Please refer to both Power Point presentations for thorough information. Information gathered below will be additional information not shared on the Power Points

**Global Campuses Foundation- Patti Gannon, Associate Director**

psg@globalcampuses.org, (802) 272-1396

* Peer to peer educational opportunity for adults with developmental disabilities
* Central Vermont locations
* How to schedule a tour for high school students

New campus, Granite City in Barre. The group meets every Monday at Aldrich Library from 1:00 p.m. to 3:00 p.m. Each campus has its own catalog, which is created by individuals involved with Global Campus, and includes the classes offered.

Classes begin in March. Participants are meeting to develop curriculum and presentations. Open invitations to tour.

Admissions and price: Consumers can visit as often as they would like. Once the consumer is committed to joining, the tuition is $400 per semester. Campus locations partner with local organizations to receive financial supports.

Part of the post-secondary ed program, which could open the possibility for a student to use Dual Enrollment vouchers. College credits are not obtained through this program.

Global Campuses are open to accepting students who are juniors or attending another year of school.

Patti reported that the Campus would be open to informational interviews and tours for others interested in a career in human services.

**How to prepare students for post-secondary education- Chris Kennedy, Regional Director of College Steps**

(802) 557-8200

Chris@collegesteps.org

Clarification about the purpose of a 504 plan in post-secondary ed (questions from Core Team Members, answers from John Spinney in yellow)

If a student is not administered a SPED/504 Evaluation during their Senior year of high school (which ultimately can help them make the transition from an IEP to a 504 Plan), won't the college then charge the student for all new evaluation (including all testing) before a 504 Plan can be put into place during a student's freshman year in college? I have always viewed sending a high school student off to college with a fresh 504 Plan as a way to help them ultimately save money since the cost of 504 Evaluations would be on the school, not the student.  This will not be the case once they are in college as all costs will need to be incurred by the student.

The feds created the summary of performance specifically for this reason. If the student is not due for a sped re-eval there is no requirement the LEA does it. The SOP is designed to go to the higher ed folks and help them see the strengths and weaknesses of the student and what worked well in HS. 504 is building specific - the college writes the 504 not the prior high school. The college of course will want all the existing evals and current iep  for the student. The feds issued us a statement on this - i sent it back then hopefully you still have it - i am on a loaner laptop and don't have my files. Let me know if you don't have the message from the feds on this.

Since Colleges want 504’s and an IEP isn’t valid once a student leaves public high school, where should families go if the school won’t do it for them? see above, the college is required to do it. I'm actually not sure if it's legal for them to charge for creation of the 504 however.

So if it is no longer best practice to transition students to IEPs to 504s when graduating from high school what do we do for those students going to college as many colleges do not accept IEPs.Summary of performance - ALWAYS. There is a sample template on the aoe site and a fictional student sample (Roy who experiences aspergers).

<http://tlcworkshops.pbworks.com/w/file/24370107/Summary%20of%20Performance%20Form%204-21-08%20blank%20template.doc>

<http://tlcworkshops.pbworks.com/w/file/24370097/Summary%20of%20Performance%20Form%20-%20Roy%204-25-08.pdf>

* + What documentation do students need to transition to college?
		- Colleges do want 504 and IEPs to review to then determine what accommodations might be written. The 504 plans are building-specific to the high school, which cannot fully transfer to colleges. The 504/IEPs from high school will be a reference; but not replicated at the college level. You do not need to transition a student from an IEP to a 504, a summary of performance and recent evaluation is more useful.
		- Colleges will wait to build their own accommodations. Having an updated evaluation, that the student can take with them, will grant the most success when it comes to colleges writing accommodations. If the student has not had a recent evaluation, the student and their family will need to obtain this own their own. If the student is connected with VocRehab, it is possible that we support that happening.
		- Summary of Performance – <http://tlcworkshops.pbworks.com/w/file/24370107/Summary%20of%20Performance%20Form%204-21-08%20blank%20template.doc>  This is a tool that helps the colleges understand the strengths and what worked well for the student in high school.
		- Chris Kennedy is available for questions related to funding sources.

**College Steps**

Would an interested student apply to the College Steps program first?

* + Yes, this would be most efficient. College Steps is also able to organize tours of campus locations before starting an application.
* What profile of student tend to be most successful?
	+ A wide variety of students. College Steps started under Think College at UVM. College Steps was able to broaden the scope and included students with emotional/behavior support needs, learning disabilities, social supports, etc. The students that do well tend to be those who are motivated to obtain college credits.
	+ 90% employment rate 3 months after students finish College Steps
* What are the qualifying indicators to obtain College Steps supports?
	+ Eligibility is broad, but it is more a question of funding. College Steps can be accessed with Dual Enrollment voucher. Meeting eligibility for developmental supports, VocRehab, etc. can assist with the funding of the program.
* Castleton, Lyndon, and Johnson campuses can offer 4 – 10 hour supports for anyone who is involved with VocRehab but is not eligible with the DS waiver. There is a residential program at the Castleton Campus.
* Looking into extending to CCV. This is in the “conversation phase”.

**Student responsibilities in high school vs. in college**

* + Students are responsible for initiating the conversation around their needs and accommodations and coordinate the accommodations. Colleges provide reasonable accommodations but not adjusting or modifying the content. 504 provides equal *access,* which is an important distinction from high school.
	+ Tips: As much as we can put students in the driver’s seat will be ultimately the most successful with transition to College Steps. Touring the campus and meeting the student advisors who will write the accommodations, no modifications at the college level, use the resources available to the student, etc.