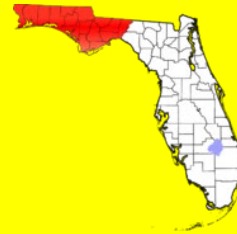




Engaging Families in your FPCTP:

How to Make it Happen!



Facilitators:
Kristine Webb & Joey Garrett



Joey Garrett



Kris Webb

Engaging Families in your FPCTP: *How to Make it Happen!*

- ✓ Exciting *Sneak Preview*
- ✓ Review of format & style
- ✓ Overview of programs
- ✓ General information about programs
- ✓ Program choices
- ✓ Communication opportunities
- ✓ Guardianship options
- ✓ Housing and transportation
- ✓ Family to Family
- ✓ Feedback, Input, and Questions

an overview of topics to be included in the Family Toolkit.

not an in-depth discussion of the topics in the Family Toolkit.

designed to solicit your guidance and advice!

kw

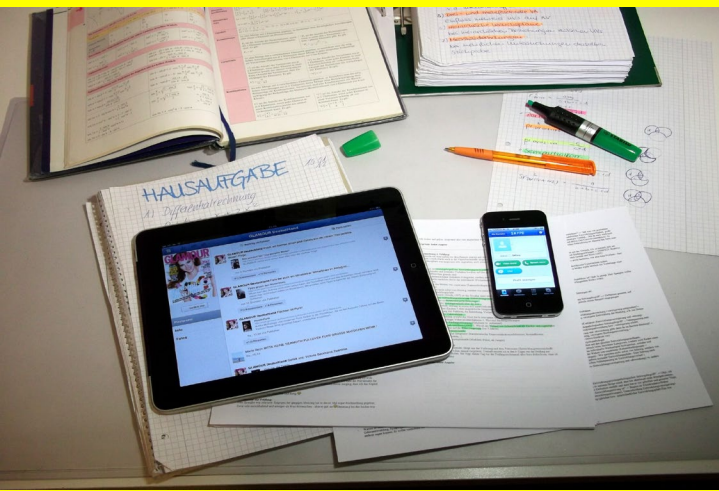


This Session is...

What are Your Roles?

- Family members?
- Postsecondary program personnel?
- High school faculty and staff?
- Students?
- Agency Personnel?
- Postsecondary Education faculty and staff?
- Administration?
- College students? Graduate or undergraduate?
- Other?
- JG

Review of **FORMAT** & *Style*



Format:

Electronic Toolkit

Downloadable checklists
and documents

About planning for
postsecondary education

Summary document of
information and
questions for family
members during IEP
meetings

Style:

Friendly, informative

Easily read

Primarily Q & A
format

Embedded snippets of
parents/family
members

We seek...



Resources:

- Responses from Institute
- Related literature
- Think College materials
- Other related resources
- Collaboration with organizations such as Down Syndrome Foundation of Florida, Family Network on Disabilities of FL, FL Developmental Disabilities Council, NTACTION, Project 10, FL DOE, Pacer Center

Dissemination Plans

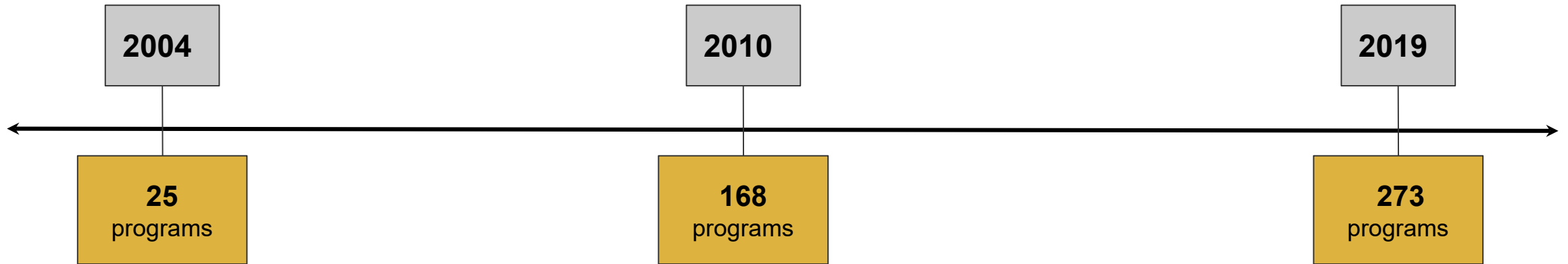
- FCSUA website
- State agency websites
- Webinars
- Conference presentations
- Social media posts (e.g., FCSUA, FND)
- kw

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Brief Background and History

Florida Center for Students with
UNIQUE ABILITIES



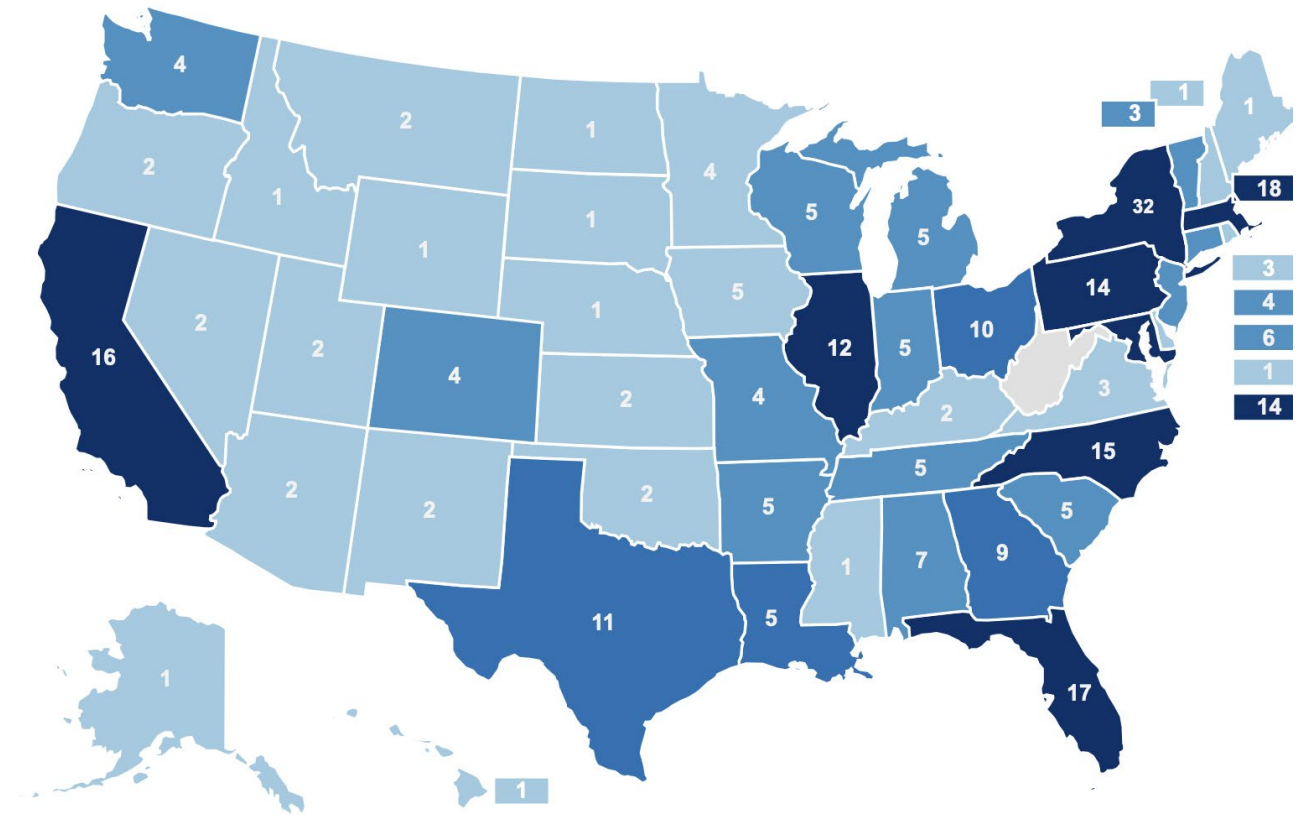


Timeline of growth of programs for individuals with intellectual disabilities
across the nation

Prevalence of Programs

Top 10 States with Most Program Options

1. New York – 32
2. Massachusetts.- 18
3. Florida - 17
4. California – 15
5. North Carolina – 15
6. Pennsylvania – 14
7. Maryland – 14
8. Illinois – 12
9. Texas – 11
10. Ohio – 10



NUMBER OF PROGRAMS



Alphabet Soup!



- ID: Intellectual Disability
- PSE: Postsecondary Education



- HEOA: The Higher Education Opportunity Act (2008)
- CTP: Comprehensive Transition and Postsecondary programs



- FPCTP: Florida Postsecondary Comprehensive Transition Program Act
- FCSUA: Florida Center for Students with Unique Abilities

kw

*State &
National
Approval?*

*What does
that mean?*

On the National Level....

The Higher Education Opportunity Act (2008) described what **Comprehensive Transition and Postsecondary programs (CTPs)** to clarify this information for students, families, program personnel, and universities.

CTPs:

- offer a degree, certificate, non-degree or non-certificate program
- are offered by a participating college, university, technical or career center, or other postsecondary institutions of education.
- are provided to students who attend the institution in person.
- have been developed to specifically support students with ID.
- support continued academic, career and technical, and independent living to prepare students for future employment.
- serve as advisors to students.
- have a structured curriculum (Papay, 2019).

kw



HEOA

The Higher Education Opportunity Act (2008) requires CTPs to ensure that students with ID have at least **one-half of their activities or participation** in the program that includes one or more of these program components:

- taking **courses to earn credit** with students without disabilities. Students with intellectual disability who are taking courses for credit are **not allowed** to modify the course requirements.
- **auditing or participating in courses** with students without disabilities without earning course credit
- taking **non-credit-bearing, non-degree courses** with students without disabilities (for example a study skills course or first aid course).
- kw



What about Florida?

Yes! The Florida Postsecondary Comprehensive Transition Program Act (FPCTP)(FS §1004.6495) became a when the governor signed in in early 2016.

- The purpose of the Act is to “increase independent living, inclusive and experiential postsecondary education, and employment opportunities for students with intellectual disabilities through degree, certificate, or non-degree programs and to establish statewide coordination of the dissemination of information regarding programs and services for students with disabilities. It is the intent of the Legislature that students with intellectual disabilities and students with disabilities have access to meaningful postsecondary education credentials and be afforded the opportunity to have a meaningful campus experience.” (FS §1004.6495(2))
-

kw



FPCTP

Florida Center for Students with
UNIQUE ABILITIES

FPCTP:

- created the Florida Center for Students with Unique Abilities (FCSUA) at the University of Central Florida (UCF) in Orlando, FL (<https://fcsua.org>).
- charges FCSUA with managing all the applications to be a Florida Postsecondary Comprehensive Transition Program (FPCTP).
- tasks the FCSUA with evaluating and approving programs to be a FPCTP.
- sets criteria or requirements for FPCTP approval.
- awards scholarships for students to attend approved programs.
- awards funding to develop new programs.
- awards funding to enhance existing programs.
- ensures accountability and quality among Florida-approved programs.

kw

Florida Programs



Not approved Florida Postsecondary Comprehensive Transition Programs



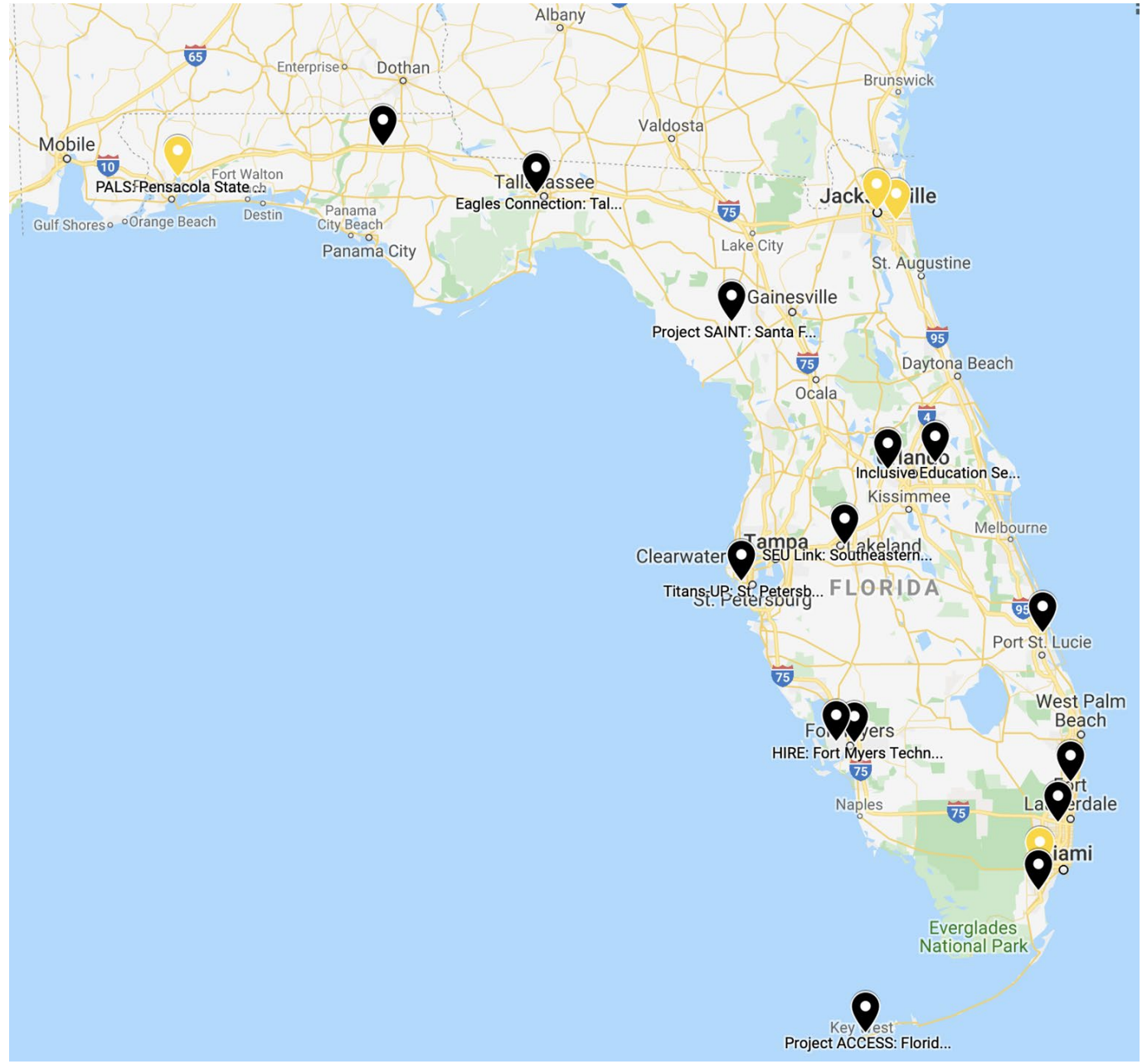
Approved Florida Postsecondary Comprehensive Transition Programs

4-year University



2-year community college

Technical/ Vocational School



Where “it’s at” in Florida!



Location of approved programs in Florida

- State Universities
- State Colleges
- Community Colleges
- Private/Independent Universities and Colleges
- Charter Technical Career Centers
- Career Technical Centers
- Other programs

- JG

Essential
Information as your
family begins this
exciting journey!



Mission
+
Function

=



Inclusion: What Does It Mean To You?

LEVELS OF INCLUSION



COMMUNITY

Social inclusion is physical, emotional, intellectual, spiritual, and quality of life



CONNECTION

Emotional inclusion is beyond physical presence to relationship



CONTRIBUTION

Intellectual inclusion is the dignity of contributing to the community



CONTEMPLATION

Spiritual Inclusion is the pursuit of meaning and purpose



COMPREHENSIVE

Comprehensive Inclusion happens with good health, quality of life, and where necessary a cure



Credentials...

offer a degree, certificate, non-degree or non-certificate program

a qualification, achievement, personal quality, or aspect of a person's background, typically when used to indicate that they are suitable for something.

a document or certificate proving a person's qualifications when seeking employment

the abilities, education, and experience that make someone suitable for a particular job or activity

for example: teaching certificate, childcare certificate, culinary certificate, cosmetology certificate, hospitality certificate



Support Structures



- ✓ Social Mentors?
- ✓ Housing Mentors?
- ✓ Academic Mentors?
- ✓ Peer Mentors?
- ✓ Community Mentors?
- ✓ Employment Mentors?
- ✓ University Advisors?
- ✓ University Counselors?
- ✓ Disability Office Support?
- ✓ Study Sessions?
- ✓ Employment Specialists?
- ✓ Daily meetings with Program Personnel?
- ✓ Weekly meetings with Program Personnel
- ✓ Study skills and/or Executive Functioning Classes?
- ✓ Daily Schedules Planned?
- ✓ Student Check-in & Check-out?
- ✓ Others?

Supports and Services for Students In Postsecondary Education

Access to:	All Students on Campus	Students with Disabilities	Students with Unique Abilities
Career Services			
Counseling Center			
Advising Center			
Disability Resource Center			
Gym/Fitness Center			
Internships			
Greek Organizations			

Class Enrollment



- Finding how students are enrolled in classes
- Deciding if classes align with student's goals
- Deciding how courses align with credential programs
- Choosing
 - Course credit OR
 - Audit OR
 - Other course structures
- How to find this information
- KW

Differences between High School and College

Level of Responsibilities

Ever think about the differences between high school and postsecondary education?

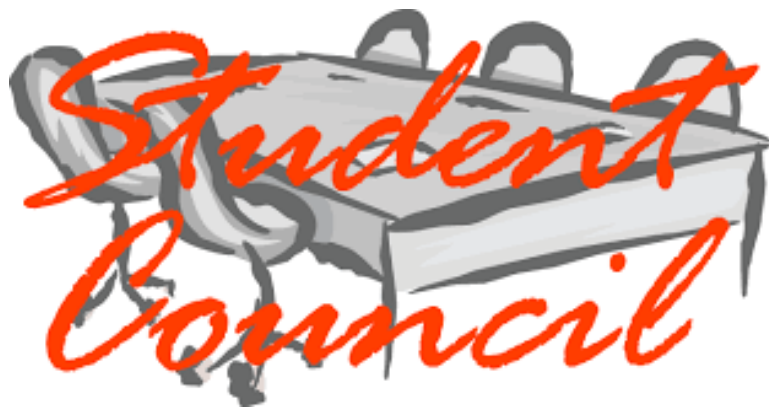
Joey?

High School	College
School personnel frequently tell students what they should do.	Students develop self-discipline by developing ways to remind themselves of assignments and responsibilities.
Teachers and administration follow-up with students who do not complete tasks.	Professors typically do not remind students about incomplete work.
Students count on teachers, parents, and administrators to remind them of assignments and other requirements.	Students maintain a calendar of deadlines for assignments and class responsibilities.
Unless a student attended a private school, his or her education is required and free.	College attendance is a choice and students are required to pay tuition, either their own funds, loans, or scholarships.
Student Action Steps to prepare for this difference:	

- Adapted from Kochhar, C., Bassett, D. S., & Webb, K. W. (2008). Transition to postsecondary education. Thousand Oaks, CA: Corwin Press.

Just a Few of the Many Differences Between College and High School That Students & Parents May Not Know

The applicable law is the Individuals with Disabilities Education Act or IDEA	The applicable law is the Americans with Disabilities Act or the ADA and Section 504 and 508 of the Rehabilitation Act
IDEA is about success	The ADA is about access
Fundamental modifications of programs and curricula are required	No fundamental modifications are required – only accommodations
Education is a right and must be provided in an appropriate environment to all individuals	Education is not a right – students must meet certain admission criteria
The school district is responsible for identifying a student's disability	Students must self-identify



Smart Resourceful Creative
 Knowledgeable Encouraging
 Supportive *A Leader* An Assistant
 A ROLE MODEL & GUIDE
 An Advisor **PEER** Personable
 Friendly Engaging
 Helpful KIND A Good Listener
MENTOR



Program Choice

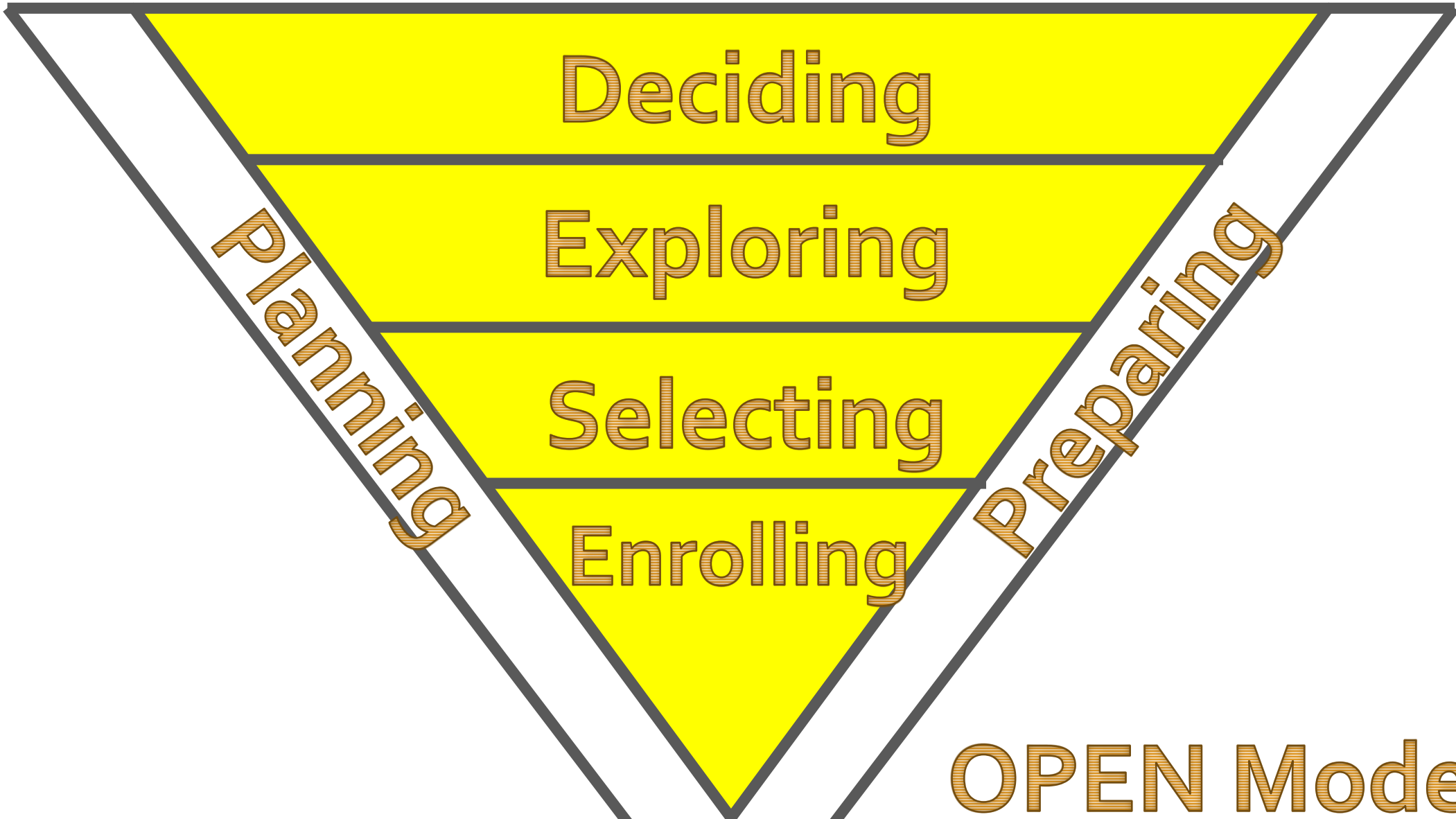
Now that you know general information, how do you...

Find a program and credentials that matches your student's aspirations, goals, and needs?

Set expectations that match your family member's aspirations, goals, and needs?

Florida Center for Students with
UNIQUE ABILITIES





OPEN Model

Webb, K. W. (2000). *Transition to postsecondary education*. Austin, TX: PRO-Ed Publishers.



Funding streams



Identifying funding options that are available for students

Financial aid – FAFSA application

Scholarships in Florida-FCSUA for approved programs)

Other scholarships

Private pay

Vocational Rehabilitation support

Other Agency support

IDEA until age 22

Other streams?

- Choosing a funding option that work for your family
- Importance for families to know
- How to find this information

CAMPUS HOUSING

Program Name	Institution	Housing
Project Panther Life, Project Panther Life Plus	Florida International University	No
Project ACHIEVE/ VERTICAL/ TIES	Florida State College Jacksonville	No
PALS	Pensacola State College	No
On Campus Transition	University of North Florida/Arc	Yes



jg

Program Name	Institution	Housing
Academy for Community Inclusion	Florida Atlantic University	No
Project Independence	Florida Panhandle Technical College	No
HIRE	Fort Myers Technical College Cape Coral Technical College	No
Project STAGE	Indian River State College	No
Grow Your Future	McFatter Technical College, Broward County Public Schools	No
Build your Future	Orange Technical College – Westside Campus	No
Project TOPS	Robert Morgan Educational Center and Technical College, Miami-Dade County Public Schools	No
Project SAINT	Santa Fe College	No
SEU Link	Southeastern University	Yes
Titans-UP	St. Petersburg College	No
EAGLE Connections	Tallahassee Community College	No
Project ACCESS	The College of the Florida Keys	Yes
Inclusive Education Services	University of Central Florida	Yes

What is Important to Me and My Family About Postsecondary Education

kw

College Characteristic	Importance to Me	Important to My Family	Notes about this item
LOCATION			
The campus is within an hour's driving distance from my family home.	1 2 3 4 5 6 Not important Extremely important	1 2 3 4 5 6 Not important Extremely important	
The campus is within a day's driving distance from my family home.	1 2 3 4 5 6 Not important Extremely important	1 2 3 4 5 6 Not important Extremely important	
The campus is close to some of my other family.	1 2 3 4 5 6 Not important Extremely important	1 2 3 4 5 6 Not important Extremely important	
The campus is where most of my friends are going.	1 2 3 4 5 6 Not important Extremely important	1 2 3 4 5 6 Not important Extremely important	
The campus is in a large city.	1 2 3 4 5 6 Not important Extremely important	1 2 3 4 5 6 Not important Extremely important	

Communication Among Family Members and Postsecondary Education Partners



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Communication among Family Members and High School Personnel and Agency Personal

- ❑ Ideas to communicate your student's desire to attend a postsecondary education program
- ❑ Yearly checklists beginning in middle school
- ❑ Referrals to transition resources to ensure information is communicated and goals are completed
- ❑ Ideas to ensure families are receiving the most updated information about postsecondary education programs





Communicating with Your Student



- How often should you contact your student?
- How often should your student contact you?
- What guidelines should you set for your student before contacting you?
- What boundaries have you set up before you contact your student?
- How do you set the stage for supporting decision-making?
- How do you communicate with your student when they experience an issue?
- How involved are you in your student's social life? Academic life? Financial life, Healthcare?

We know
that...



Parents of **all** college students are actively engaged in students' educational processes. In a recent survey, 51% of parents, indicated they have information to log on to their students' college accounts.

Texting or calling in real time--what a change from the once per week call during cheap times! Our challenge is to divert some of that communication to professionals on campus.

Lazo, R.(2018) You don't say! Parent involvement expectations, communication and FERPA requirements in postsecondary education programs for students with intellectual disabilities. Retrieved from Think College.net

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Communicating with Postsecondary Education Program Personnel & Faculty

“In college, students are asked to speak up for themselves and to share how their disability impacts them and what accommodations work for them.” Think College

- After years of IEPs and teams, families may not know these supports are not in place at the postsecondary education levels.
- Family members may be encouraged to be involved in parent groups and other activities rather than in direct involvement with their student and/or postsecondary personnel and faculty.
- Families are routinely informed that the postsecondary institution cannot communicate about education or health information because of FERPA.
- The student legally owns his/her educational or health data upon turning 18 years of age. Students have the right to have their records kept confidential unless they give permission to disclose information.
- After 18, family members no longer have the right to see educational or health data unless the student has granted this permission by writing. Even with this permission, some postsecondary institutions do not allow this disclosure.

PACER's National Parent Center on Transition and Employment (2017). Communicating with Your Student's College under Family Educational Rights and Privacy Act (FERPA). Think College Insight Brief, Issue No. 31. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

- kw

Communicating with Postsecondary Education Program Personnel & Faculty

FERPA and/or HIPPA

“Most parents want to know if their youth is failing or at risk of dropping out of school. Parents of youth with disabilities — due to their potential vulnerability frequently associated with mental health needs, or intellectual or physical disabilities — may want to know additional details about their youth’s life. This may seem intrusive to the college professor unfamiliar with the youth’s disability or critical accommodations.”

“It is important for parents to

- 1) define the type of information that will be helpful to report,
- 2) discuss this with trusted people in the young person’s life at the postsecondary institution, and
- 3) include the youth in these conversations.”



FERPA Opportunities in the Family Toolkit

Florida Center for Students with
UNIQUE ABILITIES



- Discusses the shift in the parent and family perspective
- Presents ideas for having a family conversation that may have been put off until now
- Presents ideas for family members to encourage student to engage in problem-solving, informed decision-making and personal choice

Who Makes Decisions?



- Power of Attorney: A written document where a competent adult voluntarily grants authority to another competent adult to act and make decisions on his or her behalf.
- Supported Decision-Making: An agreement whereby an individual with a disability chooses a team of people to assist them with obtaining and understanding information, considering alternatives, executing a decision, and expressing it to third parties.
- Guardianship: A court-ordered arrangement in which one person is given the legal authority to make decisions on behalf of another person whom a court has deemed to be “incapacitated” or “incompetent.”
- In Florida:
 - Limited: delegable rights specifically given by a court order. Person keeps all other decision-making rights not specifically outlined by the court.
 - Plenary: the rights enumerated in Florida law that can be delegated can be applied to the person, their estate, or both.

Leuchovius, D. & Ziemke, B. (2019). Consider the Alternatives: Decision-Making Options for Young Adults with Intellectual Disabilities. Think College Insight Brief, Issue No. 41. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

Family to Family



- When to step away and when to step in; making decisions
- Talking to other parents and family members about their experiences with postsecondary education programs
- Supporting your family member's path to finding strengths and areas of need
- Celebrating your family member's strengths and acknowledging areas of need
- Celebrating and becoming aware of changes in your family member
- Anticipating surprises and unanticipated situations while enrolled
- Finding ways to stay involved on campus
- Finding ways to stay involved with the program

*Questions,
Input, &
Feedback!*





Thank you!