

4

Post Secondary Education and Training

This section has information you will need if you want to get more education after high school. This could be at a college or university, vocational training, or other kinds of training programs.

Examples of information to keep in this section might include:

- ☐ **Current High School Transcript**
- ☐ **ACT/SAT/COMPASS/Accuplacer Scores**
- ☐ **ISAT scores**
- ☐ **IEP/504 Plan, Summary of Performance**
- ☐ **Completed College Application Form**
- ☐ **Completed Scholarship Application Form**
- ☐ **Completed Scholarship Essays**
- ☐ **FAFSA Application (Free Application for Student Federal Aid)**
- ☐ **Autobiography / Writing Sample**
- ☐ **College Letter of Acceptance**
- ☐ **Financial Aid Award Letter**
- ☐ **College Housing Application**
- ☐ **Application for Disability Services**
- ☐ **Letter of Accommodations from Disability Services Office**
- ☐ **College Class Schedule / Credits**
- ☐ **Postsecondary Transcript**

Family Checklist:

Transition from High School to College

This checklist is designed to give family members an easy-to-use list of topics that should be taken into consideration when discussing transition from high school to college.

- ☐ Help your student set post-secondary education and career goals (consider person-centered planning).
- ☐ Ensure that your student is enrolled in academic courses throughout high school, which will prepare him/her for college courses.
- ☐ Know the difference between the laws that govern education at the secondary level (IDEA = entitlement) and at the college level (ADA = otherwise qualified).
- ☐ Encourage your student to attend and participate in the IEP and transition planning process.
- ☐ Help your student learn to advocate for himself/herself while in high school, which will prepare for when it needs to be done in college.
- ☐ Obtain college catalog(s) and the Higher Education in Idaho handbook which is published annually. Review these carefully with your student and with support from high school staff (e.g., guidance counselor, transition coordinator), as needed.
- ☐ Ensure that documentation of your student's disability is as up-to-date and comprehensive as possible.
- ☐ Discuss with your student the nature of his/her disability and how it affects school work.
- ☐ Encourage teachers to discuss what accommodations and technology your student uses now and what may be needed in college (e.g., reader, note taker, scribe, books in alternate formats, speech-to-text software, screen reader, extended time on tests, etc).

- ☐ Visit college(s) together before helping your student to make a final choice.
- ☐ Your student should meet with college Disability Services Office (DSO) staff to talk about documentation and learn about how accommodations in college are different from high school.
- ☐ Discuss goals, learning needs, and how to access specific accommodations, including academic supports that are available for all students (e.g., tutoring, writing support) with your student and DSO staff before classes begin.
- ☐ Figure out and set-up transportation prior to the start of school (e.g., driving, car-pooling, learning to use public and private transportation, travel vouchers).
- ☐ Be aware of financial aid resources available to your family and make sure that funding for all costs is arranged before school starts (e.g., tuition, books, fees, transportation).
- ☐ Identify how financial support your student may receive impacts other benefits (e.g., SSI, SSDI).
- ☐ Know what services are available through adult human service agencies (e.g., Idaho Division of Vocational Rehabilitation, Idaho Commission for the Blind and Visually Impaired, etc.).
- ☐ Be prepared for the fact that you, the family member, need written consent from the student to obtain access to their records at the college level.

Adapted from *ThinkCollege.net*

<http://www.thinkcollege.net/families/index.php?page=checklist>

High School and College for Students with Disabilities: Key Differences

High School	College
Applicable Laws	
<p>Individuals with Disabilities Education Improvement Act (IDEIA) of 2007. Section 504, Rehabilitation Act of 1973. IDEA is about success in school.</p>	<p>Americans with Disabilities Act of 1990, Title II (ADA) and ADA Amendments Act of 2008 (ADAAA). Section 504, Rehabilitation Act of 1973 & ADAAA are about access to facilities, programs, and services.</p>
Required Documentation	
<p>Individual Education Program (IEP), 504 Plan, and Summary of Performance (SOP). School provides evaluation at no cost Documentation focuses on determining if student is eligible for services under IDEIA</p>	<p>High school IEP and 504 Plans may not be sufficient. Individual college documentation guidelines specify information needed for documentation. Students may be asked to get an evaluation at their own expense. Documentation may be required which provides information on specific functional limitations and demonstrate the need for specific services or accommodations.</p>
Self-Advocacy	
<p>School staff identify the student as having a disability. School staff have responsibility for arranging accommodations. Teachers approach you if they believe you need help and might have a disability.</p>	<p>Student must self-identify to Disability Support Services staff. Student has responsibility for self-advocacy and arranging accommodations. Professors can be open and helpful, but most expect students to initiate contact at the start of the semester.</p>
Parental Role	
<p>Parent has access to student records and can participate in the accommodation process. Parent advocates for the student.</p>	<p>Parent does not have access to student records and cannot represent the student without student's written consent. Students advocate for themselves.</p>

High School	College
<p style="text-align: center;">Instruction</p> <p>Teachers modify curriculum and alter assignments as outlined in the IEP.</p> <p>Students are expected to read short assignments that are discussed in class.</p> <p>Students may need to read assignments more than once, often listening in class is enough.</p>	
<p style="text-align: center;">Grades and Tests</p> <p>IEP or 504 Plan may include modifications to test format or grading.</p> <p>Testing is frequent covering small amounts of material.</p> <p>Makeup test are usually available.</p> <p>Teachers often take time to remind students of assignments and due dates.</p>	
<p style="text-align: center;">Responsibilities for Studying</p> <p>Tutoring and study support may be a service provided as part of an IEP or 504 Plan.</p> <p>School staff often structure students' time and expected assignments.</p> <p>Students may study outside of class for as little as 0 to 2 hours a week and this may be mostly last-minute test preparation.</p>	
	<p>Professors are not required to modify design or alter assignment deadlines.</p> <p>Students are assigned substantial amounts of reading and writing which may not be directly addressed in class.</p> <p>Students need to regularly review class notes and text material.</p>
	<p>Grading and test format changes (e.g. multiple choice vs. essay) are generally not available. Accommodations in HOW test are given (e.g. extended time, test proctors) available when supported by disability documentation.</p> <p>Testing is generally periodic and may be cumulative, covering large amounts of info.</p> <p>Makeup test are seldom an option; if they are, students are responsible for requesting them.</p> <p>Professors expect students to read, save, and consult the course syllabus that describes course expectations, assignments and grading scale.</p>
	<p>Tutoring generally DOES NOT fall under Disability Services' accommodations requirements. Students with disabilities must seek out tutoring resources available to all college students.</p> <p>Students structure their own time and assignments.</p> <p>Students usually need to study at least 2 to 3 hours for each hour in class.</p>

Federal Student Financial Aid

What is federal student aid?

College costs can be high, so federal student aid is financial assistance for students who need help paying for college. Federal Student Aid, an office of the U.S.

Department of Education, provides federal student aid, which includes grants, loans, and work-study.

Federal student aid can be used to cover the costs of your college tuition and fees, room and board, books and supplies, and transportation. It can also be used to help pay for a computer or dependent child care expenses.

TIP: Federal student aid may not cover all college expenses. Your state and local government may have financial aid for students; and the college you are interested in probably has its own financial aid sources, which often include scholarships. Start researching non-federal sources in your junior year so that you can determine what you need to do to qualify for funds.

What types of federal student aid programs are available?

Federal student aid is made up of three main types of aid:

- Grants – funds for college that do not have to be repaid.
- Work-study – part-time employment where you can earn funds while enrolled.
- Loans – borrowed funds. You must repay loans, with interest. There are two types of loans: Subsidized and unsubsidized. Make sure you know the difference when thinking about taking a loan.

How do I apply for federal student aid?

The process for determining federal student aid eligibility is separate from the process for applying for admission to college. The *Free Application for Federal Student Aid* (FAFSA) is the basic application that is used to apply for federal student aid.

Know that applying for financial aid is FREE at www.fafsa.ed.gov. Any time you need more information you can visit Federal Student Aid at www.federalstudentaid.ed.gov or call them at 1-800-4-FED-AID (1-800-433-3243). You can also talk with your high school counselor or the financial aid office at the college you plan to attend. Just remember that financial aid is provided to help students pay for college, so you don't need to pay to apply. You should never have to pay for help.

What else should I know?

You will need information from your parents in order to complete the FAFSA if you are considered a dependent according to the FAFSA regulations. To determine if you are considered a dependent, go to the FAFSA website at www.fafsa.ed.gov and complete the FAFSA worksheet.

TIP: If you live with your parents or recently have lived with your parents, most likely you are considered a dependent even if you are already 18 years old or older. If you are a dependent, your parents will need information from the previous tax year or will need to complete the parent's income estimator worksheet. For example: for the school year 2012-2013 (July 1, 2012 – June 30, 2013) your parents will need tax information for 2011. Students are encouraged to use the IRS data retrieval tool when filling out the financial part of the FAFSA.

If you are a first-time applicant, you should review the award information from all of the colleges you applied to and compare amounts and types of aid being offered. Decide which college to attend based on how well the college suits your needs and based on its affordability after all financial aid is taken into account.

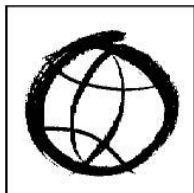
Early submittal of FAFSA may increase opportunities to receive certain types of financial aid, if eligible.

TIP: Sometimes students assume they won't qualify for financial aid or sometimes they just don't want to complete the FAFSA form because it seems complex or difficult. But you should always apply because you may be surprised by the amount of aid you may be qualified for.

You can find more detailed information about FAFSA programs by reading *Funding Education Beyond High School: The Guide to Federal Student Aid*. The guide tells you almost everything you need to know about federal student aid, as well as other means of paying for your education after high school. The guide can be downloaded from this website: http://studentaid.ed.gov/students/publications/student_guide/index.html

Most of this information was selected from the FAFSA4caster website at:

www.fafsa4caster.ed.gov



College: You Can Do It!

How Students with Disabilities Can Prepare for College

DO-IT

Some adults, because of their disabilities, have lives which do not include many of the experiences of their non-disabled peers, including attending college and obtaining a career. Increased awareness of the rights and contributions of individuals with disabilities has resulted in a growing concern about expanding their postsecondary options. This publication addresses issues surrounding transition from high school to college and beyond for people with disabilities.

Transitions from high school to college and careers include three phases:

- Preparing for college, including preparations that occur in high school.
- Staying in college, which requires numerous self-management skills
- Preparing for moving beyond college and to a career.

Plan

Getting to college involves thoughtful preparation. It is best to start at least by your sophomore year in high school.

Entrance requirements

Call the institutions that you hope to attend to find out about entrance requirements. Talk with teachers and school counselors. If you are not able to meet specific entrance requirements during high school, consider attending a local community college to obtain the course requirements you are lacking.

High school GPA

The grade point average (GPA) you obtain in high school may be an important entrance consideration at your college of choice. Work hard to earn grades as high as possible.

Pre-college examinations

Pre-college examination (e.g., SAT, PSAT) scores may be important for acceptance into the college of your choice. Talk to a school counselor or teacher about disability-related test-taking accommodations ahead of time. Appropriate accommodations can help you demonstrate your abilities to their fullest when taking an exam. If you earn a lower score than you feel capable of, ask if you can re-take the exam.

Applications

When sending an application to a postsecondary institution, you are essentially sending a portrait of yourself – your grades, coursework, recommendations, personal goals, and abilities. Take time to present a full, positive picture of yourself. Before you send it to a college, have someone proofread a draft and give you constructive feedback.



Funding

Life in college is full of expenses, expected and unexpected. There are resources to assist with and, in some cases, fully cover costs such as tuition, books, rent, lab fees, assistive technology, and application fees. Start early and talk to teachers, counselors, offices of disabled student services, financial aid offices, and undergraduate support programs at institutions you wish to attend.

Support services

Resources are not the same at each postsecondary institution. Knowing your needs and how they can be met is an important factor when selecting a college. Arranging support services in college can take a lot of time, depending on the services you need and the resources available.

Transition and orientation

Ask your high school counselor about transition programs that can help prepare you for college. Also find out if the college you've selected offers an orientation program for new students. For example, DO-IT Pals is an electronic community of teens with disabilities. They are supported by each other and adult mentors in taking steps toward college and career success. Further information can be found at <http://www.washington.edu/doit/Programs/pals.html>.

Go

Being in college means managing a demanding schedule. It is important to develop and utilize personal skills in the areas of self-advocacy, self-management, and study.



- **Self-advocacy skills**

Self-advocacy skills include knowing how to skillfully initiate action and interact with faculty, staff, and other students to obtain support services necessary for your learning needs. If you require accommodations, you are the one who must recognize the need, make the initial contacts, follow up on these contacts, and maintain the necessary actions to receive the services needed.

- **Self-management skills**

Self-management skills include planning your academic and personal schedule and developing and maintaining academic and personal routines that are reasonable and manageable on a daily basis. Take into account your abilities and strengths as well as your disabilities. For some individuals, strength and ability may vary daily; flexibility may be an important factor.

- **Study skills**

Study skills involve knowing how to effectively learn academic content. They include effective strategies for note-taking during lectures and labs, reading, and test-taking. Development of each skill is important in order to have effective overall study habits. If your study skills are weak, ask a counselor if study skill courses are available on your campus.



- **Support services**

To be successful in college, many individuals with disabilities find it necessary to utilize assistance from campus offices as well as outside resources. An office of disabled student services can be a good place to start. Support services can be steady and continuous, or merely temporary. In many instances, a service that provides assistance requires ongoing attention. For example, to continue receiving some services you may need to provide updates on progress, status reports, and/or renewal requests. Factoring these requirements into a regular schedule of activities will assure continuity of services.

- **Technology**

Computer and network resources are essential in many colleges and work settings. Assistive technology makes it possible for people with a variety of disabilities to use these powerful tools. Take advantage of opportunities in high school and college to learn about and use computer technologies. Of particular importance is developing skills in word processing and information access for research purposes.

- **Networking**

Contacts with individuals inside and outside of your area can provide mutual assistance. Conversations, interactions, and assistance from a broad range of people take place continuously during the process of preparing for college, attending college, and finding a career. Network through professional organizations, friends, family, and coworkers because who you know, as well as what you know, can determine your success.



Think Ahead

Working toward a career should begin early in your college life. Making prudent choices academically (e.g., choosing a major, selecting appropriate coursework, engaging in work experiences) can assist you in making your career choices.

- **Academic and career choices**

College can prepare you for a specific career as well as provide broad-based preparation for a range of career opportunities. Seek advice from family members, teachers, school counselors, and career guidance counselors when making decisions about choosing a direction that is best for you.

- **Building your resume**

To begin building a resume, make a list of all of your relevant work experiences (paid and volunteer), academic experiences, and other activities. Seek advice from campus career advisors and consult printed and online resources as you select the best style and format of your resume depending on the type of job for which you are applying.

- **Internships**

The career placement office at the postsecondary institution you attend may offer employment and opportunities in which you can participate. If internship opportunities are not available through campus services, make efforts to obtain other relevant experience for your resumé.



Have Fun

• Social Activities

A social life is important. Make time in your schedule to socialize and get involved in extracurricular activities. Forming study groups is a good way to tackle challenging classes and meet new people. Joining campus clubs and organizations will help you connect with others who have similar interests.

Helpful Hints

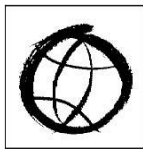
The following helpful hints are offered by participants in DO-IT, most of whom have disabilities and are in college or pursuing careers.

- Prepare for going to college
- Work with the school you plan on attending ahead of time
- Research all of your options for colleges.
- Plan, organize, and evaluate your needs so that support service units can work together to make sure there are not gaps in assistance.
- Seek assistance from student service offices, such as Disabled Student Services, Career Services, and Cooperative Education.

Additional Resources

Useful resources are available from many organizations.

A good starting point is the *AccessCollege* link from the DO-IT home page at <http://www.washington.edu/doit/>. The *Student Lounge* provides resources for precollege and college students.



University of Washington

College of Engineering, Computing & Communications

College of Education

888-972-3648



doit@u.washington.edu

Grants and gifts fund DO-IT publications, videos, and programs to support the academic and career success of people with disabilities. Contribute today by sending a check to DO-IT, Box 355670, University of Washington, Seattle, WA 98195-5670.

Your gift is tax deductible as specified in IRS regulations. Pursuant to RCW 19.09, the University of Washington is registered as a charitable organization with the Secretary of State, State of Washington. For more information, call the Office of the Secretary of State, 800-322-4483.

Helpful General Information

- Higher Education in Idaho – available from your high school counselor or at http://www.boardofed.idaho.gov/communications_center/documents/publications/highered2012.pdf
- Idaho Division of Vocational Rehabilitation and the Idaho Commission for the Blind and Visually Impaired (contact the office in your area – a list is included in Section 8 of this binder).
- Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities www.edpubs.org
Or call 1-877-433-7827
- National Clearinghouse on Postsecondary Education for Individuals with Disabilities: <http://www.heath.gwu.edu>
- Association on Higher Education and Disability: <http://www.ahead.org/>
- National Secondary Transition and Technical Assistance Center: <http://www.nsttac.org>

Helpful General Financial Aid Information

- Financial Aid for Students through the US Department of Education's Office: <http://www.ed.gov/index.jsp>
- The Financial Aid Information Page: <http://www.finaid.org>
- Federal Student Aid: www.federalstudentaid.ed.gov
- *Funding Education Beyond High School: The Guide to Federal Student Aid.*
This guide can be downloaded from:
http://studentaid.ed.gov/students/publications/student_guide/index.html

From NSTTAC – National Secondary Transition Technical Assistance Center

Source: Some of the text for this flyer courtesy of the University of North Carolina at Pembroke

Disability Support Services

Support services for students with disabilities are available in Idaho's postsecondary institutions. Accommodations are provided on a case-by-case basis. It is important you visit with staff from these offices as soon as you know which college or university you want to attend. Some accommodations (e.g. interpreters, books in alternate format, etc.) may take longer to set up; therefore, these types of services need to be requested very early. Keep in mind that documentation requirements and accommodations may vary from institution to institution so it is important to work with staff at the postsecondary institution you will be attending.

Listed below is contact information for the postsecondary institutions in Idaho.

Boise Bible College

Ross Knudsen, Nadene Macke
(208) 376-7731 or 1-800-893-7755
<http://www.boisebible.edu>

Boise State University

Wendy Turner
Disability Resource Center
(208) 426-1583
<http://drc.boisestate.edu/>

Brigham Young University – Idaho

Dr. Red Taylor
Disability Services
(208) 496-4283 (Voice/TDD)
(208) 496-5159 (Fax)
<http://www.byui.edu/Disabilities/>

The College of Idaho

Lynette Allen
Learning Support & Disability Services
(208) 459-5683
<http://collegeofidaho.edu>

College of Southern Idaho

Tara Williams
Student Disability Services
(208) 732-6260
(208) 734-9929 (TDD)
(208) 732-6799 (Secure Fax)
1(800) 680-0274 (Idaho and Nevada)
www.csi.edu/disabilities

College of Western Idaho

Heather Grayson, Terri Scofield
Disability Services
(208) 562-2447
<http://www.cwidaho.cc>

Eastern Idaho Technical College

Irene Jones
Disability Resources and Services
Office
(208) 524-3000, ext. 3376
<http://www.eitc.edu/disabilityresources.cfm>

Idaho State University

Todd DeVries
ADA & Disability Resource Center
(208) 282-3599 - Pocatello
(208) 282-7750 - Idaho Falls
<http://www.isu.edu/ada4isu/>

Lewis-Clark State College

Doug Steele, Heidi Benjamin
Lewiston Campus
(208) 792-2211
<http://www.lcsc.edu/osl>

more on back...

Lewis-Clark State College

Coeur D'Alene Campus

(208) 292-2673 or (208) 666-6707

Accommodations are provided through NIC's Center for Educational Access.

To set up an intake appointment call (208) 769-5947.

<http://www.lcsc.edu/cda>

North Idaho College

Sharon Bullock

The Center for Educational Access

(208) 769-5947 or (208) 769-7794

www.nic.edu/DSS

Northwest Nazarene University

Heidi Tracht

Disability Service Provider

(208) 467-8780

<http://www.nnu.edu/academics/academic-advising/disability-services/>

University of Idaho

Gloria Jensen

Disability Support Services

(208) 885-6307

(208) 885-9404 (Fax)

www.access.uidaho.edu

BOOKSHARE®

College planning – making the transition from high school.

Thinking about what happens when you leave high school? Include Bookshare in your planning.

College will be different. Different schedules, different expectations, more freedom and more responsibilities. You will be expected to stand on your own two feet and meet or exceed those responsibilities. Will you be ready?

Develop the skills you will need in college while you are in high school. Two critical areas are time management (there will never be enough time) and self-advocacy (know yourself and ensure you get what you need).

To be able to advocate for yourself you must know your strengths and weakness, how your area or areas of disability affect learning and what strategies you need to compete with your peers. College classes generally require lots of reading – from literature to research materials. If you have a print disability, you need a strategy to keep up with and understand your college readings. Students with print disabilities can keep up thanks to Bookshare books and two free online reading tools.

If you are a member of Bookshare through an organization like your high school, library, the Idaho Division of Vocational Rehabilitation, or the Idaho Commission for the Blind and Visually Impaired now is the best time to sign up for an individual membership. If you are not a member of Bookshare, get signed up for both the organizational membership and an individual membership. **THANKS TO A FEDERAL AWARD, IT'S FREE!** And, like a regular unlimited library card, you can select and download books independently using your own individual password. Your high school or organization can help you with the paperwork (check out the Bookshare website for more membership details: <https://www.bookshare.org/ /membership/overview>

It's important to check in with the Disability Student Services office at your new college during orientation or before school begins, to be sure that your accommodations are in place. Be sure to ask about Bookshare membership! Often, students have both a college Bookshare membership as well as an individual one.

If you're taking a break from school, you have 6 weeks to re-register with Bookshare as a non-student member. Contact Bookshare's membership department at: groupaccounts@bookshare.org. Qualified non-students pay \$75 the first year (\$25 one-time, set up fee and \$50 membership fee.) \$50 is the yearly membership fee. Once you are a student again, membership is FREE! Put Bookshare in your backpack – the world of new ideas is yours!

High School Sophomores and Juniors?

This is the time to start planning for life after high school. Whether you are planning on a vocational school or a more traditional college or university, Bookshare has books and periodicals you'll want to read as well as books you'll need for the classes you'll take. High school is preparation for your college success. Now is the time to practice the skills you will need to succeed in college. Regularly use your accommodations as well as study and time management skills. Most importantly, use your compensatory strategies such as reading with Bookshare books, newspapers, and magazines using the free software provided with your membership. When you enter college, you want these skills to be purely habitual so you can concentrate on all the new and exciting offerings that college provides all students.

Many colleges offer advice online for students with print disabilities like the University of Washington site: "College Preparation Resources for Students"

http://www.washington.edu/doit/Resources/college_prep.html.

Guides such as: K&W Guide to Colleges for Students with Learning Disabilities (published by the Princeton Review) or Peterson's Colleges for Students with Learning Disabilities or AD/HD (Profiles of LD Programs at More Than 900 Two- and Four-Year Colleges in the US and Canada) are helpful.

Visiting prospective schools? Contact the Disability Resource Offices and make an appointment to meet with someone from the office when you are there for the general tour. The staff in the office will be crucial supports for you while you are in college. Bring copies of your file from high school including any assessment and psychological reports. They may also appreciate information on what accommodations were provided while at high school.