

# Catch the Wave

*From High School to College*



*A Guide to Transition*

2018

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# Catch the Wave

## ***A Guide to Transition from High School to College***



This publication is designed to help students with disabilities transition from high school to college or work. It will guide students, parents, teachers, and administrators as they begin planning for life after high school. Checklists may be duplicated for student use or for program planning. We hope that students will be “Catching the Wave” from high school to college and/or the world of work.

## Differences Between K-12\* Education and College

<b><i>K-12 IDEA</i></b>	<b><i>K-12 504 Plan</i></b>	<b><i>College 504 and ADA</i></b>
Success more of a right	No guarantee	No guarantee. Student responsible for own success
District identifies disability	Parent provides documentation of disability	Student provides documentation of disability and need for accommodation
Free evaluation of disability	Parent responsibility	Student's responsibility
District develops Individual Education Plan (IEP)	Parent/school develops plan	Student requests accommodation with no guarantees
Entitled to services identified on IEP	Services determined by plan	College services not automatic; each college decides eligibility and accommodations
District ensures that the IEP is implemented	District/parent/student responsible	Student responsible for own progress
Teacher advocate	Parent/student advocate	Student advocates for self
Fundamental alterations to program of study permitted as identified on IEP	Fundamental alterations to program of study permitted as identified on 504 plan	None allowed: Accommodation may not alter fundamental elements of course or impose an undue burden on an institution
Personal services: e.g., transportation, personal attendant, technology	None provided	None provided

\*The term K-12 refers to the years in school from kindergarten through the end of high school.

# EDUCATION AND JOB TRAINING OPTIONS

PROGRAMS	
<p><b><u>Bachelor's Degree</u></b> (University of California, California State Universities, and private colleges and universities.)</p>	<p>Consists of general education courses and courses for the major working toward a four-year Bachelor's Degree. Student may enter from high school or transfer from Community College.</p>
<p><b><u>Associate Degree</u></b> (Community Colleges)</p>	<p>The Associate degree consists of two components:</p> <ol style="list-style-type: none"> <li>1. Courses of general education.</li> <li>2. Courses toward the major.</li> </ol>
<p><b><u>College Certificate</u></b> (Community Colleges)</p>	<p>College certificate programs are designed to provide employment skills and open vocational opportunities. A college certificate is available upon completion of required courses.</p>
<p><b><u>Personal Enrichment</u></b> (Community Colleges)</p>	<p>Community Colleges offer personal enrichment courses that match your personal interests, e.g., career exploration, study skills, computer skills, art, and music.</p>
<p><b><u>Continuing Education (Noncredit classes)</u></b></p>	<p>Classes are designed to improve basic skills, job training, personal growth</p>
<p><b><u>Regional Center</u></b></p>	<p>State agency provides life-long support for people with intellectual disabilities, autism spectrum disorder, and seizure disorders. Each client is assigned a Service Coordinator. The client (and parent if appropriate) must contact the Service Coordinator for appointments. The client must ask what services are offered, for example, development of daily living skills, job skills, college, assistive living, etc.</p> <p>Local agencies provide day programs (i.e., development of daily living skills) and the training (i.e., job skills), assistive living housing, and support for college (if appropriate).</p>
<p><b><u>Department of Rehabilitation (DOR)</u></b></p>	<p>State agency provides support for the development of job skills, job training, and job search. This training/education can include college. Person must have a career goal.</p>

# Checklist for College Application and Disability Services

The disability support office is the campus office responsible to work with students in an interactive process to identify and provide reasonable academic accommodations for students with disabilities.

In order for the disability support office to determine a student's eligibility for services and to provide services, the following steps are required:

- APPLY TO THE COLLEGE:**
  - Go to the college website and complete the application for admission.
- COMPLETE: NEW STUDENT ORIENTATION**
  - For Southwestern College Only: Complete New Student Orientation Part 1
- TAKE THE COLLEGE ASSESSMENT TEST IF APPROPRIATE**
  - Sign up to take the college placement tests. Go to the Disability Support Services (DSS) office for disability accommodations on the college assessment tests. If your goal is not a college degree, you may request that tests be waived.
- COMPLETE: NEW STUDENT ORIENTATION PART 2 (Southwestern College)**
  - You must complete Part 2 of orientation to qualify for enrollment priority (**you get to register early**).
- APPLY FOR DISABILITY SUPPORT SERVICES**
  - You will need to provide:
    - Current psycho-educational report and/or medical verification of disability
    - Current IEP or 504 Plan
- APPLY FOR FINANCIAL AID**
  - During senior year, apply for federal financial aid (FAFSA.org) beginning in October.
  - If you plan to attend a community college apply for the Board of Governors Fee Waiver (BOG).
- MAKE AN APPOINTMENT WITH DSS SPECIALIST**
  - Make an appointment to meet with a DSS Specialist to discuss services, accommodations, and plan classes.
- REGISTER FOR CLASSES**
  - Register online on the day/time you receive via college email. Pay for classes. If you are with Department of Rehabilitation, work with your DOR counselor for college costs.
- BUY TEXTBOOKS**
  - Books are expensive. Check class information for book prices. Contact your DOR counselor for the correct form and procedure for fee payments.

# TRANSITION GOALS CHECKLIST

These are sample IEP or 504 Plan goals for transition from middle school to high school. They are followed by sample goals to help students and parents plan for the transition from high school to college. The time to plan is now! If the following activities are completed during middle school and high school, they will build confidence while preparing you to enter high school and then college or work.

## Middle School Transition Goals Checklist:

### FIND OUT ABOUT YOUR DISABILITY

- Name your disability and describe the limitations in learning it causes.
- Identify your strengths in learning; these will help you in school.
- Identify strategies to compensate for weaknesses and use your strengths in learning.
  1. Learn note-taking strategies for class and identify accommodations, e.g. use of audio recorder or copy of classmate's notes.
  2. Use memory strategies to remember information.
  3. Arrange accommodations for tests, e.g. extra time.
  4. Pair up with a classmate doing well to call for questions and study with for tests.
  5. Identify test-taking strategies for multiple choice, short answer, fill-in, and essay tests.

### LEARN HOW TO ADVOCATE FOR YOURSELF

- Attend all your educational planning meetings, e.g. IEP, 504 Plan.
- Learn how to ask for accommodations and why it is important to use them.
- Ask questions when you don't understand something.

### DEVELOP A PERSONAL INFORMATION FILE

- Obtain current school records including Psycho-educational Report, and/or doctor's medical report, IEP.
- Obtain a Birth Certificate.

### INVESTIGATE POSSIBLE CAREERS

- Identify possible career interests and education needed.
- Identify high school classes you need to prepare for your career interests.
- Identify classes you need now to prepare for high school classes.
- Identify why current classes are important to meet your career goals.
- Complete sample college and job applications.

### DEVELOP PROBLEM SOLVING STRATEGIES

- Identify possible social problems you may have in school and possible solutions.
- Identify possible educational problems in school and possible solutions.
- Name people who can help you solve these problems.

# **Transition Goals Checklist High School:**

## **FRESHMAN**

### **FIND OUT ABOUT YOUR DISABILITY (Review these each year of high school)**

- Describe rights under “Section 504 and 508” and the “ADA”.
- Define disability and “functional limitations” according to Section 504, 508, and ADA.
- Obtain copies of the written verification you will need to request services and accommodations in college.
- Identify your disability, functional limitations and the accommodations you want to request.

## **LEARN HOW TO ADVOCATE FOR YOURSELF**

### **(By Junior year you should be able to:)**

- Define what it means to “advocate for yourself” or to “self-advocate”.
- Identify your academic goals in high school and your plan to meet them.
- Identify people who can help you solve typical problems you may encounter in school.
- Define “Due Process” in school/workplace according to Section 504, 508, and the ADA.
- Attend your educational planning meetings, e.g. IEP, 504 Plan, every year.

## **SOPHOMORE**

### **PREPARE FOR COLLEGE (if appropriate)**

- Identify 5 colleges you are interested in attending and the majors you may want to study.
- List the entrance requirements for each college.
- Identify how your current classes now will help you in college.
- Contact the disability support office and find out what it offers.

### **PREPARE FOR COLLEGE ENTRANCE EXAMINATION (4-year colleges only)**

- Identify what test(s) need to be taken.
- Study for the entrance exam. Enroll in PSAT or ACT preparation program if possible. Use the study guides.

### **PREPARE FOR JOB TRAINING (if appropriate)**

- Explore educational training programs for your career goal.
- Identify skills to develop in high school for your career.

## **JUNIOR**

### **TAKE THE COLLEGE ENTRANCE EXAMINATION(S)**

- Apply early and request academic accommodations on application(s) for tests.
- Begin taking exams as early as possible. This gives you time to retake exams.



## **SELECT THE COLLEGE(S) YOU ARE INTERESTED IN ATTENDING**

- Plan to visit college(s) if possible. Include disability support office in your visitation.
- Based on your investigation, pick the college(s) you feel have academic programs that match your interests and will provide you the services you need to be successful.

## **SENIOR Transition Goals Checklist:**

### **APPLY TO YOUR COLLEGES**

- Four-year colleges/universities: Go online and apply in fall.
- Two-year colleges: Go online and apply in spring.
- Apply for financial aid (in October)

## **INVESTIGATE COMMUNITY AGENCIES SERVING PERSONS WITH DISABILITIES**

- Identify community agencies that provide support to persons with disabilities.
- Contact the Department of Rehabilitation to identify what services it offers.
- Contact Regional Center (if appropriate) and make an appointment with your Service Coordinator.
- Identify your local disability advocacy office. Note the services it offers.

# Steps to Self-Advocacy

Self-advocacy is the ability to identify and explain your needs.

- 1<sup>st</sup> step** to self-advocacy is to say to yourself, “I am the one who is responsible for my success or failure.”
- 2<sup>nd</sup> step** is to ask, “How do I explain my disability to others? What are my abilities and how can I use them to lead me to success?” Write out your answers and practice explaining them.
- 3<sup>rd</sup> step** is to develop skills to request accommodations and services. Successful students plan ahead so they can effectively explain their needs. Write out these and practice requesting them.
- 4<sup>th</sup> step** is to recognize when you need help and to ask for it.
- 5<sup>th</sup> step** is to be organized. It relieves stress and demonstrates good planning ability. Here are some helpful hints:
  - ❖ Use a day planner to record appointments, class schedules, work schedules, exam dates, and assignment due dates.
  - ❖ Plan a reasonable school, study, social, and work schedule. Allow time for rest and recreation.
  - ❖ Establish a regular study schedule and study 2-3 hours for each hour you spend in class.
  - ❖ Organize long-term projects in a step-by-step manner. Schedule deadlines for each step in your day planner.
  - ❖ Arrive to class early with homework and assignments completed.
  - ❖ Meet with your instructor to discuss and accommodations you are requesting at the beginning of each semester.
  - ❖ Allow time for the unexpected such as traffic jams on the way to campus, illness, transportation glitches, or work schedule changes.

Now take some time to think about explaining your disability and accommodations to a professor or your counselor. What would you say? Please fill in the blanks below:

My disability causes the following problems in learning: (e.g., difficulty taking notes, finishing tests on time)

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These problems mean I would like: (list the accommodations you will request)

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# Community Resources

The following agencies provide services to adults with disabilities. Phone numbers and addresses change over time. Please check your phone book

## [Able-Disabled Advocacy](#)

4283 El Cajon Blvd # 110  
San Diego, CA 92105  
(619) 231-5990 email:  
<http://www.able2work.org/>

## **Acquired Brain Injury Program**

San Diego Community College District  
7250 Mesa College Dr.  
San Diego, CA 92111  
(619) 388-1952

## **American Diabetes Association**

5060 Shoreham Place, Ste. 100  
San Diego, CA 92122  
(619) 234-9897

## **Arthritis Foundation Of San Diego**

3919 30th Street  
San Diego, CA 92104  
(858) 492-1090

## **California Relay Service**

*English* – Voice to TTY: 1-800-735-2922  
TTY to voice: 1-800-735-2929  
*Spanish* – Voice to TTY: 1-800-855-3000  
TTY to Voice: 1-800-855-3000

From or to Speech to Speech  
(English/Spanish)  
1-800-854-7784

## **County Medical Services**

1-800-587-8118

## [Access Center of San Diego](#)

San Diego Office  
8885 Rio San Diego Dr. Suite 131  
San Diego, CA 92108  
Voice: (619) 293-3500  
<http://accesstoindpendence.org/>

## **Adult Education**

Escondido; (760) 737-8000  
Grossmont: (619) 588-3512  
Mira Costa (760) 795.8710  
Vista Adult (760) 758-7122  
San Diego (619) 388-1950

## **Arc of San Diego-Main Office**

3030 Market Street  
San Diego, CA 92102  
(619) 685-1175

## **Sol & Ruth Gerber Family Center**

1280 Nolan Avenue  
Chula Vista, CA 91911  
(619) 427-7524

## **Braille Institute**

4555 Executive Drive, Suite 100  
San Diego, CA 92121  
(858) 452-1111

## **Canine Companions For Independence**

124 Rancho Del Oro Dr.  
Oceanside, CA 92057  
(760) 901-4300; 1-800-572-BARK (2275)  
TDD (760) 901-4326

## **Deaf Community Services**

1545 Hotel Circle South, Ste. 300  
San Diego, CA 92108  
(619) 398-2441  
(619) 550-3436 Video Phone

## **Department Of Rehabilitation**

7575 Metropolitan Drive, Suite 107  
San Diego, CA 92108  
(619) 767-2100

**Epilepsy Society**  
2055 El Cajon Blvd.  
San Diego, CA 92104  
(619) 296-0161

**Goodwill Industries**  
3663 Rosecrans Ave.  
San Diego, CA 92101  
(619) 225-2200

**International Dyslexia Association**  
5225 Canyon Crest Dr.  
Riverside, CA 92507  
(951) 686-9837  
[www.interdys.org](http://www.interdys.org)

**Learning Disabilities Association of California**  
(909) 621-1494  
Español (909) 297-9722  
[Email: info@lda-ca.org](mailto:info@lda-ca.org)

**National Multiple Sclerosis Society**  
10089 Willow Creek Road, Suite 250  
San Diego, CA 92131  
(800) 486-6762  
[Email: msinfo@mspacific.org](mailto:msinfo@mspacific.org)

**Paradise Valley Hospital  
South Bay Rehabilitation Center**  
(619) 470-4227  
2400 East Fourth Street  
National City, California 91950  
Paradise Valley Hospital: (619) 470-4321

**East County Career Center**  
San Diego Workforce Partnership  
924 E. Main  
El Cajon, CA 92020  
(619) 590-3900

**Family Resource Center - El Cajon**  
220 South First St.  
El Cajon, CA 92019  
(619) 401-6184

**Heath Resource Center**  
2134 G Street, NW  
Washington, DC 20052-0001  
<https://www.heath.gwu.edu/>  
[Email: AskHEATH@gwu.edu](mailto:AskHEATH@gwu.edu)

**Learning Ally**  
1-800-221-4792  
[www.learningally.org](http://www.learningally.org)

**Muscular Dystrophy Association**  
3760 Convoy Street, #112  
San Diego, CA 92111  
(858) 492-9792

**National Spinal Cord Injury Assoc.**  
40667 Symphony Park Ln.  
Murrieta, CA 92562  
(951) 775-2561  
<http://www.spinalcord.org/>

**Professional Community Services**  
900 N. Cuyamaca  
El Cajon, CA 92020  
(619) 449-8703

**San Diego Brain Injury Foundation**  
(619) 294-6541

**San Diego Council on Literacy**  
2515 Camino Del Rio South, Suite 111  
San Diego, CA 92108  
Hotline: 888-850-READ (7323)  
Office: (619) 574-1641

**San Diego Parks and Recreation**  
619-525-8213  
[Email: askparks@sandiego.gov](mailto:askparks@sandiego.gov)

**San Diego Regional Opportunity Program (ROP)**  
6401 Linda Vista Rd., Rm. 408  
San Diego, CA 92111-7319  
(858) 292-3500

**Sharp Rehabilitation Center**  
Community Re-Entry Program  
(858) 939-4415

**South County Center for Change**  
1172 3rd Avenue  
Chula Vista, CA 91911  
(619) 691-1662

**Social Security Administration**  
626 L Street  
Chula Vista, California 91911  
1-800-772-1213 or  
TTY: 1-800-325-0778

**Transportation**  
San Diego MTS: (619) 557-4555  
San Diego Paratransit 888-517-9627

**San Diego Center for the Blind and Vision Impaired**  
5922 El Cajon Blvd.  
San Diego, CA 92115  
(619) 583-1542

**San Diego County Behavioral Health Services (BHS)**  
1600 Pacific Highway, Room 206  
San Diego, CA 92101  
1-888-724-7240

**San Diego Regional Center**  
4355 Ruffin Rd., Suite 204  
San Diego, CA 92123  
(858) 576-2996

**San Diego State University:  
Audiology/Speech-Language Clinic**  
(619) 594-6477

**South County Career Center**  
1111 Bay Blvd. Suite E  
Chula Vista, CA 91911  
(619) 424-1112

**South Metro Career Center**  
4389 Imperial Ave,  
San Diego, CA 92113  
(619) 266-4200

**Speech, Hearing and Neurosensory Center**  
(858) 966-5838

**United Cerebral Palsy**  
8525 Gibbs Drive, #209  
San Diego, CA 92123  
(858) 571-7803