

# **Louisiana College Guidebook for Parents and Students on Higher Education and Disability**





## Acknowledgments

This guide was written for students with disabilities who are interested in attending postsecondary institutions. The MO AHEAD Executive Board gave me, Laura S. Nata, permission to use this material to the benefit of your students. Copyright MO AHEAD, 2006.

A special thanks to my son Stephan N. Nata who edited the revision of this handbook in 2009. And a special thanks to the team of people from ALL agencies that support all young students to success. Mom's and Dad's this is for you:

*The bittersweet process of "letting go" allows for time to examine the fears which surround any life change. A willingness to "let go" acknowledges feelings of success as parents, recognizes the rights, abilities, and potential of children and young adults, and sets the stage for future growth and independence.*

### **"Letting Go":**

- *is an individual issue. It's natural to have mixed feelings about sons and daughters moving on. The feelings of joy and sorrow, fear and relief are familiar to all parents.*
- *is an issue common to all parents. When life changes occur, parents and their sons and daughters experience a wide range of feelings. The issues can become more complex and personal when disabilities and/or chronic illness are involved.*
- *is a logical outcome of normalization. It is what parents have worked on for years. In the days when people with a chronic illness or disability were educated in segregated sites and had fewer opportunities to participate in the larger community, "letting go" was perhaps easier than it is today.*
- *is parents allowing their sons and daughters to achieve degrees of independence, which is, after all, every person's right. The freedom to have opportunities to increase knowledge and develop skills promotes the growth of personal competence and genuine self-esteem.*
- *is a continuous process that occurs as children grow and mature into young adults. Believing in the abilities of children and being realistic about potential problems are important to the process. Being optimistic about finding solutions about the future makes the process easier.*

Adapted from: 1991 PACER Center, Inc.

**When it is time for young adults to move on, parents have earned the right to rejoice in their accomplishments as parents and in the strength and abilities of their children. Congratulation to you Moms, Dads, and young adults!**

***"Arriving at one goal is the starting point to another."* – John Dewey**



# Louisiana College Guidebook

## TABLE OF CONTENTS

Acknowledgments .....	i
Introduction to Louisiana College Guidebook.....	1
How to Use This Guide .....	2
<b>Section 1 - Documentation .....</b>	<b>4</b>
What Diagnostic Information Will I Need for: Accommodations on College Entrance Exams? .....	5
What Diagnostic Information Will I Need For Accommodations/Academic Adjustments in College?.....	6
What Diagnostic Information Will I Need for Documentation of Learning Disabilities?....	6
What Diagnostic Information Will I Need For Documentation of ADHD?.....	7
What Diagnostic Information Will I Need For Documentation of Disabilities Other Than Learning Disabilities or ADHD? .....	8
<b>Section 2 - Laws .....</b>	<b>9</b>
Comparison between IDEA, SECTION 504, and the ADA .....	10
Comparison of Responsibilities under P.L. 94-142 Amendments and Section 504 and ADA.....	11
<b>Section 3 - Transition.....</b>	<b>12</b>
Legal Differences between High School and College.....	13
Academic Environment Differences between High School and College.....	13
Responsibility Differences between High School and College .....	15
Stress/Support and Physical Environment Differences between High School and College.....	16
Differences between Vocational Technical Schools, Community Colleges, and Bachelor Degree/Colleges & Universities.....	17
What to Expect from Postsecondary Institutions .....	18
Importance of Technology.....	18
Audio Textbooks.....	19
Learning Styles .....	20
Information Regarding Division of Vocational Rehabilitation and Regional Center .....	20
Student Responsibilities.....	21
<b>Section 4 - Preparation .....</b>	<b>22</b>
What Parents Can Do To Help Students with Disabilities Prepare For Postsecondary Education .....	23
What Students Can Do To Prepare For Postsecondary Education.....	25
Junior Year Checklist .....	25
Senior Year Check List.....	28
Get Ready For Your First Meeting with the College/University Disability Support Services .....	33
Residential Housing Considerations.....	37
Tips on Self-Advocacy.....	39
Sample Letter to Admissions Office .....	40
Sample Letter to Disability Support Services Office .....	41
Postsecondary Education Inquiry Form Regarding Services for Deaf and Hard-of-Hearing Students.....	42

Postsecondary Education Inquiry Form Regarding Services for Students with Visual Impairments .....	43
Postsecondary Education Inquiry Form Regarding Services for Students with Mobility Impairments .....	44
<b>Section 5 - Financial Aid.....</b>	<b>46</b>
<b>Section 6 - Resources.....</b>	<b>50</b>
Planning/Career Development Resources .....	51
Post-Secondary Preparation .....	51
College and Career Planning General Information.....	52
Financial Aid Resources.....	52
Job Banks .....	52
General Disability Resources for Professionals and Consumers .....	53
Websites of Interest to Individuals with Disabilities .....	53
Teacher/Additional Resources .....	54
Resources to Purchase.....	55
Organizations .....	55
College Entrance Testing Accommodation Information.....	57
Additional Technological Aids for College Students .....	57
<b>Section 7 - Appendix.....</b>	<b>59</b>
Feedback Wanted .....	60
<b>Section 8 - College Profiles.....</b>	<b>61</b>

## Introduction to Louisiana College Guidebook

This guide concentrates on the information that students, teachers, and parents should know for students to be successful in postsecondary education. Students with disabilities must be much stronger self-advocates than other students.

This book has been written to help students with disabilities achieve access into postsecondary education institutions and find success once they are enrolled. It was also written to help postsecondary institutions establish connections with secondary schools in order to recruit qualified students with disabilities into programs. The guide should also be helpful to secondary special education teachers and parents of students with disabilities.

Students with disabilities have been entering postsecondary programs in ever increasing numbers since 1985. Postsecondary institutions are aware of their responsibilities under the Americans with Disabilities Act to meet the needs of qualified students with disabilities in their programs. Students have equal, if not greater, responsibilities to be partners with educational facilities in meeting their needs.

Students must know their rights as well as their responsibilities under the law. They must understand their disability and they should know what accommodations are needed for successful completion of coursework, independent living needs, and needs relating to personal/social skills. Students with disabilities should look at all postsecondary factors just as other students pursuing higher education. Students with disabilities must look very closely at the programs and services offered by a campus to ensure a good match for their needs.

We hope you use this guide as a "roadmap" for those involve in the transition planning from high school to postsecondary educational institutions. If you any questions on transition you can call the following specialist:

Laura S. Nata  
lsnata@fhfjefferson.org  
FHF of Jefferson Transition Specialist  
504-888-9111

Jennifer Weidig  
jennifer.weidig@jppss.k12.la.us  
JPPSS Transition Specialist  
504-736-1812

Kieta Rone (Kay)  
keita.rone@la.gov  
LA DOE Transition Supervisor  
225-342-0520

## How to Use This Guide

This guide can be used in many different ways. It was primarily written for students who are interested in attending postsecondary institutions. But parents, teachers and counselors can also benefit from various sections of the guide. Postsecondary personnel can utilize information in the Guide to help secondary personnel better prepare students for the transition to postsecondary education, develop networks with other campuses serving students with disabilities, and better work with students who have disabilities, who are already on campus.

**Note:** The information available in this guide is not, nor is it intended to be, legal advice. For specific questions about the law or circumstances at your institution, please consult its attorney directly.

### Documentation

**Section 1** tells students what kind of documentation will be needed to access services in a postsecondary environment. It stresses that documentation (evaluation) reports should be current, relevant, and contain specific information so that the student can obtain necessary academic accommodations.

### Laws

**Section 2** is a summary of the laws protecting students with disabilities. This summary compares IDEA, Individuals with Disabilities Education Act (K-12), Section 504 of the Rehabilitation Act and ADA, Americans with Disabilities Act (postsecondary). Students need to understand their legal rights and responsibilities. Parents, teachers, and counselors may also find this summary helpful.

### Transition

**Section 3** is an important section for students interested in postsecondary education. This section contains information on the differences between high school and college. Students may be given copies of these pages either in a class or as part of a transition planning session with the student and parents. Students may also need exposure to the differences that exist in vocational-technical postsecondary training, community colleges, and four year institutions. This section contains a summary chart of these major differences. The section also contains information about Disability Support Services on postsecondary campuses. Students need to understand that these offices strive to help students be independent and take control of their own lives. It should be noted that the offices and personnel who provide these services/ accommodations, have different names on different campuses. In this Guide, the title "Disability Support Services Office" is used, but many different names are used (Access Office, Special Needs Office, etc.) In Section 8, College Profiles, the names used by individual campuses will be given on most profiles.

### Preparation

**Section 4** is most useful for students and parents. It contains information and forms related to decision making, choosing a college, self-advocacy skills necessary for success in a postsecondary institution, and sample letters to send to schools for

information regarding their disability services. This section also contains a checklist for parents and a checklist for students to prepare for postsecondary education.

Preparation must begin EARLY! The section also contains forms specific to various disabilities and campus accommodations. These forms can be mailed to the institution, or students may complete them over the phone. Finally, this section contains the form, "Get Ready for Your First Meeting with Disability Support Services." This form should be completed by students and special education teachers. The student should keep the form in their College Portfolio.

### **Financial Aid**

**Section 5** contains websites, which connect to current information on financial aid.

### **Resources**

**Section 6** is full of resources for use by students, parents, teachers, counselors, and postsecondary personnel serving students with disabilities.

### **Appendices**

**Section 7** contains the appendixes for the Guide. Information on the Louisiana Association on Higher Education and Disability is provided as well as the survey form used to create the college profiles. This section also contains a form for colleges to fill out if the information on their profile needs updating. Finally, this section contains a form requesting feedback from consumers. We are continually looking for ways to improve this resource.

### **College Profiles (NOT AVAILABLE AT THIS TIME)**

**Section 8** College Profile information is obtained from surveys sent to Louisiana institutions of higher education. The profiles give information about accessibility and services provided for students with disabilities. A contact person and the name of the office serving students with disabilities can also be found on the profiles.

Students should use the college profiles to help determine the institution that might best meet their needs. Students are encouraged to visit the school, speak with the contact person and verify that the services needed are available at that particular campus.

Note: The profiles are self-reports, and Louisiana College Guide does not endorse any particular campus or service. Students must make their own decisions based on campus visits and conversations with service providers.
---



# Section 1

# Documentation





# Section 1: Documentation

## What Diagnostic Information Will I Need for: Accommodations on College Entrance Exams?

**ACT:** <http://www.act.org/aap/disab>, P.O. Box 4028 Iowa City, Iowa 52243-4028  
319.337.1332. An on-line application is available to download/print off.

There are three (3) accommodation options offered by ACT:

- Standard-Time National Testing with Accommodations
- Extended-Time National Testing
- Special Testing with Extended Time and Alternate Formats

Documentation requirements include:

- **Qualified diagnosticians:** Name, title and professional credentials must be clearly stated in the documentation.
- **Currency of documentation:** The disability must have been diagnosed or reconfirmed by a qualified professional within the three academic years prior to the date of the request. In addition to this documentation, applicants are asked to submit information regarding whether accommodations have previously been provided in an academic setting or on other standardized tests due to the disability. This documentation is often the current IEP.
- **Substantiation of Diagnosis:** Documentation must provide a comprehensive evaluation with objective evidence of a substantial functional limitation. See the ACT webpage or one of the booklets available from ACT.

**SAT:** <http://www.collegeboard.com/ssd/student> ETS Test Administration Rosedale  
Road Princeton, NJ 08541

The SAT is one of many tests offered by the College Board. More information can be found at the SAT website. There are four major categories for testing accommodations:

- **Presentation** (e.g., large print; reader; Braille; Braille device for written responses; visual magnification; audio amplification; audiocassette; sign/oral presentations),
- **Responding** (e.g., verbal/dictated to scribe; tape recorder; computer without grammar/cut & paste features; large block answer sheet),
- **Timing/scheduling** (e.g., frequent breaks; extended time; multiple day; specified time of day), and
- **Setting** (e.g., small group setting; private room; special lighting/acoustics; adaptive/special furniture/tools; alternative test site [with proctor present]; preferential seating).

**Eligibility:** Student must:

1. have a disability that necessitates testing accommodations,
2. have documentation on file at your school that supports the need for requested accommodations and meets the *Guidelines for Documentation*, and
3. receive and use the requested accommodations, due to the disability, for school-based tests.

## What Diagnostic Information Will I Need For Accommodations/Academic Adjustments in College?

"A student requesting academic adjustments is responsible for providing documentation that clearly identifies the disability and provides sufficient information regarding the manifestations of this disability to permit the institution to make a determination as to whether the requested adjustments are appropriate."

Haywood, Lawton and Associates, Eds. (1991). Documenting the need for academic adjustments. Disability Accommodation Digest 1(3), 3. Boston, MA.

Documentation for college accommodations/academic adjustments is similar to the documentation that is needed for admission/placement testing accommodations. The majority of two and four year colleges have adopted documentation standards.

**Note:** Because each college has its own policies, it is important that you contact the Disability Support Services office at the college of your choice to ask about their documentation policies.

**Most colleges/universities require that documentation:**

- Is current
- Is signed by a qualified diagnostician
- Is based on adult norms
- Provides information regarding current functioning
- Explains how the disability impacts the student in an educational setting.

## What Diagnostic Information Will I Need for Documentation of Learning Disabilities?

- Diagnosis by a qualified professional
- Recent data to provide a current "picture" of the individual (usually within three to five years)
- Assessment information, including:
  - \* Diagnostic Interview
  - \* Intellectual Assessment: Aptitude/Information Processing (using adult norms is preferred)
  - \* Academic Achievement levels
  - \* Standard scores or percentiles should be reported for all normed measures

- Specific Diagnosis
- Clinical Summary indicating substantial limitations to learning or other major life activities
- Any records of prior accommodations used
- Recommendations and rationale for accommodations

It is important to realize that accommodations can change over time and with differing environmental demands. It is also important to note that accommodations provided in higher education institutions will be granted only if directly related to the disability that is documented.

For students with learning disabilities, documentation to access college accommodations requires a full standardized assessment, preferably with instruments that have adult norms. This means that the student must be 16 years or older for adult norms to be valid.

Under the current IDEA, special education is no longer mandated to conduct standardized three-year "re-evaluations". Generally, informal assessment is deemed appropriate to determine the educational program for the following year. However, this informal assessment data is not useful to higher education disability services personnel to allow access to accommodations. Schools who continue to offer the formal standardized assessment as best practice for transitioning are to be commended. Students should make a decision that college is the goal and then make this goal known to the IEP team as soon as possible. If the assessment is not offered in high school, the student will be responsible for seeking out a diagnostician and for payment.

## What Diagnostic Information Will I Need For Documentation of ADHD?

- Provision by a qualified professional
- Recent data to provide a current " picture "of the individual (usually within three (3) years
- Assessment information, including:
  - \* Evidence of early impairment which, by definition in the Diagnostic and Statistical Manual of Mental Disorders (4th Edition) (DSM-IV), is first exhibited in childhood and manifests itself in more than one setting
  - \* Diagnostic interview
  - \* Relevant testing using reliable, valid, standardized and age-appropriate (usually adult) assessments and norms
  - \* Number of applicable DSM-IV criteria and description of how they impair the individual
  - \* Specific diagnosis
  - \* Clinical summary including how the effects of ADD/ADHD are mediated by the recommended accommodation(s)

Again, it is important to realize that accommodations can change over time and with differing environmental demands. It is also important to note that accommodations

provided in higher education institutions will be granted only if directly related to the disability that is documented.

**Remember:** Call the Disability Services Office at any college you are interested in attending. Find out what documentation is required so you are prepared to gain access to the accommodations you need to be successful in college.

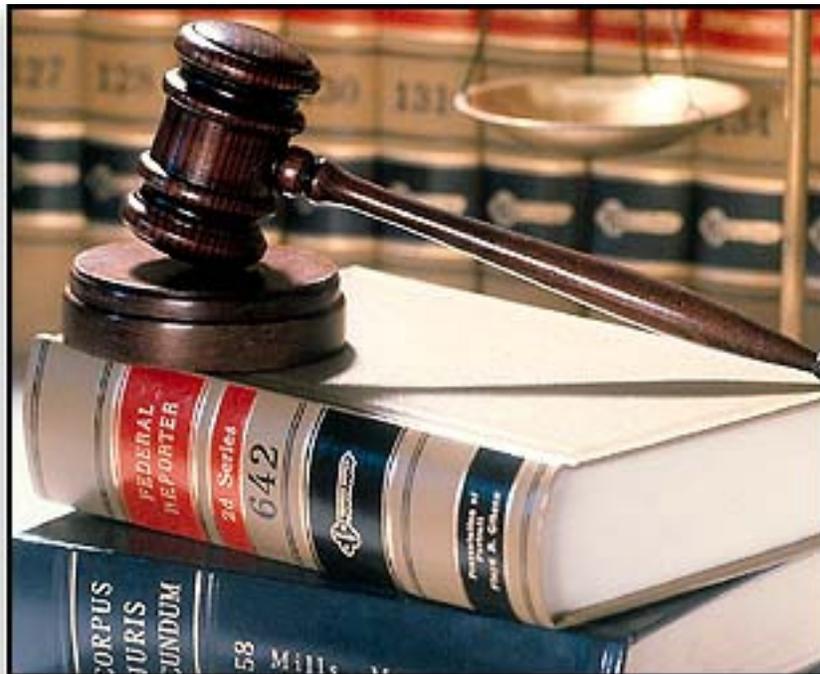
## What Diagnostic Information Will I Need For Documentation of Disabilities Other Than Learning Disabilities or ADHD?

In general, a physician with supporting medical/diagnostic evidence must make documentation of physical disabilities. Relevant medical history should be provided that state functional limitation(s) and need for accommodations.

<b>DISABILITY</b>	<b>DOCUMENTATION</b>
Visual Disability	Ocular Report
Hearing Disability	Audiological Report
Health Disability	Doctor's Verification and Diagnosis
Orthopedic Disability	Doctor's Verification and Diagnosis
Psychiatric Disability	Qualified Mental Health Professional's Verification and Diagnosis

# Section 2

## Laws





## Section 2: Laws

The information below shows similarities and differences among the laws that affect students with disabilities. Secondary schools must comply with the Individuals with Disability Education Act (IDEA), while postsecondary institutions such as colleges and universities must comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Because they are very different law, students and parents are advised to familiarize themselves with the differences.

### Comparison between IDEA, SECTION 504, and the ADA

	<b>IDEA:</b>	<b>SECTION 504:</b>	<b>ADA:</b>
<b>Mission:</b>	To provide a free, appropriate, public education (FAPE) in the least restrictive environment.	To establish a "level playing field" and prevent discrimination based on a disability.	Strengthens Section 504 and extends coverage to employment, private institutions and other previously unnamed agencies and organizations.
<b>Applies To:</b>	All public schools, pre-kindergarten to 12th grade or age 21 if enrolled in a public secondary program.	All institutions and programs receiving federal financial assistance. Includes private institutions where students, receive federal financial assistance.	Public and private education, employment, transportation, accommodations and telecommunications, regardless of whether there is federal funding.
<b>Covers:</b>	Those who have educational disabilities that require special education services to age 21 or until graduation.	All qualified persons with disabilities regardless of whether they received services in elementary/ secondary school. A person is "otherwise qualified" if the person is able to meet the requisite academic and technical standards, with or without accommodations.	All qualified persons with disabilities and people without disabilities who are discriminated against because of their relationship with a person with a disability.
<b>Defined As:</b>	Disabilities covered are defined in the Act and are too numerous to list here. Refer to the Act.	No specific list of disabilities. The definition of a person with a disability is a person with a physical or mental impairment that: <ul style="list-style-type: none"> <li>• Substantially limits one of more major life activities</li> <li>• Has a record of the disability</li> <li>• Is regarded as having the disability</li> </ul>	Same criteria as Section 504. HIV status, contagious and non-contagious diseases are also defined as disabilities.
<b>ID/Process</b>	Responsibility of the school. No expense to the parent or the student. Transfer of parental rights to the student at age 18.	Responsibility of the student to self-identify to the institution and provide appropriate documentation of disability.	Same as Section 504

Adapted from: Brinckerhoff, L.C., Shaw, S.F., and McGuire, J.M., (1993). Promoting postsecondary opportunities for students with learning disabilities, 44-45. Reprinted with permission.

## Comparison of Responsibilities under P.L. 94-142 Amendments and Section 504 and ADA

<b>Issue</b>	<b>Responsibility at Secondary Level</b>	<b>Responsibility at Postsecondary Level</b>
<b>Identification</b>	School	Student
<b>Assessment</b>	School	Student
<b>Programming</b>	School/Parent	Student/Institution
<b>Advocacy</b>	School/Parent	Student
<b>Decision Making</b>	Placement Team	Student
<b>Transition Planning</b>	Placement Team	Student

# Section 3

# Transition

If you don't know where you are going, you'll end up some place else.  
**Yogi Berra**

**WHERE TO GO?**





# Section 3: Transition

## Legal

### Differences between High School and College

HIGH SCHOOL	COLLEGE
<ul style="list-style-type: none"> <li>• Services provided under IDEA or Section 504, Subsection D.</li> </ul>	<ul style="list-style-type: none"> <li>• Services provided under Section 504, Subsection E of the Rehabilitation Act and the Americans with Disabilities Act.</li> </ul>
<ul style="list-style-type: none"> <li>• School district responsible for identifying and evaluating disability at no cost to student or family.</li> </ul>	<ul style="list-style-type: none"> <li>• Student must self identify and provide documentation of disability.</li> </ul>
<ul style="list-style-type: none"> <li>• School provides evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Student must pay cost of evaluation.</li> </ul>
<ul style="list-style-type: none"> <li>• School is responsible for the cost of special programming.</li> </ul>	<ul style="list-style-type: none"> <li>• Postsecondary institution responsible for costs involved in providing accommodations and/or essential auxiliary aids based on documentation of disability.</li> </ul>
<ul style="list-style-type: none"> <li>• Provides special programs and comprehensive support services.</li> </ul>	<ul style="list-style-type: none"> <li>• Postsecondary institution not legally required to provide special programs with comprehensive support services.</li> </ul>

## Academic Environment

### Differences between High School and College

HIGH SCHOOL	COLLEGE
<ul style="list-style-type: none"> <li>• Tasks more structured</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks less structured</li> </ul>
<ul style="list-style-type: none"> <li>• Step by step instructions given</li> </ul>	<ul style="list-style-type: none"> <li>• Student held responsible for developing a method to complete tasks</li> </ul>
<ul style="list-style-type: none"> <li>• Grades based on a variety of activities</li> </ul>	<ul style="list-style-type: none"> <li>• Grades based on fewer tasks or larger projects.</li> <li>• Semester grades sometimes based on two or three test scores and exams cover more information</li> </ul>
<ul style="list-style-type: none"> <li>• Assignments are modified or shortened</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments are not modified or shortened</li> </ul>
<ul style="list-style-type: none"> <li>• Extra time given to complete assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments must be completed by deadline. Students are expected to modify course load in order to meet deadlines (i.e. take fewer courses).</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers help prepare students for exams</li> </ul>	<ul style="list-style-type: none"> <li>• Student responsible for own exam preparation.</li> </ul>

<ul style="list-style-type: none"> <li>• Exams questions tend to be objective</li> </ul>	<ul style="list-style-type: none"> <li>• Exam questions more difficult to predict</li> <li>• Exams require more writing and essay exams more common</li> </ul>
<ul style="list-style-type: none"> <li>• Just memorizing facts may be sufficient to pass tests</li> </ul>	<ul style="list-style-type: none"> <li>• Harder work required for earning good grades</li> <li>• More major writing assignments.</li> <li>• Effective communication skills more important</li> <li>• Paying attention in class more important</li> <li>• Studying more important</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers trained in teacher education programs</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors trained in content/skill areas.</li> <li>• Instruction often provided via lecture.</li> <li>• Lecture may cover different information than textbook.</li> <li>• Instructors rarely suggest ways to learn material.</li> <li>• Much less direct teacher contact</li> <li>• Student must be flexible and learn at pace established by instructors</li> </ul>
<ul style="list-style-type: none"> <li>• Homework requires limited time</li> </ul>	<ul style="list-style-type: none"> <li>• Student spends two to four hours doing homework for every hour spent in class</li> </ul>
<ul style="list-style-type: none"> <li>• Homework assigned on a day to day basis</li> </ul>	<ul style="list-style-type: none"> <li>• Long-range, comprehensive assignments given</li> </ul>
<ul style="list-style-type: none"> <li>• Instruction more experiential.</li> <li>• Student learns by doing and experiencing</li> </ul>	<ul style="list-style-type: none"> <li>• Effective reading comprehension skills more important</li> <li>• Good note taking more important</li> <li>• Few visual and study aids provided</li> <li>• Identifying main ideas more important</li> </ul>
<ul style="list-style-type: none"> <li>• Most classes meet every day</li> </ul>	<ul style="list-style-type: none"> <li>• Classes may meet less often</li> <li>• Less time in the classroom</li> </ul>
<ul style="list-style-type: none"> <li>• Most classes have a maximum of 25 to 30 students</li> </ul>	<ul style="list-style-type: none"> <li>• Classes have from 20 to 500 students</li> </ul>
<ul style="list-style-type: none"> <li>• Monitoring of progress done by other people</li> </ul>	<ul style="list-style-type: none"> <li>• Student progress may not be monitored closely by instructors.</li> <li>• Student needs to self-monitor progress</li> </ul>
<ul style="list-style-type: none"> <li>• Exams questions may be clarified and paraphrased</li> </ul>	<ul style="list-style-type: none"> <li>• Reader for exams read questions only reads questions exactly as written.(no paraphrasing or clarification of questions)</li> </ul>
<ul style="list-style-type: none"> <li>• Student may rely on external motivators</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluations</li> <li>• Motivation must be internalized</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers recognize the need to help students and provide the help.</li> </ul>	<ul style="list-style-type: none"> <li>• Student must independently seek additional and supplementary sources of information</li> <li>• Student must initiate requests for additional help</li> </ul>
	<ul style="list-style-type: none"> <li>• Student has opportunity to take web-based, Internet courses, telecourses, or distance learning courses</li> </ul>

## Responsibility Differences between High School and College

HIGH SCHOOL	COLLEGE
<ul style="list-style-type: none"> <li>• Fewer responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• More independent living (car, insurance, gas)</li> </ul>
<ul style="list-style-type: none"> <li>• Career decisions not expected</li> </ul>	<ul style="list-style-type: none"> <li>• Student expected to know career goal</li> </ul>
<ul style="list-style-type: none"> <li>• Student assisted with decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of decisions</li> <li>• Student expected to make independent decisions</li> </ul>
<ul style="list-style-type: none"> <li>• Limits set for student by parents and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• More self-evaluation and self-monitoring required</li> <li>• More independent reading and studying required</li> <li>• Student establishes and attains own goals</li> <li>• Student accountable to whomever pays for education</li> <li>• Interest in learning generated by student</li> </ul>
<ul style="list-style-type: none"> <li>• Schedule set by school</li> </ul>	<ul style="list-style-type: none"> <li>• Students are responsible for designing a schedule of courses in which they can be successful (i.e. type of courses, # of courses, time during the day, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>• Attendance and progress well monitored</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance and progress not monitored</li> </ul>
<ul style="list-style-type: none"> <li>• Student's time structured by home and school</li> </ul>	<ul style="list-style-type: none"> <li>• Student responsible for managing time and commitments</li> <li>• More "free" time during day</li> <li>• Time management and organizational skills critical</li> </ul>
<ul style="list-style-type: none"> <li>• Special education teacher liaison between student, other teachers, administrators, and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Student determines when help is needed</li> </ul>
<ul style="list-style-type: none"> <li>• Help readily available</li> </ul>	<ul style="list-style-type: none"> <li>• Student must locate the appropriate resources</li> </ul>
<ul style="list-style-type: none"> <li>• Student need not seek-out help</li> </ul>	<ul style="list-style-type: none"> <li>• Student responsible for self advocacy</li> <li>• Student must self identify disability and request services.</li> <li>• Student required to provide recent documentation of disability, which clearly supports requested accommodations</li> <li>• Student must independently seek help using effective communication skills</li> <li>• Services must be requested well in advance</li> </ul>
<ul style="list-style-type: none"> <li>• Student labeled as "special education"</li> </ul>	<ul style="list-style-type: none"> <li>• Student not labeled</li> </ul>
<ul style="list-style-type: none"> <li>• Student possibly served separately from other students</li> </ul>	<ul style="list-style-type: none"> <li>• Students not served separately from other students</li> </ul>

<ul style="list-style-type: none"> <li>• Personnel talk freely with parent about student progress and planning</li> </ul>	<ul style="list-style-type: none"> <li>• Other students and faculty will not know about student's disability without student's permission</li> <li>• Faculty only notified of required accommodations</li> <li>• Personnel cannot discuss student without student's written permission</li> </ul>
---	---

## Stress/Support and Physical Environment Differences between High School and College

HIGH SCHOOL	COLLEGE
<ul style="list-style-type: none"> <li>• Lighter work load, slower pace, and less stress</li> </ul>	<ul style="list-style-type: none"> <li>• Increased work load and faster pace, more stress</li> <li>• Entire course completed in 16 weeks or less</li> </ul>
<ul style="list-style-type: none"> <li>• Fewer social distractions</li> </ul>	<ul style="list-style-type: none"> <li>• Student experiences new and increased social pressures and new social expectations</li> <li>• Relationships with family and friends change</li> </ul>
<ul style="list-style-type: none"> <li>• More contact with instructors</li> </ul>	<ul style="list-style-type: none"> <li>• Less contact with instructors</li> </ul>
<ul style="list-style-type: none"> <li>• Less academic competition</li> </ul>	<ul style="list-style-type: none"> <li>• Less individual feedback</li> <li>• More academic competition</li> </ul>
<ul style="list-style-type: none"> <li>• School must work with students with behavior problems</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior problems not tolerated</li> <li>• Student more independent and accountable for behavior</li> </ul>
<ul style="list-style-type: none"> <li>• Student given structure</li> </ul>	<ul style="list-style-type: none"> <li>• Student given little direction</li> </ul>
<ul style="list-style-type: none"> <li>• Goal of secondary education is completion of degree</li> </ul>	<ul style="list-style-type: none"> <li>• Goal of postsecondary education is access to opportunities</li> <li>• Student expected to know what he/she wants from postsecondary education, classes, life, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Live at home with family and friends for support</li> </ul>	<ul style="list-style-type: none"> <li>• Student may leave home where family and friends not readily available for support</li> <li>• Personal support network different</li> <li>• Student experiences increased financial responsibilities</li> </ul>
<ul style="list-style-type: none"> <li>• Most high schools have one building</li> </ul>	<ul style="list-style-type: none"> <li>• Most colleges have several buildings and mobility is the responsibility of the student</li> </ul>
<ul style="list-style-type: none"> <li>• Home environment with set eating and sleeping patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Student is responsible for own meals and sleep if living away from home.</li> </ul>

Adapted from: Claire E. Weinstein, Karalee Johnson, Robert Malloch, Scott Ridley and Paul Schults. Innovation Abstracts (vol. x No. 21; Sept. 30, 1988.) National Institute for Staff & Organizational Development (NISOD); the University of Texas. Austin, Texas 78712.

F. Shaw, L.C. Brinckerhoff, J. Kistler, and J.M. McGuire, 1991, Learning Disabilities: A Multidisciplinary Journal, 2, 21-26.

The Postsecondary Learning Disabilities Primer, Learning Disabilities Training Project, Western Carolina University, 1989.

Brinckerhoff, L.C., S.F. Shaw, and J.M. McGuire, 1993, Promoting Postsecondary Education for Students with Learning Disabilities.

Vogel, S. A. Adelman, P.B. 1993, Success for College Students with Learning Disabilities.

## Differences between Vocational Technical Schools, Community Colleges, and Bachelor Degree/Colleges & Universities

Vocational Technical Schools	Community Colleges	Bachelor Degree Colleges/Universities
Prepare for a specific occupation through skills training	Offer associate degrees and certificates in variety of areas Other programs academic based	Multitude of degrees: associate, bachelor and graduate programs
Integrate academic curriculum with hands-on	Some certificate programs may be hands-on	Few hands-on programs Most academic based
Tuition varies	Tuition is reasonably priced	More costly - charge higher tuition and fees
Typically no residential halls	Typically no residential halls	Option for residence hall living or commuting
Admission requirements vary	Open admissions, some majors have selective admissions requirements	Competitive admissions
Public or proprietary	Public or proprietary	Public or private
Support services vary	Typically offer more support services and allow more time for adjustment to college life	Requires quicker adjustment to independent life
Smaller student/teacher ratio	Smaller student/teacher ratio	Tend to be larger both physically and student/teacher ratio

## What to Expect from Postsecondary Institutions

Webster's Ninth New Collegiate Dictionary defines accessible as capable of being reached. Disability Support Services (DSS) exist on postsecondary campuses for that reason - to ensure equal access to programs and activities. **The effort to achieve success must come from the student.**

### What DSS Offices Do

- Empower students to be independent and take control of their own lives.
- Assure that the appropriate academic adjustments/auxiliary aids are provided for students who register with the DSS. Student requests need to be made in a timely manner and must be reasonable. It is important to remember that academic adjustments/auxiliary aids cannot:
  - \* substantially modify program requirements
  - \* result in fundamental alterations
  - \* cause undue administrative burden
- Ensure that no student is discriminated against by the institution on the basis of disability.
- Ensure that other campus offices are prepared to serve students with disabilities.
- Protect the student's right to confidentiality. DSS will not give out specific information about a student's disability.

"Students who choose not to access these established channels may be able to negotiate their academic adjustments/auxiliary aids needs on an individual basis, but may not bring a complaint for lack of accommodations if arrangements so negotiated prove to be unsatisfactory."

Jarrow, Jane E. (1993), Subpart E: The Impact of Section 504 on Post-secondary Education, AHEAD, Columbus OH.

- Establish clear procedures for documentation of disabilities and arrangement of academic adjustments/auxiliary aids. Students may choose not to access these services.

## Importance of Technology

Today more than ever before, technological advances assist people with disabilities in the classroom. For example, students needing help with reading can use a screen reading software. Students with problems in written communication or orthopedic

Visit <http://www.washington.edu/doit/Resources> for information on adaptive technology.

disabilities can use speech recognition software. Other adaptive technology that might be available includes: Braille machines, talking calculators, spellcheckers, computer note taking systems, FM systems, and adaptive software for the computer. Contact the disability service provider to get information on what is available at each institution.

## Audio Textbooks

Students with learning, visual, and physical disabilities may qualify for audio texts, depending on the functional limitations identified in the documentation. Recorded versions allow you the opportunity to listen to your textbooks. If a learning disability makes it difficult for you to read, audio textbooks may be very helpful to you. If you are blind or have a visual impairment, this is an option other than Braille to access your textbooks. If a physical disability prohibits you from holding a text or turning pages, taped texts allow you to have access to the content.

It is a good idea to try audio textbooks prior to attending college. Learn how to listen and take notes from the audio books. This skill will enhance your chances of success if you have print access disabilities.

### Resources for audio textbooks:

- Recordings for the Blind and Dyslexic Princeton, NJ 800.221.4792, <http://www.rfbd.org>
- Louisiana Voices <http://www.state.lib.la.us>
- Louisiana Rehabilitation Services for the Blind [www.dss.la.gov](http://www.dss.la.gov)
- State Library of Louisiana Services for the Blind and Physically Handicapped  
701 North Fourth Street Baton Rouge, LA 70802 Local Telephone: (225) 342-4944  
Toll Free Telephone: (800) 543-4702 Email: [sbph@state.lib.la.us](mailto:sbph@state.lib.la.us)
- Book Share, Accessible Books and Periodicals or Readers with Print Disabilities [www.bookshare.org](http://www.bookshare.org)

In college, you will need to order your audio texts as early as possible. Consult with DSS on your campus about specific ordering procedures.

[Lighthouse for the Blind in New Orleans](#) Toll Free Telephone: (888) 792-0162

[Louisiana Assistive Technology Access Network](#) Toll Free Telephone: (800) 270-6185  
[WRBH 88.3 FM Reading Radio](#): (504) 899-1144 Email: [npgonz@aol.com](mailto:npgonz@aol.com)

## Learning Styles

Individuals take in and process information in different ways (e.g. seeing or hearing, reflecting or acting, logical reasoning or intuitive skills). For example, when a student with a visual learning style is in a classroom with a teacher who lectures only, this may not be the best learning environment.

It is helpful for students to understand their learning preferences to maximize academic performance and perhaps learn to bolster their weaker areas. Students wishing to investigate their particular learning styles should contact an academic counselor at their school.

Visit <http://www.engr.ncsu.edu/learningstyles/ilsweb.html> for information on Learning Styles

## Information Regarding Division of Vocational Rehabilitation and Regional Center

### **Division of Vocational Rehabilitation (DVR)**

The Division of Vocational Rehabilitation assists individuals with physical or mental disabilities in becoming employable. Services include diagnostic and evaluation services to help establish eligibility, physical restoration, guidance and counseling, and training. If possible, make certain that the intake process at DVR takes place in the last year of high school prior to graduation.

Visit DVR's website at <http://www.dss.state.la.us>

### **Regional Center**

The Regional Center provides a variety of services to eligible individuals. To be eligible for services, an individual must have a mental or physical disability that manifested prior to the age of 22 and result in functional limitations in two or more major life areas. Each individual is assigned a case manager who helps assess needs, develop a plan, and procure services. Services may include family/individual support, counseling, training, therapies, and residential services.

To apply for services, call the nearest Regional Center and ask for the Intake Office or go to the New Orleans Region at toll free: 1(800) 737-2957 or visit the state

[www.dss.state.la.us](http://www.dss.state.la.us)

## Student Responsibilities

(Disability Support Services)

- Register with the DSS Office. This is recommended even if accommodations are not anticipated.
- Present comprehensive, recent documentation of disability.
- Have knowledge of how disability will affect learning.
- Request accommodations in a timely manner. Follow the procedures established by the DSS Office.
- Be willing to talk about accommodation needs with your instructor.
- Seek out campus resources (library, learning labs, counselors, etc.) and use them.
- Maintain contact with the DSS Office staff.
- Demonstrate self-advocacy skills.
- Inform the DSS staff of problems or schedule changes as soon as they occur.
- Use assistive technology responsibly and inform the staff of problems.

Learn while you're young and not while you're old, that a good education is better than gold, for silver and gold will all melt away, but a good education will never decay.

--- Vince Lombardi



# Section 4

# Preparation





# Section 4: Preparation

## What Parents Can Do To Help Students with Disabilities Prepare For Postsecondary Education

- Help student realistically examine whether postsecondary education is a suitable option.
- Begin the process of exploring and choosing postsecondary options with a comprehensive educational and vocational assessment of student's abilities and limitations.
- Assist student in completing the activities listed in "What Students Can Do to Prepare for Postsecondary Education." (See next section)
- Become aware of the transition components of the IEP.
- Promote development of student responsibility and control by increasing opportunities for student to advocate for self.
- Provide opportunities for student to practice making decisions.
- Foster student independence through increased responsibility and opportunity for self-management.
- Determine financial requirements and ensure that financial aid deadlines are met.
- Collect packet of materials to document student's secondary school program and to facilitate service delivery in the postsecondary setting. This packet should include a copy of most recent diagnostic evaluation and IEP and all other testing/evaluations. This should go into the student's college portfolio.
- Help student select and apply to postsecondary institutions that will offer both the curriculum and the necessary level of disability related support services.
- Make sure the student will meet the entrance requirements for the institution they plan to attend.
- Make sure the Resource or Special Education teacher fills out the "Postsecondary Transition Referral Form," included in this guide. The student should keep this in his/her college portfolio.
- Assist student in selecting appropriate campus housing, if planning to live away from home. A small residence hall may be more conducive to studying and

developing friendships than a large residence hall or apartment.

- Encourage student to ask questions, register with the Disability Support Services Office early to arrange for accommodations.
- Provide as much support as needed for student during the adjustment phase.
- Communicate confidence in student's ability to be successful in a postsecondary setting.
- Encourage student to develop maximum independence in learning, study, and living skills critical to success in postsecondary settings.
- Assist student in linking up with support services such as Division of Vocational Rehabilitation, Recordings for the Blind and Dyslexic, and other adult service agencies.
- Help student be proactive in developing a support network and seeking help and guidance when needed. Caution student to resist becoming overly dependent on support systems.
- Prepare student to meet the variety of challenges at the postsecondary level such as:
  - \* less teacher contact and time in class;
  - \* more time studying independently;
  - \* fewer tests covering a broader base of knowledge, making it more difficult for student and teacher to monitor progress;
  - \* increased freedom, requiring self-discipline and self-management (e.g. going to class, completing assignments, scheduling time);
  - \* adjustment to new social expectations and a different personal support network.
- Plan for personal care, transportation, mobility, print access, and technology needs.
- Request a full diagnostic evaluation to be completed during junior or senior year. This evaluation should use tests that are based on adult norms. Under IDEA, parents and students can access this service by asking for "an evaluation to determine if a disability still exists."

Secondary to Postsecondary Education Transition Planning for Students with Learning Disabilities. A technical report prepared by the National Joint Committee on Learning Disabilities, Jan. 1994, published in LDA Newsbriefs, March/April 1994.

Gregory, M., Graham, J., Hughes, C., (Spring 1995). Preparing Students With Learning Disabilities for Success in Postsecondary Education, TransitionLinc.

Virginia Department of Education. (June 1993) . A College Selection Guidebook for Students with Disabilities, Their Parents, and High School Staff;

Western Carolina University. (1989). The Postsecondary Learning Disabilities Primer, Learning Disabilities Training Project.

Wren, C., Adelman, P., Pike, M.B., and Wilson, J.L. (1987). College and the High School Student with Learning Disabilities: The Student's Perspective. Chicago, DePaul University.

Shaw, S.F., Brinckerhoff, L.C., Kistler, J., & McGuire, J.M. (1991). Preparing Students with Learning Disabilities for Postsecondary Education: Issues and Future Needs.

Learning Disabilities: A Multidisciplinary Journal, 2, 21-26.

## What Students Can Do To Prepare For Postsecondary Education

It is a lot easier for the junior or senior in high school to worry "tomorrow" about what happens after high school. However, with a little planning NOW, and with the help of your high school counselor, your move to a postsecondary school, such as a community college or university, will be much smoother. Here is a checklist for you to start on the right track. No doubt, you will, have many more questions. This list is just a beginning. Are you ready for postsecondary education?

Check off each item as you complete it. Continue to look at this checklist regularly with your parents and counselor.

### Junior Year Checklist

#### SEPTEMBER

- Begin the process of exploring and choosing postsecondary options with an assessment of your interests and ability and a comprehensive vocational assessment.
- Understand the differences between the academic organization and expectations of high school and postsecondary education (see section on Differences between High School and College).
- Start planning for postsecondary education as soon as you can. Talk to your counselor and visit your school or public library. Look through college/university catalogs. Ask your counselor about the availability of postsecondary resources.
- Consider joining clubs and participating in other high school activities.
- Start a folder of everything you collect on postsecondary education. This should include addresses, phone numbers, contact people, etc.
- Talk with your high school counselor to see if you should consider taking a practice college-entrance exam. Arrange for accommodations as needed. Community Colleges do not require college-entrance exams.

- During this year attend at least one College Night or Future Fair in your area and try to meet with representatives from different colleges or universities.
- Know your Social Security Number. You'll need to know it for financial aid applications, summer jobs or work at college. If it has been lost, obtain another card from the Social Security Administration.

### **OCTOBER - DECEMBER**

- Make contact with your local Division of Vocational Rehabilitation (DVR) counselor. You must apply for services and your DVR counselor will determine your eligibility for services. This is a possible source of some financial help for postsecondary education.
- Meet with your school counselor to review your credits for this year and next. Be sure you are on track for graduation and that you are taking the courses you need for admission to the institution of your choice.
- Make sure that you understand your disability and can explain your strengths and weaknesses. You should be able to explain how your disability affects learning.
- Understand your learning style and be able to explain it in meaningful terms.
- Be able to explain and justify the accommodations you may need. Try out and learn to use a range of accommodations and technological aids while in high school (i.e. audio text books, grammar and spell checkers, computer voice synthesis, etc.).
- Fill out the form "Get Ready for Your First Meeting with Disability Support Services" with your Resource or Special Education teacher. You can find this form after this Jr. and Sr. checklist.
- Investigate features of postsecondary education that seem to suit your interests, needs and abilities (such as size, type of school, location, fields of study offered, academic quality and demands, cost, social environment, necessary facilities, desirable programs, and special opportunities).
- Determine and understand the specific support services, academic adjustments, and auxiliary aids that you will need to succeed in postsecondary education and search for an institution which best meets those needs.

### **JANUARY**

- Start writing to colleges/universities you're thinking about attending and ask for information on their academic programs, admission criteria, and financial aid. Ask about their Disability Support Services. If you need help writing letters, see your counselor and the sample letters in this guide.

- Ask your counselor if you should take the SAT or ACT assessment this spring. Many students take admission tests more than once. You may apply for accommodations, i.e., extended time, readers, interpreters, etc. - but you must make advanced arrangements for these. Read the directions for these adaptations carefully with your counselor and parents. Be sure to act early.
- Keep your grades up. Postsecondary programs are concerned about grades. It's also the road to possible scholarships.
- Read your school bulletin boards. Watch for notices of college or career meetings, test dates, special grants or scholarships. Read your local newspapers, too.

## **FEBRUARY**

- This is a good time to start estimating how you and your family will pay for your postsecondary education. Ask your school counselor and Vocational Rehabilitation Counselor for printed information on meeting costs of attending college. See the section on Financial Aid in this guide.
- Review your academic skills with your counselor to see if you have any weak areas that need improvement. Maybe you should sign up for special tutoring or for special summer programs to help with any academic deficiencies.
- Attend seminars on ways to be successful in postsecondary classes in general (i.e. learning strategies, test preparation and test taking strategies, study skills, time management, organizational skills, generalized study skills, outlining, note taking, memory techniques, and word processing skills.)
- Develop personal qualities such as a positive self-image by stressing strengths, willingness to take risks, social skills, and self-advocacy skills.
- Plan your senior classes carefully with your school counselor. Consider admission requirements to postsecondary education when planning.
- Get leads on local sources of financial aid by reading the newspaper, accessing websites, and seeing what scholarships and awards graduating seniors are receiving. Write to these programs for information you can use next year.

## **MARCH**

- Be sure to check arrangements for April ACT/SAT. Make sure everything is in place. Arrange for accommodations if you need them. If you are attending a community college, you will not need to take the ACT/SAT.
- Continue staying in contact with your Division of Vocational Rehabilitation Counselor.

## **APRIL**

- It's time for the ACT/SAT - double check date, time, and place.
- Have you attended a College Night or Future Fair? Contact your school counselor.

## **MAY**

- Consider making campus visits in conjunction with any summer trips you plan to take. Write to or call college/university admission offices and DSS offices for more information on visits.
- Work during the summer if you can. This is good experience and can help pay for some of your college expenses.
- Read as much and as widely as you can. Set aside time for reading every day. It's important to keep up your skills in English and math during the summer months.

## **Senior Year Check List**

### **SEPTEMBER**

- Be sure to continue collecting information on options for postsecondary education. Keep it all in a folder.
- Be sure that your psycho-educational testing is up-to-date. For students with cognitive disabilities, request that your final evaluation contain standardized intelligence and achievement tests using adult norms.
- Beware of "senioritis!" Your senior year grades, especially from the first semester, count heavily in postsecondary admissions. If you do well, it is a plus for you. Although good grades are important all through high school, colleges/universities believe your junior and senior year grades often are a good indication of how you might do in postsecondary education
- You might think about taking a special study skills class or program through your community college or school.
- Be sure you know your learning strengths and weaknesses and compensating techniques or accommodations that work best for you.
- If you need audio textbooks, be sure you register with Recordings for the Blind and Dyslexic and Wolfner Library to secure an audio player.
- Make sure that your independent living skills are adequate (e.g. keeping a checking account, doing laundry, cleaning, cooking, and transportation).
- Learn about Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. These laws explain what kinds of accommodations postsecondary institutions must provide when a student requests them. It is your responsibility to ask for the necessary accommodations (see section on Students' Legal Rights and Responsibilities).
- Be sure to sign up to take an admission test (SAT/ACT) if one is required by the college/university that interests you. Ask your high school counselor for test registration forms. If you need testing accommodations, such as a reader or

additional time, so that test scores will accurately reflect your knowledge, talk to your counselor about making these arrangements.

- Stay in contact with your Division of Vocational Rehabilitation Counselor.
- Create a checklist of deadlines for admissions application, test registration, fees, test dates, financial aid applications, and other materials you will need to submit. Keep all of this in a folder. Make sure you know the necessary steps to have your transcript sent to the colleges/universities to which you are applying.
- Narrow your postsecondary options to 3 or 4. Write for application materials. Inquire about special support services to be sure they can meet your needs. Ask for the number of students with disabilities who attend and whether or not there are modified admission procedures for students with disabilities.

## **OCTOBER**

- If a postsecondary institution requires an application essay, begin preparing notes and outlines this month. The essay is an important part of your application. It deserves special attention. You might want to ask your English teacher for some help.
- Visit colleges and universities and attend College Fairs to help decide which postsecondary institution is best for you. Do these places have the support services you will need? Again, it's best to visit and be sure.
- If you need letters of recommendation for your college application, talk to your teachers, past employers, coaches, etc. and give them copies of forms provided by the postsecondary institution to which you are applying.
- Most postsecondary institutions charge a nonrefundable fee (usually from \$10 to \$30) at the time you file your admission application. Remember to enclose a check! Community Colleges do not have application fees.

## **NOVEMBER**

- Some postsecondary institutions have application deadlines as early as November 1, particularly for early decision plans. Check application deadlines for postsecondary institutions that interest you, and ask if there are early deadlines to qualify for certain majors, campuses, or housing.
- Your library has books and pamphlets about financial aid; look for special state, federal, and local programs. Continually check out all possible sources of financial aid. Ask about any private programs, such as churches, community groups, or minority organizations and write for more information and application forms. You can find out about these programs at your local public library and your school counselor's office.
- You should try to complete the first draft of your application essay this month. Give yourself enough time to revise.

- Keep working on your grades since your transcript will be sent with your applications.

## **DECEMBER**

- To get financial aid, you have to apply for it. Ask your school counselor for the College Board's Financial Aid Form (FAFSA) packet, which consists of the Free Application for Federal Student Aid and the FAFSA. Find out from the postsecondary institutions to which you are applying which forms to fill out.
- Check also to see if the postsecondary institutions have a separate institutional aid application. Many do. Begin filling them out now and avoid the rush created by pressure from end-of-year holidays and term papers. See the Financial Aid section in this guide.
- Are there any postsecondary institution representatives visiting your school this month? Check bulletin boards and the counseling office and make appointments with appropriate school representatives.
- Complete the final draft of your essay. It should be typed, neat, attractive, interesting, easy to read, and grammatically correct! Remember to keep a copy for your records before mailing it.
- Double-check your admission application deadlines.
- The holidays are a good time to talk with relatives and older friends who may have gone to college. They may have some suggestions for you.

## **JANUARY**

- Now is the time to complete your financial aid forms. Send them in as soon after January 1 as possible. Be sure to include all postsecondary institutions you want to receive copies of your forms.

## **FEBRUARY**

- Men 18 years and older must prove draft registration in order to receive federal financial aid. Inquire at the local post office about registering.
- If your grades and test scores are high, consider taking College-Level Examination Program (CLEP) exams. CLEP tests generally are offered each month for credit at participating postsecondary institutions. For more information about CLEP, ask your school counselor.

## **MARCH**

- If any of the postsecondary institutions you are considering have application deadlines in March, be sure you meet them. Many students like to pick some "wishful thinking" postsecondary institutions to apply to, some "probable," and some "sure things." You never know which applications may pay off.
- Watch announcements, bulletin boards, and newspapers carefully for scholarships. Many local organizations and individuals award scholarships to students at each local high school.

## **APRIL**

- You may start receiving offers of admission and financial aid this month. Continue to make long-range plans with your family about how you're going to pay for postsecondary education.
- Stay in contact with your Division of Vocational Rehabilitation (DVR) Counselor. Financial aid information must be updated regularly with your DVR Counselor.
- Develop a College Portfolio folio of materials to document your secondary school program and to facilitate service delivery in the postsecondary setting. The following list are possible items to include in your College Portfolio:
  - Get Ready for Your First Meeting with DSS form
  - Documentation of disability
  - Copy of most recent IEP
  - ACT/SAT results( 4 year colleges)
  - High school transcripts
  - 2 teacher recommendation letters (4-year colleges)
  - Awards/scholarships
  - SS#
  - Newspaper articles
  - Vocational assessments
  - Resume/activity sheet
- Review your “Get Ready for Your First Meeting with DSS” form with your Resource/Special Education teacher.
- Understand and be able to discuss the contents of your reports concerning your disability history and diagnosis.

## **MAY**

- As soon as you have decided which offer to accept, notify the postsecondary institution of your decision. Be sure to let the financial aid office know if you intend to accept or decline their offers. Also, tell your high school counselor which postsecondary institution you've selected so that final grades, class rank, and proof of graduation can be submitted.
- Find out who is responsible for assisting students with disabilities at the postsecondary institution of your choice. Get an appointment as soon as possible before starting school to discuss your disability, the documentation requirements needed, and the accommodations you will need.
- If you are placed on a postsecondary institution's waiting list and you intend to enroll, you should call or write to the director of admissions to ask how to strengthen your application. Recent evidence of high academic achievements or other accomplishments might help.
- Be sure to arrange to have your final transcript showing graduation sent to the postsecondary institution you will attend. Also, have one sent to your Vocational

Rehabilitation Counselor. Sign release of information so your records can be sent as needed.

## **JUNE**

- Send thank you notes to anyone who helped you on your postsecondary education quest, such as school counselors, teachers, and other adults. They'll appreciate it.
- Use the summer to earn extra money for postsecondary education.
- If you decide at the last minute that you want to pursue postsecondary education, you may still have a "walk-in" option. During the two-to-three week period just before classes begin, postsecondary institutions sometimes discover that they still have room for students. If you apply, you might be accepted.

Compiled from:

A College Selection Guidebook for Students with Disabilities, Their Parents, and High School Staff; Virginia Department of Education, June 1993.

Gregory, M., Graham, J., Hughes, C. Preparing Students With Learning Disabilities for Success in Postsecondary Education, TransitionLinc. Spring 1995.

Secondary to Postsecondary Education Transition Planning for Students with Learning Disabilities. A technical report prepared by the National Joint committee on Learning Disabilities, Jan. 1994, published in LDA Newsbriefs, March/April 1994.

The Postsecondary Learning Disabilities Primer, Learning Disabilities Training Project, Western Carolina University, 1989.

Wren, C., Adelman, P., Pike, M.B., and Wilson, J.L. (1987) College and the High School Student with Learning Disabilities: The Student's Perspective. Chicago, DaPaul University.

Fishbein, Steven M., and Holland, Betty. So You Want to Go to College. State of New Jersey, Department of Human Services.

Frank, K., Holden, G. (1989). Are You Ready.

Things I Need to do to Further My Education, Muscatine, Louisa and Mississippi Bend Area Education Agency #9, Feb. 1994.

## Get Ready For Your First Meeting with the College/University Disability Support Services

As a student moving from high school to college, you should know the information below when you come for your first appointment with the college/university support service provider. Print and complete the form. You may need to ask your resource teacher to help you with some of the questions. After you complete this questionnaire, you will better understand your abilities and disabilities.

Name \_\_\_\_\_ SS# \_\_\_\_\_

High School Attending \_\_\_\_\_

Expected Graduation Date \_\_\_\_\_

Resource Teacher's Name \_\_\_\_\_

Work Phone # \_\_\_\_\_

Current Disability Diagnosis (If, learning disabilities, please indicate areas of concern, i.e. math, reading, memory etc.) \_\_\_\_\_

When were you first diagnosed? \_\_\_\_\_

Give a brief description of your educational background. (i.e. always in Special Ed classes or in Special Ed classes until Junior High School then in resource, or in class-within-a-class in High School. )  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Current Academic Functioning Levels:

Reading  
Grade Level \_\_\_\_\_ Test Used \_\_\_\_\_ Date \_\_\_\_\_

Math  
Grade Level \_\_\_\_\_ Test Used \_\_\_\_\_ Date \_\_\_\_\_

Written Communication  
Grade Level \_\_\_\_\_ Test Used \_\_\_\_\_ Date \_\_\_\_\_

<b>Special Education Services Received In High School</b>	<b>Junior Year</b>	<b>Senior Year</b>
Resource Help (Minutes per week)		
Class Within A Class (Please list the classes)		
Special Education Classes (Please list the classes)		
Speech/Language		
Other(s)		

<b>Testing Accommodations</b>	<b>Used In High School</b>	<b>Recommended for Postsecondary</b>
Tests read orally to student		
Clarification of test questions**		
Tests answered orally or on tape		
Extended time to complete tests		
Enlarged tests		
Interpreter		
Use of calculator		
Hours per week of resource		
Spell checker/proofreader		
Other(s)		

\*\* Is usually not provided in Postsecondary Education

Specific Accommodations	Used In High School	Recommended For Postsecondary
Extended time to complete assignments*		
Audio textbooks		
Reader		
Writer		
Note-taker		
Enlarger/Enlarged materials		
Adaptive Technology		
Modified curriculum*		
Taped lectures		
Tutor**		
Other(s)		

\*Cannot always be provided in Postsecondary Education

\*\*Some colleges do not provide as a free service

**Please rate each area as a strength or weakness for this student.**

1= Weakest to 5=Strongest

STUDY SKILLS	Weakest.....Strongest				
	1	2	3	4	5
Note-taking	1	2	3	4	5
Organization of time	1	2	3	4	5
Organization of material	1	2	3	4	5
Ability to complete work independently	1	2	3	4	5
Motivation/persistence	1	2	3	4	5
Test taking strategies	1	2	3	4	5
Computer (key boarding) Skills	1	2	3	4	5

<b>SOCIAL SKILLS</b>	<b>Weakest.....Strongest</b>				
Interaction with adults and/or authority figures	1	2	3	4	5
Interaction with peers	1	2	3	4	5
<b>SELF-ADVOCACY SKILLS</b>	<b>Weakest.....Strongest</b>				
Knowledge of specific disability	1	2	3	4	5
Ability to discuss disability with others	1	2	3	4	5
Ability to discuss accommodation needs	1	2	3	4	5

Are you registered with any of the following?

- Recordings for the Blind and Dyslexic     Yes     No  
The National Library Service             Yes     No  
A local audio textbook service            Yes     No

Do you have a Division of Vocational Rehabilitation or Rehabilitation Services for the Blind counselor?  Yes     No If yes, what is his/her name, address, and phone number?

---



---

Have you received a comprehensive diagnostic evaluation?  Yes     No  
Please include the results in your College Portfolio.

Have you received a vocational assessment?  Yes     No  
If yes, please include the results in your College Portfolio.

What career goals have you considered, based on the results of the vocational assessment and your interests and abilities?

---

Describe your preferred learning style

---

List any special skills or abilities.

---



---

## Residential Housing Considerations

For many students, deciding where to live on campus is almost as challenging as deciding what college to go to in the first place. If you think you might need accommodations in your residential setting, here are some things to consider:

- Do your homework on the different options.** Many schools have created “first year experiences” where all first year students live in certain buildings while upper-class students live elsewhere. Know exactly what living options exist. Also, know what will exist for future years.
- Talk to people about the general pros and cons** of each option while getting information on aspects such as:
  - General noise level and activity of the building (quieter or louder; do quiet hours exist; visitation rules; etc.)
  - Community bathrooms/showers, suite style (2-4 rooms per bathroom/shower), or bathroom/shower within each room?
  - Location to academic building where you will take classes (near, far, or in the middle)
  - How many students per floor? The more students who live on one floor, the greater the likelihood of increased activity. Is this a good thing?
  - How many housing staff per floor?
  - Where is the nearest location for meals in each building? Do meal location options change on the weekend?
  - What supports are available if there are roommate problems?
  - Any themed floors or themed buildings (Business students, pledge to not smoke/drink, Honor students, etc.) that might be of interest to you?
  - Do you have to live on campus as a first year student? If so, when is the first year when you can live off campus?
- Know the housing registration process!** Most schools should have something in place to consider specific accommodation requests. However, the initial registration process is usually the same for all students. Just because you need an accommodation, it does not mean that you will be “bumped” to the head of the line. When at all possible, always know what housing options you want and apply as early as possible. Doing so will give you the most options and will increase the likeliness that your primary preferences are met.
- Know the housing accommodation process.** Are accommodation requests made on the initial housing application? Or, do you need to speak with someone separately? How are requests considered and approved?
- Realize that, in choosing to live on campus, you will be living in an environment full of activity. While some buildings are busier and noisier than others, the college residential experience is about social interaction (Thursday night TV parties, late night hallway talks, video game tournaments, etc., etc.). There are times when it will be noisy and when quality studying will only be possible away from your room. Distractions are inevitable. In choosing to live on campus, you are often choosing to

partake in this environment. It is your responsibility to know when you have time to relax and when you need to focus on homework. Most universities do not guarantee a residential environment to be fitting for studying during some or all of the day. Quiet study areas are located throughout most campuses for this purpose. If a highly active residential environment might be problematic for you, give serious consideration as to whether or not you do indeed want to live on campus.

- **If you have learning accommodation needs**, here are some things to consider:
  - Some students with learning disabilities, attention deficit disorders, psychiatric disabilities, etc., want a single room to minimize distraction when studying. However, many universities do not approve single room accommodations for students with learning disabilities or attention deficit disorder. If a student has difficulty with successfully living in a residential building, it is often because of the overall building activity and not the specific room arrangement. You will have to manage this environment yourself.
  - If a university does offer a single room as an accommodation, you will often have to pay the single room rate (which is usually higher than a double room rate) even if the single room is approved as an accommodation. Make sure you know what expenses you will incur with or without an accommodation.
  
- **If you have physical accommodation needs**, things to consider include:
  - How accessible is the building? Are there accessible rooms already in place?
  - If you will need to request a physical modification to a room (strobe fire alarm, raised desk to accommodate a wheelchair, roll-in shower, etc.), who on campus do you make this request to? How early do you need to notify? The more physically involved an accommodation to a room might be, the longer it will take to complete the work. Requesting the accommodation with ample advanced notice in such instances is important to assure that your request can be completed on time.
  - Are you considering a personal attendant who will either visit daily or perhaps live in the room with you? If so, how does the university handle this request? Be sure to talk about costs. Personal attendant costs are almost never the responsibility of the university. The student pays for these services. A live-in personal care attendant will likely be charged the same room rate that a student occupying that space would be charged. It is extremely important to develop a concrete plan with the appropriate university contact if a personal attendant is involved.
  - If you will need a single room to accommodate your needs, can you request this? What rate will you be charged? Even though you might be approved for a single room as an accommodation, you will likely pay a higher single room rate. Make sure you get the specifics.
  - Most universities do not have personal transportation services (from residential hall door to academic building door). Transportation is viewed as your responsibility. Some universities have campus shuttles, but you will likely still have to travel some distance to get to these points. Keep this in mind when you decide where to live.
  - Any major crossroads or intersections that might be problematic?
  - Anything you need to consider about the climate where you will be going to school?

- Understand the contract!** Many residential housing contracts are 100% binding. When you sign up for housing, you are committed to paying the terms of the contract for the duration of the academic year. Whereas many apartment complexes might have an option to pay a fee for early termination, many campus residential contracts do not offer this possibility. Getting out of a housing contract once it is submitted and approved is often very difficult if not impossible to accomplish. Know exactly what you are getting into when you sign the contract. If it is binding and if you are unsure as to whether residential living is right for you, ask yourself if you need to think about it a little longer before signing.

## Tips on Self-Advocacy

Communicating your needs effectively involves a number of factors. Students with disabilities who succeed in postsecondary education generally possess the following characteristics:

- Ability to articulate one's talents and abilities clearly
- Knowledge of the nature of one's disability and of the kinds of teaching strategies, tools and services, which best help one compensate
- Maturity and initiative to assume the greater share of one's own advocacy
- Adherence to effective, routine study habits, to whatever degree is necessary for success
- Acceptance of the fact that they may need help and the initiative to seek assistance for academic and other problems, as appropriate
- Acceptance of the idea that it may take longer to graduate than one's friends and that he/she may have to study harder than friends
- Recognition of the concept that postsecondary education is meant to be a challenge and that temporary frustrations are a part of the normal growth process.
- Regular, frequent communication with parents, friends, classroom professors, academic advisors, and support services personnel.

It has also been observed that the college-level student with a disability must be self-reliant and able to cope with the ever-changing challenges of daily living. Students with disabilities who have learned to rely heavily on both parents and teachers to direct them and manage their lives may have difficulty adjusting to the demands of college life. Thus, as a student, the task is to find a college/university that will stretch and develop talents, interests, and abilities while at the same time be respectful and supportive of needs.

Virginia Department of Education, Student Services. (June 1993). Directory of Postsecondary Opportunities for Students with Disabilities at Institutions of Higher Education in Virginia.

## Sample Letter to Admissions Office

\_\_\_\_\_  
Postsecondary Institution's Name

\_\_\_\_\_  
Admissions Office

\_\_\_\_\_  
Address

\_\_\_\_\_  
City, State Zip

Dear Sir:

My name is \_\_\_\_\_ and I am a student at \_\_\_\_\_ high school. I would like information about your admissions requirements, housing facilities, and financial aid. I would also like a catalog and an application.

I would appreciate hearing from you soon. Thank you.

Sincerely,

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City, State Zip

\_\_\_\_\_  
Phone

# Sample Letter to Disability Support Services Office

\_\_\_\_\_  
Postsecondary Institution's Name

\_\_\_\_\_  
Disability Support Services Office

\_\_\_\_\_  
Address

\_\_\_\_\_  
City, State Zip

Dear Sir:

My name is \_\_\_\_\_ and I am a student at \_\_\_\_\_ high school. I would like information about your disability support services. I have enclosed a checklist that will help me determine if your postsecondary institution will provide me with the appropriate level of support. Please include information regarding how I can register for support services.

I would appreciate hearing from you soon. Thank you.

Sincerely,

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
City, State Zip

\_\_\_\_\_  
Phone

## Postsecondary Education Inquiry Form Regarding Services for Deaf and Hard-of-Hearing Students

Name of Postsecondary Institution: \_\_\_\_\_

Person Responsible for Disability Support Services: \_\_\_\_\_

Phone: \_\_\_\_\_

Please check those you provide. Feel free to write in explanations.

Accommodations/Modification	Available on Campus	Comments
Listening/amplification systems		
Note-takers		
Permission to tape class lectures		
Academic tutoring		
Speech and Hearing Clinic on campus		
Assistance with registration		
Telephone amplifier, TTY/TDD, or videophone for campus and dormitory use		
Televisions on campus have closed captioning		
Videotaped/instructional materials have closed captioning		
Sign language interpreters, oral, or cued speech interpreters		
Speech-to- text transcribers		
Testing accommodations		

What other services are available for students with hearing loss?

Are there any organizations or clubs on campus for students with hearing loss?

[www.HamiltonRelay.com](http://www.HamiltonRelay.com) free service for the hearing/speech impaired

[www.hamiltoncapitel.com](http://www.hamiltoncapitel.com) free service for the hearing/speech impaired

## Postsecondary Education Inquiry Form Regarding Services for Students with Visual Impairments

Name of Postsecondary Institution: \_\_\_\_\_

Person Responsible for Disability Support Services: \_\_\_\_\_

Phone: \_\_\_\_\_

Please check those you provide. Feel free to write in explanations.

<b>Accommodations/Modification</b>	<b>Available on Campus</b>	<b>Comments</b>
Transportation available between various parts of the campus		
Instructor notifications		
Note-takers		
Test-taking accommodations		
Computers with speech access and enlarging capabilities		
Types of reading machines		
Assistance with registration		
Alternate print formats -Braille, large print, audio textbooks		
Assistance with advocacy		
Tutoring		
Reader services		
Writer services		
Adaptive technology such as CCTV's		

What other services are available for students with visual disabilities?

Are there any organizations, clubs or support groups on campus for students with visual disabilities?

Are there any special programs for students with visual impairments?

## Postsecondary Education Inquiry Form Regarding Services for Students with Mobility Impairments

Name of Postsecondary Institution: \_\_\_\_\_

Person Responsible for Disability Support Services \_\_\_\_\_

Phone: \_\_\_\_\_

Please check those you provide. Feel free to write in explanations.

<b>Accommodations/Modification</b>	<b>Available On Campus</b>	<b>Comments</b>
Accessible buildings		
Accessible buses		
Personal attendants available through the school or community		
Instructor notification		
Note-takers		
Test-taking accommodations		
Adaptive equipment		
Assistance with registration		
Assistance with advocacy		
Tutoring		
Writer services		
Reader services		
Adapted physical education/ athletic facilities		
Lab assistants		

What other services are available for students with mobility disabilities?

Are there any special programs for students with mobility disabilities?

Other Accommodations needed for the student \_\_\_\_\_?

# **Section 5**

# **Financial Aid**



The HEATH Resource Center, a national clearing house on postsecondary education for individuals with disabilities, has a comprehensive article on financial aid posted at their website. It is entitled, "Creating Options: A Resource on Financial Aid for Students with Disabilities."

Link to HEATH Resource Center publications <http://www.heath.gwu.edu/>

FASTWEB, <http://fastweb.com/>, is a source of local scholarships, national scholarships and college-specific scholarships. Search and compare detailed college profiles including college scholarships. Find internships for students in your field. Find part-time job openings near your home or school. Learn tips for success in your career. It is a site recommended by 15,500 high schools and 3,500 colleges.

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

[http://www.collegeanswer.com/paying/scholarship\\_search/pay\\_scholarship\\_search.jsp](http://www.collegeanswer.com/paying/scholarship_search/pay_scholarship_search.jsp)

### 34 Ways to Reduce College Costs

Most colleges and universities offer merit or non-need-based scholarships to academically talented students. Students should check with each school in which they're interested for the criteria for merit scholarships. The National Merit Scholarship Program awards scholarships to students based upon academic merit. The awards can be applied to any college or university to meet educational expenses at that school. Many states offer scholarship assistance to academically talented students. Students should obtain the eligibility criteria from their state's education office. Many schools offer scholarships to athletically talented students. Parents and students should be careful, however, to weigh the benefits of an athletic scholarship against the demands of this type of award.

Some colleges and universities offer special grants or scholarships to students with particular talents. Music, journalism, and drama are a few categories for which these awards are made. A state college or university charges lower fees to state residents. Since public institutions are subsidized by state revenues, their tuition costs are lower than private schools' costs. The college selection process should include consideration of a state school. Although cost should be a consideration, students should not base their choice of a school only on cost. Some students choose to attend a community college for 1 or 2 years, and then transfer to a 4-year school. Tuition costs are substantially lower at community colleges than at 4-year institutions. Some parents may be financially able to purchase a house while their child is in school. If other students rent rooms in the house, the income may offset monthly mortgage payments. Families should make certain, however, that the property they purchase meets all of the requirements of rental property. If you have any questions, consult a tax professional.

Commuting is another way for students to reduce college costs. A student living at home can save as much as \$6,000 per year. Many schools provide lists of housing opportunities that provide free room and board to students in exchange for a certain number of hours of work each week. Cooperative education programs allow students to alternate between working full time and studying full time. This type of employment program is not based upon financial need, and students can earn as much as \$7,000 per year. Another way to reduce college costs is to take

fewer credits. Students should find out their school's policy regarding the Advanced Placement Program (APP), the College-Level Examination Program (CLEP), and the Provenience Examination Program (PEP). Under these programs, a student takes an examination in a particular subject and, if the score is high enough, receives college credit.

Some colleges give credit for life experiences, thereby reducing the number of credits needed for graduation. Students should check with the college for further information. You can also write to Distance Education and Training Council at 1601 18th Street, NW, Washington, DC 20009, or call (202) 234-5100. Most schools charge one price for a specific number of credits taken in a semester. If academically possible, students should take the maximum number of credits allowed. This strategy reduces the amount of time needed to graduate. In many cases, summer college courses can be taken at a less expensive school and the credits transferred to the full-time school. Students should check with their academic advisor, however, to be certain that any course taken at another school is transferable. Most schools have placement offices that help students find employment, and all schools have personnel offices that hire students to work on campus. These employment programs are not based upon financial need, and working is an excellent way to meet college expenses.

Most colleges and universities offer their employees a tuition reduction plan or tuition waiver program. Under this type of arrangement, the school employee and family members can attend classes at a reduced cost or no cost at all. This type of program is based not upon financial need, but rather on college employment. Most colleges and universities sponsor resident advisor programs that offer financial assistance to students in the form of reduced tuition or reduced room and board costs in exchange for work in resident halls. The Reserve Officers Training Corps (ROTC) Scholarship Program pays all tuition fees, and textbook costs, as well as providing a monthly living stipend. Students should be certain, however, that they want this type of program before signing up because there is a service commitment after graduation. Service Academy Scholarships are offered each year to qualified students to attend the U.S. Military Academy, the U.S. Air Force Academy, the U.S. Naval Academy, the U.S. Merchant Marine Academy, or the U.S. Coast Guard Academy. The scholarships are competitive and are based upon a number of factors, including high school grades, SAT or ACT scores, leadership qualities, and athletic ability. Students receive their undergraduate education at one of the service academies. They pay no tuition or fees, but there is a service commitment after graduation.

One of the most obvious ways of reducing college costs is to attend a low-cost school, either public or private. There are many colleges and universities with affordable tuition and generous financial assistance. Students should investigate all schools that meet their academic and financial needs. Some schools offer combined degree programs or 3-year programs that allow students to take all of the courses needed for graduation in 3 years, instead of 4, thereby eliminating 1 year's educational expenses. Partial tuition remission for the children of alumni is a common practice. Parents and students should investigate their alma mater's tuition discount policy for graduates. Some colleges and universities offer special discounts if more than one child from the same family is enrolled. Some colleges and universities offer discounts to enrolled students if they recruit another student.

Some schools offer a tuition discount to student government leaders or to the editors of college newspapers or yearbooks. Some colleges offer bargain tuition rates to older students. Some colleges and universities convert non-federal school loans into non-federal grants if the student remains in school and graduates. Some schools will pay a student's loan origination fees. Some

schools offer reduced tuition rates to families if the major wage earner is unemployed. Some colleges and universities have special funds set aside for families who do not qualify for federal or state funding. Some private colleges will match the tuition of out-of-state institutions for certain students. Check with your college to determine whether you qualify for this option. Some companies offer tuition assistance to the children of employees. Parents and students should check with the personnel office for information. Students should try to buy used textbooks.



# Section 6

# Resources





# Section 6: Resources

## Planning/Career Development Resources

- Career Builder <http://www.careerbuilder.com>
- True Careers <http://www.truecareers.com>
- Career Planning Resources <http://www.collegeview.com>
- Career Planning Process/ self assessments careerplanning. <http://www.about.com/careers/>
- Career Planning Information <http://www.educationindex.com>
- Career Resource Center <http://www.careers.org>
- Employment Guide <http://www.employmentguide.com>
- Common majors <http://consider.k-state.edu/majorslist/majorslist.htm>
- Dictionary of Occupational Titles <http://www.oalj.dol.gov/libdot.htm>
  - Occupational Outlook Handbook <http://www.bls.gov/oco>
  - ONET <http://www.doleta.gov/programs/onet>
- Placement Resources <http://www.jobweb.com>
- Never too early to prepare for post-secondary Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years August 1997 U.S. Department of Education Office of the Under Secretary Planning and Evaluation <http://www.ed.gov/about/offices/list/ope/plan.html>

## Post-Secondary Preparation

- <http://www.act.org> ACT, Inc.: Information for Life's Transitions: Educational/Career-Planning and Workforce Development. Register to take college entrance exams administered and scored by ACT. With parent resources, test taking strategies, and an event calendar
- <http://www.act.org/aap/index.html> ACT Assessment Homepage The homepage for the ACT college entrance exam. The site contains online registration, test dates and centers, test taking hints, and sample questions.
- <http://www.act.org/aap/disab/policy.html> Policy for documentation to support requests for testing accommodations on the ACT assessments.
- <http://www.act.org/aap/disab/chart.html> ACT assessment testing options for students with disabilities 2000-01.
- <http://www.act.org/aap/disab/index.html> ACT assessment services for students with disabilities.
- <http://www.testprep.com> College entrance exam preparation from Scholastic Testing Systems - Complete online SAT test prep course. Includes math and verbal lessons and more than 700 practice problems.
- <http://www.ets.org> ETS Testing
- <http://www.gre.org/disatest.html> nonstandard testing accommodations are available for test takers who meet program requirements. Because of ETS's need to review documentation in order to provide appropriate accommodations, all test takers requesting accommodations must registers through the following website:
- <http://collegeview.com> Writing a college application essay and more.

## College and Career Planning General Information

- College and Career Planning websites  
<http://www.ed.gov/about/offices/list/ope/plan.html>
- College is Possible-American Council on Education  
<http://www.collegeispossible.com>
- College Quest Gateway  
<http://www.collegequest.com/plugin.nd/CollegeQuest/pgGateway>
- National Center for Postsecondary Improvement <http://www.stanford.edu/group/ncpi>
- Recording for the Blind and Dyslexic (RFB & D) <http://www.rfbd.org>
- Rehabilitation Engineering & Assistive Technical Society of North America (RESNA)  
<http://www.resna.org>
- Welcome to Mapping your Future <http://www.mapping-your-future.org>
- College Planning for Students with Disabilities  
<http://www.educationquest.org/swd.asp>

## Financial Aid Resources

- College Scholarships <http://www.collegescholarships.com>
- FastWeb, Database of Scholarships <http://www.web.studentservices.com>
- Financial Aid & Career Planning <http://www.finaid.org>
- Student Financial Assistance <http://www.studentaid.ed.gov>
- Department of Labor Financial Aid Center  
<http://www.careeronestop.org/FINANCIAL/FinancialAidhome.asp>
- Student Finance Calculators <http://www.ed.gov/offices/OSFAP/DirectLoan/calc.html>
- Student Guide (U.S. Department of Education)  
[http://studentaid.ed.gov/students/publications/student\\_guide/index.html](http://studentaid.ed.gov/students/publications/student_guide/index.html)
- Federal Student Financial Aid  
A toll free number is available for seekers of federal student financial aid information. Toll-free calls can be made from 8 am - 8 pm EST, Monday through Friday, and Saturday 9 am - 6 pm. EST. Call 800.433.3243 or 800.730.8913 TDD. Callers will receive a recorded message and will be asked to remain on the line, if they need information or if they have a specific question. <http://fafsa.ed.gov>
  1. Louisiana Office of Student Financial Assistance [www.osfa.state.la.us/](http://www.osfa.state.la.us/)
  2. Inspector General Hotline - To report student aid fraud (including identity theft), waste or abuse of U.S. Department of Education funds. 1-800-MIS-USED (1-800-647-8733), E-mail: [oig.hotline@ed.gov](mailto:oig.hotline@ed.gov), Web site: [www.ed.gov/misused](http://www.ed.gov/misused)

## Job Banks

- America's Employer's <http://www.americasemployers.com>
- America Job Bank <http://www.ajb.dni.us>
- Louisiana Career Resources <http://www.job-hunt.org>
- Federal Government <http://www.usajobs.opm.gov>
- Federal Jobs Digest <http://www.jobsfed.com>
- MonsterTRAK <http://www.monstertrak.com>
- Louisiana Job Board <http://www.louisianajobboard.com>
- Louisiana on-line college, career, and work planning guide [www.LAePortal.com](http://www.LAePortal.com)

## General Disability Resources for Professionals and Consumers

- Assistive Technology Database <http://www.abledata.com>
- Cornucopia of Disability Information <http://codi.buffalo.edu>
- List of Fair Housing Organizations <http://www.fairhousing.com>
- rehabNET <http://www.rehabnet.com>
- Internet Mental Health Resources <http://mentalhelp.net>
- Visual Impairment Guide <http://www.viguide.com/orgs.htm>

## Websites of Interest to Individuals with Disabilities

- American Foundation for the Blind <http://www.afb.org>
- Association of Higher Education and Disability <http://www.ahead.org>
- Behavioral and Medical Links <http://www.the-center.org>
- Children and Adults with Attention Deficit/ Hyperactive Disorder <http://www.chadd.org>
- Disability Resources, Inc. Disability Resources, Inc. is a nonprofit organization established to promote and improve awareness, availability, and accessibility of information that can help people with disabilities live independently. <http://www.disabilityresources.org>
- Dyslexia Awareness & Resource Center <http://www.dyslexia-center.com>
- Health WebMD (Disability information on various topics) <http://webmd.com>
- HEATH Resource Center-National Clearinghouse on postsecondary education for individuals with disabilities <http://www.heath.gwu.edu/>
- Job Accommodations Network (JAN) (not a job placement service) <http://www.jan.wvu.edu>
- Learning Disabilities On-Line <http://www.ldonline.org>
- Meningitis Foundation of America <http://www.musa.org>
- Louisiana Division of Vocational Rehabilitation <http://www.dss.state.la.us>
- Louisiana Center for the Blind <http://www.blind.net>
- National Adult Literacy and Learning Disabilities Center [http://www.nifl.gov/nifl/facts/learning\\_disabilities.html](http://www.nifl.gov/nifl/facts/learning_disabilities.html)
- National Alliance for the Mentally Ill <http://www.nami.org>
- National Center for Learning Disabilities <http://www.nclid.org>
- National Council on Disability (NCD) <http://www.ncd.gov>
- National Institute of Neurological Disorders & Strokes <http://www.ninds.nih.gov>
- National Rehabilitation Information Center (NARIC) <http://www.naric.com/naric>
- Nonverbal Learning Disabilities <http://www.nldline.com>
- National Multiple Sclerosis Society <http://www.nmss.org>
- Obsessive-Compulsive Foundation <http://www.ocfoundation.org>

## Teacher/Additional Resources

- **Alliance for Technology Access:** dedicated to providing information and support services to children and adults with disabilities, and increasing their use of standard, assistive, and information technologies <http://www.ataccess.org>
- **Classroom Connect** <http://www.classroom.com> Curriculum to train faculty to better meet the needs of students with disabilities in high education ASD Project - Utah State. <http://www.usu.edu/aaeo/section4.html>
- **Disability Access Information and Support (DAIS)** is an important resource to the higher education community, providing a menu of services for those concerned with disability and access in higher education. See particularly "Public Library". <http://www.daisweb.com>
- **Gateway to Educational Materials** <http://64.119.44.148>
- **"Graduation requirements for Louisiana Students"**. LA DOE <http://www.doe.state.la.us/Lde/saa/1179.html>
- **Louisiana Center for Educational Technology** <http://www.louisianaschools.com/lde/lcet/home02.html>
- **Louisiana Assistive Technology Access Network (LATAN):** LATAN serves Louisiana citizens of all ages with all types of disabilities and limitations due to aging who need assistive technology and daily living aids. This includes aids that individuals use to assist them in daily activities, such as canes, wheelchairs, communication devices, hearing aids, keyboard alternatives, and vision aids. <http://Latan.org>
- **ABLEDATA** provides information about assistive technology products and rehabilitation equipment available from domestic and international sources. [www.abledata.com/](http://www.abledata.com/)
- **National Information Center for Children and Youth with Disabilities (NICHCY)** presents resources on disabilities. Focuses on children. <http://www.nichcy.org>
- **Scholastic Network** <http://www.scholastic.com>
- **Kathy Schrock's Guide for Educators** is a categorized list of sites useful for enhancing curriculum and professional growth. It is updated daily to include the best sites for teaching and learning. <http://school.discovery.com/schrockguide>

## Resources to Purchase

- **BOSC Directory** <http://www.BOSCBooks.com> Facilities for Learning Disabled People (1997). BOSC Publishers P.O. Box 305 Congers, New York 10920 914. 845.1236 Fax: 914.845.0847
- **BOSC Books-Books** On Special Children features books and videos regarding special needs children.
- **Governor's Council on Developmental Disability** Post Office Box 3455647 Main Street (corner of Main and 7th Street) Baton Rouge, Louisiana 70821-3455 225-342-6804 1-800-450-8108 225-342-1970 Fax <http://www.laddc.org/>
- **Job Strategies for People with Disabilities** by Melanie Astaire Witt ISBN: 1-560079-143-8 Paperbacks for Education 426 West Front Street Washington, MO 63090 800.227-2591 or 636.239-1999
- **Peterson's Colleges with Programs for Students with Learning Disabilities** (2003, Seventh Edition), edited by Charles T. Mangrum, II and Stephen S. Strichart Peterson's Guides P.O. Box 76005 Lawrenceville, NJ 08648 609.896-1800 Fax 609.896-1811
- **Rights and Responsibilities of Faculty Concerning Students with Disabilities** (1994) and **Rights and Responsibilities of Students with Learning Disabilities in the Postsecondary Setting** (1994). One free copy of each handbook is available upon request from: <http://www.lsus.edu/sdcc/handbook/faculty/legal.asp>
- **Center for Innovations in Special Education (CISE),** <http://www.highbeam.com/doc/1P3-409205261.html>

## Organizations

- **Council for Exceptional Children (CEC)** 1110 North Glebe Road, Suite 300, Arlington, VA 22201. Dedicated to improving the education of all students with disabilities. There is a division for learning disabilities. Members include teachers, parents, and students. <http://www.cec.sped.org>
- **Council for Learning Disabilities** phone: 913-491-1011, fax: 913-491-1012, 11184 Antioch Road, Box 405, Overland Park, KS 66210. CLD is the only national professional organization dedicated solely to professionals working with individuals who have learning disabilities. Membership benefits include subscriptions to Learning Disability Quarterly and LD Forum. <http://www.cldinternational.org/home.asp>
- **Equal Employee Opportunity Commission (EEOC)** By phone: 1-800-669-4000, If you have a TTY device for hearing impaired: TTY number is 1-800-669-6820, by Email: Please include your zip code and/or city and state so that your email will be sent to the appropriate office. info@ask.eeoc.gov, <http://www.eeoc.gov/>
- **Louisiana Governor's Council on Disability** Post Office Box 3455647 Main Street (corner of Main and 7th Street) Baton Rouge, Louisiana 70821-3455 225-342-6804 1-800-450-8108 225-342-1970 Fax <http://www.laddc.org/>
- **Heath Resource Center** One Dupont Center, Suite 800 Washington, DC 20036-1193 202.939-9320 800.54.HEATH (V/TDD) HEATH is a national clearinghouse of information about services for postsecondary students with disabilities. HEATH

publishes news bulletins, fact sheets, a resource directory and other materials.

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

- **Job Accommodations Network (JAN)** P.O. Box 6080 Morgantown, WV 26506-6123 800-526-7234 (V), 877-781-9403 (TTY) <http://www.jan.wvu.edu>
- **Learning Disabilities Association of America (LDA)** 4156 Library Road Pittsburgh, PA 15234-1349, 412.341.1515, Fax. 412. 344-0224. LDA is dedicated to the development of effective educational programs and opportunities that will enhance the possibility of successful life adjustment of children and adults with learning disabilities. <http://www.ldaamerica.org/>
- **Library of Congress National Library Service for the Blind and Physically Handicapped** Telephone: (202) 707-5100, Toll-Free: 1-888-NLS-READ (1-888-657-7323) to connect to a local library, TDD: (202) 707-0744, FAX: (202) 707-0712, Mailing Address: The National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542, Street Address: 1291 Taylor Street, NW, Washington, DC 20011 <http://www.loc.gov/nls/>
- **Louisiana Assistive Technology** Contact Information, 3042 Old Forge Drive, Suite D, Baton Rouge, LA 70808 P O Box 14115, Baton Rouge, LA 70898 225-925-9500 or 800-270-6185 225-925-9560 Fax. <http://www.latan.org>
- **Louisiana Head Injury Advisory Council** Traumatic Head and Spinal Cord Injury Trust Fund Program Louisiana Rehabilitation Services 627 N. Fourth Street, 2nd Floor, Baton Rouge, LA 70802 225-219-2225 or 1-800-737-2958 <http://www.dss.state.la.us>
- **Louisiana Transit Resource Guide** Email [PublicTransportation@dtd.la.gov](mailto:PublicTransportation@dtd.la.gov) <http://www.dtd.state.la.us/intermodal/transit/resource/resource.asp> Phone: (225) 274-4302
- **Accessible Services - MITS** Jefferson Parish Department of Transit Jefferson MITS provides transportation for persons with disabilities who are unable to use fixed route. 21 Westbank Expressway Gretna, LA 70053 504.364.3450, Phone 504.364.3453 (fax) [PublicTransportation@dtd.la.gov](mailto:PublicTransportation@dtd.la.gov)
- **National Alliance on Mental Illness (NAMI)** Colonial Place 3, 2107 Wilson Blvd., Suite 300 Arlington, VA 22201. 703.524.7600, 888.999.NAMI (6264),703.524.9094 (FAX) 703.516.7227, (TTY) Support groups provide coping strategies to families and to persons with mental illness. Call to get the closest affiliated group. NAMI offers a newsletter and other publications. <http://www.nami.org>
- **National Easter Seals Society (NESS)** 230 West Monroe Street, Suite 1800 Chicago, IL 60606. 312.726.6200 A non-profit community based health agency dedicated to increasing the independence of people with disabilities. Offer a wide range of quality rehabilitation services and programs to assist adults and children with disabilities and their families. A publications catalog is available free of charge.
- **National Mental Health Association (NMHA)** 200 N. Beauregard St., 6<sup>th</sup> floor, Alexandria, VA 22311, 703.684.7722 703.684.5968, 800.969.6642. NMHA refers callers to one of 600 affiliate centers across the country. The Office of Prevention has curricular materials for elementary, secondary and college use. <http://www.nmha.org>
- **Parent Information Center** P.O. Box 2405 Concord, NH 03302-2405. 603.224.7005 603.224.4365 FAX Services for all families, birth through 21 years of age. Deals with special education rights and advocacy. <http://parentinformationcenter.org>

- **Recordings for the Blind & Dyslexic** 20 Roszel Road Princeton, NJ 08540 866.732.3585. Audio textbooks available to students with learning, physical and vision disabilities. <http://www.rfbd.org/>
- **Technical Assistance for Parent Programs (TAPP)** Federation for Children with Special Needs 95 Berkeley St., Suite 104, Boston, MA 02116, 617.236.7210, 617.482.2915 (TTY), 617.695.2939, (FAX). <http://www.fcsn.org/>
- **Families Helping Families of Jefferson (FHF)** Statewide Resource Centers for individual with disabilities and their families -504-888-9111 or toll free 1-800-766-7716 -201 Evans Rd. Bldg.1 Suite 100, Harahan, LA 70123 [www.fhfjefferson.org/](http://www.fhfjefferson.org/)
- **Louisiana Parent Training and Information Center (LAPTIC)** Louisiana Parent Training and Information Center provides information, referral, and assistance to parents of children with disabilities, students with disabilities, educators, and other professionals. 504-888-9111 or 1-800-766-7716, [www.laptic.org/](http://www.laptic.org/)
- **Advocacy Center (advocacyla.org)** The Louisiana's protection and advocacy system to protect the rights of persons with mental or physical disabilities 1.800.960.7705 (Voice) • 1.866.935.7348 (TTY), <http://www.advocacyla.org/>
- **Family To Family Health Information Center (F2FHIC)** For Children and Youth with Special Health Care Needs and Their Families Ages 0-26 [www.blfhf.org/f2fhic/index.php](http://www.blfhf.org/f2fhic/index.php) (985) 447-4461 or toll free at 1-800-331-5570
- **Jefferson Parish Human Service Authority (JPHSA)** Access to Services & Supports to Jefferson Parish citizens in crisis directly impacted by mental illness, an addictive disorder and/or developmental disabilities Call 349-8833, [www.jphsa.org/](http://www.jphsa.org/)

## College Entrance Testing Accommodation Information

- **ACT** Special Testing-61 P.O. Box 4028 Iowa City, Iowa 52243-4028 319.337.1332. <http://www.act.org/aap/disab/index.html/>
- **SAT** Special Testing ETS Test Administration Rosedale Road Princeton, NJ 08541, <http://www.collegeboard.com/student/testing/sat/reg/ssd.html/>

## Additional Technological Aids for College Students

### Technology Resources for Disabled Adult Learners

Software and websites offering adaptive and assistive technology to support adult learners with physical or learning disabilities.

<http://adulthood.about.com/od/adaptivetechresources>

**Ghotit** was founded by people with [dyslexia](#). Ghotit's mission is to improve the overall quality of life of a person with dyslexia. Ghotit is not a treatment for dyslexia. It's a set of services that assists adults and kids to overcome their writing and reading difficulties by helping to convert their poorly spelled written limitations to mainstream English. These spell checkers produce low results for users who demonstrate poor English spelling such as people with dyslexia, due to: The written word spelling is 'too far' from the correct spelling. No support for confused/out-of-context words - the written word is a real-word that is spelled correctly but is used in the wrong context; for example: let's meat later

No assistance provided to the user in selecting the correct candidate word

Focusing on the problems listed above, the Ghotit team has developed unique spelling algorithms which are at the core of the services Ghotit is developing for the people with dyslexia and other types of learning difficulties. <http://ghotit.com/home.shtml>

IBM's ¡TradúceloAhora! (TranslateNow!) grant program is offering an innovative solution. Using IBM's [WebSphere® Translation Server](#) software, [hundreds of schools and nonprofit organizations](#) around the world are accessing ¡TradúceloAhora! to not only translate web sites from English to Spanish automatically, but also to translate emails bidirectionally (English-to-Spanish and Spanish-to-English).

IBM has partnered on this project with [SER-Jobs for Progress National](#), a nonprofit organization that addresses the education, employment, and economic needs of Hispanics and other underrepresented groups across America. Many of SER affiliated organizations are participating in this grant program which is helping to bridge the language divide for Spanish speakers.

An independent evaluation of the pilot ¡TradúceloAhora! grant program was conducted by [The Tomas Rivera Policy Institute \(TRPI\)](#), a Latino think-tank at the University of Southern California. The evaluation showed that access to the translation software benefited the organizations and their constituents in significant ways:

- It simplified community outreach specialists' efforts to conduct educational sessions on medical disorders for Spanish-speaking clients;
- It enabled staff to more easily research online information about public services, jobs, clinical and legal issues, and translate the web pages for their clients;
- It enriched English as a Second Language (ESL) program educational resources;
- It augmented and improved Spanish literacy courses;
- It made it easier for clients to find employment at popular job search web sites, helped them apply for jobs online, and write resumes and cover letters;
- It provided GED and ESL students a significant new tool for conducting research, reading the news, viewing transcripts, etc.; and
- It provided an additional teaching resource to enhance basic computer-training courses.

This software is available for free only to individuals who are affiliated with participating schools and nonprofit organizations. While this grant program is now closed, schools and nonprofit organizations may contact us to find out more information on the grant program. [www.TradúceloAhora.org](http://www.TradúceloAhora.org)

# Section 7: Appendix



## Feedback Wanted

Please feel free to make suggestion for improvements of this guide. If you are aware of services, programs, websites or resources that would aid students in their transition to college, please contact Laura S. Nata by:

E-mail: [lsnata@fhfjefferson.org](mailto:lsnata@fhfjefferson.org)  
Phone: 504.888-9111, Ext. 204  
Fax: 504-888-0246



# Section 8

# College Profiles

The following list is of colleges in Louisiana. You can inquire and asks for information about their services to students with disabilities. You can find the profiles at:

<http://www.50states.com/college/louis.htm>

The profiles are self-reports, and we do not endorse any particular campus or service. Students must make their own decisions based on campus visits and conversations with service providers. Coming soon!

List of Louisiana Public Colleges and Universities - [www.osfa.state.la.us/](http://www.osfa.state.la.us/)

List of Louisiana Community and Technical College System



# Sample of questions to ask:

University of New Orleans  
2000 Lakeshore Dr.  
New Orleans, La. 70148  
www.uno.edu

**Name of Disability Support Service Office:**

Access Office, disAbility Support Services, (Sample)

**Contact:**

**Telephone:**

**TTY:**

**Fax:**

**Number of people in Disability Support Service Office:**

5 full-time and 5 part-time

**Number of Specialists:** 1LD (Sample)

**Type of Institution:**

Open admissions, Public, 2-Year, day, evening, weekend, commuter

**Current Enrollment:** total student population number of students with disabilities

**Other Accessibility Considerations:** Barrier Free Campus Terrain

Accessible Public Transportation Accessible Web Based Classes/Distance Learning Courses)

**Approximate Number of Students With Disabilities:**

- 31 ADD/ADHD (example)

**Accommodations Commonly Provided:** Braille service, Course substitutions

- Interpreters, Large print, Note-takers: volunteer and paid, Speech-to-text transcribers
- Reduced course load, Testing accommodations

**Assistive Technology Currently Available** Alternative keyboards, Assistive listening devices, Braille capabilities

**Other Services:** Orientation, Career counseling, Special academic advising

- Learning resource labs.
- Sign language classes

**Documentation requirements for disability program:**

**Other requirements:**

statement of diagnosis  
signature of qualified professional  
history of disability  
description of current functioning

**Tests accepted for LD documentation:**

WAIS, WJ -Cognitive, Stanford Binet  
WIAT, WJ- Achievement



# FACT SHEET

**“It’s Who We Are... It’s What We Do”**

201 Evans Rd.  
 Bldg. One, Suite 100  
 Harahan, LA 70123  
 504.888.9111 • 800.766.7736  
 504.888.0246 (Fax)  
[www.fhfjefferson.org](http://www.fhfjefferson.org)

## Mission Statement

The Mission of Families Helping Families of Jefferson is to enable and empower Louisiana families of individuals with disabilities through an effective coordinated network of Resources, Supports, and Services.

## Vision Statement

The Vision of Families Helping Families of Jefferson is to ensure that all individuals with disabilities have the opportunity to attend school, live, work, and recreate in their community with typical peers.

## Funders

Families Helping Families of Jefferson is supported through funding provided by the U. S. Department of Education, Louisiana Department of Education, Jefferson Parish Human Services Authority, Office of Public Health, Office of Mental Health, Louisiana Developmental Disabilities Council, & Private Donations.

## Who We Are

Families Helping Families of Jefferson (FHF of Jefferson) is a nonprofit, family-driven resource center. We are a group of families who, through our own experiences, promote advocacy and are committed to reaching out to other families who have members with disabilities. The term “disability” includes physical, mental, emotional, behavioral, and/or academic needs.

FHF of Jefferson’s Resource Center is affiliated with the Statewide Family Resource Center Network, which has family-directed resource centers in every region of Louisiana. These Centers are unique because they are directed and staffed by parents, self-advocates, or family members of individuals with disabilities.

FHF of Jefferson offers a place where families can go for help that is totally guided and staffed by those who have a unique understanding of persons with disabilities.

## What We Do

### *Information & Referral*

Caring for individuals with disabilities takes a wealth of support, knowledge, & information. FHF of Jefferson has a large lending library with many items for families to borrow. There is also a large variety of brochures & pamphlets.

### *Peer-to-Peer Support*

Experienced parents are linked with other parents that share similar disabilities and issues in regards to raising a child with a disability.

### *Education & Training*

FHF of Jefferson provides monthly educational opportunities to individuals, families, and professionals to encourage, enlighten, and empower. Trainings include Special Education Rights, Transition, Positive Behavior Supports, and more.

## You Can Help

Together, we can improve the outcome for all people with special needs. FHF of Jefferson is a 501(c)3 nonprofit agency. Please consider making a tax deductible donation or including us in your annual giving program.



# HOJA DE DATOS

*“Es Quienes Somos... Es Lo que Hacemos”*

201 Evans Rd.  
Bldg. One, Suite 100  
Harahan, LA 70123  
504.888.9111 • 800.766.7736  
504.888.0246 (Fax)  
[www.fhfjefferson.org](http://www.fhfjefferson.org)

## Lema de Misión

La misión de las Families Helping Families de Jefferson es permitir y capacitar a las familias de individuos incapacitados a través de una efectiva y coordinada cadena de recursos, apoyo y servicios.

## Visión

La visión de Families Helping Families de Jefferson es asegurar a todos los individuos incapacitados que tengan la oportunidad de estudiar, vivir, trabajar, y disfrutar dentro su comunidad con sus compañeros.

## Fondos

Families Helping Families de Jefferson se mantiene a través de fondos provenientes por el U.S. Department of Education, Louisiana Department of Education, Jefferson Parish Human Services Authority, Office of Public Health, Office of Mental Health, Louisiana Developmental Disabilities Council y donaciones privadas.

## Quienes Somos

Families Helping Families de Jefferson (FHF de Jefferson) es un centro de recursos sin fines de lucro. Somos un grupo de familias que, a través de nuestras experiencias, promovemos abogacía y nos comprometemos para alcanzar a otras familias que tienen familiares con incapacidades. El término "incapacidad" incluye necesidades físicas, mentales, emocionales, de comportamiento y/o necesidades académicas.

FHF of Jefferson esta afiliada con el Statewide Family Resource Center Network, en el cual tiene centros de recursos dirigidos a las familias en toda las regiones de Louisiana. Estos centros son únicos en vista que están dirigidos por padres, defensores, o miembros de familias de individuos incapacitados.

FHF of Jefferson ofrece un lugar donde familias pueden ir por ayuda que es totalmente dirigida por aquellas personas que tienen un entendimiento único de personas con incapacidades.

## Lo Que Hacemos

### **Información y Referencias**

El encargarse de individuos incapacitados requiere bastante apoyo, conocimiento, información. FHF of Jefferson tienen una gran biblioteca con muchos cosas para la familia. Hay también una gran variedad de folletos y libros.

### **Ayuda de Compañero a Compañero**

Padres con experiencia se unen con otros padres que comparten incapacidades similares y temas de como criar a un hijo con una incapacidad.

### **Educación y Entrenamiento**

FHF de Jefferson proporciona oportunidades educativas mensualmente a individuos, familias, y a profesionales para motivar, aclarar, y capacitar. Los entrenamientos incluyen los Derechos de Educación Especial, la Transición, Apoyo de Comportamiento y mucho más.

## Usted Puede Ayudar

Juntos podemos mejorar el resultado de todas las personas con necesidades especiales. FHF of Jefferson es una agencia no lucrativa 501 c 3. Por favor considere hacer una donación que es deducible de impuestos o inclúyanos en sus donaciones anuales. PayPal esta disponible en nuestro sitio de web para donaciones electrónicas.



# Jefferson Parish Human Services Authority

[AGENCY INFORMATION](#) | [EMPLOYEE BULLETIN BOARD](#)

## Agency Information

News & Updates

- [Priorities](#)
- [Philosophy](#)
- [Strategic Plan](#)

### JPHSA SERVICES

- [Access Division](#)
- [Adult Services](#)
- [Child & Family Services](#)
- [Community Services for Persons with Developmental Disabilities and their Families](#)
- [Community Support](#)

### SERVICE STATEMENT

“ We promise courtesy, empathy, and respect in meeting the expectations of those we serve and each other. ”

### News & Updates

Important Information for  
JPHSA Employees

Important Information for  
Individuals & Families in Need of Services

### Access to Services & Supports

Call **(504) 349-8833** for detailed information about JPHSA services, supports and eligibility criteria. Jefferson Parish citizens in crisis directly impacted by mental illness, an addictive disorder and/or developmental disabilities can call (504) 832-5123 for after-hours crisis services (nights, weekends and holidays).

#### Vision

Jefferson Parish Human Services Authority (JPHSA) envisions a Jefferson Parish in which individuals and families affected by mental illness, addictive disorders or developmental disabilities will live full, independent and productive lives to the greatest extent possible with available resources.

#### Mission

The mission of Jefferson Parish Human Services Authority is to minimize the existence and disabling effects of mental illness, substance abuse, and developmental disabilities and to maximize opportunities for individuals and families affected by those conditions to achieve a better quality of life and to participate more fully within our community.

**JPHSA**  
Autoridad de Servicios Humanos  
De La PARROQUIA de Jefferson

**NUESTRA MISION**

ES QUE LAS PERSONAS CON INHABILIDADES DE DESAROLLO Y SUS FAMILIAS  
PUEDAN SER INCLUIDOS AL MAYOR GRADO DE PARTICIPATION EN SU  
COMMUNIDAD Y PUEDAN TENER MEJOR CALIDAD DE VIDA

**ACUERDO de SERVICIO de JPHSA**

*"Prometemos cortesía, la empatía y  
el respeto a encontrar las esperanzas  
de esos servimos y uno al otro."*

**JPHSA/CSPDD**

3300 West Esplanade Ave  
Suite 213  
Metairie, LA 70002

Phone: (504) 838-5357

Fax: (504) 838-5400

## **Informe**

Coordinación Personal de Servicios

Servicios de Asistencia/Apoyo Pare El Individual y La Familia

Subvención/Subsidio de Dinero Efectivo

Servicios del Respiro

Companero Personal

Servicios de Apoyo de Vivienda

Servicios de Asistencia/Apoyo Psicologicos y Comportamiento Positivo

Programa "Mi Propio Hogar"

Servicios Juveniles/Juventud

Servicios Vocacionales (4 opciones) 1) Servicios de entrenamiento y apoyo para empleo y trabajo 2) Trabajos Voluntarios 3) Entrenamiento de actividades de la comunidad 4) Servicios de centro vocacional basado en las actividades de la agencia.

Servicios de Intervención de Crisis (24 horas de Apoyo/Ayuda 504-838-5357 or 504-832-5123)

Educación de La Comunidad

### **Quienes Somos Nosotros**

El propósito de los servicios de financiación de JPHSA es para promover la calidad de vida, independencia, participación y la productividad para los individuos en sus hogares, escuela, en sus trabajos, y en la comunidad.

### **Como Aplicar**

Por Favor llame al 504-349-8833

**Louisiana Department of Health and Hospitals  
Office for Citizens with Developmental Disabilities**

628 North Fourth Street  
Baton Rouge, Louisiana 70802  
Phone 1.225.342.0095  
Toll Free 1.866.783.5553  
Fax 1.225.342.8823  
E-Mail us at [ocddinfo@dhh.la.gov](mailto:ocddinfo@dhh.la.gov)

**Regional Offices**

[Capital Area Human Services District](#)

4615 Government Street, 2nd Floor  
Baton Rouge, LA 70806  
Phone: (225) 925-1910  
Fax: (225) 925-1966

[Florida Parishes Human Services Authority](#)

21454 Koop Drive, Suite 2H  
Mandeville, LA 70471  
Phone: (985) 871-8300  
Fax: (985) 871-8303

[Metropolitan Human Services District](#)

1010 Common Street, Fifth Floor  
New Orleans, LA 70113  
Phone: (504) 599-0245  
Fax: (504) 568-4660

[Jefferson Parish Human Service Authority](#)

3300 W. Esplanade Avenue, Suite 213  
Metairie, LA 70002  
Phone: (504) 838-5357  
Fax: (504) 838-5400

[Region 3 Community Services Office](#)

690 East 1st Street  
Thibodaux, LA 70301  
Phone: (985) 449-5167  
Fax: (985) 449-5180

[Region 4 Community Services Office](#)

214 Jefferson Street, Suite 301  
Lafayette, LA 70501  
Phone: (337) 262-5610  
Fax: (337) 262-5233

[Region 5 Community Services Office](#)

3501 Fifth Avenue, Suite C2  
Lake Charles, LA 70605  
Phone: (337) 475-8045  
Fax: 1-800-631-8810

[Region 6 Community Services Offices](#)

429 Murray Street, Suite B  
Alexandria, LA 71301  
Phone: (318) 484-2347  
Fax: (318) 484-2458

[Region 7 Community Services Office](#)

3018 Old Minden Road, Suite 1211  
Bossier, LA 71112  
Phone: (318) 741-7455  
Fax: (318) 741-7445

[Region 8 Community Services Office](#)

122 St. John Street, Rm. 343  
Monroe, LA 71201  
Phone: (318) 362-3396  
Fax: (318) 362-5306



**We believe:**

- Children are best cared for in families.
- Solutions to Poverty are most effectively achieved in strong communities.
- Individuals with disabilities can be productive employees and live independently.



## Louisiana Rehabilitation Services

Louisiana Rehabilitation Services (LRS) assists persons with disabilities in their desire to obtain or maintain employment and/or achieve independence in their communities by providing rehabilitation services and working cooperatively with business and other community resources.

### PROGRAMS & SERVICES

- [Blind Services](#), [Independent Living Program](#), [Louisiana Commission for the Deaf](#), [Traumatic Head and Spinal Cord Injury Trust Fund Program](#), [Vocational Rehabilitation Program](#).

[Louisiana Rehabilitation Council](#) - works with LRS to ensure the involvement of individuals with disabilities in the development and delivery of vocational rehabilitation services to Louisianans with disabilities.

**DETERMINING DISABILITIES** [Disability Determinations Services](#) (DDS) is the state agency responsible for determining if individuals are disabled within the Title II/XVI requirements. The Social Security Act provides benefits to disabled individuals under Title II (Disability Insurance Benefits) and Title XVI (Supplemental Security Income). All disability benefits, as well as the administrative costs of operating the DDS Program, are 100% federally funded. DDS operates out of the [Office of Family Services](#).

**QUESTIONS ABOUT ANY LRS SERVICES?** E-mail the [LRS Webmaster](#).

### [LRS STATE OFFICES](#)

### [LRS REGIONAL OFFICES](#)

### [LRS 2008 STATE PLAN](#)

**CONTACT US:** 627 N. Fourth St. | Baton Rouge, LA 70802 | [View Map](#) | Main Phone: (225) 342-0286 | Fax: (225) 342-8636

**Child-Support Customer Service Center:** (800) 256-4650 *toll-free* or (225) 922-8100  
**Cash Assistance Programs Customer Service Center:** 1-888-LAHELPU (1-888-524-3578)



## Welcome to Louisiana's Family To Family Health Information Center

For Children and Youth with Special Health Care Needs and  
Their Families Ages 0-26

*Brought to you by Bayou Land Families Helping Families*



- [Advocacy](#)
- [Bayou Land](#)
- [Contact Us](#)
- [Fact Sheets](#)
- [Family Voices](#)
- [Health Care](#)
- [Providers & Topics](#)
- [F2FHIC Home Page](#)
- [Medical Diary](#)
- [Medical Home](#)
- [Paying For Medical Costs](#)
- [Transitioning Youth](#)

### -Who We Are...

In order to serve you right in your own backyard, Bayou Land Families Helping Families has partnered with Families Helping Families Resource Centers across the state to bringing you Louisiana's Family to Family Health Information Center.

Our Information Specialists are parents of children or youth with special health care needs. They are uniquely qualified to understand the issues and concerns of families who have children with special health care needs. They are available to assist you in locating resources in your community, our state and nationwide that will help you support your child.

### -What We Do...

We provide support to families; provide information to families on their child's health care challenges and on navigating the health care financing maze. We attend health fairs to reach the public making them aware of programs and services that are offered in the community. We also provide trainings on services and resources available to families and on how to advocate for better health care services in our state.

**For more information on F2FHIC or to locate an Information Specialist in your region. Please contact:**

**Bayou Land Families Helping Families  
800-331-5570 or 985-447-4461  
[f2fhic@bellsouth.net](mailto:f2fhic@bellsouth.net) or [blfhf@bellsouth.net](mailto:blfhf@bellsouth.net)**

**"No Child Left Behind" Act**, passed in 2001, public high schools must give a list of all students' names, addresses, and phone numbers to military recruiters, whenever they ask for it. And students in your neighborhood **have been** getting calls from the recruiters, who want them (and **YOU!**) to join the army.

***BUT***, it's really easy to get your name taken **off** the list that the school administration sends to the military. Just notify your school's principal ***in writing*** that you don't want your name, address, and phone number given to military recruiters. (**YOU CAN DO THIS YOURSELF, OR HAVE YOUR PARENT DO IT.**)

A "**don't give out my name**" sample letter is on the next page for you to complete and turn it in at the office if you choose. (You can also write a one-sentence request on any piece of paper if you don't have the postcard; no special form is required.)

The info usually gets sent to the military recruiters in early fall, so giving or sending in your "don't give out my name" note **by September 30**, is the best way to keep your name and contact information off the list.

### ***DETAILS ABOUT YOUR LEGAL RIGHTS***

---Section 9528 of the "No Child Left Behind" Act of 2001 gives you and your parents the right to request that no information about you be released to any military recruiter without your written consent, and requires the school administration to honor that request.

---It also requires the school administration to notify your parents of this right.

### ***FOR MORE INFORMATION, CALL:***

Dorchester People for Peace (DPP), 617-282-3783,  
Jamaica Plain Action Network (JPAN), 617-524-0475, or  
SPAN (Statewide Parent Advocacy Network, Inc.), 973-642-8100 or Toll-Free in NJ: 1-800-654- SPAN

---

Dear School Administrator:

This letter is to inform you that I wish to exercise my rights under section 9528 of the "No Child Left Behind" Act, and hereby request that no information about my child/me be disclosed to any military recruiter without my prior written consent. The right to privacy concerning school records is also recognized by the Family Educational Rights & Privacy Act of 1974 (FERPA), which allows me to withhold consent to the disclosure of directory information about my child/me to military recruiters. Accordingly, I request that you do not disclose my child's/my name, address, or telephone number to military recruiters without my prior written permission.

Student's name: \_\_\_\_\_

Parent/Guardian or student's signature: \_\_\_\_\_

Date: \_\_\_\_\_

No special form needed \_\_\_\_\_

# Help for College Students with Disabilities from [Wrightslaw.com](http://www.wrightslaw.com)

Parents of disabled kids are often surprised to learn that their college-bound children are no longer eligible for services under the Individuals with Disabilities Education Act. Although college students with disabilities are protected from discrimination under Section 504, some professors take a dim view of students who request accommodations. We collected these resources to help you learn self-advocacy skills and make the transition from high school to college. The resources are divided into three categories: your rights and responsibilities under Section 504; the importance of planning and preparing; and keys to success. Good luck!

## Section 504: Your Rights & Responsibilities

### **FAQs About Section 504 and Post Secondary Education**

<http://www.pacer.org/publications/adaqa/504.asp>

### **Section 504 Subpart E: Postsecondary Education**

[http://www.ocean.edu/campus/student\\_services/drc/asd/mmedia/docs/minfo3.htm](http://www.ocean.edu/campus/student_services/drc/asd/mmedia/docs/minfo3.htm)

**“College Students and Disability Law”** by Stephen Thomas.

Comprehensive article about Section 504, ADA, qualifying as a ‘person with a disability’, admission, accommodations, and dismissal. Includes guidelines for higher education practitioners; legal references.

<http://www.ldonline.org/article/6082>

### **Know Your Rights and Responsibilities**

<http://www.ed.gov/about/offices/list/ocr/transition.html>

### **Questions and Answers on Disability Discrimination under Section 504 and Title II**

<http://www.ed.gov/about/offices/list/ocr/ga-disability.html>

**Policy Statement: Disability Harassment in Colleges (U. S. Department of Education)**

<http://www.wrightslaw.com/info/PolicyDisabilityharassment-2.pdf>

## Do Planning & Preparing for College

### **College Planning for Students with Learning Disabilities**

<http://www.ldonline.org/article/6130>

### **Getting Ready for College: Advising Students with Learning Disabilities**

<http://www.ldonline.org/article/6132>

### **College: Continuing and Higher Education for Students with Disabilities - Wrightslaw**

<http://www.wrightslaw.com/info/college.index.htm>

### **Financial Aid Guides and Resources – Wrightslaw**

<http://www.wrightslaw.com/info/fin.aid.index.htm>

### **Steps to College**

<http://www.nacacnet.org/MemberPortal/News/StepsNewsletter/>

# Keys to Success in College

## Study Strategies

<http://www.d.umn.edu/student/loon/acad/strat/>

## Study Skills Guide

<http://www.csbsju.edu/academicadvising/helplist.htm>

## Ten Traps of Studying

[http://campushealth.unc.edu/index.php?option=com\\_content&task=view&id=470&Itemid=65](http://campushealth.unc.edu/index.php?option=com_content&task=view&id=470&Itemid=65)

### **Sample 504 Plan: Accommodations in the Classroom and for Testing**

[http://www.ocean.edu/campus/student\\_services/drc/ADA%20form.pdf](http://www.ocean.edu/campus/student_services/drc/ADA%20form.pdf)

### **Cornell Note Taking System**

[http://www.clt.cornell.edu/campus/learn/LSC\\_Resources/cornellsystem.pdf](http://www.clt.cornell.edu/campus/learn/LSC_Resources/cornellsystem.pdf)

### **Self-Advocacy for College Students**

<http://www.ldonline.org/article/6142>

### **Planning for Successful Transition for All Students**

<http://www.heath.gwu.edu/node/338>

## Success in College for Adults with Learning Disabilities

<http://www.ldonline.org/article/6002>

**Budgeting 101-** <http://financialplan.about.com/cs/budgeting/a/Budgeting101.htm>

**Free printable grocery coupons** [www.coupns.com](http://www.coupns.com)

**Health and You-Education and Transition (NCSET)**

<http://www.ncset.org/publications/viewdesc.asp?id=2967>

**Student Health 101-** at your local college

<http://issue.sh101digital.com/showmag.php?mid=wppwtf#/page2/> at your local college

**On line Recreation Resource for people with disability-** [www.disabilityinfo.gov](http://www.disabilityinfo.gov)

**ADA Accessibility Guideline for Recreation Facilities-**

<http://www.access-board.gov/recreation/final.htm>

**Louisiana Disaster Preparedness for People with Disabilities**

<http://www.ohsep.louisiana.gov/factsheets/preparepeoplewithdisabilities.htm>

Louisiana Hamilton Web CapTel is a web-based service that allows people who have difficulty hearing over the telephone to receive word-for-word captions for telephone conversations via the Internet and a telephone. It is similar in concept to Captioned Television, where spoken words appear as written text for viewers to read <http://www.hamiltoncaptel.com>

CAP works every day to help the Federal government become the model employer for people with disabilities. Through a partnership with CAP, we employ with assistive technology and accommodation services at no cost to the requesting agency

[http://www.tricare.mil/CAP/Employment\\_Needs/](http://www.tricare.mil/CAP/Employment_Needs/)

The Employer Assistance & Recruiting Network (EARN) is a free service that connects employers looking for quality employees with skilled job candidates. Discover what employers across the Nation have learned: hiring people with disabilities is a great business strategy! <http://www.earnworks.com/>

**Abebooks.com offers the cheapest used textbooks for your college courses.**

**Bigwords.com** offers the cheapest used textbooks for your college courses.

**half.ebay.com/textbooks-** offers the cheapest used textbooks for your college courses.

**Will your son or daughter live on college campus? If you're thinking of safety you might want to look at this website. You might want to check with the college campus security and your local law enforcement to see how they assist people with disabilities.**

**<http://www.ada.gov/policevideo/policebroadbandgallery.htm>**

## **AMERICANS WITH DISABILITIES ACT INFORMATION FOR LAW ENFORCEMENT**

---

How do you interview a witness who is deaf? How do you assist a person who is having a seizure? How do you transport a suspect who uses a wheelchair? Under the Americans with Disabilities Act (ADA), people who have disabilities are entitled to the same services law enforcement provides to anyone else. They may not be excluded or segregated from services, be denied services, or otherwise be treated differently than other people. The following compliance assistance materials will help state and local law enforcement officers understand how to interact with victims, witnesses, suspects, and others who have disabilities. [Publications](#) | [Police Response to People with Disabilities Video](#)

---

### **Police Response to People with Disabilities**

**Police Response to People with Disabilities, Eight-Part Series** - Designed for use in roll-call training, this videotape addresses law enforcement situations involving people who have mobility disabilities, mental illnesses, mental retardation, epilepsy or seizure disorders, speech disabilities, deafness or hard of hearing, and blindness or low vision. The eight segments range from 5 ½ to 10 ½ minutes in length.

[Introduction](#) | [Mobility Disability](#) | [Mental Illness](#) | [Mental Retardation](#)  
[Epilepsy or Seizure Disorders](#) | [Speech Disability](#) | [Deafness or Hard of Hearing](#) | [Blindness or Low Vision](#)

### **Five Health Mistakes College Students Make By *Bridget Kulla***

<http://www.fastweb.com/fastweb/resources/articles/index/110289>

Don't spend more time in the campus health clinic than in the classroom this school year. Avoid these common campus health mistakes.

# Louisiana's "529" College Savings Plan

## Student Tuition Assistance and Revenue Trust (START) Saving Program

**A great way to save for a child's college education!**

### **Louisiana pays its residents to save for their children's education!**

The State of Louisiana is proud of its college savings plan, which is a "Qualified Tuition Plan" under Section 529 of the Internal Revenue Code. The Student Tuition Assistance and Revenue Trust Program, commonly referred to as the "START Saving Program," is an innovative college savings plan designed to help families contend with the growing costs of educating their children after high school. The program is administered by the Louisiana Office of Student Financial Assistance, under the direction of the Louisiana Tuition Trust Authority, or LATTA.

The LATTA is a public body composed of representatives from all of the state's education governing boards, and includes the State Treasurer and one member from each house of the Louisiana Legislature. A savings account for college, called an Education Savings Account (ESA), may be opened on behalf of a named Beneficiary by anyone, including legal entities, provided that the Account Owner or the Beneficiary is a resident of Louisiana. Account Owners may save at their own pace, in amounts they can afford, and still have their money professionally managed. **In addition, as an incentive to save, the State of Louisiana will annually match a percentage of the deposits made to an account during the calendar year, depending upon the category into which the account has been classified and the federal adjusted gross income reported by the Account Owner for the previous year.** This match is called an Earnings Enhancement.

### **There are many advantages to investing your money in the START Saving Program. Some of them include:**

- Seven investment options are offered to meet the unique circumstances of each Account Owner. These options range from very conservative to very aggressive.
- An Account Owner may select an investment option that invests in Fixed Earnings, equities or both.
- A deposit in the Fixed Earnings portion of any option is guaranteed by the State of Louisiana.
- The State will match up to 14% of deposits each year with Earnings Enhancements.
- Deposits made to an account may be excluded from taxable income reported on the Account Owner's Louisiana tax return, up to \$2,400.00 per year, per account for single Account Owners and up to \$4,800 per year, per Beneficiary for Account Owners filing a joint return. Any unused exclusion may be carried forward to subsequent tax years.
- The Current Value of an account may be used to pay the Qualified Higher Education Expenses of the Beneficiary at any accredited college or university (in or out-of-state), and at campuses of the Louisiana Technical College and stateapproved proprietary schools.
- No fees are charged to participants in the START Saving Program. The START Saving Program is charged management fees on moneys that it invests in mutual funds offered by The Vanguard Group.
- As a Qualified Tuition Program, the START Saving Program is exempt from federal taxes, which means the program does not pay taxes that could reduce your return on investments.
- Deposits can be made through automatic bank debit, payroll deduction, or direct payment (including lump sums). There is no limitation on the frequency of deposits and the minimum deposit amount is only \$10.
- Earnings are exempt from state and federal taxes when used to pay Qualified Higher Education Expenses, which include tuition, fees, room, board, books, supplies and equipment required for enrollment by the college. START Saving today and assure your child's future!

Investing in the START Saving Program are disclosed in the Disclosure Statement. For additional information, please call 1-800-259-5626 extension 1012, or e-mail us at [custserv@osfa.la.gov](mailto:custserv@osfa.la.gov).

## Educational Improvement and Assistance



### SBESE-Approved Home Study Programs



#### SBESE Approved Home Study Guidance and Applications

Parents are responsible for submitting an application to the State Board of Elementary and Secondary Education (SBESE) each year they place their children in a home study program for which they are seeking SBESE approval.

The Home Study Information Packet provides general information and instructions regarding the SBESE Approved Home Study Program, guidelines for compliance, guidelines for transferring students into public school systems (e.g., participation in the LEAP 21), an order form for LA Content Standards and Assessment Guides, a list of district test coordinators, and legislation related to the Tuition Opportunity Program for Students (TOPS). After you have reviewed the SBESE Approved home study requirements outlined in the information packet, please complete the application form if you are interested in seeking SBESE Approval.

[SBESE-Approved Home Study Guidelines 2007-2008](#) Word

#### For more information contact:

Sue Millican

Administrative Specialist

[Sue.Millican@la.gov](mailto:Sue.Millican@la.gov)

225-342-0178 Fax

Brenda Neff

Education Program Consultant 3

[Brenda.Neff@la.gov](mailto:Brenda.Neff@la.gov)

225-342-0178 Fax

Jackie Bobbett

Section Leader

[Jackie.Bobbett@la.gov](mailto:Jackie.Bobbett@la.gov)

225-342-0178 Fax

#### Relevant Legislation

Pursuant to R.S. 17:221.3, 17:232 (C) and (D), and 17:236, 17:236.1, and 17:236.2, the State Board of Elementary and Secondary Education provides for an approved home study program. An SBESE approved Home Study Program must offer a sustained curriculum of a quality at least equal to that offered by the public schools, consist of an adequate physical plant, and operate a minimum session of not less than one hundred and eighty (180) days.

#### NOTICE:

##### TOPS ELIGIBILITY

Students enrolled in an SBESE Approved Home Study Program may be eligible to apply for the Tuition Opportunity Program for Students (TOPS) scholarships. The Louisiana Department of Education does not administer the TOPS program. Parents should contact the Louisiana Office of Student Financial Aid (LOSFA) at 800-259-5626, extension 1012 for questions concerned with TOPS eligibility.

It should be noted that R.S. 17:3048.1.Q(1)(a) indicates that students in an SBESE Approved home study program must have successfully completed the twelfth grade and have begun their studies in the approved home study program no later than the conclusion of the tenth grade. You should also note that there is currently no provision for early exit of students from an SBESE Approved Home Study Program.



#### Nonpublic (Private) Schools Not Seeking State Approval

If you are operating an educational program or school but do not wish to seek state approval as either an SBESE-Approved Home Study or Approved Nonpublic School, please click the link to find out how to register your nonpublic (private) school in accordance with R.S. 17:232 (C) and (D).

[Nonpublic \(Private\) Schools Not Seeking State Approval](#)

## Social Security Administration

Social Security Phone: 1-800-772-1213

The Ticket to Work and Work Incentives Improvement Act of 1999 (Public Law 106-170), can help ensure the successful transition of youth with disabilities from school to work and adulthood through the provision of employability services, supports, and incentives.

Although the Ticket to Work Program serves adults up to age 64, youth aged 18-21 who are served by secondary education institutions can benefit from the Ticket to Work Program. Secondary education institutions have an opportunity to enhance existing funding by becoming a Ticket to Work Employment Network.

Almost one million youth under the age of 18 are receiving Supplemental Security Income benefits. Approximately 70 percent of them will be future Ticket recipients once they reach 18 years of age.

Call your local Social Security Office three months prior to your child's 18th birthday to begin the registration process. Ask that the "Disability Report - Adult Form" be mailed to you. This is the preliminary form that must be filled out to secure Supplemental Security Income.

Make an appointment with the Social Security Office to complete the registration process within 30 days of your child's 18th birthday. You may register at any time after the 18th birthday but benefits are not retroactive.

Your child becomes eligible for a medical assistance card at the time of diagnosis of a disability. If he/she does not already have an MA card, request one now through Social Security to assure that your adult child has healthcare insurance. Parents' income is not considered when applying for medical assistance for a child with a medically-diagnosed disability.

Contact your SS Office when your son or daughter begins to work and report monthly earnings by submitting paystubs to your SSA office.

Once your transitioning youth is working, the SSI benefits will be reduced by a formula but your child will NOT lose benefits. In-school youth who receive SSI and work are eligible for a "student earned income exclusion." Upon turning 21, your adult child will be re-determined for adult eligibility.

Contact your local Benefits Planning Assistance & Outreach coordinator. Your local SSA Office can provide you with that contact information or you can call **AdvocacyCenter 1.800.960.7705 (Voice) • 1.866.935.7348 (TTY)** or email [AdvocacyCenter@AdvocacyLA](mailto:AdvocacyCenter@AdvocacyLA)

When your child with a developmental disability who is working turns 21, they are eligible to buy into MAWD (Medical Assistance for Workers with Disabilities). Upon turning 21, the SSI-Medicaid asset test shifts from \$2000 to \$10,000.

[GovBenefits.gov](http://GovBenefits.gov) connects people in need to government assistance programs. [GovBenefits.gov](http://GovBenefits.gov) is the official benefits web site of the U.S. government. The site provides citizens with a central location to find more than 1,000 federal and state benefit programs that meet their needs.

[Social Security Benefit Eligibility Screening Tool](#) for SSI and SSDI. The Social Security Administration provides a simple web-based tool to see if an applicant might be eligible for benefits from any of the programs they administer. This tool will provide eligibility information based on the answers given by an applicant; however, BEST is not an application for benefits.

The Centers for Medicare & Medicaid Services (CMS) have updated the Medicare Prescription Drug Plan Finder, Formulary Finder and Landscape of Local Plans, all of which are available at [www.medicare.gov](http://www.medicare.gov). This Guide is part of the Medicaid Reference Desk, which explains Medicaid for people with cognitive disabilities. To go to the Medicaid Reference Desk home page, go to [www.theDesk.info](http://www.theDesk.info).

## Academics/Writing/Journalism

[Art, Film, Writing Scholarships/Competitions List](#)

[Mary M. Fraijo Scholarship](#) - awarding scholarships to students who shall be pursuing a bachelor's degree in accounting.

[Coca-Cola Two Year College Scholarships](#)

[Ayn Rand Essay Scholarships](#)

[Gates Millennium Scholarships \(major\)](#)

[Xerox Scholarships for Students](#)

[STATE FARM INSURANCE Achievement Scholarships](#)

[McNair Scholars Program](#)

[Thurgood Marshall Scholarship Fund](#)

[Accounting Scholarships](#)

## Athletic/Sports

[Sports Scholarships and Internships](#)

## Minority Scholarships

[William Randolph Hearst Endowed Scholarship for Minority Students](#)

[Multiple List of Minority Scholarships](#)

[The Hispanic College Fund](#)

[McDonald's Education Scholarships\(with UNCF\)](#)

[National Assoc. of Black Journalists Scholarship](#)

[State Farm Insurance Hispanic Scholarships](#)

[Minority Health Program](#)

[American Association of Hispanic CPA's Scholarships](#)

[UNITED NEGRO COLLEGE FUND MERCK SCIENCE INITIATIVE](#)

[University Corporation for Atmospheric Research](#) - provides opportunities, mentoring, career counseling, and financial support for culturally-diverse students in the atmospheric or related sciences.

The [Casualty Actuarial Society and Society of Actuaries](#) offer a scholarship program that is available to groups that are under-represented in the actuarial profession including African Americans, Hispanics, and Native North Americans.

[College Assistance Migrant Program Alumni Association Scholarship](#)

[College Fund/UNCF](#) - an educational assistance organization with 40 private, historically black, member colleges and universities.

[Talbot's Scholarships](#)- Five women will each be awarded \$10,000 scholarships and 50 women will each be awarded \$1,000 scholarships. All applicants must be seeking an undergraduate degree from an accredited two- or four-year college or university, or vocational-technical school. Only applicants seeking a bachelor's degree from a four-year college or university are eligible to receive a \$10,000 award.

[National Health Institute](#)- The NIH Undergraduate Scholarship Program offers competitive scholarships to students from disadvantaged backgrounds who are committed to careers in biomedical, behavioral and social science health-related research. The program is designed to improve access to education leading to research careers for those who have had fewer opportunities than others. The program is primarily designed to provide an incentive for exceptional scholars to pursue research careers at the NIH.

[Research Program for Women & Minorities Underrepresented in the Sciences](#)

[National Association of Hispanic Journalists Scholarship](#)

[NYU \(Stern\) Pre-Doctoral Programs](#)

[American Chemical Society](#)

## Health/Medicine

[Undergraduate Scholarships\(National Institutes of Health Scholarships\)](#)

[Saul T. Wilson Scholarships \(Veterinary\)](#)

[American Psychological Association \(APA\)](#)

[American Sociological Association Graduate funding](#)

The [Henry J. Kaiser Family Foundation](#) Travel and Research Grants for Print or Broadcast Journalists and Editors Interested in Health Policy and Public Health

[Holocaust Remembrance Scholarships](#)

[Tylenol Scholarships](#)

[National Health Services Corp.](#)-Health Service Corps is recruiting a national interviewing team of dedicated professionals to play a crucial role: selecting the skilled, committed health professions students to best serve some of the 50 million Americans living in communities with the greatest health care needs

[National Health Institute](#)- The NIH Undergraduate Scholarship Program offers competitive scholarships to students from disadvantaged backgrounds who are committed to careers in biomedical, behavioral and social science health-related research. The program is designed to improve access to education leading to research careers for those who have had fewer opportunities than others. The program is primarily designed to provide an incentive for exceptional scholars to pursue research careers at the NIH

## Science/Engineering/Technology/Mathematics

[Astronaut Scholarship Foundation](#) - organization founded by the original Mercury 7 astronauts to strengthen the U.S. position in science and technology. Each year it awards over \$140 ,000 to college students in science and engineering

[BOEING Scholarships](#)

[Student Video Scholarships](#)

[Student Inventors Scholarships](#)

[NASA's Educator Astronaut Program](#)- Deadline 4/30/03 -NASA announced the beginning of nationwide efforts to recruit and select qualified K - 12 educators to join the NASA Astronaut Corps, supporting the Agency mission, "... to inspire the next generation of explorers ... as only NASA can."

## Government/History/Armed Forces/Humanitarian

[The ROTC Scholarships](#)

[Marine Corps Scholarship Foundation](#) - One-year undergraduate scholarships for the children of active duty, reserve, or former U.S. Marines.

[Americorps](#)

[MARINE CORPS SCHOLARSHIPS](#)

[Ambassadorial Scholarships](#)

[Rotary Foundation Ambassadorial Scholarships](#)

[Presidential Freedom Scholarships](#)

[Jackie Robinson Foundation](#) - nurtures scholars who are the living legacy of his dedication to improving America for everyone.

[Federal Employee Education & Assistance Fund](#) -The Federal Employee Education & Assistance Fund is pleased to announce applications for its 2003-04 scholarship program are now available. Eligible applicants are civilian federal and postal employees with at least three years of service, and their dependents.

## Religion

[Baptist Scholarships](#)

[Methodist Scholarships](#)

## Miscellaneous

[Commonwealth Foundation](#) - Supports educational programs and projects for disadvantaged, at-risk youth. Sponsors "Pathways to Success", a boarding school scholarship program.

[National Academy of American Scholars](#) - private organization that awards financial aid and academic scholarships to high school seniors and college freshman

[Microsoft Scholarship Program](#)

[Hope Scholarships & Lifetime Credits](#)

[Guaranteed Scholarships](#) [Coca Cola Scholarships](#)

[Target Scholarships](#)

[Discover Card Tribute Award Scholarships](#)

[Scholarships and Fellowships](#)

[Gateway to 10 Free Scholarship Searches](#)

[THE HARRY S. TRUMAN SCHOLARSHIP SITE](#)

[JACKIE ROBINSON FOUNDATION SCHOLARSHIPS](#)

[James Madison Fellowships](#)

[Morris K. Udall Foundation Scholarships](#)

Hispanic Scholarship Resources - <http://www.aspira.org/>

The Vietnamese American Scholarship Foundation - [www.vietscholarships.org/](http://www.vietscholarships.org/)

Vietnamese Scholarships List:

<http://www.nextstudent.com/directory-of-scholarships/ethnic/0035/ethnic-Vietnamese-scholarships.aspx>

Many Disabilities - [http://www.scholarships4students.com/special\\_scholarships.htm-](http://www.scholarships4students.com/special_scholarships.htm-)

## Scholarships for Students with Learning Disabilities

This page presents a short list of scholarships for students with **learning disabilities**. Due to the very large and growing number of students who claim to be learning disabled, such awards are often highly competitive.

### Scholarships for Students with Disabilities

1. **Bank of America Abilities Scholarship Program.** This program awards scholarships to students with disabilities (including learning disabilities) who have a career interest in finance, business or computer science, a GPA of at least 3.0 on a 4.0 scale, and who reside in Arizona, California, District of Columbia, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Maryland, Missouri, Nevada, New Mexico, North Carolina, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Virginia or Washington. For more information, write to Bank of America Abilities Scholarship Program, PO Box 1465, Taylors SC 29687 or call 1-864-268-3363.
2. **Anne Ford Scholarship.** The Anne Ford Scholarship is a \$10,000 scholarship awarded by the National Center for Learning Disabilities to a high school senior with a learning disability who can act as a role model for others who are faced with learning disabilities and who has the potential of contributing to society in a way that increases opportunities for all people with learning disabilities. The application deadline is December 31. For more information, write to Anne Ford Scholarship, National Center for Learning Disabilities, Inc., 381 Park Avenue South, Suite 1401, New York, NY 10016-8806, fax 1-212-545-9665 or call 1-212-545-7510, or send email to [AFScholarship@nclld.org](mailto:AFScholarship@nclld.org).
3. **Yes I Can! Foundation for Exceptional Children.** The Yes I Can! Foundation for Exceptional Children offers the Stanley E. Jackson Scholarships and Sara Conlon Memorial Scholarship. Each scholarship is \$500 for first year college students with a disability. US citizenship is required. The application deadline is February 1. For more information, write to Foundation for Exceptional Children, 1110 North Glebe Road, Suite 300, Arlington, VA 22201-5704 or send email to [yesican@cec.sped.org](mailto:yesican@cec.sped.org).
4. **Ralph G. Norman Scholarship.** The Ralph G. Norman Scholarship is offered by the [Learning Disabilities Association of Arkansas](#). The deadline is in early July. For more information, write to Ralph G. Norman Scholarship, LDAA, 7509 Cantrell Road #103 C, Little Rock, AR 72207.
5. **Learning Disabilities Association of Iowa.** The Learning Disabilities Association of Iowa awards three \$1,000 scholarships to Iowa high school seniors with learning disabilities.

The deadline is in mid-March.

6. **[P. Buckley Moss Society Harbison Scholarship](#)**. The Anne and Matt Harbison Scholarship is awarded by the P. Buckley Moss Society to high school seniors with language-related learning disabilities for college education. For more information, write to P. Buckley Moss Society, 601 Shenandoah Village Drive, Suite 1C, Waynesboro, VA 22980 or call 1-540-943-5678.
7. **National Society of the DAR/Margaret Howard Hamilton Scholarship**. This award is for \$1,000 (renewable for 4 years) for a high school senior who has been accepted to the Ben Caudle Learning Center, University of the Ozarks. For more information, write to NSDAR Administration Building, 1776 D. Street N.W., Washington, DC 20006-5392.
8. **Recording for the Blind/Learning through Listening**. This program provides three scholarships of \$3,000 each for high school seniors who are learning disabled. The award is based on academic achievement, leadership, enterprise, and service to others. Financial need is not a factor. For more information, call 1-609-452-0606 or write to Recording for the Blind/Learning through Listening, Attn: Lorraine Grestry, 20 Rozelle Road, Princeton, NJ 08540.

### Canadian Scholarships for Students with Disabilities

1. **[Learning Disabilities Association of Canada \(LDAC\)](#)**. LDAC offers three scholarships for students with disabilities: The Donald Cummings Scholarship, the Carol Thomson Memorial Fund Scholarship, and the Doreen Kronick Scholarship. The application deadline is May 15. For more information, write to Learning Disabilities Association of Canada, 323 Chapel Street, Suite 200, Ottawa, Ontario, K1N 7Z2, fax 1-613-235-5391, call 1-613-238-5721, or send email to [information@ldac-taac.ca](mailto:information@ldac-taac.ca).
2. **[Learning Disabilities Association of Ottawa-Carleton \(LDAO-C\)](#)**. LDAO-C offers information about several scholarships for Canadian students with disabilities, including the Roy Cooper Scholarship, the Mattinson Endowment Fund Scholarship, and the Imperial Tobacco Canada Scholarship Fund.
3. **[Association of Universities and Colleges of Canada](#)**.
4. **[Gloria Landis Memorial Bursary](#)**. The Gloria Landis Memorial Bursary is a \$1,000 scholarship awarded by the Learning Disabilities Association of Ontario to a mature individual with learning disabilities to pursue a postsecondary or vocational program. Candidates must be at least 25 years old and have been absent from full-time education for at least three years. The application deadline is June 15. For more information, write to Learning Disabilities Association of Ontario, 360 Bloor St. E., Suite 1004, PO Box 39, Toronto, Ontario M4W 3L4, fax 1-416-929-3905, or call 1-416-929-4311.
5. **[Justin Eves Foundation Scholarship](#)**. The Justin Eves Foundation Scholarship provides a \$3,000 scholarship for students with a learning disability. For more information contact: The Justin Eves Foundation, 595 Bay St., Suite 1202, Toronto, ON M5G 2C2, fax 1-416-586-1480, or call 1-416-586-0085.
6. **[Learning Disabilities Association of Saskatchewan](#)**.

### Scholarships for Careers in Disabilities

3. **[Pilot International Foundation Scholarships](#)**. The Pilot International Foundation offers three scholarships for students who are pursuing careers in disabilities and brain related disorders. A minimum GPA of 3.25 on a 4.0 scale (4.01 on a 5.0 scale) is required. All applicants must be sponsored by their local Pilot Club. For more information, write to [pifinfo@pilothonq.org](mailto:pifinfo@pilothonq.org).
4. **[P. Buckley Moss Society Cary Scholarship](#)**. The Judith Cary Memorial Scholarship is awarded by the P. Buckley Moss Society for study leading to a bachelor's or master's degree in special education. For more information, write to P. Buckley Moss Society, 601 Shenandoah Village Drive, Suite 1C, Waynesboro, VA 22980 or call 1-540-943-5678.

See also the [National Clearinghouse for Professions in Special Education \(NCPSE\)](#).



FAMILIES HELPING FAMILIES CENTERS DIRECTORY



<p><b>FHF of Southeast Louisiana, Inc.</b>  <b>Region 1 - Orleans, Plaquemines, St. Bernard</b>  4118 Franklin Avenue  New Orleans, LA 70122  504-943-0343 or 1-877-243-7352  E-mail: <a href="mailto:info@fhfsela.org">info@fhfsela.org</a>  Website: <a href="http://www.fhfsela.org">www.fhfsela.org</a></p>	<p><b>FHF at the Crossroads of Louisiana, Inc.</b>  <b>Region 6 - Avoyelles, Concordia, Catahoula, Grant, LaSalle, Rapides, Vernon and Winn</b>  2840 Military Hwy., Suite A  Pineville, Louisiana 71360  318-641-7373 or 1-800-259-7200  E-mail: <a href="mailto:fhfxroads@aol.com">fhfxroads@aol.com</a>  Website: <a href="http://www.familieshelpingfamilies.net">www.familieshelpingfamilies.net</a></p>
<p><b>FHF of Greater Baton Rouge, Inc.</b>  <b>Region 2 - East and West Baton Rouge, East and West Feliciana, Iberville, Pointe Coupee, and Ascension</b>  778 Chevelle Drive  Baton Rouge, Louisiana 70806  225-216-7474 or 1-866-216-7474  E-mail: <a href="mailto:info@fhfgbr.org">info@fhfgbr.org</a>  Website: <a href="http://www.fhfgbr.org">www.fhfgbr.org</a></p>	<p><b>FHF Region 7 - Bienville, Bossier, Caddo, Claiborne, Desoto, Lincoln, Red River, Natchitoches, Sabine, and Webster</b>  2620 Centenary Blvd., Bldg. 2, Suite 250  Shreveport, Louisiana 71104  318-226-4541 or 1-877-226-4541  E-mail: <a href="mailto:fhfregion7@bellsouth.net">fhfregion7@bellsouth.net</a>  Website: <a href="http://www.fhfregion7.com">www.fhfregion7.com</a></p>
<p><b>Bayou Land Families Helping Families, Inc.</b>  <b>Region 3 - Assumption, Lafourche, St. Charles, St. James, St. John, St. Mary, Terrebonne</b>  204 East Bayou Road  Thibodaux, Louisiana 70301  985-447-4461 or 1-800-331-5570  E-mail: <a href="mailto:blfhf@bellsouth.net">blfhf@bellsouth.net</a>  Website: <a href="http://www.blfhf.org">www.blfhf.org</a></p>	<p><b>FHF of Northeast Louisiana, Inc.</b>  <b>Region 8 - Caldwell, East Carroll, Franklin, Jackson, Lincoln, Madison, Morehouse, Ouachita, Richland, Tensas, Union, and West Carroll</b>  Laura Nettles, Co-director  5200 Northeast Road  Monroe, Louisiana 71203  318-361-0487 or 1-888-300-1320  E-mail: <a href="mailto:info@fhfnela.org">info@fhfnela.org</a>  Website: <a href="http://www.fhfnela.org">www.fhfnela.org</a></p>
<p><b>FHF of Acadiana, Inc.</b>  <b>Region 4 - Acadia, Evangeline, Iberia, Lafayette, St. Landry, St. Martin, and Vermillion</b>  510 West University Avenue  Lafayette, Louisiana 70506  337-984-3458 or 1-800-378-9854  E-mail: <a href="mailto:fhfacad@cox-internet.com">fhfacad@cox-internet.com</a>  Website: <a href="http://www.fhfacadiana.org">www.fhfacadiana.org</a></p>	<p><b>Northshore Families Helping Families, Inc.</b>  <b>Region 9 - Livingston, St. Helena, St. Tammany, Tangipahoa, Washington</b>  204 West 21st Avenue  Covington, Louisiana 70433  985-875-0511 or 1-800-383-8700  CSHS 985-345-8300 or 1-877-537-8700  E-mail: <a href="mailto:jgarlanda@aol.com">jgarlanda@aol.com</a>  Website: <a href="http://www.fhfnorthshore.org">www.fhfnorthshore.org</a></p>
<p><b>FHF of Southwest Louisiana, Inc.</b>  <b>Region 5 - Allen, Beauregard, Calcasieu, Cameron, and Jeff Davis</b>  2927 Hodges Street  Lake Charles, Louisiana 70601  337-436-2570 or 1-800-894-6558  337-436-2578 Fax  E-mail: <a href="mailto:fhfswla@xspedius.net">fhfswla@xspedius.net</a>  Website: <a href="http://www.fhfswla.org">www.fhfswla.org</a></p>	<p><b>FHF of Jefferson, Inc.</b>  <b>Region 10 - Jefferson Parish</b>  201 Evans Road, Bldg. 1, Suite 100  Harahan, Louisiana 70123  504-888-9111 or 1-800-766-7736  504-888-0246 Fax  E-mail: <a href="mailto:info@fhfjefferson.org">info@fhfjefferson.org</a>  Website: <a href="http://www.fhfjefferson.org">www.fhfjefferson.org</a></p>

"There are no secrets to success. It is the results of preparation, hard work, and learning from failure."

**- Colin Powell**