Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs at Institutions of Higher Education

Pre-Employment Transition Services

Guiding Questions | Activities | Progress & Outcome Indicators

Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs at Institutions of Higher Education (IHE) is one of the five required pre-employment transition services designed to:

- Advise students and parents or representatives on IHE course offerings and career options; academic curricula; the college application and admissions process; how to complete the Free Application for Federal Student Aid (FAFSA); and
- Provide resources that may be used to support individual student success in education and training (i.e., disability support services); and counsel students on the types of academic and occupational training needed to succeed in the workplace, and post-secondary opportunities associated with career fields or pathways
- Available at institutions of higher education

Content Areas

- Post-secondary degree programs, courses, curricula
- College/university application process, admission requirements, financial aid, disability support services
- Occupational training, certificate programs, and/or comprehensive transition programs (CTP) available at institutions of higher education

Guiding Questions

1. ***Awareness:*** **Is the student aware of the different types of academic courses required for degrees or training certificates available at institutions of higher education, and how post-secondary education and training can support jobs within their chosen career cluster or career pathway?**
   a. Students are aware of the required post-secondary education, occupational training, skills, and/or certifications needed in order to apply for jobs in their chosen career field.
   b. Students understand the difference between high school and college, in terms of coursework expectations, accommodations/modifications, and supports provided in a post-secondary program.

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2. *Exploration*: Has the student been able to explore colleges/universities that offer degree or certificate programs in their chosen career field or career pathway of interest?

a. Students and their family members are provided information and guidance regarding required academic curricula/courses as early as possible, because it may affect the type of classes or coursework that should be taken while in high school.
b. Students need opportunities to explore available degrees, and credentials offered through various programs at IHEs, as well as how to identify disability support services that may be available at IHE.
c. An on-site "college tour" is a great first step toward exploring whether a particular college, CTP, or other IHE program is a good fit for the student, and it should include a visit to the office that oversees provision of disability services and supports, where available.

Comprehensive Transition Programs (CTP)

- CTP is a type of postsecondary education program that provides inclusive, academic, social, and career and technical skills training, designed specifically for individuals with intellectual disabilities seeking a postsecondary or college experience career path. If approved by the US Dept. of Education, students attending those programs are eligible for federal student aid.
- As long as the student falls within the State Vocational Rehabilitation (VR) Agency's age range, individuals are considered to meet the definition of "a student with a disability" for the purpose of the provision of pre-employment transition services, if they are enrolled in a CTP program.
- Reach out to your specific State VR Agency, State Education Agency (SEA), and Institutions of High Education (IHE) for more information on CTPs available in your state.

3. *Planning and Preparation*: Is the student prepared to recognize the steps needed to start planning for post-secondary education and training?

a. Advise students and families on how to begin planning for the cost of post-secondary education and training (e.g. tuition/fees, housing, books/supplies, etc.).
b. Students need to identify and prepare for alternative options if they are not able to attend or do not get accepted into the post-secondary education program that was their first choice.
c. Students need to learn the importance of finding, requesting and securing supports and accommodations in a post-secondary educational setting.

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Examples of Activities

1. Plan and arrange visits to local post-secondary education campuses.
2. Coordinate opportunities for students to participate in events at local college campuses.
3. Review/discuss:
   a. examples of college applications
   b. scholarship and grant applications
   c. accommodations for college entrance testing, SAT/ACT
4. Offer lessons on financial planning and budgeting for college.
5. Research financial aid opportunities such as Pell grants, ABLE (Achieving a Better Life Experience) accounts, and PASS (Plan to Achieve Self-Support) plans.
6. Educate students on differences between high school and college/post-secondary training programs.
7. Invite recent HS graduates to talk about their experiences transitioning to college.
8. Counsel students regarding the importance of networks of support, independent living options and community participation in relation to participating in post-secondary education opportunities.
9. Educate students about accommodations and resources available at college disability service offices.

Key Considerations

- VR is the only entity that can provide or arrange for the provision of Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs at Institutions of Higher Education as a pre-employment transition service to students with disabilities.
- Since local education agencies (LEAs) are obligated to provide transition services under the Individuals with Disabilities Education Act (IDEA), VR must collaborate with the LEA to ensure there is no duplication of services.
- Ensure students are engaged and build in opportunities for student self-reflection.

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Student Progress & Outcome Indicators

Identify how student participation, progress, and outcomes for Counseling on Opportunities for Enrollment in Comprehensive Transition or Post-Secondary Educational Programs at Institutions of Higher Education will be tracked, reported, measured, and shared. Consider the following:

- Identify learning objectives and/or outcome indicators in order to:
  - *evaluate and document student progress*
  - *determine if additional exploration of course offerings, academic curricula, occupational training or available disability support services at an IHE are needed*
  - *identify and/or solidify career interests requiring further post-secondary education/training*
  - *determine if no further counseling on post-secondary educational programs at IHE as a pre-employment transition service are needed at this time*
- Conduct Pre-Post Surveys.
- Identify curricula/activities that are interactive and keep students engaged.
- Implement activities/events that incorporate student voice and decision-making.
- Share student progress and outcomes with the student, IEP team, school contacts, internal VR team members, and parent/family, as appropriate.

Examples of Learning Objectives/Outcome Indicators

Counseling on opportunities for enrollment in CTP or post-secondary educational programs at IHE	
1.	Describes the differences between high school and college/post-secondary training programs.
2.	Identifies the academic/occupational training requirements needed to succeed in their career area of interest.
3.	Describes available post-secondary training options, and how to set up an on-site visit.
4.	Describes the application and admissions process for post-secondary education and training.
5.	Describes how to access and apply for financial aid.
6.	Identifies various supports, assistive technology/accommodations available at college disability service offices.
7.	Identifies networks of support, independent living options and community participation in relation to participating in post-secondary education opportunities.

Curriculum options and more resources can be found at the link below:
NTACT:C Counseling on Post-Secondary Education at IHE

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