

High School to College and the Summary of Performance (SOP)



© 2017

1

Welcome



Region One Guest Password:

Lunch: 11:30am – 1:00pm



© 2017

2

Community Guidelines



- Limit side conversations
- Step outside for text, calls, and conversations
- Move anytime, take care of your needs
- Be honest, willing to share, and encourage others to participate



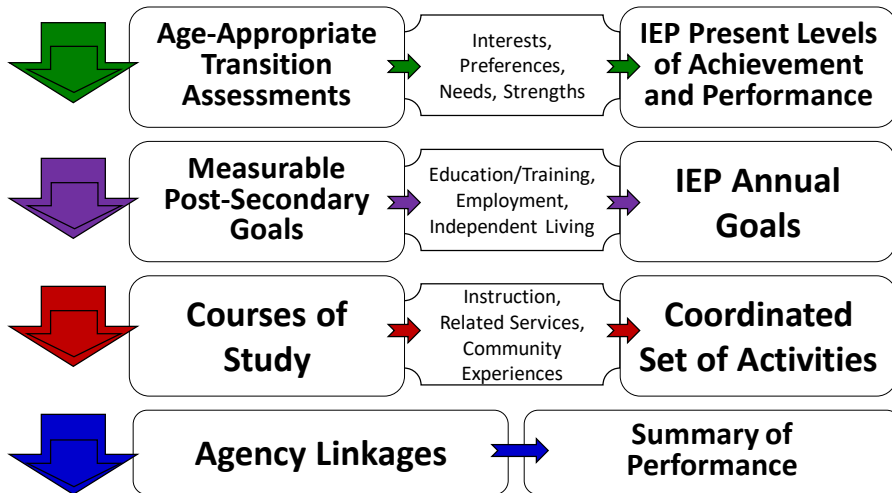
© 2017

Understanding the Summary of Performance



© 2017

The Transition Process



© 2017

6

Summary of Performance IDEA 2004

“For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals..”



IDEA 2004 §300.305(e)(3)



© 2017

7

Summary of Performance IDEA 2004

- Four Components

- Postsecondary Goals
- Academic achievement
- Functional performance
- Recommendations for meeting post secondary goals

SOP

IDEA 2004 §300.305(e)(3)



© 2017

8

Summary of Performance Texas Administrative Code



- All students receiving special education services and graduating from high school shall be provided with a summary of academic achievement and functional performance

TAC §89.1070(c)



© 2017

9

Summary of Performance Texas Administrative Code



- Consider, as appropriate
 - the views of the parent and student
 - written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals
- Shall include results of an evaluation for students who received modified content

TAC §89.1070(c)



© 2017

10

Summary of Performance and Evaluation

Graduation Type	Summary of Performance (SOP)	Full and Individual Evaluation (FIE)
Accommodations in all courses	Required	ARD Committee decision
Modified content in 1 or more courses for graduation credit	Required	Required Must be "included" in the SOP. The ARD committee will determine whether to complete new evaluation or review existing evaluation data.
Reached age 22	Required	ARD Committee decision



© 2017

11

Questions to Consider when Making Decisions about Evaluations



- Will the student attend college or other postsecondary school/training?
 - If yes, what evaluation/documentation will be needed?
- Will the student need current evaluation to gain access to assistance from outside agencies?



© 2017

12

Q&A: TEA Clarification on Evaluation and Summary of Performance

by Deanna Clemens TEA on October 10, 2017

Q1:

Does TAC 89.1070 (h) require a new evaluation for a student with a disability that is expected to graduate?

Answer:

No this is not a requirement to conduct a new evaluation



© 2017

13

Q&A: TEA Clarification on Evaluation and Summary of Performance

by Deanna Clemens TEA on October 10, 2017

Q2:

If this is not a requirement to conduct a new evaluation, what are the obligations of the Local Education Agency (LEA) to include the evaluation as part of the summary for (b)(2) or (g)(4) graduates? Does this mean that a copy of the current FIE must be included with the Summary of Performance? Does this mean that a copy of the FIE must be given to the student at some point during a year in which they graduate?

Answer: next slide



© 2017

14

Q&A: TEA Clarification on Evaluation and Summary of Performance

by Deanna Clemens TEA on October 10, 2017

Q2 Answer:

How the evaluation is included as “part of” the summary is not specified in the CFR or TAC and there is discretion left to the LEA regarding how they will include the evaluation. The evaluation should be one of the sources of data utilized in writing the SOP. We recommend that the LEA comply with 19 TAC 89.1070 (h) by reviewing and synthesizing the pertinent information for the evaluation into the writing of the SOP as part of describing the student’s academic achievement and functional performance. In addition, we would recommend giving the student a full copy of that FIE at the same time that the student is given the SOP so that the student has all of the information together at one time.



© 2017

15

Q&A: TEA Clarification on Evaluation and Summary of Performance

by Deanna Clemens TEA on October 10, 2017

Q3: If the evaluation included as part of the summary is just a copy of the current FIE, must this evaluation be reviewed again in ARD?

Answer:

Neither TAC nor CFR contain a requirement that the summary is reviewed in an ARD committee meeting. If the LEA is reviewing the summary at the ARD committee meeting then they would be discussing the most recent evaluation to some extent as it was part of the information reviewed and incorporated into the summary. This would not, however, have to be an extensive review of the evaluation such as when coming to ARD to review the evaluation for the first time.



© 2017

16

Q&A: TEA Clarification on Evaluation and Summary of Performance

by Deanna Clemens TEA on October 10, 2017

Q4: Is the summary of academic achievement and functional performance required to be reviewed in an ARD meeting? Can this be created and reviewed outside of an ARD meeting? Can it be created and provided to the student in the year in which they are graduating prior to their annual ARD? Is there a requirement to wait until the annual ARD for the year in which the student is expected to graduate to provide the SOP?

Answer: There are no requirements regarding reviewing the summary of performance in an ARD meeting. As a matter of practice, it likely makes sense in most cases to review it as part of the annual ARD for a student who is graduating; but, there are not specific requirements surrounding this issue. It is left to the LEA to develop practices that best meet the needs of the students in their district/charter to receive the information in a way that it can be utilized.



© 2017

17



TWC Memorandum of Understanding

- Effective September 1, 2017
- Help improve the dissemination of information about TWC's Vocational Rehabilitation (VR) services and TEA services to students
- Interagency agreements concerning transitioning services
- VR and schools are required to offer pre-employment transition services (Pre-ETS) to students with disabilities ages 14-22
 - Job exploration counseling
 - Work-based learning experiences and readiness training
 - Counseling-transition & post-secondary programs
 - Self-advocacy instruction



© 2017

18

Summary of Performance IDEA 2004

- Four Components
 1. Postsecondary Goals
 2. Academic achievement
 3. Functional performance
 4. Recommendations for meeting post secondary goals

SOP

IDEA 2004 §300.305(e)(3)



© 2017

19

Summary of Performance Purpose

- To give all students with IEPs a useful tool to use after graduation to help them meet their postsecondary goals
 - Enhance postsecondary outcomes for students with disabilities
 - Enhance access to postsecondary education and employment through collaboration
 - Opportunity to analyze data and input from various sources
 - Opportunity for student to apply self advocacy skills



© 2017

20

Summary of Performance Completion



- Completed during the final year of a student's high school education
- Timing of the SOP may vary depending on the student's postsecondary goals



© 2017

21

1. Postsecondary Goals

- Education/training
- Employment
- Independent living, if appropriate

Begin with the end in mind!



© 2017

22

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

PLAAFP

- Present levels of academic achievement and functional performance identifies where the student is functioning in relation to where he or she wants to go and what he/she wants to do beyond school.
 - What does the student know?
 - What can the student do?
 - What is the student capable of learning?
 - What progress has the student made?
 - What is their capacity for continued life-long learning?



© 2017

23

2. Academic Achievement

- English/Language Arts
 - Reading
 - Writing
- Mathematics
- Science
- Social Studies
- Enrichment courses
 - Career and Technical Education
 - Other languages
 - Fine arts

PLAAFP



© 2017

24

3. Functional Performance

- How does the student function in multiple environments?
- How does the student respond in controlled and uncontrolled events in educational, employment, home and community environments?
 - Self determination
 - Social skills
 - Behavior
 - Employability
 - Independent living / daily living skills
 - Self- Advocacy

PLAAFP



© 2017

25

4. Summary of Performance Recommendations

- Student
- Parents/family
- Teachers/school personnel
- Employers
- Adult agencies (as appropriate, in writing)



© 2017

26

Summary of Performance Recommendations

- Steps or activities that need to take place when a student leaves high school to achieve postsecondary goals
- Accommodations/supports the student may need after graduation from high school



© 2017

27

Summary of Performance Effectiveness

- Student involvement is critical
 - Input – concerns, needs
 - Understanding of recommendations
 - How to use the SOP
- “User-friendly” for the student and their parents/family
- Purpose explained to parents



© 2017

28

Sample SOP Reviews



© 2017

29

Questions.....



- Why should I go to college?
- How is college different from high school?
- How do I decide if college is right for me?
 - Which college is the right college?
 - What should I do to prepare for college?
- How do I pay for college?
- Who can help me succeed in college?



© 2017

32

Form Review

- I'm Determined worksheets
- My Action Plan
- 411 Worksheet



© 2017

33

Why should I go to college?



© 2017

34

Why should I go to college?

- The U.S. has changed from a manufacturing-based economy to a ***knowledge-based economy***
- A college education today is comparable to a high school education forty years ago.
- College opens doors to better employment ***options and opportunities***

CollegeView: Importance of College Education

http://www.collegeview.com/importance_of_college_education.html

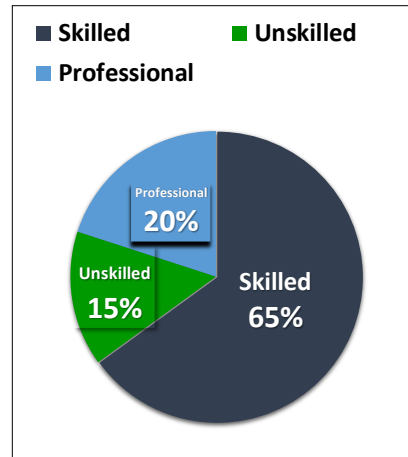


© 2017

35

Where the Jobs Are

- **Unskilled Jobs** – Require a high school diploma or less
- **Skilled Jobs** – Require some training beyond high school such as a 2 year degree, certification, license, specialized training
- **Professional Jobs** – Require a 4 year degree or better.



© 2017

36

Why should I go to college? Jobs vs. Careers

A Job...

- Is a regular activity in exchange for payment
- Provides stability of work and income
- May or may not require special training
- May be short- or long-term

U.S. Department of Education. www.college.gov

A Career...

- Is a lifelong pursuit of a passion, an ambition, a profession, and/or goals.
- May require risk and may not provide stability of work
- Typically requires higher education or special training
- Is long term (years)



© 2017

37

Why should I go to college? Employment Options



- **Competitive employment**

- Working for pay at or above federal/state minimum wage

- **Self-employment**

- Individually defined work activity and pay



- **Volunteer**

- Working without pay for personal growth or acquisition of new skills



© 2017

38

Why should I go to college? Earning Potential

- A college degree increases your chance of employment by 50%

Higher earnings

- 4-Year Degree – **\$53,000**
- 2-Year Degree – **\$39,000**
- High School – **\$32,000**
- No High School – **\$24,000**

U.S. Department of Education. www.college.gov

More/better benefits

- Vacation
- Health insurance
- Retirement plans



© 2017

39

Why should I go to college?

Self-Discovery

- College is about more than training for a career
- College is an opportunity to discover who you are and what you want from life
 - Meet new people
 - Visit new environments
 - Explore new ideas
 - Learn to think and live independently



U.S. Department of Education. www.college.gov

© 2017

40

Why should I go to college?

Paying it Forward

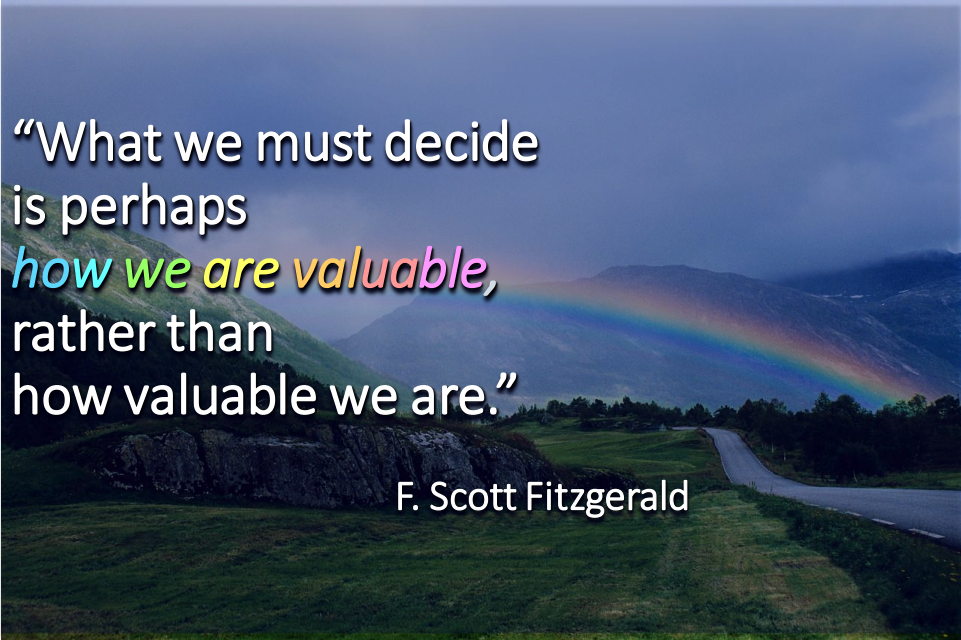
- Statistics show that the children (and grandchildren) of college graduates are more likely to go to college
 - Higher levels of education can provide a better standard of living for you and your family
 - More earning potential means you can give back to your parents and help your siblings
 - More education for you can mean your children will be better prepared for school



U.S. Department of Education. www.college.gov

© 2017

41



“What we must decide
is perhaps
how we are valuable,
rather than
how valuable we are.”

F. Scott Fitzgerald



© 2017

42



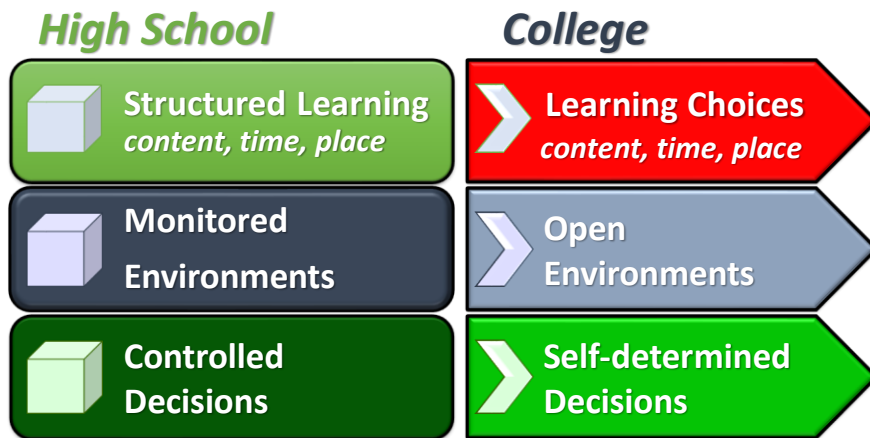
How is college different
from
high school?



© 2017

43

Changing Environments



© 2017

44

Changing Environments High School vs. College

- Attendance and Schedules
- Classes and Instruction
- Student Learning
- Testing and Grades
- Accommodations and Supports
- Other Factors



© 2017

45



© 2017

47

What are your goals?


- What is your big vision of your future?
- How and where do you want to live?
- What kind of job/career do you want?
- How do you want to spend your time?



© 2017

48

How and where do you want to live?

- Think about people who live the way you want to live someday.
 - What is it about their life that appeals to you?
 - How do you think they got to where they are?
- 
- How much education do they have?
 - What kind of special skills or talents do they have?
 - How long did it take them to get to where they are today?
 - What jobs did they have on their way to success?



© 2017

49

What kind of job/career do you want?



- **What do you like to do?**
- What activities do you most enjoy?
- What activities make you feel good about yourself?



© 2017

50

What kind of job/career do you want?

- **What do you know?**

- Information
- Understanding of specific subjects

- **What can you do?**

- Skills, talents, expertise
- Ability to put knowledge or talents into practice

What activities or achievements earn you praise from other people?



© 2017

51

Explore your career options

- Analyze your abilities and interests and identify careers that match what you have learned about yourself
- Learn more about specific jobs that you think are interesting within those career areas
- Determine how much education will be needed for those jobs and careers



© 2017

52



© 2017

53

How do you want to spend your time?



© 2017

54



© 2017

55

How do I select a college?

- Talk to counselors, teachers, family, and friends about programs and schools that match your interests
- Talk to people who have graduated from your school and have gone on to postsecondary study



© 2017

56

How do I select a college?

- Explore programs at several potential institutions to determine if they match career interests and goals.
- Investigate the college and arrange for a tour
 - Admission requirements.
 - Available services and history of providing accommodations
 - “Climate” and setting



© 2017

57

Requesting College Information sheet



This Photo by Unknown Author is licensed under CC BY-NC-ND

© 2017

58

Higher Education

Universities and Colleges

- **Undergraduate programs**

- Associates degree – typically 2 years of study
- Bachelor's degrees – typically 4 years of study

- **Graduate programs**

- Master's degrees – typically 2 years of study beyond Bachelor's degree
- Doctoral degree – may require 5 – 10 years to complete beyond Master's degree



© 2017

60

Higher Education

Universities and Colleges

- Certifications may be part of or in addition to degree plan
- Some courses may be completed at other institutions and transferred into degree plan
- Entrance requirements
 - College entrance exams (SAT, ACT, etc.)
 - Specific high school grade point average



© 2017

61

Higher Education

Community and Junior Colleges

Associate's degree

- Typically 2 years of study
- State/locally defined entrance exams
- May incorporate certification courses into degree plan
- Courses may apply towards completion of Bachelor's degree

Certificate program

- Typically 12-18 months of study
- Locally defined entrance requirements
- Provide certification for employment
- Some courses may apply to other degrees



© 2017

62

Other Post-Secondary Options

Trade and Technical Schools

- Locally defined entrance requirements
- Focus on **certification** for a **specific occupation**
 - Typically 12-18 months of study
 - May be partnered with an apprenticeship program or internship to provide hands-on experience
- Some may offer coursework that will transfer to a degree program



© 2017

63

Other Post-Secondary Options

Online and Distance Learning

- Available options include stand-alone courses, professional certificates, and undergraduate, graduate and post-graduate degree programs
- Allows students to participate in classes on their own terms
 - At home or anywhere with internet access
 - Individually defined schedule worked around other obligations (such as work, family, etc.)



© 2017

64

Other Post-Secondary Options

Adult Continuing Education

- Non-degree short-term courses (from one-week to six months)
- Offered on-campus and/or online
- Focus on personal and professional growth
 - Career related training
 - Knowledge and skills for personal or professional development
 - Personal enrichment



© 2017

65

The Higher Education Opportunity Act PL 110-315

- Opportunities for students with disabilities to access postsecondary education programs for credit, audit, non-credit-bearing, non-degree-seeking programs
- Students with ID have access to: Federal Financial Aid, Pell Grants, Supplemental Educational Opportunity Grants, Work-Study Programs
 - Postsecondary institution must offer a comprehensive transition and postsecondary education program
 - Students must meet the definition of ID



© 2017

66

Postsecondary Program Models

- Mix/Hybrid Model
- Substantially Separate Model
- Inclusive Individual Support Model



What are the common goal of these models?



© 2017

67

Postsecondary Texas Schools

- **CASE Program: Connections for Academic Success and Employment**
 - Texas Tech University Lubbock, Tx
- College Living Experience (CLE) Austin Austin, TX
 - <https://experiencecle.com/cle-austin/>
- **Postsecondary Access and Training in Human Services (PATHS)**
 - Texas A&M University College Station, TX
- **STEPS**
 - Austin Community College Austin, TX
- **The Arc of the Arts and Austin Community College**
 - Austin Community College Austin, TX



© 2017

68

Postsecondary Texas Schools

- **UT Informal Classes**
 - The University of Texas at Austin Austin, TX
- **VAST Academy**
 - Houston Community College – Central Houston, TX
- **VAST Academy**
 - Houston Community College Northwest Houston, TX
- **Where the Learning Continues (WTLC)**
 - West Texas A&M University Canyon, TX
- nonPareil Institute www.npitx.org
 - Plano, TX Houston, TX



© 2017

69

Other Post-Secondary Options

Transition Skills Programs

- Designed to meet the needs of students with more significant cognitive disabilities
- Generally developed by continuing education departments or as a joint agreement with a specific school district
- Require high level of student independence
- Include basic literacy and communication skills instruction and
- May include occupational specific instruction and/or a work-study component



© 2017

70

Postsecondary Camps, Socials, Training, Independent Living

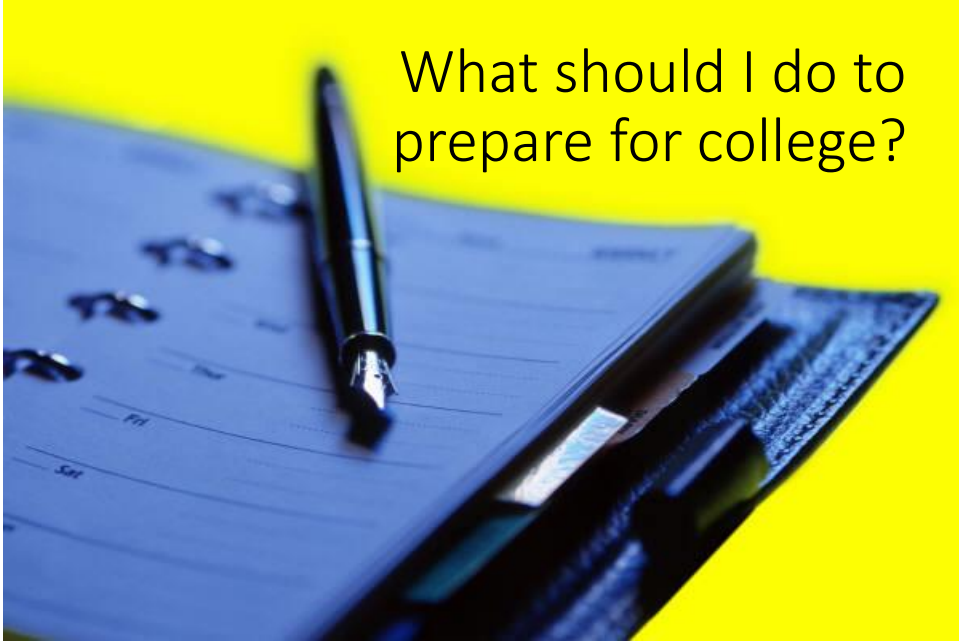
- The HUB Houston-Club HUB www.thehubhouston.org
- The HUB Houston-Life 101 www.thehubhouston.org
- Pride Ascend Plano, TX & Houston, TX www.prideindustries.com
- Camp Drive www.campdrive.org
- 29 Acres Transition Academy & Living Community www.29acres.org
- Providence Place San Antonio, TX www.provplace.org
- The Summer House Houston, TX www.summerhousehouston.org
- C.A.M.P. University McAllen, TX www.campuniversity.org
- Brazos Valley Center for Independent Living Bryan, TX
<http://bvcil.org/>



© 2017

71

What should I do to prepare for college?



© 2017

72



Getting started

- Start planning early and create a planning calendar with timelines
- Get to know your guidance counselor and resources available in their office
- Make sure you receive and read all information provided to juniors and seniors in your school



© 2017

73

Post-secondary Goals



- Identify appropriate postsecondary goals and establish a tentative career goal
- Explore career options and identify academic requirements
- Focus on matching interests/abilities and career goals to appropriate postsecondary education choice



© 2017

74

Academic Preparation



- Work with your guidance counselor to select courses that best prepare you for college
- Review your transcript and take ownership of your grades
- Identify academic areas where you may need remediation, accommodations or assistive technology
- Take courses or participate in groups that promote skills in time management, studying, assertiveness training, stress management, and exam preparation



© 2017

75

Develop Self-Advocacy Skills



- Develop a clear understanding of the nature of your disability and how it affects your learning
- Find effective ways to explain your disability and your specific needs

- Develop self-advocacy skills such as asking for help, communicating learning needs to instructors, etc.



© 2017

76

Students and Parents as Partners

- Talk to your parents about your post-secondary goals and opportunities
- Ask your parents for their support but take responsibility for doing the work necessary to find a school, complete applications, etc.
- Practice your self-advocacy skills and ask your parents to help you validate your instincts



© 2017

77

Actively participate in your IEP meeting

- Share your interests and postsecondary goals with the ARD committee
- Communicate strengths and learning strategies that work for you
- Communicate weaknesses and accommodations or extra help that would help you be more successful



© 2017

78

Self-Management Skills

- Time management skills
- Organizational skills
- Study skills
- Goal setting skills



	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	STT 3820		STT 3820		STT 3820
10:30	101		101		101
11:00	PE 1014	SOC 1000	PE 1014	SOC 1000	PE 1014
11:30	110	112	110	112	110
12:00					
12:30		PSY 3204		PSY 3204	
1:00		102		102	
1:30					
2:00		SPE 3360			
2:30		102			
3:00					
3:30					
4:00					
4:30					



© 2017

79

Strategies for Self-Monitoring Time-Management

Encourage students to monitor their study habits, understand types of resources/supports needed to meet course load requirements

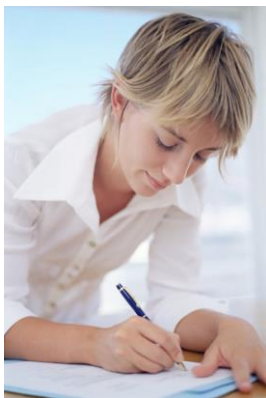
- Creating a semester schedule
- Assessing and planning work load each week
- Adjusting plan daily
- Evaluating schedule regularly
- Locating places to study suitable to their learning styles
- Locating tutoring services on campus
- Studying an average of 2-4 hours daily
- Reviewing the syllabus and taking advantage of faculty office hours



© 2017

80

College selection and application



- Meet with your guidance counselor to discuss colleges and college requirements
 - Application deadlines
 - Types of courses necessary for admission
 - Assessment requirements (PSAT, SAT, and/or ACT with or without accommodations)



© 2017

81

College selection and application

- Attend college fairs and visit postsecondary institutions of interest
- Prepare a transition packet for disability documentation: evaluation reports, transcripts, test scores, current IEP, medical records, writing samples, and letters of recommendation



© 2017

82

College entrance exams: SAT

- Achievement test that measures critical reading skills, math problem-solving skills, and writing skills
- Does penalize for wrong answers
- Given seven times a year
- Reports scores on a scale from 200 to 800 for each section (total maximum score of 2400)
- Accommodations for students with disabilities

The College Board

<http://www.collegeboard.com/ssd/student/index.html>



© 2017

83

College entrance exams – PSAT

- Preliminary SAT given annually at high schools in mid-October to students in grade 10 and 11
- Measures critical reading skills, math problem-solving skills, and writing skills
- Predicts performance on the SAT
- Determines eligibility for the National Merit Scholarship program

The College Board

<http://www.collegeboard.com/ssd/student/index.html>



© 2017

84

College entrance exams: ACT

- Achievement test that measures learning in English, math, reading, science, and writing (optional)
 - Does not penalize for wrong answers
 - Given six times a year
 - Reports scores on a scale from one to 36
 - Accommodations for students with disabilities

ACT, Inc.

<http://www.act.org/aap/disab/index.html>



© 2017

85

College entrance exams: Texas Success Initiative

- [The Texas Success Initiative \(TSI\)](#) is a state mandate that requires students to be assessed in reading, writing and math skills prior to enrolling in college, and to be advised based on the results of that assessment.
 - Before students take the TSI Assessment, they must participate in a Pre-Assessment Activity. The college or university is required to provide the Pre-Assessment Activity.
- Exemptions
 - Have met the minimum college readiness standard on SAT®, ACT, or a statewide high school test;
 - Have successfully completed college-level English and math courses;
 - Have enrolled in a Level-One certificate program (fewer than 43 semester credit hours);
 - Are not seeking a degree; or
 - Have been, or currently are, in the military



© 2017

86

How will I
pay for
college?



© 2017

87

Paying for College



- Student/parent college savings accounts rarely cover the full cost of a college education
- Most students utilize multiple resources to pay for college
- Financial aid is based on a partnership among the student, parents, postsecondary educational institutions, state and federal governments, and available private resources



© 2017

88

Paying for College

- **Scholarships** – gifts and awards based on merit, grades, activities, relationship, etc.
- **Grants** – money awarded based on need
- Both are considered “free” money and do not have to be paid back
- **Loans** – borrowed money based on need and credit worthiness; must be paid back
- **Work-Study** – student employment in exchange for tuition



© 2017

89

Paying for College Local Options

- Community organizations frequently offer scholarships for high school students

(American Legion, Rotary Club, Jaycees, booster clubs, etc.)

- Often overlooked and may have less competition than national awards
- May require applicants to have a relative or friend who is a member of the organization



© 2017

90

Paying for College Federal Options

- The federal government awards more financial aid to college-bound students than any other resource
- Most commonly available in the form of grants, loans, and work-study
- First step is to fill out the Free Application for Federal Student Aid (FAFSA)



© 2017

91

Paying for College

Merit-Based Options

- Scholarships awarded based specific criteria determined by the award sponsor
 - Academic merit and other achievements
 - Talents and abilities (such as athletics)
 - Interests and career plans
 - Ethnicity, family background, religious affiliations, and other relationships



© 2017

92

Paying for College

Corporate Options

- Many corporations and other businesses offer financial aid to college-bound students
- Scholarships or grants are typically awarded to children of employees
- May have specific enrollment or career path criteria



© 2017

93



Who can help me
succeed in college?



© 2017

94

Disability Support Services



- Gather information about college programs and services offered for students with disabilities
 - Contact vocational rehabilitation providers to determine eligibility for services
 - Talk with students who are receiving services at colleges and other postsecondary education training settings about their experiences



© 2017

95

Disability Support Services

- Services are intended to provide access to educational services and do not guarantee success
- Students are responsible for requesting services and maintaining contact with service providers
- Some services are provided at no cost but many must be paid for by the student
- Services are provided based on eligibility under ADA and 504, availability, funding, and client preferences



© 2017

96

Typical Services

- Tutors, Counseling
- Notetakers and/or tape recorders
- Interpreters (for deaf and hard of hearing)
- Alternative testing
- Preferential seating in classrooms (location)
- Writing/Math Labs
- Printed materials and assessments in alternative formats (such as Braille or computer-based)
- Special seating (tables and chairs vs. desk)
- Assistive technology
- E-text or books on CD/DVD
- Priority registration



© 2017

97

Disability Rights

- Federal civil rights: prohibit discrimination based on disability

- Civil Rights Act of 1964
- Americans with Disabilities Act of 1990 (ADA)

- Section 504 of the Rehabilitation Act of 1973 (504)
- Family Educational Rights and Privacy Act of 1974



© 2017

98

Disability Rights and Responsibilities



Rights

- Confidentiality
- Receive appropriate accommodations in a timely manner

Act as your own advocate!

Responsibilities

- Follow campus procedures for providing disability documentation and requesting accommodations
- Make an appointment with instructors when requesting accommodations
- Provide for your own personal independent living



© 2017

99

Finding Other Resources and Supports

Networking

- Parents
- Instructor/staff members
- Other students with similar needs
- Disability support offices
- Local, state, and national organizations, associations, and conferences

Research

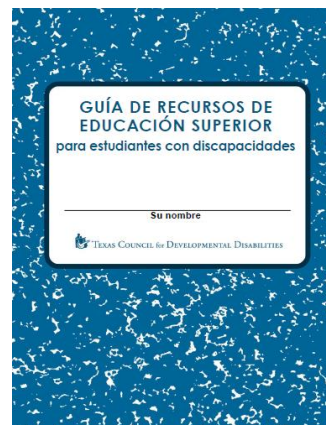
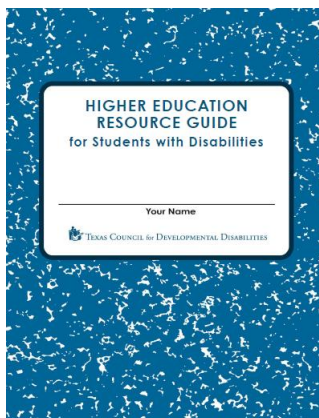
- Libraries
- Internet
- Community organizations
- Telephone
- Published literature



© 2017

100

Higher Education Resource Guide for Students with Disabilities



© 2017

102



© 2017



103

Online Resources: Texas

- Texas Higher Education Coordinating Board
<http://www.thecb.state.tx.us/>
- Minnie Stevens Piper Foundation www.mspf.org

© 2017



105

Online Resources: Entrance Exams

- College Board (PSAT/SAT)
<http://www.collegeboard.com/ssd/student/index.html>
- Texas Success Initiative
<http://accuplacer.collegeboard.org/sites/default/files/accuplacer-tsi-assessment-student-brochure.pdf>



© 2017

106

Online Resources: Financial Aid

- FAFSA (Federal Application for Student Aid)
<http://www.fafsa.ed.gov/index.htm>
- FinAid <http://www.finaid.org/>
- FastWeb <http://fastweb.monster.com/>



© 2017

107

Online Resources:

- Secondary Texas Transition Network
www.transitionintexas.org
- Texas Transition and Employment Guide
<http://www.transitionintexas.org/Page/1>
- Texas Education Agency
www.tea.state.tx.us



© 2017

108

"The things taught
in schools and colleges
are not an education,
but the means to an education."

Ralph Waldo Emerson



© 2017

109

Thank You



Noelia C. Perez
Transition/DHH Specialist
Region One ESC
noperez@esc1.net
(956)984-6164



Region One
EDUCATION SERVICE CENTER
"Students First"

© 2017