

MRS PROMOTING
ABILITIES

Michigan Rehabilitation Services

Customer Guide to Continuing Education and Training After High School



TABLE OF CONTENTS

Introduction to Michigan Rehabilitation Services, Page 2.	
Eligibility for Michigan Rehabilitation Services, Page 3.	
Making the Transition, Page 4.	
Ten Ways Higher Education and Training Differs from High School, Page 5.	
An Overview of Laws—A Comparison of Rights and Responsibilities	6
Thinking About Postsecondary Education?—Consider This	7
Visiting Postsecondary Institutions.	8
Higher Education and Training Options—What Are They?	9-10
Michigan Career and Technical Institute	11
MRS Support Services for Continuing Education Leading to Employment.	12
Partnering with MRS—Student Responsibilities.	13
Combining Work Experience and Higher Education	14
Role of Parents/Caregivers in Student Success	15
Applying to Postsecondary Institutions	16
Financial Aid Overview	17
Disability Support Services (DSS)	18
Preparing Student Disability Documentation	19
Accessing Accommodations and Being Proactive about Learning—A Recipe for Success	20
Student Planning Tools:	
Accommodations Planning Guide	21
Study Skills and Learning Strategies Planning Guide	22
Assistive Technology Guide	23
Preparation Checklist	24
Checklist for Success	25
State of Michigan Student Aid	26
Additional Resources	27
Michigan Public College and University Contact Information	28-30
Client Assistance Program (CAP)	31
Glossary of Terms	32-36

WELCOME TO MICHIGAN REHABILITATION SERVICES

Mission: Michigan Rehabilitation Services (MRS) partners with individuals and employers to achieve quality employment outcomes and independence for individuals with disabilities.

High school students are often referred to MRS by special education teachers as they transition from secondary education to postsecondary education and employment. When students participate with MRS they are assigned to a rehabilitation counselor who assists them through the rehabilitation process.

MRS counselors help transition students explore different careers and set job goals by:

- Completing vocational assessments
- Participating in job-shadows
- Trying out specific jobs
- Exploring unique interests and talents

Once a job goal is selected, the next steps are to:

- **Plan** and create a map (Individualized Plan for Employment) to a future career
- **Participate** in steps to achieve employment

MRS provides a variety of employment services that are individualized to meet the needs of each person. Counselors may arrange the services of other community agencies. Students and/or family may be asked to contribute to the cost of some services, if they are able to do so.

MRS customers sometimes consider postsecondary education and training to reach their future career and employment goals. Each MRS customer is assigned to a rehabilitation counselor with expertise assisting individuals with disabilities into employment. Part of the role of the counselor is to

provide customers with information that allows them to make informed choices about vocational options, supports and services that are consistent with the individual's interests, aptitudes, abilities and capabilities.

This publication is intended to be a resource to promote success for MRS customers as they consider if postsecondary training is right for them and if so, offers assistance to help them prepare for, be successful in, postsecondary education after high school. There is also a section for parents who often play a critical role in assisting their student in the transition from high school to postsecondary settings.

Disability Support Services (DSS) is commonly used in higher education and will be the term used throughout this guide. However, these offices have different names at different institutions such as Resource Center for Persons with Disabilities or Office of Special Services.

Glossary of Terms on pages 32–36 defines terms used in this guidebook.



STUDENTS ENROLLED IN high school are involved in an entitlement model of special education. What that means is that all students with a disability will receive a free, appropriate public education designed to meet their unique needs.

When students exit high school by graduating, dropping out, receiving a local certificate of completion, or receiving their GED, they are leaving the entitlement model of special education and entering the eligibility model of adult service provision. This means the individual must meet established criteria to receive supports and services.

Students applying for services from MRS must meet the eligibility criteria of MRS. MRS determines student eligibility based on the following:

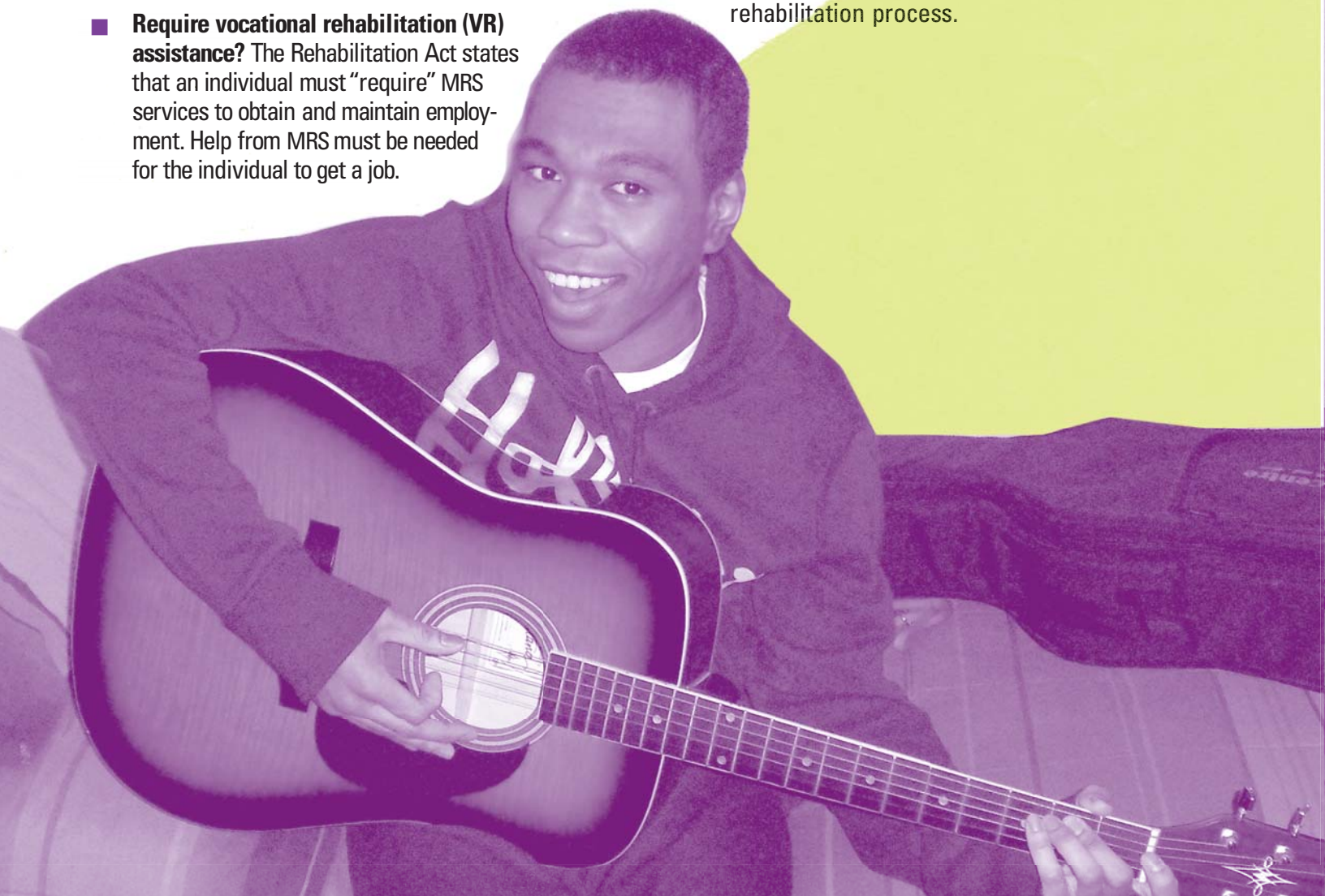
Does the student...

- **Have an existing physical or mental impairment** such as amputation, brain injury, cancer, cerebral palsy, diabetes, epilepsy, hearing loss, heart disease, learning disability, mental illness, multiple sclerosis, muscular dystrophy, substance abuse, and many others?
- **Have vocational or work-related barriers because of the student's disability** that present a major barrier in learning or performing at a job?
- **Require vocational rehabilitation (VR) assistance?** The Rehabilitation Act states that an individual must "require" MRS services to obtain and maintain employment. Help from MRS must be needed for the individual to get a job.

Eligibility for Michigan Rehabilitation Services

And can the student...

- **Benefit from VR services that will lead to employment?** Students wanting a job need to be available to actively participate in the rehabilitation process.



MAKING THE TRANSITION

TRANSITIONING OUT OF HIGH SCHOOL is not the end of learning, gaining skills or setting goals — it's just the beginning. Moving from high school into higher education, training and employment is exciting, challenging, and the beginning of an important phase of life.

There are many choices and things to consider. Where to live? What kind of job to have? Where to attend vocational school or college? Is it best to attend a community college or a four-year college?

There are big differences between special education services that students with disabilities receive in high school and accommodations and support services that students may be eligible to receive in higher education settings. In high school, school districts have the responsibility of evaluating and identifying students who qualify for special education. Individualized Education Program (IEP) teams meet to determine support services that students need to participate in their education. Evaluations and support services are provided at no cost to parents or students.

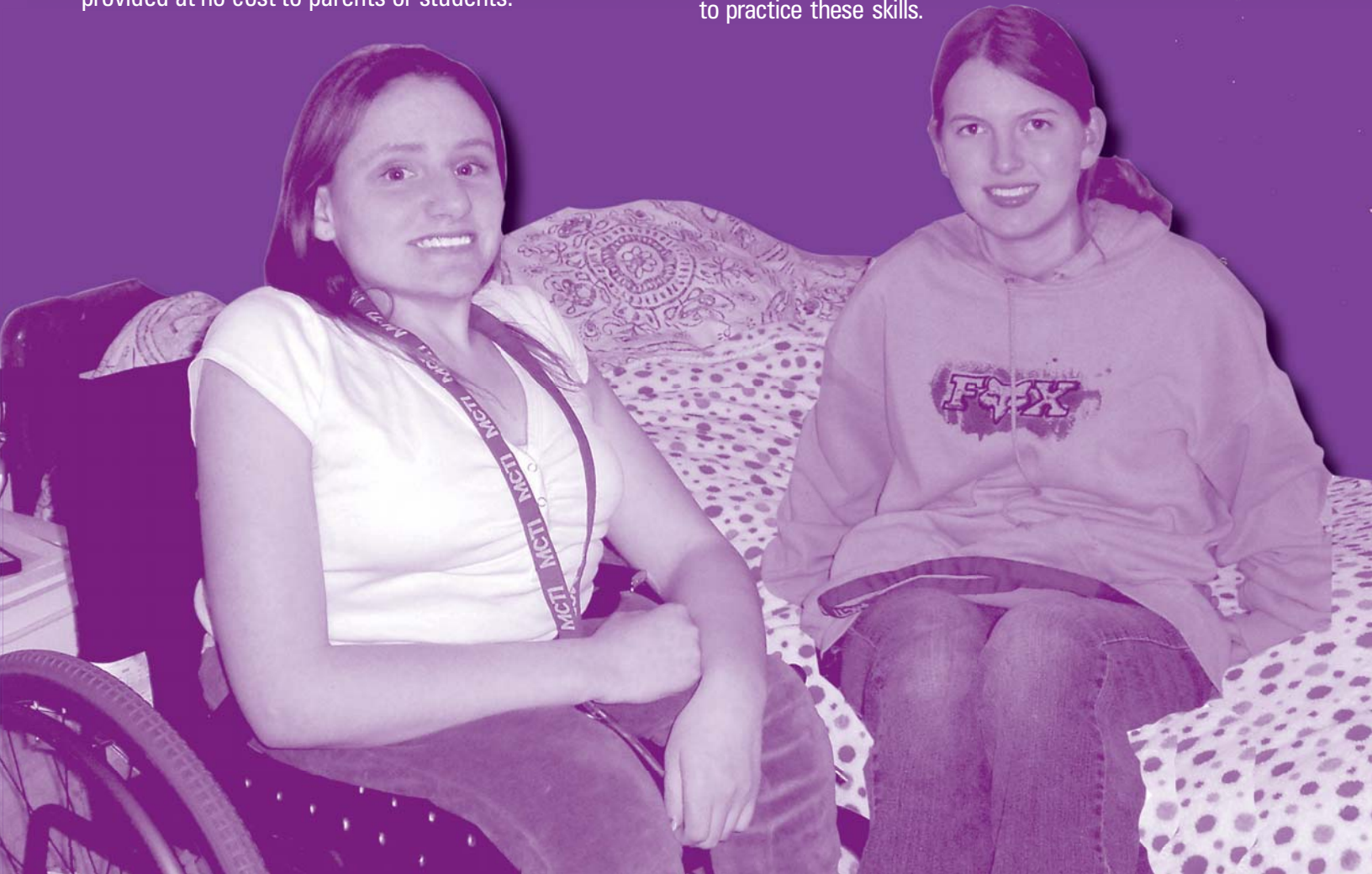
In postsecondary settings, students must be able to:

- Contact the Disability Support Services (DSS)
- Provide adequate documentation of their disability
- Make and keep appointments
- Identify their disability
- Talk about how their disability impacts their learning
- Advocate for the accommodations that they need

That is just the beginning... Students also need to be able to:

- Study independently
- Organize their work
- Take responsibility for their learning

Therefore, when considering if postsecondary education is right for a student, the student needs to be able to assess where they are with these important skills, develop skills where there are gaps and have a chance to practice these skills.



10 WAYS

HIGHER EDUCATION AND TRAINING DIFFERS FROM HIGH SCHOOL



1 Physical Environment—postsecondary settings are often spread out and classes are offered in different buildings. If you have accessibility needs, plan to visit buildings where your classes will be held. Consider the distance between classes so you have enough travel time.



2 Support—the amount of support provided in higher education is significantly less than what you receive in high school. Developing supportive relationships with teachers relies on students taking the initiative to establish a rapport. Ask questions in class and take advantage of your instructor's office hours.

3 Academic structure—classes are often long, meet less often, vary in length, and vary in times offered (day and evening).

4 Teachers—are qualified in their area of instruction, but not certified as special education teachers. However, most teachers are willing to work with students with disabilities, if the student's needs are made known to the teacher.

5 Learning—more reliance on note taking, reading and listening for understanding. Be prepared for class by completing the readings and assignments, which will help you follow and understand the material presented in class.



6 Academic atmosphere—more competitive, more self-directed work, fewer assignments and exams, and less extra credit opportunities that determine final grades. Know how your grades are determined. Be well prepared for your exams.

7 Tests and papers—longer and more comprehensive. Most colleges have a writing center and/or other tutorial services to help students with writing papers, developing good study habits, preparing for taking a test and test taking strategies.



8 Responsibility—is up to the individual student. Teachers and counselors at postsecondary institutions do not check up on students, provide reminders, or follow up on progress. Students need to be proactive about requesting accommodations and advocate for themselves.

9 Stress—significantly increased due to the above factors and the fact that many students are living away from home for the first time.

10 Technology—computer and technical skills are essential to participate in the college environment. Check with the college library for free seminars on how to use the latest technology and systems on campus.



An Overview of Laws— A Comparison of Rights and Responsibilities

Which law applies?

The applicable laws for high school students are:

- **The Individuals with Disabilities Education Act (IDEA)** ensures that eligible children with disabilities receive educational services and governs how state and public agencies provide early intervention, special education and related services to children with disabilities. This is an entitlement service model.
- **Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA)** are civil rights laws that prohibit discrimination on the basis of disability in programs and activities. High school students with 504 plans are students with disabilities who are not eligible for special education but need reasonable accommodations to have equal access to their education such as extended time for tests.

In higher education, the applicable laws are:

- **Section 504 of the Rehabilitation Act and the ADA.** These laws provide that no otherwise qualified person with a disability will be denied access to, or the benefits of, or be subjected to discrimination by any program or activity provided by any public or

private institution that offers services to the general public. Students in higher education and training institutions are allowed reasonable accommodations which is much different than the types of support services that are offered in high school under IDEA. This is an eligibility service model.

Implications of the shift in the laws that protect students in high school to the laws that protect students in higher education are that students:

- Function independently in postsecondary settings
- Have responsibility to self-identify that they are a person with a disability attending the postsecondary school
- Must provide documentation of their disability that meets the requirements of the postsecondary school
- Must qualify for services
- Need to be prepared to self advocate and talk about their disability.

For more information about the laws that apply for high school students or individuals in higher education, go to <http://www.swdbtac.org/html/publications/dlh/index.html>.

THINKING ABOUT

CONSIDER THIS...

POSTSECONDARY EDUCATION?

STUDENTS WHO WANT to attend postsecondary schools are often required to take achievement tests such as the ACT or the SAT and/or placement tests. Students who are thinking about college should be taking the necessary tests while they are in high school to prepare themselves for the college application process in their senior year.

What academic skills are needed for college?

Reading. Textbooks are written at an 11–13th grade level. Student awareness of their current reading level is essential as well as knowledge about what accommodations they need to read and understand written materials.

Math. Students are expected to be able to do basic math, including fractions, decimals, and algebra and should be knowledgeable about the accommodations they use to perform math.

Spelling and Grammar. Students are expected to be able to use words that are at the 12th grade level when writing essays and taking tests. Student writing ability and technical skills are critical. A student needs to know the accommodations they need to produce this level of written work.

Students should carefully review the academic program requirements for their selected major to know the number of credits and courses required for graduation. This is important to know because college academic departments are under no obligation to change or substitute academic program requirements. Note: Although students can request a waiver or course substitutions as an accommodation, they are rarely granted.

To be successful in college, students need effective study skills.

- For every one hour of class, students must study two hours.
- Gather information, organize and write research papers. Tests are usually based on information from textbooks, class lectures, and class notes.
- Instructors rarely review for a test or tell students what to study.
- Personalized study strategies are key components to success.
- Strong technical skills are essential at the college level.

Students who feel they have the necessary academic and study skills are in a good position to consider college. If the above information creates significant concerns and challenges for the student, they may want to explore all of their higher education options such as enrolling in a vocational training school, taking one college class, attending college part time, or looking into on-the-job training.

Visiting Postsecondary Institutions

A BIG PART OF STUDENT SUCCESS IN HIGHER EDUCATION AND TRAINING is selecting the best school to meet the needs of a student. One of the best ways to compare and contrast postsecondary schools is to visit them. There are many things to consider including:

- Open enrollment vs. being accepted
- Admission requirements
- Tuition costs and availability of financial aid and/or scholarships
- Size of the institution
- Student/staff ratios
- Programs and degrees available
- Accessibility of the institution
- Availability and quality of Disability Support Services (DSS)
- Allowance of course waivers or substitutions
- Availability and quality of tutorial services
- Housing options
- Characteristics of the community
- Social activities, including disability support groups
- Overall atmosphere on campus

It is best for students and families/caregivers to visit several institutions and evaluate the strengths and weaknesses of each option. When students are on campus they have the opportunity to get a feel for the learning environment and the atmosphere. It is also a great opportunity to meet with DSS coordinators to get a sense of the availability and quality of the services. To ensure that coordinators are available to meet, it is always best to call ahead and make an appointment.



THERE ARE MANY CONTINUING EDUCATION AND training options to choose from. Traditional college is not for everyone and often other alternatives offer a better opportunity. Sometimes people do best building on successful experiences that lead to more challenging opportunities. Other times it is best to combine options like participating in an apprenticeship and going to college at the same time or participating in a vocational training program while working part time.

Certificate programs prepare you for entry-level jobs in a professional environment. Certificates provide training and/or education beyond high school to prepare for a specific occupation. Completion time depends upon the requirements of the specific program. Usually, 30 hours of credit are taken at a community college in a specific area; i.e., machine tooling, early childhood education, fire science. Academics, if required, are often limited to technical math and basic English report writing. Jobs/professions include:

Medical/Dental Assistant	Physical Therapist	Pharmacy Technician	Truck Driver	Clerk
Data Processor	Bookkeeper	Day Care Worker	Paralegal/Legal Assistant	
Instructional Aide	Library Technician	School Secretary	Emergency Medical Technician	

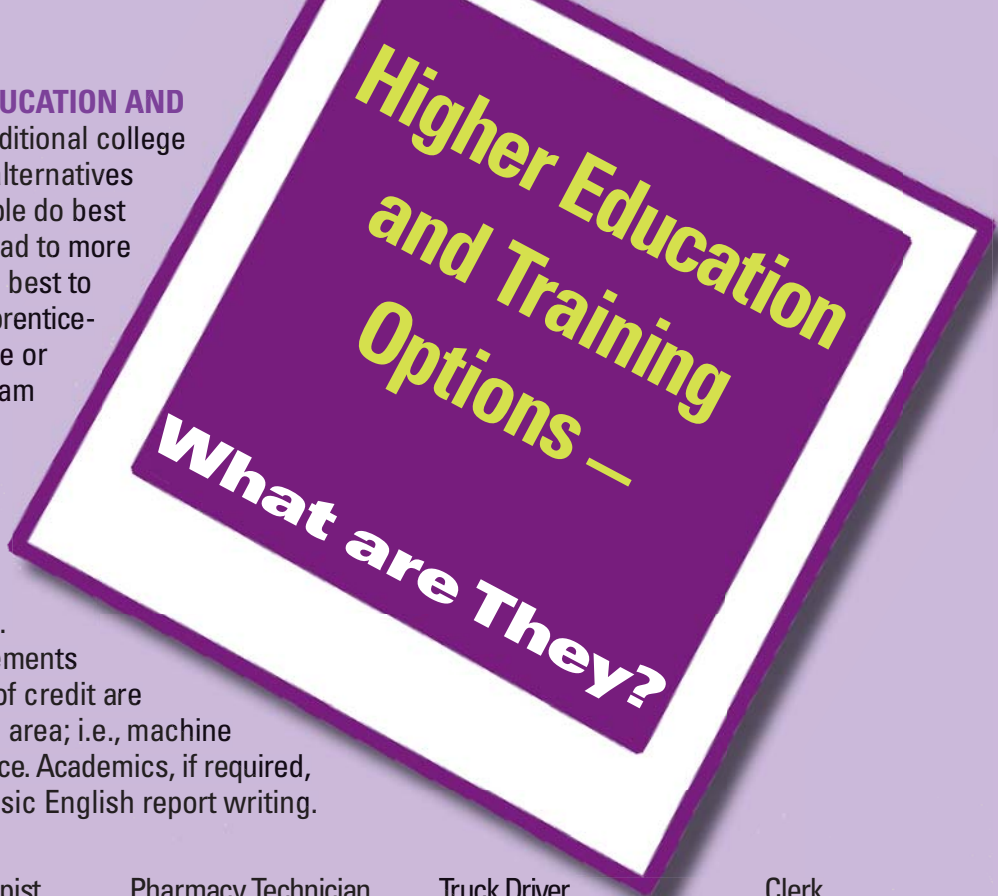
On-the-Job Training (OJT): An employer provides hands-on training in a workplace and is reimbursed directly or by a third party for providing training. Examples of OJT are: food service training by working in a restaurant or clerical training by working in an office.

Apprenticeship: Combination of on-the-job training and related trade instruction sanctioned by a union or the Bureau of Apprenticeship and Training. The employer and apprentice enter into an agreement outlining how many hours of on-the-job training and related instruction will be necessary to complete the apprenticeship which usually lasts about four years. An apprentice is an employee who is paid while being trained. Employers may or may not pay for related instruction (which is often at the community college). Jobs/professions include:

Aircraft Technician	Automotive Technician	Bookkeeper	Carpenter	Plumber
Computer Programmer	Dispensing Optician	Electrician	Firefighter	Machinist
Library Technician	Stone Mason	Paralegal/Legal Assistant		
School Secretary	Tool-and-Die Maker	Medical Lab Technician		

Vocational Training Program: Specific job skills are acquired through training in specific vocational areas. Students usually do not earn college credit in these training programs but often earn certifications. The length of time varies depending upon the trade area. Employers help develop vocational training programs in specific trade areas. Jobs/professions include:

Auto Mechanic	Nail Technician	Custodial	Weatherization	Welding
HVAC	Dog Grooming	Cosmetology		



Higher Education and Training Options —What Are They?

Associate degrees: Planned college program requiring at least 62 hours of credit. In addition to coursework required for the chosen occupation, students are required to take classes in social science, humanities, and science. College-level English and math are usually required. Includes Associate of Arts (A.A.) and Associate of Science (A.S.). An associate's degree provides education and training for a specific career. Courses taken for an associate's degree can be transferred to a four-year university if you plan ahead with the help of your college counselor. Completion time is usually two to four years after receiving a high school diploma or GED. Jobs/professions include:

Licensed Practical Nurse (LPN)	Radio Technician	Transcriptionist	Drafter
Medical Home Health Aide	Engineering Technician	Paramedic	Preschool
Human Resources Specialist	Case Worker	Teacher	Court Reporter
Administrative Asst.	Production Assistant	Sound Technician	

Bachelor's degrees: A bachelor's degree program Bachelor of Arts (B.A.), a Bachelor of Science, (B.S.) or Bachelor of Fine Arts (B.F.A.) is generally completed four to six years after receiving a high school diploma or GED. Approximately 130 credit hours are earned; the first year or so in general subjects including English, math, history, language, logic, computers, and science; and then specific courses to prepare the individual for a chosen career. Jobs/professions include:

Loan Officer	Laboratory Assistant	Architect	Land Surveyor
Financial Planner	Stockbroker	Cartoonist	Case Manager/Social Worker
Photographer	Computer Programmer	Teacher (K-12)	Script Writer
Dance Instructor	Registered Nurse (RN)	Engineer	

Master's degrees: include Master of Arts (M.A.), Master of Science (M.S.), or Master of Fine Arts (M.F.A.) are earned with an additional one to two years of study after earning a bachelor's degree and are specific to career options or professions. Jobs/professions include:

Physician Assistant (PA)	Principal	Researcher	
Counselor	Clinical Social Worker	Marriage/Family Counselor	
Museum Curator	Senior Administrator	Physical Therapist	Marketing Analyst
Speech Pathologist	Community College Instructor	Managing Director	Hospital Administrator

Doctorate degrees: include Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.). Completion time is usually five to seven years after receiving a bachelor's or master's degree. Jobs/professions include:

Anthropologist	Research Scientist	Economist	Superintendent
Psychiatrist	Psychologist	Physicist	Astronomer

Professional degrees: include Juris Doctor (J.D.), Doctor of Medicine (M.D.), and Doctor of Osteopathic Medicine (D.O). Professional degrees require students to acquire advanced study in a chosen profession, for example, as a dentist, physician or lawyer. After receiving a professional degree, individuals usually must take and pass a state or national exam before beginning a specific career. Completion time is usually three to four years after receiving a bachelor's degree. Jobs/professions include:

Doctor	Veterinarian	Lawyer	Dentist
Psychiatrist	Pharmacist	Priest or Minister	Chiropractor
Podiatrist	Optometrist		

Michigan Career and Technical Institute (MCTI)

MCTI IS A VOCATIONAL EDUCATION TRAINING CENTER administered by MRS. The mission of MCTI is to conduct vocational and technical training programs and to provide supportive services needed to prepare Michigan citizens with disabilities for competitive employment. MCTI's main campus is located on 72 acres in southwestern Barry County, 20 miles from Kalamazoo. This residential setting has a dormitory for single students and apartments for families. MCTI opened an auxiliary campus in Spring 2010 in Detroit. Unlike MCTI, MCTI East is not a residential program. Students live in their community and attend MCTI during the day. Both campus locations serve a subset of MRS customers who need intensive supports to succeed in postsecondary education.

The following training programs are available at MCTI's main campus:

- Automotive Technology
- Certified Nurse Assistant
- Custodial
- Electronics
- Grounds Maintenance and Landscaping
- Office Automation
- Pharmacy Technician
- Cabinetmaking/Millwork
- Culinary Arts
- Customer Service
- Graphic Communications (Printing)
- Machine Technology
- Retail Marketing
- Weatherization

MCTI also offers a wide array of residential supports, including intensive assessment and remedial reading, mathematics and applied knowledge programs intended to raise the functional level of students entering the trades programs, as well as concentrated residential supports delivered by a multidisciplinary team to improve employability skills, disability management and independent living skills. Although some students enter the trades training directly after career assessment, many incoming students have disabilities that require them to participate in MCTI programs to improve employability skills and/or increase reading and math levels prior to entering a trade program. Supportive services evolve to meet the changing needs of vocational rehabilitation (VR) customers who attend MCTI.

The following training programs are offered at MCTI East:

- Building Trades
- Career Readiness Center
- Certified Nurse Assistant
- Community-Based Training (Pharmacy Tech with CVS)
- Employer-Based Training (Asbestos Abatement, Automotive Dismantling, and Janitorial)

Michigan Career and Technical Institute and MCTI East are vocational training options that work well for many students. MCTI is a wonderful opportunity for many, but is not the best opportunity for all students. For this reason, teachers should involve MRS counselors early on if a student is seriously considering MCTI. Information about MCTI can be found at: www.michigan.gov/mrs or www.michigan.gov/mcti.



MRS Support Services for Continuing Education Leading to Employment

MRS counselors provide:

- **Needs assessments** – to determine an individual's barriers to employment
- **Vocational assessments** – to help students explore a variety of career options based on their strengths, interests, aptitudes, capabilities, abilities and informed choice
- **Vocational counseling** – which gives students the opportunity to sort out their options and plan for their future career
- **Individualized Plan for Employment (IPE)** – developed with the student, identifies their job goal and the services needed to achieve that goal

- **Support Services** for when the job goal requires postsecondary education or training –

- ❖ Financial aid depending upon unmet need*
- ❖ Assistive technology based on individual disability needs
- ❖ Ongoing vocational counseling
- ❖ Specialized tutoring
- ❖ Transportation to/from training

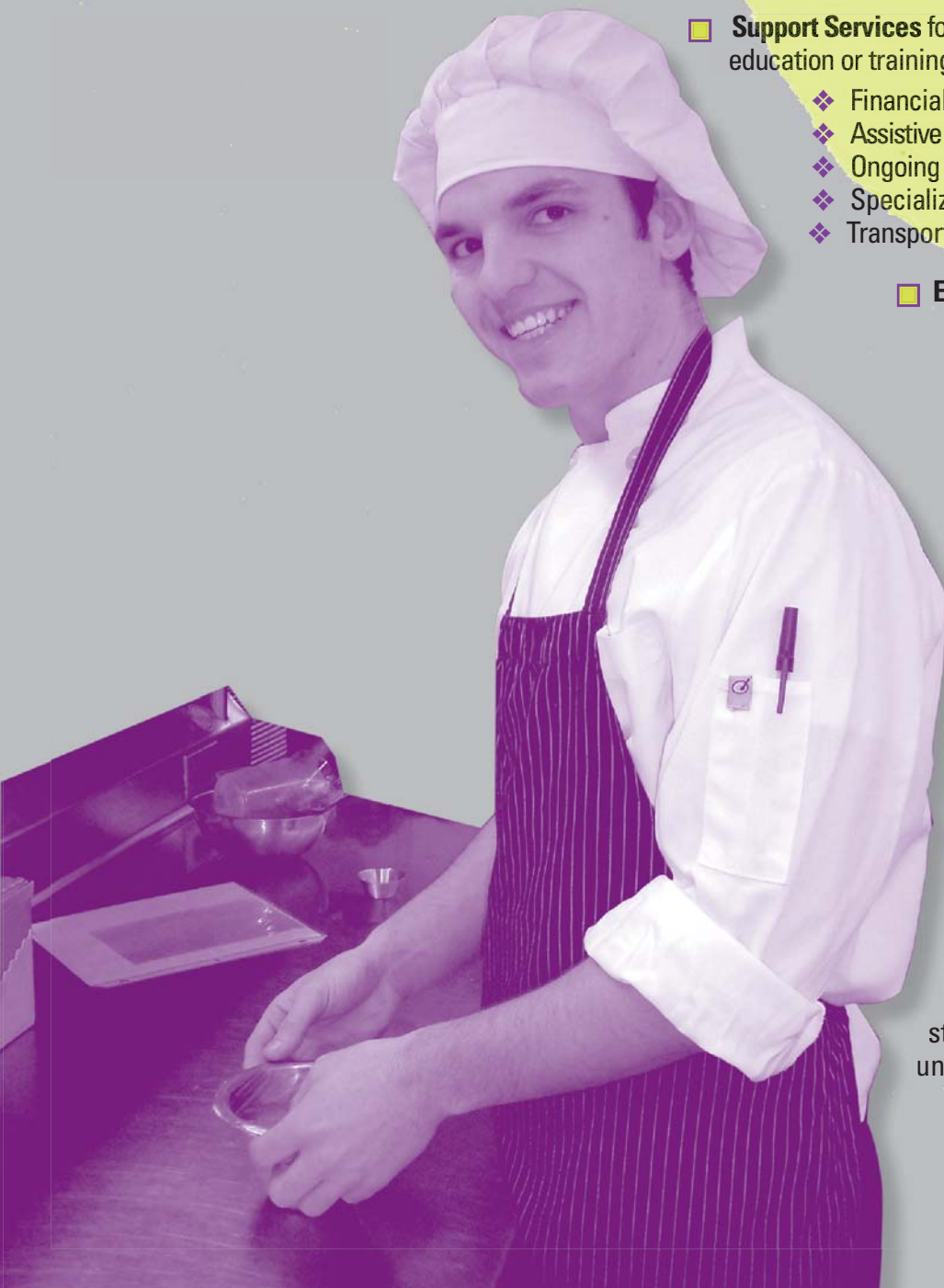
■ **Employment Assistance**

- ❖ Evaluating labor market information
- ❖ Writing a resume
- ❖ Practicing interview techniques
- ❖ Job placement
- ❖ Job follow-along

Remember...

IPEs and MRS support services vary from one individual to the next. When MRS customers attend postsecondary training, there is not a standard list of support that MRS provides to everyone. MRS services are specifically designed to support each student's unique needs and their individualized employment goal.

*MRS can assist eligible college students with academic expenses only if the student has applied for student financial aid and has made every effort to obtain and accept federal, state, and local grants, and has demonstrated unmet financial need.



PARTNERING WITH MRS

STUDENT RESPONSIBILITIES

SUCCESSING IN POSTSECONDARY EDUCATION and employment takes hard work. MRS provides supports and services but the most critical factor in the success of an individual is the motivation and effort that the student invests in the process. Stated simply, students succeed when they are focused, utilize strategies that work for them and don't give up.

At the same time, it is nice to have needed support. Students who have a productive relationship with MRS do the following:

Stay in contact with their MRS counselor to keep them in the loop regarding how they are doing.

Keep appointments with counselors and if they need to miss, they call to cancel and reschedule.

Review their IPE at least one time per year with their counselor to make sure that it is up to date. If there are services that the student needs, they make sure to discuss this with their counselor to make sure those services are in their IPE.

Meet with their counselors at least one time per semester and provide them with a copy of grades and academic progress.

Apply for financial aid in a timely fashion and provide their counselor the paperwork necessary to determine if MRS can provide financial assistance.

Give their counselors plenty of time to process requests for books and transportation costs as identified in their IPE, by submitting them in a timely fashion.

Call their counselor for assistance if they are having difficulty in school that they can't sort out on their own.

Communicate with their MRS counselor if they change their career direction or drop out of school.

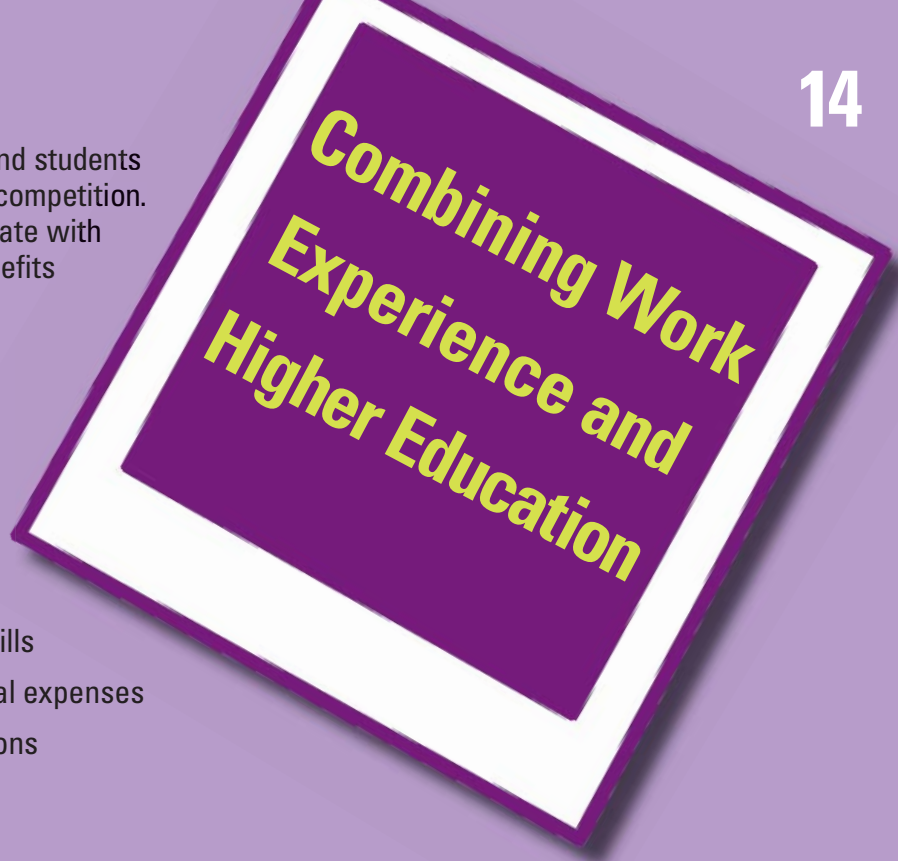
Take an active role in their job search.

Notify their counselor when they become employed!



FINDING EMPLOYMENT IS A CHALLENGE, and students should give themselves every edge on the competition. Employers today expect students to graduate with multiple work experiences. There are many benefits to participating in work experiences while pursuing higher education such as:

- Exploring different kinds of jobs
- Assessing career choice
 - ❖ Validating
 - ❖ Refining
 - ❖ Changing direction
- Practicing and learning employability skills
- Earning money to put toward educational expenses
- Connecting learning to real work situations
- Building work record
- Enhancing resume



There are many ways to gain work experience. Not all work experiences have to be long term, full time or paid to be valuable. Sometimes it is easier to find and set up an experience that is related to an individual's area of study when it is not a paid position. Consider the following options:

- | | | |
|-------------------|--------------------|------------------------|
| ■ Job shadowing | ■ Service learning | ■ Volunteering |
| ■ Club activities | ■ Work study | ■ Summer jobs |
| ■ Internships | ■ Temporary jobs | ■ Part-time employment |

Setting up these experiences can be done in a variety of ways when a student is attending postsecondary education. Colleges have clubs, volunteer offices, job placement offices, etc. When students want to engage in work experiences and they are having difficulty setting them up, students can ask their MRS counselor for help.



Role of Parents/Caregivers in Student Success

THE GOAL FOR TRANSITION STUDENTS IS self-determination and independence. As students evolve into their new role, parents/caregivers find they must also go through a transition process that changes how they interact with others on behalf of their son/daughter.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their student's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

What does this mean for a student that is continuing education and training after high school? Basically, the student is now in charge of his/her life. Permission must be given by the student **before** parents/caregivers can obtain records, participate in decision making, or talk with professionals such as doctors, guidance counselors, etc.

Parents/caregivers often call Disability Support Services (DSS) and want to advocate for their son/daughter. It is important for families to keep in mind that postsecondary settings are a step toward independence and it is appropriate for students to advocate for themselves.

Tips for parents/caregivers to give their student:

- Give them jobs to do at home
- Talk positively about your own job and career
- Assess their readiness to be independent and adjust your involvement accordingly
- Inform them that they need to sign a release if they desire your involvement
- Support and encourage their use of assistive technology
- Understand and accept their strengths and challenges
- Encourage and allow them to advocate for themselves
- Be aware of support services and encourage them to always look for ways to succeed
- Visit vocational schools and colleges with them, and meet support personnel early (by 11th grade)

- Encourage leadership opportunities to help them prepare for life after high school
- Encourage them to participate in DSS orientation programs
- Communicate regularly to reinforce behaviors that lead to success
- It's a growing process—expect bumps!



Applying to Postsecondary Institutions

Apply in the Fall of the Senior Year

Students need to complete the admission application for the institutions they are considering. It is best when students complete applications in the fall of their senior year. Students should follow the instructions provided by those institutions regarding the submission of school transcripts, ACT scores, letters of recommendation, etc.

Disability Disclosure in the Application Process

Postsecondary institutions cannot ask questions in the admission process that require applicants to disclose whether or not they have a disability. However, some institutions ask applicants to volunteer this information. Students need to decide whether or not they want to disclose their disability in the application process. Postsecondary institutions are prohibited from discriminating against applicants with disabilities.

INSTITUTIONS OF HIGHER EDUCATION HAVE DIFFERENT

application processes. Some schools, like community colleges, are open enrollment, meaning anyone can attend by completing an application. Other schools, like universities and many vocational schools, have specific criteria that students have to meet in order to be accepted.

Admissions Tests

Most four-year colleges and universities require individuals to take at least one college admissions test as a part of the college application process. These tests are prepared by national organizations and are given several times each year at many locations. The two most common tests are the ACT and the SAT.

When students with disabilities take the ACT and/or the SAT, they should access appropriate accommodations in order to perform according to their abilities. The process of accessing accommodations starts with the student's high school teacher or counselor and should be documented in the student's IEP.

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a practice test for the SAT and the qualifying test for the National Merit Scholarship Program and other scholarship and recognition programs. Students can take the PSAT/NMSQT in the 10th or 11th grade. Most students take the ACT or SAT in their junior year of high school. Students can retake the test if they want to improve their score.



Important Things to Know about Financial Aid

- Aid can be in the form of scholarships, grants, loans, and work study
- Students/parents have primary responsibility to pay for their student's education and are expected to contribute to the extent possible
- Aid is distributed based on ability to pay –not willingness to pay
- MRS can assist eligible college students with academic expenses only if the student has applied for student financial aid and has made every effort to obtain and accept federal, state, and local grants, and has demonstrated unmet financial need

Who Can Apply for Financial Aid? Individuals who have:

- ❖ Received a state-endorsed diploma
- ❖ Received a GED
- ❖ Self-certification of completion of high school course work in a home school setting. Contact the financial aid office at the college or university in which the student plans to enroll to find out what other documentation is needed

What can students who don't have a high school diploma do to qualify for Federal Student Aid?

- Successfully complete Ability to Benefit (ATB) exam. The following link contains more information:
<http://ifap.ed.gov/fsahandbook/attachments/1011FSAHbkVol1.pdf>
- ❖ Consists of reading, writing, and math
- ❖ CELSA (non-native English speakers)
- ❖ Practice tests and accommodations are available
- ❖ Two opportunities per year to take the ATB exam
- Complete 6 credits of approved college level classes

How to Apply for Financial Aid

- File the Free Application for Federal Student Aid (FAFSA) online at <http://www.fafsa.gov>. If attending college in the fall, file after January 1 and before March 1 for priority consideration. For students who do not have Internet access at their home, school, or public library, a paper FAFSA can be ordered by calling: 1-800-4-FEDAID (1-800-433-3243).
- Investigate eligibility for state financial aid at <http://www.michigan.gov/studentaid>
- Investigate private sources of financial aid for education. Check with school counselor, local library, local business and civic organizations, and parent employee benefits
- Check useful resources on the Internet, such as:
 - ❖ College Board's Scholarship Search at: <http://www.collegeboard.com/paying>
 - ❖ FastWeb Scholarship Search at: <http://www.fastweb.com>
- Check tips for avoiding scholarship scams:
 - ❖ <http://www.ftc.gov/bcp/menus/consumer/education/scholarships.shtm>
- Check the legitimacy of a scholarship search organization or individual: <http://www.bbb.org/us/>

Application Process

- Read the application instructions carefully before completing the form
- Observe and meet all deadlines in filing applications for federal, state, private, and institutional aid
- Promptly respond to any college's requests for additional information or documents, such as copies of federal tax returns
- Review the Student Aid Report (SAR) for accuracy. If necessary, correct inaccurate items
- Respond promptly to award offers from institutions. Note: If you are a customer of MRS, contact your MRS counselor to discuss how your award offer affects MRS funding
- If awarded Federal Work Study (FWS), find out how students are placed and what FWS positions are available, including a description of job duties and wages
- Notify the financial aid office of any outside scholarship, grant, or other types of student aid received

Disability Support Services (DSS)

All **HIGHER EDUCATION AND TRAINING INSTITUTIONS** are required to comply with ADA and Section 504 of the Rehabilitation Act and provide supports and services to students with disabilities. This includes cosmetology schools, pet grooming schools, private schools, vocational schools, community colleges, universities, etc. Formal DSS offices with disability support coordinators are established at most colleges and many higher education training programs. Smaller institutions sometimes assign this responsibility to a counselor or advisor. When there is no DSS office, students can face a greater challenge securing accommodations and must seek out individuals at these schools who function in the role of a disability support coordinator who can help facilitate needed accommodations such as counselors, administrators or instructors. In situations like this, students have to be especially prepared to self advocate and be persistent about the accommodations they need.

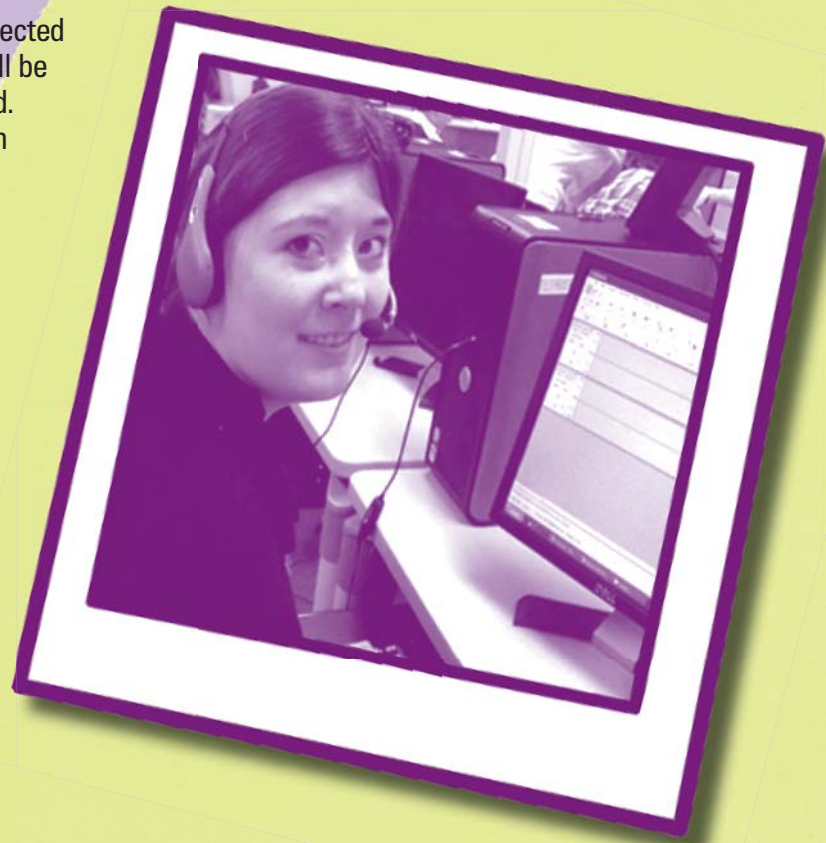
It is the function and role of disability support coordinators to determine eligibility for and provide and coordinate academic support services to students with disabilities. The types of accommodations provided to students are individualized based on the student's disability and the quality of the disability documentation that a student provides to the DSS office.

Accommodations students may qualify for, but are not limited to, are:

- Testing accommodations such as extended time or separate setting
- Priority parking/elevator key
- Translators or real-time captioning
- Assistive technology
- Note-takers assistance
- Special seating arrangement
- Textbooks on tape
- Large print books and enlarged handouts
- Readers or "Read Out Loud Software"

Making and keeping appointments are critical skills for successful interaction with DSS coordinators. Dropping in, being unprepared, or last minute requests do not lead to desired results in the adult service realm.

When meeting with a DSS coordinator, students will be expected to discuss their needs in detail. Specific accommodations will be discussed and recommendations for services will be offered. Postsecondary institutions make their own determination regarding accommodations that are reasonable and whether the documentation provided is appropriate to justify requested accommodations. The student and counselor may also discuss a recommended course load and specific class or program recommendations that are best for that individual.



PREPARING STUDENT DISABILITY DOCUMENTATION

POSTSECONDARY EDUCATION INSTITUTIONS require specific and complete documentation of a student's disability to determine eligibility for services and appropriate accommodations. Documentation should include:

- Statement of the disability,
- Current impact of (or limitations imposed by) the disability,
- Treatments, medications, devices or services currently prescribed or used to minimize the impact of the disability,
- Expected duration, stability or progression of the disability,
- Accommodation recommendations, and
- Name and qualifications of the health professional making the diagnosis.

MI-AHEAD (Michigan Association of Higher Education and Disabilities) recommends that disability documentation be signed by a licensed physician or psychologist and be no more than three years old. The most recent Individualized Education Program (IEP) and the Summary of Performance (SOP) can be helpful but generally will not qualify as documentation of disability. Forms that have a box to check for the disability, a diagnosis written on a doctor's prescription pad, or copies of prescriptions are generally not acceptable as documentation of a disability.

Students who received special education or other disability support services in high school were either tested by the school psychologist, a medical doctor, or other qualified professional. A copy of this documentation may or may not be sufficient as documentation of the student's disability depending upon the college's standards and requirements for disability documentation. **Therefore, it is recommended that students send their documentation to the DSS office in advance of their first appointment so that the documentation can be reviewed for appropriateness. This allows for additional documentation to be gathered or acquired if needed prior to the student's intake.**

Leaving high school with disability documentation that meets college requirements can be a challenge. Under the Individuals with Disabilities Education Act (IDEA), the student's school is not always required to provide updated testing (less than three years old) prior to a student exiting high school. Proactive parents and students can advocate to the IEP team for updated testing as a necessary transition service for a student to attain their higher education goals. This requires students and parents to be informed and proactive in the IEP process.

If a student is connected to an agency like Michigan Rehabilitation Services (MRS), the agency may agree to pay for updated testing in the event the school does not have the responsibility to do so. In many situations, students and parents pay for updated testing using their own resources.



Accessing Accommodations and Being Proactive about Learning— A Recipe for Success

SUCCESSING IN HIGHER EDUCATION IS MORE THAN SIMPLY RECEIVING ACCOMMODATIONS. Students also need to take responsibility for their learning, be proactive and be technologically savvy. At the same time, students should ask themselves what accommodations and actions are needed to promote their learning. Three critical elements promote student learning in higher education:

- Access to accommodations and support services,
- Application of specific learning strategies and study skills, and
- Use of assistive and other technologies.

The following planning guides are included on the next five pages to help with a successful transition:

- Accommodations Planning Guide
- Study Skills and Learning Strategies Planning Guide
- Assistive Technology Guide
- Preparation Checklist
- Checklist for Success



ACCOMMODATIONS PLANNING GUIDE

Student name: _____

High school: _____

Grade: _____ Postsecondary institution: _____

Student's disability: _____

Student's strengths: _____

Student's job goal: _____

Student's challenges: _____

Accommodations used successfully in high school: _____

Anticipated accommodations and supports needed in continuing education and training settings:

STUDY SKILLS & LEARNING STRATEGIES PLANNING GUIDE

What difficulties do you anticipate you will experience in the learning environment in the continuing education settings you plan to attend?

What is your learning style (visual, auditory, hands-on) and your learning strengths?

What study skills and learning strategies did you use in high school that were effective for you?

What study and learning strategies can you use to be an effective learner in higher education?

ASSISTIVE TECHNOLOGY GUIDE

What assistive technology have you used in the past?

What technology skills do you have? _____

Do you need more information and exposure to assistive technology to determine which will best meet your needs? _____

What assistive technology can you access where you plan to attend postsecondary education?

Where can you purchase needed assistive technology? _____

What agencies or grants are available to help you pay for needed assistive technology? _____

What is your plan to repair or maintain assistive technology? _____

PREPARATION CHECKLIST

- I am taking high school courses that will prepare me for continuing my education after high school.
- I am participating in my Individualized Education Program (IEP) meetings.
- I have discussed my psychological educational assessment with my school psychologist, counselor, teacher, and parents.
- I know my intellectual strengths and challenges.
- I can describe my disability in detail.
- I know the kinds of accommodations that will provide me with an equal opportunity to succeed at continuing my education and training after high school.
- I have met with my high school special education teachers and have discussed what I need to do to prepare for continuing my education and training after high school.
- I am using a daily/weekly/monthly planner to keep organized.
- I am aware of the documentation required by the postsecondary institution I plan to attend to receive accommodations.
- I have identified study strategies suitable for my learning style.
- I have taken the SAT or the ACT test and/or the Michigan Merit Exam (MME).
- I have investigated assistive technology available at the postsecondary institution I plan to attend.
- My reading, writing, and math skills are at qualifying levels.
- I have located a free tutoring service (if available and needed).
- I am taking on more difficult tasks without the help of my teachers or parents.
- I have visited the postsecondary institutions I would like to attend, and met with the Disability Support Services (DSS) coordinator.
- I have a file of my high school documents (assessments, IEP, Summary of Performance (SOP), psychological educational reports, etc.).

CHECKLIST FOR SUCCESS

- I have met with the Disability Support Services (DSS) coordinator to discuss my courses and whether I will need accommodations.
- I can work with the DSS coordinator and I am following through with agreed upon recommendations.
- I can talk to my instructors about my disability and the accommodations I need for their courses.
- I can develop a strong network of friends with whom I can share my successes and frustrations.
- I can use a daily/weekly/monthly planner to keep organized.
- I can use study skills and strategies that are suitable to my learning style.
- I can use the library.
- (If needed) I can use tutoring services.
- I can locate a place to study that meets my needs.
- I can study, on average, two to four hours daily.
- I can use assistive technology that is appropriate for me.
- I can assess my progress. If I become overwhelmed by my course load, I can make adjustments.

State of Michigan Student Aid

26

STATE OF MICHIGAN STUDENT FINANCIAL AID PROGRAMS are administered by the Student Financial Services Bureau. The Bureau's goal is to assist citizens to pursue higher education by providing equality of access to student financial resources and information. The Bureau accomplishes that mission by offering several services to Michigan residents.



Through its divisions, the Bureau administers over \$200 million in aid funds, guarantees student loans, provides general financial aid information, works with college financial aid administrators, and provides prepaid and tuition savings programs.



The Michigan Higher Education Student Loan Authority (MHESLA) provides educational loan services for students and parents.



The Michigan Guaranty Agency (MGA) operates three loan programs in the Federal Family Education Loan Program. MGA makes low-interest, long-term educational loans available to students and their parents.



The Office of Scholarships and Grants (OSG) administers Michigan's scholarship and grant programs. The programs seek to both reward student achievement and to assist students who lack sufficient resources to meet their full educational expenses.



The Michigan Education Savings Program (MESP) is a 529 college savings plan that can help your family save for future higher education savings expenses. There are federal and state tax advantages.



MET allows parents, grandparents, businesses and others to pre-purchase undergraduate tuition for a child residing in Michigan at any Michigan public university or college, including 28 public community colleges.

Additional information about all State of Michigan programs offered through the Student Financial Services Bureau is available on the website www.michigan.gov/studentaid.



Additional Resources

MANY WEBSITES PROVIDE A wide range of information on career planning, resources and support services.

www.michigan.gov/careers This site is a bridge to state and national employment, career, education, training, and business sources and services.

www.going-to-college.org Planning to or currently attend college.

www.michigancc.net Colleges and a directory of Michigan

www.petersons.com A private site providing a wide range of educational information and support.

www.michigan.gov/mrs Michigan Rehabilitation Services (MRS) site for job seekers with disabilities.

www.mi-car.org MI-CAR has a variety of ways to help explore career options. MI-CAR is a great tool to guide individuals through Assessment, Career Pathways, Resources, etc.

www.copower.org Source of information about issues of importance in Michigan's Disability Community.

www.ncwd-youth.info Source of information to ensure that transition age youth are provided full access to high quality services in integrated settings to gain education, employment and independent living.

www.mivhs.org Michigan Virtual School is a source that provides equal access to online courses for students with disabilities.

www.thinkcollege.net Think College provides a website that is designed to share current happenings regarding individuals with intellectual disabilities attending college. Many resources, tools and strategies are provided on the website as well as a way to talk to others interested in this topic area.

Michigan Public College and University Contact Information

Public Universities	Location	Website	Main Number
Central Michigan University	Mt. Pleasant, MI	www.cmich.edu	989-774-4000
Eastern Michigan University	Ypsilanti, MI	www.emich.edu	734-487-1849
Ferris State University	Big Rapids, MI	www.ferris.edu	231-591-2000
Grand Valley State University	Allendale, MI	www.gvsu.edu	616-331-5000
Lake Superior State University	Sault Ste. Marie, MI	www.lssu.edu	906-632-6841
Michigan State University	East Lansing, MI	www.msu.edu	517-355-1855
Michigan Technological University	Houghton, MI	www.mtu.edu	906-487-1885 or 888-688-1885
Northern Michigan University	Marquette, MI	www.nmu.edu	906-227-1000
Oakland University	Rochester, MI	www.oakland.edu	248-370-2100
Saginaw Valley State University	University Center, MI	www.svsu.edu	989-964-4000
University of Michigan			
Ann Arbor	Ann Arbor, MI	www.umich.edu	734-764-1817
Dearborn	Dearborn, MI	www.umd.umich.edu	313-593-5000
Flint	Flint, MI	www.umflint.edu	810-762-3300
Wayne State University	Detroit, MI	www.wayne.edu	313-577-2424 or 877-978-4636
Western Michigan University	Kalamazoo, MI	www.wmich.edu	269-387-1000

There are 39 private or independent colleges in Michigan. For information, go to the Michigan Private Education Institutions website located in the Students and Parents link at: <http://www.michigan.gov/mistudentaid>.

Michigan Public College and University Contact Information

Two-year Community/ Junior Colleges	Location	Website	Main Number
Alpena Community College	Alpena, MI	www.alpenacc.edu	989-356-9021 or 888-468-6222
Bay de Noc Community College (Bay College)	Escanaba, MI	www.baycollege.edu	906-786-5802 or 800-221-2001
Bay College West	Iron Mountain, MI	www.baycollege.edu	906-774-8547 or 800-221-2001
Delta College	University Center, MI	www.delta.edu	989-686-9000
Glen Oaks Community College	Centreville, MI	www.glenoaks.edu	269-467-9945 or 888-994-7818
Gogebic Community College	Ironwood, MI	www.gogebic.edu	906-932-4231 or 800-682-5910
Grand Rapids Community College	Grand Rapids, MI	www.grcc.edu	616-234-4000
Henry Ford Community College	Dearborn, MI	www.hfcc.edu	313-845-9600 or 800-585-4322
Jackson Community College	Jackson, MI	www.jccmi.edu	517-787-0800
Kalamazoo Valley Community College	Kalamazoo, MI	www.kvcc.edu	269-488-4400
Kellogg Community College	Battle Creek, MI	www.kellogg.edu	269-965-3931
Kirtland Community College	Roscommon, MI	www.kirtland.edu	989-275-5000
Lake Michigan College	Benton Harbor, MI	www.lakemichigancollege.edu	269-927-8100 or 800-252-1562
Lansing Community College	Lansing, MI	www.lcc.edu	517-483-1957 or 800-644-4522
Macomb Community College	Warren, MI	www.macomb.edu	586-445-7999 or 886-622-6621
Mid Michigan Community College	Harrison, MI	www.midmich.edu	989-386-6622
Monroe County Community College	Monroe, MI	www.monroeccc.edu	734-242-7300
Montcalm Community College	Sidney, MI	www.montcalm.edu	989-328-2111
Mott Community College	Flint, MI	www.mcc.edu	810-762-0200

Michigan Public College and University Contact Information

Two-year Community/ Junior Colleges	Location	Website	Main Number
Muskegon Community College	Muskegon, MI	www.muskegoncc.edu	231-773-9131 or 866-711-4622
North Central Michigan College	Petoskey, MI	www.ncmich.edu	888-298-6605
Northwestern Michigan College	Traverse City, MI	www.nmc.edu	231-995-1000 or 800-748-0566
Oakland Community College	Bloomfield Hills, MI	www.oaklandcc.edu	248-341-2000
Auburn Hills Campus	Auburn Hills, MI	www.oaklandcc.edu	248-232-4100
Highland Lakes Campus	Waterford, MI	www.oaklandcc.edu	248-942-3100
Orchard Ridge Campus	Farmington Hills, MI	www.oaklandcc.edu	248-522-3400
Royal Oak Campus	Royal Oak, MI	www.oaklandcc.edu	248-246-2400
Southfield Campus	Southfield, MI	www.oaklandcc.edu	248-233-2700
St. Clair County Community College	Port Huron, MI	www.sc4.edu	810-984-3881 or 800-553-2427
Schoolcraft College	Livonia, MI	www.schoolcraft.edu	734-462-4400
Southwestern Michigan College	Dowagiac, MI	www.swmich.edu	269-782-1000 or 800-456-8675
Niles Campus	Niles, MI	www.swmich.edu	269-687-1600 or 800-456-8675
Washtenaw Community College	Ann Arbor, MI	www.wccnet.edu	734-973-3300
Wayne County Community College	Detroit, MI	www.wcccd.edu	313-496-2600
West Shore Community College	Scottville, MI	www.westshore.edu	231-845-6211 or 800-848-9722

Client Assistance Program (CAP)

CAP IS OPERATED BY THE MICHIGAN PROTECTION & ADVOCACY SERVICE, Inc. (MPAS). MPAS is a private, nonprofit organization that offers information and advocacy services to people with disabilities.

You have many rights and responsibilities as an applicant and customer of MRS. To help protect your rights, you have access to the Client Assistance Program (CAP). The purpose of CAP is to help individuals like you who are receiving services from MRS or a center for independent living. CAP will investigate complaints you may have about vocational rehabilitation services or independent living services. CAP can help you understand your rights and provide you with this information in writing.

CAP may help you with problems you may have, including:

- Difficulty working with your rehabilitation counselor
- Disagreements with decisions and actions about your services
- Disagreement with your case being closed

CAP may be able to:

- Help you advocate for yourself to obtain appropriate vocational rehabilitation services;
- Review and challenge counselor decisions regarding services;
- Inform you of your rights and services available under the Rehabilitation Act;
- Advise you in developing an Individualized Plan for Employment; and
- Advise or help you in pursuing legal, administrative, or other appropriate remedies when a determination has been made by CAP that your case has legal merit.

Confidentiality and CAP

All discussions you have with CAP staff are confidential and private. CAP will discuss your situation with others only with your written permission.

CAP and Legal Services

CAP may help you appeal a decision to an impartial hearing officer regarding your rehabilitation services. Your appeal could be because:

- You have been denied services, or
- You feel you did not receive appropriate services, or
- Services to you were discontinued

What does CAP cost?

CAP provides its services at no cost to Michigan residents. This is a federally funded program.

How can I contact CAP?

You can call the CAP toll free number, 1-800-288-5923, from 8:30 a.m. to 5:00 p.m., Monday through Friday. This telephone number is accessible by both voice and TTY. CAP is located at 4095 Legacy Parkway, Suite 500, Lansing, MI 48911-4263. CAP is a part of Michigan Protection & Advocacy Service, Inc. (MPAS).

Visit the CAP website at: www.mpas.org.

GLOSSARY OF TERMS

504: See Section 504 of Rehabilitation Act

Accommodation: Reasonable accommodation is any modification or adjustment to a learning or work environment that will enable a person with a disability to participate equally in a learning environment, job application process or to perform essential job functions. Reasonable accommodation also includes adjustments to assure that a qualified individual with a disability has rights and privileges in employment equal to those of employees without disabilities.

ACT: A college entrance test that assesses high school students' general educational development and their ability to complete college-level work. The multiple choice test covers four skill areas: English, mathematics, reading, and science. The writing test, which is optional, measures skill in planning and writing a short essay.

ADA: See Americans with Disabilities Act

Adaptation (or Modification): Strategies used in secondary education where the curriculum maintains the same learning outcomes for the student but the goals/expectations, presentation, materials, assistance or environment may be different.

Americans with Disabilities Act (ADA): Prohibits discrimination and ensures equal opportunity for people with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation.

Apprenticeship Training: A form of education that incorporates workplace training with technical in-school training.

Career Pathways: Encompasses the entire spectrum of occupations and clusters jobs in broad groups that share similar characteristics and employment requirements that call for many common interests, strengths, and competencies.

COA: See Cost of Attendance

Cost of Attendance (COA): An estimate of a student's total education expenses for an enrollment period.

Disability: A physical or mental impairment which substantially limits one or more major life activities. People who have a history of, or who are regarded as having a physical or mental impairment that substantially limits one or more major life activities, are also covered.

Disability Support Services (DSS): Common language used to describe professional offices at institutions of higher education where students with disabilities go to receive accommodations and supports they need.

Documentation: Used to describe the various documents that a student needs to be determined eligible for services in the adult service realm such as the IEP, medical records, psychological report, etc.

DSS: See Disability Support Services

EFC: See Expected Family Contribution

"If you're trying to achieve, there will be roadblocks. I've had them; everybody has had them. But obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it."

— Michael Jordan
Professional basketball player (retired.)

GLOSSARY OF TERMS

Eligibility: Term that means an individual meets the established criteria to receive supports and services.

Entitlement: Term used in special education to mean that all individuals with a disability will receive a free, appropriate public education, designed to meet their unique needs.

Expected Family Contribution (EFC): The amount a family can reasonably be expected to pay for a student's education, calculated by the Central Processing System based on the information contained on the Free Application for Federal Student Aid (FAFSA) and a federal need-analysis formula.

FAFSA: See Free Application for Federal Student Aid

Federal Work-Study (FWS): A campus-based Title IV employment program.

Financial Aid: Aid for paying college expenses is made available from grants, scholarships, loans and part-time employment from federal, state, institutional and private sources.

Free Application for Federal Student Aid (FAFSA): Application to be completed in order to apply for virtually all types of federal financial aid for higher education. This form is distributed and processed by the U.S. Department of Education. It is used in applying for all Federal Title IV student aid programs, including Pell Grants, Stafford Loans and the campus-based programs. <http://www.fafsa.ed.gov/>

FWS: See Federal Work-Study

General Educational Development (GED) Certificate: An equivalent of a high school diploma.

Grant: Grants do not have to be repaid and are referred to as "gift" aid. Generally, grants are given to students based on their financial situation and need for the funds. The Michigan Educational Opportunity Grant is available for needy undergraduate students who enroll on at least a half-time basis at a Michigan public community college or university. The Michigan Tuition Grant is based on financial need for use at independent, non-profit degree-granting colleges and universities in Michigan. Awards are restricted to tuition and fees. Application for the Michigan Tuition Grant is made by filing the Free Application for Federal Student Aid (FAFSA).

IDEA: See Individuals with Disabilities Education Improvement Act

IEP: See Individualized Education Program

Individuals with Disabilities Education Improvement Act of 2004 (IDEA): A law ensuring educational services to children with disabilities throughout the nation that governs how states and public agencies provide early intervention, special education and related services to youth with disabilities.

**When the world says, "Give up,"
Hope whispers, "Try it one more time."**

— Author Unknown

GLOSSARY OF TERMS

Individualized Education Program (IEP): The educational program, documented in a plan, to be provided to a child with a disability. Key considerations in developing an IEP include assessing students in all areas related to the suspected disability(ies), considering access to the general curriculum, considering how the disability affects the student's learning, developing goals and objectives that make the biggest difference for the student, and ultimately choosing a placement in the least restrictive environment.

Individualized Plan for Employment (IPE): An IPE is an agreement between the MRS customer and MRS that identifies the employment goal and services needed to achieve it.

Intellectual Disability: Characterized both by a significantly below-average score on a test of mental ability or intelligence and by limitations in the ability to function in areas of daily life, such as communication, self-care, and getting along in social situations and school activities. Intellectual disability is sometimes referred to as a cognitive disability or mental retardation.

Job Shadowing: Involves spending a period of time with a seasoned expert, observing everything that he or she does that is related to the work that is expected to be accomplished as part of the daily routine of the job.

Learning Style: An approach to learning that incorporates the concept that individuals perceive and process information in very different ways such as visual, auditory or kinesthetic (hands-on).

Loans: Money can be borrowed to pay for college expenses and there are low-interest loans available for students and parents. Funds borrowed must be paid back. The MI-LOAN Program assists with the financing of a postsecondary education. Two loan programs include the Creditworthy Loan Program and the Credit Ready Loan Program.

MI-AHEAD: See Michigan Association of Higher Education and Disabilities

Michigan Association of Higher Education and Disabilities (MI-AHEAD): A state organization founded in 1987 for professionals working with students and staff with disabilities in higher education. This not-for-profit organization is committed to providing professional development for service providers in order to enhance opportunities and assure full inclusion in all areas of higher education.

Michigan Rehabilitation Services (MRS) Customer: An MRS customer is a person who has been determined eligible for MRS services; that is, they have a physical or mental impairment that constitutes or results in a substantial impediment to employment and they require Agency services to prepare for, secure or regain employment consistent with their abilities and capabilities.

Rehabilitation Act: The federal legislation that authorizes the formula grant programs of vocational rehabilitation, supported employment, independent living, and client assistance. It also authorizes a variety of training and service discretionary grants administered by the Rehabilitation Services Administration.

"Passion is energy. Feel the power that comes from focusing on what excites you."

— Oprah Winfrey



GLOSSARY OF TERMS

Rewards and Incentives: Sometimes students can receive money for college by staying in school, getting good grades, or for good performance on certain types of tests. These programs reward students for good performance or staying in school. One example is the Tuition Incentive Program. The Tuition Incentive Program is a high school completion program that offers to pay for the first two years of college and beyond for identified students who graduate from high school or complete their GED before age 20.

SAR: Student Aid Report. Produced by the Central Processing System and sent to the student showing the student's calculated Expected Family Contribution (EFC).

SAT: Standardized test for college admissions in the United States formerly known as Scholastic Aptitude Test and Scholastic Assessment Test.

Scholarship: A scholarship is money for college and it does not have to be paid back. Scholarships are usually based on "merit," meaning they are given because of a student's particular skill or ability. For some of the state programs, financial need is also a factor in determining award eligibility. The Michigan Competitive Scholarship is based on both financial need and merit and is available for use at Michigan public and private postsecondary colleges.

Section 504 of the Rehabilitation Act: Provides civil rights protections for individuals who have disabilities in programs that receive or benefit from federal funding such as funds received from the U.S. Department of Education.

Self Determination: Conveys that people with disabilities have the right and ability to choose and control their own quality of life, their own goals and dreams, and what services they need to obtain them.

State Aid: Financial assistance/aid programs funded and administered by the state.

Study Skills: Abilities to use strategies and approaches applied to learning that are critical to success in academic settings.

Summary of Performance (SOP): The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The SOP is a separate educational document from the IEP and is developed in lieu of an Exit IEP and focuses on a student's functional abilities. The SOP includes:

- Background information
- Postsecondary goals
- Academic and functional levels of performance
- Recommendations to assist the student in meeting his/her postsecondary goals, and
- The student's input.

"Nobody trips over mountains. It is the small pebble that causes you to stumble. Pass all the pebbles in your path and you will find you have crossed the mountain."

— Author Unknown

GLOSSARY OF TERMS

Technology Skills: Ability to use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society.

Transition Services: A coordinated set of activities for a student designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Work Experience: Offered in a variety of different ways on a real job-site that may be paid or unpaid such as volunteer work, job tryout, on the job training or employment. In education it is designed to allow students the opportunity to use job-site learning to earn credit.

Work Study: Work-study programs give students a source of money for college; however, the student has to work to earn the money. Most often work-study jobs allow students to work on their college or university campus. The Michigan Work-Study Undergraduate and Graduate Programs provide work opportunities to help needy students pay educational expenses.

Michigan Department of Licensing and Regulatory Affairs (LARA)

**Michigan Rehabilitation Services (MRS)
PO Box 30010**

Lansing, MI 48909

1-800-605-6722 (voice)

1-888-605-6722 (TTY)

Visit MRS on the Internet at:

www.michigan.gov/mrs



Important Names, Phone Numbers & E-mail Addresses

Name _____

Telephone Number _____

E-mail Address _____

Name _____

Telephone Number _____

E-mail Address _____

Name _____

Telephone Number _____

E-mail Address _____

Name _____

Telephone Number _____

E-mail Address _____

Name _____

Telephone Number _____

E-mail Address _____

Name _____

Telephone Number _____

E-mail Address _____

Name _____

Telephone Number _____

E-mail Address _____

START YOUR PREPARATION TODAY!



LARA

LICENSING AND REGULATORY AFFAIRS
CUSTOMER DRIVEN. BUSINESS MINDED.

MRS is funded 78.7% with USDOE-RSA Title I federal funds, and 21.3% with state and local funds.

The Michigan Department of Licensing and Regulatory Affairs is an equal opportunity employer/program. Auxiliary aids, services and other reasonable accommodations are available upon request to individuals with disabilities, as required by law.

Commodity No. 4882-6031; Quantity: 25,000; Total Cost: \$12,218.55; Unit Cost: \$0.49;
Printed: 10/11.