

Transitioning to College:

A HANDBOOK FOR STUDENTS WITH DISABILITIES

How to get
there from here!

Broadalbin-Perth Central School District **Transition Team**



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I. Introduction

Dear Student,

By now you have thought about graduation at least a few times, right? But what about after graduation? Have you given any thought to what you might do or where you might go? Graduation marks a time of change, or transition, which brings us to the purpose of this handbook.

Transition, for our purposes, means moving from school to post-secondary activities. For some, it means entering the work force right away. For others, like yourself, it means attending a two or four year college or trade school.

This handbook is designed as a tool to help prepare you for the transition from high school to college. The contents of this handbook will empower you to know yourself, your rights, and how to advocate for yourself so your college experience is successful, rewarding and fulfilling.

Good luck!

What is Self-Advocacy?

A 1,000-mile journey starts with a first step. Transition planning is the first step in preparing for life after high school. Transition planning is based on your abilities, your strengths, and your dreams for yourself!

Assert your own rights and interests

Assume the ability to make decisions

Independence leads to greater independence

Taking control adds to quality of life

You are your own best teacher

Ask for accommodations

Work with your parents and teachers to determine realistic results

Really know your strengths and weaknesses

Self-Advocacy is about being involved at the center of your life's decision making.



II. Beginning the Process

STUDENT DISCLOSURE

Identifying your disability is voluntary and confidential. In order to get help with your academic work, it is your responsibility to meet with the learning specialist on your college campus. Remember: each college uses a different name to identify the office that provides services and accommodations. While this can be confusing, look for the following:

Disabled Student Services
Learning Center
Learning Assistance Services
Office of Student Support
Services for Students with Disabilities
Support Services Office
504 Officer

Once you have determined the appropriate office on your college campus, make sure that you meet with the learning specialist as early as possible. When you meet with the learning specialist, remember to do the following:

1. Document your disability. This means that you should bring a copy of your IEP or 504 plan to this office. If you do not have a copy, call your high school guidance or special education office to get one.
2. Identify your learning style. This means that you should discuss with the

learning specialist the way in which you learn best. For example, are you an auditory learner? This means that you learn well by listening to lectures, tapes, and oral presentations of information. Do you learn well by examining charts, diagrams, and pictures? If so, then you are a good visual learner. Perhaps you learn best when you are able to use your hands. Think about what works best for you.

3. Identify your needs. What kind of help do you need in order to be successful? Think back to some of the accommodations that you received in high school. An accommodation is something that allows you to learn better. Common examples are books on tape, taped tests, tape recorders, extra time for assignments and tests, separate location for tests, etc.
4. Request specific accommodations and use them. Once you have determined the appropriate accommodations, make sure that you take consistent advantage of them. Because you will not have a teacher checking your every move, it will be your responsibility to help yourself.

Remember: The accommodations that you will receive in college may differ from the ones that you received in high school. This is okay: building independence is an important skill.

Best of luck!

Key Questions for College Applicants

You want your college experience to be a good one, so you will need to look for a good “match” with the college you choose. In addition to finding the college with the educational program you are looking for, you also want to find a college which will provide you with the opportunity for academic growth and success. To help make sure the college you choose is a good match, you may want to get some specific information from the school’s coordinator of services for students with disabilities*. When gathering information about the college you are considering, you may want to ask some of the following questions.

What, (if any), special programs and support services are in place for students who have learning disabilities? Colleges are required to make “reasonable accommodations,” however, you will need to know what specific accommodations the college affords students with disabilities. For example, if a book is not available on tape from the library, will the college find someone to record it?

What documentation must I provide in order to receive services? Many colleges will accept documentation from your high school special education office. Such documentation required may include a copy of your IEP and/or copy of a recent psychoeducational evaluation.

Are support services and/or tutoring included in the tuition, or do they cost extra?

Who advises the student and helps plan and select courses? In high school, guidance counselors help students with this task. In

many colleges, students are assigned advisors who help with this task.

Is there a pre-college course available or required before I enroll?

What is the procedure for arranging the support services and modifications with instructors? You will want to know if you need to do this or if there is an advocate to assist you. You will want to know what the procedure is for resolving a conflict with a professor if there is one.

Are courses available in basic writing and study skills? Do they earn academic credit?

What are the minimal academic skills required for entrance into the program? Can any accommodations be made for teaching students at a lower reading or math level? Check to see if textbooks are offered at a lower reading level which may help you be more successful.

What grading options are available? Can any classes be taken on a pass/fail basis?

Does the college have a foreign language requirement? If so, can I be waived from having to complete that requirement? Colleges are not required to waive this requirement, or any other requirement because you have a learning disability, but may do so if it doesn’t alter the nature of the program.

What is the average class size in my area of academic interest? What is the format of these classes (lecture, laboratory, or discussion)? You

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*May be recognized by other terms. See *Beginning the Process, Disability Disclosure*, in another section of this handbook.

may not be able to do this for all classes, but try to select classes which fit your learning style. If you know you are more successful with hands on classes, then a laboratory class might be a better class to take.

Does training occur in actual job sites? Is on-the-job training part of the curriculum?

Will job opportunities be available after training? Will someone at the school help with

finding employment?

How long has the learning disabilities support program been in existence? Look for a college which has an established track record.

How many students with learning disabilities have received services here? What percentage of those students graduate? If the college reports very low numbers, this may be indicative of a weak level of support services for students who have learning disabilities.



III. Moving to Post-Secondary Education

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Differences between High School Services and Post-Secondary School Services.

Many High School Students often find the transition to college academically challenging and emotionally draining. This transition for students with disabilities is even more stressful due to their own individual disabilities.

Since no colleges have a resource room, special education teachers, or aids, students with disabilities sometimes feel overwhelmed. By following some guidelines and working on some skills, this stress can be significantly lessened or eliminated.

Guidelines

Understand your disability. Realize where your strengths and weaknesses are. Use some of the skill builders to

advance skills you have struggled with in the past.

Self-Advocate for yourself: College professors have no knowledge of your disability. Since it is your responsibility to notify them, do it early in the semester. After the first class meeting you may want to set up a meeting or simply notify the professor of your disability. He/she will more than likely be very understanding. The professors will not be understanding if you tell them 10 weeks into the semester when you are already failing!

Organization: Keep an organized schedule or organization book. Each professor will give you a syllabi the first day of class. These syllabi include all important dates of tests, quizzes, and assignment (probably papers) due

dates. This schedule should also have study times and other important events written in it. Don't expect college professors to remind you. You have enough information to learn in college; you don't need to memorize test and due dates for five different classes as well.

Time Management: No one will be around in college to tell you when to study and do work. You are totally responsible for your time. College professors have told college students for years to plan on spending 3 hours outside of class studying for each hour spent in class. This amount of time is a reasonable amount of time to spend preparing for the next class meeting. Split your study time into 30 minute segments. Only study for as long as you are attentive; take breaks. Class meeting time is crucial; you should attend every class meeting in order to succeed. Most professors will not accept late work.

Attitude: Believe in success. You have set a high goal for yourself. Remember goals require work to achieve. You achieved your goal of graduation from high school. If you are willing to do the work you will graduate from college. Be patient and realize that you may experience failures. Don't be devastated by failing a test, this does not mean you will fail the whole course. Analyze why you failed and remember most failures are only minor setbacks. Everyone experiences failure at some point, winners like yourself learn from

them and move forward to reach their goal.

Skill Building

Memory Strategies

Learning is synonymous with reviewing and, for you, reviewing frequently and regularly throughout the semester is essential.

Color code, enlarge, underline, and highlight your notes to strengthen your visual memory of the material.

Copy your notes over if, for you, the act of writing facilitates memorizing.

Read aloud (tape recording while reading) if hearing, with or without seeing the words, helps you remember what you've read.

Tape record lectures and listen to them while driving, exercising, eating, etc.

Rehearse material to be mastered either orally or in writing. Write out concepts in full. Read your notes silently or aloud. Paraphrase or explain concepts to a study partner.

Review frequently and commit material to memory using strategies and aid recall such as listing, categorizing, imaging, re-visualizing, alphabetizing, and devising acronyms and associations. These are some of the techniques your special education and/or resource teachers have used with you in high school.

Test-Taking Strategies

Find out what examination format your professor will use (e.g. long-

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answer essay questions, multiple choice, short-answer essay questions). Adjust your studying to fit the type of test you will be taking. Ask your professor for “practice” exams or find out if old exams are available. Take as many old exams or quizzes as you can and check your answers against the answer key, with a tutor, study partner, or teaching assistant.

If no prior exams or questions are provided, and if essay type exams will be given, try to anticipate the questions that will be asked on the exam. Write an outline to find important topics covered in the course.

Be sure to go into exams well-rested and free of a large amount of sugar or caffeine. Complex carbohydrates and some protein will provide the best source of energy over an extended period of time.

If you have memorized specific formulas, dates, names or terminology for an exam, write down all that you have committed to memory before working on the exam. Use this information later in the exam.

Read test directions carefully, underlining the verb that describes what you are to do: describe, compare, summarize, list, etc. Follow the direction precisely.

Begin by answering the easiest questions first. Circle the hard ones and come back to them after you have answered the easy ones.

Pace yourself. Even if you have

extended time, it is not unlimited.

If you come to a question you don't understand, paraphrase it for the proctor to confirm that you have understood what the question means.

Use the exam to your advantage. Sometimes questions will repeat themselves or essay information may be written at some other place in the exam.

Effective Learning Strategies

Listed below are some examples of accommodations that will be useful. You will find that some of these accommodations work well in specific situations, but not in others. Your learning specialist will be able to guide you in determining which accommodation is best to use and when.

1. Apply these principles of effective learning when you study:
 - a) Attend all classes. Other students can get by missing an occasional class, but for you, hearing the lecture may be a critical factor in learning new material.
 - b) Preview new material and review the previous lecture before each class.
 - c) Sit toward the front of the class so that you can hear and see well and be more easily recognized if you have a question or want to participate in the discussion.
 - d) Come to class prepared with materials and a positive frame of mind.
2. Match your notebook to the color of your textbook. If you keep a binder or file folder, match colors to textbooks. This insures that you have needed materials

for class and/or study.

3. a) If you need to tape record lectures, ask permission of the instructor before you tape their lecture. Be sure to explain why you need this modification and how you will use the tape to modify your learning.
 - b) Take notes simultaneously to tape recording. Indicate questions in the margins.
 - c) If you tape record in class, carefully label every tape (for example, Intro. to Psy., 9/15/00) before you insert it into the recorder. Set the counter to zero. If you are unsure of a concept during the lecture, jot down the counter number in the margin of your notes for easy review and clarification later.
 - d) Review tapes and/or notes as soon
4. Compare your notes with those of a study partner. Copy notes over, if necessary. Highlight and summarize the main points. Keep a separate section of your notebook with terms, key concepts, major events, contributors, theories, or formulas.
 5. Because most college students with written language difficulties have trouble recognizing and correcting spelling errors in their writing, it is important to use a word processor with a spell checker to identify misspelled words. However, certain spelling, grammar, and punctuation errors will not be identified. If your instructor agrees to the plan, request that a writing tutor or a learning specialist read your paper and assist you in error identification and correction.



IV. Post-Secondary Options

Most careers require some education or training beyond high school. One career may require four years of college, while another may require six-months of technical training. In most cases, your career choice will determine which option is best for you.

Certificate Programs – These programs usually require one year of college and prepare the student with specific skills for a specific job usually offered at community colleges. Ex: Tourism, Sales Convention programs offered at Schenectady Community College.

Career and Technical Training - These programs usually run from six months to two years and provide skilled training in a specific career or job area. (The Career and Technical Center for our area is housed in Johnstown and provides this kind of training to adults). It usually requires two years of study on a half-day basis. Ex: Auto Body offered at Career Education Center.

Community Colleges or Two Year Colleges - These programs provide affordable, career-oriented programs which enable the student to begin their career after two years of study. Students completing two-year programs earn Associate Degrees. Students may also transfer to a four-year college. Ex: A.A.S. Accounting or A.S. in Liberal Arts to transfer.

Four-Year Colleges - These programs provide longer and more advanced study in a wide variety of majors or careers. Students who finish earn a bachelor degree and are qualified for more advanced employment. Requires a minimum of four years. Ex: Education (teaching) College of St. Rose, SUNY Oneonta.

Graduate schools – These programs are for advanced specialized training after an undergraduate degree is earned. They vary in length but usually take from one to two years to complete.



v. Timeline

JUNIOR YEAR

Pre-College Calendar and Check List

August

Review your high school coursework and activity plans
Keep in mind that colleges are looking for:
Challenging coursework
GPA
Extracurricular activities and volunteer work

September

Review your schedule to be sure you have the classes you need. (Many 4 year schools are now requiring 3 years of Math and 3 years of Science).
Identify the sources of college and career information in your school. Start looking through guidance publications, college catalogs and guidebooks.
Study and register to take the PSAT (Preliminary Scholastic Assessment Test).
Attend college information night.
Attend school everyday and study hard.

October

Take the PSAT.
Sign up and meet with college representatives that come to your high school.
Sign up for college visits.

November

Visit the Career Center and start to plan what you do after school with your parents and guidance counselor.
Attend Financial Aid Night.

December

Meet with your guidance counselor to discuss college options.
Find out about SAT and ACT tests; where to take them.
Review your PSAT results.
Do career assessments to help you decide what you are interested in studying in college.

January

Begin to narrow your list of career choices and start to form a list of colleges you are interested in visiting.

February

Register and study for the ACT and or the SAT. Apply for modifications if you need them.
Start investigating sources of financial aid.

March

Meet with your guidance counselor and plan your senior year courses and activities.

If possible, finalize your career path and make a list of colleges you will visit and/or apply to.

Attend Career Fair.

April

Visit the College Fair (usually held at FMCC) and collect information on the colleges you are interested in.

Apply for VESID services.

May

Take the SAT and ACT.

Plan your college visit for over the summer. Remember to get applications for those you are really interested in.

Start to prepare for final exams. Remember junior year grades are very important.

June

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Try to visit all the colleges on your list. Make a final list of the schools you are interested in attending.

Find a summer job. Work experience is important.

July/August

Stay involved.

Work to help pay for college.

Attend summer programs on a college campus if possible.

Get involved in an internship relevant to your career interest.

Get ready and stay ready for your senior year.

Memorize your social security number.

SENIOR YEAR

Pre-College Calendar and Check List

August

Review your career plan and decide what type of college is for you.

Create or finalize a list of colleges you want to apply to.

Arrange to visit the campus if you haven't done so.

Request catalogs and applications.

September

Make an appointment for you and your parents with your guidance counselor to review high school requirements and discuss college information. Review your transcript.

Sign up to meet with college representatives visiting your school (if you are having difficulty selecting schools).

Sign up for any college tours your school will be taking if you are having difficulty selecting schools.

Attend College Information Night held at your school to help you choose schools if you are having difficulty.

Register to take or retake SAT or ACT.

Attend school everyday and get off to a good academic start.

October

Visit colleges and have interviews where required (remember to send a thank you letter to each college that you visit).

Ask teachers for recommendations and provide them with an envelope.

Begin to prepare your college applications. Be sure your essay is well written and typed.

Be sure your list of activities is signed and returned to the guidance office.

November

Take SAT and ACT.

Attend Financial Aid Night at your school.

Finish all your applications and turn into the guidance office before December 1.

December

Obtain Financial Aid Form and other forms if necessary and begin to fill them out.

All college applications are due to the guidance office.

January

Complete and file your financial aid form (FAFSA).

Parents get your income tax returns prepared, early schools may request them to prove eligibility for financial aid.

February

Check to see if midterm transcripts have been sent to the schools you have applied to that require them.

Be sure all your applications are complete and have been received by the colleges.

March

Look for your SAR (Student Aid Report). This is a report generated from the FAFSA.

If you have not received one, call the Student Aid Information Center at 319-337-5665.

April

Responses from the colleges to which you applied should have arrived. Choose the college you wish to attend and send all deposits and forms by the deadlines.

Write "Thank You, but I have selected a different college" letters to colleges you have not selected.

May

Study and prepare for all exams. Finalize summer job if possible.

June

Graduation – CONGRATULATIONS!
GOOD LUCK IN YOUR FUTURE
ENDEAVORS.

Call your guidance counselor if you have any questions or problems.



IV. Reference Section

Colleges and Resources For Learning Disabled Students

COLLEGES

Herkimer Community College

100 Reservoir Rd.
Herkimer, NY 13350
(315) 866-0300 Ext. 276
Michele Weaver
(315) 866-0300 Ext. 311
<http://www.hccc.ntcnet.com>

14 **Fulton-Montgomery Community College**

2805 StHwy 67
Johnstown, NY 12095
(518) 762-4651 Ext. 3117
Betsy Ewalt
(518) 762-4651 Ext. 5500
<http://www.fmcc.suny.edu>

Schenectady Community College

78 Washington Avenue
Schenectady, NY 12305
(518) 381-1200 Ext. 1344
Tom Dotson

State University of NY College of Agriculture and Technology @ Morrisville

David Symonds
The College Skill Center
Morrisville, NY 13408
(315) 684-6042
<http://www.snymor.edu>

State University College @ Oneonta

Coordinator of Services for
Students with Disabilities
One Alumni Hall
Oneonta, NY 13820
(607) 436-2137
Fax (607) 436-2074
<http://www.oneonta.edu>

ACADEMIC SUPPORT SERVICES

AT AREA COLLEGES AND

UNIVERSITIES:

Adirondack Community College

Bay Rd. Queensbury, NY
12804-9970
(518) 743-2264
Tammy Morey,
Learning Specialist
(518) 743-2307
[http://www.crisny.org/
business/companies/acc/](http://www.crisny.org/business/companies/acc/)

Canton College of Technology

Canton, NY 13617
(315) 386-7123
1-800-888-7123
Fay Lee, Coordinator of
Accommodative Services
(315) 386-7121

Clarkson University

Potsdam, NY 13699
(315) 268-6463
Helen McLean, Academic
Support Center
(315) 268-7643

Clinton Community College

136 Cliff Point Drive
Plattsburgh, NY 12901-9573
(518) 562-4120
Laurie Bethka, Learning
Specialist
(518) 562-4252

College of Saint Rose

432 Western Ave
Albany, NY 12203-1490
1-800-637-8556
Mary Van Derzee, Director,
Services to Students with
Disabilities
(518) 454-5299
<http://www.strose.edu>

Hudson Valley Community College

80 Vandenberg Ave.
Troy, NY 12180
(518) 270-7309
Pablo Negron, Director,
Disability Resource Center
(518) 270-7154
TTD (518) 270-7596
<http://www.hvcc.edu>

Jefferson Community College

Watertown, NY 13601
(315) 786-2408
Sheree Trainham, Learning
Skills Center
(315) 786-2335

Lynn University/Old Forge Center

Rt. 28, PO Box 1159
Old Forge, NY 13420
(800) 351-5327
Bob Russell,
Director of Academics
(315) 369-2740

Mohawk Valley Community College

1101 Sherman Drive
Utica, NY 13501
(800) SEE-MVCC
Veda Candeloro,
Learning Disabilities Specialist
(315) 731-5702
<http://www.mvcc.edu>

North Country Community College

20 Winona Ave.
Saranac Lake, NY 12983
(518) 891-2915
(800) 541-1021
Cammy Sheridan,
Academic Skills Center
Main Campus
(518) 891-2915
Jeannine Golden,
Learning Center Coordinator
(518) 483-4550 Ext. 6431

Paul Smith's College

Paul Smiths, NY 12970
(800) 421-2605
Center for Accommodative
Services
Carol McKillip, Learning
Specialist/Diagnostician
Roxanne McCarty,
Learning Specialist
(518) 327-6425

Saint Lawrence University

Canton, NY 13617-1455
(315) 379-3267
John Meagher, Director,
Office of Special Needs
(315) 379-5509

State University College of Agriculture and Technology at Cobleskill

Cobleskill, NY 12043
(518) 255-5525
Lynn Abarno, Coordinator of
Services for Students with
Disabilities
(518) 255-5282

State University of New York at Plattsburgh

Plattsburgh, NY 12901
(518) 564-2040
Michelle Carpenter, Director of
Disabled Student Services
(518) 564-2810

State University of New York at Potsdam

Potsdam, NY 13676
(315) 267-2180 800-433-3154
(out of state)
Sharon House, Office of
Accommodative Services
(315) 267-3267

STUDENT RESOURCES:

Survival Guide for College Students With ADD or LD

By Kathleen G. Nadeau
(Paperback - June 1994)
\$8.95

Transition to Postsecondary Education: Strategies for Students with Disabilities

(Pro-Ed Series on Transition).
Kristine Wiest Webb
(Paperback - May 2000) Special
Order
\$12.80

Learning How To Learn: A Guide for Getting Into College With A Learning Disability, Staying In and Staying Sane

Joyanne Cobb
\$14.95 at www.amazon.com
(available June 2, 2001)

College Students with Learning Disabilities: A Handbook

Dr. Susan Vogel
LDA Bookstore
4156 Library Rd
Pittsburgh, PA 15234
(412) 341-1515

College Guide For Students With Learning Disabilities.

New York: Laurel Publications.

The K and W Guide to Colleges For The Learning Disabled

Kravets, Mary Beth
and Wax, Imy F.
New York: Harper Perennial,
1997.

Colleges With Programs For Students With Learning Disabilities.

Mangrum, Charles and
Strichart, Stephen.
New York: Peterson's Guides,
1997.

Learning Disabilities A-Z: A Parent's Guide To Learning Disabilities From Preschool to Adulthood.

Smith, Corinne and
Strick, Lisa.
New York: Free press, 1997.

Planning For Life After High School: A Handbook of Information and Resources for Families and Young Adults with Disabilities.

Bishop, Barb, Martha Blue-Banning, Frances Holt, Janie Irvin & Theresa Martel
Lawrence, KS: Full Citizenship, Inc., 1992.

LEARNING DISABILITIES

ORGANIZATIONS:

Learning Disabilities Association of America (LDA)

4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515
Provides information and advocacy related resources; conducts conferences for parents and other professionals. Numerous state and local affiliates.

National Center for Learning Disabilities (NCLD)

881 Park Avenue, Suite 1420
New York, NY 10016
(212) 454-7510
Offers free information and referral services, conducts educational summits and programs around the country. Membership open to parents and professionals.

Educational Resource Information

1920 Association Drive
Reston, VA 20291-1589
(800) 328-0272
and (703) 264-9474
A program of the Council for Exceptional Children. Provides free information and referral services. Many good publications.

HEATH Resource Center (Higher Education and Adult Training for People with Handicaps)

1 Dupont Circle, Suite 800
Washington D.C. 20036-1193
(800) 544-3284
Web Site: <http://www.acenet.edu>
A program of the American Council on Education. Provides information on postsecondary education for students with disabilities. Many excellent publications including "Getting Ready For College".

National Clearinghouse on Women and Girls with Disabilities

Educational Equity
Concepts, Inc.
114 East 32nd Street, Suite 701
New York, NY 10016
(212) 725-1803

Offers information and referral services, and a national directory of services for girls and women with disabilities.

National Information Center for Children and Youth with Disabilities (NICHCY)

PO Box 1492
Washington D.C., 20013-1492
(800) 695-0285
or (202) 884-8200

Information clearinghouse that provides information on a wide variety of disability-related issues for children and youth up to age 22. Excellent free publications.

ADDITIONAL RESOURCES:

VESID Transition web page:

<http://web.nysed.gov/vesid/sped/trans/tranmain.htm>

Center for Assistive Technology:

<http://www.wings.buffalo.edu/ot/cat/transition>

WNY Transition Coordination E-mail:

scaruso@chob.edu



v. Service Providers

ADVOCACY SERVICES:

Advocacy is speaking up for yourself and your needs. These organizations can assist you with this.

NYS Office of Advocates

For Persons with Disabilities
Empire State Plaza Suite 10011
Albany, New York 12223
800-522-4369

Client Assistance Project

Resource Center for
Independent Living
PO Box 210
Utica, New York 13502
(315) 797-4642

NYS Commission on the Quality of Care for the Disabled

99 Washington Avenue, Suite
1002
Albany, New York 12210
800-624-4143

Liberty

Route 5S, Box 639
Amsterdam, New York 12010
842-5080

Lexington Family Services

18 East Fulton Street
Gloversville, New York 12078
773-2014

Legal Aid Society of Mid New York

1170 Riverfront Center
Amsterdam, New York 12010
842-9466

Statewide Youth Advocacy

17 Elk Street
Albany, New York 12207
436-8525

Centro Civico of Amsterdam, Inc.

229 East Main Street
Amsterdam, New York 12010
842-3762

VOCATIONAL SERVICES

These organizations can assist you in identifying career interests, assist with career planning, and help you to gain employment.

Employment Opportunities Unlimited

73 North Main Street
Gloversville, New York 12078
773-2027

Fulton Employment Service

73 North Main Street
Gloversville, New York 12078
725-1898

Career and Employment Network

2620 Riverfront Center
Amsterdam, New York 12010
843-3717

NYS Department of Labor

Community Service Center
199 South Main Street
Gloversville, NY 12078
725-6473

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RESIDENTIAL SERVICES:

These organizations provide assistance with various types of housing depending upon your needs.

Liberty Enterprises

PO Box 639, 5S
Amsterdam, New York 12010
843-5080

Lexington Center

465 North Perry Street
Johnstown, New York 12095
762-0024

Mohawk Transitional Services

41 Market Street
Amsterdam, New York 12010
843-3717

FINANCIAL SERVICES:

These organizations provide you with financial assistance.

Social Security Office

13 North Arlington Avenue
Gloversville, New York 12078
725-8665

Montgomery County Department of Social Services

County Office Building
Fonda, New York 12068
853-4646

Fulton County Department of Social Services

4 Daisy Lane
Johnstown, New York 12095
736-5600

CONTINUING EDUCATION:

These organizations assist with job seeking skills, GED programs, and job and personal skill development.

Johnstown Adult and Continuing Education

Warren Street School
Johnstown, New York 12095
736-1708

Literacy Volunteers of America

Fulton and Hamilton Counties
199 South Main Street
Gloversville, New York 12078
725-1440

Montgomery County Literacy Volunteers

Amsterdam Library
842-2553

Private Industry Councils

Amsterdam- 842-3673
Gloversville -725-0079
Hamilton County- 548-7609

Schenectady Community Action Program's Project Lift

FMCC
2805 State Highway 67
Johnstown, New York 12095
762-4651- Ext. 3611 and 3613

ADAPTIVE EQUIPMENT /

HOME MODIFICATIONS:

These agencies can assist you in providing adaptive equipment that can increase your independence.

Capital Region TRIAD Center

Glens Falls ILC
71 Glenwood Avenue
Queensbury, New York 12084
792-3537

**TRIAD NYS Office of the
Advocate**

For Persons with Disabilities
Empire State Plaza Suite 1001
Albany, New York 12223
800-522-4369

**HFM BOCES Adaptive
Technology Team**

Warren Street School
Warren Street
Johnstown, New York 12095
762-1341



Transitioning to College:

A HANDBOOK FOR STUDENTS
WITH DISABILITIES

Broadalbin-Perth
Central School District
TRANSITION TEAM