

# Postsecondary Options for Students with Disabilities

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# About the Presenter

Daya Patton is the school counselor at Paisley IB Magnet School in Winston-Salem. Mrs. Patton is interested in educational opportunities and advocacy issues for students with disabilities. Mrs. Patton holds a Masters of Arts in Liberal Studies, a Masters of Education in Guidance and Counseling, and is a Licensed Clinical Addiction Specialist.

# Presentation Overview

This presentation outlines postsecondary and transition program opportunities for students with disabilities. The presenter will describe postsecondary and transition programs for students with disabilities and outline the steps that teachers, school counselors, and student support staff can engage in to help prepare students with disabilities for the programs.

This presentation will provide a comprehensive overview of postsecondary and transition programs for students with disabilities and inform teachers and school student services professionals about the process of assisting their students in gaining entry into these programs.



A growing number of colleges and universities across the country are offering postsecondary and transition programs for students with disabilities. Research has shown that students with disabilities who attend college or university postsecondary and transition programs are more likely to exit those programs with paid employment.

Despite the success of postsecondary and transition programs for students with disabilities, many teachers and school student services professionals are unaware that these programs exist and how to facilitate student enrollment into the programs.

# Change Our Thinking

- \* An important aspect of the helping students with intellectual disabilities gain more access to postsecondary opportunities is changing the way we as educators think about special education students and their ability to engage in postsecondary programs.
- \* As educators, we are also tasked with helping the parents and guardians of students with intellectual disabilities learn about postsecondary opportunities for their children.

# Things to Consider...

- \* Students with I/DD can go to college
- \* How do we support early intervention and planning for I/DD students?
- \* How do we facilitate successful transition for I/DD students?
- \* What do students with I/DD need to learn in K-12 to be successful in postsecondary programs?
- \* How do we support students with I/DD so that they can access postsecondary options and be successful?
- \* How do we facilitate parent education about postsecondary options for I/DD students?

# Higher Education Act of 1965

- \* Authorized comprehensive transition and postsecondary programs for students with intellectual disabilities.
- \* Transition and postsecondary programs were designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education to prepare for gainful employment.
- \* HEA did not, however, authorize federal funding for students with intellectual disabilities to use to pay for participation in transition and postsecondary programs.

# Higher Education Opportunity Act of 2008

- \* The Higher Education Opportunity Act (Public Law 110-315) (HEOA) was enacted on August 14, 2008, and reauthorized the Higher Education Act of 1965, as amended (HEA).
- \* HEOA contains some important provisions that have improved access to postsecondary educational opportunities for students with intellectual disabilities.
- \* **Most importantly HEOA authorizes financial aid and program funding for Transition Postsecondary Education Programs for Students with Intellectual Disabilities (TPSID) and funding for a (TPSID)National Coordinating Center.**



# HEOA Definition of Intellectual Disability

Rosa's Law changed the definition of intellectual disabilities in HEOA as a student:

(A) With a cognitive impairment, characterized by significant limitations in—

- \* intellectual and cognitive functioning; and
- \* adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and

(B) Who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act.

Since their creation in 2008, the TPSID program and related funding has supported the creation or expansion of programs at 45 colleges and universities serving 1,379 students. These model programs focus on academic enrichment, socialization, independent living, and employment. A comprehensive evaluation system conducted by the NCC found that, in just three years:

- \* 70% of participating students were involved in career development activities and paid internships.
- \* An additional 36% of students held 424 paid jobs, of which 89% paid minimum wage or higher, and some students held two or three jobs while they were going to college.
- \* 42% of employed students had never held a paid job prior to entering the TPSID program.

# Qualifications for TPSID

**A TPSID program for students with intellectual disabilities means a degree, certificate, or nondegree program that:**

- \* is offered by a college or career school and approved by the U.S. Department of Education;
- \* is designed to support students with intellectual disabilities who want to continue academic, career, and independent living instruction to prepare for gainful employment;
- \* offers academic advising and a structured curriculum; and
- \* requires students with intellectual disabilities to participate, for at least half of the program, in regular enrollment in credit-bearing courses with nondisabled students, auditing or participating (with nondisabled students) in courses for which the student does not receive regular academic credit,
- \* enrollment in noncredit-bearing, nondegree courses with nondisabled students, or
- \* internships or work-based training with nondisabled individuals.

# Federal Financial Aid Rules

**If you have an intellectual disability, you may receive funding from the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, and Federal Work-Study programs if you:**

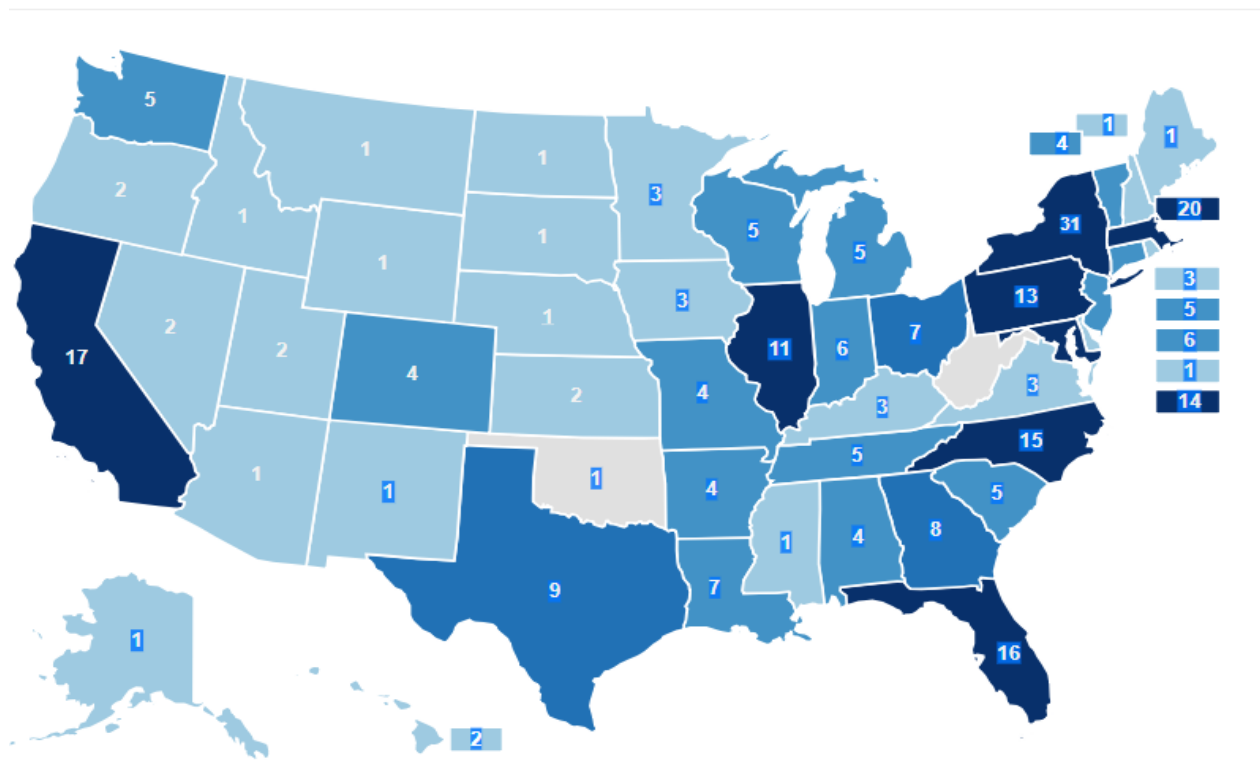
- \* Are enrolled or accepted for enrollment in a comprehensive transition and postsecondary (CTP) program for students with intellectual disabilities at an institution of higher education (a college or career school) that participates in the federal student aid programs;
- \* Are maintaining satisfactory academic progress; and
- \* meet the basic federal student aid eligibility requirements, except that you are not required to have a high school diploma or GED and are not required to be pursuing a degree or certificate.

# Types of Financial Aid

- \* **Pell Grants, Supplemental Education Opportunity Grants and the Federal Work-Study program**
- \* **Scholarships** offered by foundations for special education students
- \* **National Service Education Awards** from Segal AmeriCorps Education Award for students who complete AmeriCorps
- \* **Tuition waivers** may be available through the state vocational rehabilitation (VR) agency or through local community colleges
- \* **Individual Training Accounts (ITA)** funds set aside by the One-Stop Career Centers to help individuals pay for training that will lead to obtaining employment
- \* **Plans for Achieving Self-Support (PASS Plans)** developed by the Social Security Administration (SSA) as an incentive to encourage individuals who may be receiving (SSI) or (SSDI) to enter the workforce
- \* **Medicaid funding** for community based supports to help pay for the services and supports they need for college

# Academic Programs:

Typically two to four years in length and offers academic advising and a structured curriculum; and requires students with intellectual disabilities to participate, for at least half of the program, in regular enrollment in credit-bearing courses with nondisabled students.



NUMBER OF PROGRAMS



**Career and Technical Programs:** Typically offered at the community college level and leads to a certificate or trade certification (i.e. Hospitality, Hotel & Restaurant Certifications, Computer Fundamentals, Early Childhood, Housekeeping, Auto Detailing)

\* **College 2 Career/San Diego Community College District**

<https://www.semel.ucla.edu/opendoors/program/college-career-san-diego-community-...>

*(Programs also at North Orange, Sacramento City, Santa Rose, Fresno City and West Los Angeles Campuses)*

\* **Disability Services and Programs for Students/Sacramento City College**

<http://www.scc.losrios.edu/dsps/>

\* **Foothill College Transition to Work (TTW)/Foothill College**

<http://www.foothill.fhda.edu/al/ttw.php/>

# Independent Living Instruction:

Designed to support students with intellectual disabilities who want to continue academic, career, and independent living instruction to prepare for gainful employment

- \* **Transition to Independent Living (TIL) Program/Taft College**

<https://www.taftcollege.edu/til/>

- \* **Moving Forward Towards Independence** <http://www.moving-forward.org>

- \* **Exceptional Minds** <http://www.ExceptionalMindsStudio.org>



# TPSID Program in California

**Wayfinders at California State University, Fresno**

**California State University Fresno**

<http://www.csufresno.edu/kremen/wayfinders/>

Wayfinders at California State University, Fresno is an inclusive postsecondary program for young adults with intellectual/developmental disabilities, between the ages of 18 - 28. The Wayfinders Program is housed under the Kremen School of Education and Human Development. Wayfinders focuses on teaching its students independent living, vocational and self-advocacy skills, thereby increasing the life-choices available to them, thus enhancing their quality of life.

# TPSID Programs Across The Country

- \* **CrossingPoints/University of Alabama** - <http://crossingpoints.ua.edu>
- \* **Destination Dawgs: Inclusive Post-Secondary Education at UGA /University of Georgia** - <http://www.fcs.uga.edu/ihdd>
- \* **Transition to Postsecondary Education (KU-TPE)/University of Kansas** - <http://www.tpe.ku.edu>
- \* **Syracuse Access University College at Syracuse University** - <http://parttime.syr.edu/about-us/programs-opportunities/professional-development...>
- \* **Scholars with Diverse Abilities Program/Appalachian State University** - <http://sdap.appstate.edu>
- \* **Transition Options in Postsecondary Settings (TOPS)/The Ohio State University** - <http://nisonger.osu.edu/adult/adult-clinics-services/tops/>
- \* **Next Steps at Vanderbilt University/Vanderbilt University** - <http://vu.edu/nextsteps>

# Application Requirements

- \* Age 18-25 at the time of admission with a documented intellectual disability
- \* **Have been enrolled in a high school special education program (such as the Occupational Course of Study or Certificate of Completion) that does not lead to completion of a regular high school diploma**
- \* Most current psychological assessment and Individualized Education Plan (IEP)
- \* Recommendations from teachers, school counselor, or administrator
- \* Interview (face-to-face or video)
- \* Student resume
- \* Evidence of family support
- \* Application fee

# Postsecondary Planning Activities

- \* Postsecondary Program Tours
- \* Transition Fair
- \* Parent Teacher Transition Meeting
- \* Visiting local organizations that support students with disabilities post graduation

# Transition Fair



# Tour of Appalachian State University Diverse Scholars Program



# Other Disabilities

- \* Approximately 11% of undergraduate students in college have a disability which equates to over 2 million students nationwide.
- \* Students with disabilities are often not provided appropriate guidance regarding postsecondary options available to them and disability services available to them in college.
- \* There are many programs available to students with disabilities in the college setting to help eliminate academic barriers and support successful student transition into a college environment.

# Section 504 and ADA

- \* Section 504 of the Rehabilitation Act of 1973 was passed to prevent discrimination based upon any disability and requires that the needs of students with disabilities be met as adequately as the needs of non-disabled students.
- \* Subsequently, the Americans with Disabilities Act (ADA) became law in 1990. ADA is a civil rights law designed to prevent discrimination against individuals with disabilities in all areas of public life including colleges and universities.



# Eligibility

- \* Almost every college and university in the United States is subject to the ADA, Section 504, or both.
- \* Many students who receive Section 504 accommodations or have an IEP for a non-intellectual disability are eligible to receive the same accommodations at the college level that they received in high school.
- \* Under ADA guidelines college and universities must provide accessibility to students with disabilities including providing housing that is comparable at the same cost as it would be for other students.

# ADA Guidelines

- \* Additional services available to students with disabilities in the college setting under ADA include but are not limited to: qualified interpreters, assistive listening devices, captioning, qualified readers, audio recordings of notes and text, braille materials, large print materials, adapted computer desk and computer terminals, and auxiliary aids and services that assist students' ability to communicate effectively.

# Office of Disability Services

- \* An Office of Disability Services is present on all college campuses that receive federal financial assistance. The Office of Disability Services (may be called by another name) is one of the greatest resources for students with disabilities at the college level.
- \* The Office of Disability Services is there to serve and support the needs of students with disabilities so that they may have a successful transition and academic experience in college.

- \* Offices of Disability Services are frequently underutilized on college campuses because students with disabilities and their parents are unaware that their services even exist.
- \* Connecting students with disabilities to the Office of Disabilities Services before enrolling in a college or postsecondary program is a **critical key to student success.**

# Resources



Think College has been funded by the Office of Postsecondary Education, US Department of Education to continue to provide support, coordination, training and evaluation services for Transition and Postsecondary Education Program (TPSID) grantees as well as other programs for students with intellectual disabilities nationwide.

Source: <http://www.thinkcollege.net/>

# Resources

## **National Parent Center on Transition and Employment**

<http://www.pacer.org/transition/learning-center/postsecondary/>

## **Resources for Families**

<https://thinkcollege.net/topics/resources-for-families>

## **National Technical Center on Transition**

<http://transitionta.org/>

## **College Scholarships and Financial Aid FOR**

### **Students with Disabilities**

<http://www.affordablecollegesonline.org/college-resource-center/affordable-colleges-for-students-with-disabilities/>

# Resources

## **Gallaudet University**

<http://www2.gallaudet.edu/>

University designed to be barrier-free for deaf and hard of hearing students.

## **National Technical Institute for the Deaf**

<http://www.ntid.rit.edu/>

Deaf and hard-of-hearing students receive a university education, educational support services, and support in starting a career.

## **National Federation of the Blind**

<https://nfb.org>

## **American Council of the Blind**

<http://www.acb.org/>