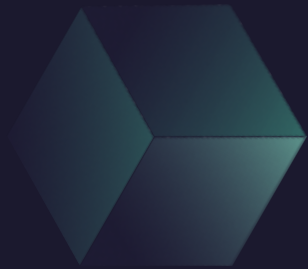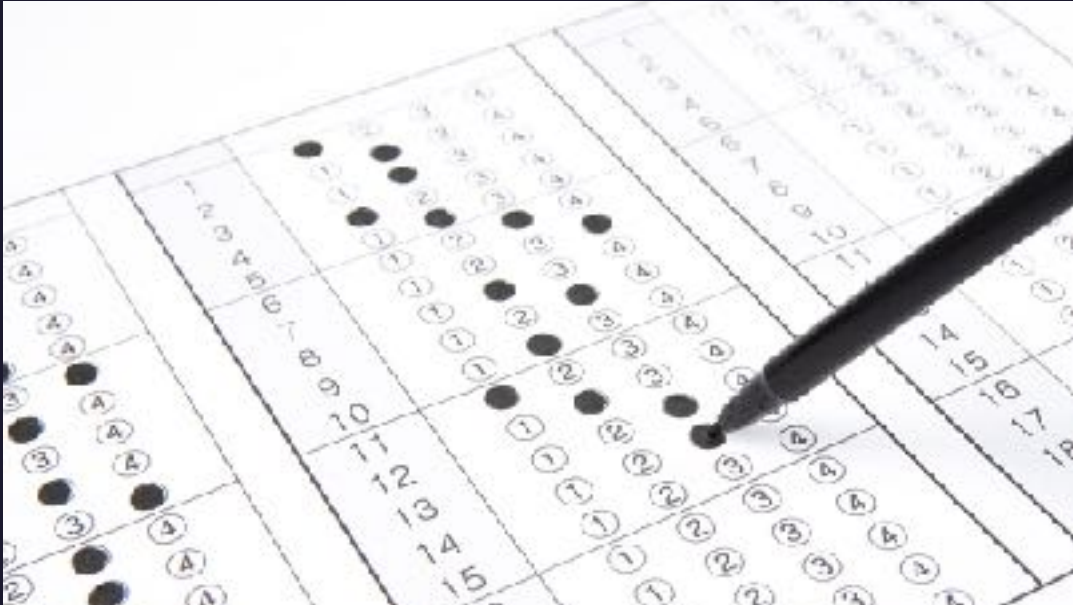# Post Secondary Options 2022

Option: Transition Programs

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  About CLE

- Since 1989, College Living Experience (CLE) has been providing transition supports to young adults with Autism Spectrum Disorder, ADHD and other varying exceptionalities. Our success as the industry leader stems from our commitment to remain focused on the potential of each individual we serve. Over the years the evolution and innovation of CLE services has been based on our mission which inspires us to reach beyond the boundaries of the traditional supports.

- The CLE team is dedicated to providing the highest quality of individualized services across the areas of academics, career development, independent living, and social skills. It's these wrap-around supports that help each student experience independence as they transition to college, pursue a career and build a life away from home

- **About CIP**

- The College Internship Program (CIP) is a private young adult transition program for individuals 18-26 with autism, ADHD, and other learning differences offering comprehensive and specialized services.

- CIP's programs uniquely address the needs of young adults with learning differences by focusing on the generalization of skills while living within a community of peers in a supported apartment living environment. Each student's unique needs are met individually as they transition to independent living, college, and employment.

- CIP is the result of strategies we have developed over 35 years working with hundreds of young people with exceptionalities helping them develop the self-knowledge and skills to live happy and productive lives.
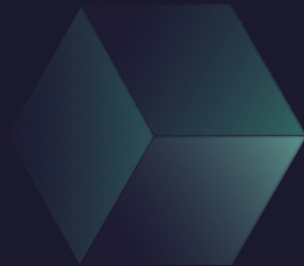
Mansfield Hall

- **Mansfield Hall's Four Core Approach** addresses the essential domains of an authentic college experience (Living, Learning, Giving, and Engaging), as well as the requisite skills needed for a successful transition to adulthood within the context of a supportive residential community.

- Each domain is interdependent on the other, and students must develop skills in each core area to reach their true potential.

- A positive college experience must effectively balance the development of academic skills, independent living skills, social skills, and vocational skills, and must include executive functioning and self advocacy skills across all domains.

- We address these four core areas – *Living, Learning, Giving*, and *Engaging* – in all of our goal-setting and programming.

- Our team works closely with each student to identify, set, and achieve individualized goals in each of the four core areas. In addition to the the residential experience within a supportive community, this coaching relationship is central to the Mansfield Hall experience.

Fair Showcasing Alternatives to College

- This year the fair will be held in-person at the Walnut Creek Marriott on March 19, 2022. Details about the fair itself can be found here: www.collegealternative.org/alt-fair If you can't make it yourself, please share this event with your families. We have parents and young adults from across the US who will be attending. There will be between 40-50 programs attending the fair that are equipped to work with specific populations.

Colleges Designed for Students Who Learn Differently

Beacon College

- Founded in 1989, Beacon College was the first college in the country accredited to award bachelor degrees exclusively to students with learning disabilities, ADHD and other learning differences. The group of parents who conceived of Beacon College did so knowing that given the right environment, support, and tools, all students can succeed.

- The College is committed to student success, offering academic and personal support services that help each student achieve his or her goals. Set in the hometown environment of [Leesburg, FL](#) amidst beautiful lakes and close to area attractions, students are able to experience community living within easy reach of the resources they need to flourish academically, professionally, and socially.

Landmark College

- Empowering Students, Transforming Education

- Landmark College is a community designed exclusively for students who learn differently, including students with a learning disability (such as dyslexia), ADHD, autism, or executive function challenges. We champion a strengths-based model for education, giving students the skills and strategies they need to succeed in life.

- Landmark College offers a diverse selection of courses in anthropology, English, business, communications, humanities, philosophy, psychology, history, literature, math, science, foreign languages, theater, video, music, art, physical education, and other disciplines.

- Courses are designed to integrate skills and strategy development.

- Classes are small, ranging from eight to sixteen students.

- Professors are accessible and highly supportive.

- Students focus on understanding themselves as learners.

- Students develop personal learning strategies.

- For all entering students, the curriculum sequence begins with skills-development courses, designed to address the key areas of writing, reading, communication and study skills. Self-management, as well as the development of self-understanding and self-advocacy, are also important parts of this first-semester curriculum. Initial courses are offered at non-credit and credit levels. This allows students to be placed in classes where they are able to succeed, from the start. Due to our rigorous academic standards, more than 50% of incoming students begin in non-credit courses, with most moving into credit courses after one or two semesters.

Colleges with Comprehensive Support Services

Southern Oregon University

Northeastern University

University of Denver

American University

University of Arizona

Mitchell College

Dean College

Curry College

Marist College

McDaniel College

Lynn University

UCAM – Description of Services

- UCAM provides weekly, one-on-one coaching sessions, plus follow-up support as needed. UCAM is available to all SOU students and is financial aid eligible. Cost ranges from is $1,595-$3,100/term, depending on coaching hours

- Pre-registration meetings

- New student orientation

- 3-Credit Course sequence -required for 1st-year students

- Parent orientation

- Professional writing tutor

- Referrals to other campus and community resources

- UCAM Peer Mentor

- End-of-Term coaching feedback

- Study Jams

- Social Opportunities

- Power Hour

Changes Since COVID

Colleges go test-optional and test-blind

Increased focus on other parts of the application: GPA, extracurricular activities, AP tests

Increase in applications to top schools, in some cases 100%

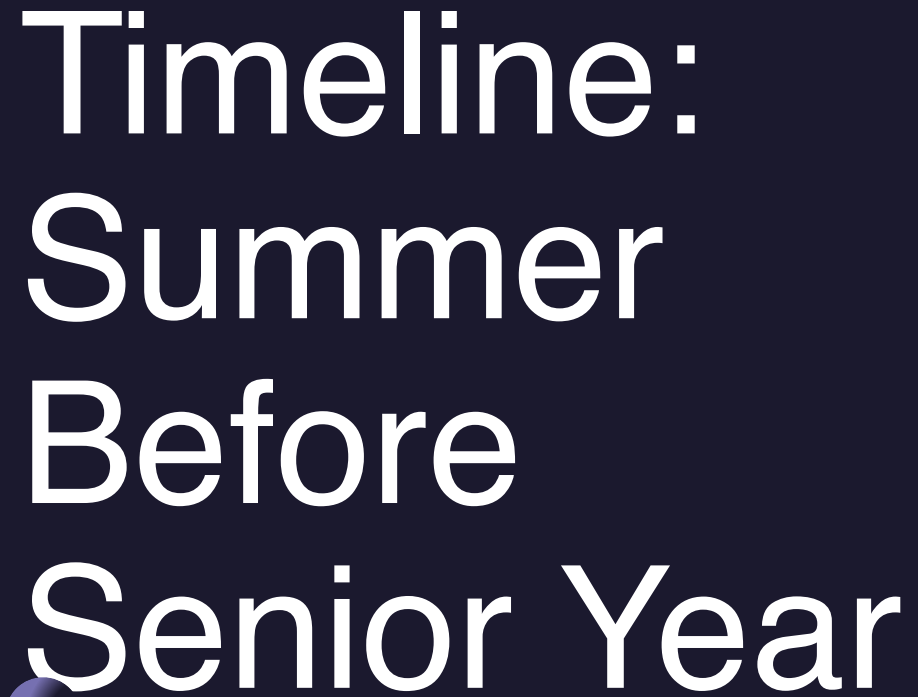Decrease in community college enrollment

Timeline: Junior Year

Identify a teacher to ask for a letter of recommendation

Focus on grades, an upward trend is very helpful

In late Spring take ACT with accommodations if testing

Create a list of 8 – 12 colleges, with four likely schools and four targets

Visit colleges over Spring Break

Timeline: Summer Before Senior Year

Create a Common App account and begin filling out the application

Work on the 650-word Common App essay

Know what application form each college requires

August 1 the supplemental essays go live, start working on them

Show interest in the colleges on your list, visit the schools and email your local representative

Timeline: Senior Year

Fill out all forms required by your school

Order transcripts to be sent to your schools, except the Cal States

Order test scores if you took the ACT

Complete all applications and supplemental essays

First due date is November 1 for Early Action

Cal States are due November 30

Submit all applications at least one day prior to deadline

Tips for Parents

- Helpful info for parents: find out what their fears are, help them identify their hopes and dreams. Start early so you aren't pressured. Make sure they apply to four schools you know they can get into. Help your student understand their learning profile and prepare them to advocate for what they will need. Start having your student lead their IEP. Students bring their LD to college, give them the tools to succeed.