STUDENT SERVICES 101: Introduction to services for students with disabilities & foster youth programs in the CSU

FALL 2015 HIGH SCHOOL COUNSELOR CONFERENCE
OVERVIEW

SERVICES FOR STUDENTS WITH DISABILITIES

FOSTER YOUTH PROGRAMS AND SERVICES
SERVICES FOR STUDENTS WITH DISABILITIES
LEGAL DIFFERENCES FOR SERVICES TO STUDENTS WITH DISABILITIES FROM HIGH SCHOOL TO UNIVERSITY

HIGH SCHOOL
- Elementary & Secondary Education Act (ESEA)
- Individual with Disabilities Act (IDEA)
- School District Requirements – Individualized Education Plan (IEP) or Section 540 Plans
- Parental/Guardian notification required

UNIVERSITY
- American with Disabilities Act (ADA)
- Rehabilitation Act Sections 504 & 508
- CSU Requirements (different at other institutions)
- FERPA – information privacy
DIFFERENCES FROM HIGH SCHOOL TO UNIVERSITY
Who is responsible?

HIGH SCHOOL
- Identification by school – Child Find Mandate - district responsibility
- Disability documentation by school
- Parental/Guardian involvement required

UNIVERSITY
- Identification by student – student responsibility
- Student must provide disability documentation
- Parental/Guardian involvement only through student
DIFFERENCES FROM HIGH SCHOOL TO UNIVERSITY
Role of Parents

HIGH SCHOOL
- Rights
- Someone else advocates – Parents/Guardians
- School’s responsible to initiate services and accommodations

UNIVERSITY
- Rights with responsibilities
- Self advocate
- Self initiation of services and partner in provision
COMPARISON BETWEEN HIGH SCHOOL AND COLLEGE DISABILITY SERVICES - Documentation

HIGH SCHOOL
• Individualized Education Plan (IEP) or Section 504 Plan

UNIVERSITY
• High School IEP or 504 Plan is generally not sufficient documentation in and of itself
• Schools set standards
• Documentation prepared by appropriate professional
### COMPARISON BETWEEN HIGH SCHOOL AND COLLEGE DISABILITY SERVICES – Assessment

<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>UNIVERSITY</th>
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<tbody>
<tr>
<td>Variety of tools utilized</td>
<td>Campus is not required to conduct or pay for updated evaluations</td>
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<tr>
<td>Standardized testing may not be comprehensive or updated prior to graduation</td>
<td>Responsibility of student to have new documentation prepared</td>
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COMPARISON BETWEEN HIGH SCHOOL AND COLLEGE DISABILITY SERVICES – Academic Accommodations

**HIGH SCHOOL**

- When modifications are made, students with disabilities may not be expected to master same academic content as others in the classroom
- Important to know what criteria is used and whether courses meet college requirements
- Guarantees success by modifying curriculum

**UNIVERSITY**

- Academic adjustments may include auxiliary aids or modifications as necessary to ensure equal educational opportunity, but not lower expectations or fundamentally alter nature of program. (I.e. extended time for testing, note-taking, interpreters, alternate formatted materials, etc.)
- “Guarantees access-not success”
ACCOMMODATIONS – CASE BY CASE

Accommodations are determined by the student’s functional limitations and the academic standards for each class – No IEP.

- Extended time to take exams
- A reader and/or scribe for exams
- Note-taking
- Alternative media (Braille, e-text, audio)
- Assistive technology
- Peer mentoring & academic coaching
- Tape recording of classes
- Accessible classroom furniture
- Career preparation services
KEY MESSAGES TO STUDENTS AND PARENTS

• There are big differences in what accommodations are given and how they are applied
• Make contact with Services to Students with Disabilities early (so students and parents will know what to expect – informed choice)
• Register with Services to Students with Disabilities as soon as accepted (proper class registration & accommodations on placement tests)
• Parents need to become coaches to student rather than direct advocates
ADDITIONAL INFORMATION ABOUT SERVICES FOR STUDENT WITH DISABILITIES

CSUMentor site
www.csumentor.edu/faq/disabilities.asp

California State University site
www.calstate.edu/SAS/disabilities.shtml

Individual campus department websites
WHO IS A FORMER FOSTER YOUTH?

Children who were removed by the courts from their family of origin due to abuse and/or neglect, and placed into the care of extended family members, foster parents or non-relative caregivers until their 18th birthday.
COMMON BARRIERS TO COLLEGE

• K-12 school and placement instability
• Academic/learning gaps
• Lack of educational advocacy
• Low high school graduation rates
• Records transfer and confidentiality issues
• High rate of homelessness after emancipation
• Long-term effects of abuse and neglect
Indicate your status on Admission Application
## CAMPUS PROGRAMS FOR FOSTER YOUTH

<table>
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<tr>
<th>Program</th>
<th>Institutions</th>
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<tbody>
<tr>
<td>ACE SCHOLARS</td>
<td>CSU San Marcos</td>
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<tr>
<td>COMPASS</td>
<td>CSU Monterey Bay</td>
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<tr>
<td>ELITE SCHOLARS</td>
<td>Humboldt State</td>
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<tr>
<td>EOP</td>
<td>CSU Long Beach, CSU Los Angeles, Cal Poly, Sonoma State</td>
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<tr>
<td>EOP RENAISSANCE SCHOLARS</td>
<td>CSU San Bernardino</td>
</tr>
<tr>
<td>GUARDIAN SCHOLARS</td>
<td>CSU Bakersfield, CSU Fullerton, Sacramento State, San Diego State, San Francisco State, San Jose State</td>
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<tr>
<td>PATH SCHOLARS</td>
<td>CSU Chico</td>
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<tr>
<td>PROMISE SCHOLARS</td>
<td>CSU Stanislaus</td>
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<td>PROMOTING ACHIEVEMENT THROUGH HOPE</td>
<td>CSU Channel Islands</td>
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<tr>
<td>RENAISSANCE SCHOLARS</td>
<td>CSU East Bay, CSU Fresno, Cal Poly Pomona</td>
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<tr>
<td>RESILIENT SCHOLARS</td>
<td>CSU Northridge</td>
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<td>TORO SCHOLARS</td>
<td>CSU Dominguez Hills</td>
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POPULATIONS SERVED

Foster youth programs throughout the CSU system may serve different populations of foster youth, including current, former and/or emancipated foster youth.

To determine eligibility at a specific CSU campus foster youth program, call the individual program at the campus of your interest.
CAMPUS SUPPORT SERVICES MAY INCLUDE

- Outreach and Recruitment
- Admission assistance
- Financial assistance
- Housing assistance
- Orientation to college life (e.g., EOP Summer Bridge)
- Academic advising and monitoring
- Counseling and support
- Mentorship opportunities
- Life skills workshops
- Employment opportunities
- Social and academic celebrations
- Career planning and assistance
- Student Drop-In Center
SCHOLARSHIP PROGRAMS FOR FOSTER YOUTH

• Foster Care to Success
• Casey Family Scholars Program
• Nsoro Foundation
• Orphan Foundation of America
• Foster A Dream (Bay Area)
• Fostering Futures (Bay Area)
• Larkin Street (Bay Area)
• Orangewood Children’s Foundation (Orange County)
• Silicon Valley Children’s Fund – YES Scholars
• United Friends of the Children (Los Angeles County)
• Promise 2 Kids (San Diego County)
This is a federally funded program administered through the California Student Aid Commission.

Gives up to $5000 to eligible former foster youth to use for career and technical training or college courses at California Community Colleges, California State Universities, University of California, etc.

To qualify, student must be a current or former foster youth, must have established court dependency at anytime between the ages of 16 and 18 and must have not reached their 22nd birthday as of July 1st of the award year.

KinGap youth, adopted youth, guardian placement and voluntary placement may not be eligible for the Chaffee Grant, unless court dependence was established, at anytime, between ages of 16-18.
WHAT’S INSIDE?
This planning guide (available as a .pdf) contains checklists, tips and information to support foster youth from 7th grade through 12th grade who have a dream of a college education.

WHO SHOULD HAVE ONE?
Foster youth, caregivers, social workers, educators and advocates.

WHY SHOULD I NEED IT?
To monitor and track the educational progress of foster youth to career and college preparation.

HOW CAN I GET ONE?
The guides are available at www.calstate.edu/fosteryouth
For additional information visit
www.calstate.edu/fosteryouth
for specific programs available to foster youth at the
23 California State University campuses
QUESTIONS?