

# **Promoting Post-Secondary Education & Training Access & Success Process FOR ALL STUDENTS WITH DISABILITIES**

To ensure access of individuals with significant disabilities to Post-Secondary Education & Training (PSE/T) it is important that all stakeholders view each individual as capable of becoming a fully contributing Community College student in all classes & activities. It is essential that the unique capabilities, strengths and skills of each student are identified and utilized in initial and on-going academic planning & programming.

Keep in mind that expectations by all stakeholders play a tremendous role, and often-times, are more impactful on outcomes than the capacities of the student. High expectations are key to short and long-term success.

The following phases outline the process for use of this individualized Ability Rating Scale:

## **PHASE I:**

- Identify background information specific to academic and community based learning while in high school/adult transition program? Did student earn a high school diploma, certificate of completion, GED or other?
- Identify academic accommodations that have been utilized in previous learning settings.
- Review information from a Person Driven Plan to identify hopes & dreams for the student's future.
- Review resources & services identified to support student.
- Provide academic assessments.
- Develop Student Success Plan including goals, objectives and activities specific to Santiago Canyon College.

## **PHASE II:**

- Identify environmental challenges facing the student.
- Consider students strengths, talents & abilities, this often requires interviewing student & families to identify gifts and aptitudes not identified on traditional tests.
- Identify current academic tolerance & stamina levels.
- Identify needed supports & potential accommodations to promote PSE/T success.

## **PHASE III:**

- Revisit the PDP Process and include additional participants where appropriate.
- Discuss findings with all identified stakeholders to secure buy-in.
- Participate in the PSE Brainstorming conference call process.
  - ✓ Identify potential PSE/T Opportunities
  - ✓ Identify resources & supports to ensure PSE
  - ✓ Discuss agencies & funding sources that can support PSE/T Success
  - ✓ Identify additional accommodations ideas

- **Problem solve barriers to participation in PSE/T Opportunities.**
- **Consider Assistive Technology (AT) options, if needed.**

#### **PHASE IV:**

- **Monitor PSE/T experiences to ensure success.**
- **Reevaluate and redesign experiences, as needed.**
- **Promote the development of self-determination and self-advocacy skills. This involves addressing the knowledge, skills, and attitudes a student will need to take more control over and responsibility for their own life. The understanding of their strengths and limits, together with a belief in their capabilities are essential to adult self-sufficiency.**
- **On-going evaluation of accommodations, i.e., fade academic coaching as appropriate.**
- **Keep a focus on ongoing PSE/T success through high expectations and appropriate use of accommodations.**

7-9-17