Catching the Wave

From High School to College

A Guide to Transition
Cerritos College Edition

November 2002
A Guide to Transition from High School to College

This publication is designed to help students with disabilities transition from secondary school to college. It will guide students, parents, teachers, and administrators as they begin planning for college. Checklists may be duplicated for student use or for program planning. We hope that students will be “Catching the Wave” from high school to college.
Editors – Cerritos College Edition

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Note:

Editors give permission to copy and distribute this booklet in its entirety.

This publication is also available at the following Cerritos College Web site: http://cms.cerritos.edu/dsps/highschool/transitionresources

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# Differences between K-12* Education and College

<table>
<thead>
<tr>
<th><strong>K-12 IDEA ‘97</strong></th>
<th><strong>K-12 504 Plan</strong></th>
<th><strong>College 504 and ADA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Success more of a right</td>
<td>No guarantee</td>
<td>No guarantee. Student responsible for own success</td>
</tr>
<tr>
<td>District identifies disability</td>
<td>Parent provides documentation of disability</td>
<td>Student provides documentation of disability and need for accommodation</td>
</tr>
<tr>
<td>Free evaluation of disability</td>
<td>Parent responsibility</td>
<td>Student’s responsibility</td>
</tr>
<tr>
<td>District develops Individual Education Plan (IEP)</td>
<td>Parent/school develops plan</td>
<td>Student identifies accommodation needs</td>
</tr>
<tr>
<td>Entitled to services identified on IEP</td>
<td>Services determined by plan</td>
<td>College services not automatic; each college decides eligibility and services</td>
</tr>
<tr>
<td>District ensures that the IEP is implemented</td>
<td>District/parent/student responsible</td>
<td>Student responsible for own progress</td>
</tr>
<tr>
<td>Teacher advocate</td>
<td>Parent/student advocate</td>
<td>Student advocates for self</td>
</tr>
<tr>
<td>Fundamental alterations to program of study permitted as identified on IEP</td>
<td>Fundamental alterations to program of study permitted as identified on 504 plan</td>
<td>None allowed: Accommodation may not alter fundamental nature of course or impose an undue burden on an institution</td>
</tr>
<tr>
<td>Personal services: e.g., transportation, personal attendant, nurse</td>
<td>None provided</td>
<td>None provided</td>
</tr>
</tbody>
</table>

*The term K-12 refers to the years in school from kindergarten through the end of high school.
Laws that Protect the Rights of Adults with Disabilities

TITLE VI
CIVIL RIGHTS ACT OF 1964:

Prohibits discrimination based on race, color, or national origin in all employment situations involving programs or activities aided by federal financing.

TITLE VII
CIVIL RIGHTS ACT OF 1964:

Prohibits job discrimination based on race, color, religion, sex or national origin in all employment practices: hiring, firing, promotions, compensation, and in all other terms, conditions and benefits of employment, including vacations, pensions, and seniority.

SECTION 504
REHABILITATION ACT OF 1973:

"No otherwise qualified handicapped individual in the United States shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance... ".

SECTION 508
REHABILITATION ACT AMENDMENTS OF 1998:

This law strengthens section 508 of the Rehabilitation Act and requires access to electronic and information technology provided by recipients of federal funds. Agencies must ensure that this technology is accessible to employees and members of the public with disabilities to the extent it does not pose an “undue burden.”

AMERICANS WITH DISABILITIES ACT OF 1990:

Extends universal civil rights protections to individuals with disabilities, covering public and private sector employment, public accommodations, transportation, and telephone communications.
## EDUCATIONAL OPTIONS

<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td><strong>Bachelor’s Degree</strong></td>
<td>Consists of general education courses and courses for the major working toward a four-year Bachelor’s Degree. Student may enter from high school or transfer from community college.</td>
</tr>
<tr>
<td>(University of California, California State Universities, and private colleges and universities.)</td>
<td></td>
</tr>
<tr>
<td><strong>Associate Degree</strong></td>
<td>The Associate Degree consists of two components: 1. Courses of general education. 2. Courses toward the major.</td>
</tr>
<tr>
<td>(community colleges)</td>
<td></td>
</tr>
<tr>
<td><strong>College Certificate</strong></td>
<td>College certificate programs are designed to provide employment skills and open vocational opportunities. A college certificate is available upon completion of required courses.</td>
</tr>
<tr>
<td>(community colleges)</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Enrichment</strong></td>
<td>Community colleges offer personal enrichment courses that match your personal interests, e.g., career exploration, study skills, computer skills, art, and music.</td>
</tr>
<tr>
<td>(community colleges)</td>
<td></td>
</tr>
<tr>
<td><strong>Adult Education</strong></td>
<td>Classes are designed to improve basic skills or for personal growth. Examples include adult basic education and English as a Second Language.</td>
</tr>
<tr>
<td><strong>Regional Occupational Program</strong></td>
<td>ROP courses are vocational and designed to prepare for employment.</td>
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<tr>
<td>(ROP)</td>
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</tbody>
</table>

Notes:
AFTER HIGH SCHOOL

<table>
<thead>
<tr>
<th>ACADEMIC STANDARDS</th>
<th>OTHER INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>the college to which you are applying. Most colleges have progress policies or grade point average guidelines. If these standards are not met, student may be placed on academic or progress probation. Refer to the college catalog.</td>
<td>Colleges and universities may have different requirements for general admissions. Contact the Admissions Office of the college of your choice for more information. Buy a college catalog.</td>
</tr>
<tr>
<td>Same as above.</td>
<td>Some community colleges may offer programs to guarantee admissions into a UC or CSU. See a college counselor for information. Buy a college catalog.</td>
</tr>
<tr>
<td>Same as above.</td>
<td>These programs change with the current employment market.</td>
</tr>
<tr>
<td>These classes may be offered on a credit/no credit basis.</td>
<td>These courses may or may not be a part of a certificate and/or Associate Degree.</td>
</tr>
<tr>
<td>These courses usually are not offered for college credit. They may be repeated. These courses are open entry/open exit.</td>
<td>Contact the Los Angeles County Office of Education for more information.</td>
</tr>
<tr>
<td>Students earn an ROP certificate at the completion of course competencies.</td>
<td>ROP programs are offered throughout the Los Angeles County community. Contact the Los Angeles County Office of Education for more information.</td>
</tr>
</tbody>
</table>

Notes:
TRANSITION GOALS CHECKLIST

These are sample IEP or 504 Plan goals for transition from middle school to high school. They are followed by sample goals to help students and parents plan for the transition from high school to college. The time to plan is now! If the following activities are completed during middle school and high school, they will build confidence while preparing the student to enter high school and then college. The activities are organized in a checklist format and can be used in planning transition goals during the IEP process or when writing 504 plans. Use the Glossary at the back to help you understand the special disability vocabulary you need to learn.

Middle School Transition Goals Checklist:

FIND OUT ABOUT YOUR DISABILITY

- Name your disability and describe the weaknesses in learning it causes.
- Identify your strengths in learning; these will help you in school.
- Identify strategies to compensate for weaknesses and use your strengths in learning.
  1. Learn note-taking strategies for class and identify accommodations, e.g. use of tape recorder or copy of classmate’s notes.
  2. Use memory strategies to remember information.
  3. Arrange accommodations for tests, e.g. extra time, and/or a reader.
  4. Pair up with a classmate doing well, to call for questions and study with for tests.
  5. Identify test-taking strategies for multiple choice, short answer, fill-in, and essay tests.

LEARN HOW TO ADVOCATE FOR YOURSELF

- Attend all your educational planning meetings, e.g. IEP, 504 Plan.
- Learn how to ask for accommodations and why it is important to use them now.
- Ask questions when you don’t understand something and get help for all problems.

DEVELOP A PERSONAL INFORMATION FILE

- Obtain current school records including IEP and latest verification of disability, e.g. Psychoeducational Report, and/or doctor’s medical report.
- Obtain a Social Security Card.
- Obtain a Birth Certificate.

INVESTIGATE POSSIBLE CAREERS

- Identify possible career interests and education needed.
- Identify high school classes you need to prepare for your career interests.
- Identify classes you need now to prepare for high school classes.
- Identify why current classes are important to meet your career goals.
- Complete sample college and job applications.

DEVELOP PROBLEM SOLVING STRATEGIES

- Identify possible social problems you may have in school and possible solutions.
- Identify possible educational problems in school and possible solutions.
- Name people who can help you solve these problems.
Transition Goals Checklist High School:

**FRESHMAN**

**FIND OUT ABOUT YOUR DISABILITY** (Review these each year of high school)
- Describe your rights under “Section 504” and the “ADA”.
- Define “disability” and “functional limitations” according to Section 504 and ADA.
- Identify your disability, functional limitations and the accommodations you want to request.
- Identify the written verification you will need to request services and accommodations in college. (If you have a learning disability you will need new testing as an adult, 17-18 years old using the WAIS-III or WJ-R Cognitive. You need to request this testing in writing from your high school.)

**LEARN HOW TO ADVOCATE FOR YOURSELF**
(By Junior year you should be able to advocate for yourself)
- Define what it means to “advocate for yourself” or to “self-advocate”.
- Identify your academic goals in high school and your plan to meet them.
- Identify people who can help you solve typical problems you may encounter in school.
- Define “Due Process” in school/workplace according to Section 504 and the ADA.
- Attend your educational planning meetings, e.g. IEP, 504 Plan, every year.

**SOPHOMORE**

**PREPARE FOR COLLEGE**
- Identify 5 colleges you are interested in attending and the majors you may want to study.
- List the entrance requirements for each college.
- Identify how your current classes now will help you in college.
- Contact the disability support office and find out what it offers.

**PREPARE FOR COLLEGE ENTRANCE EXAMINATION** (4-year colleges only)
- Identify what test(s) need to be taken.
- Study for the entrance exam. Enroll in SAT or ACT prep program if possible. Use the study guides.

**JUNIOR**

**TAKE THE COLLEGE ENTRANCE EXAMINATION(S)**
- Pick up test packet(s) from your high school counselor. Apply early and request academic accommodations on application(s) for tests.
- Begin taking exams as early as possible. This gives you time to retake exams.

**SELECT THE COLLEGE(S) YOU ARE INTERESTED IN ATTENDING**
- Plan to visit college(s) if possible. Include disability support office in your visitation.
- Based on your investigation, pick the college(s) you feel have academic programs that match your interests and will provide you the services you need to be successful.
SENIOR Transition Goals Checklist:

SELECT THE COLLEGE(S) TO WHICH YOU WILL APPLY (fall semester)
- Request an application from the college(s). Fill out the forms and send them in on time.

APPLY FOR FINANCIAL AID
- Pick up a financial aid packet from your high school counselor’s office. Complete the application.
- Contact the colleges you’re applying to and request any other financial aid applications.
- Request information about other scholarships from your high school counselor.
- Contact local service clubs, state and national disability organizations, and search the local library and Internet for information on scholarships.

YOU’VE BEEN ACCEPTED TO COLLEGE
- Apply with the college disability support office to receive services.
- Provide current written verification of your disability. This must include the name of your disability, functional limitations and academic accommodations you want.
- Make an appointment to meet with a staff member from the disability office.
  1. Identify accommodations you will request and campus procedures to obtain them.
  2. Find out how “Due Process” works on the campus.
- Arrange for other supports not provided by college.
  1. Arrange housing, attendant care, and transportation as appropriate.
  2. Develop a contact list for equipment repairs, interpreters for non-school activities, and medical services, as appropriate.
- Plan classes with a college counselor. Review your selections with the disability support office. Buy a college catalog.
  1. Register as early as possible if you need books on tape or sign language interpreters.
  2. Plan sufficient time between classes to arrive on time and to allow extended time on tests if this is an accommodation you plan to use.
  3. Before classes begin make sure your classrooms are accessible. Problems should be reported to the disability support office.
  4. If you know you need your materials in an alternate format (enlarged print, tape, Braille) request this as soon as possible from the disability support office.
  5. Use breaks between classes to review information from your last class and to preview your notes, syllabus, and homework for your next class.
- Advocate for yourself:
  1. Report problems with accommodations to the disability support office immediately. Don’t be talked out of an accommodation authorized for you.
  2. Learn about all the support services offered on your campus, e.g. tutoring, writing lab, computer lab, and/or counseling center.

INVESTIGATE COMMUNITY AGENCIES SERVING PERSONS WITH DISABILITIES
- Identify community agencies that provide support to persons with disabilities.
- Contact the Department of Rehabilitation to identify what services it offers.
- Identify your local disability advocacy office. Note the services it offers.
Checklist for College Disability Services

The disability support office is the campus office responsible for determining and providing appropriate academic accommodations for students with disabilities.

In order for the disability support office to determine a student’s eligibility for services and to provide services, the following steps are recommended:

- **APPLY TO THE COLLEGE**
  Fill out a college application for admission. Return it to the college Admissions office.

- **APPLY FOR FINANCIAL AID**
  Pick up a financial aid packet from your high school counselor’s office or contact your financial aid office early to apply for financial aid. For information on federal financial aid, go to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). If you plan to attend a community college, investigate the Board of Governors Fee Waiver (BOGFW).

- **APPLY FOR DISABILITY OFFICE SERVICES**
  You will need to provide:
  1. Current IEP or 504 Plan
  2. Current psychoeducational report and/or medical verification of disability and educational limitations.

- **TAKE THE COLLEGE ASSESSMENT TESTS AS APPROPRIATE**
  Sign up to take the college placement tests. You may need to contact the disability support office for disability-related accommodations on the college assessment tests. Disability verification is required before accommodations are provided.

- **SIGN UP FOR AN ORIENTATION THROUGH YOUR COLLEGE AND/OR DISABILITY SUPPORT OFFICE**

- **MAKE AN APPOINTMENT WITH COUNSELOR/SPECIALIST**
  Make an appointment to meet with your disability support office counselor/specialist to: complete intake procedures, discuss accommodations, and plan classes.

- **REGISTER FOR CLASSES**
  Instructions are in the class schedule. Be prepared to pay all fees when you register. When the Department of Rehabilitation pays tuition, documentation from the Department of Rehabilitation is required when you register. Advance planning is necessary.

- **BUY TEXTBOOKS**
  Books are expensive. Visit the campus bookstore for specific prices. If the Department of Rehabilitation pays for books, contact your DR counselor for the correct form and procedure. Advance planning is necessary.
Verification of Disability

Verification is written proof that a current disability exists. **Verification of the disability is the responsibility of each student seeking accommodations and services.** The verification must be provided by a licensed professional in the disability related field. Services and accommodations are offered after the formal verification of a current disability.

**Application Process to Receive Disability Services**

High school students frequently think they are automatically eligible for disability support services at the college level. It is important to understand that this is not true. Under Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, you must take the following steps:

1. Complete an application for services.
2. Formally disclose and name your disability.
3. Provide current written verification that:
   a. names the disability.
   b. identifies educational limitations that the disability causes.
   c. identifies reasonable accommodations.
4. Documentation verifying the disability must be recent and from a professional.
   a. physical, health and psychological disabilities will require documentation from a physician or psychologist.
   b. learning disabilities and speech and language disabilities require a recent assessment with adult measures.

According to federal laws, you must be able to identify the reasonable accommodations you want to request from the college.

**It is recommended that you contact the disability support office at your college for assistance with this process well in advance of the date you plan to begin attending classes.**
Steps to Self-Advocacy

Self-advocacy is the ability to identify and explain your needs.

- **1st step** to self-advocacy is to say to yourself, “I am the one who is responsible for my success or failure.”

- **2nd step** is to ask yourself, “How does my disability affect me as a student? How do I explain my disability to others? What are my abilities and how can I use them to lead me to success?”

- **3rd step** is to develop good communication skills to request accommodations and services. Successful students plan ahead so they can effectively explain their needs.

- **4th step** is to recognize when you need help and to ask for it.

- **5th step** is to be organized. It relieves stress and demonstrates good planning ability. Here are some helpful hints:
  - Use a day planner to record appointments, class schedules, work schedules, exam dates, and assignment due dates.
  - Plan a reasonable school, study, social, and work schedule. Allow time for rest and recreation.
  - Establish a regular study schedule and study 2-3 hours for each hour you spend in class.
  - Organize long-term projects in a step-by-step manner. Schedule deadlines for each step in your day planner.
  - Arrive at class on time with homework and assignments completed.
  - Discuss and arrange disability services and accommodations you will want at the beginning of each semester with your instructor.
  - Allow time for the unexpected such as traffic jams on the way to campus, illness, transportation glitches, or work schedule changes.

Now take some time to think about explaining your disability and accommodations to a professor or your counselor. What would you say? Please fill in the blanks below:

My disability causes the following problems in learning: (e.g., difficulty taking notes, finishing tests on time)

__________________________________________________________________________

__________________________________________________________________________

These problems mean I would like: (list the accommodations you will request)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Protecting Your Rights

LEGAL RIGHTS FOR ADULTS WITH DISABILITIES

Protection of rights for people with disabilities began with the Civil Rights Act of 1964. Since then, two important laws, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, have been enacted. What do these laws provide to you as a college student?

- Both laws prohibit discrimination solely on the basis of a disability.
- Both laws require a college to provide reasonable accommodations so that a student with a disability has equal opportunity to take part in a college’s programs, activities, and courses.

STUDENT RESPONSIBILITIES:

As a student with a disability you:

- Must identify your disability and present verification of your disability from a qualified professional to either the disability support office or your professor.

- Must request the accommodations you want from your professor and give reasonable time to arrange them.

- Must comply with the student code of conduct adopted by the college and all other applicable statutes and regulations related to student conduct.

- Must monitor your grades in classes and ask for help at the first sign of a problem.

INSTITUTIONAL RESPONSIBILITIES:

The college or university:

- Must provide reasonable accommodations based on the problems the disability causes. The institution may not discriminate against you solely on the basis of your disability.

- Does not have to provide the accommodations you request. The institution does have to negotiate reasonable accommodations. The accommodation may not cause an undue financial burden to the institution.

- Does not have to alter admissions or graduation requirements, or change the basic nature of an individual course. This policy is specifically defined in both Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.
Self Quiz

EVALUATING YOUR READINESS FOR COLLEGE

College involves many new responsibilities, so you should begin now to develop skills for success. How prepared are you? Check your readiness with this list:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>✗</td>
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<tr>
<td>2.</td>
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<td>✗</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<td>5.</td>
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<td>19.</td>
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<tr>
<td>20.</td>
<td>✗</td>
<td>✗</td>
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</tbody>
</table>

Check your responses. Odd number responses reflect important steps you have already taken toward success. Even number responses indicate areas you need to improve. Highlight those that need improvement and start making changes today toward a successful college career.
Glossary

**Accommodations**: Adjustments made in learning. Alternative ways to access information and show what a student has learned. Accommodations requested must be based on the student’s functional limitations.

**ADA: Americans with Disabilities Act of 1990**: A Civil Rights Law for adults that extends the protections of Section 504 to private schools and businesses.

**College Entrance Examinations**: Examinations taken in the high school years to determine college eligibility.
- **SAT**: Scholastic Aptitude Test
- **ACT**: American College Test

**CSU: California State University**: Public universities in California.

**Disability**: A structural, physical or psychological difference resulting in functional limitations that cause significant problems with learning or with other aspects of being a student.

**Disability Support Office**: Offices or departments on each campus providing services and accommodations for students with disabilities. In California, many offices go by the following names:
- **DSPS**: Disabled Student Programs & Services
- **DSS**: Disabled Student Services or Disability Support Services
- **OSD**: Office for Students with Disabilities

**DR: Department of Rehabilitation**: State agency that provides support to adults with disabilities in seeking education/training toward employment. Adult must apply and meet employment-related eligibility requirements.

**Due Process**: Legal procedures that determine if a law is being followed. Every college has a procedure for Due Process. When it is believed that a legal right has been denied to a student, the student has the right to request a review using Due Process.

**FAPE: Free and Appropriate Public Education**: PL 94-142 is the civil rights law passed in 1974 that provides free and appropriate public education for all, including students with disabilities. Applies to K-12 ONLY. (The term K-12 refers to the years in school from kindergarten through the end of high school). This law has been updated and is currently known as IDEA ’97.

**Financial Aid**: Financial assistance to students who might otherwise be unable to continue their education due to financial need.
- **BOGFW**: Board of Governor’s Fee Waiver for community colleges only. If eligible, some enrollment fees may be waived.
**FAFSA:** Free Application for Federal Student Aid. This is the required application to receive federal grants, loans, and work-study assistance.

**Functional Limitation:** Identified area(s) of weakness caused by a disability. Functional limitations are used to identify reasonable accommodations in school/work.

**IDEA ‘97: Individuals with Disabilities Education Act of 1997:** Federal legislation that states the civil rights of students with disabilities in K-12. Latest version was passed in 1997.

**IEP: Individual Educational Plan:** IDEA 1997 requires an annual IEP meeting to review and plan goals and objectives (Applies to K-12 ONLY).

**K-12:** The term K-12 refers to the years in school from kindergarten through the end of high school.

**Learning Disability:** A persistent condition of neurological dysfunction. The general characteristics include: Average to above average ability, a significant processing problem, and significant difference between ability and achievement in school.

**Psycho-Educational Report:** Reports of psycho-educational assessment results, including names of ability and achievement tests used, scaled and standard scores earned, and a statement of findings with recommendations.

**ROP:** Regional Occupational Program (see Community Resources).

**SEC: Student Education Contract:** A required community college plan of study for students with disabilities developed by disability support office and the student.

**Self-advocacy:** The ability to identify and explain your needs. Students with disabilities should understand the laws that protect them and help them achieve their academic goals.

**Section 504:** Part of the Federal Rehabilitation Act passed in 1973 to protect the civil rights of children and adults with disabilities in schools or workplaces that receive Federal financial support.

**504 Plan:** 504 plan is used to outline accommodations and services for students with disabilities in K-12.

**Student Code of Conduct:** Defines expected behavior of a college student and consequences. Colleges have both policy and procedures about expected behavior. This information is usually found in the college catalog. Serious misconduct may result in suspension/expulsion. Students with disabilities are held to the same standards as all students.

**TAG: Transfer Agreement Guarantee:** An agreement between the community college student and the receiving four-year school.
**Title VI - Civil Rights Act of 1964:** Prohibits discrimination based on race, color, or national origin in all employment situations involving programs or activities aided by federal funding.

**Title VII - Civil Rights Act of 1964:** Prohibits job discrimination based on race, color, religion, sex or national origin in all employment practices: hiring, firing, promotions, compensation, and in all other terms, conditions and benefits of employment, including vacations, pensions, and seniority.

**Transition:** Here refers to passage from K-12 to postsecondary education.

**Verification:** The written proof that a disability exists. It must be signed by a doctor or other appropriate professional in the field. It names the disability and identifies functional limitations.

**UC: University of California:** Public universities in California.
COMMUNITY RESOURCES

The following agencies provide services to adults with disabilities. Phone numbers and addresses change over time. Please check your phone book.

**Ability First**
Socialization/Voc Training/Recreation  
3770 E. Willow Street  
Long Beach, CA 90815  
(562) 426-6161  
www.abilityfirst.org

**Adult Education**
ABC (562) 926-6734  
www.abcschool.com  
Bellflower (562) 461-2218  
Cerritos College (562) 467-5098  
www.cerritos.edu/AED  
Downey (562) 940-6200  
www.courses2go.com/DowneyAdult  
El Rancho (562) 801-5009  
Norwalk-La Mirada (562) 868-9858  
www.nlmusd.k12.ca.us/schools/adultschool.htm  
South Gate (323) 569-7104  
www.cityofsouthgate.org/schools.htm

**American Diabetes Association**
6300 Wilshire Blvd. Suite 100  
Los Angeles, CA 90048  
(323) 966-2890 (local chapter)  
(800) 342-2383  
www.diabetes.org

**ARC (Association for Retarded Citizens)**
Southeast L.A. County  
12049 Woodruff Avenue  
Downey, CA 90241  
(562) 803-4606  
www.arcSELAC.org

**Arthritis Foundation**
Southern California Chapter  
4311 Wilshire Blvd. Suite 530  
Los Angeles, CA 90010  
(323) 954-5750  
www.arthritis.org

**Beach Cities Braille Guild, Inc.**
P.O. Box 712  
Huntington Beach, CA 92648  
(714) 536-9666

**Betty Clooney Foundation/ Brain Injury**
4426 Village Road  
Long Beach, CA 90808  
(562) 938-9005

**Braille Institute**
741 N. Vermont Avenue  
Los Angeles, CA 90029  
(323) 663-1111  
www.brailleinstitute.org/Center-LA.html  
and  
527 N. Dale Avenue  
Anaheim, CA 92801  
(714) 821-5000  
www.brailleinstitute.org/Center-OC.html

**Brain Injury Assoc. of California**
(800) 457-2443 Hotline

**California Parks & Recreation**
(800) 533-7275  
http://cal-parks.ca.gov

**California Relay Service**
Voice to TTY: 1-800-735-2922  
TTY to voice: 1-800-735-2929  
Nationwide Relay dial 711

**California State University, Dominguez Hills**
Disabled Student Services  
1000 Victoria  
Carson, CA 90747  
(310) 243-3660  
www.csudh.edu/stuaffs/dis.htm
California State University, Long Beach
Disabled Student Services
(562) 985-5401
www.csulb.edu/depts/dss
and
Speech and Hearing Clinic
1250 Bellflower Blvd.
Long Beach, CA 90840-0106
(562) 985-4583
and
Stephen Benson Program for
Students with Learning Disabilities
(562) 985-4430
and
The High Tech Center
(562) 985-5605
and
WorkAbility IV Program
(562) 985-5605

Canine Support Team, Inc.
P.O. Box 891767
Temecula, CA 92589-1767
(909) 587-2962
www.caninesupportteams.org

Center for Partially Sighted
12301 Wilshire Blvd. Suite 600
Los Angeles, CA 90025
(310) 458-3501
www.low-vision.org

Coastline Community College
Special Programs and
Services for the Disabled/
Traumatic Brain Injury Program
2990 Mesa Verde Drive East
Costa Mesa, CA 92626
(714) 241-6214
http://coastline.cccd.edu/~spcprgms/

Cypress College
Disabled Student Programs and Services
for Continuing Adult Education
9200 Valley View Ave. AE-8-3
Cypress, CA 90630
(714) 995-2238 or 484-7057
and
Disabled Student Programs and Services
9200 Valley View Ave. S-127 and 129
Cypress, CA 90630
(714) 484-7104
www.cypress.cc.ca.us/counsel/dsp.htm

Dayle McIntosh Center for the Disabled
150 West Cerritos Avenue – Building 4
Anaheim, CA 92805
(714) 772-8285

Department of Rehabilitation
www.rehab.cahwnet.gov
Bell Branch Office
5130 Florence Avenue
Bell, CA 90201-3805
(323) 771-0866

Compton Branch Office
322 W. Compton Blvd. Suite 101
Compton, CA 90220-3175
(310) 637-1151

Norwalk Branch Office
12501 E. Imperial Hwy. Suite 140
Norwalk, CA 90650-4386
(562) 864-8521

So. Coastal District Office
4300 Long Beach Blvd. Suite 200
Long Beach, CA 90807-2008
(562) 422-8325

Whittier Branch Office
15141 E. Whittier Blvd. Suite 210
Whittier, CA 90603-1484
(562) 698-8381

Disabled Resources Center Inc.
2750 E. Spring Street Suite 100
Long Beach, CA 90806
Voice: (562) 427-1000
TTY/TDD: (562) 427-1366
www.drcinc.org

Doheny Eye Institute
1450 San Pablo Street
Los Angeles, CA 90033
(323) 442-6335
www.usc.edu/hsc/doheny

Eastern LA Regional Center
Whittier Satellite Office
13215 Penn St. Suite 410
Whittier, CA 90602-1718
(562) 698-0146
www.elarc.org
El Camino Community College
Special Resource Center
16007 Crenshaw Blvd.
Torrance, CA 90506
(310) 660-3251
www.elcamino.cc.ca.us/SRC
and
Career Services for Students with Disabilities
(310) 660-6746 (voice mail)
TTY: (310) 660-6747
www.elcamino.cc.ca.us/Counseling/career_services_disabled.htm

Employment Development Department (EDD)
www.edd.ca.gov/eddhome.htm
Job Service or Unemployment Insurance Claims
12715 S. Pioneer Blvd..
Norwalk, CA 90650
(562) 868-3713
for State Disability Claims
Statewide toll-free number
1-800-480-3287
1-800-563-2441 (TTY/TTD)

Epilepsy Foundation/So Calif
3600 Wilshire Blvd. Suite 920
Los Angeles, CA 90010
(800) 564-0445
www.epilepsy-socalif.org

Eye Dog Foundation for the Blind
Administrative Office
211 S. Montclair St. Suite A
Bakersfield, CA 93309-3165
(661) 831-1333 (800) 393-3641
www.eyedogfoundation.org

Goodwill Industries/So Bay
Headquarters & Training Facilities
800 W. Pacific Coast Highway
Long Beach, CA 90806-5299
(562) 435-3411
www.goodwill-lbsb.org

Greater LA Council on Deafness
Administrative Office for GLAD
2222 Laverna Avenue
Los Angeles, CA 90041
TDD/V: (323) 478-8000
www.gladinc.org

Guide Dogs for the Blind
P.O. Box 151200
San Rafael, CA 94915-1200
(800) 295-4050
www.guidedogs.com

Guide Dogs of America
13445 Glenoaks Blvd.
Sylmar, CA 91342
(818) 362-5834
www.guidedogsofamerica.org

Harbor Regional Center
21231 Hawthorne Blvd.
Torrance, CA 90503
(310) 540-1711
www.hddf.com

Hear Center
301 E. Del Mar Blvd.
Pasadena, CA 91101
(626) 796-2016

High Hopes Head Injury Program
2958 Edinger Avenue
Tustin, CA 92780
(949) 733-0044

Hope for Hearing Foundation
6535 Wilshire Blvd. Suite 255
Los Angeles, CA 90048
(310) 370-1060 (Voice)
http://hope4hearing.org

House Ear Clinic
2100 West 3rd Street
Los Angeles, CA 90057
(213) 483-9930
http://www.hei.org
Intercommunity Blind Center (IBC)
7702 W. Washington Avenue
Whittier, CA 90602
(562) 945-8771
www.blindcenter.com

International Dyslexia Assn.
(formerly Orton Dyslexia Society)
www.interdys.org
Los Angeles Branch
4379 Tujunga Avenue
Studio City, CA 91604
(818) 506-8866
and
Orange County Branch
1801 E. Park Court Place
Bldg. D, Suite 101
Santa Ana, CA 92701
(714) 564-0777

L.A. County Commission on Disabilities
Hall of Administration
500 W. Temple St. Suite 383
Los Angeles, CA 90012
(213) 974-1053

L.A. County Deaf Information
(800) 660-4026 (24 hour TDD)

L.A. County Health Services
Information and Referrals
(800) 427-8700
www.ladhs.org

L.A. County Mental Health/Access Center
(800) 854-7771 Hotline
http://dmh.co.la.ca.us

L.A. County Mental Health/Cerritos
Rio Hondo Mental Health Center
17707 Studebaker Road
Cerritos, CA 90703
(562) 402-0688

Learning Disabilities Association
Los Angeles Chapter
37 N. Auburn Suite 3
Sierra Madre, CA 91024
(626) 355-0240
www.ldaca.org

Literacy Network of Greater LA
C/O Los Angeles Times
Times Mirror Square
Los Angeles, CA 90053
(213) 237-6643
www.literacynetwork.org

Long Beach City College
Disabled Student Programs and Services
4901 E. Carson Street
Long Beach, CA 90808
(562) 938-4558
http://dsps.lbcc.cc.ca.us

Muscular Dystrophy Association
www.mdausa.org
Local Offices:
3605 Long Beach Blvd.
Long Beach, CA 90807
(562) 490-0046
and
2800 28th Street Suite 302
Santa Monica, CA 90405
(310) 450-3103

National Arts and Disability Center
UCLA University Affiliated Program
300 UCLA Medical Plaza Suite #3310
Los Angeles, CA 90095-6967
(310) 794-1141 or
(310) 267-2356 (TTY)
http://nadc.ucla.edu

National Multiple Sclerosis Society
2240 S. Sepulveda Blvd. Suite 115
Los Angeles, CA 90064
(310) 479-4456
www.nationalmssociety.org

National Spinal Cord Injury Assoc.
(800) 962-9629
www.spinalcord.org

One Stop Career Center
www.sjtcc.cahwnet.gov/SJTCCWEB/ONE-STOP
Long Beach Transition Center
3447 Atlantic Blvd.
Long Beach, CA 90807
(562) 570-3799
and
Southeast L.A. County Consortium/P.I.C  
10900 E. 183rd St. Suite 350  
Cerritos, CA 90703  
(562) 402-9336

Orange County Deaf Equal Access Foundation  
6022 Cerritos Avenue  
Cypress, CA 90630  
(714) 826-9793 (V/TDD)  
www.gladinc.org/offices.htm

Protection and Advocacy, Inc.  
3580 Wilshire Blvd. Suite 902  
Los Angeles, CA 90010-2512  
(800) 776-5746  
www.pai-ca.org

Public Social Services Department  
12727 S. Norwalk Blvd.  
Norwalk, CA 90650  
(562) 807-7860  
www.ladpss.org

Info Line/Long Beach-South Bay  
(310) 603-8962  
(800) 660-4026 (TDD)

In-Home Supportive Services  
17600 Santa Fe Ave. Suite C  
Rancho Dominguez, CA 90221  
(888) 944-4477

Rancho Los Amigos National Rehabilitation Center  
7601 E. Imperial Highway  
Downey, CA 90242  
(562) 401-7164  
www.rancho.org

Recording for the Blind and Dyslexic  
Orange County Unit  
2021 E. 4th St. Suite 114  
Santa Ana, CA 92705  
(714) 547-4171  
www.rfbd.org

Regional Occupational Program  
ROP/L.A. County Programs  
9300 Imperial Highway  
Downey, CA 90242-9290  
(562) 922-6850  
http://lacorop.org

Rehab Institute of So Cal (RIO)  
1800 E. LaVeta Avenue  
Orange, CA 92866  
(714) 633-7400  
www.rio-rehab.com

Social Security Administration  
General Information  
(800) 772-1213  
www.ssa.gov

Southern Calif Rehabilitation Services  
Projects with Industry & Southeast Center/Independent Living  
7830 Quill Drive Suite D  
Downey, CA 90242  
(562) 862-6531  
(562) 869-0931 (TDD)  
www.scrspwi.org

Transportation:  
Access Services Inc.: (800) 827-0829  
www.asila.org  
Cerritos on Wheels:  
(562) 928-4COW  
www.ci.cerritos.ca.us/where/COW.html  
Dial-A-Ride/Bellflower: (562) 865-7433  
Dial-A-Ride/Cerritos: (562) 402-RIDE  
www.ci.cerritos.ca.us/where/dialride.html  
Dial-A-Ride/Downey: (562) 904-7215  
Dial-A-Ride/Hawaiian Gardens: (562) 420-2641 x241  
Dial-A-Ride/La Mirada: (562) 943-6776  
Long Beach Transit (562) 591-2301  
www.lbtransit.com  
Norwalk Transit: (562) 929-5550  
www.ci.norwalk.ca.us/transportation.asp  
Metropolitan Transit Authority:  
(213) 616-4455 or (800) COMMUTE  
www.mta.net

United Cerebral Palsy Assn.  
(800) 872-5827 (Voice/TDD)  
www.ucpa.org