) when a student is 13 turning 14 during the timeframe of their IEP.
- Documented through the use of the online PTP application.
- A paper copy must be attached to the IEP when the family receives it.



What is the PTP



What is the PTP?

The PTP is a part of the IEP which focuses on transition. A PTP is written with the IEP team, which includes the student, when a student is 13 turning 14 during the timeframe of their IEP. There are 8 components to the PTP. They include:

- Student Invite
- Age Appropriate Transition Assessment
- Measurable Postsecondary Goals
- Annual Goals
- Transition Services/Pre-Employment Transition Services (Pre-ETS)
- Outside Agencies
- Course of Study
- Age of Majority

Sample PTP

[Sample High School PTP]

[Sample Middle School PTP]

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

DEMO

Wisconsin Test District

Name of Student: DemoStudent X FakeEntry
WISEid:
Meeting Date: 5/31/2021

Date of Birth: 9/23/2007
PTP ID: 535899

I. Meeting Attendance

DemoStudent X FakeEntry attended the IEP Team meeting.

II. Postsecondary Goals

The measurable postsecondary goals for DemoStudent X FakeEntry are based on an age-appropriate transition assessment.

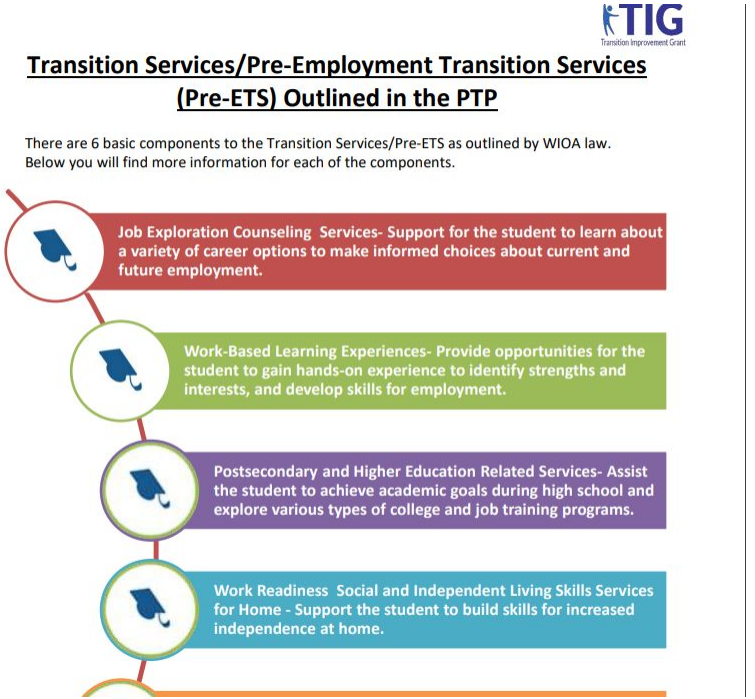
The IEP Team reported the following methods and/or results of the transition assessment:

As Sally enters her last year in middle school, we are focusing on her career choices and the transition to high school. Sally, her case manager and parent completed the Behavior Rating Inventory of Executive Functioning (BRIEF). This assessment showed areas of need in organization of materials and emotional control. She had relative strengths in the areas of working memory and monitor.

As part of the district ACP process, Sally participated in the Xello Matchmaker assessment. She matched with the following Top 3 careers: computer programmer, phlombotmist, and occupational therapy assistant. Sally watched videos

Transition Services Outlined in the PTP

Transition Services Outlined in the PTP



PTP and Family Involvement

A Families Guide to PTP



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A Family's Guide to the Postsecondary Transition Plan (PTP)

WISCONSIN DEPARTMENT OF Public Instruction

What is the PTP?

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

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

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

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

The WiTransition App can be used to assist you in preparing for the transition portion of your child's IEP meeting.

WiTransition APP

Transition Planning For Families

Transition Planning For Families

Transition Planning for Families: Outside Agencies

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

How do you find out about outside agencies?

There are a number of ways to find outside agencies:

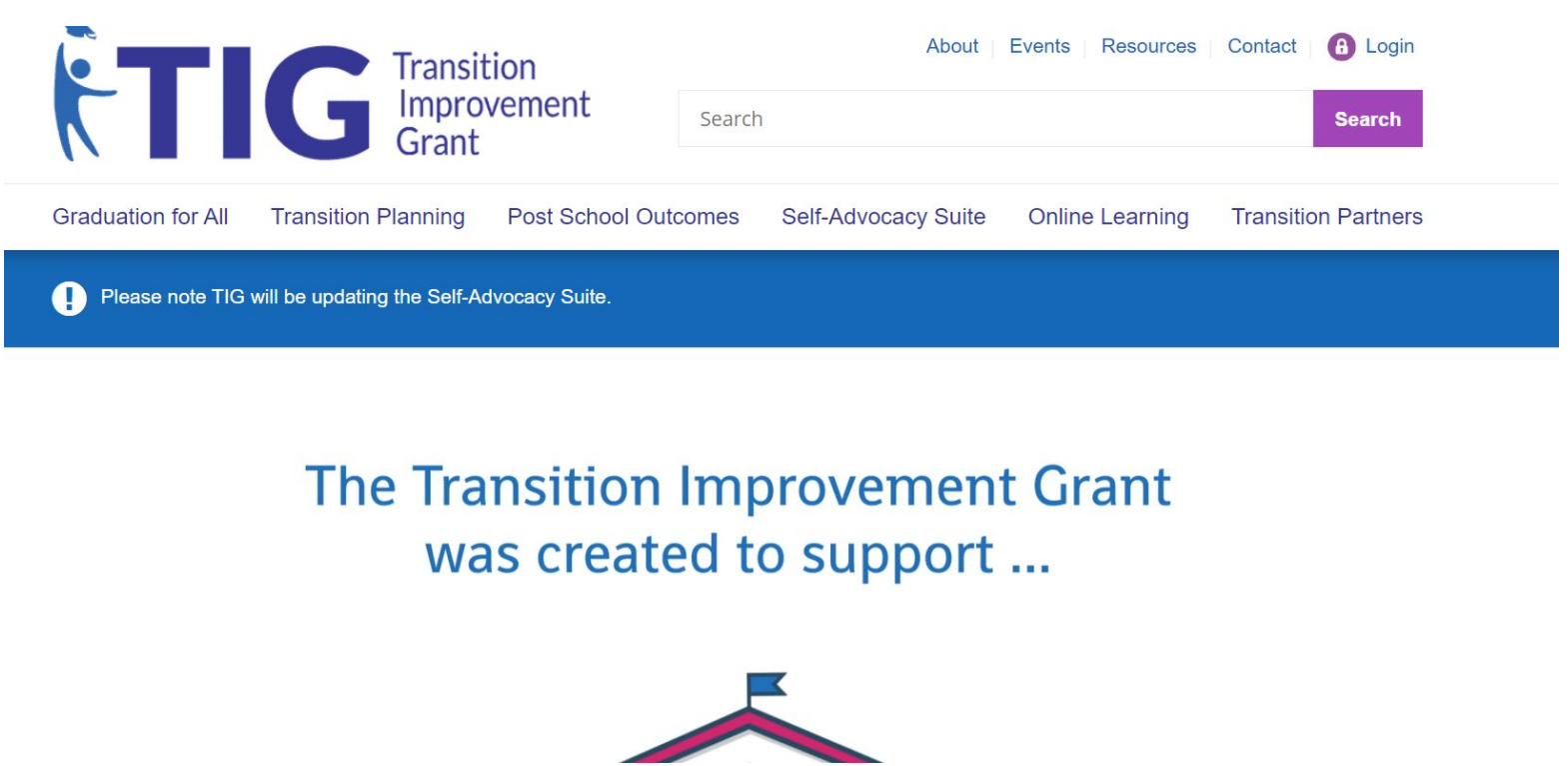
- Contact your county Aging and Disability Resource Center (ADRC): http://www.dhs.wisconsin.gov/adrc/
- Connect with Wisconsin Wayfinder online to find county and statewide disability and mental health services and supports. https://www.dhs.wisconsin.gov/wiscway/index.htm or call 1-877-947-2929.
- Attend transition activities such as fairs, workshops, and conferences offered through your school or other agencies.
- Contact Independent Living Centers (ILC): http://www.dhs.wisconsin.gov/disabilities/physical/ilcs.htm.
- The Transition Improvement Grant (TIG) website Transition Partnerships: https://witig.org/transition-partners/

How and when do I contact outside agencies?

- Contact your local Division of Vocational Rehabilitation (DVR) office two years prior to your child's graduation/exit from high school to complete a referral for employment opportunities.
- Contact your local ADRC office when your child is 17 years 6 months for assistance with long term care options and decision making options.

Create a Login on TIG Website

witig.org



Student Led IEP Planning

Educator-Directed Transition



Student-Directed Transition



Students who actively participate during their IEP meetings are more likely to be employed and/or enrolled in higher education after graduation.

Self-Advocacy Importance!



Students with higher self-determination skills were more likely to be engaged in post school employment!

Family Resources on Self-Advocacy

A school's strongest partner in working with students is their family. As students grow and work on their own transition plans, sometimes IEP teams and families may need support as mindsets shift to thinking about what is needed to help support students. Below are some resources to help when thinking about self-advocacy.

Why is self-advocacy important and what is it?

- Center for Parent Information & Resources: Best Practices in Self-Advocacy Skill Building
- BPDD: Let's Talk About Rights: A Guide for Families and Self-Advocates
- DPI Family Support and Advocacy
- Wisconsin Transition Resource Guide for Families and Youth
- 10 Steps to Independence: Promoting Self-Determination in the Home
- DPI's An Introduction to Special Education
- PACER Center: Champions for Children with Disabilities Minnesota and National Resource for Families and Students

Connecting the PTP and Families

The WI Transition App is a tool to assist students and their families in planning for the student's future.

The app mirrors the Postsecondary Transition Plan(PTP) in the IEP.



What is the WiTransition App

An interactive tool that clearly and directly aligns to the Postsecondary Transition Plan (PTP) and…

- Promotes student and family engagement
- Increases self-direction and self-advocacy
- Prioritizes the student's preferences, interests, strengths, and needs



WI Transition App

- App to help create a PTP
- Designed for students with IEPs (anyone can use)
- Can be used on phone, tablet, chromebook, computer
- 15 question survey
- Start year before turning 14
- Generates report to save and email other



Get the Transition App



Website:www.witransition.com





My Future. My Plan. My Way.

https://www.witransition.com/

Spanish Version!

Paper copy Link
Wi Transition App paper version
Spanish Version
Spanish Paper Copy



Suggestions for Family Use

- Students and families together walk through the app prior to an IEP, bring results to the IEP meeting.
- For youth not able to articulate responses in a traditional manner, family can assist completing on their behalf based on strengths, preferences and interests.
- Share results with outside agencies
- Help guide transition discussion
- An “I can do” attitude!



What is Beyond Age 18?

Beyond 18 is referred to as the time a student may need to stay in high school after their peers, to work on meeting transition skills for life after school or credits to graduate. This is an IEP team decision if it is needed or not.

The Beyond Age 18 guidance document is designed to help teams create meaningful, individualized special education services for students with IEPs who stay in high school after their peers graduate.

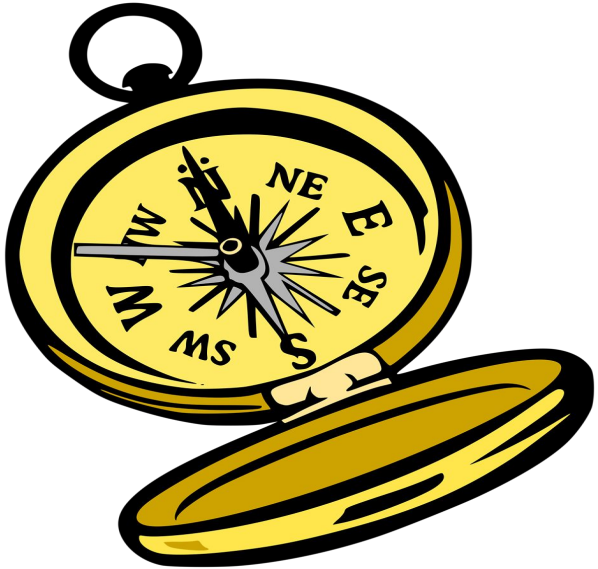
[Transition Programming Beyond Age 18 Link]



Intent and Purpose

Inquiries have come in to TIG and DPI on how to design quality 18-21 year old programs.

It is our vision to create a document that fosters conversations about individualized transition programming supported by robust networks of transition stakeholders.



The Importance of Gradual Release

- Start conversations early
- Steps to reach the end goal
- Collaboration is key through education
- Who we collaborate with shifts
- Smooth gradual handoff, no cliff
- School supports fade to outside supports
- Release happens differently for each student



Program vs Programming



- **Beyond Age 18 needs to be individualized programming aligned to student disability related needs**
- **Like services and instruction may be grouped together**
  Scheduling is key!
- **A strong network of partners will allow programming to shift as needs change for your students**

IEP Teams Will Find in This Guide:

- Current state and federal special education guidance and regulations.
- IEP team conversation starters to set the stage.
- Review and reflection of IEP and PTP goals.
- Partnership resource mapping guidance, examples and resources.
- Sample student schedules.
- Templates for teams to lay out goals, plans and map transition partners.
- Additional resources.

Understanding State and Federal Regulations

IDEA and Wisconsin state statutes provide a right to FAPE until a student with an IEP:

- **earns regularly HS diploma**
- **reaches maximum age**

A school district is accountable for:

- **Offering FAPE**
- **Preparing a student to reach postsecondary goals**



Understanding State and Federal Regulations

- Programming during this time should be individualized.
- Teams consider least restrictive environment and where same age peers are learning, working and living.
- Collaboration is critical with outside agencies.
- Build a meaningful day for students to engage in.



Should and Should Not Be...

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.
Individualized and foundation built by student's IEP and PTP.	A continuation of traditional school day.
Community based focused, post secondary, employment, community belonging.	A self-contained environment and repeat of coursework already completed.

Should and Should Not Be….

Should Be:	Shouldn't Be:
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 in preparation for postsecondary goals.	Mirror a day that works for the school's schedule and doesn't support transition goals.
Meaningful, culturally responsive, and relevant for the student.	A defined schedule and program for all students(i.e. Students all take specific courses and stay until 21).
In a natural environment similar to same age peers.	In a segregated setting with school staff supporting.
Supporting coursework/credits needed to	Taking classes over to fill in open time in a

Team Conversation Starters

- What are the student's goals for life after high school?
- What will the student's least restrictive environment look like after age 18?
- How will the team plan for transition from school supports to community services?
- What does a "meaningful day" look like to the student?
- How will the student access transportation?

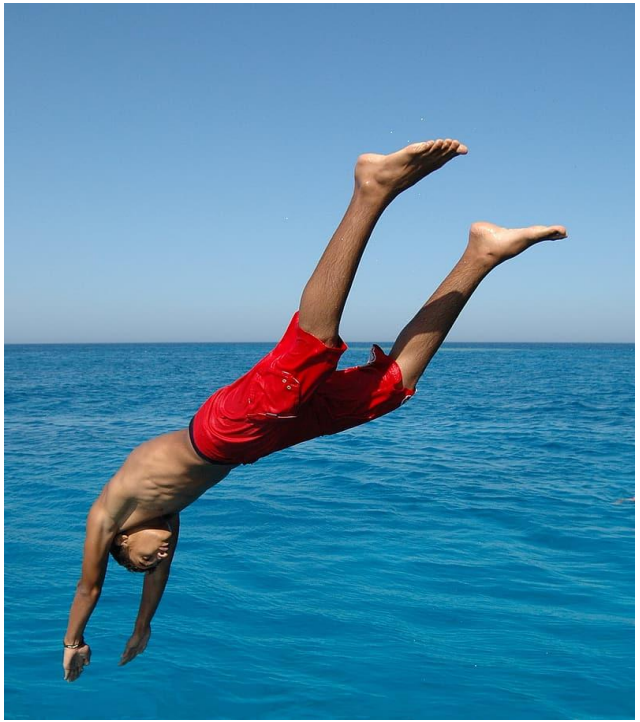


Beyond Age 18 Website

Let's dive into the site and look around!

[Transition Programming Beyond Age 18 Site]

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Resource Mapping Will….

1. Identify community resource available to each student.
2. Identify new or existing resources to connect with.
3. Identify the different stages in the transition process and optimal times to connect with outside agencies and supports to reach postsecondary transition goals.



Consider

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	• Aging and Disability Resource Center • Department of Vocational Rehabilitation • Mid-State Independent Living • Post-secondary Programs • Social Security • Long Term Support • Mental Health Support • Group Homes • Supportive Employment Providers • Support Groups • Adult Day Programs • Advocacy Groups • Recreational Groups	• 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

How Do IEP Teams Make Beyond 18 Decisions and when?

- Start conversations early
- IEP teams make the individualized decision
  - Start with the postsecondary goals
- Ensure all the appropriate transition partners at at the table
- Regularly revisit programming design
- Reminder: there should not be set criteria for accessing Beyond Age 18 services **All students with IEP's can access Beyond 18 services entitled to FAPE**

Conflict Resolution

When IEP teams, families or transition partners don't agree:

- Meeting as a transition team
- Backwards planning from student's ideal day
- Student voice
- All partners approaching their support with a "yes"
- Dispute resolution options



Resources for Families



[Wisconsin Statewide Parent Educator Initiative (WSPEI)]

[Before Age 18 Website: Action Steps for Families]

[BPDD Collaboration Guide]

[DPI Webpage Family Support and Advocacy]

Questions~Comments~Wonders



Contact Us!

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