

Pathways

to Postsecondary Education for Students with Disabilities

Martha Frank

Vermont Parent Information Center
600 Blair Park Road, Suite 301
Williston, VT 05495

2008

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Please note that beginning July 1, 2008, the Vermont Parent Information Center and Parent to Parent of Vermont will become the Vermont Family Network.



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ABOUT THE AUTHOR

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FORWARD

As children move to adulthood and advance through school, it's essential to help them identify and realize their hopes and dreams for the future. Some students go directly to work after high school while others choose postsecondary education as their path to personal growth and future employment. *Pathways to Postsecondary Education for Students with Disabilities* is a guide for youth, their parents, and professionals in planning for the future and in helping students achieve a successful transition from high school.

Pathways provides information on the many topics involved in transition planning for youth with disabilities and includes links to resources that can assist in the planning process. I hope the booklet will be a helpful tool in creating a smooth and successful transition for students with special needs seeking to enter college, technical schools, or other postsecondary education programs.

Martha Frank
2008

INTRODUCTION

The term “transition,” as used in *Pathways*, refers to a passage or a change that occurs in any student’s life, such as passage to a new school, job, or adulthood. It’s also a term that we often associate with an Individualized Education Program (IEP) and one that is defined in the Individuals with Disabilities Education Act (IDEA 2004). The IDEA describes transition as “... a coordinated set of activities for a student designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living or community participation.”

IDEA describes “transition services” as activities designed to help students accomplish future goals. For students in special education, transition services must be part of their IEP, and they are entitled to these services. Postsecondary education is one path a student can pursue as part of a transition plan, which should be developed by the student, his or her parents, and other IEP team members when the student turns 16.

“Transition” is a term that also applies to students with disabilities who are protected by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. These federal laws prohibit discrimination on the basis of a disability and provide equal access to education. It’s not uncommon for students with disabilities to receive education services in a variety of ways. For example, some students may be eligible for an IEP and others may qualify for a 504 plan. Students who were eligible for an IEP may no longer qualify after being reevaluated and may move to becoming eligible for Section 504 services, which allow for equal access to their education.

Understanding the differences between special education and Section 504 is important for students and their parents. There’s no entitlement for transition planning and services for students on 504 plans, although the 504 team may take transition planning and services into consideration. This distinction is important because the responsibility for planning and carrying out transition goals may fall more heavily on the shoulders of parents and students.

Start early

Starting in middle school, families can begin to think about planning for their student’s transition to postsecondary education and the needs that may arise early in his or her school experience. Successful transition planning involves many things, including identifying support services for students with disabilities, involving adult service agencies, thinking and planning ahead, and being proactive in anticipating needs that may arise. In thinking about high school, students should consider the most rigorous courses of study possible in order to prepare for college. It’s also important to look at whether the student may need adaptive or assistive technology to increase independent work in high school. Beginning the process early gives students time to sharpen self-advocacy skills, to think about interests, and to identify goals for the future.

Planning Tips for Families

BEGINNING TRANSITION PLANNING

To begin preparing for the transition to postsecondary education, here are suggestions for students and families to think about and to include as part of a student's IEP transition goals and activities.

- Identify goals for the future, strengths, and challenges.
- Learn to lead IEP or 504 meetings and practice self-advocacy skills.
- Identify activities that promote personal growth and development.
- Encourage job shadowing and career exploration.
- Get extra support to prepare for college entrance exams, such as the SAT or ACT. Be aware of important dates and apply for accommodations as early as 9th grade.
- Develop a resume freshman year and add to it as time goes on, including all volunteer work and extracurricular activities.
- Develop goals for writing quality essays for postsecondary school applications.
- Learn and role-play interviewing skills necessary in the admission process.
- Identify the supports and agencies that can help in moving smoothly to college.
- Make sure education records and other information are up to date. (Note: Students on IEPs are required to be re-evaluated every 3 years. OCR (Office of Civil Rights) recommends that students with 504 plans are re-evaluated every three years.) Up to date information is *necessary* for getting accommodations in colleges.
- Think about the social aspects of transitioning to adulthood; identify needs and incorporate them into the transition plan.
- Discuss goals for assistive technology starting in middle school, and have the student learn how to use appropriate software and devices.

THE CHANGING ROLE OF PARENTS

The role of parents changes as students with disabilities move from high school to adulthood. Parents who have spent years advocating for their child in school may find themselves playing a smaller part in their child's postsecondary education. As their son or daughter becomes more independent, some parents may have difficulty adjusting to this shift in responsibility. A role change starts to take place as the student nears age 18, which is commonly referred to as "the age of majority." At this point, the transfer of special education rights from the parent to the student takes place.

Unless a parent retains legal guardianship, their student will have new obligations and rights at age 18 and be responsible for making decisions that affect her life. If still in school, she becomes the decision maker in the IEP process and is responsible for identifying and seeking needed accommodations. She will be in charge of her education, time, and social life.

Planning ahead can make the shift in parental responsibility easier for parents of young adults. Parents can prepare to "let go" by making sure the student learns self-advocacy skills and fully understands his disability and the needs that arise as a result. Self-determination enables a young adult to have control over his own destiny, make choices, solve problems, and set goals. Parents play an important role in fostering self confidence in their son or daughter and can continue to play a supportive role during and after the transition from high school to postsecondary education.

During the school years, students with disabilities and their parents have rights under federal and state laws. Once in college, the student will no longer have an Individualized Education Program (IEP), and the laws that govern a college setting will now apply to the student. Understanding changes in the laws may help to make transitions smoother, with minimal conflicts.

Another change that occurs for parents is in getting access to information about their adult son or daughter. The Family Education Rights and Privacy Act (FERPA) gives parents the right to review and access records. FERPA authorizes colleges to permit parental access to educational records without the student's consent only when a parent claims the student on his or her taxes, and FERPA doesn't require the college to inform the student. A college may choose to release education records with a student's consent, but it isn't required to do so.

Students with disabilities that qualify for SSI

Supplemental Security Income is a federal program that includes monthly cash benefits to qualified individuals with disabilities. Young adults qualifying for SSI and their families need to know about these benefits and how they change when the student approaches the age of 18. Additional information on SSI and going to work and college is included in the resource section of this guide.

Planning Tips for Families

PARENTAL INVOLVEMENT

- Gather information about resources to help your teenager with the transition to postsecondary education.
- Provide opportunities for your daughter to practice leading IEP or 504 meetings.
- Visit the college campus disability office. Most colleges have websites that include a separate page for the disability office, often called the ADA (Americans with Disability Act) office. Find out ahead of time who to speak to and talk to other students who use their services.
- Discuss the change in parental role with your son and the requirement for his written consent in order for you to inquire about his academic program.
- Identify the types of classroom assistance and effective strategies that will help your son maximize his academic abilities and accommodate his disability.
- Identify your daughter's assistive technology needs and advocate for your daughter to develop proficiency prior to attending a postsecondary school.
- Encourage and support any activity that assists your daughter to participate in her new school community. Discuss the social scene on campus—what it will look like and what skills will be needed in order to manage new social challenges.
- Encourage a healthy lifestyle and time and stress management practices. The social adjustment for students with disabilities can also be a significant factor in their future success.
- Identify the skills your son will need regarding self-care, such as laundry and banking needs.

TRANSITION PLANNING AND THE IEP

The four main areas of transition that should be addressed in a student's Individualized Education Program (IEP) are training, education, employment, and independent living. These four transition areas include

- adult services and community resources
- daily living skills
- independent living
- postsecondary education
- vocational training
- community participation
- continuing education
- integrated employment (including supported employment)
- personal and social skills.

Transition planning is an ongoing process that takes into account a student's interests and preferences. Planning may need to start as early as age 14, especially for students who have more intensive needs. Some students with disabilities may require a Multiyear Plan that leads to completion of graduation requirements. Students on Multiyear Plans may attend school longer than four years, if the IEP team decides a longer stay is necessary for the student to graduate.

In 2004, the Individuals with Disabilities Education Act expanded the requirements for transition planning to include the following steps:

- IEP teams must develop appropriate, measurable postsecondary goals that are based upon age-appropriate transition assessments related to training, education, employment and independent living skills (if appropriate);
- IEP goals must reflect the student's strengths, preferences, and interests; and
- a statement of transition services must be included in the IEP to assist the student in reaching transition goals.

In addition, upon completing high school, students must receive a Summary of Performance (SOP) from their school that provides information on his or her current levels of academic, cognitive, and functional performance. IEP teams should identify each student prior to graduation and actively include the student in developing the SOP. The SOP and accompanying documentation can provide information to help the student make a smooth transition to postsecondary education and/or employment. Postsecondary institutions can use the SOP as a tool to assess accommodations the student will need in the next education setting. A sample of a Summary of Performance form that was approved by the Council for Exceptional Children can be found on page 9.

Planning Tips for Families

WRITING GOALS AND IDENTIFYING SERVICE NEEDS

Needs	Services/Goals	Services/Goals	Services/Goals
Assistive Technology	Keyboarding skills <ul style="list-style-type: none"> ➤ Take a class to increase skills ➤ Develop goals in the IEP around proficiency ➤ Request technology assessment 	Use of Software <ul style="list-style-type: none"> ➤ Have knowledge of appropriate software ➤ Gain proficiency in using software prior to graduation ➤ Practice using search engines on the internet 	Organizational skills <ul style="list-style-type: none"> ➤ Practice using AT for organizing schedules, writing papers ➤ Learn to store information on CD-Rom and flash drive ➤ Participate in internships, and work-based learning
Self-Advocacy	IEP Meetings <ul style="list-style-type: none"> ➤ Practice scripting and leading IEP meetings ➤ Request support at IEP meetings when needed ➤ Complete MAPS ➤ Assess skills for job readiness 	Disability/Learning Style <ul style="list-style-type: none"> ➤ Understand the disability ➤ Spend time reviewing disability documentation ➤ Visit websites about learning style ➤ Take an inventory at www.vark-learn.com 	Disclosure <ul style="list-style-type: none"> ➤ Practice disclosure of the disability and how it effects learning ➤ Meet with instructors to discuss accommodations that work
Driver's Education	Access <ul style="list-style-type: none"> ➤ Identify barriers in the way of accessing driver education ➤ Do research on auto insurance 	Assessment <ul style="list-style-type: none"> ➤ Participate in assessment of pre-driving skills 	Program <ul style="list-style-type: none"> ➤ Enroll in a specialized driver education program
College Preparatory Exams	Practice <ul style="list-style-type: none"> ➤ Take a class to practice SAT/ACT ➤ Do practice tests 	Accommodations <ul style="list-style-type: none"> ➤ Identify necessary accommodations for accessing the tests 	Technology <ul style="list-style-type: none"> ➤ Use software programs to assist in preparing for tests
Independent Living	Personal Care <ul style="list-style-type: none"> ➤ Participate in meal preparation and doing laundry ➤ Apply for adult service programs ➤ Practice setting up medical appointments 	Finances <ul style="list-style-type: none"> ➤ Memorize social security number ➤ Develop a budget ➤ Apply for a credit card ➤ Open a checking account ➤ learn how to use an ATM card 	Transportation <ul style="list-style-type: none"> ➤ Practice using a bus schedule ➤ Practice reading maps ➤ Learn how to use a GPS system to avoid getting lost
Education	College Visits <ul style="list-style-type: none"> ➤ Visit college web sites and plan visits ➤ Participate in a college class 	Essays <ul style="list-style-type: none"> ➤ Practice writing essays using adaptive technology program ➤ Write a goal statement 	Resume <ul style="list-style-type: none"> ➤ Develop a resume to include work, volunteer, educational history
Employment	Job Shadowing <ul style="list-style-type: none"> ➤ Spend time job shadowing in the field of interest 	Job Application <ul style="list-style-type: none"> ➤ Practice filling out a job application 	Interview Skills <ul style="list-style-type: none"> ➤ Rehearse job interviewing skills
Social skills	Role Play <ul style="list-style-type: none"> ➤ Role play situations in dorm life 	Practice <ul style="list-style-type: none"> ➤ Practice asking for help when needed 	Programs <ul style="list-style-type: none"> ➤ Attend pre-college summer programs

Planning Tips for Families

TIMELINES

The following is a list of activities to help students and their families take steps in middle and high school in preparing for the transition to college or other postsecondary settings.

Middle school (grades 6, 7, and 8)

- Explore high school class selections that will help prepare the student for postsecondary education.
- Identify accommodations for meeting success and equal access in high school classes.
- Investigate the need for an assistive technology evaluation and identify assistive technology that will enable the student to meet the higher demand for writing and reading skills in high school.
- Increase understanding of the student's disability and how it affects learning.
- Learn self-advocacy skills that will enable the student to speak up on his or her own behalf.

High School

Grade 9

- Use assistive technology (computer, software programs, text on tape, tape recorder)
- Set high expectations for academic achievement; take courses that are challenging.
- Have the student attend all IEP/504 meetings and be involved in transition planning. Ask the case manager to help the student lead team meetings.
- Talk to the guidance counselor about applying for accommodations for College Entrance Exams (SAT and ACT), and apply for them. Accommodations take time to get approved.
- Think about participating in summer programs that offer interesting educational opportunities.

Grade 10

- Prepare for college preparatory tests by identifying college entrance preparatory programs (online, specific courses, books and software, practice tests).
- Take PSAT exam with accommodations.
- Meet with a guidance counselor to assist in the college search and to identify resources for students with disabilities at college.
- Identify scholarship opportunities and explore financial aid.
- Get a job and explore working.

Grade 11

- Visit 2 and 4 year colleges, review college catalogues and attend college fairs and identify and visit college disability support offices (bring documentation, often helpful to review it with a support specialist).
- Take college entrance exams (SAT and/or ACT), perhaps several times.

- Make sure documentation of the disability and or psychological testing is current and thorough. Know what's in the student's high school transcript.
- Explore and identify local colleges that may have summer courses to assist students with disabilities in the transition to postsecondary as part of the transition plan.
- Ask for college recommendations from teachers and others who know the student's abilities.

Grade 12

- Apply to colleges and file financial aid forms in January.
- Contact disability offices at colleges. (Disclosure of the disability is optional.)
- Meet with Vocational Rehabilitation to explore any assistance needed for transition to postsecondary education.
- Schedule any testing for evaluations that need to be updated in order to receive accommodations in a postsecondary education setting. Know what information is required to document the need for services.
- Learn about Section 504 and students' rights and practice and demonstrate self advocacy skills.

SUMMARY OF PERFORMANCE (SOP)

Instructions

Purpose: The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The language as stated in IDEA 2004 regarding the SOP is as follows:
For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency “shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals” §Sec. 300.305(e)(3).

The Summary of Performance, with the accompanying documentation, is important to assist the student in the transition from high school to higher education, training and/or employment. This information is necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to help establish a student’s eligibility for reasonable accommodations and supports in *postsecondary* settings. It is also useful for the Vocational Rehabilitation Comprehensive Assessment process. The information about students' current level of functioning is intended to help postsecondary institutions consider accommodations for access. *These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in the postsecondary education or the employment setting. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis.*

The SOP is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

The SOP **must** be completed during the final year of a student’s high school education. The timing of completion of the SOP may vary depending on the student’s postsecondary goals. If a student is transitioning to higher education, the SOP, with additional documentation, may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation. In some instances, it may be most appropriate to wait until the spring of a student’s final year to provide an agency or employer the most updated information on the performance of the student.

Part 1: Background Information – Complete this section as specified. Please note this section also requests that you attach copies of the **most recent** formal and informal assessment reports that document the student’s disability or functional limitations and provide information to assist in post-high school planning.

Part 2: Student's Postsecondary Goals – These goals should indicate the post-school environment(s) the student intends to transition to upon completion of high school.

Part 3: Summary of Performance – This section includes three critical areas: Academic, Cognitive and Functional levels of performance. Next to each specified area, please complete the student's present level of performance and the accommodations, modifications and assistive technology that were **essential** in high school to assist the student in achieving progress. Please leave blank any section that is not applicable.

An **Accommodation** is defined as a support or service that is provided to help a student fully access the general education curriculum or subject matter. Students with impaired spelling or handwriting skills, for example, may be accommodated by a note-taker or permission to take class notes on a laptop computer. An accommodation *does not change the content* of what is being taught or the expectation that the student meet a performance standard applied for all students. A **Modification** is defined as a change to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be modified so that the material is presented differently and/or the expectations of what the student will master are changed. Modifications are not allowed in most postsecondary education environments. **Assistive Technology** is defined as any device that helps a student with a disability function in a given environment, but does not limit the device to expensive or "high-tech" options. Assistive technology can also include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro and other "low-tech" devices.

The completion of this section may require the input from a number of school personnel including the special education teacher, regular education teacher, school psychologist or related services personnel. It is recommended, however, that one individual from the IEP Team be responsible for gathering and organizing the information required on the SOP.

Part 4: Recommendations to assist the student in meeting postsecondary goals – This section should present suggestions for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services, to enhance access in a post-high school environment, including higher education, training, employment, independent living and/or community participation.

Part 5: Student Input (Highly Recommended). It is highly recommended that this section be completed and that the student provide information related to this Summary of Performance. The student's contribution can help (a) secondary professionals complete the summary, (b) the student to better understand the impact of his/her disability on academic and functional performance in the postsecondary setting, (c) postsecondary personnel to more clearly understand the student's strengths and the impact of the disability on this student. This section may be filled out independently by the student or completed with the student through an interview

NATIONALLY RATIFIED SUMMARY OF PERFORMANCE MODEL TEMPLATE

This template was developed by the National Transition Documentation Summit © 2005 based on the initial work of Stan Shaw, Carol Kochhar-Bryant, Margo Izzo, Ken Benedict, and David Parker. It reflects the contributions and suggestions of numerous stakeholders in professional organizations, school districts and universities particularly the Connecticut Interagency Transition Task Force. It is available to be freely copied or adapted for educational purposes. The model template has been formally ratified by the Council for Exceptional Children (CEC) as well as several of its divisions including the Division on Career Development and Transition (DCDT), Division on Learning Disabilities (DLT), and Council on Educational Diagnostic Services (CEDS), Learning Disability Association (LDA), the Higher Education Consortium for Special Education (HECSE), and the Council for Learning Disabilities (CLD).

Part 1: Background Information

Student Name: _____ **Date of Birth:** _____ **Year of Graduation/Exit:** _____

Address: _____
(Street) (Town, state) (Zip code)

Telephone Number: _____ **Primary Language:** _____

Current School: _____ **City:** _____

Student's primary disability (Diagnosis): _____

Student's secondary disability (Diagnosis), if applicable: _____

When was the student's disability (or disabilities) formally diagnosed? _____

If English is not the student's primary language, what services were provided for this student as an English language learner?

Date of most recent IEP or most recent 504 plan: _____ **Date this Summary was completed:** _____

This form was completed by: Name: _____ **Title:** _____

School: _____ **E-mail:** _____ **Telephone Number:** _____

Please check and include the most recent copy of assessment reports that you are attaching that diagnose and clearly identify

the student's disability or functional limitations and/or that will assist in postsecondary planning:

- | | |
|--|--|
| <input type="checkbox"/> Psychological/cognitive | <input type="checkbox"/> Response to Intervention (RTI) |
| <input type="checkbox"/> Neuropsychological | <input type="checkbox"/> Language proficiency assessments |
| <input type="checkbox"/> Medical/physical | <input type="checkbox"/> Reading assessments |
| <input type="checkbox"/> Achievement/academics | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Adaptive behavior | <input type="checkbox"/> Behavioral analysis |
| <input type="checkbox"/> Social/interpersonal skills | <input type="checkbox"/> Classroom observations (or in other settings) |
| <input type="checkbox"/> Community-based assessment | <input type="checkbox"/> Career/vocational or transition assessment |
| <input type="checkbox"/> Self-determination | <input type="checkbox"/> Assistive technology |
| <input type="checkbox"/> Informal assessment: _____ | |
| <input type="checkbox"/> Informal assessment: _____ | |
| <input type="checkbox"/> Other: _____ | |

Part 2 – Student's Postsecondary Goal(s)

1.

2.

3.

If employment is the primary goal, the top three job interests: _____

Part 3 – Summary of Performance (Complete all that are relevant to the student).

ACADEMIC CONTENT AREA	Present Level of Performance (grade level, standard scores, strengths, needs)	Essential accommodations, assistive technology, or modifications utilized in high school, and why needed.
Reading (Basic)		

reading/decoding; reading comprehension; reading speed)		
Math (Calculation skills, algebraic problem solving; quantitative reasoning)		
Language (written expression, speaking, spelling)		
Learning Skills (class participation, note taking, keyboarding, organization, homework management, time management, study skills, test-taking skills)		
COGNITIVE AREAS	Present Level of Performance (Grade level, standard scores, strengths, needs)	<u>Essential</u> accommodations, modifications and/or assistive technology utilized in high school and why needed.
General Ability and Problem Solving (reasoning/processing)		
Attention and Executive Functioning (energy level, sustained attention, memory functions, processing speed, impulse control, activity level)		
Communication (speech/language, assisted communication)		

FUNCTIONAL AREAS	Present Level of Performance (strengths and needs)	Essential accommodations/ modifications and/or assistive technology utilized in high school and why needed.
Social Skills and Behavior (Interactions with teachers/peers, level of initiation in asking for assistance, responsiveness to services and accommodations, degree of involvement in extra-curricular activities, confidence and persistence as a learner,)		
Independent Living Skills (Self-care, leisure skills, personal safety, transportation, banking, budgeting)		
Environmental Access/Mobility (assistive technology, mobility, transportation)		
Self-Determination /Self-Advocacy Skills (Ability to identify and articulate postsecondary goals, learning strengths and needs;		
Career-Vocational/Transition/ Employment (Career interests, career exploration, job training, employment experiences and supports)		

Additional important considerations that can assist in making decisions about disability determination and needed accommodations (e.g., medical problems, family concerns, sleep disturbance)		
--	--	--

Part 4 – Recommendations to assist the student in meeting postsecondary goals

Suggestions for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services, to enhance access in the following post-high school environments (only complete those relevant to the student’s postsecondary goals).

Higher Education or Career-Technical Education:	
Employment:	
Independent living:	
Community participation:	

Part 5 – Student Input (Highly Recommended)

SUMMARY OF PERFORMANCE: STUDENT PERSPECTIVE
--

A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?

B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?

C. Which of these accommodations and supports has worked best for you?

D. Which of these accommodations and supports have not worked?

E. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?

I have reviewed and agree with the content of this Summary of Performance.

Student Signature: _____

Date: _____

SELF-ADVOCACY, SELF AWARENESS, DISCLOSURE

Self-advocacy

Self-advocacy, the ability to speak up and advocate for your own needs, is a key ingredient to the success of students with disabilities interested in postsecondary education. High school students with disabilities should have opportunities to learn and practice self-advocacy skills as part of their education. In high school, parents and educators usually are the ones who advocate for a student's program, services, and rights. But given a chance and time to practice, students can learn to become good self-advocates and to help themselves throughout their lives.

Learning self-advocacy skills can be accomplished in a number of ways. Parents can model advocacy skills for their student at IEP and other school meetings. By making sure their son or daughter attends IEP meetings as early as possible, parents can gradually take a lesser role, handing over greater responsibility to their student. As a parent, watching your child lead an IEP meeting helps in the process of "letting go" that is inevitable when your child transitions from high school to the adult world.

Direct instruction in self-advocacy can be part of a student's IEP and transition goals. Practicing these skills can happen throughout a student's day, in school and during extracurricular activities. Enrolling in a self-advocacy program run by the school or community organization is another way to assist a student in learning how to become a self-advocate.

Let's look at a few examples of activities that students can participate in to strengthen self-advocacy skills.

- Have the student take a learning style inventory that will help her better understand how she learns and what accommodations she may need.
- Support the student to participate in education planning meetings and to practice taking the lead at these meetings. Rehearsing with a case manager or parent before the meeting can help the student feel more confident.
- Make time for the student to review documentation about the disability with a case manager, parent, or other individual who can explain information and answer questions.
- As part of his or her education plan, have the student do research on the internet about the disability.
- Arrange for the student to explain their disability, and how it affects learning to a teacher.
- Have the student practice asking teachers for accommodations both in the classroom and during education planning meetings.
- Make sure the student understands his rights and responsibilities in high school and in college.

Research shows that self-advocacy skills are one of the most important factors in the future success of students with disabilities. It's especially important for students to understand their disability and what they need to be a successful learner. Students should have knowledge about their strengths and learning styles, have the ability to explain their disability comfortably, and have information about needed accommodations. If a student is on an IEP or 504 plan, his or her plan should include learning and practicing self-advocacy skills. Students in postsecondary education must assume responsibility for their learning experience and be able to communicate clearly and assertively with others.

Disclosure

Rights and responsibilities will change when students move from high school to postsecondary education. The student will be responsible for disclosing information about his or her disability to support staff at the postsecondary institution. Disclosing information about a disability is voluntary and a personal decision, but one that is also necessary for a student to be considered for accommodations and modifications in his or her education program.

Each student is responsible for requesting support to address his or her learning style and for explaining the needs that arise from the disability. Some students may choose to disclose disability information during the admissions process, which allows the school to take into consideration the student's unique challenges and strengths. Disclosure can also take place after gaining admission to college or other institution.

Sometimes students are reluctant to disclose disability information at college. They fear disclosure may have a negative effect on an instructor's perceptions of them and that they may face discrimination. As a result of that fear, some students wait to disclose a disability and choose to do so when it may be too late to get timely accommodations. Remember, disability issues that affect learning in high school will also have an impact on learning in college.

Here is some advice for students regarding disclosing information about the disability.

- Disclose early in the process of applying to schools and meet early on with new professors. Be proactive and start by helping teachers understand your disability and how it impacts learning.
- Make an appointment with disability support staff (also referred to as "student liaison," "ADA coordinator," or "student support specialists") as soon as possible to discuss your disability. Remember to bring appropriate documentation.
- Visit the school's website for guidelines regarding students with disabilities.
- Know and request the accommodations you need as well as any other support that will help you succeed in school.
- Schedule appointments with professors to review any modifications you need.

TRADITIONAL VERSUS NON TRADITIONAL CHOICES

Students may select one of many pathways to postsecondary education in planning the transition from high school. Each path offers different opportunities, has its own set of requirements for admission, and provides students with specific certificates and degrees. The following is a brief description of postsecondary settings available to students with disabilities.

Continuing education is a collection of courses, programs, or organized learning experiences. Students participate in lifelong learning, gain skills and training, and have opportunities to improve employment outcomes. Some continuing education programs offer credits; some do not. Students may take courses that can be applied for future admittance to a four year program. An example can be found at the University of Vermont where they have a program called GAP (Guaranteed Admission Program). Programs such as this are designed to help students that may not be ready for college or those who wish to return.

Community or two year colleges offer an associates degree and/or different types of certificates. Students with disabilities often attend community or two year colleges, and there are many benefits for students, including opportunities to take remedial courses and enroll in vocational and occupational programs. In addition, students can live at home and enroll in just a few courses each semester. Open admission also allows greater access to enrollment. Requirements may include a high school diploma or GED, and some institutions require placement tests prior to enrolling in classes. Two year schools can offer opportunities to improve skills, continue learning, and provide good connections to area businesses. These schools enable a student to achieve a record of success and serve as a bridge to a four-year institution, including transfer of credits.

Four year colleges and universities offer many different degrees and are usually larger than two year schools. They offer associate, bachelor, and graduate degrees and are private or public institutions (state colleges and universities). Students usually must live on campus, independently in dorms and may be far from home. Class size can be larger than those at two-year or community colleges.

Distance learning refers to courses that can be completed online. Students attend classes by participating in audio conferencing, video conferencing, web-based media, or computer-based (online) programs. Distance learning allows instruction to be delivered in remote locations and can be interactive.

Trade/Vocational/Technical schools provide degree and certificate programs directly related to preparation for specific careers, such as graphic design, business, culinary arts, automotive, and cosmetology.

POSTSECONDARY EDUCATION OPTIONS AND PROGRAMS IN VERMONT

Some Postsecondary Options

- Culinary Art School
- Paralegal and legal assistance
- Graphic Design Programs
- Military schools, such as the Army, Navy and Air Force, or National Guard
- Reserve Officers Training Corps (ROTC)
- Nursing schools, offering (ADN) associates degrees in nursing and (PN) practical nursing certificates
- Cosmetology
- Radiology Technology/ Technician

High School Programs for Students in Vermont

- Linking Learning to Life
- Landmark College

Programs available through the Vermont Department of Labor

- Workforce Investment Act Youth Services
- Job Corps
- Vermont Career and Technology Centers
- Schools for Learning (<http://www.allschoolsandlearning.com>)

On page 53 of the Resources section of the booklet, you will find more information about how to contact these postsecondary schools and programs.

Planning Tips for Families

KEY DIFFERENCE BETWEEN HIGH SCHOOL AND COLLEGE

High School

Services provided under IDEA or Section 504 of the Rehabilitation Act

School district is responsible for evaluations at no cost to family

Parents and students advocate and also have a case manager

Opportunities for frequent and close contact with teachers

Parents have rights that allow access to educational records

Greater amount of in class time

Limits set by parents and teachers

Student's time structured by others

Parents and teachers help with time management and organizational skills

Students receive support, encouragement, motivation from existing support system

Living situation can be controlled, supportive, and distraction free

Class size is usually under 30 students

College

Services provided under Section 504 of the Rehabilitation Act

Student must pay for cost of an evaluation

Students must self-disclose and self-advocate

Opportunities for contact with teachers may be infrequent

Legal rights to student records belong to students unless consent is given

Classes may meet less often

Students are responsible to set own limits

Students structure own time

Students must be prepared to manage their own time, have good organizational skills

Student must identify and form new support system

Environment can be highly distracting and lack supports

Many classes are large lecture format

THE ADMISSION PROCESS

There are many requirements that students must meet in order to gain admission to colleges and universities. Each institution has its own set of guidelines, and high school guidance counselors, teachers, and case managers are good resources in helping students understand the admission process. The most common college admission requirements and some information about each one are described below.

Essays provide students with a good opportunity to highlight their abilities and to provide the admission staff an opportunity to get to know the student. A well written essay may be helpful for a student who may not perform well on a college entrance exam, enabling the student to stand out from other applicants.

College placement tests help guide student course selection and assess a student's academic skills. These tests also help identify student strengths and needs. Universities, colleges, and many community colleges require students to take college placement exams.

Letters of recommendation from teachers, counselors, case managers, and other individuals provide information about the student's strengths, learning style, self-discipline, personal growth, and character. Letters should be requested from individuals that know the student well.

Application forms are required by postsecondary institutions and must be completed as part of the admissions process. Some colleges accept a common application, and the form, once it's filled out, may be sent to more than one college. Other institutions have a specific form they require all applicants to fill out. Colleges usually list requirements on their website or in their publications.

Interviews are sometimes part of the admissions process, and the interview requirements vary from school to school. Typically, students will meet with an admissions counselor. Preparing for an interview is important and students should develop questions for the counselor about the school and be ready to talk about themselves and about why school is important to them.

A college resume provides information to the college about a student's prior work and volunteer experiences, involvement in clubs and teams, membership in organizations, awards or special recognition, and other unique experiences. Some colleges will request a resume.

Transcripts are records of a student's courses, credits, and grades accrued in high school. They may include the student's class rank, overall grade point average, high school diploma exam scores, and achievement and aptitude test scores.

Types of exams

PSAT/SAT

The Practice Scholastic Aptitude Test helps students prepare for the Scholastic Aptitude Test (SATs) and gives them an idea of how they will do. These tests measure a student's verbal and mathematical reasoning abilities and are taken at the end of junior year or beginning of senior year. Colleges don't look at the PSATs, but many require SATs. In order to get accommodations for this test, students need to fill out a student eligibility form and forward it to the high school. School officials, usually the guidance counselor, fill out the rest of the form and send it in with the required documentation.

In applying for testing accommodations, here are some important considerations.

- The student needs to apply for accommodations one time and then the information is kept on file at the school.
- It's important to read all the instructions for the application.
- Learn about the documentation guidelines for requesting accommodations.
- Allow time. It takes five weeks from the date the eligibility form is sent in and seven weeks for the College Board to review the documentation.
- The College Board will notify the student and the school and will send copies of an eligibility letter that identifies approved accommodations and provides a SSD identification number (SSD Eligibility Code).
- When registering for PSAT or SAT exams, students must give their SSD eligibility code.
- Test scores cannot be "flagged." In other words, colleges will not be notified or made aware of exams that were completed with accommodations.

The College Board approves a variety of accommodations for students taking college entrance exams. For students needing adaptations of written materials, large print readers, Braille, Braille device for written responses, visual magnification, audio amplification, audiocassettes, and signing presentations are examples of acceptable testing accommodations. The use of scribes, tape recorders, computers, and large block answer sheets accommodate students in responding to test questions.

When the timing or scheduling of tests is a problem for students with disabilities, accommodations include frequent breaks throughout the test, extended time to take the test, taking tests over two or more days, and scheduling tests at a specific time of day. Modifications can be made to assist students who need a different test setting, such as using a small group setting, a private room, special lighting and acoustics, adaptive furniture and tools, alternative test sites, and preferential seating. Computer accommodations can be made for students with disabilities, such as physical disabilities, dysgraphia, or significant learning disabilities

For more information, contact the College Board, 45 Columbus Avenue, New York, N 10023-6992, (212) 713-8000, www.collegeboard.com. Disability information may be found at www.collegeboard.com/ssd/student/index.html.

The ACT (American College Testing) is another type of college entrance exam which measures a student's aptitude in math, verbal comprehension, and problem solving. Many four-year colleges in the South and Midwest require students to take this test and to submit their test scores when applying for admission. The ACT is usually taken in the junior or senior year.

Students with disabilities may also get accommodations to take the ACT, which offers several choices to select from for appropriate accommodations.

- Center Testing #1—to be requested only if the student can test at a regularly scheduled test center under *standard time limits* and use *either* a standard (10-pt.) or large-type (18-pt.) test booklet with accommodations at the center. All scores achieved through national testing are reported as "National."
- Center Testing #2—to be requested only if the student can test at a regularly scheduled test center and use *either* a standard (10-pt.) or large-type (18-pt.) test booklet, but the student requires up to 50% more time due to his or her disability documentation.
- Special Testing: Extended Time and Alternate Test Formats Available—to be requested for students who normally use more than time and a half for tests or writing in school, require testing over multiple days, or normally use other test formats.

For more information contact the ACT, 500 ACT Drive, P.O. Box 168, Iowa City, Iowa, 52243-0168, (319) 337-1000, www.act.org/. Disability information can be found at www.act.org/aap/disab/index.html. Please check the resource section of the booklet for additional resources.

Study Aids for SAT/ACT preparation

The following websites provide assistance in preparing for SATs and ACTs.

Vermont Student Assistance Corporation

- www.bridges.com/us/prodnserv/testgear_college/index.html
- http://access.bridges.com/content/achieve/what_it_takes_to_ace_sats/main.html
- www.bridges.com/vsac/

Learning Express

- <http://www.learningexpressadvantage.com/>

Kaplan College admissions

- <http://www.kaplan.com/>

Defined mind

- www.defmind.com

Sylvan Learning

- <http://www.educate.com>
- http://www.educate.com/sylvan_prep/

Study Works SAT prep

- <http://www.studyworks.com>

Listing of Colleges that De-Emphasize SAT and ACT scores

- www.FairTest.org

(Adapted from the College Board.)

ASSISTIVE TECHNOLOGY

Assistive Technology (AT) is any device, equipment, or service that helps a person be more independent at home, work, or school. Technology allows students to handle a wider range of activities in school that may be difficult for them to do on their own. A student's IEP or 504 Team will consider the need for AT in public school as part of his or her education program. Colleges often have different types of software on computers in the computer lab that students can access.

The most common examples of assistive technology used by student with disabilities include

- tape recorders
- calculators or specialized keyboards
- computers
- Braille calculators, printers, or typewriters
- electronic readers
- voice output devices
- hearing aids
- specialized computer software.

Adaptive devices and software programs help to remove some of the barriers to learning. The use of technology allows students in elementary and middle school greater access to more challenging coursework, so they can participate in college preparatory courses when they reach high school. Assistive technology enables students to do their work faster and more easily and to keep up with larger work demands.

In preparing a student for postsecondary education, consider these activities and resources and how they can enhance a student's education and transition program: include keyboarding skills in IEP or 504 plans while the student is in high school; request an AT evaluation to better understand how to accommodate the student's needs using technology; encourage the student to learn about and become proficient in AT in middle and high school; and invite adult service agencies to school meetings to help plan, evaluate, and pay for AT. Agencies to include are Vocational Rehabilitation, Vermont Center for Independent Living, Vermont Adaptive Equipment Loan Fund, and Vermont Assistive Technology Project.

The following assistive technology websites contain useful information to help students, their families, and educators learn more about assistive technology.

- Parents Let's Unite for Kids: www.pluk.org/AT1.html#2
- Family Center on Technology and Disability: www.fctd.info/resources/AT_IEP.php
- State Assistive Technology Act Programs: www.ataporg.org/stateatprojects.asp

FEDERAL LAWS AND RIGHTS IN TRANSITION

IDEA 2004, ADA, Section 504, FERPA

The Individuals with Disabilities Education Act (IDEA 2004) is the federal special education law that entitles eligible students with disabilities to a free appropriate public education (FAPE) in the least restrictive environment. This law governs the education of children with disabilities, birth through age 21, and requires

- local education agencies find and evaluate children suspected of having a disability,
- special education services for students in grades K-12 be provided at no cost to parents, and
- each student determined eligible for special education have an Individualized Education Program (IEP) that meets his or her unique educational needs.

IDEA does *not apply* to students who have completed high school and are attending a postsecondary education institution. Visit www.idea.ed.gov for more information about IDEA.

As mentioned earlier in the booklet, IDEA 2004 expands requirements for planning a student's transition from high school to adult life, including postsecondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, and community participation. IDEA requires that

- transition services start at age 16 (or earlier when appropriate),
- transition services be based on the student's strengths, as well as their preferences and interests,
- activities developed as part of transition services be "results-oriented,"
- transition planning include the development of appropriate measurable postsecondary goals, based upon age-appropriate transition assessments related to training, education, employment, and, when appropriate, independent living skills,
- the IEP contains a statement about the transition services (including courses of study) needed to assist the student in reaching future goals, and
- schools now provide a "Summary of Performance" (SOP) to students whose are exiting special education. The summary must include information about the student's academic achievement and functional performance and recommendations for assisting the student in meeting postsecondary goals. This document identifies the kinds of support students will need after high school. Information in the Summary of Performance should also satisfy the requirement for documenting a disability under Section 504 needed by a postsecondary institution. **(Please refer to the model template developed by the National Documentation Summit 2005 on page 9.)**

Title II of Americans with Disabilities Act of 1990 (ADA) is a federal civil rights law intended to prevent discrimination on the basis of a disability. Title II of the ADA applies to public colleges and universities, requiring that auxiliary aids and services be provided to students in those settings. In order to receive accommodations, program modifications, and auxiliary aids and services, a student must first disclose that he or she has a disability and give the postsecondary

institution appropriate documentation. The US Department of Education enforces Title II of the ADA.

Section 504 of the Rehabilitation Act of 1973 protects people with disabilities from discrimination in programs that receive federal funding:

“No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance.”

To qualify for Section 504 services, a person with a disability must have a physical or mental impairment which substantially limits one or more major life functions, such as walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks. Examples include but are not limited to

- learning impairments
- emotional or psychiatric disabilities
- learning disabilities
- ADD or ADHD
- severe allergies, health impairments, or chronic asthma
- cosmetic disfigurement or amputation
- injuries or broken bones
- communicable diseases such as HIV
- drug addiction (unless current user, not in rehabilitation programs)
- alcohol addiction (does not exclude current users).

FERPA (Family Education Rights and Privacy Act of 1974) protects the rights of student education records in all schools that receive federal funding under an applicable program of the US Department of Education. FERPA gives parents certain rights regarding their child’s education records. At age 18, these rights transfer to the student and apply to students who attend school beyond the high school level. Colleges and universities must maintain the confidentiality of students’ records.

In a postsecondary setting, students have the right to inspect their records, to consent to release their records to a third party, and to challenge information in the records.

Parents, as result of the law, can only get information about their student if the student gives consent to the postsecondary institution or if the student is a dependent on either parent for tax purposes. FERPA states:

“The school may disclose information from an eligible student’s education records to the parents of the student, without the student’s consent, if the student is a dependent for tax purposes. Neither the age of the student nor the parent’s status as a custodial parent is relevant. If a student is claimed as a dependent by either parent for tax purposes, then either parent may have access under this provision.”

There are some major differences in how laws apply to high schools and postsecondary institutions. The following chart describes five areas in which these differences exist.

HIGH SCHOOL	POSTSECONDARY INSTITUTION
<ul style="list-style-type: none"> • A disability under IDEA is defined by 13 different categories. One step in becoming eligible for special education requires a student to be identified as having one of these disabilities. • Schools are responsible for identifying and evaluating students suspected of having a disability. • IDEA is an entitlement enforced by the Office of Special Education and Rehabilitation Services, US Dept. of Education. • Parents and guardians have rights in the special education process. • Children birth to 22 may be eligible for services as determined by a team of parents and educators. 	<ul style="list-style-type: none"> • Under 504/ADA, a person with a disability is anyone who has a physical or mental impairment, a history of such impairment, or is regarded as having such an impairment. • Students are responsible for the evaluation and obtaining documentation regarding a disability. • 504 and ADA are civil rights statutes overseen by the Office of Civil Rights and the US Department of Justice. • Students are responsible for disclosure of disability and have rights. • Eligibility is determined by the college based on the student's documentation .

(Information contained in this chart was adapted from WYN Collegiate Consortium of Disability Advocates and Preparation for Postsecondary Education and Training Overview of Information Strategies.)

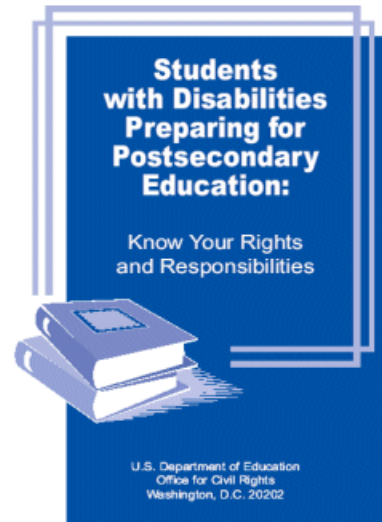
U.S. Department of Education
Margaret Spellings
Secretary

Office for Civil Rights
James Manning
Delegated the Authority of Assistant Secretary

U.S. Department of Education
Office for Civil Rights
Washington, D.C. 20202

May 2005

More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities that postsecondary schools have toward you. Being well informed will help ensure that you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.



The Office for Civil Rights (OCR) in the U.S. Department of Education is providing the information in this pamphlet to explain the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure that the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibit discrimination on the basis of disability. Practically every school district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.*/

Because both school districts and postsecondary schools must comply with these same laws, you and your parents might believe that postsecondary schools and school districts have the same responsibilities. This is not true; the responsibilities of postsecondary schools are significantly different from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

The following questions and answers provide more specific information to help you succeed.

As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient and accessible housing to students with disabilities at the same cost.

Other important differences you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

May a postsecondary school deny my admission because I have a disability?

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

Do I have to inform a postsecondary school that I have a disability?

No. However, if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

What academic adjustments must a postsecondary school provide?

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and modifications to

academic requirements as are necessary to ensure equal educational opportunity. Examples of such adjustments are arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or effect substantial modifications to essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

If I want an academic adjustment, what must I do?

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Postsecondary schools usually include, in their publications providing general information, information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs and student handbooks, and are often available on school Web sites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

When should I request an academic adjustment?

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that your school has enough time to review your request and provide an appropriate academic adjustment.

Do I have to prove that I have a disability to obtain an academic adjustment?

Generally, yes. Your school probably will require you to provide documentation that shows you have a current disability and need an academic adjustment.

What documentation should I provide?

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional; how your disability affects a major life activity; and how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

Although an Individualized Education Program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. Also in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official must tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

Who has to pay for a new evaluation?

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean that you have to pay or find funding to pay an appropriate professional to do it. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency through this Department of Education Web page: <http://www.ed.gov/about/offices/list/osers/rsa/index.html>

Once the school has received the necessary documentation from me, what should I expect?

The school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment or an alternative one if the alternative also would be effective. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

What if the academic adjustment we identified is not working?

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

May a postsecondary school charge me for providing an academic adjustment?

No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who coordinates the school's compliance with Section 504 or Title II or both laws. You may contact this person for information about how to address your concerns.

The school also must have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. However, the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns fully and fairly and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome from using the school's grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may file a complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the addresses and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at <http://www.ed.gov/ocr/docs/auxaids.html>.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends

and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

To receive more information about the civil rights of students with disabilities in education institutions, contact us at:

Customer Service Team
Office for Civil Rights
U.S. Department of Education
Washington, D.C. 20202-1100
Phone: 1-800-421-3481
TDD: 1- 877-521-2172
Email: ocr@ed.gov
Web site: www.ed.gov/ocr

You may be familiar with another federal law that applies to the education of students with disabilities—the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its Individualized Education Program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the IDEA or state and local laws that may apply.

This publication is in the public domain. Authorization to reproduce it in whole or in part is granted. The publication's citation should be: U.S. Department of Education, Office for Civil Rights, *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*, Washington, D.C., 2005.

To order online: www.edpubs.org

This publication is also available on the Department's Web site at <http://www.ed.gov/ocr/transition.html>.

Any updates to this publication will be available at this Web site. On request, this publication is also available in alternate formats, such as Braille, large print, or computer diskette. For more information, please contact the Department's Alternate Format Center 202-260-9895 or (202) 260-0818.

Auxiliary Aids and Services for Postsecondary Students with Disabilities

Higher Education's Obligations Under Section 504 and Title II of the ADA

U.S. Department of Education
Office for Civil Rights
Washington, D.C.

Revised September 1998

Section 504 of the Rehabilitation Act of 1973

In 1973, Congress passed Section 504 of the Rehabilitation Act of 1973 (Section 504), a law that prohibits discrimination on the basis of physical or mental disability (29 U.S.C. Section 794). It states:

No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance

The Office for Civil Rights in the U.S. Department of Education enforces regulations implementing Section 504 with respect to programs and activities that receive funding from the Department. The Section 504 regulation applies to all recipients of this funding, including colleges, universities, and postsecondary vocational education and adult education programs. Failure by these higher education schools to provide auxiliary aids to students with disabilities that results in a denial of a program benefit is discriminatory and prohibited by Section 504.

Title II of the Americans with Disabilities Act of 1990 (ADA) prohibits state and local governments from discriminating on the basis of disability. The Department enforces Title II in public colleges, universities, and graduate and professional schools. The requirements regarding the provision of auxiliary aids and services in higher education institutions described in the Section 504 regulation are generally included in the general nondiscrimination provisions of the Title II regulation.

Postsecondary School Provision of Auxiliary Aids

The Section 504 regulation contains the following requirement relating to a postsecondary school's obligation to provide auxiliary aids to qualified students who have disabilities:

A recipient . . . shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the recipient because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

The Title II regulation states:

A public entity shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy the benefits of, a service, program, or activity conducted by a public entity.

It is, therefore, the school's responsibility to provide these auxiliary aids and services in a timely manner to ensure effective participation by students with disabilities. If students are being evaluated to determine their eligibility under Section 504 or the ADA, the recipient must provide auxiliary aids in the interim.

Postsecondary Student Responsibilities

A postsecondary student with a disability who is in need of auxiliary aids is obligated to provide notice of the nature of the disabling condition to the college and to assist it in identifying appropriate and effective auxiliary aids. In elementary and secondary schools, teachers and school specialists may have arranged support services for students with disabilities. However, in postsecondary schools, the students themselves must identify the need for an auxiliary aid and give adequate notice of the need. The student's notification should be provided to the appropriate representative of the college who, depending upon the nature and scope of the request, could be the school's Section 504 or ADA coordinator, an appropriate dean, a faculty advisor, or a professor. Unlike elementary or secondary schools, colleges may ask the student, in response to a request for auxiliary aids, to provide supporting diagnostic test results and professional prescriptions for auxiliary aids. A college also may obtain its own professional determination of whether specific requested auxiliary aids are necessary.

Examples of Auxiliary Aids

Some of the various types of auxiliary aids and services may include:

- taped texts
- notetakers
- interpreters
- readers
- videotext displays
- television enlargers
- talking calculators
- electronic readers
- Braille calculators, printers, or
- closed caption decoders
- open and closed captioning
- voice synthesizers
- specialized gym equipment
- calculators or keyboards with large buttons
- reaching device for library use
- raised-line drawing kits
- assistive listening devices

- typewriters
- telephone handset amplifiers
- assistive listening systems
- telecommunications devices for deaf persons.

Technological advances in electronics have improved vastly participation by students with disabilities in educational activities. Colleges are not required to provide the most sophisticated auxiliary aids available; however, the aids provided must effectively meet the needs of a student with a disability. An institution has flexibility in choosing the specific aid or service it provides to the student, as long as the aid or service selected is effective. These aids should be selected after consultation with the student who will use them.

Effectiveness of Auxiliary Aids

No aid or service will be useful unless it is successful in equalizing the opportunity for a particular student with a disability to participate in the education program or activity. Not all students with a similar disability benefit equally from an identical auxiliary aid or service. The regulation refers to this complex issue of effectiveness in several sections, including:

Auxiliary aids may include taped texts, interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions.

There are other references to effectiveness in the general provisions of the Section 504 regulation which state, in part, that a recipient may not:

Provide a qualified handicapped person with an aid, benefit, or service that is not as effective as that provided to others; or

Provide different or separate aid, benefits, or services to handicapped persons or to any class of handicapped persons unless such action is necessary to provide qualified handicapped persons with aid, benefits, or services that are as effective as those provided to others.

The Title II regulation contains comparable provisions.

The Section 504 regulation also states:

[A]ids, benefits, and services, to be equally effective, are not required to produce the identical result or level of achievement for handicapped and nonhandicapped persons, but must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs.

The institution must analyze the appropriateness of an aid or service in its specific context. For example, the type of assistance needed in a classroom by a student who is hearing-impaired may vary, depending upon whether the format is a large lecture hall or a seminar. With the one-way communication of a lecture, the service of a notetaker may be adequate, but in the two-way communication of a seminar, an interpreter may be needed. College officials also should be aware that in determining what types of auxiliary aids and services are necessary under Title II of the ADA, the institution must give primary consideration to the requests of individuals with disabilities.

Cost of Auxiliary Aids

Postsecondary schools receiving federal financial assistance must provide effective auxiliary aids to students who are disabled. If an aid is necessary for classroom or other appropriate (nonpersonal) use, the institution must make it available, unless provision of the aid would cause undue burden. A student with a disability may not be required to pay part or all of the costs of that aid or service. An institution may not limit what it spends for auxiliary aids or services or refuse to provide auxiliary aids because it believes that other providers of these services exist, or condition its provision of auxiliary aids on availability of funds. In many cases, an institution may meet its obligation to provide auxiliary aids by assisting the student in obtaining the aid or obtaining reimbursement for the cost of an aid from an outside agency or organization, such as a state rehabilitation agency or a private charitable organization. However, the institution remains responsible for providing the aid.

Personal Aids and Services

An issue that is often misunderstood by postsecondary officials and students is the provision of personal aids and services. Personal aids and services, including help in bathing, dressing, or other personal care, are not required to be provided by postsecondary institutions. The Section 504 regulation states:

Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

Title II of the ADA similarly states that personal services are not required.

In order to ensure that students with disabilities are given a free appropriate public education, local education agencies are required to provide many services and aids of a personal nature to students with disabilities when they are enrolled in elementary and secondary schools. However, once students with disabilities graduate from a high school program or its equivalent, education institutions are no longer required to provide aids, devices, or services of a personal nature.

Postsecondary schools do not have to provide personal services relating to certain individual academic activities. Personal attendants and individually prescribed devices are the responsibility of the student who has a disability and not of the institution. For

example, readers may be provided for classroom use but institutions are not required to provide readers for personal use or for help during individual study time.

Questions Commonly Asked by Postsecondary Schools and Their Students

Q: What are a college's obligations to provide auxiliary aids for library study?

A: Libraries and some of their significant and basic materials must be made accessible by the recipient to students with disabilities. Students with disabilities must have the appropriate auxiliary aids needed to locate and obtain library resources. The college library's basic index of holdings (whether formatted on-line or on index cards) must be accessible. For example, a screen and keyboard (or card file) must be placed within reach of a student using a wheelchair. If a Braille index of holdings is not available for blind students, readers must be provided for necessary assistance.

Articles and materials that are library holdings and are required for course work must be accessible to all students enrolled in that course. This means that if material is required for the class, then its text must be read for a blind student or provided in Braille or on tape. A student's actual study time and use of these articles are considered personal study time and the institution has no further obligation to provide additional auxiliary aids.

Q: What if an instructor objects to the use of an auxiliary or personal aid?

A: Sometimes postsecondary instructors may not be familiar with Section 504 or ADA requirements regarding the use of an auxiliary or personal aid in their classrooms. Most often, questions arise when a student uses a tape recorder. College teachers may believe recording lectures is an infringement upon their own or other students' academic freedom, or constitutes copyright violation.

The instructor may not forbid a student's use of an aid if that prohibition limits the student's participation in the school program. The Section 504 regulation states:

A recipient may not impose upon handicapped students other rules, such as the prohibition of tape recorders in classrooms or of dog guides in campus buildings, that have the effect of limiting the participation of handicapped students in the recipient's education program or activity.

In order to allow a student with a disability the use of an effective aid and, at the same time, protect the instructor, the institution may require the student to sign an agreement so as not to infringe on a potential copyright or to limit freedom of speech.

Q: What if students with disabilities require auxiliary aids during an examination?

A: A student may need an auxiliary aid or service in order to successfully complete a course exam. This may mean that a student be allowed to give oral rather than written answers. It also may be possible for a student to present a tape containing the oral examination response. A test should ultimately measure a student's

achievements and not the extent of the disability.

Q: Can postsecondary institutions treat a foreign student with disabilities who needs auxiliary aids differently than American students?

A: No, an institution may not treat a foreign student who needs auxiliary aids differently than an American student. A postsecondary institution must provide to a foreign student with a disability the same type of auxiliary aids and services it would provide to an American student with a disability. Section 504 and the ADA require that the provision of services be based on a student's disability and not on such other criteria as nationality.

Q: Are institutions responsible for providing auxiliary services to disabled students in filling out financial aid and student employment applications, or other forms of necessary paperwork?

A: Yes, an institution must provide services to disabled students who may need assistance in filling out aid applications or other forms. If the student requesting assistance is still in the process of being evaluated to determine eligibility for an auxiliary aid or service, help with this paperwork by the institution is mandated in the interim.

Q: Does a postsecondary institution have to provide auxiliary aids and services for a nondegree student?

A: Yes, students with disabilities who are auditing classes or who otherwise are not working for a degree must be provided auxiliary aids and services to the same extent as students who are in a degree-granting program.

For More Information

For more information on Section 504 and the ADA and their application to auxiliary aids and services for disabled students in postsecondary schools, or to obtain additional assistance, see the list of OCR's 12 enforcement offices containing the address and telephone number for the office that serves your area, or call 1-800-421-3481.

Postsecondary Education
Resources
for Students with Disabilities



a publication of the
vermont parent
information
center

topic facts

Going to Work and College

Information for youth on Supplemental Security Income (SSI)

Whether you plan to work or go to college after high school, SSI can help you achieve your goal.

If I'm getting SSI, can I work and still keep my benefits?

Yes. If you're currently getting SSI you can work and keep part of your SSI cash benefit. Social Security will reduce your check if you work and earn money. In most cases, however, the combination of your earnings and SSI benefit will mean that you will have more money overall.

How will my SSI cash benefit change if I go to work?

The Social Security Administration (SSA) will adjust your check if you earn more than \$65 per month. SSA will reduce your check \$1 for every \$2 you earn over \$65 per month. In most cases you will be better off financially because the combination of your earnings and SSI will be higher than your SSI benefit alone.

Here's an example. Before John goes to work he is receiving \$614 per month in SSI. He then decides to go to work and earns \$385 per month. Social Security deducts a \$20 general income exclusion and a \$65 earned income exclusion from his countable income.

SSA then adjusts his SSI check by 50% of his countable income or \$150. John receives a check of \$464 per month and earnings of \$385 per month. After he goes to work, his total monthly income increases to \$849.

When will Social Security adjust my check?

In most cases, Social Security will adjust your check two months after you begin working and earning money. It's important to remember your SSI check will be smaller in two months. Set aside enough earnings to make up the difference.

How will Social Security know I'm working?

You are required to report your earnings to Social Security every month, and it's very important to remember this. If you don't report your earnings, Social Security will overpay your SSI benefit. Sometimes people on SSI have forgotten to report earnings and have had to pay back large sums of money.

Josh was able to set aside some of his earnings to take a driver's education class.



To order copies of this fact sheet, or to learn more about VPIC's materials and services, contact the Vermont Parent Information Center (VPIC), 600 Blair Park Road, Suite 301, Williston, VT 05495, (802) 876-5315 (V/RELAY) or toll free 1 (800) 639-7170. You can also contact us via e-mail at vpic@vtpic.com. And don't forget to visit our website at www.vtpic.com.

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What happens to my Medicaid coverage if I work?

You can earn up to \$29,976 (in 2005) and keep your Medicaid coverage under the 1619B provision. You will continue to be eligible for your Medicaid coverage even if you earn enough money to zero out your SSI check.

Are there any other work incentives in the SSI program?

Do you experience additional expenses going to work that are a result of your disability, such as extra transportation costs or work place accommodations? If you do, you may be able to apply for an *Impairment Related Work Expense (IRWE)*. If approved, SSA will deduct the costs of your IRWE from your countable income. If you think you have an expense that may qualify as an IRWE, contact your benefits counselor or your SSA claims representative.

A Plan to Achieve Self Support (PASS) lets you set aside income and/or resources you plan to use for a specific work goal. A PASS can pay for any goods or services that could help you go to work. To get a PASS, you must apply and fill out a detailed application. Before applying, we recommend you get assistance from a vocational rehabilitation counselor or a benefits counselor.

How can SSI help me with college?

The more education you have, the better chance you have of getting a higher paying job. The following two SSI options can be used to support your postsecondary education goals.

The Student Earned Income Exclusion

If you are under age 22 and regularly attending school, SSA will not count up to \$1,410 of earned income per month when determining your SSI benefit. The maximum exclusion is \$5,670 per year. This means you can earn up to this amount and

SSA will not adjust your SSI check. This is an excellent benefit for college students who are working on weekends or during the summer. For more information, contact your benefits counselor or SSA claims representative.

The Plan to Achieve Self Support (PASS) As noted above, a PASS lets you set aside income and/or resources you plan to use for a specific work goal. A PASS can be used to pay for college tuition, vocational training programs, and other postsecondary education options. If you have income or resources other than your SSI check, this can be an excellent way to pay for college. As noted, you must apply for a PASS and fill out a detailed application. It's a good idea to get assistance from a vocational rehabilitation counselor or a benefits counselor before applying.

Who do I contact for more information?

To apply for SSI, contact the Social Security Administration (SSA) at 1-800-772-1213. Visit the SSA web site for more information at www.ssa.gov/work.

A VocRehab benefits counselor can also help you learn more about

- how to apply for SSI
- what happens at age 18
- how to work and still be eligible for SSI
- how SSI can support postsecondary education goals.

Call 1-800-361-1239 to find the benefits counselor in your county, or visit the VocRehab web site at VWII.org.

The Vermont Center for Independent Living (VCIL) also has benefits counselors that can help you apply for SSI and answer your questions. To contact a VCIL benefits counselor, call 1-800-639-1522 or visit their web site at www.vcil.org.



a publication of the
vermont parent
information
center

vpic facts

Supplemental Security Income (SSI)

What you should know when your child turns 18

Supplemental Security Income is a federal program administered by Social Security that provides cash support to individuals who qualify.

*In most
circumstances,
a young adult
on SSI is almost
always better off
financially by
going to work.*

What is Supplemental Security Income (SSI)?
SSI includes monthly cash benefits to individuals with disabilities who have limited income and resources. Children may qualify for SSI if they meet Social Security's definition of disability and their income and assets fall within eligibility limits. Social Security will review medical and other information regarding your son or daughter in determining eligibility.

What are the benefits of being on SSI?
SSI can provide monthly cash income to help pay basic living expenses. Your young adult can benefit from SSI when moving from school to work, when attending postsecondary school, and when working at a low-paying or parttime job.

In addition, qualifying for SSI usually allows your son or daughter to receive Medicaid. Medicaid pays for health care expenses, therapy, and prescription drugs.

How do I apply for SSI for my son or daughter?
You may apply over the phone or in person. To make an appointment, contact your local Social Security office or call Social Security's toll free number at 1-800-

772-1213. You'll then receive an application packet.

You can complete the application at home or fill it out during your appointment, with help from a Social Security representative. If you feel you need more support, a family member or advocate can help you in applying for SSI.

Before your appointment, it's helpful to gather documentation Social Security will ask for regarding your son or daughter; for example

- a social security card
- proof of age, usually a birth certificate
- proof of income, including paycheck stubs or a statement of payments received
- proof of resources, generally bank accounts, life insurance, cash, etc.
- proof of living arrangement, rent, or mortgage payments
- names, addresses, telephone numbers of doctors, hospitals, and clinics
- information from teachers or employers to show work limitations due to a disability.



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What will happen when my son, who already has SSI, turns 18?

When your son turns 18, Social Security will conduct a medical redetermination to learn whether he meets the SSI definition of disability. Social Security will also do a non-medical review to determine your son's own income and resources and to find out whether he's paying for food and housing. Your son's benefits will then be based on his income, resources, and living arrangements, instead of yours.

You should also know that

- when your son turns 18 and continues to live with you but does not pay for food or shelter, his SSI payment rate may be lower
- benefits will stop at age 18 if your son doesn't meet Social Security adult standards
- if your son wasn't eligible for SSI before age 18 because your income or assets were too high, he may become eligible at age 18.

If your son continues living at home, he can receive the maximum SSI benefit in Vermont by paying a flat fee for room and board. The fee must equal or be above a minimum level (\$213 per month in 2005), or your son can pay a prorated share of household expenses.

Should I limit my daughter's employment before she turns 18 to make sure she remains eligible for SSI?

As long as your daughter is working below a substantial level, which means she was earning less than \$830 per month in 2005, her employment should not effect the redetermination process.

What happens when Social Security does a redetermination at age 18?

Social Security will reduce your daughter's SSI check about one dollar for every two dollars she earns, after deducting an initial income exclusion of about \$65 to \$85. Your daughter will remain eligible for Medicaid as long as

she is eligible for SSI. If your daughter is getting SSI, she will usually be better off financially if she is working.

What can I do if my teenager is not able to manage money?

At age 18, Social Security will decide whether your son is able to handle money or whether he needs a representative payee. A *representative payee* is a person who receives and manages the SSI payment on behalf of your son. The representative payee also is responsible for notifying Social Security about any change in your son's circumstances. You can be your son's representative payee.

What are Social Security Dependent Benefits?
Social Security administers the Dependent Benefits Program for children under age 18. These benefits are based on the earnings record of a retired, deceased, or disabled parent. A child under 18 (or under 19 if attending school regularly) entitled to these benefits as a dependents is not required to meet disability criteria.

Who do I contact for more information?

To apply for SSI, contact the Social Security Administration (SSA) at 1-800-772-1213. Visit the SSA web site for more information at www.ssa.gov/work.

A VocRehab benefits counselor can also help you learn more about

- how to apply for SSI
- what happens at age 18
- how to work and still be eligible for SSI
- how SSI can support postsecondary education goals.

Call 1-800-361-1239 to find the benefits counselor in your county or visit the VocRehab web site at www.VWII.org.

The Vermont Center for Independent Living (VCIL) also has benefits counselors that can help you apply for SSI and answer your questions. To contact a VCIL benefits counselor, call 1-800-639-1522 or visit their web site at www.vcil.org.

AGENCIES AND PROGRAMS INVOLVED IN POSTSECONDARY EDUCATION PLANNING AND TRANSITION IN VERMONT

ASSISTIVE TECHNOLOGY

Assistive Technology Project of Vermont (VATP)

Vermont Assistive Technology Project

103 South Main Street

Weeks Building

Waterbury, VT 05671-2305

(800) 750-6355, (802) 241-2620

TTY: (802) 241-1464

FAX: (802) 241-2174

Email: ATinfo@dail.state.vt.us

www.dad.state.vt.us/atp/

VATP serves children and adults with disabilities to increase access to assistive technology. AT is any piece of equipment or device that enables a person with a disability to have greater independence, productivity, and confidence in their home, at work, at school, or in the community.

DRIVER'S EDUCATION

New and Potential Driver Program

Fletcher Allen Health Care

PO Box 1554

158 Hurricane Lane

Williston, VT 05495

(802) 847-3140

FAX: (802) 847-3022

www.fahc.org/Rehab_Therapies/Services/Driver_Rehab.html

The Driver Rehabilitation Program provides a comprehensive driving program with services that include driver evaluations, vehicle modification, vehicle fit assessments, and specialized driver training for persons with special learning needs. This program offers a variety of services designed to meet specific special needs. Training is done by occupational therapists.

EMPLOYMENT

JOBS (Jump on Board for Success) Program

103 South Main Street
Waterbury, VT 05671-2304
(802) 242-4262
www.dad.state.vt.us/dvr/JOBS/JOBS.htm

The Vermont JOBS (Jump on Board for Success) is a program spearheaded by the Vermont Division of Vocational Rehabilitation. It serves youth ages 16-21 identified as having an emotional and/or behavioral disability and in need of extra support and services to obtain or maintain a job. The JOBS Program is a supported employment program and provides intensive case management services.

Ticket to Work Program

Division of Vocational Rehabilitation
103 South Main Street, Weeks 1A
Waterbury, Vermont 05671-2303
(800) 361-1239 or (802)-241-4262
www.dad.state.vt.us/dvr/vocrehab/vwii/s4_ttw.htm

The Ticket to Work Program is a Social Security program for people receiving Social Security Disability Insurance (SSDI) benefits and Supplemental Security Income (SSI) benefits because of disability or blindness.

Vermont Association of Business and Rehabilitation (VABIR)

1 Main Street, # 60
Winooski, VT 05404
(802) 655-7215
www.vabir.com

VABIR provides a wide range of services to workers with disabilities and their role is to increase the employment of individuals with disabilities.

Vermont Department of Labor (VDOL)

59 Pearl Street
Burlington, VT 05408
(802) 652-0360
www.labor.vermont.gov

VDOL's primary focus is to provide employment services that assist businesses, workers, and job seekers.

SUPPORT AND ADVOCACY

Vermont Association for the Blind and Visually Impaired (VABVI)

37 Elmwood Avenue
Burlington, VT 05408
(802) 863-1358
www.vabvi.org
general@vabvi.org

VABVI provides training, services, and support to children and adults who are blind or visually impaired.

Vermont Center for Independent Living (VCIL)

11 East State Street
Montpelier, VT 05602
(802) 229-0501 (voice and tty)
(800) 639-1522 (toll-free voice and tty)
vcil@vcil.org

The Vermont Center for Independent Living (VCIL) works to promote the dignity, independence, and civil rights of Vermonters with disabilities. They provide information and referral services, independent living services, home modifications, peer advocacy, community outreach, training, and systems advocacy.

(802) 862-0234 (voice and tty)
www.vcil.org/

Vermont Deaf Services Program

Division of Vocational Rehabilitation
Administrative Offices
Weeks 1A, 103 South Main Street,
Waterbury, VT 05671-2303
(802) 241-4155 (tty)
(802) 241-2186 (voice/tty)
www.dad.state.vt.us/dvr/deaf/dsp.htm

The Deaf Services program provides employment counseling and guidance, job leads, information and tips on accommodations, technical assistance in work settings, adaptive equipment, technical assistance, home modifications, and information and referral. The program has experienced sign language interpreters and experience with the deaf culture.

SUPPORT AND ADVOCACY (cont.)

Vermont Parent Information Center (VPIC)

Transition and Youth Leadership Project

600 Blair Park Road, Suite 301

Williston, VT 05495

(802) 876-5315

www.vtpic.com

VPIC provides support, information, and training to families and youth with disabilities regarding their transition from school to adulthood. Our Transition & Youth Leadership Program Resources page on our website links to VPIC fact sheets on transition, as well as information on additional publications available on the web, national websites, helpful websites relating to transition topics, and transition resources available in Vermont.

POST-SECONDARY EDUCATION

Vermont Student Assistance Corps (VSAC)

PO Box 2000

Winooski VT 05404

(800) 642-3177 or (802) 655-9602

www.vsac.org

VSAC helps Vermonters who want to pursue college or other training after high school. They provide grants, loans, scholarships, career and education planning, and general information about educational opportunities.

Vocational Rehabilitation Central Office

103 South Main Street, Osgood II Building

Waterbury, Vermont 05671-2303

866-VRWORKS (866-879-6757) (Voice/TTY)

(802) 241-1455 (TTY Next Talk)

Email: janet.richard@dail.state.vt.us

www.vocrehabvermont.org/

Vocational Rehabilitation has Transition counselors statewide who work directly with 48 Vermont high schools and technical centers. These counselors work with transition-age youth, and they strive to improve employment and postsecondary outcomes for students. They meet with students in their local high schools. They also assist schools with information and resources. To locate the office nearest you, contact the central office or visit the VR website.

VERMONT COLLEGES AND DISABILITY OFFICES

Consortium of Vermont Colleges

www.vtcolleges.org

Bennington College

Bennington, VT 05201

(802) 440-4312

Toll free: (800) 833-6845

www.bennington.edu

Disability information: Ask for the Dean of Studies Office

www.bennington.edu/campus_living_disability.asp

Burlington College

95 North Avenue

Burlington, VT 05401

(800) 862-9616

www.burlingtoncollege.edu

Disability information: Ask for the Dean of Students office

Castleton State College

Castleton, VT 05735

(800) 639-8521

www.castleton.edu

Disability information: Contact the Learning Specialist at

(802) 468-1347

Champlain College

163 South Willard Street

Burlington, VT 05402

(802) 860-2727

www.champlain.edu

Disability information: Contact the Coordinator of Services for Students with Disabilities at

(802) 651-5961

College of St. Joseph

71 Clement Road

Rutland, VT 05701

(802) 773-5900 ext.3205

www.csj.edu

Disability information: Contact Project Success Learning Center at (802) 773-5900, ext. 3239

Community College of Vermont

P.O. Box 120 Wassen Hall

Waterbury, VT 05676

(802) 241-3535

www.ccv.edu

Disability information: Ask for Student Support Services

Goddard College

123 Pritkin Road

Plainfield, VT 05667

(802) 454-8311

www.goddard.edu

Disability information: Contact the Learning & Disability Office at (802) 454-8311 ext.238 or disabilities@goddard.edu

Green Mountain College

One College Circle

Poultney, VT 05764

(802) 287-8000

www.greenmtn.edu

Disability information: Contact the Jose M. Calhoun Learning Center at (802) 287-8287

Johnson State College

337 College Hill

Johnson, VT 05656

(802) 635-2356

www.jsc.vsc.edu

Disability information: Contact the Learning Specialist, Academic Support Services at (802) 635-1259

Landmark College

River Road South
Putney, VT 05346
(802) 387-6718

www.landmark.edu

Disability information: Ask for the Academic Consulting Office

Lyndon State College

Lyndonville, VT 05851
(802) 626-6413

www.lyndonstate.edu

Disability information: Contact the Learning Specialist
(802) 626-6210

Marlboro College

P.O. Box A, South Road
Marlboro, VT 05344-0300
(802) 257-4333

www.marlboro.edu

Disability information: Contact Office of Disability Services at
(802) 258-9335 ext. 335

Middlebury College

Middlebury, VT 05753-6002
(802) 443-3000

www.middlebury.edu

Disability information: Contact the Americans with Disabilities Office at
(802) 443-5851

New England Culinary Institute

5 Franklin Street
Essex Junction, VT 05452
(802) 764-2135

www.neci.edu

Disability information: Ask for the Director of Learning Services

Norwich University

Northfield, VT 05663
(802) 485-2001

www.norwich.edu

Disability information: Contact the Learning Support Center at
(802) 485-2130

Saint Michael's College

One Winooski Park
Colchester, VT 05439
(802) 654-3000

www.smcvt.edu

Disability information: Contact the Liaison for Students with Special Needs at
(802) 654-2818

School for International Training

Kipling Road
Brattleboro, VT 05301
802-257-7751

www.sit.edu

Disability information: Contact the Office of Student Support Services, Director of Counseling and Disability Support Services at
(802) 258-3367

Southern Vermont College

982 Mansion Drive
Bennington, VT 05201
(802) 447-6304

www.svc.edu

Disability information: Ask for the Learning Differences Support Program Coordinator

Sterling College

P.O. Box 72
Craftsbury Common, VT 05827
(802) 586-7711

www.sterlingcollege.edu

Disability information: Ask for

University of Vermont

194 South Prospect Street
Burlington, VT 05401-3596
802-656-3370

www.uvm.edu

Disability information: Contact the ACCESS
(Academic Support Programs)
Assistant Director of Academic Support
Services at
(802) 656-7753

Vermont Law School

Chelsea Street
South Royalton, VT 05068-0096
888-APPLY-VLS

www.vermontlaw.edu

Vermont Technical College

P.O. Box 500
Randolph Center, VT 05061-0500
802-728-1000

www.vtc.edu

Disability information: Contact the Student
Support Center
Learning Specialist at
(802) 728-1278

Woodbury College

660 Elm Street
Montpelier, VT 05602
(802) 229-0516

www.woodbury-college.edu

Ask for the Disability office

POSTSECONDARY EDUCATION SCHOOLS AND PROGRAMS IN VERMONT

Business Schools- see online listings

Cosmetology Schools

- **Vermont College Of Cosmetology**
400 Cornerstone Drive
Williston, Vermont 05495
(802) 879-4811
Vtcollegeofcosmo.com
- **O'Brien's Training Center**
1475 Shelburne Road
South Burlington, Vermont 05403-7747
(802) 658-9591
www.gotrain.com/schools/1161.htm

Culinary Art School

- **New England Culinary Institute**
250 Main Street
Montpelier, Vermont 05602
(802) 223-6324
www.neci.edu

High School Programs

- **Linking Learning to Life** – A unique program in Vermont located in Chittenden County. The mission of this program is to engage youth in diverse community based learning opportunities that improve their educational performance and career prospects to prepare them for a lifetime of success. www.linkinglearningtolife.org
- **Landmark College** – located in Putney, Vermont, offers a summer program for students with learning disabilities to prepare for college. www.landmark.edu

Job Corp

- **Job Corps** is an educational and vocational training program for youth ages 16 through 24. Students can learn a trade, earn a high school diploma, and prepare for higher education by taking college preparatory classes and get assistance in finding a job. For information contact

Northlands Job Corps Center

100 A MacDonough Drive
Vergennes, VT 05491
(802) 877-2922

Northlands.jobcorps.gov/html

Northern Vermont

(800) 500-5393

Southern Vermont

(800) 775-7371

Job Corps Disability website:

jcdisability.jobcorps.gov/index.htm

General information

jobcorps.doleta.gov/centers/vt.cfm#northlands

Military programs (Army, Navy and Air Force, or National Guard)

- **Vermont National Guard**
www.vtguard.com
- **Military web information**
www.myfuture.com/t2_milops.html
- **ROTC** -Reserve Officers Training Corps
www.rotc.monroe.army.mil

Nursing schools (offering (ADN) associates degrees in nursing and (PN) practical nursing certificates) Programs are offered at:

- **Castleton State College**
1 Seminary
Castleton, VT 05735
(802) 468-5611
www.castleton.edu/
- **University of Vermont**
89 Beaumont Avenue, #215
Burlington, VT 05401
(802) 656-2150
www.med.uvm.edu/
- **Vermont Technical College**
Randolph Center, VT 05061
(800) 442-8821
www.vtc.edu/

Paralegal, legal assistance, peace and conflict studies, community organization resource and service programs

- **Woodbury College**
660 Elm Street
Montpelier, VT 05602

(802) 229-0516
Woodbury.edu-search.com/

Radiology Technology/ Technician Program

- **Rutland Regional Medical Center School Of Rad Tech**
160 Allen St
Rutland, Vermont 05701
(802) 655-9602
www.eleaners.com/campus/431804.htm

Vermont Department of Labor

- The Workforce Investment Act (WIA)/Youth Services is a program for youth, who meet the eligibility requirements, in need of formalized training or skill upgrading in order to overcome employment barriers and reach career goals. They provide vocational testing and assessment, career guidance, tutoring, study skills training, instruction, paid and unpaid work experience including internships and job shadowing. For information contact
labor.vermont.gov/InfoCenter/Youth/WIAYouth/tabid/435/Default.aspx

Vermont Youth Conservation Corp

- The Vermont Youth Conservation Corps offers youth 16-24 an opportunity to work and study under adult leadership to complete conservation projects, such as state park management, trail maintenance, and backcountry construction.
- **Vermont Youth Conservation Corp**
1949 East Main Street
Richmond, VT 05477
(802) 434-3969
www.vycc.org

Vermont Technology and Career Centers

- **Applied Tech Center at St. Johnsbury Academy**
P.O. Box 906
St. Johnsbury, VT 05819-0906
(802) 748-8171
www.stjacademy.org
- **Barre Regional Vocational-Technical Center**
50 Crimson Tide Way
Barre, VT 05641
(802) 476-6237
www.vita-learn.org
- **Burlington Technical Center**
52 Institute Road

Burlington, VT 05408
(802) 864-8426
www.burlingtontech.org

- **Canaan Memorial High School**
99 School Street
Canaan, VT 05903
(802) 266-8910
www.canaanschools.org
- **Center for Technology, Essex**
3 Educational Drive
Essex Junction, VT 05452
(802) 879-5558
www.ejhs.K12.vt.us/
- **Cold Hollow Career Center**
P.O. Box 278
Enosburg Falls, VT 05450-0278
(802) 933-4003
www.go-cte.org
- **Green Mountain Technology and Career Center**
P.O. Box 600
Hyde Park, VT 05655-0600
(802) 888-4447
www.gmtcc.info
- **Hartford Area Career & Technology Center**
1 Gifford Road
White River Jct. VT 05001
(802) 295-8630
www.hartfordschools.net
- **Lake Region Union High School**
317 Lake Region Road
Orleans, VT 05860
(802) 754-6521
www.lruhs.org/
- **Lyndon Institute Technical Center**
P.O. Box 127
Lyndon Center, VT 05850
(802) 626-1109

www.lyndoninstitute.org/

- **Missisquoi Valley Union High School**
100 Thunderbird Drive
Swanton, VT 05488-9705
(802) 868-7311
www.mvuschool.org/
- **North Country Career Center**
P.O. Box 725
Newport, VT 05855-0725
(802) 334-5469
www.nccc.ncuhs.org/
- **Northwest Technical Center**
71 South Main Street
St. Albans, VT 05478-2297
(802) 527-0614
www.bfa.k12.vt.us/
- **Patricia A. Hannaford Career Center**
51 Charles Avenue
Middlebury, VT 05753
(802) 388-3115
www.hannafordcareercenter.org/
- **Randolph Area Vocational Center**
17 Forest Street
Randolph, VT 05060
(802) 728-9595
ravc.org/
- **River Bend Career & Technical Center**
P.O. Box 618
Bradford, VT 05033-0618
(802) 222-5212
www.riverbendtech.org/
- **River Valley Technical Center**
303 South Street
Springfield, VT 05156
(802) 885-8484
www.rvtc.org/

- **Southwest Vermont Career Development Center**

321 Park Street
Bennington, VT 05201
(802) 447-0220
www.svcdc.org/

- **Stafford Technical Center**

8 Stratton Road
Rutland, VT 05701
(802) 773-1990

- **Vergennes Union High School**

50 Monkton Road
Vergennes, VT 05491
(802) 877- 2858
www.vuhs.org

- **Windham Regional Career Center**

131 Fairground Road
Brattleboro, VT 05301
(802) 257-7335
www.wreccvt.com/

Distance Learning

Many degree and certificate programs are offered in the form of online courses

Sites for Distance Learning

- **Schools for Learning**

www.allschoolsandlearning.com/

SCHOLARSHIPS

AUTISM

Autism Society of America

7910 Woodmont Avenue, Suite 300

Bethesda, MD 20814-3067

(301) 657.0881 or (800) 3AUTISM (800-328-8476)

www.autism-society.org/site/PageServer?pagename=awardscholarships

The Eden Services Charles H. Hoens, Jr., Scholars Program-provides a scholarship in the amount of \$1,000 to a qualified individual with autism to be applied toward the completion of an accredited, postsecondary educational or vocational program of study.

The Wendy F. Miller Award, Outstanding Individual with Autism of the Year, gives a scholarship to an individual with autism who has excelled in one or more areas of life experiences or contributions.

BLIND & VISUAL IMPAIRMENTS

American Council of the Blind

1155 15th Street NW, Suite 1004

Washington, DC 20005

(800) 424-8666 or (202) 467-5081

www.acb.org

The American Council of the Blind (ACB) awards scholarships annually to legally blind students in undergraduate, graduate, technical, and vocational studies. Awards are for study in the United States. Scholarship awards range from \$500 to \$4,000.

American Foundation for the Blind

11 Penn Plaza, Suite 300

New York, NY 10001

(800) 232-5463 or (212) 502-7600

www.afb.org

The American Foundation for the Blind offers several scholarships to students who are legally blind or have a visual acuity of 20/200 in the better eye with best correction or a visual field of no greater than 20 degrees.

BLIND & VISUAL IMPAIRMENTS (cont.)

Association for Education and Rehabilitation of the Blind and Visually Impaired (AER)

1703 N. Beauregard Street, Suite 440

Alexandria, VA 22311

(800) 492 2708, Fax: (703) 671 6391

www.aerbvi.org

AER offers two financial aid programs for people who are legally blind (William and Dorothy Ferrell Scholarship and the Telesensory Scholarship). Applicants must be studying at the postsecondary level for a career in field services to people who are blind or visually impaired. Scholarships are available in even-numbered years.

Lighthouse International

111 East 59th Street

New York, NY 10022-1202

(800) 829-0500 or (212) 821-9200

www.lighthouse.org

Lighthouse, Inc. offers awards to college-bound high school seniors, undergraduate, and graduate students who are legally blind. Applicants must be U.S. citizens and reside and attend school in one of these states: New York, New Jersey, Connecticut, Pennsylvania, and New England States. Lighthouse, Inc. also offers Career Achievement Awards for exceptional employees, employers, and self-employed individuals.

DEAF & HEARING IMPAIRMENTS

Alexander Graham Bell Association for the Deaf

3417 Volta Place, NW

Washington, DC 20007-2778

(202) 337-5220

www.agbell.org

Scholarships are geared to individuals who use speech and residual hearing and/or speech reading as their mode of communication. They offer various scholarships of study for primary, secondary, and post-secondary students.

DEAF & HEARING IMPAIRMENTS (cont.)

National Captioning Institute

Malcolm J. Norwood Scholarship
Dr. Malcolm J. Norwood Memorial Award Panel
1900 Gallows Road, Suite 3000
Vienna, VA 22182
(703) 917-7600
www.ncicap.org

The Malcolm J. Norwood Scholarship of the National Captioning Institute (NCI) is offering scholarships to eligible deaf and hard of hearing students studying for careers in media communication and/or media technology, in honor of Dr. Malcolm J. Norwood. Dr. Norwood was the chief of Media Services for the U.S. Department of Education. As chief of Media Services, Dr. Norwood supervised the development of the closed captioned television technology.

National Association of the Deaf

814 Thayer Avenue
Silver Spring, MD 20910-4500
(310) 587-1788, Fax: (301) 587-1791
TTY: (301) 587-1789
www.nad.org/openhouse/programs/R&Sawards/index.html

The National Association of the Deaf sponsors the William C. Stokoe Scholarship, an annual award of \$2,000 to a graduate student who is deaf. The winner of the Stokoe Scholarship must create and complete a research or development project within a year that relates to sign language or the Deaf community.

EPILEPSY

Pfizer Epilepsy Scholarship Award

c/o The Eden Communications Group
515 Valley Street, Suite 200
Maplewood, NJ
(800) 292-7373
www.epilepsy-scholarship.com

The Pfizer Scholarship Award is limited to students with epilepsy who are pursuing a college education. It is a one year \$3,000 scholarship given to a student who has overcome the challenges of epilepsy and been successful in school and the community.

GENERAL

Association of Library Agencies Century Scholarship

ASCLA, 50 E. Huron Street

Chicago, IL 60611

(800) 545-2433

www.ala.org/ascla/centuryscholarship.html

The purpose of this scholarship is to recruit people with disabilities into the library profession. Annual \$2500 scholarship for services or accommodations that are either not provided by law or otherwise by the University to study for a Master's or Doctorate in Library Science.

Bank of America, ADA Abilities Scholarship

P.O. Box 1465

Taylors, SC 29687

(864) 268-3363

www.scholarshipprograms.org/bada/bada_2005_ins.htm

Applicants must be high school seniors, high school graduates, or full-time students attending an accredited undergraduate college or university and under the age of 40. Applicants must plan on earning a degree or certificate in finance, business, or computer systems and plan on a career with a banking institution.

CAPED

71423 Biskra Road

Rancho Mirage, CA 92270

(760) 346-8206

www.caped.net

CAPED, California Association on Postsecondary Education and Disability, offers eight different scholarships of up to \$1500 for students with disabilities attending a California institution of higher education.

ChairScholars Foundation, Inc.

16101 Carenca Lane

Odessa, FL 33556-3278

(813) 920-1981

www.chairscholars.org

The mission is to provide fully funded college scholarships up to \$20,000 to seriously disabled students with distinguished academic and community service records, who are highly motivated, and who have accepted their physical challenge with exceptional grace, allowing them to attend the college or university of their choice.

GENERAL (cont.)

Yes I Can!

Foundation for Exceptional Children
1110 North Glebe Road, Suite 300
Arlington, VA 22201-5704
(800) 224-6830, ext. 450
yesican.cec.sped.org

Council for Exceptional Children (CEC)

www.washington.edu/doi/Lessons/Financial/foundation.htm/

The five Stanley E. Jackson Scholarship Awards and the Infinitec Scholarship Award consist of different awards to enable people with disabilities to gain access to technologies which advance independence. They will be applied toward fulltime postsecondary education and training.

The ELA Foundation Inc.

2460 North Lake Avenue, PMB #128
Altadena, CA 91001
(626) 398-8840
www.ela.org

The mission of ELA is to Change the Face of Disability on the Planet. ELA accomplishes this mission by promoting health in communities through arts, education, and advocacy for the total inclusion of people with disabilities. The ELA Foundation will award one or two scholarships per academic year depending on merit.

Incight Company

733 SW Oak Street, Suite 200
Portland, OR 97205
(971) 244-0305
www.incight.org/incight/edu1.html

Incight Go Better Scholarship provides scholarships for students with physical disabilities including sight, hearing, and learning disabilities.

Yes I Can!

Foundation for Exceptional Children,
1110 North Glebe Road, Suite 300
Arlington, VA 22201
(800) 224-6830
yesican.cec.sped.org/scholarship/index.html

GENERAL (cont.)

The Sara Conlon Memorial Scholarship will benefit a student with a disability who is interested in pursuing a degree in the field of special education.

Dr. Walter Schaffer

Research Training Office
Rockledge II, Room 6184
Bethesda, MD 20892-7910
(301) 435-2770
E-mail: ws11q@nih.gov

National Institute of Health Predoctoral Fellowship is designated for biomedical sciences at the graduate level for individuals with disabilities and members of minority groups that are underrepresented in the biomedical sciences. Applicants must be enrolled in a Ph.D. or M.D./Ph.D. biomedical sciences program.

www.parentsinc.org/finaid/aid5352.html

Vermont Department of Labor

Green Mountain Drive, Box 488
Montpelier, VT 05601-0488
(802) 828-4000

For additional information on this program visit:

www.casey.org/Resources/Publications/ChafeeFAQ.htm

John H. Chafee Foster Care Independence Program (CFCIP) was created through the Foster Care Independence Act of 1999. This program is designed to assist current and former eligible foster youth, ages 18-21, achieve self sufficiency through a successful transition to adulthood.

Vouchers up to \$5,000 per year can be used for postsecondary training, books, tuition, and school equipment. Students can seek assistance in applying for these funds by contacting a WIA (Workforce Investment Act) counselor for youth programs at resource centers, Vermont Department of Labor. Resource centers can be found at:

www.labor.vermont.gov/workers/jobseeker/resourcecenters/tabid/285/default.aspx

National Federation of Music Clubs (NFMC)

1336 North Delaware Street
Indianapolis, IN 46202-2481
(317) 638-4003

www.nfmc-music.org/

GENERAL (cont.)

The Joyce Walsh Junior Scholarship for the Handicapped is awarded to disabled instrumentalists or vocalist members of NFMC who are U.S. citizens, ages 12-18.

City University of New York at Brooklyn

2900 Bedford Ave., Rm. 5315, James Hall

Brooklyn, NY 11210

(718) 951-5601

dephome.brooklyn.cuny.edu/psych/undrgrad/awards.htm

The Korchin Scholarship Award for Disabled/Minority Students Majoring in Psychology is an annual award to a student with disabilities or minority student who intends to pursue graduate studies in psychology.

VSA Arts

818 Connecticut Ave., NW

Suite 600

Washington, DC 20006

(202) 628-2800

www.vsarts.org/

Open to young artists from 16 - 25 living in the United States who have a physical, cognitive, or mental disability. The VSA Arts Young Soloists Award gives four award recipients scholarship funds and the opportunity to perform at the John F. Kennedy Center for the Performing Arts.

LEARNING DISABILITIES

Anne Ford Scholarship

National Center for Learning Disabilities

381 Park Avenue South, Suite 1401

New York, NY 10016

(212) 545-7510

www.nclld.org/content/view/871/456074/

The Anne Ford Scholarship is a \$10,000 award given to a high school senior with an identified learning disability (LD) who is pursuing an undergraduate degree.

MENTAL HEALTH DISABILITIES

Lilly Awards Secretariat

c/o Lilly Schizophrenia Reintegration Scholarship

PMB 1167

734 North LaSalle Street

Chicago, IL 60610

(800) 809-8202

zyprexa.com/reintegration/reintegration_scholarship.htmlLilly

Scholarships are available for students with schizophrenia and related disorders. Scholarships can be used for high school equivalencies, associate, undergraduate, graduate, trade, or vocational programs, or any certificate or degree program as long as it is an accredited program. Scholarship can also be applied to study abroad, if study abroad is part of coursework.

PHYSICAL DISABILITIES

Venture Clubs Student Aid Award and Venture Clubs of America

Two Penn Center, Suite 1000

Philadelphia, PA 19102-1883

(215) 557-9300

www.parentsinc.org/finaid/aid7361.html

Venture Clubs of America Awards offers one \$5,000 first place award (nonrenewable) and one \$2,500 second place award (nonrenewable) available for any field of study at any accredited institution. These awards are open to students with physical disabilities between the ages of 15 and 40.

Yellow Ribbon Scholarship

National Tour Foundation

546 East Main Street

Lexington, KY 40508

(800) 682-8886

www.bmcc.cuny.edu/scholarships/award.php?IndexId=120

The Yellow Ribbon Scholarship is for individuals with a physical or sensory disability who are planning to attend a two or four year college or university, majoring in the travel or tourism industry.

SPEECH & LANGUAGE

American Speech, Language, Hearing Foundation

10801 Rockville Pike

Rockville, MD 20852

(800) 498-2071

www.asha.org/default.htm

One \$2,000 scholarship gives priority to a disabled student and is open to full-time students accepted for graduate study in a communication sciences and disorders program.

INTERNET RESOURCES

General

Association on Higher Education and Disability: www.ahead.org

Post-ITT Postsecondary innovative Transition Technology:
www.postitt.org/about.shtml

HEATH Resource Center: www.HEATH.gwu.edu

HEATH Fact Sheets: <http://www.heath.gwu.edu/factsheet.htm>

National Information Center for Children and Youth with Disabilities:
<http://nichcy.org/>

Vermont State Resources: <http://nichcy.org/stateshe/vt.htm>

Parent Training and Information Centers: <http://www.taalliance.org/centers/index.htm>

Vermont Adult Learning: <http://www.vtadultlearning.org/>

Vermont Department of Education, Directories of Colleges and Universities:
<http://www.state.vt.us/educ/new/html/directories/postsecondary.html>

Transition

National Center on Secondary Education and Transition: www.ncset.org and
www.youthhood.org

National Clearinghouse on Families and Youth: www.ncfy.com

PACER Center TATRA (Technical Assistance about Transition and the Rehabilitation Act):
www.pacer.org/tatra

Transition Coalition: www.transitioncoalition.org

National Collaborative on Workforce and Disability: http://www.ncwd-youth.info/about_us/index.html

Vermont Center for Independent Living (VCIL): www.vcil.org

Vermont Parent Information Center: www.vtpic.com

Vermont's Transition to Community: <http://www.uvm.edu/~trans/>

Transition to College: <http://www.transitiontocollege.net/>

Heath Resource Center: <http://www.heath.gwu.edu/>

Identifying learning style

<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>

http://www.metamath.com/multiple/multiple_choice_questions.cgi

<http://www.oswego.edu/Candl/plsi/>

VARK Guide to Learning styles: <http://www.vark-learn.com/english/index.asp>

DVC Online: <http://www.metamath.com/lsweb/dvclearn.htm>

Requesting academic accommodation:

http://www.ldonline.org/ld_indepth/postsecondary/requesting_accommodations.html

Ways that students can help themselves:

http://www.ldonline.org/ld_indepth/postsecondary/vogel_tips.html

Skills and interests

<http://www.mapping-your-future.org/planning/skillsan.htm>

Transferable Skills Survey University of Minnesota Duluth:

http://www.d.umn.edu/student/loon/car/self/career_transfer_survey.html

Career search

Yes Program (Your Employment Selections): <http://www.yesjobsearch.com/>

Exploring Career Information: Bureau of Labor: <http://www.bls.gov/k12/index.htm>

Job Search Guide: <http://jobstar.org/index.php>

Career OneStop: <http://www.careeronestop.org/>

Career InfoNet: <http://www.acinet.org/acinet/default.asp>

College preparation

<http://www.washington.edu/doi/Brochures/Academics/cprep.html>

<http://www.ncset.org/topics/preparing/>

<http://www.mapping-your-future.org/selecting/academic.htm>

<http://www.mapping-your-future.org>

<http://www.washington.edu/doing/Lessons/College/>

Summer pre-college programs

Summer Pre College Programs 2006 HEATH Resource Center George Washington University;

<http://www.heath.gwu.edu/>

Landmark College: www.landmark.com

Heath 2005 Pre-college Programs for Students with Disabilities:

<http://www.heath.gwu.edu/> and

www.heath.gwu.edu/PDFs/Summer%20Pre-College%202005.pdf

Accommodations

Job Accommodation Network (JAN): <http://www.jan.wvu.edu/>

<http://www.washington.edu/doing/Careers/accommodations.html>

Searchable Online Accommodation Resource (SOAR):

<http://www.jan.wvu.edu/soar/>

Accommodation strategies: <http://www.washington.edu/doing/Faculty/Strategies/>

College Entrance Exams

SAT: <http://www.collegeboard.com/splash>

ACT: <http://www.act.org/>

SAT Preparation, Defined Mind (SAT preparation): <http://www.defmind.com/home.shtml>

FairTest: The National Center for Fair & Open Testing Colleges that do not use SAT or ACT scores: www.fairtest.org

Transition planning to postsecondary education:

<http://www.idonline.org/njcd/secondary.html>

Choosing a College

<http://www.mapping-your-future.org/selecting/schools.htm>

IPED College Opportunities online: <http://nces.ed.gov/ipeds/cool/>

2006 Colleges, College Scholarships and Financial Aid:

<http://www.college-scholarships.com/index.html>

American Universities: <http://www.clas.ufl.edu/CLAS/american-universities.html>

CollegeNET: <http://www.collegenet.com/>

<http://www.campustours.com/>

Community College Web: <http://www.mcli.dist.maricopa.edu/cc/>

Peterson's Educational Portal: <http://www.petersons.com/>

Laws/Rights

Vermont Legal Aid: <http://www.vtlegalaid.org/>

Rights of postsecondary students with disabilities:
<http://www.ed.gov/about/offices/list/ocr/transition.html>

FERPA and postsecondary education:
<http://www.ed.gov/policy/gen/guid/fpco/faq.html#q5>

ADA, 504, postsecondary transition: <http://www.pacer.org/pride/504.htm>

Auxiliary Aids and Services for Students with Disabilities:
<http://www.ed.gov/offices/OCR/docs/auxaids.html>

Wrightslaw: www.wrightslaw.com

Disability Law: http://www.postitt.org/transition_topics/legal.shtml#04

Disclosure of disability
http://www.ncwd-youth.info/resources_Publications/411.html

Self advocacy and self determination: www.postitt.org/activities/unit01/TM_self-advocacy.pdf

Transitioning from 2 to 4 year colleges
<http://www.washington.edu/doi/Brochures/Academics/24.html>

Assistive technology

Bookshare: www.bookshare.org

Project Gutenberg: www.projectgutenberg.com

Ability Hub: <http://www.abilityhub.com>

Alternative Formats to Print Sources:

<http://www.lib.uwaterloo.ca/access/audiobooksources.html>

American Printing House for the Blind: <http://www.aph.org/>

I am - able.com: <http://www.iam-able.com>

ABLEDATA

<http://www.abledata.com/>

Assistivetech.net : <http://www.assistivetech.net/>

Closing the Gap Resource Directory: <http://www.closingthegap.com/>

Utilizing assistive technology in college and the workplace:

<http://www.washington.edu/doi/Brochures/Technology/>

Rehabilitation Engineering and Assistive Technology Society of North America:

<http://www.resna.org/>

Effective Parenting Effective Resources: <http://www.geocities.com/jnuttallphd/>

American Association of University Centers on Disability: www.aucd.org/

National Center for Postsecondary Improvement: <http://www.stanford.edu/group/ncpi/>

Association for Career and Technical Exploration:

<http://www.acteonline.org/career/skills/index.cfm>

Working Together: Computers and People with Learning Disabilities:

http://www.washington.edu/doi/Video/wt_learn.html

Working Together: Computers and People with Sensory Impairments:

http://www.washington.edu/doi/Video/wt_sensory.html

Working Together: Computers and People with Mobility Impairments:

http://www.washington.edu/doi/Video/wt_mobility.html

Working Together: People with Disabilities and Computer Technology:

http://www.washington.edu/doi/Video/wt_dis.html

Disability Specific Resources

National Council on Disabilities: www.ncd.gov

National Alliance for the Mentally Ill: www.nami.org

A Postsecondary Resource Guide for Students with Psychiatric Disabilities:
www.heath.gwu.edu/PDFs/PamPsync..pdf

<http://www.thinkcollege.net>

Mercer County Community College and College of New Jersey Programs for Students with Intellectual Disabilities: <http://chronicle.com/weekly/v51/i24/24a03601.htm>. and <http://www.heath.gwu.edu/Inteldisabilities.htm>

Venture Program at Bellevue Community College: <http://www.bcc.ctc.edu/venture/default.htm>

National Association of Blind Students: <http://www.nfbstudents.org/>

American Council for the Blind: <http://www.acb.org/>

Recording for the Blind and Dyslexic: www.rfb.org

American Foundation for the Blind: www.afb.org

The Low Vision Gateway: <http://www.lowvision.org/>

American Council of the Blind: <http://acb.org/>

Resources for students who are deaf or hard of hearing:
<http://www.netac.rit.edu/>

National Association for the Deaf:
<http://www.nad.org/site/pp.asp?c=foINKOMBF&b=91587>

College and Career Programs for Deaf Students: <http://gri.gallaudet.edu/ccg/>

Dogs for the Deaf, Inc.: <http://dogsforthedeaf.org/>

Gates to Adventure: Transition website for students who are deaf:
<http://outcome.mcpc.org/GatesToAdventure/>

National Theatre for the Deaf: <http://www.ntd.org/>

Dr. Dave's Links for the Deaf and Hard of Hearing:
<http://members.aol.com/DrDaveLink/links.htm>

ADD Resources: <http://www.addresources.org/>

Attention Deficit Disorder: <http://www.add.org/>

ADHD/ADD: <http://www.chadd.org>

A Parent's Guide to Helping Kids with Learning Difficulties:
www.SchwabLearning.org

LD Online Guide to Postsecondary Education: www.ldonline.org/ld_indepth/postsecondary/

Dyslexia Awareness & Resource Center:: www.dyslexia-center.org

Dyslexia at College: <http://www.dyslexia-college.com/notes.html>

Colleges with Programs for Learning Disabled Students:
http://www.college-scholarships.com/learning_disabilities.htm

Disability Friendly Colleges

Wheelchair Friendly Colleges and University: www.geocities.com/ketchum4/index.html

www.newmobility.com/review_article.cfm?id=122&action=browse

<http://www.washington.edu/doi/Resources/postsec.html>

<http://www.washington.edu/doi/Brochures/Academics/college.html>

<http://www.washington.edu/doi/Brochures/Academics/survival.html>

General Resources

http://www.ncwd-youth.info/resources_&_Publications/index.html

Financial Aid/Funding

Vermont Student Assistance Corp: www.vsac.org

Free Application for Financial Aid: www.fafsa.ed.gov

US Department of Education: www.studentaid.ed.gov

Colleges, students and financial aid:
<http://www.washington.edu/doi/Resources/transition.html>

FinAid: The Smart Guide to Financial Aid: <http://www.finaid.org/otheraid/disabled.phtml>

HEATH Resource Center, Creating Options: 2005 Options for Financial Aid for Students with Disabilities: www.heath.gwu/PDFs/FinancialAid05.pdf

College Funding Strategies for Students with Disabilities:

<http://www.washington.edu/doi/Brochures/Academics/financial-aid.html>

Funding postsecondary:

<http://www.washington.edu/doi/Brochures/Academics/financial-aid.html>

www.heath.gwu.edu/HotTopics.html

Student Financial Assistance: www.ed.gov/offices/OSFAP/Students

College Scholarships

<http://www.collegescholarships.com/>

Fastweb: Scholarships information: <http://web.studentservices.com/>

Colleges, College Scholarships, and Financial Aid :

<http://www.college-scholarships.com/>

Benefits for People with Disabilities: <http://www.ssa.gov/disability/>

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The K&W Guide to Colleges for Students with Learning Disabilities and Attention Deficit. 8th Edition. New York: Princeton Review, 2005.

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