



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

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Florida Center for Students with  
**UNIQUE ABILITIES**

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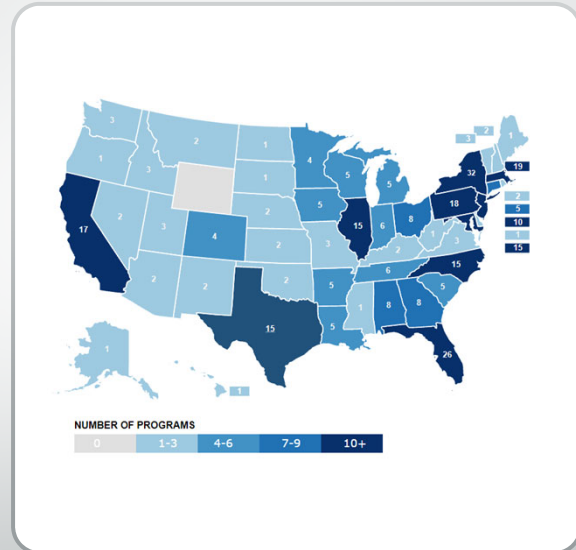
## K-12 Legislation

- 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

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## IHE Legislation

- Higher Opportunity Act, 2008
- Florida Postsecondary Comprehensive Transition Program Act, 2016
- Americans with Disabilities Act
- 504: Section of Rehabilitation Act



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## 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.

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## Eligibility Guidance- Think College

- "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>

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## Eligibility Guidance- FCSUA

- "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
- Reference: [http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&URL=1000-1099/1004/Sections/1004.6495.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.6495.html)

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## 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

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## 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

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## 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

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## 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

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## 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 U Matter:** 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.

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## Resources

- **Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities:**  
<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>
- **National Technical Assistive Center on Transition:**  
[https://transitionta.org/wp-content/uploads/docs/Predictor\\_Self-Assessment2.o\\_2019-04.pdf](https://transitionta.org/wp-content/uploads/docs/Predictor_Self-Assessment2.o_2019-04.pdf)

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