



## Northern Lights Special Education Cooperative

[www.nlsec.org](http://www.nlsec.org)

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### **Brief Overview of Post-Secondary Educational Models**

Post-Secondary education includes many kinds of education and training programs, technical college degree and certification programs, apprenticeship experiences, 2-year colleges, private schools, on-the-job training, and 4-year universities. Below are brief examples of each.

**Technical Colleges:** Admission is open to anyone who has earned a high school diploma, holds a GED or is able to successfully prove their ability to benefit from enrolling. Different technical programs have different standards in reading, writing, and math which must be met before the student is allowed to enroll. Depending on standards, some students may be required to take developmental/remedial courses before enrolling in chosen program. Degrees offered at technical colleges; Associate in Applied Science (AAS), Associate in Science (AS), Diploma programs, and certificate programs.

**Apprenticeships:** Programs offer young adults a career pathway that provide employment as they learn on the job. People who successfully complete a program become journey level workers. Apprentices are guaranteed a wage as they progress. There are over 950 occupations that are recognized by the Department of Labor for apprenticeship programs. Employers generally bear the costs of the program. Apprentices may begin at 16 years of age, but the minimum age for most is 18. Many apprenticeship programs are suitable for people with a range of abilities. "Certificate of Training" credentials allow individuals to be recognized for a specific set of skills, which allow people with and without disabilities to move laterally or upward within a specific industry. Vocational Rehabilitation services is a great agency to assist people with disabilities enter into such programs. Some people may need more training before qualifying for an apprenticeship. That can fall under 2 categories; basic skills needed to qualify for the occupation and general work readiness skills that provide the employee with the "soft skills" needed. Explore One-Stop Career Centers for more information: [www.careeronestop.org/findos/default.aspx](http://www.careeronestop.org/findos/default.aspx)

**2-Year Colleges:** Admission is open to anyone who has earned a high school diploma or GED. Even without those you may be admitted if a person is able to demonstrate potential for success in college. Standardized tests and high school grades or class ranking are not part of the admission requirements. However, students will be required to take a test for placement in the appropriate classes based on reading, writing, and math skills. Students have a better chance to do well, if they have taken the required academic courses in high school (3 years math, english, science and social studies). Students may have to take developmental courses that will not count toward a degree before taking college-level courses, if they do not test high enough on the placement test. Disability coordinators are available on campus to assist with accommodations and accessibility.

**4-Year Colleges:** Admission is stricter and varies slightly, checking with the specific university is recommended. Most times, colleges are looking for a student who graduated in the top ½ of their class, or earned a specific score on the ACT or SAT. If a student does not meet the minimum requirements, they may still be considered under special provisions. Students are encouraged to take 4 years of English, 3 years of math (up to algebra 2), 3 years of science and 3 years of social studies, 2 years of foreign language, and a year of arts in high school. Disability coordinators are available on campus to assist with accommodations and accessibility.

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**Private:** Entrance requirements at private, 4-year, religiously affiliated school vary. However, the following are most often considered; high school GPA, ACT or SAT score, class ranking, letters of recommendation, and personal essay/statement. Students are encouraged to explore specific schools and their requirements.

*Students with disabilities who want to pursue post-secondary schooling are responsible for requesting services from the campus disability coordinator. Colleges do provide accommodations until they are requested. Planning is critical to ensure for the proper delivery of services. It is recommended that the student meet with the disability coordinator to discuss services received in the past and the procedures for setting up currently. Most colleges or institutions require documentation of a disability, which can be in the form of high school special education IEP or evaluation, psychological evaluations, or medical documentation.*

## **Overview of Post-Secondary Models for Students with \*\*Intellectual Disabilities**

*\*\*Intellectual disabilities are defined as a student with significant learning, cognitive, and other conditions whose disabilities impact their ability to access course content without supports and services. They require significant planning and collaboration to provide access.*

There are three main types of post-secondary education models: mixed or hybrid, substantially separate, and totally inclusive. Within each model, a wide range of supports and services are provided.

**Mixed/hybrid model:** Students participate in social activities and/or academic classes with students without disabilities (for audit or credit) and also participate in classes with other students with disabilities (sometimes referred to as “life skills” or “transition” classes). This model typically provides students with employment experience on- or off-campus.

**Substantially separate model:** Students participate only in classes with other students with disabilities (sometimes referred to as a “life skills” or “transition” program). Students may have the opportunity to participate in generic social activities on campus and may be offered employment experience, often through a rotation of pre-established employment slots on- or off-campus.

**Inclusive individual support model:** Students receive individualized services (e.g., educational coach, tutor, technology, natural supports) in college courses, certificate programs, and/or degree programs, for audit or credit. The individual student’s vision and career goals drive services. There is no program base on campus. The focus is on establishing a student-identified career goal that directs the course of study and employment experiences (e.g., internships, apprenticeships, work-based learning). Built on a collaborative approach via an interagency team (adult service agencies, generic community services, and the college’s disability support office), agencies identify a flexible range of services and share costs.

*Funding for programs varies, however, some programs are considered (CTP) Comprehensive Transition Programs, allowing students with intellectual disabilities to apply for federal financial aid (Pell Grants, Supplemental Grants, but not federal student loans). Students can also pay privately, through Vocational Rehabilitation funds, scholarships, state agency funds, etc...*

## Below is a list of post-secondary educational options available in Minnesota:

### Minnesota Independence College & Community

7501 Logan Avenue S, STE 2A Richfield, MN 55423

612-869-4008

<https://www.miccommunity.org/index.html>

MLC's three-year undergraduate program encourages the personal growth of each student through a unique and individualized process. As they participate in training internships and independent living skills curricula, undergraduates gain valuable social and vocational experiences and begin to develop their own community within an ever-changing "Real World" setting. Grocery shopping, meal planning, personal grooming, finances, and public transportation – each of these and other life skills are taught in the student's' apartments and the surrounding community. Extensive instruction addressing the many unwritten societal rules helps connect our students with the communities they will call home. Through a partnership with Minneapolis Community and Technical College (MCTC), they provide students with additional opportunities to explore the steps involved with earning a college degree. MLC has designed this optional curriculum to include preparatory work to take the ACCUPLACER test, study strategies, time management techniques, tutoring when needed, and a two-credit "Strategies for College Success" course at MCTC. This program is ideal for the MLC undergraduate that wants to see if pursuing additional education is the next right step for them during or after their undergraduate and graduate years at MLC.

#### **Programs:**

- Community Living Program (CLP) - provides an opportunity for students to discover their strengths, challenges and develop strategies for living on their own.
- Summer Internship Program (SIP) -100% hands-on. Students experience real world, by living in an apartment-setting with roommates, working and engaging in the community.
- Pre-Orientation Program (POP) -designed for students with ASD, or learning differences like ADD, ADHD, or anxiety, who will be college freshmen or transfer students. Also open to high school juniors or seniors with plans to attend a traditional college or university.
- Work Readiness
- Undergraduate-students start the first 2 years with vocational skills curriculum and volunteer work opportunities. During their senior year, they transition to more traditional independent living and post secondary institutions.

**Admission:** diagnosed learning disability, executive dysfunction, ASD, or other neurological conditions. Be able to make independent, safe decisions, and not require 24-hour supervision. Be developmentally ready to participate in a comprehensive apartment living and community based program. Between the ages of 18-26. Have a full scale IQ of 70 or above. Have completed K-12 education. Have completed a comprehensive neuropsychological evaluation within the past 12 months. Demonstrate sufficient emotional/behavioral stability and impulse control to live independently, function socially.

**Cost:** \$45,000/year, all-inclusive Privately funded.

### Bethel University Inclusive Learning and Development (BUILD)

3900 Bethel Drive St. Paul, MN 55112

651-638-6713

<https://www.bethel.edu/academics/build/>

BUILD is a 2-year post-secondary, residential program for students with intellectual disabilities. It provides academic, vocational, residential, and social experiences with the skills and education to live independently, maintain meaningful employment, and value lifelong learning. Students will earn an Applied Skills Certificate with a concentration in health or human services, business, or education. It does provide in-campus living.

**Admission:** 18-25 years old with an intellectual disability. Have completed a high school diploma or equivalent. Complete an application/interview process. Can perform with support in a college setting, able to safely navigate a college campus during transitions, mealtimes, and activities. Have practical reading and writing skills, can articulate or demonstrate a faith commitment.

### **Ridgewater College**

2101 15th Avenue NW Willmar, MN 56201  
320-222-5200

<https://www.ridgewater.edu/academics/areas-of-study/occupational-skills/>

The Occupational Skills Program is a post-secondary vocational program for students with disabilities that provides training for entry-level, competitive employment. It combines community-based vocational training with personal management classes on campus. Some examples of hands-on training include automotive detailing, warehouse specialist, shop assistant, support sales, carpenter's assistant, nurse's aide, kitchen assistant, child care...Students have access to all student services on campus.

**Cost:** Approximately \$5,600/year + books

**Admission:** Have a high school diploma, be able to safely navigate the campus independently, have basic safety skills in an unsupervised setting, have practical reading and writing skills, and provide documentation of a disability.

### **Rochester Community and Technical College**

851 39th Ave, SE Box 24 Rochester, MN 55901  
507-529-2722

<http://www.rctc.edu/>

The Occupational Skills program provides individuals with intellectual disabilities the vocational training necessary to obtain and maintain competitive entry level employment. The target population is individuals outside of a sheltered work environment. The program targets employment, independent living, and social skills development. There are no housing options available at this campus.

**Admission:** Student has graduated or exited from high school, must be at least 18 years old, have basic safety skills in an unsupervised setting and can safely navigate the campus independently.

**Cost:** approximately \$5000/ year + books. Privately funded.

### **Central Lakes College Brainerd Campus**

501 West College Drive Brainerd, MN 54601  
218-855-8000

<http://www.clcmn.edu/programs-majors/occupational-skills-diploma-2/>

The Occupational Skills Program (OSP) is a nine month, technical college diploma program designed for individuals with mild to moderate disabilities, focusing on competitive entry-level employment. The program is geared toward individuals who can possess the ability to work competitive entry-level employment with training and support, but may find it difficult to meet the rigor of a traditional college program. Work experiences as well as coursework to support independence in the workplace and in the community are the main components of the program. Students also participate in a number of exciting and educational off-campus experiences designed to promote community access, social skills, recreation and healthy living.

## **Below is a list of post-secondary educational options available in Wisconsin:**

### **University of Wisconsin Oshkosh**

800 Algoma Boulevard Oshkosh, WI 54901

920-424-1033

<http://www.uwosh.edu/success/>

Project Success is a remedial program for students with language-based learning disabilities attending the University of Wisconsin Oshkosh. The average profile of an incoming freshman includes difficulty in one or more of the following areas; reading decoding, comprehension, written expression, and spelling. They do not work with students with visual, hearing, or attention deficits unless the student also has a reading or written language disability. The intent of the program is to remediate the language deficits. Students can also receive tutoring, ongoing remedial instruction in written language. Students may also participate in mini courses on topics such as test taking strategies, writing skills, preparation for exams, and career planning. They also offer mentoring program to help students cope with their first year of college.

Each summer, Project Success offers a 6-week transition program that includes college credits that count towards general education requirements. All students who have earned 90 or more credits are eligible for their transition to work program that includes help with job interviews and writing resumes, cover letters, with emphasis on issues of job accommodations and disclosure of disability. Housing options are available: fraternity/sorority houses, dorms, on and off campus apartment.

**Cost:** students pay for university tuition and fees, but no additional charge for the program.

**Admission:** Meet same requirements as all other students applying, high school diploma.

### **Edgewood College: Cutting Edge Program**

1000 Edgewood College Drive Madison, WI 53711

608-712-4694

<https://www.edgewood.edu/cutting-edge>

The Cutting-Edge Program at Edgewood College offers a universal approach to inclusion in college for adult learners with significant disabilities. Program participants have either traditionally not been able to meet admissions criteria for college or require additional supports in order to be successful in a college environment. The program has a set of core credit courses that are required for students. In addition, students are encouraged to take 1-4 general education courses per semester. Tuition is \$662 per

course credit and is private pay. Students are paired with a peer mentor in academic and social situations. Practicums and internships are focused to build skills that lead to employment. Participating students are supervised and receive immediate feedback on attendance, compliance with work procedures, customer service, and professionalism. To place a high importance on learning employment skills, the first internship students experience is the Sonderegger Coffee Cart. Student Housing integrates a balance of academics, socialization, self-determination, and independent living. The Cutting Edge program has mixture of on-campus and off-campus housing available. Each housing arrangement is supported by a housing peer mentor that facilitates the balance of independent living.

**Admission:** Students must have a specific disability or significant intellectual disability. The student must be his/her own guardian and have graduated or been exited from high school. The application process requires letter of reference, one page essay, "Why I want to go to college," and fee.

### **Concordia University Wisconsin: Bethesda College of Applied Learning**

12800 Lake Shore Drive Mequon, WI 53097

262-243-2712

<https://www.cuw.edu/about/offices/bethesda.html>

Bethesda is a 2-year certificate program in the inclusive university setting of Concordia University of Wisconsin. The program is designed to meet the high education needs of students with intellectual and other complex disabilities, including experiencing the whole range of college learning and life. The goal is to prepare students for independent adult living. Students in the program take specially designed courses with regard to orientation to college, community-based instruction, independent living, social skills, study skills, or life skills. Students can also participate in internships and community service. The program does offer housing in the form of dorms.

**Cost:** \$28,500/year + \$10,000 room/board

**Admission:** Students must have a high school diploma or certificate of attendance, be able to safely navigate the campus independently, basic safety skills, practical reading and writing skills

### **Shepards College**

1805 15th Ave. Union Grove, WI 53182

262-878-6365

<http://www.shepherdscollege.edu/>

It is the country's only accredited, year round, three-year post-secondary educational program that assists young adults with intellectual disabilities in successfully transitioning to inclusion for life, from school to work, and from home to independent living. They focus on training on occupational, daily living and social skill development. They offer 2 occupational paths; culinary arts or horticulture. The Residential Life program includes three phases of on-campus moving from more structure and support to more independence in transition through dorms, homes, and apartments. They offer functional academic classes in the following areas; language arts, math and money skills, computer skills, and career skills.

**Admission:** Have a disability (learning, cognitive, and developmental conditions that impacts their ability to access course content without a system of services and support). Must be at least 18 years old, meet eligibility guidelines for state agencies, completed 4 years of high school education, have successfully completed an overnight and classroom visit, function with little to no attendant care, read

at approximately a 3rd grade level, perform math at a 3rd grade level, motivated/eager, ability to receive information and instruction from staff and provide responses and feedback when necessary, able to safely function without direct supervision in residential setting, acceptable social behaviors, minimal medical needs, provide copies of psychological, medical, or behavioral history, no arrest record or probation.

**Cost:** \$39,600/year + \$4,000/room and board. Students are able to apply for Pell Grants or through SSI.

### **Madison College: Campus Connect**

201 North Carroll D116 Madison, WI 53703

608-246-6076

<http://madisoncollege.edu/>

Campus Connect offers an inclusive approach to post secondary education for adult learners with intellectual disabilities. It is considered a 2 year community/junior college, however, most students complete a program within 3 years. It provides an opportunity for students who require more than the traditional level of support in order to be successful in a college environment. They have the goal of providing relevant post secondary academic/vocational preparation leading to paid employment in an area identified by the student. Students are partnered with a full time teacher to provide tutoring, coordination with disability resources, and collaboration on accommodations. There are no housing options for any students.

**Admission:** Minimum age is 18. Students must meet the same requirements as other students and have a specific disability label.

**Cost:** approximately \$2500/year + \$400 books. Private pay or outside agency support.

## **Below is a list of post-secondary educational options available in North Dakota:**

### **Minot State University: Adult Student Transition Education Program (A-STEP)**

500 University Avenue West Minot, ND 58707

800-233-1737

<http://www.ndcpd.org/astep/>

A-STEP is a two year program for students with intellectual disabilities on the campus of Minot State University. A plan of study is individualized for each A-STEP student using a person-centered planning approach (PCP) as well as assessments of academic, employment, independent living, and social skills. During each semester of their enrollment in the A-STEP program, students participate in the following activities: 3-6 semester hours of academic coursework (from the Minot State University and Dakota College of Bottineau undergraduate catalogs), employment training through career shadowing, internships, and paid jobs, independent living and self-advocacy skills training using the Goals + Plans = Success (GPS) Life Plan Curriculum, and social events on campus and recreation/leisure activities in the community. Students typically participate in audit or non-credit courses, and specially designed classes to build the student's skills in independent living. Students are supported by staff and peer mentors who are trained MSU undergraduate and graduate students.

**Cost:** \$2400/year + \$5000/year room/board + \$300/books (private pay or outside agency support)

**Admission:** Applicants must be a youth or young adult 18 years of age or older, documentation of an intellectual disability (ID) as a primary or secondary disability; (IEP, Case notes, Testing, Doctor's note, etc.), IDEA-eligible, formerly IDEA eligible, or entitled to support through other disability services (VR, DD), interested in postsecondary education that leads to a career, have a career goal outlined, have a proven ability to participate appropriately in a classroom and/or professional work settings, demonstrate ability to benefit from the A-STEP program through information gathered through personal interview, application documentation and references, and has access to and from MSU campus to attend classes and other activities.

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