



Using the Self-Directed College and Career Ready (CCR) Individualized Education Plan (IEP) Guide

Dear Educator,

This document was created to help inform your students about the CCR IEP forms and process in a student friendly way. You can use this document to support pre planning for a student's CCR IEP meeting and as a way for the student to understand their CCR IEP. Please review the link below from *I'm Determined* that helps identify a student's self-advocacy skills relating to their CCR IEP. The CCR IEP is not just a compliance document. When used it can be a tool in making positive changes for students with disabilities. Thank you for your support in raising high expectation in students through self-advocacy and self-determination.

[I'm Determined Student Rubric for IEP Participation](#)

Sharing this completed document as well as the cover letter below may help increase family engagement in the CCR IEP process. This document will allow families to speak more directly with their youth regarding their CCR IEP and support high expectations for their child. High expectations and high family engagement are directly linked to students with disabilities being college and career ready.

For support using the CCR IEP documents, please review [DPI's CCR IEP Learning Resources](#).

Getting Started Checklist:

- Gather all recent assessments and review them with the student.
- Work with the student to complete the [WiTransition APP](#), provide accommodations as needed.
- Review most recent Evaluation with the student.
- Review previous IEP Goals with the student.
- Review and discuss previous Specially Designed Instruction with the student.
- Review and discuss current accommodations and/or modifications with the student.

For any additional questions or support around using the Self Directed IEP Guide, please [contact your Regional TIG Coordinator](#)



Welcome to My College and Career Ready (CCR)
 Individualized Education Plan (IEP) Meeting
 A Guide to Self-Directed IEP Meetings

Name	
IEP Date	
School of Attendance	
Anticipated Graduation Year	
Why is it important for you to attend and share at your CCR-IEP Meeting?	

IEP Form and Explanation	My Notes																															
<p>Team Members</p> <p><u>Self-Advocacy Tip:</u> Know who your team members are and how they support you.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%; padding: 5px;">Name</th> <th style="width: 20%; padding: 5px;">Role</th> <th style="width: 20%; padding: 5px;">Contact Information</th> <th style="width: 40%; padding: 5px;">How do they support me?</th> </tr> </thead> <tbody> <tr><td style="height: 40px;"></td><td></td><td></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td><td></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td><td></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td><td></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td><td></td><td></td></tr> <tr><td style="height: 40px;"></td><td></td><td></td><td></td></tr> </tbody> </table>				Name	Role	Contact Information	How do they support me?																								
Name	Role	Contact Information	How do they support me?																													

I-1A
Here is where the team invites outside agencies:

An outside agency is a person from the community to help support you in meeting your goals (i.e. finding a job)

How can they help me?

Self-Advocacy Tip: If you are unsure, talk to your teacher or family members to learn about any outside agencies you work with.

Did I invite any agencies to support my plan?

Name	Agency	Contact Information	How do they support me?

I-4
Linking Form

This describes me right now.

Why is this information important to me?

Self-Advocacy Tip: Review your current level data with your case manager. Ask questions to help you understand what it means.

Self-Advocacy Tip: Think about how this will support my College and Career Readiness?

Understand: Achievement of grade-level academic standards and functional expectations in order to identify the student's strengths and needs.
 DPI CCR IEP 5 Step Process

Strengths What do I do well?	
Describe my Academic Skills (i.e. Reading, Writing, Math)	
Describe my Functional Skills (i.e. Organization, Behavior, Task Management)	
Special Factors	

Identify: How the student's disability affects academic achievement and functional performance.
DPI CCR IEP 5 Step Process

How does my disability affect me?

School (My learning and activities)	Home/Community (At home, in my job)

Develop: Ambitious and achievable goals that close achievement gaps and support unique strengths and needs of the student.
DPI CCR IEP 5 Step Process

What were my IEP Goals last year? How do they support my disability? What did I learn? What are my next steps?

Last Year Goal(s)/How they support my disability?	How I am I doing?/What have I learned?

Goal(s)	What steps will I take to achieve this?

Self-Advocacy Tip:

Disabilities come in different forms and affect people in different ways. Work with your team to determine how your disability affects your learning and participation in school and activities.

Annual Goals are set each year by my team to help me prepare to be College and Career Ready.

Some examples include: Improving my math skills, improving my reading, or becoming a self-advocate.

Self-Advocacy Tip: Talk with your team members to learn about your past goals and discuss how your goals can help to plan for your future.

Specially Designed Instruction: These are the lessons that you will get from your special education teacher to help you meet your annual goals.

Accommodations: These are put in place to help support your learning (i.e. extra time on tests, taking tests in a quiet setting, audio books, breaks when you get frustrated.)

Modifications: Making changes to what I am learning (i.e. changing my learning goal, taking a replacement test)

Align: Specially designed instruction, services, supports, and accommodations needed to support the goals and ensure access to the general curriculum.
 DPI CCR IEP 5 Step Process

Specially Designed Instruction (Related Services if appropriate)	(1)
	(2)
	(3)

Supplementary Aides and Services (Accommodations and Modifications)	(1)
	(2)
	(3)

Family Engagement: (How can my family help me meet my goals?)	
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Analyze: Progress towards goals in order to evaluate what works and what is needed to close the student's achievement gaps.
DPI CCR IEP 5 Step Process

I-5, I-6 Annual Review of IEP Goals and Annual Goals

What were my IEP Goals last year? What did I learn? What are my next steps?

Reminder: Keep in mind your previous IEP goals and how your new goals are built off of these.

New Goal(s)	What steps will I take to achieve this?

1-7: Accommodations for statewide testing

Check all that apply:

- ACCESS
- ACT/WorkKeys
- ASPIRE
- DLM
- FORWARD

Self-Advocacy Tip: Take time to learn about your accommodations and why they help you. Being able to explain this will help you to be College and Career Ready.

Self-Advocacy Tip: Think about how your accommodations and modifications may change after you graduate.

Accommodation	What does this look like? What does this mean?

I-8-Post Secondary Transition Plan (PTP) Online Module

Self-Advocacy Tip:

Complete the [Wisconsin Transition App](#) to help determine your Postsecondary Goals and guide your CCR IEP.

Download and share the [report](#) with your family and teacher.

Self-Advocacy Tip: Your PTP should inform your CCR IEP. Think about starting your CCR IEP with your PTP.

Transition Assessment is an ongoing process to help identify what your preferences, interests, needs, and strengths are.

Website: www.witransition.com



<https://itunes.apple.com/us/app/witransition/id1198986600?mt=8>



<https://play.google.com/store/apps/details?id=com.drckansas.witransition>

My Goals after High School (Postsecondary Goals)	Education/Training:
	Employment:
	Independent Living:
Transition Assessments Done (ACP, Interest Inventories, etc.)	
Self-Advocacy Goals	
Related Annual IEP Goal	
What classes should I take to help me reach my goals after high school?	
How can my team assist me in reaching these goals? What could this look like?	

Additional Comments	
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Dear Student,

You are your own best self-advocate! Advocating for yourself is making sure that you share with your CCR IEP Team what you need to be successful while in school and to meet your goals after high school, such as: what career you would like to have or what college or training you may want to attend or participate in. One of the best ways to do this is speaking up at your CCR IEP meeting!

By completing this work, you will prepare to be an advocate at your CCR IEP meeting. It will also give you the opportunity to think about and be creative with your preferences, interests, needs, strengths and goals to become college and career ready! Being prepared and leading your CCR IEP meeting gives you the opportunity to be responsible for your goals, demonstrate leadership and collaborate and plan for your future with high expectations for yourself. Thank you for [Speaking Up](#) for yourself and making your future goals a reality!

Getting Started Checklist:

- Review your most recent assessments with your teacher.
- Complete the [WiTransition APP](#), and share with your family and teacher.
- Review most recent Evaluation.
- Review previous IEP Goals.
- Review and discuss previous Specially Designed Instruction.
- Review and discuss current accommodations and/or modifications.

*High Expectations-Culturally Responsive Practices-
Student Relationships-Collective Responsibility-Family Engagement*

From school to success.



Dear Family,

It is Wisconsin's mission that every student graduates high school College and Career Ready. High family engagement and expectations are directly linked to this goal. To support this the Department of Public Instruction revised documents to promote college and career readiness.

One of the ways for your child to become successful after high school is to know themselves and advocate for their needs. Having them participate in their College and Career Ready (CCR) Individualized Education Program (IEP) meeting gives them the opportunity to learn about their disability, gain independence through understanding their CCR IEP, demonstrate leadership skills, and collaborate with their team members. Being involved will be valuable to your child once they exit high school and begin working, furthering their education and living independently as they ask for accommodations and modifications to help them succeed. This document that has been completed by your child and their teacher, is a great way for them to understand their CCR IEP, can support you discussing their CCR IEP with them, and can support them sharing with others about their CCR IEP.

For any additional questions or support around using the Self Directed IEP Guide, please contact me at

*High Expectations-Culturally Responsive Practices-
Student Relationships-Collective Responsibility-Family Engagement*

