

# MOVING ON: Transitioning to College

disABILITY Services Newsletter for High Schools

## IN THIS ISSUE:

- Transition-Let's Get Started!
- Spotlight on Programs
- Applying for Disability Grants through the Canada Student Loans Program (Revised)
- Dates and Deadlines: Apply Now!
- Employability Assistance for Persons with Disabilities—Training and Employment Supports
- Contact Information

*Just because I was born with no arms and no legs doesn't mean I can't accomplish great things.*

- Nick Vujcic  
www.lifewithoutlimbs.org

## Transition-Let's Get Started!

Some messages are worth repeating and so it is that time of the year again to talk about transitioning. As we have said in previous newsletters, we do not know who our potential students are—but you do! You have the students and we have the information they need to successfully transition to post-secondary. We know that students who are supported while transitioning are more likely to experience less anxiety and to feel better prepared for the changes they encounter in college.

We rely on students (many of whom rely on you) to apply early, to self-identify, to provide their documentation, and to know about their disabilities. When this happens, we are able to inform them about funding opportunities through Canada Student Loans and Advanced Education and Skills. We can ensure they are aware of program requirements and the importance of considering whether or not the program is a good match (i.e. many students with significant LD who apply to Office Administration find the program very challenging). We can explain our accommodation process and our reliance on Assistive Technology (AT) to provide reading and scribing accommodations. We can ensure they have opportunities to train on the AT before starting their programs. When students apply early, we can then become partners

with you in the transition process: to advise on possible options for students who complete modified courses; to assist those who may require accommodations for

which they can seek funding (e.g. translators); or to advise on those accommodations which we do not provide (personal care, one-to-one academic support).

Students, generally, seem to have difficulty navigating the bureaucracy of post-secondary. They need assistance to know where to go, who to talk to, and what to do. Some get lost in or discouraged by this process and it prevents a smooth and seamless transition from occurring. If you get them to us (apply early, self-identify, provide their documentation, and ensure they know about their disabilities), we can then help them from there.

We can help students become more resilient, avoid the change overload, and set out on their way to a more successful post-secondary experience by believing in and committing to **TRANSITION**.

**Please contact the CDS in your region to start the process now.**

## Spotlight on Programs

**Comprehensive Arts and Science (CAS) Transfer: College-University** program provides students with the opportunity to complete a suite of courses for which they will gain credit from College of the North Atlantic as well as from Memorial University of Newfoundland. It has been developed through an agreement with Memorial.

The introductory courses are designed for students intending to transfer to university after completion of their first year at College of the North Atlantic.

**tran • si • tion**

- noun

movement, passage, or change from one position, state, stage, subject, concept, etc., to another; change: the transition from adolescence to adulthood.

*continued on page 2*

# MOVING ON: Transitioning to College

## OBJECTIVES

1. To enhance student access to courses that earn both university and college credits.
2. To provide an opportunity for students to gain university course credit at locations close to their home communities.
3. To allow students to choose career paths with maximum recognition of credit for work completed.

<http://www.cna.nl.ca/programs-courses/Show-Program-Details.aspx?program=1>

**Comprehensive Arts and Science (CAS) Transition** is designed for high school and Adult Basic Education graduates who would like to improve their general employability skills or who are lacking either the academic courses or the required grades to meet the entrance requirements of the college program they would like to enter. The Transition program also provides a valuable “refresher” for mature students who have been away from education, training, and/or the workforce for some time.

Students in the CAS Transition program will be provided the opportunity to gain a wide range of knowledge and skills in preparation for further post-secondary training and/or employment. In addition to courses in English, mathematics and science, students will be able to select courses from a range of **General Education and Social Science Courses** as well as **Exploration and Student Success Courses**. Transition courses such as Critical Thinking and Effective Learning provide students with the opportunity to develop the essential skills and strategies for successful learning in any college program. The completion of elective courses from other program areas will enable students to gain credits which may be used in a subsequent college program. (Note: The range of course offerings may vary among campuses. Prospective students are advised to check with the campus they will be attending to confirm available courses.)

## OBJECTIVES

1. To provide the opportunity for secondary level graduates to meet entrance requirements for other college programs.
2. To provide secondary level graduates and mature students with the opportunity to strengthen academic skills and/or learning habits and strategies needed to succeed in post-secondary programs.
3. To enhance the employment opportunities of secondary level graduates and mature students through improving fundamental employability skills.
4. To provide the opportunity for secondary level graduates to clarify training and career goals.
5. To provide a refresher for mature students who have been away from education, training, and/or the workforce for an extended period of time.

<http://www.cna.nl.ca/programs-courses/Show-Program-Details.aspx?program=103>

**Please note: Students who complete modified courses in high school do not meet entrance requirements for CAS programs.**



# MOVING ON: Transitioning to College

## Applying for Disability Grants through the Canada Student Loans Program (Revised Based on June, 2015 Canada Student Loan Changes)

	Completed
1. Apply for a program at CNA.	1
2. Indicate on your application that you have a documented disability and you wish to be contacted by a Coordinator of Disability Services (CDS).	2
3. A letter will be sent to you by CNA seeking documentation related to your disability if it has not been previously submitted and contact will be made by the CDS to arrange for completion of a <b>Consent Form</b> .	3
4. Bring the letter to your counsellor or IRT teacher at your school or to your doctor if your disability is medical/physical or mental health related.	4
5. Ask the guidance counsellor at your school to get a <b>Verification of Eligibility Form</b> filled out for you. The guidance counsellor may fill it in or it may get filled in by an educational psychologist or a medical doctor. This form is available on the Student Aid website or from the CDS.	5
6. Mail, email as a PDF, or fax your assessment information to the CDS at the campus to which you are applying.	6
7. The CDS will arrange a <b>Pre-Entry Interview</b> with you in person or over the phone to discuss your support needs.	7
8. Apply for a <b>Canada Student Loan</b> when the applications are available online in late May or early June so that you may access grants available to students with documented disabilities.	8
9. Submit your completed <b>Verification of Eligibility Form</b> to Student Aid along with a copy of your assessment report if the disability is a learning disability/disorder or cognitive disorder. This is what is needed to access the basic \$2000/year grant. If the assessment is older than five years, then the guidance counsellor/educational psychologist needs to do further assessment to update your achievement scores and must provide a corroborating letter regarding your learning disability/disorder or cognitive delay/disorder.	9
10. If there are technologies and/or tutoring supports recommended by the CDS, ask the CDS to assist you in filling out your <b>Application for Grant for Services and Equipment</b> form.	10
11. View checklist on the Student Aid website to ensure that you have submitted everything required.	11

From this set of steps, here is a list of the documents/forms/letters you are going to need to apply for grants from Student Aid for students with disabilities and to access supports at the College:

- A completed **Verification of Eligibility Form**
- An assessment report for a student with a learning disability/disorder or cognitive delay/disorder. If your disability is mental health related or medical or physical or ADHD, you do not need to submit an assessment report to Student Aid.
- A completed **Application for Grant for Services and Equipment** form if supports are recommended by CDS. This is an application that you (the student) sign and the CDS fills in and completes.
- A quote for technology, if recommended (where applicable)
- A quote for tutor, if recommended (where applicable)

**Note:** Even if you have an RESP or you have family paying your way, it is worth your while to apply for the student loan and grants. A vast majority of students will still qualify for the grants to pay for their support needs.

### Dates and Deadlines: Apply Now!!

Our programs fill up fast. Please encourage your students to apply now to ensure they have the best chance to get into their program of choice. Some programs have long wait lists and if students wait until the last minute to apply, they may not get in.

High school students can send in their applications once they have started Grade 12. Students with disabilities should take particular care to apply early as some academic accommodations may take time to arrange, there are deadlines to apply for disability-related funding, and students may be offered the opportunity to shadow the programs they are interested in to ensure a good fit.

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## Employability Assistance for Persons with Disabilities—Training and Employment Supports

### Description:

This program provides supports to individuals with disabilities and significant disability-related challenges to access training and skill development opportunities. It is designed to assist persons with disabilities to acquire skills, experience, and support necessary to successfully prepare for, enter, or remain in the work force.

### Eligible Participants:

Persons with disabilities and demonstrated challenges in accessing education and/or employment who are non-EI eligible

### Training and Supports:

- Employment counselling, assessment, and employment planning
- Funding to support completion of first post-secondary degree, diploma, or certificate
- Funding for technical aids or equipment and other supports to assist individuals to access and maintain employment

### How to Apply:

Individuals wishing to access these services should contact their local Advanced Education and Skills office.

Individuals completing Level III High School or ABE should contact Advanced Education and Skills in January of the year they will be graduating.

### For additional information

#### Call

Labour Market and Career Information  
Hotline 1-800-563-6600  
TTY: 1-866-729-4685

#### Click:

[www.aes.gov.nl.ca](http://www.aes.gov.nl.ca)

#### Come In:

To your local Advanced Education and Skills office.

This program is cost-shared with Human Resources Social Development Canada.

This information is shared with the permission of the Advanced Education and Skills office.

**Know me by my name, strengths, abilities, hopes and dreams, not my diagnosis.**  
[www.disabilityisnatural.com](http://www.disabilityisnatural.com)

For copies of previous issues or to view further information, please visit our website at [www.cna.nl.ca/Student-Support/Disability-Services.aspx](http://www.cna.nl.ca/Student-Support/Disability-Services.aspx).

### Contact Information—Coordinators of Disability Services (CDS):

#### Baie Verte, Gander, and Grand Falls-Windsor

Karen Antle  
P: (709) 292-5658 F: (709) 489-5765  
[karen.antle@cna.nl.ca](mailto:karen.antle@cna.nl.ca)

#### Bay St. George and Port Aux Basques

Paula Gillis  
P: (709) 643-7793 F: (709) 643-2328  
[paula.gillis@cna.nl.ca](mailto:paula.gillis@cna.nl.ca)

#### Bonavista, Burin, and Clarendville

Donna Piercey  
P: (709) 891-5612 F: (709) 891-2256  
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#### Carbonear and Placentia

Wendy Monk  
P: (709) 227-6272 F: (709) 227-7185  
[wendy.monk@cna.nl.ca](mailto:wendy.monk@cna.nl.ca)

#### Corner Brook and St. Anthony

Stephanie Cashin  
P: (709) 637-8585 F: (709) 634-2126  
[stephanie.cashin@cna.nl.ca](mailto:stephanie.cashin@cna.nl.ca)

#### Happy Valley-Goose Bay and Labrador West

BettyAnn Knight-Brake  
P: (709) 896-6344 F: (709) 896-3733  
[bettyann.knight-brake@cna.nl.ca](mailto:bettyann.knight-brake@cna.nl.ca)

#### Prince Philip Drive, Ridge Road, and Seal Cove

Judy Kendall  
P: (709) 758-7213 F: (709) 758-7445  
[judy.kendall@cna.nl.ca](mailto:judy.kendall@cna.nl.ca)

or

Ted Power  
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[ted.power@cna.nl.ca](mailto:ted.power@cna.nl.ca)