

## 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.

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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.

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## 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.

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## 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

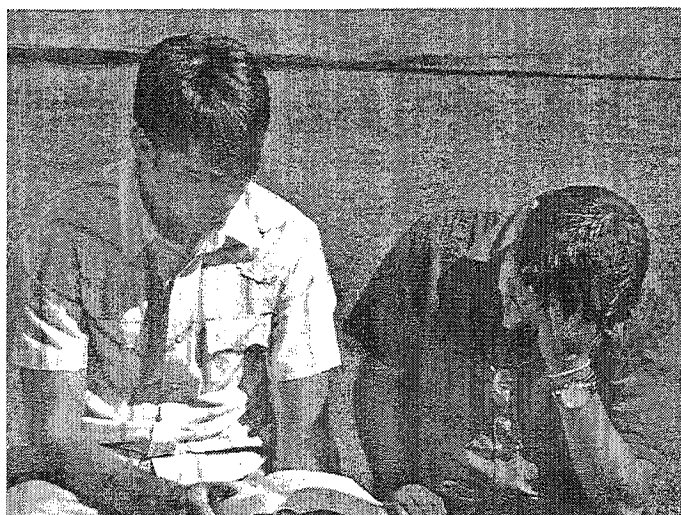
Does the student have hobbies? Is she willing to join groups when knowing none or few of the other members?

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	Being responsible in college
Attending high school is mandatory.	Attending college is voluntary.
Students' time is structured by others.	Students manage their own time.
Students need permission to participate in extra curricular activities.	Students decide whether to participate in co-curricular activities.
Adults will remind students of responsibilities and help set priorities.	Students balance their own responsibilities and set priorities.
Most classes are arranged for the student.	Students schedule their own classes with the help of an adviser.
Students are not responsible for knowing what it takes to graduate.	Graduation requirements are complicated and frequently change.
	The student is expected to know what applies to them.
Students are usually corrected if their behavior is out of line.	Students are expected to take responsibility for their actions and decisions.
Going to high school classes	Succeeding in college classes
Classes generally have no more than 35 students.	Classes may have more than 100 students.
Students proceed from one class directly to the next.	Students often have several hours between classes which may be scheduled throughout the day and evening.
Students usually spend 6 hours a day (30 a week) in class.	Students attend 2 to 4 classes a day (12 to 16 per week).
Attendance is taken.	Attendance may or may not be taken, but professors know who misses.
Text books are provided at little or no expense.	Text books are expensive and usually cost between \$300 - \$600 per semester.
Modifications that change course rigor, volume, or outcomes may be offered based upon the IEP.	Modifications that change rigor, volume, or outcomes will not be offered.
Required classes are the same for all students and dictated by the state.	Classes are based upon field of study and requirements vary.
High school teachers	College professors
Teachers remind students of their incomplete work.	Professors do NOT remind students of incomplete work.
Teachers approach students if they feel they need help.	Professors expect students to approach them if assistance is needed.
Teachers are often available for conversation before and after class.	Professors keep office hours and students must schedule appointments.
Teachers have been trained in teaching methods to assist in providing knowledge to students in the best ways possible.	Professors are experts in their fields but have not always been trained as teachers.
Teachers provide students with missed information if they are absent.	Professors expect students to get missed information from their classmates.
Teachers present materials to help students understand what is in the text books.	Professors may not follow text books. Students are expected to read books on their own. Lectures enhance the books and students make the connections.
Teachers often write information on the board so that students know what to copy into their notes.	Professors may lecture non-stop, expecting students to decide what is important to put into notes.
Teachers provide knowledge and facts leading students through the thinking process.	Professors expect students to think independently and make the connections between topics.
Teachers often take time to remind students of assignments and due dates.	Professors expect students to read, save, and refer to course syllabus (outline) and to keep track of dates and assignments.

## High School vs. College

### Special education in high school

(IDEA) Individuals with Disabilities Education Act

(FAPE) Free and Appropriate Public Education

Services cover birth to age 21, or until a high school diploma is attained; based upon entitlement.

Students receive special education and related services based upon identified needs.

Behavior can be viewed as a manifestation of the disability.

Accommodations and modifications are communicated to the teachers by the case manager.

The environment is adjusted to the student.

Services are delivered to the student

The school informs the parents of the student's progress.

The case manager and/or parent act as the student's advocate.

Schools are required to identify students with disabilities through free assessments.

Services may include individually designed instruction, curriculum modifications and accommodations based upon the IEP.

Schools assist students with making connections with community resources.

There are regular meetings to discuss the student's progress.

Assessment, physical therapy, and personal care are provided by the school while the student is in school.

High school is mandatory and free.

### Studying in high school

Students may study as little as 0-2 hours per week and this may be mostly to get ready for a test.

Students often need to hear or read material only once to learn all they need to about the topic.

Students read short assignments that are then discussed and often re-taught in class.

Students are frequently told what they need to learn from assigned readings.

### Tests in high school

Tests are frequent and usually cover only a small amount of material.

Make up tests are often available.

Teachers frequently rearrange test dates to avoid conflicts with school events.

Teachers frequently conduct reviews prior to test days.

Mastery is usually determined by the student's ability to repeat what they have been told or read.

### High school grades

Most assignments receive grades.

Good homework grades may help to raise poor test schools.

Extra credit options are usually available to raise a grade.

Initial tests are often not counted, especially if they are low.

### Disability services in college

504 of the Rehabilitation Act of 1973

Americans with Disabilities Act (ADA)

Covers students with disabilities regardless of age; based upon non-discrimination.

Formal special education services are not available.

Student must meet essential educational, behavioral, and other standards.

Students must request accommodations and confer with professors.

The student must adjust to the environment.

Students must seek out services.

The school cannot communicate with the parents without the student's permission.

The student is their own advocate.

Students are responsible for revealing their disability and providing current documentation.

Only reasonable accommodations are available.

Students are responsible for making their own connections with community resources.

Students are responsible to monitor their own progress.

Students are responsible for personal service and care as well as medical and related requirements.

College is voluntary and very expensive.

### Studying in college

Students need to study at least 2 to 3 hours for each hour of class.

Students need to continually review class notes and text materials.

Students may be assigned large amounts of reading and writing that may not be talked about in class.

It is up to students to understand what must be learned from reading assignments

### Tests in college

Tests are often infrequent and may cover large amounts of material going back to the beginning of the course.

Make-up tests are almost never allowed.

Professors generally schedule tests without regard to school events or other classes.

Professors rarely offer review sessions. If they do, they are frequent scheduled at a different time and run by teacher assistants.

Mastery is determine by the student's ability to apply what they have been told or read to new situations.

### Grades in college

Assigned work may or may not be graded.

Tests and major papers provide the majority of the grade, but grade may be lowered if homework is not done.

Extra credit options are not available to raise a grade.

First tests let you know what is expected of you and what types of tests the professor uses.



## 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:

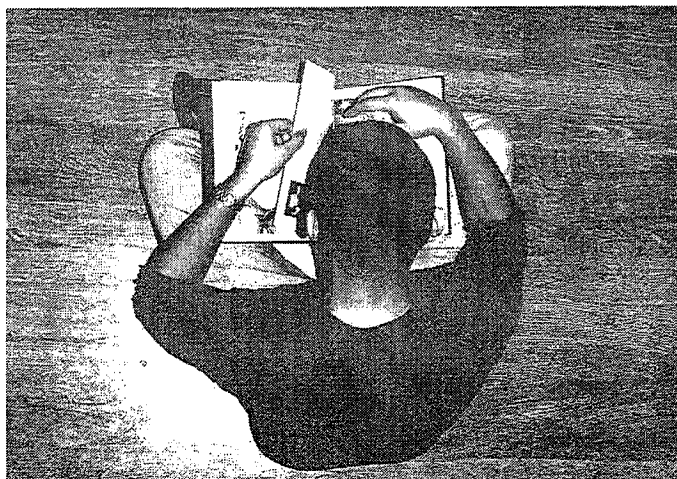
- Learn about your disability and be able to explain it to others.
- Learn what accommodations are and which will help you to be successful.
- Know how you learn best; understand your learning style.
- Review and adjust your future goals in the five transition areas.
- Begin career exploration. Take 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.

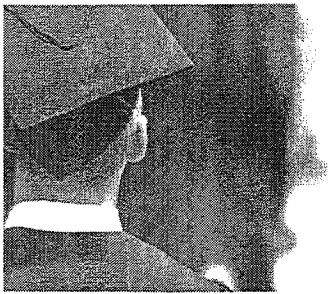
During your 10th grade (sophomore) year:

- 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:

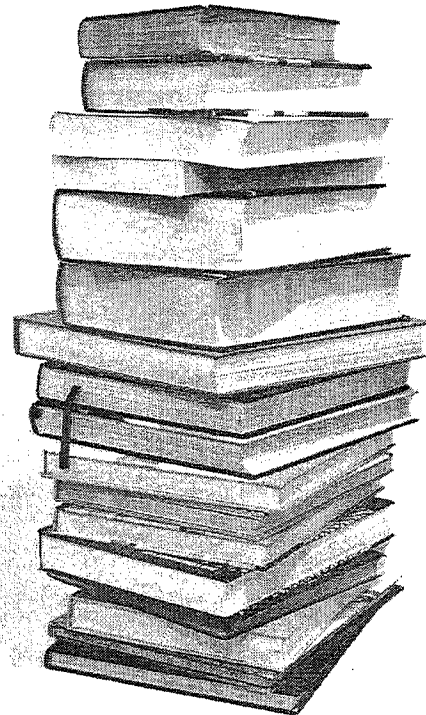
- Narrow your career choices and match them to college programs.
- Invite outside agencies that provide assistance after graduation to your IEP meeting (rehab services, social worker, Center for Independent Living, etc.).
- Understand “the age of majority” statement in your IEP and what it means.
- Assist 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?

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

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

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For the next five questions, use the following key:

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

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. During your years in high school, when you needed extra assistance with a difficult class, what helped?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Taped lectures</li><li><input type="checkbox"/> Extra time on assignments</li><li><input type="checkbox"/> Having someone take notes for you</li><li><input type="checkbox"/> Being given an alternate or different test/assignment</li><li><input type="checkbox"/> Having a tutor</li><li><input type="checkbox"/> Going to the resource room for help</li><li><input type="checkbox"/> Being allowed to complete assignments with another student</li><li><input type="checkbox"/> Other (please list)</li></ul> | <p>3. To help with difficulty in reading, what worked?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Using books on taped or CD versions of text books</li><li><input type="checkbox"/> Having handouts read to you</li><li><input type="checkbox"/> Receiving outlines or study guides ahead of time</li><li><input type="checkbox"/> Receiving vocabulary guides ahead of time</li><li><input type="checkbox"/> Being given extra time to read the assignments</li><li><input type="checkbox"/> Other (please list)</li></ul>                                     |
| <p>2. When taking a test, what seemed to help?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Getting extra time</li><li><input type="checkbox"/> Taking the test in another room</li><li><input type="checkbox"/> Having the test read to you</li><li><input type="checkbox"/> Having someone write down the answers you provided</li><li><input type="checkbox"/> Taking the tests orally (telling the teacher the answers)</li><li><input type="checkbox"/> Being allowed to use notes</li><li><input type="checkbox"/> Other, please list:</li></ul>                                                                                                                         | <p>4. To help with difficulty in writing, what helped?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Having someone scribe (write down) for you</li><li><input type="checkbox"/> Doing all writing using a computer</li><li><input type="checkbox"/> Presenting your reports orally</li><li><input type="checkbox"/> Having a proofreader</li><li><input type="checkbox"/> Recording your answers or ideas on tape</li><li><input type="checkbox"/> Other (please list)</li></ul>                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>5. If you have difficulty with organization and turning assignments in on time, what helped?</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Having an assignment book</li><li><input type="checkbox"/> Having teachers check your assignment sheets</li><li><input type="checkbox"/> Having your case manager check and remind you</li><li><input type="checkbox"/> Receiving extra time to do assignments</li><li><input type="checkbox"/> Turning in small parts of a large assignment over time</li><li><input type="checkbox"/> Other, please list:</li></ul> |

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.

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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?

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What does "self-advocacy" mean to you?

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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?

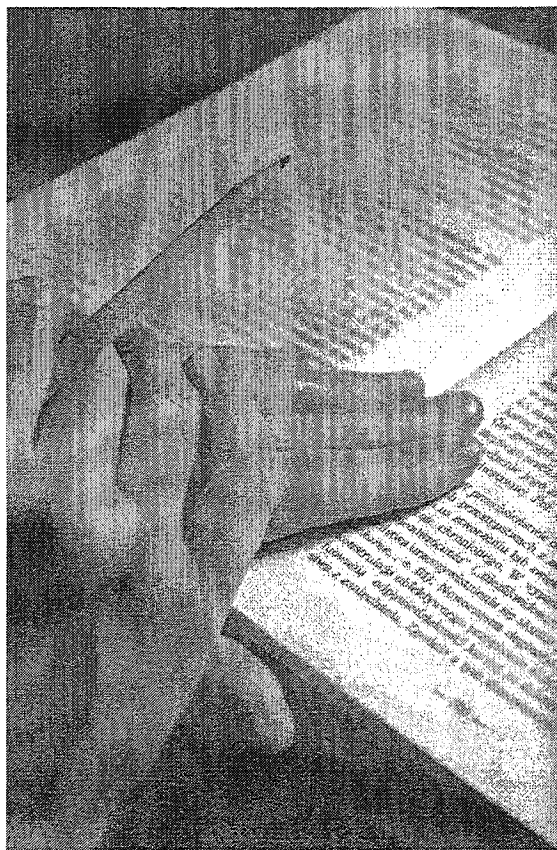
- ☐ parent
- ☐ classmate
- ☐ teacher
- ☐ special education teacher/case manager
- ☐ no one

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:

Note takers  
Extended test time  
Enlargements  
Textbooks on tape

### Adaptive Software:

Audio tapes  
Scribes  
Closed captioning  
Early registration

### Assistive Listening Devices:

Quiet test site  
Readers  
Interpreter  
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.

## 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](http://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](http://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](http://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 wire  
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  
Farrier  
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 burner  
Marking device mechanic  
Mechanical assembler  
Metal display fabricator  
Metal spinner  
Metal trades pipefitter  
Miller  
Model maker  
Mold maker  
Molder  
Monument maker  
Neon tube bender  
Patternmaker  
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](http://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](http://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](http://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](http://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](http://www.fafsa.ed.gov)

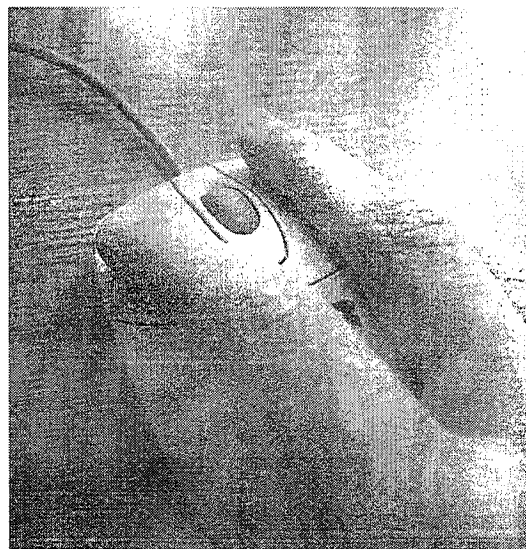
FAFSA stands for "Free Application for Federal Student Aid." It is easier and quicker to complete, and response is much faster if submitted online though paper copy is also available. The form is very similar to completing an income tax form and information is required on parents and the student. Completing 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](http://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](http://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](http://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](http://www.c3online.org)

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

[www.apprenticeship.org](http://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](http://www.clcmn.edu)

Disability services website:

[www.clcmn.edu/disabilityservices](http://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](http://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](mailto: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](http://www.fdlcc.edu)

Disability services website:

[www.fdlcc.edu/web/osd](http://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](http://www.itascacc.edu)  
Disability services website:  
[www.itascacc.edu/getpage.php?id=/student-services/ds/disabilityservices.htm](http://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](mailto: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](mailto: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](http://www.lsu.edu)  
Disability services website:  
[www.lsc.edu/student-services/disabilityservices/index.cfm](http://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: Lindsay 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](http://www.mnscu.edu)  
Disability services website:  
[www.mnscu.edu/services/disability/html](http://www.mnscu.edu/services/disability/html)

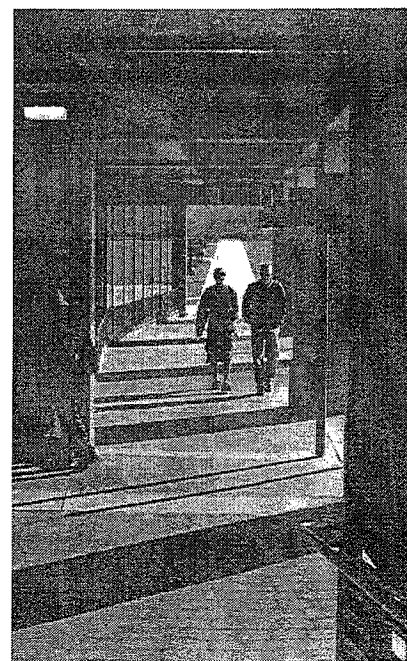
#### General admissions requirements:

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](http://www.d.umn.edu)  
Disability services website:  
[www.d.umn.edu/access](http://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](http://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](http://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](http://www.witic.edu)  
Disability services website:  
[www.witic.edu/s-servic/ssc/disability.htm](http://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

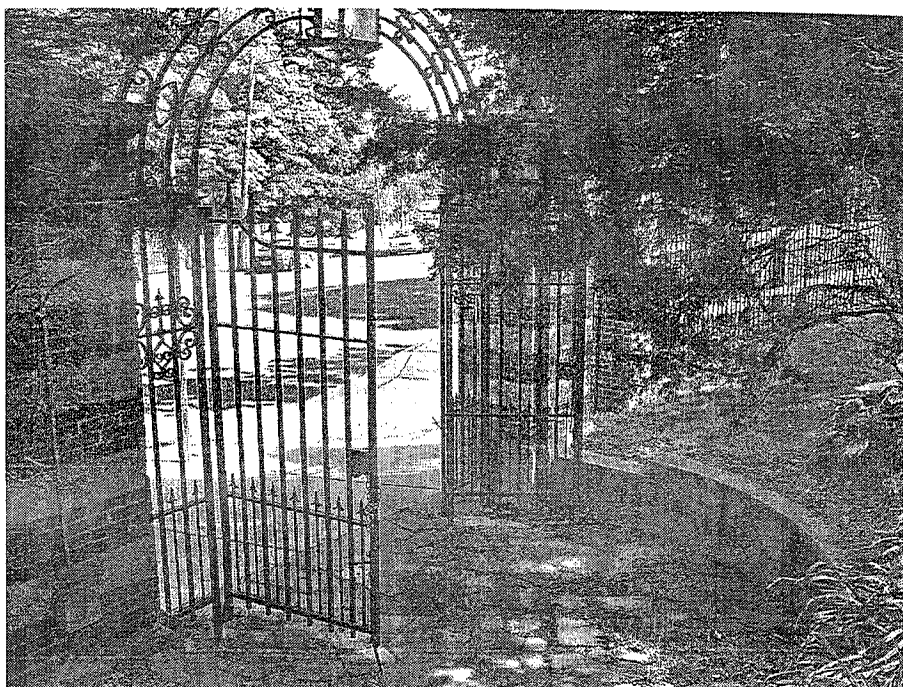
Mission - Learning First  
The mission of WITC is to provide higher  
education opportunities for its communities  
in a welcoming, culturally diverse  
environment. Learning is our passion.  
As Northwest Wisconsin's leading in technical  
education, WITC creates dynamic  
opportunities for career preparation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