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SUSANNA:

I am so excited that you're here today, I am Susanna Miller Raines, I am a Think College staff person, and I am also the chair of the Community Education Dissemination Council for AUCD as well as a co-chair for the AUCD Post-secondary Education Special Interest Group. It is our interest today my privilege today to cohost this webinar called My College Life. We want this event to be and is accessible as possible for everyone. So we are thankful for AUCD for providing captioning where you can access captioning under more, at the bottom of your screen.

And it will also be available in the recording. I would like to provide visual disruption for myself. I am a white female with medium length purpleish brown hair. Wearing glasses, and I am wearing a black shirt and my pronouns are she and her. I get to work with a great team at Think College. And I'm going to turn it over to Dr. Meg Grigal to talk to you by the public awareness campaign and the work we've been doing with Dan Habib.

MEG GRIGAL:

I'm excited to be here. As Susanna said, I am Dr. Meg Grigal. I am the codirector of Think College at the University of Massachusetts Boston. I am coming to you today from Columbia Maryland, which is where I live and work.

My pronouns are she/her, and I'm a white middle-aged woman with long blonde hair, and today I'm wearing a green shirt. It is really wonderful that you were all able to join us, and to get a start as I just wanted to share a little bit about our mission at think college, and why we created the Think Higher. Think College. public awareness campaign.

So for those of you who don't know, Think College is a technical assistance research and evaluation center, and her research focuses on improving inclusive higher education for people with intellectual disability.

So for about 20 years, we have been working with parents and students, teachers, and transition specialists, and local schools, as well as with faculty and staff, and other program staff at institutes of higher education to build their knowledge around inclusive post-secondary education. And hopefully make it, and over the years that has been successful in many ways, we have seen programs developed, we have seen more and more students plan for going to college, access college, and then graduate from college with meaningful credentials and real jobs, which is wonderful.

But we also realize that there is still a lot of people out there, I wish there were less, but there are still a lot of people who don't know that college is possible for students with intellectual disabilities. And they are not aware of the existing options, and if you don't know, you can't go.

So we divide left -- we developed the Think Higher. Think College. awareness campaign to expand college for people with intellectual disability. Our goal is pretty simple, it's a partner with people like you, to increase your knowledge of what the options are, to share information about the benefits of going to college, both to the people who attend, and the colleges themselves, to help people know about the positive outcomes, that come from attending college. And most

important, to engage and empower each of you, with the tools and knowledge and the resources you need to spread the knowledge that college is possible if you think higher, think college. So I really hope you enjoy today's webinar, and with that I will headed over to our co-moderator, Dan Habib. Thank you Dan.

DAN HABIB:

You got it Meg, thank you so much! It's great to be with everyone today. My name is Dan Habib, and I am in New Hampshire, I will give a quick visual description, I'm a 58-year-old man, with short hair mostly gray, wearing a light blue shirt, I have a painting of sunflowers and appliance behind me. And my pronouns are he him.

Really excited to give you a quick overview of the campaign before we bring in our incredible panel that we have today, I know you're going to love hearing from these young adults that have so much to share. Were also going to share a quick video, our campaign video before they come on. Really quick, I want to give you some highlights about why we did this campaign and what it's all about, the Think Higher. Think College. campaign. You may or may not know that there are more than 420,000 school age students with intellectual does ability in the United States. But fewer than 2% of them are likely to attend college after high school.

So that's much lower than we would like to see. We would like to see a lot more students with intellectual disability go to college, because for those 98%, who are not going to college, only 15% on average full and of having paid employment in the community, 42% of them will attend a day program or sheltered workshop, 44% of them will report that they often sometimes feel lonely, and almost 30% live below the poverty line. So not the kind of outcomes that any of us would want to see for young adults with intellectual disabilities.

For those 2% that are able to go to college, the outcomes are very promising.

About 60% find competitive, integrated employment, one year after exiting school. 51% earned higher wages than those who did not access post-secondary education, and a great deal of them students enrolled in a credential program, the majority of them. 87%. In 100% of programs that are part of the inclusive post-secondary education network provided peer support to students. The options are really limited. So imagine what of every young adults with intellectual disability in the United States saw college as an option? That's why we created Think Higher. Think College. campaign. We want to make sure that people know this is an option, and it's possible, it should be an option for every student with intellectual disability in the country, to at least explore the possibility of going to college.

So with that, I'm going to share this really exciting video that we produce recently, it's both captions and audio described. It's just 6 minutes long, and is the official campaign video. So enjoy.

(Video plays)

DAN HABIB:

Hi everyone again, I hope you enjoy that video. Again, my name is Dan Habib, and I'm 1 of the hosts of this webinar. But I just want to really, before we introduce our great panel, show you

think higher Ed.net. Just to give you a quick glimpse at it. Everything we have been produced is government-funded, and available to you for free. So the video you just watched, you could watch or download the audio described or captioned version, which is the one I just showed. Or you can download or watch the four-minute version which is just captioned and not audio described. If you just want to take some time to look in the chat, you can click the link to the website and look at all of the resources geared to families, higher education professionals, there is a really wonderful resource guide down here for everyone, an overview of post-secondary education, I really encourage you to check that out. We have a social media toolkit, that makes it easier for you for you to spread the word.

We have a share our campaign page, where you can find the videos to download here, and adjusted social media posters, publications, and finally for now, I would just share some of the events that we did during our launch week, they're all here and recorded. So there's just a ton of information here, and a ton of things that we want to make sure you are aware of, and you can look at with a student, per family member or professional. So right now, I want to join our panel to join us and come aboard for what we know is going to be a great discussion. So if you want to unmute yourselves, and come on camera, we would appreciate that.

Great. Welcome everybody. Excellent, Mindy, you can come on board as well. Terrific! While we are so excited to have everybody. So we're just going to spotlight everybody here. That is on our panel today, and I'm going to go and ask you to introduce yourselves, one by one, so Grace if it's okay, I will start with you to introduce yourself.

GRACE MEDINA:

Hi, my name is Grace Medina. And I am a senior at the senior arts program. I have medium blonde, brown hair. And glasses, and up pink OU shirts.

DAN HABIB:

Thank you Grace, good to have you here today. Jaylen, why don't you go ahead and introduce yourself.

JAYLEN WALKER:

Hi everybody, my name is Jaylen. This is my sophomore year, I am an African-American, I have a long shirt, a green shirt, and black shorts, and got long hair, and clear glasses.

DAN HABIB:

Nice, and as you said you go to you NT, University of Northern Texas. So welcome from Texas. Kenneth, why don't you go ahead and introduce yourself.

KENNETH KELTY:

Thank you Dan, hello everyone. My name is Kenneth Kelty. And I am the proud alumni of the Western Carolina you P program. And I am also a former Len training, now professional speaker, and advocate in the Ypsi movements. And I am a 33-year-old male, with short black hair, and I am wearing a purple shirt, 1 of my many favorite colors, purple. For those of you that know me (Laughs).

DAN HABIB:

Great, thank you Kenneth. And before I introduce my college my colleague Mindy Lingo, I want to remind you that the child is there if you want to put questions, comments, and reactions. We

have a great crowd, and a lot of people here. So please use the chat for any questions you want to address, or any comments you want to make. Mindy why don't you introduce yourself and then kick off the discussion.

MINDY LINGO:

Perfect, thank you, I am Dr. Mindy Lingo with the higher education network. My pronouns are she her, I am a light-skinned female in my mid-forties, with dark brown medium length hair, I have brown eyes, and green shirt under a cardigan. I am looking very teacher like today. I'm excited to be here and to talk with all of our panelists, I have had the pleasure of meeting with all of them at one time or another, and I know they're going to have some really wonderful information share with you guys.

So let's go ahead and get started, I'm good to start with grace, so grace, I had the pleasure of meeting you before you ever evened started in college. I met you when you are just starting your journey. From our very 1st meeting, it was so obvious that college was a must for you, so can you tell us by going to college was such an important role for you?

GRACE MEDINA:

I think going to college was an important goal for me, because all of my life I was told that like college may not be an option. And when I was born, my parents were told that I would never walk, talk, or have a thought of my own. And so, I grew up thinking college was an option, but I wouldn't think about it, all the time, I would think about it all the time going to college one day.

And I think it was a really big goal of mine, because I wanted to prove to myself, and then to other people that told me that I could do it, that I could go to college and even graduate college and have a career.

MINDY LINGO:

Awesome! And you're about to graduate, you're a senior this year, so when your left. Congratulations!

GRACE MEDINA:

Thank you.

MINDY LINGO:

Okay Jaylen, your next. When I visited your campus last year, I was really impressed with how you got around campus and how you organize all your classes. Adjuster living in the dorms. So, my question for you is can you tell us how college has made you more independent as an adult?

JAYLEN WALKER:

Being by myself, and just trying to motivate myself, without my parents, not trying to be honesty, because you have to live on your own, and not let your parents try to help you and stuff. You just have to figure out how to do it on your own, you really have to care for yourself, and have response abilities for yourself, and just be more responsible for yourself, because your parents are not going to be around for life. So you just have to have response abilities for yourself, and just do everything that you can for you.

MINDY LINGO:

Perfect. All right, thank you Jaylen, I really appreciate that. And you have become very independent, it was really cool to witness that when I was on campus. So Dan I will hand it back to you.

DAN HABIB:

Kenneth, I'm excited to turn to you and ask you a question. You are our one alumni on the panel, so you can reflect back on how college has had an impact on you. So how do college prepare you for life after graduation?

KENNETH KELTY:

Yes, going to college was definitely never talked about for me, and I graduated more than a decade ago.

Definitely before going to college, I never would have imagined becoming a professional speaker, I mean I always knew that I liked, wanted to do something in policy, and advocacy, but until being given, but until taking classes in criminal justice and political science, definitely never would've imagined the advocacy let alone doing all the speaking that I'm doing now. It is given me experiences by the EP program and classes, and classes and at conferences.

I was definitely able to build a bigger social capital, and I still talk with a lot of my college friends to this day. It has been cool to see them either going to different cities, afterwards, being able to do meet ups, or when they come and visit me in the sample Hill area.

And I still talk to a lot of my Delta Sigma phi fraternity or brothers, it's been great to see them go to friends weddings. But being at a college campus still that is 5 hours away from home, really helped with a lot of more personal developments, at 1st a lot of people in my family thought that my mom is crazy for being able to send me to a campus 5 hours away.

But she knew that I was ready, at the time, 11 years ago. And I knew after being pretty confined in a living room, after some rough surgeries, that I was ready to go to college. Because I always knew that I wanted to have more academic experience than I was given.

DAN HABIB:

Nice, I think you really touched on the fact the college as many of us know, who have been lucky to have the college experience, is not just about classes. It's about extracurricular activity, fraternity you mentioned, social life, the dorms, all of those good things. So Jaylen, I want to ask you something kind of related to things outside of class, pretty much all that I know of all the inclusive post secondary education programs offer internship opportunities, and work opportunities. I know you have had a really cool internship while at UNC, can you tell us about the internship you been doing?

JAYLEN WALKER:

Yes sir. So basically I'm a manager for the men's basketball at you NT. So basically what I do is when the players switch, I give the motel, I help them wipe down, if the coach needs me to do something, I will go over there and do some thing. If the manager needs help, I help rebound, or if there's something they need me to do, I will do it.

If like at nighttime, a player needs me to rebound, I will do that. So that's basically what I do for work.

DAN HABIB:

And you saw a few glances of that in the video that we just showed. But tell us some of the skills you learned through having that internship?

JAYLEN WALKER:

To communicate, and tell how you feel. And not to be scared to go up to a person and just talk to them, tell them how you feel. And just express how you feel. And just speak up for yourself. Don't be scared.

DAN HABIB:

And are there some work skills in terms of like coming to work on time, things like that?

JAYLEN WALKER:

Yes going to work on time, not being late. And just being focused and looking around everywhere, just be focused. And just try to ask questions, and not be afraid to ask questions, because at the end of the day, we are here to -- together, and we are helping each other out.

DAN HABIB:

Nice! Before I turn it back to Mindy to ask Grace a question, what you wanted you after school that might be growing out of your internship?

JAYLEN WALKER:

I want to be in the basketball boy from the Dallas (indiscernible).

DAN HABIB:

I bet NBA ball boys get paid pretty decently. So I hope that works out for you. Mindy why don't you take it over for Grace's next question.

MINDY LINGO:

Grace I'm coming back to you, I follow you on social media, and I see that you are a very busy college students, and I know you have a lot going on. And just work in class and itself I know was a lot. But do you really find the time to go do things with friends, to be active on campus? Do things with your mentors? So can you tell us a little bit about your active social life there on campus?

GRACE MEDINA:

MINDY LINGO:

Oh I think she had a distraction, so she should be back shortly.

DAN HABIB:

A busy social life.

GRACE MEDINA:

I am so sorry.

Okay sorry Mindy what was the question?

MINDY LINGO:

No, tell us a little bit about your active social life that we just got to witness a little bit when 1 of your friends walked in the room there.

GRACE MEDINA:

Oh yes. I don't know how we got to my apartment, I got distracted.

MINDY LINGO:

That's okay. So you're always busy on campus, and doing a lot of things, I see that on social media. So how do you make time to get all those things done each day?

GRACE MEDINA:

I think, it took a while as you know, I was not rate at time management. I am very social, so, my social life is very high up there, and I had to like kind of step back a little bit and think about and reevaluate like what is important, hanging out with friends or school? And how can I fit those together with internships, and school, taking care of my service dog, and friends.

But it's not easy, but I figured out a way I have to set up boundaries sometimes. So sometimes my friends will be like let's hang out, and I want to hang out really bad, but I have other stuff to do. I have school, I have class, I have to take care of velvets.

And I think freshman year, and sophomore year was really hard, because it was all they wanted to do was hang out with my friends. But now that I'm in junior and senior year, now that I have friends, I understand there is time for friends and time for work. And I want to leave college and have a good career, and have a job, and not leave college and then go live on my parents couch. Because I didn't do what I was supposed to do.

And then, it's also fun, I am now the vice president of the Special Olympics club on campus.

MINDY LINGO:

So that's a lot of responsibility this year, awesome. So what are some of the other activities you do there on campus?

GRACE MEDINA:

We do We do Special Olympics club, and then peer partners, so this year were doing something really cool, I get to be a mentor for the freshman, for a couple of freshmen. In the program. So I go and take them to lunch or maybe I will help them with a class that like I've had and they are taking. And I just kind of be like a friend and like a support system, because sometimes it is hard, yes senior staff is always there to support you, but what I've learned is that I work a lot better, I work a lot better when I have the senior support but also the peer support. It's really cool.

MINDY LINGO:

Wonderful. And I'm glad you get to be a mentor, that's really cool. Thanks Grace. Okay, now for my final question I'm going to move on to Kenneth, so Kenneth I've been really amazed with how active you are in advocacy, I've got to see it firsthand, you always just blow me away with what a strong advocate you are. Can you tell us how you became such a strong advocate?

KENNETH KELTY:

Thank you Mindy, it's always a pleasure to be here. And definitely, after I graduated from the UP program, I knew that I wanted to continue on with more professional advocacy work. So definitely a year after graduating, it was very helpful getting to be part of the youth leaders farm where I got to learn more than I knew about, this ability, history, and advocacy by being more of a mentor.

But I definitely got to be a trainee over here at the Carolina Institute. 4 develop mental disabilities? Where I am currently employed as of disability advocates. And speaker.

But definitely having helpful mentors, like (Unknown Name) and (Unknown Name) it, and a lot of people on the way really helped me to become more of an advocate, I do have to do is shout out to 1 of my idols, who is (Unknown Name), who I know is very involved with the AUCD, definitely seeing her Tuesdays with (Unknown Name). And by wanting to really grow more as trainee over at UNC. And I wanted to see more college opportunities for students with disabilities, which is gotten to help me with more professional leaders -- leadership and advocacy.

And I'm going to be part of the AUCD leadership Academy. And (Unknown Name) is 1 of my mentors. And I have been in speaker spirals and leadership, because I am a firm believer of nothing about us without us model. That I 1st heard from Liz, but I know has been used throughout history with people with disabilities. And (Unknown Name) is another idol of mine, and her disability advocacy has really inspired me to want it to continue on with the American disabilities act. And really we are seeing more higher educational opportunities. Because I really you have to remember I am a pioneer, since I did graduate 10 years ago from the UP program, so definitely as it was very very new, I want to continue seeing more opportunities for students with disabilities, that have the experiences that I have had and really make sure to but no one forgets about the IDB community, and that IPS why can turn to something far more educational opportunities.

And therefore to be more opportunities for people who want to become professional advocates like (Unknown Name), they are and will continue to be. That is what made me want to be a strong advocate. It is just by paving the way and hearing more stories. Why I started to exceed expectations with Kenneth Kelty. There will be more episodes, and including one from Dan Habib's film, you got to hear on there.

DAN HABIB:

I'm looking forward to that, thank you Kenneth. You covered so much ground there, we appreciate it. I want to acknowledge a couple things you said. 1st of all (Unknown Name) was here today, is a great friend of ours and is an incredible leader at a national level at AUCD, and I just saw another friend, mentors are so important, having a mentor for yourself, but also acting as mentors for others.

3 of our panelists are also mentoring others as well as receiving mentorship. It let me turn to you for question, what were going to do is we have a couple more questions, but we also really want to respond to the questions that of been coming into the chat. So let me ask at the panelists 1 or 2 more questions, and then were going to address a couple of the questions that came into the chat, including water to that maybe best position to answered by Meg Riggle.

What you say Jaylen to other families or high school students I may be thinking about this?

JAYLEN WALKER:

I'm sorry, I would say that if you really want to go, go, it's fun. It's a new experience. And understand that if you do go to college, you're going to be scared.

I was scared and nervous before coming to college, and then my dad said you're going to be okay, you're going to be fine. You're going to be okay, so I think in my 1st year, it was really a challenge, but when I started now leaving my home, I have to take care of myself. It's can it be better. In my 2nd year, and over the summer, so don't be scared, it's not new to me no more. So you don't have to be scared. If you are going to be scared, just letting you know that we've got you. And where here.

But if you really want to go, to college, you have to just think about it. Because you know, I know some people, they make the mistake, it's good to go to college, it's fun. I always thought I could never go to college, on my own. Dr. told me I would be able to walk, I would be able to talk, but I am here. I'm walking, I'm talking.

I am here, and I'm happy to be here.

DAN HABIB:

Nice. Before I ask a similar question to Grace, I will just add that there is no one-size-fits-all for college, there are a lot of different kinds of colleges, there is online learning, residential, my son Samuel who has a disability goes to a community college, and he commutes. He just takes one class a semester, because that's what he wants to do. So there are a lot of different ways to navigate college also. Race, how about you, what would you say to other students or families about going to college?

GRACE MEDINA:

So for the parents and families, I would tell them to just talk about college with her family. With your kids, don't make it like this awkward thing that you're afraid to talk about. Because you might make your kid afraid to not go to college. They have to live, it's hard, but like to talk about, but like I know when my parents tried to talk to me about it I would shut them down and I would get mad.

The talk about it with your kids, and explained to them there is other options, I think college was not â€ he was here but my parents and my special ed team at my high school didn't know anything about it. So, we didn't know what my options were, now that it's more well-known, and a bunch of people know what think college is I would say deftly do your research, because there are so money colleges out there. There are amazing programs for your students.

And then for the students, I would say, like if you have a dream to go to college, and you think you can do it, then do it, don't tell anyone that you can't, because they don't know your strengths or weaknesses. So I would say if you have a dream, then go for it, because if you don't go for your dream, then it's just a dream, and it's on reality. Make that dream a reality, and then also, like what Jaylen said, it's going to be scary. And it's going to be a little nerve-racking at 1st. And you're going to think I'm not going to have any threads, -- friends. It's so big. I promise you in 2 weeks, you're going to have so many friends, and it's going to be amazing. And when you're in college, don't take the little things for granted. I've had to learn this. Don't not go to class

because it's hard for you, don't not do your assignments because it's hard, it's hard, but in the end, you're going to have an amazing career. You're going to have a job you get to tell people like yeah this happened, and I did this. And now I have this amazing career, and I love it.

DAN HABIB:

Nice, that's great, insightful commentary grace. And were all being honest, whether you have a disability or not, college is nerve-racking. I was really nervous, it's just a big change in your life. Right? And Liz (Unknown Name) in the chat, said in the chats, her cat now wants to go to college hearing all disgrace of about college. Maybe there is a cat college out there somewhere.

And Becky, put in the chats, our directory of college programs all around the country, so if you haven't checked out the directory, definitely check it out. It's an incredible resource. But Kenneth, let me ask you the same question in the book going to go to the audience questions. What would you say Kenneth to other students or families about going to college?

KENNETH KELTY:

Thank you Danny. I will say it's never too early to start thinking about going to college, yes it's important to definitely set those higher expectations, early. I know what I love is making full experiences early on for career goals and knowing about opportunities. For me, going to college was never talked about. In the later part of the early 2000's, there wasn't as much knowledge about college for a while. I was in a compensatory as a program, or as people will call (Unknown Name) at, and for some people it would work, but it really didn't work out for me, because it was more segregated, and it wasn't even on the campus. That was where I was at for a little bit after high school, but I was given good reason to leave, because I didn't have some rough surgeries year before going to the UP program. But I would say, that start looking into colleges early, and remembered you don't have to know what you want to study, you may think you want to go into medicine, you may take classes and realize that the class that you don't really have the passion for sciences, or you may need a professor who may see what you feel on a topic, so it's never to early to start thinking about going to college, and you may meet some friends who get to become your lifelong friends. Who you keep in contact with. Or you may meet people down the way who you your alma mater's, because it's illegal to meet old people in the Orange County area, or alums. So it's definitely something to think about early, and just know that you may have more interest the you didn't even know you had. Like advocacy or speaking.

DAN HABIB:

Boy you guys are providing so much information. I just won a make sure people know that we are recording this today, and were going to circulated both at AUCD and the entire thing college platform that we have through social media, and other platforms. So if any of you want to answer this question, Liz (Unknown Name) asked did you ever face any kind of bullying, or any negative feelings at college? Not everyone has totally positive experience at college for a lot of reasons. Jaylen your shaking your head? Never have felt bullying?

JAYLEN WALKER:

No sir.

DAN HABIB:

Kenneth or Grace ever experienced bullying at college?

GRACE MEDINA:

I've never experienced bullying, but people just kind of being, like not really wanting to talk to me I guess. Looking classes. But not like bullying.

I guess that counts is bullying. I don't know (Laughs).

DAN HABIB:

How did you interpret that. How did you react to that or take that when you felt people were ignoring you or not talking to you?

GRACE MEDINA:

I definitely got flustered, I tried really hard not to show it. And this was my 1st 2 weeks of college too, so I was like really thinking I was like oh I'm really not going to have friends.

But I kind of just like tried to ignore it, because I've been doing that since elementary school, or like people are nice to me, or don't want to hang out with me, and I just have to like brushing off my shoulders, and ignores, and find real friends.

DAN HABIB:

Excellent perspective. Kenneth you want to address the question at all?

KENNETH KELTY:

The other was never any bullying incidences, while I was out Western Carolina University. There was definitely always nice people.

DAN HABIB:

Okay. Just before I go to the next question, I want to point out that there were some questions in the chapter were answered, but I'm just going to repeat those. Some of the asked what are the programs the panel is enrolled in, Jaylen is at the University of Texas, races at Oklahoma University, and Kenneth is at -- alumni of Western Carolina. Somebody else asked why do so many college programs limit the age of arcades being able to apply Summer 23 or 25. Given my son was held back one year, he's already closing in on those ages. Becky answered that individual programs at their age limit for the programs, so it's not clear why they're very, but they do.

Someone else asked why are there more public colleges listed in think college versus private and programs when it comes to inclusive post-secondary programs. And Megan answered that the directory reflects the current offerings that think college is aware of in the country, at this point more public colleges have developed programs than private, inclusive higher education tools. So certainly, we are working on that, were all trying to work through this campaign and other efforts more wisely. Let me ask another follow-up question that came in another time which would be with her something that a teacher or family member did or said to 1 of you that helped you get to where you are today? Something it helped propel you to college?

An educator or family member? Jaylen do you want to start with that?

JAYLEN WALKER:

Honesty my mom and dad. They tell me to just keep doing you, just focus on you, and try the best you can just keep on doing you, and know that if somebody is doing something, just do it.

Just keep on doing you, go to class, pay attention in class, keep studying, take out your laundry, just keep on living your life, try to do the best you can.

DAN HABIB:

Sounds like they gave you a lot of encouragement, set high standards, they said just take a chance and give it a shot.

JAYLEN WALKER:

Basically they just let me know we love you, and we care about you. We will be there, but just letting you know that we are always here, and always proud of you with what you're doing. Or proud of you, and we love you, and we support you. We care about you. And you are doing a good job with that. Let me know everything, I tell them everything too.

DAN HABIB:

Excellence, you have to share this recording with them, and show all the cool things you are doing and talking about. Grace, how about you? Is there something, and educator or family memory that helped you get where you are in college?

GRACE MEDINA:

I would definitely see my parents. My mom basically ran all my IEP meetings, so watching me growing up watching her run it, and for me I was taught by both my parents if you want something, you want to bet enough, and you fight fight Hartford.

DAN HABIB:

Nice. Kenneth how about you?

KENNETH KELTY:

Definitely, my mom is always. Raising Munising apparent household. And differently from a family of supporter's early on, allowed me to have meaningful experiences, like I want to leave the whole story, but definitely when I was a safety patrol in the 5th grade, this was more than 2 decades ago, I was the last group to go before September 11, 01. But definitely going to have some cool experiences like going to Washington DC, with my friends on a train, the 1st AAA from the family. And really begun to have some experiences like I volunteered at the medical center, and really got into learning about (indiscernible) from a young age really helped with self-determination, and with wanting to go to college and have more experiences like going to college and a career over really helped with setting the goals early on.

DAN HABIB:

Yeah that's a great perspective. And you know 1 participant asked today, they want to know more about whether you are taking full loads in college? Are you taking 3 or 4 classes? So Jaylen, I think let me just preface that by saying for those of you that don't know, typically a lot of these programs are not degree seeking programs, you don't end up with a bachelors program, but you end up with certificates, or some other credential in many many cases, that do definitely show that lead to rater employment outcomes or post-secondary outcomes. You're not typically taking classes for college credits, so that may change the experience a little bit. But Jaylen, do you want to talk a little bit about what courses you're taking this fall? Like comedy courses, you may not know off the top of your head what you're taking, but go ahead and give your best shot, what courses have you taken in the past?

JAYLEN WALKER:

Right now I'm taking sports medicine.

And I can't remember the other names.

DAN HABIB:

That's okay. And how many classes do you usually take each semester?

JAYLEN WALKER:

I take at least 4.

DAN HABIB:

At least 4 classes? All right how about you Grace? I'm in classes you take now?

GRACE MEDINA:

Right now I'm taking only 3, because senior years when we do more internships. But in the past it is been 4 classes.

DAN HABIB:

And Kenneth what about you when you were in school? Oh you're muted Kenneth. Get you off mute.

KENNETH KELTY:

Thank you, yeah when I was in AUP program, sometimes I would take 3 sometimes 4 classes. A lot of my classes were in criminal justice, and political science. Things I do love, since I do love advocacy and policy workup. And I took a social justice and law, because I've always been very interested in history. In the civil rights movements. And it was cool getting to read the hunger games book, yes I definitely have both the books and the films. And now some point when I'm able to I hope to maybe try to take some classes for credit, maybe over here at UNC. Or the Friday center. But yes I usually have 3 or 4 classes. Then in the program, there was also a sped course for the UP program, where it was more of an independent study, then some of the courses to were also for all of the UB participants. Who were either 1st or 2nd year students.

DAN HABIB:

Excellent. So you guys have given us so much information, it's kind of mind blowing. Really all you shared today. And there may be time for just a little more comments. But this is kind of the last couple questions that anyone wants to ask from the panel? Put them in the chats. I saw and if you put in the chat that some programs have options where you can earn some credits, and I've known some students that have decided to transfer into a credential program a degree seeking program, so there are some options. There's a lot of options. But when I think back to college, certainly the social experiences, the extracurricular experiences, my opportunity to be a photographer of the newspaper, that led to my career as much as any class I took. So you guys are having such rich experiences that I know are feeding into your adult lives, so before we start to wind down, stick with us panelists. I want to show people a couple more things of the website that are important to see.

If you go, I mentioned this earlier, but if you go into the resources section, you can find all of the different resources that are geared toward different populations, like students and families,

educators and transition professionals, higher education professionals. We spoke around in there. Notice we have Spanish resources as well. To translate into Spanish. I also want to emphasize the share campaign resource we have, this is a great page to find everything to Sharon social media. We also just put together a one page guide that will allow people to share information about the campaign, and take action. I think were going to put a link to this in the chats. Where people can download this. It's a great thing to print out, to have handy, or just circulate in terms of people who really want to help a part of this effort. To think higher, think college, get that word out about post-secondary education. The one-page guide with lots of link where you can do that.

Again I encourage you one more time to go to the website as well, you can also use this QR code if you just want to take a quick picture of this, and that will take you to the website that way if that's easier for you. Because we really hope you can find ways to share the campaign.

So what we thought we would do, is just give one more chance, let me make sure if there's anymore panels hereby getting all the think is from you guys.

SPEAKER:

There's a question Dan. Oh thank you. I can read it.

So this 1 is from Catherine Leonard, it says I am in the process of starting a new IPSE program what is one program that your -- one thing your program to Tibet support you in your college experience?

DAN HABIB:

Anybody want to answer that?

GRACE MEDINA:

I will answer. One thing that I really liked is that we have weekly PCP meetings, which is person centered planning, it kind of reminds me of like a mini IUP plan or we just talk about power classes are going, our internship is going, it's kind of student led. So we get to talk about like whatever we want, where were struggling, and then we check grades and assignments. And I really like that, because it's about an hour, and it's everything a week. So if I need something I can just go in my PCP meeting and get the help that I needed.

DAN HABIB:

That's awesome. Jailing our Kenneth -- Jaylen anything that your program is held to be successful?

JAYLEN WALKER:

I'm in the program so (indiscernible) it's called study hard. So basically if we need any help, basely they will help us but not physically help us, but if we really need help, or something they tells what we need to do, or if we need to study, or check in on our laptops, to see if we missed something.

If we have a meeting, like every week, we get to share if we did something, or getting to do something, just to make sure it forgot.

DAN HABIB:

Kind of having that study hall, open time to ask questions, get help. Really casual but supportive environment it sounds like.

JAYLEN WALKER:
Yes sir.

DAN HABIB:
Before I turn to you Kenneth, I want to mention were getting a lot of great comments in the chats you can see all of the great comments that are coming in supporting the great learning and work you have done. And Susanna, our colleague but in the chat you can visit our websites, and put in person centered planning into the search box and you will be shown a lot of resources for person centered planning which came up earlier. Kenneth how about you, is there something that your program did that you look back on that was fully helpful and effective?

KENNETH KELTY:
Yes, also in the program, we would have PCP meetings. Now ours were monthly, and mine were sometimes online and sometimes IVR accounts were at the time. So I was hopeful because I could talk about my success, and also the supports and volunteers or professors could talk about what I am doing well, and in the class. And it was helpful, because I could have as many supports as I needed. But as I felt more comfortable, they could also fade away. Which was also helpful in those supports were there, but they encouraged more independence, and being able to learn more about navigating the campus, and really taking part in the experience in college. And campus life. And I did also have a great academic mentor, now Dr. (Unknown Name), became a doctor after I graduated, but he was always helpful, and always supportive where we could meet weekly, and go over the textbooks, and go over class assignments, and I did have a couple of classes supports who were also students, and were in the class you were able to help with the assignments was kind of nice to go over.

DAN HABIB:
That's great, you would to her giving great tips for starting that program. Couple things, there was a question that came in from Adele, which was a great question, and tenant you alluded to this, did you all live in dorms on campus?

Yes all 3 of you. And that is more the norm, I would say, but the norm in these inclusive post-secondary programs, realizing how important it is to have the experience of an on-campus. So one person was going to maybe ask a question, but I'm not sure we have that ready. So what I would have to do is Jaylen I'm going to ask you one last question, I'm going to show for those of you want to stick around a 3 minute video for with some additional video with people who are perspectives, Jaylen you are 1 of them in the video. You have some bonus material. Just tell us quickly what was it like being filmed for the documentary?

JAYLEN WALKER:
I was a little bit nervous. And happy at the same time. But my friend did it, and just tease them, that's 1 of my habits, is to great to be recorded, that was 1 of my best days ever. In 1 of the best things I've ever done. And thank God for letting me be on the video. That let me be here. And be part of the video.

DAN HABIB:
Your natural for sure, you didn't seem nervous at all. I know each of you do a lot of public work,



and maybe some social media and public channels. Feel free to put that in the chat if you want people to check those out. You don't need to, but if you would like to share any of your channels, or anything, put them in the chat. I think were going to wrap up now it just a short 3 minute video that you guys can sit back and enjoy. I want to thank AUCD for hosting this panel with us, which was wonderful, I want to thank Mindy, Meg, people in the background, everybody did a great job today. So thank you, and all of you for attending, were so grateful we have so many of you here today and will make sure we get the recording out with all of you. If you just want to sit back and relax and watch this last 3 minutes it will be fun way to wind up this really great discussion.

(Video plays)

DAN HABIB:

Excellent, good to see you again Jaylen, in the video. So with that, I think were going to call it a wrap. And thanks again to Jaylen, and Grace, and Kenneth, and the whole team here today. And thank you for all of the attendees today. We'll see you soon, and good luck at the beginning of stool everybody. -- School.

JAYLEN WALKER:

By have a good one.