

The High School to College Transition for Students with Disabilities

Michelle McLane

ACCESS Coordinator

Oakland Community College, Orchard Ridge

(248) 522-3481 | mmmclane@oaklandcc.edu

Section 504 Changes After High School

Section 504, subpart D (K-12)

- Schools must identify students with disabilities (SWDs).
- Entitled for services.
- Schools must provide special education services to ensure completion.
- Education is a right.

Section 504, subpart E (College)

- Students with disabilities (SWDs) must self-identify.
- Eligible for services.
- Colleges must ensure accessibility.
- To use of disability services is student's choice
- Education is a choice.

Section 504 & ADA in Education (Kindergarten-Postsecondary)

- SWDs must not be discriminated against in programs using federal or state funding.
- Accommodations or auxiliary aids must be provided to a SWD if requested and if needed to make participation possible.
- SWDs must meet the same requirements and standards as other students, with or without accommodations.
- Programs' standards not required to be fundamentally altered or lowered.

IDEA Changes After High School

Grades K-12

- FAPE: Public pays for education.
- IEP or 504 plan: Plan required to be made, then modified as needed/requested.
- Special education classes
- Disability testing required

College

- Student pays for education.
- No IEP or 504 plan created.
- IEPs and 504 plans do not “transfer”.
- No special classes based upon disability status.
- Disability testing not required (and may not be offered on campus)

Changes to Parental Rights in College (FERPA)

K-12

- Parents are legal custodians/guardians (students are minors).
- Parents have the right to review educational records, participate in IEP or 504 plan meetings.
- Parents given “prior written notice” of student’s placement
- Student’s parents requests accommodations.

College

- Students are age of majority
- Parents need student’s consent to review educational records or attend meetings with student .
- Parents need student’s consent to be told of grades, accommodations, student’s classes, or placement.
- Student must request accommodations.

Students' Needs in Preparation for College

- Self-advocacy:
 - What is my disability?
 - How does my disability impact me?
 - What do I need to be successful?
 - How do I ask for what I need?
 - Whom do I ask for help?
 - How do I schedule an appointment to talk to someone?
 - How long can I focus before I need a break to be most productive?

Students' Needs in Preparation for College

- Activities of Daily Living:
 - Personal hygiene
 - Cooking, laundry, and housekeeping
 - Managing money, credit cards, and how to pay bills
 - Using mass transportation (bus or taxi service, etc)
 - Managing disability (taking medications, arranging transportation, arranging and attending counseling sessions, etc.)
 - Know how to use MS Word, e-mail, and the Internet

Students' Needs in Preparation for College

- Academic:
 - How to use a computer, with or without adaptive computer software
 - Taking notes
 - How to read a textbook
 - Study skills (see information on HowToStudy.org)
 - How to plan and write an academic paper
 - IEP or 504 transition plan
 - Update disability testing
 - Understanding of disability, limitations, & accommodations
 - Ability to self-advocate

Students' Needs in Preparation for College

- Know resources available on campus
 - College student services and resources available
 - Medical center (if available)
 - Counseling center
 - Tutoring services
 - Public safety
 - Career services
 - Residence life
 - Availability of adaptive technology (if needed)

Students' Needs in Preparation for College

- Know resources available off campus
 - Community counseling services
 - Medical services (general and specific to disability)
 - Pharmacy
 - Medical devices sales and repair services
 - Veterinary services (if student uses a service animal)
 - Transportation options & cost

Students' Needs in Preparation for College

- Connect with vocational rehabilitation services before college
 - Michigan Rehabilitation Services (MRS)
 - Bureau of Services for Blind Persons (BSBP)

Students' Needs in Preparation for College

- Learn how to use adaptive computer software and adaptive technology (if needed)
 - Examples: JAWs, Dragon Naturally Speaking, Natural Reader, ZoomText, Kurzweil
 - State vocational rehabilitation services may be able to help

Deciding Upon College

- Help your student explore:
 - What are my interest areas?
 - What do I really enjoy doing?
 - What am I especially good at?
 - What do I see myself doing for a living?
 - What is this job or career really like day-to-day?
 - Informational interviews with professionals in that field
 - Job shadowing
 - Summer jobs (paid or unpaid) in that field

Deciding Which College

- In what environment do I feel most comfortable?
 - Urban? Rural? Online?
 - Close to home or away?
 - Live on campus or off campus?
 - Private, public, or for-profit?
 - Type of college or institution (e.g., community college, 2 year, 4 year)?
 - How large of an institution?
 - Extra curricular activities and clubs available?
 - Available student services, student jobs, college and community resources
 - College tours
 - Interview people who attend college of choice

Financing College

- Know about college costs
 - Tuition
 - Books
 - Parking fees
 - Class fees
 - Laboratory fees
 - Housing costs (room and board)
 - Costs for personal computer equipment and phone
 - Financial aid
 - Scholarships
 - Grants

Enrolling in College

- Initial Steps

- Apply online to college(s).
- Apply for financial aid (FAFSA.gov).
- Talk to academic advisor.
- Visit Disability Services for initial interview(s).

Enrolling in College

- Once accepted into college of choice:
 - Activate college student e-mail
 - Get student ID card
 - Take placement tests
 - Register (enroll) in classes
 - Pay for classes
 - Buy books
 - Request accommodations for classes
 - Contact, and keep in touch with, Academic Advising, Disability Services, and faculty

Getting Registered with Disability Services

- Initial Interview (Student and Disability Services)
 - What is your disability?
 - What are the limitations of your disability?
 - What accommodations are you requesting?
 - How do you best learn?
 - What accommodations, if any, did you have in high school?
 - IEP or 504 plan?
 - Did you use accommodations?
 - Which accommodations were the most helpful? Least helpful?
 - Review documentation of a disability
 - Determine possible reasonable accommodations, per documentation and student self-report

Getting Registered with Disability Services: Documentation

- Documentation must identify a disability that substantially limits a major life function (as per ADAAA 2008 definition).
- Documentation must discuss how disability limits a major life function, and which life functions.
- Documentation must come from a professional qualified to make the above assertions.
- IEPs and 504 plans are generally accepted as documentation of past needs.
- Disability Services may request in addition to the IEP or 504 plan, depending upon the situation and/or accommodation request.

Getting Registered with Disability Services: Determining Accommodations

- Disability Specialist or Disability Coordinator determines eligibility for services and reasonable accommodations based upon documentation and student's self-report.
- Accommodations must be based upon what students need for access.
- Accommodations may be different than accommodations in high school.
- Disability Services policies, procedures, and services offered may differ between colleges.

Getting Registered with Disability Services: Confidentiality

- Students are not obligated to use Disability Services or to disclose disability to anyone on campus.
- Documentation of disability is generally kept in Disability Services area.
- Documentation of disability and exact nature of disability are not disclosed to faculty, staff unless on a need-to-know basis or student's written consent.
- Disability Services do not notify parents or faculty if students are not using accommodations, attending classes, earning low grades, etc.

What services does OCC ACCESS offer?

- Determining reasonable accommodations
- Working with SWDs to coordinate and provide accommodations
- Advocacy for SWDs and campus accessibility
- Referring students to on-campus and community resources
- Meeting with students about strategies to manage disabilities
- Meeting with faculty to discuss strategies to make teaching and learning materials more accessible to students
- Notifying faculty of students' accommodations requests

Links to Information Regarding Transition from K-12 to High School for SWDs

- Association of Higher Education and Disability (AHEAD)
<https://www.ahead.org>
- Students with Disabilities: Preparing for Postsecondary Education
<https://www2.ed.gov/about/offices/list/ocr/transition.html>
- Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators
<https://www2.ed.gov/about/offices/list/ocr/transitionguide.html>

Financial Aid for College

- **Federal financial aid loans**

- Based upon demonstrated financial need
- Money must be paid back, with interest

- **Grants**

- Based upon demonstrated financial need
- Money does not need to be paid back

- **Scholarships**

- May be based upon financial need, life situation, community service, grades
- Usually need to maintain a certain GPA to keep scholarship
- Scholarships do not typically need to be paid back

Financial Aid Links

- [FAFSA.gov](https://fafsa.gov)
- FinAid.org
- AffordableColleges.com/Resources/Scholarships-students-with-disabilities
- CollegeScholarships.org/disabilities.htm
- Scholarships.com
- LearnHowToBecome.org

Oakland Community College (OCC) Links

- **Admissions and Online Application**

<https://www.oaklandcc.edu/admissions/default.aspx>

<https://www.oaklandcc.edu/apply/default.aspx>

- **Placement Testing**

<https://www.oaklandcc.edu/admissions/placement-testing/default.aspx>

- **Financial Aid**

<https://www.oaklandcc.edu/finaid/default.aspx>

<https://www.oaklandcc.edu/finaid/fafsa-application.aspx>

Oakland Community College (OCC) Links (continued)

- **Accessibility Compliance Center and Educational Support Services (ACCESS)**

<https://www.oaklandcc.edu/access/default.aspx>

- **Academic Support Center (ASC)**

<https://www.oaklandcc.edu/asc/default.aspx>

Thank you for inviting me and for your time!

Questions?