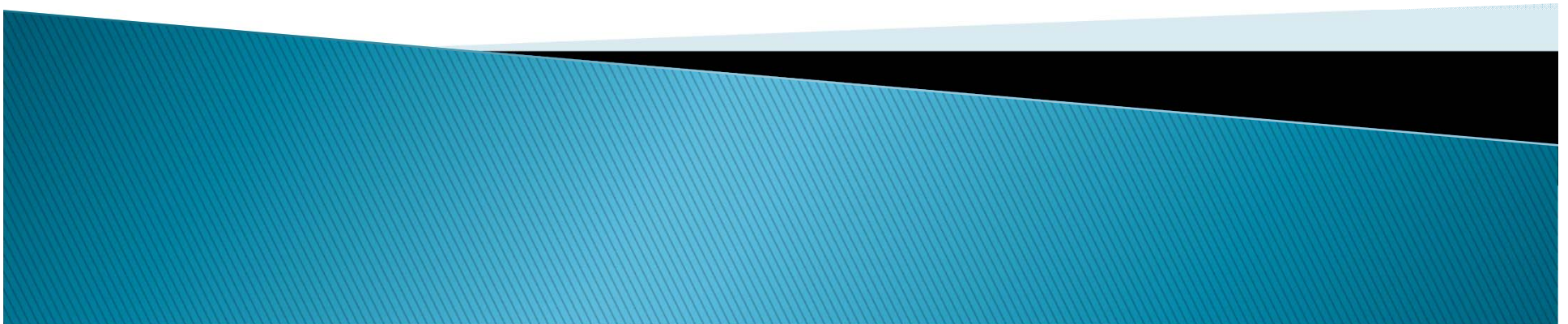


# Preparing for the Post- Secondary Transition

Gretchen Stauder– Post-High School Counselor  
Diane Wojcik– Transition Coordinator

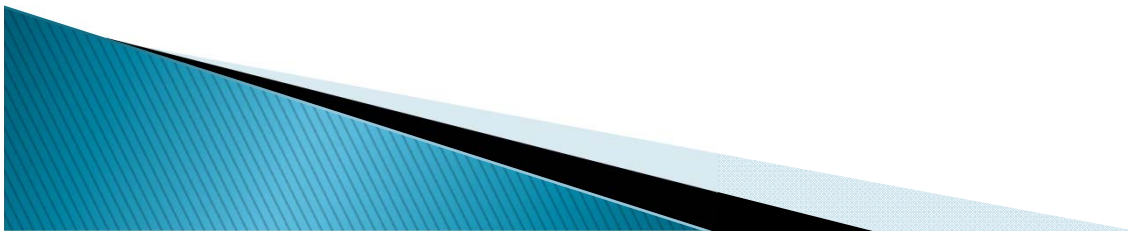


# Objectives this evening

- Differences between services in high school and post-secondary setting
- Readiness skills
- Range of post-secondary options
- Differences in level of support and accommodations
- Considerations of college search



▶ **WHY?**



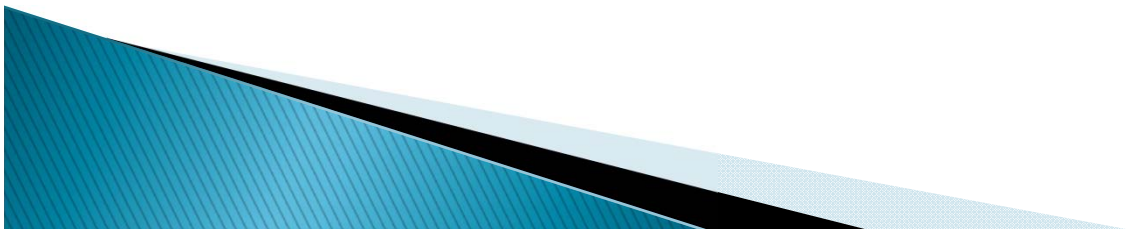
# Post-Secondary Options

- ▶ New Trier transition program
- ▶ 5th year services
- ▶ Employment
- ▶ Post-Secondary transition options
- ▶ Residential support programs
- ▶ Vocational/technical degree or certification
- ▶ College experience programs
- ▶ 2 year degree
- ▶ 4 year degree



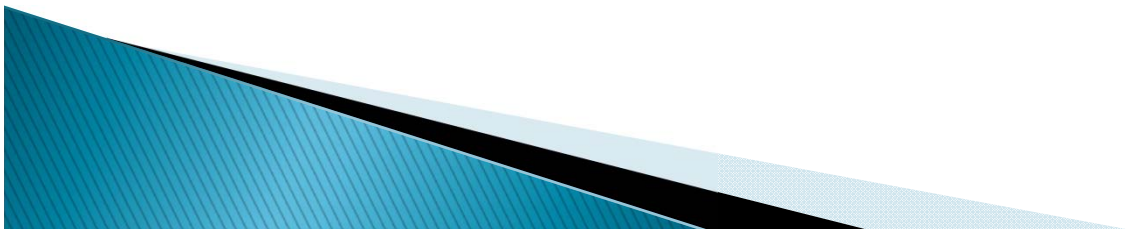
# Primary Differences

- ▶ High School: IDEA (Individuals with Disabilities Education Act)
- ▶ Postsecondary Environment: Section 504 of Americans with Disabilities Act



# Responsibility of High School

- Design special education instruction
- Develop and implement IEP's or 504 plan
- Provide accommodations
- Provide educational supports



# Post-Secondary Environment

- ▶ NO IEP
- ▶ Student responsible to disclose and notify
- ▶ Accommodations provided on **case-by-case and semester-by-semester**
- ▶ FERPA(Family Educational Rights and Privacy Act) governs communications
- ▶ Conversations only with student unless written consent



# Readiness factors and ownership

## Self-Management skills (independence)

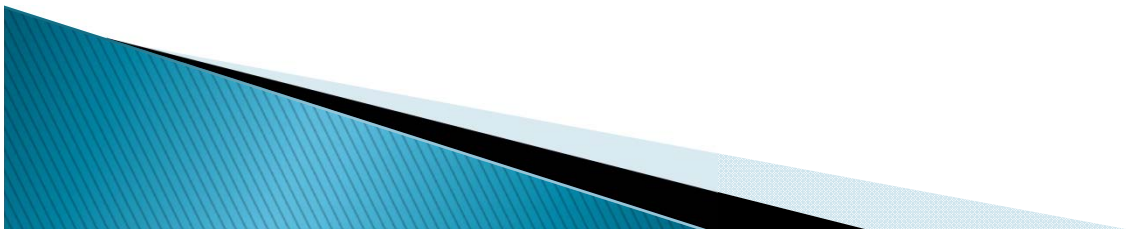
- Organization
- Time Management
- Daily Skills

## Social Emotional skills

- Ownership in academic environment
- Attends and participate in IEP meetings
- Communicate with teachers/parents
- Know how to ask for help

## Self-Awareness skills

- Disability awareness
- Know strengths and weaknesses
- Demonstrate ability to talk about disability verbally and in writing





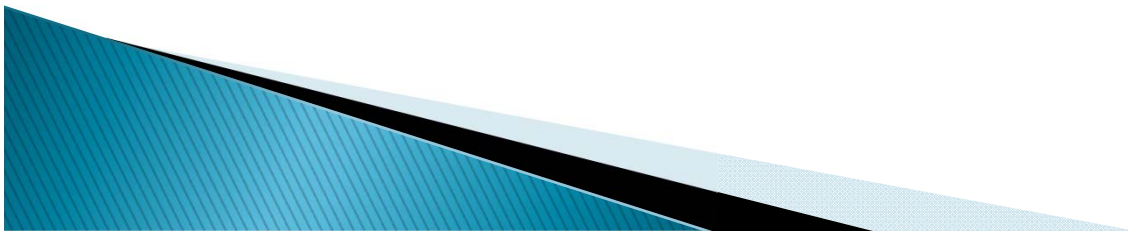
# Take a step back...

- ▶ What about a gap year?
- ▶ What about working?
- ▶ Is a 4 year college option best for them?
- ▶ Could a 2 year option be better for their learning style/interests?
- ▶ Just because they think they are ready, are they?



# 5<sup>th</sup> year Services at New Trier

- ▶ Vocational Counseling & Support
- ▶ Academic Support
- ▶ Independent Living Skills
  
- ▶ Not a program
- ▶ Not another year of taking high school classes at New Trier



# College Experience Programs

- ▶ Non-Degree Status
  - Skill building
  - Vocational planning
  - Independent life skills
- ▶ Admission based on potential rather than high school record
- ▶ Intermixed in student body
- ▶ Some have separate facility



# Examples

- ▶ Programs designed to support students attending traditional colleges and universities
  - Options for College Success (Evanston, IL)
  - Mansfield Hall (Madison, WI and Burlington, VT)
- ▶ Programs on a college campus
  - ELSA (Elmhurst College)
  - REACH (University of Iowa)
- ▶ Community College Programs
  - Personal Success Program (College of Lake County)
  - Career Skills Institute (Harper Community College)
- ▶ Segregated Programs
  - Shepherds College–Union Grove, Wisconsin

A comprehensive list is available geographically at [www.thinkcollege.net](http://www.thinkcollege.net) and [www.postsecondarychoices.org](http://www.postsecondarychoices.org)



# Division of Rehabilitation Services(DRS)

- ▶ New Trier can facilitate this referral at age 16 via the Secondary Transition Education Program
- ▶ Must be done prior to winter break of students senior year.
- ▶ Transition Coordinator and Case Manager collaborate to put the referral together
- ▶ Requires parents to sign release of information and provide students social security number



“I have done well in high school so I will not need services or support after.”

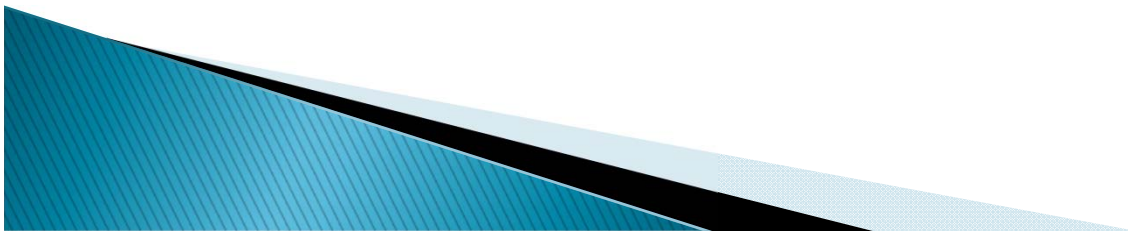
OR

“When I graduate things will be different/better.”



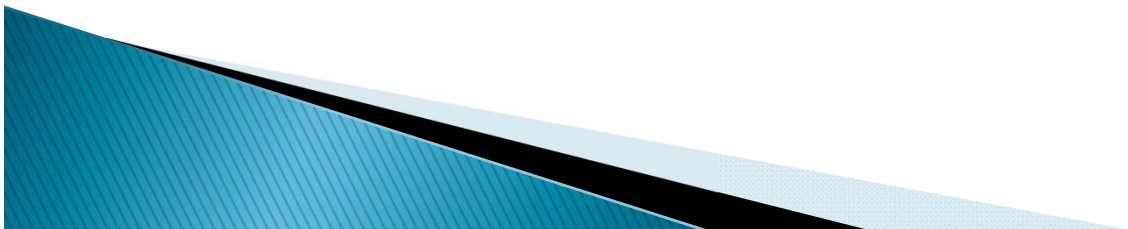
# Questions to be asked

- How much support is required now?
- Are they showing gradual independence academically? Socially?
- What do they do for themselves?
- What progress have you observed in the last year?
- What progress has the case manager observed?
- What progress has the student observed?



# College Search– Phase 1

- ▶ Size– small/medium/large
- ▶ Location
- ▶ Access to home
- ▶ Support network nearby
- ▶ Explore Academic Support and/or Disability Support Services
- ▶ Level of accommodations/support  
(Visit website and search disability support)





# Levels of support– Phase 2

- ▶ Basic Accommodations
- ▶ Coordinated Services
- ▶ Comprehensive services
- ▶ Full service programs



# Accommodations vs Services

## ▶ Basic Services

- No specific department
- Investigate small schools

## ▶ Coordinated Services

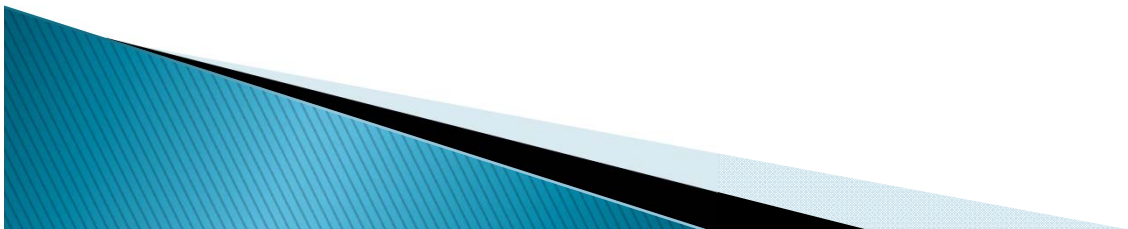
- Department for providing services
- Office arranges for accommodations
- Staff of specialists



# Full Service Programs

- ▶ Separate application
- ▶ Fee for services
- ▶ Staff includes trained specialists
- ▶ A specific amount of time weekly required
- ▶ Regularly scheduled meetings
- ▶ Special arrangements made for course selection/registration

\* In addition to Disability Services



# Schools exclusively for students with LD

- Beacon College in Florida
- Landmark in Vermont



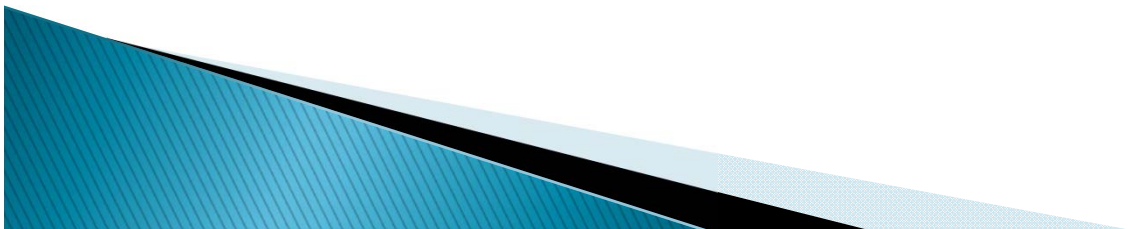
# College/Program tour– Phase 3

- ▶ Sit in on a class
- ▶ Visit
  - Tutoring center (math/writing)
  - Counseling center
  - Health office (staff, hours)
  - Hospital nearby
- ▶ Disabilities Service Office
  - Location
  - Staff
  - Students
  - Appointments



# Investigate Accommodation Process varies by school– Phase 4

- ▶ Student–initiated process with the Disabilities Services Office at one college where attending
- ▶ Statement to explain nature of disability and anticipated support and highlights growth and current accommodations
- ▶ Interview to discuss accommodation needs and services
- ▶ Documentation
  - Required or accepted
  - Vary by disability



# Post-Secondary Options

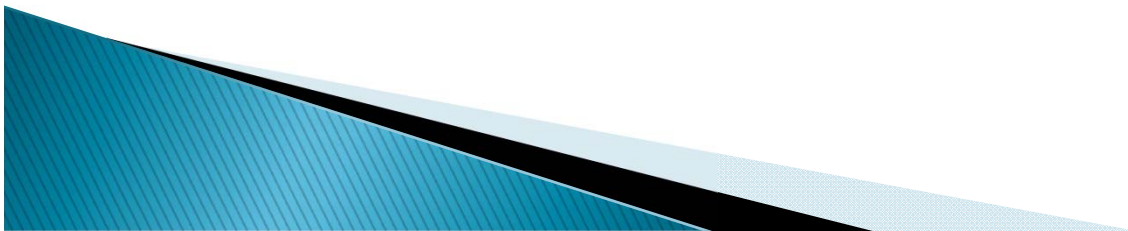
- ▶ New Trier transition program
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- ▶ Vocational/technical degree or certification
- ▶ College experience programs
- ▶ 2 year degree
- ▶ 4 year degree



# Support

- ▶ Transition program
- ▶ Case management
- ▶ PHSC

Relationships and communication





# Contact information

- ▶ Case Manager/PHSC
- ▶ Gretchen Stauder– PHSC  
[stauderg@newtrier.k12.il.us](mailto:stauderg@newtrier.k12.il.us)
- ▶ Peg Stevens– Testing Coordinator  
[stevensp@newtrier.k12.il.us](mailto:stevensp@newtrier.k12.il.us)
- ▶ Diane Wojcik– Transition Coordinator  
[wojcikd@newtrier.k12.il.us](mailto:wojcikd@newtrier.k12.il.us)
- ▶ Megan Zajac– Department Chair  
[zajacm@newtrier.k12.il.us](mailto:zajacm@newtrier.k12.il.us)



# Questions?

