

**DAY 1**

**Wednesday, November 13, 2019**

Beginning 7:30 am

Registration in Royal Salon

7:30 am – 8:30 am

Breakfast in Expo Hall B

8:30 am – 9:30 am

**Expo Hall A**

**Welcome**

**Dr. Linda Mason**, George Mason University's LIFE Program  
**Dr. Beth Myers**, Lawrence B. Taishoff Center for Inclusive Higher Education

**Keynote**

**Liz Weintraub**, Association of University Centers on Disabilities

9:30 am – 9:45 am

Break

9:45 am – 11:00 am

Session I presentations: See page 3 for details

11:00 am – 11:15 am

Break

11:15 am – 12:30 pm

Session II presentations: See page 4 for details

12:30 pm – 1:30 pm

Networking Lunch in Expo Hall B

1:30 pm – 2:45 pm

**Expo Hall B**

**Keynote**

**“Supported Decision Making: A tool to support college students with intellectual disability”**

**Homa Woordrum**

Deputy Attorney General, Nevada Attorney General's Office

**Leadership Award:**

**George Jesien National Leadership Award**

**Stephanie Smith Lee**

Presented by Cate Weir, Think College

**Keynote**

**“An Update on Key Federal Policy and Needed Action”**

**Stephanie Smith Lee**, Senior Policy Advisor NDSC

**Denise Rozell**, Director of Policy Innovation, AUCD

2:45 pm – 3:00 pm

Break

3:00 pm – 4:15 pm

Session III presentations: See page 5 for details

4:15 pm – 5:15 pm

Technical Assistance and Networking Roundtables: See pages 6 and 7 for details

5:30 pm – 7:00 pm

Reception at Novi Club in the El Dorado Hotel

For more information on presenters, honorees, and our committees,  
please visit our website: [www.sotaconference.com](http://www.sotaconference.com)



**DAY 2**

**Thursday, November 14, 2019**

Beginning 7:30 am

Registration in Royal Salon

7:30 am – 8:30 am

Breakfast in Expo Hall B

8:30 am – 9:45 am

**Expo Hall A**

**Leadership Award**  
**Laura Lee Self-Advocate Leadership Award**  
**Rachel Mast**

Presented by Kenneth Kelty, 2017 Self-Advocate Award Recipient

**Keynote**  
**Rachel Mast**, Self-Advocate/Leadership Award Winner

9:45 am – 11:00 am

Session IV presentations: See page 8 for details

11:00 am – 11:15 am

Break

11:15 am – 12:30 pm

Session V presentations: See page 9 for details

12:30 pm – 1:30 pm

Networking Lunch in Expo Hall B

1:30 pm – 1:45 pm

Break

1:45 pm – 3:00 pm

Session VI presentations: See page 10 for details

3:00 pm – 4:15 pm

**Expo Hall A**

**Closing Panel with Students**  
**Closing Remarks**  
Led by Executive Committee Members

For more information on presenters, honorees, and our committees,  
please visit our website: [www.sotaconference.com](http://www.sotaconference.com)



● **SILVER** ●

**Student Empowerment through Student Voice**

Erica Kaldenberg  
University of Iowa

College campuses provide rich environments for students to practice and hone self-advocacy skills. For students with intellectual and developmental disabilities (IDD), college has not always been an option. However due to legislative priorities, employment outcome data, and a growing demand from parents and students, the number of inclusive postsecondary education programs (IPSE) for students with IDD are on the rise. Once established, IPSE programs must develop an ongoing system of program evaluation allowing for all stakeholder groups to be heard. This presentation will focus on the program evaluation efforts underway at the University of Iowa REACH program, efforts that involve all students on campus.

● **GOLD** ●

**Leading the way - InclusiveU students in campus leadership roles**

Diana Katovitch  
Syracuse University

Meghan Brozaitis  
Eddie Crossman  
Cleo Hamilton

Meaningful involvement in campus activities is a high priority for inclusive higher education students. Involvement and a sense of belonging on campus are necessary goals, but how can students implement their own visions for change during their college experience? Several students from Syracuse University's InclusiveU program have moved beyond campus membership into positions of campus leadership, both within InclusiveU and beyond. The students will share insights into their process using the steps of The Student Leadership Challenge by James Kouzes and Barry Posner (2018, third edition), a popular resource for student leaders in college.

● **PLATINUM** ●

**Key Components of an Educational Coach Institute within a Universal Design for Learning Framework**

Lyndsey Nunes, Ph.D, BCBA  
Sarah Lamb  
Westfield State University

Ty Hanson  
Think College

Support staff (coaches/paraprofessionals) play a vital role in improving student outcomes and participation in inclusive postsecondary education (PSE). Many paraprofessionals must fend for themselves, instinctively knowing how to promote student growth and independence with minimal training, support, or knowledge (Giangreco, 2009). This session will provide an overview of an educational coach institute (ECI) developed through a Universal Design for Learning (UDL) framework that focuses on targeted topics of fading supports, apps and technology, facilitating social connections, documenting student growth, self-determination, and principles of behaviors. Participants will be provided with resources to enhance the professional development of their PSE staff.

● **EXPO C** ●

**Academic Engagement at a 4-year University: Perspectives from Students and Advice for Readiness**

Megan McFarland  
Portland State University

This session will focus on student perspectives of their academic engagement in a 4-year inclusive post-secondary educational program. Information about how students participate in rigorous coursework through development of an individual learning plan and how CCS provides direct support to instructors, peer mentors and academic coaches will be offered. Perspectives on the impact of academic engagement across all stakeholders will be shared. In addition, students will reflect on what changes are needed in high school to prepare for college and careers.

● **EXPO B** ●

**Supporting Families during PSE: Learning to 'Hold on Differently'**

Kerri Wolfer, MSW, LISW  
University of Cincinnati

For many adolescents and young adults with intellectual and developmental disabilities (and their families), transition from high school to adulthood can be uncertain and worrisome. Despite the increasing number of post-secondary options available, many students and families find themselves ill prepared or uninformed to handle new challenges that arise with this transition. Post-secondary education is a time when students transition from dependence on others to dependence on self; thus, the role of parent must also shift from decision-maker to advisor in order to support the development of self-determination. This presentation highlights a model for supporting family engagement and communication to foster students' growth toward independence and self-determination, while guiding families to shift their role towards that of advisor.

● **EXPO A** ●

**From Research to Practice: A Strategic Planning System for Postsecondary Education Programs**

Paula D. Kohler, Ph.D.  
University of Central Florida

W. Drew Andrews, Ed.D.  
Janice Seabrooks-Blackmore, Ph.D.

Through innovative legislation, Florida provides supports for postsecondary education programs for students with intellectual disabilities across the state, including the Florida Center for Students with Unique Abilities. We foster program development in universities, colleges, and career and technical centers. We will describe how we identified evidence-based and promising practices regarding postsecondary education for students with intellectual disabilities and integrated that information into a strategic planning process and a Team Planning Tool for program development.

● **SILVER** ●

**Designing and Implementing Assessment to Support Development of Inclusive Postsecondary Education Programs**

Dr. Ann Marie Licata  
 Pennsylvania Inclusive  
 Higher Education Consortium

Dr. Alia Pustorino-Clevenger  
 Duquesne University

This presentation will enable participants to learn more about the development of post-secondary inclusive programs at institutions of higher education and how these programs support inclusive movements on college campuses through the enrollment of students with intellectual and developmental disabilities (IDD). The presentation will focus on assessment projects developed through the Pennsylvania Inclusive Higher Education Consortium that have included evaluation of multi-campus program infrastructures and supports as well as a comparative study determining differences in campus perception/climate surveys of an emergent program versus an established program.

● **GOLD** ●

**No Faculty, No Staff, No Problem:  
 Inclusive Student-Led Alternative Breaks**

James Sellers  
 University of Delaware

Katie Johnson  
 Kristen Shields  
 Michelle Kane

The University of Delaware Alternative Break (UDaB) immerses student-led teams in direct service and experiential learning by partnering them with community organizations to increase knowledge of social justice issues. Since 2016, students from the Career and Life Studies Certificate (CLSC) have participated in a variety of UDaB service trips across the East Coast. CLSC staff, a UDaB student leader, and a CLSC student participant will discuss the student driven advocacy that led to CLSC students' access to UDaB, the CLSC student experience, and the impact it has on both CLSC and typical students.

● **EXPO C** ●

**Using Peer Mentors from the Perspective of Two Programs in Nevada**

Ryan Wennerlind  
 University of Nevada Las Vegas

Mary Bryant  
 University of Nevada Reno

With growing numbers of individuals with intellectual disability attending post-secondary education (PSE) programs on college campuses, there is an increased need to provide transition support and accommodations to the students as they attend post-secondary institutions. To meet these needs, two PSE programs at University of Nevada, Reno (P21 ~Path to Independence) and University of Nevada, Las Vegas (Project FOCUS) have followed research based practices to employ the help of interns and coaches. The purpose of this presentation is to provide practitioners in the field examples of effective practices related to peer mentoring, specifically recruiting/hiring, training, and use of interns and coaches.

● **EXPO B** ●

**The College Search: Tips and Tools for Parents and Students**

Cate Weir  
 Think College

Clare Papay, Ph.D.

Given the wide array of college programs in the country today, it can be a daunting task to find the one that will be the best fit. How should students with intellectual disability and their families go about finding the right college? In this session, we give an overview of the types of college programs for students with ID and demonstrate resources that can be used in the college search process. There will be time for questions and discussion throughout the presentation.

● **EXPO A** ●

**Steps for Designing Creative College Modifications**

Mia Barone  
 Bryana DeMonte, MAT  
 Julie Harmon

Nick Harmon  
 Christi Kasa, Ph.D.  
 Amy Schuler, MAT

University of Colorado  
 The College of New Jersey

The goal of this small group workshop is to share strategies for analyzing college content to identify key concepts, essential questions and assessments to provide access for all learners. Participants will review materials from typical college courses and gain experience in simplifying this content while retaining the integrity of course goals and objectives.

● **SILVER** ●

**Teaching, Including, and Supporting College Students with Intellectual Disabilities**

Kelly Kelley, Ph.D.  
Western Carolina University

This presentation will provide a preview of Teaching, Including, and Supporting College Students with Intellectual Disabilities. This comprehensive 14-chapter resource offers higher education professionals innovative ways to expand or develop programs with inclusive practices for college students with ID. The presenter (senior author) will share extensive firsthand experiences with inclusive college programs and offer helpful strategies for developing, organizing, and implementing such programs. This session will provide attendees with supplemental resources beyond the book and serve as a springboard to expanding inclusive learning and living opportunities for individuals with ID.

● **EXPO C** ●

**Enhancing the Inclusive Classroom Experience**

Ashley McKeen  
Georgia Tech

Allison Maloney

Starting an IPSE program at one of the best engineering schools in the country comes with challenges. Without a pool of volunteers from an education or psychology department, the Excel program was tasked with educating faculty unfamiliar with working with students with I/DD and creating a meaningful inclusive experience in challenging campus courses. Since the inception of the program, Excel has developed a process of training faculty, collaborating with instructors for course modifications, and recruiting and training tutors from within the class to provide academic mentorship for each student during and outside of class time.

● **GOLD** ●

**Let's Get Engaged: Utilizing Peer Volunteers to Maximize Campus Engagement and Inclusion**

Chelsea Russell  
Virginia Commonwealth University

Inclusion matters. Not only does it make college life more enjoyable, but it is key if students are to graduate with the social skills and independence they need to thrive in adulthood. But how can we maximize inclusion when our students with I/DD have very specific support needs and funds are limited? Peer volunteers! In this session, participants will learn how to build a diverse and well-equipped pool of peer volunteers at their institutions. In 7 actionable steps, participants will learn how to build and sustain their own volunteer program from the ground up, with real life examples from someone who's done it.

● **EXPO B** ●

**Promoting & Facilitating Effective Communication Between Students and Family**

Robert LeSueur  
George Mason University

In following FERPA guidelines, inclusive postsecondary education programs are communicating directly with the student about a multitude of needs. Parents of the students are not included in these communications. Parents have stated this makes them feel a lack of trust and partnership in their child's education. Improving student-parent lines of communication are a way to alleviate this feeling. In this presentation, we share findings of a research project into the topics that are most common in parent-staff communications. Suggestions will be shared on how to promote student-led discussions with their families.

● **PLATINUM** ●

**Preparing for Post-Secondary Education: Perspective from Parents**

Ryan Wennerlind  
University of Nevada Las Vegas

Wendy Clash  
Robin Kincaid  
Nevada PEP

As college is now a reality for individuals with intellectual and developmental disabilities, many may feel unprepared in the planning process. After this session, participants will be able to identify effective practices in preparing students for post-secondary education in a college setting. Participants in this panel will share their real-world experience in planning for career awareness, inclusion in general education, interagency collaboration, parent expectations, independent living, self-determination, social skills, and other areas. This panel presentation will bridge the gap between research and practice making vital suggestions for those in the planning process.

● **EXPO A** ●

**What Makes a Difference? Predictors of Student Academic Experiences and Employment Outcomes**

Clare Papay, Ph.D.  
Think College

Meg Grigal, Ph.D.

More than 3000 students have enrolled in college via the Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID) projects. We present results from new analyses of TPSID data, focused on the predictors of inclusive course enrollments and employment as well as data on outcomes of students who have completed these programs. The findings from these studies suggest that access to typical higher education systems and practices and paid employment are associated with more successful outcomes. In this session, we offer recommendations for translating these findings into practice and directions for future research.

Connect with others facing similar challenges and consult the experts. Each Technical Assistance Roundtable will begin with a brief overview from the Experts, with the rest of the time spent answering questions and facilitating a discussion with attendees. Got your question answered? This informal activity gives you the chance to explore more than one topic, please feel free to move from room to room as needed.

● **EXPO B** ●

**Steps For Creatively Creating College Modifications and Making Sure They Happen!**

Christi Kasa, PhD  
Reilly McCluskey  
University of Colorado

The goal of this TA session is to:

- Share examples of modifications made to college assignments
- Provide examples of how to manage hundreds of assignments per semester
- Share in class strategies and ideas for supporting group work.

● **EXPO A** ●

**How Can We Start a Program With No Funding?**

Mary Bryant  
Josh Baker  
University of Nevada

This session will assist people interested in starting a postsecondary education program for students with intellectual disabilities. This includes parents, advocates, students and college/university personnel.

● **GOLD** ●

**Elusive Inclusive Housing Model: Puzzles and Personalities**

Carley Blades Myszkowski  
University of Central Florida

Angela Maldonado

IES is going into the 5th year of on-campus housing. We have experienced ups and downs and taken twists and turns along the way. This session will assist programs in exploring the on-campus housing model and will assist new and established programs by providing different perspectives and tools to create a successful on-campus housing experience.

● **SILVER** ●

**Engaging and Supporting Alumni**

Cara Streit, Ed.D.  
Lesley University

In this session we'll answer your questions on how to fully include PSE graduates in existing IHE alumni services and develop additional supports that facilitate continuing engagement, personal/professional development, and community building. Threshold at Lesley University has offered alumni services for over 7 years, flexibly serving 700 graduates from the program's 37 years of operation. Sustained by grants, donations, and existing University capacity, the Alumni Center offers a broad range of programming at no cost to alumni.

● **PLATINUM** ●

**Strategies For Increasing Campus Inclusion**

Allyson Durkin  
Rhode Island College

Lisa Ulmer, PhD  
University of Georgia

Including RIC students with ID/DD has brought positive change on many levels. Preparing and providing ongoing support for our students, their peer mentors, faculty and the college administration smooths the way for successful inclusion academically, vocationally and socially. Successful inclusion opens doors to a self-determined future for our students, challenges perceptions and changes attitudes about people with ID/DD and increases campus diversity. Everyone benefits. Pushing the needle; affecting positive change, campus wide.

● **EXPO C** ●

**The Art of Developing Solid District Partnerships**

Mary Price  
Tina Raeke  
Zack Chipman  
Bridgewater State University

Trying to grow a partnership program with local public-school districts at an institute of higher education for students with intellectual disabilities can be challenging. There are many public school districts that have an in-house postsecondary program for students with intellectual disabilities who have completed their high school requirements, but still need support in career building and life skills. So why should public school districts pay to send their students to our program? We will share our secrets that have worked for our program and provide tips that will help you grow your partnership circle. The Inclusive Concurrent Enrollment Initiative (ICEI) at Bridgewater State University has grown its partnership from six district partners to twenty-one district partners over the past eight years.

● **PLATINUM** ●

**Risk Management within IPSE programs**

Misty Parsley  
Lipscomb University

Kathy Hargis

As Inclusive PSE programs are being developed at IHEs, administrators often bring concerns to the table regarding safety of the students with ID/DD. Sometimes these concerns are related to lack of knowledge of the population, but having a plan for the safety and security of students using on-campus support systems can be helpful. This session will discuss the collaboration between program staff at Lipscomb University and the Risk Management Office and provide practical tips for new programs.

● **GOLD** ●

**Living, Learning, Growing: Building Partnerships for a More Inclusive Residential Experience**

Rebecca Jewell  
University of Delaware

The University of Delaware CLSC program and office of Residence Life & Housing will deliver a presentation on how our partnership has evolved and enabled us to collaboratively create an inclusive model for on-campus housing. Since 2016, CLSC students have had the option to live on campus among their peers, supported through existing Residence Life resources. CLSC staff and a Residence Life representative will share their perspectives on the benefits and challenges of inclusive housing. A CLSC student will serve as the third presenter to share his or her personal experience living on campus.

● **EXPO C** ●

**Student Perspectives on Career Development**

Megan Vranicar  
Vanderbilt University

Daniel Brawner  
Alex Zarabi

Next Steps at Vanderbilt is a four-year inclusive higher education program with a post-graduation employment rate of 91%. The program utilizes a Customized Employment Model to connect students with internships and paid employment that matches the interest, skills, and conditions of each student with the business needs of employers. Vanderbilt students in the Next Steps Class of 2020 will highlight the program's career development scope and sequence through their experiences and perspectives. The students will describe their initial career exploration through job shadowing and industry tours, moving onto on-campus internships and employment experiences that have shaped their career development path over their four years.

● **SILVER** ●

**Statewide Expansion of Inclusive Higher Education: The Role of Collaboration**

Shelby Bates  
IN! - Colorado Initiative for  
Inclusive Higher Education

Tracy Murphy

The Colorado Initiative for Inclusive Higher Education (IN!) envisions a state where all colleges and universities offer inclusive higher education supports. As an independent non-profit, IN! is uniquely positioned to lead this movement in Colorado. This session will provide strategies participants can employ to further inclusive higher education within their own state. Discussion will range from development and passage of legislation, leading a statewide consortium on inclusive higher education, collaborations with disability organizations (DVR, CCBs), partnering with potential employers, development of an outreach and education program, fundraising tactics, and more.

● **EXPO A** ●

**Building Financial Stability in Inclusive Higher Education Programs: A Framework**

Bud Buckhout  
Syracuse University

John Beecher

As inclusive higher education programs are initiated and grow, financial sustainability can be a barrier to success. Many programs are initially funded through grants or government support that is limited in term. We will discuss the novel ideas, both successful and not, that have sustained the Taishoff Center for Inclusive Higher Education at Syracuse University. Presenters will dig in to financial and structural models that have worked at SU. They will also share the many innovative ways they have engaged partners across campus and the community to further advance the program's sustainability.



● **PLATINUM** ●

**Student Learning Outcomes and Assessment**

Carol Laws, Ph.D.  
University of Georgia

In this presentation, participants will learn about student learning outcomes and assessment as it relates to accreditation and be provided with a roadmap for how UGA developed outcomes and assessment methods to align with national best practices. Participants will use this information to begin to plan their own map to assessing student learning outcomes.

● **GOLD** ●

**Let's Talk About Sex**

Rebecca Jewell  
Matt McMahon  
Kagendo Mutua, Ph.D

James Sellers  
Amy Williamson, Ph.D.

University of Alabama  
University of Delaware

Sexuality, though a basic human right (Wilkenfield & Ballan, 2011), continues to be an area of little research and instruction for youth with intellectual disabilities. As such, persons with intellectual disabilities, even those now attending college, are excluded from decisions and education related to their own sexuality because of enduring perceptions of them as perpetual children (Mutua, 2005; Collins, 2007; Milligan & Neufeldt, 2001). This presentation draws upon two models of addressing sex education with students with intellectual disabilities at two different institutions of higher education.

● **EXPO C** ●

**Developing a Sustainable, Student-Directed Paid Internship Program: One College's Story**

Nicole Geiger  
Highline College

Students who have paid jobs during college have better employment outcomes after graduation. Paid internships in students' specific career interest areas not only help them gain real work experience, they also help them gather important information to use when setting and achieving educational and career goals. Learn how ACHIEVE, the first inclusive post-secondary transition program in Washington State, partners with Vocational Rehabilitation to use WIOA - Pre-Employment Transition Services (Pre-ETS), college, and employer funding to offer student-directed, paid internships to our students.

● **SILVER** ●

**Do You Speak VR? How to Build a Relationship with Your VR Agency**

Denise Rozell  
AUCD

Russell Thelin  
UMass/ICI

Within Vocational Rehabilitation (VR), postsecondary education for students with intellectual disabilities (IPSE) is a model of recent development. As such, unfamiliarity with the program results in misinformation and lack of understanding about how it fits into the scope of VR services and funding. It seems that every VR agency treats IPSE programs differently – funding or denying funding, paying for tuition or only for employment services, allowing pre-employment transition services (PreETS) or not, and a variety of other different interpretations. This session will review what we know is happening in states around the country based on a recent Think College survey on VR and IPSE programs, look at the statutory and regulatory language you can use to influence your VR agency, and examine states who are building strong relationships with their VR agencies. Come with your questions and issues and we will brainstorm some of them with you.

● **EXPO A** ●

**Introducing the Think College Standards Continuous Improvement Tool**

Cate Weir  
Think College

Clare Papay, Ph.D.  
Ty Hanson

In 2011, Think College developed the Think College Standards, Quality Indicators and Benchmarks for Inclusive Higher Education. Since that time, the Standards have been used to help guide both program development and program improvement. This year, Think College has developed a new tool to accompany the standards, the TC Standards Continuous Improvement Tool, which will be introduced for the first time at this conference. It can be used by program staff and their key stakeholders to assess their program's current level of implementation on each of the benchmarks and develop a plan for improvement as needed.



● **PLATINUM** ●

**Meaningful Connections = Full Campus Membership**

Tetyana Matsyuk  
Julie Pollard  
Helen Nash  
Highline College

Thomas Bui  
Zoe Williams  
Stephen Glover

ACHIEVE at Highline College is the first inclusive post-secondary transition program in the northwest. Hear from a panel of program staff, college administrator, program student and general student about how we've partnered across campus to promote full campus membership, academic success and meaningful relationships that last beyond college.

● **SILVER** ●

**The Future of Accreditation Standards for College Programs for Students with Intellectual Disability**

Cate Weir  
Think College

Stephanie Smith Lee

In this presentation, the presenters will provide a description of the current status and ongoing work related to the model accreditation standards, developed by the Think College National Coordinating Center Accreditation Workgroup. A field test of the standards that was completed in early 2019 will be discussed, and information about the work being done to identify an accrediting agency will be shared. Presenters will then open the session up for discussion with session attendees about the role of accreditation and important next steps to be considered, including the important topic of measuring student learning outcomes.

● **GOLD** ●

**Device Technology and App Use within the IDD Population**

Gary Hagy  
Rob LeSueur  
Linn Jorgenson, Ed.D.

This panel on new apps and assistive technology will be presented by participants from Wayfinders at Fresno State and George Mason University. Learn about the use of in-house, third-party, and corporate-created apps to increase independence and employment for individuals with IDD.

● **EXPO A** ●

**Key Factors for Successful Inclusive College Residential Living**

Jonathan Lidgus  
Jacquelyn Warren  
Kerri Wolfer, MSW, LISW

University of Cincinnati  
University of Missouri St. Louis

Residential life is a primary tenet of a satisfying and inclusive campus experience while also affording students the opportunity to grow independent living skills. At USML's Succeed Program and the University of Cincinnati's Transition and Access Program, students live on campus in fully inclusive residence halls. The success of these residential programs stems from individually designed touch points facilitated by program supports and the strong partnerships developed with University Housing Offices and Residential Life, all of which have paved the way for buy-in for inclusion in all aspects of campus life. This session will highlight the key components to supporting a positive include campus living experience, lessons learned and the impact that fully inclusive residence halls have had on campus.

● **EXPO C** ●

**I Have a Job for You!**

Neil Duchac, DrPH, Ph.D.  
Kennesaw State University

Jasmine James, B.S.  
Celia Scragg, M. Ed.

This session will focus on the development and experiences of students from the establishment of both university and community partnerships through the transition of students working in their communities. A focus on student empowerment, determination and autonomy will be covered through the utilization of case studies and interactive learning. Participants will leave with an understanding of how to develop a pathway for job readiness skills through a discussion of current best practices. Kennesaw State University's Academy for Inclusive Learning and Social Growth will be discussed.