



College Options for Students with I/DD

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Why Go To College?

A College experience broadens a person's life!

Some of the most enriching opportunities include:

- Developing a love of learning
- Developing critical life and soft skills for community living and employment
- Developing organizational and time management skills
- An opportunity to navigate a new environment
- An opportunity to meet new people and develop new relationships
- An opportunity to take risks in a safe environment
- An opportunity to practice self advocacy and self determination skills
- An opportunity to make choices
- An opportunity to be autonomous: To be the driver not the passenger!



College vs. High School



High School

- ▶ HS is mandatory and usually free.
- ▶ Your time is structured by others.
- ▶ Each day you proceed from one class directly to another.
- ▶ IEP

College

- ▶ College is voluntary and expensive.
- ▶ You manage your own time.
- ▶ You often have hours between classes throughout the day and evening.
- ▶ No IEP

Other Differences:

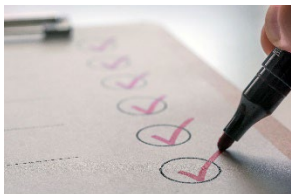
- ▶ Even though high school and college have a primary goal of providing education, there are many differences!
- ▶ The expectations and opportunities for students are different
- ▶ The opportunities for independence are different
- ▶ The systems of testing and grading are different
- ▶ High School is a **TEACHING ENVIRONMENT** in which you acquire facts and skills. College is a **LEARNING ENVIRONMENT** in which you take responsibility for thinking through and applying what you have learned.



Transition Checklist:

High School

- ▶ **Special Education Model**
 - School personnel will “find you” and decide eligibility
- ▶ **Where you receive services**
 - Resource room, related services room, special education classroom
- ▶ **Documentation**
 - Coordinated by the Child Study Team
 - School develops IEP
 - Tests are paid for by school
- ▶ **Special Education Law**
 - IDEA provides the mandate and funding to schools for in-school special education services as well as transportation/buses to school etc...



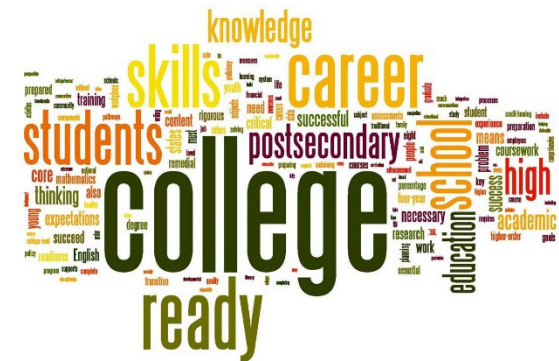
College

- ▶ **Accommodations Model**
 - You must request help; no one will come to FIND YOU
- ▶ **Where you receive services**
 - Differs at each college (office of disability support services), special services
- ▶ **Documentation**
 - You must prove proof of your disability
 - Colleges can set their own guidelines for documentation
 - High Schools aren't required to do comprehensive evaluation before graduation
 - After high school you're responsible for paying for new evaluations, if needed.
- ▶ **Civil Rights Law**
 - American with Disabilities Act (ADA) and section 504 of the Rehabilitation

How Can Students And Families Prepare For College?



- Plan EARLY...(That starts with Transition Services)
- Have high expectations
- Help your child and school personnel see college as an option
- Visit colleges and look at college catalogs with your child
- Understand the impact of their intellectual and developmental disability and the supports needed.
- Create and foster opportunities for your child to develop self advocacy and self determination skills.
- As a parent, prepare to change your role from primary advocate to sharing support and guidance when needed.



MUST Be Included -No Later Than 16

Transition Services must begin no later than the first IEP to be in effect when your child turns 16... or younger if determined appropriate by the IEP team. These services should be updated annually

- ▶ The ***statement of needed transition services*** within the IEP must include at a minimum the following areas around which long range post school planning is done:
 - ▶ ***Instruction***
 - ▶ ***Employment***
 - ▶ ***Community Experiences***
 - ▶ ***Post-School/Education***
 - ▶ ***Related Services***
 - ▶ ***Daily Living Skills***
 - ▶ ***Functional Vocational Evaluation***



Self Advocacy

- ▶ In College, the student will be responsible for identifying and requesting support services.
- ▶ To be an effective self-advocate, you must understand what your needs are and become comfortable with describing your *academic related needs to others*.
- ▶ How can you a student become an effective self-advocate:

Review his or her IEP or 504 plan

- ▶ Ask these questions:
- ▶ What are my needs?
- ▶ How does it affect how I learn?
- ▶ What are my academic strengths?
- ▶ How do I learn best?



Preparing For an IEP Meeting

- ▶ Students can take an active part in the discussion at their IEP meetings by understanding their learning strengths and weaknesses. This can influence the IEP plan and the services a student might request in college.



What Should Happen *Before* An IEP Meeting

- ▶ Before each **IEP/504** meeting:
- ▶ Understand the purpose of the meeting.
- ▶ Know who will be there and what their role is at the meeting.
- ▶ Review the report from your last meeting.
- ▶ Understand the goals listed on the report.
- ▶ Practice saying how you've accomplished the goals.
- ▶ Establish new goals and be prepared to state them.



What Should Happen At the IEP Meeting



- ▶ At the IEP/504 meeting:
- ▶ Summarize your past goals and accomplishments.
- ▶ Ask for ideas and feedback.
- ▶ Know what support you will need to accomplish your goals AND ask for it!
- ▶ Give examples of different types of support that were instrumental in your progress.
- ▶ Ask questions if you don't understand.



Goal Setting

When developing this *statement of needed transition services* that includes each of the required major planning areas listed on the previous slide you must think about and describe ***THE BIG PICTURE!***

These post -school activities should be looked upon as a set of STRATEGIES.

The strategies should:

- Reflect and lead toward achieving the desired post-school outcomes of your child
- Take into account your child's interests and preferences
- Identify, long range strategies in each of the transition planning areas that will help the student achieve their post-school goals
- Identify for each strategy in each of the transition areas, all agencies and individuals responsible for carrying out each strategy Ex: ***Agencies: school, service providers, vocational rehabilitation services providers, etc... Individuals: parents, student, educator, agency personnel, etc...***
- identify who will provide and pay for each strategy
- Demonstrate how all required areas are coordinated between all responsible parties



Measurable Post-Secondary Goal

*The example was found in the National Secondary Transition Technical Assistance Center (2009) <http://www.nsttac.org>

Here is an example of a measurable postsecondary goal for education.

- *Upon Completion of high school, John will enroll in courses at Ocean County College.*

This goal meets NSTTAC's standard because of specific reason:

- Participation in post secondary education is the focus of this goal.
- Enrollment at a community college can be observed, as in John enrolls in courses or he does not
- Enrollment at a community college occurs after graduation, and it is stated that this goal will occur after graduation.



Non-Measurable Post-Secondary Goal

*This non-example was found in the National Secondary Transition Technical Assistance Center (2009) <http://www.nsttac.org>

Here is an example of a non- measurable postsecondary goal for education.

Upon graduation, John will continue to learn about life skills and reading.

This goal does not meet NSTTAC's standard because of specific reason:

- Participation in learning is the focus of this goal, but no specific place or program is specified.
- The expectation for learning, or behavior, is not explicitly stated.



Understanding Options

- ▶ **Length of the program:** length ranges from one year to four years, and programs can be at 2-year colleges or 4-year colleges.
- ▶ **Level of inclusion:** some programs are fully inclusive; in others- students spend some or most of the time with other students with I/DD.
- ▶ **Residential options:** some programs offer this option. Others do not. Sometimes the housing is on campus; sometimes it's off campus.



Knowing Your Options

Programs vs. Support Services



Programs

- ▶ These are specifically designed for students with disabilities and provide more in-depth services and accommodations
- ▶ These programs often provide one-on-one tutoring and sessions with a peer mentor or a learning disability specialist.

Support Services

- ▶ These are resources available at no cost for students with disabilities. Support services include reasonable accommodations, such as extended time for assignments and testing, note takers, the use of a calculator, and preferential seating in classrooms



Understanding Options



- ▶ **Focus or priority of the program:** some programs focus more on employment, while others might focus on academics, or independent living skills.
- ▶ **Size:** some programs have only a few students attending, while others may have dozens or even hundreds of students with I/DD in attendance.
- ▶ **Student age:** some programs are dual-enrollment, meaning that they serve students who are still in high school, others serve those who have left high school, and some serve both groups.

Here in New Jersey



- ▶ Programs available for individuals with Intellectual and Developmental Disabilities. They are:
 - ▶ [Mercer County Community College: DREAM Program](#)
 - ▶ [Brookdale Community College: Kach Program](#)
 - ▶ [Camden County College: Garden State Pathways Program](#)
 - ▶ [Bergen Community College: Turning Point Program](#)
 - ▶ [College of New Jersey: Career and Community Studies](#)
 - ▶ [*Fairleigh Dickinson: COMPASS Programs](#)
 - ▶ [Rowan/Gloucester College: Adult Center for Transition](#)
 - ▶ [Raritan Valley Community College: The Achievement Center](#)
 - ▶ [County College of Morris and Kean- College Steps](#)
 - ▶ [*College Support Program- Rutgers](#)
 - ▶ [Transition and Career Studies- Georgian Court University](#)
 - ▶ [Hudson County Community College- The Access Program](#)
 - ▶ [Montclair State University- Certificate in General Education Studies](#)
 - ▶ [Ramapo College- Enhance Program](#)
 - ▶ [Sussex County Community College- LACE program](#)

DREAM Program- Mercer County Community College



- ▶ Mercer County Community College's (MCCC) DREAM Program provides transition and postsecondary program opportunities for students who, due to limitations in both intellectual and adaptive behaviors, require additional supports to navigate the postsecondary environment.
- ▶ During the four semesters in the DREAM Program, all students are required to participate in courses that are uniquely designed for students in the DREAM Program, as well as Mercer County Community College (MCCC) general, inclusive course offerings.
- ▶ Students work closely with program staff each semester to identify and evaluate goals and build schedules. Students register for college courses based on placement and may be permitted to audit classes in areas of interest. All students develop a MCCC transcript and have the opportunity to earn credits towards a MCCC certificate or degree.
- ▶ Students are encouraged to participate in both curricular and co-curricular activities while at MCCC. Students who choose to continue taking classes beyond four semesters, either seeking a credential or as engaged lifelong learners, have the option to continue to access modified ancillary support services. This decision is made in consultation with DREAM staff.
- ▶ For more information reach out to Susa Onaitis, T: 609.570.3375 E: CAR@mccc.edu

Keep Achieving (Kach)- Brookdale Community College



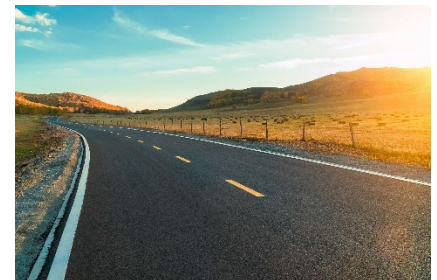
- ▶ Keep Achieving (Kach) is a three-year college experience in collaboration with Brookdale Community College.
- ▶ Kach provides classroom and experiential learning on campus and in the community.
- ▶ Students attend Kach classes to strengthen basic academic skills, audit regular college courses during years two and three, and enjoy full integration into the Brookdale Community College student community, including time in the fitness center and campus volunteer work.
- ▶ Students develop a life-long love of learning, gain marketable employment skills, and better social awareness.



Garden State Pathways Program- Camden County College



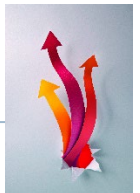
- ▶ The Garden State Pathways (GSP) Program is a post-secondary, transitional program sponsored by Camden County College, in its 11th year of operation at the Blackwood campus.
- ▶ The program is designed for students 18-24 years old with intellectual/ cognitive disabilities.
- ▶ Students can be admitted whether or not they have accepted their high school diploma.
- ▶ The program serves students who are interested in a college experience, while learning work-related skills, social skills, as well as enhancing their independence with life skills.
- ▶ For more information reach out to Curt Watkins, T: 856.227.7200 E: cuwatkins@camdencc.edu



Turning Point Program- Bergen County Community College



- ▶ The program utilizes student-centered planning, enhanced academic and peer mentoring support to provide an inclusive college experience that promotes the advancement of skills and knowledge in the areas of career/vocational skill development, academic enrichment, and socialization.
- ▶ Program goals focus on assisting students in developing the skills and experiences necessary to prepare them for adult life in the areas of employment, self-determination and decision making skills. Participants who successfully complete all program requirements will receive a non-degree Certificate of Achievement through the Division of Continuing Education.
- ▶ Current Career Path options include: Child Development, Associate Dietary Aide, Certified Logistics and Manufacturing, and OSHA 10, Office Technology, Hospitality and Retail. The Turning Point Program at Bergen Community College, is a two-year inclusive postsecondary transition program for students with intellectual disabilities ages 18-30 for students who are dual-enrolled under IDEA or have exited high school.
- ▶ For more information reach out to Tracy Rand T:201.493.4087 E: turningpoint@Bergen.edu



Career and Community Studies- The College of New Jersey



- ▶ The Career & Community Studies Program (CCS) at The College of New Jersey is a four year inclusive, college-based certificate program for young adults with intellectual disabilities ages 18-25*.
- ▶ The Career and Community Studies Program (CCS) is one of the oldest four-year, residential, inclusive post secondary/transition programs in the country and received CTP (Comprehensive Transition Program) status by the U.S. Department of Education.
- ▶ The program is designed to prepare students for adult life through academic rigor, career discovery/readiness, and peer socialization as part of a diverse community of learners at The College of New Jersey.
- ▶ For more information reach out to Amy Schuler, T: 609.771.2399 E: ccs@tcnj.edu



Compass Program- Fairleigh Dickinson University



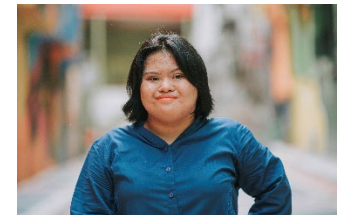
- ▶ COMPASS is an individually tailored, comprehensive, academic, and social support program for a limited number of college students with Autism Spectrum Disorder.
- ▶ COMPASS is offered separately on each of FDU's two New Jersey campuses.
- ▶ The goals of this two-year program are:
 - to help each student recognize and make use of existing academic and social strengths,
 - to aid in the development of new abilities, and
 - to promote progress toward a higher level of independent functioning.
- ▶ Students begin the FDU experience during the summer when all incoming freshmen participate in a freshman orientation designed to help them meet their new classmates and become acquainted with the university campus. An hour-long COMPASS orientation will also be held for parents and COMPASS students at that time.
- ▶ For more information reach out to Liat Schneier at T: 201.692.2645 ext 411 E: compassmetro@fdu.edu



Adult Center for Transition- Rowan College of South Jersey



- ▶ The Adult Center for Transition (ACT) program students will receive education and employment preparedness, self-advocacy training, and have access to community resources.
- ▶ ACT students will concentrate on the enhancement of literacy, writing composition, mathematics, social sciences, financial literacy, work-place readiness, personal growth and development, computer literacy and activities of daily living.
- ▶ Utilizing person-centered planning, career interest inventories, resume writing and interview skills, job shadowing along with supported employment, students will be better able to define their career goals.
- ▶ Socialization and life skills opportunities will be accessed through RCSJ clubs and activities including Unified Sports/Special Olympics.
- ▶ For more information reach out to Roman Casanova, T: 856.200.4783 E: act@rcsj.edu



The Achievement Center- Raritan Valley Community College



- ▶ The Achievement Center at Raritan Valley Community College is a certificate-based, post-secondary program for students with intellectual and developmental disabilities interested in developing their education to gain skills to enter the workforce.
- ▶ The Achievement Center recognizes that every student learns and processes information differently. Our college-level classes and student-centered approach empowers our students to find the right learning tools for them.
- ▶ The Achievement Center has created academically inclusive and specialized classes include instruction in Reading Comprehension and Critical Thinking; Writing and Research; Employment and Career strategies; Interpersonal Communication; Functional Mathematics, and College Planning and Strategies.
- ▶ Through a series of classes, it offers students an opportunity to “learn their voice” and acclimate themselves to the classroom and college experience while improving their note-taking and study skills.
- ▶ For more information reach out to Bob Hult, T: 732.666.4781 E: bobh@thearcofsomerset.org



Transition and Career Studies- Georgian Court University

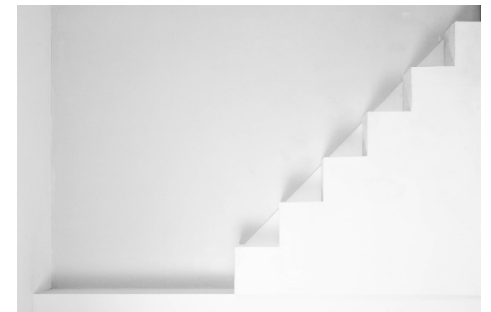
- ▶ TCS is a 121-credit non-degree certificate program that features core GCU courses, electives, academic and social support courses, career courses, and internships.
- ▶ Students who successfully complete the program will receive a board-certified GCU certificate of completion.
- ▶ For more information reach out to Dr. Sharlene Smith T:
732.987.2658 E: ssmith@Georgian.edu



College Steps- Kean and Morris County College



- ▶ College Steps is a nonprofit that provides customized, college support for students with learning and social challenges such as learning disabilities, autism, and executive functioning deficits.
- ▶ College Steps supports students to achieve success in post-secondary education, work, and life.
- ▶ For more information reach out to Brya Emery, T: 888.732.1022
E: admissions@collegesteps.org



College Support Program- Rutgers University



- ▶ The College Support Program (CSP) supports Rutgers University students on the autism spectrum as they begin, continue, and prepare to graduate from the University.
- ▶ It is a comprehensive program that assists students through the provision of direct support and collaboration with University services that address executive functioning, social competence, academic skills, self-care, self-advocacy, and career preparation.
- ▶ For more information visit: <https://gsapp.rutgers.edu/centers-clinics/rutgers-center-adult-autism-services-rcaas>



The Access Program- Hudson County Community College



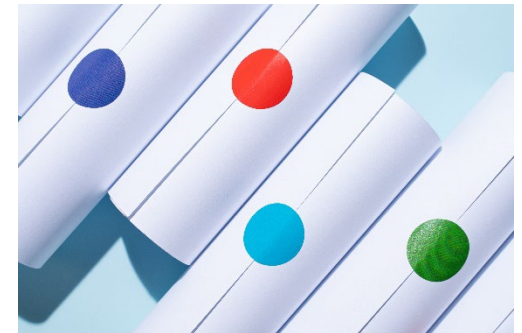
- ▶ The ACCESS Program is a 15-week pre-college workforce transitional program based on a differential learning structure. The courses will teach Fundamental Life Skills/Student Success, Work Readiness, and Computer Literacy.
- ▶ For more information reach out to Martiza Reyes, T: 201.360.5477 E: cat@hccc.edu



Certification in General Education Studies- Montclair State University



- ▶ The Certificate in General Education Studies (CGES) provides an inclusive educational experience that features a wide array of academic, social, and recreational opportunities at Montclair State University. The CGES program curriculum is a representation of the academic undergraduate degree programs and includes a student-driven selection of courses in the liberal arts and sciences followed by study in a self-selected area of concentration
- ▶ For more information you can visit our college page:
<https://thinkcollege.net/programs/certificate-in-general-education-studies>
- ▶ For more information reach out to Kathryn Leonard



ENHANCE Program- Ramapo College

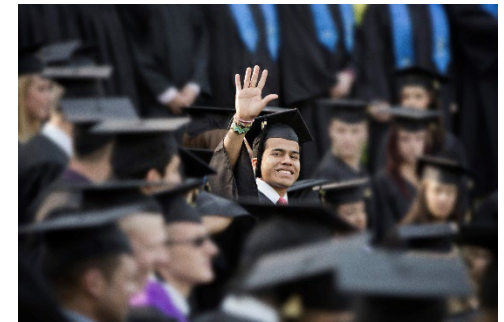


- ▶ The **ENHANCE** program is a therapeutic support program which takes a holistic approach and focuses on social, emotional, and organizational growth to assist those students with Autism Spectrum Disorder (ASD) in adapting and flourishing in college and beyond.

- ▶ **ENHANCE consists of the following components:**
 - ▶ Individualized weekly appointments with counselor
 - ▶ Weekly group meetings for peer support
 - ▶ Students to be paired with trained Peer Mentors
 - ▶ Social Events
 - ▶ Academic Workshops
 - ▶ Parent Consultations

- ▶ Through these components the ENHANCE Program strives to provide students with individually tailored supports to identify their own personal goals to address and enrich:
 - ▶ Academic performance
 - ▶ Social interaction with peers
 - ▶ Interaction with campus personnel
 - ▶ Organization and time management
 - ▶ Self-advocacy

- ▶ For more information reach out to Suzanne Calgi, T: 201.684.7522 E: enhance@Ramapo.edu



Lace Program- Sussex County Community College



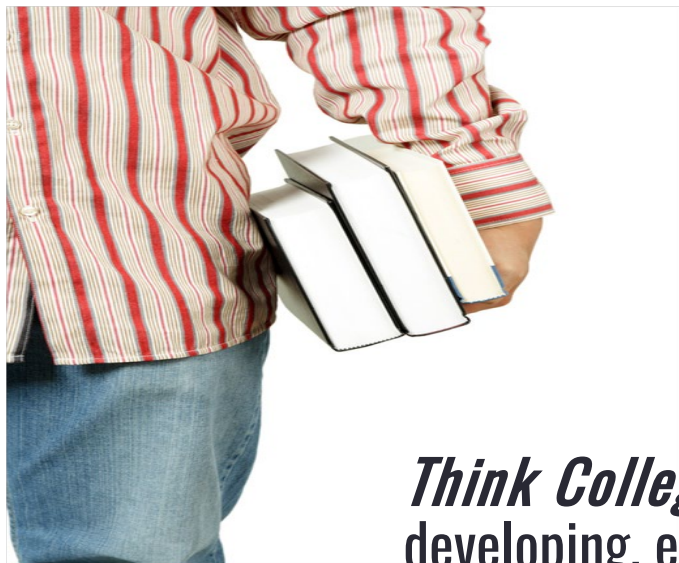
- ▶ Sussex County Community College's LACE Program (Learning At College Experience) provides a dynamic inclusive learning environment for post-high school students to access life-long learning and social opportunities in an accessible and supportive community environment.
- ▶ Emphasis is placed on maintaining and increasing social and academic skills, specifically in the following areas:
 - ▶ Life skills
 - ▶ Social skills
 - ▶ Language arts literacy
 - ▶ Mathematics
 - ▶ Social studies
 - ▶ Health
 - ▶ Special education
 - ▶ Independent living skills
- ▶ For more information reach out to Patti Nugent, E: lace@Sussex.edu



Centers for Adult Transition

- ▶ In January 2022, Governor Murphy signed into law P.L. 2021 c.425.
- ▶ This statute requires all county colleges in New Jersey to operate adult centers for transition of individuals with intellectual and developmental disabilities (“centers”).
- ▶ These centers shall provide individuals with developmental disabilities up to the age of 24 with the supports and resources necessary to experience more successful transitions from secondary school to postsecondary education, adult employment, and independent living opportunities and skills, as appropriate.
- ▶ We have put together a list of CAT programs and have shared them in our College Options Go Bag.

Knowing Your Options



Think College is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disability. With a commitment to equity and excellence, ***Think College*** supports evidence-based and student centered research and practice by **generating and sharing knowledge, guiding institutional change, informing public policy, and engaging with students, professionals and families.**

Support Services

Most Colleges have an office that provides services to students with disabilities. Once your student narrows down his/her college choices, meet with the disability services coordinator at each college to determine services and accommodations that may be available. This may help determine which college will best meet the needs of the student.



Questions to Ask When Registering With the Office of Disability Services



- What documentation must I bring to identify myself as a student with a disability entitled to reasonable accommodations? How current must they be?
- How is confidential information handled?
- Who decides if I qualify for accommodations and are the accommodations I need available?
- How do I access textbooks in a format that accommodates my needs?
- Is tutoring provided? Is there a cost?
- Are waivers or substitutions granted to students who, because of their needs, cannot pass certain courses?
- Are courses in basic skills or study skills offered? Can they be counted as hours toward full-time status?
- Is there a support group on campus for students with intellectual and developmental disabilities?
- Is there an adaptive technology lab on campus?
- Will I have an advisor?



Examples of Some Questions the Student May be Asked



- What are your academic strengths?
- In what areas do you have difficulty or problems?
- What accommodations will you need?
- What kind of support services have you used in high school?
- What was most helpful?
- How do you manage your time?



Potential Accommodations When Registering with The Office of Disability Services



- Access to adaptive equipment such as closed caption devices, amplified telephone receivers, low vision reading aids, tape recorders, Braille devices and computer enhancements
- Equal access to classes, activities and services
- Opportunity to make up quizzes, exams or assignments if the absence was disability related
- Preferential seating in classroom
- Extension of timelines for completing of specific courses
- Extension of timelines to complete certification or degree requirements
- Foreign language course substitutions, for example, option to take foreign culture class instead of foreign language
- Early registration



Paying for College

- ▶ Division of Vocational and Rehabilitation Services(DVRS)
- ▶ Federal Financial Aid
- ▶ Medicaid Waiver
- ▶ Individuals with Disabilities Education Act 2004
- ▶ Social Security Administration Work Incentives (SSA)
- ▶ Scholarships
- ▶ Developmental Disability State Agencies
- ▶ Foundations
- ▶ Tuition Waiver
- ▶ State Initiatives



Division of Vocational and Rehabilitation Services (DVRS)



Program Description:

DVRS provides a wide range of individualized services to assist persons with disabilities to prepare for, obtain and/or maintain employment.

Services include Vocational assistance, *education and vocational training*, and other services as required to assist the individual to achieve employment.

*Transportation assistance is available for eligible individuals who are receiving Vocational Rehabilitation services.

Fees: Most services are free for eligible consumers - sliding scale for some services

www.thearcfamilyinstitute.org



DVRS Can Provide The Following



- Skills Training - Vocational school, technology or trade school, business school, etc.
- *College Training - 2 or 4 year programs leading to a degree*
- Driver Training - Assessment of driving ability and equipment needed to drive safely; assistance in purchasing driver training lessons if needed to reach a specific work goal.

Contact your local office or call the Central Office at 609-292-5987 for further information.

Federal Financial Aid



The Post Secondary Education Program must be an approved Comprehensive Transition Program (CTP) through Federal Student Aid.

Students are eligible for:

- Pell Grants
- Supplemental Education Opportunity Grants
- Federal Work Study

Students are ***NOT*** eligible for student loans

The Following link provides a listing of currently approved CTP:

<http://studentaid.ed.gov/eligibility/intellectual-disabilities>



Medicaid Waiver

Medicaid funds can not be used for tuition and fees but can be used to pay for student support services such as:

Education Coaches, Mentors, Physical or Occupational Therapy, Transportation, and Supported Employment.

**It is important to note that every state waiver has defined what services and supports can be funded and it varies from state to state.*

Visit <http://nj.gov/humanservices/dds/ohcs/waiver/> to learn more about Medicaid Waivers



Scholarships

- ▶ There are a small number of scholarship programs specifically for students with Down syndrome. Link to list of scholarships for students with DS:
- ▶ <https://www.scholarships.com/financial-aid/college-scholarships/scholarship-directory/physical-disabilities/down-syndrome>
- ▶ You can also look at generic scholarships to determine if they might be eligible for your child to pay for college.
- ▶ <https://nccsd.ici.umn.edu/>



IDEA

- ▶ The law allows IDEA funds to pay tuition and other costs for students to attend college.
- ▶ School districts across the country are participating in funding “Dual Enrollment” programs.
- ▶ High Schools partner with local colleges or universities and fund students ages 18-21 to complete their educational program in a college setting.



SSA Work Incentives

- ▶ **The Plan for Achieving Self-Support (PASS) program allows Social Security beneficiaries to exclude income that is being used to assist the person in returning to work.**
- ▶ **Under a PASS, income is set aside for current or future expenses. This could include:**
 - ▶ **training**
 - ▶ **equipment**
 - ▶ **services and supports**
 - ▶ *** including college- as long as it's related to a specific employment goal.**
- ▶ **To learn more visit:**
<http://www.socialsecurity.gov/disabilityresearch/wi/pass.htm>

Tuition Waiver

- ▶ Tuition Waivers may be available through VR agencies, however, there is no universal implementation of waiver options nationally. A waiver that is provided by a VR agency would typically apply to any state-run college or university.
- ▶ *Some community colleges also offer tuition waivers to individuals who receive SSI.
- ▶ Often, information about waivers is listed in the college catalog as a benefit for Senior Citizens. However, these waivers apply to students of any age receiving SSI.

Paying for College: DDS

- ▶ Local, regional, and state agencies may not be able to support the program directly with funding but are able to realign their existing services to support their agency clients who are students attending college.
- ▶ Ex: community services such as transportation can be adjusted to support transportation to college.



Financing Options

- ▶ There are many financing options and benefits available to students with intellectual and developmental disabilities: There are scholarships for individuals who have a:
- ▶ General Disability
- ▶ Chronic Health Conditions
- ▶ Hearing Impairments
- ▶ Visual Impairments
- ▶ Intellectual Disabilities
- ▶ Learning Disabilities
- ▶ Mental Health
- ▶ Developmental Disabilities

For more information visit:

<http://www.bestcolleges.com/financial-aid/disabled-students/#learning>

You've Been Accepted

- ▶ Register with the college's disability services office or program.
- ▶ Contact the campus office- they will not find you
- ▶ Provide the necessary documentation
- ▶ Request the accommodations you will need (note-takers, assistive listening devices, testing modifications, textbooks on tape, etc..)
- ▶ Request these accommodations before scheduled placement tests (if applicable) or you will not receive accommodations for those tests
- ▶ Arrange other supports not provided by school
- ▶ Do you need things like counseling, medication management, or other supports? Who will provide them for you & how will they affect your schedule?

Campus Environment

Become familiar with the campus environment

- **Register for campus orientation**
- **Determine where to go and who to contact in case of an emergency-** Be sure to share this information with school personnel
- **Obtain a copy of your class schedule-** and visit all buildings where your classes will be held to become familiar with locations and layout
- **If you are commuting and will drive yourself-** become familiar with parking facilities and procedures
- **Consider signing a release of information-** so the school has permission to share information with parents/guardians

While Still in High School

- ▶ Find out about your disability
- ▶ Talk to your parents, high school teachers or guidance counselor
- ▶ Actively Participate in all transition related meetings
- ▶ Know your rights!
- ▶ Develop a personal information file with all appropriate information
- ▶ Important Documentation
- ▶ Select and Plan College Choices
- ▶ Select the colleges you'd like to attend
- ▶ Apply
- ▶ Good Luck!



Legal Rights and Responsibilities



- ▶ **Section 504 of the Rehabilitation Act**
- ▶ This civil rights statute is designed to prevent discrimination against persons with disabilities.
- ▶ This law requires that postsecondary schools be prepared to make appropriate accommodations and reasonable accommodations to their college's procedures and practices, so that an individual can fully participate in the same programs and activities that are available to students without disabilities.
- ▶ **The Americans With Disabilities Act**
- ▶ A civil rights law. It helps to implement and enforce Section 504, and also outlines additional protections. This law states that with or without federal funds, public institutions cannot discriminate on the basis of disability.
- ▶ For more information visit:
- ▶ <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-504faq-201109.html>

Resources

- www.thinkcollege.net
- www.mccc.edu/student_services_needs_dream.shtml
- <https://ccs.tcnj.edu>
- www.rcgc.edu/ACT/pages/default.ASPX
- www.Thearcfamilyinstitute.org
- www.Planningforadulthoodlife.org
- www.ahead.org
- www.inclusioninstitutes.org
- www.transitioncoalition.org
- www.heath.gwu.edu
- <http://rhscaps.rutgers.edu/services/autism-spectrum-college-support-program/>
- <https://gsapp.rutgers.edu/centers-clinical-services/college-support-program/faqs>
- <https://www.fdu.edu/academics/colleges-schools/psychology/compass-program/>
- <https://bit.ly/3bhLCxQ>- Dream Program
- https://www.camdencc.edu/student_life/student-services/garden-state-pathways/
- <https://bergen.edu/current-students/student-services-departments/disability-services-office-of-specialized-services/turning-point-program/>
- <https://www.thearcofsomerset.org/the-achievement-center-at-rvcc/engagment.html>
- <https://www.collegesteps.org/>
- https://www.glassdoor.com/job-listing/transition-career-studies-tcs-staff-assistant-georgian-court-university-JV_IC1126832_K00,45_KE46,71.htm?jl=3777804266
- <https://www.pacer.org/transition/learning-center/postsecondary/financial-aid.asp>

