

# TRANSITION FROM HIGH SCHOOL TO ADULTHOOD



**WESTSIDE**  
REGIONAL CENTER

5901 Green Valley Circle, Suite 320 Culver City, CA 90230 / [www.westsiderc.org](http://www.westsiderc.org) / (310) 258-4000





# TRANSITION FROM HIGH SCHOOL TO ADULTHOOD

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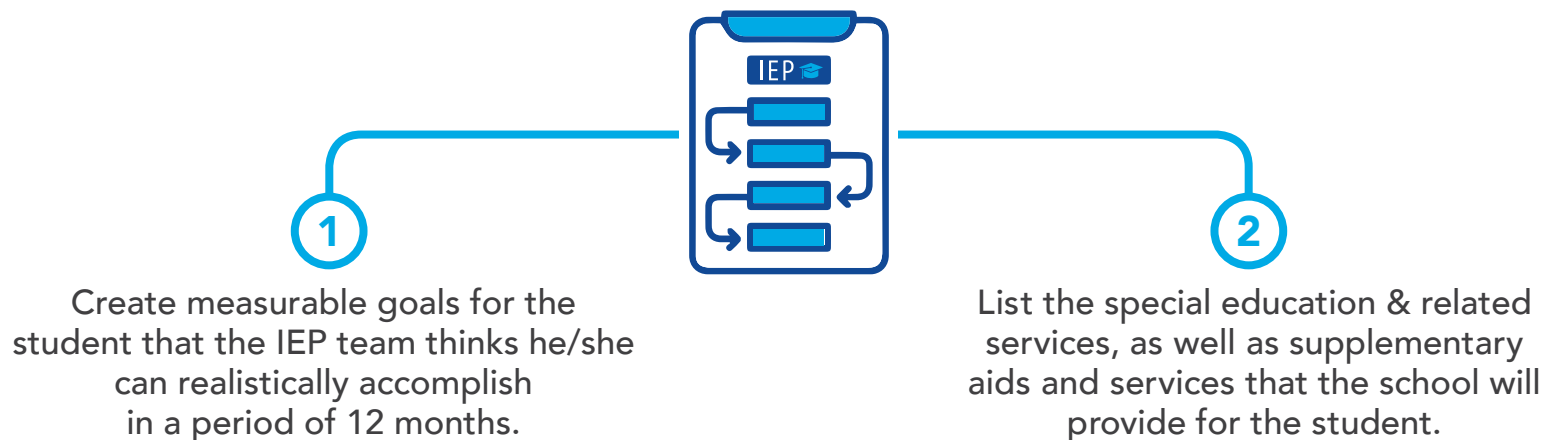
Written by Lidenira Amador, Ana Da Silva, Nayma Guerrero, Candace Hein,  
Barbara Marbach, Rhiannon Maycumber and Sandy Rivera.  
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# Individualized Education Program (IEP)

## OVERVIEW

An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a student's individual needs. Every student who receives special education services must have an IEP.

According to the Individuals with Disabilities Education Act (IDEA), the IEP has two general purposes:



### The IEP is created by a team of people that includes:

The student (when appropriate), the parents or guardians, teachers (special and general education), school administrators, related service providers, representatives of outside agencies that may provide support to reach post-transition goals, and/or other individuals who can support your adolescent.

The family and student should start exploring postsecondary options by the age of 14. By the time the student turns 16 years of age, the focus of the IEP will move from their academic program to their transition to a life as an adult.

# Individualized Transition Plan (ITP)

## OVERVIEW

When a student with an IEP turns 16 years of age, the IEP team will begin to develop an Individualized Transition Plan (ITP) that will be updated annually.

The ITP is part of the IEP and it identifies goals and objectives to prepare the adolescent for transition from school to adult life based on their interests and needs.

According to IDEA, the ITP must include:



1. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills

2. The transition services (including course of study) needed to assist the student in reaching those goals [§300.320(b)].

This means that the IEP team must create measurable goals for the student that are focused on life after high school and specify what transition services are needed to help the student reach those goals.

Transition planning can occur during the IEP meeting or it can occur at a separate meeting to allow more time to focus on the student's needs and preferences.



# High School Completion Options

One of the most important decisions you and your adolescent will need to make is whether he or she will graduate with a diploma (**Core Curriculum**) or leave high school with a certificate of completion (**Alternative Curriculum**). Start talking with your IEP team about the programs available through your adolescent's school. Different programs are available depending on what district or charter school your adolescent belongs to.

*The information below explains those options and what opportunities they may provide for life after high school.*



## Core Curriculum (High School Diploma)

A diploma is awarded to students who have met all criteria to graduate based on District Standards and the IEP.

### Postsecondary Goals

#### A Diploma is Required for:

- ✓ Employment
- ✓ United States Military
- ✓ College Admission to Degree Programs
- ✓ Trade and Vocational Schools
- ✓ Federal Student Aid  
(grants, loans, and work-study funds)  
to pay for college expenses

### Course of Study

The student participates in a course of study that meets graduation requirements with or without accommodations or modifications.

#### Classes Include:

- ✓ English
- ✓ Math
- ✓ Science
- ✓ Social Science
- ✓ Physical Education

#### Electives:

- ✓ Visual/Performing Arts
- ✓ Career-Technical Education
- ✓ Foreign Language
- ✓ Regional Occupational Programs/Classes

### Graduation Status at Age 18

If a student has been awarded a district-approved regular high school diploma, the student is no longer eligible for special education services, including transition services. Students who earn a diploma have completed their high school education.



## High School Completion Options



### Alternative Curriculum (Certificate of Completion)

A student with an IEP has the opportunity to earn a Certificate of Completion upon finishing high school if they have completed a required set of credits, met their IEP goals, or participated in the educational program with satisfactory attendance.

#### Postsecondary Goals

- ✓ Can apply for jobs that do not require a diploma/General Educational Development (GED) certificate
  - ✓ It is **not** accepted by the U.S. military
- ✓ Can enroll in noncredit or community education courses at local adult schools, community colleges, etc.
  - ✓ Grants and scholarships (private organizations)

#### Course of Study

The student's course of study focuses on earning a certificate that covers:

##### Functional Skills

- ✓ Math
- ✓ English/Language Arts
  - ✓ Arts
- ✓ Listening/Speaking

##### Independent Living Skills

- ✓ Grooming/Hygiene
- ✓ Personal Safety
- ✓ Life Skills

##### Vocational Skills

- ✓ Career Exploration
- ✓ Work Related Training
- ✓ Future Living/Working

##### Community Access Skills

- ✓ Social Behavior
- ✓ Community Resources
- ✓ Recreation and Leisure
- ✓ Communication Skills

#### Graduation Status at Age 18

Students with disabilities who qualify for a certificate of completion are eligible to participate in one graduation ceremony and any school activity related to graduation in which students of similar age without disabilities would be eligible to participate.

Students who earn a certificate of completion may continue to pursue a diploma and are eligible to continue receiving special education services through 22 years of age or until the diploma is earned, whichever comes first. (Per CA Ed Code, 56026.1)



# High School Diploma:

## Ages 14 — 15

### Necessary



- Start thinking and talking with your adolescent about life after high school. Help them create a vision of what they would like to be doing as an adult, where they would like to live, work and who their circle of support is.
- Make sure a transition assessment is provided by the school. This assessment includes information about your adolescent, their interests, skills, and any challenges they might face. It also includes an assessment of independent living skills and their readiness to transition into adult life. There are also assessment tools available for non-verbal students. It helps the IEP team understand the adolescent's goals for after high school.
- Make sure your adolescent has an Individualized Transition Plan (ITP), which is part of the IEP document. Schools must develop an ITP no later than the adolescent's 16th birthday and may, if appropriate, develop the plan as early as the adolescent's 14th birthday. For example, it is good to start earlier for students with significant disabilities or who are at risk of dropping out of school.
- Encourage your adolescent to advocate for their needs and goals by including him/her in all meetings related to their education and their future, such as the IEP and the ITP. Not only are they required to be invited and included by law, but it's an important skill for adolescents to learn as they head into adult life.

### Recommended at the School Site



- Inform the school ahead of time if you need an interpreter to be present at the IEP/ITP meeting.
- Inform the school ahead of time if you need your adolescent's IEP/ITP translated into your native language.
- Ask the school official who is writing up the IEP/ITP to read the language out loud, to ensure that you, your adolescent, and the IEP team are in agreement about what it states.
- Familiarize yourself with the accommodations agreed to by the IEP team and generally documented under the Free Appropriate Public Education (FAPE) section of the IEP document. If additional accommodations are needed, request an IEP meeting. Accommodations may vary from student to student and are based upon assessments as well as identified needs.
- Encourage your Service Coordinator to attend your IEP/ITP planning meetings. If they are unable to attend, your Service Coordinator can refer your request to the Education Support Services team.
- Have an ongoing discussion with your adolescent to help them understand their disability. Talk about what they're good at, what isn't easy for them, and what services and/or accommodations they are currently receiving at school to help them.





## High School Diploma: Ages 14—15



### Recommended at the Regional Center

- Provide your Service Coordinator with the latest copy of your IEP/ITP during your annual Individual Program Plan (IPP) meeting. This will help inform your Service Coordinator of your adolescent's postsecondary goals and the services being provided by the school and other public agencies.
- Read “A Consumer’s Guide to the Lanterman Act” with your adolescent. The Lanterman Act is the law that establishes your adolescent's rights to services and supports in the state of California. This book is an excellent tool to aid your child in becoming a strong self-advocate.
- Attend the annual WRC Transition Fair and Conference once your adolescent turns 14. You can request the date of upcoming events from your Service Coordinator, by visiting the Westside Family Resource and Empowerment Center or by visiting the WRC website.
- Attend an Informed Education Partners (IEP) support group at WRC for a general overview about the IEP process.



If an Individualized Transition Plan (ITP) was not included as part of the IEP, you can make a written meeting request to your adolescent's teacher, the principal or special education administrative office. Make sure the letter clearly states that the purpose of the meeting is to initiate transition planning.

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Develop a collaborative relationship with your adolescent's teacher at the beginning of the school year. Request a conference to review accommodations documented in the IEP.

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Communicate with your adolescent's school in writing.

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Come prepared with a list of concerns and questions for your IEP team that you feel are important to address during the IEP meeting.

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Refer to the Special Education Rights and Responsibilities (SERR) manual, which covers special education and early intervention law and advocacy guidance, for youth ages 3-22.



# High School Diploma:

## Ages 16—17



### IEP/ITP Meetings

- Make sure that your adolescent is on track for completing the number of credits needed to graduate with a diploma.
- Ask the IEP team about your adolescent's progress towards their course of study and their IEP annual goals. Review what goals should be continued or modified based on your adolescent's progress.
- Make sure that your adolescent's skills and accommodation needs are current. If not, request an IEP meeting as soon as possible.
- Make sure all related services have been provided to your adolescent according to the dates and frequency written in their IEP. If not, document all missed sessions/dates and request an IEP meeting to discuss.
- The IEP team will speak to you and your adolescent about the "Age of Majority." This means that at the age of 18, the student, not the parent, will give consent to all legal decisions and sign all documents for themselves. If you believe your son or daughter is unable or incapable of making sound educational or independent living decisions, there are legal options: guardianship; conservatorship; and limited conservatorship. For help during this process, Bet Tzdek provides free legal services. Visit [www.bettzedek.org](http://www.bettzedek.org) or call (323) 939-0506 to locate a free self-help conservatorship clinic in your area. In the meantime, the student can assign their educational decision making rights to their parents by signing an "Assignment of Educational Decision-Making Authority" document.

- In preparation of your adolescent's IEP/ITP meeting, review the most current IEP document and write a list of your concerns and questions to raise at the meeting.
- Draft some goals that you would like to see included in the IEP/ITP or the areas of need that you would like to see addressed. The IEP team will discuss your proposed goals at the IEP/ITP meeting.

### Education Beyond High School



- If your adolescent is planning to attend a college or university, ask your IEP Team if there is an on-campus counselor or representative available to assist with requesting testing accommodations from:
  - Services for Students with Disabilities (SSD) for the AP Exams, PSAT/NMSQT, PSAT 10, SAT and SAT Subject Tests. For more information visit: [sat.org](http://sat.org)
  - Test Accessibility and Accommodations System (TAA) for the ACT Test. For more information visit [www.act.org/theact/accommms](http://www.act.org/theact/accommms)
- SAT fee waivers are available to low-income 11th and 12th grade students and SAT Subject Test fee waivers are available for students in grades 9–12. If your adolescent is eligible for a fee waiver, they can take the SAT or SAT Subject Tests for free and get other benefits to apply to college. Contact their school for more information or visit [sat.org/fee-waivers](http://sat.org/fee-waivers)



## High School Diploma: Ages 16—17

- Assist your adolescent in identifying entrance requirements of various career training options in the community.
- Take your adolescent to visit colleges and/or programs that they might be interested in attending after high school. It's great to visit these colleges/programs early so the student has plenty of time to meet the admission requirements for their schools of choice.
- Learn about the costs associated with training and education options. **The Regional Center is not able to cover tuition costs.**
- Learn about available support services in college or career training options (e.g. Disabled Student Services)

### Employment

- Help your adolescent research careers of interest as much as possible. Help them find out what skills/experience employers look for when hiring for that job and help them work on developing them.
- Encourage volunteer and service learning experiences in their chosen field.
- Help your adolescent begin a resume and update it as needed. Make sure to provide their Service Coordinator with a copy.
- Encourage your adolescent to attend career fairs at school, in the community or at the regional center and attend it with them.

- Ask your Service Coordinator to connect you with employment providers. If the providers have time to meet with you it would be a good idea to do so since employment support programs often have a waitlist.
- Help your adolescent practice interviewing skills at home or at school.
- Help your adolescent learn how to fill out a job application independently.
- If your adolescent receives an employment offer prior to age 18, they must request a work permit through their school. The permit will require a parent/guardian signature.
- Help your adolescent learn about the responsibilities and work ethic that will keep them employed (attendance, honesty, punctuality, getting long with others).

### Financial

- Determine the need for financial support (e.g. SSI, SSDI, CalFresh, Housing Choice Voucher Program, etc.)
- If the adolescent is working or will work in the future, help them: open a personal bank account; learn how to deposit paychecks; and understand the importance of saving money.



## High School Diploma: Ages 16—17

### Transportation



- Develop a plan for transportation in the community (e.g. bus, ACCESS, taxi, Uber or Lyft, personal vehicle, etc.) and discuss the need for independent travel skills training.
- Help your adolescent study and take their written permit test once they are 15½ - 17½. The Department of Motor Vehicles (DMV) offers the written test in various languages, large print, audio version, video version (American Sign Language) and person-to-person (examiner asks the questions). Contact the DMV specialist to request accommodations ahead of time at 1-800-777-0133.
- Once your adolescent has passed a written driving test, holds a provisional instruction permit, and has access to an insured vehicle, WRC may assist with funding for the cost of drivers training **AFTER** the first 25 hours (average amount for a non-disabled individual).

### Independent Living



- Start talking with your adolescent about where they will live after high school: At home with you; in a group home; with a roommate; or independently (with or without supportive services)? Your Service Coordinator will help you and your adolescent plan the best future living arrangement.
- If your adolescent is wanting to live independently, ask your Service Coordinator for information about what kind of supports are available to help prepare them to move into their own apartment and maintain an independent living environment.
- Expose them to the cost of daily living: paying for rent, groceries, utilities, etc.
- Help your adolescent practice independent living skills (budgeting, shopping, cooking, housekeeping, personal grooming, etc.)
- Help them develop community safety (e.g. recognizing signs and symbols) & emergency help skills (e.g. what to do in an emergency).
- Help your adolescent apply for a California Identification (ID) Card at your local DMV. You may speak to a DMV specialist to help you make specific arrangements to obtain DMV services at one of the offices by calling 1-800-777-0133.



## High School Diploma Checklist Ages 16—17

### Health Care

- Start researching for a new Primary Care Physician (PCP). Once your son/daughter turns 18 years of age, they will transition to one of the following types of doctors: Internal Medicine, Family Medicine or General Practice.
- Speak with your son/daughter's current pediatrician. They may have ideas on which adult healthcare providers would be a good fit for them.
- Healthcare coverage changes between 18-26 years of age for all insurance plans. Read the Achievable Foundation's handout called "Gateway to Healthcare: Medical Coverage Concerning Transition-Aged Youth with Special Needs" for more information on how healthcare coverage shifts once an individual turns 18 years of age.

### Legal

- Ask the school official who is writing up the IEP/ITP to read the language out loud, to ensure that you, your adolescent, and the IEP team are in agreement about what it states and if needed, ask clarifying questions.
- Provide your Service Coordinator with the latest copy of your IEP/ITP during your annual Individual Program Plan (IPP) meeting. This will help inform your Service Coordinator of your adolescent's postsecondary goals and the services being provided by the school and other public agencies.



Request updated evaluations and assessments, including educational, medical and psychological. These documents may be needed when applying for public services or testing accommodations (e.g. SAT, ACT).

Become familiar with eligibility requirements, procedures and services of adult service agencies.







# High School Diploma: Senior Year (Ages 17—18)



## IEP/ITP Meetings

- Make sure that your adolescent has the required amount of credits for graduation and that they are completing their graduation requirements.
- Confirm the date of your adolescent's graduation and that your adolescent will be able to fully participate in the graduation ceremony and any other senior year activities.
- If your adolescent will be exiting the school system, make sure you are familiar with post-secondary service options through WRC and The California Department of Rehabilitation (DOR) ■ Invite a DOR representative and your Service Coordinator to your IEP/ITP planning meeting.
- Ask the school to provide the results of any interest inventories or career assessments to assist with the development of transition goals.
- Work with the IEP team and Service Coordinator to support your adolescent with developing post-secondary goals (i.e. college, vocational opportunities and employment) and identifying the necessary supports.
- Make sure that you have a copy of your adolescent's "Summary of Performance" once they exit high school. This is a summary of the student's academic achievement and functional performance that includes recommendations on how to assist your adolescent in meeting their postsecondary goals.

## IPP Meetings

- Assist your adolescent with describing their post high school plans to their Service Coordinator and provide any interest inventory or career assessment results conducted by the school.
- Review materials provided by the Service Coordinator describing available post-secondary options:
  - If your adolescent is interested in obtaining *employment* – help them develop an employment goal and include this in their IPP. Including an *employment-related* goal in their IPP will help guide the services that provide support with reaching their desired goal.
  - If your adolescent is interested in receiving a *postsecondary education* (university, trade schools, community college) – help them develop a *postsecondary-related* goal in their IPP. Including a postsecondary goal in their IPP will help guide the services that provide support with reaching their desired goal.
- If your adolescent is interested in pursuing post-secondary education (community college, trade school, university) and needs support with navigating the school system, there are services that can be explored with assistance from Adult Services. It's important to discuss this with your adolescent's Service Coordinator.
- Provide your adolescent's Service Coordinator with the latest copy of their IEP/ITP.



## High School Diploma: Senior Year (Ages 17—18)

### Education Beyond High School

- Review the “Transitioning from High School to College Life” section for an in-depth checklist.



### Employment

- If the Department of Rehabilitation finds that your adolescent is eligible for their service, the DOR must develop an Individualized Plan for Employment (IPE) as early as possible by the time your adolescent leaves school and should take into consideration their IEP and be coordinated with their goals, objectives and services identified in their IEP.
  - Identify vocational rehabilitation services that DOR will provide to reach their vocational goal.
  - Pre-Employment Transition Services (PETS) DOR is required to provide the following 5 activities to students with disabilities:
    - 1 Job exploration counseling
    - 2 Work based learning opportunities
    - 3 Counseling on post-secondary educational opportunities
    - 4 Workplace readiness training
    - 5 Instruction in self-advocacy
- Help your adolescent research careers of interest as much as possible. Find out what skills/experience employers look for when hiring for that job and help your adolescent work on developing them.
- Encourage volunteer, service learning and work experiences.
- Encourage your adolescent to practice interviewing skills at home or at school
- Visit a few employment services before exiting high school. At times there might be waitlists for employment programs, therefore it is recommended to start planning one year before your adolescent exits the school system.
- Help your adolescent begin a resume and update it as needed. Make sure to provide their Service Coordinator with a copy.
- Encourage your adolescent to attend career fairs at school, in the community or at the regional center and attend with them.
- Familiarize yourself with the Department of Rehabilitation (DOR) vocational employment process. DOR is a community resource that can provide support with reaching employment goals (such as books for college, work uniforms, support on the job).
- Most employment related programs require a recent psychological evaluation to start services and open a DOR case. Contact your Service Coordinator for help.



## High School Diploma: Senior Year (Ages 17—18)

### Financial



- Download or print applications for financial support (e.g. SSI, SSDI, CalFresh, Housing Choice Voucher Program, etc.)
- If your adolescent is working or will work in the future, help them open a personal bank account. Your adolescent should ask the local bank what documents they need to bring.

### Transportation



- Finalize the plan for transportation in the community (e.g. bus, ACCESS, taxi, Uber or Lyft, personal vehicle, etc.) and/or independent travel skills training
- Encourage your adolescent to study for and take their written permit test once they are 15½ —17½. The Department of Motor Vehicles (DMV) offers the written test in various languages, large print, audio version, video version (American Sign Language) and person-to-person (examiner asks the questions). Contact the DMV specialist to request accommodations ahead of time at 1-800-777-0133.
- Once your adolescent has passed a written driving test, holds a provisional instruction permit, and has access to an insured vehicle, WRC may assist with funding for the cost of drivers training **AFTER** the first 25 hours (average amount for a non-disabled individual).

### Independent Living



- Help your adolescent finalize planning for living at home with you, in a group home, with a roommate or independently (with or without supportive services).
- Learn about costs associated with living arrangements.
- Help your adolescent practice independent living skills (budgeting, shopping, cooking, housekeeping, personal grooming, etc.) at home.
- If your adolescent is wanting to live independently, ask your Service Coordinator for information about what kind of supports are available to help prepare them to move into their own apartment and maintain an independent living environment.
- Help your adolescent develop community safety & emergency help skills.
- Help your adolescent apply for a California Identification (ID) Card at your local DMV. You may speak to a DMV specialist to help you make specific arrangements to obtain DMV services at one of the offices by calling 1-800-777-0133.



## High School Diploma: Senior Year (Ages 17—18)

### Healthcare

- Start researching for a new Primary Care Physician (PCP). Once your son/daughter turns 18 years of age, they will transition to one of the following types of doctors: Internal Medicine, Family Medicine or General Practice.
- Speak with your son/daughter's current pediatrician. They may have ideas on which adult healthcare providers would be a good fit for them.
- Healthcare coverage changes between 18-26 years of age for all insurance plans. Read the Achievable Foundation's handout called "Gateway to Healthcare: Medical Coverage Concerning Transition-Aged Youth with Special Needs" for more information on how healthcare coverage shifts once an individual turns 18.



Encourage your adolescent to be as independent as possible and advocate for themselves.

Help your adolescent understand their disability, how it impacts their learning and what accommodations benefit them

Request updated evaluations and assessments, including educational, medical and psychological. These documents may be needed when applying for public services and student disability services.

Gather all necessary documentation, including the most recent IEP and district assessments, to establish eligibility for accommodations after high school. Postsecondary schools require disability documentation establishing that a student has a disability as defined by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. The documentation should provide sufficient information so the accommodations that permit equal access to educational activities can be determined. Each institution has its own standards and policies for disability documentation and service eligibility.



# Certificate of Completion:

## Ages 14—17

### Necessary



○ Start thinking and talking with your son/daughter about life after high school. Help him/her create a **vision** of what he/she would like to be doing as an adult, where he/she would like to live, work and who their circle of support is.

○ Start talking with the IEP team about the **transition programs** available through your adolescent's school. Different programs may be available depending on what district or charter school your adolescent is enrolled in.

○ Identify who the **transition coordinator/specialist** is at their school site. He/she will help you and your adolescent navigate the transition process throughout high school.

○ An **Individualized Transition Plan (ITP)** will be developed at the annual IEP meeting; the ITP is part of the IEP document. Although schools must develop an ITP no later than the student's 16th birthday, it is wise to start the transition planning process early for students with significant disabilities or who are at risk for dropping out of school.

○ Ensure that the school conducts a **transition assessment** which can help the IEP team understand your adolescent's goals for life after school. A transition assessment should include information about your adolescent including their interests, skills and challenges. The assessment should include surveys or questionnaires which help to define what vocations, jobs or careers the adolescent may enjoy and where his/her strengths

would be assets. The assessment also addresses independent living skills and readiness to transition to adult life.

**Assessment tools are also available for non-verbal students.**

○ Give the school **advance notice** if you will need an interpreter at an IEP/ITP meeting, if you intend to record the meeting and/or if you want the IEP/ITP document translated into your native language.

○ Encourage your adolescent to **advocate** for their needs and goals by including him/her in all meetings related to transition planning. Not only are they required to be invited and included by law, but it's an important skill for adolescents to learn as they head into adult life.

○ The closer your adolescent gets to finishing high school, the IEP team will speak to you and your adolescent about the "Age of Majority." This means that at the age of 18, the student, not the parent, will give consent to all legal decisions and sign all documents for themselves. If you believe your son or daughter is unable or incapable of making sound educational or independent living decisions, there are legal options: guardianship; conservatorship; and limited conservatorship. For help during this process, Bet Tzedek provides free legal services. Visit [www.bettzedek.org](http://www.bettzedek.org) or call (323) 939-0506 to locate a free self-help conservatorship clinic in your area. In the meantime, the student can assign their educational decision making rights to their parents by signing an "Assignment of Educational Decision-Making Authority" document.





## Certificate of Completion: Ages 14 —17

### Recommended at the School Site



- Come prepared with a list of concerns and questions for your IEP team that you feel are important to address during the IEP meeting.
- Ask the school district coordinator/administrator who is documenting and/or writing the IEP/ITP to read the language aloud to ensure that you, your son/daughter and the IEP team members agree that the language accurately reflects what was discussed. This does **not** mean that you are agreeing with the district's offer or recommendations.
- **Take the completed document home to review before signing.** Goals and accommodations should be based upon assessments and identified needs; make sure that what is written in the document presents a complete picture of your adolescent's strengths, challenges and preliminary plans for his/her future.
- Familiarize yourself with the **accommodations** agreed to by the IEP team and generally documented under the Free Appropriate Public Education (FAPE) section of the IEP document. If additional accommodations are needed, request an IEP meeting. Accommodations may vary from student to student and are based upon assessments as well as identified needs.
- Have an ongoing discussion with your adolescent to help them understand their disability. Talk about what they're good at, what isn't easy for them, and what services and/or accommodations they are currently receiving at school to help them.

- If your adolescent is unable to verbally communicate his or her needs, and is not currently using a communication device, discuss exploring alternate modes of communication – Augmentative and Alternative Communication (AAC) and/or Assistive Technology (AT). You may request an AAC/AT assessment.

### At the Regional Center



- Two to three weeks before the meeting, invite your **Service Coordinator** to attend the IEP/ITP meeting. If he/she is unable to attend, the Service Coordinator can refer your request to the WRC Education Support Services team.
- Provide your Service Coordinator with the latest copy of your IEP/ITP during your annual Individual Program Plan (IPP) meeting. This document (and attending the meeting) will inform the Service Coordinator of:
  - Your adolescent's postsecondary goals
  - Services being provided by the school and other public agencies
  - Behavioral or social support provided at the school which may need to be transitioned to tailored services or community life after leaving the school district



## Certificate of Completion: Ages 14 —17

### At the Regional Center (*continued*)

- Read “A Consumer’s Guide to the Lanterman Act” with your adolescent. The Lanterman Act is the law that establishes your adolescent’s rights to services and supports in the state of CA. This book is an excellent tool to aid your adolescent in becoming a strong self-advocate.
- Attend the annual WRC Transition Fair and Conference once your adolescent turns 14. You can request the date of upcoming events from your Service Coordinator, by visiting the Westside Family Resource and Empowerment Center or by visiting the WRC website.
- Attend an Informed Education Partners (IEP) support group at WRC for a general overview about the IEP/ITP process.

### In the Community



- Start exploring enrichment and vocational opportunities through community education and adult education programs in your community.
- Ask your son/daughter find and give directions to you while you travel to a community activity or errand.
- Have your son/daughter plan and purchase items for his/her personal use while visiting community businesses.



Help your adolescent understand their disability, how it impacts their learning and what accommodations benefit them.

If an Individualized Transition Plan was not included as part of the IEP, you can make a written meeting request to your adolescent’s teacher, the principal or special education administrative office. Make sure the letter clearly states that the purpose of the meeting is to initiate transition planning and to identify key staff to support the adolescent through this process.

Request updated evaluations and assessments, including educational, medical and psychological. These documents may be needed when applying for public services and student disability services.

Develop a collaborative relationship with your adolescent’s teachers/IEP team at the beginning of the school year. Request a conference to review accommodations documented in the IEP.

Communicate with your adolescent’s school in writing.

Refer to the **Special Education Rights and Responsibilities (SERR)** manual, which covers special education and early intervention law and advocacy guidance, for youth ages 0-22.



## Certificate of Completion: Senior Year (Ages 17—22)

### IEP/ITP Meetings

- Confirm the date of your adolescent's graduation and that your adolescent will be able to fully participate in the graduation ceremony and other senior year activities.
- If you are continuing in public education after completing high school, the school district is responsible to offer you a transition program at no expense. The transition program should include Community-Based Instruction (CBI), independent living skills, employment readiness skills and work opportunities. **The transition program is available to students who receive a certificate of completion until the age of 22.**
- If your adolescent will be exiting the school system, make sure you are familiar with post-secondary service options through WRC and the California Department of Rehabilitation (DOR).
  - Invite a DOR representative and your Service Coordinator to your IEP/ITP planning meeting.
- Ask the school to provide the results of any interest inventories or career assessments to assist with the development of transition goals.
- Work with the IEP team and Service Coordinator to support your adolescent with developing **postsecondary goals** (i.e. college, vocational opportunities and employment) and identifying the necessary supports.

- Make sure that you have a copy of your adolescent's **Summary of Performance** once they exit high school. This is a summary of the student's academic achievement and functional performance that includes recommendations on how to assist your adolescent in meeting their postsecondary goals.

### IPP Meetings

- Assist your adolescent with describing their post high school plans to their Service Coordinator and provide any interest inventory or career assessment results conducted by the school.
- Review materials provided by the Service Coordinator describing available post-secondary options:
  - If your adolescent is interested in obtaining *employment* – help them develop an employment goal and include this in their IPP. Including an *employment-related* goal in their IPP will help guide the services that provide support with reaching their desired goal.
  - If your adolescent is interested in receiving a *postsecondary education* (trade schools, community college) – help them develop a *postsecondary-related* goal in their IPP. Including a postsecondary goal in their IPP will help guide the services that provide support with reaching their desired goal.
- If your adolescent needs support with navigating the postsecondary school system, there are services that can be explored with assistance from Adult Services. It's important to discuss this with your adolescent's Service Coordinator.
- Provide your adolescent's Service Coordinator with the latest copy of their IEP/ITP.



## Certificate of Completion: Senior Year (Ages 17—22)

### Education Beyond High School

- If your student is interested in postsecondary education help them **explore** community college courses, trade schools, adult education or certificated programs which could lead to employment opportunities. It's great to visit these colleges/ programs early so the student has plenty of time to meet the admission requirements for their schools of choice. In many cases, courses can be taken as credit or non-credit.
- Learn about the costs associated with training and education options. **The Regional Center is not able to cover tuition costs.**
- Learn about available support services in college or career training options (e.g. **Disabled Student Services**).

### Employment

- Familiarize yourself with the **Department of Rehabilitation (DOR)** vocational employment process. DOR is a community resource that can provide support with reaching employment goals (such as books for college, work uniforms, support on the job).
- If the Department of Rehabilitation finds that your adolescent is eligible for their service, the DOR must develop an **Individualized Plan for Employment (IPE)** as early as possible by the time your adolescent leaves school and should take into consideration their IEP and be coordinated with their goals, objectives and services identified in their IEP.
  - Identify vocational rehabilitation services that DOR will provide to reach their vocational goal.

▪ Pre-Employment Transition Services (PETS) DOR is required to provide the following 5 activities to students with disabilities:

1. Job exploration counseling
2. Work based learning opportunities
3. Counseling on postsecondary educational opportunities
4. Workplace readiness training
5. Instruction in self-advocacy

○ Most employment related programs require a **recent psychological evaluation** to start services and open a DOR case. Contact your Service Coordinator for help.

○ Help your adolescent research careers of interest as much as possible. Find out what skills/experience employers look for when hiring for that job and help your adolescent work on developing them.

○ Encourage volunteer, service learning and work experiences.

○ Encourage your adolescent to practice interviewing skills at home or at school

○ Visit a few employment services before exiting high school. At times there might be waitlists for employment programs, therefore it is recommended to start planning one year before your adolescent exits the school system.

○ Help your adolescent begin a **resume** and update it as needed. Make sure to provide their Service Coordinator with a copy.

○ Help your adolescent learn about the responsibilities and work ethic that will keep them employed (attendance, honesty, punctuality, getting along with others).

○ Encourage your adolescent to attend career fairs at school, in the community or at the regional center and attend with them.



## Certificate of Completion: Senior Year (Ages 17—22)

### Financial



- Determine the need for **financial support** and submit applications (e.g. SSI, SSDI, CalFresh, Housing Choice Voucher Program, etc.).
- If your adolescent is working or will work in the future, help them open a personal bank account. Your adolescent should ask the local bank what documents they need to bring.

### Transportation



- **Develop a plan** for transportation in the community (e.g. bus, ACCESS, taxi, Uber or Lyft, personal vehicle, etc.) and discuss the need for independent travel skills training.
- Encourage your adolescent to study for and take their written permit test once they are 15½—17½. The Department of Motor Vehicles (DMV) offers the written test in various languages, large print, audio version, video version (American Sign Language) and person-to-person (examiner asks the questions). Contact the DMV specialist to request accommodations ahead of time at 1-800-777-0133.
- Once your adolescent has passed a written driving test, holds a provisional instruction permit, and has access to an insured vehicle, WRC may assist with funding for the cost of drivers training **AFTER** the first 25 hours (average amount for a non-disabled individual).

### Independent Living



- Start talking with your adolescent about **where they will live after high school**: At home with you; in a group home; with a roommate; or independently (with or without supportive services)? Your Service Coordinator will help you and your adolescent plan the best future living arrangement.
- If your adolescent is wanting to live independently, ask your Service Coordinator for information about what kind of supports are available to help prepare them to move into their own apartment and maintain an independent living environment.
- Expose them to the **cost of daily living**: paying for rent, groceries, utilities, etc.
- Help your adolescent practice independent living skills (budgeting, shopping, cooking, housekeeping, personal grooming, etc.) at home.
- Help them develop community safety (e.g. recognizing signs and symbols) and emergency help skills (e.g. what to do in an emergency).
- Help your adolescent apply for a **California Identification (ID) Card** at your local DMV. You may speak to a DMV specialist to help you make specific arrangements to obtain DMV services at one of the offices by calling 1-800-777-0133.





## Certificate of Completion: Senior Year (Ages 17—22)

### Healthcare



- **Healthcare coverage changes between 18-26 years of age for all insurance plans.** Read the Achievable Foundation’s handout called “Gateway to Healthcare: Medical Coverage Concerning Transition-Aged Youth with Special Needs” for more information on how healthcare coverage shifts once an individual turns 18.
- Once your son/daughter turns 18 years of age, they will transition from Pediatrics to one of the following types of doctors: Internal Medicine, Family Medicine or General Practice. Speak with your son/daughter’s current pediatrician. They may have ideas on which adult healthcare providers would be a good fit for them.
- Parents no longer have authority over their adolescent’s health care decisions once their adolescent turns 18. If you believe your son or daughter is unable or incapable of making sound healthcare decisions, there are legal options.



Help your adolescent understand their disability, how it impacts their learning and what accommodations benefit them.

Encourage your adolescent to be as independent as possible and advocate for themselves.

Request updated evaluations and assessments, including educational, medical and psychological. These documents may be needed when applying for public services and student disability services.

Gather all necessary documentation, including the most recent IEP and district assessments, to establish eligibility for accommodations after high school. Postsecondary schools require disability documentation establishing that a student has a disability as defined by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. The documentation should provide sufficient information so the accommodations that permit equal access to educational activities can be determined. Each institution has its own standards and policies for disability documentation and service eligibility.



# Ages 18 — Onward

Now that your son/daughter has exited high school with a high school diploma, General Education Diploma (GED) or certificate of completion, the Regional Center and other public service agencies are responsible for providing them with the appropriate services and supports to live as active, involved members of the community.

## IPP Meeting



- Consistent with the Lanterman Act, inclusive and competitive work will be the first option considered by planning teams for every working age adult. Integrated, inclusive and competitive employment will be given the the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disability. (*WRC Employment First Policy, 2016*) Refer to the **“Life After High School: Pathways to Competitive Integrated Employment”** handout for more information.

- If employment or higher education is not being considered, other options can be discussed with your Service Coordinator based on your adolescent’s goals and needs. Please refer to the **“Services and Supports”** brochure for a list of available services according to their age group.

## Education Beyond High School



- Review the **“Transitioning from High School to College Life”** handout for an in-depth checklist.

- Postsecondary schools require disability documentation, including the most recent IEP and district assessments, establishing that a student has a disability as defined by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. The documentation should provide sufficient information so the accommodations that permit equal access to educational activities can be determined. Each institution has its own standards and policies for disability documentation and service eligibility.

- WRC supports assist in navigating postsecondary education. Talk with your adolescent’s Service Coordinator to find out more information.

- The **Department of Rehabilitation** (DOR) may be available for some post-secondary expenses that is related to employment. Contact your **local DOR office** for information about possible services.



## Ages 18 — Onward

### Internships



○ Internships provide on-the-job training in competitive integrated employment settings. This is an excellent way to explore different careers and build a resume. Ask your Service Coordinator about:

- Paid Internship Programs
- Apprenticeships
- Unpaid Internships

### Employment



○ The regional center has an “Employment First” policy to promote employment for adults that have exited high school with a high school diploma, GED or certificate of completion. Review the **“WRC Employment”** handbook and talk with your Service Coordinator to discuss pathways to competitive integrated employment such as:

- Supported Employment
- Competitive Integrated Employment
- Customized Employment
- Micro-enterprise

○ Need help learning or carrying out your job duties? Contact your Service Coordinator for help in connecting you with services that may help you succeed in your work environment. For example:

- Job Coach
- Independent Living Skills

○ The Department of Rehabilitation (DOR) is an employment resource for people with disabilities. Support may be available for some post-secondary expenses. Contact your local DOR office for more information.

### Financial



○ Public benefits can help pay for food, housing, healthcare and other basic living expenses. Work with your son/daughter’s Service Coordinator to find out about eligibility requirements and how to apply for them.

○ An ABLE account gives eligible people a simple way to save money without the risk of losing their public benefits. Funds can be used to pay for Qualified Disability Expenses. Find out more by attending an information session at WRC or visit the ABLE National Resource Center at [www.ablenrc.org](http://www.ablenrc.org).

○ A Special Needs Trust helps plan for individualized care over your son/daughter’s lifetime while protecting their eligibility for public benefits. Find out more by attending an information session at WRC or visit Disability Benefits 101 at [www.db101.org](http://www.db101.org).

### Transportation



○ Finalize the plan for transportation needs (e.g. bus, ACCESS, taxi, Uber or Lyft, personal vehicle, etc.).



## Ages 18 — Onward

### Independent Living

- Finalize planning for living at home, in a group home, with a roommate or independently (with or without supportive services). If your adolescent plans to live independently, ask your Service Coordinator for information about what kind of supports are available to help prepare them to move in and maintain their own apartment.
- Looking for roommates? Attending social groups at WRC are a great place to start!
- Encourage your son/daughter to attend free groups at WRC:
  - **“Healthy Lifestyle Change”** to learn how to incorporate exercise into their daily routines
  - **“Healthy Cooking and Eating”** to learn how to cook healthy meals on their own or with supports
  - **“Networking and Life Skills Group”** to meet new friends, eat snacks, socialize, watch movies, participate and in interactive presentations
- Encourage your son/daughter to attend any of the self-advocacy groups in the WRC area. Contact the WRC Advocacy Coordinator for more information.
- Encourage your son/daughter to become a member of the WRC Consumer Advisory Committee and participate in discussions about their personal rights, share their experiences and concerns, and become active members of their community.
- Help your son/daughter find activities that they would like to participate in the community.

### Healthcare

- Once your son/daughter turns 18 years of age, they will transition from Pediatrics to one of the following types of doctors: Internal Medicine, Family Medicine or General Practice.
- Parents no longer have authority over their adolescent’s health care decisions once their adolescent turns 18. If you believe your son or daughter is unable or incapable of making sound healthcare decisions, there are legal options.
- Healthcare coverage changes between 18-26 years of age for all insurance plans. Read the Achievable Foundation’s handout called **“Gateway to Healthcare: Medical Coverage Concerning Transition-Aged Youth with Special Needs”** for more information on how healthcare coverage shifts once an individual turns 18.
- If your adolescent attends college, they may qualify for their school’s health insurance plan. Contact your school for more information.

### Legal

- If your adolescent is male, within 30 days of their 18th birthday they must register with the United States Selective Service (regardless if they would qualify or not). It’s the law!
- When your adolescent turns 18, contact your local Social Security Office to begin the process of applying for Supplemental Security Income (SSI) and Medi-Cal (if eligible).
- U.S. Citizens 18 years of age and older have the right to vote! Help your adolescent complete a California Voter Registration Application. Polling places will provide them with reasonable accommodations.



# Transitioning from High School to College Life

Leaving high school for an unpredictable life at college is difficult for all students, but it can be especially challenging for those with developmental disabilities. Many students survived and, hopefully, succeeded in high school due, in part, to supports and structure provided by special education. In college, students, not advisors or parents, are responsible for making choices and decisions, including requesting appropriate services and accommodations to meet the student's needs. Special education ends when a student receives a diploma and exits high school. *Following are a few things to consider as you begin your senior year of high school and make plans for postsecondary education.*

## SENIOR YEAR

### Applying to College



- Make a list of important **deadlines**, including due dates for college applications and financial aid applications.
- Speak with your high school or college/career counselor and your family to narrow your college choices. Ask the counselor for printed material on the colleges and if the colleges will have representatives on your high school campus to answer questions and provide more specific information.
- Begin **gathering documents and information** you will need to complete college and financial aid applications, including your Social Security number/card, high school code, high school transcript, college admission test score reports (SAT, ACT) and letters of recommendation. If necessary, consider re-taking the college admission tests.
- When completing college applications you may come across a space labeled "EOP" for **Educational Opportunity Program**.

EOP provides assistance through mentorship, academic programs, financial assistance, counseling/advising, and other campus support services to those who are first-generation college students, and/or from low-income and educationally disadvantaged backgrounds. If admitted into the EOP you are required to attend a summer bridge program; the summer program determines if you will be part of the residential program or commuter program.

- **Visit the campuses** of the colleges which interest you. Many schools have certain days when prospective students can tour the college and, in some cases, stay overnight with a college student.
- **Complete the college applications and submit them with all required documentation on time.**
- You may want to review federal and state legislation which affect students with disabilities including Section 504 of the Rehabilitation Act of 1973 and Title II of the American with Disabilities Act of 1990.





## Transitioning from High School to College Life

### Paying for College

- Check with the admission departments of the schools to which you wish to apply to verify the current **cost of tuition** and estimated total **cost of attendance**.
- If you intend to apply for scholarships and financial aid, do so as soon as possible.
- Gather the information you need to complete the Free Application for Federal Student Aid (**FAFSA**). Financial aid may consist of fee waivers, grants and scholarships (which do not have to be repaid), work study (which requires you to work in exchange for money) and loans (which you DO have to pay back with interest). Submitting a completed FAFSA application puts you in consideration for the greatest amount of financial aid from federal, state and college sources; financial aid is awarded as applications are received and processed, so the sooner you submit a correctly completed application, the better. A FAFSA may be sent to several colleges at your request. **October 1st is the first day you can file for FAFSA.**

### College Admission Decisions

- If you applied for early decision, you may be notified within the month of December. If you applied to colleges where there is rolling admission, it generally can take 6 to 8 weeks to receive a decision. Regular admission deadlines are revealed in the months of March or April. Visit the colleges' website for more information.

## AFTER YOU'VE BEEN ACCEPTED

- Identify the college, university, or school you plan to attend after graduation and submit your **Statement of Intent to Register (SIR)** to enroll as a student.
- If you applied to more than one school, inform the school(s) of your decision to not attend. Most schools will include a rejection form in the acceptance packet that you can mail back.
- If required, register for **freshmen orientation** by mail or online by your school's required deadlines. You may be required to pay a fee.
- You may need to take a **placement exam** before enrolling and registering for college classes. Schools frequently require English/Math assessments to determine appropriate class placement in those subjects.
- If requested, submit your **final high school transcript** to your chosen postsecondary school after graduation.
- Contact the Disabled Student Services (DSS) office on campus to begin the intake process. Once deemed eligible, you are entitled to priority registration for classes and to receive accommodations and supports as necessary. A counselor at DSS will be assigned to advise you, but you will be expected to advocate for yourself as much as possible. DSS can help you contact the Department of Rehabilitation (DOR) which may offer additional supports while you're in college.

### Financial Aid

- If you submitted a Free Application for Federal Student Aid (FAFSA) and were **approved** for financial aid, every school that accepted you will send you a financial aid award letter. This letter usually contains: an estimate of cost of attendance, how much financial aid you're eligible for and types of financial aid. Look carefully at your options and make an informed decision.
- **Inform** your school which financial aid you would like to accept. For information about disbursement dates, contact the school's financial aid office or visit the school's website.



## Transitioning from High School to College Life

### Applying for Student Housing



- An **application for campus housing** is separate from the application for college admission. You can usually search the college website for housing application due dates, necessary deposits and/or possible fee waivers. **Remember: housing is limited and not guaranteed! Submit your application as soon as possible.**
- If you apply for on-campus housing you must choose what **type of housing** you prefer – dormitory, suite or apartment style. Some suites and/or campus apartments will have small kitchens. If your residence does not have a kitchen you will want to review the college meal plan choices. You may be able to purchase a meal plan even if there is a kitchen in your residence.

### Transportation



- **Before** leaving for college, work with your Service Coordinator, parents and IEP/ITP team members and discuss options for navigating and travelling around the college campus and surrounding community. Obtaining a driver's license, using public transportation, and applying for Access services are among the options to consider.
- If you will have a personal vehicle on campus you will need to purchase a permit and/or a parking pass. Some schools are including this fee in the student bill total per semester.
- If you will be using public transportation, investigate the cost and availability of weekly and/or monthly passes. A college discount may be available for bus passes. There may also be a discount if you qualify for a pass for disabled persons.

## SUMMER AFTER HIGH SCHOOL

### Freshman Orientation



- If required, attend the orientation program offered through your college for incoming freshman. Staff may help you register for courses and inform you of important resources and services. Accommodations are available upon request through the campus Office of Orientation.



## Transitioning from High School to College Life

### Housing



- The **Student Housing** office will contact you if you have been assigned housing. Information for first time residents (e.g. fees, move-in dates, checklists, rules) will be provided via mail or email.
- If you need **housing accommodations**, contact the student housing office. You may want your DSS advisor to speak to the housing department as well.
- Most, if not all, campus housing is staffed with a **resident advisor** (R.A.) who lives in the building. Get to know the R.A. because that person will be a constant presence in your residence life.
  - If you require additional support to live independently, ask your Service Coordinator to coordinate with the college to determine if **supported living services** can be provided in university housing.
- If you plan to live independently in off-campus housing, ask your Service Coordinator for information about what kind of supports are available to help prepare you to move in and maintain your own apartment.

## FIRST YEAR OF COLLEGE

### Academic Adjustments/ Accommodations:



- Make sure that you have discussed any necessary **accommodations** for classroom participation or accessing the instruction and source material with your DSS advisor.
- Once classes begin you may want to **introduce yourself** to the professor and/or teaching assistant after class. Explain the accommodations you need which have already been “approved” by the DSS. Write down the professor or Teaching Assistant’s **office hours**.
- Visit the tutoring center, libraries and computer labs on campus.

### Textbooks, Materials, Etc.



- Print your online **course schedule** using your registered student account. Your professor may also email you their syllabus for the semester with all required textbooks and materials.
- Most colleges have a **campus bookstore** where you can purchase textbooks, materials and school supplies. Bookstores also frequently sell personal hygiene items, laundry detergent, snack, and clothing emblazoned with the college name, mascot, etc.
- You do not have to buy your books at the bookstore. There are other affordable ways such as buying used textbooks or renting for a short period of time through **online book sellers** such as Amazon or Chegg. You may even find used materials in good condition on eBay or Craigslist.



## Transitioning from High School to College Life

### Student Organizations and Campus Activities



- Most colleges publicize their **social clubs** during the first week of school by having a visible presence in order to recruit new members. You can learn when this occurs by checking the college website, talking to your R.A. or asking your DSS advisor. There is usually a variety of clubs and activities. Some are focused on sports, ethnicity, academic major, community service, honor societies or sororities and fraternities. Check to see if there is a joining or annual fee, when the club meets and how much involvement is required.
- The college website calendar is a great resource to stay current on events happening on campus – athletics, recreation, dance, theater and music performances.

### Fitness



- If you like physical activity and/or working out, explore the college **recreation center** and learn about the available activities and programs. You may have to pay for certain recreational programs or classes. There is usually a swimming pool for student use, weights and fitness machines.
- In addition to National Collegiate Athletic Association (NCAA) division athletic teams, the college may sponsor intramural sports for student participation such as basketball, volleyball, softball, soccer, etc.

## Student Health Services



- Your college may have a **campus clinic or health service center** which serves as a primary care clinic for students. Some larger schools also have a pharmacy. Universities specializing in medical research and medical degrees may provide therapies such as occupational therapy, physical therapy or emotional/mental health counseling (should be available at every college). Most visits to the campus clinic will require only a co-payment. Typical health services offered might include family medicine, internal medicine, sports medicine, gynecology and sexual and reproductive health. You can find out more specific information on the college website or by visiting the clinic.
- You might be eligible to participate in Family Planning, Access, Care, and Treatment (**Family PACT**) program. The program is for men and women who are uninsured, underinsured or have some barrier to sexual and reproductive health. Appointments for routine check-ups, Sexually Transmitted Diseases (STD) testing, birth control for males and females are free. More information will be available at the college medical clinic.

## Campus Safety



- Learn who is responsible for campus security and where that office is. Request a map showing the campus locations of the **Blue-Light Phones** used to call security in an emergency. Ask if guard escorts are available for walking to and from evening classes or activities.

## On-Campus Dining



- Find out if your campus offers **convenience stores** which may sell pre-packaged sandwiches, salads, soups, snacks, beverages and other food items. Some campuses may also offer **food courts** with hot meals for sale.



# Postsecondary Resources

## ACADEMIC ADJUSTMENTS/ ACCOMMODATIONS



### Disabled Students' Program and Services (DSPS) / Disability Support Services (DSS)

Students who continue on to higher education have a number of services available to them. Upon admission to college, the student should contact the DSPS or DSS office which will refer the student for services that they may qualify for. You **MUST** inform the school that you have a disability and need an academic adjustment. Every public and private community college, college, and university has a DSPS office and their own website.

## APPLYING TO COLLEGE



### Assist.org

An online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another.

[www.assist.org](http://www.assist.org)

### CaliforniaColleges.edu

Provides students with an all-inclusive guide with: college search tools; college major search tools; application types overview (Community College, California State University, University of California); career search tools; financial aid eligibility information, and more!

[www.californiacolleges.edu](http://www.californiacolleges.edu)

## College Application (Fee Waiver)

Every income-eligible student who takes the SAT or SAT Subject Tests using a test fee waiver can choose four (4) colleges from over 2,000 participating colleges and apply for free. These fee waivers will be delivered online to eligible students. Contact your high school or go online for more information.

[www.collegeboard.org](http://www.collegeboard.org)

## College Board

Helps students prepare for a successful transition to college providing information on testing and accommodations (PSAT, SAT, AP, etc.) as well as information on colleges, majors, options for paying for college, free step-by-step college plans, and more!

[www.collegeboard.org](http://www.collegeboard.org)

## Common Application

Students are able to complete one single college application and send copies to more than 800 schools (private, public, large and small). Simply create an account and begin the application process. The website offers an array of tools, checklists, tips and strategies to help students save time and stay on track to meet deadlines.

[www.commonapp.org](http://www.commonapp.org)

## California State University Educational Opportunity Program (EOP)

Provides admission, academic and financial assistance to low-income, educationally disadvantaged students throughout California. If eligible, EOP participants receive services such as advising, tutoring, mentoring, and workshops designed to help students succeed and graduate from college. Find out if you meet the eligibility requirements and learn how to apply!

[www2.calstate.edu/attend/student-services/eop](http://www2.calstate.edu/attend/student-services/eop)



## Postsecondary Resources

### CAREER & EMPLOYMENT

#### Ability Jobs

An employment website for job seekers with disabilities.  
[www.abilityjobs.com](http://www.abilityjobs.com)

#### California CareerZone

A website that helps people explore, plan for and pursue careers that reflect their passion, skills, and life goals.  
[www.cacareerzone.org](http://www.cacareerzone.org)

#### Clothes the Deal

Clothes the deal is a non-profit organization that provides business attire to low-income individuals to empower them to interview with dignity and confidence in their pursuit to achieve economic self-sufficiency through securing gainful employment.  
[www.clothesthedeal.org](http://www.clothesthedeal.org)  
562-922-8635

#### Getting Hired

Employment opportunities for individuals with disabilities – bridging the gap between job seekers with disabilities & employers looking to hire.  
[www.gettinghired.com](http://www.gettinghired.com)

#### Job Accommodation Network (JAN)

Provides free resources and information for job seekers with disabilities who have questions about self-identifying, asking for reasonable accommodations and much more.  
<https://askjan.org>



#### My Next Move

A web tool that offers ways to search for occupations, including required knowledge, skills, abilities, and technologies; simplified salary and employment outlook information, as well as links to trainings and employment opportunities.  
[www.mynextmove.org](http://www.mynextmove.org)

#### RecruitDisability.org

For applicants with disabilities, this website provides job listings, with a good search tool, and a salary comparison tool.  
<http://jobs.recruitedisability.org/jobs/search>

#### Roadmap to Careers

A helpful online tool to help students find careers and majors based on their likes and interests. Read about the career journeys of professionals who share your interests.  
<https://roadtripnation.com/roadmap>

#### Talent Knows No Limits

A California public education resource for the employment of people with disabilities. They provide resources for career planning, job training, job hunting, and workplace support.  
<http://tknl.sdsu.edu>





Postsecondary  
Resources



## COLLEGE ADMISSION EXAMS

### ACT

The ACT is a national college admissions examination that is designed to measure academic achievement in: English; Mathematics; Reading; Writing (Optional); and Science. Learn when and where the test is offered, registration deadlines and fees, which colleges require or recommend the test and other important information by going online or asking your high school counselor.

[www.act.org](http://www.act.org)

### ACT Accommodations

The ACT approved accommodations for students with disabilities in accordance with the American Disabilities Act (ADA). To request accommodations on the ACT, the student must work with a school official to submit their request and supporting documentation via the Test Accessibility and Accommodation System (TAA). The school official will then contact the student within 2 weeks of submitting their request with a decision from the ACT.

[www.act.org/theact/accomms](http://www.act.org/theact/accomms)

### ACT Fee Waiver

If you are a 11th or 12th grade student who can't afford the registration fee for the ACT or ACT with writing, you may be eligible for an ACT Fee Waiver. Information about the eligibility requirements and how to request a fee waiver is sent each summer to high schools. You should work with your high school counselor to determine your eligibility.

[www.act.org/the-act/fees](http://www.act.org/the-act/fees)

## College Board, Services for Students with Disabilities

Students who show that their disabilities affect participation in the SAT, SAT Subject Tests™, PSAT/NMSQT, PSAT 10, and Advanced Placement® Exams are eligible to take those exams with accommodations. All accommodations must be approved by the College Board's Services for Students with Disabilities (SSD). Work with your high school's designated SSD Coordinator to submit an accommodations request.

The request process may take up to 7 weeks so start early!

[www.collegeboard.org/students-with-disabilities](http://www.collegeboard.org/students-with-disabilities)

Email: [ssd@info.collegeboard.org](mailto:ssd@info.collegeboard.org)

212-713-8333

### SAT & SAT Subject

The SAT and SAT Subject Test are national college admissions examinations that measure what you learned in high school (Reading, Mathematics, Writing and Language, and the SAT Essay [optional] ) and what you need to succeed in college. Learn when and where the test is offered, registration deadlines and fees, which colleges require or recommend the test and other important information by going online or asking your high school counselor.

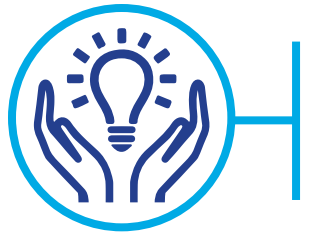
[sat.org](http://sat.org) / Email: [sat@info.collegeboard.org](mailto:sat@info.collegeboard.org)

1-866-756-7346

### SAT & SAT Subject Fee Waiver

SAT fee waivers are available to low-income 11th and 12th grade students and SAT Subject Test fee waivers are available for students in grades 9–12. If you're eligible for a fee waiver, you can take the SAT or SAT Subject Tests for free. Contact your school for more information or go online to see if you meet the eligibility requirements.

[www.sat.org/fee-waivers](http://www.sat.org/fee-waivers)



## Postsecondary Resources

### COLLEGE SEARCH

#### California Community Colleges

The community college system consists of 110 two-year institutions. Each college provides services for students with disabilities. Contact a specific college for more information and learn how to apply.

[www.cccco.edu](http://www.cccco.edu)

#### California State Universities

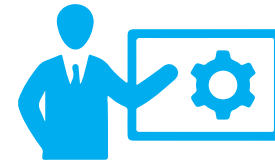
The California State University system consists of 23 campuses providing bachelor's (four year) and graduate programs. Each state university provides accommodations for students with disabilities. Contact a specific college for more information and learn how to apply.

[www.calstate.edu](http://www.calstate.edu)

#### Independent California Colleges and Universities

Comprised of 83 private nonprofit colleges and universities in Northern and Southern California. Each campus provides accommodations for students with disabilities who meet the academic and technical standards required for admission and participation in an educational program or activity. Contact a specific college or university for more information and learn how to apply.

[www.aiccu.edu](http://www.aiccu.edu)



#### Trade Schools, Vocational and Technical Colleges

A post-secondary institution that is designed to give students the technical skills to prepare them for a specific occupation. Contact a specific school for more information and learn how to apply.

[www.careerschoolnow.org](http://www.careerschoolnow.org)

#### University of California

The University of California is a statewide system of ten campuses providing bachelor's (four year) and graduate programs. Each campus provides accommodations for students with disabilities. Contact a specific university for more information and learn how to apply.

[www.ucop.edu](http://www.ucop.edu)



Postsecondary  
Resources



## HOW TO PAY FOR COLLEGE

### California Chafee Grant for Foster Youth

If you are or were in foster care for at least one day, between the ages of 16 and 18 as a dependent or ward of the court and have financial need, you may qualify for up to \$5,000 a year for career and technical training or college. You don't have to pay this money back. You may also be able to use your grant to help pay for child care, transportation and rent while you're in school. You can use your Chafee Grant at any eligible California college or university or career or technical school, as well as schools in other states.

[www.chafee.csac.ca.gov](http://www.chafee.csac.ca.gov)

Email: [chafee@csac.ca.gov](mailto:chafee@csac.ca.gov)

888-224-7268, option 3

### California College Promise Grant

Whether you want to move into a career or move on to a four-year university, California community colleges want to help you achieve your educational goals. The California College Promise Grant, available to eligible students, will waive your per unit enrollment fee at any California community college throughout the state.

<https://home.cccapply.org>

## California Dream Act Application

The California Dream Act is a state law that allows undocumented and out-of-state students to receive financial aid while attending eligible California Colleges, Universities and Career Education Programs. The California Dream Act Application allows eligible students to receive certain types of financial aid such as: private scholarships, state administered financial aid, university grants, community college fee waivers, and Cal Grants. The online and paper application for the next academic year will be available October 1st.

[www.caldreamact.org](http://www.caldreamact.org)

Email: [StudentSupport@csac.ca.gov](mailto:StudentSupport@csac.ca.gov)

1-888-224-7268

### CSS Profile

Specific colleges, universities, and scholarship programs use CSS Profile® as part of their financial aid process for some or all of their financial aid applicants. You may be eligible to receive CSS Profile fee waivers if you are a first-year undergraduate applicant who: qualified for an SAT fee waiver OR are an orphan or ward of the court under the age of 24 OR based on parent income and family size.

<https://cssprofile.collegeboard.org>

### Free Application for Federal Student Aid (FAFSA)

To apply for federal student aid, such as federal grants, work-study, and loans, you need to complete the Free Application for Federal Student Aid (FAFSA). Completing and submitting the FAFSA is free and it gives you access to the largest source of financial aid to pay for college or career school. In addition, many states and colleges use your FAFSA information to determine your eligibility for state and school aid, and some private financial aid providers may use your FAFSA information to determine whether you qualify for their aid.

<https://fafsa.ed.gov> , 1-800-433-3243

Resource	Type	Website Link
Affordable Colleges Online	Attention-Deficit Disorder (ADD); Autism; General; Hearing Impairment; Learning/ Cognitive; Physical; Speech Disorders; Visual	<a href="http://www.affordablecollegesonline.org">www.affordablecollegesonline.org</a>
American Autism Association	Children and adults on the spectrum	<a href="http://www.myautism.org">www.myautism.org</a>
American Council of the Blind	Students who are legally blind	<a href="http://www.acb.org/scholarships">www.acb.org/scholarships</a>
Blue and Gold Opportunity Plan	University of California undergraduate student	<a href="http://admission.universityofcalifornia.edu/paying-for-uc">http://admission.universityofcalifornia.edu/paying-for-uc</a>
California Community Colleges Scholarship Endowment	Low-Income Community College students	<a href="https://foundationccc.org">https://foundationccc.org</a>
California Council of the Blind	Students who are legally blind	<a href="http://ccbnet.org/drupal7/node/11">http://ccbnet.org/drupal7/node/11</a>
CareerOneStop	Everyone	<a href="https://www.careeronestop.org/toolkit/training/find-scholarships.aspx">https://www.careeronestop.org/toolkit/training/find-scholarships.aspx</a>
Chegg	Everyone	<a href="http://www.chegg.com/scholarships">www.chegg.com/scholarships</a>
CollegeScholarships.org	Attention-Deficit/ Hyperactivity Disorder (ADHD), Blind/Vision Impairment, Cleft Palate, Deaf/Mute, Dwarfism, Learning Disabilities, Autism, Asperger	<a href="http://www.collegescholarships.org/disabilities.htm">www.collegescholarships.org/disabilities.htm</a>
CollegeBoard	Everyone	<a href="https://bigfuture.collegeboard.org/scholarship-search">https://bigfuture.collegeboard.org/scholarship-search</a>
CSU Scholarships	California State University students	<a href="http://www2.calstate.edu">www2.calstate.edu</a>
DisabilityScholarships.us	Various disabilities	<a href="http://www.disabilityscholarships.us">www.disabilityscholarships.us</a>
Fastweb	Everyone	<a href="http://www.fastweb.com">www.fastweb.com</a>
Golden Door Scholars	Undocumented Students	<a href="http://www.goldendoorscholars.org">www.goldendoorscholars.org</a>
Middle Class Scholarship	Undergraduate students, with family incomes and assets up to \$171,000	<a href="http://www.csac.ca.gov/middle-class-scholarship">www.csac.ca.gov/middle-class-scholarship</a>
National Center for Learning Disabilities	High School seniors with learning disabilities and/or ADHD	<a href="http://www.nclld.org/scholarships-and-awards">www.nclld.org/scholarships-and-awards</a>
National Federation of the Blind	Legally blind in both eyes	<a href="http://www.nfb.org/scholarships">www.nfb.org/scholarships</a>
Scholarships.com	Various disabilities; Undocumented Student	<a href="http://www.scholarships.com">www.scholarships.com</a>
University of California: Undocumented Student Resources	Undocumented Students	<a href="http://undoc.universityofcalifornia.edu/financial-aid.html">http://undoc.universityofcalifornia.edu/financial-aid.html</a>
Video Caption Corporation	Deaf and Hearing Impaired	<a href="https://www.vicaps.com/blog/scholarship-information">https://www.vicaps.com/blog/scholarship-information</a>



Postsecondary  
Resources



## PAYING FOR TEXTBOOKS

### Amazon: Prime Student

Amazon Prime Student is an online membership program created for college students. As a Prime Student member, you receive a FREE 6-month trial that includes Free Two-Day Shipping on over 100 million items such as textbooks, electronics, school supplies, groceries and more. After your trial, you can choose to pay a reduced monthly or annual fee to continue to use your Prime Student benefits.

[www.amazon.com/primestudent](http://www.amazon.com/primestudent)

### Barnes and Noble

Rent or buy textbooks, E-textbooks, lab manuals, study guides, manuals, and workbooks at low prices directly from **BN.com**. At the end of the semester or quarter, if your purchased textbooks are still in good condition, you can sell your books back to B&N for cash!

[www.barnesandnoble.com](http://www.barnesandnoble.com)

### Campus Book Rentals

Campus Book Rentals provides students with affordable textbooks for rent and free shipping both ways.

[www.campusbookrentals.com](http://www.campusbookrentals.com)

### Chegg

Save money by buying or renting used or new textbooks and E-textbooks. Chegg also offers 24/7 homework help for a fee, search engines for finding internships and scholarships, and more!

[www.chegg.com](http://www.chegg.com)

## RIGHTS OF ADULT INDIVIDUALS WITH DISABILITIES



### Americans with Disabilities Act of 1990

The Americans with Disabilities Act of 1990 (ADA) protects individuals with disabilities in employment, state and local government services, public accommodations (most private offices and businesses), transportation, and telecommunications for the deaf.

[www.ada.gov](http://www.ada.gov)

### Office of Civil Rights (OCR)

The OCR enforces laws and regulations that prohibit discrimination on the basis of disability in programs, services, activities, and facilities.

#### Office of Civil Rights - Pacific Region

U.S. Department of Health and Human Services  
#90 7th Street, Suite 4-100  
San Francisco, CA 94103

1-800-368-1019

TDD: 1-800-537-7697

Email: [ocrmail@hhs.gov](mailto:ocrmail@hhs.gov)

[www.hhs.gov/ocr](http://www.hhs.gov/ocr)

### Section 504 of the Rehabilitation Act of 1973

Section 504 is part of the Rehabilitation Act of 1973: a Federal law that protects individuals from discrimination based on disability. Under this law, individuals with disabilities may not be excluded from or denied the opportunity to receive benefits and services from certain programs. This includes public school districts, institutions of higher education, and other state and local education agencies.

[www.hhs.gov/civil-rights/for-individuals/disability/index.html](http://www.hhs.gov/civil-rights/for-individuals/disability/index.html)



## Postsecondary Resources



### TAX BENEFITS FOR EDUCATION

#### American Opportunity Tax Credit (AOTC)

A tax credit to help pay for education expenses paid for the first four years of education completed after high school. You can get a maximum annual credit of \$2,500 per eligible student and 40% or \$1,000 could be refunded if you owe no tax. This credit is subject to income limitations.

[www.irs.gov/credits-deductions/individuals/aotc](http://www.irs.gov/credits-deductions/individuals/aotc)

#### Lifelong Learning Credit (LLC)

The Lifetime Learning Credit is for qualified tuition and related expenses paid for eligible students enrolled in an eligible educational institution. This credit can help pay for undergraduate, graduate and professional degree courses—including courses to acquire or improve job skills. There is no limit on the number of years you can claim the credit. It is worth up to \$2,000 per tax return.

[www.irs.gov/credits-deductions/individuals/llc](http://www.irs.gov/credits-deductions/individuals/llc)

#### Student Loan Interest Deduction

Student loan interest is interest you paid during the year on a qualified student loan. It includes both required and voluntarily pre-paid interest payments. If your modified adjusted gross income (MAGI) is less than \$80,000 (\$160,000 if filing a joint return), there is a special deduction allowed for paying interest on a student loan (also known as an education loan) used for higher education. This deduction can reduce the amount of your income subject to tax by up to \$2,500.

[www.irs.gov/newsroom/tax-benefits-for-education-information-center](http://www.irs.gov/newsroom/tax-benefits-for-education-information-center)

### TRANSITION GUIDES: FROM HIGH SCHOOL TO ADULTHOOD

#### CA Transition Alliance

Provides resources for students and parents as they transition from secondary education to adult life.

[www.catransitionalliance.org](http://www.catransitionalliance.org)

#### EDsmart, *Winning in College: A Guide for Students with Disabilities*

Online college guide that helps students learn about their civil rights, requesting accommodations and supports, choosing the right school, paying for college and more!

[www.edsmart.org/students-with-disabilities-college-guide](http://www.edsmart.org/students-with-disabilities-college-guide)

#### Going to College

Contains information about living a college life with a disability. It's designed for high school students and provides video clips, activities and additional resources that can help them get a head start in planning for college.

[www.going-to-college.org](http://www.going-to-college.org)

#### Talent Knows No Limits

“Taking Charge of Your Education: A Guide for Young People with Disabilities Transitioning to Adulthood” is an online transition guide that provides information regarding: Education; Independent Living; Employment; Finances; Healthcare; Social/ Recreation; and more!

<http://tknl.sdsu.edu/Toolkit/education.html>





## Postsecondary Resources



## ADDITIONAL RESOURCES

### California Cash for College

Students and families can attend FREE Cash for College workshops across California for help in completing the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA) and Chafee Grant for Foster Youth applications. Enter your current location, zip code, school name or county for workshops near you. Registration is required.

<https://www.cash4college.csac.ca.gov>

### College Affordability and Transparency Center

Search and compare colleges based on costs, majors offered, size of the school, campus safety, graduation rates and other criteria.

<https://collegecost.ed.gov>

### College Navigator

An interactive website that allows you to explore and compare features of different institutions, including programs and majors, admissions considerations, campus crime statistics and more.

<https://nces.ed.gov/collegenavigator>

### I Can Afford College

A bilingual (English and Spanish) website that educates current or future students about the year-round availability of financial aid at California's community colleges to pay for fees, books, supplies and sometimes even help with rent. The website also connects students with events in their area to receive one-on-one help completing applications.

[www.icanaffordcollege.com](http://www.icanaffordcollege.com)

### Khan Academy

Khan Academy offers free online SAT prep courses covering mathematics, reading and writing. They also offer practice online and paper SAT tests, tips, test-taking strategies and more.

[www.khanacademy.org](http://www.khanacademy.org)



# Know Your Educational Rights

## In The School System

**You can request an annual Individualized Education Program (IEP) meeting at any time (do it in writing).**

The school has 30 days to schedule the requested meeting (California Education Code Sec. 56343.5)

Make sure you receive a copy of your rights (often called the “Notice of Procedural Safeguards”) at annual or triennial IEP meetings. If you would like to request a copy, give a verbal or written request for a copy to your IEP team. You have the right to receive this notice in your primary/native language or other mode of communication (i.e. sign language or braille).

Students with disabilities attending charter schools and their parents retain all rights and protections that they would have if attending other public schools. Students cannot be denied admission to a charter school based on special education eligibility or existing IEP.

The school district is primarily responsible for providing your adolescent’s educational services. These services should be provided until they graduate with a high school diploma, certificate of completion or age out from high school by the age of 22.

You do **NOT** have to sign the IEP/ITP at the end of the meeting. Take it home to review with your adolescent and make sure you are both completely happy with the IEP/ITP before you sign it. You can then sign in agreement, disagreement or partial disagreement.

If you and the school district do not agree about what should go into your adolescent’s IEP/ITP, you may go through mediation. Mediation is when parents and school personnel sit down with a mediator and attempt to come to an agreement.

If there is still a disagreement, you may file a due process complaint and request a hearing. This is when parents and school personnel present evidence to a hearing officer who will make a decision on how to resolve the issue. During this time, the student’s placement and services will not be changed unless both the parent and school agree to do so.

You have the right to file a compliance complaint with the California Department of Education (CDE) if the school district is not providing the services that you agreed to in your adolescent’s IEP/ITP.

**Please note that this is a brief summary and does not include all your rights.**

For more in-depth information about your rights, contact the California Department of Education, Special Education Division:

[www.cde.ca.gov/sp/se](http://www.cde.ca.gov/sp/se)

Email: [speceducation@cde.ca.gov](mailto:speceducation@cde.ca.gov)

1-800-926-0648



## Know Your Educational Rights

### Post-Secondary Education



Transitioning out of high school to college life can be difficult for any student. It is more so for students with disabilities.

The rights previously in place in the K-12 special education system under the Individuals with Disabilities Education Act (IDEA) ends abruptly once a student graduates with a high school diploma or at the age of 22. Because an Individualized Education Program (IEP) is specific to the public school K-12 education system, it will not directly carry over to post-secondary education.

Colleges are required under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA) to provide necessary adjustments in order to provide the same quality of education as received by students who are not disabled at no cost to the student. This new system requires that the individual with the disability take charge of their requests for support and services.

To learn more about these laws visit:

U.S. Department of Education: [www.ed.gov/policy](http://www.ed.gov/policy)

U.S. Department of Justice: [www.ada.gov](http://www.ada.gov)

### Undocumented College Students



Undocumented students may incorrectly assume that they cannot legally attend college in the United States. There is no federal law that prohibits the admission of undocumented immigrants to U.S. colleges, public or private.

The **California Dream Act** allows undocumented and out-of-state students to receive financial aid while attending eligible California Colleges, Universities and Career Education Programs. Eligible students qualify for: California College Promise Grant, Cal Grant, Middle Class Scholarship at a UC or CSU campus, Chafee Grants for Foster Youth, and other state financial aid awarded by colleges and universities.

For more information about the California Dream Act or the California Dream Act Application, visit: [www.caldreamact.org](http://www.caldreamact.org).

