Special Education Director’s Webinar

October 20, 2015
1:00 PM
Agenda

Welcome

Transition Planning Survey

Partners in our work

- Georgia Vocational Rehabilitation Agency
- Technical College System of Georgia
- Georgia State University
  - Georgia Inclusive Post-Secondary Education Consortium

Questions and Answers
Transition Planning Survey
Guidance for Portal Submission

Dr. Carol Seay, Part B Data Manager
Guidelines for the Transition Survey

On the Special Education Services and Supports Web page

Budgets, Grants, Data Collection and Reporting

- Budget, Grants, and Consolidated Application
- Data Collections Conference
- Enrollment by Disability
- Federal Data Reports
- Guidance for District Submissions to the GaDOE
  - Child Find and Early Childhood Transition Timeline Summary Reporting Guidance
  - Continuation of Services Reporting Documentation
  - Postsecondary Outcomes Survey for 2013-14 Exiters Guidance
  - Preschool Outcomes Guidance
- Transition Planning Survey Reporting and Document Upload Guidance
- Special Education Annual Reports (Data Sources, Rules, and Definitions)
  - Calculation Method
- Special Education Due Dates FY16
- Stets Performance Plan (SPP), Annual Performance Reports (APR) and Annual Determinations

Continuous Improvement
Due Dates

• November 17, 2015 – Transition Planning Opens for Data Entry

• December 18, 2015 – Transition Planning Deadline for Submission
  • Collection 1
  • This is the measure for timely submission: Indicator 20

• January 22, 2016 – Deadline for unloading Individual Student Transition Plan Documents
  • Collection 2
  • Your Compliance Determination will be made based on this Collection

• February 19, 2016 – Deadline for Uploading Individual Transition Plan for Correction of Non-compliance
To Begin the Transition Survey

![Image of a user interface for the Special Education Applications Dashboard]

In the image, there is a user interface for the Special Education Applications Dashboard. The dashboard shows applications for different categories such as '9-10 Transition', '9-10 School', 'Post Secondary', and 'ST Continuation of Services'. The image highlights the '9-10 Transition' application, which is in the process of being submitted.
Click on your District’s Name
Step 1
Select Yes, No, N/A

![Image of a data collection form with a red arrow pointing to the name 'Special Education Director']

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>GTID</th>
<th>School</th>
<th>Date of Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>F</td>
<td>Yes</td>
<td>2/20/2014</td>
<td>Yes</td>
</tr>
<tr>
<td>White</td>
<td>M</td>
<td>Yes</td>
<td>12/10/2014</td>
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<tr>
<td>Hispanic</td>
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<td>1/20/2014</td>
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<tr>
<td>Black</td>
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<td>Yes</td>
<td>10/21/2014</td>
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</tr>
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<td>Work</td>
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<td>4/30/2014</td>
<td>Yes</td>
</tr>
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</table>
Data elements – the answer should be YES…

1. PS Goals Education/Training
2. PS Goals Employment
3. PS Goals Independent Living
4. IEP Goals to meet PS Goals
5. PS Based on Transition Assessments
6. Transition Services (Activities) Academic and Functional Facilitate Movement to PS
7. Course of Study to Facilitate Movement to Post School
8. Student Invited to IEP Meeting
9. Agency Representative invited to IEP Meeting
10. Prior Parent Approval
100% is your goal…
## Transition Planning Checklist

<table>
<thead>
<tr>
<th>Preferences</th>
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<tbody>
<tr>
<td>Checklist Items</td>
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<tr>
<td>Course of Study</td>
</tr>
<tr>
<td>Description of the transition Assessment</td>
</tr>
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<td>Transition Assessment Results</td>
</tr>
<tr>
<td>Preferences</td>
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<tr>
<td>Strengths</td>
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<td>Interests</td>
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## Desired Measurable Post-Secondary/Outcome Completion Goals

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<th>Checklist Items</th>
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<td>a) Education</td>
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</tr>
<tr>
<td>b) Employment</td>
<td></td>
<td></td>
<td>Required</td>
</tr>
<tr>
<td>c) Independent Living (as appropriate)</td>
<td></td>
<td></td>
<td></td>
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Step 2

Transition Planning Survey FY 2015 - Data Collection

Post Transition Planning Survey

Cobb County - (633)

Status: GADOE Review - Submitted

Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Status</th>
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<tr>
<td>Transition Data Collection</td>
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</tr>
<tr>
<td>Transition Plan Submission</td>
<td>Submitted</td>
</tr>
<tr>
<td>GADOE Review</td>
<td>Submitted</td>
</tr>
<tr>
<td>Transition Plan Re-Submission</td>
<td>Not Yet Available</td>
</tr>
</tbody>
</table>

Other Information

Download Transition Planning Survey Directions
Uploading Transition Plans/IEPs

The transition plans you upload at this point must be 100% in compliance for your district to be in compliance for Indicator 13.
GA DOE Review

Transition Planning Survey FY 2015 - Data Collection

Post Transition Planning Survey

Admin Report > Cobb County - (633)

Cobb County - (633)
Status: GADOE Review - Submitted

<table>
<thead>
<tr>
<th>Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Transition Data Collection</td>
<td>Submitted</td>
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<tr>
<td>Transition Plan Re-Submission</td>
<td>Not Yet Available</td>
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PS Transition Final Report

Other Information
Download Transition Planning Survey Directions
### GADOE Review

#### Postsecondary Transition GADOE Review is Signed Off on 1/30/2015 1:35:14 PM By Wina Low

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<th>Gender</th>
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<th>Grade</th>
<th>State Type</th>
<th>Date of Signoff</th>
<th>1. PISGAS EDUCATION/TEACHING</th>
<th>2. PISGAS PERSISTENTLY DISAB.</th>
<th>3. PISGAS INDEPENDENT LIVING</th>
<th>4. PISGAS POST-SECONDARY GOALS</th>
<th>5. PISGAS POST-SECONDARY ASSESSMENT</th>
<th>6. PISGAS TIP POST-SECONDARY ASSESSMENT</th>
<th>7. PISGAS POST-SECONDARY SERVICES</th>
<th>8. PISGAS STUDENT INVITED TO TIP MEETING</th>
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# GADOE Review and Sign-off

**GADOE Review**

**Admin Report > GADOE Review**

**Postsecondary Transition GADOE Review is Signed Off on 2/2/2015 1:16:43 PM By:** Wina Low

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<th>5. PS BASED ON TRANSITION ASSESSMENTS</th>
<th>6. TRANSITION SERVICES ACTIVITIES ACADEMIC TO FACILITATE MORTION TO PS</th>
<th>7. COURSE OF STUDY TO FACILITATE MOVEMENT TOPS</th>
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<th>9. AGENCY REPRESENATIVE INVITED TO IEP MEETING</th>
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Final Report

Transition Planning Survey FY 2015 - Data Collection

Post Transition Planning Survey

Admin Report > Cobb County - (633)

Cobb County - (633)
Status: GADOE Review - Submitted

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PK Transition Final Report

Other Information

Download Transition Planning Survey Directions
## Final Report: In Compliance!

La page suivante contient une table avec des informations sur les rapports de transition. Les données sont regroupées par nom de famille et de prénom, avec des colonnes pour le type de collecte, la date de collecte et d'autres informations similaires. Les étudiants sont classés par race ou groupe racial, comme noir, blanc, hispanique, etc., et par type de collecte, comme GADOE Review, Distinct Data Collection, etc.

### Tableau de Répartition des Étudiants

<table>
<thead>
<tr>
<th>Nom</th>
<th>Prénom</th>
<th>Groupe Racial</th>
<th>Type de Collecte</th>
<th>Date de Collecte</th>
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<td>GADOE Review</td>
<td>11/21/2014</td>
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</table>

Les étudiants sont classés par rang et le type de collecte est noté. Les étudiants sont également regroupés en fonction de leur groupe racial. Les dates de collecte sont également mentionnées pour chaque étudiant.
Summary

Step 1: Review the transition plans of students listed in the portal for required components of transition planning

• This is your opportunity to make corrections by convening an amendment IEP meeting

• DUE December 18, 2015

Step 2: Upload plans for identified students (20% of original list) – a 2nd chance to review! This is your determination for Indicator 13; due January 22, 2016

You could be 100% in Compliance at this point and done!

Step 3: Re-submit plans not in compliance to avoid a Corrective Action Plan and Determination Letter of Non-compliance; due February 19, 2016

Remember – this is for the student!
Georgia Vocational Rehabilitation Agency

Greg Schmieg, Executive Director
Jeff Allen, Coordinator for Transition
Workforce Innovation and Opportunity Act - WIOA

• Rehabilitation Act of 1973 as amended by WIOA - Effective July 2014
• Seeks to empower individuals with disabilities to maximize employment, economic self-sufficiency, independence and inclusion in society.
  • Earlier and more focused transition planning
    • Students with disabilities ages 16-21
    • Youth with disabilities ages 14-24
Workforce Innovation and Opportunity Act - WIOA

- Delivery of pre-employment transition services that include:
  - Job exploration counseling
  - Counseling about post-secondary training
  - Self-advocacy
  - Work-based learning experience
  - Counseling for post-secondary training
• Awarded a demonstration grant
  • *Georgia Pathways to Work: Explore, Engage, Employ: Helping Young Georgians Customized Their Own Career Pathway.*
  • Funded at the level requested: $873,877 for up to 5 years
• Partners include:
  • Poses Family Foundation
  • Georgia Department of Education
  • Burton Blatt Institute
  • Georgia State University
  • Parent to Parent of Georgia
  • Georgia Workforce Development
GVRA

- Contact information
  - Greg Schmieg: greg.schmieg@gvra.ga.gov
  - Dale Arnold: dale.arnold@gvra.ga.gov
  - Jeff Allen: jeff.allen@gvra.ga.gov
Technical College System of Georgia

Dianne Lassai Barker, Secondary Education Initiatives Coordinator
Kim Ellis, Special Populations/Career Services Coordinator
Dual Enrollment in GA

The New
Move On When Ready (MOWR)
Dual Enrollment Program

Program Goals:
• Simplify three programs into one program
• Expand dual enrollment opportunities for students
• Full time or part time attendance
• Taken at the high school, college campus or online
• Expanded grade levels to include all 9th – 12th graders
• High Schools keep all FTE funding
TCSG College Credit Now Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
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<td>7130</td>
<td>8765</td>
<td>12,169</td>
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**MOWR**

**The New Move On When Ready Program (SB 132)**

- High school students may enroll in eligible participating postsecondary institutions while in 9th – 12th grades
- Earn dual credit
- May take any course - Academic and CTAE courses from the MOWR course directory
  - or
- May enroll in a Program (Associate Degree, Diploma or Technical Certificate of Credit)

**Alternate High School Graduation Path (SB 2)**

- Students complete at least the following state required high school courses or their equivalent:
  - 2 English 2 math
  - 2 science 2 social studies
  - All required EOC exams
  - 1 health and PE course
- Complete an associate degree, technical diploma or two certificates in one specific career pathway that lead to industry certification or license.
- Awarded a high school diploma and college credential(s)
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- Awarded a high school diploma and college credential(s)
### Move on When Ready

**Technical Certificate of Credit (TCC) 2015 Sequences (SB2)**

**For Computer Programmer sequences, choose either sequence TCCs:**

- MCR1 MOWR C++ Programmer + MCH1 MOWR C# Programmer
- MOJ1 MOWR Java Programmer + MPH1 MOWR PHP Programmer

**For Networking, sequence, students must select a TCC from column A and a second TCC from column B:**

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOZ1 MOWR Advanced Comp TIA A+ Certified Technician Preparation</td>
<td>MOZ1 MOWR Cisco Certified Entry Network Technician</td>
</tr>
<tr>
<td>MC51 MOWR CompTIA A+ Certified Preparation</td>
<td>MOZ1 MOWR Cisco Network Specialist</td>
</tr>
<tr>
<td>MPF1 MOWR Preparation for A+ Certificate</td>
<td>MOZ1 MOWR Computer Forensic and Investigation Specialist</td>
</tr>
<tr>
<td></td>
<td>MOZ1 MOWR Database Administrator</td>
</tr>
<tr>
<td></td>
<td>MOZ1 MOWR Help Desk Specialist</td>
</tr>
<tr>
<td></td>
<td>MOZ1 MOWR Linux/UNIX System Administrator</td>
</tr>
<tr>
<td></td>
<td>MOZ1 MOWR Network Technician</td>
</tr>
<tr>
<td></td>
<td>MOZ1 MOWR Microsoft Network Administrator</td>
</tr>
</tbody>
</table>

**For Welding program sequence, students may select any two from the programs listed below:**

- MB31 MOWR Basic Shielded Arc Welder
- MF61 MOWR Flux Cored Arc Welder
- MG11 MOWR Gas Metal Arc Welder
- MGW1 MOWR Gas Metal Arc Welding
- MGT1 MOWR Gas Tungsten Arc Welder
- MGE1 MOWR Gas Tungsten Arc Welding
- MS71 MOWR Shielded Metal Arc Welding

**Note:** All seven MOWR TCCs in Welding require completion of both a diploma level Math and English course. Upon successful completion of the first TCC, those two basic skills courses will count towards completion of the second TCC and the student does not have to re-take those two basic skills courses.
Eligible High School Students

- All students attending public or private high schools in Georgia or a home study program operated in accordance with O.C.G.A. 20-2-690(c)

- Students classified as eligible by the high school as 9th, 10th, 11th and 12th grades

- No residency requirement

- Meet admissions requirements at postsecondary institution
Eligible High School Courses

Curriculum of courses that could be used to satisfy graduation requirements and that are identified in the MOWR Dual Credit Enrollment Course Directory at GAFutures.org to include:

- English
- Mathematics
- Science
- Social studies
- Foreign Language
- Career & Technical
- Agricultural
- Electives
MOWR Application

- Located on GSFC’s website: GAcollege411 on the MOWR webpage
Applying for MOWR

The MOWR Application

- GAcollege411/GAfutures
- Fall, Spring and Summer semesters
- Summer term courses will be offered in 2016 (FY 2017)
- Summer will be the header term for fiscal year
- Online version - eligible public and private high schools
- Paper version - eligible home study students

FEES:
- No cost to students
- Books are supplied by the college
- Student pays for course supplies/fees

Application Process

- Student completes MOWR application and submits it to high school/home study
- Requires high school counselor and Parent/Guardian signatures
- Application must be completed each term
- A high school official will select courses only from MOWR directory. Courses outside the directory will not be covered under MOWR
- Applications will then be forwarded to postsecondary
**MOWR Course Directory on GAccollege411/ Gafutures.org**

**COASTAL PINES TECHNICAL COLLEGE**

**ARCHITECTURE, CONSTRUCTION, COMMUNICATIONS & TRANS**

<table>
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<td>ACRP 1015</td>
<td>Fundamentals of Automotive Welding</td>
<td>3 Pre or Co-requisite requirements may apply</td>
</tr>
<tr>
<td>48.0M174</td>
<td>Generic MOWR Course Precision Production Occupations (insert College Course Name Here)</td>
<td>ACRP 1015</td>
<td>Fundamentals of Automotive Welding</td>
<td>3 Pre or Co-requisite requirements may apply</td>
</tr>
<tr>
<td>48.0M184</td>
<td>Generic MOWR Course Precision Production Occupations (insert College Course Name Here)</td>
<td>ACRP 1015</td>
<td>Fundamentals of Automotive Welding</td>
<td>3 Pre or Co-requisite requirements may apply</td>
</tr>
<tr>
<td>48.0M194</td>
<td>Generic MOWR Course Precision Production Occupations (insert College Course Name Here)</td>
<td>ACRP 1015</td>
<td>Fundamentals of Automotive Welding</td>
<td>3 Pre or Co-requisite requirements may apply</td>
</tr>
<tr>
<td>48.0M204</td>
<td>Generic MOWR Course Precision Production Occupations (insert College Course Name Here)</td>
<td>ACRP 1015</td>
<td>Fundamentals of Automotive Welding</td>
<td>3 Pre or Co-requisite requirements may apply</td>
</tr>
</tbody>
</table>
REFERENCES/RESOURCES

- GSFC 2016 MOWR Regulations
  

- GSFC – GASFAA Presentations – May 2015
  
  http://www.gasfaa.org/docs/toc_conferences.html

- GSFC 2016 Definitions for State Programs
  

- GSFC – GAcollege411/GAFutures MOWR Course Listings
  
  https://www.gsfc.org/secure/dsp_accel_course_listings.cfm

- GaDOE MOWR Website
  
  http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx
Thank You!

Dianne Lassai Barker
Secondary Education Initiatives
State Coordinator
Technical College System of Georgia
(404) 679-1688
dbarker@tcsg.edu
Steps for Successful Transition to Post-Secondary Options

• Meet with the Disability Services Coordinator
• Educate parents about the difference in services through ADA as compared to IDEA
• Emphasize self-advocacy and ensure the student is ready for college
• Entrance requirements and changes with the entrance assessment
  • Request accommodations for the entrance test
Accuplacer: TCSG New Placement Test

- Accuplacer is targeted to be available to the colleges in late January for all students. Compass will still be accepted at the colleges for placement and will be discontinued when all current units are used.
- Untimed, web based assessment. Paper version will be available for students with documented disabilities.
- Sections of evaluation: Reading Comprehension, Math and sentence skills
- The taskforce at TCSG is currently working on developing placement score levels and should have those finished by late November.
- There will be study guides available as well as a study guide app.
Documentation Requirements for Special Services/Accommodations

- Criteria for Learning Disabilities (LD)
  - Psychological Evaluation not more than 3 years old and signed by physician or other qualified professional
  - Specific learning disability MUST be diagnosed and stated
  - Must indicate individually administered intelligence tests
  - Assessment of oral language skills, social emotional status, and specific academic deficits
  - Achievement assessment of math, reading, and written language skills
  - Assessed using appropriate age norms
  - Includes recommendations of classroom accommodations by physician or other qualified professional
Documentation Requirements for Special Services/Accommodations

• Criteria for Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)
  • Medical and/or Psychological Evaluation not more than 3 years old and signed by a physician or other qualified professional
  • ADD/ADHD MUST be diagnosed and stated
  • Symptoms reported before the age of 7
  • Report must include at least 3 major behaviors from DSM-IV
  • Corroboration of current ADHD symptoms by independent observers who have knowledge of the student's functioning (example: teachers or clinicians)
  • Documentation if two ratings scales of ADHD behaviors
  • Evidence that schizophrenia, borderline personality disorder, autism, or intellectual disability is not the primary disability
  • Includes recommendations for classroom accommodations by physician or other qualified professional
Documentation Requirements for Special Services/Accommodations

• Criteria for Brain Injuries
  • Medical and/or Psychological Evaluation not more than 3 years old and signed by the specialist detailing the limitations on the ability to participate in a post-secondary program of study
  • Current assessment using adult norms of cognitive and psychological strengths and limitations
  • Evidence that the impairment substantially limits one or more major life activities
  • Includes recommendations for classroom accommodations by physician or other qualified professional
TCSG

• Contacts for the Disability Services Coordinators for each TCSG location

Albany Technical College – Regina Watts (229) 430-2854
Athens Technical College – Amelia Mills (706) 355-5006
Atlanta Technical College – Sylvie Moses (404) 225-4434
Augusta Technical College – Karissa Davis (706) 771-4067
Central Georgia Technical College – Sabrina Coneway (478) -757-3676 or Donna Dutcher (478)-757-3229
Chattahoochee Technical College - Mary Frances Bernard (770) 528-4529 or Margie McKeon (770)975-4099
Coastal Pines Technical College - Cathy Montgomery (912) 427-6265 or Karen Boyle (912) 427 - 6119
Columbus Technical College – Olive Vidal-Kendall (706) 649-1422
Georgia Northwestern Technical College – Michael Walters (706) 764-3799 or Sheila Parker (706) 295-6517 or Kevan Watkins (706) 272-2958
Georgia Piedmont College – Paula Greenwood (404) 297-9522 x 1155
Gwinnett Technical College – Lisa Richardson (678) 226-6691
Lanier Technical College – Mallory Safley (770) 531-6330
North Georgia Technical College – Kay Morgan (706) 754-7828
Oconee Fall Line Technical College - Lydia Barfoot (478) 274-7786 or Johnnie Edge (478) 553-2124
Ogeechee Technical College - Penny Hendrix (912) 871-7211
Savannah Technical College – Barbara Beam (912) 443-5717
South Georgia Technical College – Lakenya Johnson (229) 931-2595
Southeastern Technical College - Helen Thomas (912) 538-3126 or Jan Brantley (478) 289-2274
Southern Crescent Technical College – Teresa Brooks (770) 228-7258 or Mary Jackson (706) 646-6224
Southern Regional Technical College – Dr. Jeanine Long (229) 227-2668 or Lisa Newton (229) 217-4132
Special Populations/Career Services

• Contact information:
  • Dianne Lassai Barker: dbarker@tcsg.edu
  • Kim Ellis: kellis@tcsg.edu
Georgia Inclusive Post-Secondary Education Consortium

Susanna Miller, Community Support Specialist, Center for Leadership in Disability
Georgia State University
What is an Inclusive PSE Program?

- Students with IDD
- 4-year & 2-year programs
- Residential & commuter
- Classes for audit or credit
- Mentoring programs
- Internships/Work Study
- Specialized Classes

Principles of IPSE
- Inclusive
- Academic
- Accommodating
- Employment Focused
- Evaluated
Happening in Georgia

Established Program
- Kennesaw State University
  • Academy for Inclusive Learning
- Columbus State University
  • GOALS Program
- East Georgia College
  • CHOICE Program
- Georgia Tech
  • Inclusive Postsecondary Academy

Initiating Programs
- University of Georgia, 2016/2017
- Albany Technical College, 2016
- Georgia State University, 2017
- Georgia Southern University, 2017

Exploring Feasibility
- University of West Georgia
Post-secondary educational opportunities have the same benefits for individuals with intellectual disabilities as they do for traditional students: academic and personal skills building, independence, self-advocacy, friendships and most importantly employment skills.
COLLEGE OPTIONS FOR PEOPLE WITH INTELLECTUAL DISABILITIES, JULY 2014 (N=216)

245 now!
Georgia Inclusive Postsecondary Education Consortium

Partners
- Georgia Department of Education
- Georgia Council on Developmental Disabilities
- Institute on Human Development and Disability @ UGA
- Georgia Advocacy Office
- Georgia Department of Behavioral Health and DD
- Georgia Vocational Rehabilitation Agency
- disABILITY LINK, Center for Independent Living
**GAIPSEC** Funding

**TPSID Grant**
- Model Transition and PSE Programs for Students with ID
- $2.5 M across 5 years
  - Enhance capacity & build IPSE programs in Georgia

**GVRA Policy Change**
- May authorize and assist with Certified Comprehensive Transition Programs for a qualified individual provided at institutions of higher learning
- The VR Program may assist with tuition, required fees, books/supplies and, as appropriate, maintenance (housing and meals) only at an approved institution classified as a Certified Comprehensive Transition Program
- The client must apply for, and present proof of, a completed application for any available comparable benefits. i.e. FAFSA
- These comparable benefits must be utilized prior to the authorization of any VR Program funds
Contact Information

Susanna Miller
GAIPSEC Statewide Coordinator
smiller65@gsu.edu
Questions
Your input is needed

• What are your needs for students with transition?
  • Please enter your comments in the chat box or send to Wina Low at wlow@doe.k12.ga.us
Next webinar

November 17, 2015
1:00 PM

Send topics or questions to
dgay@doe.k12.ga.us