

**PACER's
National Parent Center on
Transition and Employment**

**Off to College: What to Know
Before They Go**
Deborah Leuchovius, PACER Center
Kayla Allen, Normandale Community College

© 2018, PACER Center | 8161 Normandale Boulevard, Bloomington, MN 55437-1044 | PACER.org/Transition

1

PACER CENTER
CHAMPIONS FOR CHILDREN WITH DISABILITIES™

- ✓ Minnesota's Parent Training and Information Center
- ✓ Home to PACER's National Parent Center on Transition and Employment
- ✓ Think College National Coordinating Center Project Advisor

Page 2 PACER's National Parent Center on Transition and Employment

2

Today's Session Includes:





- Changes in Laws, Rights & Responsibilities
- Disability Disclosure & Academic Accommodations
- Changing Role of Families and Family Educational Rights and Privacy Act (FERPA)
- Wrap-up and Q&A

*This workshop made possible with support from the
Richard M. Schulze Foundation*

Page 3 PACER's National Parent Center on Transition and Employment

3

Why is Postsecondary Education or Training Important?

-  Prepares for employment
-  Builds life skills and social skills
-  College grads earn more money
-  Most college students agree that it is worth it

PACERS
National Parent Center on
Transition and Employment

4

Learn about changes in rights and responsibilities

The IEP does not transfer with your child to a postsecondary education program.

Laws governing disability services in the postsecondary setting are Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act Amendments Act (ADAAA), two antidiscrimination laws.

Page 5
PACERS
National Parent Center on
Transition and Employment

5

Section 504 of the Rehabilitation Act of 1973

“No otherwise qualified individual with a disability in the United States shall, solely by reason of his or her disability,

- ❖ be excluded from the participation in,
- ❖ be denied the benefits of, or
- ❖ be subjected to discrimination

under any program or activity receiving Federal financial assistance...”


Page 6
PACERS
National Parent Center on
Transition and Employment

6

Definition of Disability under Section 504 and ADA

Does the student:

- ❖ have a physical or mental **impairment***
- ❖ which **substantially limits**
- ❖ one or more **major life activities?**





*or has a record of having an impairment or is regarded as having an impairment

Page 7 PACERS National Parent Center on Transition and Employment

7

Understanding the Law

<p>Focus of IDEA in High School</p>  <p>Success/Progress</p>	<p>VS.</p>	<p>Focus of ADA and Section 504 in college</p>  <p>Access</p>
--	------------	---

Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities:
<https://www2.ed.gov/about/offices/list/ocr/transition.html?exp=5>

Page 8 PACERS National Parent Center on Transition and Employment

8

Disability Services Offices At The Post-Secondary Level

- Sometimes known as:
 - Disability Services
 - Disability Resources
 - Accessibility Services
 - Office for Students with Disabilities
- Helps identify and develop an appropriate post secondary accommodation plan
- Every post secondary setting is required to have an Office for Students with Disabilities




Example: <http://www.normandale.edu/advising-and-services/students-with-disabilities>

Page 9 PACERS National Parent Center on Transition and Employment

9

Steps to Get Connected with Office for Students with Disabilities (OSD)


1. Apply to the college
- FREE to apply
2. Submit official high school transcripts *and score reports* that were completed
- Accepted score reports include ACT, SAT, or MCA reports
3. Attend an advising and registration session
- Students are encouraged to do BOTH the online student orientation and the live A&R Webinar
4. Schedule an intake meeting with the OSD Office to determine reasonable post secondary accommodations



Page 10 PACERS National Parent Center on Transition and Employment

10

Helpful Things to Be Aware Of




- Students need to self disclose that they have a disability
- A student's IEP/504 plan does *not* automatically transfer to college
- Accommodations are considered on an individual case by case basis
- During the intake we have an interactive discussion with the student to determine what accommodations they are eligible to receive
- Note: Accommodations are *not* retroactive

Page 11 PACERS National Parent Center on Transition and Employment

11

Documentation is required to verify disability



- If student had an IEP, Normandale accepts:
A copy of their latest IEP *and* latest 3-year evaluation
- If the student had a 504 plan, we accept:
The *evaluation documentation* that was used to develop the 504 plan


****Note:** Every college sets their own documentation requirements.

Page 12 PACERS National Parent Center on Transition and Employment

12

Post-secondary accommodations

- Cannot fundamentally alter the nature of the program or course content
- At no-cost to student
- “Personal services” are the responsibility of the individual student



Page 13 PACER's National Parent Center on Transition and Employment

13

Examples of Commonly Available Accommodations

- Testing accommodations (E.g. Extra test time and quiet setting)
- Student notetaker or audio recording of lectures
- Audio or e-textbooks
- Adjustable tables or chairs
- Sign language interpreting
- Orientation to assistive technology and provision to it at the physical campus
- Priority Registration
- Organization/Time Management (OTM) Meetings with OSD staff member*




Page 14 PACER's National Parent Center on Transition and Employment

14

Examples of Accommodations and Supports Not Provided at Normandale CC

- Modified test/homework - Have to do the same work/test as classmates
- Personal tutoring
- Assistance with homework
- Individually prescribed devices (Ex: personal laptops)
- Readers for personal use or study
- Transportation
- Special college classes
- Attendants/Paraprofessional
- “Case manager”
- Extra time on assignments *



Page 15 PACER's National Parent Center on Transition and Employment

15

Assistive Technology

- College students sometimes prefer to “self-accommodate” using technology
- Examples of assistive technology:
 - * Text to speech programs
 - * Audio/E-textbooks*
 - audio recording devices
 - *speech to text programs
 - *low vision technology
- *Explore technology early and often in high school to find and practice what works best*


[PACER's Simon Technology Center](#) Consultations, webinars and Lending Library
[The Path to Independence: Mobile Apps to Support Transition-Age Youth](#)

Page 16 PACER's National Parent Center on Transition and Employment

16

Suggestions to Aid in Student Success

- Sign up for classes early to get the best selection and availability
- Take a credit/work load that will be manageable - It's ok to start off with a part time credit load 😊
- Consider the format of the class setting
 - Example: Online Synchronous vs Online Asynchronous
- Utilize campus resources like the Tutoring Center and OTM Meetings



Page 17 PACER's National Parent Center on Transition and Employment

17

Tutoring and Non-Academic Support

The Office for Students with Disabilities does not provide assistance with homework, or additional tutoring support.

Take advantage of campus supports for all students, such as:

- Tutoring Center
- Advising and Counseling
- TRIO Support Services
- Fitness Centers
- Student Life Clubs and Organizations
- Student Resource Center

Consider how you as the family will help support your young adult in college.


Page 18 PACER's National Parent Center on Transition and Employment

18

"In college, you are the boss of you."

Students need to be "otherwise qualified"

- Able to attend class and complete work
- Able to maintain regular behavior standards
- Able to advocate for self with minimal assistance



Page 19 PACERS National Parent Center on Transition and Employment

19

What can I do if I believe the school is discriminating against me?


- Discuss the concern with the disability office. Have an interactive discussion with them to try and determine an appropriate post-secondary resolution
- Follow the college's appeal or grievance process
- File a complaint with the Office for Civil Rights (OCR)



Page 20 PACERS National Parent Center on Transition and Employment

20

The Changing Role of Families



- "... help students successfully make the transition from a secondary school system in which parents and school staff have typically advocated on their behalf to a postsecondary system in which they will be expected to advocate for themselves." OCR. 2007

[Parenting Postsecondary Students with Disabilities](#)

Page 21 PACERS National Parent Center on Transition and Employment

21

Family Educational Rights Privacy Act (FERPA)

- “Ownership” of educational data switches from the parent to the student once a student turns 18 or enrolls in college
- Permission needs to be granted by the student and even with a release we can typically only share general information over the phone or to a non-school e-mail


Communicating with Your Student’s College under FERPA

Page 22 PACERS National Parent Center on Transition and Employment

22

What Parents Can Do Now

- ✓ Hold and communicate high expectations with your student.
- ✓ Understand and take an active and supporting role in the IEP or 504 process.
- ✓ Make sure academic skills, self-advocacy skills, and accommodations are addressed and that your student is actively developing self-advocacy skills.
- ✓ Explore post-secondary options, and proactively learn and plan for those key changes in the post-secondary setting.




Page 23 PACERS National Parent Center on Transition and Employment

23

Helpful Normandale OSD Resources

- The OSD website is loaded with resources regarding how to best prepare for the transition to college
- <http://www.normandale.edu/osdresources>
- The OSD Office offers guided tours for prospective students with disabilities (Currently completed virtually)
 - Typically an hour long for individual tours and an hour and a half long for group tours
 - Tour of campus is provided. Then proactively discuss the transition to college and the differences between high school and college
 - <https://www.normandale.edu/advising-and-services/students-with-disabilities/osd-college-visits>

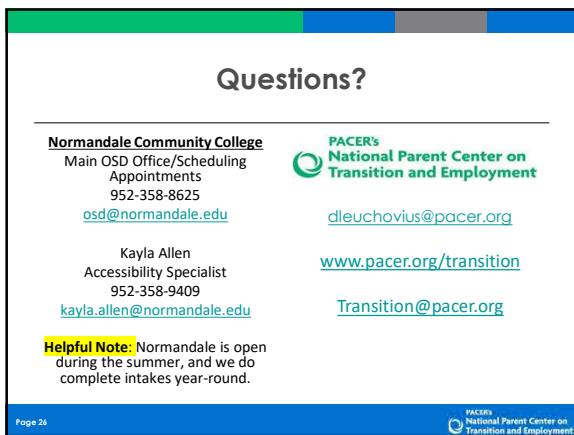


Page 24 PACERS National Parent Center on Transition and Employment

24



25



26
