

Transition to Post-Secondary Education Guide & Out-of-State and Private School Criteria for Consideration

Transition Guide for High School Students with Disabilities to Post Secondary Education

This guide has been designed to assist in developing an IPE with transition to post secondary school in mind. It is not an exhaustive guide and is not required but is recommended. Many of the exploratory steps provided could be used with any consumer.

- When working with the consumer through the below activities and considerations the outcomes should be documented in IRIS.
- Financial Aid and the DVR Training Grant should be discussed throughout the process.
- The IPE should be reviewed as necessary throughout the process.

Junior Year

- ❖ Identify job goal. Resources:
 - Job Shadow/Informational Interview
 - Work Experience
 - Volunteer Work
 - Career Videos – via O’Net
 - Vocational Assessment
 - WISCareers
 - WorkSource WI
 - JobFit
 - WSTI-Wisconsin Statewide Transition Initiative
 - Worknet
- ❖ Identify achievement levels required for selected employment goal/post secondary activity. Use IEP to address gaps in achievement prior to exiting high school.
 - Math
 - Reading Comprehension
 - Spelling
 - Braille
 - Sign Language
- ❖ Complete core courses for post high school goals (employment/education).
- ❖ Can the consumer remain in school up to age 21 to complete courses, or take courses at the local Wisconsin Technical College to satisfy required college or post high school training program entrance requirements?
- ❖ **Note:** DVR will not support private and or out of state funding for academic remediation or for coursework required to gain admission to a post secondary training program.

Example of Required Preparatory Courses

English	4 credits
Mathematics	3 credits
Natural Science	3 credits
Social Science / History	3 credits
In addition to the "core college preparatory" credits identified, students need to complete a minimum of four elective credits as follows:	
Electives	An additional 4 credits may be chosen from any of the above areas, foreign language, fine arts, computer science and other academic areas. (Two years of a single foreign language are required for admission to UW-Eau Claire and UW-Madison, and strongly recommended at other UW System campuses.) Some University of Wisconsin System institutions may also accept vocational courses for a portion of these 4 elective credits.

- ❖ Take ACT (SAT if needed) during Junior year- repeat if needed.

Profile of Admitted Freshmen: Some campuses have a general profile of admitted freshmen. The ranges given represent the middle 50 percent of admitted freshmen. This means that 25 percent of admitted freshmen are above the range and 25 percent of admitted freshmen are below it.

Example: A profile shows ACT composite score as one criterion and the range given for that criterion is 23–27. This means that 50 percent of admitted freshmen have ACT composite scores between 23 and 27; 25 percent of admitted freshmen have ACT composite scores higher than 27; and 25 percent of admitted freshmen have ACT composite scores below 23.

Admission requirements for UW system campuses:

<http://www.uwhelp.wisconsin.edu/admissions/freshman/guidelines.aspx>

- ❖ Visit schools:

Require- in state public school during spring/summer of junior year

Meet with Special Student Services at School:

- Accommodation needs, housing, transportation, recreation, mobility around campus, academic, technology.
- What School offers.
- Bring info back to DVR.
- Take copy of IEP or 504 plan.

Campus Tour.

Talk with Academic Advisor

- Review high school transcripts with advisor.

Senior Year

- ❖ Apply to Post-Secondary Schools – preference for in-state school programs.
- ❖ Be accepted to post-secondary school meeting credentialing criteria for employment goal.
- ❖ Apply for Financial Aid no later than April:
 - Apply for WI Deaf and Blind Student Tuition program (as soon as accepted).

Out-of-State and Private School Criteria for Consideration (review with consumers during the senior year of high school)

After a comprehensive transition process has been completed is Private/Out of State School still under consideration?

The criteria listed below are intended to provide a framework for thoughtful consideration of the points provided and are considerations for all consumers. Not all criteria will need to be included or considered and are dependant on the individual facts of each case. Information gathered should inform decision making for the consumer, Counselor and District Director or Supervisor. Consumers should have as much involvement in this process as possible.

If after working through the considerations listed below the consumer decides to attend a private or out of state school the DVR TG procedure for private/ out of state schools should be followed.

Note: The items below are discussion points. Positive or negative responses are not an indication that private or out of state funding is necessary.

Considerations for all Consumers:

- What are the job placement/graduate report statistics (from independent source)?
- Is there online availability (communication accessibility, travel)?
- What are the internship rates?
- Is there an offering for a unique area of specialty?
- Is there a need for other disability related services, e.g. counseling or for secondary disability needs?
- Is there a need for ongoing specialized medical treatment in-state or out-of-state?
- Does the IPE goal require attendance in a specialized training program?
- Is there availability of scholarships or other financial sources? (Living with a family member while in school, etc. - Student can elect to attend with full information about what DVR can or cannot provide.)
- What is the length of program? (the private or out of state program is shorter)
- Does the size of classes impact learning for the consumer or the program?
- Are there cultural implications of the post-secondary choice of training?
- Are there sports or other scholarships (non-academic) to consider?
- Does the physical layout of the campus impact this consumer?
- Is the academic rigor of the program or admission requirement lesser or greater compared to in-state programs?

- Is there a work experience component in their academic schedule?
- What are the real or expected time delays (i.e. waiting lists, course availability) in any given program?
- Is there accreditation and ability for licensure for the IPE goal?
- Is there integration with non-disabled peers in the in-state or out-of-state program that has further implications for employment?
- Has the consumer considered the need and use of technology?

Considerations for Deaf/HOH Consumers:

- English Language Learning/skills (ASL primary language).
- Availability of academic remediation including accessible tutoring
- Accessible Internships.
- Employment.
- Cultural Implications (Including ability of school to teach what may be missed by not overhearing).
- Academic requirements.
- Disability related support and knowledge of school staff.
- Majors available.
- School history with other deaf students.
- Housing options.

Deaf/HOH HS Students Attending Local High School:

- Students' academic preparedness
- Understanding of work and work supports

Deaf/HOH HS Students Attending Wisconsin School for the Deaf:

- The students' academic preparedness.
- The level of support at school will not be the same at college.
- Use of technology.
- Skills compared to peers including social acceptance.
- Understanding of work and work supports.

Considerations for Blind/Low Vision Consumers:

- English Language Learning/skills (Braille as written language).
- Campus size and geography (size of the community, campus, buildings, number of buildings, distance between buildings, multiple floors).
- Majors available.
- School history with other blind students.
- Level of accommodation.
- Housing options.
- Policy on dog guides in housing and campus buildings.
- Public transportation options.

Blind/Low Vision HS Students Attending Wisconsin School for the Blind:

- The students' academic preparedness.
- The level of support at school will not be the same at college.
- Use of technology.
- Skills compared to peers including social acceptance.
- Understanding of work and work supports.
- Independent living skills (laundry, housekeeping food prep, etc.).

Blind/Low Vision HS Students Attending Local High Schools

- Students' academic preparedness.
- Understanding of work and work supports.
- Level of communication preparation including Braille.
- Use of technology skills, familiarity with options.

Resources for Counselors and Consumers to utilize if accommodation requests will not be granted under ADA and IDEA:

- Ask for policy in writing.
- Follow individual school rules regarding appeal process.
- Consult with WDA Manager regarding advocacy options under ADA and IDEA.