



Greetings From TACCLD's President, Lois J. Burke

Counselor / Assistant Director, The Ohio State University Office for Disability Services



Hello Everyone! Welcome to the Autumn 2005 edition of the TACCLD newsletter. This newsletter contains information about TACCLD 2006. In the Spring newsletter, everyone was informed of the changes for the

conference with the addition of a special evening for postsecondary disability service providers and a strand of sessions at the TACCLD conference for this group. More detailed information regarding this "merger" is contained in this newsletter.

Plans are well underway for the **19th Annual TACCLD** conference. We will still be meeting at the Blackwell Inn at The Ohio State University. Many of you commented in this year's evaluations that you really enjoyed the luxurious facilities of this hotel. Some changes have been made to address some of the areas of concern that were mentioned in the evaluations. Instead of a luncheon buffet, we will have a served lunch. This will certainly eliminate the long lines as well as waiting for items on the buffet table to be replenished. We have increased the number of session offerings within the day. We will offer 5 sessions during each concurrent time slot for a total of 15 sessions. We have offered 12 sessions in the past. We have worked hard to provide sessions that will address both secondary educators and postsecondary disability services providers concerns and issues. With the addition of the Ohio Postsecondary Consortium on Disabilities (OPEC-D) attendees (several of whom usually attend the TACCLD conference), we are hoping that the Wednesday evening focus on postsecondary issues and the strand of sessions at the TACCLD conference will provide enrichment for all that attend.

It is our hope that you will attend TACCLD 2006! The theme is "Building Bridges" and certainly we are doing just that when it comes to a merger of the activities of OPEC-D and TACCLD.

The **Wednesday** evening (**March 1, 2006**) focus for **OPEC-D** will be a reception at the Blackwell Inn at 6:00 p.m. followed by a keynote speaker. The keynote speaker is Karla Ussery from the U.S. Department of Education Office of Civil Rights (Cleveland office). She will provide an overview of legislative decisions that impact postsecondary disability service provision. The **TACCLD** conference will be held on **Thursday, March 2, 2006**. The keynote speaker is Dave Carson who is the author of a guidebook for students with learning disabilities entitled the *Survival Guide for College-Bound L.D. Students*. There is a feature article about Dave in this newsletter.

Six academic scholarships will be awarded at TACCLD. In the past we have awarded five scholarships. The scholarship application is enclosed. *Please don't forget about the Silent Auction!* All of the monies obtained from the auction go into the scholarship fund. Registration materials are also provided in this edition of the newsletter.

Please mark your calendars and plan to attend the activities of OPEC-D and TACCLD! Whether you are attending the evening only OPEC-D reception and speaker, one-day TACCLD conference, or both we hope that it will be enriching and rewarding.

About our Keynote Speaker....



Dave Carson

Dave Carson learned at the age of 25, that he has a learning disability in written expression and is cross dominant with visual tracking deficits. These disabilities hampered Carson's ability to excel in the classroom and also his belief in himself. He flunked out of three schools before finally graduating from college. Now that he has finished college and has successfully completed two further diplomas, he can see where he went wrong when he first tried getting through school.

Carson recently wrote & published a book entitled "Survival Guide for College-Bound Students". It is filled with advice and anecdotes designed to help students with learning disabilities address obstacles and excel as college students. The "Survival Guide" explains how he turned his life around. The stories focus on self-esteem issues. Some of the key points Carson offers in the book are:

- Admit that you have a learning disability; don't be in "denial."
- Balance your schedule with both easy and difficult classes.
- Pace yourself and do some work on papers and projects or some studying every day.

Carson's presentation as the TACCLD Keynote speaker will be positive and inspiring. He will offer practical suggestions for transition of high school students to the college environment. The "Survival Guide" will be available for purchase at the TACCLD registration table.

The Transition and Communication
Consortium on Learning Disabilities (TACCLD)
And
The Ohio Postsecondary Education
Consortium on Disabilities (OPEC-D)

Present:

19th Annual TACCLD Conference "Building Bridges"



Wednesday – March 1, 2006

OPEC-D Reception & Speaker

Thursday, March 2, 2006

TACCLD Conference

At

The Ohio State University
Blackwell Executive Hotel & Conference Center
2110 Tuttle Park Place
Columbus, Ohio 43210
Phone: 614-247-4000
Toll Free: 866-247-4003

The GuideBook is still available! With over 70 institutions of postsecondary education represented, The GuideBook is an invaluable resource for students with learning disabilities as they plan for their transition to higher education. Each institution has provided information on the services and accommodations that are available to students on that particular campus. In addition, this guidebook provides valuable tips for choosing a college, knowing the right questions to ask as you visit disability services, important terminology, and a primer on assistive technology. If you personally pick up the GuideBook it will be **sold for a special price of \$10!** If you would like the The GuideBook mailed to you, it can be purchased for \$15. Contact Caity McCandless at mccandless.8@osu.edu or at 614-292-3307 for purchase information.

Ohio Rehabilitation Services Commission Changes College Funding Procedures

*By Mike Kinney, Rehabilitation Services
Commission College Resources Coordinator*

Ohio's Rehabilitation Services Commission (RSC) has instituted changes in the way it funds consumers who use postsecondary training in order to reach their rehabilitation goals. These changes have the potential to affect high school students with disabilities who are consumers of RSC services, and who are planning on attending college. The changes may affect current college students with disabilities who have been using RSC services to fund their college educations.

RSC has instituted changes in how it funds college training after a long period of study that revealed approximately 20 percent of its budget was being spent on postsecondary training and that only about 5 percent of its consumers were in postsecondary training; revealing that a good portion of its rehabilitation budget was being spent on a small percentage of consumers. Additionally, concerns surfaced around issues length of time to obtain a degree for RSC consumers and around employment outcomes for consumers after graduating from postsecondary programs. These concerns coupled with a continued flat budget for RSC resulted in changes in how the agency now funds its consumers who attend college.

The major change is that RSC consumers who wish to attend postsecondary programs are now required to complete the Free Application for Federal Student Aid (FAFSA) to determine what forms of financial assistance are available. Additionally, consumers are required to apply for grants and scholarships. When a student submits a FAFSA application, an Expected Family Contribution index (EFC) is generated. RSC now expects consumers to contribute 50 percent of their EFC index to the cost of their postsecondary education by.

RSC now considers itself the "last payer" in terms of funding college educations for its consumers. Therefore, after determining the cost of tuition and

fees at a particular college, RSC will subtract any grants and other forms of financial aid received by the consumer and also subtract the consumers expected family contribution (50 percent of the EFC). The remaining amount is usually the amount that RSC will fund. Therefore, in some instances where all of a consumer's college costs are paid for by grants, scholarships, other forms of financial aid and the 50 percent EFC, RSC may contribute nothing towards the costs. In other instances it may pay a portion or all of the costs.

This formula for funding postsecondary education is a vast departure from the way RSC has previously assisted its consumers. Previously, RSC was often the main payer of college training and often consumers and college financial aid departments may have come to view RSC assistance as a type of scholarship program.

In addition to funding formulas, there are other changes in how RSC will support consumers in attending postsecondary institutions. Consumers will now be encouraged to first attend the least cost institution that is closest to their home. Consumers will still have a choice of where they wish to attend college but RSC will pay only at the rate of the least cost institution. Another major change is that consumers will now be held to time restrictions in terms of how long they may take to complete their postsecondary training. Consumers will now be expected to take no longer than 18 months to complete one academic year of college training. Consumers may work with their vocational rehabilitation counselors when they feel their circumstances warrant exceptions being made to these new rules.

If you have questions concerning the new RSC regulations and how the agency will fund college training for its consumers, contact Mike Kinney, the College Resources Coordinator for RSC, at 614-781-8717 or at Michael.Kinney@rsc.state.oh.us.

College Spotlight on Otterbein College

By Leah Monaghan, Disability Services Coordinator,
Otterbein College

Otterbein College is a small, private, Liberal Arts college situated in Westerville, a suburb northeast of Columbus. Otterbein, founded in 1847, is home to over 3000 students in over 49 majors and 37 minors. US News and World Reports ranks Otterbein 6th among the Midwest's 107 Comprehensive colleges.

The Otterbein class of 2009 is one of the most well prepared group of students yet. When reviewing applicants, the Otterbein admissions office looks at the student's overall academic picture and does not rely on cut-off scores. The average student admitted to Otterbein has a GPA between 2.9 and a 3.6 with ACT scores ranging from 20 to 26. Applicants who did not do as well in high school or on standardized tests are individually reviewed by an admissions' committee. Each year, a select group of students who show potential for success with the appropriate support are admitted to the Successful Transition to Academic Readiness program (STAR) by the admissions' committee. STAR students are admitted as a cohort group and are required to complete intensive writing courses and developmental math classes. The STAR program also has a mandatory tutoring and supplemental instruction component to augment what is being taught in the classroom. Furthermore, STAR students are required to take "The College Experience," a course that helps students adapt to college academically, socially, and personally. This course stresses critical thinking skills, time management, study strategies, goal setting, and career exploration among others.

When compared to 15 other colleges in Ohio, Otterbein is first in retention of students and second for graduation rates. The vast amount of support available to all Otterbein students contributes to this impressive statistic. The Academic Support Center (ASC), housed in the Courtwright Memorial Library, is charged with offering much of this support. The ASC boasts a Writing Center, Math Lab, content area tutoring, developmental courses in math and writing, supplemental instruction, and courses on reading

and study strategies. The staff of the ASC is always available for individual consultation. Furthermore, Otterbein boasts a 14:1 ratio of students to instructors with an average class size of only 20 students. This small ratio allows students to become actively engage in the educational experience while giving the professor the luxury of working individually with struggling students.

Otterbein also provides students with disabilities services and accommodations as required by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. This year, Otterbein hired a Disability Services Coordinator to work in the Academic Support Center to administer these services and accommodations. Otterbein offers exam accommodations (e.g. extra time, distraction reduced space, reader/scribe), note taking assistance, priority registration, use of a calculator or spell checker, and books in alternative format. The Disability Services coordinator is also available to assist students understand their disability related needs and teach the advocacy skills necessary in a college setting. In order to qualify for services, students must provide current, comprehensive disability documentation that demonstrates significant functional limitations.

For more information on Otterbein College, contact the Admissions Office at 614-823-1500 or visit them on the web at <http://www.otterbein.edu/admission/index.asp>. If you would like to learn more about the Academic Support Center or the STAR program, contact Ellen Kasulis, ASC director, at 614-823-1362. Students with disabilities can contact Leah Monaghan, Disability Services Coordinator, at 614-823-1618.



Ottebein College Ranks 6th among the Midwest's 107 Comprehensive Colleges! Read about it at http://www.otterbein.edu/Calendar/Press_releases/2004/US_News2004.as

2006 TACCLD Scholarship Application

The Transition and Communication Consortium on Learning Disabilities (TACCLD) will be awarding six scholarships, \$1,000 each, at the 19th annual conference on March 2, 2006. The conference will be located at the Blackwell Inn on the Ohio State University campus. High school students who have applied to post-secondary programs are eligible to be nominated for this scholarship. The student may have applied to a trade school, two or four year college or any other setting that provides formal training and education. The scholarship may be used for payment of tuition, books, or supplies.

Eligibility

The nominee must be a student with a learning disability in high school who is applying to post-secondary institutions.

Criteria for Award

A committee will review all nominations and will choose the recipient based on the student's academic record, career goals, and compensation for his/her disability. Students who have planned realistically and are most likely to benefit from the award will be given the most serious consideration

Documentation (all materials must be typed)

Please submit 5 copies (as a packet for each reader of the scholarship committee) of the following materials:

1. TACCLD Scholarship Nomination Form (below – please print/does not have to be typed)
2. High school transcript (only one official and 4 copies)
3. A letter from the nominator explaining in detail the reason the student is deserving of the award
4. Two letters of support from teachers, guidance counselors, employers, etc.
5. Any newspaper clippings, examples of work, or anything else that shows the student's achievement
6. A typed or taped essay developed by the student that addresses each of the following:
 - Career goals
 - Why a particular post-secondary setting was chosen
 - Plans for compensating for disability in post-secondary setting

TACCLD Scholarship Nomination Form

Deadline: January 20, 2006

Name of Student _____

School _____ Year in School _____

Student Address _____

Student Home Phone Number _____ e-mail address _____

Name of Nominator _____ Position _____

School _____ School Phone Number _____

School Address _____

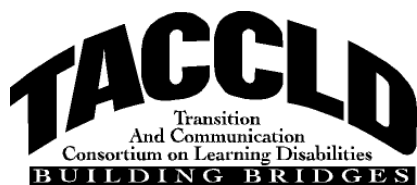
Home Phone Number _____ e-mail address _____

Send application materials to: Charla McAbier, 758 West Martin Avenue, Amherst, Ohio 44001

All application materials must be postmarked no later than January 20, 2006. Incomplete materials will not be considered. NO EXCEPTIONS CAN BE MADE. Please call Charla McAbier at 419-499-4663 ext. 357 with any questions.

TACCLD PLANNING COMMITTEE MEMBERS 2004-05

Kay Bishop, Marysville High School
Lydia Block, Block Educational Consulting
Lois Burke, Office for Disability Services, The Ohio State University
Michelle Butler, Muskingum College
Patty Carlton, Office for Disability Services, The Ohio State University
Joseph Cantrell, Columbus Academy
Wayne Cocchi, Department of Disability Services, Columbus State Community College
Tammy Cooper, Marysville High School
Tom Diebold, Central Ohio Special Education Regional Resource Center
Marge Hazelett, Disability Services, The Ohio State University - Marion Campus
Chris Keck, Office for Disability Services, The Ohio State University
Mary Koeninger, Office for Disability Services, The Ohio State University
Charla McAbier, EHOVE Career Center
Sue McCauley, Center for Advancement of Learning - Muskingum College
Caitlyn McCandless, Office for Disability Services, The Ohio State University
Sean Miller, Office for Disability Services, The Ohio State University
Leah Monaghan, Office for Disability Services, The Ohio State University
Karen Meyer, Disability Services, The Ohio State University - Lima Campus
Elaine Steinfurth, Parent Advocate



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