

Postsecondary Transition Plan (PTP) Application

Guide for Creating a Postsecondary Transition Plan

When the Online PTP Application is Unavailable

December, 2013



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

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

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

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

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

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

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

APPENDIX A

Postsecondary Transition Plan Worksheet

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

Name of Student:

Date of Birth:

School:

Date of IEP team meeting:

Date student was invited to the IEP team meeting:

Method of inviting the student to the IEP team meeting

☐ Written ☐ Verbal

Did the student attend the IEP team meeting?

☐ Yes

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

Has an age-appropriate transition assessment been conducted?

☐ Yes

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

Describe the results of the assessment (*optional*)

Postsecondary education or training goal

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

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

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

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

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

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

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

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

☐ Yes ☐ No

If yes, after high school the student will:

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

☐ Yes

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

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

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

Category	Transition Service	School Year	Person(s) responsible

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

☐ Yes ☐ No

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

☐ Yes

☐ No

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

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

☐ Yes

☐ No

Agencies invited to the meeting (*optional*)

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

Course Title	School Year

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

☐ Yes

☐ No

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

Will the student be exiting school because of graduation or exceeding the age of eligibility for a Free Appropriate Public Education (FAPE) at the conclusion of the current academic school year?

☐ Yes

☐ No

If yes, eligibility for a Free Appropriate Public Education (FAPE) ends when a student is granted a regular high school diploma, or at the end of the school term in which the student turns age 21. Under these circumstances, the local education agency must provide the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's postsecondary goals. 34 CFR 300.305(e)(2) and (3), IDEA

The summary of performance must be provided at a reasonable point prior to graduation. It is not necessary to conduct an IEP meeting to develop the summary of performance.

APPENDIX B

MEASURABLE POSTSECONDARY EMPLOYMENT GOALS

PTP Career Clusters and Pathways

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

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

APPENDIX C
TRANSITION SERVICES

Acquisition of Daily Living Skills

Daily living skills are activities that adults do most every day. These include such things as preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing, and/or personal grooming.

- Act responsibly in caring for personal property and the property of others
- Choose and wear clothing appropriate in size, color, pattern, and style
- Complete an assessment of daily living skills
- Contact a DHS case manager to be placed on the residential service waiting list
- Demonstrate ability to communicate personal information in appropriate situations
- Demonstrate ability to determine temperature by reading a thermometer
- Demonstrate ability to maintain a comfortable room temperature in the home
- Demonstrate ability to operate a washer and dryer
- Demonstrate ability to respond to household emergency situations
- Demonstrate acceptable eating behaviors
- Demonstrate advanced telephone skills
- Demonstrate an acceptable understanding of concepts related to sexual awareness
- Demonstrate an understanding of words found in the home environment
- Demonstrate good decision making skills
- Demonstrate knowledge of the physical and personal care of children
- Demonstrate proper judgment in food storage
- Demonstrate qualities of a good citizen
- Demonstrate safety precautions in the home
- Demonstrate time management skills
- Demonstrate understanding of measurement as it applies to everyday living
- Develop a contact list of agencies that provide residential supports in this county
- Develop a network of informal supports
- Develop a personal fitness routine
- Develop a shopping list based on recognized household and personal needs
- Develop emergency procedures for use at home
- Dress and undress independently
- Dress appropriately for specific situations (e.g., weather, special events, casual, seasonal)
- Explore possible assistive technology and adaptive assistance
- Explore possible technology and adaptive assistance
- Know how and when to seek medical assistance
- Listen to the weather forecast to plan daily/weekly outings/clothing choices
- Maintain a clean body
- Maintain a neat appearance
- Maintain own bedroom
- Make local calls and respond appropriately to incoming calls
- Manage daily time schedule
- Manage money and pay bills
- Manage personal self care
- Manage personal toileting needs
- Meet with a doctor to discuss birth control/family planning options
- Meet with a family financial planner
- Meet with and interview adults with disabilities and their families who are receiving residential supports
- Open a checking/savings account

- Perform light household maintenance
- Perform written correspondence
- Practice preventive health care
- Prepare and serve foods which require little or no cooking
- Prepare and serve simple foods which require cooking
- Purchase clothing and learn how to care for clothes
- Purchase food
- Recognize when clothing repair is necessary and either mend the item or arrange for assistance
- Recognize when specific things need cleaning
- Register for long-term care services with the local Aging and Disability Resource Center (ADRC)
- Schedule and keep medical appointments
- Select a primary care physician and dentist
- Sort, wash, dry, fold, and put away laundry
- Take courses in foods, family life, child development, and babysitting
- Treat minor illnesses and perform basic first aid
- Understand directions for taking medications
- Visit community agencies that provide daily living skills training to adults
- Other (Provide description)

Community Experiences

Community experiences are generally provided outside the school building and prepare the student for participation in community life. Community experiences encourage the student to participate in the community, including government, social, recreational, leisure, shopping, banking, transportation, or other opportunities.

- Access services and items which have a constant location
- Apply for residential services
- Demonstrate ability to identify the locations of and get to social service agencies
- Demonstrate ability to navigate the community
- Demonstrate ability to safely cross streets including those with traffic lights
- Demonstrate an understanding of cost saving techniques
- Demonstrate appropriate social behaviors in the community
- Demonstrate knowledge of Section 504 of the Rehabilitation Act and Americans with Disabilities Act
- Demonstrate knowledge of banking options: checking, savings, debit cards, online banking, etc.
- Demonstrate knowledge of community agencies that provide services and support to people with disabilities
- Demonstrate understanding of basic insurance needs and where to purchase coverage
- Demonstrate understanding of purchasing options and pay for large purchases in the community
- Develop a realistic plan for addressing post secondary housing needs and demonstrate the ability to secure housing
- Enroll in and take classes through the local County Extension Program
- Enroll in community education courses
- Enroll in summer college for youth
- Identify activities of choice to do with an adult service provider
- Identify activities of choice to do with family members or friends
- Identify any supports needed to participate in activities
- Identify appropriate resources for problem solving
- Identify proper responses to emergency situations in the community
- Identify specific community facilities to join for recreation and leisure services

- Identify specific recreation or leisure activities of choice and participate independently
- Investigate participation in church/temple or social/recreation events
- Investigate participation in community civic and social organizations
- Investigate participation in community sports teams or organizations
- Investigate youth volunteer programs at the hospital
- Investigate youth volunteer programs at the library
- Join a community recreation center or YMCA
- Join a community team or organization
- Join local organization or club
- Know the dangers of accepting assistance or goods from strangers
- Learn about local art galleries, public museums, library
- Locate needed items in a grocery store
- Locate specified areas within neighborhood
- Locate, access & use relevant community resources
- Make and keep own appointments
- Observe a courtroom or jury duty process
- Obtain a state identification card or get instructional support to obtain a driver's license
- Participate in extracurricular activities
- Participate in group activities supported by an adult service provider
- Practice banking, budgeting, and shopping skills
- Recognize and understand cost and pay for small purchases in the community
- Register for classes with city parks and adaptive recreation programs
- Register with Selective Service
- Select and order food in restaurants independently
- Take classes through the local 4-H organization
- Understand relevant community signs
- Use public transportation or get instructional support to obtain a driver's license
- Other (Provide description)

Employment including Supportive Employment

Employment and supported employment focus on the development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment. While volunteer work and work for sub-minimum wage provides important job skills and experience, the focus of postsecondary employment goals for all students with disabilities is integrated employment, which is defined as employment at a competitive wage (at least minimum wage).

- Accurately complete a job application
- Attend a transition fair or career fair at school and/or in the community
- Collect information regarding desired employment and career interests for adult life beyond college and/or postsecondary vocational training
- Complete application for DVR
- Conduct an informational interview with military branch officers
- Contact a Work Incentives Benefit Specialist to discuss the impact of employment and benefits
- Contact the state Commission for the Blind and Visually Impaired to obtain employment services
- Demonstrate ability to access various resources for assistance in job searching
- Demonstrate appropriate hygiene and grooming
- Demonstrate employability skills and schedule a work experience
- Demonstrate good attendance and punctuality

Demonstrate knowledge of Section 504 of the Rehabilitation Act and Americans with Disabilities Act

Demonstrate the necessary interpersonal skills to work with others

Demonstrate the skills necessary to perform successfully in a job interview

Demonstrate understanding of how work contributes to self-confidence

Demonstrate understanding of how work provides opportunity to develop personal relationships

Demonstrate understanding of how workers contribute to society

Demonstrate understanding of the relationship between specific jobs and the education required

Demonstrate understanding that some jobs do not require further education

Develop work readiness skills and vocational English

Draft resume, cover letters, and thank you notes for after interviews

Exhibit punctuality

Explore possible summer employment through the Summer Youth JTPA or WIA program

Follow directions without complaint

Get a part-time job in an area of interest

Go on informational interviews with employers

Have a variety of successful community-based work experiences

Identify work-related strengths and skills

Interview a job coach for assistance with learning job tasks

Learn about the county one-stop career centers

Learn how to interview, write resumes, cover letters, and do a job search

Learn more about the voucher for Ticket to Work (for SSI beneficiaries) and interview providers

Maintain a productive work rate

Maintain appropriate work habits

Maintain appropriate work habits when supervisor is not present

Meet with a DVR counselor to develop an Individualized Plan for Employment (IPE)

Meet with a Job Corps counselor

Meet with adult workers in careers of interest

Meet with armed forces recruiter

Meet with supported employment agencies to identify and evaluate their services

Observe job site and develop a task analysis for job activities

Obtain a list of providers to DVR who conduct person-centered planning, job development and placement, and job coaching

Obtain a paid job in an area of interest

Obtain and memorize Social Security number

Obtain information and/or apply for youth apprenticeship program

Participate in a career exploration program

Participate in a supported employment job experience

Participate in chores at home

Participate in job shadowing

Practice completing job applications and interviewing skills

Practice explaining disability and needed accommodations

Practice negotiation skills for job raises

Practice working with others by demonstrating good listening skills and verbal communication skills

Purchase clothes for job interviews

Receive orientation and mobility training in place of employment

Recognize the need to support oneself financially

Register with Employment Services

Request application from DVR

- Research careers, qualifications and specifications, and key words for resume development through O*Net
- Respond appropriately to authority figures
- Respond appropriately to verbal correction from others
- Schedule a visit with the local DVR office to determine eligibility for services
- Understand a paycheck
- Understand factors which influence job retention, dismissal, and promotion
- Visit possible employment sites
- Visit the labor organization offices for a local union
- Volunteer in the community
- Work towards obtaining a license in chosen career, if required
- Write a Plan for Achieving Self-Support (PASS) and submit it to Social Security to obtain funding for starting a business
- Write a Plan for Achieving Self-Support (PASS) and submit it to SSA to obtain funding for transportation to and from a job
- Other (Provide description)

Functional Vocational Evaluation

A functional vocational evaluation is an assessment process that provides information about job or career interests, aptitudes, and skills. Information is gathered through situational assessments in the setting where the job is performed. This can include observations, formal or informal measures, and should be practical. Information gathered through a functional vocational assessment can be used to refine educational experiences, courses of study, and employment activities/strategies in the statement of needed transition services. Teachers should conduct ongoing comprehensive, age-appropriate transition assessment, including functional vocational evaluation.

- Complete a Career-Vocational interest/aptitude survey
- Complete an intensive, off-site functional vocational evaluation
- Complete non-verbal picture career interest inventory
- Complete the Armed Services Vocational Aptitude Battery (ASVAB)
- Produce observable work samples
- Other (Provide description)

Instruction

Instruction is a formal or informal imparting of knowledge or skills that a student needs to receive in specific areas to complete needed courses, succeed in the general curriculum and gain needed skills.

- Access tutoring services in school or through a private agency
- Apply for a Big Brother/Big Sister to help with homework and mentoring
- Apply for and take ACT/SAT test (modified, if appropriate)
- Complete a learning styles inventory to identify preferred learning methods
- Complete academic assessments to determine academic strengths and needs
- Complete college entrance exam
- Contact college for entrance exam schedule
- Demonstrate financial literacy
- Demonstrate money skills
- Demonstrate responsible decision-making in the classroom
- Demonstrate time management skills

- Determine appropriate use and implementation of assistive technology
- Enroll in a college-prep program
- Enroll in a SAT/ACT prep course
- Enroll in a skills certificate program
- Enroll in a tech-prep program
- Enroll in a work-based experience
- Enroll in a youth apprenticeship program
- Enroll in a Youth Options course
- Enroll in an independent living course
- Enroll in career and vocational education/vocational English
- Enroll in parenting classes
- Get instructional support with driver's education course
- Investigate graduation status and follow-up
- Practice positive and proactive communication skills in the classroom
- Practice positive interpersonal social skills in the classroom
- Practice self-advocacy and self-determination skills in the general education classroom
- Review entrance exam results
- Schedule appointment to take college entrance exam
- Take a CPR/First Aid course
- Take a GED pre-test (if appropriate)
- Take courses in foods, family life, child development, and babysitting
- Other (Provide description)

Other Post School Adult Living Objectives

Adult living skills are generally those activities that are done occasionally such as registering to vote, filing taxes, obtaining a driver's license, renting or buying a home, accessing medical services, obtaining and filing for insurance, planning for retirement, and accessing adult services such as Social Security.

- Access Benefits Counseling
- Access health or social work services
- Apply at adult support agencies
- Apply for a mentor through a local, non-profit agency for counseling of substance abuse and delinquency
- Apply for consumer education on home buying and informed decision-making
- Apply for credit cards and manage personal debt
- Apply for disability card for reduced fees with public transportation
- Apply for eligibility with state transportation program
- Apply for eligibility with the state division of Mental Health Services
- Apply for financial assistance to access post secondary training/learning options
- Apply for housing assistance (HUD)
- Apply for post secondary educational options
- Apply for post-secondary housing
- Apply for Supplemental Security Income (SSI) from the Social Security Administration (SSA)
- Collect information regarding desired postsecondary educational involvement
- Collect information regarding desired residential life beyond high school and a residential postsecondary education setting
- Contact college/tech school to arrange for class interpreters

Contact the state Commission for the Blind and Visually Impaired to obtain training on independent living

Cost compare for household items

Demonstrate ability to locate and complete information for grants, loans, scholarships

Demonstrate ability to schedule and follow through on college/tech school visits

Demonstrate knowledge of Section 504 of the Rehabilitation Act and Americans with Disabilities Act

Demonstrate self awareness

Demonstrate self confidence

Develop a list of people, phone numbers, etc., who can be resources to you once you leave school and determine where to keep the list

Develop Crisis Management skills

Enroll in a delinquency prevention program

Enroll in Adult/Continuing Education courses

Enroll in Community College courses

Explore admission requirements for possible part-time enrollment at a Vocational/Technical School

Explore city/county transportation options

Explore guardianship issues and estate planning

Explore insurance issues and needs

Explore post-secondary areas of interest

Get instructional support to obtain a driver's license

Identify and visit community mental health agencies

Identify possible sources of support for coping with difficult life situations

Identify post-secondary housing options

Identify potential providers of recreation options: Rec Plex, YMCA, Midwest Therapeutic Riding, Boys and Girls Club, etc.

Interview and select an adult provider

Investigate local insurance companies for automobile and rental or homeowner's insurance

Join the local YMCA, YWCA, health club, or community recreation center

Learn about consumer skills, rights, and responsibilities

Learn about expectations for eating in restaurants

Learn about managing/maintaining/performing simple repairs on a home and obtaining modifications/accommodations

Learn about meeting locations, dates, and times for support groups such as Alcoholics Anonymous, Narcotics Anonymous, etc.

Learn how to use public transportation

Line up audio logical services for post school

Make linkages to adult agencies or providers

Meet with a potential landlord

Meet with a social worker to discuss interpersonal skill development

Negotiate car purchases, etc.

Obtain a bank ATM card

Obtain assistance on management of financial resources and legal issues

Obtain assistance to complete a tax return

Obtain information about financial planning and investing

Obtain information on continuing and adult education opportunities

Obtain information on managing personal health and fitness

Obtain, complete, and submit applications for tuition assistance programs

Obtain, complete, and submit applications to colleges of choice

Open a bank account and manage finances/budgets/bills

- Open a checking/savings account
- Plan for accessing post secondary education that matches identified career choice
- Plan for vacation/leisure activities
- Practice the process for accessing apartments for rent
- Prepare an initial housing budget
- Register for selective service and learn about public service obligations and opportunities
- Register to vote and learn about the election process
- Rehabilitation counseling
- Research college scholarship opportunities
- Schedule an appointment for support from WIC—Women, Infants, and Children program
- Sign up for utilities
- Visit a bank to discuss a car or school loan
- Visit adult service providers in the community
- Visit college campuses and meet with student support services
- Visit/tour a variety of adult housing options with supports
- Write an introductory letter to the disability services counselor at a postsecondary school of interest
- Other (Provide description)

Related Services

Related services consider the current and projected related service needs of the student. This area of transition services is not for specifying the needed related services for the next school year. Related services for the coming school year should be addressed in another section of the IEP. Rather, this context of related services has to do with determining if the related service needs will continue beyond school. If so, the IEP should identify who or what agency might provide those services, help identify how the student and parent can access those services and connect the student and parent to whoever will provide those services before the student leaves the school system. This type of planning, discussion, and identification of activities/strategies should help make the move from the school's services to an adult service provider as seamless as possible for students and families.

- Access orientation and mobility services
- Apply for a mentor through a local, non-profit agency
- Complete an assistive technology evaluation
- Contact Benefits Counseling Provider
- Engage in conversations using an augmentative communication device
- Identify potential post school providers of recreation therapy or occupational therapy and potential funding sources
- Identify potential post school providers of related services and funding sources
- Initiate meetings to transition from child to adult mental health care
- Learn about potential post school providers of speech therapy
- Modify vehicle — explore options for modified transportation
- Obtain a driving capability assessment
- Obtain new equipment
- Visit potential post school providers of physical therapy
- Other (Provide description)