

REALTIME FILE

ICI - ADMINISTRATORS CAN THINK COLLEGE

Rebecca Lazo

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>>REBECCA: Greetings attendees. Thank you for being here. We had a few technical difficulties so we are getting organized.

I'm trying to share some things. My name is Rebecca Lazo.

I'm going to talk first and then I'll try to share something. Thank you for being here everyone who is here. My name is Rebecca Lazo. For anyone here was not familiar with the college we are national organization dedicated to developing expanding and improving inclusive higher education.

I'm happy to introduce the webinar. Today's presentation is not a standard webinar. We will format it like a question and answer giving you an opportunity to hear from several high school administrators about their experiences.

We have five people with us today. Not all on camera. We had typical -- technical difficulties. So we have Lisa, Paul, Lisa, April, and Teresa. Some people are waiting and in a moment each person will have a couple of minutes to introduce themselves and say where they are from and their involvement with college transition services.

For anyone new to ZOOM I feel it's not many people but I feel it happens. You should be able to have navigation abilities with -- on the bottom of your screen or it could be at the top, a black bar. You can select the chat box. Please utilize that. And if you have questions about the webinar you can put them in the chat box.

I will be moderating and answering questions or watching the chat box as we go. So be patient, please. I'll make sure if you put any questions in the chat box so everyone in the room can see what we are talking about. I will put two links in the box. One, we have every one of our college webinars his captioned, life captions. I put that link in there if you want to do that.

Every one of our webinars is recorded which is reminding me to record. And I want to let you know that that recording in the transcript from this webinar will be posted on our website. Probably tomorrow morning at the address I just listed there.

So you will get an email. Everyone who wrote -- register will get an email with that link, but in case not, you can just access it they are.

If anyone needs a certificate of attendance, you can email me. And I think I'm going to turn it over to our presenters and I will try to get -- I made a PowerPoint with our questions for the day. I'll let our presenters say hello and introduce themselves enough you will get started with our question and answer. I don't care who goes first. So whoever on mutes themselves the fastest can go.

>>TERESA SKINNER: Teresa Skinner, ICM way over to the left screen. And I morning I do not have a camera on my computer, which is why you cannot see me.

>>REBECCA LAZO: For everyone that says hello say your name and your job title may be and where you are from and a little bit about how you got there and what your involvement is.

>>TERESA SKINNER: I'm Teresa Skinner. I'm the director of special services for Eastern Public schools. I've been a

director for about 10 years. My screen is changing. Can you still hear me?

>>REBECCA LAZO: yes.

>>TERESA SKINNER: I've been the director about 10 years and have been involved at the secondary level with the conclusive and current enrollment plant that -- read that we have here in Massachusetts. We have students who are non-diploma bound who are able to go onto the campus of Bridgewater State University, audit classes, participate therein a number of different ways.

This is the first year we have a resident life program where a few of our students are actually living on campus. And it has been a great opportunity.

>>REBECCA LAZO: Thank you, Teresa. Who would like to go next? I will call people now. How about Lisa Graham?

>>LISA GRAHAM: Okay. Good afternoon everyone. I am UMASS I am the director of the Grant County special Cooperative in Midwestern Indiana. It's very cold and dreary here today. I -- my background -- I was a life skills teacher of students of intellectual disabilities for about 13 years. Before I started working my way into the administrative arena. I started as a transition consultant and coordinator for one district. And currently I survive districts in Grant County.

So when I was director of Miriam community schools, I was given the opportunity to work with some fine folks like Teresa, if you're familiar with her at Indiana University. And they had a great opportunity that we were able to take advantage of and we began our first exploration in post-secondary opportunity for students 18 to 22. And so, this is our sixth year being at -- we call it IWOO. We have mentors and volunteers. We have interns. Our students do not live in a resident -- residents. They do not have residual opportunities right now.

We are dual enrollment kind of opportunity. So we continue to keep our students enrolled in the public school arena and use those part B dollars to help fund our program.

We are in discussion right now with a new Provost who is passionate about all students having opportunity and we are beginning those conversations about residential opportunities. We are also only a two year program right now and we are talking about expanding that to a traditional four-year program.

Very excited about some of the things that are taking place right now. Thank you.

>>REBECCA LAZO: -- It looks like next would be April.

>>APRIL RIST: Hello. I am the formal director of public

schools and I will Massachusetts and recently, in September, I took a position working for the Department of elementary and secondary elementary. I'm not wood, but prior to, I served as a special ed administrator in Agawam for little over 11 years. The last eight or so being the director of special services.

In Agawam, we are lucky that our city is situated between Holyoke and Westfield. And Holyoke Community College has program and Westfield State University also does. So, we've been participating about those programs for the last several years. And most, if not all of our students who remain with us between the ages of 18 and 22 are able to participate in some way, shape or form in either -- some of them overlap and end up taking advantage of both of those may see programs.

>>REBECCA LAZO: Lisa Hill, would you like to say something?

>> Hello. I'm the inspired ordinary - coronary. It's a program that is very similar to (indiscernible) -- and for transition to a post-program for 22-year-old students -- this is our seventh year automating the program (low voice) and we have 10 to 12 students in our program every year we also do not have any resident opportunities but we hope to one day. It's a wonderful program for 18 to 22-year-olds.

>>REBECCA LAZO: Thank you. I'm having a little trouble hearing you. Next time you're up, speak a little bit louder, please.

Thank you.

Paul, am I saying your name correctly?

>>PAUL TSOVOLOS: It's very close.

>>REBECCA LAZO: I'm not even close.

>>PAUL TSOVOLOS: Half the battle. Good afternoon, everyone. I'm Paul and I'm the director of student services in Bridgewater Massachusetts. We are a regional school district and we are fortunate to have right in her home community Bridgewater State University that has inclusive enrollment programs and over the past four years, we have worked closely with Bridgewater State University we have students that have been successful in that program and take the student referrals and provide that support on campus. Overall, my experience has been as a teacher with middle school special education students.

And that I have been special ed administrator, assistant principal, and no director of student services here in Bridgewater. So diverse administrative experience and I really enjoy getting to know more about supporting students in their postgraduate efforts in helping them to become very well rounded members of their community and maintain that connection. I'm very excited about being able to participate in the webinar and share the knowledge.

>>REBECCA LAZO: Thank you. Thank you all for being here. And just so we know, we typically start a poll at the beginning of the webinar, but now that we know who the representatives are what we find out who our attendees are.

So if everyone -- I'm just going to lunch -- if everyone who is attending would you mind answering these two questions about whether or not you attended a think a college webinar and what your role is today, how you are attending. You might be two or three of these different roles but how you are attending today and what -- so we know what perspectives are in the room.

Eight of 13. You are getting closer. Everybody vote. We will have a small, but steadfast group today. I can tell. And one cat in the room. I'm sorry. I thought I got my office door closed, but I did not apparently.

11 of 13 and I'll give you 10 more seconds and I'm going to and the poll. Let's see who's here today. We have three administrators, for college faculty or staff, student support, a teacher, parents and a researcher. That's great. Thanks, everybody, for being here today and your patience.

Let's see if I can -- all my gosh. I have no idea what just happened. There we go. So, I'm going to do a little intro to make sure everyone knows what we are talking about today and

these are the questions that I came up with.

Throughout the webinar if anyone has questions for our panelists, I'm sure they'll be happy to answer them. Put them in the chat box because we do not have the ability to speak. The attendees do not have the ability to talk during the webinar by chat away in the chat box and will share the questions with the attendees.

So just to do a little introduction to the topic today, transition planning is important obviously because it's a process that determines the strengths, weaknesses of the student, preferences, what support is necessary to facilitate success and what the student's goals are after high school.

Typically speaking, his or her family and friends are included in the planning process as well as teachers, administrators, school support staff and any community-based workers who support the student.

Each person plays a specific role in the planning process -- process with the goal of having students reach short and long-term goals.

Hopefully, we are hopeful to think college that some of those goals include attending college.

It's also known as dual enrollment or inclusive concurrent enrollment. Ty Hansen was nice enough to put a link to the MAICEI program which is the Massachusetts enrollment initiative. Not everyone may be familiar with that so thanks for putting out there.

And these folks that were invited to speak because they all -- we know they had some involvement with college services.

This movement has grown a lot in the last 10 or 15 years where more and more schools are using this model as a way to allow students with disabilities to have access to college with additional support that they may be accustomed to in high school.

So, I wonder if you might each start by talking about what you see as beneficial for this model. What -- how do you see these services as a good model to support students as they are trying out college or starting college?

I do not know we want to go like Teresa earlier, top to bottom.

>> I think the most important thing is to remember that we want our students to be with age-appropriate peers. I give the example in case conferences, if a student, who was 14 comes to the high school, we don't want them sitting at high school with somebody who is 19 or 21 or 22 years old. But we also don't

want that 21 or 22-year-old to be in the same classroom with the same staff members for eight years. We all want to be with people that we are familiar with and that are interested in the same type of things. That's why the college option is so important, in my opinion.

>>TERESA SKINNER: I would agree with that and I also feel like we just want to expand these young adults, their world and their opportunities in an authentic environment. If you think about a typical, nor of typical peer who attends college, those opportunities have not been available to students with intellectual disabilities. And so as you think about their experience in life, what happens after age 22 for them? To me, it's been probably one of the greatest things is to see how they come to view themselves in a different way and set goals for themselves and aspire to do greater things that they would have before. Because they were given this opportunity. On a college campus.

>>PAUL: I have to agree. It's seeing some of the small things that show me that they have a sense of community like them showing up on campus in their Bridgewater State University gear and connecting with peers doing small things like volunteering with the football team and being one of the assistant people who support the football team and making those connections with some of their peers. It some of the small things that show the community connection that pride in the boost in their self-

esteem did some of the most meaningful things for me.

>> I'll add to that to the idea of students being able to access the natural environment and what we are talking about throughout their entire educational careers is the importance of generalization. You can't generalize unless you are able to access the natural environment. For 18 to 22-year-olds, for many, that's college.

>>REBECCA: Lisa, do you have anything to add?

>>LISA: They have opportunities for work experience. They're getting it -- exposed to different types of folks in different type of work experiences that they would necessarily have had while they are still in high school.

>>REBECCA: Uh-uh (affirmative). Yes. That's a good point. Everyone is making great observations about the benefits to college based transition services.

I'm going to jump around a little bit here. Do you want to talk a little bit about obstacles that you face? One question that I did not put on here but it ties in, I don't know if each of you spearheaded the initiative in your school or county or area for college based transition student services or something he along with. It was their idea knew -- it was part of your job to do. If you want to talk about how you came to doing this work and

maybe an obstacle that you faced while doing that.

Lisa, do you want to go first we will go in the same order every time?

>>LISA: I came to this program after -- (inaudible) -- after 10 or 11 years in various capacities. The inspire program had an opening and it was an opportunity for me to go back to college that I graduated from and be there with the students on campus.

So it was a great opportunity for me. An obstacle that we have found that we come across as a staff, we have to readjust our thinking that the students are adults we have to treat them like adults in adult environments.

After being in the high school and being with their parents for so many years, their parents and other adults still kind of see them as children and it's hard letting them go, especially as parents have been advocates for them for so many years and have had to, you know, get through high school and get through -- (inaudible) --.

It's hard for them to let them fly a little bit on their own and trust that we will still take care of them and it will be okay. And they see the attendance in their students and is just amazing.

>>REBECCA: Thank you. April?

>>APRIL: I would agree, actually, with Lisa wholeheartedly. I think one of the obstacles that I did not anticipate will be started this program about a decade ago or started participating in the program about a decade ago was I thought it would take a lot of training for our staff and a shift in mindset for our staff, which he did.

I think our staff were pretty quick to come along. It was the students and families really had to readjust their thinking around vision setting, goal setting, the IEP process, that was I think, the biggest obstacle that we still even, 10 years later, still are trying to get the word out there and communicate with families and students about this is a different way of thinking about special education services.

>>REBECCA: Thank you. That's a good point. I've heard other people say that as well. People you do not think the obstacle might end up being one.

Paul, would you like to chime in?

>>PAUL: It was something that was introduced to me by our community, community team members on the Bridgewater State University campus.

One of the biggest barriers that we were able to work through was support for our job coach -- a job coach for the students in the program. We found that a huge crux of the success for our students in the ICE, program focusing on having a job coach that was flexible and put structures in place and fostered the independent skills and vocational skills for the students on campus.

And then also be a good resource and that they were going to foster that independence for students while still providing the backbone of support for them. Support to her job coaches on campus and having a replacement option for those job coaches was an initial difficulty because it is so much based on the independence and flexibility of that job coach and finding the right fit was difficult initially.

And then finding a backup plan for if that person is out unexpectedly or if that person is unable to fill in during school breaks. It was an initial hardship, but something that we were able to work through. It was an unexpected aspect initially that we just needed to build support around. Overall, certainly not unattainable or anything that was not able to be technically worked through.

>>REBECCA: Uh-uh (affirmative).. Who is next? Teresa or -- Teresa you want to speak?

>>TERESA: I initially got involved. About 10 years ago I wrote a grant to my previous district and started -- saw it as a great opportunity. Some of the barriers was I agree, working with the staff and families and sort of shifting our thought process about these students. In helping the students to see themselves in a different way. It's hard to let go. And we are still working through that.

Now, in this current district, we are trying to back up and look at what are we doing in K to 12 and how are we preparing students for life. We are all members of a community. And what we need to do in the K to 12 system to help them become more independent. So when they turn 22, it is not culture shock. And they don't have a pair of either side 24/7 helping them with every task that needs to get done.

We are going backwards now and putting in place things to help students become more independent while they are in school with us so as they transition, it's not such a difficult one.

>>REBECCA: Thank you, Teresa. That's a good point. And Maria and Pat just also commented like Paul said that we have to be prepared -- I should say we are not in the school. But being prepared for the transition and having enough staff in place to support students if someone is not available or just having a backup. So that is good.

>>TERESA: Can I add one thing? One of the biggest challenges is after they make transition to adult services. I often wonder how can we increase opportunities post 22? That's where I feel like it is a big adjustment and shift and what students get through mass rehab commission or DDS services, compared to what is six and half hour structure day looks like in school is really different.

And I've worked with a lot of students would come back after 22 say can help me find a job? It's got to be difficult to go from a place where you are in a structured program six and half hours a day to very little. And that's actually my bigger worry. So what is it look like after 22?

>>REBECCA: Lisa Graham, would you like to add to this?

>>LISA: I think were met people think I'm in a metropolitan area but we are rural in the midsection of Indiana. And the opportunities for adults with intellectual disabilities is limited. And so, we find our students who are graduating are coming back years three. Their parents literally will drop them off at the University (laughing) even though they are not -- we are not responsible for them. They love the environment so much and they still fit in very much so. They don't want to go to the adult arena. They don't.

If they don't have a job or again, it's only 15 hours a week or

10 hours a week, they would much prefer the continuation of being with people in that environment, that real rich environment where there is activity going on all the time. So that is a worry. I agree with that.

>>REBECCA: I feel like I attended a conference session in the last year and half about this a lot of sessions and articles in transitions to college. But there's a transition from a learning environment to life environment, things like -- it seems like it's another area that we need to talk about.

Do you have any secrets or tips on how you engage the fuming students we are colleague teachers in the high school or focus on college campus engagement and get them to help some of these pieces where there are disconnects are getting them on board in the first place.

I know people say college? So if anyone wants to speak to that, sort of motivating and encouraging people that are supposed to be working with you to see the students from high school to college and beyond. Who was in the middle? April, would you like to go first?

>>APRIL: I think it's a great question, but I think I do not think that we, as the adults who are overseeing this, do the best engaging and motivating. I think the kids themselves -- the young adults -- themselves, do that.

When you see a student present at a meeting about the successes that they have had and how much they have grown, because of being involved in a college program, it speaks for itself. I mean, I just -- the -- the changes in these adults and the excitement that they bring judgment bring back from the college campus justice actually -- absolutely infectious. That's the biggest motivator.

>>REBECCA: I have to interrupt. Was anyone your -- I know Lisa Graham was at the state-of-the-art conference and a couple of my colleagues are in the audience here, but was anyone else at the state-of-the-art conference that happened last week?

There was a panel of students at the end and they were all either in or graduated from college. The moderator asked him what would they change about college and one of the gentleman said I wouldn't change a thing about college. College changed me.

In April, just like you're saying, you're right. We should be -- I should have invited a student with an intellectual disability to be on the panel today. It would have maybe been insightful for all of us. Thank you for making an important point first.

Paul, would you like to speak next?

>>PAUL: I agree sharing student successes is probably the best way to get people to think differently about that post graduate experience for students.

I also find that if I have staff are reluctant around shaping their thinking in that way. I tried to start from a backwards design kind of process. Let's agree on what we want first sometimes skills in both the academic, social and just -- vocational after living skill realm. What's our vision for success for the student? And that agreement makes the process a little bit more collaborative. This is what we want for students so we can agree that this is the best way to get there. It helps to initiate the -- shape the conversation.

I also would say that starting early, you know, with your connections to adult service agencies, your discussions about what the vision is for a student and just talking about the students from a strength-based perspective really helps to -- as early issue can startle conversations and bring in community or adult agencies into the process. It really helps to set the stage for a very organized and cohesive plan for that student, whether they are going into an inclusive concurrent enrollment program or not. It really just helps to set a strong foundation for support systems for a student.

Those are the strategies that I have used that have been

successful.

>>REBECCA: Thank you.

Lisa Graham, what would you like to add?

>>LISA: It's a funny story, but when we were able to start this program, I did not get to pick the people that the University selected to partner with us. And reluctantly, the Department of Education chairperson was the person that they put in charge. That was the person I was supposed to be collaborating with and deciding how our students were going to interact. He totally was not on board. He was a very scholarly academic professor and I think you thought we were crazy.

I have no idea how it happened, but the second year, one of our students -- they actually took his class. And it was -- teaching teachers or something like that, for teacher education. And he absolutely fell in love with our student.

And that was the beginning. Once you can get that from a skeptic, boy. He became our biggest cheerleader. He retired last year and came to our recognition dinner. We have to be up one of the speakers and that was all it took, really. He exploded with enthusiasm.

He saw why it was important how beneficial it was not only to

our students, but to his students into the college community itself. So, it was pretty cool.

>>REBECCA: A great story. And it seems to happen sometime.

There are questions coming up. But let's get through the rest of the panel on this question that we will turn to the attendee questions.

Lisa Hill, what would you add to this?

>>LISA: First, I agree with April. If they can advocate for themselves, the net certainly makes it more known to others that we have students that are quite capable of being on the college campus and doing the college thing.

We also have an ambassador program that we take our students in our program to other schools and districts. In the -- we present. We have the students present on the entire program and what they like about it, what they don't like about it. How they got into it, what kind of fun things we do and all that kind of stuff.

So, when the potential -- (inaudible) -- students see their peers presenting on his program, it really is in the front of their mind that wow. That's fun and that is exciting and that is something that I can do. So we reach out to the schools.

>>REBECCA: That's great. That's great. So lack of student engagement here is what I'm hearing. Teresa, I don't think you have had a chance to respond yet?

>>TERESA: Similar to Lisa Graham I remember starting this process at Bridgewater University in order to local district to a partner with the University and we met with some of the professors to talk about the program and what we were trying to accomplish. And it was interesting to see their fear and worry and skepticism about this.

And we said we do this all the time, K to 12 education. Modify curriculum. You look at where the learner is out and you bring them forward. It was a great partnership and similarly, we had one professor was very skeptical. Who actually taught a course about special education and one of our students took that class in the transformation in the adults, the professor, was amazing.

And likewise, said I just didn't see how this was going to work and it took this young adult coming into my class and he taught me what this is really all about.

That year a group of people went up to Beacon Hill in Boston to advocate for additional funding several students and the professor went there.

I do not think there was a dry eye in the place. That professor became one of the biggest advocates.

So working together and really showing them how we do it at this level and how it can be done. There's so many possibilities.

>>REBECCA: Thank you, Teresa.

We have technical questions coming in I don't how many panelists conceded B to question so everyone has access to them.

One of the first was from Christina. What tools or resources do you have -- to share with college faculty who may experience or have a student with disabilities in the class? We are piloting an adult transition program. It's struggling.

You shared some sort of -- it feels like some people have come around. Does anyone -- and Eva panelists have any specific strategies you might use with a faculty member to get them on board?

>> I think it's important to have a good close working relationship with the disability support services at the college. At least in my experience having that strong relationship helps to act as a bridge between public school in the institution.

>>LISA: I agree. But were happy to go into a classroom before students come and talk to professors or going to faculty meetings to a -- address but ours issues are and how we can be supported them.

>> We have staff from our school horn campus with our students and they are, you know, trying to be a conduit to help facilitate any conversations or clarify things with the intention of the student taking on more independence. So they are not really there acting as a one-to-one para, necessarily but it's an additional person in addition to the disabilities office. And it's all about building relationships.

>> I hear that a lot.

>>REBECCA: Casey is asking a question about logistical considerations to the application or entrance process and staffing. I want to do little plug. Casey I don't know if you're talking about a college based transition service program or whether talk about like a freestanding college program for students but we have a webinar coming up on December 10 about the application process where three different college programs will be sharing just some of what they do.

So that might be of interest to some of you on this call.

But in the meantime, if any of your panelists, Lisa, April,

Paul, Teresa, Lisa have anything to say about this, feel free to chime in for Casey.

>> Can you repeat the question?

>>REBECCA: Logistical considerations related to application or entrance process, tuition and staffing. I don't know if case means like there's no clarifying information.

>> We created a handbook as we were beginning this program that includes some of the skills that you need to be able to have to be safe and to be included in this program. I think one of the main things is when you are on a college campus, you are talking about depending on how large it is, you have multiple environments, multiple buildings, areas. Is not like one school building with a few floors.

So we talk to parents about communication and how a student would be able to communicate if there were a problem or if they needed help.

But also, how do they ambulate through their environment? You know, if they are in a wheelchair, what kind of assistance would they need? Or a walker? Those kinds of things. You do not want to exclude, but you want to plan appropriately for students to feel comfortable in that environment.

We talk about that a case conferences. The senior year or the year that the student intends to graduate and then the next year on board with the college program. All of those things are discussed at a case conference.

>>REBECCA: Okay.

>> Lisa, it sounds like you are describing kids who are fully on campus where's the program we are involved in is a conclusive, concurrent program where kids are still attending our high school, but they go off for a day or two. That's a different set up.

We are required to prove by - provide staffing and they agreed to fund transportation. So some of the logistical things we share. The college will have mentors. They will have their team. We are providing staff to work with them and coordinate and we are providing transportation back and forth from the college or university back to our high school.

>>LISA: We have staff on campus but we do not provide transportation. And there are still people there to brainstorm. But when you have 10 to 15 students all going different ways, different buildings, different times, it's really important that students know what to do if there's a problem or they need help.

>>REBECCA: Am just going to -- in case we have to come to an

abrupt stop. I did not put on any slides - make any of the panelists email addresses. But if any of you would like to share your email address is feel free to put them in the chat. Maybe Casey or someone else's question that doesn't get answered 100 percent might be willing -- might be interested in contacting you and if you're willing to get those emails, thanks for putting them in the chat.

I would also say that you might find some information on the think college website. Maria is on the call they've done a lot of work with the Massachusetts initiative and they've created a lot of resources that might be helpful.

Not specifically administrators though some are. But just sort of people who are working -- (indiscernible) -- and I know Ty can put something on the chat or something.

We have another question and answer back that is a good one.

How can high school teachers make the connection to establish dual enrollment as a transition service?

Is anyone here able to speak to that?

>> Can repeat it. I don't see it.

>>REBECCA: Came up on the back door here.

How can high school teachers make the connection to establish a dual enrollment program as a transition service?

>>PAUL: For me, this is part of a year to year conversation that I make sure all her teachers at the high school level have an awareness of it -- of the ICI program and then it might be that when they are sophomores or juniors we talk about which students are on horizon that would fit the profile for this program and really flourish and blossom under that structure.

But we also do have our own 18 to 22-year-old age program that's our postgrad program for the district. Sometimes it's not students who will leave there and go directly into the ICI program but they may spend a year in our 18 to 20 2H program and receive more direct instruction and then we move on to the ICI program. It's more about awareness and starting the conversations early.

In prepping the family. About what that might look like in helping to support them in that way. It's just kind of an item that we are constantly revisiting as a special ed team at the high school level so we are prepared to prep families and students when the time comes to make the transition and the admissions process.

>>TERESA: I would say it's similar in Easton. Our special

education is a transition specialist and has that endorsement through the department of education. It's very much a part of our transition planning process and very similar to you, Paul, we are looking at students that would really have a meaningful benefit to participate in this program.

We start the process early. We usually are looking a year in advance at least or more to figure out what the students goals are and would this be a good fit for them and that we help them take those steps to make it happen.

>>REBECCA: Does anyone else want to share anything?

There's another question in the chat from Alina. How have folks gotten parents on board? That's another group that we need to target that we're getting people into planning.

How to get them on board with the idea of college when they do not see the value? Along that line, how to help parents support their child in learning self-determination? Letting go of control can be scary for many parents.

>>APRIL: I think to piggyback on what of the other panelist said, starting early is important. My former adjuster, we made it a point to have our related service providers working with students with intellectual disabilities understand from our pre-k teachers all the way up, understand what adult services

options are available, so they went out into the community and kind of did some special development on the different options that our students are participating in when they become adults. So our educators need to have the vision for the child. So that they can share that with parents from an early age. But I also think it's important to hire the right person to be -- to oversee that 18 to 22-year-old program, which in our case was in our MAICEI program. It's not like a typical teaching position. It's oversight. As someone said earlier of 20 students and potentially 20 different community settings were college settings. And it's a lot of management and communication. So that person in Agawam really starts reaching out to parents years before they turn 18 and come into her program. So, starting as young as possible I think is really important.

>>REBECCA: Does anyone else want to add about talking to parents about this option as their students exit high school?

A few people are putting resources in the chat box in case you need -- we have a lot of resources about talking with parents so maybe you will find something there as well.

>> Deal with when it is when we're sitting at the IE team meetings at the secondary level and we are working through the transition plan, we tried to have the long view of what is life going to be like? What are the hopes and dreams for the future and what can we expect? What can we expect of ourselves to put

in place. We want to make sure that the student is very much a part of that process. And help parents see that we do have to have that long view. And let's set higher expectations and give them opportunities. I've always found that students will rise to the challenge. In seeing many students going through this program, that has definitely been true.

>>REBECCA: We will take questions from our attendees, but I wanted to give each of you a chance, each of you panelists Lisa, Lisa, Paul, and Teresa to maybe touch on the last question that we posted, which was advised that you might have for future administrators or teacher leaders or even the researchers in the field that are trying to push or policymakers I should say. Trying to push the field forward. What advice would you have for either those folks on the ground are up at a higher level?

I don't know -- somebody just disappeared. But Lisa Hill, you've been quiet. Would you like to share first?

>>LISA: Sure. A couple things. Do not assume students are not capable, that's one thing and then, the other thing and it kind of connects with the parents, too, allow them to fail make adult mistakes. At the core, parents are so used to hovering and swooping in on them, their students. And always being there for them. It's really important to let them fail and make those mistakes while they are still around so they can solve the problem. That they may have encountered. So, we think that is

really important.

>>REBECCA: Thank you. That sounds great. April?

>>APRIL: I would echo what Lisa said. Do not limit your students. Do not limit with your thoughts or words and don't limit with your actions. You know, anyone, particularly young adults. I think they do better in rise to the challenge when they are able to access natural support and be around their peers. It's well worth it.

>>REBECCA: Thank you. Paul?

>>PAUL: I think the biggest piece of advice that I have especially being only about four years -- having only four years experiences you have to learn how to use your existing resources fluidly. I think, for example, reallocating a staff person to be the job coach on campus with the students and being able to plan for that.

Your budgeting the situation pays I incorporated that into our at a district budget for finding a home for the services that were not familiar or planned for. I have to be fluid with how you use your resources and how you find ways to help to facilitate this important program. But using what you have in advocating for budget and using the resources for your job coach and engaging in a coaching model there.

Some of those smaller technical things that can be planned for. Since you have the benefit of the buying and this is the right thing to do for selected students. You have to find a creative way to make that happen.

>>REBECCA: That's good. Frankly, I will say a lot of people -- I like that you are talking about reallocating sources. Moving around and not asking for more but may be using better of the things that you have at hand. That's good advice.

Lisa Graham. He fell off for a couple minutes. We are talking about advice that you might leave for those on the ground, future administrators or teachers or people that are trying to lead the charge either end of the spectrum.

>> I think one of the barriers for me that I have learned to do a better job communicating with my bosses, with my leaders, so five superintendents in our county are the ones that allow finances and resources to be allocated so that we can have this program. So really communicating with them how important for all students some students were worried about post-secondary options because are going to be a physician.

-- To be independent as possible in our own community. So just having conversations about why post-secondary opportunities are important for all.

>>REBECCA: Thank you?

>>TERESA: I was a returning link with other people. If you haven't seen the program, if there's one locally, to see how it plays out and what it looks like. One of the really nice parts of this program is we work for a number of districts with Bridgewater State University. And it's been nice because it's brought people together from a number of different districts.

And so, if you do not have this program, see where there might be one that you could go visit and talk to the people there who got it started and observe and talk to the students particularly. To get their perspective.

>> Good advice. Very good. We are almost at a time. I can't believe we pull this off (laughing) I was nervous a little bit earlier today.

I am putting this last line up to remind everyone you can stay in touch were trying to provide more information for all of the people involved with supporting students with intellectual disabilities to go to college.

If you are not on our mailing list, please consider joining. Stay up-to-date on other resources we might be offering administrators in the future. I would also invite you to take

another quick poll. If you have a minute before you log off, please take this quick poll and last but not least, like to thank April and Lisa and Paul and Lisa and Teresa for your time today. There were a lot of people behind the scenes that connected us all together and help me get in touch with you and help get this off the ground. I appreciate all of your time and your willingness to be available to the people on the call. And hopefully we will have a chance to work together again.

So thanks. Everyone was here today, please, if you have a minute, to take that evaluation, please do.

And then here, is our contact information if you need to get in touch with anyone. That's in college.

So thanks, everyone.

>> Thank you.

>>REBECCA: Have a great day.

End: 4:01 p.m.