

Frequently asked questions from FCS parents about preparing students for the post-secondary inclusion programs:

- 1) [Does the student have to be fully immersed in the general ed setting to be competitively considered for the program?](#)

Answer: No. If you look at the chart, the prerequisite skills are an increased level of independence and daily living skills, such as budgeting, self-advocacy and communication, navigating resources and volunteering/leadership skills. These skills can be gained in a variety of settings and are a huge part of the specialized instruction curriculum. It's important to consider the student's current level of independence, supports at home, extracurricular and social opportunities and academic needs such as mathematical skills in budgeting and daily living and reading skills in following instructions and navigating resources. Then determine how these skills can be learned and the best environments to learn these skills.

- 2) [What are the academic prerequisites?](#)

Answer: Most of the programs suggest a minimum reading level of 3rd grade. However, there are some programs, such as Clemson Life that accept students with lower reading levels if they have a high level of independence and self-determination. Math skills such as the ones listed above are also helpful.

- 3) [Are all of the inclusive programs the same?](#)

Answer: No. Some require a greater level of independence because they do not offer supports 24/7. Most all of the programs suggest that the student live on campus to gain the full college experience. Also, the programs differ in the types of classes students take. Programs such as Clemson Life have separate classes for their students except for 1 inclusive college class. Other programs such as Kennesaw immerse the students in the majority of audited college classes. All of the programs have an emphasis on vocational training.

- 4) [Can students attend Project LIFE and also attend a post-secondary inclusion program?](#)

Answer: Yes. Participation in Project LIFE can be helpful in acquiring the prerequisite skills. However, it's not mandatory. Many of the programs want to see that the student has gained a level of maturity in the ability to communicate one's needs, independently navigate around a variety of natural settings, and have the soft-skills required in all aspects of life and vocations. These skills as well as others are reinforced and enhanced in Project LIFE.

- 5) [Will the diploma affect the student's ability to get into the program?](#)

Answer: Yes. They accept students with the Regular/Access Diploma (GAA), Alternate Diploma or Transition Diploma. These diplomas have the expectation that the student graduated with a modified curriculum focusing on independence, life skills and job readiness. In most cases, students with disabilities who have graduated with the regular, standards-based diploma have not been accepted into these programs.

6) [What is the maximum age of enrollment?](#)

Answer: Students can enroll once they have fulfilled the HS requirements and have graduated HS. The average age of enrollment is at the age of 22, which is the age of exiting for public schools. However, students can enroll as young as 18 and as old as 26 (sometimes older depending on the program).

7) [Any recommendations for parents?](#)

Answer: Start working on the prerequisite skills listed in the chart as early as possible. When the student enters HS, begin visiting the programs and asking questions while gathering important information such as entrance requirements, supports on campus, and vocational guidance and training. Discuss the post-secondary inclusion program in the IEP as a post-secondary option so that everyone has the same outcome goal in mind. Revise the transition plan in HS every year to further develop independence skills and opportunities to practice self-advocacy. Lastly, review the resources from thinkcollege.net and the [FC Schools Website/Special Education](#), then go to [Transition for Students with Developmental Disabilities](#).