Handouts, Reading and Resources
for
TOTAL Module 7:
Adult Life Outcomes for Students with Disabilities: A World of Opportunities

TOTAL Project, 2004
Transition Outreach Training for Adult Living (TOTAL) Project
Module 7: Adult Life Outcomes for Students with Disabilities

Selected Transition-Related Resources and Information

Helpful Links

http://www.isbe.state.il.us/iicc/pdf/transition_committee_directory.pdf
Directory of Illinois Transition Planning Committee’s (TPC)

http://www.isbe.state.il.us/iicc/pdf/interagency_compendium.pdf
Interagency Coordinating Council (ICC): Member Agency Compendium

Selected Web Addresses

http://www.ncset.org
The National Center on Secondary Education and Transition (NCSET) was established to create opportunities for youth with disabilities to achieve successful futures. Headquartered at the Institute on Community Integration, University of Minnesota, the NCSET provides technical assistance and disseminates information focused on four major areas of national significance for youth with disabilities and their families —

- Providing students with disabilities with improved access and success in the secondary education curriculum.
- Ensuring that students achieve positive post-school results in accessing postsecondary education, meaningful employment, independent living and participation in all aspects of community life.
- Supporting student and family participation in educational and post-school decision making and planning.
- Improving collaboration and system linkages at all levels through the development of broad-based partnerships and networks at the national, state, and local levels.

http://www.nichcy.org
The National Dissemination Center for Children with Disabilities is part of OSEP’s efforts to improve results for children with disabilities. Educators, administrators, and families want to know what research has to say about “what works” with children and students with disabilities. Access research-focused publications and links to research materials, projects and web sites from this site.

http://www.ideapRACTICES.org
Council for Exceptional Children (CEC) and the Office of Special Education Programs (OSEP) Partnership

http://www.cec.sped.org
The Council for Exceptional Children

http://www.dropoutprevention.org/
The National Dropout Prevention Center for Students with Disabilities provides knowledge and promotes networking for researchers, practitioners, policymakers, and families to increase opportunities for youth in at risk situations to receive the quality education and services necessary to successfully graduate from high school.
http://www.ed.gov/about/offices/list/osers/osep/index.html
The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.

http://www.ed.gov/about/offices/list/osers/index.html
The Office of Special Educational and Rehabilitative Services (OSERS) is committed to improving results and outcomes for people with disabilities of all ages by providing a wide array of supports to parents and individuals, school districts and states.

http://www.ed.gov/about/offices/list/osers/rsa/index.html
The Rehabilitation Services Administration (RSA) oversees formula and discretionary grant programs that help individuals with physical or mental disabilities to obtain employment and live more independently.

Assistive Technology and Augmentative Communication

http://www.abledata.com
ABLEDATA provides information on assistive technology and rehabilitation equipment available from domestic and international sources to consumers, organizations, professionals, and caregivers within the United States.

http://www.utoronto.ca/atrc
The service philosophy at the Adaptive Technology Resource Centre is to empower individuals by providing access to the tools and knowledge needed to meet personal goals. The aim of the service program is to provide information, support and training which will allow individuals to make informed decisions and build the skills required to optimally employ technical tools.

http://www.cast.org
Center for Applied Special Technology (CAST) is a not-for-profit organization whose mission is to expand opportunities for individuals with disabilities through the development of and innovative uses of technology.

http://www.heath.gwu.edu
The HEATH Resource Center of the American Council on Education is the national clearinghouse on postsecondary education for individuals with disabilities. Support from the U.S. Department of Education enables the Center to serve as an information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, vocational-technical schools, and other postsecondary training entities.

http://www.vcu.edu/rrtcweb/techlink/index
Project Tech Link – Linking Educators and Parents to Transition Best Practices through Computer Technology – this project disseminates information on successful best practices, curricula, and products that have been proven effective including students in social, vocational, and academic settings and activities.

Careers and Employment

http://www.ncwd-youth.info/resources_&_Publications/assessment.html
“Career Planning Begins with Assessment: A Guide for Professionals Serving Youth with Educational and Career Development Challenges” is a new publication from NCWD/Youth and includes information on selecting career-related assessments, determining when to refer youth for additional assessment, accommodations, and legal and ethical issues in testing.
http://www.onestops.info
The National Center on Workforce and Disability/Adult (NCWD) provides training, technical assistance, policy analysis, and information to improve access for all in the workforce development system.

http://www.ncwd-youth.info
The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) assists state and local workforce development systems to better serve youth with disabilities. NCWD/Youth strives to ensure that youth with disabilities are provided full access to high quality services in integrated settings in order to maximize their opportunities for employment and independent living.

http://www.transcen.org
TransCen, a name adopted to illustrate its role as a "transition center," is dedicated to the improvement of educational and employment outcomes for individuals with disabilities. The associates at TransCen, Inc. have developed, implemented, and researched numerous innovations regarding school-to-adult life transition and career development for people with disabilities.

http://www.vcu.edu/rrtcweb/witn/ssi.htm
The purpose of this Network is to increase educators’, family members’, transition age students’, and advocates’ awareness of Social Security Work Incentives for school-aged youth with disabilities. Social Security Work Incentives include the Plan for Achieving Self-Support (PASS), the Impairment Related Work Expense (IRWE), and the Student Earned Income Exclusion (SEIE).

http://www.adata.org
Americans with Disabilities Act (ADA) Technical Assistance Program

http://www.socialsecurity.gov
Social Security Administration

http://www.ncwd-youth.info/resources_&_Publications/411.html
The National Collaborative on Workforce and Disability for Youth has produced „The 411 on Disability Disclosure: A Workbook for Youth with Disabilities“ designed for youth and adults working with them to learn about disability disclosure. This workbook (available in PDF and MS Word) helps young people make informed decisions about whether or not to disclose their disability and understand how those decisions may impact their education, employment, and social lives. Based on the premise that disclosure is a very personal decision, the Workbook helps young people think about and practice disclosing their disability.

http://ncwd-youth.info/
NCWD/Youth is a source for information about employment and youth with disabilities. NCWD-Y’s partners — experts in disability, education, employment, and workforce development — strive to ensure that users will be provided with the highest quality, most relevant information available.

http://www.jff.org/
Jobs for the Future seeks to accelerate the educational and economic advancement of youth and adults struggling in our economy.

http://www.nyec.org
The National Youth Employment Coalition improves the effectiveness of organizations that seek to help youth become productive citizens.

http://www.doleta.gov/
The Employment and Training Administration (ETA) administers federal government job training and worker dislocation programs, federal grants to states for public employment service programs, and unemployment insurance benefits. These services are primarily provided through state and local workforce development systems.
http://www.youngandsuccessful.com/
This Young Entrepreneurs Network is a media and education company dedicated to giving young people the critical tools, insights and strategies they need to succeed at an early age.

Diversity Issues

http://www.cld.hawaii.edu
This federally-funded five-year project is conducting national research on keys for success in postsecondary education for culturally and linguistically diverse youth with disabilities. The project Web site offers documents describing project findings and links to hundreds of Web resources.

Family Issues

http://www.beachcenter.org
The Beach Center's mission statement is as follows: Through excellence in research, teaching and technical assistance, and service in Kansas, the United States of America, and globally, and through collaborations with those individuals and entities dedicated to the same ends, the Beach Center on Disability will make a significant and sustainable difference in the quality of life of families and individuals affected by disability and of those who are closely involved with them.

http://www.fape.org
The Families and Advocates Partnership for Education (FAPE) project is a strong partnership that aims to improve the educational outcomes for children with disabilities. It links families, advocates, and self-advocates to communicate the new focus of the Individuals with Disabilities Education Act (IDEA). The project represents the needs of 6 million children with disabilities. FAPE is one of four projects funded by the U.S. Department of Education to reach parents, administrators, service providers, and policymakers nationwide with information about implementing IDEA '97.

http://www.pacer.org/tatra/tatra.htm
Technical Assistance about Transition and the Rehabilitation Act (TATRA) is a project of Pacer, a Parent Information and Training project. TATRA and other Parent Information and Training projects funded by RSA help families learn how they can help youth with disabilities prepare for independent living, access adult service systems, and work effectively with professionals.

Inclusion

http://www.communityinclusion.org
The Institute for Community Inclusion supports the rights of children and adults with disabilities to participate in all aspects of the community. As practitioners, researchers, and teachers, we form partnerships with individuals, families, and communities. Together we advocate for personal choice, self-determination, and social and economic justice.

http://www.tash.org
TASH states that they are..."stretching the boundaries of what is possible...building communities in which no one is segregated and everyone belongs; forging new alliances that embrace diversity; advocating for opportunities and rights; eradicating injustices and inequities; supporting research and disseminating knowledge and information; promoting inclusive education; supporting progressive legislation and litigation; and promoting excellence in services."
Leisure

Fun and Leisure: Summer Camps 2005 (Online Directory)
The National Center on Physical Activity and Disability Web site provides published camp guides and online
 camp search engines to assist individuals in finding the camp that fits their interests, needs, and goals. The
 individual camps listed are only a sample of what is offered across the country for adults and children with
disabilities. The camps range from day to overnight camps and offer various opportunities from sports to arts
and crafts.

http://www.mysummercamps.com/
My Summer Camps is a comprehensive, easy to use summer camps directory which includes listings for 289
special needs camps in the following categories: asthma, autism, blood disorder, burn, cancer, cerebral palsy,
cystic fibrosis, developmental disabilities, diabetes, epilepsy, hearing impaired, HIV and AIDS, learning
disabilities and ADHD, mainstreaming, mental retardation, muscular dystrophy, physical disabilities, speech
impaired, spina bifida, substance abuse, Tourette’s syndrome, visually impaired, and other disabilities.

Mentoring

http://www.ncset.org/topics/mentoring/?topic=32
This NCSET Web Topic explores how mentoring provided to youth by caring adults can help youth and adults
with professional development, growth, and support, and how it can benefit the overall community. This topic
includes an introduction, frequently asked questions, related research, emerging practices, Web sites, and
additional resources.

http://www.ncset.org/publications/viewdesc.asp?id=704
This issue brief from NCSET addresses the need for expansion of mentoring opportunities for youth with
disabilities. Specifically, the brief outlines some of the benefits of mentoring for youth; defines the issue of the
need for expanded mentoring opportunities for youth with disabilities; and presents strategies for including
youth with disabilities in mentoring programs.

Post-Secondary Education

http://www.thinkcollege.net/
A new Web site from the Institute on Community Inclusion, University of Massachusetts-Boston, designed to
provide information to students with cognitive disabilities who are interested in finding ways to attend college.
The site includes information for students, family members, and professionals, and features a searchable
database of postsecondary education programs, a discussion board designed by students, a listserv, and links
to Web-based resources.

http://www.washington.edu/doit/
DO-IT serves to increase the participation of individuals with disabilities in challenging academic programs and
careers. It promotes the use of computer and networking technologies to increase independence, productivity,
and participation in education and employment. The DO-IT Scholars program includes a live-in summer study
program at the University of Washington and work-based learning experiences, as well as access to peers and
mentors through electronic communication.

http://www.heath.gwu.edu/
National Clearinghouse on Postsecondary Education for Individuals with Disabilities. Besides a host of
publications, links, and resources, this Web site also includes quick answers to key issues and student voices.
of this popular resource guide is now available. The 2005 edition contains completely updated and revised
information to help individuals with disabilities to seek and obtain financial assistance for postsecondary education. The guide describes federal financial aid programs, state vocational rehabilitation services, and regional and local sources. A listing of nationally awarded grants and a pre-college checklist to organize the search for funds complete the guide.

http://www.ahead.org/
The Association on Higher Education And Disability (AHEAD) is an international, multicultural organization of professionals committed to full participation in higher education for persons with disabilities. The Association is a vital resource, promoting excellence through education, communication, and training. While the main purpose of AHEAD is to serve disability support services personnel, there are some helpful links, training information, and publications on their website, including archives of the Journal of Postsecondary Education and Disability.

http://www.ncset.org/topics/preparing/default.asp?topic=6
This NCSET topic, directed at students, teachers, and parents, provides an overview of self-advocacy, rights, responsibilities, and other issues students with disabilities need to think about when considering a postsecondary education.

http://www.ncset.org/topics/psesupports/default.asp?topic=5
This NCSET topic explores how the kinds of supports that are currently being offered in postsecondary education, and the manner in which they are offered, are different from supports in secondary education, and may affect outcomes for individuals with disabilities.

http://www.ncset.org/topics/sepse/default.asp?topic=7
This NCSET topic explores how self-determination—the combined skills of self-awareness, self-advocacy, self-efficacy, decision-making, independent performance, self-evaluation, and adjustment—can contribute to an individual’s ability to establish and achieve his or her own goals during and after higher education experiences.

**Transition Planning**

http://interact.uoregon.edu/wrrc/trnfiles/pdfversion.htm
The Western Regional Resource Center’s *Transition Requirements: A Guide for States, Districts, Schools, Universities and Families* is great resource for transition planning and developing transition-focused IEP’s.

http://www.dcdt.org
The Division of Career Development and Transition’s (DCDT) mission is to improve the equality of, and access to career, vocational, and transition services; promote career development and transition in scope and quality; improve personal preparation for leadership roles in career/vocational, and transition services; increase the participation of education in career development and transition goals; and influence policies affecting career development and transition services for persons with disabilities.

http://www.projectteams.org
Project TEAMS provides information and resources for students, families and professionals on the transition from school to adult life.

**Research**

http://www.aucd.org
The Association of University Centers on Disabilities (formerly the American Association of University Affiliated Programs for Persons with Developmental Disabilities) is a 501(c) non-profit organization that promotes and supports the national network of university centers on disabilities, which includes University Centers for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD), Leadership Education in
Neurodevelopmental and Related Disabilities (LEND) Programs and Developmental Disabilities Research Centers (DDRC).

http://www.ed.uiuc.edu/coe/sped/tri/institute.html
The Transition Research Institute at the University of Illinois (TRI), established in 1985, identifies effective practices, conducts intervention and evaluation research, and provides technical assistance activities that promote the successful transition of youth with disabilities from school to adult life. TRI also serves as an information resource for teachers, service providers and researchers statewide, nationally and internationally.

http://www.eric.ed.gov
Educational Resources Information Center (ERIC)

Selected Listservs

TRI-Talk is the Transition Research Institute’s national transition listserv for information sharing and networking for anyone interested in improving outcomes for students with disabilities and their transition from school to post-school environments. To subscribe send a message to Lynda Leach at leachlyn@uiuc.edu

EDInfo is the U.S. Department of Education’s listserv for news from the Department regarding funding announcements, initiatives, best practices, etc. To subscribe send an e-mail message to listproc@inet.ed.gov with “SUBSCRIBE EDINFO YOURFIRSTNAME YOURLASTNAME” in the message.

Edupage is a summary of news about education information technology and is provided three times a week as a service of EDUCAUSE, an international nonprofit association dedicated to transforming higher education through information technologies. To subscribe send a bland message to edupage-subscribe@educause.unc.edu

TASHUpdate is sponsored by TASH. TASH is an international association of people with disabilities, their family members, other advocates, and professionals fighting for a society in which inclusion of all people in all aspects of society is the norm. To subscribe send an e-mail to TASHUpdate-subscribe@yahoogroups.com
Transition Outreach Training for Adult Living (TOTAL) Project

Module 7: Adult Life Outcomes for Students with Disabilities

Selected Transition-Related Books


Compiled by Sue Walter, 2004
The Transition Planning Process

By Renée Cameto

The transition from school to young adulthood can present challenges for youth served by special education, but the transition period also entails opportunities for educators and practitioners to provide young people with experiences that lead to success. In the two decades since transition planning entered the special education lexicon, changes in service delivery have helped shape the implementation of the transition planning process in schools for students with disabilities (National Center on Secondary Education and Transition, 2004). One outcome of the transition requirements included in IDEA ’97 has been to focus attention on how students’ educational programs can be planned to help them achieve their goals for life after secondary school and how postschool services can be identified that will promote students’ successful movement from school to young adulthood. This NLTS2 Data Brief provides a national view of the transition planning process undertaken during high school with and for youth with disabilities as they prepare for life after school. Information reported here comes from a mail survey of school personnel who knew the 2001-02 school programs of study members well. Findings from NLTS2¹ generalize to youth with disabilities nationally who were 13 to 16 years old in December 2000, to each of 12 federal disability categories, and to each age group within the age range.

School staff report that planning for the transition to adult life occurs for almost 90% of students with disabilities. The percentages of students for whom this planning has taken place increases steadily across the age range, from 75% of 14-year-olds to 96% of 17- and 18-year-olds. Among students with disabilities who have transition planning in place, about two-thirds begin the process by age 14², whereas 20% do so when they are 15 years old and 14% when they are 16 or older.

Students’ Transition Goals

Students with disabilities have postschool goals that are similar to those of other young adults, including continuing education and training, attaining employment, enhancing social competencies, and increasing independence. Accord-

¹ NLTS2 has a nationally representative sample of more than 11,000 youth who on December 1, 2000, were ages 13 through 16, receiving special education, and in at least seventh grade. Information from NLTS2 is weighted to represent youth with disabilities nationally as a group, as well as youth in each of the 12 federal special education disability categories used in NLTS2.
² Some students with disabilities represented in NLTS2 may not have begun receiving special education services, and therefore were not subject to transition planning, until age 15 or later.
ing to school staff, more than 45% look forward to attending 2- or 4-year college, and 40% plan on postsecondary vocational training (Exhibit 1). About half of students with disabilities have competitive employment as a primary transition goal; small proportions of students are working toward supported (8%) or sheltered employment (5%). The school programs of many students with disabilities reflect their goals; school staff report that about three-fourths of students with disabilities have IEPs or transition plans that specify a course of study or kinds of classes that will help them meet their postschool goals. In addition to academic or vocational aspirations, living independently is a transition goal for half of students with disabilities, with about one in five students working toward maximizing their functional independence and one in four working on enhancing their social or interpersonal relationships.

**Participants in Transition Planning**

Effective transition planning is characterized by the consistent involvement and participation of appropriate individuals, including parents and students, together with regular and special education personnel and others from agencies outside the school (Hasazi, Furney, & DeStefano, 1999; Johnson & Sharpe, 2000; National Council on Disability, 2000, NICHCY, 2000).

Virtually all students with disabilities with transition planning (97%) have a special educator actively involved in that process, and 85% have parents who participate (Exhibit 2). All but about 6% of these students participate in the process in some way, although only about 70% do so actively by providing input (58%) or by taking a leadership role (12%).

A variety of other individuals participate in the transition planning process, including general education academic and vocational teachers, other school staff, and representatives from outside organizations. About 60% of students have a general education academic teacher who is actively involved in transition planning, even though about 70% take general education classes in a given semester. General education teachers are significantly more likely to participate actively in transition planning for students who have 2- or 4-year college as a postschool goal than for students who do not have a college goal (67% vs. 49%). Fewer general education vocational teachers are actively involved (32%), although 43% of students with disabilities take general education vocational classes in a given semester (Cameto & Wagner, 2003).

General education vocational teachers are significantly more likely to participate actively in transition planning when students plan to attend a postsecondary vocational training program than when they do not (40% vs. 27%). They also are actively involved in transition planning for significantly larger proportions of 17- and 18-year-old students than for younger students (40% vs. 20% for 14-year-olds); this finding is not surprising, given that vocational education course-taking increases significantly across the grade levels (from 55% of middle school students to 68% of high school juniors and seniors [Cameto & Wagner, 2003]).

School counselors and school administrators are actively involved in transition planning for 61% and 56% of students with disabilities, respectively. The active involvement of school administrators is more likely for older students (63% among 17- and 18-year-olds vs. 44% among 15-year-olds).

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**Exhibit 1: Students’ Post-High-School Goals**

<table>
<thead>
<tr>
<th>Postsecondary education/training</th>
<th>Percentage with goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend a 2- or 4-year college</td>
<td>46.8</td>
</tr>
<tr>
<td>Attend a postsecondary vocational training program</td>
<td>39.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Employment</th>
<th>Percentage with goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain competitive employment</td>
<td>53.2</td>
</tr>
<tr>
<td>Obtain supported employment</td>
<td>8.2</td>
</tr>
<tr>
<td>Obtain sheltered employment</td>
<td>4.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th>Percentage with goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live independently</td>
<td>49.6</td>
</tr>
<tr>
<td>Maximize functional independence</td>
<td>20.1</td>
</tr>
<tr>
<td>Enhance social/interpersonal relationships and satisfaction</td>
<td>25.3</td>
</tr>
</tbody>
</table>

Source: NLTS2 Wave 1 student’s school program survey.
Note: Includes only students with transition planning.
Related service personnel are less likely than other school personnel to be actively involved in transition planning. Eighteen percent of students have related services personnel participate in their transition planning, although parents of 59% of students with disabilities report the receipt of related services from their schools (Levine, Marder, & Wagner, 2004). However, when students’ postschool goals include obtaining supported or sheltered employment, maximizing functional independence, or improving social and interpersonal skills, related service personnel are more likely to participate actively in transition planning than when students do not have these goals. For example, 43% of students with a postschool goal of obtaining supported employment have related services personnel actively participate in their transition planning, whereas those personnel participate in planning for only 16% of students who do not have this goal.

According to school staff, the frequency of participation in transition planning of personnel from organizations outside the school is much lower than that of school staff; but, among the organizations that could be involved in transition planning, students are more likely to have the involvement of a vocational rehabilitation (VR) counselor (14%) than personnel from any other single type of outside organization. Students with goals of obtaining sheltered employment or maximizing functional independence are twice as likely as students who do not have these goals to have a VR counselor participate actively in their transition planning (28% vs. 14%). Students with goals of obtaining supported or sheltered employment, maximizing functional independence, or enhancing social and interpersonal relationships also are more likely to have the active participation of personnel from an outside organization (e.g., a social service agency or advocate) than students who do not have these transition goals. The likelihood of participation by staff from outside organizations increases for older students as they approach the time of transition to adult life. Fewer than 1 in 10 students up to age 16 are reported to have a VR counselor actively involved in transition planning, compared with 1 in 4 students who are 17 or 18 years old.

### Transition Preparation and Supports

Transition planning involves identifying measurable postsecondary goals, transition services, and a course of study that will help students achieve those transition goals. Students with disabilities can receive further assistance through instruction that focuses on transition planning skills; such instruction can help students understand their interests and abilities and make informed decisions about their future.
Course of study and instruction in transition planning. According to school staff, about three-fourths of students with disabilities have IEPs or transition plans that specify the course of study or kinds of classes they should pursue to meet their postschool transition goals (Exhibit 3). Almost two-thirds of students are reported to have received instruction in transition planning skills. However, older students are more likely than younger students to have participated in this type of instruction, despite the fact that most students begin transition planning by age 14. About half of 14- and 15-year-old students (48% and 54%, respectively) have received instruction in transition planning, compared with 76% of 17- and 18-year-olds.

Postschool service needs. About three-fourths of students with disabilities have needs for postschool services identified as part of their transition planning (Exhibit 3). Two types of services predominate: accommodations to help in the pursuit of postsecondary education and vocational services to help in securing employment. Almost half of students have a need for postsecondary education accommodations specified in their transition plans, whereas the transition plans of 38% of students with disabilities specify vocational training, job placement, or support services as postschool needs. Other types of services are reported for about 5% of students; those services include mental health, social, and transportation services; behavioral interventions; and supported living arrangements. More specialized services, such as occupational or physical therapy, are reported for even fewer students. Older students (i.e., 17- and 18-year-olds) are more likely to have post-high-school service needs identified in their transition plans (81%) than their 14-year-old peers (63%).

The types of postschool service needs identified during transition planning reflect students’ postschool goals. Two-thirds of students planning to attend college have postsecondary education accommodations specified as a needed service, compared with fewer than one-third of students who do not have college as a transition goal. Similarly, the need for these accommodations is more commonly specified for students who plan to attend vocational school than for students who do not (56% vs. 42%). Students with an independent living goal are more likely than students who do not have this goal to have vocational service needs identified (44% vs. 32%).

Students with postschool goals that include supported or sheltered employment, maximized functional independence, or enhanced social and interpersonal relationships have multiple needed postschool services identified as part of their transition plans. These students are more likely than students who do not have these goals to have transition plans that specify postschool needs for vocational training, job placement, or support; supported living arrangements; behavioral interventions; or mental health, social, speech/communication, and transportation services.

School Contacts with Service Providers and Organizations on Behalf of Transitioning Students with Disabilities

Educational best practice suggests that “effective transition planning and service depend upon functional linkages among schools, rehabilitation services, and other human service and community agencies” (National Center on Secondary Education and Transition, 2004). Coordination and collaboration between schools and service agencies that may provide services to youth with disabilities as they transition into the adult world can be a critical element in helping youth access those services and making their entry into adult life a more positive experience.

Exhibit 3: Supports and Services Specified in Transition Planning

<table>
<thead>
<tr>
<th>Percentage who have:</th>
<th>All students with transition planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>An IEP or transition plan that specifies a course of study to meet transition goals</td>
<td>74.2</td>
</tr>
<tr>
<td>Received instruction focused on transition planning</td>
<td>64.5</td>
</tr>
<tr>
<td>Any postschool service needs identified</td>
<td>76.2</td>
</tr>
</tbody>
</table>

Source: NLTS2 Wave 1 student’s school program survey.
The percentages of students for whom schools make contacts with organizations or service providers regarding programs or employment for students with disabilities when they leave high school range from fewer than 5% to almost 40%, depending on the type of agency/program (Exhibit 4).

The state VR agency is the organization contacted for the most students (38%). Contacts with colleges and vocational schools are equally likely; 24% of students with disabilities have contacts made on their behalf with each kind of institution. Schools contact a variety of employment organizations, including sheltered employment programs (for 7% of students), supported employment programs (14%), other vocational training programs (26%), and job placement agencies (24%). Employers and the military are contacted for 20% and 15% of students, respectively. With the exception of VR agencies, school staff initiate contacts with individual adult service agencies for fewer than one in five students.

Contacts with certain types of agencies or organizations are more likely to occur for students age 16 or older, consistent with the IDEA ’97 requirement for identifying postschool service needs and related interagency involvement, if appropriate. Postsecondary education and training institutions are more likely to be contacted for high school students preparing to leave school than those beginning high school; 38% of 17- and 18-year-old students have had colleges contacted on their behalf, and 32% have had vocational schools contacted, compared with 6% and 4% of 14-year-old students, respectively. All types of employment or job training programs are contacted significantly more often for older than younger students. By the time students with disabilities are 17 or 18 years old, more than half (56%) are reported to have had the state VR agency contacted by their school on their behalf, compared with 16% of 15-year-olds. The likelihood of schools’ contacting any other social services on students’ behalf also increases, from 9% of 15-year-olds to 26% of 17- and 18-year-olds.

The type of agency or organization contacted on behalf of students relates to the postschool service needs identified in the transition planning process, which in turn reflect their goals. Students who will need postsecondary education accommodations are more likely to have teachers contact 2- or 4-year colleges or vocational schools than students who have not had such accommodations specified (35% vs. 10% for colleges and 31% vs. 17% for vocational schools). Students with postschool vocational service needs identified are more likely than students who do not have such needs to have a variety of agencies or organizations contacted on their behalf, including job placement agencies, the state VR agency, vocational training programs, employers, and supported or sheltered employment programs.

Students who need supported living arrangements after high school are more likely than those without this need to have their schools contact mental health services or sheltered employment providers, supervised residential programs, or adult day programs. The schools of students for whom postschool behavioral intervention and mental health service needs are specified are more likely to contact

Exhibit 4: Contacts Made by Schools on Behalf of Students with Transition Planning

<table>
<thead>
<tr>
<th>Percentage with contacts made with:</th>
<th>All students with transition planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postsecondary education</td>
<td></td>
</tr>
<tr>
<td>2- and 4-year colleges</td>
<td>24.0</td>
</tr>
<tr>
<td>Vocational schools</td>
<td>24.3</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
</tr>
<tr>
<td>Potential employers</td>
<td>19.8</td>
</tr>
<tr>
<td>Military</td>
<td>15.1</td>
</tr>
<tr>
<td>Job placement agencies</td>
<td>24.0</td>
</tr>
<tr>
<td>Supported employment programs</td>
<td>14.2</td>
</tr>
<tr>
<td>Sheltered employment programs</td>
<td>7.4</td>
</tr>
<tr>
<td>Other vocational training programs</td>
<td>26.2</td>
</tr>
<tr>
<td>Other service agencies/programs</td>
<td></td>
</tr>
<tr>
<td>Mental health</td>
<td>10.7</td>
</tr>
<tr>
<td>Social Security Administration</td>
<td>11.5</td>
</tr>
<tr>
<td>State VR agency</td>
<td>37.8</td>
</tr>
<tr>
<td>Other social service agency</td>
<td>18.1</td>
</tr>
<tr>
<td>Supervised residential support</td>
<td>5.6</td>
</tr>
<tr>
<td>Adult day program</td>
<td>5.2</td>
</tr>
<tr>
<td>Congregate care facility</td>
<td>2.0</td>
</tr>
<tr>
<td>Other</td>
<td>7.2</td>
</tr>
</tbody>
</table>

Source: NLTS2 Wave 1 student's school program survey.
mental health agencies on the students’ behalf than they are for students without these needs specified (45% vs. 8% and 75% vs. 6%, respectively). Interestingly, schools also are more likely to contact supported or sheltered employment programs or employers for students with behavioral intervention or mental health services identified than they are for students who do not have these needs identified.

**Informing Parents of Postschool Service Options**

An important part of the school’s role in assisting the transition of students with disabilities to adult life is informing parents about the services related to a student’s disability that are available after high school. As students approach the transition years, parents more actively seek information on a variety of topics to support their adolescent and young adult children in transition, including postsecondary and employment options, financial planning, Medicaid, and VR (PACER, 2001).

According to school staff, schools provide increasing percentages of parents with information as students prepare to leave high school (Exhibit 5). For example, parents of about one-third of students who are 15 years old are provided information about postschool services and programs, compared with parents of about three-fourths of students who are 17 or 18 years old. However, school staff report that information about students’ postschool services has not yet been provided to parents of about one in four students who are 17 or 18 years old.

**Exhibit 5: Parents Provided Information About Postschool Services, by Student’s Age**

<table>
<thead>
<tr>
<th>Age</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All secondary school students with disabilities</td>
<td>56.7</td>
</tr>
<tr>
<td>Age 14</td>
<td>28.8</td>
</tr>
<tr>
<td>Age 15</td>
<td>34.0</td>
</tr>
<tr>
<td>Age 16</td>
<td>55.6</td>
</tr>
<tr>
<td>Ages 17-18</td>
<td>77.0</td>
</tr>
</tbody>
</table>

Source: NLTS2 Wave 1 student’s school program survey. Note: Includes only students with transition planning.

**Conclusion**

NLTS2 provides a national picture of the transition planning process in schools today. There is variability in the extent to which the expectations for the transition planning process, which are embedded in law, regulation, and best practice, are being met for all secondary-school-age students with disabilities. Further, the transition planning process appears to develop over time and is more fully articulated for older students as they near their move from school to adult life. In the coming years, NLTS2 will address the question of whether differences in students’ transition planning relate to their achievements in postsecondary education, employment, and independence during early adulthood.

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References

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Topical Information
Here’s what you’ll find—
Supporting Dynamic Development of Youth with Disabilities During Transition: A Guide for Families

By Kris Peterson

Introduction

The physical and emotional changes in adolescence are comparable in complexity to the developmental phases of infancy and early childhood. The level of knowledge and skills needed by young adults in order for them to thrive in their communities is increasing. At the same time, youth may experience decreasing structure and support in their lives as they seek to build the skills necessary for success (Simpson, 2001; Larson, Brown, & Mortimer, 2002).

Family support is key to healthy adolescence. A family enables children to experience attachment, belonging, competence, and self-esteem, and at the same time allows them to experience success and failure, adventure and retreat, independence and interdependence. For families who have teens with disabilities, adolescence can be especially challenging. This brief provides information about healthy adolescent development for youth with disabilities, focusing on the role of parents and families in supporting the successful transition to adult life.

The Predicament of Parents and Families

Parents, whose roles include providing for and protecting their children, often find themselves at odds with the teen who wants to experience life, develop individual values, and achieve independence (Tempke, 1994). When a child is vulnerable, families may view control as a responsibility to ensure safety. Families may have extensive fear of how the world will treat their child, or they may hesitate to give up their primary role as protector and advocate. In spite of this, teens with disabilities want and need to experience and obtain the same things that all adolescents want and need no matter how significant their disability.

Challenges

Transition assessment and planning occur during adolescence, yet often in the search for academic and career development the vital elements of psychological,
social, emotional, and sexual development may be overlooked. Gerber and Okinow (1994) assert that the environment is crucial for these youth:

Adolescents with chronic illness or disability experience the same developmental transitions as their peers without disabilities, yet their illness or disability places them at risk for certain psycho-social problems as they move into adulthood. The risk is not solely in the medical complications of the illness or disability...rather risk is more often related to the degree of fit between the adolescent and his or her environment: family, school, peers, health care services, work, and societal attitude. The fit can lead to optimal integration and development, or it can result in isolation and low self-esteem (p. 1).

LoConto and Dodder (1997) asked people with developmental disabilities, “If you could wish for anything, what would it be?” The majority response was that they wanted the same things that all people want: material goods, a home of their own, emotional and intimate connections, vacations and leisure, and a way to feel useful. So often the focus for youth and adults with disabilities is safety and physical health at the expense of a valued social role and the need for human connections.

The parent/child relationship is strongly related to adolescent well-being. Parents’ vision for the future of their children is that they will grow up, move away, and develop lives of their own (Hanley-Maxwell, 1995). Having a child with a disability, however, may seriously threaten this vision. Although families may be able to adapt, build resilience, and develop greater emotional growth and togetherness as a result of the disability, they may also experience an on-going stress as they move through the life cycles of their own development and that of their child (DeMarie & LeRoux, 2002). Some families cope with the stress by dealing with the present moment and not thinking about the future of a child with a disability. They may have experienced many disability-focused assessments and programs, resulting in little vision of independence or quality of life for their child.

Most families also experience a loss and undergo a grieving process when they have a child who is born with, or acquires, a disability (Seligman & Darling, 1997). No matter what the disability, families find themselves in “uncharted emotional territory with no guides to direct them toward ways to express their grief in a culturally acceptable format” (DeMarie & LeRoux, 2002). For some families, the chronic care needs of a child with a disability can be overwhelming and never-ending. For those who have a child with a disability, pivotal milestones such as graduation from high school can trigger stress, grief, or fears that impede a vision of normal adulthood.

In addition, the social effects of a disability also impact the parent/child relationship and family dynamics. Families may respond by becoming strong advocates or by defending and fighting for supports and services. This role can become part of their core identity and may be difficult to relinquish when the time comes to transfer advocacy responsibilities to the teen with a disability.

Meeting the Challenges: What Can Families Do?

It is important for teens with disabilities and their families to have information from physicians, teachers, social workers, and other families about adolescent development, and to receive encouragement to create a vision of adulthood (see Table 1). It is also vital that they experience opportunities to share their dreams and hopes, fears and frustrations, and to dialog about their visions for the future. Autonomy, independence, problem-solving, and constructive role-related changes will increase if families can build safety nets amid the fear of life-threatening decisions and risk-taking that are part of the teen experience.

The National 4-H Council has identified eight “Keys for Kids” based on the work of Konopka (1973) and Pittman (1991):

- **Security**: Youth feel physically and emotionally safe (“I feel safe.”)
- **Belonging**: Youth experience belonging and ownership (“I’m in.”)
- **Acceptance**: Youth develop self-worth (“What I say and do counts.”)
- **Independence**: Youth discover self (“I like to try new things.”)
- **Relationships**: Youth develop quality relationships with peers and adults (“I care about others.”)
- **Values**: Youth discuss conflicting values and form their own (“I believe...”)
- **Achievement**: Youth feel the pride and accountability that comes with mastery (“I can do it.”)
- **Recognition**: Youth expand their capacity to enjoy life and know that success is possible (“I feel special.”)

Adolescent development is more than high academic expectations, career development, and independence. Families play a pivotal role in supporting teens to explore their identities and make connections with peers and other adults. Understanding all aspects of adolescent development helps families of youth with disabilities and those who work with them to address these critical issues and improve adult outcomes.
Table 1. Information Parents and Families Need

Families, their teens with disabilities, and the professionals who support them will benefit from information about normal adolescent development and the parent/child relationship. Since transition planning supports a person-centered, holistic approach to life planning, it is helpful to examine the concept of “development” within the process. Highlights from extensive research and literature on adolescent development and parent/child relationships include:

<table>
<thead>
<tr>
<th>Three developmental stages (Rapp, 1998)</th>
<th>Internal and external developmental assets (Search Institute, 2003)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Early adolescence (12-14): peer groups, emotional distance from parents, rapid growth, interest in sex;</td>
<td>Internal Assets: Achievement motivation, School engagement, Homework, Bonding to school, Reading for pleasure, Caring, Equality and social justice, Integrity, Honesty, Responsibility, Restraint, Planning and decision making, Interpersonal competence, Cultural competence, Resistance skills, Peaceful conflict resolution, Personal power, Self-esteem, Sense of purpose, Positive view of personal future.</td>
</tr>
<tr>
<td>2. Middle adolescence (14-17): self-discovery, performance orientation, vital relationships; and</td>
<td>External Assets: Family support, Positive family communication, Other adult relationships, Caring neighborhood, Caring school climate, Parent involvement in schooling, Community that values youth, Service to others, Safety, Family boundaries, School boundaries, Adult role models, Positive peer influence, High expectations, Creative activities, Youth programs, Religious community, Time at home.</td>
</tr>
<tr>
<td>3. Late adolescence (17-19): career focus, physical distance from parents, self-sustaining living.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eight developmental tasks (Havighurst, 1972)</th>
<th>Core developmental tasks (Elliot &amp; Feldman, 1990)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Achieving new and more mature relations with age-mates of both sexes,</td>
<td>• Becoming emotionally and behaviorally autonomous,</td>
</tr>
<tr>
<td>2. Achieving a masculine or feminine social role,</td>
<td>• Dealing with emerging sexuality,</td>
</tr>
<tr>
<td>3. Accepting one’s physique and using the body effectively,</td>
<td>• Acquiring interpersonal skills for dealing with the opposite sex and mate selection,</td>
</tr>
<tr>
<td>4. Achieving emotional independence from parents and other adults,</td>
<td>• Acquiring education and other experiences needed for adult work, and</td>
</tr>
<tr>
<td>5. Preparing for marriage and family life,</td>
<td>• Resolving issues of identity and values.</td>
</tr>
<tr>
<td>6. Preparing for an economic career,</td>
<td></td>
</tr>
<tr>
<td>7. Acquiring a set of values and an ethical system as a guide for behavior, and</td>
<td></td>
</tr>
<tr>
<td>8. Desiring and achieving socially responsible behavior.</td>
<td></td>
</tr>
</tbody>
</table>

Essential requirements for healthy adolescence (Carnegie Council on Adolescent Development, 1995)

- Find a valued place in a constructive group;
- Form close, durable relationships;
- Feel a sense of personal self-worth;
- Know support systems and how to use them;
- Show constructive curiosity;
- Find ways of being useful to others;
- Acquire technical and analytical ability to participate in a global economy;
- Believe in a promising future with real opportunities;
- Master social skills and conflict resolution habits;
- Cultivate problem-solving habits;
- Achieve a reliable basis for making informed choices;
- Become an ethical person;
- Learn responsible citizenship; and
- Respect diversity.
Children don’t come with a user’s manual, and more often than not, parenthood often seems like a land with no clear roadmap....There is increasing separateness while the connection is held onto, and parents must figure out the right amount of involvement in their child’s everyday life. The parent is more and more aware of the child’s individuality. Interpreting the world also involves setting standards for behavior in the world outside the home.

As difficult questions come up, parents are impelled to re-examine and perhaps revise their own theories of childrearing and parenthood. Over a period of several years images of the future are formed. If there are developmental challenges, this process can be much more involved. A child with special needs will have an Individual Educational Program (IEP); may be in special classes; and may have complex medical issues, engage in numerous therapies, and need medications. Cognitive development may be slower and more difficult. The road will have more twists and turns, and the emotional terrain may be even more difficult to handle.

With the teen years, there is the onset of the Interdependent Stage, which can be extremely turbulent as teenagers challenge parents’ authority. Emotional highs and lows are not far apart. Strong feelings are stirred up in parents. As their [youths’] bodies change with the dawn of their emerging sexuality, parents have to think about their authority relationship with their almost adult child. Because teenagers are by developmental necessity absorbed in themselves, they can be disrespectful, testing, worrisome, and upsetting to their parents. Parents must learn to talk less and leave the door open because their children still need them but on new terms. Limit-setting and guidance are still needed but must be based on the particular child’s needs.

More than ever parents must understand the deep passions that are evoked in this stage. Particularly challenging is accepting their child as a sexual being. As the separate identity is formed, separation brings feelings of envy, fear, anger, pride, and regret. Parents of children with special needs confront the reality of how far their child may be different from the norm once again, and may have special fears about their child being taken advantage of in the world. Overall, this further redefinition of the parent-child relationship brings to all parents the image of life without children at home which now looms on the near horizon.

The Departure Stage is something parents have thought about ever since their eyes first met those of their newborn. Now parents are faced with taking stock of the whole experience of parenthood. They redefine their identity as parents with grown-up children. The parents of children with special needs face the possibility that their children can never live independently and may live with them for the rest of their lives or in a community living arrangement with supports. But for all parents, it is clearer than ever that our job is never done for we are parents the rest of our lives, but our roles with our adult children are different.

At this point, parent and child alike waving good-bye to childhood and looking out to adulthood, with wobbly knees, I might add, from my own experience with my 22-year-old son with autism. We don’t know yet what the future holds for living and working. It’s a scary thought when your child is young. How do we get there? This may be far from what we imagined before our child, whether typical or not, was born. Nonetheless, through acceptance and courage and endurance, the road through parenthood brings peace and love. Our special children truly light the way and help us find the inner strength and wisdom we need.1

References


Further Reading


Resources
Search Institute
http://www.search-institute.org

Keys to Quality Youth Development
http://www.extension.umn.edu/distribution/youthdevelopment/DA6715.html

Academy for Youth Development
The Center for Youth Development and Policy Research
http://www.cyd.aed.org

America’s Promise
http://www.americaspromise.org

National Youth Development and Information Center
http://www.nydic.org/nydic

U.S. Department of Health and Human Services
http://www.nfey.com/support.htm

Author Kris Peterson is with InterDependence, Inc. in St. Paul, Minnesota.
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Connecting Employers, Schools, and Youth Through Intermediaries
By Marianne Mooney and Kelli Crane, TransCen, Inc.

Issue: Partnerships between education and business have proven to be an effective means for preparing young people with disabilities for positive postschool outcomes. Employers, however, are often inundated by requests for participation, causing confusion and ultimately hampering relationships between the two parties. Intermediaries can coordinate the connection between schools and employers.

Defining the Issue
The relationship between education and work is a matter that has taken on great importance with the advent of a global market increasingly driven by fast-paced changes in technology. There is a call for greater preparation of all high school youth for both work and advanced education. There is also widespread recognition that schools and industry must help the nation's youth advance both academically and occupationally, and to recognize these as compatible goals (Touson & Roberts, 1996).

If youth with disabilities are to develop the knowledge and skills that enable them to be fully enfranchised within the workforce, many of them will need equitable access to comprehensive work-based learning programs. This goal requires the full participation of youth with disabilities in high quality, work-based learning programs designed to prepare all youth for high-skill, high-wage positions. Through the years, we have learned that young people have improved post-school employment outcomes when they have participated in work-based learning programs. In turn, employers are provided with the skilled and able workers necessary to be competitive in the new economy.

Equitable access to work-based learning experiences for youth with disabilities depends on the willingness of employers to commit to high levels of involvement (Tilson, Luecking, & Donovan, 1994). However, employers are typically frustrated with the competing initiatives to recruit, train, and place young workers. In addition, they are often confused by the myriad of services and programs offered by the education and
workforce development systems. Third-party brokers, also known as intermediaries, can be instrumental in helping to build constructive collaborations among employers, educators, and youth development program personnel, so that young people with disabilities are readily included in quality work-based learning. An intermediary is a staffed organization that connects schools and other youth-preparation organizations with workplaces and community resources. An intermediary can be a single organizational entity, a newly created non-profit, or a collaborative of several institutions in a community. For example, Montgomery Youth Works (MYW), located in Montgomery County, Maryland, aims to facilitate creation of meaningful jobs for youth. MYW was created through the county’s Chamber Workforce Corporation (CWC) in cooperation with county public schools, business, government, and other concerned organizations. Another example is Massachusetts Youth Teenage Unemployment Reduction Network Incorporated (MY TURN). This intermediary coordinates partnerships among area employers, community-based organizations, institutions of higher education, civic leaders, parents, and program alumni to provide career and educational opportunities for youth.

What We Know
Youth development systems and transition services have been influenced in the last decade by several new pieces of legislation, including the Individuals with Disabilities Education Act (1990) and subsequent amendments (1997), the 1994 School-to-Work Opportunities Act, and the Workforce Investment Act of 1998. While these recent legislative initiatives offer improved youth development and workforce preparation services, they add yet another layer of complication and confusion for employers in search of one-stop services for recruiting and hiring qualified workers with disabilities. Communities are looking for ways to broker and streamline relationships among the various community agencies providing employment assistance. Intermediaries have existed for decades, and are designed to create and support effective collaborations. They identify opportunities and mechanisms for aligning and coordinating community resources, and provide ongoing consultation and accountability (Miller, 2001). Key to this task is coordinating the various community resources without creating turf battles. This requires that intermediaries finesse conversations among the partners to examine issues of common concern, and identify the opportunities and mechanisms for aligning and coordinating activities. Linking with an intermediary can ensure the quality and impact of local efforts, and promote policies to sustain effective work-based learning practices. Intermediaries can provide all youth, including youth with disabilities, access to a wider range of learning experiences and career development services within the community.

Benefits of Intermediary Organizations
Intermediaries can enhance the professional development of employers and their ability to work effectively with youth with disabilities. They provide employers with both specific information about youth with disabilities, and information about strategies that will help them address training or supervision issues. For example, an intermediary can assist employers in making sure youth entering the workplace are equipped with industry-based competencies and employer-validated skills. By consulting with employers, intermediaries can help build internal competence within a business to support and accommodate youth with disabilities.

Knowledge about issues and strategies allows employers to: (a) understand the complexities of workers and work-based learning environments, (b) avoid becoming discouraged by the failures they may encounter when working with youth with disabilities, (c) effectively confront and accommodate disability-related problems, and (d) recognize situations in which youth may not have been appropriately matched to the job (Luecking & Fabian, 2000). An intermediary can match employers to employees, thus contributing to the overall quality of the future workforce.

Intermediaries can also assist educators and schools. Educators today face great pressure to address high academic standards, teach to specific learning styles, attend to influences outside of the classroom, and engage at-risk
learners. Work-based learning experiences purposely linked with classroom learning provide an effective avenue for addressing these challenges. For instance, meaningful connections to the workplace augment both academic and career preparation, allow for more relevant learning for students at risk of dropping out, and enrich many other teaching opportunities (Goldberger, Keough, & Almedia, 2001). Intermediaries can be a mechanism by which educators connect to the world outside the classroom.

For youth with disabilities, linking to an intermediary can be a way to achieve immediate and future career goals. Intermediaries can connect youth to quality work-based learning experiences and educate workplace supervisors, mentors, and coworkers about the accommodation and integration of workers with disabilities in their companies. Specific assistance that intermediaries can provide to stakeholder groups is highlighted in Table 1.

**In Summary**
Gaining the interest and commitment of employers to engage in local workforce development systems can prove challenging, but these challenges can be eased by intermediaries. The current global marketplace creates a sense of urgency on the part of employers to meet the demand for qualified workers and to diversify their workforce. This creates a timely opportunity for schools and workforce development entities to introduce employers to the work potential of youth with disabilities. Intermediaries can make this introduction convenient, effective, and sustainable.

### Table 1: Functions of Intermediaries

**Intermediaries can help employers:**
- identify qualified pools of young workers;
- recruit and screen potential applicants based on employer specifications;
- design work-based learning experiences that meet the needs of youth and employers;
- provide effective workplace accommodations and support services;
- network with other employers about workforce development trends, concerns, and solutions;
- communicate industry skill needs to education and training providers; and
- improve the overall quality of connections to schools and community organizations.

**Intermediaries can help educators:**
- connect classroom learning with the workplace;
- create and coordinate work-based learning placements;
- create and deliver job-readiness activities;
- connect to WIA Youth Councils and youth development services;
- provide mentoring and career-readiness training for youth; and
- provide an ongoing venue for stakeholders to dialogue and make decisions about youth education and services.

**Intermediaries can help youth with disabilities:**
- develop realistic and positive career plans;
- connect work-based learning experiences to classroom learning;
- arrange for course or academic credit when possible;
- receive effective workplace accommodations and supports;
- connect with postsecondary options, adult mentors, and community-based supports; and
- find entry-level positions after high school.

**Intermediaries can help communities:**
- prepare all youth for the workplace;
- streamline youth service options and requirements;
- measure the impact of local policies and practices on student learning and the workforce;
- promote quality work-based learning activities to enhance employer buy-in;
- conduct outreach to other community institutions and partners; and
- sustain dialogue between major players.
References

Resources
School-to-Work Intermediary Project
www.intermediarynetwork.org

The Intermediary Guidebook: Making and Managing Community Connections for Youth
Print copies available from: Jobs for the Future, Publications Department 88 Broad Street, 8th floor, Boston, MA 02110 (617) 728-4446; www.jff.org
ASSESSMENT

...the process of collecting information that can be used in decision-making, career-planning, and service plan development for a young person.

There are four overlapping domains of assessment:

**Educational** assessments include academic tests that measure academic achievement or performance, like math or English language literacy tests, and cognitive ability tests that measure intellectual skills or diagnose neuropsychological issues such as learning disabilities.

**Vocational** assessments measure career interests, job aptitudes and skills, and work capacities; occupation-specific skill certifications are also included.

**Psychological** assessments measure neuropsychological, behavioral, social, and emotional skills and abilities; mental health screenings and chemical dependency tests are also included in this category.

**Medical** assessments measure physical and functional capabilities such as vision or speech, and may also include drug testing.

Assessment may be formal or informal.

**Formal assessments** consist primarily of standardized tests or performance reviews that have been validated and tested using samples of the test-taker's peers. They are usually purchased from publishers or test development companies.

**Informal assessments** include observations, interviews, record reviews, and performance reviews that are less structured than formal assessments and may not be validated or tested for reliability. Some are developed by teachers or youth service practitioners, and some are available for free on the Internet. Informal assessments may include portfolios, interest inventories, work samples, and personal preference questionnaires.

Choosing Published Tests and Assessments

There are a number of factors to consider when choosing tests and assessments. The ideal assessment instrument is 1) reliable, 2) fair, 3) valid, 4) cost-effective, 5) of appropriate length, 6) well matched to the qualifications of the test administrator, and 7) easy to administer. The instrument should also provide information on cultural considerations, accommodations and adaptations for youth with disabilities. Results should be provided in easy-to-understand language and formats.

Tips for Administering Formal (Standardized) Assessments

This information can be helpful to you as a workforce professional.

- Select the test carefully based on the intended purpose and audience. “Fun” assessments that have not been validated, such as on-line career interest inventories or personality quizzes, may be used to focus young people’s attention on a topic.
- Be sure you have the proper credentials and have been trained to administer the test.
- Ask an experienced test administrator to observe you when administering a test for the first time or two.
- Develop a checklist to ensure that all required materials and supplies are assembled and ready for the testing session.
- Be sure that the test site is clean and well lit, and that distractions for test-takers are minimized.
- Do not deviate from test administration instructions or the results may be invalid.
- Ensure that accommodations or alternate formats for English Language Learners are approved by the test publisher.
- Observe the test-takers during the test to be certain that they are not experiencing any difficulties.
- Have a contingency plan in place to handle unexpected events (e.g. a sick test-taker) in order to eliminate or minimize disruptions to the test.
- Store test materials in a secure location when they are not being used.

Cultural Considerations in Assessment

Because many education and youth development programs are serving a growing number of youth from culturally diverse backgrounds, it is important to develop a cultural diversity plan. The plan should consider the following:

- Recruiting youth service practitioners who reflect the cultural diversity of youth populations served;
- Ensuring that professionals and hired consultants providing youth assessment testing are culturally and linguistically competent; and
- Ensuring that all testing instruments, strategies, and methods selected for assessment purposes are valid and reliable for all youth populations served.

Accommodations for Youth with Disabilities

Accommodations are changes to the knowledge, skill, or ability being tested since an accommodation may be valid for assessing some skills but not others.

**RESOURCES**

**Career One-Stop Testing and Assessment Center**

This resource provides a foundation for developing partnerships to increase the pipeline of young people preparing for jobs in technology-related occupations. Using evidence-based quality design features, HS/HT builds collaborations with organizations to assist your state or community better meet the needs of youth with disabilities or assessment procedure made in order to enable people with disabilities to learn, work, demonstrate their knowledge, or receive services. Accommodations are not designed to lower expectations for performance in school or work; rather, they are designed to mitigate the effects of a disability and to level the playing field. It is important that accommodations be carefully selected based on the knowledge, skill, or ability being tested since an accommodation may be valid for assessing some skills but not others.

**High School/High Tech Program Manual**

This manual includes a number of resources and publications on issues relating to youth with disabilities, including assessment. Of particular interest are Chapter 6 of the High School/High Tech Manual (listed separately above) and the new assessment guide listed below.

**Assessment Home for multiple audiences within the workforce development system.**

**National Collaborative on Workforce and Disability for Youth**

The NCWD/Youth website contains resources and publications on issues relating to youth with disabilities, including assessment. Of particular interest are Chapter 6 of the High School/High Tech Manual (listed separately above) and the new assessment guide listed below.

**Career Planning Begins with Assessment**

To successfully make the transition from school to adult life and the world of work, adolescents and young adults need guidance and encouragement from caring supportive adults. The best decisions and choices made by transitioning youth are based on sound information including appropriate assessments that focus on the talents, knowledge, skills, interests, values, and aptitudes of each individual. This guide serves as a resource for multiple audiences within the workforce development system.
The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) is composed of partners with expertise in disability, education, employment, and workforce development issues. NCWD/Youth is housed at the Institute for Educational Leadership in Washington, DC. The Collaborative is charged with assisting state and local workforce development systems to integrate youth with disabilities into their service strategies.

At the time of printing, every possible effort was made to compile accurate and up-to-date website information. Internet information changes frequently.

NCWD/Youth
phone: 877-871-0744 (toll free) • 877-871-0665 (TTY toll free)
website: http://www.ncwd-youth.info
email: contact@ncwd-youth.info
Youth employment is the norm in American society. Approximately 80% of youth report holding jobs during their high school years (National Research Council, 1998). Entry into the labor market often begins early, with about half of youth ages 12 and 13 reporting that they work (Rothstein & Herz, 2000). Although statistics are gathered regularly about youth employment in the general population, comparatively little was known about employment patterns of youth with disabilities until the National Longitudinal Transition Study (NLTS) collected data from 1987 to 1990. The National Longitudinal Transition Study-2 (NLTS2) began updating and expanding data on youth with disabilities in 2001, including information on employment. Information reported here comes from telephone interviews and a mail survey conducted in 2001 with parents and guardians of youth with disabilities, and from comparisons made with 1987 NLTS employment data. Findings from NLTS2 are generalizable to youth with disabilities nationally who were 13 to 16 years old in December of 2000, and to each of 12 federal disability categories and to each age group (e.g., all 13-year-old students with disabilities, all 14-year-old students with disabilities, etc.). According to parents’ reports, almost 60% of youth with disabilities are employed during a 1-year period—some at work-study jobs, but the vast majority at non-school-related jobs.

According to parents’ reports, almost 60% of youth with disabilities are employed in a 1-year period—some at work-study jobs, but the vast majority at non-school-related jobs.

1 Information from NLTS and employment data comparing youth with disabilities in 1987 and 2001 were first reported in Youth with disabilities: A changing population (Wagner, Cameto, & Newman, 2003).

2 NLTS2 has a nationally representative sample of more than 11,000 youth who on December 1, 2000 were ages 13 through 16, receiving special education, and in at least 7th grade. Information from NLTS2 is weighted to represent youth with disabilities nationally as a group, as well as youth in each of 12 federal special education disability categories. The information reported here was gathered from parents/guardians of NLTS2 youth in telephone interviews or through mail questionnaires in the summer and fall of 2001.
Work-Study Employment

Work-study employment involves part-time work for students, on or off the school campus, that is sanctioned by the school. Through work-study, students learn basic as well as job-specific skills, and may receive school credit, pay, or both. Approximately 15% of youth with disabilities hold work-study jobs in a given year, which represents a six percentage point increase since 1987. Increases of 14 to 18 percentage points were significant for youth with mental retardation, emotional disturbances, or multiple disabilities.

The most common work-study placements are at food service (19%), maintenance (16%), and clerical (15%) jobs (Exhibit 1). More than 90% of youth in work-study jobs receive school credit and/or pay for their work. Students typically receive school credit (48%) or both pay and credit (28%), with 15% receiving pay only. Older youth are more likely than younger youth to have work-study jobs. Work-study employment rates are approximately 10% for youth 15 years of age or younger, 15% for 16-year-olds, and 19% for 17-year-olds.

The percentage of youth with work-study jobs varies for youth in different disability categories. Youth with speech impairments or learning disabilities are the least likely to have work-study jobs (7% and 10%, respectively). In contrast, approximately 30% of youth with mental retardation, autism, multiple disabilities, or deaf-blindness hold work-study jobs.

Regular Paid Employment

According to parents, 54% of youth with disabilities are employed in regular paid jobs (other than work-study) in a 1-year period. This percentage is greater than the 50% of same-age youth in the general population who were employed in 1998 (i.e., the most recent year with comparable data), and an improvement of nine percentage points for youth with disabilities since 1987. One-third of youth with disabilities work during both the summer and the school year, with fewer (15%) working only during the summer and still fewer (4%) working only during the school year. Their employment status varies during a 1-year period, however; only 22% are employed at a given point in time. The most common regular jobs held by youth are in maintenance (24%), personal care (19%), and food service (16%; Exhibit 1).

Hours worked differ between summer and school-year jobs. During the school year, only 20% of youth work more than 16 hours, with many more (50%) working eight or fewer hours per week. During the summer, youth work more hours, with about half working more than 16 hours per week.

Hourly wages of $4.50 to $6.49 are reported for about 60% of youth with disabilities (Exhibit 2). One-fourth earn $6.50 or more, and one-sixth earn less than $4.50. Compared with youth in the

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**Exhibit 1. Most Common Types of Jobs Held by Working Youth With Disabilities**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Work-Study</th>
<th>Regular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance*</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Personal care</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Food service</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Trades**</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Retail***</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Clerical****</td>
<td>15</td>
<td>6</td>
</tr>
</tbody>
</table>

* Includes cleaning and groundskeeping.
** Includes auto repair and apprenticeship at skilled trades.
*** Includes sales and cashiering.
**** Includes office work; sorting, folding, and stuffing; and stocking.

Source: NLTS2 Wave 1 parent interviews.

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Youth Employment

Disability Differences in Employment

Employment rates vary considerably across disability categories. Youth with learning disabilities, emotional disturbances, other health impairments, or speech impairments are the most likely to be employed in a 1-year period (50% to 60%), with their rates of employment equaling or exceeding that of the general population of youth (50%). In contrast, 15% of youth with autism, approximately one-fourth of youth with multiple disabilities, deaf-blindness, or orthopedic impairments, and about one-third of youth with mental retardation or visual impairments are employed in a 1-year period. Increases in overall employment rates from 1987 to 2001 range from 4 to 17 percentage points across disability groups, including significant increases for youth with learning disabilities or with speech, orthopedic, or other health impairments (10 to 17 points).

Demographic Differences in Employment

Age. The relationship of age to employment follows a similar pattern for youth with disabilities and youth in the general population, with employment rates, hours worked, and hourly pay being higher and the types of jobs held being different for older youth. Among 13- and 14-year-olds, 42% work during a 1-year period. The employment rate is 67% among 17-year-olds, a 25 percentage point difference. This pattern is found for youth who work both in the summer and during the school year rather than one or the other. Higher employment rates are associated with older youth (Exhibit 3), a pattern found in every disability category. However, youth with learning disabilities experience the greatest overall difference and youth with traumatic brain injuries, multiple impairments, or deaf-blindness the least.

Exhibit 2. Hourly Pay of Youth With Disabilities

<table>
<thead>
<tr>
<th>Pay Range</th>
<th>Percentage of Youth with a Regular Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $4.50</td>
<td>16%</td>
</tr>
<tr>
<td>$4.50 to $5.49</td>
<td>36%</td>
</tr>
<tr>
<td>$5.50 to $6.49</td>
<td>23%</td>
</tr>
<tr>
<td>$6.50 or more</td>
<td>25%</td>
</tr>
</tbody>
</table>

The relationship of age to employment follows a similar pattern for youth with disabilities and youth in the general population, with employment rates, hours worked, and hourly pay being higher and the types of jobs held being different for older youth.

The types of jobs youth hold change as youth grow older, most noticeably between the ages of 15 and 16. Younger teens are more likely to hold jobs in maintenance and personal care, often informal jobs such as gardening and babysitting. Older youth are more likely than younger teens to have food service jobs; for example, 11% of 15-year-olds hold food service jobs, compared with

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4 Earnings for youth in the general population were calculated from data for 13- to 17-year-olds from the National Adolescent Health Survey. Two differences should be noted. First, in the National Adolescent Health Survey, hourly earnings were reported by youth, rather than by their parents (see Rothstein & Herz, 2000, regarding the effects of differences in respondent regarding youth employment). Second, the time periods differ; NLTS2 data were collected in 2001, and the National Adolescent Health Survey was conducted in 1996. The minimum wage was $4.25 per hour at the time of data collection for NAHS, and $5.15 at the time of NLTS2.

22% of 16-year-olds. Retail and clerical jobs also are more typical for older youth.

The number of hours worked per week in summer jobs is higher with each year of age. Only about one-fourth of 13- and 14-year-olds work more than 16 hours per week; however, more than 66% of 17-year-olds do.

Although the percentage of youth who work during the school year is smaller than those who work in the summer at all ages, the hours worked at school-year jobs is higher for older youth. Among 13- and 14-year-olds, few (6%) work more than 16 hours, compared with 29% of 17-year-olds.

Younger teens are more likely to receive lower wages than older youth. Youth 13 to 15 years old are more likely to be paid less than $5.50 per hour, whereas 16-year-olds are more likely to be paid $5.50 or more.

**Gender.** In the general population, boys and girls have similar employment rates (Rothstein & Herz, 2000). Employment rates of youth with disabilities follow similar patterns. Compared with 1987, girls’ employment rates have increased, narrowing the gender gap from 12 percentage points in 1987 to five percentage points in 2001.

Maintenance jobs are the most common type of job for boys, accounting for about one-third of their employment. In contrast, personal care jobs are the most common for girls, accounting for almost half of their employment. The wage differences between boys and girls are most clearly seen at the high and low ends of the earning spectrum. Twice as many girls (23%) as boys (11%) earn less than $4.50 per hour, and twice as many boys (31%) as girls (16%) earn $6.50 or more. Boys also are more likely than girls to work more hours.

**Household Income.** In the general population, youth from families with higher incomes have higher rates of employment and higher wages (Herz & Kosanovich, 2000; Johnson & Lino, 2000). Youth with disabilities from families with higher incomes, like their peers in the general population, have a higher rate of employment and earn higher wages. The employment rate for youth with disabilities from families with incomes of more than $25,000 is approximately 20 percentage points higher than that of youth from lower-income families (60% for middle-income and 64% for higher-income vs. 42% for low-income; Exhibit 4). Gains in rates of employment between 1987 and 2001 are seen only for youth from middle-income families ($25,001 to $50,000).

When working, youth from low-income families are more likely to earn lower wages than youth from high-income families (44% vs. 29% for $4.50 to $5.49 per hour). Additionally, youth from low-income families are less likely to earn higher wages than youth from high-income families (13% vs. 36% for $6.50 or more per hour).
Youth Employment

Race/Ethnicity. Race/ethnicity is associated with the likelihood of employment for both youth in the general population (Gardecki, 2001) and youth with disabilities. Despite significant gains since 1987 for African American and Hispanic youth with disabilities, overall and relative to white youth, employment rates continue to be higher for white youth (62%) than for African American (42%) or Hispanic youth (36%). When employed, African American youth are more likely to earn lower wages than white youth (52% vs. 32% for $4.50 to $5.49 per hour) and less likely to earn higher wages than white youth (13% vs. 36% for $6.50 or more per hour).

Conclusion

Holding a job is an important marker for youth as they begin to take on adult roles and responsibilities. The patterns of regular paid employment for most youth with disabilities (those with learning disabilities; emotional disturbances; or speech, hearing, or other health impairments) have improved from 1987 to 2001 to the extent that they have become similar to those of youth in the general population. Improvements in the rates of school-sponsored work-study jobs for youth in other disability categories (those with mental retardation, emotional disturbances, or multiple disabilities) have given more of these youth opportunities to experience the maturational benefits of employment.

References


For More Information
For more information on the subject of this NLTS2 Data Brief, see Wagner, M., Cadwallader, T. W., & Marder, C. (with Cata-

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The authors are part of the NLTS2 research team at the Center for Education and Human Services, SRI International.
Opening Doors to Postsecondary Education and Training

Message from State Superintendent
Elizabeth Burmaster

Last year when I assumed the role of State Superintendent, I made a promise to the citizens of Wisconsin – a “New Wisconsin Promise” – to focus the efforts of the Department of Public Instruction on ensuring that all students are given the opportunity to have a quality education. This promise is really about you, our young people, and about raising our expectations of what ALL students can accomplish. Planning for life after high school and postsecondary education is an integral piece of a quality education. We want all students to leave our schools with feelings of hope and opportunity for the future. In taking responsibility for this promise, we have created this handbook.

This “Opening Doors” handbook has been created to assist you, your parents, school counselors, and others on your IEP team in planning for your postsecondary experience. It includes information to help you understand your strengths and identify the support and resources you will need to be successful at the postsecondary level. In addition, this handbook will help you develop advocacy skills so you can take advantage of the time you are in high school to plan your transition to postsecondary education.

Remember, you will have many who will support you in your planning, but in the end you will need to make the decisions. Being well informed will help ensure that you have every opportunity to enjoy all the benefits a postsecondary educational experience can bring.

Good luck as you continue to plan your future.
Overview of Transition To Postsecondary Education

This handbook is designed as a guide to help students with disabilities take another step in preparing for “life after high school.” While high school is an exciting time, what you do after high school can be just as exciting if you have done some careful and thoughtful planning. Students’ “Transition Plans” include:

- thinking about their strengths as individuals,
- knowing what interests them, and
- considering different types of work and jobs.

In addition, students must identify what knowledge and skills are needed for work and figure out how to get that knowledge and those skills. Finally they must apply for, and get fulfilling and rewarding work.

Students transition and go in many different directions after high school. Some choose to go right into the workforce. Some go into the military service. Still others go on to postsecondary education. Students with disabilities have all of these options too.

This guide deals with the last of these options, postsecondary education. Postsecondary education includes many kinds of education and training programs, technical college degree and certification programs, apprenticeship experience, two- and four-year colleges, private trade schools, on-the-job training, and more.

### Timeline for Planning

**Thinking about how you want to live your life – explore options**

- Exploring Lifework* Options Grades 7-9
- Exploring Postsecondary Options Grades 8-10
- Exploring Student Choices Grades 8-10

**Planning and preparing for postsecondary education**

- Planning and Preparing – Academics Grades 8-12
- Planning for a Career Grades 9-10
- Planning for Personal-Social Choices Grades 8-12

**Exploring Postsecondary Choices**

- Apprenticeship Grades 9-10
- Technical College
- 2-year College
- 4-year Independent College/University
- 4-year State College/University

**Selecting a Postsecondary Institution** Grades 10-11

**Applying to a Postsecondary Institution** Grades 11-12

*Exploring lifework options includes discovering your interests, talents, and abilities. Then you can start to plan for developing skills and knowledge that will lead to a job that will be a good fit for you.
Deciding to Attend a Postsecondary Institution

Although 8th, 9th, and 10th grades are early in your school career, they are important times to begin thinking about and planning for those things you will be looking forward to after graduation. You may want to continue your education or enter an apprenticeship program. Both of these options require career exploration and research. Most schools offer classes on career education. Make sure you are included.

Once you have narrowed your career choices, it is important to find out the required training and education for your choice(s). If further education is required, you need to find which schools offer a major or certification program. Your school counselor and/or school librarian can help you with this research. There may be special requirements for specific programs.

“Start asking now. Don’t let pride get in your way – ask for help while you can.”
— Liz, college graduate with a learning disability

After high school, the rules change.

The following charts describe general differences in various areas between public high school and postsecondary education.

<table>
<thead>
<tr>
<th>LAWS AND RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIGH SCHOOL</strong></td>
</tr>
<tr>
<td>2. Covers ages 3-21 or until regular high school diploma requirements are met.</td>
</tr>
<tr>
<td>3. School attendance is mandatory.</td>
</tr>
<tr>
<td>4. Districts are required to identify students with disabilities through free assessment and the individualized education program (IEP) process.</td>
</tr>
<tr>
<td>5. Students receive special education and related services to address needs based on an identified disability.</td>
</tr>
<tr>
<td>6. Services include individually designed instruction, modifications, and accommodations based on the IEP.</td>
</tr>
<tr>
<td>7. Individual student’s needs based on the IEP may be addressed by program support for school personnel.</td>
</tr>
<tr>
<td>8. Progress toward IEP goals is monitored and communicated to the parent(s) and/or the student.</td>
</tr>
<tr>
<td>9. Schools assist in connecting the student with community support agencies if so identified as a transition need according to the IEP.</td>
</tr>
</tbody>
</table>
## Classes

### High School

1. Usually follow a school-directed schedule and proceed from one class to another.
2. General education classes dictated by state/district requirements.
3. Typically, a school year is 36 weeks long; some classes extend over both semesters. Summer classes may be offered but are not used to accelerate graduation.
4. Class attendance is usually mandatory and monitored carefully.
5. Classes generally have no more than 30-35 students.
6. Textbooks are typically provided at little or no expense.
7. Guidance is provided for students so they will be aware of graduation requirements.
8. Modifications that change course outcomes may be offered based on the IEP.

### Postsecondary

1. Individual students must manage their own time and schedules.
2. Class based on field of study; requirements may vary.
3. Academic year is divided into two separate 15-week semesters plus a week for final exams. (Hint: Some institutions are on a trimester schedule.) Courses are offered fall, spring, and summer semesters, and summer classes may be used to accelerate graduation.
4. Attendance policies may vary with each instructor. (Hint: Lack of attendance may impact performance.)
5. Classes may have 100 or more students.
6. Textbooks can be expensive. (Hint: An anticipated range for a full-time student is $250-$500 per semester.)
7. Graduation requirements are complex and vary for different fields of study. (Hint: You are responsible for monitoring your progress and seeking advice.)
8. Modifications that change course outcomes will not be offered. (Hint: Modified high school courses may not be accepted in the admission process.)

## Instructors

### High School

1. Grade and check completed homework.
2. May remind students of incomplete assignments.
3. May know students’ needs and approach students when they need assistance.
4. May be available before, during, or after class.
5. Have been trained in teaching methods.
6. Often provide students with information missed during absence.
7. Present material to help students understand what is in the textbook.
8. Often write information on the board or overhead to be copied for notes.
9. Teach knowledge and facts, leading students through the thinking process.
10. Often take time to remind students of assignment and test dates.

### Postsecondary

1. May assume homework is completed and students are able to perform on a test.
2. May not remind students of incomplete assignments. (Hint: It’s your responsibility to check with your instructor to see if requirements are being met.)
3. Are usually open and helpful, but expect students to initiate contact when assistance is needed.
4. May require students to attend scheduled office hours.
5. Have content knowledge but not necessarily formal training in teaching methods.
6. Expect students to get information from classmates when they miss a class.
7. May not follow the textbook, but lectures enhance the topic area. (Hint: You need to connect lectures and textbook.)
8. May lecture nonstop. If they write on the board, it may be to support the lecture, not summarize it. (Hint: Good notes are a must or a tape recorder may be used.)
9. Expect students to think independently and connect seemingly unrelated information.
10. Expect students to read, save, and refer back to the course syllabus. (Hint: Syllabi are your way of knowing exactly what is expected of you, when assignments are due, and how you will be graded.)
# Studying

<table>
<thead>
<tr>
<th><strong>High School</strong></th>
<th><strong>Postsecondary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Study time outside of class may vary (may be as little as 1-3 hours per week).</td>
<td>1. Generally need to study at least 2-3 hours outside of class for each hour in class.</td>
</tr>
<tr>
<td>2. Instructors may review class notes and text material regularly for classes.</td>
<td>2. Students should review class notes and text material regularly. <em>(Hint: Use the time between classes carefully.)</em></td>
</tr>
<tr>
<td>3. Expected to read short assignments that are discussed and retaught.</td>
<td>3. Substantial amounts of assigned reading and writing may not be directly addressed in class. <em>(Hint: It’s up to you to read and understand assigned material or access support, such as books on tape.)</em></td>
</tr>
</tbody>
</table>

## Testing

<table>
<thead>
<tr>
<th><strong>High School</strong></th>
<th><strong>Postsecondary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Frequent coverage of small amounts of material.</td>
<td>1. Usually infrequent (2-3 times a semester). May be cumulative and cover large amounts of material. <em>(Hint: You need to organize material to prepare for tests.)</em> Some classes may require only papers and/or projects instead of tests.</td>
</tr>
<tr>
<td>2. Make-up tests are often available.</td>
<td>2. Make-up tests are seldom an option and may have to be requested.</td>
</tr>
<tr>
<td>3. Test dates can be arranged to avoid conflicts with other events.</td>
<td>3. Usually, scheduled tests are without regard to other demands.</td>
</tr>
<tr>
<td>4. Frequently conducts review sessions emphasizing important concepts prior to tests.</td>
<td>4. Faculty rarely offer review sessions; if so, students are expected to be prepared and to be active participants, or find study groups.</td>
</tr>
</tbody>
</table>

## Grades

<table>
<thead>
<tr>
<th><strong>High School</strong></th>
<th><strong>Postsecondary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Given for most assigned work.</td>
<td>1. May not be provided for all assigned work.</td>
</tr>
<tr>
<td>2. Good homework grades may assist in raising overall grade when test grades are lower.</td>
<td>2. Tests and major papers provide the majority of the grade.</td>
</tr>
<tr>
<td>3. Extra credit options are often available.</td>
<td>3. Generally speaking, extra-credit options are not used to raise a grade.</td>
</tr>
<tr>
<td>4. Initial test grades, especially when low, may not have adverse effect on grade.</td>
<td>4. First tests are often “wake up” calls to let you know what is expected. <em>(Hint: Watch out! They may account for a substantial part of your final grade. Contact the instructor, academic advisor, or student accessibility personnel if you do poorly.)</em></td>
</tr>
<tr>
<td>5. Graduation requirements may be met with a grade of D or higher.</td>
<td>5. Requirements may be met only if the student’s average meets departmental standards. <em>(Hint: Generally a 2.0 (c) or higher.)</em></td>
</tr>
</tbody>
</table>

## Other Factors to Consider

<table>
<thead>
<tr>
<th><strong>High School</strong></th>
<th><strong>Postsecondary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. State and/or district policies may determine eligibility for participation in extracurricular activities.</td>
<td>1. Postsecondary institution policies may determine eligibility for participation in extracurricular activities.</td>
</tr>
<tr>
<td>2. Parents typically manage finances for school-related activities.</td>
<td>2. Students are responsible for money management for basic needs and extra spending money. <em>(Hint: Outside jobs may be necessary and one more “activity” to consider for time management.)</em></td>
</tr>
<tr>
<td>3. Parents and teachers may provide support and guidance and setting priorities.</td>
<td>3. Students are responsible for setting their own priorities.</td>
</tr>
</tbody>
</table>

*Adapted from: SMU A-LEC Home pages and OKC Community College Accessibility Handbook*
Planning and Preparing

Where do you begin?

Students begin with themselves – asking, “What are my abilities and interests?” “What do I want and need from my everyday life as an adult?” “What do I like and dislike about school work, chores at home, jobs I’ve had to do, hobbies, and volunteer commitments?”

Start taking positive steps by staying involved in your transition process. The key to successful transition to postsecondary education is early planning. It is essential for you to maintain high academic standards and expectations throughout your elementary, middle, and high school years.

Skill development and practice (time management, independent living, mobility skills, the ability to ask for specific help when you need it) are also important.

The following questionnaire will help in planning for your transition.

Questions Students Should Ask Their IEP Team Members or Support Network

The following are questions, recommended skills, and steps needed in planning for postsecondary education. Check them off as you address each area.

How do I develop self-advocacy skills?

___ Find effective ways to explain your disability and your specific needs.
___ Communicate strengths and weaknesses (courses and types of assignments that were easier or more difficult).
___ Explain skills that can help you learn.
___ Explain academic areas where you may need accommodations (extended test-taking time, note taker, lecture notes, books on tape, and so forth).
___ Explain current services provided (accommodations or extra help that have been successful).
___ Approach instructors at the beginning of the course regarding what accommodations are needed.
___ Explain legal rights (IDEA, ADA, Section 504).
___ Communicate what is a reasonable accommodation.
___ Actively participate in your IEP meetings by sharing your interests and postsecondary goals with the team. Make sure transition plans are documented in your IEP.

How and when do I develop a timeline for transition planning to postsecondary education?

Pre-High School
___ Plan for high school classes (consider college prep classes).
___ Develop a list of postsecondary options of interest.
___ Develop an understanding of disability and learning styles.
___ Develop study skills.
___ Start saving money.
___ Identify transition needs and career planning goals through the IEP process.
___ Remediate and/or compensate for basic-skill deficits.

Ninth Grade
___ Contact a guidance counselor and design a class schedule.
___ Develop a clear understanding of the nature of your disability and how it affects learning.
___ Take courses or participate in groups that promote skills in time management, studying, assertiveness training, stress management, and exam preparation.
___ Prepare for all classes.
___ Explore career options (interest inventories, career fairs, discussion with school personnel and parents).
___ Develop skills for academic independence (time management, study skills, note taking, and so forth).
___ Participate in extracurricular activities (athletic and nonathletic).
___ Continue to remediate and/or compensate for basic-skill deficits.
___ Determine what types of courses are necessary for admission (keep in mind, modified courses may not be acceptable for admission to some postsecondary institutions).
___ Investigate assistive technology tools (communicative device, unique computer needs, TTY, and so forth).

Tenth Grade
___ Continue academic preparation and remediation/compensation strategies and identify any assistive technology needs.
___ Identify interests, aptitudes, and accommodation needs.
___ Continue or develop self-advocacy skills (asking for help, communicating needs to instructors, and so forth).
___ Meet with guidance counselor to discuss colleges and college requirements.
___ Take the PSAT with or without accommodations.
___ Attend college fairs.
___ Visit colleges and other postsecondary education training options.
___ Gather information about college programs and about services offered for students with disabilities.
___ Identify application deadlines for postsecondary support programs.
___ Contact State Vocational Rehabilitation Office and get an application.
___ Participate in volunteer and paid work experiences.
Eleventh Grade
___ Continue academic preparation and remediation/remediation/compensation strategies, assistive technology needs, and self-advocacy skills.
___ Focus on matching interests/abilities and career goals to appropriate postsecondary education choice.
___ Identify appropriate postsecondary choice.
___ Take ACT or SAT with or without accommodations.
___ Establish a tentative career goal.
___ Identify people to write recommendations for you.
___ Check with Vocational Rehabilitation Office to determine eligibility for funding postsecondary education and request they attend an IEP meeting. Make sure necessary postsecondary service providers are invited.
___ Tour postsecondary campuses.
___ Investigate services offered by postsecondary setting and determine which settings match individual needs and goals.
___ Learn to use local public transportation options.
___ Obtain picture identification card or driver’s license.
___ Obtain documentation of disability from current assessment (within two years of graduation date) because colleges require assessments.

Twelfth Grade
___ Strengthen self-advocacy skills (your legal responsibilities after the age of 18).
___ Prepare transition packet for disability documentation that includes: evaluation reports, transcripts, test scores, current IEP, medical records, writing samples, and letters of recommendation.
___ Role-play interviews.
___ Talk with students who are receiving services at colleges and other postsecondary education training settings about their experiences.
___ Schedule an interview/tour with institutions of interest.
___ Prepare applications.
___ Follow up with Vocational Rehabilitation Office.

How do I match my interests and needs with course offerings of the college?
___ Determine field of study, interest, or possible major.
___ Identify/match college with interest/field of study.
___ Participate in job-shadowing experiences and write down what skills and knowledge the jobholder used to get things done. Look for courses and college experiences that build that knowledge and those skills.
___ Inquire about class sizes.
___ Inquire about support classes (time management, study skills, writing labs, and so forth).

How do I match my needs to the programs and services offered at the college?
___ Inquire about learning support programs and services available.
___ Inquire about counseling support programs and services available.
___ Inquire about mentoring and/or tutoring programs.
___ Inquire about special assistance for the application process.
___ Inquire about possible requirement waivers for admission.

What are the financial considerations?
___ Determine tuition, books, transportation, and housing costs.
___ Determine tutoring fees.
___ Investigate availability of scholarships.
___ Investigate availability of financial aid.
___ Investigate availability of work-study opportunities.
___ Investigate employment opportunities (on and off campus).
___ Determine with family members the amount of financial support they can offer.

What housing accommodations are available?
___ Determine whether to live on campus or at home.
___ Investigate on-campus housing (rules, computer availability, study rooms, and so forth).
___ Investigate off-campus housing.
___ Inquire about support services (special floor considerations, assistance).
___ Obtain documentation, if single room is a required accommodation.

What transportation provisions are available?
___ Inquire about accessible public transportation.
___ Inquire about parking for students.
High School Transcripts

High school graduation requirements are set by state and district standards. All postsecondary education institutions will require a copy of your high school transcripts noting the courses you took and your grades.

Your disability cannot be disclosed on any document. High school transcripts may denote modified grades or courses. Modified courses or grades often suggest learning outcomes have been significantly changed. Adaptations and/or accommodations for courses in which the learning outcomes remain the same for all students are not noted on the transcripts. Classes modified to the extent that they change the course outcomes may be acceptable according to the IEP goals and objectives but may not be accepted in the admissions process for postsecondary institutions. Therefore, it is important to be aware of the differences between modified courses and courses in which you require only adaptations or accommodations.

Make sure that you request in writing that the school district keep your records for more than a year.

You may want to consider taking a lower grade in a general education class versus a higher grade in a self-contained special education class. It is your responsibility to check with your school counselor and special education teacher annually to ensure any modified courses you are taking allow you to obtain a regular high school diploma to meet the entrance requirements of postsecondary institutions.

Student Portfolio

If you are planning to undertake a postsecondary education, it is helpful for you to plan early. A portfolio designed to demonstrate your accomplishments and competencies may assist the admissions recruiter at the postsecondary institution. Take your portfolio to your visit and interview on a campus or send a copy with your application. Items you may want to include are:

- Work samples (reports, models, or pictures of projects you have completed, papers you have written, evidence of your participation on teams or school activities, descriptions of volunteer work)
- Interest inventory results
- Letters of recommendation (teachers, school counselors, employers, administrators, coaches)
- State and/or district assessment results
- Personal statement of future goals

After you are admitted to a postsecondary institution, you may be required to submit the following to the support/special services contact at the institution:

- Accommodations that will be needed
- Current documentation and description of disability
- Description of learning style

What Will Get Me In?

1. Appropriate course selection in high school.
2. High school grades that meet requirements.
3. Admission tests, placement, or ability tests.
4. References and interviews.
5. Specific skills or on-the-job training.
6. Good verbal and quantitative skills.
7. Activities outside of classes.
8. Prior job skills and leadership roles.
9. Determination, self advocacy, and a positive attitude.

Other Things to Keep in Mind
Questions You Should Be Prepared to Answer

Staff from student support programs may ask these questions:

- Why do you want to go to college?
- What are your career goals?
- In what would you like to major?
- Why did you choose this college/university?
- What were your favorite high school courses?
- What were your extracurricular activities?
- Do you plan to work while going to school?

- What are your strengths and weaknesses?
- How does your disability affect your academic performance?
- How do you compensate for your disability?
- What assistance, accommodations, or assistive technology did you receive in high school that were effective?
- What assistance/accommodations do you think you will need to be successful in college?
- Do you plan to take a full load of courses?
- How much time do you study each day, and how do you plan your time?
- Are you willing to put in extra effort compared to other students to earn a college degree?

WHAT CLASSES MUST I TAKE?

Your high school will require you to complete specific courses for graduation. These courses will be valuable no matter what career choice you make.

Whether you choose to go to a technical college, a two- or four-year college or university, the military, an adult apprenticeship, or into a career immediately after graduation, the areas of knowledge described in the chart will make it easier for you to choose from among many career options.

Each college and university has formal entrance requirements; ask your guidance counselor or check a school’s Internet site for more information.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Required courses</th>
<th>Years required to graduate from High School*</th>
<th>To be admitted to Technical College</th>
<th>To be admitted to 4-Year College**</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Reading/literature, writing, oral language, media and technology, grammar, and research and inquiry</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Geography, history, political science and citizenship, economics, and the behavioral sciences</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td>Mathematical process, number operations and relationships, geometry, measurement, statistics and probability, algebraic relationships</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>Science connections, nature of science, inquiry, earth physical, and space, life and environmental, applications, and personal and social perspectives</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Active lifestyle and physical skill development, and health-enhancing fitness</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Health promotion and disease prevention, health behaviors, literacy and services, and advocacy for personal, family, school, and community health</td>
<td>.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Vocational education, driver’s education, music and visual and performing art</td>
<td>varies</td>
<td></td>
<td>varies</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>How to communicate with other cultures</td>
<td></td>
<td></td>
<td>varies</td>
</tr>
<tr>
<td>Computer Science &amp; Literacy</td>
<td>Keyboarding, computer operations and terminology, problem-solving, applying computer technology, testing software, and social and economic impact of computers</td>
<td>varies</td>
<td></td>
<td>varies</td>
</tr>
</tbody>
</table>

*Required by Wisconsin statute; local districts may have additional requirements. **General recommendations
## Services, Programs, & Characteristics

<table>
<thead>
<tr>
<th>Comments/Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHARACTER AND SETTING</strong></td>
</tr>
<tr>
<td>Highly competitive academically</td>
</tr>
<tr>
<td>Moderately competitive</td>
</tr>
<tr>
<td>Not competitive</td>
</tr>
<tr>
<td>Average class rank of current freshman class</td>
</tr>
<tr>
<td>High school grade point average of incoming freshman class</td>
</tr>
<tr>
<td>Average SAT/ACT score</td>
</tr>
<tr>
<td>Size of college</td>
</tr>
<tr>
<td>Size of city/town</td>
</tr>
<tr>
<td>Sororities/fraternities on campus</td>
</tr>
<tr>
<td>Clubs or organizations of interest</td>
</tr>
<tr>
<td>Sports activities (participant or spectator)</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

<p>| <strong>GETTING THERE/GETTING AROUND</strong> |
| Miles from home |
| Car pools available |
| Public transportation available |
| Access to buildings |
| Effect of weather, construction, &amp; other factors on mobility access |
| Cafeteria/food availability |
| Access to support services |
| Access to fitness facilities |
| Access to computer labs |
| Other |</p>
<table>
<thead>
<tr>
<th>Services, Programs, &amp; Characteristics</th>
<th>Comments/Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADMISSION REQUIREMENTS</strong></td>
<td></td>
</tr>
<tr>
<td>Minimum ACT score of: __________</td>
<td></td>
</tr>
<tr>
<td>Minimum SAT score of: __________</td>
<td></td>
</tr>
<tr>
<td>Acceptance of nonstandard administration of ACT/SAT</td>
<td></td>
</tr>
<tr>
<td>Open admission/no admission requirements</td>
<td></td>
</tr>
<tr>
<td>Waived ACT/SAT scores</td>
<td></td>
</tr>
<tr>
<td>Class ranking based on high school grade point average</td>
<td></td>
</tr>
<tr>
<td>Admissions interview</td>
<td></td>
</tr>
<tr>
<td>Modified admission for students with disabilities</td>
<td></td>
</tr>
<tr>
<td>Foreign language/math/other specific requirement</td>
<td></td>
</tr>
<tr>
<td>Documentation of intelligence and achievement tests</td>
<td></td>
</tr>
<tr>
<td>Recommendations from high school faculty</td>
<td></td>
</tr>
<tr>
<td><strong>MAJOR FIELD OF STUDY</strong></td>
<td></td>
</tr>
<tr>
<td>Availability of major in chosen career</td>
<td></td>
</tr>
<tr>
<td>Full time years of study for a degree or certificate</td>
<td></td>
</tr>
<tr>
<td>Part time years of study for a degree or certificate</td>
<td></td>
</tr>
<tr>
<td>Requirements for admission into the program of study</td>
<td></td>
</tr>
<tr>
<td>Requirements to remain in the program of study</td>
<td></td>
</tr>
<tr>
<td><strong>CLASSES</strong></td>
<td></td>
</tr>
<tr>
<td>Orientation classes</td>
<td></td>
</tr>
<tr>
<td>Learning-strategies classes</td>
<td></td>
</tr>
<tr>
<td>Study-skills classes</td>
<td></td>
</tr>
<tr>
<td>Time-management classes</td>
<td></td>
</tr>
<tr>
<td>Developmental-reading classes</td>
<td></td>
</tr>
<tr>
<td>Basic English classes</td>
<td></td>
</tr>
<tr>
<td>Basic mathematics classes</td>
<td></td>
</tr>
<tr>
<td>Foreign language/math/other requirement waived</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td><strong>FINANCIAL CONSIDERATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>High tuition fees</td>
<td></td>
</tr>
<tr>
<td>Moderate tuition fees</td>
<td></td>
</tr>
<tr>
<td>Low tuition fees</td>
<td></td>
</tr>
<tr>
<td>Scholarships available</td>
<td></td>
</tr>
<tr>
<td>Financial aid available</td>
<td></td>
</tr>
<tr>
<td>Work study jobs available</td>
<td></td>
</tr>
<tr>
<td>Book or materials rental fees or costs to purchase</td>
<td></td>
</tr>
<tr>
<td>Tutoring fees</td>
<td></td>
</tr>
<tr>
<td>Room and board costs</td>
<td></td>
</tr>
<tr>
<td>Costs for special services</td>
<td></td>
</tr>
</tbody>
</table>
# Services, Programs, & Characteristics

## Services for Students with Disabilities

<table>
<thead>
<tr>
<th>Services</th>
<th>Comments/Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative test administration (computers, oral, other)</td>
<td></td>
</tr>
<tr>
<td>Extended time for tests</td>
<td></td>
</tr>
<tr>
<td>Flexible format for completing assignments</td>
<td></td>
</tr>
<tr>
<td>Note-takers</td>
<td></td>
</tr>
<tr>
<td>Readers</td>
<td></td>
</tr>
<tr>
<td>Scribes/writers</td>
<td></td>
</tr>
<tr>
<td>Taped textbooks and alternative formats for course materials</td>
<td></td>
</tr>
<tr>
<td>Assistive technology available</td>
<td></td>
</tr>
<tr>
<td>Computers available</td>
<td></td>
</tr>
<tr>
<td>Study groups</td>
<td></td>
</tr>
<tr>
<td>Subject matter tutoring</td>
<td></td>
</tr>
<tr>
<td>Modified instruction</td>
<td></td>
</tr>
<tr>
<td>Opportunities for counseling with support staff</td>
<td></td>
</tr>
<tr>
<td>Peer support group</td>
<td></td>
</tr>
<tr>
<td>Opportunities to receive diagnostic testing</td>
<td></td>
</tr>
<tr>
<td>Development of educational plan</td>
<td></td>
</tr>
<tr>
<td>Career Placement Services</td>
<td></td>
</tr>
<tr>
<td>Interpreters</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

## Counseling Services

<table>
<thead>
<tr>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student advisors</td>
</tr>
<tr>
<td>Career counselors</td>
</tr>
<tr>
<td>Financial advisors</td>
</tr>
<tr>
<td>Personal counselors</td>
</tr>
<tr>
<td>Health-care providers</td>
</tr>
</tbody>
</table>

## Housing

<table>
<thead>
<tr>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-campus housing availability and affordability</td>
</tr>
<tr>
<td>Residence halls and dining halls on campus</td>
</tr>
<tr>
<td>Halls with no drinking or smoking</td>
</tr>
<tr>
<td>Single-occupancy rooms</td>
</tr>
<tr>
<td>Co-ed halls</td>
</tr>
<tr>
<td>Male-/female-only halls</td>
</tr>
<tr>
<td>Limited guest visitation</td>
</tr>
<tr>
<td>Quiet floors for study</td>
</tr>
<tr>
<td>Study rooms available</td>
</tr>
<tr>
<td>Internet access in rooms</td>
</tr>
<tr>
<td>Computers in residence hall</td>
</tr>
<tr>
<td>Cooking facilities available</td>
</tr>
</tbody>
</table>

Sources of Information

- The Internet
- School counselor
- Internet listings of careers, technical and trade schools, colleges and universities
- School and college catalogs
- Computer guidance systems
- Career information in the library
- Graduates and current students
- Employers
- People of all ages who enjoy their jobs

Who Stays in Postsecondary Education?

Students with disabilities should consider the challenges they will encounter in postsecondary education. You can compensate for the challenges by demonstrating the characteristics of other successful students.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>SUCCESSFUL STUDENTS</th>
<th>UNSUCCESSFUL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>Goal-oriented</td>
<td>Lack of goals or career ideas</td>
</tr>
<tr>
<td></td>
<td>Determination, perseverance</td>
<td>Immature</td>
</tr>
<tr>
<td></td>
<td>Self-discipline</td>
<td>Procrastitates</td>
</tr>
<tr>
<td></td>
<td>Willingness to work</td>
<td></td>
</tr>
<tr>
<td>Preparation</td>
<td>Academic background</td>
<td>Lack of academic preparation</td>
</tr>
<tr>
<td></td>
<td>Knowledge of study and compensatory techniques</td>
<td>Protected in high school</td>
</tr>
<tr>
<td></td>
<td>Knowledge of learning style</td>
<td>Learned helplessness</td>
</tr>
<tr>
<td></td>
<td>Time-management skills</td>
<td>Lack of study and time management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disorganized</td>
</tr>
<tr>
<td>Self-Advocacy</td>
<td>Self-awareness</td>
<td>Unrealistic expectations</td>
</tr>
<tr>
<td></td>
<td>Self-acceptance</td>
<td>Denial of disability, embarrassment</td>
</tr>
<tr>
<td></td>
<td>Knowledge of laws, policies, and resources</td>
<td>Lack of knowledge of legal rights</td>
</tr>
<tr>
<td></td>
<td>Assertiveness skills</td>
<td>Lack of self-esteem and self-confidence</td>
</tr>
<tr>
<td></td>
<td>Problem-solving skills</td>
<td>Lack of effective communication techniques</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lack of problem-solving skills</td>
</tr>
</tbody>
</table>

(Hecks-Coolick and Kurtz, 1997)

Final Thoughts

Life is a giant buffet of choices. You are the one who makes the decisions about what you want, where you go, and how successful you will be. Many students with disabilities have successfully completed postsecondary experiences and have wonderful careers. You are the key to your own success. You have the support of your parents, teachers, counselors, and other students, but the adventure is yours. If you plan ahead, develop goals, and are willing to explore your interests and communicate what you need, who knows all that you will be able to accomplish. Begin planning. “It’s your future now.”

“College is a challenge. However, students must remember that there is pure exhilaration in starting the race, but the payoff is in the completion!”
— Tiffany, college student with a disability
**Definition of Terms Used in this Handbook**

**Academically Competitive** – Describes schools that accept only students who can prove high academic ability and in which many students value learning, achievement, and good grades; also describes students who score well on standardized and non-standardized tests and who get high grades in school.

**Accommodation** - A change in the usual way of doing things so someone’s needs can be met.

**ACT and SAT** – Standardized tests attempt to measure students’ potential to do well in college; Wisconsin colleges that require standardized test scores request the ACT, which is designed to assess high school students’ general educational development and their ability to complete college-level work. It covers four areas: English, mathematics, reading, and science reasoning.

**ADA (Americans with Disabilities Act)** – A federal law that prohibits discrimination against individuals who are disabled. A postsecondary school may not discriminate on the basis of disability. See Section 504 for more information.

**Advocacy** – Speaking up for a cause, person, or idea.

**Apprenticeship** – A time during which a person learns a trade or occupation, sometimes as part of a trade union program.

**Aptitude** – A person’s ability for learning; a talent or quickness in learning, and understanding in particular areas.

**Assertive** – Describing someone who declares or states something positively, sometimes with no support or attempt to provide proof.

**Assistive Technology** – Equipment, hardware, inventions, tools, or other helps for people with disabilities, aids to help people do the tasks of daily life.

**Career Fairs** – Events in high schools, colleges, or communities that offer the opportunity to talk with people who work in a variety of jobs and who will answer questions about their companies and about the preparation it takes to enter their field.

**Career Placement Service** – A person, or group of people, at a school or college who help students and graduates learn about and apply for jobs. The amount and kinds of services vary, but some services help arrange interviews, provide information on specific companies, and work with students to identify which jobs will be a good fit.

**Correspondence Classes (print based courses)** – Some classes from the University of Wisconsin and other schools can be taken by mail. A person registers by phone, mail, or online and arranges to buy books. The teacher sends readings and assignments. Students keep in touch with their instructor by mail, submitting assignments and sending in exams. Some correspondence courses are for credit; others relate to peoples’ personal interests and hobbies.

**Extracurricular Activities** – Doing things that are not part of academic requirements or homework at school. Volunteering at the humane society, working on or acting in plays, participating in sports, and belonging to scouts, 4H, or FFA are a few examples of extracurricular activities.

**IEP – Individualized Education Program** – The IEP is a written document which ensures that a child with a disability receives a Free Appropriate Public Education (FAPE) in the least restrictive environment. It is the most important legal document written for a child with disabilities. IEPs are developed through discussion at team meetings that include parents and professionals involved in that child’s education. The IEP describes the educational process planned for the student and serves as a communication tool among parents, schools, and others involved in the education and training of the individual. It can serve as a method for joint planning, problem solving, and decision-making.

**Independent Living Skills** – The motivation, knowledge and ability to live daily life in as self-reliant a way as possible, with the least amount of control by others. Independent living skills can include:

- self-advocacy,
- job seeking and retention,
- budgeting and paycheck management, food planning, selection, buying and preparation,
- recreational activity awareness, planning and participation,
- selection and care of clothing,
- awareness and use of resources including clinics, physicians, adult service agencies, counselors, neighbors, and others,
- dating, co-worker and interpersonal skills, and
- community participation.

**Individuals with Disabilities Act (IDEA)** - The Individuals with Disabilities Education Act Amendments of 1997 were signed into law on June 4, 1997. The IDEA is a federal law that strengthened academic expectations and accountability for the nation’s 5.8 million children with disabilities in public schools. The IDEA required Individualized Education Programs (IEPs) that spell out the educational goals for each child and the services that he or she will receive for his education. It increased parental involvement. The law required regular progress reports to parents, included children with disabilities in state and district assessments and in setting and reporting on performance goals as they do for non-disabled children. The law required that IEPs include the program modifications and supports for the child and teacher to enable the child to succeed
in the classroom. IEPs must relate clearly to the general curriculum that children in regular classrooms receive. IDEA was also designed to remove financial incentives for placing children in more separate settings when they could be served in a regular classroom, and it included regular classroom teachers in the meetings at which the academic goals of children with disabilities are set. The law also provided continued federal support to improve teacher training nationwide, and adds support of teacher training programs in geographic areas with acute teacher shortages.

Interest Inventories – Verbal, written, or computer exercises that help a person identify what jobs might be a good fit for them based on things they like to do and activities they like to participate in.

Internet Classes (or Web Classes) – Courses that students can take via the Internet, on a personal computer with a modem or other Internet connection. Many colleges and universities, including the University of Wisconsin, Wisconsin Colleges, and Technical Colleges offer classes that can be taken entirely by computer. Some entire degree programs can be earned via Internet classes. There is always tuition for these classes. Assignments can be submitted over the Internet. Quizzes and tests are given on a computer. Students have to be motivated to take a class on their own computer. Sometimes the classes meet at a certain time, so students have to schedule their class participation. Other courses are available any time.

Job Shadowing – Finding out about different occupations and kinds of work environments by following and watching people actually do the jobs.

Learning Styles – Different people learn in many different ways. Some learn best through hearing, others through reading, others though watching, others through many times of practicing doing something; most of us learn best using some combination of reading, hearing, seeing, doing, or repeating. The activities that help us learn most quickly and thoroughly form our learning style.

Mentoring Programs – A mentor is a trusted person, a counselor, teacher, or other person who helps someone do new things or cope with new surroundings. Mentors usually work with other people in a one-to-one relationship.

Mobility Skills – The word “mobility” refers to the ability of people with vision or other disabilities to move with ease, speed, and safety through the environment. Mobility is distinguished from “orientation” which adds the element of spatial awareness. The maximum ability of a person to get around in their living and working space is a combination of good mobility skills and good orientation skills.

On-the-Job Training – Knowledge and skills that a person acquires while they are in the workplace, already doing some activities related to an existing position description.

Portfolio – A collection of evidence, usually including papers, pictures, descriptions, and recommendations about what a person is able to do. A writer’s portfolio would include publications. An artist’s portfolio would include samples or pictures of his or her paintings/photographs/drawings. A carpenter’s portfolio would include a description of the tools he or she has used, pictures of objects built, descriptions of special talents or abilities written by teachers, supervisors, or mentors.

Postsecondary – After high school.

Private College or University – Postsecondary school run and supported by private individuals or a corporation rather than by a government or public agency. Some private colleges are connected with churches or religious orders; others are independent. Private schools generally charge higher tuition than public colleges and technical schools. Some have smaller enrollments and lower student/teacher ratios than public colleges.

Proprietary School, College, or University – A postsecondary school which is run as a business, to make a profit. Some types of education and training such as pet grooming, broadcasting, bartending, and massage therapy are often provided by proprietary schools.

Public College or University – In the United States, postsecondary school is supported by public funds and provides reduced tuition for education for citizens of the state which supports it. Public colleges and universities are often accountable in some way to the state legislature and other public input.

Remediation/compensation strategies – Ways of addressing, overcoming, or correcting limitations or barriers caused by a disability so a person can participate as fully as possible in daily life activities such as work, education, and training.

Section 504 of the Rehabilitation Act of 1973 – Section 504 was enacted to “level the playing field” to eliminate impediments to full participation by persons with disabilities. The statute was intended to prevent intentional or unintentional discrimination against persons with disabilities, persons believed to have disabilities, or family members of persons with disabilities. Section 504 protects qualified individuals with disabilities. A postsecondary school may not discriminate on the basis of disability. It must insure that the programs it offers, including extracurricular activities, are accessible to students with disabilities. Postsecondary schools can do this in a number of ways: by providing architectural access, providing aids and services necessary for effective communication, and by modifying policies, practices, and procedures. All programs and services must be provided in an integrated setting. In some instances, architectural access may be the only way to make a program accessible. Qualified interpreters, assistive listening systems, captioning, TTYs, qualified readers, audio recordings, taped texts, Braille materials, large print materials, materials on computer disk, and adapted computer terminals are examples of auxiliary aids and services that provide effective communication. Such services must be provided, unless doing so would result in a fundamental alteration of the program or would result in undue financial or administrative burdens. The most challenging aspect of modifying classroom policies or practices for students with disabilities is it requires thought and prior preparation. The difficulty lies in the need to anticipate needs and
be prepared in advance. The actual modifications are rarely substantive or expensive. Some examples are:

- rescheduling classes to an accessible location;
- early enrollment options for students with disabilities to allow time to arrange accommodations;
- substitution of specific courses required for completion of degree requirements;
- allowing service animals in the classroom;
- providing students with disabilities with a syllabus prior to the beginning of class;
- clearly communicating course requirements, assignments, due dates, grading criteria both orally and in written form;
- providing written outlines or summaries of class lectures, or integrating this information into comments at the beginning and end of class; and
- allowing students to use note takers or tape record lectures.

Modifications will always vary based on the individual student’s needs. Modifications of policies and practices are not required when it would fundamentally alter the nature of the service, program, or activity.

Self-advocacy Skills – Self-advocacy is the art of speaking up for yourself and your needs and being able to explain a disability clearly and concisely. Once people understand the disability, they may need to know what kinds of actions or things can help overcome a disability. The combination of skills of being able to explain your disability and to speak in favor of the ways of overcoming the barriers brought on by that disability is called self-advocacy.

Stress management – Everyone is nervous and afraid in some situations. There are some specific behaviors, thought patterns and activities that can help people when they feel panic coming on. Different things work for different people, but what works for an individual is his or her stress management routine. That can include slow or regulated breathing, ways of sitting or standing, particular patterns of thought, or remembering and repeating certain words or phrases.

Study Skills – Techniques of scheduling time, finding a quiet place, sitting still, reading, remembering, reviewing, deciding what material is important, and taking helpful notes are all study skills. Study skills classes help individuals find out what particular study skills work best for them.

Technical College – In Wisconsin, a technical college is a school that offers work-related classes, lower division college classes, associate (two-year) degrees, and certificates relating to employment. Technical colleges are public schools with relatively affordable tuition and programs that help a person learn and practice job-related skills.

Time Management Skill – The ability of a person to plan, control, or schedule how they use the time in their day-to-day schedule. The way a person uses time shows which of the things they do are important and which can be dropped.

Through planning a person can increase the amount time in which they can work and do other things that interest them, can control the distractions that waste their time, and can increase their effectiveness and reduce stress.

Trade School - A secondary school that offers instruction in a skilled trade (a particular focus on work, such as welding, plumbing, bartending, hairdressing, etc.). Some high schools and trade schools combine classroom learning and work at a job placement.

Training – “Education” is planned to help people learn, know, and remember information. “Training” is about doing; getting and practicing skills. Training improves performance; it brings about a change in ability and a difference in behaviors. A person who participates in training should be able to do something after the training they could not do before the training. Training usually includes learning, doing, and practice (repetition). The person being trained will know why they are doing something and see how their task fits in to the bigger picture at work (in manufacturing, or welding, or printing, for instance). A major part of training is learning what workers are supposed to do. Another key part is problem solving – figuring out what to do when things don’t go exactly as planned.

Transcript – An official record, kept by a school, of the courses taken, and the grades earned, by a particular student. Some employers require a copy of a transcript sent directly by the school; others will accept a copy of a student’s records and grades.

Transition – To change or move from one time of life, role, style, or place to another. High school graduation is a time of transition to a job, college, trade school, the military, or an apprenticeship.

Tutoring Programs – An opportunity to work with someone who can help with class work or skill development, either one-on-one, or in small groups. Tutors are often volunteers who are willing to help other students who have questions or concerns about their work.

Two Year College – In Wisconsin, there is a two-year college system. These colleges offer classes in basic academic subjects (English, foreign language, communication, math, science, social science, and the arts) that lead to Associate degrees. After a person graduates from a two-year college, he or she may want to continue study at a college or university or get a job using what they have learned.

Vocational Rehabilitation – The use of education, training, and therapy to assist a person to learn and be able to do one or more jobs, to have a trade, and to earn a paycheck.

Writing Lab – A place at a school, college, or university where students can bring their writing assignments or projects and get help in expressing themselves, clearly, concisely, and effectively. Students may take drafts of assignments to writing labs and get help in spelling, grammar, or putting good sentences together.
**What are your rights?**

The term “disability” means different things in public schools and postsecondary institutions.

When serving students with disabilities, public K-12 schools must comply with the Individuals with Disabilities Education Act (IDEA), which requires them to identify, document, and provide services based on an Individualized Education Program (IEP). The IEP serves as a monitoring and communication tool for parents, students, and school personnel and provides connections for community services (for example, employment opportunities or adult living). IDEA entitlements end when the student reaches age 21, or when the requirements for high school graduation are met, and the student receives a regular high school diploma.

When serving students with disabilities, postsecondary institutions must comply with Section 504/Americans with Disabilities Act (ADA), which stipulates they

- cannot discriminate in college recruitment, admission, or after admission solely based on a student’s disability;
- are required to make individualized, reasonable accommodations at no charge;
- must make modifications “as necessary” to ensure academic requirements are not discriminatory;
- inform students of available services, academic adjustments, and the name of the coordinator of support services; and
- must provide written information on how to access services or request accommodations.

It is important to start planning EARLY for postsecondary education!

**What are your responsibilities?**

Students within high school need to:

- participate in transition planning by attending meetings, beginning at age 14 or younger, if appropriate,
- talk to their IEP team to discuss interests and preferences, and address postsecondary education planning, and
- learn self-advocacy skills.

Upon turning 18, students with disabilities are legally adults in charge of their own future. Although laws (504/ADA) also protect them, they have responsibilities as they enter postsecondary education.

Students should:

- understand their disability and provide current documentation verifying the disability,
- advocate on their own behalf,
- contact support/special services personnel at the college, technical college, or university,
- notify instructors regarding needed accommodations, and
- arrange for those support services not available in the postsecondary education setting.

**What are individual accommodations?**

It is important to understand the distinction between accommodations (ensuring access to programs and services) and modifications (making changes to programs and services). Postsecondary educational institutions must provide needed accommodations including but not limited to:

- special needs counseling
- assistive technology
- testing accommodations
- taped textbooks
- note-takers, readers, and interpreters
- learning/study skills support together.
Are special education services available in postsecondary institutions?

Simply put—no! Postsecondary institutions may provide academic adjustments if they do not change course outcomes or program requirements or place an undue burden on the institution. However, accommodations must be provided.

Remember... Accommodations are intended to ensure program access that allows students with disabilities to compete equally with their nondisabled peers. Not all accommodations are appropriate for every student.

However... Students with disabilities can succeed in the postsecondary environment by demonstrating the following characteristics of a successful student:

- Be motivated and goal-oriented
- Be academically prepared
- Demonstrate self-advocacy skills
- Demonstrate organizational skills
- Demonstrate time-management skills

Talk to your instructors and negotiate needed accommodations from the first day of class (or earlier, if possible). Don’t wait until the end of the semester!

What postsecondary opportunities exist in Wisconsin?

University of Wisconsin System — Wisconsin has 13 four-year institutions offering undergraduate and/or graduate programs as well as 13 two-year institutions.

Independent Institutions — Wisconsin has 21 private colleges and universities.

Technical College System — Wisconsin has 16 technical colleges offering one- and two-year associate degrees in fields ranging from accounting to web development. Some technical college credits transfer to four-year colleges or universities.

Where to start?

- Ask a school counselor for the postsecondary handbook for students with disabilities, “Opening the Second Door,” for additional information and suggestions.
- Refer to the following list of postsecondary institutions.
- Check the websites for additional information.

Information on Accommodations at Specific Campuses

UNIVERSITY OF WISCONSIN-SYSTEM

UW System website: www.uwsa.edu
UW Office of Academic Affairs: (608) 265-3188
UW System TTY: 1-800-442-4621
Leigh Larson, University of Wisconsin Learning Innovations, larson@learn.uwsa.edu
http://learn.wisconsin.edu
(800) 442-6460

UNIVERSITY OF WISCONSIN 4-YEAR COLLEGES

UW-Eau Claire ........................................ (715) 836-4542
UW-Green Bay ........................................ (920) 465-2849
UW-LaCrosse .......................................... (608) 785-6900
UW-Madison .......................................... (608) 263-2741
UW-Milwaukee ....................................... (414) 229-6287
UW-Oshkosh ........................................... (920) 424-3100
UW-Parkside (Racine) ............................. (262) 595-2610
UW-Platteville ........................................ (608) 342-1818
UW-River Falls ...................................... (715) 425-3531
UW-Stevens Point .................................. (715) 346-3365
UW-Stout (Menomonie) ......................... (715) 232-2995
UW-Superior .......................................... (715) 394-8288
UW-Whitewater ..................................... (262) 472-4711

UNIVERSITY OF WISCONSIN 2-YEAR COLLEGES

UW Colleges: www.uwc.edu
Disabilities Services: www.uwc.edu/student_services/disability_services.asp

UWC-Baraboo/Sauk County ........................ (608) 356-8724
UWC-Barron County (Rice Lake) ............ (715) 234-5432 ext. 5432
UWC-Fond du Lac .................................... (920) 929-3607
UWC-Fox Valley (Menasha) ...................... (920) 832-2685
UWC-Manitowoc .................................... (920) 683-4707
UWC-Marathon County (Wausau) ............ (715) 261-6243
UWC-Marinette ...................................... (715) 735-4302
UWC-Marshfield/Wood County ................ (715) 389-6500
UWC-Richland (Richland Center) ............. (608) 647-8422
UWC-Rock County (Janesville) ............... (608) 758-6523
UWC-Sheboygan ................................... (920) 459-6633
UWC-Washington County (West Bend) ..... (262) 335-5201
UWC-Waukesha ..................................... (262) 521-5210

Other Postsecondary Options — See the State of Wisconsin Educational Approval Board website for a complete listing (eab.state.wi.us/static/) of other postsecondary options.

Admission requirements vary among postsecondary institutions. Students should discuss the kinds of classes, grades, and entrance requirements needed with a school counselor and the IEP team.
WISCONSIN INDEPENDENT COLLEGES & UNIVERSITIES

Wisconsin Independent Colleges website: www.wisconsinmentor.org
Phone: (608) 256-7761

Alverno College
Milwaukee 414-382-6026
(800) 933-3401

Beloit College
Beloit 608-363-2572
(800) 356-0751

Cardinal Stritch College
Milwaukee 414-410-4168
(800) 347-8822

Carroll College
Waukesha 262-524-7335
(800) 227-7655

Carthage College
Kenosha 262-551-8500 ext. 5850

Concordia University
Mequon (262) 243-4535

Edgewood College
Madison (608) 663-2281 ext. 2281

Lakeland College
Sheboygan 920-565-1412
(800) 569-2166

Lawrence University
Appleton 920-832-6530
(800) 227-0982

Marian College
Fond du Lac 920-923-8097
(800) 262-7426

Marquette University
Milwaukee 414-288-1645
(800) 222-6544

Milwaukee Institute of Art & Design
Milwaukee (414) 276-7889 ext. 3344

Milwaukee School of Engineering
Milwaukee 414-277-7281
(800) 332-6763

Mount Mary College
Milwaukee (800) 321-6265

Northland College
Ashland 715-682-1340
(800) 753-1840

Ripon College
Ripon 920-748-8107
(800) 947-4766

St. Norbert College
DePere 920-403-1321
(800) 236-4878

Silver Lake College
Manitowoc (800) 236-4752 ext. 115

Viterbo University
LaCrosse (608) 796-3085 ext. 3190

Wisconsin Lutheran College
Milwaukee (414) 443-8797

WISCONSIN TECHNICAL COLLEGES

Wisconsin Technical College website: www.witechcolleges.com
Phone: 1-800-320-8324  TTY: (608) 267-2483

Blackhawk Janesville (800) 498-1282 (608) 743-4422
Chippewa Valley Eau Claire (800) 547-2882 (715) 833-6234
Fox Valley Appleton (800) 735-3882 (920) 735-2569
Gateway Kenosha (800) 247-7122 (262) 564-2320
Lakeshore Cleveland (888) 468-6582 (920) 693-1160
Madison Area Madison (800) 322-6282 (608) 246-6663
Mid-State WI Rapids (800) 575-6782 (715) 422-5452
Milwaukee Area Milwaukee (414) 297-6600 (414) 297-6838
Moraine Park Fond du Lac (800) 472-4554 (920) 924-3192
Nicolet Area Rhinelander (800) 544-3039 (715) 365-4693
North Central Wausau (888) 714-7144 (715) 675-3331 ext. 4141
Northeast Green Bay (800) 422-6982 (920) 498-5470
Southwest Fennimore (800) 362-3322 (608) 822-3262 ext. 2130
Waukesha Pewaukee (877) 463-9282 (262) 691-5210
Western LaCrosse (800) 322-9982 (608) 785-9875
Wisconsin Shell Lake (800) 243-9482 (715) 468-2815

OTHER RESOURCES

- Department of Public Instruction
  www.dpi.state.wi.us
  (800) 441-4563
- Department of Workforce Development
  Division of Vocational Rehabilitation
  www.dwd.state.wi.us/dvr/
- Wisconsin Youth Apprenticeship Program
  www.dwd.state.wi.us/gwblb/ya.htm
- Heath Resource Center
  www.heath-resource-center.org
- College is Possible
  www.collegeispossible.org
- Preparing Your Child for College
  www.ed.gov/pubs/Prepare/index.html
- Getting Ready for College Early
  www.ed.gov/pubs/GettingReadyCollegeEarly/#step1
- Office of Student Financial Assistance Programs (OSFAP)
  www.ed.gov/offices/OSFAP

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July 2002
This survey found that 79 percent of adults without disabilities were working at the time they were interviewed and only 37 percent of those with disabilities were employed. Two federally funded studies published in 2000 give some insight into why the unemployment rate is so high among persons with disabilities and provide data on what employers are doing in the areas of employing and accommodating workers with disabilities.


Cornell University conducted two research initiatives to examine employer practices in response to the employment provisions of Title I of the American with Disabilities Act (ADA) and related civil rights legislation. Cornell interviewed by phone a random sample of human resource and equal employment opportunity personnel from the public and private sectors. Key findings of those initiatives are discussed below.

Respondents were asked to rate seven possible barriers to employment and advancement of people with disabilities. Lack of related experience was seen as the biggest barrier by both the public and private sector employers. The results in this area are outlined below.

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Private Sector Percent</th>
<th>Public Sector Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of related experience</td>
<td>49</td>
<td>53</td>
</tr>
<tr>
<td>Lack of required skills/training</td>
<td>39</td>
<td>45</td>
</tr>
<tr>
<td>Supervisor knowledge of accommodation</td>
<td>31</td>
<td>34</td>
</tr>
<tr>
<td>Attitudes/stereotypes</td>
<td>22</td>
<td>43</td>
</tr>
<tr>
<td>Cost of accommodations</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>Cost of supervision</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Cost of training</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

These studies show much still needs to be done to bring the unemployment rate for persons with disabilities into line with that of the general public. Progress is being made. More will need to be done by persons with disabilities, educators, rehabilitation counselors, and the public and private employment communities if we are to achieve full integration of persons with disabilities into employment.

Key areas that need to be addressed are improvement in the education and training of persons with disabilities, more outreach on the part of the employment community to recruit persons with disabilities, a better understanding of reasonable accommodation, and a concerted effort to break through the attitudinal barrier that is so detrimental to full integration of people with disabilities into the employment arena.