

# The Key to Your Future

**Understanding the Post-Secondary Transition Plan**



This booklet is a free publication of Disability Rights Wisconsin (DRW). DRW advances and protects the human and civil rights of people with disabilities throughout the state. A private non-profit, DRW is charged by Congress to serve as the watchdog for people with disabilities. DRW strives to ensure that all people with disabilities have access to the critical supports and services they need. We do this by fighting the inequities that prevent people from receiving equal access to education, employment, healthcare, transportation, housing, and voting. We defend the rights of people with disabilities to be free of abuse, neglect and discrimination.  
(version 4/29/18)

disability**rights** | WISCONSIN

6737 W. Washington Street  
Suite 3230  
Milwaukee, WI 53214  
414-773-4646  
1-800-928-8778  
414-773-4647 FAX



## Introduction

Parent and students are often confused when they hear the word transition. Students make many transitions throughout their school career. They transition from early childhood to elementary and year after year transition to a new teacher and some parents think of the transitions in a child's day. This guide will help explain the transition that is required for all students receiving special education from the age of fourteen until they leave school. It will also provide information on the new post-secondary transition plan required by the Wisconsin Department of Public Instruction. This guide should help the student and the parent be active participants in the IEP process as it relates to transition.

### **Transition, What is it? Why is it important? Who is involved?**

Transition is a requirement under special education law, Individuals with Disabilities Education Act (IDEA), and must begin with the individualized education plan that will be in effect when the student turns 14.

Transition is defined in IDEA as a coordinated set of activities for a child with a disability that (a) is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Basically, it outlines the steps that each student needs to take to be prepared to leave high school and eventually become employed and live independently in the community. It also takes into account the steps needed to function independently to the best of their ability. The student's school is responsible for teaching the student the necessary skills to make this a successful transition into adulthood.



This transition process is important because it is a roadmap to the future for the student. It helps them set a course and make a plan to achieve that goal. Students receiving special education often need this comprehensive plan to be able to reach their goals. While the academic programming is important, the transition piece is equally important for students. Good transition programming can lead to better employment options and the ability to function independently.

Transition involves many parties. If you think of a person centered plan, the student is the main focus of the plan. The student is the center. The school is a main player in the transition planning along with agencies like the Division of Vocational Rehabilitation (DVR) and long term supports (IRIS, Family Care). There can also be many other natural supports that might complete the circle to support the student. There are family, friends, church leaders, employers, mentors. Each of these people can play an important role in building a network of support for the transition plan.

### **What is new in the Post-Secondary Transition Plan?**

In July of 2014, new legislation was enacted called the Workforce Investment and Opportunity Act or WIOA. WIOA legislation was designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers. The changes provide for people with disabilities who want to work in integrated, competitive employment and specifically provides new funding and requirements for youth in transition.

Through this new legislation, schools and vocational rehabilitation are required to work together to provide Pre-Employment Transition Services (PETS) to students with disabilities. These changes are also being incorporated into the new version of the Post-Secondary Transition Plan.



The PETS focuses the areas of transition activities into five areas. These areas are:

1. Job Exploration Counseling
2. Work-Based Learning Experience
3. Postsecondary Educational or Higher Education Programs Counseling.
4. Social and Independent Living Skills Training
5. Instruction in Self Advocacy

### **How does WIOA affect the students in transition?**

The new rules help to ensure that youth with disabilities will have greater opportunity to receive services from the Division of Vocational Rehabilitation. These services along with the school services will focus on youth even with the most significant disabilities to achieve high quality, competitive integrated employment with the supports and services needed to be successful. The rule also encourages students with disabilities to pursue post-secondary education with more supports. School districts will no longer be allowed to contract with agencies that provide non-integrated, subminimum wage jobs or sheltered workshops jobs. Youth in transition must be given pre-transition services and the opportunity to work in the community before considering other options. A person must be deemed ineligible or unable to reach their employment goal before considering these other options.

### **What is Competitive, Integrated Employment?**

The new WIOA regulation defines this type of employment using three considerations:

- Compensation is not less than the federal minimum wage or not less than the rate paid to other workers without disabilities.
- The employee works at a locations where they interact with other people who do not have disabilities and have the same opportunity to interact as people without disabilities.



- The opportunity to advance is the same as individuals without disabilities.

Basically, it is working in the community with people who are not disabled at the same wage with the same opportunities.

## **What is the new required Academic and Career Planning for all students?**

All public schools in the State of Wisconsin will be required to develop with student's grades 6 to 12, starting in the 2017-2018 school year. These plans will provide additional assistance for students to begin planning for their future and their career interests. Students with disabilities will be required to still have a transition plan as part of their IEP but will also have an academic and career plan.

## **The Post Secondary Transition Plan (PTP)**

### **What are Post secondary Career Options and Assessment?**

Generally, to begin the transition planning process, the school staff will work with the student and the family to identify areas of interest. Before the first IEP when the student is turning 14, school staff should meet with the student or in some cases the student and the family and begin examining some career interest areas. Some students readily identify areas of interest but the majority are probably thinking more about what is happening the next day and not five years from now.

This is also referred to in the PTP as age appropriate transition assessment. This discovery is more of an assessment phase. There can be informal and formal assessments to help identify the needs of a student. Informal assessments may include interest inventories and preference assessments. Formal assessments may include intelligence testing, adaptive tests, personality tests, and academic testing. It is best to work with the individual to determine their preferences. But, due to the variable nature of a person's disability the family may need to help identify their student's preference for after high school.



One effective way for teachers to work with students to identify areas of interest is to provide an interest or careers inventory. There are many different tools available to schools to accomplish this task. It is important that the student complete one or more career inventories. Two popular options are WisCareers or Career Cruising. (See Links)

Students sign in to take many different assessments. It is important to focus on the student's desire. A student just beginning the transition process should be encouraged to follow their goal. Even if a goal seems unattainable, it is important to validate a student's desire and see if there is a meaningful way for the student to achieve this goal in some form.

Once these assessments are completed, the student can research what might be needed for this type of career in terms of education, or training. This will help enable the student to guide their education throughout the years of transition. Wisconsin Career Pathways is the system that the Wisconsin Department of Public Instruction uses to assist students in identifying what programming may be needed and directly relates to a portion of the PTP. Students will need to know their Career Cluster, Career Pathway and a Career to enter as part of the PTP process. (See Links)

Once these assessments are completed, the student is ready to complete the required Post-Secondary Transition Plan (PTP).

## **How do you develop the Post secondary Transition Plan?**

The PTP is the step that each school district must take in order to be in compliance with a student's IEP. The PTP was developed by the State of Wisconsin to ensure that every student has a meaningful transition plan that is discussed yearly at their IEP meeting. The system is maintained by the Wisconsin Department of Public Instruction and the school is required to submit the completed plan to the State. This is the only portion of the IEP that is sent directly to the State and housed in their database.

As part of the PTP process, the student must be invited to attend the IEP meeting to develop the plan. The student and parents can create a draft PTP on the website before the meeting. Best practice would be to access the actual PTP system during the IEP meeting to discuss the many



choices available and to make changes.

The first sections of the PTP focus on the overall Postsecondary Goals. The areas of focus are education or training, employment and independent living skills. These goals address the areas of education or training needed for employment, and independent living skills that a person needs to be successful. The goal for the area of education or training would be based on what the student will need in the future to reach their employment goal. For example, Matt wants to be a computer programmer. One option is to attend a four year college to receive a degree in computer science. Receiving a degree would be the postsecondary education goal. The education or training goal directly relates to the student's employment goal. It is good for the student to have some idea of their employment goal to answer the education or training goal questions. Even a student with the most significant disabilities can participate in some type of employment option.

The choices available in the PTP program are as follows:

- Attend a technical/community college and earn an associate's 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
- Participate in a humanitarian program
- Enlist in the military

The next section of the plan is the postsecondary employment goal. The student develops a long term employment which they expect to accomplish in the future after they complete their training/education after leaving high school. This goal can be general to extremely specific. During the PTP process, the student can use the career cluster tool from the Wisconsin Career Pathways. The system begins with a career cluster listing, followed by career pathway and then career. The student is also able to enter their own career choice. An



example of a career may be as simple as, “Matt will be employed in a computer programming job,” or as detailed as, “Sarah will be employed as an opera singer with the New York Metropolitan Opera”.

The next step in the PTP is to develop goals related to independent living after high school. Students receiving special education services may also need some training in independent living. Most students are currently living with their parents or guardians so planning for the day they may leave and be independent is important. It is important that you consider all aspects that may impact independent living skills. Even students with mild disabilities make lack skills to be completely independent. A discussion is warranted for all students. These goals could be related to accessing accommodations, technology, places to live, personal care, cooking, and transportation. Often a thorough assessment of a student’s functional abilities can help guide the team to appropriate independent living goals. This will also help prioritize the student’s needs over the course of several years.

The PTP will also require you to link the post-secondary goals with the annual goals in the student’s IEP. The link between the two will ensure the student is making progress toward their goals while in high school that will move them forward to their post high school goal. For example, the student wants to attend a four year college. To get into a college, the student must have a certain level of reading skills. The student has a goal in their IEP to address moving the student to a higher level of comprehension. With the increase in comprehension, the student has a better chance of being admitted into a four year college. The link is created. The student has a higher reading level making them college ready. In the PTP plan, the team will identify which annuals goals would link to the transition plan. It may also be important to create actual transition goals that become part of the IEP annuals goals related to transition.



## What are Pre-Employment Transition Services?

Pre-Employment transition services are activities a student will be working on in the transition plan. These are the coordinated set of activities to assist the student to reach their employment and independent living goals. The services listed will help the student reach their goal. Transition services are broken down into five categories:

1. **Job Exploration Counseling-** Services in this area will assist students in exploring the world of work. This category relates to the student beginning to discover their interests and skills sets they have for employment. The student will explore career options and educational needs related to these options. This could include interest inventories, job shadowing, career fairs, or seminars.
2. **Work Based Learning Experiences—**Students should have the opportunity to try out different work experiences as part of transition. These experiences would be about learning how to work and developing skills needed in future work. It could also be a way to try different occupations to determine likes and dislikes and strengths and weaknesses around certain occupations. This could be a job shadow, a part time job, a school based jobs, informational interviewing or a volunteer position. These experiences should take place in the community and with other people who are not disabled.
3. **Post-Secondary Educational or Higher Education Programs Counseling—**Services in this area would assist students that need to go on to higher education or other education programs to meet their career goal. This might include taking a specific class, an assistive technology assessment, visiting a college campus, or preparing for a college entrance exam.
4. **Social and Independent Living Skills Training—**Services in this category would focus on the students ability to take care of themselves independently at home and in the community. These could include budgeting, riding a bus, personal care, finances, or applying for long term care.
5. **Instruction in Self Advocacy—**Services in this category focuses on the student's ability to become empowered and being able to ask



for what they need when they need it. It can help the student learn to be to effectively communicate their own interests, desires, needs, and rights.

When working within the PTP, each of these categories is listed and the student is able to look at options under each of these areas. The program has multiple drop down menu. (See appendix). The student is also able to create their own goal under each area if it is not listed.

### **What is the Course of Study?**

The last step in the development of the plan is to address the course of study the student needs to reach their transition goal. The course of study is the actual course work the student needs to take during high school. Since the PTP is revised every year, the course work will document the courses that are needed during the IEP year. It can be most beneficial to plan the course of study for the entire four years of high school to be sure the student is meeting any requirements for admission to college or for future employment after high school. The course work can change over the course of time but the planning is essential. For example, the student wants to attend a four year college. The student will need Algebra 2. The course of study would clearly show the progression of Math courses leading to Algebra2.

### **Who is Responsible?**

The PTP allows the team to list who is responsible for each of the transition services. The Wisconsin Department of Public Instruction PTP program does not require listing a responsible party for each transition service. We would recommend as best practice listing the responsible party for each transition activity. Generally, the school is the main provider of the transition services. The student's role is to work the plan. The parent may also have a role in the plan when assisting the student with some of the community based options. Outside agencies may also be responsible for the plan, such as DVR or IRIS. An outside agency must be in attendance at the meeting to agree to their role in the plan.



## Implementing the Plan

Transition planning has become even more important to students with disabilities with the changes under WIOA. Schools, DVR, and long term care service providers will need to be sure that students have been provided the pre-employment services to be successful. Currently, there is no standardized data collection tool to be sure that the services are being provided. So we offer a few simple suggestions to be sure the student's PTP is being implemented with fidelity.

- Ask for updates to the plan with specific data at the same frequency that you receive other IEP goals updates.
- Be sure that the transition activities are measurable.
- If you think the plan needs to change, call an IEP meeting to make changes to the PTP.
- Ask to start IEP's meeting with the transition plan or ask for a separate IEP meeting to discuss transition
- Be sure to ask for a draft copy of the PTP before your IEP meeting.
- Always be sure the copy of the PTP is attached with the yearly copy of your IEP.

It is important for the student and parent to be an active participant in the development of the post secondary transition plan.

## The WiTransition App

The WiTransition App assists the student and family in planning for the future. It is meant to be another tool to engage the students and their family members in the transition planning process. The app helps students think about future. The app does not replace the post-secondary transition plan but helps in preparing for the meeting. The student and family can use they app and the PTP demo to plan. The app can be accessed at [www.WiTransition.com](http://www.WiTransition.com) or on a smart phone phone.



## Appendix

*(Taken from Wisconsin Department of Public Instruction  
Postsecondary Transition Plan Guide, August 2016)*

### **Pre-Employment Services (PETS)**

#### ***Category 1 - Job and Career Exploration Services (Job Exploration Counseling)***

1. Deliver instruction on employment seeking skills (may include completing job applications, traditional or visual resumes, cover letters, and interviewing skills)
2. Coordinate opportunities to attend a transition or career fair
3. Assess career interests, skills, and strengths for adult life beyond college and/or postsecondary vocational training (may include application of the Discovery process)
4. Support engagement in Academic Career Planning and review information compiled through that process (picture-based career interest inventory, on-line exploration such as Career Cruising)
5. Provide information, facilitate introductions, and support the referral, application, and follow up process for employment services through the Division of Vocational Rehabilitation (DVR)
6. Provide information, facilitate introductions, and support the referral, application, and follow up process to apply for adult long term care services through the Aging and Disability Resource Center (ADRC)
7. Provide information, facilitate introductions, and support the referral, application, and follow up process for employment services through community-based employment (may include agencies that provide long term vocational supports, Job Centers, job developers, job coaches, and consultants)
8. Provide information about available Work Incentives Benefits Counseling Services that assist students and families understand how working affects benefits and to maintain needed benefits



when working

9. Deliver instruction on disability disclosure and employment rights under the Section 504 of the Rehabilitation Act (WIOA) and Americans with Disabilities Act
10. Provide instruction on employability and soft skills (may include hygiene, punctuality, attendance, interpersonal and communication skills, following directions, and problem solving)
11. Deliver instruction on training and education needed for desired career/s
12. Provide instruction that allows student to compare and contrast career choices (may include information about education and training needed, job requirements, average salaries, typical work schedules etc.)
13. Provide information on and arrange visits to job training options other than post-secondary educational institutions (may include Truck Driving School, CNA, cosmetology, nail technician, etc.)
14. Provide information and support to explore the option of an apprenticeship in areas offered through the Department of Workforce Development (construction, manufacturing, service industry) and the Apprenticeship Completion Award Program (ACAP)
15. Provide information and support in applying for specialized job training programs (cosmetology, truck driving, welding, certified nursing assistant etc.)
16. Provide opportunity and instruction to complete a level 1 or level 2 youth apprenticeship certification in an approved program area (information is available at:  
[dwd.wisconsin.gov/youthapprenticeship/](http://dwd.wisconsin.gov/youthapprenticeship/))
17. Deliver instruction to complete the requirements to earn the DPI employability skills certificate (information available at:  
[dpi.wi.gov/sites/default/files/imce/cte/pdf/esimpleguide.pdf](http://dpi.wi.gov/sites/default/files/imce/cte/pdf/esimpleguide.pdf))
18. Provide opportunity to prepare for and complete the Armed Services Vocational Aptitude Battery (ASVAB)



## ***Category 2 – Work-Based Learning Experiences***

1. Delivery of instruction for completing school-based jobs (mail delivery, library assistant, school store, sports team manager etc.)
2. Provide information and support to obtain employment opportunities outside of the school year (may include summer employment, Youth Apprenticeship, Employability Skills Certification, Youth Leadership Certification and volunteer experiences)
3. Facilitate opportunities for community-based employment exploration during the school year (may include job shadows, business tours, informational interviews, community guest speakers, amazing race to employment and various transition events focused on community-based employment)
4. Support internships and paid work experiences during the school year (may include temporary or permanent jobs (could be in conjunction with Youth Apprenticeship Youth Leadership Certification, and/or Employability Skills Certification), internships, work study credits, volunteer experiences, Project SEARCH internship, and full or part time independent or supported employment)
5. Provide information to assist students in understanding the roles DVR counselors and adult support providers (job developers, job coaches, employment consultants)
6. Deliver systematic instruction based on task analysis and progress monitoring systems in order to increase positive work outcomes (may include documentation of time on task, supports needed, and work production rate)
7. Provide support and assistance to obtain important personal information required for employment (may include Social Security number, address, work permit, birth certificate, background check information, state ID or driver's license, and immunizations record)
8. Deliver instruction on disability disclosure and opportunities to



practice in multiple settings, including employment

9. Provide employment related financial management instruction (may include understanding the Tax Deduction form, understanding how pay is calculated, different taxes and deductions, benefits analysis, direct deposit, setting up a budget)

10. Deliver instruction on factors that influence job retention, dismissal, professional growth & development, and promotion

11. Provide information and instruction on factors that influence workplace culture, environment, and job satisfaction

### ***Category 3 – Postsecondary and Higher Education Related Services***

1. Assess academic skills to determine strengths and accommodation/assistive technology needs

2. Complete assistive technology assessment and obtain assistive technology based on results

3. Provide assistive technology training to student, family members, educators, and other professionals as needed

4. Regularly evaluate success of assistive technology, accommodations, and modifications provided and set up team meeting to discuss adjustments as needed

5. Assist with academic success through tutoring, mentoring, resource room, and homework help, including peer tutoring arrangements

6. Develop a multi-year plan for the Course of Study to include courses that meet graduation requirements and align with student interests, strengths, and post-secondary goals

7. Provide assistance to enroll in a transcribed credit or advanced standing course

8. Provide information and support to explore and utilize course or youth options

9. Facilitate meetings with school counselor to discuss career plan, progress towards graduation, and postsecondary education/training



options

10. Arrange and coordinate tours at post-secondary education institutions (may include shadowing a college student, College Fairs, College Prep Camp, meeting with Disability Services, Campus Housing, etc.)

11. Arrange for guest speakers from post-secondary educational institutions to present information and provide resources to student and family members

12. Assess the need for updated/current evaluation information for postsecondary education applications (may include contacting the postsecondary institutions, adult service providers, re-evaluating academic and functional performance needs)

13. Provide instruction on the rights and accommodations that are provided through Section 504 of the Rehabilitation Act and Americans with Disabilities Act versus IDEA/Special Education

14. Provide instruction and support with practicing college entrance exams (ACT, Compass)

15. Assist students in applying for accommodations for college entrance exams

16. Discuss the results of the college entrance exams and use to create a plan for next steps

17. Provide information about the types of degrees and certificates offered at various post-secondary educational institutions

18. Provide information about the requirements for entry into different types of postsecondary institutions

19. Provide information and support in applying for post-secondary educational options and understanding disability documentation needed

20. Provide information and support in applying for financial assistance to access post-secondary options

21. Provide assistance to explore the option of auditing courses through the UW System at no cost if a student is receiving social security benefits



22. Provide information on and assist in enrolling in Adult/Continuing Education and/or Community College courses

### ***Category 4 – Social and Independent Living Skills Training***

#### ***For Home***

1. Assess Independent Living Skills and share results with student and family
2. Provide a range of instruction based on results of independent living skills assessment (appropriate clothing choices for environment/setting, personal safety, mobility in the community, appropriate social behaviors, household chores such as laundry and dishes, etc.)
3. Household emergency, safety, and maintenance training
4. Communication skills training (may include social skills, internet safety and security, social media, phone skills etc.)
5. Food preparation skills training (may include safety, meal planning and shopping, nutrition, food handling, food storage, clean up etc.)
6. Sexual education (may include personal safety involving sexual situations)
7. Instruction in functional reading skills, including use of pictures and assistive technology for the home environment
8. Assess overall assistive technology needs for the home environment and provide training to increase independence
9. Health and wellness skills training (may include doctor's appointments, medical assistance, medication management, health benefits and insurance, basic first aid, mental health awareness etc.)
10. Personal care skills training (may include hygiene, toileting needs, appearance, fitness etc.)
11. Time management and scheduling training (to include using a calendar, planning for work and/or social obligations, building in transportation method and time etc.)



12. Personal finance skills training (may include opening and managing a checking/savings account, online banking services, credit card management, paying bills, budgeting, financial planning etc.)
13. Provide instruction on the requirement and process of filing taxes, receiving tax refunds, and budgeting appropriately
14. Assist in applying for adult long-term care services with the local Aging and Disability Resource Center (ADRC)
15. Provide opportunities to learn about housing options and legal responsibilities for life after high school (may include Campus Housing, renting an apartment, buying a home or condo, signing a lease, applying for a mortgage, etc.)
16. Provide a copy of "What you should know about Wisconsin LAW Booklet" and/or the WI Legal Guide prior to students turning eighteen and information about obtaining legal assistance if needed.
17. Deliver information and support in identifying potential post school providers of related services (may include recreational therapy, occupational therapy, physical therapy, speech therapy, orientation and mobility specialists, and vision/hearing supports)
18. Provide support in identifying potential post school providers of related services (may include Alcohol and Other Drug Abuse Counseling, Mental Health Counseling, etc.)

### ***For Community***

1. Identify and provide supports needed to experience participate in community activities of daily living (shopping, dining, banking, recreation etc.)
2. Travel training (safely crossing the street, using public transportation, locating resources, and understanding community signs etc.)
3. Instruction in communication skills and appropriate behaviors for various community settings



4. Instruction on community agencies that provide services to people with disabilities (including available services, eligibility criteria, agency representatives as guest speakers, tours, mentoring and tutoring)
5. Opportunities to learn about and connect with available community organizations that match student interests (examples: libraries, museums, civic organizations, religious organizations, club sports, special interest clubs, fitness centers, volunteer opportunities etc.)
6. Community-based financial literacy instruction (examples can range from: making small or large purchases (groceries to homes/vehicles), financial agreements (loans and credit cards), and meeting personal needs wisely (understanding Pay Day Loans and Rent-a-Centers)
7. Instruction in Civil Service Duties (to include Selective Service registration, logistics of voting, jury duty process and courtroom behaviors, how to be a good citizen, and importance of a state ID)
8. Provide assessment and instruction to obtain a driver's license

### ***Category 5 – Instruction in Self-Advocacy***

1. Deliver instruction in Self-Advocacy (to include asking for what you need, good decision making skills, disability awareness, network of natural supports etc.)
2. Provide opportunities for student to identify strengths, challenges, and accommodation needs in the school environment
3. Provide a learning styles inventory to identify preferred learning methods and review with student and family
4. Instruct student on how to discuss their disability and advocate for what they need in the middle or high school general education setting (may include student accommodation cards, role playing, etc.)
5. Instruction and practice discussing disability-related needs in



post-school settings, including college and employment

6. Set-up peer mentoring opportunities as a means of self-advocacy skill development and practice

7. Instruction and assistance using an on-line application to complete the post-school transition plan to share with IEP/PTP team

8. Support and assistance participating in and self-directing IEP/PTP meetings

9. Provide opportunities for student to identify strengths, challenges, and accommodation needs in community, postsecondary, and employment environments

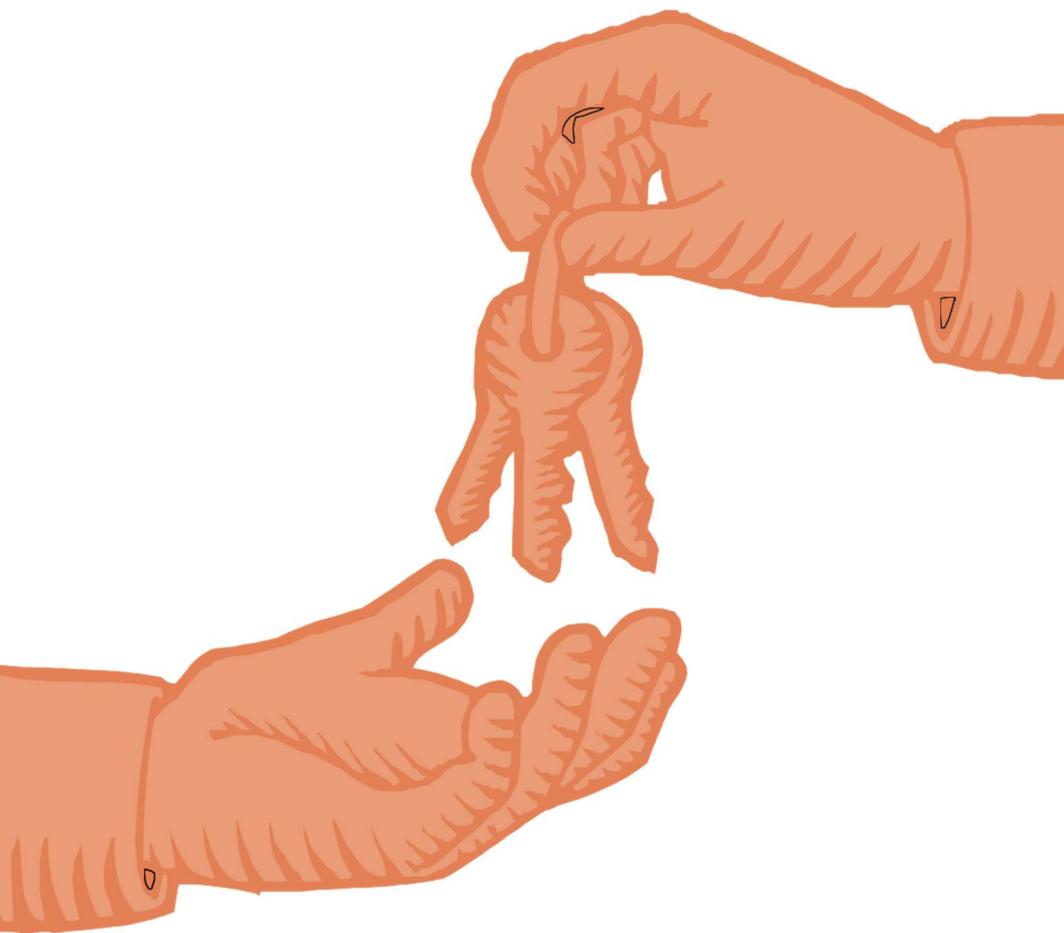
10. Provide positive behavioral supports and social skills instruction to increase success and student participation in general education classrooms, extra-curricular activities, and community-based opportunities



## Other Resources and Links

- **PTP Career Cluster and Pathways**  
<http://www.wicareerpathways.org>
- **WisCareers**  
<https://wiscareers.wisc.edu/Default.asp>
- **Career Cruising**  
<https://public.careercruising.com/en/>
- **Wisconsin Transition Improvement Grant**  
<http://www.witig.org/>
- **PTP Demonstration Site**  
<http://apps4.dpi.wi.gov/ptpdemo>
- **Living the Dream**  
<https://www.dhs.wisconsin.gov/publications/p0/p00413.pdf>
- **Transition Action Guide for Post-School Planning**  
[http://dwd.wisconsin.gov/dvr/pdf\\_files/tag.pdf](http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf)
- **Wisconsin Department of Vocational Rehabilitation**  
<https://dwd.wisconsin.gov/dvr>
- **Wisconsin Aging and Disability Resource Centers**  
<http://www.dhs.wisconsin.gov/lc/lc/adrc/>
- **Wisconsin Family Care**  
<http://www.dhs.wisconsin.gov/lc/lc/>
- **Wisconsin IRIS**  
<https://www.dhs.wisconsin.gov/iris/index.htm>
- **Opening Doors Series**  
<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tanopndrs.pdf>  
<http://dpi.wi.gov/sites/default/files/imce/sped/pdf/tran-adult-services-guide.pdf>





disability**rights** | WISCONSIN

Booklet was paid for by taxpayer funding.