



**THE ARC PIKES PEAK  
REGION**

# **TRANSITION GUIDE FOR POST-SECONDARY EDUCATION OPPORTUNITIES FOR STUDENTS WITH DISABILITIES**

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## Overview: Post-Secondary Educational Options for Students with Disabilities in Colorado

When students are asked whether they plan on graduating from a four-year college, 25% of youth with disabilities indicated they would, compared to 89% of youth in the general population (Newman et al. 2010). Out of all students with disabilities that attend higher education, half of students who leave high school and exit from special education services choose not to disclose their disability to their school's office of disability services. Therefore, only 35% of students with disabilities choose to disclose their disabilities to their school. (Wagner, Newman, Cameto, Garza, & Levins, 2005; Newman & Madaus, 2014). Students who receive appropriate accommodations and attend postsecondary education experience improved career options, greater earning potential, higher job satisfaction, and more secure employment – similar to their peers without disabilities (Fleming & Fairweather, 2012). It is necessary for students with disabilities that access postsecondary education to understand the importance and benefits of disclosing their disabilities and receiving accommodations to ensure an equitable postsecondary experience.

Today, more than ever, postsecondary education is becoming an expected prerequisite for advanced employment opportunities. As of 2018, 63% of jobs in the United States requires some college education (Carnevale et al., 2010), and greater access to education is recognized as a key step to employment worldwide (Smith et al., 2012). Currently, there are over 250 programs across the United States for students with disabilities and as of October 2015, the US Office of Postsecondary Education awarded \$10 million to support the development and creation of programs specifically catered to students with disabilities. Opportunities for students with

disabilities are expanding, and with that expansion more information is needed to be shared with students and families that wish to access inclusive programs.

Though programs are continually evolving, students with IDD, learning disabilities, or psychiatric disabilities that matriculate to college are still at risk for academic challenges due to weaker study and test-taking skills (Holder et al., 2009), less experience with academic coursework (Hitchings et al., 2005), and greater difficulty seeking support because of a reluctance to reveal their disability (Camara, 2011). Therefore, there is a need to provide support and guidance previous to attending postsecondary education.

There are many changes for students transitioning out of high school or transition settings to postsecondary education, therefore this resource guide was created for assisting students and their families to navigate this often-difficult process. This resource guide is intended to encourage more students to achieve to the highest of their abilities and encourage individuals with disabilities to have a more equitable educational experience that continues past specific transition programs. This guide is not meant to be read in a linear, traditional fashion. Readers are encouraged to look over the table of contents and access information that is most pertinent to their needs.

# Changes in Laws for High School vs. Postsecondary Education

If you are a child or a parent of a child who received accommodations via an Individualized Education Plan (IEP), or 504-plan, you are most likely very familiar with the 2004 Individuals with Disabilities Education Act (IDEA). The IDEA requires public schools to provide services for individuals with disabilities from birth to age 21 which allows equitable access to public education. Laws for college campuses are very different from high school in which differences between accommodations switch from the support of parents and teachers to the self-advocacy of the child. Colleges do not need to pay or administer testing and it is the responsibility of the student to provide documentation, self-report their disability to the office of disability services, and advocate for themselves with each of their professors. A useful table found on <https://www.brynmawr.edu/access-services/students/differences-between-idea-ieps-504-plans-and-college-accommodations> is a useful tool to quickly note the differences between K-12 accommodations and college accommodations.





\*The following table is courtesy of Bryn Mawr

Process	K-12	College
<i>What is the intent of the law?</i>	Students are entitled to a free appropriate public education; qualified persons with a disability cannot be discriminated against	To ensure that qualified persons with a disability will not be discriminated against and will have access—not entitlement—to academic programs and services
<i>Who is covered?</i>	Infants through high-school graduates	All otherwise qualified individuals who meet entry criteria and who can document the existence of a disability as defined by the ADA and who have needs related to access
<i>Central idea</i>	Education is a right. Fundamental alterations of programs and services are required.	Education is an opportunity. Students must meet admissions criteria and be otherwise qualified. Students must also follow/meet other criteria of the institution such as health, character, technical standards, conduct code and course objectives. No fundamental alterations of programs and curricula are required.
<i>Identification</i>	Schools responsible for identifying students	Students must self-identify



*Documentation*

Schools responsible for testing students

Students must arrange for and pay for their own testing

*Services*

Schools responsible for any needed services. School must provide whatever services will help the student succeed in class. If necessary, schools must provide individualized tutoring.

Students must seek out services. Students allowed only certain accommodations in college classrooms. Students must seek out tutoring, if needed, and must pay for it if the college does not provide tutoring for non-disabled students. Individualized instruction is not likely/guaranteed.

*Communication*

Schools must communicate with parents at regular intervals about the student's progress

College is not permitted to contact parents without student's permission

*Accommodation arrangements*

School must develop a formal plan and it is the school's responsibility to track student growth

Student must request and be eligible for accommodations EACH semester and the student is responsible for much of the accommodation process

*Accommodation  
differences*

Typical accommodations may include:  
reduced assignments (requiring students to submit less work than others),  
extended time on assignments,  
grading changes (counting daily work equal with semester tests),  
test format changes,  
repeated chances to make a passing grade

No reduced assignments, extended time on assignments is usually at the discretion of the professor, no grading changes, no test format changes other than providing equal access, no extra attempts at tests; in other words, accommodations must be reasonable and must not compromise the rigor and/or academic integrity of the class

# 6 fascinating facts

## The differences between high school and college

Going to college will be a big adjustment. It is important to prepare for the changes that will occur within the classroom and with receiving accommodations and services.

### 1 Laws

There is no Individualized Education Program in college. Educational rights covered by the Individuals with Disabilities Education Act do not apply to postsecondary education. Colleges must comply with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The accommodations you receive in college will depend on your individual needs and will be based on your disability documentation.

### 2 Accommodations

Some of the accommodations you used in high school may not be provided at college. Books in alternate formats, extended time on tests, access to early registration and taking tests in a limited-distraction room are some of the common college accommodations.

### 3 Advocating

One important difference between high school and college is that you will have to seek help when you need assistance and advocate for yourself. Instructors will expect to talk to you, not your parents, when learning about the accommodations you need in their class and when an issue arises.

### 4 Classes and grades

While in high school, your classes are smaller, school personnel generally determine your schedule and your grades are based on more assignments. In college, you may have larger classes, meet less frequently and have less interaction with instructors, and your grades for a course may be determined by fewer assignments.

### 5 Structure of classes

The structure of your classes will also be different. Depending on how many days per week you meet, classes might last from 50 minutes to three hours.

### 6 Responsibilities

In general, you will have a lot more freedom in college, but you will also have many more responsibilities in this new environment.



# Accessing a Community Center Board for Assistance during Transition Programs

A Community Center Board (CCB) is an area’s predetermined agency that manages and assists with services for adults with intellectual and developmental disabilities. The CCB identifies eligibility, provides comprehensive case management, and provides or contracts out services and supports for children and adults with IDD. CCBs are meant to support the independence, productivity, and integration of people with disabilities in their home communities. CCBs enable the rights to live, play, and work in their communities with abundant choices, opportunities, and responsibilities accorded to all citizens.

Below is a list of CCB’s as listed by Colorado.gov:

Adams	
<a href="#"><u>North Metro Community Services</u></a> 1185 W. 124 <sup>th</sup> Ave. Westminster CO 80234	<b>Main Phone:</b> 303-252-7199 or 303-457-1001

Alamosa / Conejos/ Costilla / Mineral / Rio Grande / Saguache	
<a href="#"><u>Blue Peaks Developmental Services</u></a> 703 Fourth Street Alamosa, CO 81101	<b>Main Phone:</b> 719-589-5135

Arapahoe / Douglas / City of Aurora	
<a href="#"><u>Developmental Pathways</u></a> 325 Inverness Drive South Englewood, CO 80112	<b>Main Phone:</b> 303-360-6600

Archuleta / Dolores / La Plata / Montezuma / San Juan	
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<b><u>Community Connections</u></b>	
281 Sawyer Drive #200 Durango, CO 81303	<b>Main Phone:</b> 970-259-2464

<b>Baca / Bent / Kiowa / Prowers</b>	
<b><u>Southeastern Developmental Services</u></b>	<b>Main Phone:</b> 719-336-3244
1111 South Fourth Street	
<b>Boulder / Broomfield</b>	
<b><u>Imagine!</u></b>	<b>Main Phone:</b> 303-665-7789
1400 Dixon Avenue Lafayette, CO 80026	

<b>Chaffee / Custer / Fremont</b>	
<b><u>Starpoint</u></b>	<b>Main Phone:</b> 719-275-1616
700 South 8th Street Canon City, CO 80212	

<b>Cheyenne / Elbert / Kit Carson / Lincoln / Logan / Morgan / Phillips / Sedgwick / Washington / Yuma</b>	
<b><u>Eastern Colorado Services</u></b>	<b>Main Phone:</b> 970-522-7121
617 South 10th Avenue Sterling, CO 80751	

<b>Clear Creek / Gilpin / Jefferson / Summit</b>	
<b><u>Developmental Disabilities Resource Center</u></b>	<b>Main Phone:</b> 303-233-3363
11177 W. 8th Avenue Lakewood, CO 80215	

<b>Crowley / Otero / Bent</b>	
<b><u>Inspiration Field</u></b>	<b>Main Phone:</b> 719-384-8741
612 Adams Avenue La Junta, CO 81050	

**Delta / Gunnison / Hinsdale / Montrose / Ouray / San Miguel**

**Community Options**

336 South 10th Street  
PO Box 31  
Montrose, CO 81402

**Main Phone:** 970-249-1412

**Denver**

**Rocky Mountain Human Services**

9900 E. Iliff Avenue  
Denver, CO 80231

**Main Phone:** 303-636-5600

**Eagle / Garfield / Lake / Pitkin**

**Mountain Valley Developmental Services**

700 Mount Sopris Drive  
Glenwood Springs, CO 81601

**Main Phone:** 970-945-2306

**El Paso / Park / Teller**

**The Resource Exchange**

6385 Corporate Drive, Suite 301  
Colorado Springs, CO 80919

**Main Phone:** 719-380-1100

**Grand / Jackson / Moffat / Rio Blanco / Routt**

**Horizon Specialized Services**

405 Oak Street  
Steamboat Springs, CO 80477

**Main Phone:** 970-879-4466

**Huerfano / Las Animas**

**Southern Colorado Developmental Services**

1205 Congress Drive  
PO Box 781  
Trinidad, CO 81082

**Main Phone:** 719-846-4409

**Larimer**

**Foothills Gateway**

301 Skyway Drive  
Fort Collins, CO 80525

**Main Phone:** 970-226-2345

**Mesa**

**Strive**

790 Wellington Avenue  
Grand Junction, CO 81501

**Main Phone:** 970-243-3702

**Pueblo**

**Colorado Bluesky Enterprises**

115 West 2nd Street  
Pueblo, CO 81003

**Main Phone:** 719-546-0572

**Weld**

**Envision**

1050 37th Street  
PO Box 200069  
Evans, CO 80620

**Main Phone:** 970-339-5360



# Accessing the Pikes Peak Region's Community Center Board

If you have a student with a disability that requires support, you should seek help as soon as possible. As TRE is responsible to determine eligibility, provide comprehensive case management, and to provide support and services for children and adults with I/DD, it is



essential to get together every advocate and service provider available for your child's success.

Below is a comprehensive collection and a timeline of what you need to do in order to access and utilize TRE's services if you have a child with a disability. You can access this information and much more at <https://www.tre.org/get-services/>:

## The Resource Exchange Services

Home and Community-Based Services (HCBS) are made available by the State of Colorado through several funding Programs overseen by the Division for Developmental Disabilities (DDD), and administered by the CCB. Referrals for developmental disability programs with TRE come from a variety of sources including schools, doctors, agencies, friends, neighbors, family, self-referral or walk-ins. Contact our Navigation Department at 719-380-1100.

These services are funded with Medicaid (also known as a “Medicaid Waiver”) and State funds, and are available for eligible adults and children in Colorado. Services within each type of program are available to eligible, enrolled individuals based upon the identification and prioritization of individual needs. Services to address the identified needs are purchased from approved businesses and Program Approved Service Agencies, using Program funds available and as authorized through the individual’s Plan. For more information regarding the services funded through various programs that you are interested in, please review the programs and services offered through TRE.

#### PASAs

There are numerous Provider Approved Service Agencies (PASAs) and/or businesses who may deliver services you are interested in receiving. TRE staff cannot tell you which providers to use, only make referrals. A list of all local and statewide providers can be found [here](#). Interested in becoming a PASA? If so, click on this [link](#) to access the Letter of Intent to receive an application from the Colorado Department of Health and Environment.

### **APPLY FOR SERVICES**

To complete this process we will need the following:

- Completed and signed [DDD Determination Application](#), required testing/medical records and verification that the disability occurred prior to the 22nd birthday.
- Proof of legal residency, such as a birth certificate or social security card.

- Guardianship papers, as applicable, for those over the age of 18.
- Medicaid and/or Medicare card (if applicable).
- Proof of social security or denial if present.
- Psychological Evaluation or IEP that includes IQ testing.

Some tips for returning qualifying information:

- Acceptable testing could include WISC, WAIS, Stanford-Binet, K-BIT, K-ABC, TONI, UNIT, WPPSI, and Leiter.
- Also submit adaptive behavior testing (such as the Vineland Adaptive Behavior Scales) if it is available.
- A school triennial IEP will usually contain test scores. If you have copies of the most recent IEP, as well as one that lists test scores, please forward them to the Navigation Services Department; this will speed up the eligibility process.
- Many times IEPs can also act as verification that the disability occurred before the age of 22 for those clients who are no longer in school.
- If you are applying for a child between the ages of three and five, please include medical records and therapy reports which list all diagnoses and/or delays; IQ testing is not needed until after age five.
- [Click here](#) for Medicaid eligibility information and resources

### **Early Intervention (ages Birth – 3)**



Early Intervention

serves families

who have a child under three years old who has a significant delay in their development. We partner with our local school districts to determine eligibility and then deliver services in the child's home. Assistance is provided to connect the family to funding and providers of the needed services.

### **Children with Autism Waiver (ages Birth – 6)**

The Home and Community Based Services Waiver for Children with Autism (HCBS-CWA) is a program for children ages birth to 6 years that have a medical diagnosis of Autism. The intent of the Autism Waiver program is to provide intensive behavioral supports and services to young children with Autism. The Autism Waiver allows children access to Medicaid services who may not otherwise qualify for Medicaid State Plan Benefits as well as providing funding to purchase specific services which are not covered under the Medicaid State Plan. It should be noted that

there is a lengthy statewide waitlist for these services. To learn more about CWA , visit the Health Care Policy and Finance website.

### **Children’s Extensive Support Waiver (Birth – 18)**



Children’s Extensive Support (CES) services are provided through the Medicaid Home and Community Based Services (HCBS) CES Waiver offers support for children who are living at home and have significant needs related to their developmental disability. The CES Waiver allows children access to Medicaid services who may not otherwise qualify for Medicaid State Plan Benefits as well as providing funding to purchase specific services which are not covered under the Medicaid State Plan. To learn more about CES, please visit the Health Care Policy and Finance website.

### **Children’s Home and Community Based Services Waiver (Birth – 18)**

The Children’s Home and Community-Based Services Waiver (CHCBS) is available for children with significant medical needs and who are at risk for institutional care in an acute hospital or skilled nursing facility. To learn more about C-HCSB, please visit the Health Care Policy and

Finance website.

### **Family Support Services Program (ages 3+)**



The Family Support Services Program (FSSP) provides support through state general funds for families who have children with developmental disabilities or delays with costs that are beyond those normally experienced by other families. The primary purpose of the FSSP is to support children with developmental disabilities or delays remaining within their own nurturing family setting and prevent out-of-home placements.” To learn more about FSSP, please visit the Health Care Policy and Finance website.

## Adult Supported Living Waiver (ages 18+)



Supported living services (SLS) are provided through the Medicaid Home and Community Based Services (HCBS) SLS Waiver. This program provides a variety of services and supports for adults living in their own homes or with family in the community. The HCBS-SLS waiver promotes individual choice and decision-making through the individualized planning process and the tailoring of services and supports to address prioritized, unmet needs. In addition, this waiver is designed to supplement existing natural supports and traditional community resources with targeted and cost-effective services and supports. Participants do not require 24 hour supports or services. The State of Colorado Joint Budget Committee has approved funds to significantly reduce and/or end the waitlist for Supported Living Waiver services (SLS), effective Fiscal Year 2014-2015, via HB14-1336 To learn more about SLS, please visit the Health Care Policy and



Finance website.

### **Adult Residential (HCBS-DD) Waiver (ages 18+)**

The Home and Community-Based Services Waiver for Persons With Developmental Disabilities (DD) provides access to 24-hour, seven days a week supervision through Residential Habilitation and Day Habilitation Services and Supports. This service is commonly known as Comprehensive services. These services can be delivered in the family home, individual settings, group living settings, etc. There is an extensive waitlist for these services. To learn more about HCBS-DD, please visit the Health Care Policy and Finance website.

## **TRE INTAKE AND ELIGIBILITY PROCESS**

### **Early Intervention**

TRE offers a variety of supports and services for infants and toddlers under the age of 3. Based on a child's and family's needs and eligibility, those may include:

- Evaluation and assessment to determine if there is a developmental delay – [El Eligibility](#)
- Service coordination of services within TRE as well as other community programs and agencies – [What is a Service Coordinator](#)
- [EARLY INTERVENTION SERVICES](#) to address the specific developmental delays, such as:
  - Developmental Intervention
  - Occupational Therapy
  - Physical Therapy Services

- Speech Language Therapy
- Social Emotional Services
- Vision Services
- Nutrition Services
- Assistive Technology Services
- Audiology Services
- Health Services
- Medical Services
- Nursing Services
- Psychological Services
- Sign Language and Cued Language Services
- Transportation Services
- Complete Brochure including all of the above and more

### Age 3 and over

In order to obtain services through The Resource Exchange, there are multiple steps you must complete to determine various requirements of eligibility. Our Navigation Department will be assisting you through the process. Our goal is to complete this process in 90 days, however timelines are dependent on how quickly documents and approvals come from yourself, your physician and outside agencies . The Resource Exchange works with such as the Department of Human Services and Health Care Policy & Financing.

Some things to consider:

- If you are on another Home and Community Based Services waiver such as the Elderly, Blind, and Disabled waiver (EBD), that waiver will end once you start the SLS waiver. If you are currently enrolled on the EBD waiver, please [click here](#) to review the SLS-EBD Comparison Quick Reference. It compares the benefits between the two waiver programs, and can assist you in determining which waiver program may best meet your needs.
- If you receive Home Care Allowance (HCA), it will end once you start a Medicaid waiver.
- If you are receiving CNA services as a part of your Medicaid state plan, you can continue to receive these services to address your skilled care needs in most waivers, but not all.

If you want to proceed with TRE, you will be assigned a Navigation Support Coordinator to assist you through this process and you must be approved for **all** layers of eligibility before enrolling into a service. Please know that throughout this process you will meet and work with several members of TRE's team. We understand this can cause confusion, but it enables us to move more quickly through all requirements. In each stage you will have one central point of contact beginning with the Navigation Support Coordinator. Because everyone has slightly different circumstances, you will receive a detailed checklist specific to your needs so that you can follow along with all steps of the Intake and Eligibility processes. Overall, you can expect the following:

- **Developmental Disability Determination:** Developmental Delay/Disability Determination based upon Colorado's requirements
- **Functional Eligibility:** A Navigation Coordinator will complete an In Home Assessment to determine functional eligibility, which is the need for Long-Term Care services. Before

this can be scheduled, we will need Professional Medical Information Page (PMIP), to be completed by your doctor, to certify that services are needed.

- **Financial Eligibility:** During the home visit, the Navigation Coordinator will also complete an application for Long-Term Care Medicaid as you must be determined financially eligible for services. The application will be submitted to the Department of Human Services and can take up to 45+ days to process.
- **Additional Approvals:** Depending on the service you are applying for, there may be an additional application to complete to ensure that targeted criteria is met for that particular program ( for example, Social Security). The additional applications are required to be submitted for review by an outside entity for approval/denial and can lengthen the intake process.

After receiving a referral, a TRE Navigation Support Coordinator (NSC) will be your point of contact throughout this process. They will contact you and talk with you about your needs, your desired services, and next steps. If you feel you will not meet the eligibility requirements the NSC can refer you to appropriate resources or options to meet your needs. If you decide that you would like to apply, we have the responsibility for determining whether the applicant has an intellectual or developmental disability. It is important to note that there was New criteria regarding DD determination released by the Colorado Division for Developmental Disabilities (DDD), effective August 1, 2013.

## ENROLLMENT

When all intake and eligibility steps are complete, funding is approved and available, you will transfer you on to the Enrollment Department. You will work with an Enrollment Coordinator to complete the following steps:

- Referral: Your Enrollment Coordinator will complete a Referral with you that would go to Provider Approved Service Agencies (PASAs) and/or businesses who will deliver the services you are interested in receiving. TRE staff cannot tell you which providers to use, only make referrals. A list of all local and statewide providers can be found [here](#).
- Additional resources and services include:
  - [Medicaid Services for Children](#)
  - [Peak Parent](#)
  - [Community Partnership for Child Development -Early Childhood Education](#)
  - [Medicaid Services for Adults](#)
  - [Metro Bus Service](#)
  - [Amblicab](#)
  - [Silver Key](#)
  - [Colorado Division of Intellectual and Developmental Disabilities \(DIDD\)](#)
- Additional Assessment: For Adults, the Support Intensity Scale (SIS) Assessment is required to be completed to assist with Service Planning and determining the level of funding for services.
  - [Click here to view the SIS Quick Guide](#)
  - [Click here to view the SIS FAQ](#)

- [How To Prepare For Your SIS Assessment Interview](#)
- Initial Service Plan Meeting: Your Enrollment Coordinator will meet with you, your provider of choice and any others you'd like on your Team to create your initial service plan and get services started.

Note: if there is a waitlist for services, you will not move onto enrollment until funding is available. See wait list information below.

**Please see our [TRE Services Packet Handbook 2019](#) for information on what to expect, how we are funded, complaints, critical Incidents, acronyms, participants Rights and more!**

Once you are enrolled, you will be assigned a Service Coordinator who will help identify your unique strengths and ways to enhance those strengths. Our Service Coordination Department's goal is to provide an individually-centered, family and community focused service in which programs and resources are coordinated to enhance your life. Your Service Coordinator will assist in providing targeted services and supports that will establish a long-term foundation for family and community inclusion.

## **WAIT LIST INFORMATION**

Date of Eligibility

Individuals can be placed on the waiting list for adult programs at age 14 and people are urged to do this if they are not already known to a Community Centered Board. The date of eligibility is used to determine a person's place on the waiting list within the three timeline options listed below. A person keeps his or her eligibility date even with a move throughout the state of Colorado. A person loses eligibility date and placement on the wait list if he or she is out of the state for a year or more and without a close family member remaining in the state.

### Removal from Waiting List

Individuals are removed from a waiting list for the following reasons:

- Enrolled into programs for which they were waiting.
- No longer needs the programs for which they are waiting.
- Individual requests to be removed from the waiting list.
- Moves out of state with no close family members living in Colorado. (see Date of Eligibility)
- Placed onto a waiting list with another Community Centered Board.
- No longer meets eligibility requirements.
- An contact cannot be made with the individual.

### Waiting List Status Categories

**As Soon As Available:** The program is needed right now and would be accepted as soon as it is available.



**Safety Net:** The person does not currently want or need the services available through the program but will if current supports are lost or otherwise change, e.g. loss of primary caretaker, change in medical status.

**Specific Date:** The person wants to enroll in a program when a specific date is reached, e.g., date when he/she turns 21, date of graduation. If a date is selected, the program will not be offered before that date but this does not ensure that the program will be offered by the date selected. For example, the date of the person's 21st birthday is selected as the timeline. The Community Centered Board would not offer enrollment in the program and remove from the wait list prior to that date. If that date passes and enrollment in the program has not been offered, the person/family would need to select a new wait list timeline. These can be changed at any time and should be reviewed annually either at an annual plan meeting or by phone call. A person can be waiting for one or more programs at the same time with same or different timelines but can only be on the wait list with one Community Centered Board.

**Offering Programs to Individuals on the Wait List:** There is no set number of people who come off the wait list each month, quarter or year. Individuals are offered enrollment in a program based upon new "resources" or openings allocated by the State and upon vacancies created by individuals who have left the program. Each Medicaid Waiver Program has a statewide cap or the maximum number of people who can be served in the Medicaid Waiver at one time. In addition, each Community Centered Board has a maximum contract number of individuals who can be served at one time each Medicaid Waiver. The Community Centered Board cannot serve more individuals than the number of individuals that is in their contract with the State for any of the Medicaid Waivers.

Community Centered Boards like TRE do not have control of new “resources” or openings from the State. Those are appropriated by the Joint Budget Committee. Because of that, and emergent situations, we can’t begin to estimate how long someone may be waiting. It is important that you keep us informed of any change in your family’s situation as emergent situations arise. In emergent situations, there may be criteria met that would enable an individual to “jump” ahead of others on the wait list due to the emergency.

Community Centered Boards do currently have some control, in some programs, of enrolling individuals from the wait list into vacancies created by an individual leaving a program and terminating. TRE will offer enrollment in a program to individuals to fill these vacancies based upon eligibility date and wait list timeline if there are no individuals waiting who have met the emergency criteria.

**Declining Enrollment in a Program:** If an individual does not enroll in a program when offered, he or she retains the date of eligibility and may be asked to identify the appropriate status for when enrollment in the program is desired. A person does not go to the bottom of the waiting list if enrollment in a program is declined. Maintaining a timeline of ASAA after enrollment in a program has been declined in most cases will not be allowed.

# Transition for ALL ages, not just 15-21

Is pre-school too early to start planning for transition? Nope!

TAESE or the Technical Assistance for Excellence in Special Education has provided transition guidelines from preschool to 18-21 continuing education. The following are short



lists of actions, skills, and education that are aimed to achieve and retain future employment related not only to their skills but their interests. The following goals are provided from the following domains: learning skills, career/employment, independence skills/civic responsibilities, postsecondary education/training, social/emotional, recreation/leisure, communication/self-determination, and health/wellness.

It is best to plan ahead so that when the time for transition comes, a team full of support is not forced to operate on a crisis mode setting and instead has a developed and strongly supported transition plan. Making sure that everyone including parents, teachers, and service coordinators ensures a smooth period of transition.

**More information provided by TAESE can be found at [tease.org](http://tease.org).**

**In order to improve student outcomes when planning for lifespan transition...**

### Preschool parents and teachers should...

- Teach students to use appropriate behavior to meet their own needs.
- Investigate support services needed for short and long term.
- Explore the student's unique strengths and needs.
- Provide activities that foster responsibility.
- Participate in the transition IEP meeting.
- Teach preliteracy and numeracy skills.
- Encourage activities that build friendships.
- Provide dramatic play related to jobs.
- Encourage decision-making and choices.
- Teach self-care skills



### Kindergarten to third grade parents and teachers should...

- Promote consistent positive behavioral interventions and supports.
- Infuse career awareness into the curriculum.
- Encourage appropriate decision-making and choices.
- Explore awareness of students' unique needs.
- Teach literacy and numeracy skills.
- Provide team-building experiences.
- Support cooperative learning.
- Teach self-care skills.



### Fourth to sixth grade parents and teachers should...

- Encourage student involvement in specific classroom roles/responsibilities.
- Promote student exploration of career-related skills, abilities, and aptitudes.
- Teach self-determination related to the unique needs of the student.
- Encourage student accountability for decisions and behavior.
- Explore money/budgeting skills relating to wants and needs.
- Provide exploration and interaction in community activities.
- Facilitate discussion of maturation issues.
- Encourage hobbies and leisure activities.
- Improve literacy and numeracy skills.



### Seventh to eighth grade parents and teachers should...

- Explore links of literacy and numeracy to employment and postsecondary education and training.
- Help students identify needs and build on personal strengths.
- Encourage student participation in extracurricular activities.
- Conduct age-appropriate transition assessment(s).



- Teach time management and organization skills.
- Provide choices and decision-making opportunities.
- Encourage student attendance for IEP meetings.
- Provide opportunities for service learning.
- Conduct career/interest exploration.
- Teach appropriate interpersonal maturation skills.

### **Ninth and tenth grade parents and teachers should...**

- Connect literacy and numeracy to employment and postsecondary education and training.
- Foster linkages to community supports and services, including transportation.
- Teach students how to independently access health care.
- Develop a course of study aligned o post-school goals with the student.
- Encourage student participation in extracurricular activities.
- Inform parents/students of issues related to guardianship.
- Continue development of interpersonal/maturation skills.
- Encourage student participation and self direction in IEP meetings.
- Assist student to identify post-school goals.
- Offer mentoring opportunities.
- Offer job shadowing opportunities



### **Eleventh and Twelfth grade parents and teachers should...**

- Apply literacy and numeracy to employment and postsecondary education and training.



- Coordinate career preparation opportunities aligned with goals.
- Provide opportunities for physical and mental health education.
- Teach self-disclosure skills for postsecondary education and employment.
- Foster linkages to adult service providers, including guardianship and emancipation.
- Complete a summary of performance with the student.
- Encourage student participation in extracurricular activities.
- Assist student to identify health care supports.
- Support student-directed IEP meetings.



**18-21 continuing education parents and teachers should...**

- Encourage student participation in community recreational and leisure activities.
- Apply specialized literacy and numeracy skills to employment and living.
- Provide specific job and life skill training.
- Foster community-based transition instruction.
- Coordinate with other agencies.
- Foster student management of services.
- Assist student to identify health care supports.
- Connect employability skills with postsecondary goals.



# Self-Determination

Self-determination is defined by the ability of people knowing when and how to ask for help; how to make day to day and big, lifechanging decisions; how to assume responsibility for ourselves; and how to state our needs. These skills are important for everybody, but especially our students with disabilities. Skills of self-determination are abundant in people that are successful and independent, adjectives that we all hope to ascribe to ourselves. Field, Martin, Miller, Ward, and Wehmeyer (1998) have a list of attributes closely related to self-determined behaviors. These include:

- Awareness of personal preferences, interests, and needs
- Ability to set goals
- Ability to advocate for oneself
- Ability to be persistent
- Ability to be self-confident
- Ability to evaluate decisions

Students that are able to advocate for themselves and take responsibility for their actions is considered self-determined. Self-determined students and adults are autonomous, self-regulated, psychologically empowered, and self-realized. Self-Determination is huge for students who wish for successful academic, behavioral, and social outcomes.

For students to be successful in their self-determination, these skills must be focused on early and often. Until students have multiple opportunities to practice these behaviors and have the



support of family, teachers, and professionals to reflect and learn from their decisions and behaviors, they will not develop their individual capacity for becoming an independent and responsible adult. Specific examples and scenarios are a good place to start, but students should be able to explain their goals, plans, and aspirations often with community members and acquaintances.

### Self-Determination in Transition Planning

As discussed, effective and comprehensive transition planning is paramount to ensure successful transitions to adult life. When parents, teachers, and students convene for student-centered planning, it gives students an opportunity to practice their self-determination skills in an applicable and authentic way. Below are two forms of transition planning separate from the IEP or 504 process. Though these are separate from an IEP or 504, they can be transferred to the IEP document.

#### **MAPs (Making Action Plans)**

<https://www.wiu.k12.pa.us/cms/lib6/PA14000132/Centricity/Domain/12/MAPS.pdf>

What is MAPS? MAPS, or Making Action Plans, is a planning process used by teams to help students plan for their futures. The process uses a person-centered approach in which the plans for the future are built upon the student's dreams, fears, interests, and needs. It is directed and guided by the student and family and is facilitated by the team members.

#### **PATH (Planning Alternative Tomorrows with Hope)**

<https://www.imaginebetter.co.nz/what-we-offer/planning/path/>

ImagineBetter will first set up a PATH planning meeting with you. You can pick the date, time and location. Often people feel more comfortable planning at home. You can invite your family, friends and other people to your meeting. Make sure you ask them well in advance. A PATH planning meeting is a guided conversation and takes between three and five hours. Two ImagineBetter facilitators will guide you through the PATH process.

## **FOCUS**

<https://www.focus2career.com/Focus2Career.cfm>

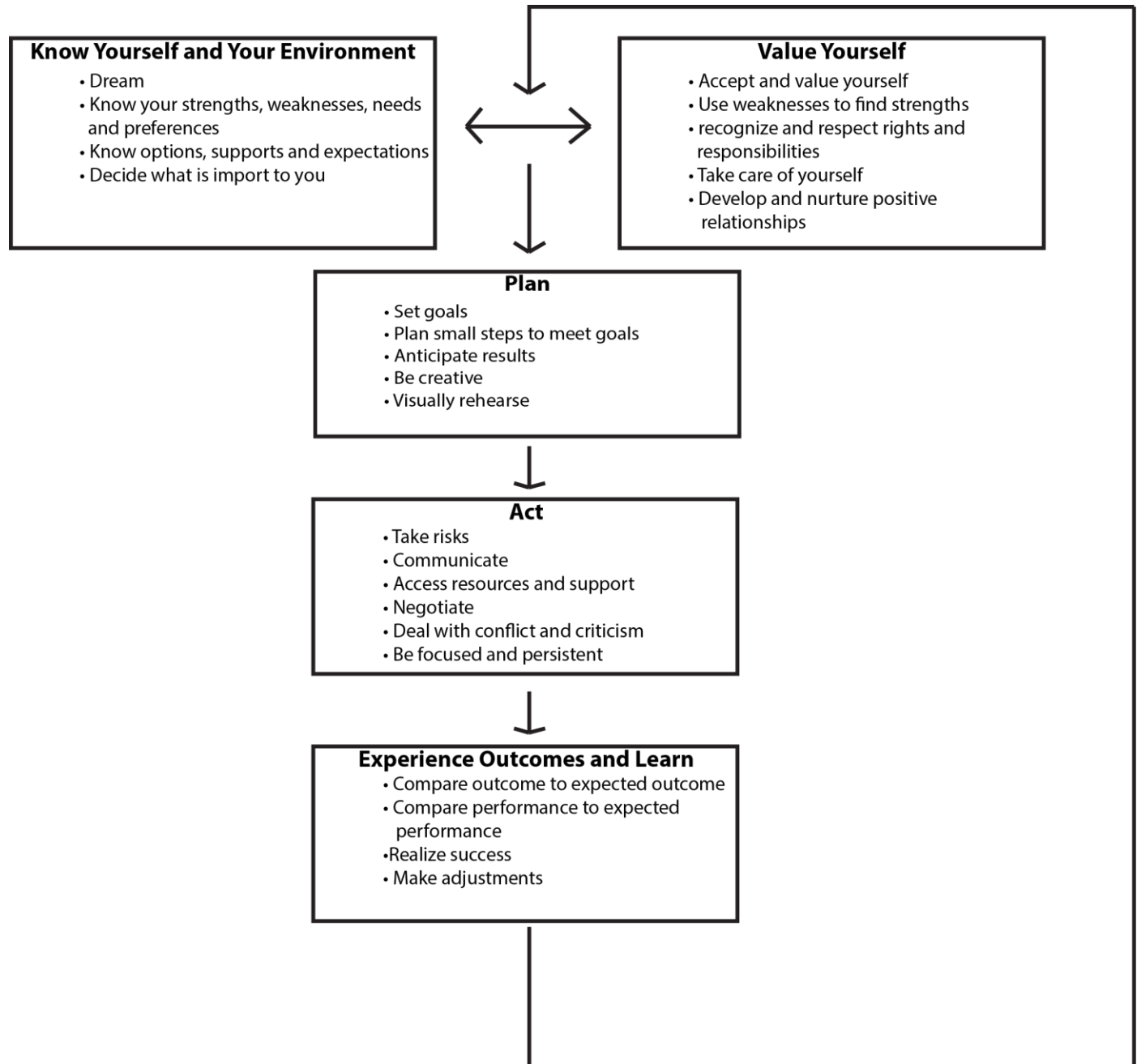
FOCUS 2 CAREER guides students through a reliable, intuitive career & education decision making model to help them choose majors offered at college, explore occupations & make informed career decisions. Their cutting-edge design engages students in the career planning process helping them to plan for and achieve career success throughout their lifetime.

## **Mandates in IDEA that are grounded in self-determination**

- Student involvement in IEP meetings
- Student interests and preferences
- Postsecondary goal statements
- Formal and informal transition assessment
- Course of study – What students choose to study

## The Steps to Self-Determination

On the next page is a diagram created by Alan Hoffman and Sharon Field. This is an explicit template for students to learn and practice self-determination skills. Students learn to plan, act, and evaluate goals that are either self or team-created.



# Self-Advocacy and Participation in the IEP

Self-advocacy is an integral skill for any student transitioning out of K-12 or 18-21 educational settings. Having students guide and self-advocate in their IEP's can help to demystify their disability, encourage utilizing appropriate language in regard to explaining their disability, and prepares them to discuss their disability with professors, employers, or coworkers in the future. Below is a series of steps towards self-advocacy as designed by Ms. Held at D.C. Everest Junior High School. The PowerPoint from which this information is sourced can be found at <http://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/1229/Self-Advocacy%20and%20Participation%20in%20the%20IEP.ppt>.

## Self-Advocacy Is...

The ability to communicate or negotiate for your own interests, desires, needs, and rights. It involves making informed decisions and taking responsibility for those decisions.



## Ten Steps

### Step 1 – Accept your disability

- Understand that you are not dumb or stupid
- Being able to admit to yourself that you have trouble with certain parts of your learning is very important

### **Step 2 – Admit your disability to others**

- This doesn't mean making an announcement on the loudspeaker or telling everyone you see.
- Important people to tell are: close friends, parents, teachers, employers. It is hard to do this until you have accepted your disability and feel comfortable talking about it.

### **Step 3 – Understand your learning style**

- There are many different learning styles and combinations.
- Visual, Reading, Hands-on/doing
- If you don't know how you learn best, you can't ask for accommodations that would help you most.

### **Step 4 – Find out what “other issues” might get in the way of being an advocate for yourself**

- Self-esteem, peer pressure, embarrassment, problems communicating your needs and problems, attention problems, shyness.

### **Step 5 – Know what you need**

- Only YOU know what YOU need to help you learn best.
- What will help you most? What will help you least?

### **Step 6 – Start thinking about your needs in each class**

- Don't wait to talk to the teacher about what you need, do it right away and continue doing it through the year as things come up or change.

**Before** tests or big projects remind your teacher and ask for your modifications or accommodations

### **Step 7 – Know your rights and responsibilities**

- You have legal rights to a good education and rights to certain things that may help you.
- Know your rights so you can stick up for yourself and get what you need.

### **Step 8 – Be willing to compromise**

- Not all teachers will be willing to give you all accommodations.
- Be flexible, but also don't give in to something if you know you can't succeed.
- Make a deal with the teacher and follow through.

### **Step 9 – Know where to go for support**

- When you have problems getting what you need who do you go to?

### **Step 10 – Plan for the future**

- A lot of times it is about one day at a time, one assignment at a time, but it is important to think of the future.

- What do YOU want? Don't limit your options just because you have difficulties in certain areas.
- Set goals for yourself and your future.
- Start planning for ways you can reach those goals.

### **Tips for Being an Advocate**

- Take charge and tell people what you want/need.
- Go to your IEP.
- Ask for modifications and help.
- Understand your disability.
- Know your rights
- Be confident
- Work hard and practice!!

### **Emotional Difficulties**

- Shame
  - 33% of students with Learning Disabilities are gifted
  - cause the individual to hide their difficulties
  - can lead to poor self-concept and lack of confidence
- Fear

- fear of being found out
  - fear of failure
  - fear of judgment or criticism
  - fear of rejection
- 
- **Low Self-esteem** probably the biggest and most common emotional problem that people with learning disabilities have. When you have trouble learning, you lose confidence in yourself and develop low self-esteem. This probably starts out in school, where you have the most difficulty
    - May be afraid to try things because fear of failure.
    - May intentionally do poorly (even on things you can do well) so that others (parents, teacher, friends) learn not to expect too much from you.
- 
- **Communication** with the struggle to process information, you may have difficulty expressing your thoughts and understanding others.
  - **Social confusion** difficult to understand some social situations.
    - have difficulty "reading" body language or facial expressions



- misunderstand "normal" teasing and joking
  - Overreact to or exaggerate situations
  - react with impulsive behavior instead of "processing"
  - react too slowly to situations and "be left out"
- 
- **Attention** is an area of difficulty for almost all LD students. You may have difficulty paying attention both in the classroom and when doing homework
    - ADHD
    - learned to "tune out" when learning becomes very frustrating.
    - Other times an LD student's "processing style" causes difficulty with attention

### **How To Deal**

- The best thing for you to do to "counteract" these problems is to be as open and honest as you can be about your learning disability and any "related problems" you may have.
- When you can really admit your learning difficulties to others you will find that you no longer need to be embarrassed or ashamed.
- You will also find that friends, parents, and teachers are more accepting and supportive when they really understand your struggles

## Process of Getting

### Involved In the IEP

- Ask to see your IEP
- Go through and see if your goals, interests, and accommodations still fit your needs.
- Meet with the teacher to go over these things, change goals, and update things.
- Provide teachers with a About Me sheet
- Write your script and practice what you will say during the meeting
- Invite your teachers to your meeting: verbal or use an invite.

### Example Invitation

- **An Invitation**
- Please come to my IEP meeting and share your ideas.
- Date: Wednesday, October 23rd  
Time: 2:30 p.m.  
Place: Meeting Room 4 Signed,
- Your name
- P.S. If you cannot attend this meeting, please let me know when we can meet to talk about my IEP. Thank you.

# Self-Advocating in Post-Secondary Education

## Classes

In high school, students with disabilities have IEPs or 504s that outline their specific needs, accommodations, and modifications. In college, it is up to the student to speak with the office of disability services, provide documentation of their disability, and self-advocate to a whole new level. It is imperative that you disclose your disability and share your strengths with your professor(s). Again, this is why beginning early by leading your IEP meetings is an important step towards gaining confidence, independence, and knowledge about disclosing your disability with teachers.

Common means of sharing your information with professors

- Email
- Power point
- Informal discussion
- Guided discussion with notecards



Below you will find examples of templates and guided discussion notes in the form of notecards.

The following information was sourced by:

[https://dholzberg.wixsite.com/sacrinstruction/resources-1?fbclid=IwAR2v4Ycrc5aP7JLTSHrwiFOS-QuAa2ng\\_RAZA9iKjptk5V60eZdUSM3bP58](https://dholzberg.wixsite.com/sacrinstruction/resources-1?fbclid=IwAR2v4Ycrc5aP7JLTSHrwiFOS-QuAa2ng_RAZA9iKjptk5V60eZdUSM3bP58)  
(Scripted Notecards)

<https://dredf.org/wp-content/uploads/2012/09/Sample-College-Accomodation-letter.pdf>  
(Sample email)

## SACR - Module I - Scripted Notecards

### Example:

#1

1. Hi, \_\_\_\_\_, I'm \_\_\_\_\_ from your \_\_\_\_\_.  
(instructor's name) (student's name)  
(day/s and name of class)
2. I wanted to talk to you about my accommodations.
3. I \_\_\_\_\_.  
\_\_\_\_\_  
(Explain the classroom challenge and how it impacts learning.)

### Example:

#2

4. Last year, \_\_\_\_\_.  
(Explain previously used accommodations.)
5. \_\_\_\_\_.  
(Explain how the accommodation/s helped.)
6. I think \_\_\_\_\_ in your class would be  
(State the requested accommodation.)  
extremely helpful as well.

**Example:**

**#3**

7. Before the semester, I registered with \_\_\_\_\_  
(Your University's Disability Services office)  
in order to get accommodations in my classes.
8. I will let \_\_\_\_\_ know I have asked you for  
(Your University's Disability Services office)  
\_\_\_\_\_.  
(State the requested accommodation)
9. Does that sound like a good plan?

**Example:**

**#4**

10. Great, I will \_\_\_\_\_.  
(State the agreed upon accommodation [e.g., arrange for extended time for my tests])
11. I will let \_\_\_\_\_ know that we have made  
(Your University's Disability Services office)  
these arrangements.
12. Thank you so much for working with me; I appreciate your time and help  
with this. I am really looking forward to your class! Thanks again!

## Sample Email

Date:

Instructor Name

Campus address (or email address)

Dear Professor [insert instructor name],

My name is [Insert your first and last name], and I am enrolled in your class [Insert Class number and title here] for the [Insert semester/quarter name and year]. I am writing you to introduce myself, and to explain some of my needs as a student with a disability. I really want to do well in your class, but may require some accommodations in order to be successful. I currently participate in the Disabled Students Program (DSS), and am working with [insert DSS counselor name and telephone number or email here]. My counselor has encouraged me to contact you early in the semester so that I can start off in the best possible way.

I have a disability called [insert disability name here]. This disability has nothing to do with how smart I am, and I have worked hard to get to college, and I am very capable of understanding and doing the work, but I do need a few accommodations. [Optional, but for students with HFA, Asperger's Syndrome or Tourettes Syndrome, may be a good idea] : I also sometimes have behaviors that may seem odd, and want to explain these to you. My disability makes social interaction challenging at times, and makes dealing with a great deal of noise and other sensory overload very difficult. For this reason, I may not

always participate in the same way as other students in the class [provide specific examples here] and would appreciate your understanding in [list what might be helpful here—i.e., for a quiet non-participator, maybe not making too much of the grade based on class discussions because the disability makes these very hard, or for students who are very verbal or single minded in class, focusing on one area of expertise too much, and ask too many questions, dominate class discussions, or for a student with dysgraphia, asking that class notes not be graded for a class where the syllabus says they will have a certain percentage weight, and offering to have other assignments make up the difference.].

Another issue is that I sometimes use behaviors that can make others think I am odd or different, or bother them, but I cannot help these. [Give specific examples of classroom behaviors that have created problems or comments from others in the past—i.e., rocking, flapping, hair twirling, needing to pace in the back of the room, etc.] What has worked well for me in the past has been to have an arrangement with my instructors where [Give examples of what helps you—i.e., instructor signals me discretely if I've been taking up too much time, or limits me to a certain number of questions per class, or allows me to sit near the door and come in and out quietly if I need a break, etc.].

Other accommodations I will need to be able to fully demonstrate my mastery of class material are: [insert a list here, such as]:

- Computer use during class for notes
- Notetaker

- Exams taken through DSS with extra time
- Exams taken on a computer
- Extra breaks during class projects
- Ability to work independently, as group work is very difficult
- Tutoring or extra office hour time from instructor before exams
- Ability to email questions to you after class if I cannot ask them in the group
- [Any other accommodation that would assist you to show what you know/demonstrate your learning]
- Also include any physical or technology related needs that would streamline your arrival to or participation in class—wheelchair space, access to an outlet, etc.

Please let me know as soon as possible whether there is any problem with the accommodations I need, and what I need to do in order to use them. For example, if there are special forms to fill out, I would really appreciate going over them with you or having you email them to me with instructions.

Again, I am very excited to be in your class, and will work very hard to participate as fully and effectively as possible. I appreciate your understanding and support of my disability status, and look forward to learning a great deal from you this semester!

Sincerely,

[Sign your full name]

[Insert your full name]



[provide your email and phone number]

Cc: [Insert DSPS Counselor's name here, along with names of DOR contacts,  
DDS/Regional center case manager, Center for Independent Living or other agency or  
person on your support team]

# Your Rights as a Post-Secondary Student with a Disability

Of 2,563,000 undergraduate students in the 2011-2012 school year, approximately 11.1% of students had a disability. Students with disabilities are protected by many laws (state, federal, and local) that protect them from discrimination and promote equitable access to academic services, resources, and environment. You have important rights as a student and have the ability to access many different services specifically for you. Below are your legal rights, as found on <https://www.bestcolleges.com/resources/students-with-disabilities/>.

## Your Legal Rights

### Section 504

Section 504 of the Rehabilitation Act of 1973 is one of the earliest federal pieces of disability rights legislation, and its roots can be traced back to civil rights demonstrations by the [American Coalition of Citizens with](#)



[Disabilities](#) (ACCD). Through public sit-ins, lobbying, and activist demonstrations, ACCD was able to sway Jimmy Carter's administration to ensure Section 504 compliance, which paved the way for subsequent amendments.

The Office of Civil Rights (OCR), a part of the [U.S. Department of Education](#), oversees the implementation of Section 504. Organizations that receive federal funding, such as academic

institutions and employers, are legally obligated to provide disabled students with equal benefits, services, and opportunities. Students attending college must be provided with equal access to classrooms, and they may be deemed eligible for accommodations.

### Who Section 504 Covers

At first glance, it can be difficult to tell if you're covered by the protections granted in Section 504. According to the legal text, the law applies to a "qualified individual with a disability." So how does the OCR determine whether you apply? The provisions define qualified individuals as those with a physical or mental condition that substantially restricts one or more major life activities. The [Department of Education \(ED\)](#) provides some examples of these types of impairments. However, please keep in mind that this is not a comprehensive list:

Neurological conditions	Sense organ impairments	Musculoskeletal impairments
Emotional or mental illnesses	Respiratory conditions	Digestive ailments

Learning disabilities	Organic brain syndromes	
-----------------------	-------------------------	--

### Receiving Academic Adjustments

Disclosing your disability status to your college is completely optional, however you will need to disclose this information if you wish to receive academic adjustments. This gives your college administration the information and time they need to arrange for assistive aids and services for your classes. Here are some examples of the academic adjustments colleges provide:

Sound amplification aids	Speech to text software	Accessible testing locations
Note-taking services	Priority class registration	Sign language interpretation

Course substitutions	
----------------------	--

If you plan to apply for academic adjustments, it's important to learn about your college's disability procedures in advance so you can receive assistive services and tools in time for your courses. In order to receive these adjustments, the ED suggests you examine [disability procedures](#) through admissions advisors, college counselors, college websites, student handbooks and course catalogs.

**Section 504 Limitations**

Some postsecondary academic institutions do not receive federal funding, making them exempt from complying with Section 504; the most common reasons a school would not receive funding are because it has declined funding or had it revoked. Some private colleges choose to decline federal funding for a variety of political, religious, or ethical reasons. Others may lose funding if they fail to comply with recent federal standards regarding gainful employment and loan amounts. Even if a college is exempt from Section 504 requirements, the students at this academic institution are likely covered by other disability rights legislation, such as Title II of the Americans with Disabilities Act (ADA), described below.

**Additional Legislation**

**Americans with Disabilities Act (ADA):** Students who attend public colleges are protected against disability discrimination by [Title II](#), which applies to state and local government entities.

Title III protections apply to the services, activities, and programs provided by public academic institutions. Private and for-profit colleges must adhere to [Title III](#), which prohibits discrimination by "private entities that offer certain examinations and courses related to educational and occupational certification." Additionally, these colleges are required by Title III to provide academic services in an accessible environment. Unlike Section 504, Titles II and III are enforced by the [U.S. Department of Justice](#).

**Individuals with Disabilities Education Act (IDEA):** Most of the IDEA regulations cover primary and secondary students between the ages of 3 to 21, however, the [transition services](#) included in the act are very relevant to future college applicants. Under IDEA, high schools are expected to provide students with certain services to "facilitate the child's movement from school to post-school activities, including postsecondary education." These might include advising sessions where postsecondary goals are discussed. Such sessions are referred to as [Individualized Education Program](#) meetings.

**Assistive Technology Act:** State-run organizations are eligible to receive grant funding for assistive technology programs in a number of environments, including college campuses. These grants help fund the purchase of assistive technologies (AT), such as voice amplifiers, special software, computing hardware, and wheelchairs. You can learn more about AT-funded institutions in your state by visiting the [Association of Assistive Technology Act Programs \(ATAP\)](#) database.

## **Filing Grievances**

If you believe your academic institution is not in compliance with the legislation described above, you have the option of contacting agencies that oversee these laws with your concerns. It is important to thoroughly review the policies and suggestions of each agency before submitting a complaint. These are the federal agencies that oversee the laws listed above, along with links to their complaint processes:

- [Section 504: Office for Civil Rights](#)
- [ADA: U.S. Department of Justice](#)
- [IDEA: U.S. Department of Education](#)

As a student with disabilities, it is important to thoroughly understand your federal, state, and local rights. Exploring the resources available to you on campus can make the transition to college much easier. If you qualify for academic adjustments, speak to an admissions adviser early on so you can receive services and/or assistive technology when classes begin. Many colleges employ ADA or disability rights coordinators and disability services staff who can serve as on-campus resources for your needs.

# What Environment or Program is Right for me or my Child?

When looking for a program for your child or student with a disability, it is important to consider what environment or program type is best for each individual person. Programs for individuals with I/DD vary from vocational training, two-year associate's programs, four-year degree seeking programs, or certificate-based programs. It is essential to evaluate which program is both least restrictive and most appropriate for your child or student. Just like choosing a traditional postsecondary education program, it is helpful to visit school in person, set up meetings with the office of disability services, and if it is a residential program, see if you can set up an overnight stay with a currently enrolled student.





When students are asked whether they plan on graduating from a four-year college, 25% of youth with disabilities indicated they would, compared to 89% of youth in the general population (Newman et al. 2010). Of those that seek higher education, half of students who leave high school and exit from special education services choose not to disclose their disability to their school's office of disability services. On top of these students, 14% of students admit they do have a disability, but choose not to disclose that information to their school. Therefore, only 35% of students choose to disclose their disabilities to their school. (Wagner, Newman, Cameto, Garza, & Levins, 2005; Newman & Madaus, 2014). Students who receive appropriate accommodations receive higher grades, perform better, and have higher rates of completion than their peers who choose not to disclose their disability.

On the following pages you will receive information on vocational training; separate post-secondary models including mixed/hybrid models, substantially separate models, and inclusive individual support models; two and four year degree-seeking models; and certificate-based models for students with ID in inclusive settings.

# Vocational Training

Students who seek out vocational training often have a practical interest in subjects or specific career pathways that do not require a two- or four-year degree. The good news is that vocational training costs much less and takes less time to complete than a conventional university degree. Students who seek out vocational colleges complete their training at a 23% higher rate than four-year institutions according to Community for Accredited Local Schools. If you, your child, or your student has a disability, ask to read the policy of the vocational school what their policies are for education of students with disabilities. Make sure that if you require environmental modifications such as elevators or ramps, the school you are interested in allows you to move easily around. Finally, ask about assistive equipment if you are familiar with what has worked well for you in academic settings in the past.



## Vocational Training Opportunities for individuals with I/DD:

**SWAP:** The School to Work Alliance Program (SWAP) is designed to provide employment-related assistance to youth

and young adults with disabilities, who are experiencing mild to moderate barriers to employment. Disabilities can take the form of physical, emotional, or learning disabilities. SWAP provides assistance that produces competitive, integrated employment outcomes and can

help build career pathways for students through job exploration, work experiences, post-secondary exploration, workplace readiness skills, and self-advocacy instruction.

<https://www.ppboces.org/170/School-to-Work-Alliance-Program>

**Aspen Pointe:** AspenPointe’s Career Services instills individuals in Colorado Springs with hope, confidence and the skills necessary to improve their quality of life by providing them with career counseling, employment services and training. The opportunities provided include situational assessments, job seeking skills, vocational education and training, and job placement services; all necessary to assist them in attaining their highest individual potential.

<https://www.aspenpointe.org/education-and-training/career-services>

**Colorado Department of Labor and Employment:** The Colorado Department of Labor and Employment helps individuals with disabilities prepare for, obtain, advance in, and maintain employment by providing a range of services based on your individual employment needs and goals. Rehabilitation Counselors will work closely with individuals to determine an employment goal and identify and arrange for the services that will be needed to achieve this goal. The Division of Vocational Rehabilitation is a trusted partner in helping job seekers find meaningful employment. They constantly work to build relationships with employers so their clients can compete for employment opportunities and obtain jobs that meet their needs.

<https://www.colorado.gov/pacific/dvr>

**Job Corps:** Job Corps is a free education and training program that helps young people learn a career, earn a high school diploma or GED, and find and keep a good job. For eligible young people at least 16 years of age that qualify as low income, Job Corps provides the all-around skills needed to succeed in a career and in life.

[http://pikespeak.co.networkofcare.org/veterans/services/agency.aspx?pid=JobCorpsCollbranJobCorpsCivilianConservationCenter\\_1042\\_17\\_0](http://pikespeak.co.networkofcare.org/veterans/services/agency.aspx?pid=JobCorpsCollbranJobCorpsCivilianConservationCenter_1042_17_0)

**REACH Pikes Peak – Transition to Independence:** The Transitions to Independence Program (TIP) is a goal setting program utilizing intensive one-on-one case management to assist low-income people to attain higher education and job skills. The TIP program focuses on individuals that are under educated, under employed, under skilled and at or below 185% of the federal poverty level. Services offered to participants include education assistance, job coaching, transportation, uniform assistance, testing costs, and many other services that enable the client to increase their education level and job skills. This program includes an assessment and goal setting process followed by long-term, intensive case management.

<http://www.ppcaa.org/transitions-independence-program>

**Nassau Boces Adult Education:** Career Support Services provides vocational training through an Intensive Support Program to assist students with disabilities in learning specific skills necessary for a particular job in state-of-the-art vocational classrooms. Training is available in

office skills, building maintenance, stock and inventory, auto lube specialist, direct care, culinary training, and pet care/grooming.

<https://www.nassauboces.org/Page/5119>

**The Summit Center:** The Summit Center provides training for adults with autism, training for adults with developmental disabilities, and continual support for adults and young adults looking for gainful employment. Through pre-vocational training, Supported Employment, and Project SEARCH, the individuals they serve are equipped with the tools and support necessary to find and maintain gainful employment. The overall goal is to provide training to individuals with a developmental disability and provide them the opportunity to become a productive member of society.

<https://www.thesummitcenter.org/what-we-do/adult-division/vocational-employments-services/>

**Goodwill Career Development Center:** Provides assistance with job information and adult education to qualified individuals. Programs include job training, ReHire Colorado, Work Adjust Program, and Transition Services.

<https://www.discovermygoodwill.org/jobs/career-development-center/>

The following are a list of technical colleges provided by Colorado Department of Higher Education:

<https://higherred.colorado.gov/Academics/Colleges/vocational.asp>

**Emily Griffith Technical College**

1860 Lincoln Street

Denver, CO 80203

(720) 423-4700

[www.emilygriffith.edu](http://www.emilygriffith.edu)

**Pickens Technical College**

500 Airport Boulevard

Aurora, CO 80011

(303) 344-4910

[www.pickenstech.org](http://www.pickenstech.org)

**Technical College of the Rockies**

1765 U.S. Highway 50

Delta, CO 81416

(970) 874-7671, (888) 393-5252

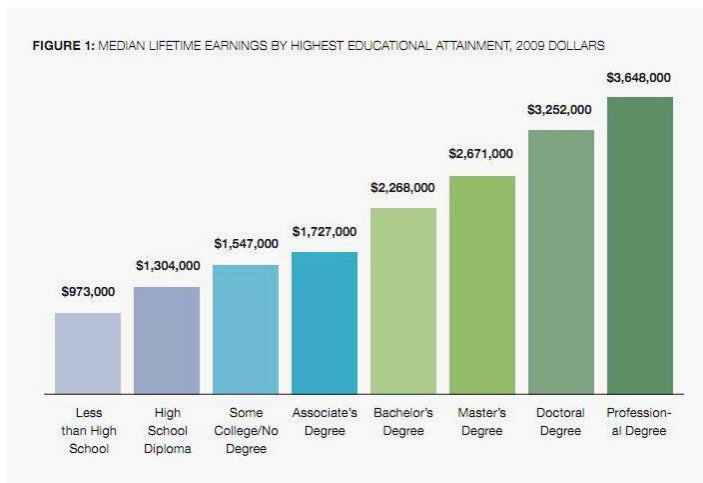
[www.dmtc.edu/](http://www.dmtc.edu/)

# Postsecondary Educational Models

Two- and four-year programs may employ several different common models that support students with disabilities at different levels. The following information is from Community Inclusion and does a great job of explaining several common models. It is essential that you speak with the schools you or your child is looking into in order to evaluate which program type is most appropriate. Before committing to any school, ask the school which model of program they follow and what supports they provide via their office of disability services.

Information Sourced by - [https://www.communityinclusion.org/article.php?article\\_id=178](https://www.communityinclusion.org/article.php?article_id=178)

## Overview of Postsecondary Models



Some local school systems nationwide partner with two- and four-year public and private colleges to offer dual enrollment options to students with intellectual disabilities, age 18 and over, who are still receiving services from their school system under IDEA. There

are an estimated 2000-3000 students with intellectual disabilities annually who are eligible for PSE options. Parents and local school systems typically initiate interest in pursuing these options, while local school system personnel coordinate student services. Some options are linked to teacher or rehabilitation professional preparation programs at the host institution, and participants from these degree programs provide a range of supports to students with intellectual

disabilities. Very few PSE programs offer dorm experiences. Often, services end when the student ages out of public school, between the ages of 18 and 21.

There are **three main types of PSE models**: mixed or hybrid, substantially separate, and totally inclusive. Within each model, a wide range of supports and services is provided. Each model is described in the order of prevalence.

1. **Mixed/hybrid model**: Students participate in social activities and/or academic classes with students without disabilities (for audit or credit) and also participate in classes with other students with disabilities (sometimes referred to as "life skills" or "transition" classes). This model typically provides students with employment experience on- or off-campus.
2. **Substantially separate model**: Students participate only in classes with other students with disabilities (sometimes referred to as a "life skills" or "transition" program). Students may have the opportunity to participate in generic social activities on campus and may be offered employment experience, often through a rotation of pre-established employment slots on- or off-campus.
3. **Inclusive individual support model**: Students receive individualized services (e.g., educational coach, tutor, technology, natural supports) in college courses, certificate programs, and/or degree programs, for audit or credit. The individual student's vision and career goals drive services. There is no program base on campus. The focus is on establishing a student-identified career goal that directs the course of study and employment experiences (e.g., internships, apprenticeships, work-based learning). Built on a collaborative approach via an interagency team (adult service agencies, generic



community services, and the college's disability support office), agencies identify a flexible range of services and share costs.

Fewer programs that serve adults or youth age 21 and older fall within these three models and offer the same range of services. The major difference between dual enrollment and adult PSE options is that the local education system no longer participates in providing student supports. Primarily, the student and family maintain momentum. Efforts are supported financially in the following ways.

- **IDEA funds:** Dual enrollment programs are often funded by the school system using IDEA or local school district funds. Additionally, the higher education institution can waive tuition.
- **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 without a standard high school diploma are not eligible to apply for financial aid, nor can their families use college savings or 529 plans to pay tuition and fees. This limits access for economically challenged students.
- **Other rehabilitation organizations:** State developmental disability/mental retardation departments may provide funding to assist a student with intellectual disabilities to access PSE.
- **Scholarships:** Foundations or organizations can give scholarships to students enrolling in PSE regardless of their financial or disability status, providing the student meets other

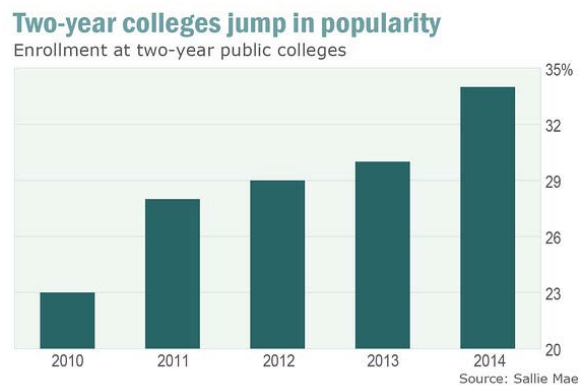
requirements. Individual colleges also award annual scholarships based on demonstrated financial need.

- **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.
- **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.

# Two-Year Associates Degree Programs

Associates degrees are often awarded to students who have completed at least 60 academic credits, most often in two-year degree seeking programs. Associates degrees are offered via community colleges, online schools, and some associates degrees are offered at schools that also offer four-year degrees. Students that earn associate degrees often do so to save money or improve grades before applying to a 4-year bachelor's degree program. Associates degrees are also ideal for career paths such as dental hygienists, radiation therapists, physical therapist assistant, veterinary technicians, and much more. Before committing to any two-year associate degree programs, ensure that you call the office of disability services and self-report your disability and submit documentation as soon as possible and definitely before classes start (although you do have the right to self-report at any time of attendance).

Associates degrees are best for students who have strong self-advocacy skills, wish to have further education on a specific career field, want to save more money than a traditional 4-year program, and have the ability to excel with moderate support with accommodations such as



extended time, audio books, and preferential seating (among many others). Below is a list of schools in Colorado that offer associate degrees, courtesy of Colorado Department of Education.

The list below can be found at the Colorado Department of Education website:

**System Office**  
9101 E. Lowry Boulevard  
Denver, CO 80230-6011

(303) 620-4000

[www.cccs.edu](http://www.cccs.edu)

**Arapahoe Community College**

5900 S. Santa Fe Drive

P.O. Box 9002

Littleton, CO 80160-9002

(303) 797-4222

[www.arapahoe.edu](http://www.arapahoe.edu)

**Colorado Northwestern Community College**

500 Kennedy Drive

Rangely, CO 81648

(970) 675-2261, (800) 562-1105

[www.cncc.edu](http://www.cncc.edu)

**Community College of Aurora**

16000 E. CentreTech Parkway

Aurora, CO 80011-9036

(303) 360-4700

[www.ccaurora.edu](http://www.ccaurora.edu)

**Community College of Denver**

Campus Box 250, P.O. Box 173363

Denver, CO 80217

(303) 556-2600

[www.ccd.edu](http://www.ccd.edu)

**Front Range Community College**

3645 W. 112th Avenue

Westminster, CO 80031-2105

(303) 404-5000

[www.frontrange.edu](http://www.frontrange.edu)

**Front Range Community College**

3645 W. 112th Avenue

Westminster, CO 80031-2105

(303) 404-5000

[www.frontrange.edu](http://www.frontrange.edu)

**Lamar Community College**

2401 South Main Street

Lamar, CO 81052

(719) 336-2248

[www.lamarcc.edu](http://www.lamarcc.edu)

**Morgan Community College**  
920 Barlow Road  
Fort Morgan, CO 80701  
(970) 542-3100, (800) 622-0216  
[www.morgancc.edu](http://www.morgancc.edu)

**Northeastern Junior College**  
100 College Avenue  
Sterling, CO 80751  
(970) 521-6600, (800) 626-4637  
[www.njc.edu](http://www.njc.edu)

**Otero Junior College**  
1802 Colorado Avenue  
La Junta, CO 81050  
(719) 384-6831  
[www.ojc.edu](http://www.ojc.edu)

**Pikes Peak Community College**  
5675 South Academy Boulevard  
Colorado Springs, CO 80906-5498  
(719) 502-2000, (800) 456-6847  
[www.ppcc.edu](http://www.ppcc.edu)

**Pueblo Community College**  
900 West Orman Avenue  
Pueblo, CO 81004  
(719) 549-3200  
[www.pueblocc.edu](http://www.pueblocc.edu)

**Red Rocks Community College**  
13300 West 6th Avenue  
Lakewood, CO 80228-1255  
(303) 914-6000  
[www.rrec.edu](http://www.rrec.edu)

**Trinidad State Junior College**  
600 Prospect Street  
Trinidad, CO 81082  
(719) 846-5011, (800) 621-TSJC  
[www.trinidadstate.edu](http://www.trinidadstate.edu)

# Four-Year Degree Seeking Programs

Four-Year Degree Seeking Programs require at least 120 semester hours or around 40 college courses. These degrees often take around four years for completion. Students who choose this option must pick at least one major area of study but are also allowed to double major or minor in other subjects. Typically, 10-12 courses are required for a major while 4-6 classes are required for a minor. A bachelor's degree is the standard requirement for many professional careers and is a prerequisite to any professional graduate school.



Before committing to a four-year school, check if a bachelor's degree is required for your wished-for career, and if you have the economic supports in place, because this is often the most expensive postsecondary option to pursue. Bachelor's degrees are best for students who have strong self-advocacy skills, wish to have deep, further education on a specific career field, have either the finances, a plan for loan repayment, or the scholarships to fund a traditional 4-year program, and have the ability to excel with moderate support with accommodations such as extended time, audio books, and preferential seating (among many others). Keep in mind that self-reporting your disability and contacting the office of disability services is a non-negotiable in this setting. Only about a third of students who enroll in a four-year program graduate within

eight years. Therefore, soft skills such as knowing how to study, how to manage time, multiple classes, and multiple commitments, and strong self-advocacy is a must for this type of program.

Below is a list of schools in Colorado that offer associate degrees, courtesy of Colorado

Department of Education.

The list below can be found at the following website:

<https://higherred.colorado.gov/Academics/Colleges/public4year.asp>

**Adams State University**

208 Edgemont Blvd  
Alamosa, CO 81102  
(719) 587-7011, (800) 824-6494  
[www.adams.edu](http://www.adams.edu)

**Adams State University**

208 Edgemont Blvd  
Alamosa, CO 81102  
(719) 587-7011, (800) 824-6494  
[www.adams.edu](http://www.adams.edu)

**Adams State University**

208 Edgemont Blvd  
Alamosa, CO 81102  
(719) 587-7011, (800) 824-6494  
[www.adams.edu](http://www.adams.edu)

**Colorado College**

14 E Cache La Poudre St.  
Colorado Springs, CO 80903  
(719) 389-6000  
[www.coloradocollege.edu](http://www.coloradocollege.edu)

**Colorado Mesa University**

1100 North Avenue  
Grand Junction, CO 81501  
(970) 248-1498  
[www.coloradomesa.edu](http://www.coloradomesa.edu)

**Colorado Mesa University**

1100 North Avenue  
Grand Junction, CO 81501  
(970) 248-1498

[www.coloradomesa.edu](http://www.coloradomesa.edu)

**Colorado Mesa University**

1100 North Avenue  
Grand Junction, CO 81501  
(970) 248-1498

[www.coloradomesa.edu](http://www.coloradomesa.edu)

**Colorado School of Mines**

1500 Illinois  
Golden, CO 80401  
(303) 273-3000

[www.mines.edu](http://www.mines.edu)

**Colorado School of Mines**

1500 Illinois  
Golden, CO 80401  
(303) 273-3000

[www.mines.edu](http://www.mines.edu)

**Colorado School of Mines**

1500 Illinois  
Golden, CO 80401  
(303) 273-3000

[www.mines.edu](http://www.mines.edu)

**Colorado State University**

Fort Collins, CO 80523  
(970) 491-1101

[www.colostate.edu](http://www.colostate.edu)

**Colorado State University - Global Campus**

7800 E. Orchard Rd.  
Suite 200  
Greenwood Village, CO 80111-2585  
(800) 920-6723

[csuglobal.edu/](http://csuglobal.edu/)

**Colorado State University - Pueblo**

2200 Bonforte Boulevard  
Pueblo, CO 81001-4901  
(719) 549-2100

[www.csupueblo.edu](http://www.csupueblo.edu)

**Fort Lewis College**

1000 Rim Drive



Durango, CO 81301-3999  
(970) 247-7010  
[www.fortlewis.edu](http://www.fortlewis.edu)

**Fort Lewis College**  
1000 Rim Drive  
Durango, CO 81301-3999  
(970) 247-7010  
[www.fortlewis.edu](http://www.fortlewis.edu)

**Fort Lewis College**  
1000 Rim Drive  
Durango, CO 81301-3999  
(970) 247-7010  
[www.fortlewis.edu](http://www.fortlewis.edu)

**Fort Lewis College**  
1000 Rim Drive  
Durango, CO 81301-3999  
(970) 247-7010  
[www.fortlewis.edu](http://www.fortlewis.edu)

**Metro State University of Denver**  
890 Auraria Parkway  
Suite 440  
Denver, CO 80204  
(303) 556-3058  
[www.msudenver.edu](http://www.msudenver.edu)

**Metro State University of Denver**  
890 Auraria Parkway  
Suite 440  
Denver, CO 80204  
(303) 556-3058  
[www.msudenver.edu](http://www.msudenver.edu)

**Metro State University of Denver**  
890 Auraria Parkway  
Suite 440  
Denver, CO 80204  
(303) 556-3058  
[www.msudenver.edu](http://www.msudenver.edu)

**University of Colorado Boulder**  
17 UCB Regent 301  
Boulder, CO 80309-0030

(303) 492-1411

[www.colorado.edu](http://www.colorado.edu)

**University of Colorado Colorado Springs**

1420 Austin Bluffs Parkway

Colorado Springs, CO 80918

(719) 255-3000

[www.uccs.edu](http://www.uccs.edu)

**University of Colorado Denver - Downtown Campus**

P.O. Box 173364

Denver, CO 80217-3364

(303) 315-2500

[administration.ucdenver.edu](http://administration.ucdenver.edu)

**University of Colorado Denver - Anschutz Medical Campus**

13001 East 17th Pl.

Aurora, CO 80045

(720) 848-0000

[www.uchsc.edu](http://www.uchsc.edu)

**University of Northern Colorado**

501 20th Street

Greeley, CO 80639

(970) 351-1890

[www.unco.edu](http://www.unco.edu)

**University of Northern Colorado**

501 20th Street

Greeley, CO 80639

(970) 351-1890

[www.unco.edu](http://www.unco.edu)

**Western State Colorado University**

600 North Adams Street

Gunnison, CO 81231

(970) 943-0120

[www.western.edu](http://www.western.edu)

**Western State Colorado University**

600 North Adams Street

Gunnison, CO 81231

(970) 943-0120

[www.western.edu](http://www.western.edu)

# Certificate Based Programs

Non-degree, certificate-based programs are growing in number across both the United States and in Colorado. As the number of programs grow, it is essential to know what may be the best fit for you or your child with a disability. If you or your child is not yet prepared or able to succeed with the rigors of a full degree program, do not be discouraged. These programs offered on college campuses help individuals transition to independence in adulthood. These programs often have a different admission process to be accepted than those pursuing traditional post-secondary options. Students who wish to pursue these options will not need a regular high school diploma or standardized testing scores. Instead, students will need documentation of their disability and their individualized support needs.



This program varies the greatest out of all programs, and often have different characteristics. Out of the more than 260 programs offered across the country, there are 2-year community college campuses, 4-year college or university campuses, residential programs, day programs, or even dual enrollment

settings that allow those in high school to begin postsecondary education in community college settings. Program types can be found in detail in the Post-Secondary Educational Models section. Programs may be fully inclusive, with students with disabilities as well as other students interact fully in academics, social, and dorm/independent living is done fully. Other programs offer a hybrid model in which students with disabilities may be enrolled in courses designed for their

varying abilities but still have social experiences and independent living in an inclusive setting. Finally, several programs are completely separate between students with I/DD and traditionally enrolled students. Certificate based programs offer the greatest amount of support for students with I/DD and provide the greatest amount of assistance reaching towards self-advocacy and independence.

Certificate based programs often have classes specifically designed for students with disabilities as well as the option to audit classes designed for typically enrolled students. Students who audit classes can participate in everyday class, take tests, write papers, all to the best of their individual abilities and adequate modifications. It is important to know that auditing classes may count towards a students' certificate but will not count towards an accredited degree. For students with I/DD that wish to take a class for credit, they must meet the same standard as everyone else in the class, though they are still allowed reasonable accommodations such as extended time or assisted technology.

# Certificate Based Programs in Colorado

**\*Much more information and resources about certificate-based resources and nationwide programs can be found online at <https://thinkcollege.net/>:**

Note: Due to the variability between programs, additional information has been provided on each of these schools

Program: CHOICES/Opportunities for Postsecondary Success (OPS) (Colorado State University)

Public or Private: Public, 4-year university

TPSID Program: Yes

Number of Students: 30

Requirements for admissions: 17-26 years old

Students in this program have: Intellectual disability, autism

Percent admitted: 100%

Retention Rate: 67%

Program able to provide federal financial aid as a Comprehensive Transition Program (CTP): No

Courses available to CHOICES and OPS students:

1. Typical college courses for credit
2. Typical college courses for audit
3. Typical continuing education courses
4. Project Search and Empowerment students do not take typical college courses but may choose to audit. OPS, Bridge, and FRCC students take typical college courses.

Credentials earned: Empowerment students receive a division of continuing education certificate and badge. Project Search students receive a certificate of completion and high school diploma.

Housing provided: Yes, inclusive on campus housing

Additional information can be found at:

<https://www.chhs.colostate.edu/ccp/programs/opportunities-for-postsecondary-success/>



Program: Elevate at Arapahoe Community College (ACC)

Public or Private: Public, 2-year community college or junior college

TPSID Program: No

Number of Students: 19

Requirements for admissions: High school diploma or other diploma (IEP diploma, certificate of attendance)

Students in this program have: Intellectual disability, autism, developmental disabilities

Percent admitted: 63%

Retention Rate: Unreported

Program able to provide federal financial aid as a Comprehensive Transition Program (CTP):  
Yes

Courses available to CHOICES and OPS students:

1. Typical college courses for credit
2. Elevate Workshop series focusing on independent living skill building and personal development

Credentials earned: Comprehensive Higher Education Certificate

Housing provided: No

Additional information found at: <https://thinkcollege.net/programs/elevate-at-acc>



Program: Office of Inclusive Services (OIS) at University of Colorado, Colorado Springs (UCCS)

Public or Private: Public, 4-year college or university

TPSID Program: No

Number of Students: 11

Requirements for admissions: Other diploma (IEP diploma,, certificate of attendance)

Students in this program have: Intellectual disability

Percent admitted: Unreported

Retention Rate: 100%

Program able to provide federal financial aid as a Comprehensive Transition Program (CTP): No

Courses available to CHOICES and OPS students:

1. Typical college courses for credit
2. Independent OIS courses
3. Typical college courses for audit

Credentials earned: Certificate awarded by program, not officially recognized by Institute of Higher Education

Housing provided: Yes, inclusive off campus housing

Additional information can be found at: <https://www.uccs.edu/inclusiveservices/faqs>



Program: University of Northern Colorado GOAL

Public or Private: Public, 4-year college or university

TPSID Program: No

Number of Students: 10

Requirements for admissions: Other diploma (IEP diploma, certificate of attendance), 18+, student must be their own legal guardian

Students in this program have: intellectual disability, autism, cerebral palsy, developmental disability

Percent admitted: 70%

Retention Rate: 100%

Program able to provide federal financial aid as a Comprehensive Transition Program (CTP):  
Yes

Courses available to CHOICES and OPS students:

1. Typical college courses for credit
2. Typical college courses for audit (2 required per semester)
3. Students take at least two academic courses based on their desired outcomes and modified to meet their needs.
4. One GOAL course with only GOAL students is taken for credit each semester
5. After the first semester, field hours in work settings on and off campus are required

Credentials earned: Comprehensive higher education certificate with an emphasis in an individualized area of study

Housing provided: Yes, inclusive on campus

Additional information can be found at: <https://thinkcollege.net/programs/unc-goal>





# Looking at Out of State Options

While many students choose to either stay close to home or live at home for post-secondary education, some students may wish to explore options outside of their home state. Many considerations are required for this situation such as how one can best support students from afar, financial costs, moving logistics, and more. Largely, considerations for out of state options include more of a monetary commitment. Schools are often more expensive out of state, it costs more to travel between school and home, and cost of living may increase or decrease depending on where that student would like to move. Students who choose to move further from home should have a considerable amount of independence and thrive in their own living environment.

## Schedule your visit

When visiting out of state, ensure that there are accessible classrooms and campus resources that fit your needs. Arrange a meeting with the admissions office and let them know you'd like to set up a meeting with student services and people who are connected to your desired major.

# Visiting Campuses with Specific ID Programs

An important part of any postsecondary education search is visiting campus, speaking with professors, meeting current students, and introducing yourself to the office of disability services or specific local service providers. Visiting campus will give you a sense if the school is the right fit for you or your child. Even if you are looking at local institutions, it is important to speak with individuals that work there as well as students to ensure your or your child's success.

When students are applying to attend a college program for students with ID, there is typically a different



admissions process than the one used by degree-seeking students. Unlike students who are applying to college through the standard admissions process, students will NOT need a regular high school diploma or SAT or ACT scores. They WILL need documentation of disability and support needs. Check the website of programs you are interested in to learn more about specific requirements. Once you have a list of possibilities, contact the program to ask to schedule a campus visit.

On the following pages, you will find a guide created by thinkcollege.net that outlines great questions to ask the schools you visit for general student information, student experiences, academics, residential access, fees, tuition, financial aid, program administration, communication with parents, integration with the campus community, employment support, and common outcomes following the program. It is best to ask too much than too little when making a long-term and financial commitment to any program.

Conducting a college search is a daunting task for every family and every potential college student. All students need to think about factors such as the size of the college, its location, and whether or not to live on campus or at home.

For students with intellectual disability (ID), there are some additional aspects to consider. This resource provides guidance to students with ID and their families on the range of questions to ask when gathering information about different programs.

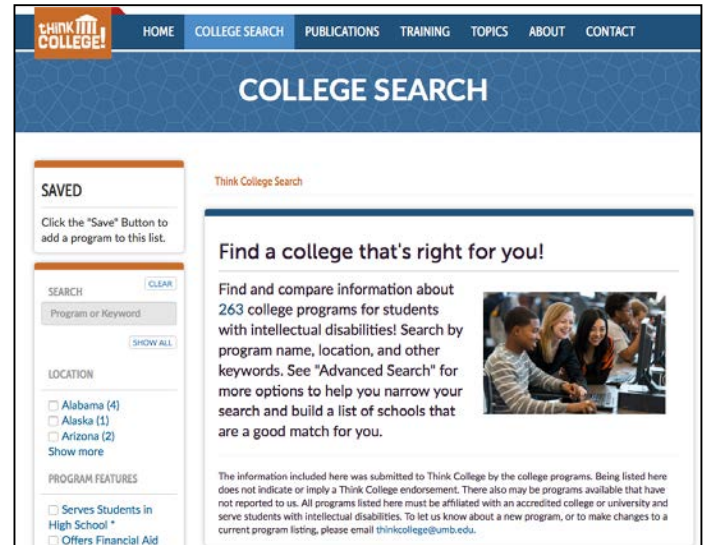
**Think College Search** is an online listing of postsecondary education programs for students with ID that are affiliated with an accredited institute of higher education. This online tool provides contact information, as well as a direct link to the program website of each college. It also summarizes important features, such as whether a program offers housing, if financial aid is available, and what kinds of academic, social, and employment opportunities exist.

Using Think College Search will help to narrow down the options. But to make sure of a great fit between a college and a student, you'll have to take some other steps, too.

Here are some ways to learn more:

- Set up a phone call to ask questions.
- Schedule a college visit to see the campus and meet the staff, faculty, and students.
- Visit the disability services office to see how involved that office is with the program.
- Connect with alumni and their families to learn about their experiences at college and what they're doing now.

On the following pages are some questions to consider as you begin your college search. Some of these you may be able to answer by reviewing a program's website; in other cases, a phone call or campus visit may be more effective. You can ask all or most of these questions, or just choose a few. The point is to learn what you need to know to make an informed decision!



## General Student Information



What kinds of disabilities do students in the program have?

What percentage of students who enroll are students with ID?

How many students apply each year? How many are accepted?

## Student Experiences



What is a typical day like for students? Does each student have their own experience and schedule, or are the days similar for everyone?

Can students access everything on campus that other students can, for example, the library, the gym, and the student center? Are there any limits on what facilities they can use or activities they can do?

How does a student find out about and gain access to on-campus activities?

What are some typical things that students do when they have free time on campus?

Are there supports in place to ensure students can participate in extracurricular activities that interest them?

## Academics



**Is person-centered planning used to shape the program experience for each student?  
If so, how does that process work? If not, how does a student plan their program experience?**

**What courses do students take? Are there required courses? If so, what are the required courses?**

**What are the requirements for a student auditing a college course, or taking a course for credit?  
How are these arrangements made with the college faculty teaching the courses?**

**Are students from the program able to take typical college courses (regular courses, not just for students with disabilities)? (Ask to see a list of courses students have participated in.)**

**How much choice do students have in selecting their courses?**

**How are accommodations set up for the courses students take?**

**How many of the courses students take are separate courses just for students with ID?  
Who teaches the separate courses?**

## Residential Access



Is on-campus housing available for students in the program? Can they live in any dorm, or are there only certain spaces for them?

Are there special rules for students with ID that do not apply to other students, for example, a curfew or additional room checks?

How is safety and security for the students in campus housing balanced with freedom?

How are roommates assigned for students in the program?

## Services and Supports for Students



What supports are provided to students to help them attend courses, take part in activities, and become more independent?

If peer mentors are used, how are they trained and supervised?

How are students matched with peer mentors and support staff?

Who do students go to with questions or to ask for help?

Are students able to move independently around campus, or are they required to have a peer mentor or other support person?



## Fees, Tuition, and Financial Aid



**How do students pay for the program fees and tuition? Do students use vocational rehabilitation funds, IDEA funds, community agency funds, personal funds, federal financial aid, scholarships, or other resources?**

If the program is approved as a Comprehensive Transition Program, or CTP, students in that program may be eligible for financial aid. If the program has been approved as a CTP, this will be shown on Think College Search. If they are not yet a CTP, ask if they have applied or plan to apply for this designation.

## Program Administration



**How many full-time and part-time employees are there?**

**In what department is the program located?**

**Are staff employed by the college? If not, who do they work for?**

## Communication with Parents



**What communication strategies are used with parents?**

**What role, if any, does the parent have in the development of the student's program and supports?**



## Integration with the Campus Community



Are students and faculty on the campus aware of the program? How do you know?

How is inclusion implemented on the campus?

## Career Development/Employment



Does the program have a job developer who finds opportunities for students to participate in internships or work experiences?

Are there job coaches? If so, what are their qualifications?

Are students supported to get paid work during the program? What kinds of jobs do they typically get?

## What Happens After the Program?



**What are the graduation rates? Job placement rates? Rates of job retention after one year?**

**Is there an alumni organization? Parent alumni?**

**What certificate or credential do students earn when they graduate from the program?**

**Does the program help students find a paid job when they graduate?**

**Ready to talk to someone in an inclusive college program?  
Great! Schedule a phone call or a campus visit so you can ask  
the questions that matter most to you.**

**Do you have other questions you would like to ask?  
Record them here:**



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HOW TO THINK COLLEGE, Issue No. 1, 2017

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# Visiting Campuses for a Student with a Learning Disability that is in a degree-seeking program

If you are visiting campuses and you are enrolled in a traditional area of study but do need to access the office of disability services for assistance in ensuring accommodations, then a visit to the office of disabilities added onto your traditional visit is a must. We know that 94% of high school students with learning disabilities receive some form of assistance. In contrast, only 17% of college students with learning disabilities take advantage of learning assistance resources at their school. It is integral to contact accessing services early in order to facilitate the most amount of success for students.

Below are some resources and valuable information provided by [bestcolleges.com](http://bestcolleges.com).

## What are the three most important attributes or characteristics a student with learning disabilities should consider when selecting a university experience and why?

1. Students should consider the breadth and depth of support for learning difficulties (LDs) - whether it's a learning disability such as dyslexia, or learning differences related to ADD/ADHD, or, autism spectrum disorder (ASD).
2. Make sure to read recent testimonials from students and/or graduates with a LD about their experiences at the institution. A student should be able to hear first-hand how similar learners succeeded at that particular institution; they should be able to gain clarity regarding the processes, growth, support, and which led to good outcomes. These outcomes could occur at any point in the path, and can be for big or small issues; all successes are important.

3. An ability to see evidence of how an institution integrates support for LDs in learning environments and across the residential areas is important. These should not simply be stacked on accommodation services or promises, but truly integrated curriculum-based programs and elements that are part of a larger, overall program ethos and operation.

## Accommodating Students with Learning Disabilities

Most college campuses have dedicated staff to help students with learning disabilities receive the resources and assistance they need to succeed in their educational journey. A number of different accommodations are available, enabling students to attend classes, complete coursework, and undertake exams in a way that suits them best. We cover some of the most common accommodations below:

COLLAPSE ALL

### Modifying Individual Course Instruction

Whether adjusting content, the presentation of content, or the learning environment, individual course instruction identifies specific needs of a learner and tailors information to make it more accessible while still presenting the same core content.

### Alternative Forms of Coursework and Testing Material

This type of accommodation may rework an examination or culminating project in order to allow students different ways of expressing what they've learned. But while some courses only meet minimum legal accommodations, initiatives like the [Universal Design of Instruction](#) are urging educators to make exceptionally accessible courses that have an effect on every element of the learning process.

### Adaptive/Assistive Software and Technology

Whether it's a program to help dyslexic students process text more easily, a stress management tool, or a recording device, the range of assistive technology catering to learning disabilities is expansive.

### Different Types of On-Campus Support Centers

When researching prospective schools, students with learning disabilities and their families should pay special attention to the support offerings. Examples could include a disability services office, resident directors trained to support students with learning disabilities, or a student-led group. Students should take time to get to know the staff

behind these initiatives, as they'll be much more likely to ask for help if they feel comfortable with the people assisting them.

### Classroom Accommodations

These accommodations are wide ranging and could include providing a scribe or note taker, in-class assistants, accessible seating, or a quiet classroom for taking examinations.

### Additional Time for Coursework, Testing and Assignments

Once a student has disclosed their disability to the proper office, they are often eligible to receive extra time for their coursework and exams. This could also translate into the school providing oral exams if the student responds better to this type of testing.

### Disability Resource Centers

In addition to disability services on campus, students and families should research disability resource centers in the community surrounding a school. Often, these organizations will maintain partnerships with schools to provide individualized services for learning disabled students.

### Assistive Technology (AT)

According to the Assistive Technology Industry Association, AT can be any equipment, software, product or system specifically designed to assist individuals with disabilities. As technology further integrates into everyday life, countless forms of assistive software and hardware are now available to help students learn in a way that suits them best. Some common forms of assistive technology include:

**Talking Word Processors/Speech-to-Text** - Speech-to-text technology is especially helpful for students with dyslexia or a physical impairment, as it allows them to dictate a paper or assignment and have it translated into a text document.

**Digital Recorders** - Students who struggle with ADHD and find themselves distracted in class often use digital recorders, allowing them to record lectures or classroom instruction and listen to it later in a space where they can concentrate.

**Assistive Technology Centers** - These centers typically provide a variety of services, including formatting materials or coursework to be accessible to students with different learning disabilities, training students or staff in the use of assistive technologies, and providing assistive technologies to those who require them.

# Choosing your Area of Study

According to [insidehighered.com](http://insidehighered.com), almost a third of first-time college students change their major at least once in three years and twenty-eight percent of students in associate degree programs change their major at least once. While many people encourage students to have an idea about what area of study the student would like to do, it is not essential to have a hard and fast choice of what to explore in their post-secondary education. What is most important is that students enter post-secondary education with a positive attitude of exploration and a love for learning.



## Aptitude Tests:

Transition services including career exploration, work experience, and job training can never start too early and there are several existing programs and aptitude tests aimed towards allowing students to discover what their passion is and how they can pursue their interests. Free

aptitude tests can be fun to explore and a great way for you to individually consider what type of working environment, job, or career is best suited for you and your skills. Below are several free options that can help spark your exploration into future careers:

<https://www.123test.com/career-test/>

<https://www.truity.com/view/tests/personality-career>

<https://www.thebalancecareers.com/free-career-aptitude-tests-2059813>

<https://www.princetonreview.com/quiz/career-quiz>

<https://www.whatcareerisrightforme.com/career-aptitude-test.php>



# Entry Level Jobs or Internships to Gain Experience and Exposure

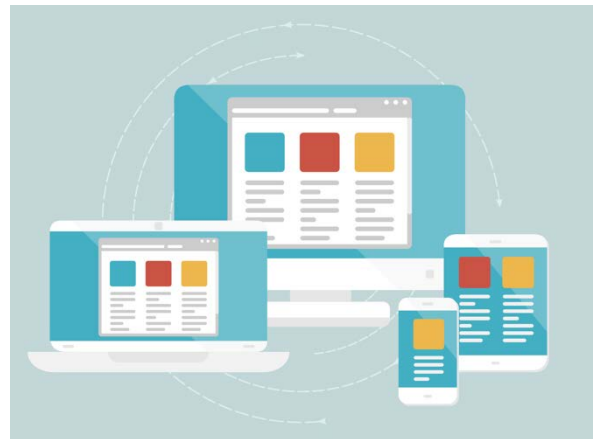
What better way of exploring than trying out the job itself? There are many entry level positions or community internships available. When looking for a position there are many clues from the website, to the office, to things to look out in the interview, and while touring the workplace to keep in mind. Hannah Fattor of Learn How to Become has made a great guide that is created for individuals with intellectual or developmental disabilities which can be found below.

## WHAT TO LOOK FOR...

### On the Website

Many companies and organizations that welcome employees with disabilities will make it clear on their website that they are committed to diversity and inclusion. To attract a wider demographic of employees, they may include some or all of the following on their website:

- An accessible website such as large text or links, "text-only" versions for people with visual impairments who use screen readers, and/or audio clips for people who are deaf/hard of hearing. The University of Cambridge offers an Inclusive Design Toolkit that fully explains the practice.



- An explicit, public commitment to workplace diversity and inclusion in a statement that includes people with disabilities, and a diversity and inclusion plan that is clearly outlined, with actionable steps to encourage greater diversity in the organization's hiring pool.
- Regularly-updated reports on the status of diversity and inclusion at the organization over time.
- Benefits like a flexible workplace schedule with opportunities to take work from home days, make-up options outside normal business hours or even the option to exclusively telecommute.

### Visiting the Office

If a job involves regular work in an office or other specific location, employees with disabilities should be sure they feel comfortable in that workplace. A building designed to retain diverse employees, including those with disabilities, might include some of the following features:

- A clearly-indicated entrance accessible to people with limited mobility, and parking spaces for people with disabilities that have the necessary space for vans and lifts.
- Accessibility features like automatic doors or door openers, lifts or elevators if the offices are on the second floor, and Braille or large-print signs and accessible restrooms, water fountains, kitchens, hallways, aisles, offices and other rooms.
- Adaptive seating options that allow people with mobility devices or other physical needs to be comfortable at a desk.

- A commitment to minimizing workplace stressors by providing quiet workspace zones, flexible break times, recreation or relaxation areas.

### During the Interview

The interview process is when a prospective employee can learn about the values, expectations and atmosphere of the workplace and assess whether a job will fit well with their professional goals and lifestyle. For people with disabilities, are some important accessibility issues and career opportunities to ask about in the interview:



Q: Does the company have a contact person or department to reach out to with questions about inclusion, accommodations and accessibility?

Q: Is there someone in the office who can converse in sign language?

Q: Do you provide a budget for employee professional development, such as funds for seminars and conferences?

### In the Workplace

In the later stages of hiring, it may be possible to shadow an employee and get to know the office environment. In exploring the workplace, students with disabilities can look for the following examples of accessible workplace systems:

- Assistive technology in phones or audio conferencing such as volume control, closed captioning and microphones.
- Workplace advocacy groups that staff can join to find community, promote cultural awareness, share professional development, and promote greater visibility of issues that affect them in the office.
- Service animal guidelines or clear expectations in place for respecting service animals in the building.

# Financing your Post-Secondary Education

## Experience

For many students, post-secondary education is a dream that is often accompanied by stress of how to pay for expensive programs. In addition to tuition, students must budget for room and board, insurance, transportation, books, and food. Students often pay for programs by tapping into federal grants, loans, jobs, work-study programs, scholarships, and financial aid. Don't be discouraged by the ticket prices of programs, most people receive several forms of aid before attending.



### Federal Student Aid Programs

The U.S. Department of Education funds several programs that offers billions of dollars of aid to students. However, not all schools participate in all federal student aid packages.

### **Federal Pell Grants**

These are available to undergraduate students and do not require repayment. Pell Grants are awarded to low-income undergraduate students on need-based grants. Pell Grants are used for tuition, fees, room and board, books, transportation, supplies, and more.

### **Federal Stafford Loans**

These are available to undergraduate and graduate students. This form of federal funding must be repaid. Interest rates vary, and if you qualify for a subsidized Stafford loan, the interest will be paid by the government while you are in school, during grace periods, and during deferment periods.

### **Federal PLUS Loans**

These are unsubsidized loans made to parents. Like Federal Stafford Loans, interest rates are variable.



### **Supplemental Security Income (SSI) and Plan for Achieving Self Support (PASS)**

This is often used with monthly benefits for people with low income who are over the age of 65 or have other disabilities. The Social Security Administration may also approve a Plan for Achieving Self Support (PASS), in which a student is able to set aside income and resources that are being used toward a specific vocational goal (such as college tuition) and still receive SSI payments. However, be aware that earnings from employment may affect SSI benefits.

### **Colorado ABLE Program**

In 2017, Colorado became the 28<sup>th</sup> state to launch an ABLÉ program. This program allows qualified individuals with disabilities to put up to \$14,000 a year and up to \$100,000 in total to an ABLÉ account. Money placed into these accounts do not impact individual's eligibility for federal funding such as SSI or Medicaid. Anyone is able to contribute to an ABLÉ account, not just parents or guardians. People who open an ABLÉ account pay \$45 yearly and has a monthly maintenance fee of \$2.

### Special Needs Trusts

Also known as Supplemental Care/Needs Trust, is a discretionary trust designed for individual with disabilities supplemental care, or areas of care not provided under public benefit programs (including post-secondary education). These trusts are meant to assist individuals



who have a disability without compromising their public benefit programs like SSI, Home and Community Based Services (HCBS), or Medicaid. These trusts are ideal for parents or guardians of children or adults with disabilities that wish to leave behind more than \$2,000 in assets. A Special Needs Trust allows individuals with disabilities to keep inheritances without losing their public benefits. These trusts can be used for tuition, books, supplies, transportation, health or life insurance, clothing, and much more.

## **Disability-Related Scholarships and Awards**

Beyond federal funding and personal or familial funds set aside, there are many scholarships set aside specifically for individuals with disabilities. Students should also check for local scholarships which tend to have less competition which means a higher chance of earning the award.

The following opportunities are specifically available students with disabilities.

### **General**

Disabled World  
[www.disabled-world.com/disability/education/scholarships/](http://www.disabled-world.com/disability/education/scholarships/)

Incight Scholarship  
Incight  
971-244-0305  
[www.incight.org/scholarship](http://www.incight.org/scholarship)

Lime Scholarship  
Google & Lime  
[www.limeconnect.com/programs/page/google-lime-scholarship](http://www.limeconnect.com/programs/page/google-lime-scholarship)

Paul G. Hearne Leadership Award  
American Association of People with Disabilities  
800-840-8844  
[www.aapd.com/aapd-paul-g-hearne-leadership-awards/](http://www.aapd.com/aapd-paul-g-hearne-leadership-awards/)

Student Award Program  
Foundation for Science and Disability  
[www.stemd.org/](http://www.stemd.org/)

### **Autism Spectrum Disorders**

Ben's Fund Autism Grant for children under 18  
[www.featwa.org/grants/](http://www.featwa.org/grants/)

### **Hearing Loss/Deafness**



AG Bell Financial Aid Programs  
Alexander Graham Bell Association for the Deaf and Hard of Hearing  
202-337-5220  
202-337-5221 (TTY)  
[www.agbell.org/Connect](http://www.agbell.org/Connect)

Graduate Fellowship Fund  
Gallaudet University Alumni Association  
(202) 250-2590 (videophone)  
(202) 651-5060 (voice)  
(202) 651-5062 (fax)  
[www.gallaudet.edu/alumni/alumni-association/the-centennial-funds/graduate-fellowship-fund](http://www.gallaudet.edu/alumni/alumni-association/the-centennial-funds/graduate-fellowship-fund)

### **Hard of Hearing and Deaf Scholarship**

Sertoma International  
816-333-8300  
[sertoma.org/what-we-do/scholarships/](http://sertoma.org/what-we-do/scholarships/)

Help America Hear Scholarship  
The Foundation for Sight and Sound  
[www.foundationforsightandsound.org/scholarship.php](http://www.foundationforsightandsound.org/scholarship.php)

### **Visual Impairments**

ACB Scholarship  
American Council of the Blind  
612-332-3242  
<https://www.acb.org/scholarships>

AFB Scholarships  
American Foundation for the Blind  
800-232-5463  
[www.afb.org/info/afb-2017-scholarship-application/5](http://www.afb.org/info/afb-2017-scholarship-application/5)

Anne Lowe Scholarship  
Christian Record Services for the Blind  
[christianrecord.org/client-services/scholarship/](http://christianrecord.org/client-services/scholarship/)

Ferrell Scholarship  
Association for Education and Rehabilitation of the Blind and Visually Impaired  
877-492-2708  
[aerbvi.org/resources/aer-scholarships/](http://aerbvi.org/resources/aer-scholarships/)

Help America See Scholarship  
The Foundation for Sight and Sound  
[www.foundationforsightandsound.org/scholarship.php](http://www.foundationforsightandsound.org/scholarship.php)

Lighthouse Scholarships  
Lighthouse Guild  
212-769-7801  
[www.lighthouseguild.org/programs-services/scholarships/](http://www.lighthouseguild.org/programs-services/scholarships/)

Mary P. Oenslager Scholastic Achievement Awards  
(800) 221-4792  
[www.learningally.org/NAA](http://www.learningally.org/NAA)

NFB Scholarships  
National Federation of the Blind  
410-659-9314, Ext. 2415  
[nfb.org/scholarships](http://nfb.org/scholarships)

Scheigert Scholarship  
Council of Citizens with Low Vision International  
[www.cclvi.org/scheigert-scholarship](http://www.cclvi.org/scheigert-scholarship)

### **Physical/Mobility Impairments**

1800Wheelchair  
800-320-7140  
[www.1800wheelchair.com/Scholarship](http://www.1800wheelchair.com/Scholarship)

National Chair Scholars Scholarship  
ChairScholars Foundation  
813-391-1003  
[www.chairscholars.org](http://www.chairscholars.org)

National MS Society Scholarship Program  
National Multiple Sclerosis Society  
800-344-4867  
[www.nationalmssociety.org/Living-Well-With-MS/Work-and-Home/Insurance-and-Financial-Information/Financial-Resources/Scholarship-Program](http://www.nationalmssociety.org/Living-Well-With-MS/Work-and-Home/Insurance-and-Financial-Information/Financial-Resources/Scholarship-Program)

Mobility Scooters Direct Scholarship Program  
Mobility Scooters Direct  
[www.mobilityscootersdirect.com/scholarship](http://www.mobilityscootersdirect.com/scholarship)

SBA Scholarships  
Spina Bifida Association of America

202-944-3285 ext. 23  
[spinabifidaassociation.org/scholarships/](http://spinabifidaassociation.org/scholarships/)

### **Health Impairments**

HFA Educational Scholarship  
Hemophilia Federation of America  
800-230-9797  
[www.hemophiliafed.org/programs/educational-scholarships/](http://www.hemophiliafed.org/programs/educational-scholarships/)

IDF Scholarship Programs

Immune Deficiency Foundation  
800-296-4433  
[primaryimmune.org/services/idf-academic-scholarship-programs/](http://primaryimmune.org/services/idf-academic-scholarship-programs/)

Kevin Child Scholarship  
National Hemophilia Foundation  
800-424-2634 ext. 3700  
[www.hemophilia.org/Community-Resources/Scholarships/Kevin-Child-Scholarship](http://www.hemophilia.org/Community-Resources/Scholarships/Kevin-Child-Scholarship)

### **Scholarships for Survivors Program**

Patient Advocate Foundation  
800-532-5274  
[www.patientadvocate.org/events.php?p=69](http://www.patientadvocate.org/events.php?p=69)

Ulman Cancer Fund for Young Adults  
888-393-3863 (FUND)  
[ulmanfund.org/scholarships/](http://ulmanfund.org/scholarships/)

### **Learning Disabilities**

Anne Ford and Allegra Ford Scholarship  
National Center for Learning Disabilities  
888-575-7373  
[apply.nclld.org/](http://apply.nclld.org/)

Hydrocephalus Association  
[www.hydroassoc.org/scholarships/](http://www.hydroassoc.org/scholarships/)

Marion Huber Learning Through Listening Awards  
[www.learningally.org/NAA](http://www.learningally.org/NAA)

RiSE Scholarship Foundation, Inc  
[risescholarshipfoundation.org/apply-now/](http://risescholarshipfoundation.org/apply-now/)

### **Mental Health**

Baer Reintegration Scholarship  
[www.reintegration.com/application-process-now-open](http://www.reintegration.com/application-process-now-open)

### **Disabled Veterans & Military Families**

AFCEA Disabled War Veterans Scholarship  
[www.afcea.org/site/?q=foundation/scholarships/war-veterans](http://www.afcea.org/site/?q=foundation/scholarships/war-veterans)

Scholarships for Disabled Veterans  
[www.fastweb.com/directory/scholarships-for-disabled-veterans](http://www.fastweb.com/directory/scholarships-for-disabled-veterans)

# How to access the Office of Disability Services

As a reminder, in college, students do not have official IEP or 504 plans because colleges are not covered in the Individuals with Disabilities Education Act or IDEA. In college, students do not have the same team members or support and services that one received in high school.

However, there are still some laws that cover post-secondary education students including Section 504 or the Rehabilitation Act of 1973 as well as the Americans with Disabilities Act (ADA). However, these laws have different goals than IDEA. These laws protect and ensure equal access for students with disabilities and are meant to protect those students from discrimination.



Colleges or universities do provide accommodations to students who are eligible under the ADA but don't have to give students the same types of supports as in high school. It is the student's responsibility to provide documentation and evidence that they are eligible for specific accommodations such as extended time on assignments or tests.

Here are some standard steps that apply to many two- and four-year degree seeking programs:

1. The student must register as a student with disabilities to get accommodations.
  - a. In order to get accommodations in college, students need to register themselves via the disability services office, NOT the admissions office.
  - b. Writing about your disability in your college application, providing a copy of your IEP or 504, or an informal discussion with an admissions counselor does not guarantee accommodations.
  - c. Check your college or university's disability services website for specific, individual instructions. This process will most likely include an application or registration form which may be able to be done online with the student's ID or printed out and completed by hand.
2. Ensure you have the correct documentation; many colleges require different accommodations or have specific guidelines.
  - a. Before receiving accommodations, you need to provide evidence of your disability. Some colleges require the most recent high school evaluation report, but make sure it is recent. Often, that requirement is in the last three years.
3. Be aware you will no longer have a specific case manager or special education teacher, you will only have a contact person.
  - a. Your contact at the office of disability services will work to determine reasonable accommodations such as extended time or having specific living environments.
  - b. They will then write you an accommodation letter listing what you are entitled to in the classroom. This letter will be sometimes be sent to your professors at the

start of the semester but more often you will have to give the letter yourself. It is YOUR responsibility, no one else, to explain your accommodations.

- i. **IMPORTANT:** often, your professors may not read deeply or stay informed on your accommodation letter if sent by the office of disability services. Be a strong self-advocate and remind your professor of your accommodations if they seem to forget.

4. You are entitled to accommodations, not modifications.

- a. Typical accommodations like taking a test in a distraction-free room, the use of a laptop in the classroom, audio recordings of lectures, or others are found frequently in college classrooms. However, a student will no longer receive modifications like shortened assignments, allowing notecards with formulas or reminders on a test.
- b. Check with your school on what assistive technology may be right or helpful for your child that the school provides.
- c. Some colleges may have professional tutors with a background in specific mild learning disabilities or may run programs for study skills and time management workshops. Ask if your program offers any of these, if they do, take advantage of them! **NOTE:** Not all schools will offer these services because they are not required by law.

5. Your parents will no longer be notified of your process

- a. In high school, your parents had the legal right to understand what your accommodations, modifications, and academic standing were.

- b. This law is meant to protect the students' privacy. If a parent wants to talk with a disability services coordinator, you will need both the school's and the students' permission.
- 6. It is no longer the school's responsibility to provide evaluations or testing for learning and attention issues, and they will not have the responsibility to pay for testing.
  - a. Even in the case of updating testing results, your student is now responsible to schedule, attend, and pay for a private evaluation if they suspect they have an undiagnosed learning or attention issue.
  - b. If you are in high school and suspect a possible learning or attention issue, it is in your best interest to seek testing and supports now rather than in college.

The following link is to a video that provides great advice on the process of receiving accommodation services in college

<https://www.youtube.com/watch?v=qb7jBbp-EXE>



# List of Common Accommodations

Courtesy of <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-classroom-accommodations-and-modifications>

**Presentation accommodations** (changes the way information is presented)

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos, and digital media instead of reading print versions
- Work with fewer items per page or line
- Work with text in a larger print size
- Have a “designated reader”—someone who reads test questions aloud to students
- Hear instructions spoken aloud
- Record a lesson, instead of taking notes
- Get class notes from another student
- See an outline of a lesson
- Use visual presentations of verbal material, such as word webs
- Get a written list of instructions



**Response accommodations** (changes the way students complete assignments or tests)

- Give responses in a form (spoken or written) that’s easier for them
- Dictate answers to a scribe who writes or types
- Capture responses on an audio recorder
- Use a spelling dictionary or digital spell-checker
- Use a word processor to type notes or give answers in class
- Use a calculator or table of “math facts”

### Setting accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where they learn best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)



### Timing accommodations

- Take more time to complete a task or a test
- Have extra time to process spoken information and directions
- Take frequent breaks, such as after completing a worksheet

### Scheduling accommodations

- Take more time to complete a project
  - Take sections of a test in a different order
- Take a test at a specific time of day

### Organization skills accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Use a planner or organizer to help coordinate assignments
- Receive study skills instruction



# What to do if Your Accommodations are not Being Respected/Upheld in a Post-Secondary Setting

It can be incredibly upsetting if you have accessed the office of disability services, communicated with your professor in advance, and self-advocated to be met with your accommodations not being upheld. You are in fact protected by several specific laws and expectations at the post-secondary level. As mentioned earlier in this packet, IDEA does not apply to postsecondary education but Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) do protect you. As a reminder...

## Section 504

Prohibits discrimination in the participation in programs or activities of students with a physical or mental disability. The institution is required to administer “appropriate academic adjustments” or accommodations.



## Title II

Prohibits state and local governments from discriminating against “qualified individuals with disabilities”. This applies to programs, services, and activities in public colleges or universities regardless of if they do or don’t receive federal funding.

## Title II

“No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

What to do if your rights are violated:

### 1. Understand your rights

- Check your school's provided information on the rights and services your school provides its students.
- The website or office of disability services is the best place to start.

### 2. File a Grievance with your school

- Again, look on your school's website or visit the office of disability services on how to file a grievance with your specific school.
- These are often electronic so check the website for an official form. If there is not a form online, visit in person and request an official paper form.
- Make sure to be prepared to present all evidence on how your rights have been violated.

### 3. If you file a grievance and are not satisfied with the outcome, file a complaint with the U.S. Department of Education's Office of Civil Rights

- These complaints must be filed within 180 days of the last discrimination.
- Prior to filing this complaint, you must have placed an official grievance with your specific school.
- You may file via mail or online at <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>.

### 4. Consider action via the courts

- A final option is to sue through the courts.
- This is expensive and time consuming, so ensure you have sought out all other options before an official filing.

- You will need a private attorney to consult and obtain a clear understanding of your rights.

# How to Access Assistive Technology/Assistive Technology Coordinators

Assistive technology coordinators are a resource to a school's faculty, staff, and students. These individuals coordinate the evaluation, installation, and ongoing maintenance of assistive technology devices, and oversees the conversion of instructional materials into alternative media formats. If you have used assistive technology in high school to help with your disability, you must ask colleges during your search what AT services are available on campus.

Below is a list of questions compiled by understood.com that are useful to consider asking when learning about your school's availability of assistive technology for students. There are many questions but take a look at the list and consider what is imperative for you to know before attending.

What's the name of the office of disability support services at this college?

Is a specific person responsible for dealing with AT for students with issues like mine?

What's required to be eligible for AT accommodations at this college?

What documentation do you need and when? Who should get it?

Will I need to describe how AT devices have aided me in the past?

Will you need me to provide an explanation of how AT will help me complete required coursework at college?

Does approval to use AT resources require reauthorization? How often?

Who on campus can help me figure out what AT tools I qualify to use? How quickly can I expect to get them?

Does this college allow use of AT tools for exams?

If so, do students need to take exams in an AT lab or other setting, or can the exams be taken in the classroom?

Would I need to make special proctoring arrangements for exams that are taken with AT assistance?

Will the office of disability services make or help make those arrangements for me?

Will the college make print materials available to me in electronic format, audio tape, or large print?

If I use screen-reading software, is the college web content compatible with my software? (For example, course registration software, library databases, class discussion boards and notes.)

How do I let my professors know about my AT accommodations?

Who should my professors talk to if they have questions?

Who coordinates AT accommodations (during lectures, while doing assignments, and taking tests) between the professor and the disability office?

Are there accessible computer stations and AT devices in areas on campus other than the AT labs (such as in dorms or libraries)?

Will I be able to borrow equipment from an AT lab on campus?

How many AT labs are there?

Are AT tools available 24 hours a day and on weekends?

Do students need to sign up for time slots in advance?

What specific resources do AT labs on campus provide? (Make sure to ask specifically about what you need and software that is compatible with your devices.)

What type of training is provided for certain AT tools?

Are manuals or online tutorials available?

If I want to ask questions of other students who are using AT tools, will somebody be able to put me in touch?

Does the school maintain, update and repair its AT equipment regularly?

If something goes wrong, how quickly is it fixed?

Will the college order and pay for AT devices that I need that are not already available?

Who can help me if I have a problem accessing school-related information and materials?

# Common Accessibility App, Websites, and Software

College and university campuses have come a long way towards making campuses and classrooms more accessible for students with disabilities but there are apps, websites, and software that have been identified as useful additions to students' routines. Below is a list of resources compiled by bestcolleges.com and organized into disability category.



## Deaf and Hard of Hearing

### Apps

**Dragon Dictation:** This automated transcription app can be used to record speech during class and convert it into written text. It is available across multiple mobile platforms.

**ASL Dictionary:** Communicate effectively with other ASL speakers by consulting this catalogue of over 5,200 signs. Each sign is demonstrated with a short video clip.

**Skype:** Sign with friends and family via Skype's free video chat service. It is supported across PC, Mac, Android, and iOS platforms.



Z5 Mobile: This app allows those who use ASL as their primary language to make phone calls via their video phones and video relay services.

## Websites

Described and Captioned Media Program (DCMP): The U.S. Department of Education funds the DCMP, which has created a media library of over 4,000 free captioned titles for educational use.

National Deaf Center: Post-secondary students who are deaf or hard of hearing can use this educational network to access a range of professional coaching, note taking, and study strategy guides.



## Software

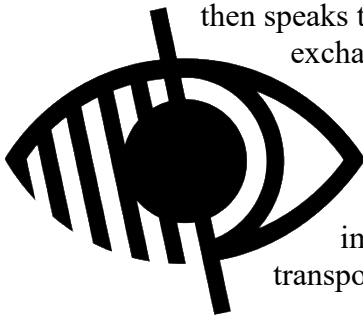
Purple: This software company offers a wide range of communication and interpretation services, including desktop video relay systems, text relays, and video remote interpretation.

Dragon Naturally Speaking: Nuance is one of the leading companies in consumer and professional grade dictation software, which can quickly and accurately transcribe speech into text.

## Visual Impairment

### Apps

LookTel Money Reader: This app scans currency in real-time using your device's camera, and then speaks the value aloud so that a visually impaired user can quickly identify and exchange funds. LookTel supports over 20 different currencies.



Ariadne GPS: This comprehensive navigation and mobility app helps users identify distances, locations, and customizable landmarks by creating an auditory map of the world. Users can find out what is in their immediate vicinity or plot out their course to a destination using public transportation or walking routes.

Braille Typing Apps: There are many free and paid Braille apps for your phone that make writing texts, emails, and social media posts much easier. The MBraille keyboard allows users to

type in contracted or uncontracted English braille. Apps like Visual Brailler are useful to practice UEB braille.

## **Websites**

**Perkins Teaching Resources:** Perkins is one of the oldest education and supply resources for the visually impaired, sharing accessible webinars, library materials, and webcasts. Perkins is well-known for founding the first school for the blind in 1829 and for creating several different Braille devices.

**National Association of Blind Students (NABS):** This organization, founded in 1967, is dedicated to rights advocacy and raising public awareness regarding equality for blind students. You can find local resources using the NABS state division directory.

**National Federation of the Blind (NFB):** Students can find a wealth of scholarships, activities, publications, and academic resources through this organization that is dedicated to serving visually impaired and blind populations. NFB hosts a number of programs, like the International Braille and Technology Center for the Blind and Braille is Beautiful.

## **Software**

**ZoomText:** Ai Squared creates assistive software for computer users to selectively magnify content and hear text read aloud. Specialty ZoomText products also magnify mobile apps, videos, and image text.

**NVDA Screen Reader:** This free and open-source screen reading software enables users to navigate Windows computing systems with a speech synthesizer and braille display support. Both NVDA co-founders are blind, and are dedicated to developing more accessible software titles for themselves and the visually impaired community.

**VoiceOver:** This Mac screen reader and auditory interface system is actually native to the OS X environment. VoiceOver offers many customizable voice and keyboard navigation settings, along with extensive support for third-party apps, text in over 30 different languages, and Braille displays.

## **Physical Disabilities**

### **Apps**

**Dexteria:** People of all ages can practice fine motor movements with this app, which can be used to improve coordination. It was developed with occupational therapy in mind.

TalkBoard: This communications app displays sentence fragments and words as selectable, visual tiles that can be assembled and played aloud from a mobile device.

## Websites

National Center on Accessible Instructional Materials: While this site is aimed toward school administrators and educators, it lists a variety of learning resources and tools for students with physical disabilities.

New Mobility: This online magazine features articles, event listings, and advocacy information for wheelchair users.

Mobility International USA: This organization is dedicated to disability rights advocacy around the world.

## Software

Co:Writer: This word prediction software for Mac and PC automatically suggests words once you begin typing them, allowing you to use quick shortcuts to select the correct word.

Lilly Walters' One Hand Typing: This tutorial software trains users to touch type on a QWERTY computer keyboard using a single hand.

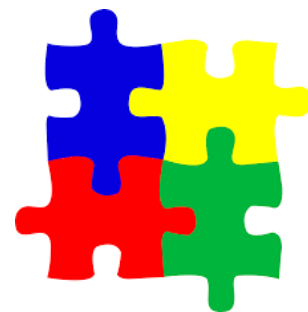
Dragon Speech Recognition Software: Direct your computer with voice commands and dictate text inputs with this sophisticated communications software.

## Autism

### Apps

YesNo HD: This communications app was developed with autistic needs in mind, allowing users to non-verbally indicate a yes or no decision by pressing a button on the screen. Other binary choices can be added to the YesNo library.

Visual Steps: Abilities Software has created an instructional app that provides users with step-by-step instructions on how to complete a task. The apps' videos and images can be used as visual reminders to accompany each step.



Picture Planner: This is a visual-based calendar and scheduler that uses icons instead of text for event reminders.

## Websites

Autism Speaks: This biomedical funding organization promotes continual public advocacy and research for individuals with autism spectrum disorders.

AHEAD: This college support program, founded by the Autism Education and Research Institute, is dedicated to the academic success of students with autism, dyslexia, learning disabilities, and ADHD. It provides students with coaching, networking opportunities, and mentorships.

Navigating College: Current and former college students with autism contribute blog articles about their experiences to this online publication, which is dedicated to providing advice and insight on campus life and academia.

US Autism & Asperger Association USCAP: The USAAA's College Autism Project (CAP) strives to educate colleges and universities on how to work with students on the autism spectrum.

## Software

Activity Trainer: Create detailed video guides on the steps required to complete tasks with this teaching software.

Mind Reading: This software helps those on the autism spectrum learn and recognize emotions in faces and voices; this is crucial when working with other students.

## Learning Disabilities



### Apps

Flashcards Deluxe: This unique app allows students to add their own images and customize the text on each card, making it easier to retain information.

Sound Note: This note taking app allows students to record lectures while adding their own thoughts.

### Websites

National Center for Learning Disabilities: This organization hosts a number of advocacy programs and events for adults with learning disabilities.

Learning Disabilities Association of America: This group was founded in 1963 by parents interested in finding more resources for children with disabilities. The organization has since grown into an advocacy and educational resource for adults, parents, and educators.

LDOonline: This digital resource, run by PBS, publishes newsletters, personal stories, multimedia, and news regarding learning disabilities.

## Software

MyStudyLife: This PC and Web-based software helps students keep track of upcoming exams, courses, and daily events with clear visualizations of tasks.

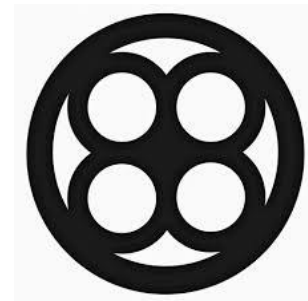
Merit Software Solutions: Merit's software covers reading comprehension, writing, vocabulary and mathematics, all at varying levels of difficulty, meaning some will be applicable to disabled college students. The different software offered can be bundled together so each student receives exactly the support they need.

## Dyslexia

### Apps

Howjsay Pronunciation Dictionary: Get a clear grasp of how a word is pronounced by listening to words in this auditory dictionary.

Learning Ally: This is the official app for the Learning Ally organization, a nonprofit that provides access to thousands of audiobooks in Digital Accessible Information System (DAISY) format.



Letter Reflex: Those who experience difficulty with letter reversals can practice identification techniques through a variety of puzzles and exercises.

### Websites

The Yale Center for Dyslexia and Creativity: This digital resource collects assistive technology suggestions and higher education tips from dyslexic students.

Landmark College: This Vermont-based college was founded in 1985 to serve students with dyslexia, ASD, and ADHD.

International Dyslexia Association: This professional and academic organization is dedicated to promoting dyslexia awareness through global advocacy, research, and education.

### Software

Livescribe: Livescribe lets users quickly convert handwritten notes into computer files with its digital pen and software.

Ghotit Real Writer and Reader: This advanced word-processing software comes with multiple assistive accessibility features, such as word prediction, proofreading, and text-to-speech tools.

WYNN: Convert paper documents into digital files with this scanning and optical character recognition software specifically designed with dyslexic students in mind.

## ADHD

### Apps

HomeRoutines: Keep track of recurring events and daily routines with this detailed scheduling and alerts app.

Epic Win: Infuse a task list with a little extra positive motivation with this to-do app that doubles as an achievement game, granting users levels and epic equipment as they complete their duties.

### Websites

ADDITUDE ADHD College Survival Guide: This digital publication walks students through the process of selecting a college, applying, and navigating campus life with ADHD.

Attention Deficit Disorder Association College Resources: This professional networking society provides college students with links to study strategies and campus life tips.

### Software

Read and Write Gold: This software provides extensive literacy support by speaking screenshots and text selections aloud, recording voice notes, storing research sources, and translating text all from a single toolbar.

MindNode: Create flexible and visually stimulating outlines that break out of the traditional linear format to organize notes.

Stay Focused: This customizable Chrome add-on allows users to block time-wasting websites when they should be focused on their studies and work.



## Living Accommodations in Post-Secondary Education

When attending post-secondary education programs, there's much to decide about your housing. Will you live at home? Off campus? In on campus inclusive housing? Off campus? Off campus inclusive housing? The choices can be dizzying but below are descriptions of different types of housing, their benefits, and basic takeaways to these different choices. When considering the least restrictive environment for education, students and parents should also consider the least restrictive environment for living as well. If students need additional support, then that should be reflected in their program as well as their living environment.

Type of Living	Basic Qualities	Benefits	Drawbacks
<b>At-Home</b>	<ul style="list-style-type: none"> <li>• <b>Students can choose to stay at home and live with their parents/guardians.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students who like routine will not be disrupted.</b></li> <li>• <b>Parents are able to support students more heavily/be more involved.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students will not be as exposed to social outlets.</b></li> <li>• <b>Peer mentors will not be able to facilitate school/home life interactions.</b></li> </ul>
<b>On-Campus Traditional</b>	<ul style="list-style-type: none"> <li>• <b>Students will live in dorms, often with roommates that do not have disabilities.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students are very involved in the campus community.</b></li> <li>• <b>This is best for those with mild learning disabilities/those who are more social/very independent and do not require peer mentors for living.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>This is not ideal for students who need more supports to be successful.</b></li> <li>• <b>Traditional housing does not always have peer mentors living nearby.</b></li> </ul>

<b>On-Campus Inclusive</b>	<ul style="list-style-type: none"> <li>• Students will live with similarly abled students in on campus housing such as dorms.</li> <li>• Students often live close to mentor students and other students without disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• This is ideal for those who need a little more living support/help transitioning to more independent living</li> <li>• There are many peer mentors and Residential Advisors that recognize and are trained to meet individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• These supports may be too much/may draw more attention to specific students.</li> </ul>
<b>Off-Campus Traditional</b>	<ul style="list-style-type: none"> <li>• Students will live off campus in their own rented houses, apartments, or rented rooms.</li> <li>• Students have the choice and ability to live alone or with or without other students with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• This is best for those with well-developed independent living skills</li> <li>• This is great for students who want to have a little distance between school and home</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation is not provided at this level, so students need to provide their own transportation to and from campus.</li> </ul>
<b>Off-Campus Inclusive</b>	<ul style="list-style-type: none"> <li>• Students live in off-campus community houses or apartments (often facilitated by the college).</li> <li>• Roommates are all individuals with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• This situation is ideal for those who are fairly independent but still benefit from a moderate amount of supported living.</li> <li>• This is best for students who wish to be with other students with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who live off-campus are a little more removed from on-campus activities, groups, and clubs, making it harder for those who want to integrate with the larger community.</li> </ul>



# Mental Health Supports

Transitions are tough on anyone. Something as large as transitioning out of a setting in which you have been familiar with and feel welcomed in for your entire school career can be devastating, disheartening, and difficult for student and parents alike. Students should be aware of the variety of services available to them if their transition is tougher than anticipated, or if they feel they need a little extra support in their life during this exciting but trying time. For students who are already diagnosed with a mental health illness, they should disclose that information to the school at the same time as their intellectual or developmental disability. By disclosing early, students will receive the most amount of support as possible right off the bat. According to the National Alliance of Mental Illness (NAMI), more than 45 percent of college students who stopped attending college because of mental health related reasons did not receive accommodations. Additionally, 50 percent of them did not access mental health services and supports.



A full, well developed informational packet on mental health services for college students can be found at [https://www.nami.org/getattachment/About-NAMI/Publications-Reports/Survey-Reports/College-Students-Speak\\_A-Survey-Report-on-Mental-Health-NAMI-2012.pdf](https://www.nami.org/getattachment/About-NAMI/Publications-Reports/Survey-Reports/College-Students-Speak_A-Survey-Report-on-Mental-Health-NAMI-2012.pdf)

### **On-Campus Emotional Support:**

Oftentimes, there is on-campus support via an institution's health center. Other services and supports are available to students. Common examples of services and supports are:

- Group counseling
- Peer support
- Off-Campus referrals
- Screening and evaluation
- Medications
- Walk-in health center
- Individual counseling
- Crisis Services
- On-call psychiatrist
- Hospitalization
- Intake and Evaluation on or off campus
- 24-hour hotline

### **Common Accommodations You May Receive for Mental Health Support:**

- Excused absences for treatment

- Mental leave of absence
- Course withdrawals without penalty
- Adjustments in test setting
- Homework deadline extensions
- Adjustments in test times
- Increased availability of academic advisors

# Psychiatric Disabilities in Higher Education

The most recent statistics from the National Alliance on Mental Illness (NAMI) revealed that 43.8 million Americans, or 18.5% of the population, experiences mental illness every year. Mental Illness is defined by the Mayo Clinic as a disorder that impacts one's thinking, behavior, or mood. A mental illness becomes categorized as a psychiatric disability when mental illness influences family life, work, education, and other aspects of day-to-day life. Psychiatric disabilities are persistent with lifelong and significant impacts. College students who have psychiatric disabilities are able to disclose their disability with the office of disability services and receive accommodations such as completing coursework, giving presentations, and taking exams using alternative formats; using adaptive software, assistive note-takers, readers, or scribes; additional time; and specialized counselors, resource centers, and other on-campus services.

## Commonly diagnosed Psychiatric disabilities

Note: There are more than 200 types of classified mental illness, and all can evolve into a psychiatric disability.

- Depression
- ADHD
- Anxiety Disorders



- Drug Abuse & Addiction
- Eating Disorders
- OCD
- ASD

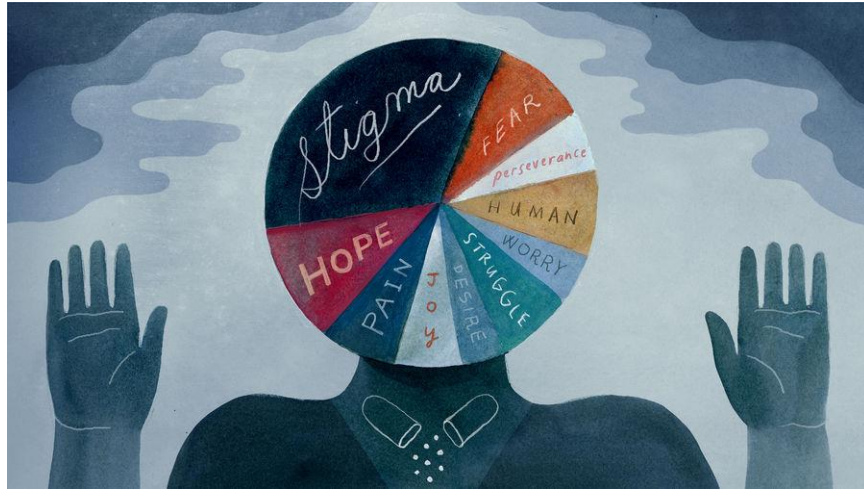
Some psychiatric disabilities are more common than others among postsecondary students. A 2012 NAMI survey titled "College Students Speak" noted that:

- 27% of all respondents (male and female) said they lived with depression
- 24% said they lived with bipolar disorder
- 12% said they lived with "other conditions"; these include dysthymia, eating disorders, OCD and ASD
- 11% said they lived with anxiety
- 5% said they lived with ADHD
- 1% said they lived with substance abuse

30% of college students reported struggling with schoolwork due to mental illness with one in four students experiencing suicidal thoughts, and one in seven reported engaging in reckless behavior. This is largely different than only 7% of parents surveyed who believed their child had a mental health issue.

### Increasing Numbers

According to a survey by the Association of University and College Counseling Center Directors discovered that the suicide rate among 15-24-year olds have tripled since the 1950s and one in five teens suffer from clinical depression.



### On-Campus Help

All college campuses offer counseling and psychiatric services via their healthcare center. If you are entering college with an identified psychiatric disability, ensure contact with the counseling help at your school and seek out accommodations from the office of disability services. There has long been stigmas associated with psychiatric disabilities and getting professional help. This is why it is imperative to seek out help early and often.

# Transportation

Before committing to any program, you must ensure that you are able to show up in the first place! Transportation is often the number one barrier between you and your education, so it should be one of the first considerations when thinking about where you will spend your time and resources.



If you are considering postsecondary education close to home...

- Consider your own means of transportation.
  - Do you have your own car and a license?
  - Do you live close enough to bike or walk to school?
  - Does your family have the resources or time to commit to providing your transportation on their own by dropping or picking you up?
  - Do you have the resources to pay for an Uber or Lyft to school or another taxi service?
- Get to know your public transportation.
  - During high school understand, learn, and ride the bus routes or alternate means of transportation provided for individuals with disabilities.

If you are going out of town for your postsecondary education...

- Know your abilities and finances for private or public transportation.
  - Budget for bus fares, taxi services, rideshare services, or for car/bike expenses.
- Be strategic in where you live.

- If you live on campus, explore the campus' transportation system and get to know how to travel and navigate the campus by foot prior to attending.
- If you live off campus, research and visit the area to familiarize and ride the public transportation system. Make sure that your home is accessible to public transportation by foot if you need to access it.
  - Also explore how to access groceries/social outlets.
- Explore what types of mobility assistance is available in your area for those with complex mobility needs.

If you are attending postsecondary education in the Pikes Peak Region and need to access transportation services...

- Utilize information available on <http://www.ppacg.org/transportation/> to guide your understanding of the resources available in the Pikes Peak region.
  - Familiarize yourself with bus routes, begin to navigate to and from school on your own. Memorize bus schedules and ensure you are able to arrive to class on time.

- Mountain Metro Mobility (<https://coloradosprings.gov/mountain-metro/page/mountain-metro-mobility>) is an ADA paratransit service provided for individuals who, because of their disability, are



unable to use Mountain Metro fixed-route bus service. Riders must have a disability that prevents them from using fixed-route bus service some or all of the time. This does not include people who have disabilities that make the use of fixed-route service difficult.



Mountain Metro Mobility provides comparable service to the regular fixed-route bus in terms of shared rides, days of service, and service areas and hours.

- You will need to budget as a one-way fare is \$3.50. You can also purchase 10-ride booklets for \$35 and 40-ride booklets for \$140.
- You must apply for Mountain Metro Mobility and within 21 days of receiving your completed application they will arrange an in-person interview for you. Some individuals may be asked to complete a functional assessment to verify mobility or cognitive limitations. It may be determined, based on your abilities, that you are eligible for some rides with Metro Mobility but not for others. It may be determined that you are capable of using the lift-equipped fixed-route bus service.