

POST HIGH SCHOOL EDUCATION AND TRAINING

College Considerations:

When considering college ask yourself the following questions:

- What are my goals?
- What are my career ambitions?
- Does the college offer a variety of majors if I change my mind?
- Do you need college for the career you are pursuing?
- What learning opportunities do I need?
- Will the college provide accommodations?
- Is there a separate admissions policy for students with disabilities?

Making a College Choice

The following considerations should be addressed depending on your special needs:

- Students should be able to discuss their disabilities and needed accommodations.
- Make sure psychological testing is up to date. (This is a requirement for many support services at the college level).
- Consider how their disability may affect their social interactions or judgments with peers or employers.
- Make contact with the local Department of Rehabilitation Services (DRS) before graduation.
- DRS offers a variety of services to eligible students such as vocational assessment, job placement, and financial assistance.
- Obtain all special testing records before high school graduation.
- Make sure student has good study skills. Consider special study skill classes at the high school, community college or tutoring.
- Consider how much support or help the student is receiving, the overall amount of support is significantly less at the college level.
- Consider a vocational assessment as a way to amplify present and future goals.
- Help students increase independent living skills. (Manage their own checking account, do their own laundry, some cooking, cleaning).
- Encourage part time jobs or volunteer positions to improve socialization skills as well as to give a better understanding of work situations and expectations and responsibility.
- Students should be aware of Section 504 of the Rehabilitation Act, which indicates the types of accommodations that must be provided at a postsecondary institution. This is different than the mandated services at the high school level.
- Get information on special exam arrangements for SAT and/or ACT. Options include extended time, readers or cassettes.
- **MAKE SURE IT IS THE STUDENT'S CHOICE TO ATTEND COLLEGE.** It will require high motivation and a good understanding of their strengths and weaknesses. It may be harder and take more time to manage college level work. No one will be checking for completed homework, attendance, or how he or she is doing.
- Try to visit colleges before making a definite choice. Look also at the communities in which they are located.

For students who are Physically Challenged, Visually Impaired or Hearing Impaired...address the following:

- Make sure PT, OT, Audiology, and Visual assessments are current. Only qualified specialists should administer such evaluations.
- Obtain all special testing records before high school graduation.
- **Make contact with the Division of Rehabilitation before graduation.**
- DRS offers a variety of services to eligible students such as vocational assessment, job placement, and financial assistance.

- Consider a vocational assessment as a way to amplify present and future goals.
- Student should be aware of accommodations needed.
- Students should increase independent living skills: utilize the on campus support services to identify potential sources for personal care attendants, interpreters, mobility instruction, wheelchair repair etc.
- Encourage students to be their own advocates.
- Consult with the high school to get a good understanding of how much support or special help the student is receiving.
- It is important to determine realistically whether minimal support services or an extensive program at the college level is necessary.

Understanding exactly what services are available at the college of your choice is a very important aspect regarding your decision. This involves knowing who the provider is and how that service/support is accessed.

What Should I Do If My Child with Disabilities Wants to Go to College?

Many students who have been served in special education decide to continue their education past high school. For a student to become successful in postsecondary settings, the high school program can contribute valuable opportunities, such as the following:

- Developing student's study skills and learning strategies.
- Arranging job try-outs allows students opportunities to evaluate different career and vocational options.
- Arranging needed accommodations for college entrance exams. Students are entitled to assessments that do not penalize them for their specific disabilities. These accommodations include extended time, a reader, a scribe, a separate testing area, or shorter test sessions. The important thing is for the students to learn which accommodations work best for them and gain the needed documentation to support their requests for the accommodations in standardized testing and, later, college classes. For help with documentation, your child can consult with the high school guidance counselor.
- College admission does depend on having at least the minimum qualifications for entrance. Because a student has a disability does not mean that all typical entrance requirements will be waived for him or her. Just like everyone else, students with disabilities can go to college if they have the intellectual capacity and educational background that prepares them to do well. Students who do not meet the minimum entrance requirements can enroll for college courses on a noncredit or pass/fail basis. Such students can audit classes or participate in nonacademic college activities as a way to gain experience or be involved in age appropriate activities.
- Identifying colleges that provide educational programs relevant to career interests. For any student seeking college admission, the planning should begin early in high school. For the student with disabilities, the choice might be more difficult because of issues related to special admissions and ensuring that the needed support services are available. Matching the desired educational program and level of needed support services is an important step in college selection. College directories typically list the types of student supports available. Most campuses have student support centers where eligible students can go to take tests orally, receive assistance with note-taking or reading textbooks. Many campus libraries have screen readers available for blind or print impaired students to use. Computer laboratories will sometimes also have available adapted keyboards and other access devices.
- Identifying the types of accommodations and support services that the student needs because of his or her disability. Colleges do not provide special education, but they do provide support services to assist students with disabilities. Provision of services is based on the individual institution's own choice of models. For this reason, it is very important for a student with disabilities to find out the specific supports offered in any particular postsecondary school. Typical supports include registration priority, note takers, interpreters, tutoring, special classes, liaison with faculty, community liaison, and support groups. To be eligible for these services and accommodations, a student must have proof of disability, such as a recent psycho-educational assessment or special education records.
- Assistance in the application process. Applying to colleges and for financial aid packages can be a daunting task, especially for students with disabilities. High school guidance counselors and resource teachers can

be helpful in assisting students with filling out applications and writing the required essays. There are some college scholarships available for students with specific disabilities, especially sensory impairments like blindness or deafness. Directories of college scholarships provide information about disability-related financial aid.

- Assistance in preparing the documentation that the student can carry to the college. The high school setting provides many protections and coordinated services that are greatly reduced, if not eliminated, once the student graduates from high school. Documentation of the history of the disability and effective interventions represents a valuable resource that can guide college administrators and counselors in working effectively with students and reducing the apprehension and frustration they encounter in learning a new system. This documentation should include results of a recent comprehensive evaluation, a summary of previous evaluations, and, most important, information on the type and extent of services that have been provided.

Questions to Ask on Your College Visit - Office for Special Needs Services (OSNS)

Disability Services / Program

1. What is the philosophy of the program?
2. Provide an overview of the special programs and services offered.
3. What are the credentials and/or training of staff?
4. Does a full-time professional staff monitor the program?
5. Has the program been evaluated, and if so, by whom?
6. What are the criteria for a student to receive special services?
7. What are the criteria for a student to be accepted into the program for individuals with special needs?
8. Has the program ever had a 504 complaint filed by a student?
9. Are there any concerns for the program's future?
10. Who counsels students with learning disabilities during registration, orientation, and course selection?
11. What type of student has your program been most successful in assisting in obtaining a degree?
12. Is there priority registration?
13. How many special programs does the university offer?
14. How many students are accepted annually into the program for individuals with special needs?
15. If a student desires to resolve a grievance with a professor how would he/she go about the process?

About Disclosure and Accommodations

1. If a student had an IEP (or 504) all through high school, what documents from the individual do you require in order for the student to receive services and accommodations at your college? (E.g. IEP, 504 Plan, Medical records)
2. Do you require recent academic or psychological testing? How recent?
3. Does the testing need to be through IDEA or ADA or is that not an issue*?
4. How many hours are tutors available? Is there a limit to the number of hours per week per student for tutoring?
5. Is my advisor trained to work with students with disabilities?
6. Does the university/college prepare attendants to address the needs of individuals with physical challenges?
7. Will my advisor help me pre-register?
8. Can I take tests orally, by computer, have extended time, with a reader or any other aid needed such as a scribe, calculator, speech checker, tape recording and so on?
9. Are there distraction-free environments?
10. Are there additional costs for the support and services and accommodations I need?
11. What type of assistive technology is available?
12. Will my professors be notified of my disability and does the student or the program Director do the notification?
13. Is any other assistive technology or human professional help available that I have not already asked you about?
14. How much self-determination is required of the student when interacting with professors?
15. What supports can one receive once registered with the Office for Special Needs Services (OSNS)

16. What type of support is available for students with learning disabilities?
17. How does the school propose to help with the specific disability?
18. Which courses provide tutoring on a regular basis?
19. What kind of tutoring is available, and who does it--peers or staff?
20. Is tutoring automatic, or must the student request assistance?
21. How well do faculty members accept students with disabilities in their classes?
22. Who can parents contact if they have concerns during the academic year?
23. Must a release of information be signed for professors or advisors to communicate with parents?
24. Is there a disability liaison on campus that can help a student qualify for special accommodations, such as changes in seating special equipment for access to computer?

Are the following accommodations or services available?

1. Early registration
2. Orientation to using disability services
3. Assistance with strategic class scheduling to enhance academic success
4. Semester planning for accommodations and services
5. Memos to faculty about disability needs
6. Advocacy relating to disability access issues
7. Information and guidance on academic, social, career, and personal issues
8. Orientation to and use of the Assistive Technology Lab
9. Referral to other university departments and community agencies
10. Liaison with State and Federal rehabilitation agencies
11. Information about specific opportunities for students with disabilities
12. Personal care assistance
13. Personal study assistance
14. Preferential classroom seating
15. Permission to audio record lectures
16. Kurzweil reading machines
17. Books on CD or E-text
18. Access to Dragon Naturally Speaking voice recognition software
19. Access to large screen monitors and screen enlargement
20. Access to Inspiration-software that organizes or outlines by visual mapping to prepare to write papers or essays
21. Loaner equipment
22. CD Players for use with RFB+D audio books
23. Digital recorders
24. Note-taker service
25. Assistance with developing study strategies for specific courses
26. Assistance with organization and time management skills
27. Weekly meetings with professional staff to monitor progress
28. Coaching to deal with AD/HD symptoms
29. Tutor referral
30. Test Accommodations
31. Extended time
32. Low stimulus environment
33. Computer with Spell checker
34. Calculator
35. Screen reader
36. Alternative to scantron or computerized answer sheet

Academics

1. What academic elements are considered in the admissions process, for example: courses, grades, test scores, rank in class, interests, institutional needs, essays, recommendations, and interviews? How important are each of these factors?
2. Is the college/university accredited?
3. How many students return after their freshman year?
4. What percentage of students graduate in four years or less?
5. Which academic programs on campus are the most popular?
6. Does this college offer the major that interests the applicant?
7. How easy is it to change majors?
8. Will your AP/previous college credits transfer?
9. What are the largest classes you could have as a freshman or sophomore?
10. How many large classes can you expect? (Teacher to student ratio)
11. Who teaches the freshman classes? Teaching Assistants? Graduate Assistants?
12. Will you get enough contact with and/or attention from them Teaching or Graduate Assistants?
13. How easy is it to get the courses you want at the times that are convenient for you?
14. Are course substitutions allowed?
15. Is there an Honor Code? How does it operate?
16. Is there an Honors Program for talented students? How does an individual qualify?
17. What percentage of students successfully apply to graduate school??
18. May students with learning disabilities take a lighter load?
19. May students with learning disabilities take more time to graduate?
20. Are courses in study skills or writing skills offered?
21. What computer access will you have? Do you need to bring your own computer?
22. Is there faculty at the school who are highly regarded on a national or international level?
23. Does your particular program have a reputation for graduating students who go on to be successful in their field of study?
24. During a course of study, will there be opportunities for students to work in internship programs or get actual hands-on experience?
25. How many students drop out during their first semester/year?
26. Do all the faculty teaching entry-level courses have a good command of English?
27. What is the typical class size for freshman-level courses?
28. What is the graduation rate?
29. What is the school's level of academic rigor and competitiveness?
30. Is a narrowly prescribed set of courses required for graduation, or do students have relative freedom to build their own program?
31. How accessible are teachers for informal meetings?
32. Is the school on a semester, quarter, or some other system?

About Student Life and Social/Recreational Opportunities

1. What percentage of the students are male/female
2. How diverse is the campus?
3. What percentage of students are commuters?
4. What portion of the student body lives on campus?
5. What portion of the student body remains on campus for the weekends?
6. What activities do students participate in during their free time both on campus (school sponsored) and in the community?
7. Does the campus have a Greek system of fraternities and sororities? If so, what percent of the student body participates in Greek life? Are parties open? How do students who elect not to participate in the Greek system fit in?
8. What are the most popular extracurricular activities?
9. What student organizations are active on campus?

10. What intramural sports are on campus?
11. Where is the central gathering place for students?
12. What transportation options are available to and from campus, both for trips just outside campus and for treks to transportation centers for trips home?
13. Can freshmen have cars on campus? What is the fee for having a car on campus?
14. Is it easy to get around campus? Can you walk to and from classes?
15. Are there parent or sibling events so your family can be a part of your college experience?
16. Is there a club that provides peer support in classes or for mobility around campus?
17. What is the college's religious orientation?

About Auxiliary Services

1. Where do students go if they have a medical emergency?
2. Are the dorms wired for Internet/e-mail services?
3. What is the quality of the library and research facilities?
4. What laundry facilities are available and how accessible are they?
5. What are the safety issues on campus? How are they addressed? Ask for a crime report. Federal law requires schools to provide safety information to students.
6. Are there on-going construction projects around campus? (This is a good thing as it signals good facilities.)
7. Is there a work-study program for students?
8. What kind of career-planning and job placement services is offered?
9. What kinds of internships are available?
10. What does the school do to help graduates find jobs?
11. Does the school provide free job placement services?
12. What percentage of graduates finds jobs within a few months after graduating?
13. What percentage of graduates find jobs in the field they studied for?

About Housing/Food Services

1. Is campus housing guaranteed for all four years?
2. What percent of students live on campus all four years?
3. How much does housing cost?
4. Is it easy to get on-campus housing?
5. What housing options exist? (Honors? Themed? Single sex? Co-ed? Greek?)
6. How hard is it to find off-campus housing?
7. What meal plans are available? Are freshmen required to purchase a specific type of meal plan?
8. Do the meal plans provide menus for special diets (vegetarian, kosher, ethnic, etc.)?
9. What hours may students access food services?
10. Is transportation available from housing to classes?
11. Cost of transportation?

About Paying For It

1. What is the yearly cost of attendance, including books, tuition, fees, housing and meal plans? In other words, what is the all-inclusive cost?
2. Does your ability to pay the full cost of attendance have any impact on the college's decision to admit you?
3. Which financial aid forms are required? (The most common two are the FAFSA and the CSS PROFILE, but some schools have institutional or school-specific forms and some states have special forms.)
4. What percent of entering freshmen receive financial aid?
5. What was the average freshman financial aid package?
6. Is there a way financial aid is packaged, loans first for example?
7. If you are unhappy with your financial aid package, is it negotiable?
8. If you demonstrate need, will the school be able to prepare a financial aid package that will meet 100% of your need?

- 9 Will outside scholarships affect the amount of aid the school will offer you?
10. What types of payment plans exist for paying the Estimated Family Contribution?
11. How easy is it to find a job on campus? Are there work-study programs available?
12. What kind of refund can you get if you have to suddenly drop out or cancel some of your courses?

Additional Questions to Ask on a Tour

1. Is there a job board on campus or job service office to view part time jobs?
2. Is there a carpooling system available to get home during breaks?
3. Where do students workout/exercise on campus? Is there a pool available?
4. Can I get a student mentor to help me through my first year?
5. What are the library's hours?
6. What are area sites to see including camping, hiking, visiting, and site seeing?
7. What is the campus crime rate, and what on- and off-campus security is available?

Observations to Consider on a Tour

1. How happy do the students look?
2. Is the university like a community?
3. Do the students seem friendly?
4. Does the campus make you feel energized, serious, bored, fast paced, etc?
5. Is there a lot of socialization among the students or lack of it?
6. Do the students look the same? Preppies, Grunge, Alternative, Mix?
7. "Can I see myself thriving in this environment?"

Questions for students

1. How well did the school meet your expectations?
2. What was the biggest surprise or most significant disappointment about campus life?
3. What do you like or dislike most about the school?
4. What would you most like to change?
5. How do they spend a typical weekend evening -- hitting the books or the party scene?
6. Ask a random student for directions and observe how they react to your question

Are Modifications Available for the College Entrance Tests?

Yes, modifications are available for both the two major college entrance tests, the Scholastic Assessment Tests (SATs) and the American College Testing (ACTs).

The SAT: If you took the SAT as a teenager, it might look different to you now. The SAT changed both its name and format. The new test is the SAT I: Reasoning Test, and it is usually offered nationwide in March, May and June. The new test is fundamentally the same as the earlier version, but it features some changes that reflect recommendations from educators throughout the United States. The new SAT is a three-hour test, primarily multiple-choice, that measures verbal and mathematical abilities; however, the composition of the new test differs in some ways.

The SAT I: Reasoning Test consists of:

- a. Two 30-minute sections and one 15-minute section that test vocabulary, verbal reasoning, and critical reading skills.
- b. Two 30-minute sections and one 15-minute section that test ability to solve problems involving arithmetic, algebra, and geometry.
- c. One 30-minute section of either verbal or mathematical questions that are used for equating purposes and does not count toward the student's score.

No Test of Standard Written English (TSWE)

In older versions of the SAT, there was a written essay portion, but the Test of Standard Written English is not part of the SAT I.

Changes to the verbal section include the following:

- a. More emphasis has been placed on reading passages; the proportion of questions related to these passages increased from less than 30% to more than 50%.
- b. Reading passages are 400-850 words compared with the previous range of 200-450 words.
- c. One or more of the test's reading selections consists of a pair of related reading passages, the second of which opposes, supports, or in some other way complements the point of view expressed in the first.
- d. Antonym questions have been eliminated. More total reading time is provided for the verbal sections of the test, even though there are fewer verbal questions.

Changes in the mathematical sections include the following:

- a. A new type of question requires students to produce their own responses, rather than choose from four or five answer choices. Students fill in their answers on special grids on the answer sheet.
- b. The use of calculators is allowed only on the mathematics sections of the SAT I: Reasoning Test, and it is recommended that students take a calculator with them to the test. Four functions, scientific/graphing calculators are acceptable.

For information regarding special SAT accommodations, contact a school guidance counselor or write or call:

Services for Students with Disabilities (SSD)

College Board SSD Program

P.O. Box 8060

Mt. Vernon, Illinois 62864-0060

Phone: (609) 771-7137 FAX: (866) 360-0114

TTY: (609) 882-4118 Email: ssd@info.collegeboard.org

The following accommodations may be requested: large type test booklets; a reader; use of a magnifying glass; an audio cassette version of the test; a person to record answers; extended time. In order for a student to receive SAT accommodations, the student's guidance counselor or other designated professional must certify that the student meets the eligibility requirements as set forth by the Admissions Testing Program (ATP). Requests for special accommodations must be submitted at least six weeks earlier than a regular request for SAT testing. Please note that the SAT test with accommodations may be given at a different time from the usual SAT testing dates.

What Is the Format of the ACT & What Accommodations Are Available for the ACT?

The ACT is similar to the SAT with both verbal and mathematical sections. Requests for special accommodations on the ACT must be made four to six weeks prior to the test date, and a Request for ACT Assessment Special Testing form must be completed and sent with the request.

To be eligible for test accommodations on the ACT, the student must submit a copy of the current IEP and a statement that the student cannot test under standard conditions. There must be a re-diagnosis or reconfirmation of the disability within the last three years that the disability still exists, and a qualified professional whose credentials are appropriate to the disability must do it. An IEP on file at the school within the last three years is generally acceptable reconfirmation. The following accommodations may be requested:

extended time; alternate test form; audio cassette edition with regular type copy; four function calculator; a reader; a person to record the answers.

For more information, contact the school counselor, write or call:

ACT Registration Extended Time National Testing ACT Special Testing

301 ACT Drive PO Box 4068 301 ACT Drive PO Box 4028

Iowa City, IA 52243-4068 Iowa City, IA 52243-4028

Phone: 319-337-1851 (extended time questions) Phone: 319-337-1332 (Voice)/319-337-1701

(TDD) FAX: 319-337-1285

FAX: 319-339-3032

***Contacting ACT: 8:30 a.m. – 5:00 p.m., central time, M–F**

What colleges consider in selecting students:

Colleges ARE interested in admitting the best students available. Applicants must be prepared to carry out the academic work of the school at the expected level of performance. Institutional research has determined that the student's high school record (subjects taken, grades, rank in class) is the best predictor of success in college. Scores on admissions tests and counselor's recommendations are also helpful in determining whether students will be successful.

**Many colleges prefer to see mainstream courses with lower grades than special education courses or basic courses with higher grades.*

VOCATIONAL TRAINING

Training for specific occupations is available through a variety of sources: community colleges, private vocational schools, apprenticeships, publicly supported training programs, and on-the-job training. The following pages provide a general introduction to the opportunities in the surrounding area that may be accessed by high school graduates.

COMMUNITY COLLEGE VOCATIONAL PROGRAMS

This is not an exhaustive list. It is meant to provide a starting point for college selection.

The Community College System in the State of Illinois is an excellent place for the student with special needs to begin post-secondary education. There are three basic options available for the individual to utilize:

1. The transfer program provides the first two years of the traditional four-year bachelor's degree with an associate's degree being achieved when requirements are completed.
2. Two year vocationally oriented associate's degree programs are offered in a wide variety of career fields. These occupational areas have been selected based on employment surveys of statewide and local business and industry. Many of these programs may be extended or capped with a related bachelor's degree program.
3. Vocational proficiency certificate programs offer the opportunity to acquire specific career training in a demand occupational area. In these the student takes only those courses related to the specific vocation. While similar in nature to the typical vocational school program, these differ in that a student can later use these course credits as the foundation for additional two or four year degrees; and they usually prove to be substantially lower in cost than private school training.

Because these institutions are publicly endowed, they are eligible for all federal, state and local governmental funding of support services for students with special needs.

Factors To Consider When Choosing A Technical or Vocational School/Program...

- What are the specific programs offered by this school? How will this school provide the specific support services or accommodations you need? Can you transfer from one program to another within the school? Can you transfer credits from this school to another?
- Are you certain you want to go into this vocational field? How will your special needs affect your performance in this career?
- Does the school provide a testing program to help you find out if you qualify?
- What kinds of jobs do people obtain when they complete the program? Does the school provide placement services? What is their placement rate? Are these placements audited?
- Is there a current demand for people in this field in your home area?

- How can you judge if the school is good or not good?
 - Talk to people who have attended the school and to those who are currently enrolled. Seek out those who received support services.
 - Visit the school yourself. You can observe such things as composition and age of student body, equipment, and facilities.
 - Check with the Illinois State Board of Education-Vocational Schools Certification Division, a professional accrediting agency and with the Better Business Bureau.
 - Ask for the names of employers of former students, and check with these employers to see how they regard the school.
- Be certain to read all papers carefully especially those involving costs. Some schools use contracts that obligate you to pay for the whole course even if you don't complete it. Schools with that type of contract may not have much to offer in their program.
- Do not sign any contract or agreement without having thoroughly investigated the school and its credentials or without comparing the program with that of the community college as well as other vocational schools.

ILLINOIS DEPARTMENT OF APPRENTICESHIP INFORMATION

What is an apprentice?

An apprentice is a paid worker who enrolled in a special training program administered by an employer together with a labor organization or trade association. Most apprentices work in trades related to construction. Apprenticeship is a formal method of training in a skilled occupation, craft or trade. During the apprenticeship period, the apprentice receives 2,000 hours or more of structured on- the- job training with at least 144 hours of related classroom instruction. Apprenticeship requires a written agreement between the program sponsor (employer) and the apprentice.

•**Equal Employment Opportunity:** Apprenticeships provide equal employment opportunity: Women and minorities are encouraged to apply. However, admission is highly competitive. To be selected, you must meet the qualifications of the particular trade and program for which you are applying.

•**Apprenticeship qualifications vary from one trade to the next, but most require:**

- A high school diploma or General Equivalency Diploma (GED)
- Your own transportation
- Physical Fitness
- Ability to work with your hands

Apprenticeship is the best route to a career in a skilled trade. Such careers offer excellent wages and benefits. Moreover, they provide a sense of accomplishment, as the results of work done are there for all to see. During the next ten to fifteen years, the number of construction-related jobs in Illinois is expected to grow at a very healthy pace, with the greatest growth occurring in electrical work, masonry and stonework, plastering, and other specialties.

TRADES OFFERING APPRENTICESHIPS...

Boilmaaker Electrician Ornamentntal
 Ironworker
 Precision
 Metalworker
 Roofer Sheet Metal Worker
 Sprinkler Fiter Structural
 Ironworker
 Bricklayer Cabinetmaker Carpenter Cement
 Mason Drywall Finisher Millwright Insulator Glazier/Patternmaker

Painter/Decorator

Tile Layer Line Erector Plumber Plasterer Tuck Pointer Operating Engineer

Many trades also require:

- *Above average math skills*
- *Ability to work at elevated heights*
- *Completion of courses such as drafting, industrial arts, applied English and algebra*

Required documentation varies from one trade to the next but most will require:

- *Your high school diploma or GED certificate*
- *The names and addresses of the high schools or vocational schools you attended*
- *A copy of your birth certificate*
- *The names, addresses, and telephone numbers of two or three persons who have agreed to serve as personal references*
- *If you are a veteran, your Certificate of Release or Discharge from Active Duty (Form DD-214)*