

TRANSITION SERVICES PLANNING

"GRADUATION DAY" (12th)

THIS PACKET INCLUDES:

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"WHAT YOU CAN DO NOW"

- 1A. Obtain all admissions applications and catalog information on the institutions of your choice. Then tell your counselor to send transcript.
- 1B. Consider housing (room-board) needs and complete requests.
2. Continue admissions testing if you have not yet met requirements of the institution of your choice. (SAT / ACT - 4 yr college)
(THEA / Accuplacer / Asset / Compass – 2 yr college)
3. Prepare and submit all scholarship information ASAP including FAFSA application (Jan.). Submit NCAA Clearinghouse Info (Athletes).
4. No matter which plan (work or education/training) you are selecting: contact the State Vocational Rehabilitation (VR) counselor for an appointment as instructed in today's meeting so they can provide any assistance needed to achieve your goal!
5. If not planning on additional education/training activities - contact the Texas Workforce Commission for information on job placement assistance. Consider U.S. Dept. of Labor Apprenticeships-www.bat.doleta.gov
6. Contact school counselor monthly for information on local scholarship money and apply for scholarships using web information on pages 12-13
7. Don't forget to order a FREE "compendium" - call 210-525-8494

Local school contact person name/phone: _____

INTRODUCTION

If you have been receiving a packet similar to this one during each year of high school, then you should have been completing all of the suggested activities as you prepare for this Senior year.

To review:

- 9th Grade:** 1. Attendance; 2. Get Your School Work Done; 3. Personal/Behavior Conduct
- 10th Grade:** 1. Career/Job reviews and exploration; 2. Education/Training needed for the career you are interested in pursuing.
- 11th Grade:** 1. Career decisions; 2. Schedule visits to education/training locations you may attend after high school. 3. Register and take SAT or ACT if needed. 4. Research scholarship/financial aid options.
- 12th Grade:** 1. It is now time for the **application** process to begin. If this is your first year to receive this packet, it is not too late. Guidance is provided to prepare you for career/jobs after high school.

Included in this packet will be the steps needed for you to be selected based on the applications you chose to submit! Good Luck!

Student / Parent Responsibilities **Application to schools for Post Secondary Education / Training** **(College, Jr. College and Trade Technical)**

1. APPLY ASAP!!! The schools do not know you exist!
 - Apply to any and ALL schools you are considering
 - You can be accepted to more than one and ONLY then can YOU choose where you want to attend!
 - Each school has its own requirements and these can vary from school to school.
 - The specific application can be obtained at the schools website www.name_of_school.edu
 - If you plan to live on campus you need to complete ALL housing requests along with school applications!
2. Send High School Transcript after #1 is completed.
 - Your school counselor will do this for you, just tell them where you have applied because this must be an official transcript with the appropriate school seal! No copies!
3. Apply and take entry test or tests ASAP!!!
 - 4 year – SAT or ACT and THEA
 - 2 year – THEA or alternative tests: Accuplacer, Asset or Compass (no SAT or ACT required)

APPLICATION FOR FINANCIAL AID AND SCHOLARSHIPS

1. Complete all applications for funding ASAP! The Compendium of Texas Colleges and Financial Aid Calendar is FREE for Seniors. Call 210-525-8494 or view on line at <http://www.everychanceeverytexan.org/about/scholars/>
This publication has over 50 pages of financial aid information plus all 2 and 4 year Texas school information.
2. Contact the financial aid office at ALL the schools of your interest. Each school has funding available based on campus specific criteria such as field of study. On campus work study programs, female and minority funding, financial need based funds, etc.....
Those students who think they don't have money for school are the PRIMARY candidates for FREE money! If you receive free or reduced lunch or any other family income based state or federal programs such as Medicaid or food stamp assistance, you are very likely to have your training provided for free!
3. In January, when you return from the holidays, you will receive a letter from the high school staff urging you to complete the FAFSA Form available in your counselor's office. This will allow you to be considered for up to over \$4200.00 per year for education / training. This is family income based assistance.

This is extremely important for students seeking assistance from DARS (Department of Assistive and Rehabilitative Services). The DARS counselor MUST have a copy of the letter you receive from FAFSA before considering any DARS funding!

APPLICATION FOR ASSISTANCE FROM DARS **(Department of Assistive and Rehabilitative Services)**

www.dars.state.tx.us/

You have the right to apply to be considered for services and possible funding through DARS. However, just as schools have acceptance criteria, so does DARS.

1. You will be asked "What is your disability?" No matter how mild or severe the disability – you are receiving assistance through the special education program at your school ONLY because a disability is identified. You MUST be able to discuss the disability with the DARS counselor and share how this could impede your ability for employment or training in the future.
2. You will be asked "Do you want to go to work?" The answer is YES! This is the only service provided by DARS – assisting individuals with disabilities to obtain and maintain successful employment. To be successfully employed in the future may require college, Jr. College, Trade/Technical school, on the job/apprenticeship, etc.... You and your DARS counselor will develop and IPE (Individual Plan for Employment) that will identify all services and resources necessary to achieve the employment goal.

SPECIAL SERVICES ON CAMPUS

Colleges, Jr. Colleges, Trade/Technical schools – any post-secondary formal training options

THESE PROGRAMS HAVE NO RESPONSIBILITY TO PROVIDE ANY ACCOMMODATIONS / MODIFICATIONS FOR STUDENTS UNLESS YOU IDENTIFY YOU HAVE A DISABILITY AND PROVIDE PROFESSIONAL DOCUMENTATION.

When you have made your choice of which schools to apply – make an appointment with the special services department on campus.

- Bring all of your documentation of your disability
- Test results (Special Education Evaluation)
- Doctor reports (physical)
- Other evaluations / outside or district evaluations (psychological, academic achievement)
- IEP Goals/objectives and modifications/accommodations
- Any additional professional reports that describe your disability and assistance received.

After meeting with the special services department at each school you are considering, you should have a better idea of which campus will provide the help you need.

EDUCATION / TRAINING ADMISSION **REQUIREMENTS SUMMARY**

- * Note- Not all schools offer the specific training you may want...you must research schools by either the school name (to get a list of training offered) or by training field (to obtain a list of schools who offer the degrees, licenses or certifications you seek)
<http://www.collegeforalltexas.com/>

2 YEAR STATE COMMUNITY/JR. COLLEGE (cost approx. \$ _____ yr)

Freshman / Soph.

1. Continuing education programs - no specific entry
2. License/certification/technical programs – Entry into employment, no transfer to 4 year school.
High school diploma/GED
May require school selected entry tests (Accuplacer, Asset, Compass)
*Program more than 42 credit hours - THEA required
3. Associate Degree program - transfer option to 4 year college/university (2.5 or higher GPA)
High school diploma/GED
*THEA prior to entry only (recommended request accommodations) if you are high school state test exempt, some exceptions based on SAT/ACT/ scores
SAT/ACT scores NOT REQUIRED
*Alternative tests may be considered by contact with the campus testing center (Accuplacer, Asset, Compass)
*Must be attempted first , before taking THEA
*Contact the JR. College Testing Center and Special Services Office for information

4 YR STATE COLLEGE/UNIV. BACHELOR DEGREE (cost approx. \$ _____ yr)

*** Tuition in-state has been deregulated as of May 03!**

1. SAT/ACT scores required - acceptance depends on score in addition to class rank @ high school graduation (1st-4th quarter) Top 10% Graduates receive automatic admission
2. Require specific academic courses on transcript- may vary by school
3. Require letter of recommendation- 3 to 5 average requirement
4. Require essay- The Texas Common Application includes the choices for essay each year.
5. THEA & some exemptions based on the SAT/ACT required for elementary/secondary education programs
6. Listing of Community and School Clubs, organizations, awards, etc.

4 YEAR PRIVATE COLLEGE/UNIVERSITY(cost **\$10,000 – \$40,000** + yr.)

Same as above

May require state testing (THEA) if going into elementary/secondary education degree plan.

PRIVATE TRADE/TECHNICAL SCHOOL (total cost **\$10,000 – \$40,000** +)

1. High school diploma/GED
2. School may have school selected entry tests

These schools are very expensive! Don't overpay for your training or education. Most State supported Community/ Jr. Colleges offer Trade/Tech programs @ 1/10 the cost of a private school. Don't sign up before you check out your options!

NOTE: These are “in-state” estimates! “out-of-state” costs/requirements can vary greatly, so contact “out-of-state” schools directly.

“COLLEGE TESTING REQUIREMENTS”

Features of the ACT and SAT

Various times throughout your high school career (10th-12th grade) you had the opportunity to sign up for **PRE** (practice) testing for SAT or ACT and now to sign up for the **real exam** during the 12th grade school year if you have not already done so.

	ACT American College Testing Assessment Program www.actstudent.org/	SAT College Board Scholastic Aptitude Test http://sat.collegeboard.org/home
Test Fee	Check test booklet	Check test booklet
Test Purpose	Designed to measure academic achievement in the areas of English, mathematics, reading, and science reasoning. The ACT tests contain a large proportion of analytical, problem-solving exercises and few measures of narrow skills or basic recall.	Designed to measure academic aptitude. In terms of verbal and numerical reasoning and the ability to recognize standard written English
Test Content	<p><u>ACT ENGLISH TEST</u></p> <ul style="list-style-type: none"> • Usage/Mechanics • Punctuation • Basic Grammar and Usage • Sentence Structure • Rhetorical Skills • Strategies • Organization Style <p><u>ACT MATHEMATICS TEST</u></p> <ul style="list-style-type: none"> • Pre-Algebra • Elementary Algebra • Intermediate Algebra & Coordinate • Geometry • Plane Geometry • Trigonometry <p><u>ACT READING TEST-Comprehension in areas of:</u></p> <ul style="list-style-type: none"> • Arts & Literature • Prose Fiction • Humanities • Social Studies & Sciences • History, Political Science • Economics, Anthropology, Psychology, Sociology • Biology, Chemistry, Physics, Physical Sciences <p><u>ACT SCIENCE REASONING TEST</u></p> <ul style="list-style-type: none"> • Interpretation, analysis, evaluation, reasoning, and problem-solving skills required in Biology, Physical Sciences, Chemistry, and Physics 	<p><u>SAT TEST OF STANDARD WRITTEN ENGLISH</u></p> <ul style="list-style-type: none"> • Punctuation • Grammar • Sentence Structure • Diction and Style <p><u>SAT MATHEMATICS</u></p> <ul style="list-style-type: none"> • Arithmetic • Algebra • Geometry <p><u>SAT VERBAL</u></p> <ul style="list-style-type: none"> • Antonyms • Analogies • Sentence Completion • Reading Comprehension in Social, Political, Scientific, Artistic, Philosophical and Literary Areas
Method of Scoring	Scores based on number of right answers. No penalty for guessing.	Scores adjusted for guessing

APPLY EARLY!! BE ACCURATE AND COMPLETE!! MEET DEADLINES!!

REQUESTS FOR ACCOMMODATIONS / MODIFICATIONS ON COLLEGE TESTING

Many student/parents pursue assistance available on SAT/ACT testing by requesting options such as untimed testing, individual administered testing, use of supplementary equipment, readers, recorders to fill in "bubble sheets" etc.

How to Make Request

All such requests are made by contacting your high school counselor and completing the appropriate form(s) in the SAT or ACT packet. However, along with the request, **DOCUMENTATION** must be provided to support the identified need!

Many mistakenly believe that because a student is eligible to receive assistance through special education, these accommodations are automatically approved and available.

Needed Documentation

This requirement for Professional Documentation, i.e., test results from approved evaluations and testing, reports from psychologists, doctors, educational diagnosticians and specific selected modifications on your annual IEP paperwork, is paramount in being approved to obtain help you may need or wish to consider.

The burden of proof falls on the student.

This makes it imperative, that at each annual IEP meeting, you seriously consider what assistance is documented so it can be referenced in the future to support your claim for accommodations on state or national college entrance tests.

Colleges do not adjust or lower entrance requirements simply because you identify a disability. The needs any one individual may demonstrate can be addressed by requesting appropriate, documented, ongoing service records to help raise your test results to the acceptable level for enrollment in colleges.

- **All requests for accommodations on state tests are made with assistance from your high school special education staff!**

WATCH THOSE DEADLINES!

If you have not completed testing you should schedule tests ASAP!

12th Grade

Hopefully, by now you have completed all required testing and are simply completing your school applications and submitting them on time for consideration by the schools you are choosing! If you have NOT completed these requirements, talk with your high school counselor and get started below with 11th grade Spring and Summer activities:

11th Grade (Spring Semester)

At this point, students seriously considering a 4-year college or university **MUST** sign up for SAT or ACT.

Most schools accept scores from either test. If you are not sure about the school(s) you are considering, call to clarify specifics.

You do not have to take both.

Taking the college entrance exams in the spring of 11th grade assures you two things:

1. Some colleges have very early deadlines for admission (as early as October of your senior year) so you will have a score to send them.
 2. When you receive your results and have not achieved a score high enough for admission to the school you have selected, there is ample time to study and retake the test in the fall of your senior year.
- Be sure to contact your high school counselor or the special education staff to apply for any testing accommodations as needed!

11th Grade (Summer)

Once you have received your results from the high school exit test, Texas Assessment of Knowledge and Skill (TAKS) or the new STAAR, you are eligible to take the state required Texas Higher Education Assessment (THEA) which is a college readiness test. See your high school counselor for a registration packet or obtain one from your local Jr. College Test Center.

- **THEA** information is provided on the next page. THEA or alternative tests ASSET, COMPASS, or ACCUPLACER are required for entry in Texas for **BOTH** the 4-year state colleges/universities and the Jr./community colleges (**it is the ONLY test required for entrance into a junior/community college.**)

THEA - www.thea.nesinc.com/

Alternates to THEA:

ASSET - www.act.org/compass/

COMPASS - www.accuplacer.org/cat/

ACCUPLACER - www.act.org/asset/

Texas Administrative Code (TAC)
CHAPTER 4 - RULES APPLYING TO ALL
PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS

Subchapter C. Texas Success Initiative (TSI)

- Information on www.tsha.state.tx.us/exemptions/ is reported in this packet (Texas Success Initiative). (see next page)



The State of Texas has required public school begun implementation of the new STAAR testing which is taking the place of the TAKS testing. This TAC rule will be modified by the state legislature in coming years to incorporate requirements of the STAAR.

4.51 Purpose

The purpose of this subchapter is to implement the Texas Success Initiative for Texas public institutions of higher education. It is the intent of the Texas Higher Education Coordinating Board that Texas public institutions of higher education use the flexibility and responsibility granted under these rules to improve individualized programs to ensure the success of students in higher education.

4.52 Authority

Under Texas Education Code, Section 51.307, the Board is authorized to adopt rules to implement the provisions of Texas Education Code, Sections 51.3062. Texas Education Code, Section 51.403(e), authorizes the Board to establish guidelines and reporting requirements.

4.53 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise.

1. Assessment -- the use of a Board-approved instrument to determine the academic skills of each entering undergraduate student and the student's readiness to enroll in freshman-level academic coursework.
2. Board -- The Texas Higher Education Coordinating Board.
3. Developmental Coursework -- no-degree-credit coursework designed to address a student's deficiencies.
4. Developmental Education -- developmental courses, tutorials, laboratories, and other means of assistance that are included in a plan to ensure the success of a student in performing freshman-level academic coursework.
5. Institution of higher education or institution -- any public technical institute, public junior college, public senior college or university, medical or dental unit, or other agency of higher education as defined in Texas Education Code, Section 61.003(8).
6. Minimum Passing Standards -- The minimum scores which must be attained by a student in reading, writing, and mathematics that indicates the student's readiness to enroll in freshman-level academic coursework.
7. Non-Degree Credit Course -- A course which may not be counted toward a degree or certificate. The term includes developmental, pre-collegiate and continuing education courses.

4.54 Exemptions/Exceptions

- a. The following students shall be exempt from the requirements of this title:
 1. For the period of five (5) years from the date of testing, a student who is tested and performs at or above the following standards:
 - (A) ACT: composite score of 23 with a minimum of 19 on both the English and the mathematics tests;
 - (B) Scholastic Assessment Test (SAT): a combined verbal and mathematics score of 1070 with a minimum of 500 on both the verbal and the mathematics tests; or

2. For a period of three (3) years from the date of testing, a student who is tested and performs on the Texas Assessment of Academic Skills (TAAS) with a minimum scale score of 1770 on the writing test, a Texas Learning Index (TLI) of 86 on the mathematics test and 89 on the reading test.
 3. A student who has graduated with an associate or baccalaureate degree from an institution of higher education
 4. A student who transfers to an institution from a private or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed college-level coursework as determined by the receiving institution.
 5. A student who has previously attended any institution and has been determined to have met readiness standards by that institution.
 6. A student who is enrolled in a certificate program of one year or less (Level-One Certificates, 42 or fewer semester credit hours or the equivalent) at a public junior college, a public technical institute, or a public state college.
 7. A student who is serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or as a member of a reserve component of the armed forces of the United States and has been serving for at least three years preceding enrollment.
 8. A student who on or after August, 1, 1990, was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member of a reserve component of the armed forces of the United States.
- b. An institution may exempt a non-degree-seeking or non-certificate-seeking student.

4.55 Assessment

- a. An institution shall assess, by an instrument approved in section 4.56 of this title (relating to Assessment Instruments), the academic skills of each entering undergraduate student prior to enrollment of the student. Under exceptional circumstances, an institution may permit a student to enroll in freshman-level academic coursework without assessment but shall require the student to be assessed not later than the end of the first semester of enrollment in freshman-level academic coursework.
- b. An institution offering collegiate-level credit to students via a Multi-Institution Teaching Center (MITC) or a university system center, or to in-state students by distance learning delivery systems shall ensure that students are assessed as required by this section.
- c. An institution may not use the assessment or the results of the assessment as a condition of admission to the institution.

4.56 Assessment Instruments

The following assessment instruments are approved by the Board:

1. ASSET and COMPASS offered by ACT
2. ACCUPLACER offered by The College Board
3. Texas High Education Assessment (THEA) (formerly TASP Test) offered by National Evaluation Systems, Inc.

4.57 Minimum Passing Standards

- a. The following minimum passing standards shall be used by an institution to determine a student's readiness to enroll in freshman-level academic coursework:
 ASSET: Reading Skills - 41; Elementary Algebra - 38; Writing Skills (objective) - 40; and Written Essay - 6.
 COMPASS: Reading Skills - 81; algebra - 39; Writing Skills (objective) - 59; and Written Essay - 6.
 ACCUPLACER: Reading Comprehension - 78; Elementary Algebra - 63; Sentence Skills - 80; and Written Essay - 6.
 THEA: Reading - 230; Mathematics - 230; Writing - 220
- b. The minimum passing standard for the written essay portion of all tests is a score of 6. However, an essay with a score of 5 will meet this standard if the student meets the objective writing test standard.
- c. An institution may require higher passing standards.

4.58 Advisement and Plan for Academic Success

- a. For each student who fails to meet the minimum passing standards described in Section 4.57 of this title (relating to Minimum Passing Standards), an institution shall:
 1. Establish a program to advise the student regarding developmental education necessary to ensure the readiness of that student in performing freshman-level academic coursework.
 2. Determine a plan, working with the student, for academic success, which shall include developmental education and may include provisions for enrollment in appropriate non-developmental coursework.
- b. Each plan for academic success shall:
 1. Be designed on an individual basis to provide the best opportunity for each student to succeed in performing freshman-level academic coursework.
 2. Provide to the student a description of the appropriate developmental education considered necessary to ensure the readiness of that student to perform freshman-level academic coursework.
 3. Provide to the student an appropriate measure for determining readiness to perform freshman-level academic coursework, as described in Section 4.59 of this title (relating to Determination of Readiness to Perform Freshman-level Academic Coursework).
- c. Institutions shall consider all federal laws pertaining to individuals with disabilities when assessing and advising such student.

4.59 Determination of Readiness to Perform Freshman-level Academic Coursework

- a. An institution shall determine when a student is ready to perform freshman-level academic coursework on an individual basis according to the needs of the student.
- b. As indicators of readiness, institutions shall consider, as appropriate:
 1. Performance in developmental education.
 2. Performance in appropriate non-developmental coursework.
 3. Performance on an assessment instrument described in Section 4.56 of this title (relating to Assessment Instruments) or performance on an institutionally selected assessment.
 4. Other indicators of readiness, as determined by the institution.
- c. The determination shall include the requirement that a student shall retake an assessment instrument described in Section 4.56 of this title (relating to Assessment Instruments) if the student did not initially perform at or above the following scores:
 1. ASSET: Reading Skills - 35; Elementary Algebra - 30; and Writing Skills (objective) -35.
 2. COMPASS: Reading skills - 64; Algebra - 23; Writing Skills (objective) - 44.
 3. ACCUPLACER: Reading Comprehension - 61; Elementary Algebra - 42; Sentence Skills -62.
 4. THEA: Reading - 201; Mathematics - 206; Writing - 205.
 5. An essay with a score of 5 will meet these criteria if the student meets the objective writing test standard.
- d. A student may retake an assessment instrument at any time, subject to availability, to determine the student's readiness to perform freshman-level academic coursework.
- e. An institution shall, as soon as practicable and feasible, indicate a student's readiness in reading, mathematics, and writing on the transcript of each student.

COLLEGE-BOUND STUDENTS WITH DISABILITIES

MAKING THE TRANSITION FROM HIGH SCHOOL TO COLLEGE

Students will most often find that there will be many changes in their lives during the transition between high school and college. The information below is designed to give you a heads-up in regard to that transition. “What Will Be Different in College” gives some general differences, as well as a point-by-point comparison of what you experienced in high school and what you might expect in college. “Expectations of College Professors” will give you an idea of what you can expect to experience with your classes and what you can do to avoid the pitfalls of common excuses that will not be tolerated.

WHAT WILL BE DIFFERENT IN COLLEGE?

As you will soon learn, college is very different from high school. You will soon:

- See changes in the amount of personal freedom you have;
- Notice differences in how classes are structured and offered;
- Realize that expectations of college professors are very different than those of high school teachers.

You will also notice that:

- Studying in college requires much more work than studying in high school;
- Tests in college are less frequent than in high school – for example, you may have only one or two tests in a semester-long class;
- Tests are frequently cumulative-that is, you may be tested on everything you’ve learned by that point of the semester, rather than being tested on just one chapter;
- Grades are awarded based on performance and that extra credit is generally not given.

Personal Freedom, Teachers vs. Professors, Testing, and Grades

PERSONAL FREEDOM IN HIGH SCHOOL vs. PERSONAL FREEDOM IN COLLEGE	
High school is mandatory and free (unless you choose other options)	College is voluntary and expensive.
Your time is usually structured by others.	You manage your own time.
You need permission to participate in extracurricular activities.	You must decide whether to participate in extracurricular activities. (Hint: Choose wisely in the first semester and then add later.)
You need money for special purchases or events.	You need money to meet basic necessities.
You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	Guiding principle: You’re old enough to take responsibility for what you do and don’t do, as well as for the consequences of your decisions.

HIGH SCHOOL TEACHERS VS. COLLEGE PROFESSORS	
Teachers check your completed homework.	Professors may not always check completed homework, but they will assume you can perform the same tasks on tests.
Teachers remind you of your incomplete work.	Professors may not remind you of incomplete work.
Teachers approach you if they believe you need assistance.	Professors are usually open and helpful, but most expect you to initiate contact if you need assistance.
Teachers are often available for conversation before, during, or after class.	Professors expect and want you to attend their scheduled office hours.
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	Professors have been trained as experts in their particular areas of research.
Teachers present material to help you understand the material in the textbook.	Professors may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or, they may expect you to relate the classes to the textbook readings.
Teachers often write information on the board to be copied in your notes.	Professors may lecture nonstop, expecting you identify the important points in your notes. When professors write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
Teachers impart knowledge and facts... sometimes drawing direct connections and leading you through the thinking process.	Professors expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind you of assignments and due dates.	Professors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.

TESTS IN HIGH SCHOOL VS. TESTS IN COLLEGE	
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of material. You, not the professor, need to organize the material to prepare for the test. A particular course may have only 2 or 3 tests in a semester.
Makeup tests are often available.	Makeup tests are seldom an option; if they are, you need to request them.
Teachers frequently rearrange test dates to avoid conflict with school events.	Professors in different courses usually schedule tests without regard to the demands of other courses or outside activities.
Teachers frequently conduct review sessions, pointing out the most important concepts.	Professors rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
Mastery is usually seem as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the	Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.

kinds of problems you were shown how to solve.	
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GRADES IN HIGH SCHOOL VS. GRADES IN COLLEGE	
Grades are given for most assigned work.	Grades may not be provided for all assigned work.
Consistently good homework grades may help raise your overall grade when test grades are low.	Grades on tests and major papers usually provide most of the course grade.
Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	Watch out for your first tests. These are usually “wake-up calls” to let you know what is expected—but they also may account for a substantial part of your course grade. You may be shocked when you get your grades.
You may graduate as long as you have passed all required courses with a grade of D or higher.	You may graduate only if your average in classes meets the departmental standard—typically a 2.0 or C.
Guiding principle: “Effort counts.” Courses are usually structured to reward a “good faith effort.”	Guiding principal: “Results count.” Though “good-faith effort” is important in regard to the professor’s willingness to help you achieve good results, it will not substitute for results in the grading process.

EXPECTATIONS OF COLLEGE PROFESSORS

The top ten things they don’t want to hear....

College professors expect you to come to class, work hard, and turn your work in on time. A survey of college professors at the University of Montana yielded the following (with apologies to David Letterman) presentation:

10. “I didn’t have time....” - there are 168 hours in one week so you have enough time to study 2-3 hours outside of class for every hour in class. - You are investing your money (and your parents’).
9. “I don’t understand....” - Ask questions in class. - Visit your professors during office hours or at other times. – Explain WHAT you didn’t understand.
8. “I didn’t know that was plagiarism...” - Remember the five word rule: If you take more than 5 words from a source, you must cite it! - Do your own work. Penalty is high if you’re caught.
7. “I don’t like the grade you gave me...” - Nobody does. - If you want to talk with a professor about a grade put your request in writing, and... make an appointment.
6. “But I was up all night writing this paper...” - don’t wait until the last minute. Write more than one draft. Use the writing lab. PROOF READ!
5. “I got bad advice.” - Make time to see your advisor. Be prepared for advising appointments—know what’s required.
4. “This assignment is too hard.” - Take advantage of the many opportunities provided by the university for easing your academic transition...FIGS, Freshman Seminar, University Transition, Study Skills, labs, etc.

3. “Is this going to be on the exam?” - Professors are here to aid you in your thinking and learning. It’s your job to know more than just “the right answers.”
2. “My grandmother died.” - No disrespect intended. A surprising number of “deaths” occur just before final exams. Plan ahead and turn in your work on time.
1. “Did we do anything important in class today?” - You are expected to attend class. If it were thought to be unimportant, class would be cancelled. Every class is important.

COMPARISON OF DISABILITY SERVICES IN HIGH SCHOOL AND COLLEGE

Disability Services for Students: Here is a point-by-point comparison of some services and accommodations and the ways in which they may differ between high school and college. (*Below is just an example. You must talk with your individual college office to obtain specifics.*)

HIGH SCHOOL	COLLEGE
Under IDEA, children with disabilities are absolutely <i>entitled</i> to a “Free and Appropriate Public Education (FAPE).”	<i>Equal access</i> to education is the order of the day – no one is <i>entitled</i> to anything, but rather students have civil rights and they must advocate for themselves in order to enjoy those rights.
Section 504 in the public schools includes “Free and Appropriate Public Education (FAPE)” language, and accommodations may include a shortening of assignments, or the use of notes on tests, when other students cannot use them.	Section 504 is the first civil rights legislation that applied to colleges. It upholds the institution’s right to maintain the academic standards, and no accommodations may be permitted to reduce that standard for any student. Thus there is no “free” education, and shortening assignments and using notes when other students do not are not considered “reasonable accommodations.”
Plans, either the IEP or a 504 Plan, drove all services and accommodations, and involved the teachers, counselors, and absolutely required a parent’s signature.	There is no plan, and instructors are not contacted except by the student. In fact, parents may not receive even a student’s grades without the student giving written permission.
“Placement” is determined by the child’s team, and outlined in the plan, and must, by law, be in the least restrictive environment.	Placement integration is assumed, and is the order of the day. We adjust the environment through accommodations, but we don’t deliberate and select the environment for the student in advance.
Students were qualified for public education simply by being of the appropriate age, and because they had a disability.	“Otherwise qualified,” in college, means that the student must meet all entrance and academic requirements, whether they receive accommodations or not.
Everybody knew about a student’s placement, and practically everybody signed the plan. Each teacher would know about a student-even before he or she entered the classroom, and have a good idea what the student’s needs were.	Disability Student Services (DSS) never contacts a professor without express permission from the student. Thus, the student must initiate all actions regarding accommodations with each professor, for each course, every semester. In addition, students have the civil right to refuse accommodations they don’t need or want; and if they do not request an accommodation it is assumed they do not want it.

Public schools, for the most part, are responsible for appropriate assessment of a student's disability.	Higher education does not have to assess the student, but can expect that the student will provide proof of their disability within accepted guidelines.
Some subjects may have been waived for a student before graduation, if they were specifically related to the student's disability.	Substitutions for specific graduation requirements may be requested by following a rigorous petition process, but "waivers" for requirements are never granted. Substitutions are also granted typically after the student has both provided adequate verifications to DSS of their disability and unsuccessfully attempted the courses in question with the appropriate accommodations recommended by DSS.
Labels are a way to categorize people.	Student has a right to disclose to whom and when they choose, but must own their disability in order to enjoy a level playing field.
Assessment, physical or other therapy, or personal care provided by school while in school.	Student is responsible for personal services—personal care, medical and related requirements, just as if they would if they were living independently and not attending school.
Students often receive "Un-timed tests" if they have a disability.	"Un-timed tests" are not reasonable, but time extensions may be reasonable, typically time-and-a-half but no more than double time.
Teachers may be expected to learn all they can about the disability of a student in one of their classes.	Professors need know only that which applies to the accommodations the student requests.

SUMMARY

The successful college student with a disability will be the student who has:

- Understood his/her own disability.
- Learned and utilized appropriate services and strategies.
- Carried out a thorough college search process.
- Become a good self-advocate.
- Remained motivated and focused.
- Performed to the level of his/her potential and expectation.
- Become an independent learner.

The key to being successful as a student with a disability is to realize that this is a long term process requiring commitment from beginning to end.

LEARNING DISABILITIES AND THE LAW

After High School: An Overview for Students

Q: Do the legal rights of students with learning disabilities continue after high school?

A: Legal rights may continue. It depends upon the facts in the individual case. Children with learning disabilities who receive services under the Individuals with Disabilities Education Act (IDEA) or the Rehabilitation Act of 1973 (Rehabilitation Act) in public elementary and secondary school may continue to have legal rights under federal laws in college programs and in employment. When students graduate from high school or reach 21, their rights under the IDEA come to an end.

The rights that may continue are those under the Rehabilitation Act and the Americans with Disabilities Act of 1990 (ADA). To understand which rights continue, it is important to understand the three basic federal statutes that confer rights on people with disabilities.

The IDEA, initially enacted in 1975, provides for special education and related services for *Children with disabilities* who need such education and services by reason of their disabilities. The IDEA provides for a Free Appropriate Public Education (FAPE) and for an Individualized Education Program (IEP).

The Rehabilitation Act, most notably Section 504, prohibits discrimination against children and adults with disabilities. The Rehabilitation Act applies to public and private elementary and secondary schools and colleges that receive federal funding. It also applies to employers that receive federal funding.

The ADA prohibits discrimination against children and adults with disabilities and applies to all public and most private schools and colleges, to testing entities, and to licensing authorities, regardless of federal funding. Religiously controlled educational are exempt from coverage. The ADA applies to private employers with fifteen or more employees and to state and local governments.

It may help to consider an example of how rights may continue over many years. Jeff has a reading disorder. For a long time he wanted to become a lawyer, and now he is in law school. He received special education and related services under the IDEA during public elementary school. He went to a small private religious high school and received accommodations under Section 504 of the Rehabilitation Act. He received extra test time on the SAT, during college, on the law school admission test (LSAT), and in law school. Under the ADA, he will be entitled to extra test time on the Bar Examination.

Q: Do all people with learning disabilities have legal rights under the Rehabilitation Act and ADA?

A: No. Many have legal rights, but some do not. Under the Rehabilitation Act and ADA, a disability is an impairment that substantially limits a major life activity, such as learning. Children and adults with learning disabilities, in many cases, have been found to have an impairment that substantially limits learning. That substantial limitation means that these individuals have a disability under the Rehabilitation Act and ADA and are protected under these laws.

Let's look at an example. Jim was diagnosed with a reading disorder and math disorder when he was six years old. He received special education under the IDEA for most of elementary school to assist with reading and math. By the time he entered high school, his reading comprehension and speed

tested as average, but he continued to receive services under the IDEA for his math disorder through the end of high school. After graduation, Jim enrolled in art school. The art school required one math course as a requirement for graduation, but had a policy allowing course substitutions for the math requirement for students with disabilities that interfered with math. Jim disclosed his math disorder, requested a course substitution for math, and submitted good professional documentation of his disability and his need for accommodation. Since he had largely compensated for his reading disorder and tested in the average range, he was not substantially limited in reading. Thus, his reading disorder was not a disability under the law. He did not disclose his reading disorder and did not seek any accommodations for it.

Q: What rights do I have under the Rehabilitation Act and ADA as a person with a disability?

A: Basically you have the right to be free from discrimination on the basis of a disability. In the early school years, a child may be found ineligible under the IDEA but eligible under Section 504 and the ADA. The child would then receive services and accommodations under these anti-discrimination laws. In college, the Rehabilitation Act and ADA provide a right to accommodations for qualified persons with disabilities, so that courses, examinations, and activities will be accessible. These laws also require reasonable accommodations in the workplace for qualified individuals with disabilities.

Notice that the protections of these laws are for qualified persons with disabilities. This means you must be qualified to do the college program or job in order to be protected under the law. You may have to prove you are qualified. This is different from public elementary and secondary school, where you were presumed to be qualified to be educated.

An example will illustrate this point. Karen had a reading disorder, auditory processing and memory retrieval problems. She received special education throughout public school. She had extra time on the SAT and did well enough to get into a college social work program. She disclosed her disabilities, requested the accommodation of extra test time and a reader for examinations, and provided supporting professional documentation. She received the requested accommodations, but failed essay tests anyway. She was dismissed from the social work program. She then sought to set aside the dismissal on the ground that she couldn't take essay tests on such complex material because of her memory retrieval problem. In the end, the finding was that the school had provided all requested accommodations, that the school had done nothing improper, and that Karen was not qualified for the program.

Q: What accommodations would I be entitled to in college?

A: College accommodations depend upon your particular disabilities and how they impact on you in the college setting. Accommodations might include: course accommodations (e.g., taped textbooks, use of a tape recorder, instructions orally and in writing, note taker, and priority seating) and examination accommodations (e.g., extended test time, reader, and quiet room).

Q: What accommodations would I be entitled to in my job?

A: Workplace accommodations depend upon your particular disabilities and how they impact on performing the essential functions of your job. Accommodations might include: instructions orally and in writing, frequent and specific feedback from supervisors, quiet workspace, and training course accommodations.

Q: What about ADD? Is it covered under the law?

A: Yes, if it meets the criteria of the particular law. ADD, while not expressly listed, may be covered by the IDEA under one of three categories: other health impairment, specific learning disabilities, and serious emotional disturbance. ADD has been found to be an impairment under the Rehabilitation

Act and ADA and, like learning disabilities, is a disability if it substantially limits a major life activity, such as learning.

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

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

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

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

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

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

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

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

Q. What academic adjustments must a postsecondary school provide?

- A- The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments include modifications to academic requirements and auxiliary aids and services, for example, arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

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

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

- A. You must inform the school that you have a disability and need an academic adjustment. Unlike

your school district, your postsecondary school is not required to identify you as having a disability or assess your needs.

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

Q. When should I request an academic adjustment?

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

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

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

Q. What documentation should I provide?

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

Although an Individualized Education Program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different. Also in some cases, the nature of a disability may change. If the documentation that you have does not meet the postsecondary school's requirements, a school official must tell you in a timely manner what additional documentation you need to provide. You may need anew evaluation in order to provide the required documentation.

Q. Who has to pay for a new evaluation?

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

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

A. The school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic

adjustment, the school may offer that academic adjustment or an alternative one if the alternative also would be effective. The school may also conduct its own evaluation of your disability and needs at its own expense.

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

Q. What if the academic adjustment we identified is not working?

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

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

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

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

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

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

School publications, such as student handbooks and catalogs, usually describe the steps you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request. If you are dissatisfied with the outcome from using the school's grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may file a complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the addresses and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>.

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

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education. To receive more information about the civil rights of students with disabilities in education institutions, contact us at:

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

After you have made a decision concerning which college you wish to attend, you will need to initiate your admission process. Students must accurately complete and return all necessary forms along with any other required documents and fees prior to published deadlines. Applications for admissions are requested from the office of admissions. **Procedures and deadlines may vary significantly among colleges.** Consult the **most current** catalog of your college or university.

APPLY

Entrance requirements differ from college to college. Most require specific high school units and specify an admissions test. (See section on admission exams.) It is the student's responsibility to determine whether or not he-she meets admissions criteria and takes the proper test. This information is readily available in the catalog published by the college.

**In Texas, the state supported Colleges and Universities have one common application. It is available in your counselor's office or on line@
www.applytexas.org**

FINANCIAL AID - FAFSA

If you will need financial aid to attend college or trade / technical schools, your very first step must be to complete the **FAFSA – Free Application for Federal Student Aid**. Almost ALL other means of student aid (loans or grants) will require that the FAFSA has been completed first. Apply online and pay attention to deadlines: www.fafsa.ed.gov/

As a result of recent legislative changes, you should be aware of a number of new requirements for the federal student aid programs. Most of these changes are effective with the 2012-13 school year (July 1, 2012 through June 30, 2013). Here's an overview of the changes that could impact your financial aid (FAFSA) qualification.

Eligibility of Students Without a High School Diploma

If you are enrolling in higher education for the first time on or after July 1, 2012, in order to be eligible for federal student aid, you must have either a high school diploma or a recognized equivalent (such as a General Educational Development certificate (GED) or have been home schooled).

You will no longer have the option of becoming eligible for federal student aid by passing an approved test or completing at least six credit hours or 225 clock hours of postsecondary education.

Expected Family Contribution

The lower a student's Expected Family Contribution (EFC), the higher the student's federal student aid eligibility. A change has been made to the income amount that is used to determine if a student qualifies for an automatic EFC of zero.

When you complete the *Free Application for Federal Student Aid* (FAFSA), you receive an Expected Family Contribution, which is a number used to determine your federal student aid eligibility. For the 2012-13 school year, you will automatically qualify for an Expected Family Contribution of zero if your family income does not exceed \$23,000. This is a reduction from the previous maximum income of \$32,000.

Federal Pell Grant

A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded usually only to undergraduate students who have not earned a bachelor's or a professional degree. (In some cases, however, a student enrolled in a post-baccalaureate teacher certification program might receive a Pell Grant.) Pell Grants are considered a foundation of federal financial aid, to which aid from other federal and nonfederal sources might be added.

How much can I get?

There are limits on the maximum amount you are eligible to receive each academic year and in total (aggregate Pell Grant limit). The maximum Pell Grant award amounts for the 2011-12 award year (July 1, 2011 to June 30, 2012) and for the 2012-13 award year (July 1, 2012 to June 30, 2013) are each \$5,550. You may receive less than the maximum award depending not only on your financial need, but also on your costs to attend school, your status as a full-time or part-time student, and your plans to attend school for a full academic year or less.

Any Pell Grant eligible student whose parent or guardian died as a result of military service in Iraq or Afghanistan after Sept. 11, 2001 will receive the maximum annual award. You must be under 24 years old or enrolled at least part-time in college at the time of your parent's or guardian's death. Beginning with the 2012-2013 award year, you can only receive a Pell Grant for up to a maximum of 12 semesters or the equivalent.

If I am eligible, how will I get the Pell Grant money?

Your school can apply Pell Grant funds to your school costs, pay you directly (usually by check), or combine these methods. The school must tell you in writing how much your award will be and how and when you'll be paid. Schools must disburse funds at least once per term (semester, trimester, or quarter). Schools that do not use semesters, trimesters, or quarters must disburse funds at least twice per academic year.

TEXAS Grant

Program Purpose

The Texas Legislature established the TEXAS (Towards EXcellence, Access and Success) Grant to make sure that well-prepared high school graduates with financial need could go to college.

Who can apply? Students who...

For an initial award:

Are Texas residents

Have not been convicted of a felony or crime involving a controlled substance

Show financial need

Have an EFC less than or equal to \$4000

Register for the Selective Service or are exempt from this requirement

AND

Be a graduate of an accredited high school in Texas not earlier than the 1998-99 school year
Complete the Recommended High School Program or Distinguished Achievement Program in high school

Enroll in a non-profit public college or university in Texas within 16 months of graduation from a public or accredited private high school in Texas and

Have accumulated no more than 30 semester credit hours, excluding those earned for dual or concurrent courses or awarded for credit by examination (AP, IB or CLEP).

OR

Have earned an associate degree from a public technical, state or community college in Texas and

Enroll in any public university in Texas no more than 12 months after receiving their associate's degree.

Students entering the program from high school who continue in college and who meet program academic standards can receive awards for up to 150 semester credit hours, until they receive a bachelor's degree, or for five years if enrolled in a 4-year degree plan or six years if enrolled in a 5-year degree plan, whichever comes first.

Students entering the program based on acquisition of an associate's degree who continue in college and who meet program academic standards can receive awards for up to 90 semester credit hours, until they receive a bachelor's degree, or for three years if enrolled in a 4-year degree plan or four years if enrolled in a 5-year degree plan, whichever comes first.

The academic requirements for continuing in the program are:

At the end of the first year, a student entering the program must be meeting the school's Satisfactory Academic Progress (SAP) requirements.

At the end of the second year in the program or later years, all students must complete at least 75% of the hours attempted in the prior academic year, have an overall college grade point average (GPA) of at least 2.5 on a 4.0 scale and complete at least 24 semester credit hours per year.

Where may awards be used?

A TEXAS Grant may be used to attend any public institution of higher education in Texas.

How much can be awarded?

The maximum award amount (including state and institutional funds) is equal to the student's tuition and required fees.

For 2012-2013, the maximum amount is:

\$7,400 per year for public universities and state college students

\$2,400 per year for public community college students

\$4,400 per year for public technical college students

How can you apply?

You apply for the TEXAS Grant when you complete and submit the Free Application for Federal Student Aid (FAFSA) or other application as required by your college's financial aid office.

Funding is limited, so you need to submit your application as soon as possible after January 1 of your senior year. The financial aid office at each college and university will determine if TEXAS Grant is part of the aid package that is offered to you.

Additional Information

Your eligibility for this program is determined by the financial aid office at your college. Contact your college financial aid office for additional information on eligibility or availability of funds.

To read more about this program check out: [Texas Education Code, §56.301](#) and [Coordinating Board Rules, Chapter 22 L](#).

TEACH Grant Program

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

Conditions

In exchange for receiving a TEACH Grant, you must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students. As a recipient of a TEACH Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. **IMPORTANT:** If you fail to complete this service obligation, all amounts of TEACH Grants that you received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U.S. Department of Education. You will be charged interest from the date the grant(s) was disbursed.

Student Eligibility Requirements

To receive a TEACH Grant you must meet the following criteria:

- Complete the Free Application for Federal Student Aid (FAFSA), although you do not

- have to demonstrate financial need.
- Be a U.S. citizen or eligible non-citizen.
- Be enrolled as an undergraduate, post-baccalaureate, or graduate student in a postsecondary educational institution that has chosen to participate in the TEACH Grant Program.
- Be enrolled in coursework that is necessary to begin a career in teaching or plan to complete such coursework. Such coursework may include subject area courses (e.g., math courses for a student who intends to be a math teacher).
- Meet certain academic achievement requirements (generally, scoring above the 75th percentile on a college admissions test or maintaining a cumulative GPA of at least 3.25).
- Sign a TEACH Grant Agreement to Serve (see below for more information on the TEACH Grant Agreement to Serve).

High-Need Field

High-need fields are Bilingual Education and English Language Acquisition, Foreign Language, Mathematics, Reading Specialist, Science, Special Education, and other identified teacher shortage areas as of the time you begin teaching in that field. These are teacher subject shortage areas (not geographic areas) that are listed in the Department of Education's *Annual Teacher Shortage Area Nationwide Listing*. To access the listing, please go to www.ed.gov/about/offices/list/ope/pol/tsa.doc.

Schools Serving Low-Income Students

Schools serving low-income students include any elementary or secondary school that is listed in the Department of Education's *Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits*. To access the Directory, please go to www.tcli.ed.gov and click on the SEARCH button.

Teach Grant Agreement to Serve

Each year you receive a TEACH Grant, you must sign a TEACH Grant Agreement to Serve that will be available electronically on a Department of Education website. The TEACH Grant Agreement to Serve specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgment by you that you understand that if you do not meet the teaching service requirements you must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were disbursed. Specifically, the TEACH Grant Agreement to Serve will require the following:

- For each TEACH Grant-eligible program for which you received TEACH Grant funds, you must serve as a full-time teacher for a total of at least four academic years within eight calendar years after you completed or withdrew from the academic program for which you received the TEACH Grant.
- You must perform the teaching service as a highly-qualified teacher at a low-income school. The term highly-qualified teacher is defined in section 9101(23) of the Elementary and Secondary Education Act of 1965 or in section 602(10) of the Individuals With Disabilities Education Act.
- Your teaching service must be in a high-need field.
- You must comply with any other requirements that the Department of Education

INTERNET RESOURCES

determines to be necessary.

- If you do not complete the required teaching service obligation, TEACH Grant funds you received will be converted to a Federal Direct Unsubsidized Stafford Loan that you must repay, with interest charged from the date of each TEACH Grant disbursement.

IMPORTANT REMINDER

If you receive a TEACH Grant but do not complete the required teaching service, as explained above, you will be required to repay the grants as a Federal Direct Unsubsidized Stafford Loan, with interest charged from the date of each TEACH Grant disbursement.

Next Steps

If you are interested in learning more about the TEACH Grant Program, you should contact the financial aid office at the college where you will be enrolled to find out if they participate in the TEACH Grant Program.

**The scholarship info in this section is FREE!!
Don't pay for someone to give you what you already have!**

The student who is willing to invest some time and effort is likely to be just as successful locating funding sources as any fee-charging search service might be. Information about federal student aid programs is readily available at no charge (see "Selected Resources"), while high school guidance counselors and college financial aid offices are good resources for information about state-based and institutional aid. Also, the reference section of a college or community college library is likely to have guidebooks and directories listing grants and scholarships. It is increasingly common for high school guidance departments, libraries, and colleges to offer computerized scholarship searches at little or no cost. Finally, there are numerous resources about financial aid and scholarships on the World Wide Web, including several search services that charge no fee at all (see the following section, "Internet Searches").



Students with Internet access will find a wealth of information about how to complete the FAFSA, as well as additional grants and scholarships for which they may apply. The following World Wide Web addresses are listed to facilitate an electronic search. Note that many web sites offer additional links to other related sites.

1. Financial Aid for Students, through the U.S. Department of Education's Office of Postsecondary Education, offers information and links relating to federal student assistance programs: www.federalstudentaid.ed.gov

2. The Financial Aid Information Page is a comprehensive resource that will connect students with mailing lists, news groups, loan information, and scholarships for special interest groups such as females, minorities, veterans, etc: <http://www.finaid.org>.
3. **FAFSA Express** allows students to download, complete, and file the FAFSA electronically: www.fafsa.ed.gov . Or call the FAFSA Express Customer Service Line for more information at (800) 433-3243 or for hearing impaired TYY 1-800-730-8913.
4. College Board Home Page includes an instant profile search of available grants and scholarships: <http://www.collegeboard.org/>
5. **fastWEB** (Financial Aid Search Through the WEB) is a searchable database of more than 660,000 private sector scholarships, fellowships, grants, and loans. Used by colleges across the United States, fastWEB is now available to you at no charge through the World Wide Web, courtesy of the Financial Aid Information Page and Student Services, Inc.: <http://www.fastweb.com>.
6. **CASHE** (College Aid Sources for Higher Education), provided free through Sallie Mae's Online Scholarship Service, is a database of more than 180,000 scholarships, fellowships, grants, loans, internships, competitions, and work-study programs sponsored by more than 3,600 organizations: <http://www.salliemae.com/>.
7. **SRN Express** is a free web version of the Scholarship Resource Network (SRN) database that focuses on private-sector, non-need-based aid. The award listings in the SRN database contain more detailed information than can be found in most scholarship databases and scholarship directories: www.scholarshipsearch.com
8. **CollegeNET MACH25** is a free Web version of the Wintergreen/Orchard House Scholarship Finder database. This database contains listings of more than 500,000 private sector awards from 1,570 sponsors. The database is updated annually: <http://www.collegenet.com/mach25/>.
9. **NASFAA** -The National Association of Student Financial Aid Administrators' home page includes two free downloadable publications for students and their parents, *Cash for College* and *TIPS: Timely Information for Parents and Students*. The site also contains links to other financial aid-related web sites: <http://www.nasfaa.org>.
10. **Peterson's Student Edge** (formerly College Quest) is a comprehensive site devoted to the process of searching, choosing, applying, and paying for college that contains a database of more than 1,000,000 plus scholarships and grants for postsecondary student: <http://www.collegequest.com/>.

FOUNDATION CENTER

The Foundation Center, with headquarters in Washington, DC, and New York and cooperating collections in nearly 100 cities across the country, can provide the names of private foundations that donate money for particular activities or causes. The Foundation Center has a volume of listings called *Foundation Grants for Individuals* arranged in broad categories. It can be used there or purchased for \$65 plus \$4.50 for shipping and handling. Call (800) 424-9836 to find the address of the nearest cooperating collection. www.fdncenter.org

APPRENTICESHIP

As a student reaches the junior year, many make an important decision regarding future success in employment by considering direct, hands on job training situations. Known as apprenticeship, it is one of the primary ways individuals start their careers.

- * Federal funds are available to assist students who wish to investigate this valuable means of preparation for entry into the work force.
- * Each state has an office (usually identified by contacting the local area U.S. Department of Labor) that is responsible for identifying apprenticeship opportunities in your region/state. The phone numbers are found in the “Government Pages” of the phone book.
- * Apprenticeship may also include some required hours of classroom training/education. However, the primary focus will be the experience and knowledge gained while in the field working under the supervision of a licensed and certified technician in our field of interest.
- * Upon completion of the required “in the field” training, state or national exams may be required to receive your certification or license.
- * Attached you will find a list of hundreds of careers in which apprentice training could be available.
- * Formal technical/vocational, Jr. College or college training can be offered in many of the careers listed on the next pages.
- * (The office below covers the DFW area, west to Abilene, south to Waco, north to the Red River and east to the Louisiana border)

Bureau of Apprenticeship & Training
U.S. Dept. of Labor
214-767-9263

Website: <http://www.doleta.gov/oa/apprentices.cfm>

To get specific information by occupation, State & County of registered apprenticeship programs in the U.S.

APPRENTICEABLE OCCUPATIONS

Accordian maker	Automobile tester (automotive services)	Cabinetmaker
Acoustical carpenter	Automobile upholsterer	Cable install-repairer
Actor (amusement and recreation)	Automobile-body repairer	Cable splicer
Air and hydronic balance technician	Automobile-repair-service estimator	Cable television installer
Air-conditioning mechanic (automotive services)	Automotive-generator-and-starter repairer	Cable tester (telephone and telegraph)
Air-conditioning installer, window	Aviation safety equipment technician	Calibration laboratory technician
Aircraft mechanic, armament	Aviation support equipment repairer	Camera operator
Aircraft mechanic, electrical	Avionics technician	Camera repairer
Aircraft mechanic, plumb and hydraulics	Baker (bakery products)	Canal-equipment mechanic
Aircraft-armament mechanic (government services)	Baker (hotel and restaurant)	Candy maker
Aircraft-photograph-equipment mechanic	Baker, pizza (hotel and restaurant)	Canvas worker
Airframe and power plant mechanic	Bakery-machine mechanic	Car repairer (railroad locomotive and car building)
Airplane coverer (aircraft)	Bank note designer	Carburetor mechanic (automotive services)
Airplane inspector	Barber	Card cutter, jacquard
Alarm operator (government services)	Bartender	Card grinder (asbestos products)
Alteration tailor	Batch and furnace operator	Carpenter
Ambulance attendant (EMT)	Battery repairer	Carpenter, maintenance
Animal trainer (amusement and recreation)	Beekeeper (agriculture and agricultural service)	Carpenter, mold
Architectural coatings finisher	Ben-day artist	Carpenter, piledriver
Arson and bomb investigator	Bench hand (jewelry)	Carpenter, rough
Artificial-plastic-eye maker	Bindery worker	Carpenter, ship (ship and boat building and repairing)
Asphalt-paving machine operator	Bindery-machine setter	Carpet cutter (retail trade)
Assembler-installer, general	Biomedical equipment technician	Carpet layer
Assembler, aircraft, power	Blacksmith	Cartoonist, motion picture
Assembler, aircraft, structures	Blocker-and-cutter, contact lens	Carver, hand
Assembler, electromechanical	Boatbuilder, wood	Cash-register servicer
Assembler, metal building	Boiler operator (any industry)	Casting-in-line setter (printing and publishing)
Assembly technician	Boilerhouse mechanic	Casket assembler
Assistant press operator	Boilermaker fitter	Caster (jewelry)
Audio operator	Boilermaker II	Caster (nonferrous metal alloys and primary products)
Audio-video repairer	Boilermaker II mechanic	Cell maker (chemicals)
Auger press operator, manual control	Bookbinder	Cement mason
Automobile cooling system diagnostic technician	Bootmaker, hand	Central-office installer (telephone and telegraph)
Automobile-maintenance-equipment servicer	Bracelet and brooch maker	Center-office repairer
Automobile-radiator mechanic	Brake repairer (automotive services)	Chaser (jewelry; silverware)
Automated equipment engineer-technician	Bricklayer (brick and tile)	Cheesemaker
Automatic-equipment technician (telephone and telegraph)	Bricklayer, firebrick and refractory tile	Chemical operator III
Automobile mechanic	Bricklayer (construction)	Chemical-engineering technician
	Brilliandeer-lopper (jewelry)	Chemical-laboratory technician
	Butcher, all-round	Chief of party (professional and kindred)
	Butcher, meat (hotel and restaurant)	Chief operator (chemicals)
	Buttermaker (dairy products)	Childcare development specialist

Chimney repairer	Dictating-transcribing-machine servicer	Electric-motor-and-generator assembler
Clarifying-plant operator (textiles)	Die designer	Electric-sign assembler
Clothe designer	Die finisher	Electric-tool repairer
Coin-machine-service repairer	Die maker (jewelry)	Electric-track-switch maintainer
Colorist, photography	Die maker (paper goods)	Electrical technician
Commercial designer	Die maker, bench, stamping	Electrical-appliance repairer
Complaint inspector (light, heat, and power)	Die maker, stamping	Electrical-appliance servicer
Composing-room machinist	Die maker, trim	Electrical-instrument repairer
Compositor	Die maker, wire drawing	Electrician
Computer programmer	Die polisher (nonferrous metal alloys and primary products)	Electrician (ship and boat building and repairing)
Computer-peripheral- equipment-operator	Die setter (forging)	Electrician (water transportation)
Construction-equipment- mechanic	Die sinker	Electrician, aircraft
Contour wire specialist, denture	Diesel mechanic	Electrician, automotive
Conveyor-maintenance mechanic	Diesel-engine tester	Electrician, locomotive
Cook (any industry)	Director, funeral	Electrician, maintenance
Cook hotel and restaurant)	Director, television	Electrician, powerhouse
Cook, pastry (hotel and restaurant)	Display designer (professional and kindred)	Electrician, radio
Cooling tower technician	Displayer, merchandise	Electrician, substation
Coppersmith (ship and boat building and repairing)	Door-closer mechanic	Electromechanical technician
Coremaker	Dot etcher	Electromechanical-equipment repairer
Cork insulator, refrigeration plant	Drafter, automotive design	Electronic prepress system operator
Correction officer	Drafter, automotive design layout	Electronic-organ technician
Corrosion-control fitter	Drafter, architectural	Electronic-production-line- maintenance mechanic
Cosmetologist	Drafter, cartographic	Electronic-sales-and –service technician
Counselor	Drafter, civil	Electronics mechanic
Cupola tender	Drafter, commercial	Electronics technician
Custom tailor (garment)	Drafter, detail	Electronics tester
Customer service representative	Drafter, electrical	Electronics utility worker
Cutter, machine I	Drafter, electronic	Electrotyper
Cylinder grinder (printing and publishing)	Drafter, heating and ventilating	Elevating-grader operator
Cylinder-press operator	Drafter, landscape	Elevator operator
	Drafter, marine	Elevator repairer
	Drafter, mechanical	Embalmer (personal service)
	Drafter, plumbing	Embossing
	Drafter, structural	Embossing-press operator
	Drafter, tool design	Emergency medical technician
	Dragline operator	Engine model maker
Dairy equipment repairer	Dredge operator (construction, mining)	Engine repairer service
Dairy technologist	Dressmaker	Engine turner (jewelry)
Decorator (any industry)	Drilling-machine operator	Engine-lathe set-up operator
Decorator (glass manufacturing)	Dry cleaner	Engine-lathe set-up operator, tool
Dental assistant	Dry-wall applicator	Engineering assistant, mechanical equipment
Dental ceramist		Engineering model maker
Dental-equipment installer and servicer	Electric-distribution checker	Engraver glass
Dental-laboratory technician	Electric-meter installer I	Engraver I
Design and pattern maker (boot and shoe)	Electric-meter repairer	Engraver, block (printing and publishing)
Design drafter, electromechanisms	Electric-meter tester	
Detailer	Electric-motor assembler and tester	
Diamond selector (jewelry)	Electric-motor repairer	

Engraver, hand, hard metal
 Engraver, hand, soft metal
 Engraver, machine
 Engraver, pantograph I
 Engraver, picture (printing and publishing)
 Engraving press operator
 Envelope-folding-machine adjuster
 Equipment installer (telephone and telegraph)
 Estimator and drafter
 Etcher, hand (print and publishing)
 Etcher, photoengraving
 Experimental mechanic (motor and bicycles)
 Experimental assembler
 Exterminator, termite
 Extruder operator plastics

 Fabricator-assembler, metal products
 Farm-equipment mechanic I
 Farm-equipment mechanic II
 Farmer, general (agriculture and agricultural service)
 Farmworker, general I
 Fastener technologist
 Field engineer (radio and television broadcaster)
 Field service engineer
 Film develop
 Film laboratory technician
 Film laboratory technician I
 Film or videotape editor
 Finisher, denture
 Fire apparatus engineer
 Fire captain
 Fire engineer
 Fire fighter
 Fire fighter, crash, fire
 Fire inspector
 Fire medic
 Fire-control mechanic
 Firer, kiln (pottery and porcelain)
 Fish and game warden (government services)
 Fitter (machine shop)
 Fitter I (any industry)
 Fixture maker (lighting fixtures)
 Floor layer
 Floral designer
 Floor-covering layer (railroad locomotive and car building)

Folding-machine operator
 Forge-shop-machine repairer
 Forging-press operator I
 Form builder (construction)
 Former, hand (any industry)
 Forming-machine operator
 Foundry metallurgist
 Four-slide-machine setter
 Fourdrinier-machine tender
 Freezer operator (dairy products)
 Fretted-instrument repairer
 Front-end mechanic
 Fuel injection servicer
 Fuel-system-maintenance-worker
 Fur cutter (fur goods)
 Fur designer (fur goods)
 Fur finisher (fur goods)
 Furnace installer
 Furnace installer and repairer
 Furnace operator
 Furniture designer
 Furniture finisher
 Furniture upholsterer
 Furrier (fur goods)

 Gang sawyer, stone
 Gas appliance servicer
 Gas utility worker
 Gas-engine repairer
 Gas-main fitter
 Gas-meter mechanic I
 Gas-regulator repairer
 Gauger (petroleum products)
 Gear hobber set-up operator
 Gear-cutting mach set-up operator
 Gear-cutting mach set-up operator, tool
 Gem cutter (jewelry)
 Geodetic computer
 Glass bender (signs)
 Glass blower
 Glass blower, laboratory apparatus
 Glass installer (automotive services)
 Glass-blowing-lathe operator
 Glazier
 Glazier, stained glass
 Grader (woodworking)
 Graphic designer
 Greenskeeper II
 Grinder I (clocks, watches, and allied products)

Grinder operator, tool, precision
 Grinder set-up operator, universal
 Gunsmith

 Harness maker
 Harpsichord maker
 Hat-block maker (woodwork)
 Hazardous-waster material technician
 Head sawyer
 Health care sanitary technician
 Heat treater I
 Heat-transfer technician
 Heating/air-conditioning installer and servicer
 Heavy forger
 Horse trainer
 Horseshoer
 Horticulturist
 Housekeeper
 Hydraulic-press servicer (ammunition)
 Hydroelectric-machinery mechanic
 Hydroelectric-station operator
 Hydrometer calibrator

 Illustrator (professional and kindred)
 Industrial designer
 Industrial engineering technician
 Injection-molding-machine operator
 Inspector, building
 Inspector, electromechanical
 Inspector, outside production
 Inspector, precision
 Inspector, quality assurance
 Inspector, motor vehicles
 Inspector, set-up and lay-out
 Instrument repairer (any industry)
 Instrument technician (light, heat, and power)
 Instrument maker
 Instrument maker and repairer
 Instrument mechanic (any industry)
 Instrumentation technician
 Instrument mechanic, weapons system
 Insulation worker
 Interior designer
 Investigator, private

Jacquard-loom weaver	Machine operator I	Meter repair (any industry)
Jacquard-plate maker	Machine repairer, maintenance	Miller, wet process
Jeweler	Machine set-up operator, paper	Milling-machine set-up operator
Jig builder wood box	Machine set-up operator	Millwright
Job printer	Machine setter	Mine-car repairer
Joiner (ship and boat building and repairing)	Machine setter (clocks, watches, and allied products)	Miner I (mining and quarry)
	Machine setter (woodwork)	Mock-up builder (aircraft)
Kiln operator (woodworking)	Machine try-out setter	Model and mold maker (brick and tile)
Knitter mechanic	Machinist	Model and mold maker, plaster
Knitting-machine fixer	Machinist, automotive	Model builder (furniture)
	Machinist, experimental	Model maker 9clocks, watches, and allied products)
Laboratory assistant	Machinist, linotype	Model maker (aircraft manufacturing)
Laboratory assistant metallurgical	Machinist, marine engine	Model maker II
Laboratory technician	Machinist, motion-pic equipment	Model maker pottery
Laboratory tester	Machinist, outside (ship and boat building and repairing)	Model maker (automobile manufacturing)
Landscape gardener	Machinist, wood	Model maker, firearms
Landscape management technician	Mailer	Model maker, wood
Landscape technician	Maintenance mechanic (any industry)	Mold maker (pottery and porcelain)
Last-model maker	Maintenance mechanic (grain and feed milling)	Mold maker II (jewelry)
Lather	Maintenance mechanic (petroleum products; construction)	Model maker (jewelry)
Laundry-machine mechanic	Maintenance repairer, industrial	Mold maker, die-casting and plastic molding
Layout technician	Maintenance machinist	Mold setter
Layout worker (any industry)	Maintenance mechanic, compressed and liquefied gases)	Molder
Lead burner	Maintenance mechanic, telephone	Molder, pattern (foundry)
Leather stamper	Maintenance repairer, building	Monotype-keyboard operator
Legal secretary	Manager, food service	Monument setter (construction)
Letterer (professional and kindred)	Manager, retail store	Mosaic worker
Licensed practical nurse	Marble finisher	Motor-grader operator
Light technician	Marble setter	Motorboat mechanic
Line erector	Marine service technician	Motorcycle repairer
Line installer-repairer	Material coordinator (clerical)	Multi-operation-forming- machine setter
Line maintainer	Materials engineer	Multi-competent clinical assistant
Line repairer	Meat cutter	Multi-operation-machine operator
Liner (pottery and porcelain)	Mechanical-engineering technician	Neon-sign servicer
Linotype operator (printing and publishing)	Mechanic, endless track vehicle	Nondestructive tester
Lithograph-press operator tin	Mechanic, industrial truck	Numerical-control-machine operator
Lithographic platemaker	Mechanical-unit repairer	Nurse assistant
Locksmith	Medical secretary	
Locomotive engineer	Medical-laboratory technician	Office-machine servicer
Loft worker (ship and boat building and repairing)	Metal fabricator	Offset-press operator I
Logger, all-round	Metal model maker (automotive)	Oil-burner-servicer
Logging-equipment mechanic	Meteorological equipment	Oil-field equipment mechanic
Logistics engineer	repairer	Operating engineer
Loom fixer	Meteorologist	Operational test mechanic
		Optical-instrument assembler
Machine assembler		
Machine builder		
Machine erector		
Machine fixer (carpet and rug)		
Machine fixer textile)		

Optician
 Optician (optical goods)
 Optician-dispensing
 Optomechanical technician
 Ordinance artificer (government servicers)
 Ornamental-iron worker
 Ornamental-metal worker
 Orthopedic-boot-and-shoe designer and maker
 Orthotics technician
 Orthotist
 Orthodontic technician
 Outboard-motor mechanic
 Overhauler (textile)

Painter
 Painter (professional and kindred)
 Painter, hand (any industry)
 Painter, shipyard (ship and boat building and repairing)
 Painter, sign
 Painter, transportation equipment
 Pantograph-machine set-up operator
 Paperhanger
 Paralegal
 Paramedic
 Paste-up artist
 Patternmaker (textiles)
 Patternmaker (metal prod)
 Patternmaker (stoneware)
 Patternmaker (all-around)
 Patternmaker, metal
 Patternmaker, metal, bench
 Patternmaker, plastics
 Patternmaker, wood
 Pewter caster
 Pewter fabricator
 Pewter finisher
 Pewter turner
 Pewterer
 Pharmacist assistant
 Photo-equipment technician
 Photocomposing-perforator-machine operator
 Photoengraver
 Photoengraving finisher
 Photoengraving printer
 Photoengraving proofer
 Photogrammetric technician
 Photographer retoucher
 Photographer, lithographic
 Photographer, photoengraving

Photographer, still
 Photographic-equipment-maintenance technician
 Photographic-plate maker
 Piano technician
 Piano tuner
 Pilot, ship
 Pinsetter adjuster, automatic
 Pinsetter mechanic, automatic
 Pipe coverer and insulator (ship and boat building)
 Pipe fitter (construction)
 Pipe organ builder
 Pipe fitter (ship and boat building and repairing)
 Pipe-organ tuner and repairer
 Plant operator
 Plant operator, furnace process
 Plaster-pattern caster
 Plasterer
 Plastic toolmaker
 Plastic-fixture builder
 Plastics fabricator
 Plate finisher (printing and publishing)
 Platen-press operator
 Plater
 Plumber
 Pneumatic-tool repairer
 Pneumatic-tube repairer
 Podiatric assistant
 Police officer I
 Pony edger (sawmill)
 Post-office clerk
 Pottery-machine operator
 Power-plant operator
 Power-saw mechanic
 Power-transformer repairer
 Powerhouse mechanic
 Precision assembler
 Precision assembler, bench
 Precision-lens grinder
 Press operator, heavy duty
 Printer, plastic
 Printer-slotter operator
 Process/shipping technician
 Program assistant
 Programmer, engineering and scientific
 Project printer (photofinishing)
 Proof-press operator
 Proofsheets corrector (printing and publishing)
 Prop maker (amusement and recreation)

Propulsion-motor-and generator repairer
 Prospecting driller (petroleum products)
 Prosthetics technician
 Prosthetist (personal protective and medical devices)
 Protective-signal installer
 Protective-signal repairer
 Private-branch-exchange installer (telephone and telegraph)
 Private-branch-exchange repairer
 Pump servicer
 Pumper-gauger
 Purchasing agent
 Purification operator II

Quality-control inspector
 Quality-control technician

Radiation monitor
 Radio mechanic (any industry)
 Radio repairer (any industry)
 Radio station operator
 Radiographer
 Recording engineer
 Recovery operator (paper)
 Recreational vehicle mechanic
 Refinery operator
 Refrigeration mechanic (any industry)
 Refrigeration unit repairer
 Reinforcing metal worker
 Relay technician
 Relay tester
 Repairer I (chemical)
 Repairer, hand tools
 Repairer, heavy
 Repairer, welding equipment
 Repairer, welding system and equipment
 Reproduction technician
 Research mechanic (aircraft)
 Residential carpenter
 Retoucher, photoengraving
 Rigger
 Rigger (ship and boat building and repairing)
 Rocket-engine-component mechanic
 Rocket-motor mechanic
 Roll threader operator
 Roller engraver, hand
 Roofer

Rotogravure-press operator	Spinner, hand	Tool builder
Rubber tester (rubber goods)	Spring coiling machine setter	Tool design checker
Rubber-stamp maker	Spring maker	Tool designer
Rubberizing mechanic	Spring repairer, hand	Tool grinder I
Rug cleaner, hand	Stage technician	Toolmaker
Saddle maker (leather)	Station install and repairer	Tool maker, bench
Safe and vault service mechanic	Stationary engineer	Tool-and-die maker
Salesperson, parts	Steam service inspector	Tool-grinder operator
Sample maker, appliances	Steel-die printer	Tool-machine set-up operator
Sample stitcher (garment)	Stencil cutter	Tractor mechanic
Sandblaster, stone	Stereotyper	Transformer repairer
Saw filer (any industry)	Stoker erector-and-service	Transmission mechanic
Saw maker (cutlery and tools)	Stone carver	Treatment-plant mechanic
Scale mechanic	Stone polisher	Tree surgeon (agriculture and agricultural service)
Scanner operator	Stone setter (jewelry)	Tree trimmer
Screen printer	Stone-lathe operator	Trouble locator, test desk
Screw-machine operator, multiple spindles	Stonecutter, hand	Truck driver, heavy
Screw-machine operator, single spindle	Stonemason	Truck-body builder
Screw-machine set-up operator	Stripper	Truck-crane operator
Screw-machine set-up operator, single spindle	Stripper, lithographic II	Tumor registrar
Script supervisor (motion pictures)	Structural-steel worker	Tune-up mechanic
Service mechanic (automobile manufacturing)	Substation operator	Turbine operator
Service Planner	Supercargo (water transportation)	Turret-lathe set-up operator
Sewing-machine repairer	Surface-plate finisher	Upholsterer
Sheet metal worker	Swimming-pool servicer	Violinmaker, hand
Ship propeller finisher	Switchboard operator (light, heat, and power)	Wallpaper printer I
Shipfitter (ship and boat building and repairing)	Tank setter (petroleum products)	Wardrobe supervisor
Shipwright (ship and boat building and repairing)	Tap-and-die maker technician	Waste-treatment operator
Shoemaker, custom	Tape-recorder repairer	Wastewater-treatment-plant operator
Shop optician, surface room	Taper	Watch repairer
Shop optician, benchroom	Taxidermist (professional and kindred)	Water treatment-plant operator (waterworks)
Shop tailor (garment)	Technician, submarine cable equipment	Weather observer
Siderographer (printing and publishing)	Telecommunications technician	Web-press operator
Sign erector I	Telecommunicator	Welder, arc
Signal maintainer (railroad locomotive and car building)	Telegraphic-typewriter operator	Welder, combination
Silk-screen cutter	Television and radio repairer	Welder-fitter
Silversmith II	Template maker	Welding technician
Sketch maker I (printing and publishing)	Template maker, extrusion dies	Welding-machine operator, arc
Small-engine mechanic	Terrazzo finisher	Well-drill operator (construction)
Soft-tile setter (construction)	Terrazzo worker	Wildland fire fighter specialist
Soil-conservation technician	Test equipment mechanic	Wind tunnel mechanic
Solderer (jewelry)	Test technician (professional and kindred)	Wind-instrument repairer
Sound mixer	Test-engine operator	Wine maker (vinous liquor)
Sound technician	Tester	Wire sawyer (stonework)
	Testing and regulating technician	Wire weaver, cloth
	Thermometer tester	Wirer (office machine)
	Tile finisher	Wood-turning-lathe operator
	Tile setter	X-ray equipment tester

MILITARY

Many students are selecting the military as a method to obtain career training and numerous additional benefits while they commit to serve and protect our country. Recruiters generally come to the high school campus several times during the year and if you have an interest in exploring this option, opportunities are available throughout each semester. If you are unable to meet with a recruiter the following web addresses will provide details about each branch of the military.

Armed Forces, Military Academics, ROTC Resources:

Air Force: www.af.mil

Army: www.army.mil and www.goarmy.com/

Coast Guard: www.uscg.mil/

Navy: www.navy.mil

Marines: www.usmc.mil

U.S. Military ROTC options: www.todaysmilitary.com/before-serving-in-the-military/rotc-programs

In addition, recruiting offices can be contacted directly by using the Blue Government Pages of your local phone book.

*** Joining the military is generally a three step process.**

1. Have a high school diploma (you are working on that)
2. Take the Armed Services Vocational Aptitude Battery (ASVAB)
 - Taking ASVAB does not mean you are joining the military - it's an excellent way for free to determine how you match with various careers. Results are considered at age 17 and the ASVAB study guide is available at local libraries and bookstores.
3. If you score high enough on ASVAB, after you visit with the branch recruiters to determine what career categories you meet, you can choose to enlist and at that point a physical exam will be arranged.
 - Inquire about early entry programs in each branch (boot camp summer before senior year).
 - You may go online and select study guides and / or practice tests.
www.military.com/ASVAB

YOU MAY ALSO BE INTERESTED IN THE “RESERVE” PROGRAM.

Talk to your recruiter about the options available!

SELECTIVE SERVICE REGISTRATION GET THE FACTS

Registering is important to the future of young men, and the country.

Q: What is Selective Service?

A: The Selective Service System is a government agency. Its job is to provide men for service in the Armed Forces if there's a national emergency.

Q: What is Selective Service Registration?

A: When you register, you add your name to a list of all men in the nation, ages 18 through 25. The list would be used to identify men for possible military service in a national emergency.

Q: What happens if there's a draft?

A: There hasn't been a draft since 1973, but if there were an emergency, and Congress ordered another draft, Selective Service would conduct a birthdate lottery to decide the order in which to call men. Men who turn 20 in that calendar year would be called first in a sequence determined by the lottery. If more men were needed, those 21 to 25 might be called, youngest first.

Q: Do I have to register?

A: Yes, it's the law. If you don't register and are prosecuted, you could go to jail for up to five years, and you might be fined up to \$250,000. Not registering hurts you in other ways, too. You couldn't qualify for federal student grants or loans, job training benefits or most federal employment.

Q: Is registration hard?

A: No, it's simple. Just go to any post office and ask for a Selective Service registration card. Fill in your name, address, telephone number, date of birth and Social Security number. Then, give the card to the postal clerk. The clerk will ask to see some identification, so bring your driver's license or some other piece of identification. It takes only about five minutes.

Q: Do I have to register at a post office?

A: Maybe not. You may receive a registration card in the mail. Or you may be given a card at your local rec or social service center. If so, just fill it out and mail it to Selective

Service. Also, check with your school's guidance office. You may be able to register there.

Q: When should I register?

A: Within 30 days of your 18th birthday. If you're applying for federal student aid or job training, you can register up to 120 days before you turn 18 to avoid delays. If you cannot register on time because you are in a hospital or prison, you don't have to register until you are released. Then, you have 30 days in which to register.

Q: What if it's more than 30 days after I've turned 18 and I haven't registered?

A: Register at a post office immediately. Selective Service will accept a late registration, but the longer you wait, the longer you're breaking the law.

Q: Do all men have to register?

A: To make the system fair, the law requires all 18-year-old men to register. The only young men exempt from registration are foreigners who are in the U.S. temporarily as tourists, diplomats or students; men on active duty in the Armed Forces; and students at U.S. military academies. Immigrant non-citizen males, 18-25, must register.

Q: How do I prove I registered?

A: After you register, Selective Service will mail you a card. Keep it as proof that you've registered. You may need it if you apply for federal employment, federal student aid or job training. If you don't get your card within 90 days of registering, write to: Registration Information Office, P.O. Box 94638, Palatine, IL 60094-4638. Or call 1-847-688-6888.

Q: What if I change my address?

A: Notify Selective Service of your new address on a Change of Information form. You can get one at any post office. Or you can use the Change of Address form that comes with your acknowledgment card.

- The registration form can be obtained at the local post office or you can register on the internet @ www.sss.gov
- To confirm registration or get a new card, call toll free 1-888-655-1825

DON'T FORGET TO REGISTER TO VOTE!

For assistance call toll free: 1 (800) 252 VOTE (8683) or online at www.sos.state.tx.us.

Department of Assistive & Rehabilitative Services-DARS

Seniors

Don't forget to apply for services with your local DARS counselor. A list of the local office assigned to your High School is included in this packet (supplemental phone #'s/contacts).

* Remember, as we have discussed in our current and previous transition meetings, the following services could be available to you, **YOU MUST APPLY TO BE CONSIDERED!!**

- ❖ Interest/Aptitude/Vocational/Career Evaluations
- ❖ Counseling and Guidance to develop a plan of action for required education, training and job placement
- ❖ Medical Services/ Assistive Devices/Technology
- ❖ Tools, Equipment, Supplies, Uniforms etc.
- ❖ Books, Manuals, Materials, etc.
- ❖ Special Training/Education Support such as tutoring, note takers, video/audio recorders, accommodation w/courses or tests etc.
- ❖ Tuition Assistance for:
 - College/JR College, up to \$_____ /semester
 - Trade/Tech training & Licenses or Certifications (3000.00 MAX)
 - On job training fees to employers for apprenticeship (fee negotiated w/DARS counselor & employer)

* Dollar amounts available for financial assistance will be determined AFTER FAFSA (Pell Grant) money is used (1st source free money).

Don't wait-Apply now!!

You will need the following:

- Social Security Card and photo identification (driver's license, state DPS identification, passport or military identification).
- Family financial information (if parents claim you as a dependent on taxes).
- Copies of school and medical records/testing (sign Release of Confidential Records at your school).
- If college or training is being considered, you must complete the FAFSA form (Financial Aid / Pell Grant) www.fafsa.com . The counselor will need a copy of the response letter.
- Proof of expenses – mortgage payment, debts, utilities etc., and any disability expenses (medications, special diets, etc.).
- Two contact persons.
- Work history

STEP-BY-STEP LETTER FOR STUDENT AND PARENT

Handout materials provided today should be used to put a plan of action in place to assure successful exit from high school and more importantly, entrance into education, work and independent living after graduation. Nothing that we do in transition planning is to be considered an emergency, so the following is offered as a possible timeline to assist with preparation for exit.

- ___ 1. Start completing applications, gather catalogues, brochures, admission requirements, etc. on any school/technical programs, apprenticeships, etc. The materials will help you understand the detail of what will be expected when you do choose to apply. You can attend college night to obtain most of this free or contact the school counselor for phone numbers. After you send an application, have your counselor send your transcript.
- ___ 2. For possible admission requirements - you must take entry test and/or obtain study materials/software to determine where emphasis needs to be placed to make sure you meet the requirements in the future. Check out all available accommodations to assist with achieving the highest possible score. **Athletes, don't forget the NCAA Clearinghouse Requirements for Scholarship eligibility.**
- ___ 3. Visit any prospective education or training programs. There is no substitute for a first hand opportunity to ask questions, see the equipment/facilities and talk to students and faculty. Visit the special service office to find out what help can be provided.
- ___ 4. When we meet during your Senior year and introduce you to support services/adult agency personnel or provide you with contact information for this purpose - make your appointments as soon as you can! The adult services and funding are not guaranteed, so the longer you wait, the requested service may only be obtained by being placed on a waiting list.
- ___ 5. Apply for scholarships local/state/national. We provide you with information during your Junior year meeting about financial aid possibilities - not all are about grades, some are field of study, organization or affiliation, business, etc. Your counselor will have information on funds and should be contacted monthly. Always complete the FAFSA student aid form. (available in January each year) and Texas scholarship.
- ___ 6. It's okay to change your mind. Nobody knows exactly what they might end up doing in the future, but if you take NO action then don't expect fantastic results and the career that will provide you the opportunity to support yourself independently. So - check some things out - there are NO right or wrong careers - only opportunities. We all have things we're good at, capitalize on your strengths. We all have things we're NOT good at - stay away from careers that require those skills!

GOOD LUCK!

**NORTHEAST TEXAS COMMUNITY
COLLEGE**

FM Road 1735
P.O. Box 1307
Mt. Pleasant, TX 75456
903-434-8100

SUPPLEMENTAL PHONE NUMBERS AND CONTACTS

PANOLA JUNIOR COLLEGE

COMMUNITY AND JUNIOR COLLEGES:

The contact number is provided for Admissions/Student Support. This contact can connect you with-

1. Special Services Department
2. Testing Services Department
3. Any department based on field of study
4. Financial Aid Department
5. Request for current catalog or application

1109 W. Panola ST.
Carthage, TX 75633
903-693-2000

www.panola.edu

TRINITY VALLEY COMMUNITY COLLEGE

500 S. Prairieville St.
Athens, TX 903-675-6200

Texas Higher Education Coordinating Board (THECB) Almanac

Terrill campus 903-563-9573

Palestine campus 903-729-0256

The THECB Almanac has answers to most of your questions. The 2012 report covers all public four-year universities and two-year colleges in Texas, and provides some statewide figures and national comparisons. It includes cost comparisons, graduation rates and even tells you which community colleges employ the most full-time instructors. The online Almanac is found at

www.thecb.state.tx.us/almanac

TYLER JUNIOR COLLEGE
1327 South Baxter Avenue
Tyler, TX 75701
903-510-2200

ANGELINA JUNIOR COLLEGE

Lufkin, TX
936-639-1301
www.angelina.edu

KILGORE JUNIOR COLLEGE

1100 Broadway St.
Kilgore, TX 75662
903-984-8531 Kilgore campus
903-753-2642 Longview campus
903-983-8683 (special populations)
www.kilgore.edu

TEXAS STATE TECHNICAL COLLEGE

3801 Campus Drive
Waco, TX 76706 Gen. Info. 1-800-792-8784
www.waco.tstc.edu

Marshall Campus

2650 East End Blvd. S.
Marshall, TX 75671
903-935-1010 or 1-888-382-8782
www.marshall.tstc.edu

LON MORRIS COLLEGE

Jacksonville, TX
903-589-4000
www.lonmorris.com

DALLAS COUNTY COMMUNITY COLLEGES- District Office, metro 817.265.5343

Brookhaven 972.860.4883 (Farmers Branch)
Cedar Valley 972.860.8204 (Lancaster)
Eastfield 972.860.7105 (Mesquite)
El Centro 214.860.2311 (Downtown)
Mt. View 214.860.8600 (East Grand Prairie/S.W. Dallas)
North Lake 972.273.3109 (Irving)
Richland 972.238.6106 (N.E. Dallas/Richardson/Garland)

TARRANT COUNTY COLLEGES-District Office 817.515.5100

Northeast 817.515.6100 (Hurst)
Northwest 817.515.7100 (Saginaw)
South 817.515.4100 (I 20/820/I 35W)
Southeast 817.515.3100 (Arlington)
Community 817.515.4320 (Downtown)

COLLIN COUNTY COMMUNITY COLLEGES

General Info. 972.881.5790
Admissions 972.881.5710

NAVARRO COLLEGE- (Corsicana)

1-800-NAVARRO (628.2776),
also has a Waxahachie Campus

HILL COLLEGE- (Hillsboro)

General Info. 254.582.2555,
also has a Cleburne campus

WEATHERFORD COLLEGE- (Weatherford)

General Info. 1.800.287.547
also has Decatur & Mineral Wells Campus

***Note: If you are having difficulty with completion of credits for H.S. graduation-
resources are available for help!**

1. Contact the regular education counselor at your H.S. campus for district sponsored programs such as night school or self-paced credit achievement options.
2. Extended studies program offered through Texas Tech Univ. Correspondence Courses 1.800.692.6877
3. GED training through the district or local community college, contact your district administration office or local community college for information and phone numbers.

TEXAS WORKFORCE COMMISSION OFFICES

<http://www.twc.state.tx.us/>

TRANSITION SERVICES PLANNING - "SENIORS"
Student / Parent Responsibilities

Application to schools for Post Secondary Education / Training
(College, Jr. College and Trade Technical)

4. APPLY ASAP!!! The schools do not know you exist!
 - Apply to any and ALL schools you are considering
 - You can be accepted to more than one and ONLY then can YOU choose where you want to attend!
 - Each school has it's own requirements and these can vary from school to school.
 - The specific application can be obtained at the schools website www.name of school.edu
 - If you plan to live on campus you need to complete ALL housing requests along with school applications!
5. Send High School Transcript after #1 is completed.
 - Your school counselor will do this for you, just tell them where you have applied because this must be an official transcript with the appropriate school seal! No copies!
6. Apply and take entry test or tests ASAP!!!
 - 4 year – SAT or ACT and THEA
 - 2 year – THEA or alternative tests: Accuplacer, Asset or Compass (no SAT or ACT required)

APPLICATION FOR FINANCIAL AID AND SCHOLARSHIPS

4. Complete all applications for funding ASAP! The Compendium of Texas Colleges and Financial Aid Calendar is FREE for Seniors. Call 210-525-8494 or view on line at <http://www.everychanceeverytexan.org/about/scholars/>

This publication has over 50 pages of financial aid information plus all 2 and 4 year Texas school information.

5. Contact the financial aid office at ALL the schools of your interest. Each school has funding available based on campus specific criteria such as field of study. On campus work study programs, female and minority funding, financial need based funds, etc.....
Those students who think they don't have money for school are the PRIMARY candidates for FREE money! If you receive free or reduced lunch or any other family income based state or federal programs such as Medicaid or food stamp assistance, you are very likely to have your training provided for free!
6. In your senior packet, pages 12-19 contain websites, books and specialty scholarship information you can explore.
7. In January, when you return from the holidays, you will receive a letter from the high school staff urging you to complete the FAFSA Form available in your counselor's office. This will allow you to be considered for up to over \$4200.00 per year for education / training. This is family income based assistance.

This is extremely important for students seeking assistance from DARS (Department of Assistive and Rehabilitative Services). The DARS counselor MUST have a copy of the letter you receive from FAFSA before considering any DARS funding!

APPLICATION FOR ASSISTANCE FROM DARS
(Department of Assistive and Rehabilitative Services)

You have the right to apply to be considered for services and possible funding through DARS. However, just as schools have acceptance criteria, so does DARS.

3. You will be asked “What is your disability?” No matter how mild or severe the disability – you are receiving assistance through the special education program at your school **ONLY** because a disability is identified. You **MUST** be able to discuss the disability with the DARS counselor and share how this could impede your ability for employment or training in the future.

4. You will be asked “Do you want to go to work?” The answer is **YES!** This is the only service provided by DARS – assisting individuals with disabilities to obtain and maintain successful employment. To be successfully employed in the future may require college, Jr. College, Trade/Technical school, on the job/apprenticeship, etc.... You and your DARS counselor will develop and IPE (Individual Plan for Employment) that will identify all services and resources necessary to achieve the employment goal. Some examples are listed on page 22 of your senior Transition Planning Student/Parent Packet. Also listed on page 22 are items you may need to bring to your 1st appointment with the DARS counselor.

SPECIAL SERVICES ON CAMPUS

Colleges, Jr. Colleges, Trade/Technical schools –
any post-secondary formal training options

THESE PROGRAMS HAVE NO RESPONSIBILITY TO PROVIDE ANY
ACCOMMODATIONS / MODIFICATIONS FOR STUDENTS UNLESS YOU IDENTIFY
YOU HAVE A DISABILITY AND PROVIDE PROFESSIONAL DOCUMENTATION.

There are 2 important resources provided to you that clearly identify your responsibilities to
obtain assistance at the post secondary level:

- In your senior packet
- In your College Requirements packet

When you have made your choice of which schools to apply – make an appointment with the
special services department on campus.

- Bring all of your documentation of your disability
- Test results (Special Education Evaluation)
- Doctor reports (physical)
- Other evaluations / outside or district evaluations (psychological, academic
achievement)
- IEP Goals/objectives and modifications/accommodations
- Any additional professional reports that describe your disability and assistance
received.

After meeting with the special services department at each school you are considering, you
should have a better idea of which campus will provide the help you need.

TRANSITION SERVICES PLANNING

“Issues to Consider”

Because there are NO GUARANTEES after public education ends and ALL services or
supports are eligibility based, not entitlements, please review the following:

1. What career or job is the student going to pursue after graduation? If not sure, is
additional vocational assessment needed? (Interests / Aptitudes)
2. What training / education will be required during high school to develop entry level skills
for the career choice?
3. Where is the training/education available after graduation?
4. How long does the training/education take to complete?

5. How much does it cost and what resources are available to assist in payment?
6. What are the entry requirements, high school courses, testing, letter of recommendation, etc., that are required to be accepted into the training/education?
7. What about apprenticeships or on the job training programs or Job Corps?
8. What is the outlook/demand for the career and the expected salary/wages?
9. Where will the student live in the future and what resources are available now and after graduation to prepare for independence? (own home, rent apartment, live with family, group homes, supervised living, etc.)
10. Are there needs for assistance with recreation, social, leisure or community integrated activities?
11. What transportation is available for work, recreation, training/education, etc?
12. Does the student's functional level require additional service considerations such as guardianship, special needs trust funds, SSI / Medicaid benefits, technology, etc.
13. Are there any specific medical/physical/health issues?
14. Are there any questions about "age of majority" (age 18 in Texas) regarding legal rights or responsibilities (i.e. signatures, voting, selective service, etc.)