

Transition Road Map



Planning for the Road Ahead: High School to Postsecondary Education

Acknowledgements

This road map was created to assist individuals with disabilities in the preparation for transition from high school to postsecondary education. Students, parents and professionals working with individuals with disabilities can benefit from the information provided. It is our hope that with proper preparation and planning more individuals with disabilities will seek out postsecondary education as a pathway to integrated competitive employment.

Information contained in this road map was gathered from the resources listed below:

San Diego Community College District- College 2 Career Program
Diablo Valley College
University of California Los Angeles- Tarjan Center
Catching the Wave A Guide to Transition
ThinkCollege! College Options for People with Intellectual Disabilities
California Department of Rehabilitation

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High School vs. College

The following chart* reflects major differences between secondary education and higher education/college education. It highlights the roles and levels of responsibility to provide disability related information and services.

K-12	Higher Education/College Education
The School District identifies the disability.	The student is responsible to provide appropriate disability documentation. The Community college may test for learning disabilities.
The District plans the Education Plan.	The student identifies his/her own needs.
The District ensures the individual education plan (IEP) is implemented and the related goals are met.	The student is responsible for his/her own goals and progress.
Teachers advocate for students.	The students advocates for himself/herself.
Fundamental alterations are allowed to the: Program of study Graduation requirements Instructional methods	Accommodations may NOT alter the course or degree requirements or instructional methods.
Personal services are provided.	Personal services (attendant care) are not provided by the institution.
Success is regarded as a right.	The institution does not guarantee the student's success.
Transportation may be provided to and from school	The institution is not obligated to provide transportation to and from the institution.

*This chart was adopted from Diablo Valley College.

Various College Options

Bachelor's Degree (University of California, California State Universities and private universities)- Consists of general education courses and courses for the major working toward a four-year Bachelor's Degree. Students may enter from high school or transfer from Community College. **Academic Standards-** Colleges and universities may have different requirements for general admission. Contact the Admissions Office for more information. Also most universities have progress policies or grade point average guidelines. If these standards are not met, students may be placed on academic or progress probation.

Associate Degree (Community Colleges)- The associate degree consists of courses for general education and courses towards the major. The associate degree typically can be completed in two years for full-time students. **Academic Standards-** There is no entrance requirements for community colleges. Community colleges also have progress policies and/or grade point average guidelines. If these standards are not met, students may be placed on academic or progress probation.

College Certificate (Community Colleges)- College certificate programs are designed to provide employment skill and open vocational opportunities. A college certificate is available upon completion of required courses. Typically certificates do not require general education but industry specific coursework. **Academic Standards-** Same as Associate's Degree.

Personal Enrichment (Community College & Continuing Education)- Community colleges and continuing education offer courses that match individual personal interests, (career exploration, study skills, physical education, computer skills, art and music etc.) **Academic Standards-** These classes may be offered on a credit/no credit basis.

Continuing Education/ Adult Education- Classes are designed to improve basic skills or for personal enrichment. Examples include: Adult Basic Education, ESL, GED/HS diploma. **Academic Standards-** These courses are usually not offered for college credit. They also may be repeated and typically are open entry/open exit.

Critical College Success Skills to Develop Prior to Transition

- 1. Understand Strengths and Challenges-** Students will need to identify and describe how his/her disability affects learning in order to receive appropriate accommodations and services in college. Students should also be able to identify their strengths in learning. This will help in selecting appropriate coursework and identifying strategies that will match his/her learning style. (see attached appendix on academic accommodations dialogue)
- 2. Identification Card with Photo-** Students will need a valid identification card for a number of transactions in their adult life. High school identification cards are only sufficient for a few things. Work with student to get a valid CA identification card.
- 3. Time Management-** Figuring out a time management system that works for the student is key to college and career success.
 - a. Students should begin utilizing a personal planner or calendar to keep track of all appointments and assignments. We understand that parents play a key role in the students' time management during K-12 but it is important for students to begin to take ownership of their own personal schedule. This will make a huge difference in easing the transition to college.
 - b. Students should also begin to participate in the actual scheduling of appointments. Often times in college, the student must be the one to schedule their own appointments. This can be very intimidating if the student has not done this before. Encourage students and parents to set goals for increasing independence in this area (e.g. 1 appointment per month).
 - c. Consider using a modified syllabus so that students can begin to practice inputting important assignment due dates into their planner.
- 4. Organization-** Similar to time management, it is also very important that the students learn how to maintain organization of important documents and assignments.
 - a. Binder organization- Work with the student to set up a binder with distinguished dividers for each subject.
 - b. Personal information filing system- It is also very helpful to work with the student on creating a filing system that can be used to keep important paperwork organized.

Paperwork such as; disability verification, employment materials, social security documents, regional center documents, diplomas or certifications etc.

- c. Important contact information- Student's have a number of key members on their support team at any given time. Many times the students do not know the contact information and role of each of the members on their team. Work with the students to create a document that outlines the contact information of all members on their support team.

5. Travel Training- Most high school transition programs incorporate travel training. It is important that the student learns a few key components of travel training in preparation for college.

- a. Disabled bus pass- Regional Center can provide verification needed for student to obtain a disabled bus pass.
- b. Trip planning- Assist student on learning how to utilize trip-planning resources so that they can independently learn to get to new destination once they become comfortable taking public transportation.
- c. Travel Safety- Taking public transportation can mean exposure to situations that the student might not have encountered before. Work with student on learning how to travel safely in the community.

6. Computer Skills- In today's age of technology, computer skills are becoming more pertinent to successfully navigating the adult world.

- a. Professional email- Email communication is the primary form of communication for college. Assist the student in setting up a professional email (see appendix). Also work with them on learning how to retrieve and send professional emails.
- b. Flash drive- Most, if not all college coursework is done electronically. It is helpful if students know how to use a USB/Flash drive to save electronic documents. Students should also have important employment related documents saved on a flash drive so that revisions/additions can be made easily.

Step-by-Step Process on Getting Connected to Community College

Step 1: Discuss post-secondary options with student and support team early on in order to ensure a smooth transition.

**Recommended at least two years prior to transition*

Step 2: Explore and identify potential career paths. Exposure to a variety of work experiences during high school is very helpful in this stage of the process. Career assessments and interest inventories can help the student gain knowledge of a variety of careers and will help them determine if their interests and skills match what is required for a particular job.

**Recommended at least 2 years prior to transition*

Step 3: Review the various college options (on page 4) with student and support team to determine which option best suits the student desire for seeking postsecondary education.

**Recommended at least two years prior to transition*

Step 4: Plan visits to a few different colleges with the student. Include disability support programs & services in your visitation. Learn about the programs and services that are available to the student. Based on investigation the student should pick the college(s) that has the academic programs that best matches his/her interests and will provide all services needed for the student to be successful.

**Recommended at least 1.5 years prior to transition*

Step 5: Get connected with the California Department of Rehabilitation, if not already connected. Have the student discuss his/her plans for employment following high school and how post secondary education will enhance his/her skills and training to better prepare them for competitive employment. The Department of Rehabilitation might be able to assist with costs associated with post secondary education that are not covered by federal financial aid.

**Recommended at least 1 year prior to transition*

Step 6: Once a college is selected the student will need to go to the college website and complete an online application to the college.

**Recommended in fall semester, 1 year prior to transition*

Step 7: Connect with other supports and programs offered through Department of Rehabilitation and/or Regional Center to help facilitate college success

**Recommended 9 months prior to transition*

Step 8: Complete financial aid application. The application can be obtained at www.fafsa.ed.gov. (See appendix for instructions on completing FAFSA application)

**Recommended in January, 6-8 months prior to transition*

Step 9: Apply to the college disability support programs & services (DSPS) office to request services. Most colleges follow a process similar to the one outlined below.

**Recommended 6-8 months prior to transition*

Student will need the following documents:

1. Complete a DSPS application and other required forms
2. Submit a recent copy of IEP
3. Submit written verification of disability signed by an appropriate professional
4. Some disability support programs & services requires that students complete an orientation prior to intake
5. Schedule an intake appointment to meet with a counselor to discuss academic accommodations (bring completed Academic Accommodations worksheet found in appendix to assist with facilitating discussion on needed accommodations)
6. Discuss accommodations needed for college placement assessment

Step 10: Schedule time to take college English and Math placement assessment. Please note that this is not a test. It is an assessment that will help with identifying proper English and Math courses to take. Students may need to take this assessment in order to get priority registration.

**Recommended 6-8 months prior to transition*

Step 11: Schedule a meeting with an academic advisor/counselor to create an educational plan.

**Recommended 6 months prior to transition*

Step 12: Check in with Financial Aid office to ensure that all financial aid documents were received and processed and inquire about fees not covered by grants or waivers.

**Recommended 4 months prior to transition*

Step 13: Contact Department of Rehabilitation counselor to discuss fees not covered by grants or waivers. Submit proof of FAFSA

application. Submit Educational Plan and discuss anticipated coursework.

**Recommended 3 months prior to transition*

Step 12: Register for classes on priority registration day. Many college DSPS offices offer support to new students on priority registration.

**Typically occurs 2-3 months prior to start of college semester*

Step 13: Check in with DSPS office to pick up Authorized Accommodations Letter and ensure all supports and services are in place.

**Recommended 1 month prior to start of college semester*

Step 14: Review booklist and visit campus bookstore to purchase needed books and supplies.

**Recommended 2 weeks prior to start of college semester*

Step 15: Plan a trip to campus to map out location of all classes prior to the start of the semester.

**Recommended 1 week prior to start of college semester*

Congratulations!
You've made it to your first day as a college student!

Web Links and Resources

INTERNATIONAL ORGANIZATIONS

Association of Higher Education and Disability

<http://www.ahead.org/resources>

NATIONAL ORGANIZATIONS

American Association on Intellectual and Developmental Disabilities

<http://www.aamr.org/>

ONLINE RESOURCES

Steps to creating postsecondary education access

<http://www.thinkcollege.net/for-professionals/key-elements-2>

Resources on mentoring and educational coaching

<http://www.thinkcollege.net/for-professionals/educational-coaching>

Think College Standards, Quality Indicators, and Benchmarks for
Inclusive Higher Education

http://www.thinkcollege.net/images/stories/standards_F.pdf

CA SPECIFIC RESOURCES

Tarjan Center

<http://www.semel.ucla.edu/tarjan/education>

(310) 206-2626

California Consortium for Postsecondary Education for People with
Developmental Disabilities

<http://www.semel.ucla.edu/opendoors/about/ccpopdd>

Intellectual Disabilities and Autism (DDL Special Interest Group)

dsimpson@sce.edu

(714) 484 – 2058

Appendix

1. Instructions on How to Set Up a Professional Email



Create Your Own Email Account (If you do not already have one)

We have provided directions to establish a Yahoo! Account:

Step 1: Go to www.Yahoo.com. On the top left hand side of the webpage, you will see a button for "Mail". Click on "Mail".

Step 2: A new page will pop up, and at the top highlighted in yellow, a button states "Create New Account". Click on "Create New Account".

Step 3: Enter all of the requested information, including your: name, gender, birthday and postal code.

Step 4: Choose a user ID and password.

The User ID should be kept **professional** and include your first name and last name. Examples: John.Smith or JSmith. If the username you have selected is unavailable, try including a few numbers or find another way to make your email unique. Example: John.Smith1.

The password should be secret to you, and not easily guessed. Write this down somewhere safe so you don't lose it.

Step 5: Choose the secret questions and provide answers to each question. This will help if you ever forget your email address or password.

Step 6: Click on the yellow button that says "Create My Account".

2. Academic Accommodations Dialogue

In college, the student must be the one to request academic accommodations this is much different than in high school in which support services are automatically coordinated. Take some time to work with the student in preparing them for requesting accommodations. It is important for the student to be able to identify the reason in which they might need a particular accommodation. Using a work sheet like the one below is helpful. The students can even bring the worksheet into their DSPS meeting to help facilitate this discussion.

Sample Dialogue

Student:

My name is _____. I have a verified disability and I would like to request accommodations that will help me with my success in college. Here is my paperwork, which verifies my disability. My disability causes the following challenges with learning _____. I would like to discuss some of the academic accommodations that I will need: _____. (See list below and include only those that apply to you.)

3. Requesting Academic Accommodations Worksheet

✓	Accommodation	Reason Needed
	Testing Accommodations (Extended time, Distraction reduced setting, Scribe Oral or Taped Reader)	
	Note Taker	
	Recorded Lecture	
	Preferential Seating	
	Spellchecker	
	Alternate Text Media (audio text, electronic text)	
	Classroom Furniture/Environmental Modifications (real-time captioning, FM system, interpreter, Ed Coach, service dog)	
	Assistive Computer Technology (screen readers, adaptive hardware, voice recognition software, text reading software)	
	Vocational Counseling	
	Disability Management Counseling	

4. Steps in the FAFSA Process

Step 1: Get a Social Security number (SSN)

If you submit the FAFSA without an SSN, your application will not be processed.

When you fill out the FAFSA, be sure to enter your name as it appears on your Social Security card.

Step 2: Request a PIN www.pin.ed.gov

If you plan to submit your FAFSA online, you (and one of your parents) can request a PIN from the U.S. Department of Education. Go to pin.ed.gov to request a PIN or retrieve a lost PIN if you forgot it. If you already have a PIN, then you can skip this step.

Step 3: Access FAFSA on the Web www.fafsa.gov

Complete your FAFSA on the Internet at fafsa.gov. Answer all questions on the FAFSA. See below for the types of information that may be required

Step 4: Enter FAFSA school code.

Step 5: Sign your application with your PIN number. For dependent students, Student and Parent must sign with a PIN. With a PIN you can apply and “sign” the FAFSA online, check the status of your submitted FAFSA, and make corrections. Click on “submit” after you have signed your application

Information that may be needed to complete the FAFSA

Student Information

- Marital status
- Citizenship & state residency
- Education history
- Expected course workload
- Interest in student loans & work study
- Income taxes and deductions (including spouse's)
- Spouse's income
- Assets
- Dependency status
- Household
- List of schools you are interested in attending

Parent Information (For dependent students)

- Level of education
- Income taxes & deductions
- Household assets
- Family members
- State residency
- Age