

Education beyond high school

Northern Lights

Topics to consider when making the transition from high school to a post secondary school

Transition means change or movement from one stage to another.

In special education, transition means helping students set goals for life after graduation, providing them with the skills they need to accomplish those goals, and making connections with any outside agencies which might help them once they have left the education system.

The Northern Lights Special Education Cooperative is committed to the idea that transition should be a major focus of secondary special education programs.

What every student and parent should know

College and high school are two very different worlds. Students who have been successful in high school may find that they struggle in college. Current statistics show that about 60 percent of students with disabilities who enter post secondary education drop out after one semester. This often happens not because the students lack ability, but because they have not been prepared to deal with the differences between high school and post secondary school.

If you are a student with a disability planning to go to a two or four year college, you can be very proud of your goals, hard work, and success at overcoming the difficulties your disability has placed before you. At an early age you need to begin acquiring the skills you will need to continue your success after high school.

About this booklet

This booklet was designed to assist students with disabilities make a smooth transition from high school to higher education. Inside is information that will help students prepare for post-secondary school. This preparation helps create a successful college experience, ending with graduation from college in a preferred field of study.

This booklet is meant to be a guide, and does not claim to have all the answers or guarantee success. By reviewing its pages, however, students and their parents/guardians will be better prepared to meet the challenges of this dramatic life change.

In this booklet, the term case manager refers to your IEP case manager.

We hope that your post-secondary school experience is just the first of many successes on your way to living independently and happily, as an involved member of the community.

Table of contents

- 1** Editorial Notes
College Types and Definitions
- 2** Parent Considerations
Skills Students Need
- 3-4** High School vs. College
- 5-6** Student Guide - Timeline
- 7** Questions to Ask the College
- 8** Questions to Ask Yourself
- 9-10** Accommodations and
Self-Advocacy Worksheets
- 11** Learning Styles and
Study Habits Worksheets
- 12** Prepare Yourself
- 13-14** Apprenticeship
- 14** Website Resources
- 15-18** Area College Information

This booklet was created by:
Northern Lights Special Education Cooperative
Northern Lights Interagency Council
Northern Bridges

Under the direction of Linda Forsberg,
NLSEC Director of Special Education

Published with funds provided by:
The Minnesota Department of Education through
the "Parent and Family Training Grant" 2006

This booklet is designed to help students with disabilities and their parents prepare for the educational service changes that take place after graduation.

It is our first attempt at such an endeavor and your comments and suggestions for improving this product would be very much appreciated.

For free copies of this booklet or for additional information, contact:
Steve Schoenbauer, Transition-Career Experience-NCLB
Northern Lights Special Education Cooperative
302 14th Street, Cloquet, MN 55720 email: sschoenbauer@nlsec.k12.mn.us
phone: 218-879-1283 x6018 fax: 218-879-1285

A couple of things to think about

“Getting in is a lot easier than getting out.”

This is a statement frequently made by disability service coordinators at colleges and technical schools, where the standards for admission are less strict and rigid than the standards for graduation. While getting into post-secondary educational institutes can be challenging, many are willing to give the student the benefit of the doubt, allowing for student “potential” to compensate for skill weakness.

Expectations for graduation, however, are inflexible and difficult. Colleges want high quality graduates. Students need to be fully aware of all requirements before they enter a program. Substitutions are not allowed. If calculus is a part of the course of study, a general math class will not suffice. If a thesis paper is required, an oral presentation will not be accepted. If a 3.0 grade point average in core classes is necessary to stay in a program, a 2.98 will not be good enough. So, before you enter college, be sure you understand all that is required to get out – with a degree.

“You ain’t cool unless you ride the bus to school.”

Many things that are viewed as “uncool” in high school are very acceptable and even necessary in college. At many colleges, especially those in larger cities, parking is hard to find and very expensive. Most students will ride the bus, ride bikes, or walk to classes. Driving a car is seen as silly and a waste of money. In high school, day planners or assignment books are the exception rather than the rule. In college, the reverse is true. With the variety in class schedules, assignments given weeks in advance, and no one reminding students of what is due when, having a planner is essential. Without good organizational skills and tools, students soon fall behind. In many high schools, having school spirit is not highly valued, but in most colleges, students are very proud of the

school they attend and take every opportunity to show their school pride. They wear school colors. They cheer at sports events. They plaster school signs on their vehicles. The point? Don’t think about what your classmates think is “cool.” Concentrate on what you need to learn and do in order to achieve the success you want. Maybe those classmates will work for you some day!

“Deal with it.”

Bill Gates once made a list of eleven things they never taught you in high school. Number one on the list was, “Life is not fair; get used to it.” Compared to college or to the world of work, high school is a warm and safe place where people watch over you and actually care about how you are doing. In life after high school, you need to believe in and understand yourself so you are able to accept problems that arise and deal with them. No one will follow you around to insure that you make good decisions, are getting your work done, or act in the right way when the unexpected happens. You won’t get many second chances. People will not accept less than what was expected and simply say, “It’s okay.” So, start practicing now to be the kind of person who does what they say they will, accepts responsibly, and works hard. Life still may not be fair, but you will fare better.

“Helicopter Parents”

Are you one? This is the term used to describe parents who cannot seem to allow their sons or daughters the independence to make their own decisions, reap their own rewards, or suffer their own consequences. They hover, always close at hand, ready to jump in and intervene at the slightest provocation. It is important to remember that after age 18, children are by law, adults, responsible for their own actions. College personnel cannot discuss students’ status, circumstances, or any issues with a parent anymore than they could with a complete stranger. There is a very fine line between assisting and enabling. It might be worth thinking about.

Technical, community college, university

What’s the difference? It’s really a matter of degrees!

Technical and community colleges.

In the past, there was a significant difference between a technical and a community college. Technical colleges offered technical training programs in a specific career – automatic mechanic, computer technician, administrative assistant, phlebotomist, carpenter, etc. Though some general courses were required, most study focused upon training for a specific career. Programs frequently required less than two years to complete, at which time the student was awarded a certificate or diploma.

Community Colleges offered AA (Associate of Arts), AAS (Associate of Applied Science) or AS (Associate of Science) degrees. These were generally designed to meet the requirements for the first two years of a four year degree. Most courses were general education (liberal arts) courses but students also had the opportunity to take career courses in fields such as nursing, business, computers, etc. Students who were unsure of their career plans or apprehensive about starting at a major university could take their first two years of general study at a smaller, more “friendly” community college. After graduating, they could transfer to a larger college to complete their four year degree. Because all two and four year institution count and transfer credits differently, students should check with the four year institution to insure that requirements are met.

In recent years, Minnesota technical and community colleges have been merging missions. There are now very few stand alone public technical colleges left. The majority of the two year colleges are now considered ‘Comprehensive’ which means they offer both technical programs (certificates, diplomas, AS or AAS degrees) and transfer curriculum (AA degrees).

Colleges and Universities

Historically, the difference between a college and a university was based on the types of degrees they offered. Today, all four year institutions in Minnesota are called state universities. They offer Associate of Arts (AA), Bachelor of Arts (BA), Bachelor of Science (BS) and Masters degrees. The courses of study cover a wide variety of topics, from art to zoology, are designed to be completed in about four years of study, and may or may not lead directly to a career.

Confusing? Yes, it is and even more so when you realize that the names do not always tell the story. St. Scholastica College is a university but the Duluth Business University is not.

Because post-secondary education institutes offer a variety of programs, it is beneficial for students to determine the career path they wish to pursue, and the type of degree that is required for this career. The next step is to find a school where they feel comfortable that offers the education program they seek.

Skills to practice with college bound students

Some students go away to school, others live at home and attend a local college. Either way, there are skills all will need to develop to live independently. This list is by no means inclusive, but does give some examples of the abilities students need to begin developing at a young age.

Time Management

Does the student wake up in the morning and get started on his own? Can he prioritize tasks that need to be accomplished? Can he break large tasks/assignments into smaller, more manageable components? Does the student meet deadlines? At college, students are responsible for being at class each day. Classes are frequently widely spread throughout the day and different days have different schedules. Meeting deadlines is very important.

Money Management

Does the student have skills in handling her own money? Does she understand how credit cards work? Does she have a checking and savings account? How will the cost of education be financed?

At college, students need to budget and develop wise shopping skills. College is very expensive. Textbooks alone can cost hundreds of dollars. Meal plans, activity fees, insurance, school logo clothing, and a host of other, non-educational costs can be overwhelming.

Eating Habits

Does the student have an understanding of nutritional foods? Does he know how to prepare some simple, healthy meals? Does he know how to get bargains when shopping at a grocery store?

At college, the traditional student gains 15 to 25 pounds during the freshman year. This is largely due to poor eating habits. Expensive junk food and quick meals replace healthy and nutritious ones. Also, poor eating habits can cause a student to be less energetic and productive.

Leisure Time

Does the student have hobbies? Is she willing to join groups when knowing none or few of the other members?

Much of a successful college experience, especially when living on campus or away from home, is the social interaction among students. Colleges offer a wide variety of recreation and social activities. It is up to the student to take the initiative and join. No one will get them involved. They must accomplish that on their own.

Clothing and Hygiene

Does the student know how to separate clothes for washing? Does he understand washing and drying temperatures for various fabrics? Does he 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 the 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.



Home Alone

If “going away to college,” has the student ever spent extended time away from home? Can she manage all the tasks of daily living without parental assistance?

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.

Medical Needs

If on medication, can the student self-administer? Can the student self-advocate for special dietary or environmental needs? Does the student know who and how to contact assistance for medical or dental emergencies? Can he complete insurance forms without assistance?

Many campuses have health clinics on site. Others have arrangements with clinics within the community, and some leave health and dental care solely as a student responsibility. Students, especially those with chronic medical issues, need to become familiar with the college’s medical services. Pre-arrangements or action plans can be made with the assistance of the disability services coordinator, but ultimately the student will need to initiate assistance.

Financial Aid and Scholarships

Has the student applied for SSI? Multiple times? (First time applications are routinely rejected.) Has the student talked to her high school counselor about possible scholarship opportunities? Has the student talked with the admissions office at the college about possible financial aid packages or work programs? Has the family completed the FASFA application?

As already stated, college can be very expensive, but there is help available for those that are persistent. Colleges can help, but financial aid is something that needs to be dealt with before the student arrives on campus. Most financial aid and scholarship deadlines are six to nine months before the college semester begins.

High School vs. College

You're not in Kansas anymore

If you thought that going from elementary school to high school was a big change, get ready! The differences between college and high school can be overwhelming, but they can also be very exciting. They can scare and intimidate you, or they can free you to become your own person, in charge of what you do. The key is to understand the differences so that you are prepared for them.

The following is a comparison between high school and college. Though not every possible area has been covered, there is enough variety so that you should get a pretty good feeling for how college operates.

On the left hand side of the page is a "characteristic" of high school. Directly across the page, on the right, is how that same "characteristic" works in college. Be prepared to learn!



High School College

Following the rules in high school

Attending high school is mandatory.

Students' time is structured by others.

Students need permission to participate in extra curricular activities.

Adults will remind students of responsibilities and help set priorities.

Most classes are arranged for the student.

Students are not responsible for knowing what it takes to graduate.

Students are usually corrected if their behavior is out of line.

Being responsible in college

Attending college is voluntary.

Students manage their own time.

Students decide whether to participate in co-curricular activities.

Students balance their own responsibilities and set priorities.

Students schedule their own classes with the help of an adviser.

Graduation requirements are complicated and frequently change.

The student is expected to know what applies to them.

Students are expected to take responsibility for their actions and decisions.

Going to high school classes

Classes generally have no more than 35 students.

Students proceed from one class directly to the next.

Students usually spend 6 hours a day (30 a week) in class.

Attendance is taken.

Text books are provided at little or no expense.

Modifications that change course rigor, volume, or outcomes may be offered based upon the IEP.

Required classes are the same for all students and dictated by the state.

Succeeding in college classes

Classes may have more than 100 students.

Students often have several hours between classes which may be scheduled throughout the day and evening.

Students attend 2 to 4 classes a day (12 to 16 per week).

Attendance may or may not be taken, but professors know who misses.

Text books are expensive and usually cost between \$300 - \$600 per semester.

Modifications that change rigor, volume, or outcomes will not be offered.

Classes are based upon field of study and requirements vary.

High school teachers

Teachers remind students of their incomplete work.

Teachers approach students if they feel they need help.

Teachers are often available for conversation before and after class.

Teachers have been trained in teaching methods to assist in providing knowledge to students in the best ways possible.

Teachers provide students with missed information if they are absent.

Teachers present materials to help students understand what is in the text books.

Teachers often write information on the board so that students know what to copy into their notes.

Teachers provide knowledge and facts leading students through the thinking process.

Teachers often take time to remind students of assignments and due dates.

College professors

Professors do NOT remind students of incomplete work.

Professors expect students to approach them if assistance is needed.

Professors keep office hours and students must schedule appointments.

Professors are experts in their fields but have not always been trained as teachers.

Professors expect students to get missed information from their classmates.

Professors may not follow text books. Students are expected to read books on their own. Lectures enhance the books and students make the connections. Professors may lecture non-stop, expecting students to decide what is important to put into notes.

Professors expect students to think independently and make the connections between topics.

Professors expect students to read, save, and refer to course syllabus (outline) and to keep track of dates and assignments.

High School vs. College

<p>Special education in high school ●-----➔</p> <p>(IDEA) Individuals with Disabilities Education Act</p> <p>(FAPE) Free and Appropriate Public Education</p> <p>Services cover birth to age 21, or until a high school diploma is attained; based upon entitlement.</p> <p>Students receive special education and related services based upon identified needs.</p> <p>Behavior can be viewed as a manifestation of the disability.</p> <p>Accommodations and modifications are communicated to the teachers by the case manager.</p> <p>The environment is adjusted to the student.</p> <p>Services are delivered to the student</p> <p>The school informs the parents of the student's progress.</p>	<p>Disability services in college</p> <p>504 of the Rehabilitation Act of 1973</p> <p>Americans with Disabilities Act (ADA)</p> <p>Covers students with disabilities regardless of age; based upon non-discrimination.</p> <p>Formal special education services are not available.</p>
<p>The case manager and/or parent act as the student's advocate.</p> <p>Schools are required to identify students with disabilities through free assessments.</p> <p>Services may include individually designed instruction, curriculum modifications and accommodations based upon the IEP.</p> <p>Schools assist students with making connections with community resources.</p>	<p>Student must meet essential educational, behavioral, and other standards.</p> <p>Students must request accommodations and confer with professors.</p> <p>The student must adjust to the environment.</p> <p>Students must seek out services.</p> <p>The school cannot communicate with the parents without the student's permission.</p> <p>The student is their own advocate.</p> <p>Students are responsible for revealing their disability and providing current documentation.</p> <p>Only reasonable accommodations are available.</p> <p>Students are responsible for making their own connections with community resources.</p>
<p>There are regular meetings to discuss the student's progress.</p> <p>Assessment, physical therapy, and personal care are provided by the school while the student is in school.</p> <p>High school is mandatory and free.</p>	<p>Students are responsible to monitor their own progress.</p> <p>Students are responsible for personal service and care as well as medical and related requirements.</p> <p>College is voluntary and very expensive.</p>
<p>Studying in high school</p> <p>Students may study as little as 0-2 hours per week and this may be mostly to get ready for a test.</p> <p>Students often need to hear or read material only once to learn all they need to about the topic.</p> <p>Students read short assignments that are then discussed and often re-taught in class.</p> <p>Students are frequently told what they need to learn from assigned readings.</p>	<p>Studying in college</p> <p>Students need to study at least 2 to 3 hours for each hour of class.</p> <p>Students need to continually review class notes and text materials.</p> <p>Students may be assigned large amounts of reading and writing that may not be talked about in class.</p> <p>It is up to students to understand what must be learned from reading assignments</p>
<p>Tests in high school ●-----➔</p> <p>Tests are frequent and usually cover only a small amount of material.</p> <p>Make up tests are often available.</p> <p>Teachers frequently rearrange test dates to avoid conflicts with school events.</p> <p>Teachers frequently conduct reviews prior to test days.</p>	<p>Tests in college</p> <p>Tests are often infrequent and may cover large amounts of material going back to the beginning of the course.</p> <p>Make-up tests are almost never allowed.</p> <p>Professors generally schedule tests without regard to school events or other classes.</p> <p>Professors rarely offer review sessions. If they do, they are frequent scheduled at a different time and run by teacher assistants.</p> <p>Mastery is determine by the student's ability to apply what they have been told or read to new situations.</p>
<p>Mastery is usually determined by the student's ability to repeat what they have been told or read.</p>	
<p>High school grades ●-----➔</p> <p>Most assignments receive grades.</p> <p>Good homework grades may help to raise poor test schools.</p> <p>Extra credit options are usually available to raise a grade.</p> <p>Initial tests are often not counted, especially if they are low.</p>	<p>Grades in college</p> <p>Assigned work may or may not be graded.</p> <p>Tests and major papers provide the majority of the grade, but grade may be lowered if homework is not done.</p> <p>Extra credit options are not available to raise a grade.</p> <p>First tests let you know what is expected of you and what types of tests the professor uses.</p>

Post-secondary enrollment timeline

what to do when

Each year -- beginning at age 14:

- Attend your IEP meeting and gradually assume more responsibility for conducting it. Your plan is being developed. You need to be a part of the planning, as a part of the IEP meeting:
 - ___ Review your post high school goals in the five transition areas.
 - ___ Talk about your graduation plans. (Do you plan to graduate with your age peers?)
 - ___ Review your graduation status. (Are you passing classes and getting the credits you need?)
 - ___ Schedule your classes. (What classes are best or necessary for you to take? Should substitutions be made?)
- Maintain a filing system (PROfiler) to organize all information related to school, work, activities, etc.

During your 9th grade (freshman) year:

- Learn about your disability and be able to explain it to others.
- Learn what accommodations are and which will help you to be successful.
- Know how you learn best; understand your learning style.
- Review and adjust your future goals in the five transition areas.
- Begin career exploration. Take career aptitudes and interest inventories.
- Practice being a good student. Learn to be organized, independent and to manage your time.
- Participate in extracurricular activities (athletic and non-athletic).
- Participate in your IEP meeting.

During your 10th grade (sophomore) year:

- Begin to explore colleges (programs/degrees, entrance requirements, graduation requirements).
- Take classes that will prepare you for college.
- Practice requesting your own accommodations. Do not let your case manager do it for you.
- Actively plan your IEP meeting with your case manager. Plan to speak on your own behalf at the meeting.
- With the help of your case manager, investigate other service providers that you can contact for assistance after graduation.
- Build your resume. Continue involvement in your school's activities and participate in volunteer work. All scholarship and entrance applications place importance on student involvement.
- Talk with the counselor about college, career choices, and preparing for entrance exams.
- Begin career exploration activities (skill inventories, career aptitude, career investigation).

During your 11th grade (junior) year:

- Narrow your career choices and match them to college programs.
- Invite outside agencies that provide assistance after graduation to your IEP meeting (rehab services, social worker, Center for Independent Living, etc.).
- Understand "the age of majority" statement in your IEP and what it means.
- Assist your case manager in planning and running your IEP meeting and in writing your IEP.
- Explore assistive technology that might be helpful in college.
- Practice "self-determination" skills – learn when, how, and if to disclose your disability to others.
- Develop good time management and study skills. Become as academically independent as possible.
- Talk with the counselor about scholarships, financial aid programs, and college in high school programs.
- Take the ACT and/or SAT and/or the student assessment test (commonly ACCUPLACER) in the spring.
- Take the Armed Forces ASVAB test – an excellent career aptitude activity.
- Continue to build your work, activities and volunteerism resume.
- Begin visiting college campuses.
- Plan a visit to several schools by contacting the disability services coordinator for arrangements.





During your 12th grade (senior) year:

- Immediately begin a “Graduation File.” Keep copies of all information about you that will be needed during the year. Contents may vary based upon your goals, but if you are going to college, the following categories are minimal:
 - ___ College applications
 - ___ Disability verification and accommodation
 - ___ Scholarships
 - ___ Financial aid
 - ___ Other agency contacts
 - ___ Recommendations
 - ___ High school records
- If necessary, retake the ACT, SAT or ACCUPLACER in the fall.
- Complete college applications (most can be entirely or partially completed on line). Earlier is better; generally in the fall, but check college websites for deadlines.
- Applications are not free. Generally they cost \$20 or more. The fee may be waived if you have financial need.
- Have a parent or case manager proof read the application before submitting.
- Place a copy for your file.
- Prepare a “disability confirmation” packet. In order to access accommodations you need to verify that you have a disability.
 - ___ Contact the disability coordinator. Verification requirements differ by school.
 - ___ A current (within 3 years) evaluation report.
 - ___ A current IEP. The college will be especially interested in the adaptations section.
 - ___ Medical and/or outside the school evaluations reports.
- Create a high school records folder, include:
 - ___ Transcripts.
 - ___ ACT or ACCUPLACER scores.
 - ___ Lists of activities (school and non-school) that you’ve participated in and what years.
 - ___ Lists of volunteer activities by year.
 - ___ List of awards or recognitions.
 - ___ Identify hobbies or leisure activities.
 - ___ Contact a few teachers and members of the community. If necessary, request a written recommendation.
 - ___ Put their names and addresses in the file.



- Apply for scholarships. You do not have to be an honor student to get a scholarship. Many are based on participation or volunteering. Some are related to your parents’ employment or your racial heritage or your disability.
 - ___ Talk to the counselor about ones appropriate for you.
 - ___ Search the web. There are sites that will send you scholarship information based on questions you complete.
 - ___ NEVER pay for a scholarship search. All the good ones are FREE.
 - ___ Place copies in your file.
- Apply for financial aid. Even if you do not qualify for grants or loans, you will probably get access to work-study programs.
 - ___ Talk to your counselor. They can help you complete a free federal financial aid application called fasfa.
 - ___ It is fastest to complete the application online.
 - ___ Parents must include their income tax information so it cannot be completed before February.
- Visit the college before you accept admission. You cannot tell if a place is good for you by what is on paper. You need to visit the campus. Contact the disabilities service coordinator.
- Review the “high school vs. college” pages. Talk about the differences with your case manager.
- Make your senior year as close to college as you can:
 - ___ Take challenging academic classes without modification.
 - ___ Use only accommodations available at college and use them only upon request by you.
 - ___ Be able to explain your disabilities and describe the accommodations that work best for you.
 - ___ Be accountable for timelines and due dates.
- Run your IEP meeting.



Questions to ask the college

The disability services at secondary educational institutions varies greatly. During your college visits, you should make an appointment with the disabilities service coordinator to discuss the college's program. Some questions you might ask are:

What documentation is necessary for accessing disability services?

What types of services are available?

Does the college offer courses that help students with disabilities make the transition from high school to college?

Who is in charge of providing services?

Where do students go to access services?

Is there a place or program where students can "drop in" to get help when needed?

How many students receive disability services?

How are professors informed that students qualify for disability services?

Is there a support group for students with disabilities on campus?

Are tutoring services available? If so, is there a cost involved?

How responsive are professors to working with students who have disabilities?

Does the college provide any adaptive technology/equipment for student use?

Are students with disabilities given early class registration privileges?

If I choose to attend, how early, before I begin, should I meet with the disability coordinator?



Questions you should ask yourself

With or without disabilities, a large number of students who begin college do not finish. Some change their career path; some find college too difficult; some arrive unprepared; some simply do not like the experience.

College is a challenge. Motivation, preparation, and self-advocacy are key ingredients for success.

The rewards and opportunities are many, but so are the obstacles and difficulties.

Before you commit to college, you might want to ask yourself these questions:

Why do I want to go to college?

Am I prepared to spend several hours a day studying?

Will I be able to approach people I do not know well to ask for assistance?

What is my career goal?

What are my strengths as a student?

What will I do with my “free” time?

Can I be organized enough to keep track of assignment and testing schedules?

What types of classes will be the most difficult for me?

Will I be motivated to attend classes no matter when they are scheduled?

Will classes with large numbers of students be difficult for me?

What accommodations work best for me?

Am I willing to join a study group?

What extracurricular activities would I like to be involved with?

Accommodations Worksheet

When meeting with the disability coordinator from a post-secondary school, it is very important that you be able to describe the accommodations you feel that you need. Though the accommodations provided in high school may not necessarily be available in college, the disability coordinator can best help you if you can discuss your needs and what has helped in the past.

This worksheet will help you more clearly understand what the appropriate accommodations for your disability might be. Remember, you will only be eligible for accommodations that relate directly to your identified educational needs.

What is your disability?

Has your case manager helped you identify your stated educational needs from your IEP or Assessment Summary Report? Write them here:

Read the "Adaptations" section of your IEP. Write down what accommodations and modifications are identified in that document.

For the next five questions, use the following key:

0 = did not try 1 = very helpful 2 = not very helpful

1. During your years in high school, when you needed extra assistance with a difficult class, what helped?
 - Taped lectures
 - Extra time on assignments
 - Having someone take notes for you
 - Being given an alternate or different test/assignment
 - Having a tutor
 - Going to the resource room for help
 - Being allowed to complete assignments with another student
 - Other (please list)
 2. When taking a test, what seemed to help?
 - Getting extra time
 - Taking the test in another room
 - Having the test read to you
 - Having someone write down the answers you provided
 - Taking the tests orally (telling the teacher the answers)
 - Being allowed to use notes
 - Other, please list:
 3. To help with difficulty in reading, what worked?
 - Using books on taped or CD versions of text books
 - Having handouts read to you
 - Receiving outlines or study guides ahead of time
 - Receiving vocabulary guides ahead of time
 - Being given extra time to read the assignments
 - Other (please list)
 4. To help with difficulty in writing, what helped?
 - Having someone scribe (write down) for you
 - Doing all writing using a computer
 - Presenting your reports orally
 - Having a proofreader
 - Recording your answers or ideas on tape
 - Other (please list)
 5. If you have difficulty with organization and turning assignments in on time, what helped?
 - Having an assignment book
 - Having teachers check your assignment sheets
 - Having your case manager check and remind you
 - Receiving extra time to do assignments
 - Turning in small parts of a large assignment over time
 - Other, please list:
-
-

Whether or not they are listed in your IEP or even if your teachers knew what they were, list any other things that you did or that were provided for you that helped you to be successful in school.

On page 10, to the right, there is a list of accommodations that colleges routinely make available to students with disabilities. Based upon what you have written in this section, discuss with your case manager which post secondary accommodations you feel would best meet your educational needs.

Accommodations and Self-Advocacy

What is an accommodation?

What does “self-advocacy” mean to you?

The disability services coordinator is the person at the college with whom you need to meet to talk about what accommodations are appropriate and available for you. You, however, are the person who is responsible for following through on the accommodations and talking to the professors about them if that is necessary.

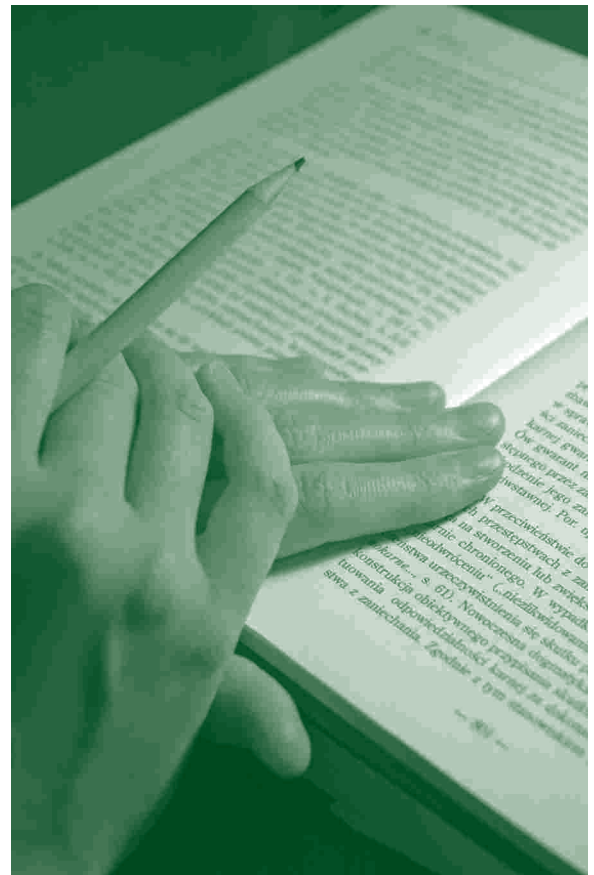
Pretend that your case manager is the college disability service coordinator. Explain what accommodations have worked for you and how they are related to your disability.

Practice. Pick a classroom teacher with whom you feel comfortable. Arrange to meet him/her outside of class. Explain your disabilities and talk about accommodations. Follow through on the agreed upon accommodations without assistance by your case manager.

For the next three questions, use the following key:

- 0 = never
- 1 = rarely
- 2 = sometimes
- 3 = usually
- 4 = almost always

1. If you are having difficulty with an assignment, who is the person you generally ask for help?
 parent
 classmate
 teacher
 special education teacher/case manager
 no one
2. When you need help, do you:
 take initiative and ask for help in a positive way
 make your needs plainly understood
 keep it to yourself and get through it as best you can
 not do the work
3. How do you feel about letting others know that you have a disability? (There is no correct answer, but think about the “pros” and “cons” of each answer you might check.) I would:
 keep it to myself and not tell anyone
 tell only a disability coordinator before I started college
 tell a professor only if I was having trouble passing the class
 tell people ahead of time, so they would know from the beginning
 tell others only if I started having problems



Common Accommodations offered by most colleges

Each accommodation plan is arranged on a case-by-case basis. Though services vary a great deal with each institution, they generally include the following:

Adaptive Equipment:	Adaptive Software:	Assistive Listening Devices:
Note takers	Audio tapes	Quiet test site
Extended test time	Scribes	Readers
Enlargements	Closed captioning	Interpreter
Textbooks on tape	Early registration	Proofreaders

Learning Style & Study Habits

Everybody learns different ways and at different speeds. It is important to understand how you learn best. There are three basic ways that people learn new information: seeing (visual), hearing (auditory), and doing (kinesthetic). A visual learner might prefer to learn by watching a video; an auditory learner by listening to a lecture; a kinesthetic learner by building a model. Some learning methods contain more than one learning style. For example, taking notes can be both visual and kinesthetic.

Your case manager will have several different tests that can help in determining your learning style. Knowing your learning style will let you understand how you can most easily acquire new information and what ways will be most difficult. The few questions that follow are not meant to be a learning styles assessment. They are simply presented to get you to start thinking about how you learn, and so that you have an idea of the types of questions an assessment will ask.

Circle the word that indicates how likely you are to use the methods listed.

1. When you learn something new, do you prefer to:

Read a book?	rarely–sometimes–usually–almost always
Watch a demonstration?	rarely–sometimes–usually–almost always
Listen to a lecture?	rarely–sometimes–usually–almost always
Take notes?	rarely–sometimes–usually–almost always
See a video?	rarely–sometimes–usually–almost always
Do an experiment?	rarely–sometimes–usually–almost always

2. To show what you have learned, do you prefer to:

Write an report?	rarely–sometimes–usually–almost always
Do a project?	rarely–sometimes–usually–almost always
Talk about it?	rarely–sometimes–usually–almost always
Make a drawing or chart?	rarely–sometimes–usually–almost always
Take a test?	rarely–sometimes–usually–almost always

3. If you need to memorize information, what seems to work:

Write it down?	rarely–sometimes–usually–almost always
Repeat it out loud?	rarely–sometimes–usually–almost always
Make charts, lists, graphs?	rarely–sometimes–usually–almost always
Make mental pictures?	rarely–sometimes–usually–almost always
Match it with what you do know?	rarely–sometimes–usually–almost always

After you have taken a Learning Styles Inventory or Assessment, talk with your case manager about the educational implications of the results.

Knowing your learning style should help you understand why you receive the accommodations that you do. It may also suggest some others that might be valuable.

Developing good study and organizational habits are extremely important for success in post-secondary schools. Place the number corresponding to the frequency of your current study habits on the line in front of the statement. When finished, compare your answers with statements in the section that talks about how high school and college are different.

- 0 = never
- 1 = rarely
- 2 = sometimes
- 3 = usually
- 4 = almost always

When you study do you

- ___ Set aside a certain amount of time to study every night.
- ___ Not study at all.
- ___ Use your study hall time in school to get assignments done.
- ___ Study only the night before tests.
- ___ Study just enough to get passing grades.
- ___ Study only the subjects you like.

What is the average number of hours you study per week?

To keep track of assignments, do you

- ___ Use an assignment book or day planner.
- ___ Ask classmates when assignments are due.
- ___ Expect the teacher to remind you.
- ___ Have a daily assignment sheet that your teacher signs.
- ___ Rely on your case manager to remember for you.
- ___ Hand in assignments late.

If you receive a large assignment that is due at the end of the quarter/semester, do you

- ___ Complete it all as soon as you can.
- ___ Break it into smaller pieces and do them over the whole time.
- ___ Rush to get it finished a day or two before it is due.
- ___ Forget about it and turn it in late.

If you are given a large reading assignment or chapter to read out of a textbook, do you

- ___ Read the assignment and take notes.
- ___ Read the assignment and highlight important sections.
- ___ Have someone read the assignment to you.
- ___ Ask someone what the assignment was about.
- ___ Not read the assignment.

In a lecture class, do you

- ___ Take notes from what the teacher says.
- ___ Take only the notes the teacher writes on the board.
- ___ Copy someone else's notes.
- ___ Not take notes

Prepare yourself

What students need to do to prepare for post secondary education



Answering your “whys”

Know your disability.

If you understand your disability you will know where difficulties will arise and be better prepared to deal with them. You will be able to explain it to others in words they understand and can then more easily advocate for yourself. If you do not understand your disability, you will not be able to request accommodations that will make success more likely.

Know your learning style.

If you know how you learn best, you will learn more and you will learn it more quickly.

Know what accommodations work well for you and why.

There are literally hundreds of possible accommodations, but if you do not know the ones that help you learn, they will be of no benefit. You should know why they work because people will ask you to justify providing them for you.

Be involved with or run your IEP meetings.

It is your educational plan, not your teacher's or your parent's, and if you do not care enough to be involved, why should anyone else? It is also good practice for taking control of your life and making your own decisions.

Take tough academic classes your senior year.

Colleges and technical schools will be academically challenging and will have strict graduation requirements. If you do not challenge yourself in high school, you will not be successful in college. It is a fact that reading and math requirements for many tech programs are higher than for teacher education programs. College programs do not reduce requirements because of a disability.

Talk to your teachers about the accommodations you need.

In college or employment, no one will advocate for you. You must do it yourself. The earlier you begin to practice talking to people about what you need to be successful, the easier it will become and the better you will be at it. Practice now when a job or a college credit do not depend on it.

Take the ACT or PSAT. Retake if not satisfied with the results.

They are required for four year colleges. Even if you plan to attend a community college or technical program, it might be a good idea to take one or the other (probably the ACT) to see how well you do. They can tell you how your skills compare with other college bound students. Accommodations are available.

Use a planner or assignment note book.

When you attend college it will be essential. You will have different classes on different days. Assignments will be given weeks before they are due and reminders not given. Tests will be scheduled for times and even places other than class. Late assignments are frequently not accepted. In short, if you do not write down what is due, for whom, when, in what format, etc., you will mess up. So start using a planner now to get into the habit.

Turn in all assignments on time.

In high school, teachers give you reminders and lots of time. That is not the case in college. Professors expect you to be responsible. Being responsible is a learned skill, so start now.

Visit at least two different colleges.

Colleges frequently “feel” different than they look on paper. Many students report that they changed their opinion about their “first choice” college after visiting it. The opposite is also true. Find colleges that have the programs you are interested in, and then visit. This will often make picking the right place much easier. Most schools also have overnight visits. If you want to know what the students are like and what happens on the campus, an overnight visit is a good idea.

Take career assessment and interest inventories.

It saves you time and money in the long run. Even though people frequently change majors, jobs, careers, and end up working in areas that have nothing to do with what they studied, it is a good idea to know what you want to do, or at least what you are good at, before you enter college. If college was free, it would not matter, because education is always a good thing. But it is expensive, so the quicker you can complete what you need to, or the less often you change your mind about what you want to do, the cheaper the process will be.

Talk to your counselor about scholarships and financial aid.

College is expensive, and financial assistance will be very helpful. Scholarships do not necessarily require high grades or high ACT scores. Many are available for students with GPAs of 2.5 or better, BUT usually require a great deal of community involvement or volunteer service. There are a variety available, however (There's a scholarship awarded for the best prom outfit made from duct tape!), so check with your counselor to see what you might be eligible for, and then take the time to complete the applications.

Apply to at least two different colleges.

Things happen to change your mind. After you have visited several colleges and have narrowed down where you wish to attend to two or three schools that have the educational program you want and a campus you like, apply to them all. Being accepted to two schools gives you options. Also, if you are not accepted at your first choice, you will already have applied at your second choice.

Work at a part-time job.

It's good practice for being responsible, interacting with people, and being on time. In college you will have a lot of hours before, after, or between classes, and even though much of that time will need to be spent studying, a part-time job and source of income will be very helpful.

WHY?

Why?

Why?

WHY?

Why?

Why?

WHY?

Why?

Why?

why?

Earn while you learn

College is not the only path to a successful career. A quality apprenticeship program can be as valuable as a four-year college degree, and you get paid while completing it!

What is an apprenticeship?

An apprenticeship is a formal system of employee training that combines on-the-job training with related technical instruction. It is designed to produce craftworkers who are fully competent in all aspects of an occupation including knowledge, skill and proficiency on the job.

How is an apprenticeship different?

An apprenticeship includes paid on-site training as well as quality technical instruction. Programs vary, but in most, the majority of the time is spent in paid, hands-on training at the work site with supplemental classroom work on technical instruction.

What are the qualifications?

Most programs require a high school diploma or GED certificate.

What types of occupations have apprenticeships?

In the state of Minnesota, there are over 105 occupations that have apprenticeship training. About 80% of these are in the building trades, such as carpenters, plumbers and electricians.

Apprenticeable occupations in Minnesota

Plant maintenance
Boiler operator
Building maintenance repairer
Electrician, maintenance
Lift station operator
Locomotive, mechanic
Machinist, composing room
Machinist, linotype
Machinist, maintenance
Machinist, printing press
Machinist, railroad
Maintenance, mechanic
Millwright, maintenance
Operating engineer (diesel)
Operating engineer (steam)
Pipefitter, maintenance
Plumber, maintenance
Predictive maintenance inspector
Sheet metal worker, maintenance
Sheet metal worker, railroad
Slide forming machine technician
Stationary engineer
Waste water treatment plant operator
Water and gas maintenance person
Water mechanic
Water treatment plant operator
Water works operator
Welder

Construction industry
Asphalt and paving equipment operator
Boilermaker
Bricklayer
Building maintenance repairer (Step up)
Carpenter
Cement mason
Concrete pump operator
Construction driver
Drywall finisher
Electrical estimator
Electrician (construction)
Floor coverer
Glass worker
Glazier
Heat and frost insulator
Iron worker
Laborer
Lather
Marble finisher
Marble setter
Millwright
Operating engineer (equipment operator)
Painter and decorator
Pile driver
Pipefitter
Pipefitter, gas and oil
Pipefitter, refrigeration and air conditioning
Plaster tender
Plasterer
Plumber
Roofer
Sanitary well construction
Sheet metal worker
Sign hanger
Sprinkler fitter
Terrazzo worker
Tile finisher
Tile setter
Tuckpointer, cleaner, caulker
Universal equipment operator

How long does it take?

Time for completion varies from one to five years based upon the occupation chosen. Most apprenticeship programs in Minnesota last four years. In addition, 144 hours of related technical instruction is required for each year of the program.

How much money will I make?

It varies greatly with the occupation chosen, but graduates from the apprenticeship programs are paid very well and generally receive regular pay increases. (See www.mncareers.org for specific information on average occupation wages.) As an apprentice, you will learn 50 percent of the journey (fully qualified) level wages.

Keep in mind

Every occupation has a unique working environment. You need to understand your physical abilities and limitations when considering an apprenticeship. Construction occupations, for example, can require outside work that is physically demanding and hazardous.

Who do I talk to about an apprenticeship?

Start with the school counselor. S/he can provide you with more detailed contact information. The website: www.constructioncareers.org will give you additional information as well as the names of contacts around the state. Finally, the Minnesota Department of Labor and Industry (www.doli.state.mn.us) will provide you with information, advice and guidance. Click on "Apprenticeship" for a wealth of information and contacts.

Material handling
Meat cutter
Motor boat mechanic
Motor engineering refrigeration compression mechanic
Musical instrument repairer
Optical trades
Photographer (commercial)
Photographer (portrait)
Radio and television technician
Refrigeration service mechanic
Sausage maker
Scale servicer
Sewing machine mechanic
Shoe and boot repairer
Sign painter
Tailor
Taxidermist
Telephone servicer
Tool crib clerk and power tool repairer
Trailer technician
Truck and tractor technician
Watchmaker
Welder, job shop

Professional technical industry
Administrative finance specialist
Administrative information specialist
Child care development specialist
Finance technician
Information technician
Interpreter, community
Knowledge-based applications developer
Supported employment specialist
Translator, community

Power trade industry
Cable splicer
Electric meter person
Electric shop mechanic
Electrical mechanic
Electric meter tester
Electrician, powerhouse
Electrician, substation
Gas fitter
Gas meter repairer
Gas service person
Gas supply mechanic
Gas technician
Hazardous waste technician
Hydro repairer operator
Instrument and control specialist
Maintenance insulator
Mapper
Material control specialist
Meter mechanic
Meter tester
Plant administrative specialist
Plant attendant
Power lineworker
Power production repairer
Radiation production specialist
Refuse derived fuel processor
Relay technician
Repairer (steam)
Rigger
Rubber goods tester
Splicer mechanic
Steam heat utility person
Steamfitter-welder
Survey specialist
System field technician
Telecommunications technician
Telephone systems wirer
Tester, electric repair shop
Tree trimmer
Trouble technician
Utility service person
Woodworker

Apprenticeable occupations in Minnesota

continued from previous page

Service industry

Aircraft and engine mechanic
 Airframe and power plant mechanic
 Amusement device repair mechanic
 Artificial limb mechanic
 Automotive body technician
 Automotive painter
 Automotive technician
 Automotive upholsterer
 Baker
 Bracemaker
 Business machine mechanic
 Camera repairer
 Car repairer (railroad)
 Central office equipment person
 Chef
 Combination telephone line worker
 Commercial artist
 Computer maintenance specialist
 Computer operator
 Contact lens technician
 Cook
 Custodial technician
 Customer service representative
 Dental technician
 Diesel technician
 Display and lettering
 Electrician, railroad
 Electronics and control technician
 Electronics technician
 Electroplater and polisher
 Engineering technician
 Farm tractor and equipment technician
 Farmer
 Field engineering technician
 Fire fighter
 Fuel handler
 Fuel injection servicer
 Furniture finisher and repairer
 Furniture upholsterer
 Garage mechanic
 Gunsmith
 Heavy equipment mechanic
 Highway equipment mechanic
 Industrial truck mechanic
 Instrument repairer
 Internal combustion engine mechanic
 Jeweler
 Laboratory technician
 Landscape technician
 Locksmith
 Machinist, aircraft
 Machinist, automotive
 Marine mechanic

Manufacturing industry

Assembler-welder
 Automatic screw machine operator
 Beveler
 Boat builder (wood)
 Buttermaker
 Cabinet maker/mill person
 Cheesemaker
 Cloth cutter
 Coremaker
 Cupola tender
 Custom boot maker
 Die sinker
 Drafter, architectural
 Drafter, design
 Drafter, electrical
 Drafter, engineering
 Drafter, mechanical
 Drafter, ornamental iron
 Drafter, structural steel
 Drafter, surveying
 Drafter, tool design
 Drafting specialist
 Electrical cabinet & panel fabricator
 Electrical motor repairer
 Fabric cutter
 Fabrication and layout person
 Fur cutter
 Furniture maker
 Furrier
 Glassblower
 Glass machine operator
 Glass mold maker
 Glass worker (art)
 Glass worker (stained)
 Glass worker (warehouse)
 Granite cutter
 Granite polisher
 Granite sandblaster
 Heat Treater
 Hydraulics technician
 Iron shop person, arch & ornamental
 Lighting designer
 Machinist
 Machinist, tool room
 Marker bumer
 Marking device mechanic
 Mechanical assembler
 Metal display fabricator
 Metal spinner
 Metal trades pipefitter
 Miller
 Model maker
 Mold maker
 Molder
 Monument maker
 Neon tube bender
 Pattemmaker
 Pipe organ builder
 Pipe and tubing assembler
 Printed circuit technician
 Production sheet metal worker
 Punch press operator
 Roll turner
 Steel fabricator-fitter
 Steel rule die maker
 Structural assembler
 Structural layout person
 Structural steel fabricator
 Systems control technician
 Template maker
 Thermoplastic injection molder/supervisor
 Thermoplastic mold technician
 Thermoplastic parts handler
 Thermoplastic quality inspector
 Tool and die maker
 Tool and die repairer

Graphics arts industry

Auto stitching and tipping machine operator
 Bookbinder
 Collator operator
 Color matcher and ink maker
 Composing room technician
 Compositor
 Cutting machine operator
 Electronic pre-press operator
 Engraver, hand
 Envelope machine adjuster
 Envelope paper cutter
 Folding machine operator
 Gathering machine operator
 Lithographer, class "C"
 Lithographer, color artist
 Lithographer, color camera person
 Lithographer, duplicator operator
 Lithographer, half-tone and line photographer
 Lithographer, offset press feeder
 Lithographer, offset press operator
 Lithographer, photo contact operator
 Lithographer, platemaker
 Lithographer, stripper
 Lithographer, stripper layout artist
 Lithographer, web fed
 Offset camera person, stripper and platemaker
 Offset press feeder
 Offset press operator
 Paper stock cutter
 Photoengraver
 Press feeder
 Press operator, cylinder and platen
 Press operator, flexographic label
 Press operator, silkscreen semi-automatic
 Press operator, steel die
 Press operator, web fed
 Printer, class "C"
 Printer, job shop
 Sheeting machine operator



Information a click away

www.actstudent.org

Everything you want to know about the ACT Assessment – students with disabilities, test prep, test sites and dates, college search, financial aid information, and much more.

www.collegeboard.com/splash

Everything you want to know about the SAT Assessment – students with disabilities, test prep, test sites and dates, college search, financial aid information, and much more.

www.collegeboard.com/highered/apr/accu/accu.html

Provides general information related to the ACCUPLACER assessment used by most community and technical colleges to determine a student's ability to benefit from educational programs. There are many free online sample test sites. Simply enter "ACCUPLACER" into Google or similar search engine and choose the site you prefer.

www.socialsecurity.gov

A valuable resource about all social security programs. Apply for benefits, get addresses of local offices, request forms, and make connecting links to other social security online services.

www.fafsa.ed.gov

FAFSA stands for "Free Application for Federal Student Aid." It is easier and quicker to complete, and response is much faster if submitted online though paper copy is also available. The form is very similar to completing an income tax form and information is required on parents and the student. Completing this form can qualify a student for federal grants, loans, or work study. It should be completed as early as possible after the first of the year.

www.ed.gov/about/offices/list/ocr/transition.html

Government website provides information on the rights and responsibilities of a student with a disability upon entering a post-secondary educational institution.

www.mnscu.edu/campuses/index.html

A state map with the location of all Minnesota State Colleges and Universities. Click on the site of interest and it will provide you with information and web links related to the school, its programs, and services.



<https://www.nlsec.k12.mn.us>

The Northern Lights Special Education home page has helpful information about preparing students for life after high school (click on "Secondary Transition"). There are also resources for connecting youth with non-education service providers who could potentially assist the student in achieving his or her goals (click on "Interagency"). If you have questions regarding special education programming and services, you can contact us for assistance (click on "Staff Directory").

www.washington.edu/doit/brochures/academics/cprep.html

Preparing for College: an Online Tutorial – Many resources on the Internet can be used to help high school students with disabilities prepare for college, but they can be difficult to locate. A new DO-IT publication guides students through a set of preparatory experiences.

www.c3online.org

Maps and provides access information for services for youth with disabilities within the state of Minnesota.

www.apprenticeship.org

Describes apprenticeships. Provides requirements in a variety of fields. Gives contact information by location in state, and links to similar sites.



Area college information

Central Lakes College

(two locations)

Brainerd Campus

501 College Drive, Brainerd, MN 56401
or

Staples Campus

1830 Airport Road, Staples, MN 56479

Disability Services contact information:
Judy Richer 218-855-8128
jricher@clcmn.edu

Prefer initial contact from students:
A minimum of one month before school begins, unless the student has hearing, vision, or mobility problems that require additional service providers or technology.

General website: www.clcmn.edu
Disability services website:
www.clcmn.edu/disabilityservices

General admissions requirements:
All students take the Accuplacer entrance exam, and have a high school diploma, or pass the Ability to Benefit Exam. Each area has specific scores on the Accuplacer that are required for enrollment, but generally students must get a minimum score in 40 in reading, writing, and math to be successful.

Disability verification requirements:
A copy of the Assessment Summary Report, Medical and care agency documentation.

Duluth Business University

4724 Mike Colalillo Dr. Duluth, MN 55807

Disability Services contact information:

Ann Brascugli Sertich, disabilities coordinator and academic & distance learning advisor
218-722-4000 or 1-800-777-8406

Prefer initial contact from students:
Prior to beginning classes. Office hours 8:30-5:00 (M-Thur) and 8:30-noon (Fri)

General website: www.dbumn.edu

General admission requirements:
A high school diploma or GED. All applicants must complete a pre-enrollment academic entrance exam (CPAT) and achieve minimum career program assessment test scores.

Disability verification requirements:
Documentation provided by the student from secondary school system and/or a licensed professional.

Student housing available: No

In addition to accommodations, students are offered a Student Success Skills course free of charge (including textbook). This course also has one-on-one private tutoring/support sessions once per week for the student to work with individual concerns or issues. DBU also offers a free Student Mentoring Program that provides tutoring services for both day and night program students.

Fond du Lac Tribal and Community College

2101 14th Street, Cloquet, Mn 55720

Disability Services contact information:
Anita Hanson, counselor 218-879-0805
anita@fdltcc.edu

Prefer initial contact from students:
One month or more prior to the start of classes. Depending on the specific accommodation request, two months or more is helpful (ie. books on tape, sign language interpreters).

General website: www.fdlcc.edu
Disability services website:
www.fdlcc.edu/web/osd

General admission requirements:
High school diploma, GED, or Ability to Benefit status (sufficient Accuplacer scores). New students must also take the Accuplacer, a computerized placement tool that assesses English, reading, and math skills. If previous college level coursework has been taken, the Accuplacer may not be required. ACT test results are also accepted in lieu of the Accuplacer.

Disability verification requirements:

- Current (preferably w/in three years)
- From a licensed/certified professional
- Documentation states specific disability
- Information on how disability affects major life functions
- Recommendations for accommodations

Student housing available: Yes

The mission of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment.



Area college information

Itasca Community College

1851 E. Hwy 169, Grand Rapids, MN 55722

Disability Services contact information:
Ann Vidovic 218-327-4167 V/TTY
avidovic@itascacc.edu

Prefer initial contact from students:
It is in the students' best interest to meet the disability coordinator prior to admission. We can assist students with the admissions process, schedule a tour, and provide financial aid information.

General website: www.itascacc.edu
Disability services website:
www.itascacc.edu/getpage.php?id=/student-services/ds/disabilityservices.htm

General admission requirements:
High school diploma or GED
All students required to take Accuplacer to determine reading, writing, and math levels. Accommodations for the test can include taking the test in a quiet area, or a paper/pencil version (it is on tape recorder). Students must schedule an appointment with the disability service coordinator and have current documentation of their disability to qualify for an accommodation.

Disability verification requirements:

- Current (w/in three years)
- From a licensed/certified professional
- Documentation states specific disability
- Information on how disability affects major life functions
- Recommendations for accommodations

Student housing available: Yes, contact Alisha Brinkman - residential life director 218-327-5951 or 259-0368

At Itasca, we specialize in college transfer. You can complete the first two years of a bachelor's degree in almost any field. We offer specialty transfer programs for majors in education, early childhood education, engineering, psychology, business, American Indian studies, geography, and geographic information systems.

Lake Superior College

2101 Trinity Road
Duluth, MN 55811

Disability Services contact information:
Georgia Robillard, disability coordinator
g.robillard@lsc.edu
218-733-7650 or 800-432-2884
TTY: (218) 722-6893
Fax: (218) 723-4658
Erin White, disability assistant
e.white@lsc.edu
218-279-2690

Prefer initial contact from students:
I would be happy to meet with a prospective student prior to admissions. I can assist them with the admissions process, schedule a tour, and provide financial aid info

General website: www.lsu.edu
Disability services website:
www.lsc.edu/student-services/disabilityservices/index.cfm

General admissions requirements:
High school diploma or a GED.
Required to take a computerized placement test that determines reading, writing, and math levels. Accommodations for the test can include taking the test in a quiet area or a paper/pencil version that is on a tape recorder, but the student must schedule an appointment with the disability service coordinator and have current documentation of their disability to qualify for an accommodation.

Disability verification requirements:
Current documentation

Student housing available: No

Lake Superior College provides high quality, affordable education that benefits diverse learners, employers, and the community. LSC's academic, technical, continuing education and workforce development offerings prepare learners for a rapidly changing global community. Our services support learning, and our partnerships connect the college and its learners to a broader spectrum of community life.

Lake Superior College offers a wide range of programs and course options including technical programs, associate of arts, transfer programs, continuing education opportunities, customized training, and apprenticeship training.

Mesabi Range Community and Technical College (two locations)

Enrollment office - Virginia Campus
1001 Chestnut Street W. Virginia, MN 55792
Eveleth Campus - PO Box 648, Eveleth, MN 55734

Disability Services contact information:
Virginia: Lindssay Grott 218-749-0319
Eveleth: David Dailey 218-744-7471 or 800-657-386

Prefer initial contact from students:
As soon as is possible. If students require extensive services (i.e., text on books on tape, interpreters) it may require more time to set up accommodations.

General website: www.mnscu.edu
Disability services website:
www.mnscu.edu/services/disability/html

General admissions requirements:
MRCTC is an open enrollment college. Student must have a GED, high school diploma, or pass Accuplacer at a sufficiently high level called, "Ability to Benefit." This level is also required for Federal Financial Aid eligibility.

Disability verification requirements:

- Medical documents
- High school assessment
- Documents related to determination of disability

Student housing available: Yes- Virginia Campus



Area college information

University of Minnesota Duluth

1049 University Drive, Duluth, MN 55812

Disability Services contact information:
Penny Cragun, director disability services
& resources
pcragun@d.umn.edu 218-726-8727

Prefer initial contact from students:
During students' senior or junior year in
high school

General website: www.d.umn.edu
Disability services website:
www.d.umn.edu/access

General admission requirements

High school diploma or GED.
Students seeking admission to
baccalaureate program need:

- Four years in English emphasizing writing, instruction in reading and speaking skills, and literary understanding and appreciation
- Two years in social studies, including U.S. history
- Three years in mathematics, including one year each of elementary algebra, geometry, and intermediate algebra
- Three years in science, including one year each of biological and physical science
- Two years in a single second language

Disability verification requirements:
Documented disability as defined by the
American with Disabilities Act of 1990 (ADA)
and Section 504 of the Rehabilitation Act
of 1973 from appropriate licensed
professionals.

Student housing available: Yes

UMD is a medium-sized comprehensive university dedicated to excellence in all its programs and operations. As a university community where knowledge is sought as well as taught, its faculty recognize the importance of scholarship and service, the intrinsic value of research, and the significance of a primary commitment to quality instruction.

At UMD, a firm liberal arts foundation anchors a variety of traditional degree programs, outreach offerings, and selected professional and graduate studies. Active learning through internships, honors programs, research, and community service promotes the development of skills, critical thinking, and maturity sought by society. Demanding standards of performance for students, faculty, and staff make UMD attractive to students with strong academic potential.

Vermilion Community College

1900 East Camp Street Ely, MN 55731

Disability Services contact information:
Doug Furnstahl 218-365-7214

Prefer initial contact from students:
As early as possible.

General website: www.vcc.edu

General admissions requirements:
Open door admission. Students must
complete the Accuplacer to demonstrate
ability to benefit for various programs.

Disability verification requirements:
Recent medical diagnosis of disability

Student housing available: Yes

Vermilion specializes in outdoor programs.
Students are primarily from parts other
than the Ely area. The outdoor setting is
perfect for the outdoor enthusiast.
Check us out!

Hibbing Community College

1515 East 25th Street, Hibbing, MN 55746

Disability Services contact information:
Shelly Flaten, Disability & Learning Center
Services 218-262-6745
shellyflaten@hibbing.edu

Prefer initial contact from students:
Whenever there are questions or interest
in services. The earlier the better.

General website: www.hibbing.edu
Disability Services website:
[www.hibbing.edu/futurestudents/
index.php?pgID=75](http://www.hibbing.edu/futurestudents/index.php?pgID=75)

General admissions requirements:
The Accuplacer computerized placement
assessment is taken to determine reading,
English and math levels once enrolled.

Disability verification requirements:
Current documentation, including
medical and educational assessments,
is needed to receive services.

Student housing available: Yes

Hibbing Community College is
committed to life long learning.

Wisconsin Indianhead Technical College

600 North 21st Street, Superior, WI 54880

Disability Services contact information:
William Elowson, disability specialist
welowson@witic.edu
715-394-6677 ext 6327
or 800-243-9482

Prefer initial contact from students:
One month or more prior to the start of
classes. Students should have their
documentation available at the time of the
meeting.

General website: www.witic.edu
Disability services website:
www.witic.edu/s-servic/ssc/disability.htm

General admissions requirements:
High school diploma or GED.
Completion of the TABE (Test of Adult Basic
Education). ACT test results are also accepted
in lieu of the TABE. Accommodations for
the test may include taking the test in a quiet
area, a paper/pencil, or taped version.
Students must schedule an appointment
with the disability service coordinator and
have current documentation of their disability
to qualify for an accommodation.

Disability verification requirements:

- Current (preferably within three years)
- From a licensed/certified professional
- Documentation states specific disability
- Information on how disability affects major life functions
- Recommendations for accommodations

Student housing available: Yes, University
of Wisconsin Superior Housing

Mission - Learning First
The mission of WITC is to provide higher
education opportunities for its communities
in a welcoming, culturally diverse
environment. Learning is our passion.
As Northwest Wisconsin's leading in technical
education, WITC creates dynamic
opportunities for career preparation and
personal effectiveness.

The Superior Campus of WITC offers career
programs in: business and marketing,
computer and telecommunications, law
enforcement and emergency services, engine
and equipment repair, medical and personal
services, manufacturing, and individualized
studies. WITC also offers a wide range of
certificate, apprenticeship and GED/HSED
programs.

We wish to acknowledge multiple sources for direct or indirect contributions to the content of this booklet.

Lake Superior College Disability Services
 Minnesota Department of Education
 Wisconsin Department of Public Instruction
 Disability Services of the University of Minnesota
 The Center for Learning, Augsburg College
 OSD, Normandale Community College
 Jeff Hallbach, Duluth Public Schools
 Groves Academy, St. Louis Park, MN



Area post-secondary educational facilities and contact information:

Community/ Technical College	Address	Website	Disability service contact - email	Phone
Central Lakes Community College (two locations)	501 W. College Dr. Brainerd, MN 56401	www.clc.mnscu.edu	Judy Richer - jricher@clcmn.edu	218-855-8128
	and 1830 Airport Road Staples, MN 56479	www.clc.mnscu.edu	Judy Richer - jricher@clcmn.edu	218-894-5150
Duluth Business University	2724 Mike Colalillo Dr. Duluth, MN 55807	www.dbumn.edu	Ann Sertich - asertich@dbumn.edu	218-722-4000
Fond du Lac Tribal and Community College	2101 14th Street Cloquet, MN 55720	www.fdlcc.edu	Anita Hanson - anita@ezigaa.fdl.cc.mn.us	800-657-3712
Hibbing Technical and Community College	1515 East 25th Street Hibbing, MN 55746	www.hcc.mnscu.edu	Shelly Flaten - shellyflaten@hcc.mnscu.edu	218-262-6744
Itasca Community College	1851 E. Hwy 169 Grand Rapids, MN 55744	www.itascacc.edu	Ann Vidovic - avidovic@it.cc.mn.us	218-327-4167
Lake Superior Community College	2101 Trinity Road Duluth, MN 55811	www.lsc.mnscu.edu	Georgia Robillard - g.robillard@lsc.mnscu.edu	218-733-7650
Mesabi Range Community and Technical College (two locations)	1001 Chestnut Street Virginia, MN 55792	www.mr.mnscu.edu	Lindsay Grott - l.grott@mr.mnscu.edu	218-749-0319
	and 1100 Industrial Park Eveleth, MN 55734	www.mr.mnscu.edu	David Dailey - d.dailey@mr.mnscu.edu	218-744-7471
Pine Technical College	900 Fourth St SE Pine City, MN 55063	www.pinetech.edu	Gloria Baker - bakerg@pinetech.edu	320-629-5174
University of MN Duluth	251 Kirby Student Center 1120 Kirby Drive Duluth, MN 55812-3085	www.d.umn.edu	Penny Cragun - pcragun@d.umn.edu	218-726-8727
Vermillion Community College	1900 E. Camp Street Ely, MN 55731	www.vcc.edu	Douglas Furnstahl - d.furnstahl@vcc.edu	800-657-3608
Wisconsin Indianhead Technical College	600 North 21st Street Superior, WI 54880	www.witc.edu	Bill Elowson - welowson@witc.edu	800-243-9482