

Section G: Community/Independent Living

- ❑ Transportation
- ❑ Rental and Housing Leases or Written Agreements
- ❑ Independent Living Checklist
- ❑ Voter Registration Form
- ❑ Selected Service Registration
- ❑ Special Olympics Forms
- ❑ Library Card

Transportation

Transportation is often a big issue for students and families. So much of a person's success at work, in the community and living independently depends upon having access to transportation that is reliable and affordable. Transportation training can also be incorporated into the IEP.

If you are getting your driver's license:

- Accommodations can be made for the written driver's education test. Arrangements will need to be made in advance.

If you are using public transportation:

- You will need to learn how to use the bus to travel to work or around the community. Travel training can be provided as part of the IEP.
- Door to door service is also available. Arrangements need to be made in advance. Call 425-7726.

Am I Ready To Live On My Own?

Yes No

- Do I brush my teeth at least once a day?
- Do I bathe at least every two days?
- Do I use soap and shampoo during my bath?
- Do I use deodorant?
- Do I shave?
- Have I ever asked for a hair cut?

- Have I ever cleaned my room?
- Have I cleaned up a mess without being asked/told?
- Have I vacuumed a room?
- Have I done laundry?
- Have I cleaned a house?

- Do I get my own snacks?
- Have I ever cooked a meal?
- Have I ever followed a recipe?
- Have I ever bought groceries for a meal?
- Have I ever made a shopping list?
- Have I ever cleaned a kitchen after a meal, and washed dishes?
- Have I ever planned a meal with all four-food groups?

- Have I heard of 911?
- Have I put a bandage on a cut?
- Can I keep it a secret that I am home alone?
- Have I ever ignored a stranger who was bothering me?
- Do I report strangers who bother me?
- Do I lock the doors to my house?
- Can I take medicine without help?

- Do I know what I want to do in the future?
- Do I understand my disability?
- Can I solve problems myself?

- Do I feel good about myself?
- Have I prioritized tasks to do?

Yes No

- Do I have my appointments written down?
- Have I ever scheduled an appointment with someone?

- Do I use crosswalks?
- Do I use street light signals to walk across the street?
- Have I ever ridden a bus by myself?
- Have I ever called the bus station to find a bus route?
- Have I ever used a bus schedule?
- Have I ever gone somewhere unfamiliar on the bus?
- Have I ever used a bus stop sign to find a bus stop?

- Have I ever gone to a park?
- Have I ever ordered the food at a restaurant?
- Have I ever gone to a movie by myself?
- Have I ever gone to the mall by myself?
- Do I have a sport I like to play?
- Have I ever planned an outing?

- Do I have 5 close friends?
- Do I have one close friend, other than a boy/girl friend?
- Have I ever gone out with a friend?
- Do I ever ask friends to go somewhere with me?
- Have I ever gone on a date?
- Have I ever asked someone out on a date?
- Do I know how babies are made?

- Have I answered the phone?
- Have I ever called someone on the phone?
- Do I keep a personal address book?
- Have I ever looked up a phone number in both the white and yellow pages?
- Do I know how to use a pay phone or cell phone?
- Have I ever used 411 to get a phone number?

- Have I ever gone shopping alone?
- Have I ever waited for change?
- Have I ever looked for a cheaper price at the store?

Yes No

- Have I ever shopped for more than 20 items?
- Have I ever tried on clothes?
- Have I ever planned a shopping list?

- Have I ever used a money order?
- Do I have a savings account?
- Have I ever deposited money in a savings account?
- Have I ever written a check?
- Have I ever paid a bill?
- Can I budget my money for a month?

- Do I want a job to earn money?
- Have I ever looked for a job in the newspaper?
- Have I ever interviewed for a job?
- Have I ever hired for a job I applied for?
- Have I ever stayed on a job for more than six months?
- Have I ever accepted criticism from an employer?
- Have I ever done work I liked?

- Can I give my full name, address, and my phone number?
- Do I have four character references from persons to whom I am not related? (Include address and phone numbers)

- Do I have a complete medical history?
- Have I ever asked for a job application?
- If I can't fill out a form, do I know how to get help?
- Do I have the information about my education, including all the dates and addresses?
- Have I ever filled out an application asking for my social security number? birth date, and previous employers, including time employed, addresses, and phone number?

If you cannot do these alone, can you do these things with the help of your aide, roommate or friend

It's Your Life! Things To Think About.....

Life Skills

- Using basic appliances & tools
- Maintaining house & grounds
- Appropriate dress
- Personal hygiene/ grooming
- Social Skills
- Safety
- Sex education
- Marriage, children, parenting
- Preparing and consuming food
- Care of clothing
- Laundering of clothing
- Household cleaning
- Shopping
- Money management
- Care of medical condition
- Other_____

Social Skills

- Handling praise & criticism
- Knowledge of physical self
- Self-confidence
- Aware of emotions
- Respect for others
- Respect for authority
- Appropriate behavior in public
- Honesty
- Developing friendships
- Listening & responding
- Other_____

Housing Options

- Live alone
- Live with roommate
- Live with existing family
- Live with other family member
- Apartment
- House
- Supervised apartment/house
- Host home
- Group home
- Other_____

Career/ Employment

- Full/ part-time regular job
(competitive employment)
- Full/ part-time
(supported employment)
- Self-employment
- Volunteer work
- Sheltered workshop
- Military service
- Other_____

Employment Development

- Awareness of job possibilities
- Understanding personal strengths
& areas I need to work on
- Being mindful of work habits
- Appropriate behaviors and dress
- Finding and keeping a job
- Other_____

It's Your Life! Things To Think About.....

Leisure/ Recreation

- Community center recreational programs
- Community education classes
- Clubs
- Team sports
- Hobby clubs
- Church groups
- Friendship circles
- Choosing and planning activities
- Independent recreational activities (bowling, tennis, movies, etc.)
- Other _____

Transportation

- Driver's license/access to car
- Walk/ ride bike
- Ride bus/ taxi/ train
- Specialized service
- Finding way around the community
- Knowledge of traffic rules
- Other _____

Education

- College or university
- Community college
- Technical college
- Vocational training
- On-the-job training
- Other _____

Community Participation

- Voting
- Obeying laws
- Locate and use local businesses, stores, banks, restaurants, theatres, and library
- Volunteer work
- Other _____

Financial/ Legal Concerns

- Earned income
- Insurance
- Wills/ trusts
- Social security benefits
- Supplemental Security Income (SSI)
- Guardianship
- Bank account
- Budgeting
- Understanding credit
- Paying bills
- Self-advocacy
- State identification ID
- Other _____

Medical/ Support Services

- Seeking medical/ dental care
- Counseling
- Managing personal medications
- Personal care services (haircuts)
- Assistive technology
- Other _____

Selective Service Registration

Young men, who are 18, need to register with selective service no matter the disability. A form is mailed prior to your 18th birthday and mailed back. Forms are also available at the post office. After registering, a selective service card will be mailed to you.

Section H: Legal and Financial Information

- Guardianship

- Wills and Trusts

- Tax Information, W2's, 1040's

- Banking Information

Guardianship

Guardianship exists only when a person is determined by a court to be incapable of managing some, if not all, of his or her affairs. Not everyone needs a guardian. Guardianship needs to be addressed at the “age of majority” (age 18; the age when a child is considered an adult). Guardianship is a legalized recognized relationship between a competent adult (the guardian) and a minor child or adult with a disability (the ward). The guardian is given the duty and right to act on behalf of the ward in making certain decisions affecting the life of the ward. The process of guardianship is accomplished in probate court. There are many levels of guardianship to consider. Contact your attorney or Legal Aid (1-800-582-2682) for more information.

Financial and Legal Records

Name of Attorney _____

Address _____

Phone _____

SSI Payee _____ No _____ Yes _____

Payee Name and Address _____

Do you have a will or trust _____ No _____ Yes _____

Do you have a legal guardian _____ No _____ Yes _____

If yes, list guardian contact information _____

Do you have a power of attorney _____ No _____ Yes _____

If yes, what type _____

Bank Information

Name of Bank _____

Address/Phone# _____

Types of Accounts:

Checking _____ No _____ Yes If yes, account # _____

Savings _____ No _____ Yes If yes, account # _____

Credit Card Accounts:

Credit Card Type _____ Account # _____

Contact Information if stolen _____

Credit Card Type _____ Account # _____

Contact Information if stolen _____

Others accounts, please list: _____

Section I: References and Resources

- Transition Timelines
- Important Documents To Keep
- Questions To Answer Before Graduation
- Planning for Living Independently
- Planning for Employment
- Planning for Education after High School
- Goal Sheet
- How is College Different From High School?
- College Preparation Checklist

Timelines For Transition

Student Age	Action Needed
Age 14	<ul style="list-style-type: none"> • Statement of transition needs that focuses on your child’s course of study (college or vocational training)
Age 16	<ul style="list-style-type: none"> • Transition planning (focus on interagency responsibility or needed linkages including MRDD, BVR, SSA, etc.) • Identify when student will leave school (can attend through age 21) • Identify job interest and abilities • Include activities such as career exploration, job sampling and some job training • Begin to identify community services that provide job training and placement • Begin application to adult service agencies • Consider summer employment or volunteer experience • If college bound, take PSAT and plan for test accommodations if needed • Consider AP classes and review class schedule with guidance counselor • Develop an understanding of own disability and learning style • Practice self advocacy skills, co-lead IEP meeting if appropriate
16-18	<ul style="list-style-type: none"> • Contact Adult Services Programs: <ul style="list-style-type: none"> • Colleges, vocational or technical schools • Social Security Administration • Residential or independent living services • Recreation/Leisure groups • Medical Services • Identify graduation date (may remain in school through age 21) • Begin formalized vocational assessments

Timelines For Transition

Student Age	Action Needed
17-18	<ul style="list-style-type: none"> • Begin to consider and research guardianship • Continue to review and update transition plan • Take ACT, SAT tests • Visit colleges and disability services office • Register with Disability Service Office of your preferred college by the end of Senior year • Pursue college scholarships, grants. etc. • Review eligibility of medical insurance due to age
18-21	<ul style="list-style-type: none"> • Establish health benefits if needed • At age 18, males will need to register for Selective Service (mandatory registration, forms available at your local post office) • Check local taxation code for any yearly filings that will need to be done (ex. Middletown income tax is filed by each individual) • Continue to update and review Transition Plan • Develop long term financial support plan (ex. SSI) if needed

Additional Notes:

Transition includes the following 5 activities as defined by law:

- 1. Instruction**
- 2. Related services**
- 3. Community experiences**
- 4. Development of employment and other post-school adult living objectives**
- 5. Acquisition of daily living skills and functional vocational evaluation.**

Students may attend school up until the age of 22 to continue to work on their transition goals.

Important Records and Documents to Keep

Personal records include:

- Birth certificate
- Social Security card
- State ID or Drivers' License
- Family information (who to contact in case of an emergency)
- Records from agencies who provide services for you.

Medical records include:

- Medical insurance card
- Names and addresses of doctors, dentists, and therapists
- Immunization record
- Dates and results of any surgeries or medical procedures
- Specialists and therapist reports

Education records include:

- Copies of Individual Education Program (IEP)
- Summary of Performance (SOP)
- Educational testing reports
- School progress reports and report cards
- Diploma
- Letter of reference

Vocational records include:

- Reports from vocational assessments
- Vocational courses taken
- Work record including dates, contact persons and phone numbers
- Letter of reference
- Your resume
- Job portfolio

Documents to gather before you leave school to aid in applying for future programs:

- Summary of Performance (SOP) is a summary of academic & functional performance with recommendations usually completed the spring before a student graduates). Make sure this document states the level of independence and functioning (i.e. money skills, independent living skills, transportation skills, etc.)

- Most recent IEP
- Most recent MFE (Multifactor Evaluation) including the ETR (Evaluation Team Report)

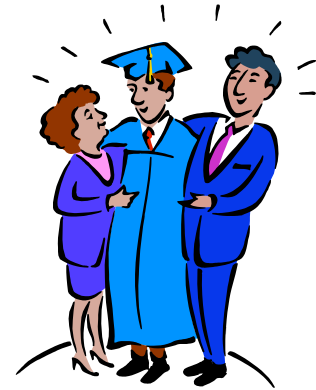
Documents to gather from your doctor to aid in applying for future programs:

A letter that states student's disability, not able to live independently, unable to comprehend the value of money and not able to drive or take public transportation, etc. Sometimes the doctor may request information from the school first before he/she writes the letter.

Other things parents/students need to do:

1. If unable to drive, get a state ID at the Bureau of Motor Vehicles.
2. Apply for SSI and declare your fair share.
3. Pursue eligibility with MRDD and BVR if you've not already done so.
4. Request a support coordinator through MRDD.
5. Check health care policy. Some are covered until 18, others 21, etc. Check your specific policy.
6. Apply for Medicaid. It is much easier once SSI has been approved.
7. Look at pros and cons of guardianship.
8. Consider a Health Care Power of Attorney and Living Will. Remember at age 18, you have No control.
9. Young men at age 18 need to register with the selective service. Should receive a mailed postcard prior to 18th birthday. If not, request form at your local post office.

Questions That Should Be Asked Before Graduation



1. Where is the student going vocationally?
Further training or education? A specific job?
2. Where will the student live and what kind of supports, if any, will be needed?
3. What will be the major form of transportation the student will use?
4. How will the student maintain and increase his/her social life?
5. What leisure time activities will the student be involved in?
6. How will the student meet his/her medical needs?
7. What agencies will help? How will they be contacted and by whom?

Planning For Living Independently

This checklist may be used by teachers and the transition team to assist planning and preparation for independent living for students after high school.

What Does The Student Need?	Actions the High School Transition Team May Recommend
<p><u>ASSESSMENT</u> that identifies preferences, interests, needs and strengths (PINS) for adult and independent living, including recreation and leisure</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interview youth and families regarding adult and independent living interests and preferences (use other methods to assess interest and preferences if child is nonverbal) <input type="checkbox"/> Observe youth in independent living or recreational setting <input type="checkbox"/> Interview youth and family regarding medical needs <input type="checkbox"/> Interview youth and family regarding financial plans <input type="checkbox"/> Identify transportation needs and skills <input type="checkbox"/> Develop a list of supports student needs to be successful <input type="checkbox"/> Identify needed natural supports, accommodations, and support services.
<p><u>DEVELOPMENT</u> of adult living placement options, including recreation and leisure (not needed immediately, but for planning purposes)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze adult living options in local area (for example, group home, supported living homes, roommates) <input type="checkbox"/> Analyze locality for leisure/recreation options in the local area <input type="checkbox"/> Coordinate with other families and youth looking for adult living options <input type="checkbox"/> Provide training and education for families and youth regarding living and financial options for transition-aged youth <input type="checkbox"/> Analyze community for transportation options
<p><u>MATCH</u> youth to adult living placement options, including leisure and recreation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the demands and expectations of the adult living and community participation options <input type="checkbox"/> Match the student's assessment and list of supports to the demands and expectations of these options
<p><u>TRAINING</u> and <u>PREPARATION</u> for adult living</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide instruction to prepare youth to enter identified adult living and community options <input type="checkbox"/> Identify potential service providers for needed supports and accommodations <input type="checkbox"/> Development natural supports <input type="checkbox"/> Provide opportunities to participate in the community in the identified settings
<p><u>PLACEMENT</u> and <u>FOLLOW-ALONG</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor progress <input type="checkbox"/> Monitor changing need for natural supports <input type="checkbox"/> Monitor changing need for services <input type="checkbox"/> Make adjustment, as needed

Adapted from NICHCY

Planning for Employment

Adapted from NICHCY

This checklist may be used by teachers and the transition team to assist planning and preparation for employment for students after high school.

What Does This Student Need?	Actions the High School Transition Team May Recommend
<p><u>ASSESSMENT</u> that identified current preferences, interests, needs and strengths for endurance for post-school employment, independent living and/or postsecondary education</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interview youth regarding vocational interests and preferences (use other methods to assess nonverbal students) <input type="checkbox"/> Conduct situational assessment (observation in a work setting) assess endurance, strength, aptitude, social skills, interest, interactions <input type="checkbox"/> Conduct formal vocational evaluation by a trained evaluator <input type="checkbox"/> Self-assessment <input type="checkbox"/> Develop student’s awareness of different jobs <input type="checkbox"/> Discuss health care issues that may impact employment
<p><u>DEVELOPMENT</u> of job and job placement options and awareness of skills needed</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze local labor market (contact employment services for state and request information for the region, contact local vocational council, contact local chamber of commerce, review local want ads, contact employment agencies) to identify job openings and local labor needs <input type="checkbox"/> Get a range of work experiences: explorations, job shadowing, mentoring, and internships <input type="checkbox"/> Identify community programs offering job placement or training <input type="checkbox"/> Build network of employer and community program contacts <input type="checkbox"/> Provide training to employers on issues related to employees with disabilities
<p><u>MATCHING</u> of student and job demands</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the demands and expectations of the job site (e.g. job duties, skill requirements, hours, location, transportation, wages, benefits, social skills) <input type="checkbox"/> List the supports the students needs to be successful on the job <input type="checkbox"/> Match the student’s assessment and the list of needed support to the job demands, including transportation to the job <input type="checkbox"/> Identify current gaps and needs for success <input type="checkbox"/> Identify needed natural support, job accommodations, adaptive equipment, and support services
<p>School and work based <u>TRAINING and PREPARATION</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide instruction to youth on job-seeking skills <input type="checkbox"/> Provide community-based work experiences related to career development <input type="checkbox"/> Identify potential service providers <input type="checkbox"/> Provide natural supports and accommodations <input type="checkbox"/> Provide instruction and training (pre-employment or on-the-job)
<p><u>PLACEMENT and FOLLOW ALONG</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Work with employer to determine employee’s response to the job demands and identify strategies to capitalize on strengths and minimize limitations <input type="checkbox"/> Provide natural supports and accommodations <input type="checkbox"/> Monitor progress and readiness for job advancement <input type="checkbox"/> Monitor changing need for natural supports <input type="checkbox"/> Make adjustments, as needed

Planning for Education After High School

This checklist may be used by teachers and the transition team to assist planning and preparation for education for students after high school.

What Does the Student Need	Actions The High School Transition Team May Recommend
<p><u>ASSESSMENT</u> that identifies preferences, interests, needs and strengths (PINS) for post-secondary education</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assess student’s self-advocacy skills, academic preparation, and college bound test scores <input type="checkbox"/> Assess students’ technical skills, social skills, independent living skills <input type="checkbox"/> Interview youth regarding education setting interests and preferences-size, setting, programs (use other methods to assess interest and preferences if student is nonverbal) <input type="checkbox"/> Identify youth’s long term career goals <input type="checkbox"/> Develop a list of supports student needs to achieve post secondary education goals <input type="checkbox"/> Discuss health care issues that may impact student in post-secondary <input type="checkbox"/> Identify needed natural supports, academic or physical accommodations, and support services
<p><u>DEVELOPMENT</u> of postsecondary education options</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Visit campuses <input type="checkbox"/> Participate in college night <input type="checkbox"/> Have college students with disabilities talk to youth <input type="checkbox"/> Research colleges and universities that offer special services to students with disabilities <input type="checkbox"/> Discuss financial issues <input type="checkbox"/> Discuss preferred location of college
<p><u>MATCHING</u> of student and post-secondary education setting</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Analyze the demands and expectations of the post secondary education setting-accessibility, support services availability, academic rigor, social culture, independent living setting <input type="checkbox"/> Match the student’s assessment and list of needed support to the demands of the post-secondary education setting
<p><u>PREPARATION</u> for post secondary education</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide developmental academic support and course work needed <input type="checkbox"/> Assist youth with applications, interviews, and test preparation <input type="checkbox"/> Identify potential service providers <input type="checkbox"/> Develop natural supports <input type="checkbox"/> Provide self-advocacy training (pre-employment or on-the-job)
<p><u>PLACEMENT</u> and <u>FOLLOW ALONG</u></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor progress in the post-secondary setting <input type="checkbox"/> Monitor changing need for services <input type="checkbox"/> Advocate for changes and adjustments, as needed <input type="checkbox"/> Monitor changing need for natural supports

Goal Sheet

- Employment Postsecondary
- Adult Living
- Community Participation

Goal # _____

Steps Needed to Accomplish:

1. _____
2. _____
3. _____
4. _____
5. _____

Barriers to Reaching Your Goal:

1. _____
2. _____
3. _____

Resources To Help Reach Your Goal:

1. _____
2. _____
3. _____

SMART GOALS

S specific
M measurable
A achievable
R results driven
T timely

How Is College Different From High School?

Personal Freedom In High School	Personal Freedom In College
*High school is <i>mandatory</i> and <i>free</i> (unless you choose other options)	*College is <i>voluntary</i> and <i>expensive</i> .
*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.	*You will be faced with a large number of moral and ethical decisions you have not had to face previously. You must balance your responsibilities and set priorities.
*Guiding principle: You will usually be told what your responsibilities are and correct if your behavior is out of line.	*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 Classes	College Classes
*Each day you proceed from one class directly to another.	*You often have hours between classes; class times vary throughout the day and evening.
*You spend 6 hours each day – 30 hours a week – in class.	*You spend 12 to 16 hours each week in class
*The school year is 36 weeks long; some classes extend over both semesters and some do not.	*The academic year is divided into two separate 15-week semesters, plus a week after each semester for exams.
*Most of your classes are arranged for you.	* You arrange your own schedule in consultation with your academic adviser. Schedules tend to look lighter than they really are.
*Teachers carefully monitor class attendance.	*Professors may not formally take roll, but they are still likely to know whether or not you attended.
*Classes generally have no more than 35 students.	*Classes may number 100 students or more.
*You are provided with textbooks at little or no expense.	*You need to budget substantial funds for textbooks, which will usually cost more than \$200 each semester.
*You are not responsible for knowing what it takes to graduate.	*Graduation requirements are complex, and differ for different majors and sometimes different years. You are expected to know those that apply to you.

How Is College Different From High School?

High School Teachers	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 to 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.

How Is College Different From High School?

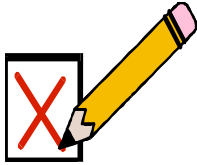
Studying In High School	Studying In College
*You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	*You need to study at least 2 to 3 hours outside of class for each hour in class.
*You often need to read or hear presentations only once to learn all you need to learn about them.	*You need to review class notes and text material regularly.
*you are expected to read short assignments that are then discussed, and often re-taught, in class.	*You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
*Guiding principle: You will usually be tolled in class what you need to learn from assigned readings.	*Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.

Tests In High School	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 seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.	*Mastery is often seen as the ability to apply what you've learned to new situations or to solve new kinds of problems.

How Is College Different From High School?

Grades In High School	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.
*Extra credit projects are often available to help you raise your grade.	*Extra credit projects cannot, generally speaking, be used to raise a grade in a college course.
*Initial test grades, especially when they are low, may not have an adverse effect on your final grade.	*watch out for your <i>first</i> 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. If you receive notice of low grades on either an Early-Term or a Mid-Semester Progress Report, see your academic advisor or visit the Altshuler Learning Enhancement Center.
*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 principle: “Results count.” Though “good-faith effort” is important in regard to the professor’s willingness to help you <i>achieve</i> good results, it will not <i>substitute</i> for results in the grading process.

<http://www.smu.edu/~alec/whyhighschool.html>



College Preparation Checklist

Pre-High School

- Take challenging classes in English, mathematics, science, history, geography, the arts, and a foreign language.
- Develop strong study skills.
- Start thinking about which high school classes will best prepare you for college.
- If you have an opportunity to choose among high schools, or among different programs within one high school, investigate the options and determine which ones will help you --
 - Further your academic and career interests
 - Open doors to many future options
 - Start saving for college if you haven't already. Investigate different ways to save:
 - Buy a U.S. Savings Bond
 - Open a savings account in a bank
 - Invest in mutual funds

High School: 9th Grade

- Take challenging classes in English, mathematics, science, history, geography, a foreign language, government, civics, economics, and the arts.
- Get to know your career counselor or guidance counselor as well as other college resources available in your school.
- Talk to adults in a variety of professions to determine what they like and dislike about their jobs and what kind of education is needed for each kind of job.
- Continue to save for college.

High School: 10th Grade

- Take challenging classes in English, mathematics, science, history, geography, a foreign language, government, civics, economics, and the arts.

High School: 10th Grade (cont.)

- Talk to adults in a variety of professions to determine what they like and dislike about their jobs and what kind of education is needed for each kind of job.
- Become involved in school- or community-based extracurricular (before or after school) activities that interest you and/or enable you to explore career interests.
- Meet with your career counselor or guidance counselor to discuss colleges and their requirements.
- Take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT). You must register early. If you have difficulty paying the registration fee, see your guidance counselor about getting a fee waiver.
- Take advantage of opportunities to visit colleges and talk to students.
- Continue to save for college.

High School: 11th Grade

- Take challenging classes in English, mathematics, science, history, geography, a foreign language, government, civics, economics and the arts.
- Meet with your career or guidance counselor to discuss colleges and their requirements. Continue involvement in school- or community-based extracurricular activities.
- Decide which colleges most interest you. Contact them to request information and an application for admission. Ask about special admissions requirements, financial aid and deadlines.
- Talk to college representatives at college fairs.
- Visit colleges and talk to students.
- Consider people to ask for recommendations – teachers, counselors, employers, etc.
- Investigate the availability of financial aid from federal, state, local, and private sources. Talk to your guidance counselor for more information.
- Find out more about the domestic Peace Corps, called AmeriCorps, by calling 1-800-942-2677 (TTY 1-800-8333722), or visiting www.americorps.org.
- Investigate the availability of scholarships provided by organizations such as corporations, labor unions, professional associations, religious organizations, and credit unions.
- If applicable, go to the library and look for directories of scholarships for women, minorities, and disabled students.
- Register for and take the SAT I, the ACT, SAT II Subject Tests or any other exams required for admission to the colleges you might want to attend. If you have difficulty paying the registration fee, see your guidance counselor about getting a fee waiver.
- Continue to save for college.

High School: 12th Grade

- Take challenging classes in English, mathematics, science, history, geography, a foreign language, government, civics, economics, the arts, and advanced technologies.
- Meet with your counselor early in the year to discuss your plans.
- Complete all necessary financial aid forms, especially the Free Application for Federal Student Aid (FAFSA). Apply online at www.fafsa.ed.gov
- Write colleges to request information and applications for admission. Ask about financial aid, admissions requirements, and deadlines.
- If possible, visit the colleges that most interest you.
- Register for and take the SAT I, ACT Assessment, SAT II Subject Tests or any other exams required for admission to the colleges to which you are applying. If you have difficulty paying the registration fee, see your guidance counselor about getting a fee waiver.
- Prepare your application carefully. Follow the instructions, and **PAY CLOSE ATTENTION TO DEADLINES!** Be sure to ask your counselor and teachers at least two weeks before your application deadlines to submit the necessary documents to colleges (your transcript, letters of recommendation, etc.)

Excerpted from Preparing Your Child For College, available at www.ed.gov/pubs/Prepare

Useful Web Sites

Federal Student Aid home page: www.studentaid.ed.gov The Student Guide (12th grade and beyond) and Funding Your Education (before 12th grade) are available at this site.

FAFSA on the Web: www.fafsa.ed.gov

Personal Identification Number (PIN): www.pin.ed.gov

Federal government resources for education: www.students.gov

General Information

Information about federal student aid programs, assistance with the application process and how to obtain federal student aid publications. 1-800-4-FED-AID (1-800-433-3243) TTY for the hearing-impaired 1-800-730-8913

To download this checklist from the Internet, visit www.studentaid.ed.gov/pubs