



## Post-Secondary Transition Planning Quick Guide

This guide provides resources and tools to utilize in transitional planning in the Individualized Education Program (IEP). The information and activities directly support Transition Section D of the IEP. Highlighted red items are key focus topics for parents.

### I. Education & Training

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- **Apply for financial aid:** [www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- **Plan, apply and pay for college:** [www.cfnc.org](http://www.cfnc.org)
- **Graduation requirements:** <http://www.ncpublicschools.org/curriculum/guidance/faq/#2>;
- **Individuals with Disabilities Education Act (IDEA) vs. Americans with Disabilities Act (ADA):** [http://nstattac.org/sites/default/files/assets/pdf/pdf/high\\_school\\_to\\_college.pdf](http://nstattac.org/sites/default/files/assets/pdf/pdf/high_school_to_college.pdf) (see pages 3-4)
- **Options for College:** Be aware of long waiting lists and apply early.
  - **Students with Intellectual Disabilities (ID):** [www.thinkcollege.net](http://www.thinkcollege.net) (see pages 5-7)
  - **North Carolina Specific Programs:** <http://www.cidd.unc.edu/psea/>  
& <http://www.ecu.edu/cs-acad/collegestar/>
  - **Central Piedmont Community College:**
    - **Degree seeking students** North Carolina Standard Course of Study (NCSCOS)  
Contact Admissions **704.330.6006** or [www.cpcc.edu/services](http://www.cpcc.edu/services)
  - **College and Career Readiness:**
    - **Pathways to Careers** (Occupational Course of Study, North Carolina Standard Course of Study)  
Contact **704.330.6068** or [www.cpcc.edu/ccr](http://www.cpcc.edu/ccr)
    - **Compensatory Ed** (Extensions of North Carolina Standard Course of Study)  
Contact **704.330.6129** or [www.cpcc.edu/ccr/comped](http://www.cpcc.edu/ccr/comped)
- **Transition Lesson Plans:** See links on EC Website under Post-Secondary Resources.
- **Complete Exit Survey:** One year after leaving school students will be contacted by phone or mail to complete a survey asking if they are going to school or working. (see pages 8-9)



## II. Employment

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- **Career Exploration:** [www.cfnc.org](http://www.cfnc.org) includes career assessments, interest inventories, lesson plans, videos, interactive games and more.
- **Vocational Rehabilitation Services:** Case manager contacts school assigned Vocational Rehabilitation counselor for parents to complete referral packets (11th/12th grade).
- **Informal and Formal Assessments:** Interest inventory, dream sheet, self-determination scales, career inventory, attitude inventory (found on EC website under Post-Secondary Resources).
- **Attend CMS Exceptional Children Transition Fair:**  
Contact [tracy.hales@cms.k12.nc.us](mailto:tracy.hales@cms.k12.nc.us) for more information.
- **Complete Career and Technical Education (CTE) course:**  
<http://www.cms.k12.nc.us/cmsdepartments/ci/cte/Pages/HSCourseOfferings.aspx>

## III. Independent Living

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- **\*NC Innovations Waiver:** Medicaid program for eligible ID students which provides funding for community supports (community guide, respite, day support, in-home skill building, and supported employment). Be aware of long waiting lists and apply early. <http://www.ncdhhs.gov/dma/lme/Innovations.html>
- **Guardianship:** Decide on type of guardianship if needed and file a written request (petition) with the Clerk of Superior Court (Recommended to begin at age 17.5).  
**Information here:** <http://ecac-parentcenter.org/userfiles/PTI/Resource%20pages/Transition%20to%20Adulthood/Age%20of%20Majority.pdf>
- **Social Security Benefits:** Students should reapply as an adult at age 17 ½ at [www.socialsecurity.gov](http://www.socialsecurity.gov) or 1.800.772.1213
- **Informal and Formal Assessments:** Interest inventory, dream sheet, self-determination scales, career inventory, attitude inventory (found on EC website under Post-Secondary Resources).
- **Attend CMS Exceptional Children Transition Fair:** Contact [tracy.hales@cms.k12.nc.us](mailto:tracy.hales@cms.k12.nc.us) for more information.
- **The Arc of Mecklenburg County Resource Guide:**  
<http://www.arcmeck.org/ResourceGuideArcWebsiteVersion2014.pdf>
- **Self Determination/Advocacy:** Student can utilize “IEP Script” and “A Student’s Guide to the IEP” to participate in IEP meetings (found on EC Website under Post-Secondary Resources).

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\*Cardinal Innovations Healthcare Solutions is a managed care organization for mental health, intellectual and/or developmental disabilities and substance abuse services for persons in Mecklenburg County with Medicaid or North Carolina State Insurance. [www.CardinalInnovations.org](http://www.CardinalInnovations.org)

In compliance with federal law, Charlotte-Mecklenburg Schools administers all education programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.

# High School and College for Students with Disabilities: Key Differences

## HIGH SCHOOL

## COLLEGE

### **Applicable Laws**

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|---|---|
| <ul style="list-style-type: none"> <li>❖ Individuals with Disabilities Improvement Act (IDEIA)</li> <li>❖ Section 504, Rehabilitation Act of 1973</li> <li>❖ IDEIA is about <i>Success</i> in school</li> </ul> | <p>A.D.A. (Americans with Disabilities Act of 1990, Title II)</p> <p>Section 504, Rehabilitation Act of 1973 &amp; ADA are about <i>Access</i> to facilities, programs &amp; services</p> |
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### **Required Documentation**

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| <ul style="list-style-type: none"> <li>❖ Individual Education Program (IEP), 504 Plan, and Summary of Performance (SOP)</li> <li>❖ School provides evaluation at no cost</li> <li>❖ Documentation focuses on determining If student is eligible for services under one or more disability categories in IDEIA</li> </ul> | <p>High school IEP and 504 Plans generally are not sufficient. Documentation guidelines specify information needed for documentation</p> <p>Students must get evaluation often at their own expense</p> <p>Documentation must provide information on specific functional limitations and demonstrate the need for specific services or accommodations.</p> |
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### **Self-Advocacy**

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|--|--|
| <ul style="list-style-type: none"> <li>❖ School staff identify the student as having a disability</li> <li>❖ School staff have responsibility for arranging accommodations</li> <li>❖ Teachers approach you if they believe you need assistance and might have a disability</li> </ul> | <p>Student <b>must self-identify</b> to Disability Support Services staff, Learning Assistance Program (LAP) staff, or ADA/504 coordinator</p> <p>Student has responsibility for self-advocacy and arranging accommodations</p> <p>Professors can be open and helpful, but most expect students to initiate contact at the start of the semester</p> |
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### **Parental Role**

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|---|---|
| <ul style="list-style-type: none"> <li>❖ Parent has access to student records and can participate in the accommodation process</li> <li>❖ Parent advocates for student</li> </ul> | <p>Parent does not have access to student records and can not represent the student without student's written consent</p> <p>Students advocate for themselves</p> |
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## ***Instruction***

- ❖ Teachers modify curriculum and alter assignments as outlined in IEP
- ❖ Students are expected to read short assignments that are discussed in class
- ❖ Students may need to read assignments more than once, often listening in class is enough

Professors are not required to modify design or alter assignment deadlines  
Students are assigned substantial amounts of reading and writing which may not be directly addressed in class  
Students need to regularly review class notes and text material

## ***Grades and Tests***

- ❖ IEP or 504 plan may include modifications to test format or grading
- ❖ Testing is frequent covering small amounts of material
- ❖ Makeup tests are usually available
- ❖ Teachers often take time to remind students of assignments and due dates

Grading and test format changes (e.g., multiple choice vs. essay) are generally not available. Accommodations in HOW tests are given (e.g., extended time, test proctors) available when supported by disability documentation.  
Testing is generally periodic and may be cumulative, covering large amounts of material  
Makeup tests are seldom an option; if they are, students are responsible for requesting them  
Professors expect students to read, save, and consult the course syllabus that describes course expectations, assignments and grading scale

## ***Responsibilities for Studying***

- ❖ Tutoring and study support may be a service provided as part of an IEP or 504 plan
- ❖ School staff often structure students' time and expected assignments

Students may study outside class for as little as 0 to 2 hours a week and this may be mostly last-minute test preparation

Tutoring generally DOES NOT fall under Disability Services' accommodation requirements. Students with disabilities must seek out tutoring resources available to all college students.

Students structure their own time and assignments

Students usually need to study at least 2 to 3 hours for each hour in class



## North & South Carolina Schools That ACCEPT Federal Funding:

# Federal Funding for Students with Intellectual Disabilities

If you have an intellectual disability, you may receive funding from the **Federal Pell Grant**, **Federal Supplemental Educational Opportunity Grant**, and **Federal Work-Study** programs if you:

- are enrolled or accepted for enrollment in a **comprehensive transition and post-secondary (CTP) program** for students with intellectual disabilities at an institution of higher education (a college or career school) that participates in the **federal student aid programs**;
- are maintaining **satisfactory academic progress**; and
- **meet the basic federal student aid eligibility requirements**, except that you are not required to have a high school diploma or GED and are not required to be pursuing a degree or certificate.

A CTP program for students with intellectual disabilities means a **degree, certificate, or non-degree program** that:

- is offered by a college or career school and approved by the U.S. Department of Education;
- is designed to support students with intellectual disabilities who want to continue academic, career, and independent living instruction to prepare for gainful employment;
- offers academic advising and a structured curriculum; and
- requires students with intellectual disabilities to participate, for at least half of the program, in
  - regular enrollment in credit-bearing courses with nondisabled students,
  - auditing or participating (with nondisabled students) in courses for which the student does not receive regular academic credit,
  - enrollment in noncredit-bearing, non-degree courses with nondisabled students, or
  - internships or work-based training with nondisabled individuals.

- Appalachian State**  
Boone, North Carolina
- Western Carolina University**  
Cullowhee, North Carolina
- UNC – Greensboro**  
Greensboro, North Carolina
- College of Charleston**  
Charleston, South Carolina
- Clemson University**  
Clemson, South Carolina
- University of South Carolina**  
Columbia, South Carolina
- Coastal Carolina University**  
Conway, South Carolina
- Winthrop University**  
Rock Hill, South Carolina









## North Carolina Post-Secondary Education Options for Students with I/DD: Community Colleges At a Glance

College:	Program:	Certificate awarded?	Tracks or Programs:	Practicum / Internships?	Average Enrollment	Average Completion Time:	Residential Options / Transportation
<b>Alamance Community College</b>	Career College	Yearlong (32 week) post-secondary Certificate	Automotive Assistant; Health & Public Services Assistant	Yes	8-12 students per track	1 year	N/A
<b>Central Piedmont Community College</b>	Community Transitions and Project SEARCH	Certificates of Completion from Compensatory Education and Project SEARCH	Courses in Compensatory Education, Community Transitions, and Continuing Education	Yes	20 students for 2 year program	2 years	Central Campus campus parking
<b>Cleveland Community College</b>	ConneXions	Certificate of Completion	ConneXions	N/A	22 students	2 years	N/A
<b>College of the Albemarle</b>	Pathways to an Accessible College Experience	Certificate of Completion	Pathways to an Accessible College Experience	N/A	Fall 2013: 5 students	1 – 2 years	N/A
<b>Randolph Community College</b>	Career College	16 week post-secondary Certificate	Hospitality & Tourism; Automotive Assistant	Yes	10 students per program of study	1 year	N/A
<b>Western Piedmont Community College</b>	Accessible College Experience	Recognition of Collegiate Achievement	Accessible College Experience	Yes	Spring 2013: 1 student Fall 2013: 4 students	2 years	N/A



## North Carolina Post-Secondary Education Options for Students with I/DD: Colleges and Universities At a Glance

<b>College:</b>	<b>Program:</b>	<b>Certificate awarded?</b>	<b>Tracks or Programs:</b>	<b>Practicum / Internships?</b>	<b>Average Enrollment</b>	<b>Average Completion Time:</b>	<b>Residential Options / Transportation</b>
<b>Appalachian State University</b>	Scholars with Diverse Abilities Program	Collegiate Achievement Award	Individual Plan	Yes	3 students enrolled in 2012-2013	2 years	Inclusive dorms
<b>CIDD at UNC-CH</b>	LEND Self-Advocate Leadership Training	N/A	Leadership Training Program	No	1 student per year	1 year	N/A
<b>University of North Carolina at Greensboro</b>	Beyond Academics™	Integrative Community Studies	Integrative Community Studies	Yes	22 students enrolled in 2011-2012; Total enrollment =52	4 years	Off-campus apartments; Student housing complexes managed by private firms
<b>Western Carolina University</b>	University Participant Program	UP Certificate of Accomplishment	Individual Plan	Yes	4 students per year	2 years	Inclusive dorms



# 1 YEAR STORY CHANCE

What will you be doing in one year?  
Going to college or vocational school?  
Working at a job?

**WE WANT TO KNOW!**

One year after you leave high school,  
we'll send you a survey asking about  
your life. It's quick, easy, and important!

**PLEASE RESPOND!**



# YOU TELL US!

## It's Quick

- "Yes or no" or multiple-choice questions

## It's Easy

- The survey asks if you are going to school or working
- It's private: no one will share your name
- It's voluntary

## It's Important

Answer the survey and you will:

- Help schools prepare more youth with disabilities for college, vocational training and good jobs
- Help schools know what to change or add to special education services
- Tell schools if teachers need help or training

## Watch For It!

One year after you leave high school, someone from school may call, e-mail or send you a letter about the survey.

## Please Respond!

### Contact Information

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