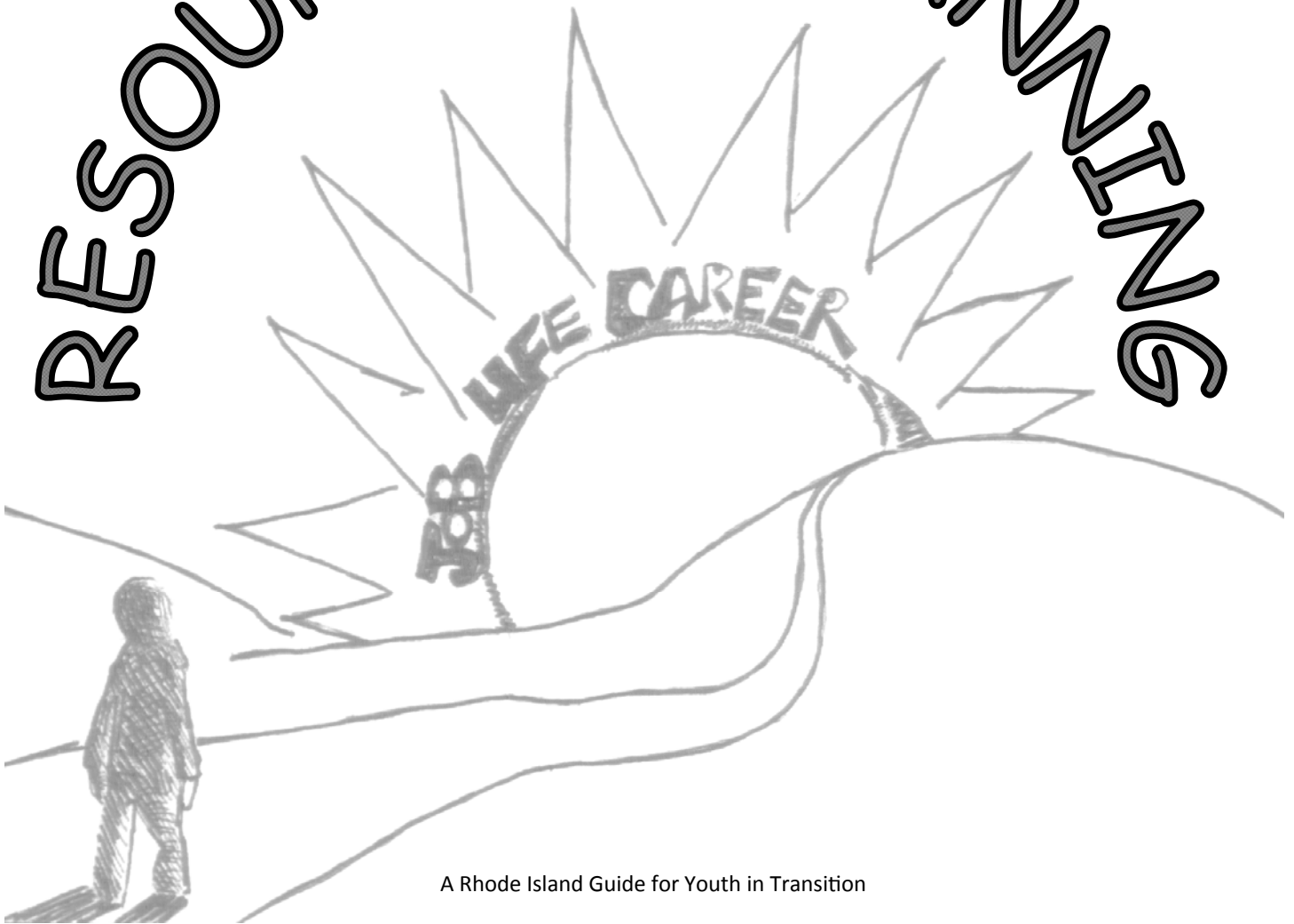


COLLEGE

Student Guide

RESOURCES & PLANNING



A Rhode Island Guide for Youth in Transition

COLLEGE STUDENT GUIDE

This directory is designed to assist students who receive supports through an Individual Education Program (IEP) or a 504 Plan, to learn about opportunities to pursue post-secondary education. This guide will help you to:

- 🧠 Plan and prepare for post-secondary education,
- 🧠 Identify supports available to aid in accessing post-secondary education, and
- 🧠 Find disability related information about Colleges in Rhode Island.

For more information we suggest the following web sites:

- 🧠 Rhode island Office of Higher Education "Preparing for College Guide" - www.ribghe.org/col-prep.htm
- 🧠 College Link Newsletter - Paul V. Sherlock Center on Disabilities - www.sherkockcenter.org
- 🧠 NICHY (The National Dissemination Center for Children with Disabilities) - www.nichcy.org





CONTENTS

Part One - Thinking About College ...

Is College For Me?..... 1

If I Am Interested in College, **FOUR FACTORS** That I Need To Consider Are... 2

Part Two - Preparing for College While Still in High School ...

The Transition Process, How the High School IEP Can Prepare Me
or College!..... 5

What Will the Difference Be Between High School and College & What
Kinds of Supports Will I Be Able to Access in College? 6

How Do I Find Out About Colleges?..... 7

Timeline for College Preparation, Grade 8 - 12... 8-17

Programs That Can Help You... 18

 College Access Resources 19-24

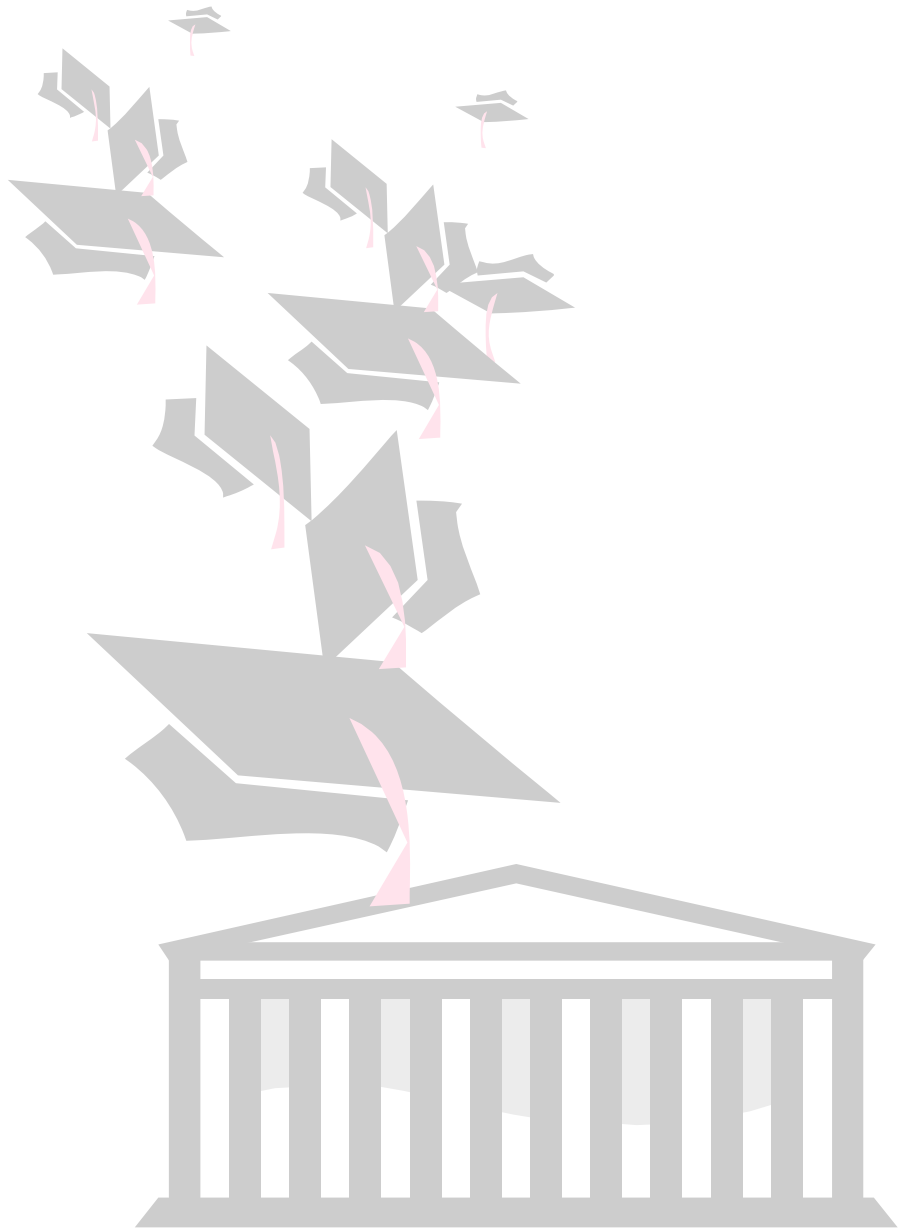
 Agencies That Provide Information and Guidance 25

Part Three - Visiting Colleges & Asking Questions ...

Why Visiting Colleges & Asking Questions is Important... 27

What Questions Do I Ask When I Visit a College? 28

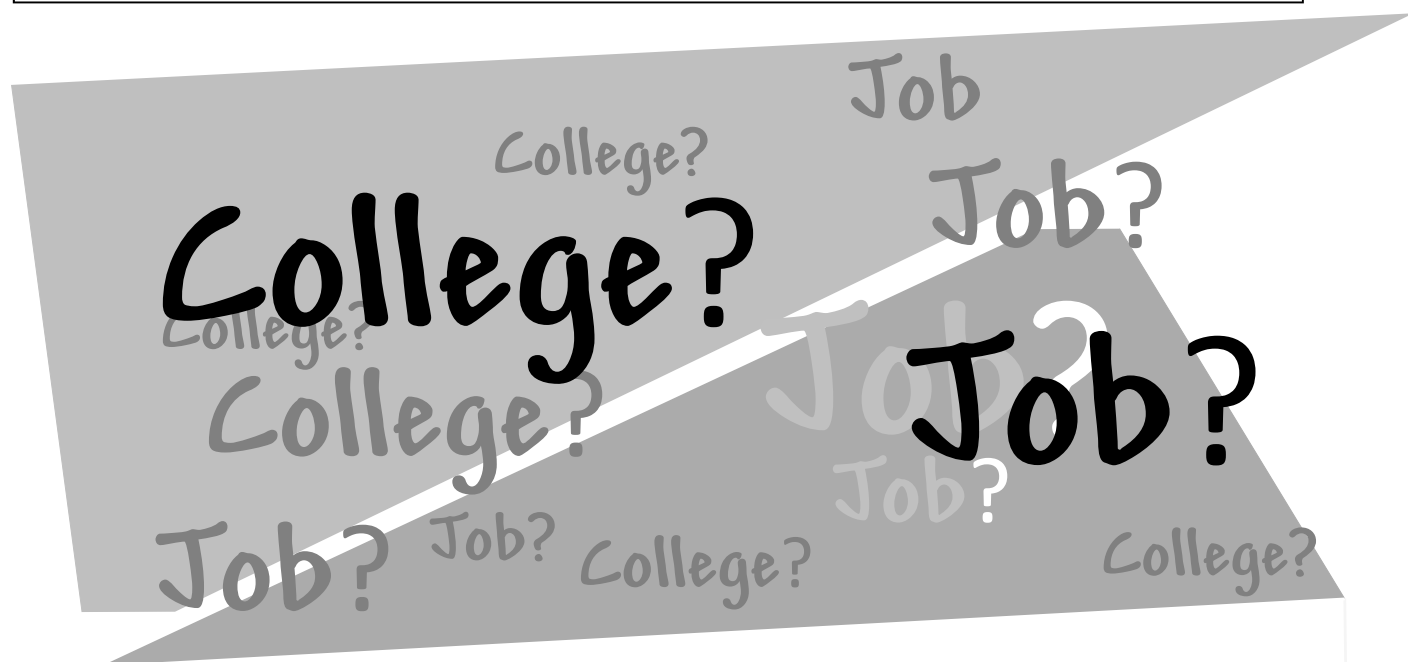
An Interview Sheet for the Disability Support Services Coordinator 29



Part One – Thinking About College

IS COLLEGE FOR ME?

This section is designed to help you decide if college is right for you at this time. Start early! If you decide college interests you, you'll need to prepare for a successful transition. A timeline of what to do and when to do it starts on page 8. If you want to go to college – you should start preparing in the 8th grade.



How do you know if going to college is right for you? Think about what you want your future to look like. As a student, you will need to develop a personal vision of where you would like to be and what you would like to be doing. When looking at career choices, there are **Four Factors** to consider in determining if college is right for your future.



Part One - If I Am Interested in College, FOUR FACTORS That I Need To Consider Are:

I. ACADEMIC QUALIFICATIONS:

General skills necessary for success in a two or four year college.

Math Skills

Can you:

- Use a calculator accurately?
- Do basic math without a calculator?
- Add, subtract, multiply, divide?
- Use decimal and fraction operations?
- Understand positive-negative numbers?
- Measure?
- Use algebra (if program requires it)?

Social Studies

Do you:

- Have the background needed for the college program selected?
- Read the newspaper to gain information?
- Keep up to date with the news?
- Have you taken social studies courses you need?

Test Taking

Do you:

- Know how to plan, review and study?
- Know ways to reduce test anxiety?
- Ask for test modifications if needed?
- Know day, time and location of test?
- Know format of test?
- Know skills needed to pass test?
- Know what topics the test will cover?

English Skills

Can you:

- Read adequately for the college program selected?
- Compose research reports?
- Use basic grammar, punctuation & spelling?
- Willingly write and rewrite papers?
- Use library resources independently?
- Develop sentences into paragraphs?
- Use word processing software?
- Develop outlines?
- Keyboarding skills?
- Use the dictionary and a thesaurus?

Science Skills

- Do you have the background needed for the college program selected?
- Have you taken science courses you need?

Study Skills

Can you:

- Use a calendar to structure time?
- Be on time?
- Have necessary supplies and equipment?
- Study independently before a test?
- Summarize what is read?
- Work on projects outside of class?
- Review study guides and handouts?
- Take notes quickly and legibly?
- Underline and highlight key words?
- Highlight topic sentences in text?
- Write notes in margins of books?
- Arrange for needed accommodations?

Part One - If I Am Interested in College, FOUR FACTORS That I Need To Consider Are:

2. VOCATIONAL GOALS AND PERSONAL INTERESTS:

Think about things you enjoy and can do well. Visit with your guidance counselor to get information, talk about careers, and jobs that interest you. Find out about the education/training needed. Use information about these careers to decide what's right for you. Does it meet your interests and expectations?

If the careers you choose require a college degree, then review the courses you are taking in high school with your guidance counselor. It's important to take courses that will prepare you for the college career that interests you. And don't forget that extra-curricular activities can be important tools to develop your career interests and give you necessary experiences to prepare for college.

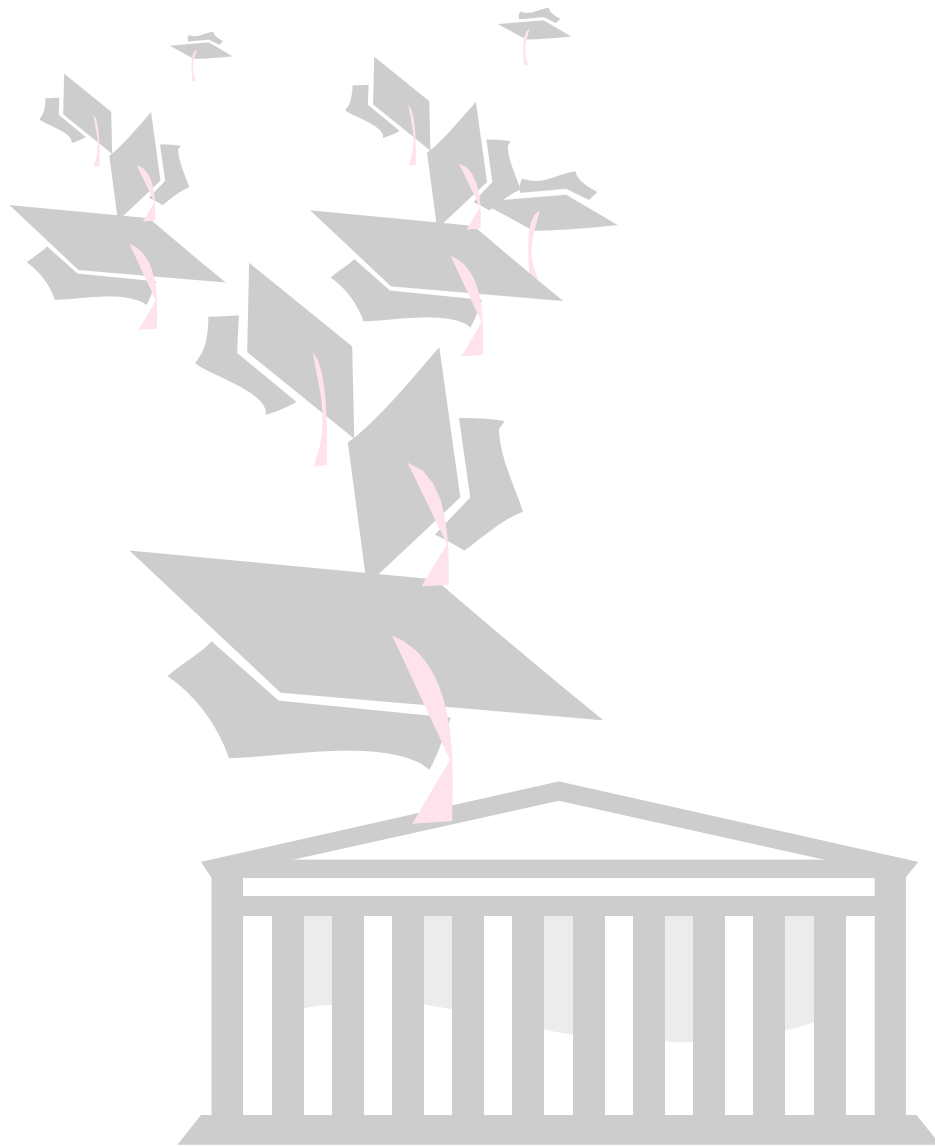
3. FINANCIAL RESOURCES:

If a college education is your choice, then you will probably need financial assistance. Most students do. Students who have disabilities often have more expenses than students without disabilities; they may need interpreters, personal care attendants, special equipment or tutors. In Rhode Island, financial assistance is often available to pay for extra expenses (see Part Two – Programs That Can Help You, on page 18 to find out how). When you consider applying to a college, check available services and ask if they are free or for a fee. It is a good idea to talk to your guidance or vocational rehabilitation counselor. It would be an excellent idea to bring this up at your IEP meeting and ask your whole team to explore what funding services you might need.

4. PERSONAL/TIME MANAGEMENT:

While in high school, and living at home, you may get support that assists you with basic time management skills (like getting up on time, or breaking long-term assignments into small tasks with due dates). In college, you most likely will not have this assistance. Getting to class on time, monitoring your study time and making sure your work is completed on time becomes your responsibility. If this will be an issue for you, brainstorm with your IEP team and college support staff to meet this need.

**IN COLLEGE, ACCESSING NEEDED SERVICES AND
ACCOMMODATIONS IS YOUR RESPONSIBILITY.**



Part Two – Preparing for College While Still in High School...

The Transition Process, How the High School IEP Can Prepare Me for College!

Your IEP is your tool for success; a well-written IEP can help you prepare for college. The goal statements in your IEP contain objectives, clearly stating what you need to do to accomplish your goals. There is information on what services will be delivered (to help you attain your goals), where the services will take place, who will provide them and how often. You or your parents should receive regular reports about progress toward your goals.

To help you develop realistic goals for college transition, use the Timeline, starting on page 8. This Timeline contains information that can be used to form goals in your IEP, goals based on skills you'll need in college. This is important if you're seriously thinking about college.

Attend your IEP meetings and advocate for yourself - make the decisions that will help you reach your goals.



Part Two – Preparing for College While Still in High School...

What Will the Difference Be Between High School and College & What Kinds of Supports Will I Be Able to Access in College?

In high school, the law requires the school to provide you with the support you need to get a free and appropriate education (Individuals with Disabilities Education Act). Your IEP outlines your strengths and needs. The needs stated in your IEP have clear goals and objectives (including where, when and how services will be delivered to meet your goals and objectives).

In college, the law requires something quite different; colleges are required to give students with disabilities access to educational opportunity (Vocational Rehabilitation Act, section 504). There is no IEP, no needs statement, and any required goals or objectives. Colleges only have to provide access to those accommodations that you need to access an education at their institution. An example is... extra time on a test. If you prove you have a disability that requires such an accommodation, and you ask for it, then you are entitled to this accommodation.



REMEMBER, IN
COLLEGE,
ACCESSING NEEDED
SERVICES AND
ACCOMMODATIONS
IS YOUR
RESPONSIBILITY.

Part Two – Preparing for College While Still in High School...

How Do I Find Out About Colleges?

There's more than a few ways to find out about colleges. Here are a few ways to get most or all of the information you'll need.

- 👤 Talk to your guidance counselor and teachers at high school...your guidance counselor will help you develop a plan for finding out about and choosing a college.
- 👤 Search college websites...most colleges have web sites with information about their schools.
- 👤 Go to college fairs at local colleges...when you sign up for information at a college fair you will receive information for many colleges and organizations.
- 👤 Sign up and attend information sessions when colleges visit your high school...meeting a representative from a college can give you a clear idea if their college meets your needs.
- 👤 Talk to your friends and family if they have attended college.
















Part Two - Preparing for College... A Timeline for College Preparation...

USE THIS CHECKLIST TO FORMULATE TRANSITION GOALS ON YOUR IEP. ACHIEVING THE OBJECTIVES ON THIS TIMELINE WILL ASSIST YOU TO REACH YOUR GOAL OF GOING TO COLLEGE!

Grade 8

Need To Do By	Done












-  Seek opportunities for full involvement in the general education program.
-  Consult teachers, as needed, on how to become an independent learner.
-  Actively participate in the IEP meeting and help formulate IEP goals that focus on effective study skills, time management, test-prep and test taking strategies.
-  Keep a calendar for activities and homework assignments.
-  Begin to identify career preferences and areas of career interest.
-  Explore career areas through vocational classes, field trips to work sites, volunteer work and after school jobs.
-  Develop appropriate social skills and interpersonal communication skills.
-  Seek opportunities to foster self-determination and independence through increased responsibility at home and in school.
-  Develop money management skills and assist in meal preparation, shopping duties and caring for clothing.
-  Learn about high school expectations and offerings and think carefully about what courses you will select with college in mind.
-  Expand academic interests through electives and extra-curricular activities.

Part Two - Preparing for College... A Timeline for College Preparation...



Grade 9

Need To Do By	Done

-  Continue to practice Grade 8 goals.
-  Demonstrate independence by writing some of your own IEP goals.
-  Select classes, with parent input, to prepare academically for college or vocational/technical school (e.g., word processing, public speaking, study skills).
-  Enroll in remediation courses, if necessary.
-  Develop and use social skills.
-  Seek supportive classroom teachers and learning environments.
-  Learn what learning disabilities are and are not.
-  Develop an understanding of the nature of your disability and learning style.
-  Learn about the civil rights and the responsibilities of high schools and colleges, under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
-  Explore career options with guidance counselor, teachers and/or Office of Rehabilitation Counselor.
-  Consider working a part-time summer job or volunteer.











Part Two - Preparing for College...

A Timeline for College Preparation...



Grade 10

Need To Do By	Done

-  Continue to practice Grade 8 and 9 goals.
-  Self-advocate with parents, teachers, and peers.
-  Provide input about who should participate on your planning team. Become a co-leader of your transition planning team at your IEP meeting.
-  Clarify the exact nature of your disability by reviewing your evaluations with specialists.
-  Learn about test accommodations and auxiliary aids that teachers deem appropriate (e.g., taped textbooks, note takers, laptop computers, and extra time on exams).
-  Learn how, when, and where to discuss and request needed accommodations with your teachers.
-  Arrange with guidance counselor to take the PSATs/ PLAN with any needed accommodations.
-  Realistically assess potential for college or vocational technical school.
-  Avoid temptation to "retreat" to lower track classes if college bound. Select solid college-prep classes.
-  Be aware of peer advising regarding which classes to take or avoid.

GRADE 10 CONTINUED ON NEXT PAGE 











Part Two - Preparing for College...

A Timeline for College Preparation...



Grade 10

Need To Do By	Done












-  Be wary of course waivers and carefully consider the implications of these choices.
-  Use support and accommodations in math or foreign language classes, rather than seeking a waiver, if possible.
-  Balance class schedules by avoiding too many difficult classes in the same semester, or classes in an area of weakness.
-  Participate in extracurricular events and community activities.
-  Meet with guidance counselor to discuss PSAT scores. Discuss strategies for improvement.
-  Register for SAT tests, if appropriate.
-  Learn about technological aids, such as talking calculators, four-track tape recorders, voice synthesizers, word prediction software, optical scanners, and hand-held spell checkers - accommodations that can support your learning.
-  Learn to access information from a large library and online.
-  Arrange with counselor to explore career options and interests through a computer-guided career search.
-  Apply for a summer job or volunteer position.


Part Two – Preparing for College... A Timeline for College Preparation...



Grade 11

Need To Do By	Done

-  Continue to practice Grade 8, 9, and 10 goals.
-  Review IEP and Transition Goals for any changes or modifications for upcoming year.
-  Present a positive self-image by stressing strengths, while still understanding the influence of your disability.
-  Advocate for a complete evaluations to be conducted by the beginning of 12th grade, make sure it is stated in the reevaluation section on the IEP form.
-  Consult several college guides and meet with a college advisor to discuss realistic options.
-  Use college computer searches to further define college choices.
-  Explore advantages and disadvantages of how community colleges, vocational-technical schools, and four-year colleges support students with disabilities. Keep your disability in mind.
-  Match vocational interests and academic abilities with appropriate postsecondary or vocational options.
-  Arrange for PSATs, with any needed accommodations, in mid-October. Apply for a social security number.
-  Start with a list of 15 to 20 colleges; request general information about the institution and specific information about the support services offered.
-  Review results of PSATs with counselor and plan for SATs based on results.











GRADE 11 CONTINUED ON NEXT PAGE 

Part Two – Preparing for College... A Timeline for College Preparation...



Grade 11

Need To Do By	Done

-  Meet with the Office of Rehabilitation Services (ORS) counselor to determine eligibility for services. If eligible, ask counselor for assistance in vocational assessment, job placement, and/or postsecondary education/ training.
-  Continue career exploration within a high school disability support group.
-  Seek disability role models in school through a peer-mentor program.
-  Narrow college listing to 10 preliminary choices based on competitiveness, location, curriculum, costs, level of disability support, etc.
-  Finalize arrangements for the SATs or ACTs with necessary accommodations.
-  Request any additional information needed from the college (e.g., applications to support program, specific fee information, financial aid forms, etc. and necessary evaluations to receive accommodations).
-  Discuss the anticipated level of support needed in a postsecondary setting with parents, counselor, general education teachers, and special education teachers.
-  Take SAT I and II or ACT with testing accommodations.
-  Attend college nights at local area high schools. Ask college representatives your own questions.
-  Develop a Personal Transition File with parent and teacher assistance. Contents should include current (check with college for requirements) diagnostic testing, IEPs, grades, letters of recommendation, etc.











GRADE 11 CONTINUED ON NEXT PAGE 

Part Two – Preparing for College...

A Timeline for College Preparation...



Grade 11












Need To Do By	Done	
		<ul style="list-style-type: none">  Narrow down postsecondary options to five or six schools that range in competitiveness and levels of disability support.  Prepare a College Interview Preparation Form, on page 29, to use during campus interviews.  Arrange in advance for campus visits and interviews. Consider sitting in on a class, or arrange to meet college students with learning disabilities who can share their experiences.  Meet with the designated disability support services coordinator to determine the level of support offered and to assess the nature of the services offered (e.g., remedial, compensatory, learning strategies, etc.).  Visit the campus student assistance center to determine availability of services and speak with students who use services.  Follow up with a personal thank-you note after the campus visit.  Consider a private preparatory school if postsecondary education does not seem to be a viable option.  Consider enrolling in a summer orientation program specifically for students with learning disabilities, such as "A Taste of College." (Contact HEATH Resource Center at 1-800-54-HEATH for more information.)  Apply for a summer job or volunteer position.  Be sure that evaluations are up-to-date and are comprehensive enough for college planning.

Part Two – Preparing for College... A Timeline for College Preparation...



Grade 12

Need To Do By	Done

-  Continue to practice Grade 8, 9, 10, and 11 goals.
-  Update IEP and Transition Goals and follow up quarterly. Retake SATs or ACT to improve scores.
-  Confirm postsecondary choices and options with guidance counselor and parents.
-  Select several colleges that are "safe bets" for admission, several reasonable reaches, and one or two "long shots."
-  Note all application deadlines. Finish application process carefully.
-  Write a personal cover letter describing disability to accompany application, if desired.
-  Use a common application form to several colleges to minimize paperwork. Explore options of applying by the internet.
-  Be alert to early application deadlines for some college support services programs.
-  Submit completed applications at least 3 weeks in advance of deadlines.
-  Role-play the college interview with guidance counselors or special education teachers.
-  Carefully select people to write letters of recommendation; recognize that such letters may include comments about your disability. Keep personal copies in Personal Transition File or portfolio.

GRADE 12 CONTINUED ON NEXT PAGE 

Part Two – Preparing for College... A Timeline for College Preparation...



Grade 12

Need To Do By	Done

- 📖 Keep a list of names, phone numbers, and addresses of postsecondary contact persons and copies of applications in the Personal Transition File.
- 📖 Arrange to have high school midyear grade reports sent to colleges.
- 📖 Tap into the Office of Rehabilitation Services. If eligible for job guidance, consider enrolling in internships, or job-shadowing experiences that permit hands-on skill building.
- 📖 Discuss options for financial support after high school with ORS counselor.
- 📖 Pick up all necessary financial aid forms from guidance counselor. Remember that males who are 18 years old must register for the Selective Service to be eligible for federal aid funds.
- 📖 Formulate a realistic career plan.
- 📖 Ensure all necessary evaluations are current to receive accommodations in the college(s) you plan to attend. Check with each college for the required evaluations.
- 📖 Practice writing college admission essays and make sure you have them proof read.
- 📖 Discuss your ideas and feelings with your parents/guardians. Understand their ability to support your interests and dreams.

Part Two – Preparing for College...

A Timeline for College Preparation...



Wait for the news from colleges... If the news is good, then...

Need To Do By

Done

--	--

1. Rank post-secondary choices based upon your ability to successfully compete successfully and the provision of support services to meet your unique needs.
2. Notify all schools of your decision.
3. Pay housing deposit by deadline, if appropriate.
4. Arrange to send final high school transcript to the college.
5. Hold an exit interview with guidance counselor, teachers and special education providers.
6. Carefully consider course load, depending on the competitiveness of the college, the level of difficulty of the courses, and the time needed to work with disability support staff.

Wait for the news from colleges... If the news is not good, then...

Need To Do By

Done

--	--

1. If some new data relevant to your disability was not considered appeal the admissions decision.
2. Pursue a variety of alternatives, including applying to a less competitive college with a rolling admission policy, enrolling in a postgraduate year at a disability specific preparatory school, or enrolling in a community college with academic support services.
3. Consider taking a college course for credit over the summer at a community college, or in conjunction with a special summer orientation program, such as the Summer Transition Program.

Part Two – Preparing for College While Still in High School ...

Programs That Can Help You...

The next few pages list resources that can help you work toward your goal of getting a college education. There are funding sources, agencies, grants, counselors, preparatory programs, college access programs, mentoring programs and much more. But where do you start?

Lists are useful, but start gathering information from the sources closest to you. Ask your parents, guidance counselor, high school transition coordinator or teacher. Go over this guide with them and ask for assistance in getting in contact with resources.

Remember, it's never too early to start!



College Access Resources...

Agencies & programs that provide services for those who wish to pursue a college education

“\$” Signifies program offers financial assistance by planning or through direct support.

Access to Opportunity - Federally funded TRIO program designed to serve CCRI students who qualify as low income, first generation in college, or have a disability.

825-2305

Community College of Rhode Island
400 East Avenue ~ Warwick, RI 02886

www.ccri.edu/access

\$ College Planning Center – A free resource center, sponsored by the RI Student Loan Authority, offers Rhode Islanders up-to-date information on college admission, financial aid, distance learning and some career and job information. The center also offers information on searching for private sources of scholarships and grants and sponsors college admission and financial aid workshops and seminars.

736-3170

www.collegeplanningcenter.org

Dorcas Place – Assists low-income adults in realizing their full potential through literacy, employment, advocacy and community involvement.

273-8866

220 Elmwood Avenue ~ Providence, RI 02907

www.dorcasplace.org/

\$ Rhode Island Educational Opportunities Center (RIEOC) - Assistance for those pursuing a post-secondary education and free, confidential services to help during all stages of post-secondary preparation, including completing a GED, choosing a school, through graduation. Counselors provide assistance to individuals in a variety of areas including: electronically completing Federal Financial Aid forms; advising on academic, financial aid and career issues; providing career assessment and career exploration; free online scholarship searches; and supplying admissions application fee waivers to most Rhode Island and some out of state colleges for qualified students. Bilingual advising and counseling is available. The main RIEOC office is located at Community College of Rhode Island in Providence with counselors available by appointment at CCRI in Warwick, the CCRI satellite campus at Newport

College Access Resources...CONT

Hospital, and community sites in Wakefield, Warren, Central Falls, Pawtucket, Providence, and Woonsocket.

455-6028

Community College of Rhode Island
1 Hilton Street ~ Providence, RI 02905

Family Services of RI – Statewide, non-profit mental health/substance abuse and social services agency.

331-1350

55 Hope Street ~ Providence, RI 02906

www.familyserviceri.org

Providence Summerbridge – A tuition-free, year-round program for Providence public middle school students, entering 7th and 8th grades wanting to succeed academically.

528-2152

The Wheeler School

216 Hope Street ~ Providence, RI 02906

\$ Rhode Island Children's Crusade for Higher Education - Innovative program, launched in 1989, to reduce high dropout rates among urban youth. The Children's Crusade develops a lasting relationship with students and their families. By intervening early (in the third grade), supporting students for ten years and providing access to scholarships.

854-5500

www.childrencrusade.org

\$ Rhode Island Higher Education Assistance Authority - Provides financial assistance to students and their families to help them realize their post-secondary educational goals.

736-1100

560 Jefferson Blvd. ~ Warwick, RI 02886

www.riheaa.org

Office of Academic Support & Information Services at Rhode Island College – Provides opportunities for academic development, assists Rhode Island College students with

College Access Resources...CONT

basic college requirements and serves to motivate students towards the successful completion of postsecondary education.

456-8083

600 Mt. Pleasant Avenue ~ Providence, RI 02908

www.ric.edu/oasis

Times² Academy - Special K-12 academic enrichment program to increase the number of African American, Latino, and Native American students interested in and qualified to pursue careers in math, science, and engineering.

272-5094

www.times2.org

Rhode Island College Upward Bound Program – Assists selected high school students to improve their academic skills and motivation, to complete high school and graduate from a four-year college in the United States.

456-8081

Rhode Island College Upward Bound

100 Craig Lee Hall ~ 600 Mt. Pleasant Avenue ~ Providence, RI 02908

www.ric.edu/upward_bound

Project Discovery (University of RI) – A mathematics, science and technology program. Sponsored by the URI Urban Field Center through its Urban School Partnerships primarily for 5th and 6th graders (with some 7th and 8th graders).

271-5230

Urban Field Center, University of Rhode Island

80 Washington Street ~ Providence, RI 02908

Bridge to Success - Program offers school year tutoring, mentoring (facilitated by Roger Williams University students), workshops and activities to students at Rogers High School in Newport. Bridge to Success also includes a Summer Academy, a two-week summer program for students who will be entering their senior year. It provides preparatory workshops on the college search process, college-level writing and math courses, and field trips. Parents of students in the program meet monthly and participate in an annual parent/student conference.

254-3317

Office of Multicultural Affairs, Roger Williams University

One Old Ferry Road ~ Bristol, RI 02809-2921

College Access Resources...CONT

Learning Enhancement for Adults Program (LEAP) - Program to assist non-traditional students (over 21) who have a high school diploma or a GED to prepare for college entrance.

271-5036
80 Washington Street, Room 246 ~ Providence, RI 02908
Contact: Mary Stanley

Rhode Island Department of Human Services, Office of Rehabilitation Services (ORS) - Provides comprehensive vocational rehabilitation services for students with disabilities who are transitioning from school to employment and adults with disabilities seeking employment. Qualified applicants can receive support in employment planning, job-seeking skills, resume writing, vocational assessment, training (including post-secondary training) and job placement.

421-7005 (voice), 421-7016 (TDD) or 272-8090 (Spanish)
www.ors.ri.gov/

\$ Rhode Island Educational Talent Search - Program provides free help for middle and high school students who want to complete high school and enroll in college. RIETS also provides services for high school and college dropouts who wish to complete their education. Academic /advising activities include study skills/test taking workshops, high school course selection, tutorial referral, PSAT/SAT preparation, referral to math-science programs, and parents' workshops. Also assists students with the college admissions process and career counseling.

455-6073
Community College of Rhode Island
1 Hilton Street ~ Providence, RI 02905

\$ Rhode Island Student Loan Authority (RISLA) - "Making Access to Higher Education More Affordable." A non-profit state authority dedicated to providing affordable loans for higher education. To be eligible, you must be a Rhode Island resident or attending college in Rhode Island.

1-800-758-7562, 468-1750 (TDD)
560 Jefferson Blvd., Suite 200 ~ Warwick, RI 02886
www.risla.com

SMILE (Science and Math Investigative Learning Experiences) - An after-school, academic enrichment math and science program for minority and disadvantaged students, grades 4 to 12, in Rhode Island school districts, in partnership with the University of Rhode Island. The goal of SMILE is to increase the number of minority

College Access Resources...CONT

and low-income students graduating from high school, well qualified to enter higher education and pursue careers in engineering, science, math, computer, science, health and teaching. The program has a year-round schedule of activities, including weekly after-school clubs, career-oriented field trips, college guidance and preparation, and two annual events at URI, the Outdoor Science Adventure Camp and the Challenge Weekend.

874-2036 or 874-2427

www.uri.edu/smile

\$ Special Programs for Talent Development (University of Rhode Island) – Offers opportunities for college education to Rhode Island high school graduates who would not normally be eligible for admission to the University of Rhode Island. Talent Development recruits people whose personal, academic, or financial backgrounds place them at a disadvantage for college admission. Once accepted into Talent Development, students participate in a six-week Prep Program in the spring of their senior year. The Prep Program helps students improve verbal skills, with instructors providing individual attention to each student.

874-2901

219 Taft Hall ~ 9 Lippitt Road ~ URI, Kingston, RI 02881

www.uri.edu/talent_development

\$ College Bound Fund - State-sponsored trust available for families to save and invest for higher education expenses. Families can open an investment account to save for qualified educational expenses.

Toll-free 1-888-324-5057

www.collegeboundfund.com

\$ College Readiness Program - Program for those who are not in college preparatory classes in high school or who have a GED or lack the required classes to gain admission to the University of Rhode Island. The College Readiness Program offers qualified students the opportunity to take missing courses free. The entire cost of the College Readiness Program (fees, notebooks, textbooks, tuition, and tutoring) for eligible students, is paid by a grant from The College Readiness Program. Upon successful completion of the academic requirements with a C or better, students will be accepted to URI through the Talent Development Program.

271-5304

80 Washington Street ~ Room 449 ~ Providence, RI 02903

College Access Resources...CONT

Youth Opportunities Guide - Contains hundreds of opportunities in Providence for youth to express themselves. They can do this through music, art, theater and dance, to explore and showcase their cultural heritage, learn more about an academic subject of interest and get involved in community service. They can even find a job and/or prepare for college.

Providence after School Alliance (PASA)

490-9599

www.mypasa.org

Pre-College Enrichment Program (Brown University) - Program for first generation, college bound Providence public high school students to examine college and career opportunities and equip students with the skills and self-knowledge to succeed. Students apply to enter the program in the spring of the 9th grade; once enrolled, students continue in the program until high school graduation.

Swearer Center for Public Service - Brown University

863-2338

www.swearercenter.brown.edu

Preparatory Enrollment Program - Program for a limited number of recent graduates from Rhode Island high schools who have the ability and potential to succeed in college, with appropriate academic support services, but who do not meet Rhode Island College's criteria for regular admission. Preference is given to applicants from economically disadvantaged backgrounds, families in which neither parent graduated from college, and/or who have disabilities.

456-8237

www.ric.edu

Part Two – Preparing for College While Still in High School ...

Agencies that Provide Information and Guidance...

RI Department of Education – Leads and supports schools and communities in ensuring that all students achieve at the high levels needed to lead fulfilling and productive lives, to compete in academic and employment settings and to contribute to society.

222-4600

The Shepard Building ~ 255 Westminster Street ~ Providence 02903

www.ride.ri.gov

\$ Rhode Island Office of Higher Education — Information on the Rhode Island Board of Governors and issues related to higher education in Rhode Island. “Preparing for College: A Guide for Students, Families and Educators”.

Phyllis Harnick, 462-9340

301 Promenade Street ~ Providence, RI 02908

www.ribghe.org

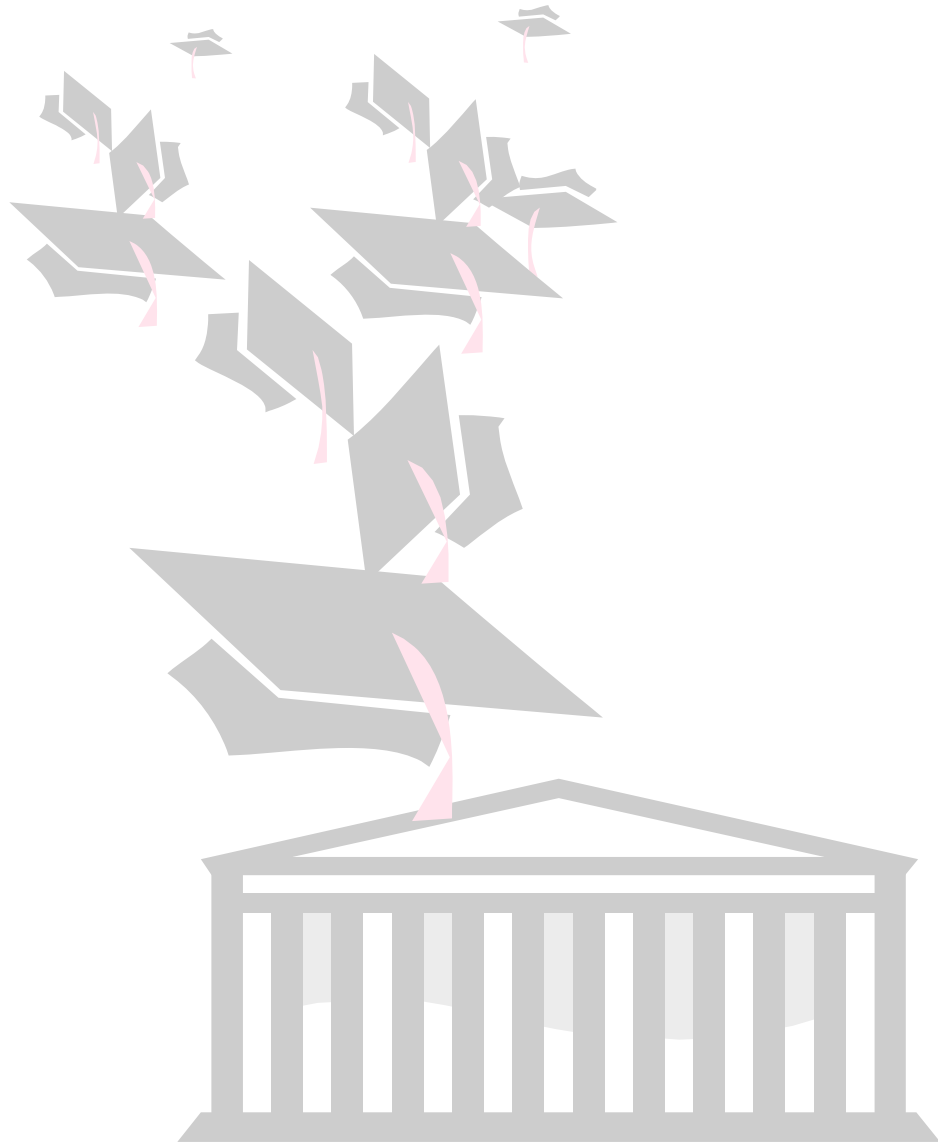
Paul V. Sherlock Center on Disabilities – Supports the meaningful participation of individuals with disabilities in school, work and the community.

456-8072 (v), 456-8773 (tt)

Paul V. Sherlock Center on Disabilities
at Rhode Island College

600 Mt. Pleasant Avenue ~ Providence, RI 02908

www.sherlockcenter.org



Part Three – Visiting Colleges &

Asking Questions

Why Visiting Colleges & Asking Questions is Important...

After you have decided which colleges you want to apply to, you may decide to visit the campus and talk with an admissions counselor.

This section contains questions that are relevant to any student applying to a college and includes questions to ask relating to supports available to students with various disabilities.

You may have additional questions specific to your unique needs relating to your disability. An admissions counselor may answer these questions. However, most college bound students choose to meet with a representative from the Disability Support Services Office. The Disability Support Service Staff will know about the kinds of accommodations that can be tailored to your needs. When you arrange a visit to the campus, ask to meet with someone from the Disability Support Services Office.

If you have a disability, there is an Interview Sheet on page 29 to copy and bring with you on a campus visit. It will help you prepare questions so that you can access the support you will need to be successful in college.

The final part of this section has questions that may be asked of you. Knowing these questions ahead of time may allow you to prepare information and feel confident about yourself as a potential student.



Part Three – Visiting Colleges & Asking Questions

What Questions Do I Ask When I Visit a College?

Questions to ask before you apply....

ASK THE ADMISSIONS COUNSELOR:

- 💡 What factors do you consider when making a decision on admission?
- 💡 Is the SAT/ACT required?
- 💡 Are there other ways to be admitted? Special admission policies, transfer or provisional admission?
- 💡 What is the GPA of the average incoming freshman?
- 💡 How many credits are considered full-time? Can I attend part-time?

ABOUT SPECIFIC PROGRAMS OF STUDY:

- 💡 Does this school have a program that interests me?
- 💡 What requirements do I need to be accepted into this program?
- 💡 Are there any courses I should take in high school to help me prepare for this program?
- 💡 Is there an entrance exam? An entrance essay?

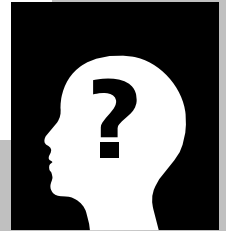
ABOUT FINANCIAL AID INFORMATION:

- 💡 What are the average expenses per year?
 - 💡 Tuition
 - 💡 Room
 - 💡 Meal Plan
 - 💡 Books
 - 💡 Insurance
 - 💡 Fees (lab, recreation, student life)
- 💡 Is financial aid available?
- 💡 Are scholarships available?
- 💡 Are grants available?
- 💡 Is work-study available?
- 💡 What are the deadlines to submit applications for financial aid?
- 💡 What percentage of students at this college receives financial aid?



Part Three – Visiting Colleges & Asking Questions...

AN INTERVIEW SHEET for the Disability Support Services Coordinator



What is the name and phone number of the Disability Support Services Coordinator?

What documentation must I provide to identify myself as a student with a disability entitled to reasonable accommodations?

What kinds of auxiliary aids and devices are available (i.e., tape recorders, taped texts and note takers)?

What other campus resources exist?

Who decides if I qualify for academic accommodations?

Can exams be modified? How?

Is there a tutoring service

Do professors have regular office hours?

Is there a support group on campus for students with

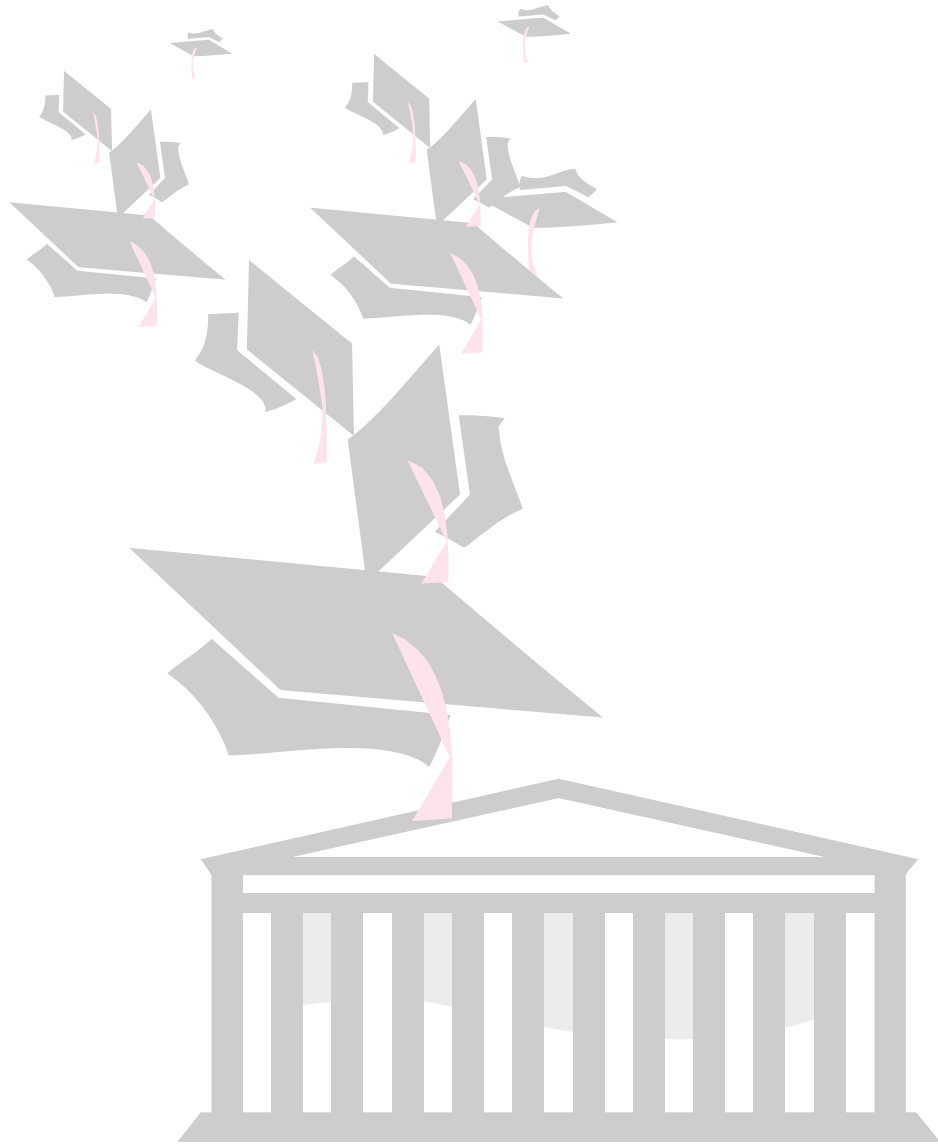
How many administrators and faculty members have disabilities at the school?

How many students with disabilities go to this school?

What is the process for accessing the services of the DSS Office? Is there a

Are students with disabilities similar to mine available for me to speak with? List contact information?

Other specific questions I want to ask:



Copyright

Paul V. Sherlock Center on Disabilities is funded various state and federal resources. Rhode Island College copyrights this material; it may be copied or otherwise reproduced without permission. Attribution to the Paul V. Sherlock Center on Disabilities is appreciated.

Alternative Formats

This directory can be made available in alternative formats. Contact the Paul V. Sherlock Center on Disabilities at (401) 456-8072 (voice) or (401) 456-8773 (TDD). You may also access this directory on the Internet at <http://www.sherlockcenter.org>.

Feedback is welcome. Please direct questions or comments to:

Transition Coordinator
Paul V. Sherlock Center on Disabilities
Rhode Island College
600 Mount Pleasant Avenue
Providence, RI 02908

