

Transition from High School to College

Checklist During High School:

BEFORE Transitioning to College

This checklist contains a few key activities for students in high school with IEP's or 504 Plans that are planning on attending college. This is not a complete guide, but simply a checklist to help you get started. As you review this checklist, you may find that there are things you will need to learn more about. Please see the resources listed under each item to get more information and guidance.

Keep in mind this list contains additional considerations for individuals with disabilities that may not be included in general college information you get from your guidance counselor.

_____ 1. I am preparing academically to attend college or future training by:

- I am taking high school courses that will get me into college
- I have looked at the academic requirements for the colleges I am interested in attending and compared these to my high school transcript
- My reading and writing skills, with or without accommodations, are at qualifying levels (generally expected to be 8th grade or above)
- I have improved my study and time management skill

_____ 2. I have researched the colleges that I plan to attend to be sure they are a good fit for my learning goals and needs.

- I have visited the college I plan to attend
- I have researched the disability services at the college I plan to attend to find out what services are offered at the college.
 - cedardatabase.org
- I have learned about the college entrance and placement tests for my college and have discussed what accommodations I may need with the disability services staff
- I have reviewed what documentation is needed for me to provide to document my disability for the college I plan to attend.
- I have discussed with my IEP team (special education teacher, guidance counselor, school psychologist, parents) what documents I need to provide to my college and asked for them at my Summary of Performance meeting.
- I have an appointment with the disability services staff at the college I plan to attend to find out what services are offered and how to get signed up.

_____ 3. I am building my self-advocacy skills while in high school to be successful in college

- I am attending my Individual Education Plan (IEP) meetings and being an active participant in making decisions about my services, class schedule and accommodations.
- I can describe my disability in detail
- I know the kinds of accommodations that will provide me with an equal opportunity to succeed in college.
- I am taking on more difficult tasks without the help of my teachers or parents
- I have connected with supports that will continue to support me with self-advocacy and leadership opportunities after I transition out of high school, such as
 - South Carolina Department of Vocational Rehabilitation
 - Able- SC