

Higher Education Planning for Students with Disabilities



Created by the Denver Interagency Transition Team
www.employmentworks.org/ditt

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Introduction:

As a student with a disability, you have additional planning steps to consider as you prepare to move out of high school into higher education. This handbook will help prepare you for this transition and guide you through each step you will take to help you get ready for college or career and technical training. It is intended to be used along with the *College Guide*, a general college preparation handbook available in hard copy through College In Colorado or to download from

<https://secure.CollegeInColorado.org/images/cic/pdfs/resources/publications/collegeguide08.pdf>.

Planning Steps for Transition to Higher Education

1. The Importance of Self Advocacy
2. Tips and hints for using CollegeInColorado.org
3. Exploring Career Options
4. Preparing for College Entrance Exams and Placement Tests
5. Higher Education Opportunities that Fit You
6. Financial Aid
7. Steps to Take Once You Select a College or Training School
8. Knowing Your Legal Rights and Responsibilities
9. Additional Resources that May Help You Succeed
- 10.Quick Reference Guide for Transition to Higher Education
- 11.Glossary

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Collaborative Partners:

- Denver Office of Economic Development, Division of Workforce Development Youth Services
- Metropolitan State College of Denver Access Center
- College In Colorado
- Denver Public Schools



The Importance of Self-Advocacy

Becoming a self-advocate in high school will help you succeed in college. At the college level, **you** will be responsible for identifying and requesting support services. Parents aren't automatically involved with your college education, and most colleges prefer working directly with the student.

What is a self-advocate? Self-advocates are those who:

- Make choices based on their own preferences, beliefs, and abilities
- Take control and make decisions that impact the quality of their lives, take risks, and assume responsibility for their actions
- Advocate on behalf of themselves and others

As a "self-advocate" you communicate your needs with logical and positive language. To be an effective self-advocate, you must understand your disability, know how it impacts your learning, and become comfortable with describing your disability and academic-related needs to others.

These practices will help you become a self-advocate:

1. **Review your case file** with your parents and Individual Education Program (IEP) team to better understand your disability and its impact on your learning. Ask for copies of your IEP and other assessment reports. Work with your team to answer the following questions during the meeting:

What is my disability?

How does it impact how I learn?

What are my academic strengths?

What accommodations do I need to learn best?

The Importance of Self-Advocacy (Continued)

2. Consider meeting with the doctor or school psychologist who performed your assessment (testing) to learn how to explain your disability.

3. Take an active part in the discussions at your IEP meetings. Understanding your learning strengths and weaknesses gives you valuable knowledge that can influence your IEP planning and the services you may request in college. Review your transcript with your case manager to be sure you are taking the classes you need to apply to college. You may also use the “Your Plan of Study” under the “High School Planning” tab on College in Colorado (www.CollegeInColorado.org) to track the classes you need to complete before graduation.

Before each IEP meeting:

- Understand the purpose of the meeting;
- Know who will be there and their role at the meeting;
- Review your last IEP and be sure you understand the goals listed. Pay particular attention to the post-secondary education goals as these reflect what you should accomplished so that you may be successful in college;
- Practice expressing how you accomplished the goals or what kind of help you need to meet the goals;
- Establish new goals and be prepared to express them.

At the IEP meeting:

- Summarize your past goals and accomplishments;
- State your new goals including goals related to going to college;
- Ask for ideas and feedback from other members of your IEP team;
- Know what support and help you will need to accomplish your goals - and ask for them;
- Ask questions if you don't understand.

After the IEP meeting:

- Upload or download your IEP documents into your portfolio at www.CollegeInColorado.org (www.CollegeInColorado.org / Your Portfolio tab / Your Career Planning Portfolio);
- Update your coursework plan if applicable (www.CollegeInColorado.org / High School Planning tab / Your Plan of Study).

Tips and hints for using www.CollegeInColorado.org:

- Create your www.CollegeInColorado.org account and record your username and password somewhere safe and available for easy reference. Each time you visit the Website, the first thing to do is Sign On;
- If you like a career or college that you are currently viewing on the Website, click “Add to Portfolio” usually found in the left blue bar on the screen. The system will save that item in your online portfolio for future reference;
- Career assessment and survey results save to your portfolio automatically;
- Features with the names Finder, Sorter, Profiler, and Survey are all types of questionnaires that will result in a list of career choices once you complete them. The career list given will be consistent with how you answered the questionnaire;
- “Guideways” are pre-determined pathways through the Website that help you accomplish specific activities on www.CollegeInColorado.org;
- Every slash (/) that you see in this manual tells you what to click on when you reach a screen in www.CollegeInColorado.org.

FOR EXAMPLE

We say "Do this activity on College In Colorado"	We write as a link	First You Go To:
Use test prep	www.CollegeInColorado.org / College Planning Tab / Test Prep / Begin Test Prep	www.CollegeInColorado.org

AND THEN

#1 Click on	#2 Click on	#3 Click on
College Planning tab	Test Prep link	Begin Test Prep link

Then, continue making selections as you like within the feature.

Quick Glance at CollegelInColorado.org Home Page

CollegelInColorado.org
GO FURTHER → GO TO COLLEGE

Search:

En español cuando disponible

Sign In | Create an Account | Talk to Us | Need Help?

CAREER PLANNING | HIGH SCHOOL PLANNING | COLLEGE PLANNING | FINANCIAL AID PLANNING | YOUR PORTFOLIO

Welcome to **CollegelInColorado.org!**

A **FREE** Website to **Explore** career and education opportunities,
Plan your strategy to achieve them,
Advance your possibilities.

WHO ARE YOU?

- Parent of a Student
- Middle School Student
- High School Student
- College Level Student
- Workforce/Adult in Transition

CollegelInColorado.org **PARTNER NETWORK**

En Español
Vea el contenido importante de este sitio en español.

Guide + Monitor + Assist **FOR PROFESSIONALS**
Get Resources + Reports

SIGN IN
Account name:
Password:
Sign In →

New to this site? [Create an Account](#)
[Forgot your account name or password?](#)

- What's New?
- College Tip Of The Month
- Scholarships!
- Training, Outreach & Resources
- College Opportunity Fund
- Take A Site Tour

Welcome to the **NEXT GENERATION**
CollegelInColorado.org

→ Click on **What's New** above.

Callout Boxes:

- Resume and cover letter builder
- Job interview practice
- Search post-secondary opportunities
- Apply online
- ACT/SAT Test Prep
- Save progress
- Document goals and experience
- Completely portable
- Financial Aid 101
- Scholarship search
- Financial aid calculators
- Coursework Planner
- Plans of Study
- Take interest and career assessments
- Track student progress
- Meet ICAP reporting guidelines

Exploring Career Options

Follow these steps to explore your career options while in high school. This will help you determine which courses to take in high school and which program or major to consider when you get to college.

Step 1:

To explore the kinds of careers that are out there, participate in [Business Tours](#). Visit businesses that represent a variety of industries such as hospitality, health care, protective services, transportation and the arts.

You might also explore career “clusters” to see what kinds of careers are out there. Go to www.CollegeInColorado.org / Career Planning tab / Explore Careers, then click on “View all Clusters with Descriptions.” This will help you to understand careers are categorized. If you click on a cluster in which you are interested, you can look at introductory information about that cluster, all of the careers in that cluster, by clicking on “careers,” and all of the college programs and majors, by clicking on “Programs.”

Step 2:

To narrow down and personalize your career choices, take a career assessment or questionnaire.

Go www.CollegeInColorado.org. Take one or more of the following:

The Career Key: Discover careers that match your interests;

www.CollegeInColorado.org / Career Planning tab / Learn About Yourself / The Career Key

Cluster Finder: Helps identify a cluster (category) of jobs that fit the things you like to do, the school subjects you like and your personality;

www.CollegeInColorado.org / Career Planning tab / Learn About Yourself / Career Cluster Survey

Career Finder: Presents career choices based upon characteristics you specify for a career (pay, work environment, level of education required, and so forth);

www.CollegeInColorado.org / Career Planning tab / Explore Careers / Career Finder.

Step 3:

Once you have a good career list of those careers in which you are interested, do some *career research*. Learn about the outlook for that career, the wages, the education and training you need and more! Each career profile has links to the programs you might consider for after high school learning, as well as the schools in Colorado and throughout the United States that offer that program or major.

Step 3 (Continued):

Look at the LEFT side of the page when you are on the profile of a career that you saved to your Portfolio (www.CollegeInColorado.org / Your Portfolio / Career Planning Portfolio / Career Plans / Saved Careers / click on a career (example below is a profile for a Chef);

CollegeInColorado.org
GO FURTHER GO TO COLLEGE

Search:

En español cuando disponible

Jules Pirnack | Sign Out | Talk to Us | Need Help?

CAREER PLANNING | **OFF TO WORK GET A JOB** | **COLLEGE PLANNING** | **FINANCIAL AID PLANNING** | **YOUR PORTFOLIO**

Learn About Yourself | Explore Careers | Get a Job | Voices

Print This | E-mail This | PDF This

Chef What They Do

- ▶ What They Do
- ▶ Is This For You?
- ▶ Skills You Need
- ▶ What To Learn
- ▶ Money And Outlook
- ▶ Employment
- ▶ Connections
- ▶ Interviews
- ▶ Real Life Activities

Add to Portfolio

Compare to another Career

Start a Career Plan

JUST THE FACTS

Directs and participates in the preparation, seasoning, and cooking of soups, meats, fish, vegetables, salads, desserts, or other foods. May plan and price menu items, order supplies, and keep records and accounts.

This career is part of the [Hospitality & Tourism](#) cluster [Restaurants, Food and Beverage Services](#) pathway.

A person in this career:

- Supervises and coordinates the activities of cooks and kitchen workers engaged in food preparation.
- Monitors sanitation practices to make sure employees follow standards and regulations.
- Instructs cooks in the preparation, cooking, garnishing and presentation of food.
- Prepares and cooks food, either on a regular basis or for special functions.
- Estimates the amount and costs of required food supplies.
- Establishes work schedules to ensure the timely delivery of services.
- Collaborates with kitchen staff to plan and develop recipes and menus.
- Inspects supplies, equipment, and work areas to ensure compliance with health standards.
- Checks the quantity and quality of received products.
- Determines how food should be presented and creates decorative food displays.

Insider Info

Dig into the details and check out what people in this job have to say about their work.

▶ Insider Info

Related Careers

- ▶ Restaurant Cook
- ▶ Food Preparation and Serving Manager
- ▶ Institution or Cafeteria Cook

Multimedia

Watch a one-minute video showing what it's like to work in this career or related careers

Chefs and Head Cooks

[watch video](#)

Navigate through the tabs on the left to answer the following questions:

Step 3 (Continued):

What is the median annual (yearly) salary for this career in Colorado?

\$ _____

The type of training or higher education I will need to enter this career is:

- On-the-job training
- Vocational training or trade school (certificate program)
- Community college or two year college (associates degree)
- Four-year college (bachelor’s degree)
- Graduate school (master’s degree)

The growth rate (meaning the increase or decrease in the number of jobs) for this field in Colorado by the year 2012 is:

Increasing: By _____ %

Decreasing: By _____%

Staying the same _____

Step 4:

Do a reality check to be sure this career is right for you by doing one or more of the following:

- Informational Interviews with employers in this area
- “Shadow” (spend the day with) someone working at that career
- Volunteer work, internships or part-time job(s) in the career area you’ve chosen

Visit www.CollegeInColorado.org / Career Planning tab / Explore Careers / blue bar on right side of the page for volunteering and internship resources.

Step 5:

As you see careers and career clusters you like, remember to click on “add to portfolio” (on left blue bar) to save to your portfolio.

Preparing for College Entrance Exams and Placement Tests

ACT and SAT

The four-year college admissions process typically involves taking the ACT and/or SAT college entrance exam. On the other hand, most community colleges and vocational training schools have “open enrollment,” meaning students are not required to have ACT or SAT scores to enroll. Nevertheless, you may be required to take the Accuplacer or a similar placement test in order to assess reading, writing and math skills that you have and whether additional coursework is recommended to prepare for your selected program.

Test Preparation

College in Colorado offers free ACT, SAT and Accuplacer preparation online.

(www.CollegeInColorado.org / College Planning tab / Test Prep)

Accommodations

When you schedule your ACT, SAT or Accuplacer test, you may need to request accommodations that can help you demonstrate your greatest academic potential. When requesting accommodations, you must provide documentation of your disability.

Accommodations may include:

- A quiet area for testing
- Audio tape or large print test versions
- Special answers sheets
- Extended time and breaks
- Interpreter

For more information on ACT and SAT accommodations, visit the Websites listed below.

ACT Accommodations:

<http://www.act.org/aap/disab/policy.html#curr>

SAT Accommodations:

<http://professionals.collegeboard.com/guidance/tests/disabilities>

For a listing of Nationwide Schools that have alternative admissions requirements (aside from standardized exams): <http://www.fairtest.org/university/optional>.

Higher Education Opportunities that are Right for You!

Step 1 Explore College Choices

Once you have explored careers and saved the two or three career options to your portfolio, you can begin looking at programs or majors at colleges or technical schools that will help you work toward that career. You can explore those programs and majors, plus the schools that offer them, on www.CollegeInColorado.org.

(www.CollegeInColorado.org / Your Portfolio Tab / Career Planning Portfolio / Career Plans / Saved Careers / click on careers of interest / click on What to Learn tab / explore programs listed under Beyond High School section)

You can click on different programs and majors and follow through to see the schools that offer these in Colorado and nationwide.

Remember the following:

- Start early and attend College Fairs
(www.CollegeInColorado.org / College Planning tab / Explore Schools / lower right blue margin);
- Use a matching assistant to see what Colorado schools match the criteria of most importance to you;
(www.CollegeInColorado.org / College Planning tab / Explore Schools / College Matching Assistant)
- Start looking at virtual campus tours and college Websites as well as talking to advisors at colleges of interest to you.
(www.CollegeInColorado.org / College Planning tab / Explore Schools / School Finder or search for colleges of interest alphabetically or from your program or major of interest)

Step 2 Apply for Admission

As you visit or correspond with colleges of interest to you, ask about deadlines and the process for applying for admission, financial aid and college based scholarships. You can do a practice application and apply to Colorado schools online:

(www.CollegeInColorado.org / College Planning tab / Applications)

To connect to each colleges' Website for college disability service offices:

(www.CollegeInColorado.org / College Planning tab / Explore Postsecondary Schools/ Services for Students with Disabilities / click on schools of interest to you)

Be sure to contact the disability services office to request information about scholarship funds that may be available for students with disabilities. Also, ask if it may be to your advantage to include your disability documentation (documents from your www.CollegeInColorado.org portfolio) with your college application.

Additional applying tidbit: www.CollegeInColorado.org /College Planning tab / Prepare for College page has a number of other resources to help you with the transition from high school to college.

Step 3 Selecting a College

As a student with disabilities, you have additional items to consider during the college selection process. Once you narrow your college choices, it's important that you meet with the disability services coordinator at each college to determine what services and accommodations are available. Take some time to visit the campus and build relationships with the admission counselors and the disability services personnel. This may help you decide which college can best meet your needs.

Questions To Ask the Disability Services Coordinator:

- What documentation must I bring to identify myself as a student with a disability? How current must it be?
- Are the accommodations I need available?
- How much advance notice is needed to have textbooks recorded on tape?
- Is tutoring provided? Is there a cost?
- Are waivers or substitutions granted to students who, because of their disabilities, cannot pass certain courses, such as foreign languages or statistics?
- Are courses in basic skills or study skills available?
- Is there a support group on campus for students with disabilities?
- Is there an adaptive technology lab on campus?
- Will or do you accept my electronic ILP (e-ILP)?

Questions You May Be Asked

The disability services coordinator may ask you these questions:

- What is your disability?
- How does it interfere with your learning?
- How comfortable are you discussing your disability with teachers?
- What are your academic strengths?
- In what areas do you have problems or difficulties?
- What accommodations will you need?
- What kind of support services have you used in high school? What was most helpful?

Financial Aid

There are many ways to pay for college. Grants, scholarships and loans are just a few. To learn more about financial aid, sign on to www.CollegeInColorado.org / Financial Aid Planning / Financial Aid 101 for comprehensive information about financial aid options including a scholarship search engine

www.CollegeInColorado.org / Financial Aid Planning / Find Scholarships)

How Disability Related Expenses May Affect Financial Aid

As a student with a disability, you may face expenses that other students do not encounter. When you apply for financial aid, inform the financial aid administrator of your disability related expenses, keeping in mind that financial aid will not cover expenses already covered by other agencies (for example, vocational rehabilitation).

Possible disability related expenses include:

- Personal care attendant services
- Assistive technology
- Special transportation
- Medical expenses related to your disability but not covered by insurance

Financial Aid Calculators

As you explore financial aid opportunities, you may want to use the Financial Aid Award Estimator. This is a tool that compares an estimate of how much selected schools in Colorado cost to attend compared to the federal financial aid package for which you may be eligible.

www.CollegeInColorado.org / Financial Aid Planning tab / Financial Aid Calculators / Financial Aid Award Estimator)

In addition, there are other calculators to help you understand saving money for college (College Saving Calculator), how much your family may be expected to contribute (Expected Family Contribution Calculator and the SLOPE Calculator, which help you figure out how much you might owe if you took out a loan to pay for school. SLOPE calculator also includes a budgeting tool.

www.CollegeInColorado.org / Financial Aid Planning tab / Financial Aid Calculators)

File the FAFSA

The Free Application for Federal Student Aid (FAFSA) is the key that opens the door to financial aid. It serves as the application for most financial aid from federal and state programs as well as from colleges and universities. Even if you are not sure that you will need financial aid, we recommend that you fill out a [FAFSA](#) anyway — it's free.

www.CollegeInColorado.org / Financial Aid Planning / Financial Aid 101 / FAFSA is the Key)

Steps to Take Once You Select a College or Training School

Once you select a college, it's important to take certain steps to ensure a successful start to your college career. Keep in mind that you will receive services related to your disability only if you:

- contact the disability services coordinator shortly after you have been accepted;
- provide the required documentation;
- request services each term or semester.

Step 1 Gather Required Information

All colleges and training schools require documentation of a student's disability to determine eligibility for specific services that are needed. To ensure you have the most recent documentation, request a copy of your last IEP, your triennial review and your original assessment tests. Ask your special education case manager for the most recent testing and reports in your IEP file. Review these documents with your case manager to be sure they adequately document your disability so you can become eligible for accommodations in higher education.

Step 2 Meet With the Disability Services Coordinator

Meet with the disability services coordinator at your college during the fall or spring semester of your senior year to review documentation and discuss accommodations. After meeting with you and evaluating your documentation, the disability services coordinator will understand how your disability impacts your learning and can determine possible accommodations. Remember, the law does NOT guarantee that all students with a disability must receive ALL accommodations.

Step 3 Request accommodations.

It's important to know what accommodations work for you. You may not need the same accommodations for each class. For example, a history class may require different accommodations than a math class.

Partner with your disability services coordinator and the course instructor to find accommodations that work best for you. Although the college may not always agree to your request for a specific accommodation, they are required by law to provide an effective accommodation. Determining effective accommodations may involve some experimenting and making adjustments. **Contact the disability services coordinator as soon as possible to request accommodations.**

Step 3 (Continued):

Potential accommodations include:

Scheduling and Timelines

- Early registration
- Access to educational materials in advance, such as a class syllabus and study guides
- Opportunity to make up quizzes, exams or assignments if absence was disability related
- Extension of timelines for completion of specific courses
- Extension of timelines to complete certification or degree requirements

Alternate Formats and Adaptive Equipment

- Textbooks, and other educational materials in alternative formats, such as Braille, large print and CDs
- Sign language, oral interpreting and real-time captioning services
- Test-taking alternatives, such as extended time, taped tests, oral tests, alternate test site, elimination of computer scored answer sheets, and the use of a computer or spell-checking device for quizzes and exams
- Access to adaptive equipment such as closed captioning devices, amplified telephone receivers, low vision reading aids, tape recorders, Brailleing devices and adaptive computer software such as speech to text and screen-reading programs

Other

- Note-takers, tutoring, proofreaders and editing services
 - Equal access to classes, activities and services
 - Preferential seating in classroom
 - Permission to take less than full time credit and still be eligible for financial aid.
 - Foreign language substitutions
- * **You must request services from the disability services office each semester.**

Step 4 Become familiar with the campus environment

- Register for campus orientation. The disability services office may also provide a special campus orientation.
- Determine where to go and who to contact in case of an emergency. If you have special needs (especially medical needs) inform appropriate college personnel of any advance preparation that should be in place.

- Ask the admissions office if a summer transition program is offered.
- Obtain a copy of your class schedule and visit all the buildings where your classes will be held to become familiar with locations and layout.
- If you are commuting and will drive yourself, become familiar with parking facilities and procedures. If you are taking public transportation, familiarize yourself with the schedule.



Additional Resources That May Help You Succeed:

Most college and university campuses have the following student services available to those enrolled at their institution. They may include:

Career Services	Student Counseling Center
Gay, Lesbian, Bisexual, Transgender Student Services	Health Center
Honors Programs	Intercollegiate Athletics
Bridge Programs	Student Support Services
New Student Orientation	Peer Advising
Scholarship Center	Student Activities
Federal Trio Student Support Services	Transfer Services
Tutoring Center	Writing Center
Student Academic Intervention Services	Financial Aid Office

Contact the college or university you plan to attend to find out if these services are available.

You may also want to contact your local Colorado Division of Vocational Rehabilitation office. Visit <http://www.cdhs.state.co.us/dvr/dvrlocations.htm> to find the office nearest you or call 1-866-870-4595.

- Vocational Rehabilitation services may include, but are not limited to: Vocational assessment, counseling and planning
- Telecommunications, sensory and other technological aids and devices
- Post-secondary training- if a student's financial aid package does not meet the student's financial needs, Vocational Rehab may provide a training allowance
- Rehabilitation technology Job placement

Continue to use www.CollegeInColorado.org during your college years and adult life!

Your Legal Rights and Responsibilities

By understanding your rights and responsibilities, you will know what you need to do, and what the college is required to do, to ensure equal access in the college setting.

Federal Laws

The following is a description of laws and how they pertain to you as a college student with a disability. Terms in italics are explained below.

Section 504 of the Rehabilitation Act

This civil rights statute is designed to prevent discrimination against persons with disabilities. It provides that:

No otherwise qualified individual with disabilities in the United States shall, solely by reason of his/her 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.

This law requires that higher education institutions be prepared to make ***appropriate accommodations*** and ***reasonable modifications*** to their college's procedures and practices, so that you can fully participate in the same programs and activities that are available to students without disabilities.

The Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is also a civil rights law. It helps to implement and enforce Section 504, and also outlines additional protections. While Section 504 of the Rehabilitation Act states that public institutions cannot discriminate on the basis of disability if they receive federal funds, the Americans with Disabilities Act (ADA) states that with or without federal funds, public institutions cannot discriminate on the basis of disability. Private colleges and universities are covered under the ADA, unless they are completely owned and operated by religious organizations

Your Legal Rights and Responsibilities (Continued)

Important Terms

Otherwise Qualified: As a student with a disability, you are “otherwise qualified” when you meet the same academic requirements and standards as non-disabled students. These requirements and standards must be considered necessary to maintain the integrity of a course, program or college policy. For example, some colleges require students to maintain a GPA of 2.5 to maintain eligibility for a certain program or to remain enrolled as a student. You would also be required to meet this qualification. You are also expected to meet an instructor’s expectations for students in regards to class participation, work standards, attendance and ability to demonstrate acquired knowledge.

Appropriate Accommodations: These are changes that are made in the delivery of course material and/or in the assessment of your knowledge that will help you meet the standards of the course. Examples include note-takers, recorded textbooks, time extensions on course assignments, extended test time, sign language interpreter, assistive technology during class and exams, etc. Section 504 and the ADA state that students with disabilities may need appropriate accommodations or reasonable modifications in order to meet the academic requirements and standards.

Reasonable Modifications: Examples of modifications that may be offered include the extension of time permitted to complete a degree program (possibly due to carrying less than the required full-time credit load); or the substitution or waiver of courses that are part of the degree requirements. If a college refuses to modify academic requirements, the school must be able to prove that the change would be considerable and that the area requested to be altered is essential or necessary as offered. The college must prove the change would jeopardize the integrity of the course or program.

Discrimination Complaints

Some individual instructors are not familiar with ADA and Section 504 requirements, or with the purpose of accommodating students with disabilities. The disability services coordinator can serve as a liaison between you and the instructor, and can advocate for reasonable accommodations.

Some colleges and training schools have an appeals committee that conducts informal hearings related to alleged violations of student rights.

If you cannot resolve your situation informally, follow the school’s internal grievance procedure. All colleges are required to have complaint or grievance procedures related to discrimination. The procedures are formal steps outlined to resolve the issue.

Your Legal Rights and Responsibilities (Continued)

- The formal process usually begins with the faculty or staff member most directly involved, the student and a mediator. If satisfactory resolution is not reached, the process may continue with the person's supervisor, then the department head, a Dean, and possibly members of the college's Board of Education.
- All colleges are required by law to designate at least one staff person to coordinate compliance with Section 504 and the ADA. That person may be located in the Disability Services Office. If not, inquire there to find out who to contact. If you believe you were discriminated against on the basis of disability, you can receive help from the Section 504/ ADA compliance coordinator.
- You also have the right to file a complaint with the U.S. Department of Education's Office of Civil Rights for investigation. You must submit the complaint within 180 days of the alleged discrimination. You can contact the regional office representing Colorado at:

Office of Civil Rights
US Department of Education
1244 Speer Boulevard, Suite 310
Denver, CO 80204
(303) 844-5695

Quick Reference Guide for Transition to Higher Education

		WHEN			
WHAT TO DO	HOW	9TH	10TH	11TH	12TH
<p>Get involved in your Individualized Education Plan meetings.</p> <p>Your IEP should help you achieve your career and higher education goals. Work with your special education team to prepare for the road ahead.</p>	<ul style="list-style-type: none"> Know your Post-Secondary (after high school) Training and Career/Employment goals listed on your IEP and how you and your team plan to achieve them. 	X	X	X	X
	<ul style="list-style-type: none"> Know your disability, how it impacts your learning and what accommodations you need to be successful in school. 	X	X	X	X
	<ul style="list-style-type: none"> Develop a brief statement that you can use to explain your disability and accommodations needs. Begin advocating for yourself during IEP meetings and other situations where it is important for you to speak up about what you need to be successful. 		X	X	X
	<ul style="list-style-type: none"> By 12th grade, know how to describe your disability, how it impacts your learning and what you need to learn and demonstrate your knowledge 				X
	<ul style="list-style-type: none"> Know which accommodations will help you be most successful in higher education such as front row seating in the classroom, the use of a sign language interpreter, extra time for tests, audio books, assistive technology, etc. Practice using these accommodations in high school. 			X	X
	<ul style="list-style-type: none"> Make sure you are taking classes that will meet college or training program requirements. 	X	X	X	X
	<ul style="list-style-type: none"> Continuously update your CIC.ORG Portfolio 	X	X	X	X

Quick Reference Guide for Transition to Higher Education

		WHEN			
WHAT TO DO	HOW	9TH	10TH	11TH	12TH
Choose a career or select top three choices.	<ul style="list-style-type: none"> • Set up a College in Colorado account (www.collegeincolorado.org) and use the website's career tests to see what careers interest you. 	X	X	X	
	<ul style="list-style-type: none"> • Go on a business tour to see what careers are out there. 	X	X		
	<ul style="list-style-type: none"> • Do an informational interview or job shadow with someone in the career of your choice. 	X	X	X	X
	<ul style="list-style-type: none"> • Update your Portfolio on www.CollegeInColorado.org that has all your career exploration materials in it. 	X	X	X	X
	<ul style="list-style-type: none"> • Discover your career cluster: <ul style="list-style-type: none"> ○ www.CollegeInColorado.org / Career Planning Tab / Learn About Yourself / Career Cluster Survey 	X	X	X	X
	<ul style="list-style-type: none"> • Get independent guidance with : <ul style="list-style-type: none"> ○ www.CollegeInColorado.org / Your Portfolio / Guideways 				
Check to make sure you are motivated and have the skills to further your education.	<ul style="list-style-type: none"> • <i>Ask yourself.</i> Do you believe you are college material? Why or why not? 	X	X	X	X
	<ul style="list-style-type: none"> • Consider all options for education after high school such as on the job training, apprenticeships, and specific skill training in addition to community and four year college. 		X	X	X
	<ul style="list-style-type: none"> • Explore and Compare your education options: <ul style="list-style-type: none"> ○ www.CollegeInColorado.org / Career Planning / Explore Careers 	X	X	X	X

Quick Reference Guide for Transition to Higher Education

		WHEN			
WHAT TO DO	HOW	9TH	10TH	11TH	12TH
Prepare for your Future	<ul style="list-style-type: none"> • Resume Builder <ul style="list-style-type: none"> ○ www.CollegeInColorado.org / Career Planning tab / Get a Job) • Cover Letter <ul style="list-style-type: none"> ○ www.CollegeInColorado.org / Career Planning tab / Get a Job) • Keep your ILP and www.CollegeInColorado.org portfolio updated 	X	X	X	X
Prepare to take the ACT. Determine if you have the reading and math skills to enter the training program that will prepare you for your chosen career.	<ul style="list-style-type: none"> • During 10th grade IEP meeting, review reading and math skill levels to be sure you can pass the entrance exam for your chosen course of study. Develop a plan to improve your skills if needed. Ex. To get into a Certified Nursing Assistant program at Emily Griffith Opportunity School, you will need to score at the 6th grade reading level or higher on the Accuplacer (an entrance exam). • In 10th and 11th grade, work with your special education case manager or school counselor to turn in the documents you need to receive accommodations for ACT and SAT testing. • Practice FREE Test Prep <ul style="list-style-type: none"> ○ www.CollegeInColorado.org / College Planning tab / Test Prep 		X		
			X	X	

WHAT TO DO	HOW	WHEN			
		9TH	10TH	11TH	12TH
Select at least two institutions of higher education that offer the training you need for your chosen career.	<ul style="list-style-type: none"> Work with your IEP team to determine which schools might offer you the services and training that you need. 		X	X	X
	<ul style="list-style-type: none"> Attend college fairs, tours and other events that provide information about vocational schools, community and four year colleges. Find out what the entrance requirements are for colleges and vocational schools you hope to attend. www.CollegeInColorado.org/ College Planning tab / Explore Postsecondary Schools / Compare Schools Consider the disability and other support services available at your choice schools when deciding where you want to apply. Some schools have more to offer than others. Use the Colorado Options Handbook as a resource for this information. (www.cde.state.co.us/cdesped/TransResources.asp) Get independent guidance looking at postsecondary options <ul style="list-style-type: none"> www.CollegeInColorado.org/ Your Portfolio / Guideways / Explore post-secondary options 	X	X	X	X
Understand your legal responsibilities and rights in higher education.	<ul style="list-style-type: none"> Work with your special education case manager to learn the difference between special education law/ IDEIA 2004 and the ADA and Section 504 laws. Write a list of questions to ask the disability service coordinator at the school you plan to attend. Practice interviewing a college professor by asking one of your high school teachers about their teaching style, class assignments and test formats (multiple choice, essay, etc.). Plan for disability related support services not provided by higher education institution (personal care attendants; medical expenses; adaptive technology; etc.). 			X	X
				X	X

		WHEN				
WHAT TO DO	HOW	9TH	10TH	11TH	12TH	
Contact the disability service office at the school you plan to attend and identify yourself as a student with a disability.	<ul style="list-style-type: none"> • Work with your IEP team to identify the documentation you need to qualify for disability services at the school you plan to attend. 		X	X	X	
	<ul style="list-style-type: none"> • Use the College In Colorado website to find contact information for the disability service offices in Colorado higher education institutions <i>Site for College in Colorado Disability Services Links</i>. <ul style="list-style-type: none"> ○ www.CollegeInColorado.org / College Planning tab / Explore Postsecondary schools 			X	X	
	<ul style="list-style-type: none"> • Contact the higher education disability service office during fall semester of your senior year in high school. 					X
	<ul style="list-style-type: none"> • Be prepared to advocate for yourself and your needs when you meet with the disability service staff. 					X

Glossary

ACCUPLACER – admissions/entrance exam used for various higher education institutions (2 year and community college emphasis) to assess what coursework an individual may need to take to be successful in college. ACCUPLACER is an adaptive test. This means that the questions are chosen for you on the basis of your answers to previous questions.

ACT – **American College Test**, entrance/admissions exam for most of Colorado's 4 year higher education institutions.

Associates Degree – a two year degree typically earned by attending a junior or community college.

Bachelors Degree - a 3 or 4 year degree earned at a higher education institution.

Certificate/ License – typically a higher education credential earned by completing classes anywhere from 6 weeks to 1 year, in a chosen subject

Cluster – a categorization of careers that are related based on skills and interests that they require. This assists students to plan what classes to take, what school to attend and what is their best fit career may be.

FAFSA – Free Application for Federal Student Aid - This is the application you must complete to be considered for federal student aid including student loans, state funding and most institutional awards. Most colleges require students to complete the FAFSA. The financial aid office at your college will use the information in the FAFSA to determine the types of financial aid for which you are eligible.

Graduate or professional student – A graduate or professional student is someone working on a degree beyond a Bachelor's degree, for example, a Master's, Law or Doctorate degree.

Grant– A type of financial aid that is considered gift aid because it does not have to be repaid. Grants are also considered need-based because they are awarded to students who do not have the financial means to attend college. Your eligibility for a grant is determined by your EFC (calculated from the information provided on your FAFSA) and the amount of funding available at your college.

GRE – **Graduate Record Exam** - admissions/entrance exam into selected higher education graduate institutions

Guideway – A series of assessments, journal entries, forms and searches that assist a student with working through a Website independently.

IEP – **Individual Educational Plan**

Loan – Borrowed money. This type of financial aid is considered self-help because loans must be repaid under the terms and conditions of the promissory note you sign when you accept the loan.

Portfolio – either online (electronic) or as a hard copy "future file", a portfolio is a saved record of what a student has viewed, added, uploaded and recorded about their personal, career and academic goals.

Resume – A document that records a person's contact information, education, work and related work experience, awards won, hobbies and volunteer experience and other various or pertinent personal information generally used in a job or college application.

SAT – **Scholastic Assessment Test** – admissions/entrance exam into selected higher education institutions (in and out of state).

Scholarship – A type of financial assistance for which the money received does not have to be paid back. Scholarships are considered merit-based aid because they are awarded to students who are eligible based on certain criteria. The most common scholarships are academic and athletic scholarships. You must apply for each scholarship separately by completing an application (supplied by the scholarship donor) and in many cases, by writing an essay about yourself. Scholarships come from a variety of sources including federal and state governments, the college you are attending, churches, professional organizations and businesses.

SLOPE – **Student Loans Over Projected Earnings** – a calculator that assists in determining what percentage of your anticipated income from a career choice will be used to pay off your student loans each year with a budgeting tool.

Work-Study – A part-time employment program that provides jobs for undergraduate and graduate students to assist them to meet a portion of their education expenses through work. Work-study funding comes from federal and state governments as well as from the college. The results of your FAFSA and funding at your college determine your eligibility.