



Welcome!

Thank you for your interest in the Aggies Elevated program at Utah State University. If you have read the available information on the web site (www.aggieselevated.com) and feel that this program would be a good fit for you, we welcome your application for Fall 2019 admission.

Please complete all of the forms completely and honestly. The Student Statement and Aggies Elevated Inventory (Student) should be completed by the applicant without assistance, if possible. (Dictated answers are permitted).

An Application Checklist is provided to assist you in tracking the required materials.

The Admissions Process: What to Expect

1. Mail completed application packets to Aggies Elevated at Utah State University, 2865 Old Main Hill, Logan, Utah, 84322-2865. Application packets must be postmarked by November 12, 2018 to be considered for Fall 2019 admission. You will receive an e-mail confirmation of receipt of your complete packet. Incomplete packets will not be considered.
2. Review of applications will take place November 12-30, 2018 by Aggies Elevated program staff. Applicants will be notified of their status via e-mail by December 3, 2018. *Please do not contact Aggies Elevated program staff regarding the status of your application. All communication will occur by e-mail.*
3. Interviews with the top applicants will take place via Skype or Adobe Connect December 10-21, 2018. (If students are chosen to interview they may be expected to fill out additional paperwork to help guide the discussion of the interview.)
4. We will invite the top applicants from the interviews to Logan on February 15, 2019 for an on-campus Aggies Elevated visit day. Details for this day will be included in the information sent after the interview process.
5. Final decisions will be made and acceptance letters mailed by February 22, 2019.
6. Students who are accepted into the program will be required to attend SOAR (Summer Orientation & Registration) during which they will meet program staff and other students, register for classes and become familiar with the campus, as well as weekly online orientation sessions from June-August. Dates and a complete itinerary will be provided upon acceptance.

Name _____

Email _____

Application Checklist

This checklist is provided to assist you in compiling the required application materials. Assemble your application packet in the order listed below. Incomplete packets will not be considered.

Complete application packets for the 2019-2020 cohort must be postmarked by November 12, 2018.

Required Application Materials

- \$40 nonrefundable application fee via PayPal at
<http://www.aggieselevated.usu.edu/admissions/index>
- This completed Application Checklist
- Aggies Elevated Application Form
- Student Statement
- Aggies Elevated Inventory—Student
- Aggies Elevated Inventory—Parent
- Aggies Elevated Inventory—Teacher/Caregiver/Employer
Give the teacher an envelope addressed to Aggies Elevated at Utah State University, 2865 Old Main Hill, Logan, UT 84322-2865
- Parent Statement
- Parent Readiness Scale
- Academic transcripts from high school and any colleges attended
Transcripts should be sent directly from the school to Aggies Elevated at Utah State University, 2865 Old Main Hill, Logan, UT 84322-2865
- Summary of Performance from high school special education program
An Individualized Education Plan is not a substitute for a Summary of Performance.
- A Psychological Educational Evaluation (*Must be current within the past three years.*) *Grade equivalent scores must be included.*
- Letter of Reference has been given to first referrer to complete
- Letter of Reference has been given to second referrer to complete
- Letter of Reference has been given to third referrer to complete
Give the 2-page Letter of Reference form to three people who know you well and are able to describe your desire and ability to succeed in a program like Aggies Elevated. At least one person should be a former teacher, school administrator or other school employee. Letters of reference from family members are not appropriate. Give the referrers an envelope addressed to

Name _____

Email _____

Aggies Elevated at Utah State University, 2865 Old Main Hill, Logan, UT 84322-2865 and have them mail the form directly to us.

Release and Exchange of Information Form



Application for Admission, Fall 2019

Please **print** neatly and answer every question. Incomplete application packets will not be considered.

Personal Information

Full Legal Name (last, first, middle initial)

Previous Name, if applicable (last, first, middle initial)

Preferred Name

Are you your own legal guardian? Yes No

If no, who is your legal guardian? _____

Current Mailing Address (street, city, state, zip)

Student Home phone (include area code) _____

Student Cell phone (include area code) _____

Parent E-mail (required for official communication): _____

Student E-mail (required for official communication): _____

Gender: Male Female Date of Birth: _____

Current Age: _____

Primary Disability (please circle one):

Intellectual Disability

Autism

Other (please specify) _____

Place of Birth (city, state, zip) _____

Are you a United States Citizen? Yes No

If no, provide Resident Alien Number or Visa type, if applicable _____

Marital Status: Single Married

Family members who have attended USU: Father Mother Spouse Grandparent(s) Sibling(s)

What is the highest level of education of parents? Parent 1 _____
Parent 2 _____
Other _____

Native Language _____ Ethnic Category: Not Hispanic or Latino Hispanic or Latino

Race (circle all that apply):

American Indian/Alaska Native Asian Black/African American Native Hawaiian/Pacific White

Have you ever been convicted of a felony or misdemeanor other than a minor traffic violation, or is any such charge pending against you? Yes No

If yes, include a detailed statement of explanation with your application packet. If your answer changes prior to enrollment, you must promptly contact the Aggies Elevated administrative office to provide explanation.

Are you currently receiving SSI? Yes No

Do you have a current open case with Utah Vocational Rehabilitation? Yes No

If yes, list VR counselor's name and office location:

Please list any medications you currently take, and the reason for taking them.

Emergency Contact Information

Father's name, address, city, state, zip, telephone and e-mail

Mother's name, address, city, state, zip, telephone and e-mail

Other emergency contact name, address, city, state, zip, telephone and e-mail

Educational Information

High School last attended (name, address, city, state, zip)

Dates attended ____/____/____ to ____/____/____

Did you graduate with a (please choose **one**):

High School Diploma Yes Date ____/____/____ No

Certificate of Completion Yes Date ____/____/____ No

Have you completed the GED Yes Date ____/____/____ No

Have you taken the ACT? Yes Score: _____ No

List in chronological order all colleges and universities attended.

Name of institution City State Dates attended (start date to end date)

Enrollment Information

Are you a first-generation college student? (Check 'yes' if neither of your parents received a bachelor's degree before you were 18 years old). Yes No

Have you ever been expelled, suspended, disciplined, placed on probation, or are you ineligible to return to any high school or college? *If yes, include a detailed statement of explanation with your application packet.* Yes No

Residency Information

This section is used to determine your correct tuition status. Information about Utah Residency for Tuition Purposes is available at www.usu.edu/admissions/residency. If you do not complete this section, you will likely be coded a non-resident.

Are you a resident of Utah? Yes No

Are you registered to vote in Utah? Yes No

Do you have a driver's license? Yes No
If yes, list issuing state and license number _____

Do either of your parents live in Utah? Yes No

I have lived in Utah continuously from _____ / _____ / _____ to _____ / _____ / _____

Tribal affiliation, if applicable _____

CIB/BIA census number, if applicable _____

How did you find out about Aggies Elevated?

List what you have been doing (employment, school, military, etc.) and where you have been for the last three years. Be specific and include coverage for all months.

Acknowledgements

_____ By checking this space, I acknowledge and understand that Aggies Elevated will implement a \$2,500* per semester (\$5,000 per year) program fee for each student, beginning with the 2019-2020 academic year. This program fee is necessary for the sustainability of the program. (*Information updated on 10/15/18)

_____ By checking this space, I acknowledge and understand that Aggies Elevated staff may dismiss students from the program if, in the staff's professional opinion, a student presents a danger to him/herself or to someone else. I acknowledge and understand that the staff's professional opinion of a student's safety may differ from a parent's opinion.

Student's signature _____

Date _____

Parent's signature _____

Date _____

Parent's signature _____

Date _____

Name _____ Email Address _____

Aggies Elevated at Utah State University

2865 Old Main Hill, Logan, Utah 84322-2865

Student Statement

Please answer all questions completely and honestly. The questions must be answered directly from the student, but may be dictated.

1. Why do you want to participate in the Aggies Elevated program?

2. Describe some specific goals that the Aggies Elevated program will help you achieve.

3. Describe things you have done to prepare yourself for living away from home, and challenges you might experience as you move away from home.

Aggies Elevated Inventory (Student)

Please complete this inventory to the best of your knowledge. Your accurate responses on this scale will allow the Aggies Elevated program to appropriately serve the needs of future students.

Applicant's Name:
Inventory Completed by:
Relation to Aggies Elevated Applicant:
Month and year:

Follow the ratings below to complete the inventory.

Rating
1- skill is absent or very weak
2- skill is starting; needs work
3- skill is emerging
4- skill mastered or very good
NA- not applicable
DK- Don't know

Adapted from *Postsecondary Education Preparation Rating Scale* (Robert L. Morgan, Utah State University, 2014) and *Next S.T.E.P. Teacher Manual* (Andrew S. Halpern, et al. 2000)

Applicant Name:	Aggies Elevated Inventory Question	Student Response
Study Skills	When I write essays, I can think critically and analyze various topics.	
	I use graphic organizers, concept maps, or outlines to assist in my writing.	
	When I read, I use strategies to help me memorize long lists and complex concepts.	
	When I read, I write or dictate notes. Later, I go back and review my notes.	
	When in class, I take notes and record the lecture.	
	I ask my instructor how to effectively take notes so that I get the information I need.	
	I use a recording device (smartpen, iphone, mp3 recorder) to take notes during class.	
	I play back my recorded notes at a later time and memorize important material.	
	When I study my notes from class sessions, I use strategies to help me memorize long lists and complex concepts.	
	I study about 3 hours for every hour of class time.	
	I use a daily schedule and planner to record assignment due dates, requirements, and important information.	
	I refer to my daily schedule and planner frequently each day.	
	Computer Skills	I use word processing, presentation, and database programs.
I know how to protect myself from internet scams and predators.		
I avoid communications with strangers in all settings and on the Internet.		
I organize my files on a computer.		
I use search engines and databases, and cite sources from the Internet.		
I upload/download files from the Internet.		
I use the university computer and course systems.		
I get definitions of terms and get answers to questions using the Internet.		
I know who to contact if I need answers to computer questions.		
I back up my files and I do it frequently.		

Applicant Name:	Aggies Elevated Inventory Question	Student Response
Academic Skills	I can seek help from my instructor after class or during office hours.	
	I can describe my disability, learning style, and learning needs to Disability Resource Center staff.	
	I can ask instructors to repeat information or give more explanation if I do not understand.	
	To study for tests, I use flashcards or quiz apps to help memorize vocabulary terms.	
	To study for tests, I help organize and attend study groups.	
	When taking objective tests such as those with multiple-choice questions, I read ALL sample answers before responding.	
	After reading all multiple choices on a test question, I start by figuring out which choices are NOT correct before marking the correct one.	
	On a multiple-choice test question, if I can only narrow it down to two or more correct answers, I make my decision based on what we studied in class.	
	On multiple-choice tests, I understand what it means when a choice states something like "both A and B above."	
	When I finish taking a test, I review all of my answers to make sure I answered every question. I don't rush through the test to be done early.	
	I can tell time and get to class without being late. I put away a cell phone and other electronics when I need to pay attention to instruction.	
Communication	I look people in the eye when I talk with them or when they talk to me.	
	I listen carefully to other people when they talk and try to understand what they are saying.	
	I can tell what other people are thinking through their body language, their facial expressions, or their tone of voice.	
	I know who to turn to when I need help.	
	I follow through on commitments I have made to others and to myself.	
	When I don't understand what a teacher or employer wants me to do, I ask questions.	
	When I understand what a teacher or employer want me to do, but I still need help, I often ask for help.	
	If a teacher or employer try to correct something I am doing, I accept their help.	

Applicant Name:	Aggies Elevated Inventory Question	Student Response
Independent Living Skills	If I am living away from home, my apartment/dorm safety knowledge is adequate.	
	If I am living away from home, my food preparation, cooking, and storage skills are adequate.	
	If I am living away from home, my dressing, and hygiene skills are adequate.	
	If I am living away from home, cleaning and organizing skills are adequate.	
	If I am living away from home and I need self-help or domestic advice, I know who to call and I can follow the advice.	
	I can identify safety hazards and emergencies and respond immediately to eliminate the danger.	
	I use a telephone to get information about things I need.	
	I can use cash, a debit card, or credit card appropriately and within my budget.	
	I know when and how to contact a medical professional, how to make an appointment, and provide information about my medical insurance when I am sick or injured.	
	I can describe what medications I take and why they were prescribed.	
	I can safely take medications as prescribed.	
	I often volunteer to do something that helps other people.	
	I am registered to vote and I am aware of the people running for political office.	
I effectively use public transportation.		
Health, Nutrition, and Fitness	I know how much sleep I need to get and I get enough regularly.	
	When I am sick, I know what to do to get the help I need.	
	I eat well-balanced, healthy meals.	
	I limit the amount of junk food I eat.	
	I maintain a healthy weight.	
	I exercise regularly.	

Applicant Name:	Aggies Elevated Inventory Question	Student Response
Problem Solving	When I have a problem, I often think of several different ways to solve the problem before I make up my mind.	
	When I can't think of a good way to solve a problem I ask other people to help me think of possibilities.	
	After I identify solutions to my problems, I often make my own decisions on what I am going to do.	
	When I am mad at someone, I am able to solve the problem without yelling.	
	When I get mad at someone, I am able to figure out what I want to do without hurting that person.	
	When I get mad at someone and I can't figure out what to do, I often ask for help.	
	If somebody tries to take advantage of me, I know how to stand up for myself and try to stop it from happening.	
Social Relationships	I get along with people my own age.	
	I do things for fun with other people on a regular basis(weekly).	
	If something isn't going well between me and my friends, I often work it out on my own.	
	I know who to talk to if I am having trouble with a relationship.	
	I know how to say "no" if I am presented with an uncomfortable or inappropriate situation.	
	When I have a little bit of spare time, I find something interesting to do.	
Career Exploration	If asked, I am able to describe the different jobs available to my age group in my community.	
	If asked, I am able to describe several possible jobs that fit well with my skills and interests.	
	I can complete a job application properly.	
	I know how to write a quality resume and have one available as needed when job searching.	
	I know good etiquette and social skills when I am in a job interview.	
	I arrive to work on time and I do not leave early.	
	My past employers have been satisfied with my work.	
	I get along well with my co-workers.	
	I respect my boss and we get along well.	

Aggies Elevated Inventory (Parent/Guardian)

Please complete this inventory to the best of your knowledge. Your accurate responses on this scale will allow the Aggies Elevated program to appropriately serve the needs of future students .

Applicant's Name:
Inventory Completed by:
Relation to Aggies Elevated Applicant:
Month and year:

Follow the ratings below to complete the inventory.

Rating
1- skill is absent or very weak
2- skill is starting; needs work
3- skill is emerging
4- skill mastered or very good
NA- not applicable
DK- Don't know

Adapted from *Postsecondary Education Preparation Rating Scale* (Robert L. Morgan, Utah State University, 2014) and *Next S.T.E.P. Teacher Manual* (Andrew S. Halpern, et al. 2000)

Applicant Name:	Aggies Elevated Inventory Question	Parent Response
Study Skills	When I write essays, I can think critically and analyze various topics.	
	I use graphic organizers, concept maps, or outlines to assist in my writing.	
	When I read, I use strategies to help me memorize long lists and complex concepts.	
	When I read, I write or dictate notes. Later, I go back and review my notes.	
	When in class, I take notes and record the lecture.	
	I ask my instructor how to effectively take notes so that I get the information I need.	
	I use a recording device (smartpen, iphone, mp3 recorder) to take notes during class.	
	I play back my recorded notes at a later time and memorize important material.	
	When I study my notes from class sessions, I use strategies to help me memorize long lists and complex concepts.	
	I study about 3 hours for every hour of class time.	
	I use a daily schedule and planner to record assignment due dates, requirements, and important information.	
	I refer to my daily schedule and planner frequently each day.	
Computer Skills	I use word processing, presentation, and database programs.	
	I know how to protect myself from internet scams and predators.	
	I avoid communications with strangers in all settings and on the Internet.	
	I organize my files on a computer.	
	I use search engines and databases, and cite sources from the Internet.	
	I upload/download files from the Internet.	
	I use the university computer and course systems.	
	I get definitions of terms and get answers to questions using the Internet.	
	I know who to contact if I need answers to computer questions.	
	I back up my files and I do it frequently.	

Applicant Name:	Aggies Elevated Inventory Question	Parent Response
Academic Skills	I can seek help from my instructor after class or during office hours.	
	I can describe my disability, learning style, and learning needs to Disability Recourse Center staff.	
	I can ask instructors to repeat information or give more explanation if I do not understand.	
	To study for tests, I use flashcards or quiz apps to help memorize vocabulary terms.	
	To study for tests, I help organize and attend study groups.	
	When taking objective tests such as those with multiple-choice questions, I read ALL sample answers before responding.	
	After reading all multiple choices on a test question, I start by figuring out which choices are NOT correct before marking the correct one.	
	On a multiple-choice test question, if I can only narrow it down to two or more correct answers, I make my decision based on what we studied in class.	
	On multiple-choice tests, I understand what it means when a choice states something like "both A and B above."	
	When I finish taking a test, I review all of my answers to make sure I answered every question. I don't rush through the test to be done early.	
	I can tell time and get to class without being late.	
	I put away a cell phone and other electronics when I need to pay attention to instruction.	
Communication	I look people in the eye when I talk with them or when they talk to me.	
	I listen carefully to other people when they talk and try to understand what they are saying.	
	I can tell what other people are thinking through their body language, their facial expressions, or their tone of voice.	
	I know who to turn to when I need help.	
	I follow through on commitments I have made to others and to myself.	
	When I don't understand what a teacher or employer wants me to do, I ask questions.	
	When I understand what a teacher or employer want me to do, but I still need help, I often ask for help.	
	If a teacher or employer try to correct something I am doing, I accept their help.	

Applicant Name:	Aggies Elevated Inventory Question	Parent Response
Independent Living Skills	If I am living away from home, my apartment/dorm safety knowledge is adequate.	
	If I am living away from home, my food preparation, cooking, and storage skills are adequate.	
	If I am living away from home, my dressing, and hygiene skills are adequate.	
	If I am living away from home, cleaning and organizing skills are adequate.	
	If I am living away from home and I need self-help or domestic advice, I know who to call and I can follow the advice.	
	I can identify safety hazards and emergencies and respond immediately to eliminate the danger.	
	I use a telephone to get information about things I need.	
	I can use cash, a debit card, or credit card appropriately and within my budget.	
	I know when and how to contact a medical professional, how to make an appointment, and provide information about my medical insurance when I am sick or injured.	
	I can describe what medications I take and why they were prescribed.	
	I can safely take medications as prescribed.	
	I often volunteer to do something that helps other people.	
	I am registered to vote and I am aware of the people running for political office.	
	I effectively use public transportation.	
Health, Nutrition, and Fitness	I know how much sleep I need to get and I get enough regularly.	
	When I am sick, I know what to do to get the help I need.	
	I eat well-balanced, healthy meals.	
	I limit the amount of junk food I eat.	
	I maintain a healthy weight.	
	I exercise regularly.	

Applicant Name:	Aggies Elevated Inventory Question	Parent Response
Problem Solving	When I have a problem, I often think of several different ways to solve the problem before I make up my mind.	
	When I can't think of a good way to solve a problem I ask other people to help me think of possibilities.	
	After I identify solutions to my problems, I often make my own decisions on what I am going to do.	
	When I am mad at someone, I am able to solve the problem without yelling.	
	When I get mad at someone, I am able to figure out what I want to do without hurting that person.	
	When I get mad at someone and I can't figure out what to do, I often ask for help.	
	If somebody tries to take advantage of me, I know how to stand up for myself and try to stop it from happening.	
Social Relationships	I get along with people my own age.	
	I do things for fun with other people on a regular basis(weekly).	
	If something isn't going well between me and my friends, I often work it out on my own.	
	I know who to talk to if I am having trouble with a relationship.	
	I know how to say "no" if I am presented with an uncomfortable or inappropriate situation.	
	When I have a little bit of spare time, I find something interesting to do.	
Career Exploration	If asked, I am able to describe the different jobs available to my age group in my community.	
	If asked, I am able to describe several possible jobs that fit well with my skills and interests.	
	I can complete a job application properly.	
	I know how to write a quality resume and have one available as needed when job searching.	
	I know good etiquette and social skills when I am in a job interview.	
	I arrive to work on time and I do not leave early.	
	My past employers have been satisfied with my work.	
	I get along well with my co-workers.	
	I respect my boss and we get along well.	

Aggies Elevated Inventory (Teacher/Employer/Caregiver)

Please complete this inventory to the best of your knowledge.

Your accurate responses on this scale will allow the Aggies

Elevated program to appropriately serve that the needs of future students.

Applicant's Name:
Inventory Completed by:
Relation to Aggies Elevated Applicant:
Month and year:

Follow the ratings below to complete the inventory.

Rating
1- skill is absent or very weak
2- skill is starting; needs work
3- skill is emerging
4- skill mastered or very good
NA- not applicable
DK- Don't know

Adapted from *Postsecondary Education Preparation Rating Scale* (Robert L. Morgan, Utah State University, 2014) and *Next S.T.E.P. Teacher Manual* (Andrew S. Halpern, et al. 2000)

Applicant Name:	Aggies Elevated Inventory Question	Teacher Response
Study Skills	When I write essays, I can think critically and analyze various topics.	
	I use graphic organizers, concept maps, or outlines to assist in my writing.	
	When I read, I use strategies to help me memorize long lists and complex concepts.	
	When I read, I write or dictate notes. Later, I go back and review my notes.	
	When in class, I take notes and record the lecture.	
	I ask my instructor how to effectively take notes so that I get the information I need.	
	I use a recording device (smartpen, iphone, mp3 recorder) to take notes during class.	
	I play back my recorded notes at a later time and memorize important material.	
	When I study my notes from class sessions, I use strategies to help me memorize long lists and complex concepts.	
	I study about 3 hours for every hour of class time.	
	I use a daily schedule and planner to record assignment due dates, requirements, and important information.	
	I refer to my daily schedule and planner frequently each day.	
	Computer Skills	I use word processing, presentation, and database programs.
I know how to protect myself from internet scams and predators.		
I avoid communications with strangers in all settings and on the Internet.		
I organize my files on a computer.		
I use search engines and databases, and cite sources from the Internet.		
I upload/download files from the Internet.		
I use the university computer and course systems.		
I get definitions of terms and get answers to questions using the Internet.		
I know who to contact if I need answers to computer questions.		
I back up my files and I do it frequently.		

Applicant Name:	Aggies Elevated Inventory Question	Teacher Response
Academic Skills	I can seek help from my instructor after class or during office hours.	
	I can describe my disability, learning style, and learning needs to Disability Resource Center staff.	
	I can ask instructors to repeat information or give more explanation if I do not understand.	
	To study for tests, I use flashcards or quiz apps to help memorize vocabulary terms.	
	To study for tests, I help organize and attend study groups.	
	When taking objective tests such as those with multiple-choice questions, I read ALL sample answers before responding.	
	After reading all multiple choices on a test question, I start by figuring out which choices are NOT correct before marking the correct one.	
	On a multiple-choice test question, if I can only narrow it down to two or more correct answers, I make my decision based on what we studied in class.	
	On multiple-choice tests, I understand what it means when a choice states something like "both A and B above."	
	When I finish taking a test, I review all of my answers to make sure I answered every question. I don't rush through the test to be done early.	
	I can tell time and get to class without being late.	
	I put away a cell phone and other electronics when I need to pay attention to instruction.	
	Communication	I look people in the eye when I talk with them or when they talk to me.
I listen carefully to other people when they talk and try to understand what they are saying.		
I can tell what other people are thinking through their body language, their facial expressions, or their tone of voice.		
I know who to turn to when I need help.		
I follow through on commitments I have made to others and to myself.		
When I don't understand what a teacher or employer wants me to do, I ask questions.		

	When I understand what a teacher or employer want me to do, but I still need help, I often ask for help.	
	If a teacher or employer try to correct something I am doing, I accept their help.	

Applicant Name:	Aggies Elevated Inventory Question	Teacher Response
Independent Living Skills	If I am living away from home, my apartment/dorm safety knowledge is adequate.	
	If I am living away from home, my food preparation, cooking, and storage skills are adequate.	
	If I am living away from home, my dressing, and hygiene skills are adequate.	
	If I am living away from home, cleaning and organizing skills are adequate.	
	If I am living away from home and I need self-help or domestic advice, I know who to call and I can follow the advice.	
	I can identify safety hazards and emergencies and respond immediately to eliminate the danger.	
	I use a telephone to get information about things I need.	
	I can use cash, a debit card, or credit card appropriately and within my budget.	
	I know when and how to contact a medical professional, how to make an appointment, and provide information about my medical insurance when I am sick or injured.	
	I can describe what medications I take and why they were prescribed.	
	I can safely take medications as prescribed.	
	I often volunteer to do something that helps other people.	
	I am registered to vote and I am aware of the people running for political office.	
	I effectively use public transportation.	
	Health, Nutrition, and Fitness	I know how much sleep I need to get and I get enough regularly.
When I am sick, I know what to do to get the help I need.		
I eat well-balanced, healthy meals.		
I limit the amount of junk food I eat.		
I maintain a healthy weight.		
I exercise regularly.		

Applicant Name:	Aggies Elevated Inventory Question	Teacher Response
Problem Solving	When I have a problem, I often think of several different ways to solve the problem before I make up my mind.	
	When I can't think of a good way to solve a problem I ask other people to help me think of possibilities.	
	After I identify solutions to my problems, I often make my own decisions on what I am going to do.	
	When I am mad at someone, I am able to solve the problem without yelling.	
	When I get mad at someone, I am able to figure out what I want to do without hurting that person.	
	When I get mad at someone and I can't figure out what to do, I often ask for help.	
	Social Relationships	I get along with people my own age.
I often do things for fun with other people on a regular basis(weekly).		
If something isn't going well between me and my friends, I often work it out on my own.		
I know who to talk to if I am having trouble with a relationship.		
I know how to say "no" if I am presented with an uncomfortable or inappropriate situation.		
When I have a little bit of spare time, I find something interesting to do.		
Career Exploration	If asked, I am able to describe the different jobs available to my age group in my community.	
	If asked, I am able to describe several possible jobs that fit well with my skills and interests.	
	I can complete a job application properly.	
	I know how to write a quality resume and have one available as needed when job searching.	
	I know good etiquette and social skills when I am in a job interview.	
	I arrive to work on time and I do not leave early.	
	My past employers have been satisfied with my work.	
	I get along well with my co-workers.	
	I respect my boss and we get along well.	

Name _____

Email _____

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Graff Parent Readiness Scale

This scale helps determine the families' readiness for the student with an intellectual and/or developmental disability to attend a postsecondary program. Please circle your response with

1=I strongly agree, 2= I agree, 3=I neither agree nor disagree, 4=I disagree, and 5=I strongly disagree.

1. I expect to know everything my student does at the university.
Strongly Agree 1 2 3 4 5 Strongly Disagree

2. I expect one-one support all day.
Strongly Agree 1 2 3 4 5 Strongly Disagree

3. I worry about my student talking to other students unsupervised.
Strongly Agree 1 2 3 4 5 Strongly Disagree

4. I worry about my student crossing the street.
Strongly Agree 1 2 3 4 5 Strongly Disagree

5. I need to know the homework assignment for each class.
Strongly Agree 1 2 3 4 5 Strongly Disagree

6. I need to know the calendar of activities offered to my student.
Strongly Agree 1 2 3 4 5 Strongly Disagree

7. I would like to speak with my student's support staff.
Strongly Agree 1 2 3 4 5 Strongly Disagree

Name _____

Email _____

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8. I would like to attend classes to see my student interact with others.

Strongly Agree 1 2 3 4 5 Strongly Disagree

9. I trust my student's judgment.

Strongly Agree 1 2 3 4 5 Strongly Disagree

10. I trust my student's ability to handle small sums of money.

Strongly Agree 1 2 3 4 5 Strongly Disagree

11. I know my student, with support, will develop friendships.

Strongly Agree 1 2 3 4 5 Strongly Disagree

12. I know my student, with support, will try new opportunities.

Strongly Agree 1 2 3 4 5 Strongly Disagree

13. My student has the ability to handle frustration.

Strongly Agree 1 2 3 4 5 Strongly Disagree

14. My student has the ability to seek assistance.

Strongly Agree 1 2 3 4 5 Strongly Disagree

15. Often, I am in contact with my student more than 3 times a day.

Strongly Agree 1 2 3 4 5 Strongly Disagree

16. Often, I am telling my student what to do and say.

Strongly Agree 1 2 3 4 5 Strongly Disagree

Name _____

Email _____

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17. I check up on my student.

Strongly Agree 1 2 3 4 5 Strongly Disagree

Graff Parent Readiness Scale (GPRS) Continued

18. I check to see if my student has the correct facts.

Strongly Agree 1 2 3 4 5 Strongly Disagree

19. I believe, I know what is best for my student.

Strongly Agree 1 2 3 4 5 Strongly Disagree

20. I feel that my student knows what is best for him/herself.

Strongly Agree 1 2 3 4 5 Strongly Disagree

To help us collect information on who completed this survey please respond to the following questions:

1. Which parent filled out the scale? (Please check one)

_____ Mother or Step-mother

_____ Father or Step-father

_____ Other: _____

2. What is the race and ethnicity of the parent completing the scale: (Please check one)

_____ American Indian or Alaskan Native

_____ Asian

_____ Black or African American

_____ Native Hawaiian or Other Pacific Islander

_____ White or Caucasian

Name _____

Email _____

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____ More than one race: _____

____ Prefer not to answer

Ethnicity:

Hispanic is an ethnic category for people whose origins are in the Spanish-speaking countries of Latin America or who identify with a Spanish-speaking culture. Individuals who are Hispanic may be of any race.

____ Hispanic

____ Non-Hispanic

____ Prefer not to answer

3. What is the highest level of education of the parent completing the scale: (Please check one)

____ High School Diploma

____ Associate's Degree (A.A., A.A.S., or other Associate's)

____ Bachelor's Degree (B.A., B.S., B.I., or other Bachelor's)

____ Master's Degree (M.A., M.S., M.S.W., M.Ed., or other Master's)

____ Doctoral Degree (Ph.D., Ed.D., J.D., M.D., or other Doctorate)

____ Other (please describe) _____

4. What is the age of the parent completing the scale: _____

THANK YOU

Aggies Elevated at Utah State University

2865 Old Main Hill, Logan, Utah 84322-6800

Letter of Reference

To the Applicant: After completing all the questions below, give this form to a former teacher or employer, along with a stamped envelope addressed to Aggies Elevated at Utah State University.

Legal Name _____

Address _____

Phone _____

Important Privacy Notice: Under the terms of the Family Educational Rights and Privacy Act (FERPA), after you matriculate you will have access to this form and all other recommendations and supporting documents submitted by you and on your behalf after matriculating, unless one of the following is true:

- 1. The institution does not save recommendations post-matriculation.
 - 2. You waive your right to access below, regardless of the institution to which it is sent.
- Yes, I do waive my rights to access, and I understand I will never see this form or any other recommendations submitted by me or on my behalf.
- No, I do not waive my rights to access, and I may someday choose to see this form or any other recommendations or supporting documents submitted by me or on my behalf to the institution at which I am enrolling, if that institution saves them after I matriculate.

Signature _____ Date _____

To the Teacher/Employer/Community Member: The person whose name appears on this document is applying for admission to Aggies Elevated at Utah State University. Aggies Elevated offers a traditional residential college experience to young adults with intellectual and developmental disabilities. The program combines inclusive academic classes, life skills classes, social and recreational opportunities, and internships on the USU campus. The goal of the program is to prepare our students to live independently and work in a field that is suited to their interests and abilities.

Please truthfully complete this form to the best of your ability and feel free to attach a separate page if more space is needed. Honest evaluation of students' abilities/weaknesses will not preclude a student from acceptance; it allows the program to assess the level of support that might be necessary. Promptly return all documents in the envelope provided to you by this student. Should you have any questions regarding this reference or our program, please call 435.797.0688 or visit our web site at www.aggieselevated.com.

Name _____ Subject taught _____

Signature _____ Date _____

School/Organization _____

Address _____

Phone _____ E-mail _____

Aggies Elevated at Utah State University

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How long have you known this student, and in what context?

What are the first words that come to mind when you think of this student?

Why do you feel the applicant would benefit from a post-secondary education experience?

What strengths does this applicant possess that makes him/her a strong candidate for this program?

What would you foresee as a weakness for this applicant in a post-secondary setting?

How likely is it that the parent/family/guardian of this applicant will support the philosophy and goals of the Aggies Elevated program?

_____ Unlikely

_____ Likely

_____ Quite Likely

_____ Highly Likely

Aggies Elevated at Utah State University

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Release and Exchange of Information Form

Utah State University treats and regards all written documentation obtained to verify a disability and plan for appropriate services as well as all documented services and contracts with the Center for Persons with Disabilities, Aggies Elevated and the Disability Resource Center as confidential. However, it may be necessary for our staff to exchange some information about you with Utah State University faculty and staff in order to provide educational opportunities and experiences on and off campus. This exchange will only occur with your written permission, as given in this document below, and with the understanding that only information necessary for the purposes of accommodation and academic progress will be communicated.

Name _____

I give permission to exchange information about me with the offices/individuals checked below:

- _____ School District(s) _____
 - _____ School Personnel _____
 - _____ Utah State Office of Rehabilitation (VR)
 - _____ Division of Services for People with Disabilities (DSPD)
 - _____ USU Disability Resource Center (DRC)
 - _____ Local Independent Living Center
 - _____ Admissions Office
 - _____ Course Instructors
 - _____ Financial Aid Office
 - _____ Medical Personnel (in case of emergency or medical needs)
 - _____ Parents/Guardians
 - _____ Registrar's Office
 - _____ Tutor/Mentor _____
 - _____ Other (specify) _____
-

_____ I agree, as part of the application process, to waive my right to access the student recommendation form.

Additionally, I hereby give permission for the Aggies Elevated program at Utah State University the right to use my photograph and/or quotes and videotapes of me for public relations and/or training purposes. I am aware that I am participating in a pilot program and that aggregate data (data about the entire group) from this program will be collected and disseminated.

Student Signature _____ Date _____

Parent/Guardian _____ Date _____

Witness _____ Date _____