

Ohio's Statewide Consortium: Profiles of Postsecondary Programs for Students with ID



The Ohio State University
University of Cincinnati
Marietta College
Youngstown State University
University of Toledo
Kent State University
Columbus State Community College



TABLE OF CONTENTS

Introductionp. 3

Profiles

- The Ohio State Universityp. 5
- University of Cincinnati.....p. 7
- Marietta Collegep. 9
- Youngstown State University.....p. 11
- University of Toledop. 13
- Kent State Universityp. 15
- Columbus State Community Collegep. 19

Program Cost Comparison.....p. 23

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INTRODUCTION

Ohio's Postsecondary programs deliver inclusive college experiences for students with intellectual and developmental disabilities (IDD) that include internships, college classes, housing and social experiences that result in improved access to gainful employment. Key elements that support the development of these postsecondary programs are:

- Higher Education Opportunity Act (PL 110-315) authorizes funding to develop college programs for students with intellectual disabilities
- Think College National Coordinating Center for the 27 federally funded postsecondary education programs for students with intellectual disabilities (see www.thinkcollege.net for more information)
- Workforce Innovation and Opportunity Act of 2014

Higher Education Opportunity Act (PL 110-315) Authorizes Model Demonstration Grants

Provisions regarding the transition of students with ID into institutions of higher education are addressed within Title VII: Graduate and Postsecondary Improvement Programs, Part D - Programs to Provide Students with Disabilities with a Quality Higher Education.

Specifically, Subpart 2, Section 766 describes Congress' intent to support model demonstration projects that promote successful transition of students with ID into higher education through the development of Model Comprehensive Transition and Postsecondary Programs (CTP). As defined in Section 760(1) of the Higher Education Opportunity Act, the term "comprehensive transition and postsecondary program" means a degree, certificate, or non-degree program that meets each of the following criteria:

- A. Is offered by an institution of higher education.
- B. Is designed to support students with intellectual disabilities who are seeking to continue academic, career, technical and independent living instruction at an institution of higher education in order to prepare for gainful employment.
- C. Includes an advising and curriculum structure.
- D. Requires students with intellectual disabilities to participate on a no less than half-time basis as determined by the institution, with such participation focusing on academic components, and occurring through one or more of the following activities:
 - a. Regular enrollment in credit-bearing courses with nondisabled students offered by the institution.
 - b. Auditing or participating in courses with nondisabled students offered by the institution for which the student does not receive regular academic credit.
 - c. Enrollment in noncredit-bearing, non-degree courses with nondisabled students.
 - d. Participation in internships or work-based training in settings with nondisabled individuals.
- E. Requires students with intellectual disabilities to be socially and academically integrated with non-disabled students to the maximum extent possible.

Think College National Coordinating Center

The National Coordinating Center has developed eight National Standards, 17 quality indicators, and 87 benchmarks for guiding the development and sustainability of inclusive higher education (see www.thinkcollege.net). Postsecondary programs are encouraged to use these standards to measure progress towards creating and maintaining high-quality, inclusive college experiences across the four transition areas for students with IDD: 1) Academic Access, 2) Career Development, 3) Campus Membership/Independent Living and 4) Self-Determination/Student Development.

Workforce Innovation and Opportunity Act of 2014 (WIOA)

The WIOA legislation increases vocational rehabilitation's role in the delivery of transition services across the nation and all VR agencies are required to develop a unified workforce state plan for workforce development that includes the delivery of pre-employment transition services. Each VR agency, in collaboration with local school districts, must provide, or arrange for the provision of pre-employment transition services for all students with disabilities in need of these services eligible or potentially eligible for VR services. Required pre-employment transition services include:

- Job exploration counseling
- Work-based learning experiences
- Counseling on postsecondary education opportunities
- Workplace readiness training
- Instruction in self-advocacy

The national Employment First Initiative promotes the belief that all individuals with DD are presumed able to work in real jobs in the community. Ohio's Employment First Initiative is shifting expectations among school and agency providers, families, and most importantly, job seekers themselves. As state and local agencies collaborate to improve school to work transition planning, providers are delivering innovative transition and employment services as authorized by the Higher Education Act of 2008 and the Workforce Innovation and Opportunities Act of 2014.

Every working-age adult with IDD has the opportunity to explore both college and career options to prepare for careers that match their preferences, interests, needs and skills (PINS). Ohio's Postsecondary programs are eager to partner with school and agency providers to assure that students with IDD continue to gain academic and employment skills to increase their options to obtain community employment. The following profiles represent postsecondary programs that are working together to create quality postsecondary programs for students with IDD across Ohio. Additional postsecondary programs in Ohio or across the country may be found at www.thinkcollege.net.

PROFILES

Profiles of Ohio's Postsecondary Programs for College Students with ID



THE OHIO STATE UNIVERSITY

Name of Program: Ohio State University Transition Options in Postsecondary Settings (TOPS)

College/University: The Ohio State University

Contact Person: Jessie Green

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Website: www.go.osu.edu/tops

Comprehensive Transitions and Postsecondary Program (CTP) Status: Approved

Annual Costs:	Tuition and Fees:	\$3,576
	Program Fees:	\$11,022
	Room & Board:	Pending

Entering freshman students must enroll in a summer Campus Experience and Transition Assessment (COTA) residential program. \$1,500

Program Description:

The TOPS Program is a 2-year and 4-year Workforce Development Certificate program that focuses on 4 basic transition areas: Academics, Employment, Campus Membership, and Self-Determination.

- Workforce Development Certificate 4-Year Program: Students in the 4-year program must complete a minimum of 120 semester hours (an average of 30 semester hours annually) across the four transition areas (i.e., inclusive academic classes, internships and employment, independent living and campus membership, self-determination) to receive the certificate and electronic portfolio.
- Workforce Development Certificate 2-Year Program: Students enrolled in the two-year program are required to earn 60 semester hours of TOPS program credit and participate in four transition areas and develop an electronic portfolio.

Questions

Describe the academic services?

- Educational advising provided to assist students select a minimum of 24 semester hours of audited General Education Courses (GEC) for the Workforce Development Certificate 4-Year.
- Educational coaching supports provided pre-, in-, or post-class by students enrolled in Disability Studies Internship course. (e.g., assist with note taking, highlighting key words/concepts and clarifying difficult concepts).
- Assistance using universal and assistive technology (e.g., iPad app (Quizlet) to practice vocabulary, scheduling using Google Calendar, and storing and organizing assignments).
- Academic Center for one-on-one and group tutoring (e.g., writing papers and completing project activities).
- Extra time on tests or reader scribes (e.g., students received time and a half and/or reader scribes).

- TOPS Learning Community offered to provide direct instruction with technology, personal adjustment and job readiness skills.
- Sample of inclusive classes required within the core course of study include:
 - Personal Growth to Increase Career Competencies – self and career exploration
 - Online Learning Strategies and Skills – Explores how to use the web successfully
 - Individual Learning and Motivation – Teaches strategies for success in college
 - Technology Enhanced Learning Strategies – Imparts specific and general strategies for using technological tools
 - Disability Studies – History, meaning, and impact of disability
- Building a network of natural supports through the use of OSU students, serving as educational coaches, tutors, and social or community service volunteers. OSU students are enrolled in the Disability Studies specialization internship course (DSABL5191).

Describe employment experiences and outcomes?

All TOPS students work in either an unpaid/paid internship for 10 – 20 hours per week every semester. Students complete informational interviews and job shadows each semester to select an internship of high interest prior to placement. During the second year in the program, we try to place students in paid internship positions.

Types of internships/Paid Employment:

- Customer service
- Environmental services
- Office clerical assistant and mail delivery
- Physical therapy aide
- Instrument sterilization at medical clinics
- Food service

How are employment services and supports provided?

Students receive supports and opportunities necessary to seek and sustain competitive employment, including:

- Person-centered planning to identify career goals
- Access to job coaches and developers who receive ongoing training and supervision
- Participation in time-limited internships or work-based training in settings with people without disabilities
- Opportunity to participate in academically focused on career goals
- Participation in paid work experiences related to personal choice and career goals, such as paid internships, work study, service learning, or other paid work on or off campus
- Connection with rehabilitation and DD adult service providers to sustain employment

Describe the independent living and residential services?

TOPS students engage in learning communities designed to teach the skills required to live independently and socialize successfully in the campus and surrounding communities. Off-campus apartments are available for students who need housing.

Describe the counseling and supports that are available for your students with ID?

Doctoral students accepted into the OSU Psychology or Social Work program with a specialization in IDD provide counseling services to students on a limited basis. TOPS program staff assist families connect students to counseling services provided through student services.

Profiles of Ohio's Postsecondary Programs for College Students with ID



Name of Program: Transition and Access Program

College/University: University of Cincinnati

Contact Person: Diane Clouse, EdD

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Website: <http://cech.uc.edu/education/ats/tap.html>

Comprehensive Transitions and Postsecondary Program (CTP) Status: Approved

Annual Costs:	Tuition and Fees:	\$18,594
	Room and Board:	\$12,000

Program Description:

Transition and Access Program (TAP) is a four year certificate program for individuals with mild to moderate intellectual or developmental disabilities at the University of Cincinnati (UC). UC is a large (enrollment approximately 40,000) Midwestern university in an urban setting. We provide an inclusive college experience where students live in the dorm on campus, engage in an active social life, attend UC and program specific courses, and participate in vocational internships. Our program outcomes include: vocational, self-determination and social competence, and independence and community living. The program is designed to serve up to 40 individuals annually.

Questions:

Describe the academic services?

Types of inclusive classes that students enroll:

- Educational Technology, Psychology, Health, History, Basic Drawing, Basic Painting, Interpersonal Relationships, College Math, Stress Management, Media Class, Physical Conditioning, Basketball, Tennis, Introduction to Exceptional Disabilities, Website Management, Acting 1

Supports provided to students in inclusive classes:

- Each TAP student is enrolled in two traditional courses each semester. Pre/Post student workers collaborate with course instructors weekly to determine any needed assignment modifications and accommodations. This collaboration can occur through face to face meetings, telephone conversations or emails.
- The TAP student meets with the Pre/Post teacher for 1 hour prior to each university class time to prepare for that day's instruction. This work could include assignment completion and reviewing written materials for class as well as prompting for note taking and class participation.
- Pre/Post teachers will also spend 1 hour after each class reviewing class notes and assignment completion requirements with the TAP.

Describe employment experiences and outcomes?

Types of internships:

- Teacher assistants, IT project manager, Office assistants, sports manager, Grounds keeper, Radio station support person

How are employment services and supports provided?

Employment supports provided:

- Each student starts with a full time job coach and the coach fades as the student is ready for independence.

Describe the independent living and residential services?

We have an educational theme dorm house. The dorm house is shared by traditional college students as well as TAP students. The students are supported by four residential assistants.

Describe the counseling and supports that are available for your students with ID?

All students attend two social skills classes a week. Students have supports provided by social work interns. All students have two to three academic and social mentors. The TAP staff is a diverse team including a director, an assistant director, a transition coordinator, graduate students, undergraduates, and resident assistants.

Profiles of Ohio's Postsecondary Programs for College Students with ID



Name of Program: Pioneer Pipeline Program

College/University: Marietta College

Contact Person: Chris Klein

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Website: <https://mcpioneerpipeline.weebly.com/>

Comprehensive Transitions and Postsecondary Program (CTP) Status: Applying

Annual Costs:	Tuition and Fees:	\$100-\$1,500*
	Adult program fees:	\$2,000
	Room and Board:	Not Offered

**Secondary Students Tuition rate. Hybrid Program (some students are in high school 18-21 year olds who attend the college program 5 days per week) The Postsecondary Program is for students after they have received a high school diploma.*

Program Description:

During 2016-17, high school students from Warren Local School District, Noble Local School District and Washington County DD are eligible to participate in the Pioneer Pipeline Program. The Marietta College Pioneer Pipeline is a transition and support program for individuals with intellectual disabilities in Southeastern Ohio.

The program includes a:

1. pre-transition track for individuals between the ages of 14-17 years
2. a transition track for high school seniors ages 18-22 years
3. Employment Readiness Certificate, a post-secondary track

Within each track, students in the Pioneer Pipeline program receive support services revolving around transition to independent living and the goal of permanent community employment. Students are paired with peer mentors, who are college students from a number of majors, including in the departments of Education and Psychology at Marietta College, who are completing the mentorship as an applied experience within their respective program.

Questions:

Describe the academic services?

Students receive their traditional academic program from their high school instructor, supplemented by academic programming from courses at the college. In addition, they are paired with peer mentors during their time at the college, who go to class with them, go to their work internships/job shadowing with them, and facilitate social & independent skills training with them. Our goal is to help students build a resume to work toward a permanent job placement, and help students find not only what they are good at, but also what they enjoy doing. Consequently, we try to give our students a number of placements throughout the program to help them explore jobs. The Postsecondary students are

enrolled in classes and participate in job development and social activities. Mentors act as job coaches, attend classes with the students, and facilitate social and recreational activities.

Describe employment experiences and outcomes?

Students are placed in non-paid work internships throughout campus, including academic support, library services, student organization offices, physical plant operations, and recreation center work. In addition, we have students who work at local businesses (restaurant, retail store, etc.).

Describe the independent living and residential services?

The Secondary students currently reside at home and are transported by school transportation to the college program. Beyond that, we include a number of training opportunities within our program, such as meal planning and preparation, budget planning, social interaction skill building, etc., that help move students toward an independent living situation in the future. The Postsecondary students provide their own transportation and may or may not still live at home.

Describe the counseling and supports that are available for your students with ID?

Students are provided counseling by the local school systems, and are free to also use the student services provided to any college student at our institution. Our students have peer mentors as supports, in addition to aides that work with them across campus, and occupational therapists that work with them in the campus setting.

Profiles of Ohio's Postsecondary Programs for College Students with ID



Name of Program: Youngstown State University: Transition Options in Postsecondary Settings

College/University: Youngstown State University

Contact Person: Erika Campolito

Phone: (330) 941-2437, Email: emcampolito@ysu.edu

Website: <https://thinkcollege.net/programs/transition-options-in-postsecondary-settings-tops-0>

Comprehensive Transitions and Postsecondary Program (CTP) Status: Applying

Annual Costs:	Tuition and Fees:	\$8,252
	Room and Board:	Not Offered

For non-degree seeking TOPS students, the costs per semester follows: tuition for YSU course \$1,125.91 per enrollment in a 3-hour course and TOPS Program Fee: \$3,000.

Program Description:

The TOPS Program fee covers access to:

- student-focused planning to guide course selection, programming, and support development;
- support services for inclusive learning experiences through participation in cultural, educational, recreational, and social activities (i.e., educational coaches);
- support services to engage TOPS students in career development experiences, including internships, career-focused training, and competitive employment at YSU and within community businesses; and
- access to TOPS courses (e.g., developing self-determination skills; technology for learning, living, and careers; financial literacy; community living skills; and communicating and advocacy in the workplace and community). The students also work in the area of social skills, attending events on and off of campus with the peer coaches.

Questions:

Describe the academic services?

- TOPS students attend specialized classes in the areas of communication, Practical living, First Aid/CPR, employment readiness and self-care. They attend inclusive classes in the area of health and fitness offered through the universities REC center. Students complete internships each semester to help expand vocational skills.
- Students may receive in-class and out of class supports. In-class supports are provided by TOPS education coaches who are YSU students enrolled in undergraduate programs through-out the university. Out-of-class supports include instruction in study strategies, note taking, writing, and tutoring in class content.
- Students may also receive academic support through programs operating within YSU's Center for Student Progress (CSP), supported by TOPS education coaches as needed. The CSP serves as the hub of student support services, representing 8 programs targeting diverse populations and intensity of needs. The programs include: First-Year Student Services, Adult Learner Services, Multicultural Student Services, Student Tutorial Services, Individual Intervention Services, Supplemental Instruction Services, Orientation Services, and Disability Services. The Reading and

Study Skills Center also provides supports for students, including credit-earning courses targeting various thinking, listening, test/note-taking, and reading strategies.

Describe employment experiences and outcomes?

Types of internships:

- Students may access internships on the YSU campus, including positions within the YSU Recycling Program, McDonough Museum, Child Care Center, and Pete’s Treats Information Desk. The majority of internships are non-paid.

How are employment services and supports provided?

Employment supports are provided by TOPS Graduate Assistants and YSU students. Instructors and YSU students participate in ongoing training and professional development.

Describe the independent living and residential services?

There are no residential services. TOPS students participate in a TOPS-specific course that provides instruction related to independent living and community participation and access.

Describe the counseling and supports that are available for students with ID?

Students can access typical university services as well as specialized services through YSU- TOPS. When students access university services through the Center for Student Progress, they are supported by peer mentors. Students have also contracted with autism providers in Mahoning County to provide counseling and support services.

Profiles of Ohio's Postsecondary Programs for College Students with ID



Name of Program: Toledo Transition (T2)

College/University: University of Toledo

Contact Person: Patricia Devlin

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Website: http://www.utoledo.edu/education/depts/ecpse/programs/toledo_transition/

Comprehensive Transitions and Postsecondary Program (CTP) Status: Approved

Annual Costs:	Tuition and Fees:	\$8,084
	Room and Board:	Pending

Program Description:

Toledo Transition (T2) is a 2-year or 4-year non-degree certificate program for young adults seeking an inclusive college experience that prepares them for gainful employment. Both the 2 and 4-year track consist of curriculum and experiences in the following transition areas: Academics, Employment, Independent Living and Self-Determination.

- 2-Year Certificate of Completion Track (60 semester hours): The 2-year track is for students who desire to obtain basic transition skills in preparation for community employment or enrollment in a degree program.
- 4-Year Certificate of Completion (120 semester hours): The 4-year track is for students who desire additional knowledge and skills necessary to obtain community employment.

Questions:

Describe the academic services?

The Academics program area focuses on academic access and lifelong learning through auditing University of Toledo courses and program specialized courses that support students' personal and career goals.

Students are supported by:

- Program Coordinator, whose responsibilities include coordinating with university faculty and academic advisor, assisting students with course selection and sequencing, and evaluating/monitoring student performance on a weekly basis.
- T2 Educational Coaches, trained UT coaches or mentors whose responsibilities include providing students with support and accommodations as necessary, as well as assisting the T2 Coordinator with student evaluation and monitoring

Sample of inclusive classes include:

- College Study Strategies and Orientation: reviews services, policies, procedures of UT along with relevant study skills and services
- Applications of Thinking Critically: teaches students to think critically to be successful in college and in the workplace
- Career and Self-Evaluation: exploration of important considerations in choosing a career; (a) career opportunities/ requirements, (b) interests, abilities, skills, needs, values and goals

Sample of specialized courses include:

- **Employability:** includes content in self-determination and employability skills as well as participation in various vocational assessments.
- **Financial Literacy:** students explore and learn skills that will support future financial independence and stability
- **Personal Adjustment:** introduces adult work issues such as apartment shopping, special needs and the law, and accessing health insurance and medical care

Describe employment experiences and outcomes?

Beginning in the first year, T2 students engage in unpaid internships that are 15 weeks long and 7-10 hours per week. A wide variety of internships are available on both UT Main and Health Science campuses.

Some recent internship placements include:

- Ambassador at the University of Toledo Medical Center
- Office Assistant in the Undergraduate Admissions
- Assistant Clerk at the University Bookstore
- Grounds Attendant on the University of Toledo Main Campus
- Bakery Assistant at Central Production Main Campus
- Classroom Aide: UT Day Care, Main Campus

How are employment and supports provided?

Students initially identify career goals and participate in job shadows their first semester. In additional semesters students are placed in unpaid internships based on career goals and interests. Students are supported by T2 Job Coaches who provide on-the-job training and supports. Students also receive support from a job placement specialist and connection with rehabilitation and DD adult service providers to obtain and sustain employment.

Describe the independent living and residential services?

The independent living area of the program focuses on activities where students learn and practice skills required to live independently, make healthy choices, and socialize successfully. The program also focuses on campus membership and support for participation in campus and community organizations, activities and events. T2 students engage in social activities on and around campus. Some examples include working out at the Rec Center, attending sports events, and participating in UT clubs and organizations.

- T2 will offer housing starting academic year 2019-2020.

Describe the counseling and supports that are available for your students with ID?

Students, families, and adult service personnel (if applicable) participate in person centered planning meetings throughout participation in the program providing student guidance to specific coursework and internships.

Student Disability Services: Students in the T2 program can receive accommodations through Student Disability Services. Students must provide documentation of disability and will work with staff to determine what those accommodations will be.

Profiles of Ohio's Postsecondary Programs for College Students with ID



Name of Program: Career & Community Studies

College/University: Kent State University

Contact Person: Dr. Vonnie Michali

Phone: (330) 672-0725, Email: yhale@kent.edu

Website: www.kent.edu/ehhs/ccs

Comprehensive Transitions and Postsecondary Program (CTP) Status: Approved

Annual Costs: Students in the CCS program pay the same tuition as all students enrolled at KSU, including in-state and out-of-state costs. The estimated costs below reflect in-state fees.

Annual Costs:	Tuition and Fees:	\$14,012
	Room and Board:	\$9,900

Students may choose to either live in inclusive on-campus residence halls or to commute. Should a student wish to live on-campus he/she must complete a summer independent living experience in order to prepare for dorm living in the fall. This summer experience called , "The Cruise", is a four-day and four-night mock college experience where students are evaluated on how well they demonstrate basic independent living skills in order to be successful in dorm living.

Independent Living Assessment \$1,600

(Includes room, breakfast, lunch, and dinner, and round the clock supervision. Students must use their own money to pay for evening social activities in order to evaluate money skills).

Additional costs:

The first year students who live in the dorm share the costs of an hourly paid Independent Living Instructor (ILI). Responsibilities of the ILI are to help the student to connect to university social clubs and organizations, attend sports events, and acclimate to the social aspects of being a college student. ILI also work with students on learning independent living skills, such as doing laundry, purchasing necessary personal items, using public transportation both on and off campus. ILIs provide support to students evenings and weekends.

Program Description:

Career and Community Studies (CCS) is college-based, transition, non-degree program to prepare students with intellectual, developmental, and cognitive disabilities for adult life and employment through academic pursuits, peer socialization, and career exploration, identification, and preparation. The program integrates inclusive classes, a typical college experience, a transition curriculum and multiple practicum and internships to assist students in achieving employment outcomes in a career of their choice. The CCS program is for students who have completed high school requirements and be between 18-26 years of age. CCS is a federally approved Comprehensive Transition Program (CTP) that allows students to apply for federal financial aid (FASFA) for Pell grants and work study only.

Information can be obtained from the KSU financial aid office for Parent Plus loan opportunities.

Questions:

Describe the academic services?

- Students can receive accommodations through the Office of Student Accessibility Services (SAS). Examples of accommodations include extended test time, quiet room for testing, or a reader. Students meet with SAS prior to fall semester to determine what accommodations they qualify for under the American Disability Act.
- Students receive modifications through the CCS program. Any CCS course is already modified to individual student abilities. Student progress is indicated with a letter grade.
 - Students sitting in on KSU courses will facilitate a meeting with KSU faculty and CCS faculty to advocate for any modifications to be made to the KSU course requirements. Students are supported throughout this process. Student progress is indicated with a Satisfactory/Unsatisfactory grade.
- Students will attend Academic Support Labs where tutoring will be provided for all coursework.
 - Academic mentors will initially attend KSU courses with the CCS student. A fading process will occur until the CCS student can attend the course on their own, but will then return to the Academic Support Lab for further instruction and tutoring.
- Students need a minimum of 122 credits to receive a Record of Completion. There are no KSU credits, all credits are prefixed with CCS with cross-referencing with KSU classes. Students take a blend of KSU, CCS, and internship courses.
 - All students will have a CCS Academic Advisor who is available to provide advice and assistance as they plan academic schedules. Students will also periodically meet with a KSU academic advisor to share information about their academic progress.
- CCS curriculum has been approved by the KSU Board of Directors as a comprehensive and effective curriculum. Students are required to maintain a minimum of a 2.5 GPA to remain in good academic standing.

Describe employment experiences and outcomes?

- During the sophomore year, students will have a 3 credit (9 hours/week) on-campus work experience where student work skills will be evaluated. Students will continue to develop work and personal-social skills in the work environment. These work experiences may or may not be in the student's career interest.
- During the junior year, students will continue to have weekly work experiences (12 hours/week). These internships may or may not be on-campus; may or may not be paid internships; and may or may not develop into on-going employment opportunities.
- During the senior year, students will participate in internships in their career interest (3- 36 hours/week). These internships may or may not be on-campus; may or may not be paid internships; and may or may not develop into on-going employment opportunities.
- Students will experience between 1170 to 1710 hours of work practicum and internship to develop work skills and knowledge in the field of their career interests.

How are employment services and support provided?

All students will have a CCS Career Advisor as they explore and prepare for their careers and work experiences. All CCS students also have access and will use KSU Career Services for things such as career assessments, researching jobs and employment opportunities, and practicing employment readiness skills.

Describe the independent living and residential services?

Students can either commute or live in the dorm when attending Kent State. Conditions for living in the dorm follow:

- All students who wish to live in the dorm must complete a 4-day and 4-night dorm living experience in order to prepare for living on campus in the fall. This mock college experience is held in June of each year where students have a morning and afternoon class, evening social activities, opportunities to learn the campus, and to practice various apps used when courses begin. Students receive a report of how well they did and suggestions of skills they might need to practice in order to be better prepared.
- The first year a student lives in the dorm, if possible they will live with another CCS student. They will be housed in the dorm for the College of Education, Health, and Human Services (EHHS). This dorm houses education and health service majors and offers a wonderful learning environment for our students to gain additional independent and social skills. Subsequent years, students can identify a roommate of their choosing, and can pick the dorm they wish to live in. Some students have gone on to live in their own apartments off campus.
- Resident Advisors and Residential Hall Directors work closely with CCS staff and assist CCS students with any issues that may arise within the dorm setting.
- The first year that students live in the dorm, parents will share costs for an Independent Living Instructor(s) (ILI) who will guide students as they navigate campus events and activities in the evenings and on weekends. After the first year, dependent upon student ability, he/she may not need an ILI for remaining years.

Describe the counseling and supports that are available for your students with ID?

Mental Health:

- CCS students are able to use mental health counseling services that are free to all KSU students, providing that the mental health needs are not beyond the scope of what is provided on-campus. Counseling Services may determine that a student requires more intensive mental health counseling, and a recommendation and/or referral will be made to an outside professional if this occurs.

General Health:

- As Kent State students, CCS students are able to use all of the services provided by the University Health Services (UHS) located on-campus. Staff at UHS includes board certified physicians, nurse practitioners, registered nurses, licensed psychologists, pharmacists, physical therapists, and radiographers. University Health Services provides non-emergent outpatient care to all eligible students, faculty, and staff, including: examination and treatment for illness and minor injuries, women's health care, laboratory, x-ray, physical therapy, pharmacy services, and health education through all departments of UHS and under the Division of Student Affairs. UHS accepts all major carriers with the exception of Medicare. Self-pay rates are available for uninsured patients. UHS has developed a unique partnership with the CCS program as they help students to expand independent living skills by teaching how to make appointments, and how to discuss personal health care needs. All KSU students are required to provide immunization records upon entrance.

Student Accessibility Services (SAS):

- Students in the CCS program can receive accommodations through the Office of SAS. Students must provide documentation of disability and will work with SAS staff to determine what those accommodations will be. Accommodations provided under Americans with Disability Act (ADA) and Rehab 504 may be different than those provided by Individuals with Disabilities Education

Act (IDEA). ADA and Rehab 504 are the laws that adults with disabilities must follow as IDEA does not serve adults.

Other Services:

- Other services that may be available to students depending on need and demand include areas such as speech or physical therapy, or personal exercise trainers.

Financial Support:

- Career & Community Studies is recognized as a federally approved Comprehensive Transition Program (CTP). This allows eligible students to apply for financial aid – Pell grants and work study only. Students cannot apply for student loans. Small scholarships are becoming available, however endeavors to develop and expand scholarship programs for students in the CCS program continue.

Profiles of Ohio's Postsecondary Programs for College Students with ID



Name of Program: Human Services Assistant Certificate

College/University: Columbus State Community College

Contact Person: Mandy Mernedakis, Phone: (614)-287-5098, Email: mmernedakis@csc.edu

Website: <https://www.csc.edu/academics/departments/sahs/>

Comprehensive Transitions and Postsecondary Program (CTP) Status: Approved

Annual Costs:	Tuition and Fees:	Approximately \$2,300
	Room and Board:	Not Offered

Program Description:

The Human Services Assistant Certificate is a 16.5 credit-hour program for students who have a developmental disability and an interest in developing skills needed to assist others. Students will learn about various disabilities, needed supports, interventions and tools to be a successful worker. Students participate in two clinical practicum experiences in a variety of human services agencies. While course work is adapted to meet the needs of the students, in order to enroll in the certificate program students must have a proven ability to participate appropriately in a classroom and/or professional work setting. The curriculum provides students with the knowledge and skills necessary to work as an assistant in the Developmental Disabilities/Habilitation field.

Students with an intellectual disability that have been accepted into the Human Services Assistant Certificate program may qualify for additional services through our Comprehensive Model for Postsecondary Education and Transition Enrichment (COMPETE) Program. Students in the COMPETE program receive the opportunity to participate in non- credit groups that prepare them for career readiness. Groups encompass college success, workplace readiness, self-determination and living skills. Students meet with the program advisor throughout the program to track academic, social and career goals.

Questions:

Describe the academic services?

Types of classes that students enroll:

- Students take 16.5 semester credit hours of course work that prepares them to be an assistant in a human service agency. Class time is spent with other students pursuing the certificate, an Instructor and a teaching assistant. Practicum experiences are for credit classes where students are integrated into human service agencies.

How are supports provided to students in classes?

- A teaching assistant and instructor are in classes at all times. Peer mentors and natural supports are provided as available and appropriate. Needed accommodations are provided.

Describe employment experiences and outcomes?

Students participate in two semesters of practicum. Students spend 10.5 hours per week at a human service agency autumn semester and 10.5 hours per week Spring semester. Practicum experiences range from pre-school programs, elementary and high school classes, adult day programs and day programs for seniors. Students work side by side with teachers, habilitation specialists, activity specialist, community guides, etc. learning and practicing skills that would enable them to be effective assistants. A teaching assistant is available to provide additional support when needed.

How are employment supports provided?

Employment supports may be provided through OOD, Community Employment agencies, or many students are hired at the completion of their practicums.

Describe the independent living and residential services?

This program does not provide any residential services. Students may live independently, live with family members, or supported living, etc.

Describe the counseling and supports that are available for your students with ID?

COMPETE (Comprehensive Model for Postsecondary Education and Transition Enrichment) is a program specifically designed to support individuals with an Intellectual Disability (ID) who are seeking to continue academic, social and independent living instruction at Columbus State Community College (CSCC) in order to prepare for gainful employment.

Students receive additional supports by participating in group sessions encompassing student life, living skills, workplace/career readiness, and self-determination. Students regularly meet with a program advisor throughout the program to assess and track personal, social and academic goals. Students are encouraged to participate in college activities and clubs that interest them. They have access to the fitness center, library, bookstore, etc. Teaching assistants spend time in the classroom and at practicum locations supporting the students in any way needed. Students may seek assistance with academic work or supports at their practicum. Students would be referred for counseling if a need presented in this area. Students may take additional courses at CSCC if they desire and meet the pre-requisites.

Profiles of Ohio's Postsecondary Programs for College Students with ID



Name of Program: Early Childhood Aide Certificate

College/University: Columbus State Community College

Contact Person: Mandy Mernedakis, Phone: (614) 287-5098, Email: mmernedakis@csc.edu

Website: <https://www.csc.edu/academics/departments/early-childhood-development/>

Comprehensive Transitions and Postsecondary Program (CTP) Status: Approved

Annual Costs:	Tuition and Fees:	Approximately \$2,600
	Room and Board:	Not Offered

Program Description:

The Early Childhood Aide Certificate is an 18 credit hour program for students that have a developmental disability and an interest in developing skills needed to assist children in an early childhood program. Students will take classes and participate in practicums that will teach them the skills needed to assist in Early Childhood Programs. While course work is adapted to meet the needs of the students, in order to enroll in the certificate program students must have a proven ability to participate appropriately in a classroom and/or professional work setting. Upon the successful completion of the program, students will be eligible for a position as an Early Childhood Aide at a local Head Start program or Early Child Care Agency.

Students with an intellectual disability that have been accepted into the Early Childhood Aide Certificate program may qualify for additional services through our Comprehensive Model for Postsecondary Education and Transition Enrichment (COMPETE) Program. Students in the COMPETE program receive the opportunity to participate in non-credit groups that prepare them for career readiness. Groups encompass college success, workplace readiness, self-determination and living skills. Students meet with the program advisor throughout the program to track academic, social and career goals.

Questions:

Describe the academic services?

Types of classes that students enroll:

- Students take 18 semester credit hours of course work that prepares them to be an aide in an early childhood center. Class time is spent with other students pursuing the certificate, an Instructor and a teaching assistant. Practicum experiences are for credit courses where students are integrated into early childhood settings in the community.

How are supports provided to students in classes?

- A teaching assistant and instructor are in classes at all times. Peer mentors and natural supports are provided when available and appropriate. Needed accommodations are provided.

Describe employment experiences and outcomes?

Students participate in two semesters of practicum. Students spend up to 14 hours per week at an early childhood education center both autumn and spring semesters. Students work side by side with early childhood teachers learning and practicing skills that would enable them to be effective aides.

How are employment supports provided?

Employment supports may be provided through OOD, Community Employment agencies, or many students are hired at the completion of their practicums.

Describe the independent living and residential services?

This program does not provide any residential services. Students may live independently, live with family members, or supported living, etc.

Describe the counseling and supports that are available for your students with ID?

COMPETE (Comprehensive Model for Postsecondary Education and Transition Enrichment) is a program specifically designed to support individuals with an Intellectual Disability (ID) who are seeking to continue academic, social and independent living instruction at Columbus State Community College (CSCC) in order to prepare for gainful employment.

Students receive additional supports by participating in group sessions encompassing student life, living skills, workplace/career readiness, and self-determination. Students regularly meet with a program advisor throughout the program to assess and track personal, social and academic goals. Students are encouraged to participate in college activities and clubs that interest them. They have access to the fitness center, library, bookstore, etc. Teaching assistants spend time in the classroom and at practicum locations supporting the students in any way needed. Students may seek assistance with academic work or supports at their practicum. Students would be referred for counseling if a need presented in this area.

Students may take additional courses at Columbus State Community College if they desire and meet the pre-requisites.

PROGRAM COST COMPARISON

Program	School	Total Annual Cost	Room and Board	CTP Status
Transition Options in Postsecondary Settings (TOPS)	Ohio State University	\$14,600	Pending	Approved
Transition and Access Program	University of Cincinnati	\$18,594	\$12,000	Approved
Pioneer Pipeline Program	Marietta College	\$100-\$2,000	Not Offered	Applying
Transition Options in Postsecondary Settings (TOPS)	Youngstown State University	\$8,252	Not Offered	Applying
Toledo Transition (T2)	University of Toledo	\$8,084	Pending	Approved
Career and Community Studies	Kent State University	\$14,012	\$9,900	Approved
Human Services Assistant Certificate	Columbus State Community College	\$2,300	Not Offered	Approved
Early Childhood Aide Certificate	Columbus State Community College	\$2,600	Not Offered	Approved

PAYING FOR COLLEGE

PELL Grant Award:

A student is eligible to receive financial aid through a PELL Grant Award. The award is granted based on the financial need as determined by the Free Application for Federal Student Aid (FAFSA). In 2017-2018, PELL Grant award amounts were \$5,920 per eligible student. Visit: www.studentaid.gov for more information.

Ohio College Opportunity Grant (OCOG):

Administered by the Ohio Department of Higher Education, the OCOG is grant money provided to Ohio residents who demonstrate the highest levels of financial need (as determined by FAFSA application) who are enrolled at Ohio public colleges or universities, Ohio private, non-profit colleges or universities, and Ohio private, for-profit institutions. To be eligible, the Ohio resident must be enrolled in an associate's degree, first bachelor's degree, nurse diploma program, or a comprehensive transition and postsecondary program. Visit www.ohiohighered.org/ocog for more information.

The OCOG award chart outlines maximum per student award amounts:

OCOG 2017-2018				
PUBLIC	Enrollment Status			
	Full-time	3/4 Time	1/2 Time	1/4 Time
Community Colleges*	0	0	0	0
Regional Campuses*	58	44	29	15
All Other Public Main Campuses	1536	1152	768	384
PRIVATE	Enrollment Status			
	Full-time	3/4 Time	1/2 Time	1/4 Time
Private, Non-Profit	3072	2304	1536	768
Private, For-Profit	1140	855	570	285