

## **PARENT GUIDE FOR HIGH SCHOOL AND BEYOND**

### **INTRODUCTION**

This handbook was developed by Frostig staff specifically for parents of Frostig students. Each of you approaches this handbook from a different perspective with hopes and dreams, plans, fears, and past experiences. As your student approaches graduation from high school, you must now begin to consider the future.

This handbook was developed to provide an overview of high school and post-secondary options so that families might better understand the high school program at Frostig and dialogue / plan for post-secondary life. We hope to answer those questions most frequently asked, including:

- What are graduation requirements?
- What is the difference between a high school diploma and a certificate of completion?
- What post-secondary options are available?
- When and how do we begin to plan?

Additionally, the guide explains the transition program at Frostig which integrates direct instruction in success attributes, along with other critical life skills, to all the students based on the individual needs.

We hope you will take the time to read this guide with your student. We believe students who seem to be the most successful are those surrounded by a team at school, in the home, and in the community who jointly accept the student for who they are, encourage and allow reasonable student risk taking and dreaming, while still providing feedback and direction, holding the student accountable for their actions.

### **HIGH SCHOOL**

#### **Organization of High School and Credits**

When students enter the ninth grade in California, they are officially entering high school. Each year is divided into two semesters, fall and spring.

All coursework taken is accounted for numerically with a credit system. For reference sake, 5 credits is accrued for each one semester course taken and passed with a final grade of at least a “D” or 60%. The five credit course must meet the equivalent of each school day for one period.

At Frostig, starting in the ninth grade, the Principal and Transition Providers manage all coursework taken to insure the student will meet the required coursework and credit requirements as mandated by the California State Department of Education. If publicly funded, students are also required to meet the coursework required by their district.

Students do not necessarily take the coursework in the same grade as they might at their home school. For example, in most schools, students take World History in the ninth grade; at Frostig, the student may take a social science class each year, but as a ninth grader they may not be assigned to World History.

## Graduation Requirements

The following are the minimum course and credit requirements for either a diploma or a certificate of completion. Requirements vary in each district. Please refer to the requirement list in the appendix.

## Accountability

The Frostig School is WAC accredited. All courses taken at Frostig follow the California State Framework; however, most are “modified” to reflect and accommodate the individual needs and academic levels of our students. **The Frostig high school curriculum is not designed to prepare a student for most four-year colleges.** Students who graduate from Frostig and go directly to a four-year college have often been dual enrolled in academic classes and/or they enter a four-year college that has unique or alternative requirements for students with learning disabilities.

## Standards

All students at the Frostig School are exposed to the required state curriculum and beyond. The conceptual level and skills taught within each broad area of study will vary depending upon: the students’ age and grade, their individual needs and capabilities as well as their individual educational plan (IEP) or cycle.

## Monitoring progress (progress notes, report cards, transcripts)

In the secondary classes, students receive grades. Progress grade reports are sent home at the 9 week mark, and final grade reports are sent home at the end of each 18 week semester. These report cards differ from the progress notes on cycles / IEP goals in that they reflect progress in the curriculum based on completion of classroom and homework assignments, class participation, projects, quizzes, and tests. Additionally, parents will receive a progress note each Friday.

A cumulative transcript documenting all credits earned toward a high school diploma is kept for all students ninth grade and above. Students earn a certificate of completion upon finishing the necessary course work or a high school diploma for completion of coursework AND passing the exit exam or proficiency tests. All completed courses, earned credits and high school diplomas are recognized as valid by the California Department of Education.

Parents will receive 2 – 4 IEP progress reports each school year. We have designed our system to insure an equivalent level of service to students regardless of their funding category. We have also made every effort to simplify the IEP Cycle reporting process to conserve staff time without reducing the quality of our reports.

## Grade Point Average (GPA)

Frostig transcripts reflect completion of required courses and units. We do not report on the GPA of the student. However, upon request by a post-secondary institution or mainstream secondary program, we will compute cumulative GPA for a student. A different number of points is awarded for each semester grade:

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point

The GPA is calculated by: 1) multiplying the number of credits for a course by the number of points awarded for the grade received to determine the grade points for that course; 2) adding the grade points for all the classes (by semester or cumulative); and 3) dividing by the total number of credits.

In keeping with the common practice of public and private schools, the Frostig School considers 10 or more excused or unexcused absences during a semester excessive (10 absences =11% of the semester.) Absences in excess of 10 may result in a failing grade for the semester. (Only absences for illness, doctor/dentist appointments, bereavement, court hearings, and religious observations are considered excused by the California Department of Education. All other absences are unexcused even with a parent note.)

Students who are absent will receive a “0” in participation for each class for that day with no possibility of make-up. (In some cases, students may have the option of extra-credit to offset missed participation.) Students will have a number of days (equivalent to the number of days of absence) to make-up classwork and homework for days missed. For example, if the student is out for 3 days due to illness, s/he will have 3 days to make-up any work missed. Any changes in this policy due to extenuating circumstances need to be approved by an administrator and the Team of teachers working with the student.

## Community Service

Community service is volunteer work performed with the aim of bettering the student’s community. Students cannot receive money or other benefits (school credit, concert tickets, etc) for their service. Frostig (and many districts) requires a minimum 40 hours of community service. Some districts require more hours: South Pasadena, 45 hours; Culver City and Rowland, 60 hours; Temple City, 100 hours. Publicly funded students within these three districts must complete the greater number of hours.

Only community service performed while in grades 9-12 counts. Previous community service, while commendable, does not apply toward this high school requirement. Participation in Frostig’s Summer Work Program **does not** count for community service. As students receive school elective credit for the course, they cannot receive volunteer hours.

Juniors are provided with an opportunity to earn community service hours at school. They are assigned a “workstation” where they help staff each Friday. However, no student should rely on the Friday Workstations to fulfill his/her hours. Planning will stop stress later on. Please be proactive with your child in planning time for community service; students should complete a minimum of 10 hours per year.

Community service hours can be earned at a number of locations: libraries, homeless shelters, soup kitchens, houses of worship, animal shelters, museums, charitable organizations such as the Salvation Army and Habitat for Humanity, local government volunteer programs such as graffiti removal and beach cleanups, and so forth. In addition, Frostig events such as Electroshop, Bowl A Thon and Bingo Night provide opportunities to earn hours. Los Angeles hosts “Big Sunday” in April/May and Pasadena hosts “Community Without Walls” in May. These two events are also occasions for earning hours.

Please refer to pages 32-33 for information on specific programs.

## Diplomas

Publicly funded students are required (as of publication of this guide) to pass the California High School Exit exam (CAHSEE) to obtain a district diploma. For a privately funded student to receive a Frostig diploma, they will be required to complete (and pass) all coursework required by Frostig. They will also have to pass our proficiency tests. They will not be required to take the CAHSEE.

The State has published guidelines regarding use of accommodations and modifications during administration of the CAHSEE. An accommodation includes those changes in how a student participates in the test, but

does not fundamentally alter what the test measures or affect the comparability of scores. This includes extended time, preferential seating, enlarged print, word processors or scribes. Modifications, on the other hand, fundamentally alter what the test measures or affect the comparability of scores. Calculators spell checkers, and readers are considered modifications.

In general, accommodations and modifications on the CAHSEE are available only to those students with disabilities who have documented them in their Individualized Education Program (IEP) or 504 plans.

Currently, if a student passes the test using modifications, the district of residence may grant a waiver.

For a district diploma, they will be required to complete (and pass) all coursework required by the funding district and pass the CAHSEE. In some cases, as agreed to by the district, parents, and Frostig, our publicly funded students may have the option to receive a Frostig diploma, a district diploma, or both. The student needs to meet, as applicable, the district or Frostig standards (coursework / proficiency test / some combination of the two). For publicly funded students to receive a Frostig diploma, they will be required to complete (and pass) all coursework required by the funding district and Frostig. While they will not be required to PASS the CAHSEE, they MUST continue to take the test as mandated by state law. (In other words, they are NOT exempt from taking the test.) As we do not necessarily receive the results of the CAHSEE in a timely manner, students should avail themselves of opportunities to take both the CAHSEE and the proficiencies during each school year that it is possible.

Frostig offers (as a unit through both the transition and language arts classes) a “study skills” program focusing on test-taking strategies, with particular emphasis on the types of questions seen on state assessments. Information on the CAHSEE and sample questions may be found at [www.cde.ca.gov/ta/tg/hs/](http://www.cde.ca.gov/ta/tg/hs/) Scroll down the screen and click on “program resources” to bring up the section on “released test questions.”

## **Certificates of Completion**

Students who complete all required courses / credits, but who do not pass the CAHSEE or proficiency exams will receive a Certificate of Completion. (No distinction will be made at graduation.)

## **GED**

A GED credential documents a student has mastered high school-level academic skills. About 96 percent of employers accept the GED credential as equal to a traditional high school diploma. Students may take the GED Tests if they:

- are not enrolled in high school, and
- have not graduated from high school, and
- are at least age 16, and
- meet state, provincial, or territorial requirements regarding age, residency, and the length of time since leaving school.

If students are considering leaving high school, the GED Testing Service recommends that they first meet with their high school counselor to talk seriously about their decision and the level of academic skill needed to pass the GED Tests.

Information is available at: [http:// www.acenet.edu/calec/ged](http://www.acenet.edu/calec/ged)

## **CHSPE**

Students can earn the legal equivalent of a high school diploma by proving proficiency in basic skills through the California High School Proficiency Examination (CHSPE). The CHSPE is developed and coordinated by the California Department of Education. Eligible candidates for the CHSPE are those who are:

- at least age 16, or
- have completed at least one academic year of the 10<sup>th</sup> grade, or
- are enrolled in the 2<sup>nd</sup> semester of the 10<sup>th</sup> grade

Passing the CHSPE does not exempt students from attending school unless they are at least 16 and have parental permission to do so. Additionally, not all post-secondary institutions are required to accept the CHSPE.

For more information, visit the CHSPE Website at <http://www.chspe.com>

## **FROSTIG OPTIONS**

Frostig supports a number of options for students to participate in mainstream academic and training opportunities. If appropriate, the Frostig team will meet with the parents, student, and funding district (if publicly funded) to discuss the options and issues for the student.

### **Dual enrollment**

The goal of dual enrollment is to transition a student to a regular education or vocational program. When students are ready, Frostig, the parents, and the funding school district (if publicly funded) will arrange for dual enrollment at another school. (Note: dual enrollment may not be viable due to distance / transportation limitations.)

When the Frostig staff recommends it, and the parent approves, Frostig assists the parent in enrollment at a local private or public school. Plans for dual enrollment will be discussed with the Principal. The parent is responsible for applying and registering the student, obtaining a copy of the school rules and calendar, hour, etc., and coordinating the difference in calendars between the two schools. Curriculum, class placement, amount of time, and transportation will be discussed between the parent, Frostig, and, if appropriate, the funding district. On-going monitoring of the student's progress, consulting and supporting teachers in the second school will be the joint responsibility of the student, parent, and Frostig staff as decided when the dual enrollment occurs.

### **ROP**

ROP (Regional Occupational Programs) courses are located at special centers, high schools, and community college campuses. They offer specialized training in a particular field. Any student, age 16 and older, may enroll in any ROP course regardless of funding source or home school district. Classes are usually offered in two-three hour blocks during the day, evening, or on weekends. Course offerings vary from each semester and at each site. Programs offer a combination of classroom and hands-on experience focused on developing specific job skills. Courses offered include (but are not limited to) cosmetology, banking, photography, child care, auto mechanics, and retail sales.

## College Courses

High school students who desire to enroll in a class at a junior or community college may do so with the written permission from the Principal prior to registering for the course. Check with the individual programs and the Transition Providers for requirements.

## Work experience

Students who hold a paid job outside of Frostig may receive elective credits for hours of work as determined appropriate by the Principal.

## TRANSITION SERVICES

### Individual Transition Plan (ITP)

Development and implementation of an Individual Transition Plan (ITP) is mandated under the 2004 reauthorization of IDEA. Section 300.347(b) specifies: **CHECK the SECTION and NEW VERBIAGE**

*The IEP must include (1) For each student with a disability, beginning at age 16 (or younger if determined appropriate by the IEP team) and updated annually, a statement of the student's transition service needs under the applicable components of the student's IEP that focuses on the student's course of study (such as participation in advanced placement courses or a vocational education program); and (2) For each student beginning at age 16 (or younger if determined appropriate by the IEP team), a statement of the student's needed transition services that includes, if appropriate, a statement of the interagency responsibilities or any needed linkages.*

The transition program addresses instruction, related services, community experiences, development of employment and independent living skills with a focus on post-secondary life. Additionally, transition prepares students to assume responsibility for their educational decisions as they reach the age of majority (18 years of age.)

All Frostig students, beginning in 9<sup>th</sup> grade, will work together with the Transition Providers to generate and update their ITP annually. This document will be included as a component of their IEP. IEP (academic, social-emotional, vocational) goals proposed by the Frostig staff will align to the transition goals.

### In Preparation for your Student's ITP (*Individual Transition Plan*)

Before attending your student's ITP meeting, the entire family (the individual, parents, siblings, extended family, significant friends, etc.) should sit down together and thoroughly discuss the issues below. This is a hard process. You may be tempted to put it off, but only careful consideration of these issues can prepare you for the ITP discussion. Be assertive. Stick to your dream. Remember that you and your student will be the ones to live the plan!

Try to form a dream that everyone can share. Write down your dream so that you can give copies to all the professionals involved and community members who may help you and your child reach your dreams. Remember, you are forming a dream that will help your student live an "enviable life," not just the minimum that you can dream.

Please invite key people for this dream to the ITP meeting. Have the courtesy to inform the school and/or school district if you will be bringing people who were not originally invited.

Finally, list your questions, or information that you hope to receive at the ITP meeting.

1. **Home:** Where do you envision your student living when he or she is no longer in school? Consider your student at age 30, 50, or 70. How much and what kind of daily assistance or supports will your child need? What qualities about a home are most important from your student's perspective?
2. **Work:** What do you envision your student doing with his or her days when no longer in school? What would your student find meaningful and motivating? Is employment part of the dream? What kind of work and workplace? How will your student contribute to his or her community? How will your student increase his or her self-esteem?
3. **Training:** What additional training or education do you envision your student having during his or her adult years? In what setting will this training take place? How will additional training or education influence where your student lives, works and recreates?
4. **Leisure:** What do you envision your student doing for enjoyment during his or her adult life? What skills would enhance his or her ability to enjoy his or her spare time? What activities will he or she enjoy doing along at home? What activities will he or she participate in with others or out in the community?
5. **Relationships:** Who will be the most important people to your student during his or her adult years? Who will be his or her friends? What activities will your student share with others? Where will your student have opportunities to meet other people?
6. **Independence:** What help do you envision your student will need throughout his or her life in making decisions and protecting his or her self interest? Who will provide any help needed, especially many years from now. What steps taken now might help make sure someone is there to help your student with this later in his or her life?
7. **Finances:** What do you envision to be your student's chief means of financial support throughout his or her life? Is your estate structured in such a way that your student will not be in jeopardy of losing any government support he or she might have. If your student will need assistance managing his or her resources, who will do that?
8. **Other Supports:** What other areas of your student's life, such as medical issues, transportation, and religious concerns, may also need special planning?

## Age of Majority

At the time when a student turns 18 years of age, they are considered to reach the "age of majority"; all educational rights are transferred to the student. At least one year in advance of this date (prior to the student's 17<sup>th</sup> birthday), the school will assist students in becoming informed and assuming these responsibilities with respect to educational rights and the IEP process at Frostig. After a student reaches his / her 18<sup>th</sup> birthday, all educational documents belong to the student. Additionally, the student must provide written consent for access to records by parents, other professionals, or outside agencies.

Male students who are 18 or are turning 18 soon: the law states that you must register for Selective Service within 30 days of turning 18. Disability is not an exemption. Failure to register will disqualify you from receiving federal and California financial aid. Please go to <http://www.sss.gov> for more information and registration procedures.

## **Transition Services at Frostig**

The goal of the transition program at Frostig is to engage students and their parents in thinking ahead, planning for the future, anticipating possible outcomes for the student, and determining the steps that will need to be taken to achieve those dreams. The program centers on the “success attributes”, encouraging students to understand their learning disability, develop an awareness of compensatory strategies (including accommodations and modifications), identify and utilize support systems, and become self-determined and strong self-advocates.

Our program focuses on five broad categories:

- Career awareness and development of employment skills
- Building and maintenance of relationships
- Development of recreation and leisure interests
- Independent living skills
- Planning for post secondary education and training

In addition to developing the ITP, 6 semesters of coursework are required: one each in 9<sup>th</sup> and 10<sup>th</sup> grades and two in the 11<sup>th</sup> and 12<sup>th</sup> grades.

Transition is NOT a college-preparatory program or a job placement program. Parents and students must be active and equal participants with the school.

## **Summer Work Experience Program**

Research and best practices in the field of transition for students with learning disabilities indicate community based, real-life work experience is essential. As part of our commitment to expanding our transition program, we have organized a work experience program for those high school students attending summer school. The Transition Providers and Principal arrange opportunities at a variety of local sites for students to volunteer / intern for 2-3 days each week during the 6-week summer session. Thus far students have worked at the Eaton Canyon Nature Center, City of Pasadena Parks and Recreation Program, SPCA (Humane Society), Villa Esperanza, Red Cross, and Sohnen Enterprises. We anticipate adding additional sites each year.

A staff person accompanies each small group of approximately 4 -8 students as an “employment coach”, mentoring them during the experience. School-based activities include development of resumes, interview skills, work-related reading and research, writing, and math as well as role playing social situations that typically occur in the work setting.

During the first week of the program, students tour each job site and meet with site supervisors who described the “employment” opportunities. After completing applications for their preferred jobs and generating personal resumes, students are interviewed by Frostig staff. Students are then assigned to jobs based upon their strengths, skills, and preferences.

Students work at their assigned jobs three days each week and receive weekly feedback on their performance; a final evaluation is generated at the end of the program and mailed to parents.

## **POST SECONDARY OPTIONS**

What kind of program can best meet the goals and needs of the student? What are important issues?

General factors to consider include:

- quality of the training or academic program
- convenience

- costs and financial aid
- extracurricular activities
- facilities
- services and support program for students with LD
- housing
- transportation
- size
- recommendations of others

There are many post-secondary options parents and students may wish to explore:

### **Independent Living / Life Skills Programs**

Some students may have the need and desire to increase basic academic skills and knowledge, but may have an equal need to learn increased social and life management skills while also receiving vocational training. There are a variety of programs throughout the country focusing on the development of independent living skills and pre-employment preparation. Some independent living programs offer housing, peer counseling, and job placement opportunities. (Refer to pages 19-25 for information on specific programs.)

### **Apprenticeships**

An apprentice works along side a person skilled in the occupation at about half the wage of the skilled employee. The base wage then rises at the completion of the training. There are over 700 occupations that accept apprentices including the construction trades, culinary workers, and technicians in various industries. The Division of Apprenticeship Standards maintains a website where you can search for apprenticeship programs by county and occupation at <http://www.dir.ca.gov/das/das.html>

### **Private Career and Technical Programs**

Private career and technical programs focus on developing specific career skills. Public programs may be found at technical institutes, public community colleges, and area vocational-technical centers. Private programs or “proprietary programs” may be offered through trade, technical and/or business schools. Examples include computer technician, nurse’s aide, geriatric medical assistant, broadcast technician, veterinarian assistant, plumbing, air conditioning, or cosmetology. Costs range from hundreds to thousands of dollars. Be sure to check out the schools carefully! Are they accredited? Will they provide the training and experience needed? Do they provide employment assistance? What percentage of their students graduate and are employed in their chosen fields? Refer to pages 18-19 for more information.

### **Adult Education and Continuing Education Programs**

A wide range of programs can be found in adult education programs. Adult / continuing education programs appeal to those studying to take the GED test, who need to improve basic academic skills, and those who wish to take a course for self-enrichment. The Adult Basic Education (ABE) program provides free instruction in reading, writing, and thinking skills for those who do not have high school diplomas, or to those whose career path is hampered due to deficits in basic skills. The umbrella of adult education also includes a national system of literacy groups where volunteers tutor students at varying levels of reading literacy. Programs are located at a variety of sites; there are no admission requirements.

## Careers in the Military

The military provides an option for both training and a career. For information, go to <http://www.militarycareers.com/>

## Community College

California has the largest community college system in the country. Students are not required to have a high school diploma in order to enroll. Students may work towards an AA degree, an AAS degree (which is occupation specific such as automotive technician), transfer to a 4-year program, or enroll in individual classes in which they might be interested. Most campuses support an Office of Disabled Student Services which provides support to students when they seek it out. Information is available at <http://www.cccco.edu/> and on pages 17-18. Disabled student services may include:

- Job placement through a joint program with the Department of Rehabilitation
- General Education
- Certified Vocational Education Programs
- Assistive Technology
- Accommodations for classes
- LD Program

## California State (CSU) and University of California (UC)

The CSU and UC campuses across the state offer a variety of undergraduate and graduate programs. Admission is becoming increasingly competitive. In addition to a relatively high GPA, admissions officers are looking for students with well-rounded interests and a variety of activities both in-and-outside of school. In general, students who graduate from Frostig are not prepared to move directly into one of these four-year programs. It is generally easier to gain admittance to a CSU than one of the UC programs. Each of the campuses is known for certain programs; for example, UC Davis is known for programs in agriculture and veterinary medicine; San Francisco State houses an excellent broadcasting program. Information is available at <http://www.csumentor.edu> or <http://www.ucop.edu/pathways>

## Independent Colleges and Universities

There are hundreds of independent colleges and universities, each with its own admission requirements and program emphasis. A variety of resources are available at bookstores such as Borders or Barnes and Noble. Information on independent colleges and universities may also be found at <http://aiccumentor.edu> and on pages 25-28 of this guide.

## California Post-Secondary Educational Systems at a Glance

System	CA Community Colleges	CSU	UC	Independent
Number of Campuses	110	23	10	More than 75
College Entrance Test	None required	ACT or SAT required for students with GPA under 3.0	ACT or SAT and two SAT II subject exams	varies
Degrees Offered	AA or AAS ( <i>vocational certificates</i> )	Bachelors and Masters	Bachelors, Masters, Doctoral, and professional degrees	AA, Bachelors, Masters, Doctoral, and professional degrees
Tuition / Fees (subject to change)	<b>\$20 per unit</b>	<b>\$3,200 per year</b>	<b>\$6,900 per year</b>	<b>\$24,000 (average)</b>
Financial Aid	Financial aid is available from colleges and universities as well as state and federal government. Families should complete a FAFSA application to determine if they qualify.			

## COLLEGE OPTIONS

### College Entrance Requirements

Admission to any of California's 110 **Community Colleges** is easy to understand. Students are admitted to the community college of their choice if they meet any of the following conditions:

- 18 years of age or older, with or without a high school diploma
- Have earned a high school diploma
- Have earned the equivalent of a high school diploma

**Four year colleges and universities** have differing entrance requirements. Meeting eligibility requirements does NOT guarantee admission to the college. In general, programs require students have:

- A minimum GPA
- A high school diploma
- Adequate scores on college admission tests such as the SAT or ACT
- Completion of minimal course requirements (which may exceed those required for a high school diploma.)

Many colleges evaluate the grades earned in grades 10, 11, and 12, although some also consider those from the 9<sup>th</sup> grade. Grades in PE and electives may not count.

College bound students typically take either the **SAT** or **ACT** in their junior and senior years of high school. These tests are not needed for admission to community college. The PSAT, a preparation test for the SAT, is usually taken in the sophomore year. Accommodations such as extended time and alternative testing sites are available.

Parents and students are encouraged to think ahead about what schools a student may want to transfer to: 1) if they mainstream before graduation and 2) if they graduate from Frostig and want to apply to a four year college. While all credits earned at Frostig are valid, receiving schools have their own diploma requirements. All courses taken at Frostig do follow the California State Framework; however, four year colleges each have their own entrance requirements, beyond a high school diploma.

**Frostig’s high school curriculum is not designed to prepare a student for most four year colleges.** Students who graduate from Frostig and go directly to a four year college have usually been dual enrolled for several years and / or they enter a four year college that has unique or alternative entrance requirements for students with learning disabilities. Each college has the right to establish its own criteria for students with disabilities; it is advisable to check with that institution first.

We strongly suggest you work with the Transition Providers to resolve any questions that you may have regarding credit transfers to other high schools.

### Current Required Courses for Eligibility for a Four-Year College

Subject	Average HS graduation requirements	CSU requirements	UC requirements*	Independent Colleges (average)
English	8 semesters	4 years	4 years	4 years
Math	4 semesters ( <i>including Algebra 1</i> )	3 years, 4 recommended ( <i>Algebra I, II, and Geometry</i> )	3 years, 4 recommended	3 years, 4 recommended
Social Studies	6 semesters	2 years	2 years	3 years
Science	4 semesters ( <i>life and physical science</i> )	2 years ( <i>lab science</i> )	2 years ( <i>lab science – biology, chemistry, physics</i> ) 3 recommended	3-4 years ( <i>lab science – biology, chemistry, physics</i> )
Foreign Language	2 semesters Foreign Language or Fine Arts	2 years ( <i>same language</i> )	2 years, 3 recommended	3-4 years ( <i>same language</i> )
Fine Art		1 year	1 year	1 year
PE	4 semesters	0	0	varies
Electives	12 semesters	3 years ( <i>1 year academic coursework</i> )	2 years, 3 recommended ( <i>1 year academic coursework</i> )	
Other	1 semester Health 1 semester Applied Technology	0	See website for specific guidelines	varies

2 semesters = one year

\* prefer coursework at the Honors or Advanced Placement level

## ISSUES FOR STUDENTS WITH LEARNING DISABILITIES

### IDEA v. ADA

The Individuals with Disabilities education Act (IDEA) and the Individualized Education Program (IEP) provisions do NOT apply to postsecondary students. However, they continue to be protected under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990.

The postsecondary program is not required to provide a “free and appropriate public education” (FAPE), although it is required to provide reasonable accommodations to ensure it does not discriminate on the basis

of disability. The U.S. Department of Education, Office for Civil Rights has published a pamphlet addressing questions in this area:

***Students with Disabilities Preparing for Postsecondary Education:  
Know Your Rights and Responsibilities***

Order at:

1-877-433-7827

or download from the website: <http://www.ed.gov/ocr>

## **Considerations for Post-Secondary Programs**

It is important to select a postsecondary program that best matches the goals of the individual and provides an appropriate level of services / support. Factors include admission requirements, resources, extra-curricular activities, and costs. Consideration might be given to the following questions:

- Is there a separate admissions process for students with LD? Are there selective criteria for admission?
- What documentation is required?
- Are accommodations determined on the high school IEP recommendations?
- Is there a separate program for student with LD?
- How many students with LD do they serve?
- What is their retention rate for freshman? For students with LD?
- What is their graduation rate for students? For students with LD?
- Does the program offer remedial or developmental courses for credit towards graduation?
- Does the institution offer substitutions for foreign language or math courses? Waivers? What is the process?
- Do they have staff members trained in the area of LD?
- Is there support from faculty and staff for students with LD?
- How long does a student wait to see a counselor?
- How are testing accommodations handled?
- What services do they offer?

assistive technology	priority registration	support groups
option to tape lectures	alternative forms of tests	study groups
extended time	notetakers	
- Do they offer tutoring? Is there a fee?
- Are tutors trained to work with students with LD?
- Does the academic advisor work in tandem with the LD specialist?
- Do they offer courses in study skills or learning strategies?
- Does the campus have an ADA / 504 Compliance Officer?
- How many complaints do they receive about faculty or staff in an average year? How are they handled? Have any OCR complaints been filed against the program?

## **Testing for Post -Secondary Applications**

Many colleges and universities require students to take the **SAT-II** and / or **ACT** tests. The CollegeBoard (SAT tests) and ACT provide reasonable accommodations to students with identified disabilities. In most cases, students must submit documentation of the disability and accommodations needed. Information is available online at:

<http://www.collegeboard.com> (SAT)

<http://www.act.org> (ACT)

Other post-secondary programs request current educational testing. Parents may submit a request for testing: 1) directly to the principal; 2) in writing; 3) including a reason why the report is desired. The principal will determine if the terms of the request can be accommodated and will not tax our resources or take us too far astray from our other priorities. While reasonable consideration will be made regarding each request, there is no guarantee that requests can be met. Contact the Principal for additional information.

## **ADDITIONAL PROGRAMS AND SERVICES**

### **Regional Centers**

#### **Department of Developmental Services**

Regional Centers provide support services for a variety of training and employment opportunities. Depending on the needs and functional level of the individual, services may include employment training services, supported employment, independent living skills training, work activity programs, and transportation services. While services are designated for persons with developmental disabilities, some will serve students with Autistic spectrum disorders. Contact the local Regional Center for information or check out the website at <http://www.dds.ca.gov>

#### **Department of Rehabilitation**

Department of Rehabilitation services are available to those with a documented physical, emotional, or cognitive disability. They provide employment related services such as job training (including the books and training supplies to learn the skills required for a job), transportation assistance, tools, equipment, and licenses to go to work, readers and note-taking services, and supported employment (job coach.) Services are time-limited, ending when support is no longer needed.

The Department of Rehabilitation may have a waiting list for adult services, so it is important to initiate the process in advance of graduation. Parents are encouraged to contact the local State Department of Rehabilitation office for information or check out the website at <http://www.dor.ca.gov>

#### **School-to-Work Interagency Transition Partnership**

SWITP is a statewide effort to coordinate delivery systems that support students with disabilities in moving successfully from school to work and adult life. The website contains information and links to over 2,000 Internet resources relating to school-to-work transition. <http://www.sna.com.switp/>

#### **Private Industry Councils**

Private industry Councils (Workforce Investment Boards) are funded by federal dollars to serve individuals with characteristics associated with long-term welfare dependency. At least 25% of individuals served by this program must have disabilities. These councils contract with private, local community agencies to provide services which may include vocational assessment, paid work experience, vocational training and education, on the job training, job placement, and post-employment services and support. One-Stop Career Centers are examples of local agencies that contract with Private Industry Councils to provide job services. A list of local centers is available at <http://www.sjtcc.ca.gov/SJTCCWEB/ONE-STOP/pic.htm>.

## Social Security

Social Security provides assistance to persons with disabilities through two programs: Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI). The Social Security office can also assist in connecting your student with public medical insurance programs like Medi-Cal and Medicare.

To qualify for SSI benefits, a person must be blind or disabled, have limited income and resources, and meet citizenship and residency requirements. The disability must make the person unable to work and be expected to last at least 12 months. To qualify for SSDI benefits, a person must be disabled or blind and have paid into Social Security through his employment. A person with a disability may also qualify for SSDI through a parent who has received this benefit.

In the month before your student turns 18, he should apply for the appropriate Social Security benefits. Contact 1-800-772-1213 or obtain information via the web at <http://www.ssa.gov/about.htm>.

## Department of Mental Health

The Department of Mental Health provides assessment and diagnosis, inpatient and outpatient care, 24-hour crisis counseling, youth and children services, medication, and mental health rehabilitation services. Information can be obtained at <http://www.dmh.co.la.ca.us>.

## PLANNING FOR POST-SECONDARY LIFE

### TIMELINE FOR PARENTS

9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	
X	X	X	X	Assist students (in conjunction with the Transition Provider and Principal) in planning for and taking the classes to reach goals.
X	X	X	X	Help your student select extracurricular activities, volunteer, or career exploration opportunities that explore interests and skills.
X	X	X	X	Annually, with your student and the Transition Provider, discuss whether the student is on target for a diploma, certificate of completion, or other alternatives. This is discussed at the IEP meeting and parent conferences; however, parents are welcome to contact the school whenever there are questions.
X	X	X	X	Each semester, review your student's grades; annually, review his / her transcript and re-evaluate the ITP goals and information.
X	X	X	X	Teach your student how to make a budget, plan for and prepare meals, organize social and work time.
	X	X	X	Explore / contact / visit a variety of post-secondary programs. The Transition Provider and Principal are available to assist in identifying programs.
	X	X	X	Begin to visit programs / schools of interest. Plan to see at least 4 before making a decision.
	X	X	X	Decide which programs most interest you and your student. Contact them and request information and an application (this provides an opportunity to plan ahead.)
	X	X		Students should register for and take the PSAT if appropriate to goals. Contact the Transition Provider for information.
		X	X	Students should register for and take the SAT II or ACT if appropriate to goals. Parents should identify any other testing / evaluations / reports required by post-secondary programs and make arrangements for assessment and reports. Contact the Transition Provider or Principal for information.
		X	X	Explore financial aid from Federal, State, or local agencies including Regional Center and the Department of Rehabilitation
		X	X	Assist your student in preparing applications. <b>PAY CLOSE ATTENTION TO DEADLINES!</b>

## Frostig School Post-Secondary Resource List 2007-2008

### Government Agencies

- California Conservation Corps (jobs for those ages 18-25)  
<http://www.ccc.ca.gov>
- California Department of Education
  - Family Involvement and Partnerships <http://www.cde.ca.gov/sp/se/fp>
  - Regional Occupational Centers <http://www.cde.ca.gov/ds/si/rp>
- Career Voyages (collaboration between Dept. of Education and Dept. of Labor)  
<http://careervoyages.gov>
- College Navigator (Dept. of Education)  
<http://collegenavigator.ed.gov>
- Department of Developmental Services/Regional Center  
<http://www.dds.ca.gov>
- Department of Industrial Relations (DIR) Young Workers Website  
<http://www.dir.ca.gov/YoungWorker/YoungWorkersMain.html>
- Department of Labor
  - Job Corps (ages 16-24) <http://jobcorps.dol.gov>
  - Occupational Outlook Handbook <http://stats.bls.gov/oco>
- Department of Mental Health (L.A. County office)  
<http://dmh.lacounty.gov>
- Department of Rehabilitation  
(assistance with career training and post-secondary education)  
<http://www.dor.ca.gov> and <http://www.rehab.cahwnet.gov>
- Disability Information (information from federal government)  
<http://www.disabilityinfo.gov>
- Employment Development Department  
<http://www.edd.cahwnet.gov>
- Government Benefits (information on over 1,000 assistance and benefit programs)  
<http://www.benefits.gov>
- Governor's Committee on Employment of Disabled Persons  
<http://www.edd.ca.gov/gcepdind.asp>

- Labor Market Information  
<http://www.labormarketinfo.edd.ca.gov>
- One Stop Career Center (part of Employment Development Department)  
<http://www.servicelocator.org>
- Selective Service Registration (for males 18 and older)  
<http://www.sss.gov>
- Social Security Administration      <http://ssa.gov>  
    Ticket to Work Program              <http://ssa.gov/work>
- State Independent Living Council  
<http://www.calsilc.org>
- Student Gateway to the US Government  
(info on government, career planning, education, military service)  
<http://www.students.gov>
- Young Worker's Health and Safety Website (this is through UC Berkeley, but it is sponsored by the California Department of Industrial Relations)  
[www.youngworkers.org](http://www.youngworkers.org)

### **Selected Local Community Colleges**

- Community College Chancellor's Office (links to all 110 community colleges)  
[www.cccco.edu](http://www.cccco.edu)

**Note:** Each community college has its own Disabled Students Programs and Services office. See individual college website for information on DSPS offices.

- Antelope Valley College (Lancaster)  
[www.avc.edu](http://www.avc.edu)
- Cerritos College (Norwalk)  
[www.cerritos.edu](http://www.cerritos.edu)
- Citrus College (Glendora)  
[www.citruscollege.edu](http://www.citruscollege.edu)
- East Los Angeles College (Monterey Park)  
[www.elac.edu](http://www.elac.edu)
- El Camino College (Torrance)  
[www.elcamino.edu](http://www.elcamino.edu)

- Glendale Community College  
[www.glendale.edu](http://www.glendale.edu)
  
- Long Beach City College  
[www.lbcc.edu](http://www.lbcc.edu)
  
- Los Angeles Pierce Community College (Woodland Hills)  
<http://www.piercecollege.edu>
  
- Los Angeles Trade-Technical College  
[www.lattc.edu](http://www.lattc.edu)
  
- Los Angeles Valley College (Van Nuys)  
[www.lavc.cc.ca.us](http://www.lavc.cc.ca.us)
  
- Moorpark College  
[www.moorparkcollege.edu](http://www.moorparkcollege.edu)
  
- Mount San Antonio College (Walnut)  
[www.mtsac.edu](http://www.mtsac.edu)
  
- Pasadena City College  
[www.pasadena.edu](http://www.pasadena.edu)
  
- Rio Hondo College (Whittier)  
[www.riohonodo.edu](http://www.riohonodo.edu)
  
- Riverside Community College  
[www.rcc.edu](http://www.rcc.edu)
  
- Santa Monica College  
[www.smc.edu](http://www.smc.edu)
  
- Ventura College  
[www.venturacollege.edu](http://www.venturacollege.edu)
  
- West Los Angeles College (Culver City)  
[www.wlac.edu](http://www.wlac.edu)

### **Selected Specialty/Trade/Technical/ Vocational Schools**

**Note:** Many community colleges also have extensive vocational/trade programs. The programs listed below are private institutions.

- American Career College  
<http://www.americancareer.com>

- Cal Arts (Valencia)  
<http://www.calarts.edu>
- California School of Culinary Arts (Pasadena)  
<http://www.csa.edu>
- Columbia College of Film, Television and Media Arts (Tarzana)  
<http://www.columbiacollege.edu>
- DeVry University  
<http://www.devry.edu>
- Entertainment Careers (not a school, but it does provide jobs and internships)  
<http://entertainmentcareers.cc>
- Everest College (formerly Bryman College)  
<http://www.everest.edu>
- Fashion Institute of Design and Merchandise (Los Angeles)  
<http://www.fidm.com>
- Glendale Career College  
<http://www.success.edu>
- ITT Technical Institute  
<http://www.itt-tech.edu>
- Maric College  
<http://www.mariccollege.edu/mariccollegePortal>
- Marinello Schools of Beauty  
<http://marinello.com/def/main.aspx>
- Musician's Institute (Hollywood)  
<http://mi.edu>
- Paul Mitchell School  
<http://www.paulmitchelltheschool.com/pmsp>
- Westwood College  
<http://www.westwood.edu>

### **Job Training and/or Supported Living Programs**

- Ability First (multiple locations; employment, recreational and housing programs)  
[www.abilityfirst.org](http://www.abilityfirst.org)

- Almansor Center (South Pasadena)  
[www.redesignlearning.org](http://www.redesignlearning.org)
- AmeriCorps (must be 18 years old to participate)  
[www.americorps.org](http://www.americorps.org)
- California Apprenticeship Coordinators Association  
[www.calapprenticeship.org](http://www.calapprenticeship.org)
- California Foundation for Independent Living Centers (25 locations in CA)  
[www.cfilc.org](http://www.cfilc.org)
- Communities Actively Living Independent and Free (Los Angeles)  
[www.calif-ilc.org/index.htm](http://www.calif-ilc.org/index.htm)
- Community Advocates for People's Choice (Whittier)  
[www.capcinc.org](http://www.capcinc.org)
- Foothill Vocational Opportunities (Pasadena)  
[www.foothillvoc.org/index.htm](http://www.foothillvoc.org/index.htm)
- Goodwill Industries (training and career services for people with disabilities)  
[www.goodwillsocal.org](http://www.goodwillsocal.org)
- Independent Living Center of East San Gabriel Valley  
[www.ilc-clar.org](http://www.ilc-clar.org)
- Independent Living Center of Southern California (Van Nuys, Santa Clarita, and Lancaster offices serving Glendale, Burbank, San Fernando Valley and Antelope Valley)  
[www.ilcsc.org](http://www.ilcsc.org)
- Lincoln Training Center (South El Monte)  
[www.lincolntc.org](http://www.lincolntc.org)
- Marriott Foundation for People with Disabilities (job training and placement)  
[marriott.com/foundation/facts.mi](http://marriott.com/foundation/facts.mi)
- Portals House (provides services for those with mental illness)  
[www.portalshouse.org](http://www.portalshouse.org)
- Regional Occupation Program (R.O.P.; apprenticeships in Los Angeles county)  
[www.lacorop.org](http://www.lacorop.org)
- San Gabriel Valley Training Center  
[www.sgvtc.com](http://www.sgvtc.com)

- Southeast Center for Independent Living (southeast Los Angeles county)  
[www.scrs-ilc.org](http://www.scrs-ilc.org)
- Southern California Rehabilitation Services (Downey)  
[www.scrs-ilc.org](http://www.scrs-ilc.org)
- Tierra del Sol (Sunland/Shadow Hills)  
[www.tierradelsol.org](http://www.tierradelsol.org)
- Valley Light Industries (Irwindale and surrounding areas)  
[www.valleylightind.org](http://www.valleylightind.org)
- Verdugo Jobs Center (Glendale)  
[www.verdugojobscenter.org](http://www.verdugojobscenter.org)
- Westview Services, Inc. (southern California)  
[www.westviewservices.org](http://www.westviewservices.org)
- Work Training Programs, Inc. (Los Angeles, San Luis Obispo, Santa Barbara and Ventura counties; employment, day services and assisted living programs)  
[www.wtpinc.org](http://www.wtpinc.org)
- Women at Work (Pasadena)  
[womenatwork1.org](http://womenatwork1.org)

### **Independent Living Residence Programs**

- Anchor to Windward (Salem, MA)  
<http://www.atw813.org>  
Providing independent living and social networking services to adolescents and adults with developmental disabilities including Down Syndrome, Asperger's Syndrome, and other disabilities that stem from early childhood.
- Bancroft Neurohealth (Haddonfield, NJ)  
<http://www.bancroftneurohealth.org>  
Bancroft offers a wide range of state-of-the-art services to children and adults with autism, developmental disabilities, brain injuries and other neurological impairments. Services include educational, vocational, residential, rehabilitation and therapeutic interventions based on the individual needs of each person the organization serves.
- Casa de Amma (San Juan Capistrano, CA)  
<http://casadeamma.org>  
We nurture the abilities and independence of people with learning challenges by providing a broad spectrum of residential, vocational and educational opportunities in a responsive and caring environment.

- Center for Adaptive Learning (Concord, CA)

<http://www.centerforadaptivelearning.org/facilities.htm>

The mission of the Center for Adaptive Learning is to empower adults with a developmental neurological disability to realize their individual potential for self-reliant living as defined by the ability to engage in meaningful productive work, to socialize successfully, to attend to their own physical and emotional health and to experience on-going personal growth.

- Center for the Advancement of Postsecondary Studies at the Maplebrook School (Amenia, NY)

<http://www.maplebrookschool.org>

The C.A.P.S. student body consists of a balance between young men and women and is reflective of society as a whole. Through small group and individualized instruction, the student will be assisted in reaching his/her academic, social, vocational, and physical potential.

- Chapel Haven (New Haven, CT)

<http://www.chapelhaven.org>

Chapel Haven is a unique place. We are the country's only combined state-accredited special education facility and independent living facility for adults with cognitive disabilities.

- Foundation for Independent Living (Coconut Creek, FL)

[www.filinc.org](http://www.filinc.org)

The Foundation is a private, not-for-profit, community-based independent residential living program for adults with learning disabilities.

- Getting Ready for the Outside World at Riverview School (Cape Cod, MA)

[www.riverviewschool.org](http://www.riverviewschool.org)

In the structured, supportive residential setting a competent, caring staff fosters independence and self-determination through the development of independent living skills, social skills and self esteem in the GROW program.

- Horizons School (Birmingham, AL)

<http://www.horizonsschool.org>

The Horizons School offers a non-degree transition program specifically designed to facilitate personal, social and career independence for students with specific learning disabilities and other handicapping conditions.

- Independence Center (Los Angeles, CA)

<http://www.independencecenter.com/contact.htm>

- Jespy House (South Orange, NJ)

[www.jespy.org](http://www.jespy.org)

JESPY House is an extraordinary program for adults with learning and developmental disabilities who demonstrate the ability to live independently and gain competitive employment. JESPY House welcomes men and women, ages 18 and older, who have been diagnosed with learning disabilities, neurological impairments and/or perceptual impairments. Depending on the level of their ability, JESPY clients may immediately begin to live independently in the JESPY community, or they may first become part of the Residential Living Program where they will learn the skills to achieve independence. Although individuals of all faiths are accepted, Judaic principles are maintained throughout the program.

- Life College (Richfield, MN)

<http://mnlifecollege.org>

Minnesota Life College is a three year postsecondary, life-skills training program for young adults with learning disabilities. Independent Living and Employment Readiness are at the heart of MLC's unique program; other key curriculum areas include Decision-Making for Success, Social Skills Development, and Fitness and Wellness.

- Life Development Institute (Glendale, AZ)

<http://www.life-development-inst.org>

The Life Development Institute has been a beacon of hope for young adults who struggle with learning disabilities, attention deficit disorders and other related conditions. The post-secondary curriculum is designed to increase the intellectual, personal, physical, social, and career development of its student population. Further, it is aimed at engaging young adults in rigorous and challenging experiential learning and educational pursuits commensurate with their level of development. The curriculum provides a balanced program for all students and is flexible enough to permit wide variation in student development or aspirations.

- Living Independently Forever, Inc. (Hyannis, MA)

<http://www.lifecapecod.org>

The mission of LIFE, working in collaboration with families is to assist residents develop the skills they need to function as independently as possible, and to provide supports to assist them in attaining their maximum level of independence, self fulfillment and happiness.

- Moving Forward (Napa, CA)

<http://www.moving-forward.org>

Moving Forward Toward Independence is a nonprofit, residential program committed to guiding our residents to achieve their highest potential. By providing an environment that maintains a balance of challenges and support, Moving Forward fosters growth in social, vocational and interpersonal skills. Working in partnership with residents and their families, we offer a caring and responsive community where young adults with complex learning or mild developmental disabilities can enjoy productive, fulfilling and healthy lives.

- OPTIONS Program at Brehm (Carbondale, IL)

[www.brehm.org](http://www.brehm.org)

OPTIONS is a program that services the needs of young adults with complex learning disabilities. Our young adults have potential to be successful in the college or employment environment but cannot demonstrate it, as they have not mastered the skill sets necessary to negotiate college or successful employment. They have not yet learned the social, emotional, academic, or employment skills required by the demands of our society. OPTIONS now offers a three-phase program leading to independence as students achieve specific skills. It focuses on apartment living, money management, life skills, employability skills, academic skills, community living, etc.

- Pathway at UCLA Extension (Westwood, CA)

[www.uclaextension.edu/pathway](http://www.uclaextension.edu/pathway)

A two-year certificate program for students with developmental disabilities, providing a blend of educational, social, and vocational experiences.

- Professional Assistant Center for Education at National-Louis University (Evanston, Illinois)

[www3.nl.edu/academics/PACE](http://www3.nl.edu/academics/PACE)

Founded in 1986, PACE is a two-year, noncredit postsecondary certificate program located on the campus of National-Louis University in Evanston, Illinois. The PACE program is designed especially to meet the transitional needs of students with multiple learning disabilities in a university setting. The Program commits to educating the whole person, preparing young adults for independent living by integrating instruction in academics, career preparation, life skills and socialization. An apartment living program is available to qualified graduates of the Program, allowing students to remain in a familiar environment among friends while transitioning to the next step of independent living.

- Project Forward (Cape Cod Community Center, West Barnstable, MA)

[www.projectforward.net](http://www.projectforward.net)

Project Forward is a vocational training skills program for students with significant learning difficulties. Project Forward's mission is to encourage students with disabilities to develop employment skills and become responsible learners and workers.

- Scenicview Center (Provo, UT)

<http://scenicviewcenter.org>

ScenicView is a not-for-profit educational facility for adults with learning disabilities. The facility and programs are state-of-the-art, designed to provide adults with learning disabilities the opportunity to work toward their individual lifetime goals. ScenicView offers 24-hour structure built around a "Balance of Life" program. This enables residents to plan goals in eight areas of life: Creative, Educational, Emotional, Employment, Independent Living, Physical, Social, and Spiritual.

- Specialized Housing, Inc. (Brookline, MA)

<http://specializedhousing.org>

We work with families seeking supportive independent living situations for adults with developmental disabilities, learning disabilities, traumatic brain injuries, physical disabilities, or psychiatric illness. We are a development team of clinicians, lawyer, architect, and builders committed to creating housing for people with additional needs.

- St. Louis Life (O'Fallon, MO)

[www.stlouisliflife.org](http://www.stlouisliflife.org)

St. Louis Life is a community-based, structured program with on-site staff support for young adults with developmental disabilities. Residents will be working and living in the community and allowed to make decisions that affect all aspects of their lives.

This independent living program will offer apartment residential opportunities in addition to job placement/coaching, social, educational and recreational activities, and many other support services.

- Taft College Transition to Independent Living Program (Taft, CA)

[www.taft.cc.ca.us/til/index.html](http://www.taft.cc.ca.us/til/index.html)

The Transition to Independent Living Program (TIL) is a post-secondary experience for developmentally disabled adults emphasizing learning independent living skills. The program stresses the importance of teaching people to accept responsibility for decisions and choices they make.

- The Threshold Program at Lesley University (Cambridge, MA)

[http://www.lesley.edu/threshold/threshold\\_home.htm](http://www.lesley.edu/threshold/threshold_home.htm)

The Threshold Program is a comprehensive, non-degree campus-based program at Lesley University for highly motivated young adults with diverse learning disabilities and other special needs. All are

clearly interested in careers in one of our vocational fields of study, Business and Support Services and Early Childhood Studies, and all have a strong desire to become independent adults.

- The Transitional Living Center at the Maplebrook School (Amenia, NY)

<http://www.maplebrookschool.org/page.cfm?p=31>

The mission of T.L.C. is to provide an independent living environment for young adults who learn differently. The program allows them to experience “real life” in a safe, supportive atmosphere, including life-skills support, group social skills counseling, recreational opportunities, as well as vocational guidance.

- Vista Vocational and Life Skills Center, Inc. (Westbrook, CT)

<http://www.vistavocational.org>

Vista is a unique, community-based educational program for young adults with neurological disabilities (learning disability, epilepsy, autism, or traumatic brain injury). We offer vocational training, life skills instruction, counseling and support services designed to enable our students to succeed in work and to live independently.

### **College-Based Residence Programs**

- Academic Bridges for Learning Effectiveness at Metropolitan Community College, (Kansas City, MO)

[www.mcckc.edu](http://www.mcckc.edu)

ABLE helps students with learning disabilities or brain injuries. ABLE's goal is to empower students to become independent learners and effective self-advocates. It has been designed to support you as you progress into a regular college program. You will work directly with a learning specialist to create a plan that fits your interests and needs. We will help to identify the accommodations you need for success in college, both in the classroom and outside of it. You'll take a specific series of classes to learn success skills. You'll also receive special tutoring support and counseling.

- Academic Success, Inc. at Santa Fe Community College (Gainesville, FL)

[www.academic-success.net](http://www.academic-success.net)

The mission is to provide quality, individualized academic, life-skill, social, emotional and career support to post-secondary students with learning disabilities.

- Beacon College (Leesburg, FL)

[www.beaconcollege.edu](http://www.beaconcollege.edu)

As a student at Beacon College, you will come to understand your learning disability in ways you never have before. From there, you'll discover the way that you learn best and use suggested strategies to optimize your strengths in the classroom. All of this will be done alongside other high-achieving students from across the country whose learning experiences, to this point, have been very similar to yours. At the same time, Beacon College will offer you a fun, supportive, collegiate atmosphere that recognizes accomplishment, fosters lifelong friendships, and prepares you for personal and professional success!

- Berkshire Center (Lee, MA)

<http://berkshirecenter.org>

The College Internship Program at the Berkshire Center provides individualized, post-secondary academic, internship and independent living experiences for college-aged students with learning differences and Asperger's Syndrome.

- Brigham Young University-Idaho (Rexburg, ID)

<http://www.byui.edu>

From its earliest years as a pioneer academy to the modern university we know today, BYU-Idaho has enjoyed a rich heritage of sacrifice, service, improvement, and innovation. This historic institution is embarked on a journey of growth and progress that began with the divinely inspired decision to transform Ricks College into a four-year university. Since then, BYU-Idaho has broken new ground in higher education with unique academic offerings, creative calendaring, and programs focused on the development of students. BYU-Idaho is truly rethinking education and our young people are always at the center of those efforts.

- College Living Experience

(Austin, Chicago, Denver, Fort Lauderdale, Monterey, Washington D.C.)

<http://www.cleinc.net>

College Living Experience is a program designed to help students with learning disabilities transition into a life full of opportunity, independence and success.

- Higher Education for Learning Problems at Marshall University (Huntington, WV)

[www.marshall.edu/help](http://www.marshall.edu/help)

The H.E.L.P. Program is committed to providing assistance through individual tutoring, mentoring and support, as well as fair and legal access to educational opportunities for students diagnosed with Learning Disabilities (LD) and related disorders such as ADD/ADHD.

- Johnson & Wales University

(Providence, North Miami, Denver, Charlotte)

[www.jwu.edu](http://www.jwu.edu)

Johnson & Wales University is a world-class university, where students have an opportunity to pursue a career education in business, hospitality, culinary arts, or technology. Scores of majors and degree programs are offered at the undergraduate, graduate and doctoral level.

- Landmark College (Putney, VT)

[www.landmark.edu](http://www.landmark.edu)

Landmark College is fully accredited by the New England Association of Schools and Colleges. While many colleges offer special programs for students with learning difficulties, Landmark College is one of the only accredited colleges in the United States designed exclusively for students with dyslexia, attention deficit hyperactivity disorder (AD/HD), or other specific learning disabilities. We teach the skills and strategies necessary for success in college and the workforce. Here at Landmark, you learn how to learn, and this knowledge helps you become more confident and independent.

- Marymount College (Palos Verdes, CA)

<http://www.marymountpv.edu>

We provide a caring, person-centered educational experience rooted in a Catholic heritage. We promote student appreciation for a rigorous search for wisdom through a values-based education in the liberal arts and sciences, culminating in the development of a meaningful philosophy of life, prudent selection of a major, acquisition of an Associate degree and successful transfer to a four-year college or university. Our academic and co-curricular programs aspire to prepare students to be

thoughtful, caring and effective members within family, community, society and the world. We seek to develop a sense of universal meaning, a global and historical perspective, and a shared understanding of the common humanity that is the basis for community among diverse national, cultural and social backgrounds. We enable students to develop the foundation for competencies necessary for entry, growth and success in chosen careers as well as the enthusiasm to be a lifelong learner.

Our overarching vision is to develop men and women with maturity, intellectual curiosity and the skills to succeed. A Marymount College education provides for this learning experience to persons of diverse backgrounds, ages and levels of academic preparedness.

- Optimum Performance Institute (Woodland Hills, CA)

<http://www.optimumperformanceinstitute.com>

We help young men and women ages 17 to 25 years old find the internal balance and external support they need to make a seamless transition into adulthood. As our participants enroll in a nearby junior college or university---or complete high school, get their GED or enter the workforce---they are offered services ranging from individualized/group counseling, substance abuse counseling when indicated, career counseling and psychotherapy to educational tutoring and organizational support to help them set goals and decide what they want to do with their lives. With help from our dedicated staff, participants establish a bridge of communication with their families as they move toward being able to function more independently with our incremental decreases in supervision and structure. They move from our luxury apartments into their own apartments, maintaining a continuum of care with our supportive network of peers and dedicated professionals, a network that continues even after they leave.

- Philler Curtis Program at Menlo College (Atherton, CA)

[www.menlo.edu](http://www.menlo.edu)

The Philler Curtis Program is a comprehensive approach to help students who wish to improve academic performance and transition more smoothly to the rigors of college academics. All Philler Curtis Program participants are fully matriculated Menlo College students. As such, there is no identification of participants on class rosters, transcripts or diplomas. All students take the same rigorous Menlo College courses and must meet the same degree requirements.

- Program for Advancement of Learning at Curry College (Milton, MA)

[www.curry.edu](http://www.curry.edu)

PAL recognizes and respects each individual as a unique learner with potential for continued growth and the ability to achieve and succeed. PAL encourages students to become self-directed, independent, successful learners, achieving competence and effectiveness.

- Program for Alternative Learning Styles at Limestone College (Gaffney, South Carolina)

[www.limestone.edu](http://www.limestone.edu)

PALS was developed to serve college-age students with specific learning disabilities. The purpose is to provide students with opportunities to be successful and independent learners in an academic environment within three years after beginning PALS.

- Strategic Alternative Learning Techniques Center at University of Arizona (Tucson)

[www.salt.arizona.edu](http://www.salt.arizona.edu)

SALT Center serves the needs of many students diagnosed with LD or ADHD. SALT students receive individualized educational planning and monitoring, assistance from trained tutors with course work, and an array of workshops geared toward the individual academic needs of these

students. each student is assigned to a Learning Specialist. These individuals assist students as they navigate through the University of Arizona.

- Thames Academy at Mitchell College (New London, CT)  
[www.mitchell.edu](http://www.mitchell.edu)

Mitchell College is a coeducational, private residential institution offering associate and bachelor degree programs in the liberal arts and professional areas. The college is dedicated to providing a challenging education in a caring and cooperative environment for all students, including those with untapped potential and those with diagnosed learning disabilities. The Thames Academy is a pre-college transitional experience. It is a year of academic preparation that provides college courses for credit.

## Financial Aid Resources

### Important Web Sites for Federal Financial Aid

- FAFSA (**not** [www.fafsa.com](http://www.fafsa.com)—this is a company that charges money!)  
[www.fafsa.ed.gov](http://www.fafsa.ed.gov)
- FAFSA 4Caster (online calculator to assist families with financial aid planning)  
[www.fafsa4caster.ed.gov](http://www.fafsa4caster.ed.gov)
- FAFSA PIN (apply about two weeks **before** you file FAFSA)  
[www.pin.ed.gov](http://www.pin.ed.gov)
- Federal Student Aid  
[www.studentaid.ed.gov](http://www.studentaid.ed.gov)
- Loan information  
[www.edfund.org](http://www.edfund.org)

### Important Web Sites for California Financial Aid

- Association of Independent California Colleges and Universities <http://www.aiccumentor.org>
- California Colleges  
<http://www.californiacolleges.edu>
- Cal Grants  
[www.calgrants.org](http://www.calgrants.org)
- Cal Grant GPA Verification Form  
[http://www.csac.ca.gov/PUBS/FORMS/GRNT\\_FRM/gpawebformfillin.pdf](http://www.csac.ca.gov/PUBS/FORMS/GRNT_FRM/gpawebformfillin.pdf)
- California Student Aid Commission  
[www.csac.ca.gov](http://www.csac.ca.gov)
- Chafee Grant  
[www.chafee.csac.ca.gov](http://www.chafee.csac.ca.gov)
- Child Development Grant, Law Enforcement and APLE  
[www.csac.ca.gov](http://www.csac.ca.gov)

### Selected Scholarship Web Sites

- Anne Ford Scholarship  
[www.nclld.org/content/view/full/871/456074](http://www.nclld.org/content/view/full/871/456074)
- California Association on Postsecondary Education and Disability  
[www.caped.net](http://www.caped.net)
- Coca Cola Scholarship Program

[www.coca-colascholars.org](http://www.coca-colascholars.org)

- Fastweb Scholarships (clearinghouse)

[www.fastweb.com](http://www.fastweb.com)

- Financial Aid for Students with Disabilities

[www.parentsinc.org/finaid/finaid.html](http://www.parentsinc.org/finaid/finaid.html)

- Horatio Alger Scholarship Program

[www.horatioalger.com/scholarships/index.cfm](http://www.horatioalger.com/scholarships/index.cfm)

- LD Online scholarship information

[www.ldonline.org/scholarship\\_ops](http://www.ldonline.org/scholarship_ops)

- McDonald's

[www.mcdonaldssocal.com](http://www.mcdonaldssocal.com)

- Recording for the Blind and Dyslexic National Achievement Awards [www.rfbd.org](http://www.rfbd.org)

- Scholarships.com (clearinghouse)

[www.scholarships.com](http://www.scholarships.com)

- Toyota Community Scholars

[www.toyota.com/communityscholars](http://www.toyota.com/communityscholars)

- Yes I Can! Foundation Scholarship <http://yesican.sped.org/scholarship/index/index.html>

### **Identity Theft**

- For more information on identity theft

[www.consumer.gov/idtheft](http://www.consumer.gov/idtheft) or call 1-877-IDTHEFT.

- To report identity theft that affects your federal student aid

U.S. Department of Education's Office of Inspector General hotline

1-800-MISUSED or go to [www.ed.gov/misused](http://www.ed.gov/misused)

- Federal Trade Commission (information on scholarship scams) [www.ftc.gov/scholarshipcams](http://www.ftc.gov/scholarshipcams)

### **Other Post-Secondary or College Related Web Sites**

- Association of Independent California Colleges and Universities

[www.aiccu.edu](http://www.aiccu.edu)

- California Apprenticeship Coordinators Association

[www.calapprenticeship.org](http://www.calapprenticeship.org)

- California State University system (CSU)

[www.csumentor.edu](http://www.csumentor.edu)

- Campus tours and general college information

[www.ecampustours.com](http://www.ecampustours.com)

- Financial planning tools

[www.edwise.org](http://www.edwise.org)

- Planning for college

[www.going2college.org](http://www.going2college.org)

- Smart Guide to Student Financial Aid

[www.finaid.org](http://www.finaid.org)

- Transfer from community college to UC or CSU assistance

<http://www.assist.org>

- University of California system

[www.universityofcalifornia.edu](http://www.universityofcalifornia.edu)

## Resources for Students with Disabilities and Their Families

- All Kinds of Minds  
[www.allkindsofminds.org](http://www.allkindsofminds.org)
- Alliance for Technology Access  
[www.ataccess.org](http://www.ataccess.org)
- American Academy of Children and Adolescent Psychiatry  
[www.aacap.org](http://www.aacap.org)
- American Speech-Language-Hearing Association  
[www.asha.org](http://www.asha.org)
- Association on Higher Education and Disability  
[www.ahead.org](http://www.ahead.org)
- Attention Deficit Disorder Association  
[www.add.org](http://www.add.org)
- Autism Society of America  
[www.autism-society.org](http://www.autism-society.org)
- California Association of Post-Secondary Education and Disabilities  
[www.caped.net](http://www.caped.net)
- Center for the Partially Sighted  
[www.low-vision.org](http://www.low-vision.org)
- Child and Adolescent Bipolar Foundation  
[www.bpkids.org](http://www.bpkids.org)
- Children and Adults with Attention Deficit/Hyperactivity Disorder  
[www.chadd.org](http://www.chadd.org)
- Council for Learning Disabilities  
[www.cldinternational.org](http://www.cldinternational.org)
- Disability Resources on the Internet  
[www.disabilityresources.org](http://www.disabilityresources.org)
- Disability Benefits 101 (helps workers, job seekers, and service providers understand the connections between work and benefits)  
[www.disabilitybenefits101.org](http://www.disabilitybenefits101.org)
- Epilepsy Foundation of Greater Los Angeles  
[www.epilepsy-socalif.org](http://www.epilepsy-socalif.org)

- Friends of Californians with Disabilities  
[www.disabilityemployment.org](http://www.disabilityemployment.org)
  
- George Washington University HEATH Resource Center (has many topics and resources available)  
[www.heath.gwu.edu](http://www.heath.gwu.edu)
  
- Gravett Group (Upland; SSI, SSDI and worker's compensation)  
[www.gravettgroup.com](http://www.gravettgroup.com)
  
- International Dyslexic Association  
[www.interdys.org](http://www.interdys.org)
  
- Learning Disabilities Association of California (multiple locations throughout state)  
[www.LDACA.org](http://www.LDACA.org)
  
- Learning Disabilities Association of America  
[www.ldaamerica.org](http://www.ldaamerica.org)
  
- Learning Disabilities Online  
[www.ldonline.org](http://www.ldonline.org)
  
- Life and Health Insurance Foundation for Education  
(non-profit organization that provides information on life, health, disability and long-term care insurance)  
[www.life-line.org](http://www.life-line.org)
  
- Life Success for Children with Learning Disabilities (Frostig)  
[www.ldsucceess.org](http://www.ldsucceess.org)
  
- Loving Your Disabled Child (resources for parents)  
[www.lydc.org](http://www.lydc.org)
  
- National Center for Learning Disabilities  
[www.nclld.org](http://www.nclld.org)
  
- National Arts and Disability Center (promotes full inclusion for disabled artists)  
[www.nadc.ucla.edu](http://www.nadc.ucla.edu)
  
- National Center on Secondary Education and Transition  
[www.ncset.org](http://www.ncset.org)
  
- National Information Center for Children and Youth with Disabilities  
[www.nichcy.org](http://www.nichcy.org)
  
- National Institute of Neurological Disorders and Stroke (for traumatic brain injury)  
[www.ninds.nih.gov/disorders/tbi/tbi.htm](http://www.ninds.nih.gov/disorders/tbi/tbi.htm)

- National Stuttering Foundation  
[www.westutter.org](http://www.westutter.org)
- Obsessive Compulsive Foundation  
[www.ocfoundation.org](http://www.ocfoundation.org)
- Pacer Center (enhance quality of life based on parents-helping-parents premise)  
[www.pacer.org](http://www.pacer.org)
- Parents Helping Parents  
[www.php.com](http://www.php.com)
- Parents Place Family Resource Center (West Covina and adjacent areas)  
[www.parentsplacefrc.com](http://www.parentsplacefrc.com)
- Recording for the Blind and Dyslexic (Los Angeles office)  
[www.rfbd.org/LA](http://www.rfbd.org/LA)
- Schwab Learning (parents guide to helping children with learning disabilities)  
[www.schwablearning.org](http://www.schwablearning.org)
- Schwab MoneyWise (financial basics for students and their parents)  
[www.schwabmoneywise.com](http://www.schwabmoneywise.com)
- Team of Advocates for Special Kids (Anaheim, Los Angeles, San Bernadino)  
[www.taskca.org](http://www.taskca.org)
- Technical Assistance Alliance for Parent Centers  
[www.taalliance.org](http://www.taalliance.org)
- Tourette Syndrome Association, Inc.  
[www.tsa-usa.org](http://www.tsa-usa.org)
- United Cerebral Palsy  
[www.ucp.org](http://www.ucp.org)

### **Volunteer/Community Service Resources**

Many opportunities for community service exist. Please check with your local libraries, homeless shelters, soup kitchens, houses of worship, museums, animal shelters, charitable organizations such as the Salvation Army, non-profit groups such as March of Dimes and American Red Cross, and local city government volunteer programs such as graffiti removal and beach cleanups.

The \* indicates a website that matches volunteers with interests and locations.

- American Red Cross  
<http://www.redcross.org>

- Big Sunday (Los Angeles; non-denominational and non-political)  
<http://www.bigsunday.org>
- California Volunteers\*  
<http://californiavolunteers.org>
- Community without Walls (Pasadena)  
<http://www.communitywithoutwalls.org>
- Habitat for Humanity  
<http://www.habitat.org/cd/local>
- Los Angeles Works (provides a calendar of volunteer opportunities)  
<http://www.laworks.com>
- March of Dimes  
<http://www.marchofdimes.com/howtohelp/howtohelp.asp>
- Salvation Army  
[http://www.salvationarmyusa.org/usn/www\\_usn.nsf](http://www.salvationarmyusa.org/usn/www_usn.nsf)
- United States Freedom Corps\*  
<http://www.usafreedomcorps.gov>
- Volunteer Center Los Angeles (provides form to match skills/interests)  
<http://www.vcla.net.cnchost.com>
- Volunteer Los Angeles (provides a list of volunteer opportunities)  
<http://www.volunteerlosangeles.com>
- Volunteer Match\*  
<http://www.volunteermatch.org>

### **Selected Publications**

- *America's Top 101 Jobs for People without a Four-Year Degree* by Michael Farr
- *Being the Other One: Growing Up with a Brother or Sister Who Has Special Needs* by Kate Strohm
- *Career Resource Guide to Apprenticeship Programs* by Elizabeth H. Oakes
- *Colleges for Students with Learning Disabilities or ADD* by Peterson's
- *Dollars for College: The Quick Guide to Financial Aid for Students with Disabilities* edited by Elizabeth A. Olson

- *Financial Aid for the Disabled and Their Families* by Gail Ann Schlachter and R. David Weber
- *Getting Organized without Losing It* by Janet Fox and Pamela Espeland
- *Great Careers in Two Years: The Associate Degree Option* by Paul Phifer
- *How to Prepare for the ASVAB (Armed Services Vocational Aptitude Battery)* by Barron's
- *Job Search Handbook for People with Disabilities* by Dr. Daniel J. Ryan
- *K&W Guide to Colleges for Students with Learning Disabilities or ADD* by Marybeth Kravets and Imy Wax
- *Learning Disabilities and Employment* by Paul Gerber and Dale Brown
- *Learning How to Learn: Getting Into and Surviving College When You Have a Learning Disability* by Joyanne Cobb
- *Paying for College without Going Broke* by Kalman A. Chany
- *Quick Guide to Career Training in Two Years or Less* by Laurence Shatkin
- *Quick Prep Careers: Good Jobs in One Year or Less* by Paul Phifer
- *School Search Guide to Colleges with Programs or Services for Students with Learning Disabilities* by Midge Lipkin
- *School Survival Guide for Kids with LD* by Rhoda Cummings and Gary Fisher
- *Success without College* by Linda Lee
- *Survival Guide for College Students with ADHD or LD* by Kathleen G. Nadel
- *Survival Guide for Kids with ADD or ADHD* by John Taylor
- *Survival Guide for Teenagers with LD* by Rhoda Cummings and Gary Fisher
- *The Organized Student: Teaching Children the Skills for Success in School and Beyond* by Donna Goldberg
- *Unlocking Potential: College and Other Choices for People with LD and AD/HD* by Juliana Taymans, Lynda West and Madeline Sullivan
- *Vault Guide to Top Internships* by Samer Hamadeh and Mark Oldman

- *Vocational and Technical Schools (West)* by Peterson's
- *What Are My Rights? 95 Questions and Answers about Teens and the Law* by Thomas A. Jacobs



