

Family Support in Post Secondary Education

The webinar will begin shortly.

For Audio: 877-713-0446,
Conference Code: 1017258988

Please mute your computer speakers & phone line during this webinar.



Please use the Chat Box to tell us:

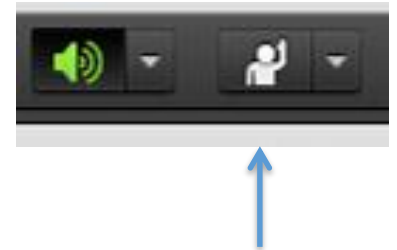
- The name of your Parent Center/Organization
- Your state
- Your email address

A Few Reminders on Webinar Etiquette

- ✓ Please remember to “**mute**” your line.



- ✓ Please feel free to use the “**Chat**” box for your questions or comments.



- ✓ You can also “**Raise Your Hand**” using the icon at the top left.

Youth Technical Assistance Center (Y-TAC)

Family Support in Post-Secondary Education

Sara Sembiante

RAISE Webinar
October 10, 2017



Equipping Leaders to Better Prepare Children & Youth for College, Careers, & Citizenship

The Institute for Educational Leadership (IEL) accomplished its work through three centers that address crucial pillars of success required for young people and their communities to succeed:

1. Connecting community with public education to support the learning and development of young people.
2. Building more effective pathways into the workforce to help all young people transition to adulthood.
3. Preparing generations of leaders to drive cooperative efforts at all levels.

Youth Technical Assistance Centers



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



www.transitionta.org



<http://www.ncwd-youth.info/>



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



<http://iel.org/vryouth-tac>

Youth Technical Assistance Center

Y-TAC

Purpose: The purpose of the Institute for Educational Leadership's (IEL) Vocational Rehabilitation (VR) Training and Technical Assistance (TA) Center for Youth (Y-TAC) is to provide State VR Agencies with TA and training to help more effectively serve all youth with disabilities, including students with disabilities who are not receiving comprehensive special education services, such as students with 504 plans and other "potentially eligible" young people; youth connected to other systems, such as youth in and out of foster care and court-involved, homeless, and runaway youth; and other disconnected, hard-to-serve, and at-risk youth populations.

Target Audience:

- State VR Agencies (SVRAs) and related rehabilitation professionals
- Other youth service professionals

Website: <http://iel.org/vryouth-tac> (under construction)

States Receiving TA: Arizona, Alaska, Iowa Blind Services, Nevada, Virginia Blind Services, Kentucky Blind Services, Indiana, Minnesota, North Carolina



Evaluation

Our evaluation is designed to ensure that we are providing you with a high quality presentation that offers you information that will be useful in designing and implementing services with high need youth, especially youth with disabilities.

We need your help in understanding:

- The quality and relevance of our professional development session,
- Whether and how useful you believe the knowledge and skills you learned will support your work with youth
- What additional professional development assistance you need in providing high quality transition services to youth.



Evaluation

Four questions we hope you will consider responding for this presentation include:

1. What is the most meaningful and useful information you learned in this session?
2. How will this information and these materials/activities help improve your knowledge and skills in working with all youth, including youth with disabilities and traditionally underserved youth in the Juvenile Justice system, Foster Care, and those who are rurally isolated?
3. What additional information would you like to learn about this topic or other topics related to your work with youth?
4. How can we improve the quality of today's presentation?



Getting Started

Today's Presentation

Participants will:

- Learn the differences between high school and college for youth with disabilities
- Effective family support practices
- Learn how families and support centers can support transition into post-secondary education
- The Vocational Rehabilitation (VR) Connection
- Review FAQ's and Resources



Terms to Know

- **Disability**
- **IEP**
- **504 Accommodation Plan**
- **Goals and Objectives**
- **Accommodations**
- **Modifications**
- **Transition Plan**
- **IDEA**
- **ADA**



High School vs. College/Vocational Training

Applicable Laws

High School	College/Vocational Training
<p>Individuals with Disabilities Education Act (IDEA): Individual Education Plans (IEP), accommodations, transition plan at 16, Least Restrictive Environment. IDEA is about student <u>SUCCESS</u></p> <p>Section 504 of the Rehab Act 1973: Provides accommodations for disability related needs</p>	<p>Americans with Disability Act 1990 Title II (ADA): Laws and rights of adults with disabilities. ADA has established laws around physical barriers as well as <i>reasonable</i> accommodations for community engagement. ADA is about <u>ACCESS</u></p> <p>Section 504 of the Rehab Act 1973: Provides <i>reasonable</i> accommodations for disability related needs</p>

High School vs. College/Vocational Training

Required Documentation for Accommodations

High School

- To receive special education services and supports, students have an Individual Education Plan/Program (IEP) that is updated annually (504 Plans are also updated annually)
- Special education testing and evaluations are the school's responsibility
- Evaluation documentation is for eligibility and program planning while a student is still in school and is updated every three years or as the IEP team decides.

College/Vocational Training

- High School IEP or 504 Plan are not sufficient documentation to plan and receive accommodations in college or vocational training
- Evaluations will be requested and should be within the last 3 years. If the school evaluation is older than 3 years, student would need to get an evaluation at their own expense
- Documentation must identify academic and functional limitations and recommended accommodations

High School vs. College/Vocational Training

Common Accommodations

High School	College/Vocational Training
<p>In class/testing readers</p> <p>In class/testing note takers</p> <p>Extended time</p> <p>Modified assignments</p> <p>Modified tests (ex. open book or with notes)</p> <p>Paraprofessional support</p> <p>Teacher/paraprofessional advocacy</p> <p>Parent involvement</p> <p>Assistive technology (AT)</p> <p>IEP meetings to support student success</p>	<p>No IEP or 504 plan</p> <p>Depending on training program, some common accommodations:</p> <ul style="list-style-type: none">• Class note takers/teacher notes• AT as it pertains to access to site/curriculum• Separate testing/extended time <p>Assignments and tests cannot be modified/shortened. All students are expected to do all work.</p>

High School vs. College/Vocational Training

Self-Advocacy

High School	College/Vocational Training
<p>Student is identified by the school and is supported by teachers and parents</p> <p>School is responsible for arranging accommodations identified in IEP/504 with teachers</p> <p>Teachers will approach struggling students if they feel assistance is needed academically or socially/emotionally</p>	<p>Students must identify with disability resource center in order to receive accommodations</p> <p>Arranging accommodations and communicating needs to teachers is the student's responsibility</p> <p>Students must self-advocate with teachers when they are struggling. Professors expect students to initiate communication.</p>

High School vs. College/Vocational Training

Parent Role

High School	College/Vocational Training
<p>Parent has access to student records including grades and attendance</p> <p>Parents are contacted when students miss classes</p> <p>Parents can contact teachers and advocate for student</p>	<p>Parents do not have access to students records without written consent</p> <p>Parents cannot contact teachers to check on student progress or attendance</p> <p>Student advocates for self</p>

High School vs. College/Vocational Training *Instruction*

High School	College/Vocational Training
<ul style="list-style-type: none">• Teachers can modify/alter curriculum or pace of assignments• After reading short assignments, students are often re-taught the materials in class• Reading can often be replaced by listening- students are not often expected to read something more than once and listening in class is sometimes enough• High school students can often get homework completed in study halls or with help from a paraprofessional	<ul style="list-style-type: none">• College assignments and tests can not be modified or altered• Generally there are large reading and writing assignments that may not be reviewed in class- students need to plan at least an hour (or more) out of class for each hour in class. If you are taking a 3 credit class expect to spend 3-6 hours outside of that class to complete assignments and prepare for exams• Time management and keeping track of assignments/tests are the student's responsibility

Types of Post-Secondary Education/Training

- Short-term certification programs
- Vocational training programs
- “Think College” programs
- Apprenticeship
- Associate degree
- Bachelor degree
- Master degree
- Doctorate



How High School Students Can Prepare

- Be sure that high school classes/course of study are in line with college pre-entrance requirements
- Research, research, research
- Taking all testing that may be required (SAT's) or college entrance tests
- Take college campus tours
- Find out about supports available at post-secondary schools
- Develop good study skills, time management skills, and self-direction



Effective Family Support in Post-Secondary Education

Setting Career and Post-Secondary goals:

- Helping youth engage in self-exploration to identify interests, skills, and value
- Explore career options for informed decisions on college and career goals
- What does the youth hope to gain from the post-secondary experience?
- Make the most out of transition planning process



Effective Family Support in Post-Secondary Education

Obtaining Supports

- Explore strengths and weaknesses
- Disability education
- Disclosure
- Understand rights and responsibilities
- Disability Resource Centers



Effective Family Support in Post-Secondary Education

Get to know the school

- Become familiar with the campus
- Practice daily activities
- Connect with other students
- Meeting teachers prior to the start of semester



Effective Family Support in Post-Secondary Education

- Helping youth make informed decisions
- Promote Self-Advocacy
- Address transportation
- Assist with money management
- Developing a schedule/time-management
- Have a plan for emergencies



Working with Disability Resource Centers

- Disability Resource Centers place heavy emphasis on the students advocating for their own needs.
- A release of information is needed for parents to speak with college staff regarding their child.
- Disability Resource Centers will want recent (within 3-5 years) disability documentation/diagnosis.
- Be sure to obtain the most recent educational/specialty evaluation, IEP, and Summary of Performance (SOP) from the high school prior to exiting.
- Practice initial meeting with youth.



Parent Centers

- Become familiar with local college and vocational training schools
- Invite college program reps to speak with families
- Provide families literature and/or links
- Provide VR Program Information/invite VR reps to speak with families and youth

The Vocational Rehabilitation Connection

What types of associated services can VR provide to students in post-secondary college and vocational programs? (examples)

- Career exploration
- Vocational counseling
- Evaluations
- Assistive Technology
- Tuition support
- Books/supplies
- Tutoring
- Transportation

VR services are individualized and must be necessary to meet IPE goals. Some services may be dependent on economic need or state funding and service support/delivery varies state to state.

The Vocational Rehabilitation Connection

Workforce Innovation and Opportunity Act (WIOA) and VR provision of Pre-Employment Transition Services: (*14-21 in high school or post-secondary- do not need to be VR eligible)

Required Pre-ETS:

1. Job exploration counseling
2. Work based learning experiences
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational program at institutions of higher education
4. Workplace readiness training to develop social skills and independent living skills
5. Instruction in self-advocacy

How are Pre-ETS made available to students in your state?

How do students access VR for Pre-ETS or additional services?

Frequently Asked Questions (FAQs)

Q. How will a student acquire accommodations in a post-secondary education setting?

- It is the student's responsibility to connect with Disability Resource Center, supply educational/medical records, and inform teachers of accommodations that were approved.

Q. Can a student receive the same accommodations they had in high school?

- There may be similar accommodations. Disability Resource Center at college will determine what accommodations are needed to provide access to the curriculum.



Frequently Asked Questions (FAQs)

Q. How can a student access tutoring services in post-secondary education?

- Most colleges and community colleges offer tutoring to all students. Students should sign up for general tutoring. If more tutoring is needed, a student can check with Disability Resource Center to see if they offer additional tutoring. If not, outside tutoring will be at the student's expense.

Q. If a student is interested in using assistive technology, How can they learn about AT offered at the college?

- Disability Resource Center
- VR can be another resource for AT evals/equipment



Frequently Asked Questions (FAQs)

Q. Are colleges required to follow the IEP or 504 Plan from high school?

- No. IEP and 504 Plan end when a student graduates/exits high school

Q. How much time should a post-secondary education student plan for out of class work?

- For each hour of class there can be up to 3 hours of work/preparation outside of class.



Frequently Asked Questions (FAQs)

Q. How often will a student in post-secondary education have to ask for accommodations?

- Talk to the Disability Resource Center to find out their process. Most require accommodations meeting prior to each semester. Typically it is the students responsibility to communicate accommodations to teachers.

Q. How can a youth find out about non-academic accommodations, such as in the dorms, campus access, or other special circumstances?

- Talk to your disabled student resource center advisor, who can guide you on these questions/needs.
- VR can also assist with disability related accommodations



How can I learn more about post-secondary college and vocational training options?

- US Dept. of Labor Apprenticeships <http://www.dol.gov/apprenticeship>
- <http://www.youtube.com/collegedotgov>
 - Videos and inspiration/advice from peers
- <http://www.facebook.com/college.gov>
 - weekly tips and links to other resources for college planning
- <https://studentaid.ed.gov/sa/redirects/college-gov>
 - Financial aid, scholarship, and general college readiness information

How can I learn more about funding college and training programs?

- Contact the school or program of choice and directly speak with someone or research the school's financial aid information and scholarships available online.
- <https://studentaid.ed.gov/sa/redirects/college-gov>
 - Financial aid, scholarship, and general college readiness information
- <http://www.fafsa.gov>
 - Apply for federal financial aid (Official site- be careful, some sites will charge for their assistance and there is no charge to apply for federal aid)

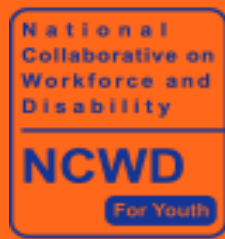
Knowing Your Rights and Responsibilities

ADA Americans with Disabilities Act

<https://www.ada.gov/>

Pacer Center- ADA and Post-Secondary
Education FAQ's

<http://www.pacer.org/publications/adaqa/504.asp>



- **NCWD- National Collaborative on Workforce & Disability for Youth:**

<http://www.ncwd-youth.info>

- Family Guideposts for Transition

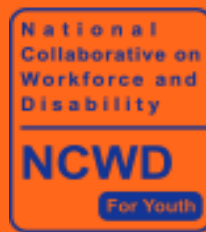
<http://www.ncwd-youth.info/family-guideposts-information-brief>

- Hitting the Open Road- Post-Secondary Planning

<http://www.ncwd-youth.info/hitting-the-open-road>

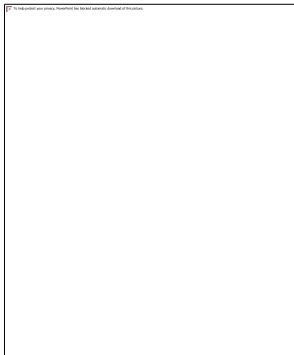
- 411 on Disability Disclosure

<http://www.ncwd-youth.info/411-on-disability-disclosure>



- **Supporting Families of Students with Disabilities in Postsecondary Education**
<http://www.ncwd-youth.info/sites/default/files/InfoBrief41-Supporting-Families-of-Students-with-Disabilities-in-Postsecondary.pdf>
- **Making My Way through College**
<http://www.ncwd-youth.info/sites/default/files/Making-My-Way-through-College%20FINAL.pdf>
- **Supporting Student Success through Connecting Activities: An Info Brief Series for Community Colleges**
<http://www.ncwd-youth.info/Connecting-Activities>
- **Families and College and Career Readiness: What Schools Can Do to Engage Families in the Individualized Learning Plan (ILP) Process** <http://www.ncwd-youth.info/families-and-college-and-career-readiness>

QUESTIONS



CONTACT

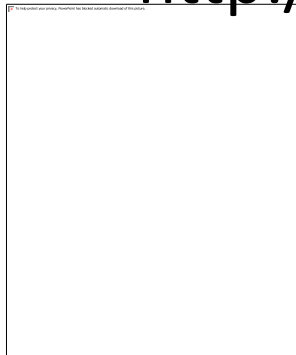
Sara Sembiante M.A., CRC
Institute for Educational Leadership (IEL)
Youth Technical Assistance Center (Y-TAC)

sembiantes@iel.org

(520)981-5500

For more information, contact us at VRY-TAC@iel.org

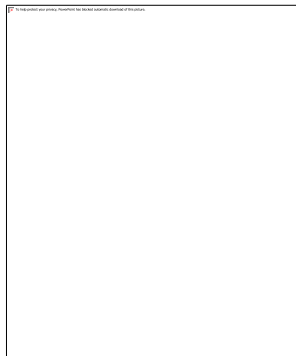
<http://iel.org/vryouth-tac>



The Y-TAC is a project of the Institute for Educational Leadership, supported by the U. S. Department of Education's Rehabilitation Services Administration.

This document was developed by the Vocational Rehabilitation Youth Technical Assistance Center (Y-TAC), funded by a grant/contract/cooperative agreement from the U.S. Department of Education, Rehabilitative Services Administration (Award # H264H150006). The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education. Nor does mention of trade names, commercial products, or organizations imply the endorsement by the U.S. Department of Education.

Note: There are no copyright restrictions on this document. However, please credit the source and support of Federal funds when copying all or part of this document.



A large orange rounded rectangle is positioned on the left side of the slide, extending from the top to the bottom.

Thanks for your participation

Please complete this survey

<http://survey.constantcontact.com/survey/a07eeoxz8erj8gi4ifb/start>