

JEANNETTE CARTER: Thank you so much for coming today to hear me talk a little bit about Resource. It's available on the web to help students transition to college and to do all the things that they need to do to get ready to go to college. Usually -- I usually do this presentation for teachers and I look at my audience and I'm pretty sure I have a few -- maybe a few teachers in here, but that's not my audience here. So I would like to start first to get to know who you folks are a little bit and then I'll tell you a little bit about who I am and then after I do that then we'll get started and talk a little bit about -- and hopefully show you some of the resources that are out there and try to answer some questions. So let me first start and just kind of do my little assessment. First of all I see some students that appear to me to be students. So how many of you in the audience would identify yourselves as students? Would you put up your hands? Okay. I see some students. All right. How many are parents? All right. How many are counselors? All right. How many are teachers, but not counselors? All teachers are counselors, but how many are teachers? All right. And who did I forget? Advocates, advocates, okay. Are you the -- are there other advocates in the room? All right. Okay. I can put -- let's see, what does an advocate do exactly?

AUDIENCE MEMBER: [inaudible]

JEANNETTE CARTER: Okay.

AUDIENCE MEMBER: [inaudible]

JEANNETTE CARTER: She's like a mentor?

AUDIENCE MEMBER: Yes.

JEANNETTE CARTER: Okay.

AUDIENCE MEMBER: Pretty good.

JEANNETTE CARTER: She's doing great. She's doing great. Okay. All right. Well, thank you. Thank you very much. So I have -- so I'm going to tailor what I talked about a little bit because the Resource I'm going to talk about today is really built for school counselors. And so it is overwhelming. I'll be the first to tell you it is overwhelming. So -- but let me start with about who I am, a little bit about who I am and tell you a little bit about -- one other thing, now if any of you ask me any questions today, I'm to repeat them and so you have to remind me of that please because they're videotaping me. I don't know why but they're videotaping me. And so we want to make sure that we hear your answer -- your questions as well. So if somebody will remind me I would appreciate it. Also in the area of full disclosure I wear hearing aids and so I don't always hear people very well because, you know, background noise just don't work well with hearing aids. So if I don't hear you properly, please ask me again or remind me that I didn't do it right. All right? Because I think really I think -- sometimes really very much embarrass myself by what I think you asked versus what I answered. Okay. I am Jeanette Carter. I am The Director of Outreach for K to 12 in Pennsylvania College of Technology, Pennsylvania College of Technology in

Williamsport, Pennsylvania. And although my job today is not to really talk about Penn College, I really can't really talk about myself and what I do without doing just a little bit on Penn College. So I'm going to do a little bit of that because I can and because I'm very proud of the institution where I work. We are a two and four year institution meaning we do associate degrees. We actually do certificates which are still two years in length. We do as -- in often technical and often hands on majors. We do bachelors degrees, also hands on in over a hundred majors. I happen to work in an office that focuses on working with the K to 12 system in a whole bunch of ways. Mostly we work with counselors and teachers and we do enrollment out of my office with students, but I must confess, I'm way more comfortable with counselors and teachers than I am with students. So you folks are going to challenge me a little bit today. We are an office that has been very involved with career development. In fact I have a huge passion for career development because I believe that if you don't know who you are and you don't understand that and you don't understand what it is that really makes you happy, you will go down a road that is not right for you as you do your education and as you move ahead. But if you find what your passion is, then you will be happy, you will be so much happier in your life. And I say that because of my own story. So I'll tell you just a little bit of my own story. So I happen to have a PhD in Political Science, one of the most useless degrees in the whole world. Okay. I shouldn't say that. I know that there are great jobs for PhDs in Political Science. They just don't happen to fit me, okay? And so early on I said, "Well I know I don't want to be a college teacher because I don't really like the lifestyle." Now, you know, that goes to the top of the list of the best lifestyles out there but for some reason I decided I didn't like that lifestyle. I did a bit of college. Go figure. Anyway and so then and from there I decided to be a researcher. Now I will be talking -- one of the things that I'd like to say to you is that if you haven't had anybody help you assess your personality which I'm sure many of you have, but if you and -- if you haven't had any personality assessments especially if you haven't done a Holland Assessment. You won't really -- it's one of the best ways to get kind of an insight about who you are. But I had -- nobody told me I had to do that so I became a researcher. Now researchers, what do they do? They research, meaning they sit at a desk, they look at data. I happen to be good at math, so I'm good at something so it must be the right thing for me. Not so, just because you're good at something doesn't mean it's the right thing. Okay. You sit at your desk, you analyze data, you write things, like you write papers, you write reports, you publish them maybe if anybody's willing to, then you go do it again on some other topic. And that's what you do as a researcher. I worked for 17 years as a researcher, perfect job for an introvert. I'm an extrovert. Okay? So I had a boss who said to me in that day -- in those days, "You know Jeannette you would be a better worker if you would sit at your desk." And I'd say "Morgan, I can't sit at my desk and get anything done. If I don't go out and talk to people I've -- I just lose energy all day. I don't -- I just don't have any passion." I got to have a passion so I go talk to -- so I go talk to you. I talk to you for 15 minutes so I can go back at my desk and I can do this thing that doesn't fit me for 15 minutes but then I got to go talk to you again and by the way you're an introvert, so it probably wasn't a good idea for me to come talk to you and to disrupt your work day. So again a disjoint, a disjointed thing. So I did that for like I said for 17 years. I was

always an average worker. All right. I wasn't bad. I'm smart enough. I have enough resources. I'm -- I was okay. And then a lay off, lost my job and that job and moved to another job at Penn College actually, the job I have today. That was in 1993. Can I say something? I love my job. I love it everyday. I love what I do. I get to talk to people. I get to do creative things. I get to be an extrovert. I get to be intuitive. I get to be all the things -- I get to be what they call enterprising. I get to put a thing -- gather ideas of other people because it fits my personality. And I so didn't even get that after I started doing it until somebody helped me. My own advocate helped me. I one day was offered a job as the research director at the college and I went -- came back I was all puffed up. They offered me this job, blah, blah, blah. And the guy I worked with who's at career development said -- looked at me and said, "What is wrong with you? What is wrong with you? Don't you know that doesn't fit you?" And I went, "Well, yeah. Oh yeah. You're right." He says, "You'll be miserable." I'm like, "What's wrong with me?" Of course I love my job. I love what I do. So having gone through -- by the way it took me until I was 43 years old to figure that out. There's no reason why anybody in this room should wait that long. There is no reason. We should take some time and work on who we are and what we think what we want to do and what we can do with the resources that we have. Now, the other thing is that you need to be true to yourself on that. So anyway I'll just say that's a little bit about me because -- and why it is I get passionate about career development. So one of the things my office does is we happen to be the -- a resource for the State of Pennsylvania on a really boring thing called a career education and work standards which are actually a set of academic standards that say that all students should know who they are meaning they ought to have a career -- they ought to have self awareness. They ought to know about the jobs that are out there, they ought to know how to get those jobs. And that how to get those jobs sometimes includes following an educational pathway. How to keep those jobs that's how to do the interpersonal skills, how to build those relationships so that you don't get fired because when you talk to employers they'll hire on skills and they'll fire on how you act. And so it's learning how to interact in an environment -- in appropriately in environments that help you keep jobs. And then finally the last of those standards have to do with if you can't -- don't have any of those -- if you can't find that job that you really love then what you do is you create a job that's being an entrepreneur, being a risk taker. I happen to be an entrepreneur. My little office of six people who -- we're grant funded. We've been grant funded since 1993. So that's being an entrepreneur. It's like a little business. I go out -- I raise money every year and we go out and I find somebody who's willing to pay me to do the work we do and then we do the work, deliver on it and then hopefully they'll pay me more money to do more work. That's what we do. It's -- that's an entrepreneur. That's what an entrepreneur does. So that's a little bit about my office and our job. So we do the career education and work standards and then -- and then as working on those we had some of opportunity to work on a project with PHEAA which some -- the Pennsylvania [inaudible] I won't say it -- higher education, blah, blah, blah, anyway PHEAA. They're not paying me now. I don't need to remember their name. That's not true, but we did some work with PHEAA where they wanted to help students get -- have access to college. And what we realized is that there really wasn't a single place out

on the web where you could find at your fingertips all the resources that are good resources when you're - when you're trying to help a student or parents trying to help their child or you're trying to help yourself if you're a student get to college. And, you know, I went to college -- I hate to even say what year it was but I'll say it, 1969. It was like another -- well, it was another century. Okay. And I went to college at a time when it was a lot easier. It was just easier. There weren't as many things to consider. It wasn't -- it's just was easier to do. I'll just say that. It was easier to do than it is today. By the time I didn't write this stuff by the way. That's going to be out on this website. We had somebody who actually knew what she was doing right in. Okay. But what I did was I reviewed it and edited it. Just like a researcher, but it was okay [inaudible]. And anyway I did this work and when I did this work I kept going -- how does anybody get to college these days? There's so many things to understand and so the website itself helps -- it answers all kind of questions that might come in to a counselors office. So as a student or a parent you don't need to know all that stuff. Maybe you really don't care about military academies, if you don't you don't have to read that part, okay? Maybe what you do care about though are students with disabilities and I'm assuming that that's part -- I will spend a lot of time today on that, on those resources on the website to talk about what's out there and why. What I'd like to have you think about doing is to use this website as a way to find a lot of other resources. We didn't -- we created a few documents that are -- that we created ourselves meaning that you won't find them any place else, but on this website. But we thought -- even more important was that we provide a doorway or a pathway to be able to find an easy way to get to all these other resources. And so that's really what I call it a consolidator website which also means that we -- since we don't keep everything up to date occasionally you'll find a broken link and we try to fix them. I found one last night of course when I was looking at this of course, but I'll show you where it is and we'll get it fixed in the next day or two. But so links do change and so again I'll apologize if there's an occasional burp and it's -- it doesn't quite work right but in general I think it works pretty well. Let me go back for just a second about Penn College. We're an institution, again I said two and four year. We have about 10% of our population are somehow self identify as having a disability of some type and so we have disability services on our campus. And do a good job, I believe, of trying to bring together the appropriate service for the need. And so some of what -- I will say just one or good -- this could be the end of my promo and that'll be done. One of the new things that we are doing is that -- because we are seeing a growth in students on the spectrum and because I -- school districts are seeing a growth of students on the spectrum. We've initiated a few special initiatives for students who have been identified some place on the autism spectrum. So one thing we do is we're -- we're offering a summer program. We offered it this summer and we're going to offer it next summer to any student and parent grades 9 through 11 -- actually, we don't want 12th graders because 12th graders should be ready to go to college if they're going to college, to come and spend an overnight at -- on our campus for minimal cost. I want to say it's like 40 or \$50. It's really not very expensive. Move in this -- move into a residence hall, experience that, meet college faculty, have a little bit of understanding about the college environment. They'll -- and talk a little bit about how, you know, how the -- how college is different than high school, and

how we don't use the IEP and blah, blah, blah. We'll talk a little about that in a little bit. We then -- once students have decided to come to campus, we move in -- or we let them move in early into our residence hall, so that they have a sense -- they get -- they have some comfort in their -- in their environment and get a little bit -- get a little bit like yeah -- and a little bit transitioned in. And then once they'll start college, we assign social a mentor to them and allow -- and so we have a mentor who works with them specifically on the -- in -- on the social -- on social skills. And how to interact with other students and dormitory residents, and all of those kind of challenges whenever you move out of your house. So we are working - - we're always trying to find new ways to make life better. I always say get into -- as much as I just said -- getting into college is a -- kind of a big process, staying in college is even harder. And so -- and so -- and so -- and so the deal is to try to build as much skills before you go to college so you're able to stay in college. So let me ask if anybody has any -- and so -- has one or -- I'm willing to take one or two what I will call burning questions. So that I will see if I can answer them today. If not, you're going to get what -- what you're going to get. Meaning that I will do what I think you need. But I'm curious if anybody came with something in mind that if they don't learn this before they walk out the door today, they're going to say, "Well, that was a failure, a waste of my time." Yes, ma'am.

AUDIENCE MEMBER: I still remember years ago. I got my son officially diagnosed with cancer [inaudible] programs in college and then I heard [inaudible] that's pretty much [inaudible]

JEANNETTE CARTER: So then he'll have -- what a pretty? I just didn't hear you.

AUDIENCE MEMBER: It would be -- it would be -- I mean, that's ridiculous. Now that people tell me that that's just a lie. You don't really have free rent in college, but what financial aid is out there for disabilities is that just college to college? Is that [inaudible]

JEANNETTE CARTER: Okay. So your question has to do with what financial aid is out there specifically for students with disabilities? I don't know that I'm going to be able to answer that question, but it's a great question. Well, at least I know that I don't. But -- with the -- with the other part of that is I'll write it down. If I can't, then at some point in the future, this website will answer that question. I think there might be a couple of little pieces out here, but I'm not sure that they're awesome. I'll just say that. I'm not sure that they're awesome. But financial aid -- I -- I'm honest. At least I'm honest. I could say, "Yeah. I know everything." But if the -- okay. Other questions. See if you -- somebody else can stump -- keep stumping me. Yes, ma'am.

AUDIENCE MEMBER: It's recommended that students get a exiting psychological [inaudible] to go into college?

JEANNETTE CARTER: We -- okay. Your question is what kind of paperwork do they need?

AUDIENCE MEMBER: Well, specifically I know you have to get the exiting test. So your psychologist will do that. So my question is, and I have to -- my school district too, what vocational test that specifically

self-assesses like you say their -- of the skills that they have? That, you know, we haven't been able to find a good careers test that would [inaudible] skills that would honestly have, like, the one lady said that those tough conversations using your skill sets and your limitations and...

JEANNETTE CARTER: Right.

AUDIENCE MEMBER: ...and then is it realistic to go into this [inaudible]

JEANNETTE CARTER: Okay.

AUDIENCE MEMBER: So what self-assessments are there other than the standard IQ...

JEANNETTE CARTER: Okay. Well, I'll talk about one or two. I don't know that they're perfect for students with disabilities. But I will talk about one or two. And I'll -- actually we'll go through a little chart that talks about what it is about colleges to look for in terms of documentation. So I could do that. Again, you folks, I'm not as -- I wish had Kay Dunkleberger here beside me. She's actually my content expert from our college on this field. So I can tell you what's on the website and I don't know if that will be enough. Okay? Oh God, now I'm already feeling like a failure. Let's try one more and see if you can stump me one more time. And then...

AUDIENCE MEMBER: When -- when you're referring to college, are we also including under like post-secondary...

JEANNETTE CARTER: Yes. We -- so -- and the question is, "Are we including other post-secondary or are we just talking like four-year college?" And really -- we're really talking about all post-secondary options because I think we need to keep in mind that post-secondary options really include a wide range of things from apprenticeships, co-ops, other kinds of structured environments for job training as well as -- so yes. We have a few resources on some of those other things. And certainly, I don't know -- are any of you either have students in current technical programs or in -- at the K to 12 level or counselors within the current technical -- the CTE system? Are any of you -- a couple of you, okay. I'll talk for just a couple of minutes about program of study and things like that. Okay. So I'll just make sure I focus on broad issues. Okay. All right. One more.

AUDIENCE MEMBER: And so the -- so the first woman that asked -- asked a question about what [inaudible].

JEANNETTE CARTER: And I'll show you. We do have some references to OVR out here so -- okay.

AUDIENCE MEMBER: We're -- we're [inaudible] that she knew.

JEANNETTE CARTER: Okay. So -- just so -- his comment was that for the -- for you who are asking about funding -- financial aid. Obviously OVR is one of the sources in Pennsylvania, at least, where there's funding available for some students. So -- all right. So let me take just a minute or two and -- and kind of -- talk a little bit about -- generally about the structure of this website so you can find your way

around it a little bit. And then talk a little bit and then kind of go through some -- I'm going to focus on a couple of specific pages as I do this. Let me pull my little notes up here. So first of all, I'd like to just talk about the general structure. There's two -- I always think navigation -- it's important to understand how you navigate a website, what -- what's where. Across the top are the grade levels, to give you an idea of what kind of action should be happening at each level. Now remember that I did say that this website was built for counselors? But many of the documents of the way the lists and things are written are made in such a way that a counselor or a parent could download -- it's -- talk as if it's in the first person like you should do this and you should do that. So across the top are basically just some of the specific kind of activities that should happen. Like for instance, what should happen -- I clicked on the 11th grade because things really start kicking in in the 11th grade. You know, 8th grade, it's all about what it is in picking the right courses and making sure you're thinking that way. And starting to have conversations with counselors and making sure you know what -- a little bit about what you -- where you think you might want to focus your interest. And so you -- that you are in a -- in a good preparation to college. But once it gets into the 11th grade, you really start kind of cranking up into getting into some very specific. So across the top are these timelines and so -- and this is just my example. So this page happens to be 11th grade. And there are so many things in 11th grade to do that it's actually broke down into fall, winter, spring and then the summer between your junior and senior years. So there are a lot of again advice, items that are worth just touching based on and making sure. Some make sense for you and some don't make sense for you. So again, they're -- this is for everyone. One of the things I would recommend students to do once you've got into the point by the way that you've found a couple colleges, go out and really get on social media with them. And take look at Facebook with them. Take a look at their websites. Find the information out there that specifically talks about the things that interests you. Because there's so much of -- staying in college is about fitting in the environment. It's as much about fitting in as it is about being ready. I know most people don't say that, "It's all about PSSAs and being ready and these academics and that academics." The reality is that going to college is an experience that has to do with all parts of your life. It's about the students who were there. It's about the teachers who were there. It's about the education you could receive. It's about the extra services they might have. It's about all of those pieces. And those pieces all have to fit you. And so if you go to a place that doesn't fit you -- you know, I can -- I can tell you that if you walk into our campus, it feels different than walking onto the Penn State Campus. Our students are just different. Our students have a few more tattoos. They have a few more pierced ears. They do. They do. They have a few -- fewer yappy clothes. They wear more blue jeans. They have more work boots on. And some of them wear uniforms that look like the people who fix your cars because they are -- it is the people who some days fix your cars. So our campus looks and feels different. Well, if that -- you don't want that look and feel. If you don't want to -- if you don't feel like you fit there, then that's not the place for you. If you -- so again, students need to have -- make sure -- so you need to start working on that as early as 11th grade. This isn't something you went through your senior year. I just -- I've read something today. I was looking at it. And it's all of -- at the

beginning of your senior year -- I think it was actually -- anyway. At the beginning of your senior year, you ought to -- you ought to start looking at colleges. Oh my God, don't wait that long. Please don't wait that long. Start really in your 11th grade at your latest. Even 10th grade, if you get a chance to be on a campus. If it feels good, go back. Go back again and again. So anyways -- so here -- so again, timelines cross the top. So that's -- these eight, nine, ten, eleven, twelve. All right. These two tabs CTE and transition into college are both also on the left-hand navigation. By that I mean, they're also over here. So they actually are -- so here's the CTE -- I don't know if you could see my little hand up there. I don't have a pointer. The pointer that was here doesn't have a battery or it don't works. And so they're over here also. One more good old trick about the website, if you -- at some point today, I'll show you something. You know it was there, but you can't remember where it is. There's two great tricks in finding them. Number one, is at -- right at the top here, I have the search. The search works pretty well. It's a Google search. It's just for the website so it works pretty well. But the other -- I'm going to call it a feature. In fact, it's just a mistake we made, but I haven't fixed it because I like it. Is that If you click on the college glossary over here, the entire -- oh, no. Give it a second. Everyone of the expanded parts of this -- of this sidebar open up. It -- by the way, it was supposed to just open up back. It wasn't supposed to do that, but I liked it because I -- it's that moment of, "Oh, I know there's a piece in there on -- on if I have a disability and I need to get accommodations for SATs and I need to figure out how I get those accommodations from the college board. How do I do that? I know there was a link there somewhere." Well, this becomes easier because now you can say, "Oh, okay. I can scroll down and I see -- Oh, here's one testing with accommodations and services for students with disabilities." And so I know where to click. So that's why I like that. And if you -- so the hard part of this I remember, it's the glossary. You click on the glossary and then you can see everything easily, okay? So that was my -- that --those are -- that's my, as I say, feature which was actually a mistake but we we're keeping it. All right. So now, let me just kind of go through and just talk about some of the big parts. Self-assessments. I believe you were asking a question about assessments and self-assessments. ASVAB -- I don't know -- has your son or daughter had a chance to do ASVAB? And that did not work? Because that would have been -- that's been, I guess, the thing that I've heard the most about. But it -- it's probably not specific enough. So I will go back and ask some questions and see if I can get some more information that I could put out there. Is there anybody in the audience have any answer for her about assessments for technical -- for assessments for technical skills? Oh, I have three hands for you. So, let's -- let's go back here first.

AUDIENCE MEMBER: Hi. My name is Cora Peterson and I'm with [inaudible] Center, and what you may be looking for is some -- maybe not a specific test but a series of test that would provide you vocational evaluation. And I know your place is across the state to do that. We do that at our facility too. And it's, like a two week -- three period of time where they go -- students go through a period of testing and then a period of assessment and then something that's available for -- over the yard. So the connection would be those are [inaudible] an expression instead of vocation evaluation to find out where they send you.

JEANNETTE CARTER: Okay. So let me see if I can repeat your answers for the...

AUDIENCE MEMBER: Sorry.

JEANNETTE CARTER: That's -- no. That's okay. I've -- I've -- you did notice I didn't run the back and give you my little gizmo, but this is good. If I can repeat it, then I can answer it again when somebody asks me this question and that's basically -- that through OVR and other -- I'm assuming proprietary of resources or generally, there are -- there are batteries of tests that are available, that are more specialized, that might be you -- that they often -- the results to be useful for students with disabilities. Is that a fair summary of what you said?

AUDIENCE MEMBER: That is good. And if you want to learn more about what we do, you can come to our presentation more or less...

JEANNETTE CARTER: Okay.

AUDIENCE MEMBER: ...number 612, and we do talk about vocation evaluations as a part of that presentation.

JEANNETTE CARTER: Okay. And so then -- and then she -- and then you've referenced Section 612. So if somebody's watching this and wants the go look up -- and what's your last name?

AUDIENCE MEMBER: Peterson.

JEANNETTE CARTER: Peterson. Peterson. Okay. And so it -- in that presentation. So because I understand they're taping all of us, I think so. Okay. I understand, I guess. Okay. Other -- anybody else have anything else to add as an answer or to help me out here so I don't look so stupid. Yes, ma'am.

AUDIENCE MEMBER: Self-Determination and the Discovery Process Model.

JEANNETTE CARTER: Okay. Self-Determination and the Discovery Process Model.

AUDIENCE MEMBER: ...Discovery Process Model. I'm actually, looking it up right now. It's -- I went to a training in Bethlehem, Pennsylvania back in the fall of 2012. And I can't remember what the guy's name is but if I get it for you, I will definitely tell you so you can announce it what.

JEANNETTE CARTER: Okay.

AUDIENCE MEMBER: It comes from down south and it is a check list workbook that actual needs from someone severely non-verbal, cognitively impaired all the way to the high functioning...

JEANNETTE CARTER: Okay.

AUDIENCE MEMBER: ...Asperger...

JEANNETTE CARTER: Okay.

AUDIENCE MEMBER: ...worksheets and self assessments that...

JEANNETTE CARTER: So it...

AUDIENCE MEMBER: ...strengths and weaknesses.

JEANNETTE CARTER: Okay.

AUDIENCE MEMBER: ...if you have difficulties with executive functioning which a lot of high functioning autism students do, it'll identify all those and -- yeah. It's actually -- there were a lot of OVR councilors at that particular training and word had gotten out that Steve's fore back, the new guy was going to possibly launch it as a pilot model in Pennsylvania and that's as far as I heard its gone as -- and that's...

JEANNETTE CARTER: So it's a wait and see on that. So Self-determination and process model. Did I get that right?

AUDIENCE MEMBER: Self-determination and the Discovery Process.

JEANNETTE CARTER: And the Discovery Process. Okay. And you -- okay.

AUDIENCE MEMBER: And then in the company -- actually, maybe I did in another way to a group order, find the resources networks for training and development was the company that invited this girl all the way from Wisconsin to come in and do this -- it was a full two-day training. And it was...

JEANNETTE CARTER: Okay.

AUDIENCE MEMBER: ...absolutely phenomenal. There was someone they had a case study and I thought -- the man was non-verbal, basically [inaudible] had very severe CP, was in a wheelchair and a transition coordinator told his parents to just institutionalize him because he was never going to be employable and it took them through the discovery process of doing this and eight years later...

JEANNETTE CARTER: This is on. Yeah. This is on.

AUDIENCE MEMBER: ...he works in a hospital and then it is \$18 an hour as an health work with accommodations that they were able to make people's process and -- that was a success story that brought tears to my eyes. So it's just...

JEANNETTE CARTER: Okay. Yes. Because it should.

AUDIENCE MEMBER: Thanks for everyone.

JEANNETTE CARTER: Yeah.

AUDIENCE MEMBER: Thanks for -- or they want to be here, that's just my motto.

JEANNETTE CARTER: Well, if you find a link, let me know.

AUDIENCE MEMBER: I will.

JEANNETTE CARTER: Okay. And then I see one other help for her over here. Did I see somebody else who had an idea?

AUDIENCE MEMBER: I just -- I was going to mention the urgent one -- it appears the computer assessment called CareerScope.

JEANNETTE CARTER: CareerScope, it's a computer assessment. Okay.

AUDIENCE MEMBER: It combines an interesting [inaudible] with the -- with the -- act to itself. So it's a company -- it combines an interest of the [inaudible]

JEANNETTE CARTER: Okay. So CareerScope interest and aptitudes, right? Okay. Thank you.

AUDIENCE MEMBER: It's not cheap though.

JEANNETTE CARTER: It's not cheap. There we go.

AUDIENCE MEMBER: It's not free so it's just [inaudible]

AUDIENCE MEMBER: With that -- I didn't really know -- there are some schools have them. And, you know, their system and -- I, you know -- down and then they...

JEANNETTE CARTER: Okay. Yes, Frank.

AUDIENCE MEMBER: Keys to work.

JEANNETTE CARTER: Keys to work. Here. You're close enough. I can hand you this.

AUDIENCE MEMBER: Keys to work and my career journey -- their length for both middle and high school. And then there's also something called the Casey Life Skills Assessment.

JEANNETTE CARTER: Okay.

AUDIENCE MEMBER: Okay.

JEANNETTE CARTER: Okay. Great. Thank you. Oops. Thank you very much. Okay. Well, thank you. I -- you guys will all do my presentation for me which I think is awesome. Okay. Great. So let me get down and talk a little -- let me keep me going here. So again, the self assessment stuff -- there's not a lot that specifically for students with disabilities within this part. It's generalized. If you haven't done and it makes sense, the ASVAB is one that we recommend to schools to try, to use because it is for either schools and it does not require actually to give the military your student's address and phone number, a lot of people think it does. PA CareerZone which is a website that is a link to careers in Pennsylvania. It is a function -- it's about at the eight grade level is where I think its reading level is. And if you -- and it's free. And on your bookmark that I gave you, it's one of the websites on the bookmark. And what's nice about that is after you've done that evaluation of -- it's a Holland Assessment which again, may not work for many students but might work for some. It then shows you -- and there's also a budget your life. It

says what do you want to -- how much money do you want to, you know, what kind of lifestyle do you want? Then it can show you what jobs are available in Pennsylvania at what at -- to make the amount of money you -- that fits the lifestyle that you want and then what educational programs are available for that. So it's a free resource and one that I encourage you to use -- you register but nobody -- trust me, nobody has access to those -- that registration. I know that because they don't -- they just don't have. So they do that those you can work -- you don't have to do the whole thing before you end it. You can go back and re do it, but -- again, it's really great. I actually did it myself just recently. So some of the parents in here, do it yourself too. I -- by the way, she would have been an Industrial Engineer and I believe that. The career standards, if we had more teachers here, I'll talk a little bit more about the career standard. That's a really a teacher focused website to get people ready for their career educational work standards. Let me go. Just click -- hold on for a second. I'm going to get close this back up. Yeah. Pre-application activities are just really definitions. One of the things that I really think though is useful is to take a look -- I can't -- I don't have time to really talk about all of these, but there are two links out here or two things I think are really awesome. And it's actually that piece about learning about colleges down here. Let me click on that for a second -- and have that come up. So one more thing about the way the website operates is that in the big section, meaning all the pre-application activities, all the resources for the whole act -- a whole --the whole -- that whole part of the website are in the right-hand -- over here on the right-hand side. One of the things that my writer did was he created some check list and some lists for students if they're going to go visit a college to be able to kind of keep track of what kind of questions to ask and to keep track of what it is that they found out. And the nice thing is that it's -- there's -- we have it then -- out there two way, we have the -- let's -- this is the one that's called college visit questions to ask on a tour visit. And you'll notice over here there's a document which means is a word document or a PDF. The nice thing about the word document is you could download it. You could get rid of these questions you don't care about, like I wasn't into sports. I couldn't care what kind of sports they had but I was really -- I was very interested in politics -- damaged in political science. Anyway, as I was interested in working in political clubs a college had. You might be interested in, you know, a little bit more about what kind of disabilities services they had or what kind of tutoring services although I think those, kind of questions are on there, but some questions you don't care about so just delete them off the list. But it's a word document. That also means you can use it and collect information and type it in when it get back or have somebody type it in for you. And so you can collect because you think you're going to always remember it. And trust me, you're going to get back and you're going to go, "Oh, no. Was that Penn College or was that Johnson College? Where was that that had that guy who talked about this or that woman who talked about this or had this off -- awesome service?" So again, that would be -- that's what that -- list all the kind of questions you ought to think about asking or at least consider asking. Another really nice thing is an evaluation chart, another way to collect and keep data. So do you have it -- in addition that's the kind of thing you can collect to keep and take in to your councilor. So that your councilor can see what kinds of things you're asking, what kind of things you've learned because they're

not going to go with you on this kind of visits. Those visits are going to most likely be with a parent or some other significant person in your family with you. So it's really important I think to be able to keep that data in a way, keep that information in a way and collect it and remember with all of these. Yes, ma'am?

AUDIENCE MEMBER: I have the link.

JEANNETTE CARTER: Oh, you have the link. Okay. And the link is?

AUDIENCE MEMBER: www...

JEANNETTE CARTER: Wait, ma'am. Let me do this. Hang on one second. Let me see if I can find word -- and I'll make it bigger here in a minute.

AUDIENCE MEMBER: ...marc with a C, M-A-R-C, marc...

JEANNETTE CARTER: M...

AUDIENCE MEMBER: ...gold, G-O-L-D.com.

JEANNETTE CARTER: Okay. And it...

AUDIENCE MEMBER: As soon as you get there, three down and it says publications, click on publications, third one in is manuals and you come up with the discovery process starting with force to employment, profiles and how to capture the information of discovery and then done.

JEANNETTE CARTER: Yes.

AUDIENCE MEMBER: There's foreign samples and guides that are actual PDF's of the forms that are in these books too, that if you don't want to order the actual workbooks you can download the sample forms and checklists.

JEANNETTE CARTER: Let's see how much -- how big I can get this before I can't really see it anymore. So hang on.

AUDIENCE MEMBER: Well, the book isn't worth twenty [inaudible]

JEANNETTE CARTER: Okay. So here we go. Can you see it back there? The -- okay. Okay. Great. Thank you very much. Now, I got to figure out how to get that to me but -- I'll do that. Okay. Thank you. Thank you. Okay. All right. I'm going to click back over but if we need to go back to that later on, it's up here now and we can get it. Okay? So, Pre-College Assessments. I'm going to take just a -- oh, let me go back one more there. I'm sorry. I should have mentioned one more thing. I was talking -- I was kind of all excited about -- the other thing that I'm kind of excited about this idea is that you can actually do virtual tours. I don't know, a lot of people who know about these virtual tours. They're not wonderfully wild but they're better than no tour at all. That's how I think of them. And so there are actually virtual tour websites out there that allows you to -- some -- you can see. Some are actually built by their -- like, you

know, some are just like video tours. Some are student created videos. Of course, you can always search Youtube, but I -- I'm kind of scared what you sometimes see about our college. The kid who was seeing how long of a patch he could do with his hot -- tire patch, he could do with this hot rod. I just didn't think really gave that -- the image of pink college that I wanted. Okay. But, you know, kid -- students are students that's what I can say, creativity. And then -- and then as you -- this is another interactive map that allow students to browse school choices by state or region. So this is just a couple of these virtual tour locations. One more thing about college visitations, if you are going to do a college visitation, first of all make -- don't just stop by, make sure they know you're coming. They -- usually most colleges have a process for taking -- for having a college visitation and if you wish to speak with somebody specifically about disability issues, you need to self-disclose. I know we're going to talk about this a little later, but remember, self-disclosure is the mantra of post-secondary education and life after, you need to decide what things you need to or want to disclose. What's the appropriate time? What's the appropriate level? Because no one will -- self -- will disclose for you, you have to disclose for yourself. Nothing makes us sadder at Penn College when a student comes in, in placement tests, gets their results back, they've done very poorly -- very poorly. They've placed into courses that are way below grade level. And they said, "Well, you know, I really needed extra time. In high school, I always got extra time." Well, did you tell anybody? Well, no. Well, I applaud the student for wanting to try it without it, placement testing is not the time to try to be tough. Placement testing is where you need to -- you really need to make sure you're self-disclosed because it will cost you time and money and those two are both important. Time is important and money is important. Time meaning it'll take an extra semester if you get placed in the wrong class and money because you'll have to pay for that class. So, you don't want that. You -- so you want to self-disclose and you want to self-disclose early when you first apply or the first time you're asked to take placement tests, okay? Please, let me say that again, please. Yes, ma'am?

AUDIENCE MEMBER: What do you mean by self-disclose?

JEANNETTE CARTER: I mean, that at some point -- I can always talk about -- I know what the Penn College process is. At some point along the line you will be asked, do you have any -- do you need any kind of accommodations? Those are probably going to be the words that you will hear. Do you need any kind of accommodations? And then you answer yes, and then they will ask what kind of accommodations do you believe you need? And at that point you will kick in to a process. Each college has it's own process of what those are. For our placement testing at Penn College, that self-disclosure is -- for placement testing it's a much lower standard meaning that we respond to IEP's, to things that happened in high school, pretty straight forward, once it gets to any kind of accommodations within the classroom those require a much level -- a much higher level of documentation and I'll get to those in just a minute, okay? Okay. But there's kind of like that two level because until you're actually -- you're a student and in class, you don't really need -- want to make them -- you don't want to go through every, you know, you have to go through every part of the process because you're doing the intake. So, the first part again, anytime you're asked to self-disclose, I just would like to recommend you say you do, you just do.

There's a lot -- there's a great resource out here -- I'm going get to it in a minute, that gives you some hints on how to talk to even when you -- they self-disclose to professors and when you don't what you enrolled and all that, but I'll get to that in a minute. So, Pre-College Assessments, under this I have one specific -- I talked about it earlier. This is testing with accommodations. This is for your SAT's and the ACT's. And I'm thinking it's going to get there -- yeah, it's opening. Sure. Okay. You know, you're in -- we're in this instant world. We expect these websites to open up just like that. It's just not happening, so.

AUDIENCE MEMBER: You may have [inaudible]

JEANNETTE CARTER: It's showing it's going, but -- there we go. Basically, what you need to do is go out to the College Board -- but again this is a good way to find the right page on the College Board. And the College Board has a lot of resources available and a process in place to follow -- to get accommodations for your SAT and your ACT. That's all I know about it folks. So, don't ask me anything more or I'll get stumped again, okay? But to say that there are accommodations available and there are processes in place and your high school councilor should know how to help you do that and if not, show them this site and say, "Here, I know what it is. Help me -- help me through it." Okay? What I want to focus you on is this link called special circumstances. And this is where we have a lot of the, like -- so, I think you were asking about apprenticeships and all those kind of -- like some of the -- so, this is all the kind of unusual or not unusual but some special kinds of -- we didn't -- actually these were all the things we didn't know where to put. But to be honest with you, what -- this is the everything else kind of category. So, where do we put, like, for instance the getting into jobs that are non-traditional for your gender? So, that's under here. Talking about military -- if you're a student athlete, what do you need to know? But specifically there is some awesome resources out here for students with disabilities. And a couple I want to point you to in particular that I think you'll find helpful and if not -- so, first of all, I'd just like to say this page starts out with the encouragement of that students should be able to -- should be able to succeed in college with the proper guidance, with finding the right fit and working through that. Now, I know that not -- maybe not every student, but the vast majority of students should be able to do this, okay. I'll just say that. We've had a lot of success with students. So, I want to go through and kind of just do this. I don't know that you can see them -- I'm trying to figure out how I make this bigger again. I think -- no, it's not this one. I always get this -- oh, I know what it is. Let's see if I can make this chart big enough that maybe you can see it back there. This is the differences between high school, between the K to 12 System and college. So, first of all the first difference is the rule or the law that students are under is different. High school it's ID -- or K to 12, it's IDEA -- in college it's ADA in Section 504, the Rehabilitation Act and because it's different laws it changes what the rules are. So, it's not just the colleges are mean spirited and ugly and don't want to help, they have laws too just like high school, the K to 12 System has laws, all right? In -- at the high school level, the district is the one who provides evaluation and the K to 12 -- or at the high -- at the college level, it's the student who's responsible for submitting documentation. What you're going to see is -- basically the part of the difference here is child versus adult. There's something that happens -- I always joke about this. In the middle of June, student

walks across the stage, they flip their little things, say, "I graduated from high school." Ten weeks later they move into our dorm, it's -- by the way, ten weeks or less, sometimes it's less and suddenly they're an adult. Suddenly they are to be living by themselves, without a parent, making decisions on their own, getting up in the morning without anybody waking them up. Getting dressed in the morning, cooking their own food, doing their own laundry, I mean, be an adult. And by the way being responsible for themselves, educationally -- and by the way in those ten weeks, a bolt of lightning does not come down and hit them and say, "No, you're an adult." So, unless we prep kids for this, they crash and burn. And I'm not talking about students with disabilities, I'm talking about all kids. I'm talking about every kid who walks onto our campus. I swear that first week in August they will look like deer in a headlight, not knowing what the heck they're doing -- I know I'll see at least ten kids still in their pajama going to their 8:00 o'clock class -- at least they're going to their 8:00 o'clock class. And about the end of the third week, you're pretty sure they haven't figured out how to do laundry, they certainly haven't figured out how to shower. I'm telling you that, that adult thing we expected just to happen because we're adults, the parents are adults, we think they get it. It doesn't happen, we need to teach kids how to be adults. So, anyway, one of them on this case does have to do with documentation. So evaluation, the evaluation that you're to bring on the child's -- now this happens to be a -- it's interesting, a writer who was not from Penn College who did -- wrote this, pulled this off of the Penn College website because we lay this out pretty nicely so, it might vary for some schools. But the evaluations we use -- and you guys know what this is, I'm assuming, the WISC, and on the adult, we use the adult scale, the WAS -- and I think that you say that WAIS3 too, WAIS3, W-A-I-S-3, I'm sorry. And so different evaluations, district's responsible for implementing the IEP, we don't care about IEP's but we are because that's out of the IEDEA law. So we're -- it's the student's responsive for self-disclosure of disability and to request accommodations. I've said that before, I got to say it again. I'd actually recommend you have you -- you have your student, your child, you yourself, if you're the student, practice it. How do I say? Just like I start out today saying, "You guys, I got a hearing aide." So I say it all the time, tell people all the time. Some people hide them, I'm like, I don't care. Want to see them? They're just lovely. Okay. I don't care. But you have to figure out a way to be okay and to be able to talk about disclose -- disability and to be able to talk in a way that's positive and reckon -- don't see it is a negative, it's just the reality, reality is, I can't hear worth a crap. The reality is I wear glasses. The reality is those are things, you know, it is what it is. So, again, IEP -- no, if they're college level, no IEP, no individual plan now, you do end up with an educational plan that's jointly created between you and the services or -- a disability service office. But that's only after they've evaluated this -- they've reevaluated your psyche -- the psychological stuff to look -- too look at the documentation that you bring in. The district plus approve of plan at the high school level. Students are responsible to notify disability services, if there's any problems. Meaning that you go to a class, you were told you get extra time for teaching, for testing and you've got instructor says, "I don't care. In our world, you don't get any extra time. We don't care." Well, then you bring that back to the -- you are -- you're in charge of that, nobody's going to take -- nobody's going to look out for you but you, okay? Curriculum

can be altered in a fundamentally way in the K to 12, college, no. College is college. It is what it is. You can -- we can modify the way we deliver it. We can modify some of the way you test it. But the reality is, you know, if we're teaching to a fix breaks, there isn't -- the disability breaks and then none disability breaks, okay? There are breaks and -- or if you work in a healthcare, you're working in business, it doesn't really matter, you know, the -- again the curriculum is not altered. Parents actively involved -- now this parents, I want you to remember this. Well, you maybe -- oh, I don't have it out, but it -- you maybe actively involved because you've got them on your cell phone when they're in college which by the way we wish you would not. The students do not have -- parents only have access to what's going on to their student if the student tells the college they can. So, students you can get your parents out of the way if you want to, you didn't hear me say that. But we recommend you don't. "Oh, I see mom going," don't you dare. But, no, but it really is that -- it's up to -- as an adult, it's the adults decision of whether or not the parent has access. Even if the parents are paying for it a hundred percent, whatever, if there is --- that's FERPA and that's the FERPA but the student can waive it. Yes, ma'am.

AUDIENCE MEMBER: Well, I agree. I mean the parents are adults too. They can decide not to sign that wonderful promissory note too.

JEANNETTE CARTER: Exactly.

AUDIENCE MEMBER: My son graduated in college. Thank you very much. This was past May.

JEANNETTE CARTER: Oh, well, thank you very much.

AUDIENCE MEMBER: And we enjoyed [inaudible] a great deal. But, you know, there's adults on both sides of the equations -- the parents.

JEANNETTE CARTER: Yeah, exactly. Well, I agree with you there. I mean, I would say that -- and we have it -- we actually have kids that act like parents and parents that act like kids. I'll just say that too. We see both sides to that. But it really is -- I think that a lot of people think because I pay the bill that I should have access and that's between you and your child. And you need to work that out with your child and it's not between the college, because college has very specific processes in place that it makes -- and that's all colleges do whether -- which they will allow or not allow, they had to be able to talk about what's happening with your child. Now, obviously if your child is a, like, going into the hospital -- I mean, if for his medical things or something like that, I mean, that's different. If there are some emergency on campus obviously we can do some conversation with you then within the realm of [inaudible] but again it's -- yeah. It's -- it really is all about adults and once they could become a college student, they become under -- they fall under the Higher Education Act and that really -- so again -- yes, ma'am.

AUDIENCE MEMBER: I just want to add medically -- even medically, if something happen -- going on college campus. Luckily, the school was nice enough to talk to me but technically...

JEANNETTE CARTER: Technically.

AUDIENCE MEMBER: [inaudible]

JEANNETTE CARTER: Yeah. I mean, at -- it's just -- and you could imagine how much colleges sometimes still want to talk to the parent too. I mean, you sometimes get very frustrated because you -- you're trying everything to get that student to be successful. And I mean, when I talked about that first semester being critical and how hard it is. I mean, at the -- our college, we found -- and across the nation you'll see this, there's now courses similar to what we have called FYE which is First Year Experience. And basically, what we're doing is we're giving a student a credit to teach them about what college is all about which is the silliest, stupidest thing I've ever heard. But anyway, but -- I mean, it's like I feel -- why do we have to do this? Why do we have to teach a student how to study? How to do time management? How to be responsible? How to -- how to do a -- how to -- how to have a advising session with the faculty member that makes sense? Like for instance, one of the things -- for the students in the room, by the way, just a point for you. When you're in college, you should go see your instructor in their office hours but you also are in charge of that. Meaning that unlike if the teacher calls you in and they want to see you after school or they want to see and talk to you, you know, the teacher has an agenda. It's not the way it works in college. You really should go see your college instructor and you should have some questions for them because again, it has to do with the -- who's in control? You're supposed to be in control of your own destiny at this point and that's part of that becoming a graduate and making it is getting control. So, anyway, so much to know. There are links here to disability-friendly colleges in Pennsylvania. For some reason, Penn College isn't on this. I don't know why because we are a disability-friendly service, by the way. But the one I want you -- to show you is this website right here. If for no other reason I'm going to say you're going to find this website to be worth coming. This is going to be the one, not mine but this one is going to be the one. The state of Virginia built a Going to College website for student with disabilities and this is the link to it. So it's on the page that is special circumstances and it's at the very bottom of this page, it's called "Students with disability." Living college life with a disability. I didn't. So have any of you seen this before? Have you ever seen this? You have? So let me see if I can make it a little smaller now so that -- and we can see all of it. It has three basic parts. It has these -- it has a little bit about what I talked about, finding out who you are, where you fit, what your learning styles are, that's this My Place. But let me tell you why, really. I like this for a lot of reasons. Actually, I wish I'd have been in charge of this. I wish I'd have built this. I think it's awesome. I would like to say, "I built this website." That's -- and that's a compliment because I don't say that very often but I think this one's awesome. What I like is that in every -- on every page, they have a student with a disability in a video with a transcript talking about what it's like to have a disability and be on a -- on a campus. And so it's in the voice of students with disabilities, spoken from their perspective. So again, there's these three sections. The first section is a little bit about -- they call it My Place and it's all about getting to know who you are. Again, my learning style, knowing your strength, exploring your interests, accepting your disability, setting your goals and your advocacy plan. And so, I don't know -- I think I have volume. We'll see. Let's see if I have volume. We'll see if I can play this and get -- then have...

[VIDEO STARTS]

"My Place" is all about you. Consider this your haven. A safe place where you can explore who you are and who you want to become. There are no right or wrong answers. This module hits on key areas like figuring out how you learn best, which is extremely helpful in college. What your strengths, interests and career goals might be and learning how to speak up for yourself in a positive way. Most professionals recommend building a career around your strengths. First of all, you need to know what strengths you currently have. And you probably have more than you realize. If you believe your only strengths are in sports or a particular subject, you'd be surprised how this module will help you learn about strengths like character traits and qualities. Next, we need to figure out your interests. This module presents some ideas and activities to begin defining your career goals. What do you like to do? What things hold your attention? If you don't know what you want to be when you grow up, join the crowd. There are plenty of ways to help you decide. This module also looks at your disability. Colleges and businesses recruit students with different backgrounds and that certainly includes people with disabilities. Do you really understand what your disability is? How would you describe it to one of your friends or a teacher? This module will provide activities for you to get a better idea about what having a disability means, what your general rights are and how to feel comfortable talking about it with others. Remember, self-discovery is an ongoing process. And everything you learn about yourself now can contribute to your college success and the future.

[VIDEO ENDS]

JEANNETTE CARTER: He couldn't have said -- I couldn't have said it better. I think it's just great. So that's what this first -- down here are some links to -- or over here are some links to like the learning style piece and again, another video and some things about how to determine it. Again, it's not real in-depth. There's some teacher tools on the main page that you can use or -- again, I think they're average, I don't think they're like, wow, wow, wow, wow, you know, something you don't think -- but it's worth the, you know, parents, students, it's worth a couple of hours to go through this website and take a look at it and see what you can find of value that'll help you and it help -- so that's the first one, it's My Place. The next one, it's gets even better yet because it starts talking about campus life and getting to understand about what campus life is, faculty expectations because one of the differences, you know, college happens really fast meaning that a semester is a lot faster than a year, I know that sounds silly. It's one of the things that most blew me away was how fast college goes. Each semester just turns around. I can remember -- I can remember coming home my first year. There I did it, my -- Christmas and just kept saying, "Well, last year, this first year," and it's like, "No, no, no, it was just one semester." You go at such a fast rate at college that you just -- it's a pace that's different. It really is going to push you. Faculty have expectations of you and you have expectations of them and I'll tell you what, they're as quirky as they come. I'm just telling you. If you have five faculty members, you have five very distinct personalities. And some of them and they probably have less experience with students with disabilities than your high

school teachers had and they probably, perhaps, I won't say all of them, but some might not have as good a positive image about it. So it's your job to help change that image or else drop that class, that teacher and get another teacher. I'm telling you, I know that that's -- I know that when our disability people work with folks, they say, "You know, why don't you not take that English teacher, why don't instead you take that one?" Because again, and it's the same way and, you know, it's like people. Some people are better and some of it is getting to understand faculty and understanding what it is, how different they can be. Colleges are weird in one way, I think, we hire faculty because of their differences, sometimes within a department and so you get broad ranges of personalities and approaches. As opposed to -- so I would call them a dysfunctional group. They're like a dysfunctional family. It's like marrying people who hate each other. It's the same thing, they try to say, "I want somebody who has a different perspective on this philosophy, so I'll get somebody who's just not as or as much not like me as possible." Well, that's great for a student because then you can find somebody who maybe fits you better. So again, being an advocate for yourself and finding a good thing. You only had to share your disability -- I like this. When you go to this page of theirs about sharing your disability, they do have some -- they talk about, you know, what are the reasons why would you share it with somebody? Will your professors know that you're a student with a disability? By the way, not unless you tell them. It's not on your record anywhere. It doesn't get put out there on your records, so anybody can pull up -- it doesn't say disability, disability, disability. Don't say that. You've got to help share that. And then, the question is when would you or would you not tell a teacher? And that's something that as an adult student, you have to figure out when it's the right -- when do you tell a person you do or don't? Just like you do in the rest of your life. So this really talks about that and gives you some advice from some students who have experienced it. And then, finally, planning for college and this is some of what we talked about earlier and that's about choosing the college, applying, getting financial aid, taking standardized tests, maybe picking a college that doesn't require you to have an SAT or an ACT if you happen to have some test issues. You know, your high school to-do list, they basically have the same thing like we have across the top with a timeline, what you had to be doing in each year, it's the same kind of things. Again, this is a great website. Again, let me say it again. This is a great website. If you do nothing else after this, go home, go -- our page on -- under special circumstances, students with disabilities, at the very bottom of the page, the last link goes to this website. And like I said I really think that it has -- I didn't find anything objectionable or wrong which is saying something. What I don't know, I don't think you can actually build your own portfolio on this because I think you have to say -- because I tried to see if I could do it and I think what you have to do is you have to say what school district you're in in Virginia. So, unless you want to act like you're in Virginia, you can't -- I don't think you can build your own portfolio here. But this is a great website and one that I would recommend you take your little time and look at. That's at living college life with a disability. So, how am I doing here? So, I want to cut -- oops. Let me get this smaller again. I'm only just kind of -- one more -- so one more thing, so let's say you do take the SATs and you have low exam scores. It's not the end of the world. Let me just say that. It's not the end of the world. I

think there are some students who think that it's everything. It's not the end of the world. There are a lot of other things that you can talk about and so this page gives some ideas about what you do if you do end up with a low SAT or ACT score and you want to go to some kind of a school that had -- that requires them, it gives you some strategies and some ideas and I'm going to let you read it yourself. And then, also if you think that somehow they're discriminating against you, it does tell you how you -- how you respond to that. A couple of you who are at career and technical, I just want to point out for you that if -- especially, when you're a teacher or counselor and you're working in career and technical school, this happens to be the website that has the best source of the paperwork to get program of study paperwork ready for your students. And so, I'm going to really just quickly say that and if anybody who's a CTE counselor wants to follow up with me on that, I'll be happy to stick around and show you. Because it's really something that only the counselor or career and technical director can use. It's really not something that parents can use, period. Under -- I'm going to skip the application process, it pretty much just gives you some ideas about how to write letters of recommendation and how -- some ideas about the essay and some basic things about entrance exams. I say that -- yeah. Let me see if I have anything in particular here on -- I do not. I didn't -- I was going to see if I had anything particular about disabilities, I do not see anything here. So that's something I'm going to look for and see if I can add that here somewhere. I'll only show -- I'll probably steal from that from Virginia so I -- because I know the state had a financial aid section. Hey, wait a minute, that's -- isn't that the biggest form of flattery? Deciding and taking the next step. So, this is -- I'm going to talk about this for just a second. What I really want to talk about on this is placement testing. So, we talk -- we spend a lot of time in -- and when we talk about getting ready for college, talking about SATs and ACT tests but there was never -- nobody talks about placement testing and what those are. So I want to talk about them for a minute because, well, the ACT, SAT for a really high performing students might allow a student to jump over a class. They typically don't cost you any money, meaning that they're not going to have a negative consequences of time and money for you but placement testing will. So let me talk about placement testing. So, again, I'm going to use the Penn College example, it was the -- a good example so I think. We get students of all kinds at our college. We have some students come in, believe it or not, who have placement test cannot read above the fourth grade level. And we have others who come in who, you know, can read a grade level, whatever the highest grade level is out there, okay? We have that whole library of grade levels there. But math, it's even greater. We have students who cannot do arithmetic who come in a placement test and we have students who come in and can do finite -- a finite math which is a couple of steps above calculus. So we have students in all this range and so we do something called a placement test to figure out where this kid is so that they end up where they ought to be. So, for instance, if they're down not being able to do arithmetic, we call the -- and especially if they can't do arithmetic with what we call a low score, then we don't let them into college yet, we have a special program for them. And they have to do some special things before they're allowed to get into the college. Some -- we have some special remediations for them. But for most students who, let's say, placement tested or placed in a level two or -

- which means that they really are not -- they can't do any algebra, they can do arithmetic but they can't do algebra, to a placement four which means they can do Algebra 1 but they can't do Algebra 2. These students end up often in Developmental Mathematics. Now, Developmental Mathematics are important to understand because Developmental Mathematics basically means high school mathematics. Meaning is that they've placement tested back into math that's equal to high school. And colleges do not count those credits towards graduation. They count -- they count in on your bill, meaning you pay for them. If you have too many of them, meaning, you're developmental in math and reading and English and that's maybe nine credits, you might not be able to get any financial aid because they have financial aid implications because financial aid won't pay for lots of developmental, they'll pay for a little but not a lot, okay? So placement testing is what determines whether or not you're considered developmental or not. Now, developmental, I believe that most students, if they would take their placement testing just a little more seriously, would do much better because they don't get it. They get this -- they get this letter from the college, it says, "Come on January 3rd and take your placement test and also we'll -- you'll get -- you'll also -- you will get your first shot at your -- it will show you what your majors are going to be or show you what your class schedule might look like and blah, blah, blah. We're going to give you a tour of the campus and blah, blah, blah but you have to come for a placement testing." Or maybe you're allowed to do it from your own homes. Some school -- colleges allow you to do it from your own home or go to your -- anyway, there's all kind of ways it gets done. And you think, "Okay, fine. Okay." Don't take an extra -- don't get -- make sure you get extra night's sleep, you don't do anything, you don't pick up an old Algebra 1 book, you don't go into your Algebra 1 teacher and say, "Let me try," you don't go out on the web and go through maybe one of those Khan Academy reviews. Penn College has a sample placement test out there in math you can go out and do to see how you -- how good your skills are, how good they still are, whether or not you need to -- he actually tells you what you need to brush up on, but most people don't do that. They just come. They take the test. And then, they're surprised when they're not -- when they're not ready. And so, I guess if I could do one thing, I would say when that student gets that letter, they need to go up to somebody at their school, whether it's a counselor or a tutor or your math teacher or your -- I -- really, math. Let me say it again, math, math, math, math, math and say, "Hey, I'm going to take a placement test, could you recommend some things that I ought to practice up on?" And then take some time in practice. People take whole courses on prepping for SATs, practicing for SATs, nobody ever takes a course to practice for their -- for their placement test. Again, let me just -- I got to say it again, pay attention to it, pay attention to it. Recommend that your students, your own -- your own children, your friends, prep for it, please. You'll save yourself time and money. And I, again, I just can't say enough, and again, Penn College is -- if you were to go out on ours and go out, it's actually on our Math Department's website, the Math 1 is under the Math Department website. If you go out and do that one, it's pretty much the same placement test prep for any college. It's, you know, it's not -- we don't -- math isn't different at Penn College as oppose to Luzerne or Johnson College or HACC or, you know, math is math, you guys. So, anyway. And finally, I like to just talk about this last link. We'll go right to

here. So I had our dean, who is in charge of our first year experience, help me write this page because actually, my high school counselor, who had to do with most of this work, had no clue really what we needed to be saying about what students need to have. So, he really -- I had Eugene help me write this stuff about, you know, getting to know your college on Facebook. I will say this to you, let's say, you know you're going to college, let's say, you know you're coming to Penn State in the fall. Between now and fall, you should know their website better than anything else in this world because once you get here, you're never going to look at it again. Well, you might but you should have looked up, you should know how to get tutoring, what extra supports are available for you. You should know how -- if you wanted to join a student club, how you would do that. You should go out and become an expert on the school you're about to go to because number one, you'll be able to make friends by helping them. Number two, you're going to feel more attached to the institution. We know that students who feel attached to a college stay longer. That sounds funny, doesn't it? What do you mean stay attached? If I could do one thing, it would be I'd never let a student have a car, at least not until their January of their first year. And I'd never let them go home for that first semester because a student who connects to the institution, makes some friends, feels -- makes it feel like home are -- is more likely to finish and graduate. It doesn't seem like that's that hard of a concept but it's a hard thing. I don't know if you've ever moved. I remember when I moved to Waynesburg a long time ago but I moved to Waynesburg. At the seven-month period, if I had not bought a house, I had to have been gone because I was at that point where I hadn't made enough new friends, I was missing home. It's the same thing as college, you know, after about that fourth week, it's like you're -- believe it or not, these big, burly, tough guys are missing mom. And you know, they'll never admit it but they are missing mom and dad, they are missing their life, they're missing their friends. If they still keep all their friends at home and don't make friends at college, they'll be home end of the first semester and they won't be back. They'll be -- they'll be there. The same way that first semester so many times because kids get -- they get so homesick. They want -- then they haven't made friends yet, they -- they'll really search out parties. First semester at college is not about parties. You know, I always joke about this. So, Penn College has no -- we have -- we have no drugs, we have no -- we have no alcohol and nobody has ever had sex on our campus.

AUDIENCE MEMBER: Uh-huh.

JEANNETTE CARTER: Uh-huh. Yeah. Exactly. Nobody believes that. Okay. So, all of those things push kids and now, again, no parent. And I, you know, I'm just being honest, folks. I'm just saying what my college recruiter won't say. And that's that college is like moving into a community, like any community where there's good forces and bad forces and there's things that'll help you stay and help you not. And you got to figure out how -- you got to come back and talk about it and think about how to make connections that are going to be positive. How to make good choices and how to think about it. And also, you need to come in with some skills, know how to cook a meal, know how to shop for food, know how to do your laundry, know how to wake up and be ready on time without an adult waking you up, be able to create a to-do week, create and plan a to-do -- a to-do list for the week and stick to it. And

manage money including the pitfalls of credit cards. Got to happen. Students are going to stay. You know, it's amazing to me, so many students do come and stay and make it, I'll just say that but more could. And I have faith that every student in this room who wants to go to college, if they take a little time and you work on who you are and find a college that fits you and go in prepared with a focus and a plan, there's no reason why you won't be successful. Ask for help, seek out help, come in with a plan and then work hard at it because colleges want you there. They want you to succeed but they need your help in helping you because they don't know you, they're not like your first grade teacher who knew you like they were, you know, they're really not. They're going to see you, if you're in a three-semester -- a three-credit class, they're going to see for 48 hours. That's it. How much they're going to get to know you unless you yourself make your self known. Go to office hours, talk to your faculty, talk -- make some friends, make some friends who maybe aren't partying every night. Make some -- and make -- and make some connections to the -- join a club. I really recommend joining a club. Do something besides study but work on staying there because again, getting there is tough but staying is harder. And well, the course work is hard, the social stuff is just as hard, I think so. Anyway, that's -- I would ask, any final question from anybody? Well, I would like to say you've been a great audience, you've reminded me how little I know about students with disabilities and how much I need to learn but that's okay. And you're [inaudible] your smile and I think it's great, though. And I hope that you found some things useful on this website and if not, the Virginia one. And that every one of you who want to go to college finds a pathway there. So thank you very much.