



POSTSECONDARY RESOURCE GUIDE

SUCCESSFULLY PREPARING STUDENTS WITH DISABILITIES
FOR THE POSTSECONDARY ENVIRONMENT



A MEMBER OF THE MINNESOTA STATE COLLEGES
AND UNIVERSITIES SYSTEM

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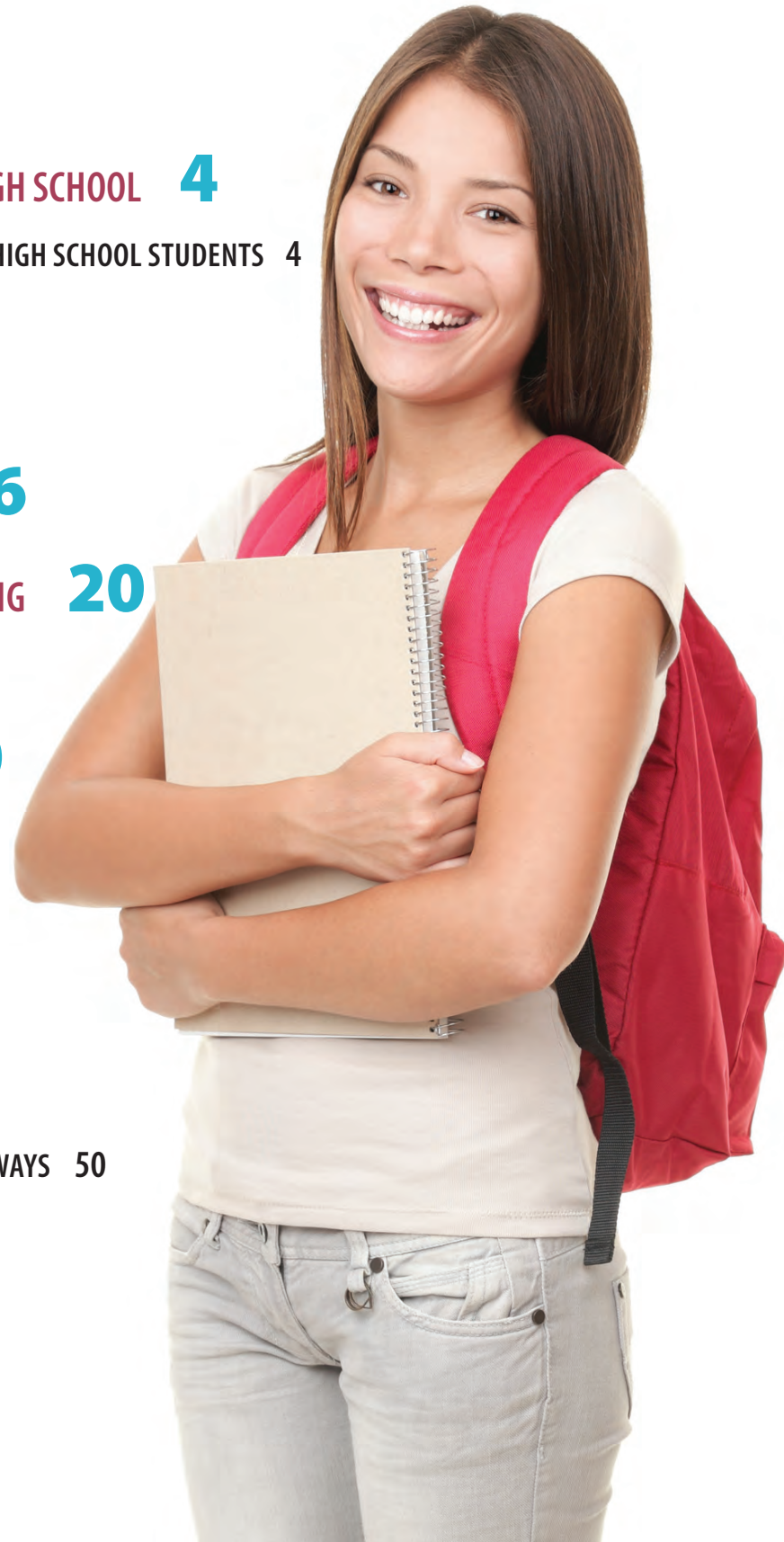
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The Postsecondary Choice

The transition from high school to life after high school can be an exciting time in the life of a young person. It can also be a time of tremendous challenge, especially for students with disabilities. The new phase of postsecondary education is filled with dramatic and significant changes. Being prepared will help students have a better understanding of what lies ahead so that they can ultimately achieve their goals and dreams.

This resource guide is written to help students prepare for this next phase of life. Being prepared will ease the transition and may even save time and money. In addition to learning about how the postsecondary setting differs from high school, this guide will help students learn more about themselves, their preferences and how they learn.

The transition process includes adjustments to both academic and social settings. Students will need to take greater responsibility for their lives which involves being able to self-advocate for the support and services they need. It also involves being resilient and having the skill and motivation to move forward, even when things do not go right.

Students choose to continue their education after high school for multiple reasons. For many students, the ultimate goal of pursuing higher education is to achieve a fulfilling career. Jobs

and careers are important, but education beyond high school provides many other benefits. Higher education changes you. It gives you an opportunity to experience greater independence, meet new people, explore interests, and increase your understanding of the world. It also gives you the opportunity to improve computer literacy, basic academic and research skills, critical thinking, problem solving and communication skills, and your ability to work in teams. These are all

highly valued skills to employers and will improve the chance for success in the workplace.

If you are a parent, teacher, counselor or friend,

your role will change after your student graduates from high school. You will no longer be involved in each decision that affects him or her. The best thing you can do now is to give good advice and put your student on the right path. This guide, along with your mentorship, will help you prepare your student for the next steps.

The authors of this guide are all postsecondary disability professionals who have learned immensely from their work with students. We hope the information in this guide will be a helpful resource to all those involved in the transition journey to better understand how students can enter and thrive in the world of postsecondary education and eventually in the world of work.

The best way to predict the future is to invent it.

—Alan Kay. 1971

Planning for College While Still in High School

College Enrollment Timeline/ Checklist for High School Students

The transition from high school to postsecondary education can be a smooth one with less anxiety and fewer surprises if you as a special education student and your family plan strategically and consistently throughout your high school experience. A tool that can assist with this process is a series of checklists that should be followed and reflected on from the freshman to senior years so that you are mentally, academically and socially ready for the changes you will experience in the postsecondary setting. If you are starting this in a later year of high school, review the checklists from previous years and implement as many of the preparations as possible. Thinking ahead, no matter what year you are in high school, will ultimately reap huge benefits in the transition process.

1 Freshman Year

- Start a graduation file to organize information related to work, school activities, and future plans so that necessary records and notes are in a centralized location.
- Learn about and accept your disability.
- Practice explaining to others the educational needs that stem from your disability.
- Review and adjust your future goals in all of your Individualized Education Program (IEP) transition areas.
- Participate in your IEP meetings.
- Discuss your graduation plans, graduation status and transition goals.
- Understand your strengths and weaknesses. Utilize your strengths and develop strategies to compensate for your areas of weakness.
- Learn what your accommodations are, and use them when needed to discover what helps you be academically successful.
- Enroll in high school classes that meet your postsecondary goals. These may include more rigorous classes that are considered college prep courses, or they could be special education classes that teach learning strategies which can lead to more academic independence.
- Learn and use organizational and time management strategies.
- Begin career exploration that may include career aptitude and interest inventories.

2 Sophomore Year

- Review freshman year checklist.
- Continue to build your graduation file. Contents may include high school activities such as awards or recognitions, a list of hobbies or leisure activities, and immunization records.
- Actively plan your IEP Meetings with your case manager, and plan to speak on your own behalf.
- Set academic goals that are achievable.
- Practice requesting your own accommodations rather than relying on your case manager.
- Investigate other service providers with your case manager who can offer assistance after graduation such as Vocational Rehabilitation, Social Security, mental health counselors or a school or county social worker.
- Begin to explore colleges, programs/degrees and entrance requirements.
- Discuss with your counselor college options, career choices and preparation for college entrance exams.
- Begin career exploration activities such as skill inventories, career aptitude and career investigation.
- Build your resume through school activities and volunteer experiences, as most scholarship and entrance applications place importance on student involvement.

- Review freshman and sophomore year checklists.
- Continue to build your graduation file. New items may include college applications, scholarship applications and letters; support service and other agency contracts and letters, ACT, SAT or Accuplacer scores; recommendation letters with the names and addresses of those writing the letters; any new resume items including volunteer and other activities and job experiences.
- Assist your case manager in planning and running your IEP meeting and writing your IEP goals.
- Learn when, if and how to discuss the educational needs related to your disability with your instructors.
- Invite outside services providers to your IEP meetings such as Vocational Rehabilitation, social workers, Center for Independent Living, Social Security, mental health counselors, etc.
- Explore assistive technology that may be helpful now and at the postsecondary level.
- Practice self-advocacy skills (see self-advocacy chapter).
- Develop organization and time management skills so that you become as academically independent as possible. This may include using a planner, folders, a calendar or your phone so that you plan ahead for assignments due and activity involvements.
- Narrow your career choices and match them to postsecondary programs.
- Attend college fairs, open houses and/or weekend college retreats.
- Plan in-depth visits to several postsecondary institutions through the admissions or disability services offices.
- Discuss with postsecondary admissions departments about scholarships and financial aid programs. Find out from your parents if their workplace offers scholarships.
- Schedule assessment tests needed for college entrance requirements including the ACT, SAT or placement tests.
- Prepare for assessment tests that colleges require by attending preparatory classes, using purchased materials or online practice tests.
- Take the armed forces ASVAB test, if applicable.

- Continue to build your graduation file. New items may include college applications, FAFSA and financial aid information, high school transcripts, disability documentation such as your last IEP/504 Plan, and most recent evaluation and or any additional items that build on prior file information.
- Lead your IEP meetings and lay out your written postsecondary plan.
- Make your senior year as close to the postsecondary experience as possible:
 - ✓ Use a planner to record assignments and appointments.
 - ✓ Utilize a systematic plan for organizing class materials.
 - ✓ Take challenging academic classes without modifications, if possible.
 - ✓ Request and use only the accommodations available at the postsecondary level.
 - ✓ Consider the options for assistive technology and learn how to use it.
 - ✓ Complete assignments on time.
 - ✓ Use your self-advocacy skills by speaking to the appropriate person when you need assistance rather than going immediately to your case manager.
- Understand the differences between high school and college (see chapter 8).
- Complete college applications and submit with entrance fees. Most can be completed online. Earlier is better, but check college websites for deadlines.
- Discuss scholarship opportunities with your counselor and admissions staff. Search the web, but never pay for a scholarship search as this should be FREE.
- Have discussions with your family and counselor about financial aid and your college debt load.
- Apply for financial aid by completing the Free Application for Student Assistance (FAFSA) online before the priority deadline at the college you will be attending.
- Visit colleges before accepting admission. Plan to meet with admissions and Disability Services staff while on each campus. In the meeting with Disability Services, discuss documentation requirements and how the accommodations you need will be provided.
- If necessary, retake the ACT, SAT or Accuplacer Exam.

Planning for College While Still in High School continued from page 5

Assistive Technology

Assistive technology (AT) is equipment or systems that help students with disabilities become more efficient and independent by performing functions that may otherwise be difficult or impossible. Colleges often offer a wide array of AT, so it is helpful for you to learn and use it while you are in high school. Types of AT include alternative textbooks, screen readers, text-to-speech software, speech-recognition programs and note-taking systems. Alternative input devices include alternative keyboards, electronic pointing devices, sip-and-puff systems, wands and sticks, joysticks, trackballs and touch screens. Other AT products include screen enlargers or screen magnifiers, talking and large-print word processors and Braille embossers. Assistive technology can be demonstrated at locations such as the State Services for the Blind Communications Center, PACER, the Courage Center and your local Independent Living Center.

Preparing for College Entrance Exams

Preparation for college entrance exams, whether it be the ACT, SAT or Accuplacer Placement Tests, is a very helpful practice. Preparatory information is available in high school counselor offices, on testing websites, or can be purchased; some students also choose to enroll in entrance exam preparatory classes. Any preparation that can be done before taking the exam can increase your test scores. ACT or SAT scores are usually a part of college admissions criteria. Lower scores may also result in students having to register for developmental/pre-college classes when entering the first year of college. Some helpful preparatory websites include: <http://www.actstudent.org/onlineprep>; <http://sat.collegeboard.org/practice>; <http://www.testprepreview.com/accuplacer>.

Minnesota Career Fields and Pathways information

Setting career goals can be difficult. Many students enter college without a defined major in mind and often change their major several times. This is normal! However, the more you are goal and career oriented both in high school and in college, the more likely you will be successful. The Minnesota Career Fields and Pathways document is available in the Resources section to assist in the process of thinking through career paths that are available to you in Minnesota.

If you fail to plan, you are planning to fail.

— Benjamin Franklin



Self-Advocacy

An important transition skill that is necessary for you to be successful in the postsecondary environment is the ability to self-advocate. Self-advocacy involves being able to speak and act on your own behalf, asking for help when it is needed, making informed decisions, and taking responsibility for these decisions. Being a self-advocate involves understanding yourself and your own disability, knowing your individual strengths and weaknesses, and being aware of your educational and personal needs. In addition, it also involves being able to express this information to others, knowing that you have rights and responsibilities.

While in high school, many of your life decisions were made by parents, teachers, counselors and other professionals. While you will still have support in postsecondary education, you need to know when assistance is needed, provide the relevant information, and make the final decision of what is best. Your strongest advocate is you!

Understand Why You Have Received Special Education Services

Do you know your disability and why you received additional assistance while in high school? Before you leave high school, review your Individualized Education Program (IEP) or 504 Plan and your three-year evaluation or medical documentation with your case manager or counselor. Ask for a more active role in discussions about your educational goals and progress so that you have a better understanding of yourself and your educational needs.

Understand Your Strengths and Weaknesses

Develop a realistic understanding of your strengths, weaknesses, needs and preferences. Determine the skills you do well right now. What skills do you need to improve? Reflect on how your strengths and weaknesses should be considered when making a career choice.

While academic skills in reading, writing and math are important, it is just as important to understand your personal attributes and how you relate to others. Do you prefer to work alone or in groups? Do you need to plan in advance or are you able to adjust to change easily?

There are many tools to help you learn more about yourself. Consider the assessments from Myers-Briggs, Strong Interest Inventory and Strengths Finder/Quest. These tools and more are available in most educational counseling offices.

Learn How to Discuss Educational Needs with Instructors

In college, you will need to discuss accommodation needs with your instructors. You should realize that you are not the first student ever to talk with an instructor about the need for accommodations. It may be difficult at first, but you will become more confident at advocating for your own needs over time. It may be helpful to practice talking about your

academic needs with your counselors and teachers while you are still in high school so that you will be comfortable doing this in other settings. Practice will help you learn when it is appropriate to discuss your disability, how much information to share, and the purpose of sharing information.

Some students make it a practice to speak to or email their instructors before or at the very beginning of a school term so instructors are aware of their needs. The focus should be on your needs, not on the limitations. Be confident. If you are not comfortable speaking with an instructor, you can always write a letter or an email to start the conversation.

Self-Advocacy continued on page 8



Self-Advocacy continued from page 7

Talk with college students with disabilities about the process of transitioning to college. They will be a good source of information and can answer your questions.

When you are advocating for yourself, it is important to learn to stay calm. Others, including instructors, may make remarks that are upsetting. But it is important to keep your thoughts together, and if needed, remind the person of your rights. You may also find it necessary to bring others, such as a professional from the Disability Services office, to assist in the request. Although situations can be difficult, they will help you grow as a person. Advocating is a reminder to others about the importance of providing an accessible campus for all students, both now and in the future. in the request. Even though situations can be difficult, it will help you grow as a person. It is also a reminder to others the importance of providing an accessible campus for all students both now and in the future.



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I received special education services all through high school. I discussed with my case manager during IEP meetings that I wanted to attend a community college after graduation and pursue my goal of becoming a special education teacher. My case manager realized that I needed to learn self-advocacy skills and how to take care of my needs independently if I was going to be successful in college. We determined that I would discuss with my high school instructors on my own the accommodations that I may need for each of my classes. I learned that I didn't need all of the accommodations for every class, but when I did need them, I had the conversation with my instructor. My case manager also drilled home that I needed to be organized with my homework, so I kept track of my assignments and made sure I got them completed on time because I knew that would be an expectation for college. I thought I would struggle more in my senior year with this added level of pressure on me, but I didn't! I also knew I had the support of my case manager to discuss any needs or if I had risks of failure.

— Matt S., special education major

Practical Learning Strategies

College courses can provide academic challenges to students, especially students unprepared for the academic rigor experienced at the postsecondary level. Students who have learned practical strategies while they are in high school will have a smoother transition to college because the skills that have been learned can be implemented. In addition, these strategies will help students become more independent and active learners, which is especially needed in the postsecondary environment. Consider the following as you refine your study skills in preparation for college courses.

Learning Assessment

Do you know how you learn best? Consider taking a learning assessment to discover your preferred mode of learning. Instructors may not provide information to you in your preferred mode, but if you understand yourself and how you learn, you can adapt classroom material to a method that will help you more readily absorb and retain information.



- Auditory learners find strategies such as recording lectures, listening to audio textbooks and studying aloud very helpful in the learning process.
- Visual learners should review notes and PowerPoints, highlight, color code and rewrite notes into visual forms, such as flashcards, charts, diagrams or mind maps.
- Kinesthetic learners learn by “doing,” so adding physical movement to study time is essential. This could include pacing or taking a walk while studying from index cards, reading textbooks while pedaling a stationary bike, listening to music, keeping one’s hands busy with a stress ball, studying with others by verbally reciting and discussing the content, and taking a five-minute break for each 30 minutes of study.

Memorization Techniques

Memorization techniques are very important skills to have while in college, as the amount of information to be memorized increases in the postsecondary environment. New vocabulary, complex processes and the fast pace of learning new material are just some of the reasons memorization skills are crucial for college students.

- Stay interested. Keep your attention and focus on the material you need to learn.
- Time. Make a determined effort to carve out quality study time that is free of distractions.
- Memorization order. Memorize the information from general to specific.
- Organize. Sort or arrange the information you need to remember in groups, such as how they are similar or different.

- Visualize. Use a visualization technique, such as a mind map or picture.
- Relate. Form associations between new ideas you wish to remember and things you already know.
- Repeat. Rephrase information in your own words and use multiple senses to help you encode information. See it, say it, write it.

Study Skills

How you approach your studies in college will have a direct effect on your academic success. Remain positive, remind yourself of the goals you have set, and use effective study methods such as these listed below.

- Study in one-to-three hour shifts, taking a break every 30 minutes to stretch or drink a beverage.
- Study when you feel well rested and relaxed, making sure to study during the time of day when you are most productive and alert.
- Study the more difficult information first when you are the freshest, saving for last the homework and projects you most enjoy or are not as strenuous.
- Stay nourished with healthy foods so you have energy and your brain can function well.



- Study before and after class. A good strategy is to read the text assignments before class and review your class notes while they are fresh in your mind.
- Study two or three hours for each hour of class you attend.
- Meet with instructors during their office hours if you are having difficulty learning new material.
- See a tutor from the college tutoring center, join a study group or use an on-line tutoring service that may be available for the course.

Test Taking Strategies

To do well on tests, you need to know the material and be mentally prepared to show your knowledge of the subject. Try a few of the strategies below for taking tests in college.

Before a test:

- Review over time the material presented in class before the date of an exam. The more prepared you are, the more confident you will be; cramming is not an efficient learning method.
- Learn the exam format before the test if possible so you know if the test questions are multiple choice, short answer, true/false or essay.

- If you are anxious, try some stress-reducing techniques: Take a walk, listen to music, or write down your anxieties 10 minutes before taking a test.
- Arrange for testing accommodations before an exam if it is an effective accommodation for your disability. Testing accommodations may include extra time, a quiet place, audio and enlarged print.

*Practical Learning Strategies
continued on page 12*

During a test:

- Think positively! Remind yourself that you studied hard and are prepared for the test. If allowed, use scratch paper to write down what you think you will need to remember, such as formulas, facts or names.
- While taking the test, read the directions carefully, look over the sections of the test and budget your time for each section
- Do the section of the test that you know the best first.
- Concentrate on your own test, not what others are doing.

- Read each question carefully before answering so you are sure to understand the questions completely.
- When stuck on a question, cross off the answers you know are wrong. If you are not sure of the answer, move on to the next test question.
- Before you hand in your test, look it over to be sure you did not miss anything.

After a test:

- After your test is graded, carefully read any comments from your instructor so you understand any mistakes you may have made.
- Ask your instructor for clarification for anything you still don't understand.

- Look back at your book and notes, and jot down information you learned from the test.

Note Taking

Note taking is an essential skill in college that can only be refined through practice. Because tests cover material that was presented in class, it is important to study from a good set of notes. There are many methods and systems for taking notes, so experiment and find a system that works for you.

- Take notes that are clear and concise, which is more effective than long, complicated notes.
- Organize your notes for each class session by writing the name of the class, topic and date that the notes were taken.

- Leave space on the page to add key words or other information. You can try taking notes on the right side of the paper and leaving a wide margin on the left side.
- Audio record the lecture so that you can listen to the material again using a digital recorder or Smart Pen.
- Review your notes soon after class and rewrite sections that are unclear. Add missing information. Highlight the most important information for later study. This will also help you know if you need to check the book, the recording of the lecture, or with your instructor for further content clarification.

Time Management

Learning how to manage your time effectively is absolutely essential to success in college. An effective time management plan includes prioritizing tasks, implementing due dates, breaking down assignments, and scheduling times to be in class, study, work, do errands and attend appointments.

- Choose a time management system. This could be a planner, assignment log or a calendar in paper format, phone application or computer application. Choose one that will work for you, and use it daily.
- Prioritize your tasks and handle the top priorities first.
- Set realistic goals. It is common to underestimate how long an assignment will take to complete, so it is best to start assignments well before the due date.
- Use your planner to break down assignments. Determine all of the steps needed in order to complete an assignment and include those steps in your planner.





Practical Learning Strategies continued from page 13

- Overcome stumbling blocks and procrastination. Evaluate the time spent on leisure activities such as video games, movies or texting with friends since it may have a negative effect on your study time. Be proactive in scheduling your leisure activities so they don't take over the time you have allowed for study.
- Check your planner daily. Update what you have completed, and track your progress so you can make adjustments as needed. Don't forget to reward yourself for working hard and completing your projects.

Reading Strategies

In college, you will be responsible for reading assigned textbooks, supplemental materials and on-line resources, so it is important to use effective reading strategies for comprehension. Common reading tips may include the following:

- Read in a quiet, well-lit area with comfortable seating.
- Take breaks to rest your eyes and your mind.
- Read aloud or use audio books to improve concentration.
- Take notes from the reading assignment and highlight important concepts.
- Take note of unfamiliar vocabulary and generate a list for study.

Read with a Purpose, Using the SQ3R Strategy

- **Survey.** Preview the assignment/material to be studied by scanning the text quickly to discover the central concept. From your preview, formulate an overall picture and purpose of what you are going to study. Preview the assignment/material to be studied by scanning the text quickly to discover the central concept. From your preview, formulate an overall picture and purpose of what you are going to study.
- **Question.** Question what you need to learn in terms of what, why, how, who, and where to support the central concept. Write these questions in the margins of your textbook or at the top of your study notes.
- **Read.** Read specifically to answer the questions. Most paragraphs contain one or more main ideas in support of a concept. Locate and highlight them with a marker, make notes in the margins, and pay attention to bolded or italicized type, graphs and illustrations.
- **Recall.** Pause periodically to recall in your own words the important ideas you have read.
- **Review.** See if you answered all of your questions and understood the new material. Go back and re-read difficult parts you may have missed in the recall. If there are review questions in the material, make sure you can answer them all.



Choosing and Paying for College

Students who are considering the option of attending a college should first have an idea of a career pathway and the postsecondary training needed to obtain that career. Once this is determined, the next important step is to choose the college or training program that is right for you. A variety of colleges and training options are available, so you will want to research college websites and visit campuses to select the one that meets your educational and personal needs.

When researching your selection, keep in mind the level of education your career goal requires, such as a certificate, associate's degree, bachelor's degree or master's degree, and then match this to a reputable program that awards the certification you will need for your chosen career. There are also short-term training options available such as workshops and noncredit-based courses for technical skills required in jobs such as welders, forklift operators and boilermakers. To narrow your search of choices, decide what you are looking for in a school and determine whether you prefer a small college, large university or online option. Other considerations include distance from home, size of the community, availability of dormitories or other housing options, and ease of transportation.

OPTION 1

COMMUNITY AND TECHNICAL COLLEGES—PUBLIC

- ✓ Offer specific career and technical programs and also offer courses that fulfil the first two years of a four-year degree or “generals”
- ✓ Considered “Open Enrollment” – Admission requirements are minimal such as having a high school diploma or GED
- ✓ Students can earn certificates and associate's degrees
- ✓ Offer many services including advising and counseling, tutoring and disability services
- ✓ May have matriculation agreements so students can begin a course of study and complete the degree at a four-year institution
- ✓ May have articulation agreements for students to receive college credit for training received during high school
- ✓ Are public colleges, and are generally the most affordable option
- ✓ Usually do not have dormitories

OPTION 2

FOUR-YEAR COLLEGES AND UNIVERSITIES—PUBLIC AND PRIVATE

- ✓ Offer more academic or humanities-focused programs
- ✓ Students are usually required to complete general education requirements that include science and math and sometimes a foreign language
- ✓ Usually have more stringent admission requirements than a community or technical college
- ✓ Grant associate's, bachelor's and master's degrees and higher
- ✓ Offer services including advising, tutoring and disability services as well as more extensive services including health clinics, exercise facilities, counseling and career placement offices
- ✓ Tend to be more expensive than two-year colleges
- ✓ Public colleges are more affordable than private ones
- ✓ Usually provide dormitories and food service

OPTION 3

PROPRIETARY COLLEGES—PRIVATE FOR-PROFIT

- ✓ Offer specialized training and certificates in various career areas
- ✓ Grant certificates, bachelor's, and master's degrees and higher, depending on the college
- ✓ Tend to be more expensive than public institutions
- ✓ Include most online colleges
- ✓ Offer services including advising, tutoring and disability services
- ✓ Career counseling and placement offices will usually offer extensive services
- ✓ Usually do not have dormitories

Choosing and Paying for College continued on page 18

College & University Entrance Requirements

In order to gain admission to a particular college or university, your high school and exam achievements must match the entrance requirements of the college or training school. These requirements apply to all students, including students with disabilities. A college admissions department will be able to identify the specific standards required for their institution, which may include some or all of the following admission criteria:

- A minimum high school GPA and/or class rank
- High school diploma or GED
- Transcript that meets requirements of core courses, such as a foreign language, mathematics, science and English
- Score level on an application essay
- Score level on standardized tests such as the ACT or SAT

Course placement tests may also be a part of the college's admission requirements and can include these items: Accuplacer test of reading, writing and math/algebra

- Foreign language testing
- Math testing
- Music performance tests

Paying for College

Financial Aid

Many students will need financial assistance to pay for college expenses. These expenses may include tuition, fees and possibly housing and food costs. College financial aid assistance is available for most students and is based on family income, which is determined through the online submission of the Free Application for Federal Student Aid (FAFSA). The FAFSA and other required documents should be submitted to your college financial aid office as early as possible before your freshman year of college. Make sure you check with your school for any priority application deadlines. Once your FAFSA has been reviewed and you have been admitted, you will receive a financial aid award from the college. Your award letter will describe the types of financial aid you qualify for, including loans, grants, scholarships and work-study options.

Types of Financial Aid

- **SCHOLARSHIPS**—Monetary awards in the form of scholarships can be awarded from colleges, both public and private, as well as organizations. Scholarship money

never has to be repaid. Usually you will need to apply for scholarships, but not always. Check your college's websites and other sources for scholarship options, including <http://www.nextstudent.com>. Remember: You should never pay for information on scholarships.

- **GRANTS**—Grants are like scholarships, except they usually come from the government or organizations and are based on financial need. Grants usually need to be applied for, which may involve completing the FAFSA and submitting your request to a specific college for financial aid assistance. The Pell Grant is a common federal grant – information about meeting the eligibility requirements is available at <http://www2.ed.gov/programs/fpg/eligibility.html>
- **LOANS**—Money loaned to students while they are in college is money they will have to be repaid once students have stopped attending a postsecondary school at least half-time. Federal Direct Loans come from the government with a low interest rate. A credit check or cosigner is not required, but the amount

funded can be limited. Private and Alternative Loan programs usually require a credit check process as well as a cosigner. These loans may also have higher interest rates. Caution: All monies received through the form of loans must be repaid once students have graduated or stopped attending college. Students need to fully understand the level of debt that they will experience and strive to keep the amount of loans to a minimum.

- **WORK-STUDY**— Students who apply for financial aid at a college or university may be awarded the option to be employed on a campus and receive work-study funds. These funds are under-written by the government so that students will have additional money for college expenses. Students earning work-study money are receiving a paycheck for the work they provide through a campus job. These monies do not have to be repaid.

Visit College Campuses

After you have selected colleges that fit your needs, visit a campus before applying. This is your opportunity to determine if the college is a good fit for you. Does it meet your academic needs? Does it provide the services you require? Do you like it? You may also choose to use the college exploration worksheet, which will help as you compare colleges. In addition to the facts, this is your opportunity to see how you feel about the college and see if you can imagine yourself as part of the college community.



Family Roles in Postsecondary Planning

Families, care givers and adult mentors play a key role in the success of their young adults. This is true for the high school years, and it continues to be the case as their children transition to the postsecondary environment.

The role of parents changes when their son or daughter transitions to the postsecondary setting. As a parent, you will no longer be involved in every decision concerning your child's education. In addition to developing valuable life skills, your young person will have an opportunity to experience greater independence, meet new people, explore their interests, and increase their understanding of the world. Sometimes, students must be given the opportunity to fail and learn from these failures. At other times, the student needs that opportunity to shine. Your continued support and encouragement will help your son or daughter find success in the midst of transition.

Many topics should be considered in family discussions to assist in the transition process and to determine skills that need to be developed before your child attends college. During high school, the tendency is to focus on academic requirements for college admission. However, it is just as important that college students are prepared emotionally and socially and have developed competent life skills in order to be a successful college student.

Below, you will find topics for conversation in order to determine the needs of your son or daughter. You will find questions for your student in

italics. Use the boxes on the right side of the page to check areas of need for your student.

Organization and Time Management

Area of Need?

Do you wake up in the morning and get started on your own? Can you prioritize tasks that need to be accomplished? Do you have a method for organizing your work and keeping track of assignments and deadlines? Can you break large tasks/assignments into smaller, more manageable components? Do you procrastinate on your school work to the point that assignments are not done well or at all?

College students are responsible for being at class each day, meeting deadlines, and organizing and prioritizing tasks. Classes are frequently spaced throughout the day and different days have different schedules. Postsecondary students need to have a method for organizing their life activities, which includes attending class, studying, working, sleeping, doing laundry, grocery shopping, keeping medical appointments, having fun and more! Many organizational tools can be utilized, but they need to be looked at daily. It is essential that students begin working on assignments early without being

"There are two things children should get from Their parents: roots and wings"

— Johann Wolfgang von Goethe

reminded so that coursework will not be late, as many college instructors will not accept late work. Time management is essential for college students, too. This includes managing a schedule and a workload with multiple priorities. The worksheets in the Resource section include tools for time management and organization.

Money Management

Area of Need?

Do you have skills in handling money? Do you understand how credit cards work? Do you have a checking and/or savings account? Are you able to stick with a budget?

Independently managing your own money is an important and necessary life skill. Meals, activity fees, insurance, school logo clothing and a host of other non-educational costs can be overwhelming to students, so sticking to a determined budget along with wise shopping skills is essential to live within your means.

Financial Aid and Scholarships

Area of Need?

Have you talked to your high school counselor about possible scholarship opportunities? Have you discussed with college admissions staff about financial aid packages or work programs? Have you submitted your FAFSA if you are attending college in the fall?

College can be very expensive, but there is often help available through college financial aid and scholarships. Financial aid needs should be discussed early, and an application for financial assistance should be submitted to the campus four to six months before courses begin. Loans, grants and other assistance are available, and students should understand the differences and the ultimate cost for their education. Large amounts of debt accrued while in college can be difficult or overwhelming to repay later.

Family Educational Rights and Privacy Act (FERPA)

Area of Need?

Do you understand that you are in charge of your private information once you enter college? Are you prepared to enter into academic conversations with professors without assistance from others?

Students who attend college are adults and are given many rights including a right to privacy. Postsecondary institutions are controlled by a privacy law called the Family Educational Rights and Privacy Act (FERPA). Because of this provision, private information is only available

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to a postsecondary student in writing or in person, and is not available to others who may have an interest in the information unless the student has signed a release of information. Private information includes the following: Student ID#, Social Security number, PIN, class schedule, GPA and grades, number of credits enrolled in or earned, student records, and tuition and fees due or paid. Although a student can sign a release so that a parent or someone else has access to their private information, most faculty prefer speaking with the student directly about course and grade concerns rather than to parents. Faculty members are accountable for compliance with FERPA and realize the student needs to understand the conversation and take ownership of his or her own education.

VRS, SSI or Mental Health Services

Area of Need?

Have you had discussions about postsecondary educational support services with your case manager? Do you know if you qualify for Social Security (SSI) or Vocational Rehabilitation services (VRS)? If you use the services of a mental health counselor or therapist, do you know how these services will be provided at the new location if you go away to college?

Social security benefits and Vocational Rehabilitation Services are available to some students with disabilities and will require application to the programs. SSI information is available at <http://minnesotasocialsecurity.com/> and VRS information is available at <http://www.positivelyMinnesota.com/VRS> or 651-259-7366. Some universities provide clinical therapy services, so discuss this



with college admissions staff. A current doctor or therapist can also suggest professionals in a new location if you are going away to college.

Medical Needs

Area of Need?

If on medication, can you self-administer? Can you self-advocate for special dietary or environmental concerns? Do you know who to contact for medical or dental emergencies? Can you complete insurance forms without assistance?

Many campuses have health clinics on site, while others have arrangements with clinics within the community. Some assume health and dental care are solely a student's

responsibility. Pre-arrangement plans can be made between a family and the college, but ultimately the student will need to initiate assistance should the need arise; it is the student's responsibility to self-administer medications.

Personal Care Attendants or Paraprofessional Assistance

Area of Need?

Are you accustomed to being accompanied to some or all of your high school classes by a paraprofessional? Do you have medical needs that require dorm or classroom assistance?

Students who have had paraprofessional assistance in high

school need to understand that very few colleges provide that service. Students who were assisted by a paraprofessional because of behavioral issues also need to understand they will be held to the college's code of conduct, which sets a high standard for campus behavior. Students with medical concerns may hire a Personal Care Attendant (PCA) or nurse to assist them in class or in the dorm. This should be discussed with your college disability services provider so that the role of the PCA is understood by all involved.

Eating and Exercise

Area of Need?

Do you have an understanding of nutritional foods and the need for regular exercise? If you live in an apartment on your own, do you know how to plan meals on a tight budget or how to prepare some simple, healthy meals? Do you exercise on a regular basis?

It is common for college students to gain 15 to 25 pounds during the freshman year, largely due to poor eating habits. Junk food and quick meals often replace healthy and nutritious ones. Poor eating habits and lack of exercise can cause a student to be less energetic and nonproductive and can lead to overall poor health.

Clubs and Organizations

Area of Need?

Have you thought about the involvements you would like to have at the postsecondary level? Have you researched what options are available at the college you would like to attend? Are you willing to join groups when you know few or none of the other members? Have you made contacts with any members from a club or organization during a campus visit?

The college experience can be greatly enhanced by successful social interaction among students. Colleges offer a wide variety of recreational and social activities including clubs and organizations, but it is up to the student to take the initiative and join. Involvements will not be forced, so students must accomplish this on their own.

Clothing and Hygiene

Area of Need?

Do you know how to separate clothes for washing? Do you understand washing and drying temperatures for various fabrics? Do you shower regularly and use deodorants and perfumes appropriately?

Too much odor can socially isolate a student more quickly than almost anything else. It is important that students take the initiative to wash themselves and their clothing regularly. To avoid ruining expensive or favorite clothing, the student should be well practiced in the use of a washing machine and dryer.

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Home Alone

Area of Need?

If going away to college, have you ever spent extended time away from home? Can you manage all the tasks of daily living without parental assistance such as cleaning, cooking, grocery shopping and paying bills?

For students who leave home to attend college, homesickness and/or the need to care for oneself can be overwhelming. Living in a dorm or an apartment is far different and more demanding than living at home and doing a few chores. Students should be encouraged to learn and use home living skills while in high school so that they can live successfully on their own.

Technical and Computer Skills

Area of Need?

Do you feel comfortable using a computer for writing assignments or web searches? Are you able to perform technical functions on your own? Are you able to type 30-40 words per minute? Do you know where you can go on campus for technical assistance?

College students are expected to submit papers that are word-processed. They also need technical skills to maneuver student platforms

and online services. Being able to keyboard or use assistive technology at a sufficient speed will aid in timely assignment completion. Students who lack computer experience or skills should take a class in high school or use educational software to improve computer skills. They should also know where to seek assistance on a college campus.

Major or Career Goal

Area of Need?

Have you thought about the major you will pursue at the postsecondary level? Do you know if the major you have in mind is available at the postsecondary institutions you have contacted or visited? Do your personal and academic strengths align with the major you are considering? Do others who know you best agree with your career goals? Do you understand the kind of coursework required for this major?

The more a student understands his or her career path and the desired major, the more likely a student will choose a college that matches that goal. Every major is not available at every postsecondary institution, but most of this information is readily available on college websites. Many pathways are also available to students

to earn a degree, including the option to begin general education classes at a community or technical college and finish at a four-year university.

Postsecondary Education Options Including Adult Basic Education

Area of Need?

Have you taken placement tests such as the Accuplacer at your high school? Do you know what the resulting scores mean? Do you know about ABE options if your scores are low or if you feel you would benefit from more educational assistance?

Some students may not be academically prepared to attend a postsecondary institution right out of high school, which may become evident after taking a placement test such as the Accuplacer. Adult Basic Education (ABE) classes are often available, free of charge, to assist students with building up their skills in reading, writing, math and computers.



An Open Letter to Parents of Students with Disabilities About to Enter College

Jane Jarrow, PhD, has over 30 years' experience and is a leader in the field of disability and higher education. She is actively involved in presenting and training professionals on matters specific to individuals with disabilities and higher education.

Dear Parents,

I have been working in the area of students with disabilities at the college level for more than 30 years, but that is not why I am writing to you today. I am writing as a parent, and thus as someone who shares all your current anxieties. My daughter, who graduated from high school in early June, will be going away to college this fall. She has cerebral palsy, uses a wheelchair, and has limited speech capabilities, so you can be assured that I have been very involved in the educational programming and planning she has received during her years in the public school system. I wanted to be involved, but I also needed to be involved since, by law, the school could not do anything for, to, or with my daughter regarding her disability without my permission. I sat through countless IEP meetings over the years, I was insistent on certain issues of academic support when I needed to be, and I agonized over everything from teacher selection to her successful social integration with classmates. And now, as I prepare to pack her up and take her off to college in the fall, I recognize that this role has ended for me and the word "anxious" doesn't even begin to describe my feelings.

If you are worried that your child with a disability will have a difficult time making a successful transition to college without your involvement—then you are probably right to be worried. Very few children with disabilities can succeed at the college level. On the other hand, students with disabilities survive and thrive on college campuses across the country. If you still think of your son or daughter as your "child," and they still are comfortable in accepting that role, it is time to take a careful look at where you have come from and what lies before you. As parents, it is time for us to step back and allow/encourage/gently nudge our SWDs (Students with Disabilities) to assume significant independent responsibility for their own lives, both academically and personally.

As you and your SWD prepare to visit campus for that initial meeting with a disability service provider at the college, you would do well to think about what can be accomplished at this initial meeting, what needs to be said—and who is going to say it! As I approach that same milestone with my daughter, I find myself a little panicky, realizing that there are things about her disability and how

it impacts on her functioning that I know and that the disability services provider needs to know, and that I may not have many chances to say. There is no doubt that I can explain those things more fully than my daughter can explain them (or even understands them!). And it doesn't matter. Much as I hate it, I know that she has to be the one to convey all this crucial information (not me!), for a number of reasons.

First, colleges and universities provide services and support to SWD under very different laws than those that governed services in the K-12 system. As a parent, I have no rights under Section 504/ADA in speaking for my SWD who is in college. (If you aren't sure what "Section 504/ADA" means in this context, perhaps the disability service provider you meet with will have gathered some information that helps explain the differences between settings, both legally and practically. Two of my favorite websites for learning more are at: <http://www.ed.gov/about/offices/list/ocr/transition.html> and <http://www.heath.gwu.edu/>). The services and support available to SWD are sometimes very different than what was provided in high school, and the college is under no obligation to continue the services given in high school or to adhere to the recommendations of an outside diagnostician.

The college will make its own determination of what services and support to offer based on the documentation of disability and their interview with your SWD. There are no IEP's in college, there is no place to sign off with my parental approval. Indeed, the college doesn't legally have to care whether I am satisfied or not. My daughter is responsible for her own destiny now.

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— Lorem Ipsum



More importantly, while this may be your last chance to convey all that important information on to the college, it is your SWD's first chance to convey that information all by himself/herself. Don't spoil that opportunity, and don't interfere. Remember, while you and your SWD are learning more about the campus, the resources and the people who will be there to help when needed, the disability service provider is learning more about your son/daughter, as well. You want their first impression to be one that is positive and reassuring. The service provider is anxious to find out whether your SWD is mature enough to handle the responsibilities and independence of college life. Here are some specific suggestions for helping your SWD to shine in this newly focused spotlight:



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- **DON'T** be insulted if you are not invited to sit in on the initial meeting between your SWD and the disability services folks. Some institutions have found that it is helpful for them to speak directly (and alone!) to the student in order to get a feel for how knowledgeable and confident s/he is in sharing information about past services, what works and doesn't work, and what accommodations they hope to have at the college level. You will get a chance to ask your questions, but recognize that it may come later, rather than sooner.

If you are invited to sit in on the meeting with the disability services folks, DO acknowledge your SWD as the authority on their disability-related needs

by making it clear that you believe they have all the answers! Try focusing your visual attention on your son/daughter instead of trying to make eye contact with the interviewer. If you look to your SWD, so will the professional.

- **DON'T** begin any sentence with "S/He needs to have..." Instead, you can try, "In high school, s/he had..." or "The person who tested him/her suggested..." but it would actually be better if you said nothing at all! Try to talk as little as possible in the meeting. This is not your meeting. Remember, you are there as an observer, not as a participant.
- **DO** take some time prepping your son/daughter in advance on the issues that you think need to be

discussed – the things that you would say if you had the chance. Make a list of the topics you would bring up, explain why you think each is important, and make sure your SWD has the list in hand when s/he goes into the interview. Rehearse with your son/daughter, if they will let you. If they are typical teens and aren't comfortable sitting through that kind of rehearsal, settle for making them sit and listen while you demonstrate how you would approach certain subjects. For example, "I think you should tell them about how the teachers arranged for extra time for you on tests when you were in high school."

I'd probably say, "In high school, I was allowed extra time for tests in English because it takes me a long time to put my thoughts in writing, but I never needed it in math." Your SWD may not acknowledge the strategies you share, but you may be surprised to hear those words come out of his/her mouth at the interview!

- **DON'T** interrupt. If you disagree with something the disability service provider says, or if your SWD says something that you know is incorrect, or if you see your SWD agreeing with/to something when you know they have no idea what they are agreeing to – Don't interrupt! Let the interview play out. Give the disability service provider a chance to draw your SWD out further, give your SWD an opportunity to clarify matters, or simply wait to see if the confusion/disagreement remains. It is important to know just how independent and accurate students are in describing their needs. You will get your chance.
- **DO** prompt your son/daughter to speak up and share those important points as the interview progresses. Instead of explaining to the disability service provider why Johnny needs a calculator in math classes, turn to Johnny and say, "Why don't you explain to Ms. ____ why it is important for you to have a calculator for math and science classes? Is it because you have trouble lining up the columns, or because you have trouble remembering basic math facts or?" Give an open-ended question that encourages your SWD to flesh out the response. At the same time, you are hinting to the interviewer that there is an issue here to be discussed. (See? I told you that you would get your chance!)

Why not take notes as the interview progresses? When your son/daughter has exhausted the list of topics to discuss, and the disability service provider has shared all the information they thought was important, it is your turn to talk. Go ahead and ask your questions. The most important thing to remember now is that you do not want to undermine your son/daughter's credibility. If you have more information to share on a given subject, try starting the sentence with, "As Susie told you, she has

used..." and then add whatever you need to on top of information already given. If you think your

SWD gave incorrect information, tread carefully. You might say, "I was surprised to hear Jane say _____. I would have said _____, because..." You'll get your point across without directly contradicting what your son/daughter said. Your goal is to assure both the SWD and the disability service provider that you are supportive of their budding understanding, and simply want to share another viewpoint.

An old adage maintains:

**There are only two things a parent can give to a child:
One is roots. The other is wings.**

It is time for our kids to go solo. That is a scary thought for us, as parents, and it is sure to be scary for them, too. That's OK. This is what we have all been working toward for a long time. Remember, your son/daughter will call, email or text if they need you. They know what you can do for them, but now it is time for them to go it alone. Take a deep breath, cross your fingers, wish them well – and walk away. All will be well!

Best of luck,

Jane Farrow

Proud (and Terrified) Mom

Documentation and Disclosure

Disclosing a Disability

In order to receive postsecondary accommodations, you will need to disclose your disability to those individuals who have a need to know because of their involvements in the accommodation process, which is usually the Disability Services office at your chosen school.

The timing as to when you should disclose your disability depends on when you have a need for postsecondary accommodations. It is important to have accommodations in place before you will actually need them so there is not a delay in the process. But students can choose to disclose later in a semester or not at all. As disability services providers, we believe it is best for you to disclose prior to the start of classes so that accommodations are available for you to use immediately, especially if you require accommodations that take more time to implement. But again, this is your choice.

IEP's and 504 Plans End When Students Graduate from High School

When special education students were in elementary through high school, the Individuals with Disabilities Education Act (IDEA) required that students were provided with appropriate services. An Individualized Education Plan (IEP) or 504 Plan was developed each year and was implemented by teachers and other special education professionals addressing the educational needs

stated in the evaluation. However, once students graduate from high school, the Individualized Education Plan (IEP) or 504 Plan come to an end. Because of this, it is up to a student to make the decision whether or not to disclose/reveal information about a disability at the postsecondary level.

Privacy of Disability Information

Privacy is a concern for many students who may be hesitant to disclose a disability. You should be aware that a college disability file does not merge with a general campus file, and the contents are not open to be shared like a general file. Disability records are private data and are kept in a separate, secure manner. You should consider all of this information when and if you chose to disclose.

Request for Documentation

Documentation is usually requested by college Disability Service providers when accommodations are requested. This documentation may include records from a professional, such as a medical doctor, psychologist or other qualified diagnostician. High school information, such as an individualized education plan (IEP) and last three-year evaluation or Section 504 plan, may help identify services that have been effective and may qualify as sufficient documentation. However, this is not always the case. If a new evaluation or further information from a medical doctor or psychologist is needed, the cost for this service is paid for by the student.

Essential Components of College Disability Documentation

Most college Disability Services staff will want documentation to include this information:

- Signed, dated and typed letter on professional stationery from a certifying professional such as a medical doctor, psychologist or neurologist who has credentials for diagnosing a disability
- Clearly stated diagnosis
- Description of assessment and relevant history
- Description of functional limitations or educational impact
- Current enough documentation to determine present impact and validate the accommodation request
- Recommendations for accommodations, including what has been helpful in the past

This information, in addition to your input and the requirements of your course or program, are the basis for determining effective and appropriate postsecondary accommodations.

“

I am a student registered through Disability Services. I have a Traumatic Brain Injury (TBI) and currently have a 3.85 GPA. I am very proud of this! As I've learned to deal with my TBI, I've realized how important it is to ask for help. I really needed to get over my pride and now that I have, this has helped tremendously. Some of the strategies I've used to be successful here is to really understand my disability and how it affects me. I've learned I cannot take 8 a.m. classes, no back-to-back classes, and I even try to take classes every other day. Breaks are essential for me. I've also learned that taking a stress relief course or some kind of less intense class with my other more difficult classes helps to even my class load. I've taken yoga and piano courses that have been relaxing for me. I'm okay with all of this, because I know it is essential to helping me be successful here at CLC. I couldn't have done all this without the guidance and support from Disability Services.

— W. A., working toward AA degree and social work major

Ent antios nihilique nostibus, sit ullatas sitaque
doloreius alibus porro odi velis alit parcipi .

— Some quotation here



ACCOMMODATIONS in College

Reasonable accommodations are available to postsecondary students who are willing to disclose a disability. An accommodation is a support that gives students an equal opportunity to participate and benefit from college, which has been mandated by the Americans with Disabilities Act (ADA). Accommodations are usually implemented through the college Disability Services (DS) office, but keep in mind that the names of the offices and the staffing models may be different from one campus to the next, depending on the size and type of the institution. Most of the information you will need to find about the DS office should be available on the college website.

If you choose to meet with a DS professional in order to receive accommodations, you will usually be required to provide documentation. This documentation gives the DS personnel information to support the accommodations you are requesting as well as give a history of accommodations you have used successfully in the past. Documentation was discussed in the prior chapter, and any specific questions should be directed to the DS office at your campus.

Accommodations in College continued on page 34



Types of Accommodations

1

Changes to a classroom environment or task that can include the following examples:

- Extended time or a quiet place to take an exam
- Assistance with lecture notes, such as a note-taker, web notes, permission to audio record lectures or use of a Smart Pen
- Materials and/or books in alternative formats such as audio, large print or digital format
- Use of a dictionary or spell checker

2

Removal of architectural barriers, such as adapting a classroom or lab to meet the needs of a student who uses a wheelchair.

3

Exceptions to policies, practices or procedures with examples that include these accommodations:

- Priority registration
- Accessing assignments early
- Early access to the course syllabus

4

Provision of auxiliary aids and services that include the following examples:

- Providing a sign language interpreter
- Closed circuit television (CCTV)
- Screen-reading software
- Voice-activated software

Meeting with Disability Services Personnel

In order to receive accommodations, it is your responsibility to make an appointment to meet with the DS professional. At this meeting, which is sometimes called an intake or interview, be prepared to talk about yourself, your educational goals and your disability. You should also be ready to answer questions about your ability to access programs, activities and services of the college.

Reasonable Accommodation Process

Your meeting with the DS professional is an interactive one with the objective of ensuring equal access, the removal of architectural barriers, and the provision of reasonable and appropriate auxiliary aids and services. What will be considered in the process?

- **Disability**—Do you have a physical or mental impairment that substantially limits a major life activity?
- **Qualified**—Do you meet the college course or program requirements?
- **Known**—Is there adequate documentation that is current and supports the requested accommodations? Was the documentation provided by a qualified assessor?
- **Further considerations** —Does the requested accommodation fundamentally alter a program or the academic standards of a course or program? Does the accommodation impose an undue financial or administrative burden on the institution? Are you a threat to yourself or others?
- **Result**—The result of the process is the availability of reasonable accommodations.

Questions for Disability Services Professional

When you meet for an intake interview, you should also have questions ready for the DS professional so that you can gain a better understanding of the particular program. Questions could include the following:

- How many students are registered to receive disability services on campus?
- Once an accommodation plan is implemented, how are the services provided?
- How are instructors notified of recommended accommodations?
- When do I need to meet with Disability Services? Do I need to request accommodations for each term I am registered?
- What technology is available for use by students with disabilities? Is the technology available for use in the classroom?

- What support is available for learning to use adaptive technology?
- What additional services are available on campus for student success, such as tutoring or help with time management?

Difficulties with Accommodations

If you are having difficulties with the implementation of any of your accommodations, you should notify the DS staff as soon as possible. Communicate your needs and be flexible, as things do not always happen as expected or are not implemented in the same way as they were in high school. Successful accommodations come from open and timely collaboration between the college staff, faculty and you the student.

Accommodations vs. Modifications

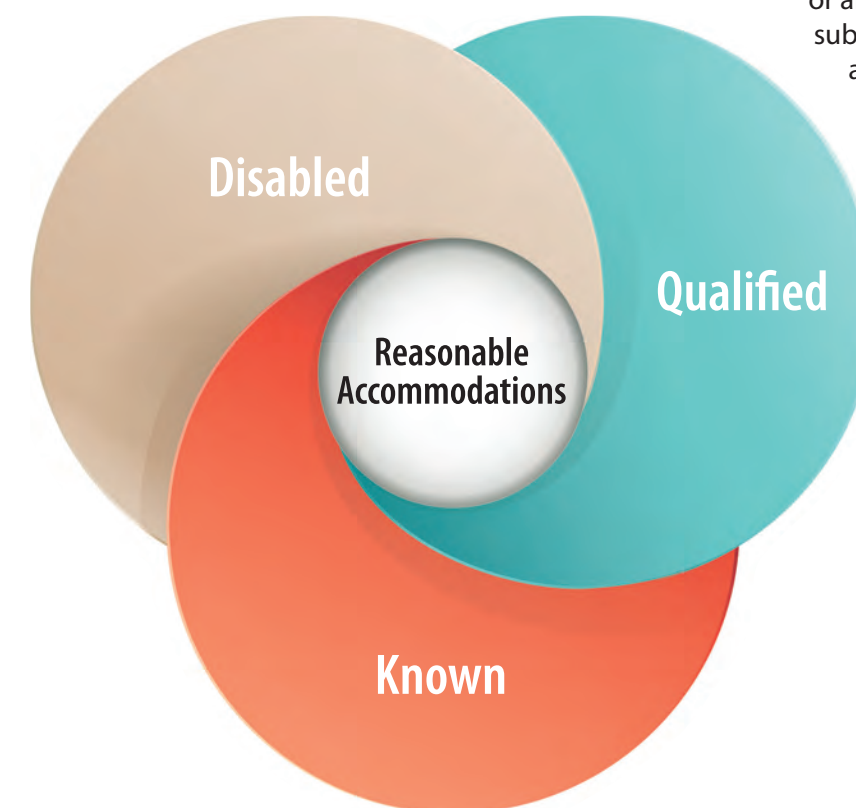
Students with disabilities transitioning directly from high school to college might be used to services that will not translate well to the college environment. Course modifications that alter the fundamental requirements of a course will not be allowed. For example, for many courses regular attendance is required and may be a part of the course grade. Assignment due dates also will not be

automatically extended as an accommodation, but will be handled on a case-by-case basis. While extra time on tests is a common accommodation in college, modification of tests will usually not be an option. For example, rephrasing questions or reducing the number of choices on a multiple choice test will not be allowed. If a student is accustomed to these types of course modifications in high school, the best approach is to start slowly and take fewer credits, at least initially.

Accommodations Not Provided by Disability Services

In accordance with the law, there are some modifications and services that colleges do not provide as a reasonable accommodation that may include the following services:

- Individually prescribed devices such as wheelchairs, hearing aids or glasses
- Personal services, such as private tutoring, transportation or personal-care attendants (Note: Tutoring services may be available elsewhere on campus for all students.)
- Modifications that lower or change course standards or program standards and would change the essence of a program, such as allowing a student in an auto mechanics program to take a written test on repairing an engine instead of actually repairing an engine, or allowing a student in a public speaking class to substitute a written paper for an oral presentation, and/or services which are unduly burdensome, administratively or financially.



*Accommodations in College
continued on page 36*

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Accommodations in College continued from page 35

Otherwise Qualified: Meeting Academic Requirements and Standards

Legal rights to disability accommodations depend on whether you are considered “otherwise qualified.” A student with a disability is otherwise qualified when they can meet the same academic requirements and standards as non-disabled students. All students are required to meet an instructor’s expectation regarding class participation, work standards, attendance and ability to demonstrate knowledge. Students also need to adhere to general college policies, including the college code of conduct and satisfactory academic progress. When course accommodations are being developed, consideration is given to the necessary requirements and standards of the course.

Postsecondary Technical Standards

The term “technical standard” refers to nonacademic criteria that are essential to participation in a college course or program. Examples of technical standards may include the ability to manipulate materials in a laboratory, the ability to recognize colors or patterns, or even behavioral requirements. If technical standards are necessary for demonstration of mastery, and if reasonable accommodations are provided as appropriate, programs may establish standards of eligibility criteria even if physical tasks and/or levels of achievement will likely be impossible for some persons with disability.

Postsecondary Educational Options

Students with disabilities concurrently enrolled in high school and college under Postsecondary Enrollment Options (PSEO) must meet the requirements of the college. Reasonable accommodations are determined by the college, but the school district may provide auxiliary services, such as additional tutoring outside of the classroom. For more information on PSEO or concurrent enrollment, students should meet with a PSEO admissions representative or with disability services prior to enrollment.



Working with disability services is one of the most important things that I have found to be very helpful to me in my college experience. I would like to share some advice for those who are wondering how disability services can help them in their college experience.

The first suggestion is to see what services are offered at the college of your choice. There are more options that are offered at college than there are at high school. For example, I have an accommodation for note-taking and to help me with this I use a Smart Pen that records audio and notes I write on a special type of notebook. When I am done with class, I can upload the information to my computer at home and all my lectures and notes are available for me to listen to as many times as I need. When taking tests, I use a private room and have access to a program that reads the tests to me at my preferred speed level. This is very helpful for someone who may be an auditory learner. What I like about the private rooms is that they are quieter than when I was in high school and I am able to concentrate better.

My final suggestion is to get to know the staff. It is important to know the staff because they will get to know you and your learning style. As you get to know the staff, you will know who to approach and feel comfortable bringing up any concerns. I had an experience with a concern where a new teacher was starting and I explained to this teacher that I had accommodations and that with test-taking I would prefer to take the test in the private room in the Academic Support Center. This teacher did not understand and did not follow my accommodations. I brought this concern up to one of the staff members at the Academic Support Center and this staff member emailed this instructor to explain more about what their services were and what my accommodations were. When talking with this instructor again, everything was clearer for both of us and my accommodations were followed. This is a great example of how staff members are always willing to help with anything.

— Sarah P., nursing major

Differences Between High School and College

If you thought going from elementary school to high school was a big change, get ready! The difference between high school and college can be overwhelming, yet exciting. In college, you have the freedom to make more of your own decisions and are in charge of what you do. You also need to be responsible and accountable; understanding the differences between high school and college will assist you to be prepared for these changes.

The following is a comparison between high school and college, based on information compiled by the Minnesota Association for Development Education. Not every possible area or scenario has been covered, but there is enough information so you can get a strong sense of how colleges operate.

1

HIGH SCHOOL

FOLLOWING THE RULES IN HIGH SCHOOL

- Attending high school is mandatory and is usually free.
- Your time is structured by others.
- You need permission to participate in co-curricular activities.
- Adults will remind you of responsibilities and help you set priorities.
- You are not responsible for knowing what it takes to graduate.
- You are usually corrected if your behavior is out of line.

2

COLLEGE

BEING RESPONSIBLE IN COLLEGE

- Attending college is voluntary and is expensive.
- You manage your own time.
- You must decide whether to participate in co-curricular activities.
- You balance your own classes with the help of an advisor.
- Graduation requirements are complicated and frequently change. You are responsible for knowing what applies to you.
- You are expected to take responsibility for your actions as well the consequences for your decisions.

1 HIGH SCHOOL

HIGH SCHOOL CLASSES

- Generally classes have no more than 35 students.
- You proceed from one class directly to the next.
- You usually spend six hours a day in class.
- Attendance is taken.
- Textbooks are provided at little or no expense.
- Required classes are the same for all students and dictated by the state.
- Modifications that change course rigor, volume or outcomes may be offered based on an IEP.
- You will do most of your studying in class.

2 COLLEGE

COLLEGE CLASSES

- Classes may have more than 100 students.
- You often have several hours between classes which may be scheduled throughout the day and evening.
- You attend 2-4 classes per day, usually 12-16 hours per week.
- Attendance may or may not be taken, but professors know who misses.
- Textbooks are expensive and can cost between \$300-\$400 per semester.
- Classes are based on a field of study and requirements vary.
- Modifications that change rigor, volume or outcomes will not be offered.
- You will do most of your studying outside of class, at least 2-3 hours outside of class for each hour in class.

1 HIGH SCHOOL

HIGH SCHOOL TEACHERS

- Teachers remind students of incomplete work.
- Teachers approach students if they feel they need help.
- Teachers are often available for conversation before, during or after class.
- Teachers have been trained in teaching methods to assist in imparting knowledge to students.
- Teachers provide you with information you may have missed if you were absent.
- Teachers present material to help you understand what is in the textbook.
- Teachers often write information on the board to be copied in your notes.
- Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.
- Teachers often take time to remind you of assignments and due dates.
- Teachers bear much of the responsibility for your learning.

2 COLLEGE

COLLEGE PROFESSORS

- Professors may not remind students of incomplete work.
- Professors are usually open and helpful but most will expect you to initiate contact if you need assistance.
- Professors expect and want you to attend scheduled office hours.
- Professors have been trained as experts in their particular areas of research.
- Professors expect you to get from classmates any information you may have missed when absent.
- Professors may not follow textbooks. You are expected to read on your own. Lectures enhance information from the book.
- Professors may lecture non-stop, expecting you to identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
- Professors expect you to think independently and make the connection between topics.
- Professors expect you to read, save and refer to the course syllabus to keep track of due dates and assignments.
- You bear the responsibility for your learning while professors serve as guides, mentors and resources.

1 HIGH SCHOOL

STUDYING IN HIGH SCHOOL

- You may study as little as 0-2 hours per week and this may be to get ready for a test.
- You often need to hear or read material only once to learn all you need about a topic.
- You read short assignments that are then discussed in class and often retaught in class.
- You are frequently told what you need to learn from assigned readings.

2 COLLEGE

STUDYING IN COLLEGE

- You may need to study at least 2-3 hours for each hour of class.
- You will need to continually review class notes and text information to learn course materials.
- You may be assigned large amounts of reading and writing that may not be discussed in class.
- It is up to you to understand what must be learned from reading assignments. Lectures and assignments proceed from the assumption that you have already read the material.

1 HIGH SCHOOL

TESTS IN HIGH SCHOOL

- Testing is frequent and covers small amounts of material.
- Makeup tests are often available.
- Teachers may rearrange test dates to avoid conflict with school event times.
- Teachers frequently conduct review sessions.
- Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you.

2 COLLEGE

TESTS IN COLLEGE

- Tests are often infrequent and may cover large amounts of material and may be cumulative. You, not the professor, need to organize the material to prepare for a test. A class may have only 2-3 tests in a semester.
- Makeup tests are often not available.
- Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
- Professors usually do not offer review sessions, and when they do, they expect the student to come with questions and be an active participant.
- Mastery is often seen as the ability to apply what you have learned to new situations or to solve new kinds of problems.



1

HIGH SCHOOL

HIGH SCHOOL GRADES

- Grades are given for most assigned work.
- Good homework grades may help to raise poor test scores.
- Extra credit options are usually available to raise your grade.
- Initial tests are usually not counted, especially if they are low.
- You may graduate as long as you have passed all required courses with a grade of D or better.

2

COLLEGE

COLLEGE GRADES

- Assigned work may or may not be graded.
- Tests and major papers provide the majority of the grade, but a grade may be lowered if homework is not done.
- Extra credit options are usually not available to raise a course grade.
- First tests reveal expectations of the instructor and are usually a part of the final grade.
- You may graduate only if your average in classes meets the departmental standard- typically a 2.0 (C) or better.

1

HIGH SCHOOL

SPECIAL EDUCATION IN HIGH SCHOOL

- Individuals with disabilities Education Improvement Act (IDEA) law applies to high schools.
- Students receive special education and related services based upon identified needs.
- Behavior can be viewed as a manifestation of the disability, and different behavior standards are allowed.
- Accommodations and modifications are communicated to the teachers by the case manager.
- Modifications that change course rigor, volume or outcomes may be offered based on an IEP.
- Services are delivered to the student.
- The school informs the parents of your progress.
- The case manager and/or parent act as your advocate.
- Schools are required to identify students with disabilities through free assessments.
- Services may include individually designed instruction, curriculum modifications and accommodations based on an IEP.
- There are regular meetings to discuss your progress.
- Assessment, physical therapy and personal care are provided by the high school.
- School personnel seek you out and decide what services and support you can receive.
- You receive services in a special education classroom or from a related service provider.
- Documentation is coordinated by a school psychologist or appointed staff person. The high school staff develops an IEP from documentation, and testing is provided and paid for the school.
- IDEA provides the mandate and funding to schools for in-school special education services as well as transportation/buses to school, physical, occupational, speech therapy, and tutoring.

2

COLLEGE

DISABILITY SERVICES IN COLLEGE

- 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) apply to colleges.
- Formal special education services are not available.
- Formal special education services are not available.
- You must meet the college's behavioral conduct standards.
- Modifications are usually not available, and you must request and discuss accommodations yourself.
- Modifications that change rigor, volume or outcomes will not be offered.
- You must request services through the Disability Services office.
- The school cannot communicate with your parents without your permission.
- You need to be your own advocate.
- You are responsible for disclosing your disability, providing current documentation and paying for an assessment if needed.
- Reasonable accommodations for access are available. The 504 Plan and IEP end upon high school graduation.
- You are responsible to monitor your own progress.
- You are responsible for arranging and paying for personal services and medical care.
- You must request help; no one will come to find you.
- You receive access services from a designated person or office, and the service model may differ from college to college.
- You must provide proof of your disability through documentation, and colleges can set their own guidelines for documentation. After high school, you are required to pay for a new evaluation if one is needed.
- Colleges are required to offer reasonable accommodations and support services, not services of a personal nature. Tutoring is usually not offered through Disability Services, but is generally a service available to all students. It is your responsibility to arrange for transportation and therapy you need.



I transitioned to a community college the fall after I graduated from high school. I registered with the Disability Services office right away and easily understood how to request accommodations when they were needed in my college courses. I took classes at two different community colleges and two different four-year MnSCU colleges and eventually earned my degree in special education. I am now a special education teacher and I have a lot of personal experiences to help my students. I would advise students who are starting college to take advantage of the help that is offered and listen to your teachers about the skills needed outside of high school. Follow through with your accommodations and use them. Stay focused on school and on what you need to get done so you can get your education completed more quickly and easily.

— Matt S., special education major



Transition to Employment

Just as there is a transition period from high school to postsecondary education, there is also a transition from postsecondary training to beginning your chosen profession or career.

Employment statistics located at <http://www.iseek.org> state that by 2018, 70 percent of the jobs in MN will require some postsecondary training beyond high school. A person with advanced skills and qualifications for jobs will have more career options and the opportunity to choose among a variety of places to work and live. They are also more likely to receive important benefits such as medical or dental insurance, paid time off, bonuses and retirement plans. Labor statistics show that earning potential is much higher and unemployment is much lower for those who attend postsecondary training or education than for those who only have a high school diploma or GED.

Advanced training has other benefits. This may include better schedules, working environments, and advancement potential. You can check out the current job statistics at <http://www.bls.gov>, which shows job trends, employment rates and earnings.

Postsecondary Career and Job Placement

Many students have entered a particular field of study based on the numbers of graduates from a program who are able to secure competitive employment after graduation. Most colleges and universities have job placement and career development offices that can assist students in securing a position in their field. College job placement offices usually offer individual and group assistance in career assessment and exploration, job search techniques, as well as resume writing and interviewing skills. Many of these offices have video and multimedia resources as well as one-on-one assistance. Employers also are aware of specific college programs and will post job openings on a college job placement website. Networking with other program graduates and college alumni who have connections to employers is a powerful way to get interviews and job offers in a competitive market.

Transition to Employment continued on page 48



Online Placement Services

Minnesota has many other services and programs available to assist job seekers:

<http://www.positivelyMinnesota.gov/VRS>, <http://www.iseek.org/jobs/employmentservices.html>, <http://www.Minnesota.gov>, <http://www.minnesotaworks.net>. Other websites are also available for job searches, including individual company websites and temporary position sites. The O*Net, <http://www.onetonline.org>, will also have listings of national websites as well as information on skills and abilities needed for careers.

Additional supports are also available during the job search such as Supported Employment Programs and Centers for Independent Living. Your local Vocational Rehabilitation office may also be able to provide assistance and will have information about support services available during the job search.

On-the-Job Accommodations

Once you have been offered a position of employment, accommodations can be requested if you need them. You will need to take the lead in requesting and arranging the accommodations. The Job Accommodations Network <http://www.askjan.org> is an excellent site to consider prior to a job offer so that you can suggest the accommodations that might work for you. There are also service providers

who can assist with designing effective accommodations for the workplace, including a vocational counselor, a medical professional or the company human resources manager. The human resources manager is a resource for discussing effective accommodations you have accessed in prior jobs or at a postsecondary institution. Remember, however, that many of the accommodations used at the postsecondary level will not be applicable or appropriate for employment. The manager may ask you to provide current documentation, so having updated disability information is usually essential.

It is important to remember that the ADA and Section 504 of the Rehabilitation Act are civil rights laws that state that employers cannot discriminate against persons due to a disability. However, these laws do not automatically entitle a person with a disability to a specific job since all potential employees have to meet the required qualifications and performance standards for the job.

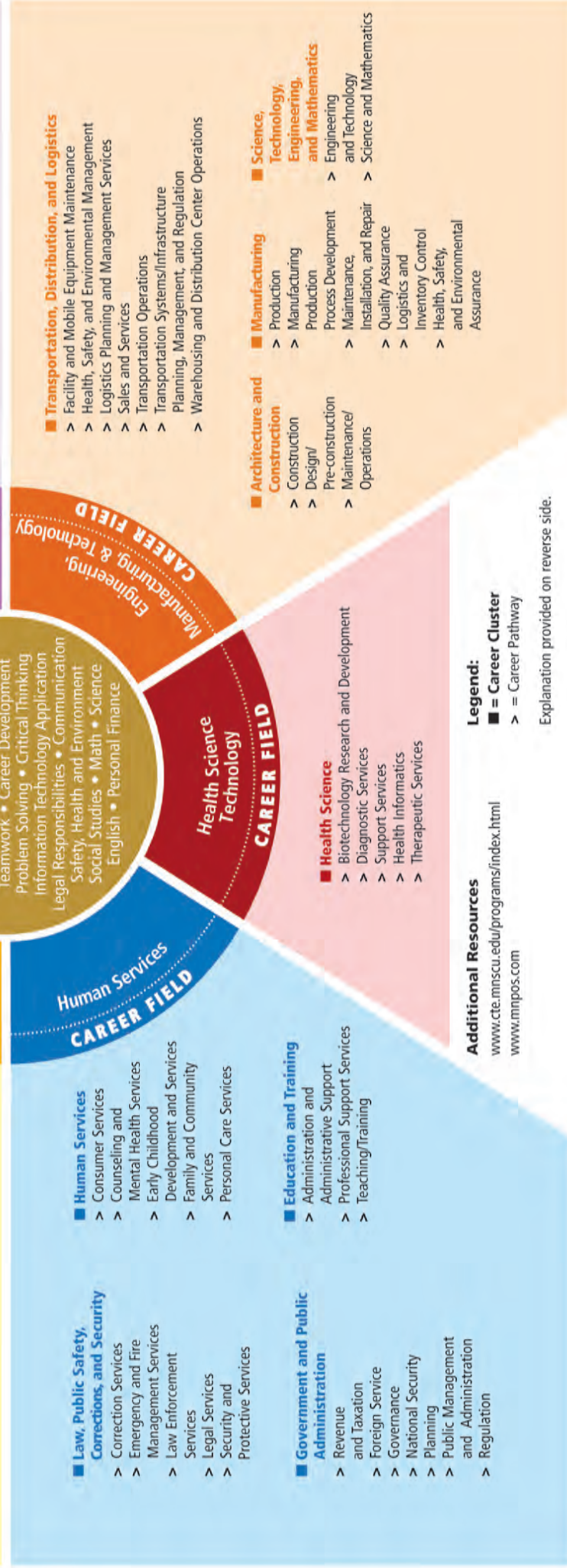
Now is the Time

It is your investment in postsecondary education that will lead you to that great job and a progressive career path. Time taken now to research your career options and develop an education and career plan will help you reach the goals you have established for your adult life.

Resources

Minnesota Career Fields, Clusters and Pathways

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Minnesota Career Fields, Clusters & Pathways Chart Explanation



Minnesota Programs of Study

The Minnesota Career Fields, Clusters & Pathways chart, on the reverse side, graphically depicts the organizing framework of the foundation knowledge and skills, career fields, career clusters, and career pathways that Minnesota will use for developing programs of study in career and technical education. Once developed, learners at various levels (high school, collegiate, or workforce training level) will then be able to choose from several individual programs within a program of study in order to attain the specific knowledge, skills and abilities needed to pursue a career of their choice.

Programs of study are sets of aligned programs and curricula that begin at the high school level and continue through college and university certificate, diploma and degree programs. The following are some of the key elements that underlie the definition:
~ Competency based curricula tied to industry expectations and skill standards;
~ Sequential course offerings that provide strategic entry and exit points as needed throughout a lifetime - this leads to manageable "stepping stones" of skill building, high school graduation and postsecondary education completion;

~ Flexible course and program formats convenient for learner segments;
~ Course portability for seamless progression;
~ Multiple entry and exit points to support continuing education, returning adults, and dislocated workers;
~ Connections between high school and postsecondary education, skill progression, and career opportunities that align academic credentials with job advancement in high-skill, high-wage or high-demand occupations.

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College Exploration Worksheet

Name of college _____

Admissions contact _____ Office # _____

Phone # _____ Website _____

Visit planned for _____

General College Information

Size of College _____ Average SAT/ACT score _____

Size of city/town _____ Average class size _____

Getting There / Getting Around

Miles from home _____ Access to buidings–underground tunnels _____ Campus transportation _____

Public transportation (type) _____ Accessible parking _____ Located in city/rural _____

Admission Requirements

College is: ☐ Highly competitive ☐ Moderately competitive ☐ Open enrollment

Minimum ACT score accepted _____ Minimum SAT score accepted _____

Admissions interview needed	Yes	No	Letters from high school teachers	Yes	No
Modified admission for students with disabilities	Yes	No	Placement test required	Yes	No
Require early application	Yes	No	Require high school class ranking	Yes	No
Require high school science	Yes	No	Require high school math	Yes	No
Require high school language	Yes	No	Alternative courses available?	Yes	No
Allow courses substitution?	Yes	No			

Housing and Food Service

Open campus food service _____ Off campus w/approved special accommodations _____

Private dorm rooms _____ Food service concerns–allergies _____

Major and Degree Services

Major			Minor		
2 year associates degree (AA, AS)	Yes	No	4 year bachelor degree (BA, BS)	Yes	No
Course transferability	Yes	No	Job placement office	Yes	No
Internship available	Yes	No	Certificates	Yes	No

Specialized Course Information/Offerings

Introduction to college	Yes	No	Study skills courses	Yes	No
College preparatory classes in reading, writing, and/or math	Yes	No	Technical courses/programs	Yes	No
Career courses/programs	Yes	No	Certificates available in some programs	Yes	No

Financial Considerations

Fees: ☐ High ☐ Moderate ☐ Low

Scholarships	Yes	No	Loans	Yes	No
Grants	Yes	No	Work-study/campus jobs	Yes	No

Services and Activities

Advising/counseling	Yes	No	On campus health services	Yes	No
Student support services (TRiO programs)	Yes	No	Face-to-face or online tutoring	Yes	No
Peer support groups	Yes	No	Job placement office	Yes	No
Clubs or organizations of interest	Yes	No	Job placement office	Yes	No
Clinical psychologist on campus	Yes	No	Sport activities (participant or spectator)	Yes	No
Exercise facility	Yes	No	Supplemental instruction program	Yes	No

Disability Services

Disability Director _____ Office # _____

Phone # _____ Website _____

How are accommodations provided?

Other services available through disability services?

☐ Testing

☐ Tutoring

☐ Note taking

☐ Special advisors

☐ Audio books

☐ Diagnostic testing

☐ Assistive technology

☐ Special classes

☐ Other of concern

☐ Support groups

How are instructors notified that students in their course are receiving accommodations?

How many disability staff is available to assist students? _____

Notes/Comments _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00	Shower Breakfast	Shower Breakfast	Shower Breakfast	Shower Breakfast	Shower Breakfast	Sleep	Sleep
8:00	Study	Spc 161	Spc 161	Spc 161	Spc 161	Sleep	Sleep
9:00	Math 131	Go to library	Math 131	Math 131	Math 131	Clean	Shower Breakfast
10:00	Amst 101	Start research paper	Amst 101	Amst 101	Amst 101	Laundry/other chores	Study
11:00	Write speech	Research paper	Lunch	Lunch	Lunch	Chores	Study
12:00	Lunch	Lunch	Study	Review for quiz	Study	Lunch	Lunch
1:00	ESCI 105	ESCI 105	ESCI 105	ESCI 105	Study	Work	Visit family
2:00	PE 275	Lab	PE 275	Lab	Free	Work	Visit family
3:00	PE 275	Study group	PE 275	Study group	Free	Work	Visit family
4:00	Dinner	Study group	Dinner	Study group	Free	Work	Dinner
5:00	Work	Work	Work	Work	Free	Work	Study
6:00	Work	Work	Work	Work	Free	Work	Study
7:00	Work	Work	Work	Work	Go out with friends	Work	Study
8:00	Study	Free	Study	Free	Movie with friends	Leisure	Watch TV
9:00	Study	Free	Study	Free	Movie with friends	Study	Watch TV
10:00	Study	Free	Study	Free	Movie with friends	Leisure	Watch TV
11:00	Sleep	Sleep	Sleep	Sleep	Movie with friends	Study	Sleep
12:00	Sleep	Sleep	Sleep	Sleep	Movie with friends	Sleep	Sleep

Subject/Task: College Success Goal: A	Subject/Task: English 101 Goal: A	Subject/Task: Sociology 101 Goal: A	Subject/Task: Mathematics 103 Goal: A	Subject/Task: Self-Nurturer Goal: Weigh 158 lbs
Do Journal 13	Revise essay 2	Start a study group	Study for quiz	Exercise 30 minutes
Choose project	Study fragments p74-87	Read text p58-89	Make appointment with tutor	Take health class
Put assignments on calendar	Go to writing lab		Do problems in Chapter 5	Record what I eat
	Write intro for essay 3			

Subject/Task: Employee Goal: New job	Miscellaneous Action	Telephone Calls and E-mails
Check Craigslist	Buy groceries	Call Patti about ride to campus
Revise resume	Get virus protection for laptop	E-mail Professor Murphy about missed homework
Ask Dr. Chang for rec.	Ask John for ride to pick up car at shop	Call home
	Do laundry	
	Say my affirmation	

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00						
9:00						
10:00						
11:00						
12:00						
1:00						
2:00						
3:00						
4:00						
5:00						
6:00						
7:00						
8:00						
9:00						
10:00						
11:00						

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