Eligibility for Opportunity:
How Students Enter
Florida Postsecondary Comprehensive Transition Programs

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K-12 Legislation

• IDEA: Individuals with Disabilities Education Act
  • Special education for specific disabilities
• FAPE: Free Appropriate Public Education
  • The right of a student, ages 3 – 21, with a disability to receive special services that will meet their individual learning needs
  • Create Individualized Education Program (IEP)
  • Place in Least Restrictive Environment (LRE)
• 504: Section of Rehabilitation Act
  • Federal civil rights law against discrimination
IHE Legislation

- Florida Postsecondary Comprehensive Transition Program Act, 2016
- Americans with Disabilities Act
- 504: Section of Rehabilitation Act

Entitlement vs. Eligibility

- School-age students with a disability receiving special education services are ENTITLED to receive services to access a free appropriate public education as outlined in the Individuals with Disabilities Education Act (IDEA).
- Services are documented within the student’s Individualized Education Plan (IEP) as determined by the IEP team
- Funded by the school district.

- Adults who meets the requirements for the agency may be eligible or qualified, but not entitled, to the services.
- Being eligible doesn’t always mean that services will be provided.
- A person may be qualified for services from an agency/provider, but not receive the service because of staffing, capacity or funding shortfalls.
“Entrance criteria should not be restrictive in nature but rather be constructed to determine the student's desire to go to college.”

“Admission should not be dependent on prerequisite non-academic skills, academic prerequisites or IQ.”

“Applicants may be interviewed as part of your admission process to determine what they want to do, motivation, and goals, to determine if there is a good match between the program and the student.”

Recommends NOT using GPA from high school, or minimum reading levels as part of entrance criteria.

Reference: [https://thinkcollege.net/resources/innovation-exchange/program-development](https://thinkcollege.net/resources/innovation-exchange/program-development)

“Submit to the eligible institution documentation regarding his or her intellectual disability. Such documentation may include, but need not be limited to, a current individualized plan for employment associated with a review completed pursuant to s. 413.20(3) or a diagnosis from a physician who is licensed under chapter 458 or chapter 459 or a psychologist licensed under chapter 490.”

Physically attend the eligible institution

Student Eligibility

- Documentation regarding intellectual disability
  - Evaluation date, licensed evaluator, outlines academic and employment supports

- Common eligibility criteria:
  - Age (at least 18 years old) or 18-24 years old
  - Motivation and goals towards education and employment
  - Independence: certain level of self-care, social maturity, or legal decision-making
  - Support system
  - Communication

- NTACT Predictors of Success

Student Admissions

- Application & Documentation
  - College and/or program applications
  - Letters of Recommendation
  - Court documentation

- Interview
  - Student and/or parent/guardian

- Open House or Trial semester

- Acceptance of IHE and program policies
  - Student and parent/guardian agreements
  - MOU
Student Enrollment

- College and program system enrollment
  - Are student entered in the LMS system? Are student registered for classes like their peers?
- Student Orientation
  - Same as peers, supplemental, or specialized
- Disability Services registration
- Faculty and Staff Preparations

Considerations

- K-12 programs vs. Post-Secondary Institutions
  - University, College, Technical Centers
- Type of Credential
  - Degree Seeking vs. Non-degree Seeking
  - Academics vs. Industry Certificates
- Student vs. Parent Motivation
- Guardianship
- Safety Concerns- navigation, communication, transportation
- Residential
Documentation Requested by FPCTPs

- **College of the FL Keys Project ACCESS**: IEP and recent psychological evaluation (no more than 3 years old).
- **Santa Fe College Project SAINT**: IEP, VR evaluations, or psychological evaluation with clearly stated ID.
- **UCF Inclusive Education Services**: IEP’s, psych evaluations, and other forms with a clear diagnosis of ID.
- **USF UMatter**: IEP/504 and Psychological Evaluation, including IQ, adaptive behavioral, social-emotional functioning scores within the past 3 years.
- **Robert Morgan Technical Project TOPS**: IEP, psychological, educational, and/or employment evaluation, VR Referral, Individual Employment Plan (IPE) and if appropriate, documentation from a physician.
- **Southeastern University Link**: Psych report and IEP within 3 years.
- **FAU Academy for Community Inclusion**: most recent IEP and most recent psychological or academic evaluation.
- **FIU Embrace**: conducts psychological evaluations for applicants.

Resources

- **Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities**: [https://www2.ed.gov/about/offices/list/ocr/transition.html](https://www2.ed.gov/about/offices/list/ocr/transition.html)
- **Free Appropriate Public Education for Students With Disabilities: Requirements Under Section 504 of The Rehabilitation Act of 1973**: [https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html](https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html)
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