

# Introduction to Post Secondary Education

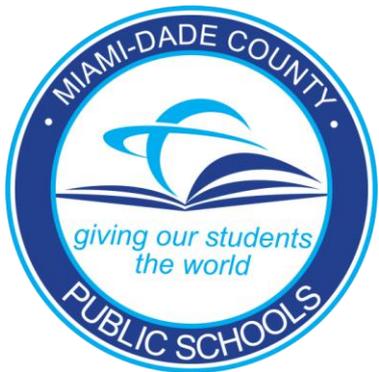
Lileana de Moya, R.N., M.S.Ed

Director

JAG Education Consultants

305-667-9112

# Collaborative Partnership



# Student/Family Seminars Objectives

- \* Engaging the family members with the students
- \* providing the same information to family members and students
- \* Encouraging self-determination in students
- \* Helping parents foster independence in students
- \* Helping families find the balance!!

# Seminar A

## *Introduction to Postsecondary Education.*

- \* This seminar will introduce family members and students to the differences between high school and college as it pertains to understanding the legal differences, advocacy needs, student and family responsibilities and the changing role of family members as students transition into post secondary education programs.

# Objectives

- \* Understanding the legal differences between K-12 school experience and post secondary experiences
- \* Understand the advocacy needs and education plans between attending K-12 school experience and post secondary experiences.
- \* Identify the differences in teacher responsibilities vs. student responsibilities between between K-12 school experience and post secondary experiences.
- \* Identify post secondary services available for students in transition post secondary programs
- \* Discuss the changing roles of parents and students as the student transitions and attends college.

## Seminar B

### *The Journey to Adult Hood-What Families and Students Need to Know.*

- \* This seminar is intended to help students and family members feel more comfortable and confident within the context of each family's own values and cultural beliefs, as they navigate aspects of adulthood that encourage independence, personal safety and self-care, healthy lifestyles and relationships and social skills and opportunities that promotes the inclusion of the students in transition post secondary programs.

# Objectives

- \* Learn basic information on that helps family members and students understand the physical, emotional and social aspects of living responsibly as an adult.
- \* Learn how having an intellectual disabilities impacts adolescent development and social behavior.
- \* Identify strategies that will promote students to express sexuality in ways that are consistent with their abilities and socially accepted behaviors in the community.
- \* Provide information and tips that will assist families and students to engage in conversation and discussion about sexuality, relationships and social opportunities.
- \*

# *Seminar C*

## *Getting and Keeping the first Job*

- \* Families play a critical role in engaging youth in career planning and employment. This seminar will engage families and students to learn about the importance of employment, navigating job search activities, building needed work skills, performance in job interviews and strategies to help the students in transition post secondary education programs get and keep jobs.

# Objectives

- \* Understand the current issues about employment, the labor market and the impact on young adults with disabilities.
- \* Discuss the employer's perspective as they consider hiring a young adult with a disability
- \* Identify the tools needed for getting and keeping a job: Self Awareness, Career planning, role of families, building a resume, disclosure and job accommodations, self-employment options and interview tips.

# Seminar A

## \* Icebreaker

\* **Objective:** Engage and introduce family members and students to promote unity and support.

### \* Supplies:

- \* 5x7 Index Cards
- \* Pens/Pencils

# Differences in LEGAL PROTECTIONS

## HIGH SCHOOL:

Individuals with Disabilities Education Act. (**IDEA**)

- entitlement" law intended to guarantee persons with disabilities a free and appropriate primary and secondary education
- Funding is mandated to identify children with significant problems and provide them with appropriate services that facilitate successful learning, including course modifications.

## POST SECONDARY:

**ADA & 504** - Americans with Disabilities Act and Section 504 of the Rehabilitation Act

- non-discrimination" statutes that are based on a civil rights model.
- They aren't entitlement laws, and they don't guarantee successful learning or mandate the creation of special programs for persons with disabilities.

# Legal Protections (con't)

- Education is a RIGHT and must be provided in an appropriate environment to all individuals
- Student and parent advocates for student, and family input is actively sought.
- The Family Educational Rights and Privacy Act (FERPA) gives parents certain rights with respect to their children's education records.
- The goal of Section 504 and the ADA is to remove barriers and to guarantee reasonable accommodations so that persons with disabilities have an opportunity to participate.
- FERPA transfers privacy rights to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Parents do not have the right to review their child's college records without the written permission of the student.

IDEA is about SUCCESS.

*ADA is about ACCESS.*

# Impact on Students

- \* This important and far-reaching change in legal protections
- \* College education is not a RIGHT, participation in college courses is often a negotiation between the college and the student.
- \* Students may be auditing courses in a non-degree seeking program
- \* Admissions criteria may be waived, the college is not legally required to allow participation of all students

# Differences in **ADVOCACY**

## **High School:**

- \* Parents are actively involved in advocating for appropriate services and supports for their son/daughter.
- \* Schools reach out to parents and their participation is required.
- \* Parents talk directly to their son/daughter's teachers on a regular basis.

## \* **POST SECONDARY:**

- \* Students are expected to advocate for themselves.
- \* Parent involvement is not always actively sought, and may be discouraged at times.
- \* College faculty and staff do not typically communicate with parents directly.
- \* Student is expected to be independent

# Impact on Students

- \* Importance of self-advocacy skills.
- \* Learning to speak for themselves and to advocate for their own needs.
- \* Parent's Role changes to more of a coach or support/guidance, they have less involvement in coordinating the student's educational services.

# Differences in Individual Education Plans (IEP) and Educational Supports

## High School:

- \* The IEP Team, which includes the student and school district develops Individual Education Plans (IEPs) and must follow this legal document in the provision of educational services.
- \* Core modifications of classes and materials may be required.
- \* The School, with student and family input, is responsible for arranging for accommodations and modifications
- \* There are no IEPs in college. The Disability Services Office will develop an accommodation plan based on documentation of disability that is provided by the student.
- \* Modifications are not required- only accommodations.
- \* Student must request accommodations from the college Disability Services Office.

# Impact on Students

- \* Students may have had course modifications in their IEPs.
- \* In college courses taken for credit, modifications are not allowed.
- \* Accommodations are provided to students with disabilities through a disability resource center
- \* Students are expected to meet with a disability services advisor

- \* Students are expected to self-identify
- \* Some students may still have IEP's if the college transition program is a partnership with the school district
- \* The college is not expected to provide modifications or accommodations on the IEP. The IEP is the responsibility of the school district.
- \* Students in college transition programs may have a teacher/ project coordinator to assist with modifying course requirements

# Post It Note tables

	Holds office hours
	Provides information to parents
	Gets assignments from syllabus
	Attend classes
	Takes responsibility for student
	Initiates help sessions

# An Educational Journey

## K-12 Experience for Students with Disabilities

Mandatory and Free

Teacher Responsibilities			Student Responsibilities
Classroom Experience	Course Materials	Student Support	
<ul style="list-style-type: none"> <li>-Trained to teach</li> <li>-Adapts materials to student's learning style</li> <li>-Helps student learn and process information</li> </ul>	<ul style="list-style-type: none"> <li>-Always checks student's work</li> <li>-Reminds student of incomplete work</li> <li>-Reviews assignments and due dates</li> </ul>	<ul style="list-style-type: none"> <li>-Structures time for students</li> <li>-Initiates help sessions</li> <li>-Available for talks before and after class</li> <li>-Provides parental support</li> <li>-Teacher advocates for student</li> </ul>	<ul style="list-style-type: none"> <li>-Attends classes</li> <li>-Learns self-advocacy skills</li> </ul>

# University Experience for Students with Disabilities

Voluntary and Expensive

Student Responsibilities			Teacher Responsibilities
Classroom Experience	Course Materials	Student Support	
<ul style="list-style-type: none"> <li>-Needs to think about and synthesize unrelated topics</li> <li>-Takes responsibility for self</li> <li>-Accepts consequences of own decisions</li> </ul>	<ul style="list-style-type: none"> <li>-Gets course material from syllabus</li> <li>-Often gets homework assignments from syllabus</li> <li>-Manages own time</li> <li>-Needs to take notes</li> </ul>	<ul style="list-style-type: none"> <li>-Needs to ask for help sessions</li> <li>-Attends professor's office hours</li> <li>-Provides information to parents</li> <li>-Advocates for self</li> </ul>	<ul style="list-style-type: none"> <li>-Trained as an expert in subject, not as a teacher</li> <li>-Holds office hours</li> <li>-May only lecture nonstop</li> <li>-Waits for student to ask for help</li> <li>-Does not check homework or student's work</li> <li>-May not remind student of due dates</li> </ul>

# Parent's Changing Role

## *Doing vs. Coaching*

### High School:

- \* Called and Visited Teachers
- \* Attend IEP meetings
- \* Received Report/Interim Reports
- \* Solved issues by going to the school
- \* Advocated for the right to a free and appropriate public education (FAPE)
- \* The relationship is between the school district and the parents

### Post Secondary:

- \* Student must become a self-advocate
- \* Supportive role - "behind the scenes"
- \* Encourage and support
- \* Role changes to coaching or guiding
- \* Faculty expect to hear directly from the student
- \* Privacy protections prohibit college faculty to discuss student's education with parents
- \* The relationship is between the college and the student.

# Family Responsibilities

- \* Support student's independence
- \* Support and facilitate consistent student attendance and punctuality
- \* Support student employment efforts
- \* Attend meetings with student and agency/programs staff
- \* Student and family members are required to attend seminars scheduled by program.
- \* Communicate any concerns with staff

# Strategies

- \* Guide
- \* Support
- \* Respect
- \* Trust
- \* Advise
- \* Teach
- \* Challenge
- \* Encourage
- \* Provide Information
- \* Provide Resources
- \* Provide Emotional Support
- \* Establish Communication Skills
- \* Promote Independence

# Post Secondary Services

- \* **IDEA funds:** Dual enrollment programs are often funded by the school system using IDEA or local school district funds. Transition Programs: Project BRIDGE, SEARCH, Panther LIFE, ACCEPT
- \* **Vocational Rehabilitation (VR):** If student's coursework is directly related to accessing employment, state VR funds might be used. Additionally, some VR agencies may offer a tuition waiver for eligible students.
- \* **Family funds:** PSE options can be paid for by students' families. Students with special diplomas over the age of 22 are now eligible to apply for financial aid, prepaid plans can be used for some audit courses in Miami-Dade College.

# Post Secondary Services

## (con't)

- \* **Agency for Persons with Disabilities Programs (APD):** State developmental disability departments may provide funding to assist access PSE
- \* **Med waiver Funded Programs:** City of Hialeah Social/Recreational Programs
- \* **Scholarships:** Foundations or organizations can give scholarships to students enrolling in PSE regardless of their financial or disability status, providing the student meets other requirements
- \* **AmeriCorps programs:** Funded by the Corporation for National and Community Service, these programs provide an education award or stipend to participants who volunteer for one or two years.

# Post Secondary Services (con't)

- \* **Plans for Achieving Self-Support (PASS Plans):** PASS Plans were developed by the Social Security Administration as an incentive to encourage individuals who receive Supplemental Security Income (SSI) or Supplemental Security Disability Income (SSDI) to enter the workforce.
- \* This plan allows an individual to work and save money without being penalized with a deduction from their SSI or SSDI check. There are restrictions on how the saved money can be used, but college tuition and fees would be permissible if shown to relate to a career goal and outcome.

# RESOURCES

- \* Visit the PACER Center [www.pacer.org](http://www.pacer.org) or National Center on Secondary Education and Transition Web sites for more online resources that can help parents of post-secondary youth with disabilities.
- \* Harris, M.B., & Jones, S.L. (1996). The Parent's Crash Course in Career Planning: Helping Your College Student Succeed. VGM Career Horizons.
- \* Johnson, H.E., & Schelhas-Miller, S. (2000). Don't Tell Me What to Do, Just Send Money – The Essential Parenting Guide to the College Years. St.Martin's Griffin.
- \* Newman, B.M., & Newman, P.R. (1992). When Kids Go to College: A Parent's Guide to Changing Relationships. Ohio State University Press.

# THINK COLLEGE

[www.thinkcollege.net/about-us/publications](http://www.thinkcollege.net/about-us/publications)

- \* What Youth and Families Should Know About the Transition to Postsecondary Education for Students with Intellectual Disabilities, July, 2009
- \* Fast Facts, Issue #1: *Postsecondary Education and Employment Outcomes for Youth with Intellectual Disabilities*
- \* Insight No. 3, October, 2010 Employment Activities and Outcomes of College-Based Transition Programs for Students with Intellectual Disabilities
- \* Fast Facts, Issue #2: *A Snapshot of Postsecondary Education for Students with Intellectual Disabilities across the United States*

