STATE OF THE ART CONFERENCE

SOTA SCHEDULE – Wednesday, October 25, 2023 (Day 1)

7:00am-8:30am Antlers Hotel Heritage Ballroom ABCD	Breakfast	
7:30am-8:30am Antlers Hotel Conference Foyer	Registration	
8:30am-8:45am **Heritage Ballroom ABCD**	Welcome to State of the Art!	**Dean Henrietta Pichon** College of Education University of Colorado Colorado Springs **Dr. Beth Myers** Syracuse University **Dr. Christi Kasa** University of Colorado Colorado Springs
8:45am-9:15am **Heritage Ballroom ABCD**	Welcome Address	**Assistant Secretary Glenna Wright-Gallo** U.S. Department of Education Office of Special Education and Rehabilitative Services
9:15am-10:00am **Heritage Ballroom ABCD**	Morning Keynote **Life After College**	**Nick Wrape, Brianna Kimble, Ben Kim** Alumni, University of Colorado Colorado Springs Ben will talk about the steps that he took in job hunting, targeted applying for jobs, working with a job coach, preparing for interviews, and tips for successful employment. Brianna will talk about Living on Your Own. What are the options for independent living, how do you budget for housing, how to identify important amenities like transportation and other concerns like security. Nick will speak about how social options are different after high school and college; you need to be more proactive. Nick will talk about connecting with others and planning fun, safe and affordable events.

10:15am-11:30am	Breakout Session 1	6 Options Below
Indiana Institute on Disability and Community John Andresen **Think College** Clare Papay **Carson Room** Research, Policy and Systems Change, Advocacy, Program Development, Advanced	**Unlocking the Potential: Exploring Student Engagement of Intellectual Disability in Higher Education** There are few nationally representative datasets that collect information on students with intellectual disability in postsecondary education, and problems exist within the available datasets. As a potential solution, a dataset concerned with student engagement in higher education has recently updated their disability questions to include intellectual disability for the first time. This session will provide participants with an introduction to the National Survey of Student Engagement (NSSE), a review of the preliminary results of students with intellectual disability who responded to the NSSE in 2021, and guidance for individuals who may be interested in working with these data in the future.	
Career and Community Studies Program @ TCNJ Amy Schuler **Turning Point Program @ Bergen Community College** Tracy Rand **Jackson Room** Transition to College**,** Diversity, Equity and Inclusion, Partnerships, For Families, Program Development, Program Structure	**A Pathway to Choice: Exploring Inclusive Post Secondary College Transfer Experiences** Join the Career and Community Studies Program at the College of New Jersey and The Turning Point Program at Bergen Community College to learn about our journey to implement an inclusive post-secondary college transfer option for students with Intellectual and Developmental Disabilities (IDD.)	
SUNY Cortland Katie Ducett **Learning Center** Diversity, Equity and Inclusion, Campus Living, Program Structure, Policy and Systems Change, Research, For Self Advocates	**Recognizing and Addressing the Ableist Campus** This session will present findings from a qualitative research study that illustrated the ableism inherent on college campuses that house IPSE programs. Ableism impacts inclusion, belonging, and meaning that students with IDD are making while in an IPSE program. Findings show discrimination of people with IDD is present in course enrollment and pedagogy, access to social activities, internalized ableism, and the societal expectations of others. I will recommend specific ways program staff can advocate and enact change and will facilitate discussion with attendees on how to recognize ableism and the best ways to address and reduce it on campus.	
University of Delaware CLSC and Spectrum Scholars Leah Krauskopf, Laura Gibison, Laurel McGarry, Ethan Ciarlo **Fremont Room** Internships, Employment, Diversity, Equity and Inclusion, Advocacy, Supports, Partnerships	**Work-Based Learning Best Practices: The Student Perspective** A CLSC student, Spectrum Scholars student, and the Career Counselors for CLSC and Spectrum Scholars will discuss the internship coordinating process, student experiences, and the impact it has on the students and internship sites. The Career and Life Studies Certificate (CLSC); an inclusive higher education program for students with intellectual disabilities and Spectrum Scholars; a comprehensive college-to-career program for undergraduates on the autism spectrum immerse students in student-centered internships. Students complete internships working inclusively with the site and utilizing the site's natural resources. The programs coordinate the internship pairings, implement best practices at the site, and provide coaching support.	

IN! Pathways to Inclusive Higher Education Shayna Laing **Heritage F Room** Transition to College, Family Engagement	**Engaging Educators, Families, and Students in the IPSE Preparation Process** Helping students with intellectual disability prepare for inclusive postsecondary education (IPSE) is best addressed with a team approach. Strategically equipping not only students but also their team of support, including educators and family members, with IPSE preparation resources increases the likelihood of successful transition to the college environment. With a combination of lecture and guided group discussion, this interactive session will examine successful methods for sharing targeted resources with educators, families, and students as they prepare for the college transition. Addressed methods will include provision of classroom curriculum for educators, webinar series for families, and mentorship programs for students.
Heritage E Room *10:15am-11:00am*	**Listening Session with Assistant Secretary Glenna Wright-Gallo**
11:45am-1:00pm	**Breakout Session 2** **Six Options Below**
Duquesne University Lindsay Seidel **Gwynedd Mercy University Integrated Studies Program** Christa Fisher **Learning Center** Transition to College, Campus Living, Interdependent Living, Research, Program Development	**College 101: Building College Readiness Skills in Students with IDD** Gwynedd Mercy University's Summer Institute is a weeklong life skills training camp for transition aged students with Intellectual and Developmental Disabilities (IDD). Led by an occupational therapy doctoral student, this Institute aims to increase college readiness skills and self-determination in students before they attend college. Students have the opportunity to live in the dorms for a week and attend sessions focused on academic skills, time management, self-care, and social skills. This presentation will provide an overview of the Summer Institute, including information about camp sessions and data on how the Institute impacted the college readiness skills and self-determination of students.
University of Rochester Martha Mock **Think College** Debra Hart, Cate Weir **National Down Syndrome Congress** Stephanie Smith Lee **Western Carolina University** Kelly Kelley **Heritage E Room** Policy and Systems Change, Program Development	**Accreditation: What happens and how can you prepare?** This session will help program personnel prepare for program accreditation. The National Coordinating Center Accreditation Workgroup has completed the first Pilot Site in program accreditation. Find out how the program prepared, and how student and family stakeholders were involved. The goal is to continue to create a collaborative and supportive process for Inclusive Higher Education Programs to prepare for accreditation. Find out what is going on with the newly launched Inclusive Higher Education Accreditation Council and see the unveiling of the Learning Modules that will help you prepare for success in program accreditation.
OKIPSE Alliance Julie Lackey **OK Dept of Rehab Services** Melinda Fruendt	**Partnerships and Engagement - Harnessing the Power of Collaboration!** The engagement of state and local entities with Inclusive Post Secondary Education (IPSE) programs assists with program sustainability as well as positive student outcomes. Partnerships that assist students financially, with employment, and with community engagement can improve collaboration and understanding between state agencies and related organizations while they

Heritage F Room Partnerships, Employment, Transition from College, Diversity, Equity and Inclusion, Relationships, Supports	support students. Rather than operating independently, once partnerships begin, unique collaborations can be formed, creating a connected community for the benefit of IPSE students. This session will illustrate the path to date for partnerships between Oklahoma IPSE programs and Vocational Rehabilitation, Workforce Innovation Boards, and more!
UC Davis Redwood SEED Scholars Beth Foraker **Jackson Room** **Program Structure,** Academics, For Beginners, Diversity, Equity and Inclusion, Advocacy, Social Justice, Supports	**Using Your University's First Year Seminar to Develop Mentors and Advocates** Most universities offer a First-Year Seminar to create a small class community in an area of interest. To develop a pipeline of mentors, the UC Davis Redwood SEED Scholars Program created a FYS entitled: Disability Studies, Neurodiversity, Mentorship...How To Be An Ally. The course gives background to the disability rights movement, delivers data on best practices and mentorship and has a summative project where students create a welcome video for the Redwood SEED Scholars, introducing them to one part of campus. This course has turned into an effective pipeline of mentors, developing a dedicated and involved group of mentors.
University of Memphis Institute on Disability Chrisann Schiro-Geist **Carson Room** Program Development, Program Structure, Diversity, Equity and Inclusion, Research	**The University of Memphis Institute on Disability: Perspectives on Inclusion** The University of Memphis Institute on Disability hosts the TigerLIFE program, an Inclusive Higher Education program that knows the value of true inclusion. TigerLIFE at the University of Memphis is unique in several ways. First, this IHE was created intentionally for students with Intellectual and Developmental Disabilities (IDD). TigerLIFE also distinguishes itself by prioritizing affordability, and ensuring that each part of its programming is specifically implemented to prepare students to succeed in a Competitive Integrated Employment environment. This innovative approach to inclusion, which fosters integration into the community beyond college campuses, may be a valuable addition to any IHE program.
Ruby's Rainbow Liz Plachta, Catherine Morris, Rachel Heinz, Eileen McCauley, Kylie Hereau, Mia Barone **Fremont Room** Transition to College, Academics, Diversity, Equity and Inclusion, For Self Advocates, For Families	**Ruby's Rainbow: College Scholarships for Students with Down Syndrome** Ruby's Rainbow is an Austin-based nonprofit organization that has granted 740 scholarships totaling over $2.67 million to college students with Down syndrome across the country, while also advocating for people with all abilities to go for their dreams of higher education and independence!

1pm-1:45pm Heritage Ballroom ABCD	Lunch	
1:45pm-2:30pm Heritage Ballroom ABCD	Afternoon Keynote **An Update on IPSE in Federal and State Policy**	**Association of University Centers on Disabilities (AUCD)** Denise Rozell **National Down Syndrome Congress (NDSC)** Stephanie Smith Lee To increase opportunities for students with intellectual disabilities to attend inclusive college programs, it is critical to understand current federal and state legislation and to develop relationships with policymakers. Students, advocates, families, and professionals can share information, educate legislators, and influence the process to promote positive change. This session will provide an

		update on the key federal legislation that could impact the lives of students in inclusive college programs including funding, employment, competitive integrated employment and subminimum wage, and home and community-based services. States are also making positive change and the passage of state legislation will also be shared.
2:45pm-4:00pm	**Breakout Session 3**	**Six Options Below**
University of Colorado Colorado Springs Julie Harmon, Pam Meeks, Ginger Stringer, Janet Kimble **Heritage E Room** For Families, Family Engagement, Transition to College, Transition from College, For Beginners, Advocacy	**Words of Wisdom from Lessons Learned** The Office of Inclusive Services (OIS) at the University of Colorado values the lessons we have learned from families with students who have completed the four-year program. The transition to college is a big step for students and their families that is exciting and stressful. Learning from families with similar experiences can help ease the worry and uncertainty and provide strategies to navigate this new adventure. In this presentation, families will share lessons they have learned from their students and their experiences with inclusive post-secondary programs.	
SUNY Cortland Katie Ducett **Syracuse University** Brianna Shults **Carson Room** Advocacy, Program Structure, Policy and Systems Change, Transition to College, Transition from College, Diversity, Equity and Inclusion, Social Justice, Supports, For Self Advocates	**A Self-Advocacy Shift: From the Classroom to the Real World** Self-advocacy is boasted about within IPSE Programs. There are still questions about opportunities students with IDD have to practice self-advocacy skills and how to measure success. Several self-advocacy curriculums exist and are taught by IPSE programs, but connecting theory to skill can be difficult. Recent IPSE graduate research illustrates that self-advocacy skills are challenging for students to implement. We will discuss the research-based need for more opportunities to practice self-advocacy outside the classroom and how self-advocacy skills translate to successful employment and independent living outcomes. We will also discuss using person-centered planning to facilitate the skill-building needed for successful self-advocacy.	
College of Charleston Cindi May **Learning Center** Program Development, Academics, Campus Living, Program Structure, Employment, Supports	**A Planning Guide for Inclusive Programs Serving Students with ID** Whether you are starting a new program or preparing for accreditation, come and learn to plan for success. We will provide an engaging overview and discussion of a new guidebook that supports institutions of higher education (IHE) to create policies and practices that meet or exceed the Program Accreditation Standards developed by the Think College National Coordinating Center, as well as the requirements for Comprehensive Transition Postsecondary (CTP) approval. Participants will connect in small groups to consider both the pragmatic and visionary challenges faced by programs, including funding, mission, academics, employment, peer mentoring, social skill development, and independent living.	
Next Steps at Vanderbilt Megan Macon, Liz Sanders, Emily Barker, Courtnie Taylor **Fremont Room** Employment, Partnerships, Internships, Program Development, Advanced	**Developing Registered Apprenticeships in Inclusive Postsecondary Education Programs** In the Fall of 2021, Next Steps at Vanderbilt University, an inclusive postsecondary education program, developed an Early Childhood Educator apprenticeship program in partnership with the Vanderbilt Child and Family Center. Registered apprenticeships through the US Department of Labor offer paid on-the job-learning and training connected to coursework, with progressing pay scales and job responsibilities, culminating with a nationally-recognized credential. Next Steps at Vanderbilt and the Vanderbilt Child and Family Center will share the key components of apprenticeships, the reasons why apprenticeships are a promising practice in IPSE, and the steps to develop registered apprenticeship programs.	

Think College Chelsea VanHorn Stinnett, Lori Cooney **Jackson Room** Academics, Supports, Partnerships, Research, Program Development	**Inclusive Instructional Practices- Program Perspectives and Solutions** In this session, staff from Think College will briefly overview results of a nationwide survey of program staff on effective, inclusive instructional practices they use to support faculty in meeting the academic needs of students with intellectual disability in their classrooms. Resources that have been developed based upon the findings will be shared. An outline of additional resources and Think College technical assistance will be shared to elicit feedback from participants on additional needs and implementation.
Arapahoe Community College Jennifer Woegens, Ariel Mendez **IN! Pathways to Inclusive Higher Education** Tracy Murphy **Heritage F Room** Policy and Systems Change, Program Structure Diversity, Equity and Inclusion	**Making College Affordable** In Colorado, we are moving mountains and want to share our wisdom with you. Please join our session to explore sustainable funding streams available through institutional scholarships, financial aid, divisional of vocational rehabilitation, and other funding sources.
4:00pm-5:15pm **Summit Ballroom I and II**	**Zip Talk & Poster Sessions** **Cognitopia & UNLV**: Using Digital Portfolios and Self-Management Tools to Support Think College Students **Florida Center for Students with Unique Abilities:** A Strategic Approach to Strengthening Student Outcomes in Inclusive Postsecondary Education Programs **Florida International University:** Education and Managerial Training Initiatives Promoting Competitive Integrated Employment for Persons with Intellectual and Developmental Disabilities **Georgia Southern University:** Identifying Effective Writing Tools for College Students in Inclusive Higher Education Programs **Lipscomb University:** How a Summer Academy can help boost students with ID decision to go to college **Next Steps at Vanderbilt:** SAIL - Self-Advocates in Leadership, a concentration for IHE students **Office of Inclusive Services / University of Colorado Colorado Springs:** Picture Inclusion: A Photo Essay of College Inclusion in Action **Opportunity Orange Scholars at Oklahoma State University:** Establishing Partnerships to Achieve Meaningful Internship Experiences in IPSE: A Pilot Program **SEU Link Program**: Measuring Gains in Independent Living and Self-Advocacy Skills **Sooner Works:** Growing Pains: Approaches to Fine-Tuning an Established IPSE Program **The EAGLES Program, Auburn University: Summer Challenge:** Maintaining and Retaining Gains **Think College, Institute for Community Inclusion, UMass Boston:** Exploring Disability Supports for Students with Intellectual Disabilities in Higher Education **The University of Alabama- CrossingPoints:** A New Generation: College Programs for Students with ID **UNLV Project FOCUS:** An Ex Post Facto Study: The Social Validity of Two Evidence-Based Instructional Strategies **WSU ROAR:** "Get moving!" How to stay active during the transition to college life.
5:30pm-8:30pm Phantom Canyon Brewing	**Cocktail & Dinner Reception**
7pm-9pm Antlers Hotel Summit Ballroom I and II	**Karaoke Party**

SOTA SCHEDULE – Thursday, October 26, 2023 (Day 2)		
7:00am-8:30am Antlers Hotel Heritage Ballroom ABCD	Breakfast	
8:30am-8:40am **Heritage Ballroom ABCD**	Morning Welcome	**Christi Kasa** University of Colorado Colorado Springs **Beth Myers** Syracuse University
8:40am-9:10am **Heritage Ballroom ABCD**	Leadership Awards	George Jesien National Leadership Award **Dr. Clare Papay** **Think College** Presented by Meg Grigal and Chelsea VanHorn Stinnet Laura Lee Leadership Award **Jason Rogers** **Special Olympics** Presented by Beth Myers
9:10am-9:30am **Heritage Ballroom ABCD**	Morning Keynote	**Meg Grigal** Think College **Think College Network- Tools for You!** How to get involved in raising awareness
9:45am-11:00am	**Breakout Session 4**	**Seven Options Below**
Excel at Georgia Institute of Technology Nathan Heald, Ken Surdin **Learning Center** Transition from College, Program Structure, Transition to College, Research, Program Development, Advanced	**Building and measuring student outcomes: How iteration helped build a model for tracking student competencies over 4 years** How do programs define and measure success? Excel at Georgia Tech wanted to develop competencies students could work towards over 4 years. We partnered with designers to utilize design thinking to develop our model and have slowly implemented the competencies within the program. We will discuss our successes and failures in tracking skills over time. We will share how students use the data and how the program is starting to use the data to inform program development. Our competencies are categorized into 7 categories: Employment, Housing, Transportation, Health and Wellness, Technology and Communication, Social and Leadership Development, & Finances.	
University of Hawaiʻi at Manoa Eric Folk **Jackson Room** Transition to College, Academics, Employment, Diversity, Equity and Inclusion, Advocacy, Supports	**Keys to Self Determination** Self-Determination has been a stated focus in education and support fields for decades, yet there are few educational opportunities to learn about it. This presentation offers participants a valuable Self-Determination training opportunity and highlights a partnership model between The Center on Disability Studies (Hawaiʻi UCEDD) and the State of Hawaiʻi Developmental Disabilities Division. The "Keys to Self-Determination'' curriculum was originally designed for coaches and peer mentors in the Postsecondary Support Project (PSP) at the University of Hawaiʻi. The presentation will discuss its application in Hawaiʻi's inclusive postsecondary education initiative (IPSE), agency partnerships, summer residential bridge program, and employment initiative.	

Think College Clare Papay, Caitlyn Bukaty, Meg Grigal **Carson Room** Research, Academics, Campus Living, Program Structure, Employment, Program Development	**Inclusive higher education for students with intellectual disability:** **What we know from the most recent data** The Higher Education Opportunity Act of 2008 created grants for Transition and Postsecondary Education Programs for Students with Intellectual Disability (TPSID) model demonstration projects, implemented since 2010 at campuses across the United States. The National Coordinating Center for TPSID programs will share findings from evaluation of 38 TPSID programs at U.S. colleges and universities in 2021-2022 related to inclusive course access, career development, campus membership, credential attainment and employment outcomes at these programs. Attendees will also review and consider trends in data over the 12 years TPSID programs have enrolled college students with intellectual disability.
Center for Transition and Career Innovation, University of Maryland Meredith Gramlich, Amy Dwyre D'Agati **Heritage E** Supports, Academics, Program Structure, Employment, Diversity, Equity and Inclusion, Program Development	**TerpsEXCEED Peer Mentoring Promotes Inclusive Living, Learning, and Earning at** **the University of Maryland** Across the country students with ID are accessing inclusive post-secondary education (IPSE) programs on college campuses while utilizing intentional programmatic support to help them be successful in their college experiences. These planned and strategic supports help students with ID to have an inclusive, typical college experience alongside their non-disabled peers while deliberately targeting boosting academic and social inclusion on campus. TerpsEXCEED, the University of Maryland's IPSE program, promotes fully inclusive campus living, learning, and earning through a robust peer mentoring program. This session will share key data on the TerpsEXCEED peer mentoring certification program, supports provided, feedback, and lessons learned.
UNLV Project FOCUS Ryan Wennerlind **San Jose State University** Matthew Love **Fremont Room** Health and Wellness, Interdependent Living, Advocacy, Research	**Building Communication Self-Efficacy in Healthcare Settings for Young Adults with ID/D and** **Medical Students** This presentation will cover a collaborative experience between a postsecondary education program and a medical school at UNLV designed to prepare both Project FOCUS students and medical students for communicating patient to provider in healthcare settings. Our presentation will cover how a simulated healthcare visit was set up and the impact the experience had on the self-efficacy for communicating in healthcare settings for young adults with ID/D and doctors in training. Quantitative data on changes in self-efficacy for all participants will be shared as well as qualitative data from participant experience. Future research, direction, and implications will be presented.
University of Missouri - St. Louis April Regester, Jonathan Lidgus, Adora Hite, Andrew Kliethermes, Mary Harden, Glee Schmitt **Heritage A&B** Program Structure, Academics, Campus Living, Interdependent Living, Partnerships, Program Development	**Succeeding in Missouri: Transforming Lives, Increasing Expectations, and Building Capacity in** **Postsecondary Education** University of Missouri-St. Louis (UMSL) Succeed has provided people with intellectual disabilities an inclusive experience in four pillars (Live, Learn, Work and Play). A collaborative group of stakeholders in Missouri have been working together to achieve three goals to improve our program: 1) Create an individualized 4-year program option; 2) Enhance the experiences, supports, and partnerships in existing programming and; 3) Build capacity to spur the growth, knowledge and sustainability of PSE programs in our region. This session will have faculty, staff and students provide an overview of our progress on these goals.
Virginia Commonwealth University, **ACE-IT in College** Jan Shea, Hannah Ramsey	**College and Parental Involvement - How to Collaborate for Positive Employment Outcomes** Going to college provides unique opportunities for young adults to develop independence, self-advocacy, and identity. Collaboration with families or support networks is crucial to help students

Heritage F **Family Engagement,** Employment, For Beginners, Partnerships, For Self Advocates, For Families	grow and develop skills needed for the future. VCU's ACE-IT in College program has been dedicated to ensuring graduate success, and we want to share our learnings with you! Join an informative presentation by staff members Jan Shea and Hannah Ramsey to gain practical insights, examples, and activities to foster effective collaborations, and help students achieve success through person-centered planning.

11:15am-12:30pm	**Breakout Session 5**	**Six Options Below**

University of Oklahoma Jenny Sperling **Auburn University** Christine Drew **Fremont Room** For Families, Campus Living, Family Engagement, Transition to College	**Not just Giving "The Talk" but Walking the Walk: Preparing Young Adults for IPSE** Parents and caregivers play an important role in preparing their young adults for college including addressing topics of sex and sexuality. However, some may feel unsure about how and what to teach and how to have conversations about and impart values around sex and sexuality. We will provide an overview of the components of high-quality sexuality and relationship education (SRE), resources, and strategies to teach this critical content. Using audience member questions and role plays, we will explore real-world scenarios faced by parents of students attending or planning to attend IPSE programs.
Syracuse University InclusiveU Brianna Shults **Carson Room** Program Development, Program Structure, Policy and Systems Change, Diversity, Equity and Inclusion, Partnerships	**Strategic Planning: A Powerful Tool to Ensure IPSE Program Success** College campuses provide many resources that an IHE program can use to build their systems and structures. Studies indicate that an IPSE program that aligns itself with university infrastructure is much more likely to be sustainable and successful. This presentation will focus on the importance of strategic organization and strategic planning to enhance collaboration on campus and enhance the student experience. Participants will be guided to assess the current state of their program and explore the importance of preparing for the future. They will receive a template for strategic planning and practical steps to start the process with their team.
Utah State University Elizabeth Dimond, Lindsay Thunell **Jackson Room** Partnerships, Program Structure, Relationships, Program Development	**Collaborative Practices of Rural Inclusive Postsecondary Education Program (IPSE) Directors – Key Takeaways for All Programs** This session will present the results of a study that interviewed 10 rural IPSE program directors regarding their collaborative practices. Key partners and the methods and motivations that supported successful collaborations will be explored. The Trainor et al. (2020) Transition Framework will be discussed, focusing on the use of shared processes, relationship building, and inclusion as the primary motivator for collaboration. Attendees will receive a list of essential collaborators, ideas for how to initiate or build on existing collaborations, and a renewed determination to keep the goal of authentic inclusion at the center of their motivation for all collaborations.
Westfield State University Lyndsey Nunes **Massachusetts Dept of Higher Education** Mary Price **Learning Center** Policy & Systems Change, Program Structure, Transition to College, Advocacy, Partnerships, Program Development	**State Alliance Scaling Up: Expanding the Massachusetts Inclusive Higher Education Initiative** Since 2007, Massachusetts has prioritized dual-enrollment inclusive postsecondary education (IPSE) opportunities to students with intellectual and developmental disability (ID/D). Through tireless legislative advocacy and increased demand, Massachusetts legislators passed landmark legislation in July 2022 requiring all 2 and 4 year state campuses to provide IPSE pathways to eligible students 18-22 and individuals who have exited school or aged out of school and are receiving adult services. Presenters will provide specific examples of how MA IPSE has used the Think College Starting a Statewide Inclusive Postsecondary Alliance brief to formalize the statewide alliance, incorporating all necessary partners.

Lipscomb IDEAL Program and Counseling Center Halle King, Misty Parsley, Andrea Mills **Heritage E** Mental Health, Health and Wellness, Supports, Partnerships	**The Benefits of Partnering with Your University Counseling Center** Students with intellectual disabilities are entering the college population through inclusive postsecondary education programs at expanding rates. It is imperative that their mental, social, and emotional health needs are addressed and that university support services, like college counseling center staff, are trained to meet those needs effectively. This presentation will share how one university has created a partnership between the inclusive program and the counseling center. This presentation will share what resources are shared to support IPSE students, how joint training has been conducted, and what resources are useful for counseling students with ID.	
Vanderbilt University Lindsay Bowles Krech **UMass Boston** Ashley Luce Self Advocate TBD **Heritage F** Program Structure, Campus Living, Transition to College, Supports, Partnerships, For Self Advocates	**Guideposts for Authentic and Person-Centered Community Life Engagement on a College Campus** It is essential that students with intellectual disability are afforded the opportunities and support necessary to authentically engage in their campus communities through individualized pathways. However, even with open access to campus, finding meaningful and person-centered engagement can be difficult. Community Life Engagement (CLE) refers to people accessing and participating in their communities outside of employment (Timmons & Sulewski, 2016). During this presentation, we will apply the four CLE guideposts to a college campus. Through a student-led example, we share strategies to facilitate the development of natural campus connections and individualized support for meaningful and self-determined collegiate engagement.	
12:30pm-1:15pm Heritage Ballroom ABCD	Lunch	
1:15pm-1:45pm Heritage Ballroom ABCD	Afternoon Keynote	**Lieutenant Governor Dianne Primavera** State of Colorado
1:45pm-2:30pm Heritage Ballroom ABCD	Leadership Awards	Institute of Higher Education Leadership Award **Chrisann Schiro-Geist** **University of Memphis Institute on Disability** Presented by Cate Weir State Level Leadership Award **Jonathan Lidgus** **University of Missouri – St. Louis** Presented by Susanna Miller-Raines Megan Cartier Early Career Scholar Award **Dr. Sascha Reed** **George Mason University** Presented by Sara Jo Soldovieri

2:45pm-4:00pm	Breakout Session 6	Seven Options Below
WSU Marcus Poppen, Katie Abrams **Think College** Cate Weir **Learning Center** Program Development, Program Structure, Policy and Systems Change	**Full Time Program, Part Time Status: Increasing Financial Aid Options in Comprehensive Transition and Postsecondary Programs** In this session, we will talk about the challenges that students face in getting full-time status for Federal Financial Aid while enrolled in a Comprehensive Transition and Postsecondary (CTP) Program. We will also discuss how one program worked to address these challenges. During the session, we will provide information about the topic and encourage questions and discussion. We will also provide practical strategies that participants can use to improve students' access to the full range of Federal Financial Aid options that they are entitled to.	
TAP, The University of Cincinnati Kerri Wolfer, Lori Vincent **Fremont Room** Research, Campus Living, Program Structure, Relationships, Partnerships, Program Development	**Promoting Positive Life Outcomes Through Meaningful Social Skills Instruction: A Two-Year Cohort Analysis** Students in TAP complete coursework for credit that embeds evidence-based curriculums and practices pertaining to the development of social skills needed to promote meaningful peer relationships and social inclusion in the community. This intentional instruction is imperative for students with IDD in an inclusive college setting as IEP goals fail to target establishing social relationships between youth with disabilities and their peers (Lequia et al., in press). In 2021, TAP initiated a 7-year longitudinal study to examine the efficacy of their social skills instruction. This session will provide a two-year cohort data analysis of the social skills instruction outcomes.	
FUTURE at University of Tennessee Katie Upchurch **Jackson Room** Campus Living, Transition to College, Diversity, Equity and Inclusion, Partnerships, Program Development	**Disability Inclusion in Panhellenic Sororities** The University of Tennessee FUTURE program supported women with disabilities joining Panhellenic sororities for the first time in 2020. This initiative was largely created and supported by our peer mentors, and ended up attracting nationwide media attention. Women with disabilities and their accommodations are typically overlooked and excluded from Greek life, but through building partnerships with sorority chapters, closely observing Panhellenic recruitment, and utilizing mentor support, the FUTURE program is able to create an environment within the sororities at Tennessee that is becoming increasingly more open to women with disabilities. We will cover how other programs can replicate this process.	
Syracuse University Beth Myers, Domenic Gallo, Cassia Soodak, Kate Allyn, Vineet Narayan **Heritage F** Academics, Program Structure, Program Development, Advanced	**Inclusive Design as a Collaboration Tool Across Campus** Finding opportunities for organic inclusion on campus can be challenging. This presentation will share details of Intelligence ++ Inclusive Design, a course at Syracuse University that encourages students from across campus to imagine and create products, technology, and services in consideration of intellectual disability and neurodiversity, culminating in a design competition each year. The course brings together design teams with students from across campus – fashion, architecture, entrepreneurship majors and more – and incorporates InclusiveU students into each team to identify specific needs and create products that solve a challenge that disabled students face. In this session you will hear from SU and InclusiveU students about the collaboration and learn how you can facilitate similar opportunities on your campus.	
Think College Meg Grigal **University of Maryland** Amy D'Agati **Carson Room**	**Avoiding Employment Soup: Using what works instead of what is available** Using the right ingredients matters. How can we be more intentional and effective in helping college students with ID get jobs? Current approaches to employment for youth with ID make it difficult to discern which the order, amount, and type of employment service activity is optimal for students to achieve paid employment. This session is designed to help IPSE employment staff reflect on their practices and ask themselves if their current approach to employment services is	

Employment, For Beginners, Research	based on known outcomes of each practice or are they mixing up employment soup using handfuls of practices without a clear idea about how much and when to add those ingredients.
University of Colorado Colorado Springs Christi Kasa, Julie Harmon **Heritage A&B** Program Development, Program Structure, For Beginners	**Collecting Data and Taking Action** The Office of Inclusive Services (OIS) at the University of Colorado has implemented some quick and easy data collection tools used weekly, monthly, and each semester to understand the effectiveness of our support in academics, social engagement, independent living, and employment. Before implementing these tools, we often wondered how mentor support was going. What was successful? What struggles were encountered? How should staff respond and adjust practices? These were questions we all had. Our new data collection tools have allowed for weekly data discussions and immediate adjustment of support. In this presentation, we will share the tools we use, our routine for data discussions, and how we share this data with students and families.
The EAGLES Program Auburn University Claire Carriere Hebert, Mary Grayson Nix Caden, Betty Patten **Heritage E** Interdependent Living, Mental Health, Health and Wellness, Supports, For Self Advocates, For Families	**Incorporating Holistic Wellness in Inclusive Postsecondary Education: Wellness Wheel Perspective** As inclusive post-secondary education programs options grow, program staff within Comprehensive Transition and Postsecondary (CTP) Programs are recognizing a need to identify and measure holistic areas of wellness for individuals with intellectual and developmental disabilities including: physical, emotional, social, spiritual, intellectual, environmental, financial, and occupational wellness. The Wellness Wheel acts as an individualized, low-cost intervention that can be implemented by program staff, guardians, and students alike to identify perceptions of wellness from young adults with disabilities. Utilization of this tool allows staff to assist students in setting person-centered, values-based goals that can complement traditional employment and academic goals.
4:00pm-4:30pm Heritage Ballroom ABCD	Wrap Up!	