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
Edison State Community College
Bowling Green State University, Firelands

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.

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

Ohio Statewide Consortium goal is to build, extend, enhance, and sustain programs that deliver inclusive postsecondary programs for students with intellectual and developmental disabilities across Ohio, including participation in college classes, internships, housing, and social experiences.

Visit Ohio Statewide Consortium: https://ohioconsortium.wixsite.com/osconline

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

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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.

University of Cincinnati
Name of Program: Transition and Access Program

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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 residence halls, 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.

Marietta College
Name of Program: Pioneer Pipeline Program

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The Pioneer Pipeline Program is a secondary program that serves high school students with ID from local area school districts. During 2018-19, high school students from Warren Local School District, Noble Local School District, Marietta City School District, Waterford School District, Fort Frye 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.

Students are paired with college students from a number of majors who serve as peer mentors to the secondary students.

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

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The TOPS Program fee covers access to:
a) student-focused planning to guide course selection, programming, and support development;
b) support services for inclusive learning experiences through participation in cultural, educational, recreational, and social activities (i.e., educational coaches);
c) 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
d) 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.

Toledo Transition

University of Toledo
Name of Program: Toledo Transition (T^2)

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

KENT STATE
UNIVERSITY

Kent State University
Name of Program: Career & Community Studies

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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.

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Columbus State Community College
Name of Program: Early Childhood Aide Certificate

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.

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Columbus State Community College
Name of Program: Human Services Assistant Certificate

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.

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Edison State Community College
Name of Program: EAGLE Program

The EAGLE Program is a two-year certificate program for individuals with intellectual and developmental disabilities at Edison State Community College. Students enrolled in the program take inclusive classes with their ESCC peers, as well as specialized classes specifically for the students in the program. In addition, students will be required to complete internships as part of the program. While being a participant in the EAGLE Program, students will learn self-advocacy skills, engage in peer socialization, and focus on career exploration. The intent of the program is for students to gain life and work skills and be ready to enter the workforce upon completion.

BGSU. Firelands

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Name of Program: Clark Inclusive Scholars Program

Funded by the Clark Family Foundation, the Clark Inclusive Scholars Program is an individualized post-secondary certificate program for students with intellectual disabilities. Students will typically complete the certificate program in four semesters. To earn the certificate, students will spend an average of 20 hours or more on the Firelands campus attending classes, gaining work experience, receiving individualized instruction and support, and socializing with peers. They will have access to the same learning environments and student life activities as all other BGSU Firelands students. Individualized planning will guide the development of each student's program of study, career development activities, and student life involvement. Learning experiences will focus on the development of academic, social, and career skills that lead to competitive employment, meaningful careers and community membership. It is expected that upon completion of the program, students will either be employed or will continue on for an associate's degree.

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PROGRAM COST COMPARISON

Program	School	Total Annual Cost	Room and Board	CTP Status
Transition Options in Postsecondary Settings (TOPS)	Ohio State University	$14,952	Pending	Approved
Transition and Access Program	University of Cincinnati	$18,594	$12,000	Approved
Pioneer Pipeline Program	Marietta College	$100-$2,000	Not Offered	Not Eligible
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	Applying
Early Childhood Aide Certificate	Columbus State Community College	$2,600	Not Offered	Applying
EAGLE Program	Edison State Community College	$156.52/credit hr	Not Offered	Approved
Clark Inclusive Scholars Program	Bowling Green State University, Firelands	$1,000	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 2019-2020				
PUBLIC	Enrollment Status			
	Full-time	3/4 Time	1/2 Time	1/4 Time
Community Colleges*	0	0	0	0
Regional Campuses*	0	0	0	0
All Other Public Main Campuses	$2000	$1500	$1000	$500
PRIVATE	Enrollment Status			
	Full-time	3/4 Time	1/2 Time	1/4 Time
Private, Non-Profit	$3500	$2625	$1750	$875
Private, For-Profit	$1300	$975	$650	$325

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