

# Transition Planning Guide

A Career and  
Education Planning  
Guide for Students  
with Disabilities





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ISBN 978-1-4601-2960-9 (print)  
ISBN 978-1-4601-2961-6 (PDF)

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This information was accurate,  
to the best of our knowledge, at  
the time of printing. Occupation  
information and educational  
programs are subject to change.  
You are encouraged to confirm  
information with additional  
resources when making career and  
education decisions.

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## Introduction

## Welcome!

### If you're wondering...

- what to do after high school?
- what kind of training or education you should take?
- what's the first step towards reaching your goal?
- what happens if you change your mind?

### ...then this guide is for you!

#### What is Post-Secondary?

Post-secondary education is the learning and training that comes after a high school education.

Post-secondary is much more than just university and college—it's also apprenticeship, certification and more. Check out **Step 3** for more information.

***A Career and Education Planning Guide for Students with Disabilities*** helps make the transition from high school to post-secondary as smooth as possible. You can also use the information in this guide to figure out if a post-secondary education is a good choice for you.

Your life after high school is full of possibilities—a post-secondary education is a great way to prepare for them!

#### Keep in mind:

- Many jobs need a post-secondary education
- You can succeed at post-secondary if you're motivated and prepared, and if you use the resources that are available to you

Right now you probably have a lot of questions. This guide aims to answer them or point you toward resources where you can find answers.

#### Transitional Vocational Program (TVP)

Transitional vocational programming offers people with developmental disabilities training and guidance to help improve their ability to get a job and gain independence.

Visit [humanservices.alberta.ca/AWonline/ETS/4366.html](http://humanservices.alberta.ca/AWonline/ETS/4366.html) for more information.

Start your journey to post-secondary by checking out the **three key transition tools** in the next section.







## TRANSITION TOOL #1

### *Knowing the Difference between High School and Post-Secondary*

There are important differences between the high school experience and the post-secondary experience. This guide offers information about how to manage these differences and succeed. Check out the table below:

HIGH SCHOOL	POST-SECONDARY
<b>Self-Responsibility</b>	
<ul style="list-style-type: none"> <li>Parents decide when and if to disclose their child's disability.</li> </ul>	<ul style="list-style-type: none"> <li>Students decide when and if to disclose a disability.</li> </ul>
<ul style="list-style-type: none"> <li>Parents advocate for their child.</li> </ul>	<ul style="list-style-type: none"> <li>Students advocate for themselves (see <i>Advocate for Yourself</i> on page 33).</li> </ul>
<b>Classes</b>	
<ul style="list-style-type: none"> <li>The school sets the timetable, monitors mandatory attendance and reminds students of important dates.</li> </ul>	<ul style="list-style-type: none"> <li>Students are responsible for timetables, attendance, graduation requirements and keeping track of important dates.</li> </ul>
<ul style="list-style-type: none"> <li>Class size ranges from 20 to 40 students.</li> </ul>	<ul style="list-style-type: none"> <li>Classes may have up to 100 or more students.</li> </ul>
<b>Teachers and Instructors</b>	
<ul style="list-style-type: none"> <li>If parents disclose, teachers know about students' disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Instructors will know students have a disability if students disclose to the school's Disability Services Office (DSO) and accommodations are recommended. They will not know details about the disability unless the student chooses to disclose it directly to their instructors.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers and staff provide individualized instruction, modifications and accommodations based on students' Individualized Program Plan (IPP) or history.</li> </ul>	<ul style="list-style-type: none"> <li>Instructors may or may not be experienced in teaching students with disabilities. Academic requirements are not individualized or modified. Students consult with the DSO about specific accommodations and resources.</li> </ul>

HIGH SCHOOL		POST-SECONDARY	
<ul style="list-style-type: none"><li>Teachers actively support student success by:<ul style="list-style-type: none"><li>→ reminding students about assignments, homework and tests</li><li>→ providing material missed during absences</li><li>→ providing other resources</li><li>→ checking on students' progress, being available to meet after class and offering extra support</li></ul></li></ul>		<ul style="list-style-type: none"><li>Students take responsibility for their success by:<ul style="list-style-type: none"><li>→ keeping up with notes, readings, exams and assignments, including during absences</li><li>→ keeping track of connections between textbooks, lecture notes and other resources</li><li>→ booking appointments to see instructors</li><li>→ asking instructors for support if needed</li></ul></li></ul>	
Studying			
<ul style="list-style-type: none"><li>Study time of a couple of hours per course per week is often enough.</li></ul>		<ul style="list-style-type: none"><li>Study time of 10 - 20 hours outside of class time is usually needed.</li></ul>	
<ul style="list-style-type: none"><li>Teachers regularly review material and check up on assigned reading.</li></ul>		<ul style="list-style-type: none"><li>Students are expected to review notes and textbooks regularly on their own. Students are expected to complete assigned readings without instructor follow-up.</li></ul>	
Tests and Exams			
<ul style="list-style-type: none"><li>Course material is often reviewed in class before a test.</li></ul>		<ul style="list-style-type: none"><li>Students are responsible for reviewing course material outside of class.</li></ul>	
<ul style="list-style-type: none"><li>Tests are frequent and cover small amounts of course material.</li></ul>		<ul style="list-style-type: none"><li>Tests can be infrequent and may cover large amounts of course material.</li></ul>	
Grades			
<ul style="list-style-type: none"><li>Most assigned work is graded and non-test grades may raise an overall mark.</li></ul>		<ul style="list-style-type: none"><li>Grades usually depend on papers, projects, labs and exams.</li></ul>	
<ul style="list-style-type: none"><li>Students may pass even with low grades.</li></ul>		<ul style="list-style-type: none"><li>To receive course credit, students must achieve a set grade point average (GPA).</li></ul>	



## TRANSITION TOOL #2

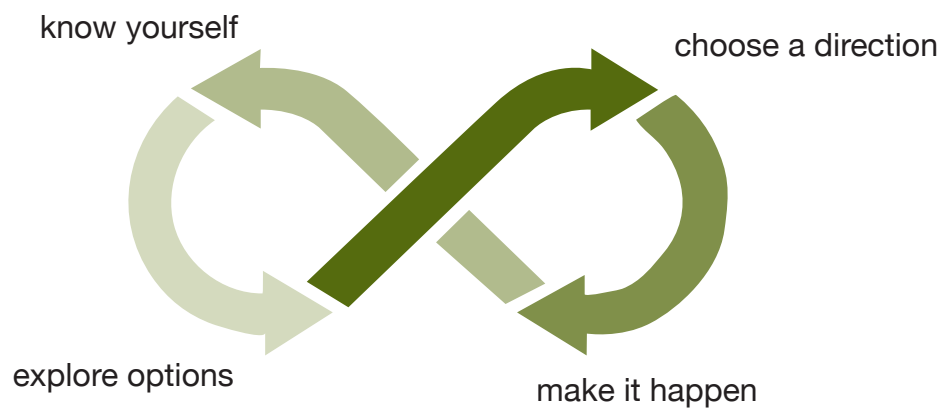
### Career and Education Planning

Welcome

Career and education planning is an ongoing process. Your goals, interests, career and education path will likely keep changing throughout your life. The four steps of career and education planning prepare you to manage ongoing change.

The activities in this guide will take you through the four steps of career and education planning, and offer you a chance to practice each step.

### The 4 Steps of Career and Education Planning



This diagram shows how the four steps of career and education planning connect with one another.

You've already started career and education planning if you have:

- talked to someone and thought: "Their job sounds cool—I could do that"
- started a conversation with your friends or parents about what you might do after high school
- taken a course that gives you post-secondary-level credits, such as the Registered Apprenticeship Program (RAP), Career and Technology Studies (CTS) Pathways and Dual Credit
- wondered if you could make a living from a hobby, sport or activity you really enjoy

Career and education planning is a way of looking at life<sup>1</sup> that says:

- be flexible—make plans but stay open to unexpected events and opportunities
- stay curious—embrace lifelong learning and look for ways to keep developing and growing
- build skills and experience in areas that interest you—that's how you open doors to opportunities

<sup>1</sup> Krumboltz, J.D., & Levin, A.S. 2010. Luck is no accident: Making the most of happenstance in your life and career (2nd edition). Atascadero, CA: Impact Publishers.



## TRANSITION TOOL #3

### Information and Resources

## Your Network

Start your search for information and resources by talking to the people in your network—your family, friends, other students, teachers, counsellors and co-workers.

## My Network

People I can talk to about my dreams, plans and goals:

- 3 family members

\_\_\_\_\_

- 3 friends

\_\_\_\_\_

- 2 teachers or counsellors

\_\_\_\_\_

- 2 people at work

\_\_\_\_\_

- 1 elder or spiritual leader \_\_\_\_\_

- 1 community leader or coach \_\_\_\_\_

- 1 mentor \_\_\_\_\_

## Alberta Learning Information Service—ALIS

The ALIS website (pronounced “Alice”) has information, tools and resources for every step in the career and education planning process, including:

- career planning
- exploring occupations
- education after high school (post-secondary)
- paying for post-secondary education
- employment options and work search

### Family Support for Children with Disabilities (FSCD)

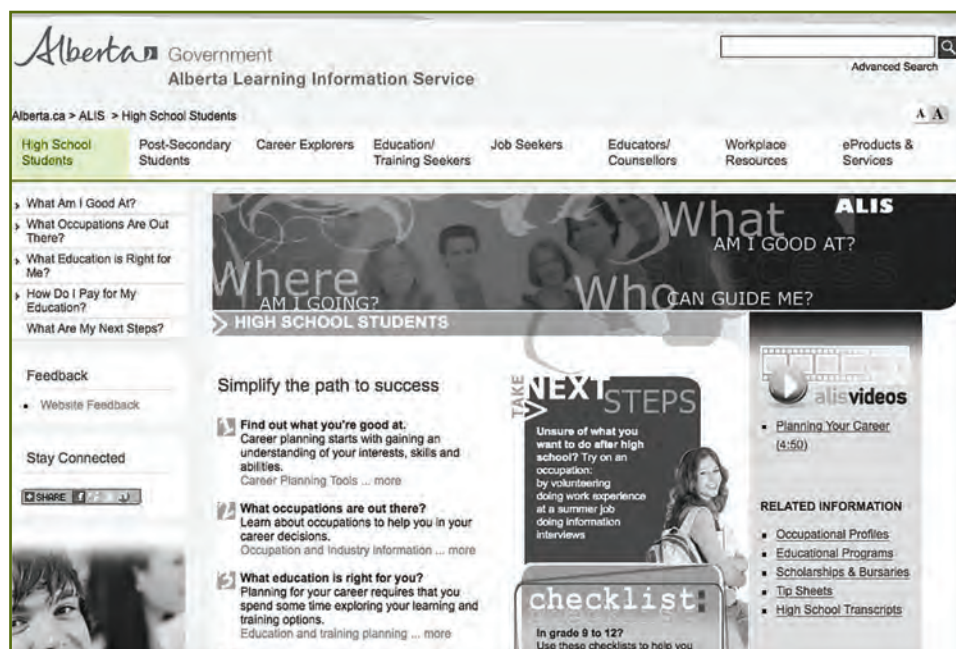
If you’re 16 or 17 years old and accessing the **Family Support for Children with Disabilities program (FSCD)**, you and your family may be supported by a transition planning team made up of *Alberta Human Services* program staff and community partners.

The team can work with you to create a **Transition to Adulthood plan** that acts as a road map to help you achieve your goals and vision for the future. Transition planning case conferences can be held when you’re age 16, 17 and 18 to develop, review and monitor your plan.

Visit [humanservices.alberta.ca/disability-services](https://humanservices.alberta.ca/disability-services) for more information and choose **Transition Planning** from the menu.



Bookmark [alis.alberta.ca](http://alis.alberta.ca) and explore the **High School Students** tab.



## Inclusive Post-Secondary Education (IPSE)

Several post-secondary institutions across Alberta offer inclusive education opportunities to people with developmental disabilities.

Inclusive education helps students with developmental disabilities take part in post-secondary studies and get involved in campus and community life.

Visit [inclusion.alberta.org](http://inclusion.alberta.org) for more information and a list of post-secondary institutions offering inclusive education.

## Disclosure

Disclosure means telling someone about your disability. As an adult, you make the decision whether to disclose.

Disclosure is a personal choice. Disclosing your disability increases your access to disability-related services. The information you share when disclosing your disability to a post-secondary institution is treated as confidential and managed under the guidelines of the *Freedom of Information and Protection of Privacy Act (FOIP)*. For more information, visit [service.alberta.ca/foip](http://service.alberta.ca/foip).

## Disability Services Office (DSO)

Every Alberta post-secondary institution offers services for students based on documented disability and academic needs. The Disability Services Office (DSO) provides equal educational opportunities for students without changing the institution's academic expectations.

DSO staff help students with information, accommodations, services and access to funding.

- **Different post-secondary institutions use different names for these services.**  
The names usually include a term like “disability” or “accessibility”
- **Specific services offered by each DSO will vary.**  
Check with the post-secondary schools you're interested in for details
- **For more information about DSOs see Step 4 of this guide**

## Step One

### *Know Yourself*

The quizzes and activities in this step will give you a better idea of:

- who you are
- what you want
- what you don't want

#### **CHECK-IN #1: Ask Yourself...**

It's a good idea to get a clear picture of where you are before you make plans to move forward.

Use this table to identify your values, interests and skills.

Ask Yourself...	Examples	Your Answers
What's important to me?	<ul style="list-style-type: none"><li>• meeting new people</li><li>• climate change</li></ul>	
What do I like?	<ul style="list-style-type: none"><li>• drama</li><li>• nature</li></ul>	
What am I good at?	<ul style="list-style-type: none"><li>• languages</li><li>• science</li></ul>	
What makes me feel really good about myself?	<ul style="list-style-type: none"><li>• acting</li><li>• helping a friend</li></ul>	
What inspires me?	<ul style="list-style-type: none"><li>• the arts</li><li>• nature</li></ul>	
What do I like to learn about?	<ul style="list-style-type: none"><li>• theatre</li><li>• the environment</li></ul>	
What skills, interests and experiences do I have?	<ul style="list-style-type: none"><li>• leads in school productions</li><li>• many successful science fair projects</li></ul>	

## CHECK-IN #2: Create the Future You Want

Imagine your ideal future. Use this activity to create an image of your life 10 years from now. Record your thoughts here:

Where am I living? \_\_\_\_\_

What is my daily life like? \_\_\_\_\_

What type of lifestyle do I have? \_\_\_\_\_

Who is important in my life and work? \_\_\_\_\_

What kind of activities do I enjoy in my work and personal life?  
\_\_\_\_\_

What do I enjoy most in my life? \_\_\_\_\_

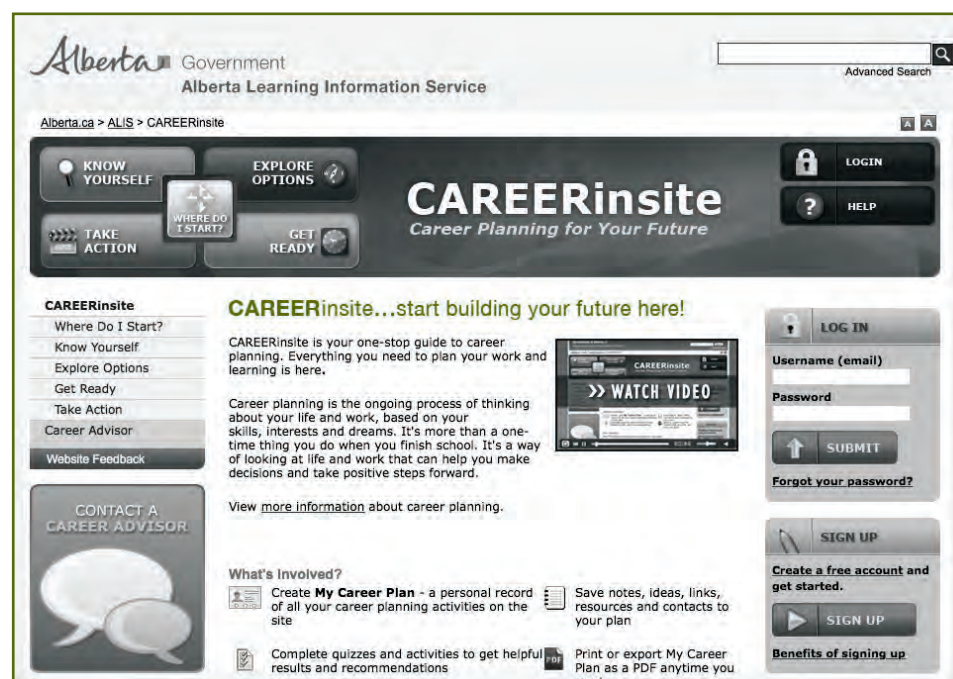
What am I proud of? \_\_\_\_\_

One day I will \_\_\_\_\_

## CAREERinsite

Check out CAREERinsite, a great interactive career planning tool on ALIS. Based on the results from the quizzes you complete, CAREERinsite will suggest occupations to explore.

- 1 Go to [careerinsite.alberta.ca](http://careerinsite.alberta.ca)



### Did You Know?

#### occupation

a group of jobs with similar characteristics, such as nursing

#### job

a specific position with an employer, such as a registered nurse at the University of Alberta Hospital

#### career

the sum total of your life experiences including education, training and work (paid and volunteer)

### Watch the Videos

Check out the video profiles of post-secondary students on ALIS:

- **Disabilities - Post-Secondary Success Stories**  
[alis.alberta.ca/disabilities-post-secondary-success-stories](http://alis.alberta.ca/disabilities-post-secondary-success-stories)
- **Campus Alberta Student Reflections**  
[alis.alberta.ca/studentlife](http://alis.alberta.ca/studentlife)

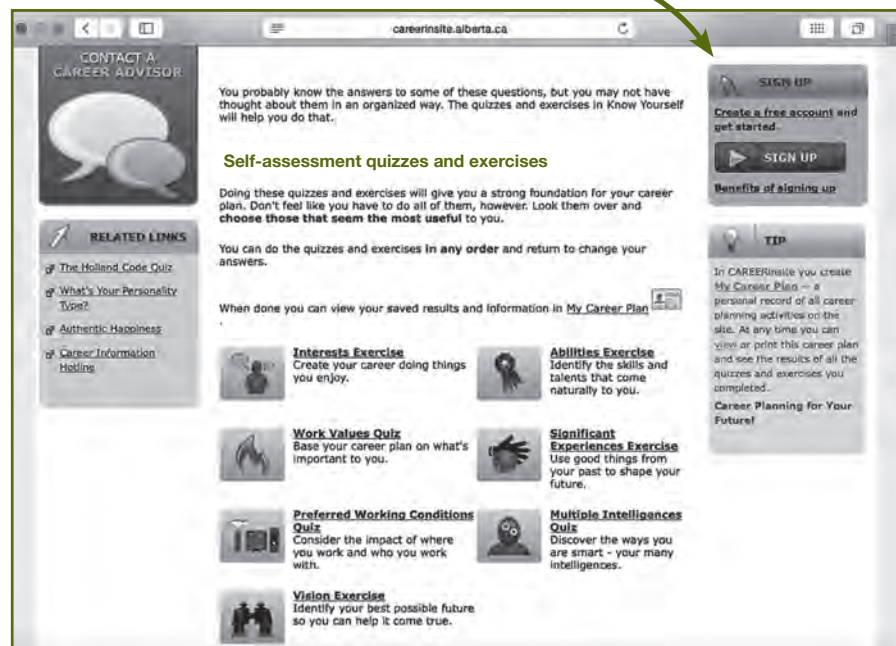
## Step One

### Know Yourself

- 2 Sign up on the site to create a profile. Signing in to the site will save your quiz results.

If you don't like the occupational results you're getting, focus on:

- suggestions that keep repeating
- other occupations in the same field, such as health care
- occupations that use similar skills and abilities

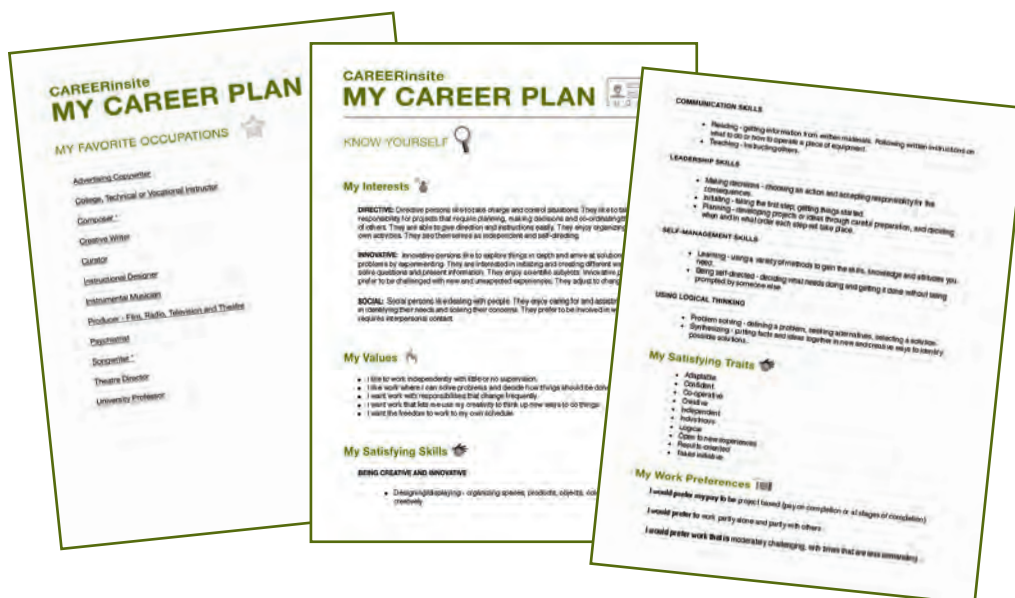


- 3 Do the quizzes in the **Know Yourself** section.

Your results from the quizzes will be matched to occupations. Return to this section at anytime to change your answers and get different results.

- 4 Get results.

Click **My Career Plan** to see your results. Use this personalized information to explore occupations.





### CHECK-IN #3: Top Five Needs and Wants

The factors in the list below play a big role in the choices you make. Which **five factors** are the most important to you in a career?

- |   |   |
|---|---|
| <input type="radio"/> doing something you like to do or are good at                   | <input type="radio"/> opportunities to grow professionally                                      |
| <input type="radio"/> working in a field that interests you                           | <input type="radio"/> flexibility to adapt work to life circumstances, such as raising a family |
| <input type="radio"/> work/life balance   | <input type="radio"/> knowing your work makes a difference and has a purpose                    |
| <input type="radio"/> job security and benefits                                       | <input type="radio"/> lining up with what your family wants or expects                          |
| <input type="radio"/> meeting the needs of your culture or religion                   | <input type="radio"/> other _____   |
| <input type="radio"/> making a lot of money   | <input type="radio"/> other _____   |
| <input type="radio"/> opportunities for personal growth                               | <input type="radio"/> other _____   |
| <input type="radio"/> number of years and cost of completing a post-secondary program |   |

### CHECK-IN #4: Where Are You Right Now?

Take a few minutes to answer these questions:

- What occupation(s) or post-secondary program(s) do you have in mind?

\_\_\_\_\_

- Are you taking the right courses for these occupations or programs?

\_\_\_\_\_

- Do you have a plan for how to pay for post-secondary?

\_\_\_\_\_

- What do you need to know to move toward your ideal future?

\_\_\_\_\_

- What steps can you take now?

\_\_\_\_\_

- What are your challenges?

\_\_\_\_\_

#### Your Personality Code

1. Go to:  
[personalitytype.com/career\\_quiz](http://personalitytype.com/career_quiz)
2. Take the personality code quiz, **What's Your Personality Type?**
3. Record your four-letter code here:  
  
\_ \_ \_ \_
2. Use a search engine on the Internet such as Google and type "your personality code + occupation" in the search box.

For example:  
**INFJ + occupation**

- Check out a few websites to explore occupations that match your personality
- Record a few of the occupations in the space provided

Occupations on the Internet:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Step One**  
*Know Yourself*



- How do these challenges affect how you learn?  
\_\_\_\_\_
- How do you learn best?  
\_\_\_\_\_
- What are your academic strengths?  
\_\_\_\_\_
- What strategies or services do you use to help you learn?  
\_\_\_\_\_
- What other strategies or services might help you learn?  
\_\_\_\_\_
- Who can you talk to about these types of questions? A guidance counsellor? Someone from your network?  
\_\_\_\_\_

## *My Self-Assessment Results*

### **My Top Five Needs and Wants** (page 11)

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### **Occupations** (CAREERinsite and Internet personality code search)

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### **My Personality Code** (page 11)

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### **More good ideas!**

- Print a PDF of your CAREERinsite Career Plan and staple it to this page.
- Show your quiz results to people in your network and ask for their thoughts.
- Check what you've discovered against your own feelings and intuition:

**You're the person who knows yourself best!**

## Step Two

## Explore Possibilities

Step Two shows you how to:

- explore occupations
- learn more about three of your potential occupations

The occupations you explore may not be the ones you'll choose after high school as your skills and interests will continue to change and develop as you grow. That's why the career and education planning steps are so useful because you can keep repeating these steps as you and your plans change.

### EXPLORING OCCUPATIONS ONLINE – OCCinfo

**OCCinfo:** Occupation Information on ALIS provides profiles and educational information about hundreds of occupations in Alberta.

At OCCinfo you'll find detailed information about:

- occupations (duties, working conditions and personal characteristics)
- educational programs that will prepare you for occupations
- educational requirements and certification
- wages and salary
- related occupations

- 1 Go to [occinfo.alis.alberta.ca](http://occinfo.alis.alberta.ca)

The screenshot shows the OCCinfo website. At the top, there's a navigation bar with tabs for 'Entire Site', 'Occupation', 'Wage', 'Education', and 'Certification'. A search bar with the label 'Keyword' and a 'Search' button is present. On the right, there are links for 'Help', 'Sign Up', and 'Log in'. The main content area features a 'FEATURED OCCUPATIONS' section with a highlighted entry for 'Housekeeping Attendant', including a description and a photo. Below this, a section titled 'OCCinfo... explore the possibilities!' provides an overview of the site's purpose. To the left, there's a sidebar with a menu for 'Occupations', 'Wages and Salaries', 'Educational Programs', 'Certification Requirements', and 'Industries', along with a 'Feedback' section. On the right, there are 'LOG IN' and 'SIGN UP' sections with input fields for 'Username (email)' and 'Password', and a 'SUBMIT' button. At the bottom, there are sections for 'CONTACT A CAREER ADVISOR', 'Occupations', 'Wages and Salaries', 'Educational Programs', and 'Certification Requirements', each with a brief description and an icon. A 'GETTING STARTED' section at the bottom right offers links to 'Watch a quick tour!' and 'Watch an extended introductory video!'.

## Step Two

### Explore Possibilities

#### Watch the Videos

Check out more than 200 five- to six-minute videos with people giving an inside look at their occupations at [alis.alberta.ca/videos](http://alis.alberta.ca/videos)

- 2 Sign up on the site to create a profile. Signing in to the site will save your search results.

- 3 Explore the site using the **Search** options.

- 4 Check out **Related Occupations**.

**OCCInfo: Occupations and Educational Programs**

Entire Site Occupation Wage Education Certification

Keyword  Search

My Favourites  
My Account  
Log out

Occupations  
Occupational Profile  
View Full Profile  
Duties  
Working Conditions  
Personal Characteristics  
Educational Requirements  
Certification Requirements  
Employment and Advancement  
Wage and Salary  
Related High School Subjects  
Related Fields of Study  
Other Sources of Information  
New/Updated Profiles  
Apprenticeship  
Easy Reading Profiles  
Emerging Occupations  
Posters: In Demand  
Posters: High School  
Posters: Post-Secondary  
Reports  
Wages and Salaries  
Educational Programs  
Certification Requirements

**Occupational Profile**

**Carpenter**

NOC code(s): 7271 Interest code(s): O M I

Carpenters construct, erect and repair buildings and other structures made of wood, wood substitutes, steel and other materials.

**Also Known As**

Construction Tradesperson, Cribber, Framer, Scaffolder

Apprenticeship Regulated Occupation

**Summary**

**Educational Requirements**  
Apprenticeship [More Information](#)

**Wage & Salary**  
Average Salary: \$72,634.00  
Average Wage: \$33.30 [More Information](#)

**Employment & Advancement**  
Below average is the expected occupational growth for 2013-2017. Job openings are a r... [More Information](#)

**Certification Requirements**  
Regulated [More Information](#)

**View Full Profile**

**OCCUPATIONAL VIDEO**  
[View all Occupational videos](#)

**RELATED OCCUPATIONS**

**Career and Technology Studies Teacher**  
Career and technology studies (CTS) teachers help junior and senior high school students learn skills for personal living ...  
Average Wage: \$41.40 [Employment Outlook](#)

Cabinetmaker  
Career and Technology Studies Teacher  
Construction Craft Labourer  
Construction Estimator  
Glazier  
Home Inspector  
Occupational Health and Safety Advisor



5 Save occupations that you're interested in to **My Favourites**.

The screenshot shows the 'Occupational Profile' for a Carpenter. The main content area includes a photo of a carpenter, the title 'Carpenter', and details such as 'NOC code(s): 7271' and 'Interest code(s): O M I'. It describes the job as constructing, erecting, and repairing buildings and structures made of wood. Below this, it lists 'Also Known As' (Construction Tradesperson, Cribber, Framers, Scaffolder) and 'Apprenticeship' status. A 'Summary' section shows 'Educational Requirements' (Apprenticeship) and 'Wage & Salary' (Average Salary: \$72,634.00, Average Wage: \$33.30). To the right, there's a 'RELATED OCCUPATION' section listing 'Career and Technology Studies Teacher', 'Cabinetmaker', and 'Construction Craft Labourer'. On the far right, a 'My Favourites' sidebar is visible, showing a list of saved occupations with filters for 'Occupations (5)', 'Wages (0)', 'Education (0)', 'Certification (0)', and 'Searches (0)'. The list includes 'Career and Technology Studies Teacher NOC 4141', 'Carpenter NOC 7271', and 'College, Technical or Vocational Instructor NOC 4131'.

## EXPLORING OCCUPATIONS HANDS-ON

Courses at school and experiences in your community are great ways to discover career paths and occupations.

### Discovering What You Love to Do

A good way to find out if something is really right for you is to try it for yourself. If any of these options sound interesting to you, find out if your high school offers them:

- **Aboriginal studies** teach how Indigenous Peoples maintain and promote their cultures and values.
- **Career Internship 10** prepares you for trade, technology and service careers by placing you with local business, government or volunteer organizations to gain work experience. This course is a recommended prerequisite for the Registered Apprenticeship Program (RAP) and other related programs.
- **Career and Technology Studies (CTS)** provide first-hand exposure to different career possibilities. Talk to your school counsellor or visit the *Guide to Career and Technology Studies* at <http://www.learnalberta.ca/content/ctsg/index.html> to find out more.
- **Green Certificate Program** provides on-the-job agricultural training through an apprenticeship.
- **Job shadowing** is an informal way to learn about an occupation where you spend a day on the job with someone in your community who works in an occupation that you're interested in.

## Step Two

### Explore Possibilities

#### Volunteer!

Volunteering at non-profit and service organizations is a great way to learn about occupations. Discover what kind of work environments you like and gain experience. You may even want to volunteer abroad!

Find out more:

- Visit [volunteeralberta.ab.ca](http://volunteeralberta.ab.ca)
- Click [alis.alberta.ca/youthreflections](http://alis.alberta.ca/youthreflections) to watch videos of students volunteering
- Search [alis.alberta.ca/tips](http://alis.alberta.ca/tips) by subject for tip sheets on volunteering.
- Use a search engine on the Internet, such as Google, and type “volunteer abroad” in the search box.

- **Knowledge and employability courses, fine arts and social sciences** offer hands-on experiences in a variety of fields.
- **Language programs** help you communicate with people around the world.
- **Mentoring programs** let you develop leadership skills, gather experience and earn credits by working with young people in your community.
- **Registered Apprenticeship Program (RAP)** lets you earn a wage while you learn a trade and get a head start on your career. See page 29. [tradesecrets.alberta.ca/learn-on-the-job/who-can-learn-a-trade/registered-apprenticeship-program](http://tradesecrets.alberta.ca/learn-on-the-job/who-can-learn-a-trade/registered-apprenticeship-program)
- **Work Experience 15-25-35** (a work experience program) lets you earn credits, develop your skills and explore your interests while working in your community. [education.alberta.ca/media/160401/workexp.pdf](http://education.alberta.ca/media/160401/workexp.pdf)

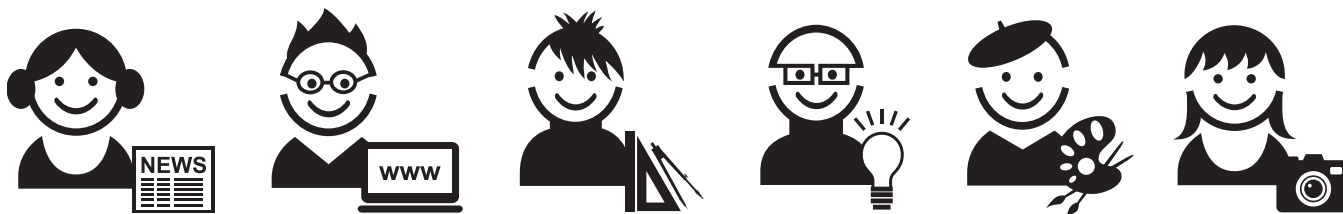
#### Connecting Learning to Occupations

Sometimes it's hard to see how some courses relate to real life. But know that core courses and options do open up possibilities in your future:

- **Core courses** give you a foundation of knowledge and let you discover your strengths and interests.
- **Option courses** give you the chance to find out what it's like to work in a specific occupation or job.

Here are a couple of examples of how this could work:

- Math + Music = Sound Engineer
- Social + Fashion = Theatre Production
- Biology + Comm Tech = Forensic Lab Analyst



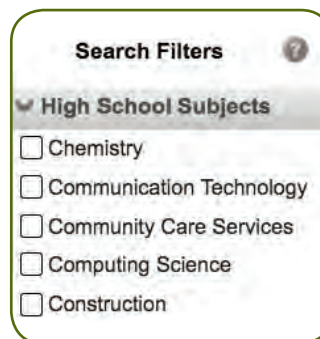


## Check it out for yourself!

- 1 Go to [occinfo.alis.alberta.ca](http://occinfo.alis.alberta.ca)
- 2 Click on **Occupations** in the left menu.



- 3 Click on **High School Subjects** listed under *Search Filters* (right menu).
- 4 Choose your favourite core course and favourite options course to discover occupations related to both!



## Choose Your Top Three Occupations

From all the potential occupations you've come up with in **Step 1** and **Step 2**, choose your top three.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## Self-Employment – Would it Work for You?

Do you have a flair for innovation, love challenges and enjoy taking on a leadership role? These characteristics, together with a good business idea and business training, could be the right ingredients for starting your own company.

Check out these websites for resources to help you start a business:

- **Business Abilities**  
[businessabilities.ca](http://businessabilities.ca)
- **Entrepreneurs with Disabilities Program**  
[wd.gc.ca/eng/13643.asp](http://wd.gc.ca/eng/13643.asp)
- **Opportunities Fund for Persons with Disabilities**  
[servicecanada.gc.ca/eng/of/index.shtml](http://servicecanada.gc.ca/eng/of/index.shtml)
- **Self-Employment and Small Business**  
[cra-arc.gc.ca/selfemployed](http://cra-arc.gc.ca/selfemployed)

## Step Two

### Explore Possibilities

#### In their own words

We asked Alberta high school students what motivates them to explore an occupation and here's what they told us:

- personal experience—hobbies, volunteer work, things they like to do and subjects they like
- hearing about what their parents, family, role models and people do in the community
- opportunities that offer a lifestyle they want, such as travel, home and work life balance and earning a good income
- school programs like Registered Apprenticeship Program (RAP) and Career and Technology Studies (CTS) courses
- thinking about what they already do well, and finding out if they can make a living doing them, such as working on cars, hairstyling or playing sports

## EXPLORING OCCUPATIONAL PROFILES

Now that you've chosen your top three occupations, learn more about them.

- 1 Go to [occinfo.alis.alberta.ca](http://occinfo.alis.alberta.ca)
- 2 Use **Search by Occupation** to find a profile for each of your top three occupations.

- 3 Use the information you find in each profile to fill in **About My Top 3 Occupations** on page 19.

**Occupational Profile** Save Compare PDF Print

**Carpenter**

**NOC code(s):** 7271 **Interest code(s):** O M I

Carpenters construct, erect and repair buildings and other structures made of wood, wood substitutes, steel and other materials.

**Also Known As**

Construction Tradesperson, Cribber, Framer, Scaffolder

**Apprenticeship** **Regulated Occupation**

**Summary** View Full Profile

**Educational Requirements**  
Apprenticeship [More Information](#)

**Wage & Salary**  
Average Salary: \$72,634.00  
Average Wage: \$33.30 [More Information](#)

**Employment & Advancement**  
Below average is the expected occupational growth for 2013-2017. Job openings are a r... [More Information](#)

**Certification Requirements**  
Regulated [More Information](#)

# About My Top Three Occupations

	1	2	3
Duties			
Working Conditions			
Personal Characteristics			
Educational Requirements			
Credential Requirements			
Employment & Advancement			
Wage & Salary			
Related High School Subjects			
Related Occupations			

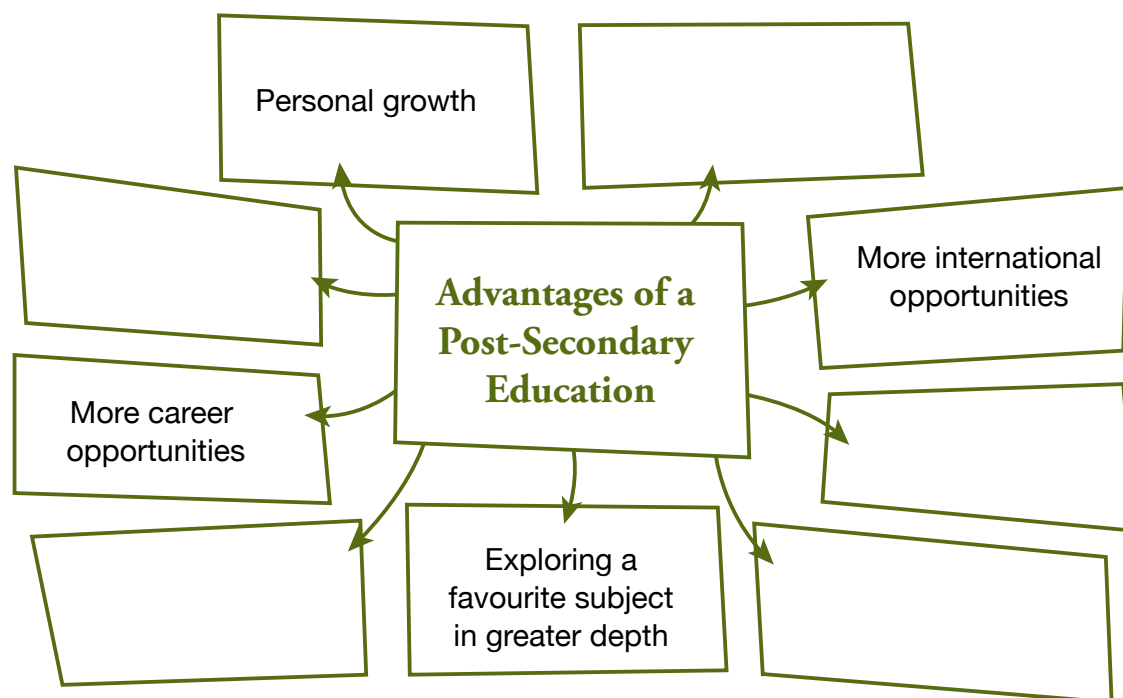
## Step Three

### *Choose a Direction*

In Step Two, you identified three occupations. Step Three shows you how to pursue one of your top three occupations.

Even though you might change your mind and your direction a few times, the information you learn in Step Three will prepare you to take the next step whenever you're ready. For many occupations, you'll be heading towards a post-secondary education.

### WHY GET A POST-SECONDARY EDUCATION?



### POST-SECONDARY: Private Providers

#### **First Nations, Metis and Inuit (FNMI) Colleges**

FNMI colleges meet the needs of FNMI students and communities by promoting FNMI culture, history and knowledge. These schools provide education and training in an environment that includes culturally relevant programming, counselling services and access to elders. FNMI colleges encourage community, support, identity and belonging.

Visit [advancededucation.alberta.ca/FNMI-institutions](http://advancededucation.alberta.ca/FNMI-institutions) for more information.

#### **Private Vocational Training Providers**

Private providers offer licensed certificate and diploma programs in a wide range of fields including office administration, computer technology, web design, massage therapy, hairstyling, emergency medical services, health care and more.

Visit [occinfo.alis.alberta.ca](http://occinfo.alis.alberta.ca) for information. Choose **Education Programs** from the left menu and then **School Type** in the Search Filter.

## POST-SECONDARY: Public Providers

There are 26 publicly-funded post-secondary schools in Alberta in six sectors:

### 1 Comprehensive Academic and Research Institutions

- These schools offer undergraduate (bachelor) degree and graduate degree programs.
- The University of Alberta including Campus Saint-Jean, University of Calgary and University of Lethbridge are campus-based schools offering a wide range of programs in research-intensive environments.
- Athabasca University is an open university that provides online education and flexible programming.

### 2 Baccalaureate and Applied Studies Institutions

- MacEwan University and Mount Royal University offer academic upgrading, certificate, diploma, applied degree and bachelor degree programs.

### 3 Polytechnical Institutions

- Northern Alberta Institute of Technology (NAIT) and Southern Alberta Institute of Technology (SAIT) offer career and technical programs, including apprenticeship, certificate, diploma and degree programs.
- These programs provide hands-on education.

### 4 Comprehensive Community Institutions

- Alberta's 11 community colleges provide a wide range of programs including academic upgrading, certificate, diploma, applied degrees and bachelor degrees.

### 5 Independent Academic Institutions

- Alberta has five independent academic institutions, providing mainly liberal arts, science and education bachelor degree programs.

### 6 Specialized Arts and Culture Institutions

- The Alberta College of Art and Design and the Banff Centre specialize in fine arts and cultural programming at the undergraduate, graduate or professional development level.



Visit [advancededucation.alberta.ca/post-secondary-institutions](https://advancededucation.alberta.ca/post-secondary-institutions) for more information about these post-secondary providers.



## Step Three

### *Choose a Direction*

#### More info about post-secondary institutions and programs...

Check out these links for more information about institutions and programs:

- **Choosing a Post-Secondary Program**  
[alis.alberta.ca/tips](http://alis.alberta.ca/tips)
- **Certificate, Diploma, Applied Degree, Degree... What's the Difference**  
[alis.alberta.ca/program-differences](http://alis.alberta.ca/program-differences)
- **Time to Choose... a Post-Secondary Education Program**  
[alis.alberta.ca/publications](http://alis.alberta.ca/publications)



## POST-SECONDARY PROGRAMS

Alberta post-secondary institutions offer many different kinds of academic programs which vary in length and cost, and result in different credentials.

### Certificate Programs

- generally one year or less of full-time study
- provide entry into a specific occupation

### Diploma Programs

- generally two years of full-time applied study
- prepare students for employment in a specific field

### Apprenticeship Programs—check out page 29

- one to four years of combined work and study
- combine on-the-job training with technical training delivered in a classroom

### Applied Degree Programs

- four-year programs—often three years of academic study and one year of related work experience
- combine classroom learning with hands-on experience to enhance career preparation

### Bachelor Degree Programs

- three or four years of full-time study
- provide theoretical or academic learning, which can lead to graduate studies

## FLEXIBLE LEARNING

More than ever before, post-secondary institutions offer learning opportunities that you can tailor to fit your needs. You can find the best-fit institution, program and learning environment—when you need it and where you need it.

Attending classes full-time on a traditional campus is only one of many options. Knowing what options are available lets you choose what works best for you.

## Open Studies or a Specific Program?

Many post-secondary institutions offer open studies, giving you the ability to enrol in courses from credit programs without having to be accepted into a specific program.

This lets you:

- check out different programs before you commit to them
- take courses based on your interests
- ease into full-time studies if you want

## Full-time Studies or Reduced Course Load?

### **In full-time studies you may:**

- finish a program within the specified time for the program, such as four years to complete a four-year program
- be ready to look for work in your field sooner
- continue with the same group of students throughout your studies, depending on the program
- have less time for activities outside of class and study time, such as working
- experience a more intense work load and higher stress levels

### **With a reduced course load you may:**

- qualify for full-time funding as a student with a documented disability taking a reduced course load
- adjust study workload and requirements to better suit your abilities and limitations
- experience lower stress levels
- adjust more easily to the environment, pace, workload and self-reliance of the post-secondary experience
- have more time for activities outside of class and study time, such as working
- eventually decide to increase your course load to full-time

## In Class, Online or Both?

You can take a range of programs and courses online and by correspondence, or combine this learning option with classroom studies.

### **Online and distance learning lets you:**

- live at home and not move away to attend school
- avoid physical accessibility issues and crowds
- have full access to instructors and tutorials

Online and distance learning requires self-discipline, motivation and the ability to work with a different level of direction and support. While some students thrive on the independence online learning offers, some students find learning outside the classroom environment to be more isolating and less engaging.

## Step Three

### Choose a Direction

#### More info about online and distance learning:

- [eCampusAlberta.ca](http://eCampusAlberta.ca) connects to more than 900 online courses and 70 programs offered by 26 Alberta post-secondary schools
- [athabascau.ca](http://athabascau.ca) — **Athabasca University**— offers undergraduate and graduate courses online and through distance learning
- **OCCinfo Educational Programs— Distance Learning** connects you to programs offered by schools licensed or registered in British Columbia, Alberta, Saskatchewan and Manitoba.

## DIFFERENT PROGRAMS, SIMILAR OCCUPATIONS: Career and Education Pathways

In some fields, different programs and levels of education—different education pathways—can lead you to similar work in the same industry.

### Example: Careers in video game development

Occupation	Credential	Wage/Hour	Tasks
Digital animator	1-year certificate	\$25.90	<ul style="list-style-type: none"> <li>• create the illusion of movement by manipulating still images using software</li> </ul>
Interactive media programmer	2-year diploma	\$36.70	<ul style="list-style-type: none"> <li>• write, modify, integrate and test computer code to create interactive digital media</li> </ul>
Software engineer	4-year degree	\$42.61	<ul style="list-style-type: none"> <li>• design, integrate, test and maintain software applications and technical environments</li> </ul>

When you're thinking about different career and education pathways, it's important to compare similarities and differences.

### Example: Similarities and differences between careers in video game development

Similarities	Differences
<ul style="list-style-type: none"> <li>• long hours at the computer</li> <li>• ability to problem-solve</li> <li>• time pressure and deadlines</li> <li>• needs innovation</li> <li>• attention to detail</li> <li>• logical and abstract thinking</li> </ul>	<ul style="list-style-type: none"> <li>• cost of education</li> <li>• amount of creative control</li> <li>• type of technical skill</li> <li>• artistic ability versus coding</li> <li>• big picture view versus narrow focus</li> <li>• development versus enhancement</li> </ul>

## Check out a Pathway

- 1 Choose an occupation from **About My Top Three Occupations** on page 19.
- 2 Sign in at [occinfo.alis.alberta.ca](http://occinfo.alis.alberta.ca), find the profile for your chosen occupation and save it to **My Favourites**.
- 3 Check out **Related Occupations** in the right menu, choose two that interest you and save them to **My Favourites**.
- 4 Go to **My Favourites**, select each occupation and click **Compare** to see the differences in educational requirements, wages and tasks.

**My Favourites**

Save profiles and keyword searches that interest you. While searching the site, check off profiles and click on Save to Favourites. Or, click on Save from within a profile. You can also save searches by clicking on Save Search after searching for a keyword.

PDF Print

Occupations (5) Wages (0) Education (0) Certification (0) Searches (0)

Results 1-5 of 5

Sort Results By Occupation Title Display 10

☐ Select All [Compare](#) [Remove](#) ?

☒ [College, Technical or Vocational Instructor NOC 4131](#)

College, technical and vocational instructors provide instruction to adults in a wide variety of subject areas including vocational, technic...

Average Wage \$39.78 Outlook ↑ Not regulated 2 years post-secondary education

☒ [Graphic Designer NOC 5241.1](#)

Graphic designers translate verbal and abstract concepts into meaningful visual communication.

Average Wage \$29.04 Outlook ↓ Not regulated 4 years post-secondary education

☒ [Instructional Designer NOC 4166](#)


This is an emerging occupation. It may have evolved from an existing occupation or emerged in response to consumer needs or technological advances. In...

Average Wage N/A Outlook N/A Not regulated 6 years post-secondary education

Results 1-5 of 5

☐ Select All [Compare](#) [Remove](#)

**RELATED OCCUPATIONS**



[Career and Technology Studies Teacher](#)

Career and technology studies (CTS) teachers help junior and senior high school students learn skills for personal living ...

Average Wage \$41.40 Employment Outlook ↑

[Cabinetmaker](#)

[Career and Technology Studies Teacher](#)

[Construction Craft Labourer](#)

[Construction Estimator](#)

[Glazier](#)

[Home Inspector](#)

**Compare Occupations**

Select the information you would like to compare under Display Columns and then select the occupations from your Favourites list below or the alphabet listing on the right side of the page.

**Display Columns (maximum of 3)**

☒ Wage and Salary  
☒ Employment Outlook  
☒ Minimum Education  
☐ Certifications

**Compare from My Favourites**

☐ Career and Technology Studies Teacher  
☐ Carpenter  
☐ College, Technical or Vocational Instructor  
☐ Graphic Designer  
☐ Instructional Designer

**Currently selected profiles**

☒ College, Technical or Vocational Instructor  
☒ Graphic Designer  
☒ Instructional Designer

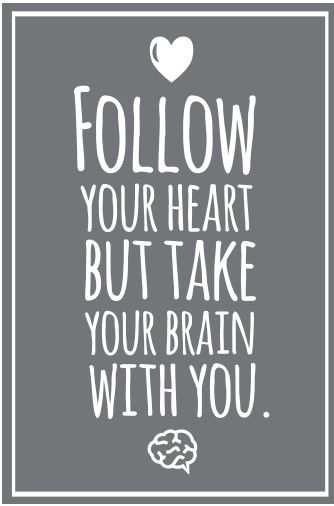
[Compare](#)

**Compare Results**

Occupations	Wage and Salary	Employment Outlook	Minimum Education
College, Technical or Vocational Instructor	\$39.78	↑	2 years post-secondary education/training
Graphic Designer	\$29.04	↓	4 years post-secondary education/training
Instructional Designer	N/A	N/A	6 years post-secondary education/training

## Step Three

### Choose a Direction



- 5 Check out the description for each occupation. List similarities and differences in the table below.

Similarities	Differences
•	•
•	•
•	•
•	•
•	•

## EXPLORE POST-SECONDARY INSTITUTIONS AND PROGRAMS ONLINE

At OCCinfo you can explore a database of all the post-secondary schools and programs available in Alberta. Use the information you gather to complete **About My Three Programs** on page 28.

- 1 Go to [occinfo.alis.alberta.ca](http://occinfo.alis.alberta.ca)
- 2 Choose either **Option A** or **Option B**:
  - **Option A:** Find one education program for each occupation on your list.
  - **Option B:** Find three education programs related to one occupation on your list.
- 3 Choose **Educational Requirements** for one of the occupations.

**Occupational Profile**

**College, Technical or Vocational Instructor**  
NOC code(s): 4131      Interest code(s): I D S  
 College, technical and vocational instructors provide instruction to adults in a wide variety of subject areas including vocational, technical, business or services training, trades, academic upgrading, university transfer courses and university degree program courses.  
**Also Known As**  
 Career and Technical Education Teacher, Educator, Instructor, Music Teacher, Teacher, Technical Instructor, Vocational College Instructor

Personal Characteristics

Certification Requirements

**Educational Requirements**  
 Most college, technical and vocational instructors have related post-secondary education. Specific educational requirements vary depending on the position:
 

- College instructors usually have graduate degrees (master's or PhD degrees).
- Instructors responsible for teaching academic upgrading usually have at least a bachelor's degree. An Alberta teaching certificate or a certificate, diploma or degree in adult education are definite assets.



- 4 Choose a post-secondary institution under **Related Education** and then choose a specific program.

**Educational Requirements**

Most college, technical and vocational instructors have related post-secondary education. Specific educational requirements vary depending on the position:

- College instructors usually have graduate degrees (master's or PhD degrees).
- Instructors responsible for teaching academic upgrading usually have at least a bachelor's degree. An Alberta teaching certificate or a certificate, diploma or degree in adult education are definite assets.
- Instructors of technical, trade or vocational programs should be experts in their particular fields. Instructors in technical schools normally hold professional or technical certification and may be required to have a licence for their particular field of expertise.
- Most instructors have extensive work experience as well as formal education qualifications.
- Familiarity with web-based instruction and research is becoming increasingly important.

Employers usually provide staff development programs about instructional methods and teacher-student relations for instructors who do not have formal teacher training.

**Related Education**

The following schools offer programs or courses that are related to this occupation but are not required to enter the field.

Click on the banner below to see the list of schools.

▼ Athabasca University

- Master of Education - Distance Education
- Post-Baccalaureate Certificate - Technology-Based Learning

▼ Calgary Flight Training Centre

- Instructor Rating


▼ Calgary Flying Club

- Instructor Rating

▼ Centennial Flight Centre Inc.

- Class IV Instructor Rating

- 5 Use the **Program Profile** to gather details about the program. Click through to the institution's website to find out about more about it.

 **Program Profile**

**Post-Baccalaureate Certificate**  
**Technology-Based Learning**  
Athabasca University

**Program Type:** Post-Baccalaureate

**Credential Type:** Certificate

**Length:** 1 Year or Less

**Distance:** Yes

**Distance Delivery Options:** Various distance and on-line delivery modes.

**Admission Requirements:**

Applicants to the Post-Baccalaureate Certificate in Technology-Based Learning program must hold a baccalaureate degree from a recognized post-secondary education institution. If the potential applicant does not have a degree, but believes that his or her education and experience is equivalent to an undergraduate degree, the applicant may put forward this position in writing as part of the application process.

**Transfer(s)\*\*:**

- TransferAlberta:** [Online Alberta Transfer Guide](#)
- Outside of TransferAlberta:** Not available

\*\* TransferAlberta provides course and program transfer information including transfer agreements between post-secondary schools in Alberta, British Columbia, Northwest Territories, Nunavut and Yukon.

Last Updated: 2015-07-23

- 6 Repeat the steps for other occupations (Option A) or programs (Option B).

## Step Three

*Choose a Direction*

# About My Three Programs

1

2

3

### Program name

- length of program
- type of program
- credential earned

### Name and location of post-secondary institution

### Admission requirements

- courses
- grades
- other

### Costs per academic year

- tuition
- fees
- books and supplies
- residence/housing (if applicable)

### Accessibility services

- contact information for accessibility services
- services available to fit my needs
- transportation/parking
- on-campus housing (if applicable)

### Campus visit notes

## APPRENTICESHIP : A BRIGHT FUTURE IN THE TRADES

### Apprenticeship is...

- a post-secondary education in a trade, leading to certified journeyman status
- a combination of on-the-job training (80 per cent) and classroom learning (20 per cent)
- programs that take one to four years to complete depending on the trade

### A career in the trades lets you...

- earn a wage while you learn a trade
- follow a career path that can take you in many directions, and depending on your level of certification, lead to work opportunities across Canada
- gain hands-on experience that promotes independence and self-reliance

### Start Apprenticing in High School

The Registered Apprenticeship Program (RAP) lets you learn the skills of a trade while you're in high school. In RAP you can earn:

- credit towards an apprenticeship program
- credit towards your Alberta high school diploma
- a wage for your time on the job

### For more information about RAP:

- visit the Tradesecrets website at [tradesecrets.alberta.ca](http://tradesecrets.alberta.ca)
- talk to the RAP coordinator at your high school
- visit an Apprenticeship and Industry Training office in your area

### Check in with Disability Services

If you're interested in an apprenticeship program, check in early with disability services at the post-secondary institution you're planning to attend. Classroom training sessions are usually short, so you'll want any services or accommodations in place before you start. It's a good idea to make sure the occupational requirements of a trade are a good fit before you start working for an employer.



### More about apprenticeship:

- **ALIS**—  
[alis.alberta.ca/  
apprenticeship](http://alis.alberta.ca/apprenticeship)
- **Tradesecrets**—  
[tradesecrets.  
alberta.ca](http://tradesecrets.alberta.ca)
- **Apprenticeship in  
Alberta**—  
[alis.alberta.ca/ep/  
eps/tips/tips.html](http://alis.alberta.ca/ep/eps/tips/tips.html)

## Step Three

### *Choose a Direction*

#### Watch the Videos

- Click [alis.alberta.ca/studentlife](https://alis.alberta.ca/studentlife) to see students attending each type of post-secondary institution.
- Check out [alis.alberta.ca/videos](https://alis.alberta.ca/videos) for videos on the occupations that you're interested in.

#### Post-Secondary Education by the Numbers

There are more than **200 post-secondary education providers** in Alberta and more than **2,700 programs** to choose from.

## VISIT A POST-SECONDARY SCHOOL

One of the best ways to find out about a post-secondary institution is to visit it in person. Most institutions offer lots of opportunity to check them out at:

- orientation days
- open houses
- information sessions
- campus tours or campus visits
- student for a day or buddy programs

Visiting the campus will let you:

- get a feel for the physical size and layout of classrooms, labs or buildings and number of students
- explore the school physically, including housing options
- find out about transportation options
- visit the Disability Services Office (DSO)

Checking out the campus and the surrounding neighbourhood is even more important if you're going to study away from home. You may be looking after your own care and be responsible for items that your family has helped you with up to now, such as:

- paying bills, signing up for utilities, doing your own cleaning or laundry
- managing medications and medical appointments
- managing personal care workers
- managing specialized transportation

## CHANGING YOUR MIND

It's hard to know exactly what it's like to work or study in a certain field until you've actually tried it.

If you start a program and change your mind, you can:

- consider a related occupation (see **Exploring Online—OCCinfo**, page 13)
- look at education laddering (see page 31)
- transfer credits to a different program (see page 31)



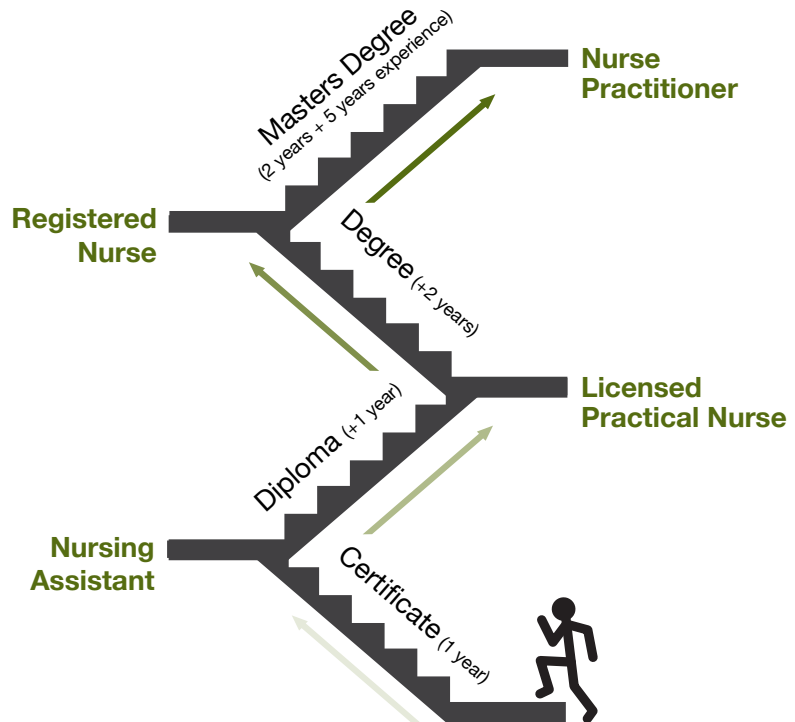
## Education Laddering

If time, funding or incomplete prerequisites keep you from getting into your preferred program, you may want to consider education laddering, which is starting with a different but related certificate or diploma program, and then applying that period of study toward another credential.

Many occupations, such as the one in the following example, allow you to ladder your way towards the program and credential you ultimately want:

### Example

Let's say you want to become a nurse, but can't get into your program of choice. Don't be discouraged! You can start out completing a certificate program to gain training and experience in the field, and then work your way up to a more advanced program.



## Transfer Alberta

You may be able to transfer credits from one post-secondary institution or program to a different institution or program.

Some post-secondary institutions offer transfer programs that let you complete a first year (or years) at one school (usually a smaller school, possibly near home) and finish your program at another.

Benefits of this pathway include:

- smaller class sizes
- lower costs
- less competitive admission requirements
- opportunity to choose from a greater number of programs without leaving home

Visit [alis.alberta.ca/transferralberta](https://alis.alberta.ca/transferralberta) to find out more about transfer credit.



## Step Four

## *Make It Happen*

To put your career and education plan into action:

- set your goals
- advocate for yourself
- make plans and take action



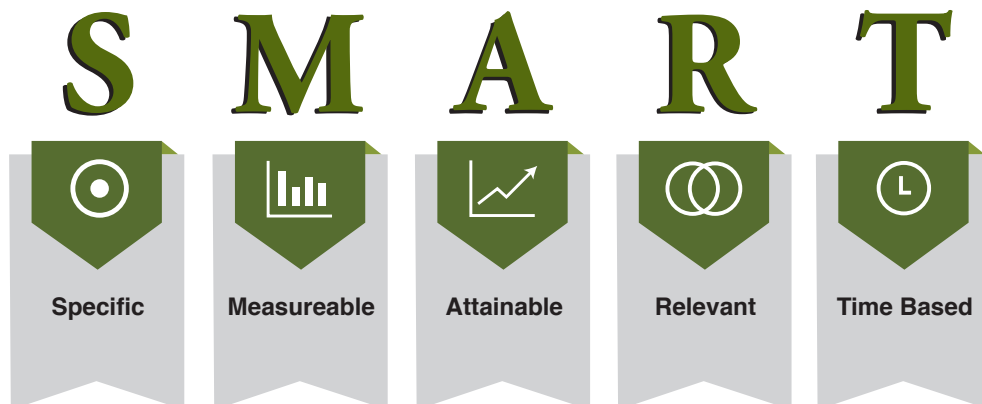
In the first three steps of the career and education planning process you explored occupations and then made some choices about what you want to do.

In Step Four, you'll learn how to make plans to achieve your goals and learn about resources you can use to put your plans into action. Record your findings in the **My Making It Happen Plan** on page 43.

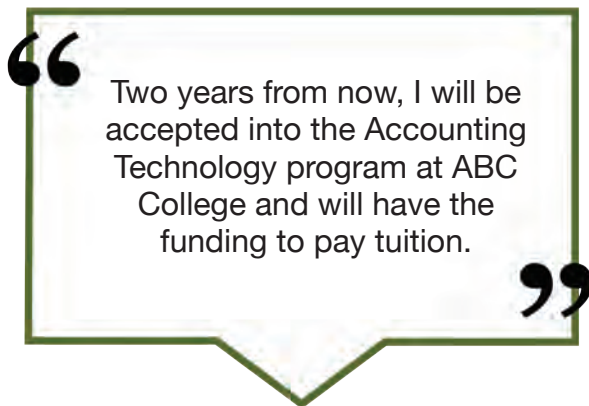
### SET YOUR SMART GOAL

Begin by setting a SMART goal that's related to a post-secondary program for the occupation you're most interested in.

Effective goals are:



SMART goal example:



Strengthen your commitment to your goals:

1. Share them with friends and family.
2. Write them down. Record your goal in the **My Making It Happen Plan**.

Check out **Take Action** at [careerinsite.alberta.ca/careerinsite/take-action.aspx](https://careerinsite.alberta.ca/careerinsite/take-action.aspx) for more information on how to set SMART goals.

## ADVOCATE FOR YOURSELF

To be successful in post-secondary education programs, you'll need to be able to advocate for yourself.

When attending a post-secondary institution, you will be expected to make your own decisions, so it's a good idea to start right by developing the skills and tools needed to advocate for yourself.

To be an effective advocate, get to know:

- your disability, strengths and limits
- where and when to talk about your disability to provide a positive understanding of your circumstances and requirements
- your rights and responsibilities
- how you learn most effectively
- what services and resources have worked for you
- your short- and long-term career and education goals

Finding your voice and learning to speak up for yourself is an empowering part of the post-secondary experience. Talk to your parents/guardians, teachers, counsellors, mentors and peers about developing your self-advocacy skills. What could you start working on today?

## Your Rights and Responsibilities

According to the **Canadian Charter of Rights and Freedoms** and the **Alberta Human Rights Act**, Alberta post-secondary institutions have a duty to accommodate students with disabilities.

You have the right to	You have the responsibility to
<ul style="list-style-type: none"> <li>• receive reasonable accommodations</li> <li>• access services and environments available to all students in the same course or program</li> <li>• change your accommodations and resources</li> <li>• determine your own success</li> </ul>	<ul style="list-style-type: none"> <li>• provide documents that support your accommodation requirements</li> <li>• develop essential skills and competencies, and meet the requirements expected of all students in the same course or program</li> <li>• ask for what you need and make sure your needs are met</li> <li>• learn how the system works</li> </ul>

## Disability Culture

In Canada, the United States and the United Kingdom, some students with disabilities are very socially and politically involved. Students in the disability culture movement want to:

- build identity as a person with a disability
- create the recognition that their disability doesn't go away—it's a constant, integral part of being, although it's not who they are
- have a voice in student affairs
- reduce the stigma mainstream culture sometimes attaches to disability

Visit these resources for more information about disability culture:

- **Disability Visibility Project—**  
[disabilityvisibilityproject.com](http://disabilityvisibilityproject.com)
- **Disability Rights International—**  
[driadvocacy.org](http://driadvocacy.org)

## MAKE PLANS AND PUT THEM INTO ACTION

A plan to meet a post-secondary education goal would include steps such as:

- completing admission requirements to get into your chosen program(s)
- getting the grades you need to be accepted
- applying for the programs of your choosing
- connecting with disability services for your post-secondary education
- paying for tuition, books and living costs

### Completing Admission Requirements

Use the information from **About My Three Programs** on page 28 to fill in the admission requirements for your program of choice on the **My Making It Happen Plan** on page 43:

- Record the grades you'll need.
- Find out if the program has competitive admission requirements and consider your ability to meet these.
- Identify your "Plan B" program. If you don't get into your first choice, what other program interests you? Check out the entrance requirements for it, too.

### Getting the Grades

The work habits you develop now will continue to pay off throughout your post-secondary education:

- Make sure you're taking the courses and getting the grades you need. Ask for the resources and services you need to make this happen.
- Begin practicing time management and organization skills now:
  - Know what you have to do—go to class, do homework and study
  - Figure out how to do it—break tasks down into do-able chunks.
  - Get it done on time—meet deadlines and be ready for exams.
- Visit **How to Study Effectively** at [alis.alberta.ca/ep/eps/tips/tips.html](http://alis.alberta.ca/ep/eps/tips/tips.html) for study tips.
- Check out [education.alberta.ca/students/exams.aspx](http://education.alberta.ca/students/exams.aspx) for resources to prepare for Grade 12 diploma exams.

## Applying for the Program

These are the websites you'll need for the application process:

- **Alberta Student Number:** [education.alberta.ca/asn](http://education.alberta.ca/asn)
  - You will need to know your student number to apply for high school transcripts, post-secondary education programs and Student Aid
- **ApplyAlberta:** [applyalberta.ca](http://applyalberta.ca)
  - Apply to one or more Alberta post-secondary institutions and only enter your personal information once
  - Avoid fees by transferring your transcripts through the site
- **List of Institutions:** [advancededucation.alberta.ca/post-secondary-institutions](http://advancededucation.alberta.ca/post-secondary-institutions)
  - If you're applying directly to an Alberta post-secondary institution, you'll find a link to the website here

## CONNECTING WITH THE DISABILITY SERVICES OFFICE (DSO)

If you want to use the resources they offer, it's a good idea to find out about the disability services at the post-secondary institutions on your **About My Three Programs** page—and any other institutions on your short list:

- Learners with a disability who are thinking of attending a post-secondary institution should consider contacting the Disability Service Office (DSO) even before applying in order to find out the processes they should follow and to make an appointment.
  - Check out the DSO web pages on the post-secondary institution website. Your questions may be answered in the Facts and Questions section on the site.
- Drop in at the DSO briefly in person when you visit a post-secondary institution. Pick up copies of any resources available.
- Set up a meeting with an advisor in the DSOs of the post-secondary institutions on your short list.

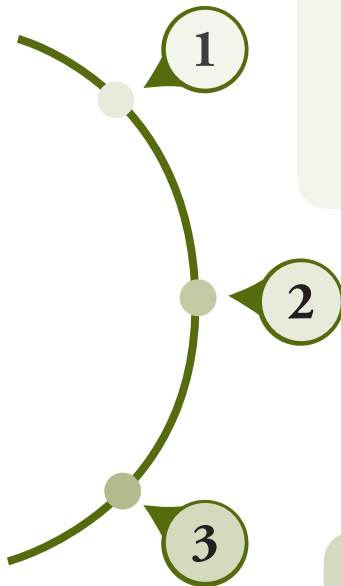




## Step Four

*Make It Happen*

### Three important things to know about you and the DSO:



#### **It's up to you whether or not you use the services offered through the DSO.**

Your relationship with the DSO is completely voluntary, so you don't need to connect with them unless you would like to access their services.

#### **It's up to you to connect with the DSO if you would like to use their services.**

Otherwise, the institution/professor is not obligated to accommodate the disability. The DSO will not know you want their services unless you tell them.

#### **The services available to you through the DSO depend on a number of factors.**

It's important to advocate for what you want, and it's also important to recognize that there may be limitations related to programs or resources. The most effective way to work through this is by talking with a DSO advisor.

#### **I Wish I'd Known...**

Post-secondary students have told us what they wish they'd known about post-secondary **before** they started school:

*"I wish I'd known..."*

- I'd be in class all day, every day and I'd still have hours of homework each week!

### Information Meetings with DSO Advisors

In the fall of Grade 12, meet with a DSO advisor at the institutions on your short list, if possible. The DSO advisor will help you to review whatever documentation you can share to see if more information may be needed. A DSO advisor may also be able to identify resources to figure out if the program you're applying for is a good fit.

This is your opportunity to ask questions about:

- documents you may need to qualify for assistive technology, services or accommodations which can be different for each institution
- possible accommodations and resources
- services the DSO provides
- next steps you should take

Keep notes about your visit on the **My Making It Happen Plan** on page 43.

## Once You've been Admitted to a Post-Secondary Institution

After you've been officially admitted by the Registrar's Office of your post-secondary institution, set up a meeting with a DSO advisor as soon as possible. Bring any relevant documents with you if they're available, so the DSO advisor can review them with you and help you with getting more information if needed.

The DSO may be able to help you with:

- identifying documents and learning assessments you may need for academic accommodations or assistive technology
- setting up a learning assessment if needed
- setting up academic accommodations, assistive technology and other services for the upcoming term
- communicating with instructors about academic accommodations and learning strategies
- providing information about funding for services, academic accommodations and assistive technology
- figuring out an appropriate course load
- managing disclosure issues if needed
- advocating on your behalf if needed
- connecting with groups and other kinds of on-campus support

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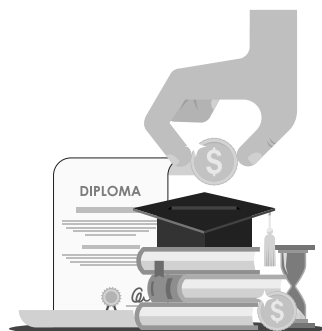
## PAYING FOR TUITION, BOOKS AND LIVING COSTS

It's never too early to think about how to pay for post-secondary education.

### What School Costs

The typical costs for a post-secondary education include:

- tuition and fees such as student association fees, school health insurance and recreation fees
- books and supplies
- transportation
- food, personal care costs, rent and utilities—depending on your living arrangements, for example, if you're going to school away from home



The average cost per year for attending post-secondary institution is between \$10,500 and \$16,500, depending on the institution and program you attend and whether you live at home with your parents or independently.

### I Wish I'd Known... cont'd

- going to school is like going to work
- to take courses I wanted to take, not what my parents wanted me to take
- more about how my preferences relate to work
- about building my network—getting to know other students—that's important after you graduate, for social connections and work
- about managing money better
- about scholarships
- about resources and services for students
- about clubs on campus my first year
- about connecting to the Disability Services Office (DSO) earlier, instead of last minute just before exams
- how hard it would be to get parking
- more about the post-secondary education program or myself

## Step Four

### *Make It Happen*

You may want to think about other possible costs:

- costs of a longer period of study or reduced course load, for example, completing a two-year program over three years
- costs of living accommodations away from your parents' home such as rent for a single room or your own apartment

Based on what you found out in **Step Three** about your chosen program, record the costs for tuition, books and fees on the **My Making It Happen Plan** on page 43.

Use sections #2 and #3 of the **Student Spending Plan** on the inside back cover of this guide to figure out and record your living costs on the **My Making It Happen Plan**.



## WAYS TO PAY

There are lots of ways to pay for your post-secondary education. You'll probably use a mix of the resources listed in this section. Visit [alis.alberta.ca/payingforschool](https://alis.alberta.ca/payingforschool) for more information about costs and funding options.

Check out the information and links in this section and then choose four ways you'll likely use to pay for your post-secondary education. List them on **My Making It Happen Plan** on page 43.

### Savings

- Set aside some of the money you earn from part-time and summer work. Save part of any allowance, prizes or gifts you get.
- Pay yourself first—start by saving 10 per cent of any money you get and go up from there if possible.
- Your parents might give you money to help pay for your education. Ask your parents if they have planned to do so.
- Your savings and your parents' or grandparents' cash contributions can all be saved in an RESP. See below.



### Registered Education Savings Plans (RESPs)

- RESPs are savings plans registered with the Government of Canada that allow savings to grow tax-free until you withdraw the money for your post-secondary education.
- You may also qualify for other government funding through the Canada Education Savings Grant and the Canada Learning Bond. Visit [canlearn.ca](https://canlearn.ca) for information.

## Scholarships and Bursaries

You can think of scholarships and bursaries as sources of “free” money—it just takes time to find information and apply for them:

- A **scholarship** is a monetary award for academic excellence in a specific area of study such as biology or English, or for achievements in non-academic areas such as athletics or community service.
- A **bursary** is a monetary grant based on proven financial need and/or satisfactory academic achievement.

The Government of Alberta is committed to encouraging and rewarding the excellence of Alberta students by offering scholarships through the Achievement Scholarship program, the Alberta Heritage Scholarship Fund and need-based bursaries. Visit [studentaid.alberta.ca/scholarships](http://studentaid.alberta.ca/scholarships) for more information.

**Scholarship Connections** ([studentaid.alberta.ca/scholarships/connections](http://studentaid.alberta.ca/scholarships/connections)) is an information source for more than 450 scholarships and awards. Check out the details of two or three scholarships you may qualify for and record them on the **My Making It Happen Plan** on page 43.

Many post-secondary institutions offer scholarships and bursaries to students who enroll in their education programs. Usually, you apply for these scholarships after your first semester. Check with the institution you plan to attend.

Check out **Advancing Futures** ([humanservices.alberta.ca/family-community/15616.html](http://humanservices.alberta.ca/family-community/15616.html)), a bursary that supports youth transitioning out of care if you have been, or continue to be, in the care of Alberta Human Services.

Visit [advancingfutures.gov.ab.ca](http://advancingfutures.gov.ab.ca) for more information.

### More About Scholarships

Not all scholarships are based on grades. At [alis.alberta.ca/scholarships](http://alis.alberta.ca/scholarships) you can search for scholarships in any of these categories:

- Aboriginal
- academic
- athletic
- financial need
- general
- leadership
- students with disabilities

Be sure to check out scholarships offered by your school district and the post-secondary institutions you're applying to.





## Make It Happen

If you don't feel ready to start your post-secondary education, it's probably a good idea to pay attention to how you're feeling.

There are other fulfilling things you can do when you finish high school, such as taking a year off to:

- volunteer
- work full- or part-time
- take part in activities to gain experience in different social settings
- travel

All of these activities let you explore and gain experience. When you do feel ready for post-secondary, you will have learned more about yourself and the world around you.

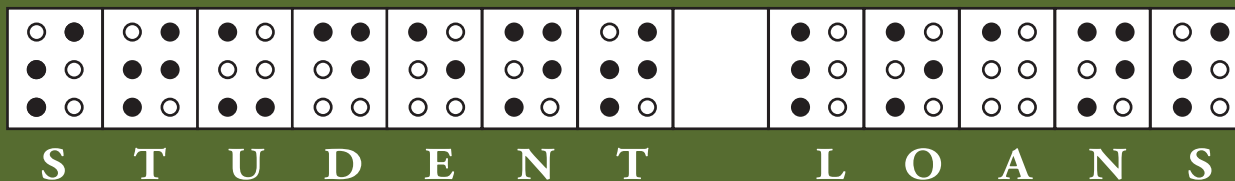
Student Aid Alberta is a program that helps cover the basic costs of learning and living for Alberta students. The program's goal is to reduce financial barriers and help students access post-secondary education.

When you apply to Student Aid Alberta as a full-time student, you are considered for financial aid for both Alberta and Canada student loans and grants. Financial assistance is also available for students studying part-time.

Depending on your situation, you may be eligible for grants to assist you with education and living costs, as well as services and equipment. To receive funding for assistive technology and services, you must apply to Student Aid Alberta even if you don't need funding for your tuition, books and living costs. When you apply for the first time for funding related to a permanent disability, you will need to meet with a Disability Services Office (DSO) advisor to prepare and submit a completed Schedule 4 along with other medical documents to support your request.

- must be completed and signed by a DSO advisor
- states the nature of your disability
- describes the services or assistive technology for which funding is requested

- Before You Apply ([studentaid.alberta.ca/before-you-apply](https://studentaid.alberta.ca/before-you-apply))
  - Find general information about eligibility and types of funding. Always check the Student Aid website for updates or changes to the student loan and granting programs.
- Applying for Funding ([studentaid.alberta.ca/applying-for-funding](https://studentaid.alberta.ca/applying-for-funding))
  - Choose *Students with Permanent Disabilities* ([studentaid.alberta.ca/applying-for-funding/students-with-permanent-disabilities](https://studentaid.alberta.ca/applying-for-funding/students-with-permanent-disabilities)) for information about loan and grant types and amounts and application details.
  - Visit *How to Apply* and scroll to Step 3 to download the “Quick Tips” publication which tells you all you need to know about applying.



## Student Line of Credit

- This is a low-interest line of credit from a bank.
- You may need a co-signer for this type of loan.

## Apprenticeship

- Earn a wage while you learn a trade. See **Apprenticeship: A Bright Future in the Trades** on page 29.

## Co-operative Education (Co-op) Programs

- These offer alternate semesters of full-time study and work placement that is usually paid.
- While you're gaining work experience and making contacts, you're also earning money to help pay for post-secondary.
- Many employers use co-op positions as trial positions that can lead to a full-time job when you graduate.

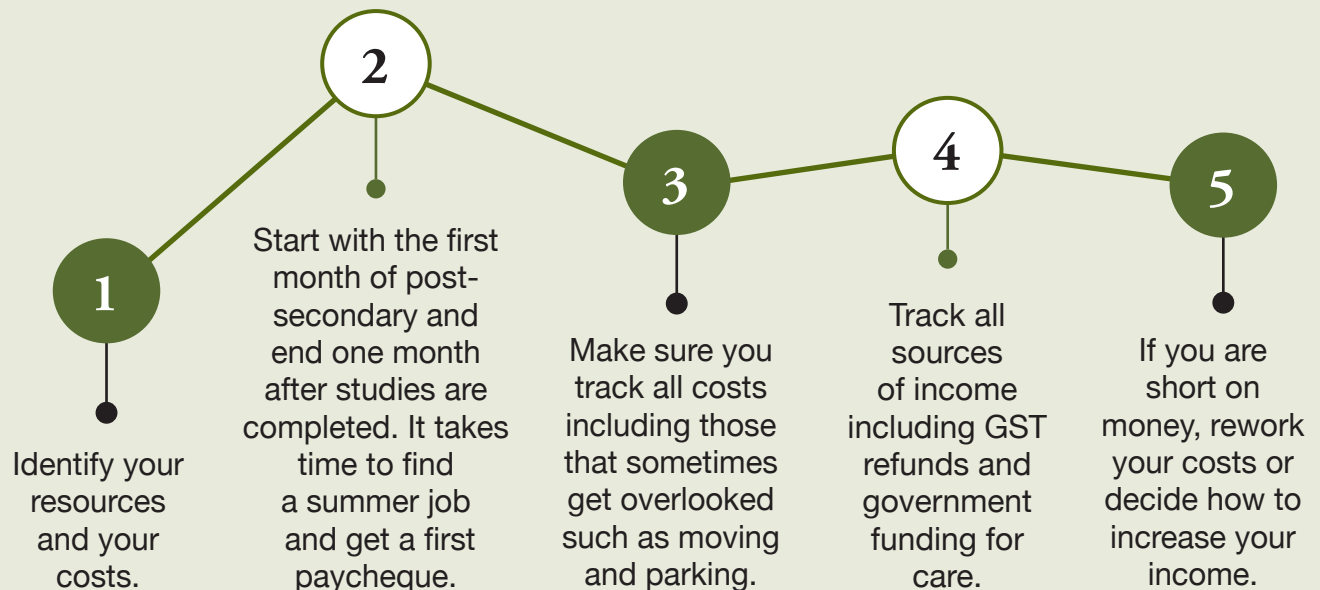
## Employer Programs

- Your employer may pay part of your tuition as you work and go to post-secondary at the same time or sponsor you to go to post-secondary for a period of time each year.
- Talk to someone in human resources to see if your employer has this type of program.

## MANAGING YOUR MONEY

Use the information and tips in this section to develop a spending plan for managing your money while you're attending post-secondary.

Complete the spending plan using these steps:



## Step Four

### *Make It Happen*

Check out these resources for ideas about creating a spending plan and making your money go further:

- *Paying for Post-Secondary School*  
[alis.alberta.ca/payingforschool](http://alis.alberta.ca/payingforschool)
- Tip sheets at [alis.alberta.ca/tips](http://alis.alberta.ca/tips)
  - *Financing Your Education*
  - *Show Me the \$\$\$—Scholarships, Bursaries and Grants*



- *Money 101*  
[alis.alberta.ca/publications](http://alis.alberta.ca/publications)
- *What's Your Story?*  
[alis.alberta.ca/ps/fo/pay/stories.html](http://alis.alberta.ca/ps/fo/pay/stories.html)
  - real life post-secondary education funding stories
- *My Money, My Future* ([mymoneymyfuture.ca](http://mymoneymyfuture.ca))
  - information on how to pay for a post-secondary education from Canada's chartered accountants

Check out the **Student Spending Plan** on the inside back cover of this publication for a student budget worksheet.

**THIS IS YOUR LIFE.**  
DO WHAT YOU LOVE,  
AND DO IT OFTEN.

IF YOU DON'T LIKE SOMETHING, CHANGE IT.  
IF YOU DON'T LIKE YOUR JOB, TRY SOMETHING NEW.  
IF YOU DON'T HAVE ENOUGH TIME, STOP WATCHING TV.

IF YOU ARE LOOKING FOR THE LOVE OF YOUR LIFE, STOP;  
THEY WILL BE WAITING FOR YOU WHEN YOU  
START DOING THINGS YOU LOVE.

STOP OVER ANALYZING, LIFE IS SIMPLE.  
ALL EMOTIONS ARE BEAUTIFUL.  
WHEN YOU EAT, APPRECIATE EVERY LAST BITE.

OPEN YOUR MIND, ARMS, AND HEART TO NEW THINGS  
AND PEOPLE, WE ARE UNITED IN OUR DIFFERENCES.  
ASK THE NEXT PERSON YOU SEE WHAT THEIR PASSION IS,  
AND SHARE YOUR INSPIRING DREAM WITH THEM.

**TRAVEL OFTEN;** GETTING LOST WILL  
HELP YOU FIND YOURSELF.  
SOME OPPORTUNITIES ONLY COME ONCE, SEIZE THEM.

LIFE IS ABOUT THE PEOPLE YOU MEET, AND  
THE THINGS YOU CREATE WITH THEM  
SO GO OUT AND START CREATING.

**LIFE IS SHORT.** LIVE YOUR DREAM,  
AND WEAR  
YOUR PASSION.

"The Holstee Manifesto" ©2009  
[www.holstee.com/manifesto](http://www.holstee.com/manifesto)

## *My Making It Happen Plan*

### Getting into Post-Secondary

My SMART Goal

•

Post-secondary education program

•

Credential earned

Length of program

•

•

Post-secondary institution website

Post-secondary institution name & location

•

•

Prerequisite grades and courses

•

Possible occupations

Occupational requirements

•

•

### Paying for Post-Secondary

Costs: tuition, books, fees per year

Living costs per year

•

•

Potential funding sources

Possible scholarships or grants

•

•

Steps to take to get funding

•

☐ Completing the Checklist for  
Grade 10 and 11

☐ Completing the Checklist for  
Grade 12

**PUTTING PLANS INTO ACTION—CHECKLISTS**

Use the following suggestions now to reach your post-secondary education goals:

**CHECKLIST FOR GRADES 10 AND 11**

Go through this checklist in both grades:

**Exploring**

- ☐ I am exploring occupations related to my strengths and interests.
- ☐ I am exploring post-secondary education programs related to occupations I'm interested in.
- ☐ I am exploring post-secondary institutions online and in person at open houses, tours, student-for-a-day and other events.
- ☐ I am talking to family and people in the community about the work they do and what kind of education is needed.

**Knowing myself**

- ☐ I am learning and practising how to advocate for myself.
- ☐ I am finding out what I'm good at by joining school and community clubs and teams, volunteering or working part-time.
- ☐ I have started a portfolio of my activities and what I've achieved.
- ☐ I am exploring and using ways to reduce stress through nutrition, exercise, fun activities and relaxation.
- ☐ I have a good understanding of my disability.
- ☐ I can describe my learning strengths and limits.

**Practising success**

- ☐ I am taking the grade-level courses leading to the prerequisites for post-secondary education programs I'm interested in.
- ☐ I am building my organization and study skills.
- ☐ I know and use the learning strategies, services and accommodations that I need.

**Funding my goals**

- ☐ I am checking out scholarship possibilities.
- ☐ I am saving some money every month from my allowance or part-time work for my post-secondary education goals.
- ☐ I am talking about my funding options with my family.
- ☐ I have a Social Insurance Number.



## CHECKLIST FOR GRADE 12

### September

I have made a checklist of deadlines for:

- ☐ • admission applications for each institution I'm applying to, including early admissions where available
- ☐ • other materials I need to submit
- ☐ • scholarship applications
- ☐ • student housing applications for each institution
- ☐ I have explored the Student Aid Alberta website.
- ☐ I am maintaining an organized homework and study schedule. I know that conditional acceptance into programs is often based on my first semester marks.
- ☐ I am learning and practising advocacy skills.
- ☐ I am exploring and using ways to reduce stress through nutrition, exercise, fun activities and relaxation.

### October

- ☐ I am submitting program and scholarship applications due this month.
- ☐ I am attending fall open houses at the institutions I'm interested in.
- ☐ I have made contact with the Disability Services Office (DSO) for each post-secondary institution I'm applying for.
- ☐ I am collecting all the information and documents needed to apply to the programs I want.
- ☐ I am actively applying for scholarships.
- ☐ If moving to attend school is required, I have begun to check out living arrangements and care services if they are needed.

### November

- ☐ I am keeping an organized homework and study schedule.
- ☐ I am submitting program and scholarship applications due this month.
- ☐ I am saving some money every month from my allowance or part-time work for my post-secondary education goals.
- ☐ I am discussing my funding options with my family.
- ☐ I am actively reducing stress through nutrition, exercise, fun activities and relaxation.

### December

- ☐ I am submitting program and scholarship applications due this month.
- ☐ I am keeping an organized homework and study schedule to prepare for semester finals.
- ☐ I am saving some money every month from my allowance or part-time work for my post-secondary education goals.
- ☐ I am taking time off during the holidays.

## CHECKLIST FOR GRADE 12 cont'd

### January

- ☐ I am keeping an organized homework and study schedule to prepare for semester finals.
- ☐ I am submitting program and scholarship applications due this month.
- ☐ I am continuing to reduce stress leading up to semester finals.

### February

- ☐ I have made sure the courses I'm taking this semester meet the admission requirements for the post-secondary education programs and institutions I've applied to.
- ☐ I have completed all program and scholarship applications.
- ☐ I am collecting documents to apply for assistive technology and services if needed.
- ☐ I am continuing to check out housing, care and transportation arrangements if needed.
- ☐ I am submitting first semester marks to the institutions I've applied to as needed.

### March

- ☐ I am keeping an organized homework and study schedule.
- ☐ I have applied for the Rutherford Scholarship ([studentaid.alberta.ca/scholarships](http://studentaid.alberta.ca/scholarships)).
- ☐ I am reducing stress through nutrition, exercise, fun activities and relaxation.

### April

- ☐ I am keeping an organized homework and study schedule.
- ☐ I am receiving conditional offers of admission from post-secondary institutions and am organizing other related information.
- ☐ I am finalizing how to pay for my post-secondary education with my family.

### May

- ☐ I am keeping an organized homework and study schedule to prepare for semester finals.
- ☐ I am receiving conditional offers of admission from post-secondary institutions and am organizing other related information.
- ☐ If I am on some acceptance waiting lists, I have contacted the admissions office to find out what steps I can take to boost my application—I am taking those steps.
- ☐ I have identified the amount of funding available from my family and my savings and have figured out whether or not I need a student loan.

## CHECKLIST FOR GRADE 12 cont'd

### May cont'd

- ☐ I am preparing a student loan application at Student Aid Alberta. Even if I don't need the funding for tuition, I know I need to apply to qualify for assistive technology and services funding.
- ☐ I have notified the post-secondary institution(s) whose offer(s) of admission I'm accepting.
- ☐ I am continuing to reduce stress.

### June

- ☐ I am keeping an organized homework and study schedule to prepare for semester finals.
- ☐ I am continuing to reduce stress leading up to semester finals.
- ☐ I have made a firm decision about which post-secondary institution I will attend (if there's more than one) and have notified the institution.
- ☐ I have answered all requests for deposits and information related to housing for the school I'm attending.
- ☐ I have booked an appointment with the Disability Services Office (DSO) at the institution I'm attending.

### July and August

- ☐ I have submitted second semester marks to the post-secondary institution I'm attending, as needed.
- ☐ I have sent test scores for International Baccalaureate and Advanced Placement courses to my post-secondary institution.
- ☐ I have met with the DSO advisor and have arranged for any documents I may need.
- ☐ I have submitted my application for funding through Student Aid Alberta.
- ☐ I have finalized all details related to housing, transportation and care arrangements if I'm moving away to go to post-secondary.

## Conclusion

## *Final Thoughts*

You may feel uncertain or overwhelmed at times when planning for your career and post-secondary education—this is normal. Try not to let these feelings prevent you from planning for your future. You'll reach your post-secondary education goals over time by taking many small steps.

The key to the career and education planning process is to stay flexible. After all, only a few of the decisions you will make will be permanent—it's okay to change your mind. In fact, you will probably change direction as you learn more about yourself and all of the opportunities out there.

Use the skills and resources you've learned in this guide to stay motivated and prepared to find a career and life path that's right for you.

May this be the first of many successful steps forward on your journey towards your educational career!



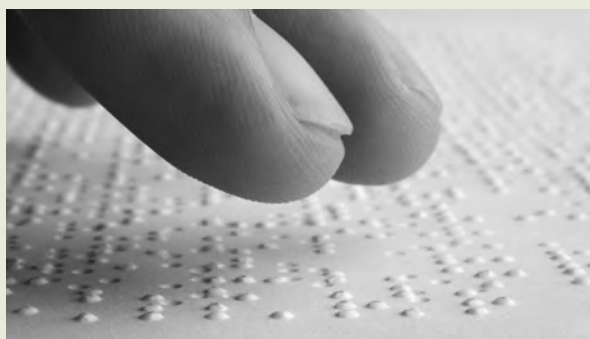
## ADDITIONAL RESOURCES

### ALIS resources—[alis.alberta.ca](http://alis.alberta.ca)

- Persons with Disabilities: Careers, Learning and Work—[alis.alberta.ca/disabilities](http://alis.alberta.ca/disabilities)
- Aboriginal Peoples: Careers, Learning and Work—[alis.alberta.ca/aboriginal](http://alis.alberta.ca/aboriginal)
- Youth: Transitioning to Careers and Learning—[alis.alberta.ca/js/ws/jsr/youth.html](http://alis.alberta.ca/js/ws/jsr/youth.html)
- Publications—[alis.alberta.ca/publications](http://alis.alberta.ca/publications)
  - This is Your Life: a Career and Education Planning Guide
  - Going Somewhere? Live|Learn|Work

### Post-secondary resources

- National Education Association of Disabled Students (NEADS)  
—[neads.ca](http://neads.ca)
- Canadian Association of College and University Student Services: Alberta Disability Offices—[cacuss.ca](http://cacuss.ca)
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### Thank You!

The Government of Alberta gratefully acknowledges the important contributions and guidance provided by the many individuals in the development of this resource. Their expertise and insight has enabled us to develop a resource that will guide students as they transition to the world of post-secondary studies.

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# Student Spending Plan

1

## List Total Income

Source	Amount
Scholarships and grants	_____
Family financial contributions (savings/RESP/other)	_____
Student loans	_____
Savings/summer job	_____
Part-time job while in school (monthly amount) x (# of months in school)	_____
Funding for care, care supplies	_____
Tax refund (GST/income tax)	_____
Other: _____	_____
_____	_____
_____	_____
_____	_____
<b>Total Income:</b>	<b>#1</b> _____

2

## Up-Front, One-Time Expenses

Expense	Amount
Tuition and fees	_____
Books and supplies	_____
Damage deposit	_____
Utilities hook-up	_____
Moving expenses	_____
Household items	_____
Car insurance/registration	_____
Assistive technologies (amount not fully funded through government funding)	_____
Other: _____	_____
_____	_____
_____	_____
_____	_____
<b>Total Expenses:</b>	<b>#2</b> _____

3

## Calculate Monthly Funds

Total income (from #1)	_____
Less: up-front, one-time expenses (from #2)	- _____
Balance to live on	= _____
Divide by # of months in school year	÷ _____
<b>Monthly Funds:</b>	<b>#3</b> = _____

4

## Calculate Monthly Expenses

Expense	Amount
Rent	_____
Utilities	_____
Food and groceries	_____
Child care	_____
Clothing and personal care	_____
Phone	_____
Transportation/car maintenance	_____
Medical/dental costs (not covered by insurance)	_____
Care, care supplies etc.	_____
Recreation and entertainment	_____
Emergency fund	_____
Ceremonies/events	_____
Other: _____	_____
<b>Monthly Expenses:</b>	<b>#4</b> _____

5

## Record, Review, Revise

Monthly Funds (from #3)	_____
Monthly Expenses (from #4)	- _____
<b>Savings or Shortfall:</b>	<b>#5</b> = _____



*If you're wondering...*

- what to do after high school
- what kind of training or education you should take
- what's the first step towards reaching your goal
- what happens if you change your mind

*...then this guide is for you!*