

## **Articulation Coordinating Committee Transition Survey**

The purpose of this survey is to assess the transition process as students with disabilities move from secondary to postsecondary institutions and/or from one postsecondary institution to another. Twenty-five of Florida's 28 community colleges responded to the survey. The percentages listed below represent the responses from the 25 community colleges that responded to the survey.

- 1. Does your institution offer college student success skills training or courses specifically for students with disabilities?**
  - 12% of the community colleges offered a college success skills course designed specifically for students with disabilities.
  - More than half of the community colleges noted that they offered student success skills courses, however, these courses were open to all students, not specifically to students with disabilities. Most students with disabilities elected to take these courses.
  - More than half of the community colleges noted that they offer academic counseling and workshops on various issues to their students with disabilities (students elected to attend these meetings).
  
- 2. Does your institution sponsor any clubs or organizations on campus specifically designed to offer support to students with disabilities?**
  - 36% of the community colleges offered clubs or organizations on campus specifically designed to offer support to students with disabilities.
  - The community colleges that offered these clubs indicated that the clubs were designed to offer social support to students with disabilities and those interested in the disability community.
  - More than half of the community colleges noted that they previously had clubs but when the leaders graduated, the programs were not continued.
  
- 3. Does your institution offer early registration to students with disabilities?**
  - 72% of the community colleges responded that they offer early registration to students with disabilities.
  
- 4. Does your institution offer disability training to faculty?**
  - 96% of the responding community colleges offered some form of disability training to faculty.
  - Only 12% of the community colleges required faculty to undergo disability training.
  - 20% indicated that training was required for adjunct professors.
  
- 5. How is information regarding working with students with disabilities delivered to all faculty?**
  - Every community college delivered information in a face-to-face format (orientation meetings or one-one-one advisement with the faculty member).

- More than half of the community colleges offered information in a web-based and manual format.
6. **What resources are available to faculty regarding students with disabilities?**
- 68% of the community colleges that responded to the survey reported that handbooks and web sites were the primary resources for faculty.
  - Most disability center directors indicated that they serve as a resource to faculty and meet with faculty one-on-one to discuss issues and student concerns.
7. **Does your institution offer disability training to academic advisors?**
- 64% of the community colleges offered disability training to academic advisors.
  - 24% of the community colleges **require** that academic advisors attend disability training.
8. **Is there a policy regarding modifications of exams (i.e., offering oral or essay exams in place of multiple choice exams)?**
- 52% of the institutions indicated that they had a policy in place regarding exam modifications.
  - Community colleges with exam modification policies reported that the policy does not explicitly state students are guaranteed the opportunity to take exams in an alternative format, but that they may be able to take the exam in a modified format if it is deemed necessary in documentation and after discussion with the professor.
  - 84% of the community colleges indicated that they work with the instructor to ensure that the exam modifications accurately test the skills which are intended to be measured.
9. **What are the obstacles or challenges that students with disabilities face in transitioning from the secondary to postsecondary sector?**
- The documentation received in high school is not adequate, (i.e., Individualized Education Program or IEP) and the student needs to be retested. This puts the student in a difficult position as they need to be retested and there is significant cost associated with retesting.
  - There is a disconnect between the high school and colleges regarding documentation. The high schools do not require a student to receive a full battery of tests using adult measures. When the student arrives at the community college to register for services, they are surprised to learn that the documentation is not sufficient and they need new testing.
  - Many students and parents do not understand the differences between the laws and policies that apply to K-12 and postsecondary education.
  - Many parents and students do not understand that the special diploma option limits the degree and certificate programs in which students may enroll at the community college.
  - Students lack self-advocacy skills.

- 10. What are the obstacles or challenges that students with disabilities face in transitioning from one postsecondary institution to another? (2-year to 2-year institution OR 2-year to 4-year institution)**
- 68% of the community colleges indicated that it is not known how course substitutions will impact the student's eligibility for certain programs at the state universities. Some classes will count towards elective credit but not towards entrance into a particular college.
  - The policies regarding documentation vary across postsecondary institutions and students may be required to update their documentation upon transfer.
- 11. What strategies or initiatives have been/could be developed to overcome these obstacles?**
- A FDOE sponsored group with representation of all sectors of the post-secondary level (from technical to university level) and secondary level with participation mandated by the state.
  - Transition services need to be offered to students with special needs beginning in middle school and continue throughout high school.
  - Improved communication between institutions at all levels.
  - Standardized documentation requirement across secondary and postsecondary institutions so that students do not encounter the documentation issue when they enter postsecondary.
  - Some institutions indicated that they had mini-orientations with local school districts in the area discuss the differences between requirements.
  - A web site for secondary and postsecondary disability providers could be developed for discussion of issues and solutions.
  - Involve postsecondary disability providers in the transition Individualized Education Program (prepares students for entry into postsecondary or employment).
  - Designate secondary and postsecondary disability service professionals to work specifically on transition issues.
- 12. Do you work with schools in getting information out regarding dual enrollment to students with disabilities?**
- 72% of the community colleges reported that they work with schools in getting information out regarding dual enrollment to students with disabilities.
  - Two of the community colleges indicated the dual enrollment coordinator at their institution sends all rising 11th and 12th graders information on the dual enrollment program.
  - One community college indicated that they participated in the development of a DVD that presents information on the schools' dual enrollment programs.
  - 48% of the community colleges reported that they conduct presentations to ESE classes and include dual enrollment as a topic of discussion.
  - The Disability Services staff members at five of the community colleges attend county-wide meetings for secondary staff who work with students with special needs and inform them about the dual enrollment program.

- 42% of the community colleges participate in presentations at college night programs designed specifically for disabled students and their families.
- 13. What documentation is required for students with disabilities who require accommodations for enrollment in dual enrollment courses?**
- 88% of the respondents indicated that if the student is taking a dual enrollment course on the college campus, they must meet the same documentation standards as enrolled college students. If the student is attending a dual enrollment course on the high school campus, they must follow the documentation guidelines established by the school district.
  - One community college noted that they will accept an Individualized Education Program (IEP) for accommodations, but the student is only eligible for extended time for testing and to tape record lectures.
  - One community college stated that students are required to meet with the disability services office and provide the same documentation as enrolled students. However, when conducting a psychoeducational evaluation to test for a learning disability, child measures may be utilized for the IQ portion of the test.
  - Three of the community colleges indicated that they accept documentation on file at the secondary institutions for dual enrollment students.
- 14. If additional testing is requested by the secondary institution, who pays for the testing? (Respondents could provide multiple responses.)**
- 60% reported that the student/parent contributes to the cost of testing.
  - 48% reported that the school district contributes to the cost of testing.
  - 68% reported that other sources contribute to the cost of testing.
  - Students who receive funding for the testing from other sources often receive this funding from the Division of Vocational Rehabilitation and the Division of Blind Services.
- 15. Is the process for handling services for students with disabilities outlined in the inter-institutional articulation agreement with the school district?**
- 44% of the community colleges indicated that the process for handling services for students with disabilities is outlined in their inter-institutional articulation agreement.
- 16. Is there a difference between accommodations provided for students in dual enrollment courses taught at the college as compared with those taught at the high school?**
- 56% of the community colleges indicated that the accommodations for students taking a dual enrollment course at the college differ from those taking the course at the high school.
  - 28% of the community colleges indicated that students who are taking a dual enrollment course at the high school receive accommodations based on the requirements of the Individuals with Disabilities Education Act (IDEA), while students attending the community college receive accommodations based on the requirements of the Americans with Disabilities Act (ADA).

- 17. When a dual enrollment student requires accommodations, such as sign language interpreters, adaptive equipment or books on tape, who funds those accommodations? (Respondents could put more than one answer.)**
- 84% of the community colleges indicated that the college contributes to the funding for dual enrollment students.
  - 60% of the community colleges indicated that the school district contributes to the funding for dual enrollment students.
  - 44% of the community colleges indicated that other sources contribute to the cost of accommodations for dual enrollment students.
  - Other sources included the Division of Vocational Rehabilitation.
- 18. Do your new student and transfer orientation programs have a segment on services for students with disabilities?**
- 96% of the community colleges indicated that their new student and transfer orientation programs have a segment on services for students with disabilities.
- 19. Does your institution have an early orientation program specifically designed for students with disabilities prior to the beginning of the first semester of enrollment?**
- 12% of the community colleges indicated that they have an early orientation program specifically designed for students with disabilities prior to the beginning of the first semester of enrollment.
- 20. What is your process for ensuring that your institution's web pages are ADA compliant?**
- 52% of the community colleges reported that the information technology office oversees the compliance of college web sites.
  - 32% of the community colleges indicated that they work closely with the institutional information technology office to monitor ADA compliance.
  - Two of the community colleges reported that they recruit students to assist with the process by asking them to review web sites.
- 21. Do you partner with school districts to assist with the transition of students with disabilities from secondary to Postsecondary Adult Vocational (PSAV) programs?**
- 76% of the community colleges reported that they partner with the local school district to assist with the transition of students from secondary to PSAV programs.
  - Four of the community colleges indicated that the disability professionals meet one-on-one with the secondary transition specialists to plan the student's matriculation.
  - 60% of the community colleges indicated that they attend small group sessions on campus with local education agency representatives and students.
  - 48% of the community colleges stated that they attend IEP meetings to assist in the transition process.

- 22. What PSAV programs do you offer? Please list by name, placing an asterisk next to the programs that admit students who graduate with a special diploma?**
- 84% of the community colleges offer PSAV programs and all offer at least one program that admitted students who earn/ are working towards a special diploma.
  - The number of PSAV options offered by a community college ranged from 1 to 12.
  - The types of programs offered included: welding, cosmetology, nursing, and dental assisting.
- 23. Do you offer the dual enrollment option to students who are working on a special diploma?**
- 48% of the community colleges indicated that the dual enrollment option is available to students working on a special diploma.
  - 84% of the community colleges reported that the requirements for students working towards a special diploma who want to enroll in a dual enrollment course are the same for students working towards a standard diploma: 3.0 GPA and passage of the CPT for courses leading to college credit and a 2.0 GPA for PSAV programs.
  - Three of the community colleges indicated that the institution requires students pursuing a special diploma who want to enroll in a dual enrollment course take the TABE exam.
- 24. Do you foresee obstacles for students with disabilities attempting to enroll in a PSAV program?**
- 44% of the community colleges reported that they foresee obstacles for students with disabilities attempting to enroll in a PSAV program.
  - The limited ability to receive financial aid was reported as an obstacle by most community colleges.
  - The student's ability to earn the minimum passing TABE score was viewed as an obstacle by respondents.
  - The academic ability of the student earning a special diploma varies making it difficult to predict the obstacles students will face. Some will be extensively more prepared than others earning the same diploma.
- 25. Would your institution be willing to discuss participation in a PSAV pilot program geared towards assisting students with disabilities in transitioning to these programs through dual enrollment?**
- 34% of the community colleges reported that they would be willing to participate in such a program.
- 26. Does your institution have a waiver policy of the admittance requirements for ESE students wishing to enroll in PSAV courses?**
- 16% of the community colleges reported that they have a waiver policy of the admittance requirements for ESE students wishing to enroll in PSAV courses.

- 48% of the community colleges indicated that they allow students with disabilities to attend PSAV courses without passage of the TABE. The students were required to attend an academic preparedness program on a weekly basis.

### **Analysis of special diploma graduates**

An analysis of the 2001-2002 special diploma graduates found that of the 5,450 students who graduated from a Florida high school in 2002 with a special diploma, 0.4% earned a PSAV certificate by 2006. The analysis also found that 0.5% students who earned a special diploma between the 2001-2002 and 2004-2005 academic year were enrolled in a PSAV program by 2005-2006. A comparison by race indicated that 30% of those who earned a PSAV certificate by 2006 were black, 15% were Hispanic, and 55% were white.