

Post Secondary Education Path

The guide for the Post Secondary Education Path is a tool for students, parents, teachers, and guidance counselors to utilize.

Post Secondary Education

Any formal education following high school.

- **Technical school:** Those seeking certain types of apprenticeships, certificates, licenses, diplomas ranging from required hours to 2+ year programs.
- **2-year college:** Those seeking associates degree.
- **4-year college or university:** Those seeking bachelor's degree or beyond.

Student Rights at Postsecondary Institutions as required by ADA

In order to access services, students must contact the disability resource coordinator at the post secondary institution and reveal their disability.

- Postsecondary institutions cannot discriminate in recruitment and admission (or after admission), solely on the basis of an individual's disability.
- Postsecondary institutions are required to make individualized, reasonable accommodations at no charge.
- Postsecondary institutions must make accommodations "as necessary" to ensure academic requirements are not discriminatory.
- Upon request, postsecondary institutions shall inform students of available services, academic adjustments, and the name of the support services coordinator.
- Upon request, postsecondary institutions must provide written information on how to access services or request accommodations.
- Special education services are not available in post secondary institutions. However, accommodations are provided. Accommodations are intended to ensure access to course curriculum irrespective of a disability.
- Individual accommodations include but are not limited to the following: special needs counseling, assistive technology, testing accommodations, taped textbooks, note-takers, readers, and interpreters, learning/study skills support groups.

Self advocacy

Students are responsible for revealing and providing current documentation of a disability to both the Disability Resource Center and Instructors. Appropriate self advocacy skills may include but are not limited to the following:

- Communicate strengths and weaknesses.
- Communicate academic areas where you may need accommodations such as assistive technology, special testing arrangements, taped textbooks, note-takers, readers, and interpreters.
- Be able to describe your legal rights to education under ADA and Section 504.

Post Secondary Education Path: Transition to Adulthood Checklist for Teachers

Grade 8

State Law Requires transition planning to begin not later than the first IEP to be in effect when the child is 14, and updated annually thereafter.

- Follow district procedure for student's moving across levels (SMAL) for movement from 8th to 9th grade. Plan and develop high school class schedule aligned to transition path/course of study.
- If needed, include high school teacher in 8th grade transition IEP meeting to improve the transition to high school.
- Facilitate student tour of the high school either individually or in small groups, based on student's needs.
- Assess student's post secondary interests and aptitudes to determine transition path.
- Administer an age appropriate transition assessment.
- Facilitate exploration of career options through any of the following: career/ interest inventories, career fairs, discussions with family/friends/school personnel.
- Obtain written consent from parent to invite outside agency prior to creating IEP invitation (if/when appropriate). Invite representative to the IEP when appropriate and document that the outside agency is invited on the IEP.

Grade 9

- Begin to develop Student Portfolio. Include the latest reevaluation/IEP, transcript, standardized test scores, medical records if appropriate, academic work samples, birth certificates, parent permissions, work permits, vocational agreements, employment history, vocational evaluations, and letters of recommendation when appropriate.
- Identify student interests and aptitudes.
- Administer an age appropriate transition assessment.
- Work with guidance counselor and design a class schedule that determines appropriate classes based on ability, interests, post secondary options and admissions requirements.
- Design a class schedule that determines appropriate classes based on ability, interests, postsecondary options and admission requirements.
- Schedule student into courses or environments that promote skill development in time management, note taking, study skills, self advocacy, stress management, and exam preparation.
- Encourage student participation in career/interest inventories, career fairs, discussions with family/friends/school personnel.
- Encourage student participation in extracurricular activities.

- Obtain written consent from parent to invite outside agency prior to creating IEP invitation (if/when appropriate). Invite representative to the IEP when appropriate and document that the outside agency is invited on the IEP.

Grade 10

- Continue to identify student interests and aptitudes.
- Administer an age appropriate transition assessment.
- Encourage student participation in career exploration through site visits, career fairs, volunteer opportunities.
- Collaborate with guidance to discuss colleges and college requirements with student.
- Facilitate/encourage student to obtain information from postsecondary institutions regarding academic requirements, eligibility and services for students with disabilities through site visits or guidance staff.
- Assist student in applying for necessary accommodations for ASPIRE, advanced placement courses, and college board exams when appropriate.
- Assist the family/student in obtaining State of Wisconsin Division of Vocational Rehabilitation (DVR) application.
- Obtain written consent from parent to invite outside agency prior to creating IEP invitation. Invite DVR and any post secondary linking agencies to the IEP meeting when appropriate and document that the outside agencies are invited on the IEP.
- Continue to develop Student Portfolio. Include the latest reevaluation/IEP, transcript, standardized test scores, academic work samples, parent permissions, documentation of volunteer and extra-curricular activities and letters of recommendation when appropriate.

Grade 11

- Work with family and guidance counselor to match career opportunities to post-secondary programs no later than Junior Conference.
- Coordinate with guidance counselor credit profile update to meet graduation requirement.
- Encourage student to attend a disability resource center presentation (e.g., Madison College presentation) held at each of the MMSD high schools.
- Administer an age appropriate transition assessment.
- Work with family and guidance counselor in identifying postsecondary institutions based on student needs and interests.
- Work with student to develop his/her disability statement.
- Assist student in application process to ACT or SAT. Review IEP for needed accommodations. Complete any ACT or SAT required paperwork to access accommodations if appropriate.
- Encourage participation in volunteer and extra-curricular activities.

- Facilitate the connection between family/student and State of Wisconsin Department of Vocational Rehabilitation (DVR) application. Advise family to submit application fall semester.
- Obtain written consent from parent to invite outside agency prior to creating IEP invitation. Continue to invite DVR and any post secondary linking agencies to the IEP meeting when appropriate and document that the outside agencies are invited on the IEP. DVR should attend 4 semesters prior to graduation.
- Encourage student/family to tour college campuses including their respective disability resource centers and counseling centers and obtain applications.
- Inform student and parent/legal guardian of the rights that will transfer to the student at age 18.
- Continue to develop Student Portfolio. Include the latest reevaluation/IEP, transcript, standardized test scores, academic work samples, parent permissions, documentation of volunteer and extra-curricular activities and letters of recommendation when appropriate.

Grade 12

- Continue programming opportunities and/or activities designed to encourage continued academic development, self advocacy skills, and appropriate social skills.
- Administer an age appropriate transition assessment.
- Monitor and or assist student in completing college applications.
- Monitor student completion of financial aid application(s) and student housing application if appropriate.
- Coordinate meeting between parent/student/post secondary transition contacts.
- Assist family/student in follow up with DVR on eligibility status.
- Obtain written consent from parent or adult student to invite outside agency prior to creating IEP invitation. Invite all post secondary linking agencies to IEP meeting and document that the outside agencies are invited on the IEP.
- Provide family/student contact information to take college entrance exams to help guide course selection and accommodations.
- Continue to develop Student Portfolio. Include the latest reevaluation/IEP, transcript, standardized test scores, academic work samples, parent permissions, documentation of volunteer and extra-curricular activities and letters of recommendation when appropriate.
- Coordinate with guidance counselor credit profile update to meet graduation requirement.
- Complete Notice of Graduation and Summary of Performance during last year of high school prior to exiting high school, i.e., student will no longer be entitled to special education.

**Post Secondary Education Path:
Transition to Adulthood Checklist for Parents and Students**

Grade 8

- ___ Plan for college expenses, explore your savings options.
- ___ Begin developing an organized student file with assistance from teacher(s) and counselor(s) that will be expanded throughout high school. The file could contain relevant educationally related documents such as IEPs, evaluations, birth certificate, social security card, and, if appropriate, neuro-psych/medical evaluations.
- ___ Discuss with your child the importance of lifelong learning and the value of higher education.
- ___ Create opportunities for your son/daughter to establish positive work and study habits.
- ___ Discuss the impact of grades and course selection on college admission.
- ___ Verify curriculum/course requirements for college entrance.
- ___ Encourage involvement in extracurricular activities and volunteering.
- ___ Engage your child in decision making so that he/she learns to look at options carefully, to act decisively, and to take responsibility for final decisions.
- ___ Start to network with your child's teachers and counselors about your son/daughter's interests and career possibilities.
- ___ Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- ___ Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.
- ___ Encourage and facilitate your child's participation in the IEP process. Encourage him/her to convey hopes, dreams, and vision for the future.

Grade 9

- ___ Plan for college expenses, explore your savings options.
- ___ Continue developing an organized student file with assistance from teacher(s) and counselor(s) that will be expanded throughout high school. The file could contain relevant educationally related documents such as IEPs, evaluations, birth certificate, social security card, and, if appropriate, neuro-psych/medical evaluations.
- ___ Discuss with your child the importance of lifelong learning and the value of higher education.
- ___ Create opportunities for your son/daughter to establish positive work and study habits.
- ___ Discuss the impact of grades and course selection on college admission.
- ___ Verify curriculum/course requirements for college entrance.
- ___ Encourage involvement in extracurricular activities and volunteering.

- Engage your child in decision making so that he/she learns to look at options carefully, to act decisively, and to take responsibility for final decisions.
- Continue to network with your child’s teachers and counselors about your son/daughter’s interests and career possibilities.
- Provide written consent to case-manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.
- Encourage and facilitate your child’s participation in the IEP process. Encourage him/her to convey hopes, dreams, and vision for the future.

Grade 10

- Continue developing an organized student file with assistance from teacher(s) and counselor(s) that will be expanded throughout high school. The file could contain relevant educationally related documents such as IEPs, evaluations, birth certificate, social security card, documentation of volunteer and extra-curricular activities, and, if appropriate, neuro-psych/medical evaluations.
- Continue to network with your child’s teachers and counselors about your son/daughter’s interests and career possibilities.
- Talk about his/her interests and career possibilities.
- Begin exploring appropriate college options with your child.
- Continue your support of extracurricular involvement and encourage participation in leadership roles.
- Inquire as to whether your child should take the PLAN (pre-ACT) or the PSAT exam. Work with school to ensure college board exam accommodations are requested.
- Keep college correspondence in a well organized file.
- Verify curriculum/course requirements for college entrance.
- Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.
- Encourage and facilitate your child’s participation in the IEP process. Encourage him/her to convey hopes, dreams, and vision for the future. Begin transitioning responsibilities to son/daughter (e.g., setting up meetings, monitoring progress).

Grade 11

- Assist child in expanding organized student file with assistance from teacher(s) and counselor(s) that will be expanded throughout high school. The file could contain relevant educationally related documents such as IEPs, evaluations, birth certificate,

social security card, documentation of volunteer and extra-curricular activities, and, if appropriate, neuro-psych/medical evaluations.

- Continue to network with your child's teachers and counselors about your son/daughter's interests and career possibilities.
- Attend information sessions and college nights sponsored by the high school.
- Review all post secondary options: if a school seems too costly, find out what scholarships and other financial assistance may be available to you.
- Assist your son/daughter in preparing to take the ACT/SAT exams. Work with school to ensure entrance exam accommodation requests.
- Verify curriculum/course requirements for college entrance.
- Find out if your child should take the Advanced Placement or SAT II exams.
- Attend Junior Conference with a focus on appropriate career options.
- Reinforce programming opportunities that strengthen academic development and self advocacy skills.
- Coordinate w/guidance counselor credit profile update to meet graduation requirements.
- Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.
- Encourage and facilitate your child's leadership in the IEP process. Transition ownership of the process to your child.

Summer Before Senior Year

- Help your child sort through/organize college mail as it arrives.
- Review ACT/SAT results and discuss whether your child should retest.
- Visit different types of schools: small and large, vocational, and liberal arts, private and public. Visit disability resource centers at each school.
- Assist your child with developing a list of questions for each school.

Grade 12

- Assist child in expanding organized student file with assistance from teacher(s) and counselor(s) that will be expanded throughout high school. The file could contain relevant educationally related documents such as IEPs, evaluations, birth certificate, social security card, documentation of volunteer and extra-curricular activities, and, if appropriate, neuro-psych/medical evaluations.
- Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Verify curriculum/course requirements for college entrance.

- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.
- Encourage and facilitate your child's leadership in the IEP process. Transition ownership of the process to your child.
- Reinforce programming opportunities that strengthen academic development and self advocacy skills.
- Coordinate w/guidance counselor credit profile update to meet graduation requirements.
- Send in all applications by the stated deadline.
- Make college visits and encourage your student to spend the night and attend classes at the schools which spark his/her interest.
- Remain open-minded as the short list of potential schools develops.
- Stay positive - the search for the right school can be exhausting and stressful at times.
- Meet deadlines when applying for merit-based scholarships and need-based assistance (e.g., FAFSA).
- Collect all of your tax information and file for financial assistance early (prior to April). Keep all copies.
- Remain helpful and supportive while the final college choice is made.
- Notify the chosen school of the final decision and send in the tuition deposit.

Graduation, 4 year, and Technical College course requirements

Required Courses	*Required Content Standards, per DPI	** Years required to graduate from high school	Years required to be admitted to Technical College	*** Years required to be admitted to a 4 year college
English	Reading/literature, Writing, Oral Language, Media/technology, Grammar, Research and Inquiry	4	4	4
Social Studies	Geography, History, Political Science, Citizenship, Economics, and Behavioral Science	3	3	3
Math	Mathematical Process, Number Operations/Relationships, Geometry, Measurement, Statistics and Probability, Algebraic Relationship	3	2	3
Science	Science Connections, Nature of Science, Science Inquiry, Physical Science, Earth and Space Science, Science Applications, Science in Personal and Social Perspectives	3	2	3
Physical Education	Active Lifestyle, Physical Skill Development, Learning Skills, Understanding Physical Activity and Well Being, Health Enhancing Fitness, Respectful Behavior, and Understanding Diversity	1.5		
Health	Health Promotion and Disease Prevention, Healthy Behaviors, Goal Setting and Decision Making, Information and Services, Culture, Media, technology, Communication, and Advocacy	0.5		
Electives	Vocational Education, Driver's Education, Music, Visual and Performing Art		Varies	Varies
Foreign Language	How to Communicate With Other Cultures: Communication, Culture, Connections, Comparisons, Communities			Varies
Computer Science and Literacy	Keyboarding, Computer Operations and Terminology, Problem-solving, Applying Computer Technology, Testing Software, Social and Economic Impact of Computers			Varies

*Wisconsin model academic content standards.

**Required by Wisconsin Statute; local districts may have additional requirements.

***General Recommendations; Four year colleges/universities vary, consult with college/university website or school counselor for exact requirements.

Post Secondary Education Path Resources

Wisconsin Association of Independent Colleges and Universities:

www.waicu.org

phone: (608) 256-7761

Alverno College	(800) 933-3401	www.alverno.edu
Bellin College	(800) 236-8707	www.bellincollege.edu
Beloit College	(608) 363-2000	www.beloit.edu
Cardinal Stritch College	(800) 347-8822	www.stritch.edu
Carroll University	(262) 547-1211	www.cc.edu
Carthage College	(262) 551-8500	www.carthage.edu
Columbia College of Nursing	(414) 326-2330	www.ccon.edu
Concordia University	(888) 628-9472	www.cuw.edu
Edgewood College	(800) 444-4861	www.edgewood.edu
Lakeland College	(800) 569-2166	www.lakeland.edu
Lawrence University	(920) 832-7000	www.lawrence.edu
Marian University	(800) 262-7426	www.marianuniversity.edu
Marquette University	(800) 222-6544	www.marquette.edu
Medical College of WI	(414) 955-8296	www.mcw.edu
Milwaukee Institute of Art and Design	(888) 749-6423	www.miad.edu
Milwaukee School of Engineering	(800) 332-6763	www.msoc.edu
Mount Mary College	(800) 321-6265	www.mtmary.edu
Northland College	(715) 682-1699	www.northland.edu
Ripon College	(800) 947-4766	www.ripon.edu
St. Norbert College	(800) 236-4878	www.snc.edu
Silver Lake College	(800) 236-4752	www.sl.edu
Viterbo University	(608) 796-3085	www.viterbo.edu
Wisconsin Lutheran College	(414) 443-8800	www.wlc.edu

2 Year University of Wisconsin Campuses

University of Wisconsin Colleges www.uwc.edu

Accessibility: www.edu/students/accessibility

The Student Accessibility Office coordinates services for students with disabilities attending the University of Wisconsin Colleges. This office works with students with disabilities, campus staff and faculty to ensure that students with disabilities who have program access needs receive appropriate accommodations.

UW-Baraboo/Sauk County	(608) 335-5230	www.baraboo.uwc.edu
UW-Barron County (Rice Lake)	(715) 234-8024	www.barron.uwc.edu
UW-Fond du Lac	(920) 929-1122	www.fdl.uwc.edu
UW-Fox Valley (Menasha)	(920) 832-2620	www.uwfox.uwc.edu
UW-Manitowoc	(920) 683-4707	www.uwmanitowoc.uwc.edu
UW-Marathon Co. (Wausau)	(715) 261-6235	www.uwmc.uwc.edu
UW-Marinette	(715) 735-4301	www.marinette.uwc.edu
UW-Marshfield/Wood Co.	(715) 389-6530	www.marshfield.uwc.edu
UW-Richland (Richland Center)	(608) 647-6186	www.richland.uwc.edu
UW-Rock Co. (Janesville)	(608) 758-6565	www.rock.uwc.edu
UW-Sheboygan	(920) 459-6633	www.sheboygan.uwc.edu
UW-Washington Co., West Bend	(262) 335-5201	www.washington.uwc.edu
UW-Waukesha	(262) 521-5200	www.waukesha.uwc.edu

Wisconsin's Technical Colleges:

www.witechcolleges.org phone (608) 320-266-1207 WI Relay System – 711

Blackhawk, Janesville	(608) 757-7710	www.blackhawk.edu
Chippewa Valley, Eau Claire	(715) 833-6200	www.cvtc.edu
Fox Valley, Appleton	(800) 735-3882	www.fvtc.edu
Gateway, Kenosha	(262) 564-2200	www.gtc.edu
Lakeshore, Cleveland	(888) 468-6582	www.gotoltc.com
Madison College, Madison	(608) 246-6100	www.madisoncollege.edu
Mid-State, Wisconsin Rapids	(888) 575-6782	www.msts.edu
Milwaukee Area, Milwaukee	(414) 297-6282	www.matc.edu
Moraine Park, Fond du Lac	(800) 472-4554	www.morainepark.edu
Nicolet Area, Rhineland	(715) 365-4451	www.nicoletcollege.edu
North Central, Wausau	(888) 682-7144	www.ntc.edu
Northeast, Green Bay	(920) 498-5400	www.nwtc.edu
Southwest, Fennimore	(800) 362-3322	www.swtc.edu
Waukesha, Pewaukee	(262) 691-5566	www.wctc.edu
Western, LaCrosse	(800) 322-9982	www.westerntc.edu
Wisconsin Indianhead, Shell Lake	(800) 243-9482	www.witc.edu

Accommodations for Students with Disabilities Guidelines 2013:

www.witc.edu/stusvcscontent/docs/accommodations/2013-Disability-Accommodations-Guide.pdf

WI Technical Colleges College Guide 2013/2014

www.witechcolleges.org/guidebook.php

For specific contact information, please see Appendix H

Four Year University of Wisconsin Campuses

UW System website www.uwsa.edu

UW Office of Academic Affairs:

Phone: (608) 263 – 2400 www.wisc.edu/academics/

University of Wisconsin-Madison: McBurney Disability Resource Center

www.mcburney.wisc.edu (608) 263-2741

UW-Eau Claire	(715) 836-4636	www.uwec.edu
UW-Green Bay	(920) 465-2000	www.uwgb.edu
UW-LaCrosse	(608) 785-8000	www.uwlax.edu
UW-Madison	(608) 263-2400	www.wisc.edu
UW-Milwaukee	(414) 229-1122	www.uwm.edu
UW-Oshkosh	(920) 424-1234	www.uwosh.edu
UW-Parkside	(262) 595-2345	www.uwp.edu
UW-Platteville	(608) 342-1491	www.uwplatt.edu
UW-River Falls	(715) 425-3911	www.uwrf.edu
UW-Stevens Point	(715) 346-0123	www.uwsp.edu
UW-Stout	(715) 232-1122	www.uwstout.edu
UW-Superior	(715) 394-8101	www.uwsuper.edu
UW-Whitewater	(262) 472-1234	www.uww.edu

Additional Post Secondary Contacts in the Madison Area

Aveda Institute (608) 250-3100 www.avedainstitutemadison.com
Prepares students for the state cosmetology licensing program

Empire Beauty School (800) 295-8390 www.empire.edu
Prepares students for the state cosmetology licensing program

Herzing College (800) 596-0724 www.herzing.edu
3-year bachelor degrees in business administration, information technology, and technology management; 2-year associate degrees; 1-year programs; IT certification training

ITT Technical Institute (608) 288-6301 www.itt-tech
Information Technology, Electronics Technology, Drafting and Design, Business, and Criminal Justice

Madison Media Institute (855) 218-3727 www.madisonmedia.com
Associate degrees in recording and music technology, comprehensive broadcasting, and multi-media technology

MESLS – Madison English as a Second Language School
(608)233-9962 www.mesls.org
Language instruction to help students improve English language abilities for academic purposes, career advancement, and everyday social and practical needs.

New Horizons Computer Learning Center
(888) 236 – 3625 www.newhorizons.com
Certification in Microsoft Office, Microsoft Technical, Cisco, Information Security, VMware, Cloud Computing, CompTJA

Regency Beauty Institute (800) 787-6456 www.regency.edu
Prepares students for the state cosmetology licensing program

Upper Iowa University (608) 278-0350 www.uiu.edu
B.S. evening-degree programs in management, business, human resources, human services, public administration, psychology, accounting, technology and information management, and criminal justice.

Career interest Inventories

Following is a list of free on-line career interest inventories and or assessments.

www.careercruising.com

www.assessment.com

www.contactpoint.ca

www.career-lifeskills.com

<http://www.edonline.com/collegecompass/carhlp2.htm>

<http://www.careervoyages.org>

Career Assessment Guide

Career Planning Assessment:

<http://www.ncwd-youth.info/assets/guides/assessment/AssessGuideComplete.pdf>

Career Builder: www.careerbuilder.com

Career Cruising: www.careercruising.org

O-Net Resource Center: www.onetcenter.org/

Additional Post-Secondary Education Resources:

ACT and SAT information:

www.act.org

www.collegeboard.com

College Possible

www.collegepossible.org

Educational Testing Service (ETS):

www.ets.org

National Center for Secondary Education and Transition:

www.ncset.org

Office of Student Financial Assistance Programs (OSFA)

www.ed.gov

www.fafsa.ed.gov

Opening Doors, a document published by the Wisconsin Department of Public Instruction specific to the transition process:

<http://dpi.wi.gov/sped/pdf/tranopndrs.pdf>

Preparing Your Child For College:

www.ed.gov/pubs/Prepare/index.html

U.S. Access Board.

www.access-board.gov