

# Post-Secondary Transition Guide



A Workbook for  
Students with Disabilities

Township High School District 214



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# District 214 Transition and Career Services

## **Mission**

The mission of the Transition and Career Services is to empower a diverse population of students with opportunities and resources necessary for the transition to a variety of post-secondary options.

## **Vision**

Successful transition is achieved through the continuum of instructional strategies, collaborative interdisciplinary team supports, utilization of technology, and awareness of and access to community resources. These services help students develop essential skills for self-determination, adult independent living, further education and/or training and employment in order to maximize participation in their communities.

## **Commitment Statement**

District 214 Post Secondary Transition Guide: A Workbook for Students with Disabilities is a tool to empower students and families to plan and make informed decisions as they navigate through their transition process.

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# Section I: Guided Timelines and Information by Grade



### **8<sup>th</sup> Grade to Freshman Year**

- Create a folder for all of your IEP documents (you will keep copies from every year)
- Attend Spring Orientation & Activities Fair
- Sign up for a club, activity or sport at the Activities Fair
- Attend IEP Transition Meeting
  - Review college admissions requirements
- Attend Summer Orientation
- Attend a summer transition class if applicable
- Consider attending summer athletic camps and/or volunteer in the community
- Complete Summer Reading requirements

### **Freshman Year**

#### Student Checklist

- Get involved
- Attend & Participate in Special Programs (usually in the Fall)
  - Directions Fair or other fairs
  - D214 Career Nights
- Participate in school/district standardized testing
  - Review your scores and information with case manager and/or student services member.
- Practice self-advocacy skills
  - E-mail all of your teachers to let them know about your disability and what accommodations are needed.
  - Ask your teachers for help if you are struggling
  - Take advantage of school and academic resources
  - Use Annual Review Worksheet to Self-Report Goal Progress in IEP Meetings
  - Set Goals for Yourself

#### Freshman Counseling Programs

- Four-year course plan meeting
- Log on to Naviance/Family Connection
  - View any available test scores
  - Complete additional tasks as assigned
- Support Groups (when applicable)
- Review college admissions requirements
- Next year course selection

#### What to Expect From Your IEP Team

- Freshman Meetings
- IEP Meetings
  - Case Managers Will Help Students Summarize Their Own IEP Goals, Accommodations and Progress
- Quarterly Evaluation & Goal Sheets



## 9<sup>th</sup> Grade Annual Meeting Worksheet

*Work with your Case Manager or 504 Coordinator to complete this worksheet before your meeting*

The eligibility category that qualifies me for Special Education services and supports is/are:

*Trabaje con su administrador de casos o coordinador de 504 para completar esta hoja de trabajo antes de su reunión*

\_\_\_\_\_ (Primary)

\_\_\_\_\_ (Secondary)

The specific areas within my eligibility that require an Individualized Education Plan (IEP) include:

*La área específica dentro mi elegibilidad que requiere un Programa de Educación Individualizado (IEP) es:*

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### My IEP Goals/Summary:

**is Metas/Objeto de IEP son:**

*Summarize the Goals and progress you've made toward reaching the Goals.*

*("Things that have worked well for me this year are..." or "Things that haven't worked well for me include...")*

*Resume tus metas y el progreso que has realizado para alcanzar los objetivos*

*("Cosas que me han funcionado bien este año son..." o "Cosas que no me han funcionado incluyen...")*

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### Assessment Results/ Resultados de Exámenes

(SAT, Lexile, Benchmark): \_\_\_\_\_

Overall GPA: \_\_\_\_\_ Credits Earned: \_\_\_\_\_ (out of 21)

### My Accommodations/ **Adaptaciones**

*Include all accommodations. Did you use all of them? Do you need to add or take away any for next year?*

*Incluye todas las adaptaciones. Usaste todas? Necesitamos agregar o quitar alguno para el próximo año?*

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### My Transition Plan/ Mi Plan de Transición

*Check the box of your current post high school plans. Marca la caja que corresponde a sus planes actuales después de la secundaria*

- College / Universidad
- Technical/Vocational/Trade School/
- Employment/ Trabajar
- Military/ Fuerzas Armadas
- Other/ Algo mas: \_\_\_\_\_

**My Future Goals: *Mis Metas en el Futuro son:***

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**For me to be successful in school this year I need: / *Para tener éxito en la escuela este año, necesito:***

*(ex: to advocate for myself, use academic resources)  
(Ejemplo: Abogar por ti mismo, usar recursos académicos)*

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**To be successful, I need help from these people/resources: *Para ser exitoso, necesito ayuda de estas personas o estos recursos:***

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**My activities, clubs, or events I have participated in or attended during the school year:  
*Mis actividades, clubes o eventos que he participado durante el año son:***

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## My Study Habits & Essential Skills

### Mis Hábitos de Estudio y Habilidades Esenciales

I can do the following tasks INDEPENDENTLY (by myself without direction or guidance):  
Puedo hacer las siguientes tareas de forma INDEPENDIENTE (solo/a sin dirección ni guía)

- Take notes/ Tomar Notas
- Pay attention in class/ Poner atención en clase
- Organize my schoolwork/ Organizar mis tareas escolares
- Come prepared for class/ Ir a clase preparado
- Use a calendar or assignment notebook to track assignments
- Study for tests/ Estudiar para un examen
- Ask my teachers for help/ Preguntarle a los maestros si necesito ayuda
- Manage my time after school/ Manejo bien mi tiempo después de la escuela
- Prepare basic meals for myself/ Preparar comidas básicas para mi mismo
- Do laundry/ Lavar ropa
- Personal grooming (how I dress and look)/ Cuidarme personalmente
- Manage money/ Manejar dinero
- Transportation (bus, taxi, train, driver's license)/ Transportación (autobús, taxi, tren, licencia de manejar)
- Managing emotions/ coping skills / Manejar emociones

\*Review your progress on this checklist each year

## Sophomore Year

### Student Checklist- Lista Estudiantil

- Stay involved (clubs, activities, sports, etc.)/ Mantenerse Involucrado
  - Update Activities Resume/ Actualizar curriculum
  - Attend & Participate in Special Programs/ Asistir y participar en programas
    - Directions Fair- FERIA de Colegios
    - D214 Career Nights- Noche de Carreras
    - Attend a Career Trek- Viajes de Carreras
    - Meet with Career Advisor (if you need career assessments and/or career exploration help)
  - E-mail all of your teachers to let them know about your disability and what accommodations are needed.
- Participate in school/district standardized testing- Participa en exámenes estatales de la Escuela
- Review your scores and information with case manager and/or student services member.
  - Take advantage of school and academic resources-
  - Obtain or locate Social Security card- Obtener o ubicar la tarjeta de la Seguridad Social

### Sophomore Counseling Programs - Programas de consejería de segundo año

- “So You Want to Go to College?” Presentation “¿Entonces quieres ir a la universidad?”
- Career Exploration Unit- Unidad de exploración de carrera
- Support Groups- Grupos de soporte

### What to Expect From Your IEP Team--Qué esperar de su equipo de su plan educativo (IEP)

- Sophomore Meetings- Reuniones de Segundo Año escolar
- IEP Meetings- Reuniones de su plan educativo (IEP)
  - Case Manager Will Help Students Self-Report Goals, Grades and Accommodations ayudará a los estudiantes a **autorregularse** metas, calificaciones y adaptaciones
  - Quarterly Evaluation & Goal Sheets- Evaluación trimestral y hojas de objetivos

# 10<sup>th</sup> Grade Annual Meeting Worksheet

*Work with your Case Manager or 504 Coordinator to complete this worksheet before your meeting. Trabaje con su administrador de casos o coordinador de 504 para completar esta hoja de trabajo antes de su reunión*

The eligibility category that qualifies me for Special Education services and supports is/are:

La categoría de elegibilidad que me califica para los servicios y apoyos de educación especial es / son:

\_\_\_\_\_ (Primary)(Primario)

\_\_\_\_\_ (Secondary) (Secundario)

The specific areas within my eligibility that require an Individualized Education Plan (IEP) include: Las áreas específicas dentro de mi elegibilidad que requieren un Plan de educación individualizado (IEP) incluyen:

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## My Goals/Summary: Mis Metas/ Resumen

*Summarize the goals and progress you've made toward reaching the goals.*

*("Things that have worked well for me this year are..." or "Things that haven't worked well for me include...")*

*Resume los objetivos y el progreso que ha logrado para alcanzar los objetivos.*

*("Las cosas que me han funcionado bien este año son ..." o "Las cosas que no me han funcionado bien incluyen ...")*

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## Assessment Results/ Resultados de Evaluaciones (SAT, Lexile, Benchmark):

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Overall GPA: \_\_\_\_\_

## My Accommodations/ Mis Adaptaciones

*Include all accommodations. Did you use all of them? Do you need to add or take away any for next year?*

*Incluye todos las adaptaciones ¿Usaste todos? ¿Necesita agregar o quitar alguno para el próximo año?*

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**My Transition Plan/ Mi Plan de Transición**

*Check the box of your current post high school plans.  
Marque la caja de sus planes actuales después de la escuela secundaria.*

- College - Colegio
- Technical School - Escuela Técnica
- Vocational- Escuela Vocacional
- Other: Otro: \_\_\_\_\_

**Transition Goal: Meta de Transición:**

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**For me to be successful in school this year I need: *Para tener éxito en la escuela este año, necesito:***

*(ex: to advocate for myself, use academic resources)  
(Ejemplo: Abogar por ti mismo, usar recursos académicos)*

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**My activities, clubs, or events I have participated in or attended during the school year.  
Mis actividades, clubes o eventos que he participado durante el año son:**

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## Junior Year

### Summer Before Junior Year- Resumen antes de su Tercer Año

- Explore college options (see additional resources page for college search websites)- Explorar opciones de universidades (vea la página de recursos adicionales para sitios web de universidades)
- Visit 3 schools- Visita tres escuelas
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

### Student Checklist

- Stay involved (clubs, activities, sports, etc.)
  - Update Activities Resume on Naviance- Actualizar curriculum en Naviance
- E-mail all of your teachers to let them know about your disability and what accommodations are needed.
- In May, give teachers and counselors a heads up that you will be asking them for one at the beginning of next year
- Explore Career Cruising and Naviance/Family Connection (if applicable)
- Attend Special Programs- Asistir y participar en programas especiales
  - Directions Fair (and other fairs)- Feria de Colegios
  - D214 Career Nights- Noche de Carreras
  - D214 Athletic Night (if applicable)- D214 Noche Atlética
  - D214 Ask the College Night- D214 Preguntale a la Universidad
  - D214 Junior Financial Aid Night- D214 Noche de Ayuda Financiera para los Juniors
  - D214 College Night- D214 Noche Universitaria
  - Attend a Career Trek- Asistir Viajes de Carreras
  - Meet with Career Advisor / Reunirse con el consejero de Carreras (DATE OF MEETING: \_\_\_\_\_)
- Participate in school/district standardized testing- Participa en exámenes estatales de la Escuela/Distrito
- Apply for accommodations at least two months in advance- Aplica para tus adaptaciones por lo menos dos meses adelantados
- Review your scores and information with case manager and/or student services member. Revisa tus resultados y información con tu administrador de caso
- Plan College Visits or Career Observations- Planificar visitas a universidades u observaciones de carreras
- Meet with College Representatives in the College and Career Room- Reúnase con representantes de la universidad en el salón de universitaria y profesional de la escuela
- Take advantage of school and academic resources- Aprovecha los recursos académicos y escolares

### Junior Counseling Programs- Programas de consejería para Juniors

- Junior College Guidance events- Programas de consejería
- Meetings to determine Senior Year Courses- Reuniones para determinar cursos de último año
- College & Career Room (CCR) Resources, Career Cruising and Naviance
- Support Groups- Grupos de soporte

### What to Expect From Your IEP Team

- Junior Meetings- Juntas para Juniors
- IEP Meetings- Juntas de su Plan Educativo (IEP)
- Discuss Age of Majority - Discutir la edad de la Mayoría – Transfer of Rights-Transferencia de derechos
- Determine the supports needed in college and start utilizing- Determine los apoyos necesarios en la universidad y comience a utilizarlo.



# 11<sup>th</sup> Grade Annual Meeting Worksheet

*Work with your Case Manager or 504 Coordinator to complete this worksheet before your meeting Trabaje con su administrador de casos o coordinador de 504 para completar esta hoja de trabajo antes de su reunión*

The eligibility category that qualifies me for Special Education services and supports is/are: La categoría de elegibilidad que me califica para los servicios y apoyos de educación especial es / son:

\_\_\_\_\_ (Primary)- (Primario)

\_\_\_\_\_ (Secondary)- (Secundario)

The specific areas within my eligibility that require an Individualized Education Plan (IEP) include: Las áreas específicas dentro de mi elegibilidad que requieren un Plan de educación individualizado (IEP) incluyen.

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### My Goals/Summary: Mis metas y resumen

*Summarize the goals and progress you've made toward reaching the goals.*

*("Things that have worked well for me this year are..." or "Things that haven't worked well for me include...")*

*Resuma los objetivos y el progreso que ha logrado para alcanzar los objetivos.*

*("Las cosas que me han funcionado bien este año son ..." o "Las cosas que no me han funcionado bien incluyen ...")*

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### Assessment Results/ Resultados de Evaluaciones

(SAT, Lexile, Benchmark): \_\_\_\_\_

Overall GPA: \_\_\_\_\_

### My Accommodations/ Mis Adaptaciones

*Include all accommodations. Did you use all of them? Do you need to add or take away any for next year?*

*Incluye todos las adaptaciones. ¿Usaste todos? ¿Necesita agregar o quitar alguno para el próximo año?*

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**My Transition Plan**

*Check the box of your current post high school plans.  
Marque la caja de sus planes actuales después de la escuela secundaria.*

- College - Universidad
- Technical School- Escuela Técnica
- Vocational- Escuela Vocacional
- Other: \_\_\_\_\_

**Transition Goal: Meta de Transición:**

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**For me to be successful in school this year I need: *Para tener éxito en la escuela este año, necesito:***

*(ex: to advocate for myself, use academic resources) (Ejemplo: Abogar por ti mismo, usar recursos académicos)*

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**My activities, clubs, or events I have participated in or attended during the school year.  
Mis actividades, clubes o eventos que he participado durante el año son:**

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### **Summer Before Senior Year**

- Consider finding an internship to explore future careers/ Considere encontrar una pasantía para explorar futuras carreras
- Work on college applications & essays (see appendix)/ Trabajar en solicitudes y composiciones universitarios (ver apéndice)
- Complete Teacher/Counselor Recommendation Form on Naviance- Completa forma de Recomendación del Maestro o Consejero en Naviance
- Visit college websites beginning July 1 to see if they have posted their application. (Check to see if they require essays). Visite sitios web de universidades a partir del 1 de julio para ver si han publicado su solicitud. (Verifique si requieren composiciones)
- Consider setting up a Common Application Account after August 1<sup>st</sup>. Considere la posibilidad de configurar una cuenta de aplicación común después del 1 de agosto
  - We recommend this if two or more schools you plan to apply to can be done through Common App  
Recomendamos esto si dos o más escuelas a las que planea postular pueden hacerlo a través de la aplicación común.
- Visit top three colleges; meet with disability services at each. Visita las tres mejores universidades; reunirse con los servicios de discapacidad en cada una
  - You can keep track of the visits on page 25. Puede registrar sus visitas en la página 25
- Submit your college application. Presente su solicitud para la universidad

**Summer Visits: Top Three Colleges Visitas de Verano Los Tres Principales Colegios**

○ College #1: \_\_\_\_\_

Contact:

Date Visited:

○ College #2: \_\_\_\_\_

Contact:

Date Visited:

○ College #3: \_\_\_\_\_

Contact:

Date Visited:

## Tips For Writing Your College Application Essay

### Here's advice from the people who read them!

Does writing a college application essay seem like a daunting task to you? For most people, the answer is a resounding “yes!” However, the essay is also an opportunity for you to show your talents and creativity to their best advantage.

To help you get started, here are some insights on writing an essay from the people who read hundreds of them every year — admission officers at ACM colleges.

### The essay is your chance to use your voice

The essay is the living, breathing part of your application to a college. In the essay, you can speak in your own voice and **personalize** your application. Here's your opportunity to show something about you that doesn't really come across elsewhere in your application.

So, step back and be reflective. Think about who you are as an individual. How do you view the world? What do you care about deeply? What experiences and people have been important in shaping you as a person? What are your aspirations in life?

It is in such reflection that you can find your own, unique voice. That's the voice that will help you write an interesting essay that only **you** could have written.

Now, on to some nuts and bolts of writing the essay.

### Show your command of the basics of good writing

Here are some key points that admission officers look for in an essay:

- Make sure to **answer the essay question** and to follow **all** the instructions that are given.
- Start off with a strong opening paragraph that captures the reader's interest.
- Use a style that you find comfortable and that is appropriate for the subject matter.
- Use correct grammar, punctuation and spelling.
- Make a point and stick to it; develop your argument or narrative.
- Check **all** of your facts. Do you mention a date, place or event in your essay? Make sure it's correct.
- Have you given your reader complete information, so he or she won't be confused?

*(continued)*

### Why do colleges require essays?

A college application includes a lot of information about you, such as grades, recommendations, lists of your extracurricular activities and test scores. All of that information is very important and helps admission officers form a picture of your accomplishments and abilities. However, while it tells about how other people see you, there isn't much about how you see yourself. It's that inside view — how you see yourself — that colleges hope to find in your essay.

The essay performs other functions, as well, such as:

- The essay can be a way of showing that you have researched and thought carefully about the college to which you are applying. It shows, in your own words, why you and the college would be a good “match.”
- An essay demonstrates your writing ability, which is a key component to success in college.
- In your essay, you can show that you are willing to put **yourself** into what you do. That kind of commitment is an important part of effective learning in college. And it shows the admission committee that you are someone who is willing and able to be a contributing member of a community of learners.
- Your academic record is the central and most important part of your application. For selective colleges especially, your essay provides additional insights about you — as a student and as an individual — for a college to consider as it reviews your application.

- In general, it's best to be succinct. If there a recommended length for the essay, pay attention to it.
- The essay should be neatly typed.
- Remember that mistakes, especially sloppy mistakes, make it look like you don't take the essay (and, by extension, the application) very seriously.

## What to write about? Where to look for an essay topic

Does the application ask you to choose a topic to write about? There are as many (actually, many more) good topics as there are applicants. Here are some ideas for where you might look for an essay topic:

- Do you have hobbies and non-school pursuits that really excite you and that engage your heart and mind? Writing about your out-of-classroom interests could help bring out a part of you that's not covered — or not covered completely and to your fullest advantage — elsewhere in your application.
- Is there a social cause that you hold near and dear? Remember, an essay is not an academic paper; but a cause that you feel passionately about, and that has been in your thoughts and activities, might be the basis for a strong essay.
- Perhaps there is an event (local, national or international) that has touched you in a personal way.
- Is there an academic subject that really sparks your interest? Why does the subject engage you? Has it led to experiences or study outside of school? There may be essay material that goes beyond the courses you took or scores on AP tests.

## How to handle a topic

Often, colleges will ask you, the applicant, to write about an experience you've had, an achievement in your life, or someone who has had a significant influence on your life. In handling such a topic — or, for that matter, any topic you select — go beyond the *what* and dig into the *how* and *why*. In other words, don't settle for simply providing a description of an event. Take the next step and tell about the impact the situation had on you. For example:

- This is a personal essay, not a travelogue. So, if you're writing about a trip to another country, tell about how your experiences effected you, and why they were interesting or meaningful to you. In other words, the people reading the essay are interested in what makes you tick and how you got the way you are, not in how the trains run in Paris.
- Are you writing a tribute to your grandparents and their influence on your childhood? Be personal and specific, not just sentimental. Explain how the particular things your grandparents did or said were important to you.
- Did you overcome an athletic injury and recover to perform well? A description of the type of cast you wore and your rehab routine is not likely to make a compelling essay. However, your reflections on what it felt like to be watching your teammates, instead of competing alongside them, might be the basis of a memorable essay.

### Possible pitfalls when writing an essay

- Writing a poem or making a videotape in place of an essay is probably not a good idea, unless you're applying to a specialized school that encourages such a submission.
- Humor can be risky, so be careful how you use it.
- "Honor code" rules are in effect when you write an essay, so do your own work and don't make things up.
  - As a practical matter, other items in the application, such as letters of recommendation, make it quite possible that you would be found out if you tried to make things up.

### Some final tips

- **Leave yourself time to rewrite and revise.** For the great majority of people, this is not an easy assignment. Start early and leave plenty of time! Most likely that means to give yourself weeks (not days, and certainly not hours!) to rework your essay.
- If your essay is longer than three pages (unless the instructions call for something longer), then it had better be interesting! Think hard about what you really want to focus on, and take out whatever gets away from your central point.
- **The admission committee will take your essay seriously.** You should, too. You have a lot to gain by putting in the time and effort to write a good essay!

### Suggested reading

*The College Application Essay* by Sarah Myers McGinty (The College Board, New York, NY).

## Senior Year

### Student Checklist

- E-mail all of your teachers to let them know about your disability and what accommodations are needed.
- Apply to college by November 1<sup>st</sup> (See admissions and financial aid timeline)
- Attend Special Programs
  - Directions Fair
  - D214 Career Nights
  - D214 University of Illinois at Urbana-Champaign Night
  - D214 Senior Financial Aid Night
  - D214 Senior FAFSA Completion Night
  - Attend a Career Trek
  - Meet with Career Advisor
  - Visit college admissions representatives in the CCR
- Complete Summary of Performance

### Senior Counseling Programs

- Senior College Curriculum: The Application Process
- Senior Transcript Review
- Support Groups

### What to Expect From Your IEP Team

- Senior Meetings
- Discuss your plan for disclosing your disability

## Admissions and Financial Aid Timeline

- Write a personal statement and possibly self-disclose the disability
- Release documentation of other health-related disabilities
- Be sure that documentation includes a description of the disability and recommendations
- Be ready to access your IEP records that have been sent home throughout high school.

<u>Senior Year Notes</u>	
COLLEGES I'M APPLYING TO	DEADLINE DATES

## **Section II: College Search and Application Process**



## What Do You Need to Access a State University?

### Comparative Undergraduate Admission Information

#### Admission as a Freshman

The standardized test score, GPA and class rank middle 50% ranges of the entering freshman class of 2017 show that admission standards vary across the twelve universities. Note that since a holistic approach\*\* is used in the admission review process, having standardized test scores, GPA, and class rank within the entering freshman profile does not guarantee admission.

	ACT middle 50%	SAT middle 50% (M+CR only)	GPA	HSPR		ACT middle 50%	SAT middle 50% (M+CR only)	GPA	HSPR
CSU	19	*	3.1	71.5	SIUC	19-25	*	2.62-3.60	38-80%
EIU	18-24	*	2.69-3.43	*	SIUE	20-26	1020-1260	*	47-85%
GSU	19	*	2.88	*	UIC	21-27	1090-1300	3.1-3.7	73-92%
ISU	21-26	1060-1270	3.08-3.80	*	UIS	19-25	980-1230	2.91-3.80	49-85%
NEIU**	16-36	860-1600	**	N/A	UIUC	27-33	1360-1480	3.37-3.89 UW	No longer calculated
NIU	19-25	*	2.86-3.71	46-80%	WIU	18-23	940-1130	2.54-3.35	Top 40%

#### Middle 50% for ACT Composite Scores, GPA and Class Rank for Entering Freshman Class of 2017

\*No middle 50% is collected.

\*\* School uses an admissions formula to determine eligibility for admission. See school for details.

*The above chart was taken from a publication developed by the state Universities of Illinois in 2017. Data is subject to change yearly. For the most recent information, see your counselor.*

## Finding A College That Is The Right Fit

In order to find a college that fits you, it is important to consider a variety of factors such as types of majors offered, location, cost, size, facilities, support services available and academic rigor. There are a variety of types of post-secondary institutions available.

**Alternative Post-Secondary Transition Programs:** These programs train high-functioning, limited learners and lower-functioning students with disabilities in vocational and life skills.

**College:** School that offers post-secondary education in the form of 2-year and 4-year programs.

**Community and Junior College:** Two-year institution that tends to offer Associate degrees and Certificate programs. Students can consult with their college advisors to determine the courses that may transfer to a four-year school.

**Engineering or Technical College:** Schools that provide two-year and four-year training programs in science and engineering fields.

**For-Profit Schools:** These are businesses that offer a variety of degree programs which typically prepare students for a specific career. They tend to have higher costs, which could mean graduating with more debt. Credits earned may not transfer to other colleges, so be sure to check with the admission office at each college.

**Liberal Arts College:** A four-year school that encourages exploring a wide variety of undergraduate courses and subjects.

**Public vs. Private Schools:** Public schools are funded by local and state governments. Private colleges rely mainly on tuition, fees and private sources of funding. The cost of tuition depends on the individual school, not necessarily if it is public or private.

**Technical/Vocational/Career School:** Two-year schools that provide training for immediate employment. Typical fields are automotive, engineering and computers.

**University:** School can offer both undergraduate and graduate degrees. Universities are made up of multiple “schools” or “colleges” for particular fields of study.

*Source: <https://bigfuture.collegeboard.org/find-colleges/college-101/types-of-colleges-the-basics>  
See appendix for additional information on post-high school options.*

## Attending A College Fair

*Reminder: District 214 offers a college fair each spring. Information will be sent home.*

### What is a college fair?

A college fair is a gathering of college representatives. It's your chance to pick up brochures and ask questions about a variety of colleges, all in one place.

Fairs range in size, from smaller events at high schools or community centers with representatives from just a few institutions to fairs in large cities that feature hundreds of colleges and universities.

In some cases, colleges are represented by full-time admissions officers from the campuses, while other times the tables are staffed by the colleges' alumni or current students.

Some fairs also include information sessions on topics like financial aid, as well as opportunities to talk with experienced high school counselors who can advise you on the college admissions process.

### Before you go to the fair

Before you go to a college fair, think about what kind of college would suit you best. The following questions will help you get started.

- Would you prefer a large university, a small college, or something in between?
- What type of setting would you like: city, suburban, small town, rural?
- Do you want to stay close to home or go some distance away?
- Are you looking for a college with a particular religious affiliation?
- What academic program(s) are of interest to you? Are you interested in a specific degree program, such as nursing or engineering?
- Do you want opportunities for study abroad?
- Is it important to you to be involved in community service? Do you want to participate in particular sports or extracurricular activities?
- Are there special services that you might need from the college, such as tutoring?

This is also a good time to gather information from people and resources around you. Talk to your counselor about your college plans. Use resource materials at the guidance office or library and on the Web to research colleges. Talk to your parents, family and friends.

### Practical tips for making the most of a college fair

- Take along a pen and a small notebook. Also, take a bag to carry the brochures you pick up, unless you know that the sponsors of the fair will provide one.
- Print out some address labels with your name, address, phone number, e-mail address, high school and year of graduation. Spend your time at the college tables asking questions, not filling out contact cards!
- When you arrive, check out the floor plan and find out where the tables for your top choice colleges are located so you can go directly to them.
- Write your most important questions down in advance so you don't forget them.
- Check on whether any information sessions, such as financial aid, are being offered. Interested? Budget your time accordingly.
- Jot down notes about a college while your memory is fresh, such as right after visiting the table.
- Pick up the business cards of any representatives you talk to, so you can contact them if you have any more questions.

## Use your time wisely

The fair will be open for a limited number of hours, so plan to use your time wisely.

Make a list of the colleges that interest you the most. You'll want to make sure to stop by those tables first.

What about other colleges that you think might have potential, but don't make your top

choices list? Plan to visit those after you have gathered information from the colleges at the top of your list.

If there's still time left after that, browse around any tables that catch your eye. Sometimes a college you've never heard of has just the major or activity that you're seeking.

## What to ask at the fair

You can get general information about a college or university from its Web site or from college guidebooks. If possible, gather this information ahead of time about the colleges that interest you the most. That will give you the background to dig deeper with your questions.

At the college fair, you can talk one-to-one with admissions representatives. This is your chance to go beyond the general information and ask questions that are unique to **your** interests and situation.

For example, if you are interested in majoring in biology, you could ask about the sequence of courses you would be likely to take your first year, about opportunities for students to conduct research in biology, and about what recent biology graduates are doing now.

Make a list of questions to ask about your top choice colleges.

Asking each representative the same questions will help you compare different colleges. But you might also have some questions that are specific to a particular college or university.

Time will be limited, so prioritize your list to make sure you get answers to your most important questions.

Ask each admissions representative how you can contact him or her if you have any questions after the college fair.

A college fair is your chance to go beyond the general information and ask questions that are unique to **your** interests.

## Questions to ask

To help you get started, here are some questions you might ask at the fair. Remember, though, to concentrate on questions that address your specific interests.

### Campus life

- What percentage of students live on campus (first-year and upperclass)?
- How are roommates selected?
- What recreation facilities and student organizations are there for the activities that I enjoy?

### Academics

- How do first-year students choose their classes?
- How many students will be in the classes I'm likely to take during my first year?
- How are faculty advisers assigned, especially before a major has been chosen?
- When must I choose a major?
- What is the process to apply for study abroad?
- What types of internships are there in my areas of interest? How do students find internships? Do they receive academic credit?
- What services are available on campus to help me with career planning?
- What percentage of last year's first-year students returned for their sophomore year?
- What percentage of students graduate in four years? What percentage graduate in five years?

## After you get home

- Make a point of going through the materials and your notes within one week after the fair. You'll probably remember more about your conversations with college representatives while the memories from the fair are still fresh.

- Follow up with any college that interests you by contacting the admissions office to ask further questions and, if possible, plan a visit to the campus.

## College Visits

In order to fully find the college that is right for you, it is important to visit the schools that interest you. We recommend you visit schools before the start of senior year. Most District 214 schools allow for pre-arranged absences for college visits. Check with your attendance office for your school's specific policy.

### How to Set Up A College Visit

General tours usually can be scheduled by visiting the school's admissions website. If visit instructions are not on the admissions website, you can contact the admissions department directly. Contact the Disability Services Department to schedule a meeting before or after the general tour. These meetings generally last 30 minutes and will give you an idea of the services provided and what type of documentation will be required. Please note: the names of the disability services departments vary. An admissions representative can help you locate the office.

For each school:

- Review College Visit Information in this section
- Set up a campus visit
- Arrange a meeting with Office of Disability Services
  - Prepare by practicing a question and answer session (see pages 38 & 39 for examples)
- After the visit, complete the College Evaluation Chart (page 31)

# College Evaluation Chart

After you've gathered a lot of information from colleges that interest you, this college evaluation chart can help you put it all in perspective. For each of the selection factors listed, evaluate each college on a scale of 1 (poor) to 5 (excellent). You decide whether a college or university receives a 1, 2, 3, 4 or 5 on each factor, such as location or academic program.

In other words, a college that you evaluate as a 5 on one factor may receive a 1 on that same factor from someone else.

Now, for each factor, compare your evaluations of the colleges. Keep in mind that it's unlikely that all of the college selection factors will be of equal importance to you. Pay special attention to those you think are most important to your interests and needs.

*College names*

## Selection factors

*Evaluate each college from 1 (poor) to 5 (excellent)*

	<i>College names</i>				
Academic program and atmosphere . . . . .					
Student-faculty ratio . . . . .					
Accessibility of faculty outside of class . . . . .					
Faculty teaching reputation . . . . .					
Opportunities for independent study . . . . .					
Opportunities for international study . . . . .					
Opportunities for internships . . . . .					
Academic counseling program . . . . .					
Career counseling program . . . . .					
Campus setting and architecture . . . . .					
Academic facilities (classrooms, labs, practice rooms) . . . . .					
Availability of computers and Internet access . . . . .					
Library as a place to study and do research . . . . .					
Cultural facilities (theaters, galleries, concert halls) . . . . .					
Opportunities to hear visiting lecturers . . . . .					
Opportunities to see visiting artists and performers . . . . .					
Personal counseling program . . . . .					
Recreational facilities (gyms, tracks, pools, etc.) . . . . .					
Student health facilities . . . . .					
Location of campus and surrounding town or city . . . . .					
Size of student population . . . . .					
Opportunities for part-time work . . . . .					
Opportunities to participate in clubs, sports and activities (list all that interest you) _____ _____					
Residence halls or other types of college housing (special houses, fraternities, sororities, etc.) . . . . .					
Opportunities for entertainment and social life (movies, concerts, dances, coffee houses, etc.) . . . . .					
Food . . . . .					
Other factors of importance to you (list below) _____ _____ _____					



- Beloit
- Carleton
- Coe
- Colorado
- Cornell
- Grinnell
- Knox
- Lake Forest
- Lawrence
- Luther
- Macalester
- Monmouth
- Ripon
- St. Olaf

[www.acm.edu](http://www.acm.edu)

# Campus visits .....

## There's no substitute for seeing a college yourself!

There are lots of ways to find out about a college, from brochures to videos to college fairs.

But the bottom line is that

nothing beats the test of going to a college and seeing it for yourself.

Here are some ideas to help you make the most of a campus visit.

A campus visit is informative at any time, but it's best to see a college in action, when students are in classes.

### Before you go

#### Call the admissions office in advance

Just as there's no substitute for seeing a college firsthand, there's no substitute for advance planning.

When you call the admissions office, tell them the date you'd like to visit and the time of day you expect to arrive.

If you want to stay overnight in a residence hall, ask if they can make arrangements.

Also, find out about lining up an interview (if they offer them and you'd like one) or attending an information session, visiting classes and talking with faculty.

Colleges encourage visits, but their schedules for tours, interviews and overnight stays might fill up early. Call ahead!

#### Read up on the college and think about questions

Go back through the information you've collected about the college. Check the resources at your school's guidance office and browse the college's Web site, if possible.

This research will help you

think of questions to ask and aspects of the college to explore while you're there.

The other side of this page has lists of questions to help you get started. As you think of other questions, write them down.

Have some extra time during your visit? Stop by the campus coffee shop or grill, read bulletin boards, try to strike up conversations with students, or go to a play or lecture.

### While you're there

#### Talk to as many students as you can

Once you're on campus, try to take advantage of a variety of ways to learn about the college:

- Meet with an admissions officer or attend an information session
- Take a tour of the campus
- Sit in on a class

- Have a meal in the cafeteria
- Pick up copies of the student newspaper and alumni magazine.

Throughout your visit, talk to as many students as you can and don't be bashful about asking questions!

#### Prepare for the interview

If you have scheduled an interview, take along your list of questions, so you're sure to cover everything you wanted to find out.

You'll probably be asked about your academic background,

interests, hobbies, goals and why you're interested in the college, so be ready to talk about that.

As with any interview, be on time, or call ahead if you know you'll be delayed.

Nervous about the interview? That's natural. Try to look at it as a conversation in which you ask questions, too. You'll be more likely to relax, be yourself and enjoy it.

#### Take time to look around on your own

Take some time to explore the campus on your own and absorb the atmosphere. While

organized activities can give you information you can't get on your own, the reverse is true, too.



## Lots and lots of ????

You've probably already thought of lots of questions to ask during your campus visit.

Here are some suggestions, but be sure to ask the questions that are important to YOU.

### When you talk to students, ask . . .

1. How many hours a week do you study? Is that typical here?
2. Are faculty members interested in students and accessible outside of class?
3. Do many students go home on weekends?
4. Are the athletic facilities open to all students or only to athletes?
5. Is it possible to study in your dorm room?
6. Is the food good?
7. Are campus jobs readily available?
8. Is there easy access to computers? Where are they located?
9. What's the library like as a place to study? to do research?
10. What do you like most about this college? least?
11. How easy is it to get the classes you want?
12. If you could change something about this school, what would it be?

### If you attend a class, ask yourself . . .

1. Are students prepared for the class? Do they seem interested in the material?
2. Do I feel that the students are learning—either new facts or new ways of thinking about a subject?
3. Is there time for questions and discussion? Do students participate?
4. Am I intellectually challenged by what is taking place in the class?
5. Is there good rapport between professors and students?

### As you tour the campus, ask yourself . . .

1. Are the buildings in good repair? the grounds well-kept?
2. Are the residence halls pleasant and quiet enough to study in? Are there laundry and kitchen facilities?
3. What's the cafeteria like?
4. Are computers and lab equipment up-to-date and plentiful?
5. What's the surrounding town or city like?

### In an interview or information session, you could ask . . .

1. Does the college have academic programs that fit my interests?
2. Where are computer terminals located? Will I have to pay extra for computer time?
3. Will I have access to special equipment (such as an electron microscope) as a first-year student?
4. What are the strengths and weaknesses of the college's advising system?
5. How many students will there be in courses I'm likely to take in my first year? Are those courses taught by professors or graduate assistants?
6. What kinds of campus jobs are available for first-year students?
7. Will there be any new programs or facilities in the next two years?
8. What are the college's recent graduates doing now?

## After the visit

### Write down your impressions

1. Were the people you met friendly? Did they answer your questions fully and candidly?
2. What do you think of the quality of instruction and the academic atmosphere?
3. Were the students the kind of people you'd like to get to know?
4. Did you like the social atmosphere?
5. Would you like to spend more time there?

People's views about a college or university can vary widely, so try to talk with as many people as possible.

Write down your questions so you'll remember them and can refer to them during your visit.

As you tour the campus and talk with people, ask yourself whether this is a place where you'd feel comfortable and able to learn and do your best.

Are you interested in any extra-curricular activities? If so, ask about them and try to see the facilities.

If possible, write down your impressions of the college while they're still fresh in your mind.



## Disclosure of Disability

As a student with a disability in elementary, middle, and high school, you did not need to share information about your disability to receive accommodations because the school and your parents or guardians were there to assist you with arranging accommodations.

After high school, accommodations are usually provided by a program's disability support service only if you disclose your disability and request accommodations. Some reasons for disclosing your disability in a postsecondary setting include:

- Obtaining information about available supports and services
- Discussing academic requirements and practical components of your course of study
- Ensuring that faculty members implement the reasonable accommodations you require in order for you to be successful in your courses.

### When to disclose your disability

The timing of your disclosure depends upon when you need accommodations. Generally, there are five instances where it may be important to consider disclosure.

- Prior to enrollment - you would disclose at this time if you needed accommodations during the application process.
- At the time of enrollment - if you anticipate that you will need accommodations to complete your classes, it would be important to disclose at this point. Remember, you want to disclose your disability before you have trouble in a course due to lack of accommodations.
- During your course of study - you would disclose at this point if you discover that you need accommodations while taking classes.
- After being diagnosed - you want to disclose if you acquire a disability during your course of study and need accommodations to successfully complete the program.
- Never - you may choose not to disclose your disability if no accommodations are needed, or if you have decided to accommodate your needs personally.

**How to disclose your disability**

Determine your own personal privacy boundaries concerning the amount and type of information you want to share with others. Pick a time when you are not rushed and can thoughtfully explain your needs to others. Remember to keep the disclosure conversation focused on your abilities and be self-determined and practical. It is also a good idea to practice talking about your disability with someone you trust.

**What to disclose about your disability**

Programs may vary regarding the information they request from you. Below is information that you should be prepared to share with the disability support service staff.

- Information about your disability, including assessments and, if requested, documentation of your disability.
- Types of academic accommodations that have worked for you in the past.
- Types of academic accommodations you anticipate needing in the postsecondary setting.
- How your disability and other life experiences can contribute to your success in your studies.
- How your disability affects your capacity to learn and study effectively.

**To whom do you disclose your disability?**

Generally, you should only disclose your disability to those individuals who have a need to know because of the accommodation process. You may consider disclosing to the program's disability support service's staff, academic advisor, directly on your application, or to an admissions officer. Some programs discourage students with disabilities from disclosing directly to faculty and staff because of student confidentiality. It is a good idea to begin by disclosing to the disability support services office to learn what the specific procedures are for your program.

*Adapted from <http://www.dol.gov/odep/pubs/fact/wwwwh.htm>*

### **Requesting Services**

After meeting with you and reviewing your documentation, the Disability Services Coordinator will better understand how your disability impacts your learning and will be able to determine possible accommodations.

- The student will meet with the Disability Services Coordinator and work out a plan on services that need to be offered.
- Know what accommodations are available and what works best for the individual student.
  - Example: might need accommodations for history class because there is a lot of reading but might not need anything for a math class.

### **Parent Release Forms**

Since students are age 18 when entering college and are considered a legal adult, colleges are not able to communicate with parents unless a student has signed a release form.

- It is a good idea for parents to discuss this with their students prior to entering college.
- The student needs to request and sign the release form when meeting with their Disability Services Coordinator.
- It is the student's responsibility to request this documentation.

## Types of Services Offered in Post-Secondary Education

Schools offer a continuum of services that vary from school to school. Each student is responsible for inquiring in to the services available at the school of their choice.

- Test Taking Alternatives
  - Extended time, taped tests, oral tests, alternative test site or use of a computer as an aid for quizzes and exams.
- Provision of note takers, scribes, proofreaders, editing services
- Provision of textbooks and other educational materials in alternative formats
  - Example: electronic format
- Modifications in procedures
  - Priority registration
  - Permission to take less than full-time credit and still be eligible to receive financial aid.
  - Preferential seating in classroom
  - Extension of timelines for completion of specific assignments or courses
  - Extension of timelines to complete certification or degree requirements
- Foreign language and math course substitutions
  - Example – Option to take a foreign culture class instead of a foreign language.
- Tutoring
  - Individual tutoring is not a required accommodation and is considered by many schools as a personal service that is the responsibility of the student to arrange and pay for if needed.
  - Peer tutoring is available at most schools; however, the number of free hours available may be limited.
- Bridge Classes
  - Many schools will offer a transition type class for freshman and students with disabilities. Some of these may take place the summer before freshman year of college.
  - The classes typically focus on:
    - Accountability
    - Time Management
    - Study Skills
    - Homework Navigation
    - Test Taking Skills
    - How to Take Notes
  - These classes can vary in duration depending upon the school and can be offered from 6 weeks to the whole semester.
- Counseling Services
  - Many schools have counseling services available to all students. The cost and availability depends on each school.

*Remember to meet with your school's office of disability services to discuss available accommodations that work for you.*

## **Office of Disability Services: Questions They Might Ask You**

- When was your learning disability first diagnosed?
- What type of assistance have you been receiving in high school?
- What kind of accommodations will you need in college?
- Can you describe your learning difficulties?
- Can you articulate your strengths & weaknesses?
- How has your disability affected your learning?
- What high school courses were easy (or more difficult)?
- Are you comfortable with your learning disability?
- Can you self-advocate?
- What do you plan to choose as a major?

## **Office of Disability Services: Questions You Might Ask Them**

- What are the admission requirements?
- Is there any flexibility in the admission policy? Course substitutions? GPA?
- What is the application procedure?
- Do you Superscore for the ACT?
- Is a special application required?
- What auxiliary testing is required?
- Are there extra charges or fees for the special programs or services?
- Are there remedial or developmental courses?
- What is the procedure for requesting waivers or substitutions?
- What are the academic qualifications of the individual who provides service to students with learning disabilities?
- What services and accommodations are available:
  - Testing accommodations
  - Note Takers
  - Books on tape
  - Skills classes
  - Support groups
  - Priority registration
  - Professional tutors

# Financial Aid

## Questions to ask colleges

Although the process of applying for financial aid may seem complicated and difficult, the financial aid officers at colleges and universities are there to help you. Don't hesitate to contact them! Here are some questions you might ask.

1. What kind of financial assistance does the college offer: need-based, merit-based, or both?
2. Can the college provide an early estimate of what our financial aid award might be?
3. What forms are needed in order to apply?
4. When are financial aid applications due?
5. What costs for a student are taken into account by the financial aid office? Tuition, room, board, transportation? How about additional expenses like books, fees, computers and personal expenses?
6. What is included in the comprehensive fee? For example, do students have to pay extra for computer time or to attend campus events (concerts, plays, films, lectures, athletic events, etc.)?
7. When will we be notified about the amount of assistance we can expect?
8. Does the institution have an appeal process to review special circumstances?
9. Is there a commitment for financial assistance beyond the first year?
10. How and when do we apply for financial assistance after the first year?
11. What if we do not qualify for need-based aid? Are there alternative financing options available?
12. What grants, loans and work study opportunities are offered by the college itself? Are there any we might be eligible for?
13. What is the average student loan indebtedness of the college's graduates?
14. Is there a restriction to the length of time that financial assistance will continue?
15. How long does it typically take a student to graduate from this college? Four years? Longer?
16. What impact do scholarships from outside sources have on other financial aid?
17. Can we apply financial aid toward an off-campus study program, either in the U.S. or another country?
18. What happens if our family's financial situation changes substantially during the school year?
19. Are there any payment options available (such as monthly or quarterly)?

### The types of financial aid

Financial assistance comes in several types: grants and scholarships, loans and work-study.

Funding for financial aid comes from the federal government, state government, private sources and from the colleges and universities themselves.

• **Scholarships and grants** are outright gifts of money. Most of the time, they are based upon need. Sometimes, though, they are awarded for academic excellence and promise, or for special achievements or abilities. This is also known as gift aid.

• **Loans** are a significant part of most aid packages. They must be repaid, but most often not until after you graduate. Interest rates are usually lower than other types of loans. The payback period on college loans varies from two or three years up to 30 years.

• **Work-study** is a part-time job on campus. For instance, you might work in the library, or as a resident advisor, lifeguard or food-service worker.

## Some financial aid terms

**Financial aid package** The combination of gift aid, loans and work-study that a student receives.

**Comprehensive fee** The total cost of tuition, room, board and student fees charged by a college or university. In addition, other expenses (such as transportation and books) are added to the comprehensive fee to determine the cost of attendance at a college.

**Need analysis** Using information provided on the FAFSA (Free Application for Federal Student Aid) form and on other forms a college or university might require, the income and assets of both the parents and the student are analyzed. Many variables that affect a family's financial situation are considered, such as the number of people in the household, number of children in college, state of residence, age of the parents, and the types of assets and savings.

**Expected family contribution** The amount that the family, including the student, could reasonably be expected to contribute toward the cost of college education. This is determined by need analysis.

**Financial need** The difference between the estimated family contribution and the estimated cost of attendance at a college or university. The amount of financial need is the basis for awarding need-based aid.

**Need-based aid** Financial aid awarded on the basis of the financial need shown by a family, as determined by need analysis.

**Merit-based aid** Financial aid awarded on the basis of factors other than financial need. This usually consists of scholarships awarded for academic performance or for special talents, such as artistic or athletic ability.

Here are some sites on the Web that provide further information about financial aid.

**www.finaid.org** A comprehensive Web site, including explanations of different types of financial aid, a glossary of terms, and calculators for estimating college costs and financial aid.

**www.studentaid.ed.gov** This is the student financial aid site for the U.S. Department of Education. The site includes resources and suggestions for every step of the process, from beginning your college search to financing your education to repaying college loans. The "Funding" section has links to information about the FAFSA, downloadable federal student aid publications, and links to information about financial aid programs in each state. This site has a Spanish language version.

**www.studentaid.org** The Web site of the National Association of Student Financial Aid Administrators (NASFAA) features online financial aid brochures (some in Spanish), worksheets and checklists.

**www.fastweb.com** FastWeb is a searchable database of more than 600,000 scholarships.

## Tips for navigating the financial aid process

- **Read each college's brochures carefully** to find out which form(s) to submit and when to apply for financial aid.
- **Fill out all forms accurately and completely.** Mistakes or incomplete information on financial aid forms can cause delays.
- If you have questions about filling out the FAFSA (Free Application for Federal Student Aid), call the **Federal Student Aid Information Center** at 1-800-4-FED-AID.
- Make sure you **don't miss important deadlines**, as the dates might vary. For example, merit scholarships often have deadlines that are different than those for other types of financial assistance.
- **Keep a copy** of every financial aid form and supporting document that you send out. Also, keep copies of any correspondence and notes of conversations you have with financial aid officers.
- **Beware of scholarship scams.** As a general rule, if you have to pay money to get a scholarship, it's probably a scam.
- **Reapply every year.** Most financial aid awards are not automatically renewed.

## Where to go on the Web for more info







# **Section III: Employment and Vocational Options**



## Post-High School Options

This section will provide information and resources on options outside of a traditional 4-year college degree.

<b>Type of Program</b>	<b>College Associates Degree or Certificate Program</b>	<b>Technical/ Trade School</b>	<b>Military Experience</b>	<b>Continuing Education: College Experience</b>
<b>Length of time</b>	1 semester to 2 years	One month to multiple years	Standard 4 or 6 years of active service followed by an inactive reserve commitment.	On-going, students' discretion
<b>Estimated cost?</b> * Cost is estimated based on college's listed costs' on their respective websites for 2014-15 school year.	<b>Harper College:</b> \$220 (Shortest Certificate Program) - \$6600 (2-year Associates Degree) plus books and fees.	Varies based on length of time in program and program chosen.	You will get pay and benefits from the Military.	In-District costs range from \$100-\$150 per credit hour. Local colleges with programs: Harper College Oakton Community College Triton College College of Dupage
<b>Vocational outcome</b>	Specific focus on chosen vocation. Hands-on training and experience often included.	Prepared to perform tasks for a particular career.  Internship/Apprenticeship – allows practicing skills for a trade/career.	The military offers careers within all the branches.  Free education and training often included	Earn degree credit courses by non-traditional students, non-degree career training, workforce training, formal personal enrichment courses (both on-campus and online) self-directed learning (such as through Internet interest groups, clubs or personal research activities) and experiential learning as applied to problem solving.
<b>Admission Requirements</b>	Varies based on college.  Make an appointment with a counselor.  Financial aid may be available	Typically requires a high school diploma or a G.E.D.	You must be a U.S. citizen or resident alien. You must be at least 17 years old and have a high school diploma.  You must pass a physical medical exam and regularly pass drug testing.  Armed Services Vocational Aptitude Battery (ASVAB)	The Illinois Community College Act states that students may enroll in any class provided they meet the college's minimum competency requirement, course prerequisites, and/or departmental admissions requirements and as long as space for effective instruction is available.
<b>Social life</b>			Live on military base with other military personnel (no civilians)  Food and living quarters paid for and determined by the military	Most institutions have vast opportunities for social involvement from joining formal clubs and/or organizations to simply participating in sponsored events.

## Military

For each branch, there are slightly different enlistment requirements:

To join the...	You must:
<b>Air Force</b>	Be between the ages of 17-27. * Have no more than two dependents. Pass the Armed Services Vocational Aptitude test. (Minimum AFQT Score: 50)
<b>Army</b>	Be between the ages of 17-34. * Have no more than two dependents. Pass the Armed Services Vocational Aptitude test. (Minimum AFQT Score: 31)
<b>Coast Guard</b>	Be between the ages of 17- 39* Have no more than two dependents. Pass the Armed Services Vocational Aptitude Battery test. (Minimum AFQT Score: 45) Have a willingness to serve on or around the water.
<b>Marines</b>	Meet exacting physical, mental, and moral standards. Be between the ages of 17-29. * Pass the Armed Services Vocational Aptitude Battery test. (Minimum AFQT Score: 32) Women are eligible to enlist in all occupational exception of combat arms specialties: infantry, tank and amphibian tractor crew members.
<b>Navy</b>	Be between the ages of 17-34. * Pass the Armed Services Vocational Aptitude Battery (ASVAB) test. (Minimum AFQT Score: 50) Women are eligible to enlist in all occupational fields, with the exception of serving in the Navy Seals or on submarines.

*\* Age limits vary based on active-duty, prior service or reserve. In addition, 17-year old applicants require parental consent.*

## 10 Tips For Visiting the Recruiting Office

1. **Have No Fear.** Remember you are under no obligation when speaking to a recruiter. You may be asked to sign paperwork before taking the ASVAB and possibly at other steps in the process. This is standard procedure so don't be alarmed. The enlistment process is involved and takes time; you have the ability to change your mind at anytime before you sign the final enlistment contract.
2. **Go with someone.** You may feel more at ease if you take a friend, parent or someone else you trust.
3. **Know the ASVAB.** You may be able to get the job you want, but to do so you must score well on the Armed Service Vocational Aptitude Battery (ASVAB). But the ASVAB alone doesn't guarantee you'll get the job you want. Military job selection is also based on other specified criteria, such as physical fitness, eyesight, security requirements, and education level.  
Keep in mind the job you want may not be available at the time you are joining. In this case, you may want to wait until there is an opening for the job you want. Depending on how important the choice of a particular branch is to you, consider the possibility that another service may be able to offer you the job you want or maybe there's a similar job available.
4. **Be stationed where you want.** Some services have programs where they can guarantee your first duty station. Be sure to ask! But remember after your first unit, you could end up serving anywhere.
5. **Get paid more.** If you have special training or education, you may qualify to join at a higher rank and pay. Some examples include Junior ROTC, Eagle Scout and Civil Air Patrol. Ask the recruiter.
6. **Choose your start date.** Use the Delayed Entry Program to your advantage, tell your recruiter the earliest date you are able to go to basic training.
7. **Choose your commitment.** The shortest enlistment contract requires a commitment of two years active duty and four years in the inactive reserve. The standard enlistment contracts are 4 or 6 years of active service followed by an inactive reserve commitment.
8. **Correct the contract before signing.** Typos and errors can create problems. Make sure the contract is right before you sign it.
9. **Get it in writing.** Guarantees such as MOS, bonuses and the College Fund must be reflected in the enlistment contract.
10. **Remember you're signing up to be a Soldier, Airman, Sailor, Marine or Coast Guardsman.** It is important that you are honest with your recruiter. Don't hesitate to ask questions. You should work to get the job you want, but understand that your role as a servicemember comes first. Be honest with yourself; serving in the military is not like a regular job. You can't just quit when the going gets tough. The military requires diligence, dedication and a commitment to teamwork. Remember, your actions could potentially cost or save lives.

# **Section IV: Appendix**

## Standardized Testing

### Accommodations Requests

- Approved accommodations vary by test (ACT, SAT and AP test all offer different accommodations).
- Case managers work with Assessment Center Staff to apply for each individual student's accommodations. Special education students do not register for tests online.
- Please note: there is no guarantee that accommodation requests will be approved.
- A formal acceptance letter will be sent to both parents and the school. This letter outlines what accommodations will be granted.
- If the request is denied, Case Managers will work with the parents and student to re-submit any additional information that ACT or College Board may request.

### Typical Accommodations

- Extended Time
  - Time and a half, completed in one day
  - Time and a half, completed over multiple days
    - Note: not offered for AP Tests
- Extended Time and Test Read
  - ACT: Test read on CD
  - AP Tests: Live reader



## Standardized Test Scores Worksheet

*Track your progress by filling in your scores for each test.*

	<b>Composite Score</b>	<b>Math</b>	<b>Science</b>	<b>English</b>	<b>Reading</b>
<b>EXPLORE</b>					
<b>PLAN</b>					
<b>IACT</b>					
<b>PSAE</b>					
<b>Additional ACT (Optional)</b>					
<b>ACCESS</b>					

## High School vs. College for a Student with a Disability

<b>In the high school, the school has responsibilities which include the following:</b>	<b>In the colleges and universities:</b>	<b>Student responsibilities &amp; timeline:</b>
<b>Identify</b> students with disabilities	Students must <b>self-identify</b> and a school is required to protect a student's right to privacy and confidentiality	<i>(i.e., determine whether to self-identify)</i>
<b>Provide</b> an evaluation of the student's disability	<b>Documentation</b> of the disability is the student's responsibility	<i>(i.e., obtain most recent eligibility review and IEP paperwork)</i>
<b>Classify</b> disabilities according to specified diagnostic categories	Colleges have specific guidelines for documentation of a disability, the classifications or diagnosis of the condition is not as important. What matters is the <b>functional limitation</b> caused by the individual's disability	<i>(i.e., know your identified disability, strengths, and deficits)</i>
<b>Involve</b> parents or guardians in placement decisions in most circumstances or with very few exceptions	Parents and guardians are <b>not involved</b> , and privacy laws may bar college staff from even discussing a student's disability with parents unless provided in writing from the student	<i>(i.e., student and parent/guardian discuss how post-secondary progress will be communicated)</i>
<b>Provide</b> certain non-academic services	Ensure that non-academic services are <b>accessible</b> and do not discriminate	<i>(i.e., research what non-academic services are available)</i>
<b>Place</b> students in programs by a multidisciplinary team with student and parent participation and approval.	There are no IEPs or multidisciplinary teams. A student must work with college advisors to determine classes/schedule.	<i>(i.e., research college advisor/department)</i>
<b>Structure</b> a large part of the student's weekly schedule	Students structure their <b>own schedules</b>	<i>(i.e., determine scheduling needs)</i>
<b>Modify</b> educational programs	<b>Provides academic adjustments and/or auxiliary aids or services to accommodate the functional limitations of qualified students with disabilities, as indicated in the appropriate documentation</b>	<i>(i.e., collaborate with access and disability services)</i>
<b>Prepare</b> Individualized Education Plans (IEPs)	College staff prepare accommodation letters that suggest reasonable academic adjustments, services and accommodations which do not alter the essential content of a course or program	<i>(i.e., understand needed accommodations)</i>
<b>Provide</b> a free and appropriate education	The <b>student</b> requests academic adjustments and/or auxiliary aids, but chooses his/her own classes and programs, within a school's requirements	<i>(i.e., collaborate with access and disability services)</i>
<b>Inform</b> parents of their procedural safeguards	<b>Inform</b> students of their rights and responsibilities	<i>(i.e., collaborate with access and disability services)</i>

### IDEA vs. ADA

Who is covered by the ADA? All qualified people with disabilities who meet the entry level age criteria or program criteria of the post-secondary institution and who can document the existence of a disability as defined by the ADA.

<b>Secondary School</b>	<b>Higher Education</b>
Education <u>is a right</u> under IDEA and must be provided in an appropriate environment to all individuals.	Education is <u>not a right</u> . Students must meet admission criteria defined under ADA as "otherwise qualified".
School district is responsible to identify a student's disability.	Students must self-identify.
School district provides free testing, evaluation, and transportation to program.	Student must provide current and appropriate documentation as defined by the college. If documentation from high school is not adequate, student pays for additional testing and transport to program.
Transition planning and timelines exist to clarify students' vision, identify programming choices and coordinate appropriate coursework options.	Students make all coursework selections.
School district develops IEP to define educational supports and services under special education.	<b><u>No IEP/special education in college.</u></b>
IEP Team (including student) determines IEP supports and services that will be provided.	Student is responsible to contact faculty and advocate for services.*
Access to general curriculum, necessary modifications, and a variety of appropriate accommodations are available.	No fundamental alterations to the curriculum are made. Academic accommodations and modifications are available based on student's documented disability.
Personal services for medical or physical disability are required.	No personal services are required.**

*\* Although responsibility lies with the student, DSS works closely to develop a Faculty Request for Services and will advocate if difficulty arises. \*\* Disability Support Services may assist students in efforts to advocate for such services.*

## Differences in High School and College:

### Dependence vs. Independence

Secondary School	Higher Education
School year is from September to June	School year is August-December, January-May
The main office exists as the center of activity for school.	Students are responsible to know where to locate information, assistance, study support
Rigid schedule with constant supervision	Greater flexibility of scheduling
Classes meet daily	Classes meet 1,2,3 or 4 times a week.
Attendance is taken.	Attendance policies at discretion of instructor
Guidance counselors or other staff schedule support services for students	Students connect with Disability Services staff and arrange all support services
Someone is available to help plan study time (teachers, SPED, parents)	Student responsible for setting and following through on all scheduling and study time
Classes generally held in one building	Classes are held at many different sites on campus
Average class is 35 - 45 minutes	Class times vary from 50 minutes - 4 hours
Daily contact w/teachers and support staff	Classes meet less frequently, impacting access to instructors and assistance
Parent permission required (until 18 years).	School responds to parent concerns Student is an adult with all decision making authority. Parent permission not required.
Students generally live at home.	Students are responsible for housing, transportation, finances, etc.

