



## *Topical Audio Teleconference Transcript*

# Post Secondary Involvement and the Inclusion of All Youth in School to Work Systems

*presented by*

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**Nick Waldoch:** Welcome everybody. I'm Nick Waldoch with the National Transition Alliance. The call today is on Post-secondary Involvement and the Inclusion of All Youth in School-to-Work Systems, a pertinent issue to many school-to-work directors.

We have three panelists today from Minnesota. Two of our panelists are with the Minnesota State College and University System—Jan Wilson, the School-to-Work Program Director and Lloyd Petrie, the Federal Programs Director. Dennis Schroeder, our third panelist, is the Tech Prep School-to-Work Coordinator at Ridgewater College, a community and technical college.

To structure this call, we've identified four questions for each of the panelists to address, after which we will open the floor for you to ask questions or make comments. The questions to be addressed are these:

- 1. How are post-secondary educational agencies involved in school-to-work systems for all youth, including youth with disabilities in your state?*
- 2. What role does the local, regional, or post-secondary educational institute play in the implementation of your local, regional, or state school-to-work system?*
- 3. What recommendations would you make to a state, region, or local to ensure all youth are served within their school-to-work system?*
- 4. Would you share something your system has done that has been very successful in including all youth in your school-to-work system?*

We'll begin with Jan Wilson.

**Jan Wilson:** Good afternoon. I'm with the Minnesota State Colleges and Universities (MNSCU), working with Tech Prep. I'm also a liaison with other agencies for School-to-Work.

*How are post-secondary educational agencies involved in school-to-work systems for all youth, including youth with disabilities in your state?* What Minnesota has done is really an interagency effort with the Department of Economic Security, the Department of Children, Families and Learning (CFL) – our K-12 institution – and MNSCU. And they have worked from the very beginning in getting the school-to-work effort demonstrated for Minnesota. We have 42 school-to-work partnerships in Minnesota in six regions. There are post-secondary representatives on all 42 partnerships. Mary Jacquart, our supervisor, is instrumental in the statewide system interagency team pursuits of school-to-work. I represent MNSCU on the operational basis, working with partnerships, providing assistance to the state technical assistant coordinators that are in the six regions of Minnesota. So, it's truly a joint effort and quite organized. I wish I could show you some visuals to be more succinct about that.

*What role does the local, regional, or post-secondary educational institute play in the implementation of your local, regional, or state school-to-work system?* At the local level, the post-secondary educational institutions are a prescribed

and necessary part of the partnership in order to create the seamless system of K-lifelong learning. The post-secondary is involved in the partnerships, as well as implementation of the K-16 educational process. We're just at the very beginning of this, but Tech Prep has certainly set the stage for the articulation of the lifelong learning process in each region. Each region is also very specific about their needs on how they are going to unfold their plans so that it's really bubbling from the partnerships. MNSCU and the other agencies are at the top level, but what is percolating is from the partnerships. The state agencies are there for resources and support, but the partnerships have been very much empowered in the six regions. And that's where the action is happening, with each region's implementation plan.

*What recommendations would you make to a state, region, or local to ensure all youth are served within their school-to-work system? As far as all means all, Minnesota School-to-Work has nine system indicators and nine learner indicators, and one indicator stresses all does mean all. There are strategies involved with how all learners are going to be brought into the school-to-work system (see attached *School-to-Work Performance Indicators in Making Connections: School-to-Work Resource Guide produced by the Minnesota School-to-Work Initiative*).*

As far as recommendations to a state, regional, or local to ensure all youth are served within their school-to-work systems, we actually – with some additional moneys – have somebody who is shepherding all means all, working on strategies with each partnership that addresses all learners.

*Would you share something your system has done that has been very successful in including all youth in your school-to-work system?* Students are included in the partnerships of experiences and testimonials that can be shared by contacting the Minnesota School-to-Work Initiative at (612) 296-3361 or online at <http://children.state.mn.us/stw/index.htm>.

**Nick Waldoch:** Okay, thank you Jan. Next we'll

hear from Lloyd.

**Lloyd Petrie:** Great. I am glad to be a part of the National Transition Alliance here and have this opportunity to speak a little bit. I'm the Carl Perkins Coordinator for the State of Minnesota, and as such, have responsibility for the state plan for the Carl Perkins Vocational and Applied Technology Education Act in Minnesota. That includes all two-year, public, post-secondary, vocational and consolidated colleges throughout the State of Minnesota. That means that we have, in this bundle of colleges, twenty-three colleges. So, I have some influence by working with the Perkins money, doing the State plan, doing the accountability report, and managing and directing those resources out to the colleges to make sure that there is, indeed, a tie-in to the School-to-Work Initiative.

What I would like to indicate at this time is that we have made a concerted effort from MNSCU to align the vocational education services throughout our colleges to most all of the educational reform initiatives that we have going here in Minnesota. This would include – and these are the ones that are addressed in the Perkins local application – the workforce centers, welfare reform, community-based organizations, high school graduation standards, and school-to-work. So, the twenty-three post-secondary colleges that receives funds indicate how they will tie in to their school-to-work system at the local level. As you probably know, in Minnesota we have three core elements of school-to-work: school-based learning, work-based learning, and connecting activities. It was my understanding that most states do not have the connecting activities, but we do. Has that been explained, Nick?

**Nick Waldoch:** Well, it hasn't been explained in detail, but the federal regulation says that all states are required to have all three.

**Lloyd Petrie:** All states are supposed to have all three.

**Nick Waldoch:** It's assumed that at some stage

of the game, everyone will have all three.

**Lloyd Petrie:** Okay. Having said that, then every college submits a local application that will tie school-to-work, along with those educational reform initiatives, to their Perkins' activities, and tie it into their local goals and objectives and their implementation plan to make sure that they carry out the plans that they developed through their partnerships that Jan has just talked about.

I could get more detailed and more specific with individual colleges, but I think I will yield at this time to Dennis from Ridgewater, to perhaps talk about what might be happening at one of the local levels. And also, he is from one of the colleges that's receiving funds from the Perkins.

**Jan Wilson:** And Dennis is also the Tech Prep Coordinator for that consortia.

**Nick Waldoch:** Dennis, we'll turn it over to you to give us your perceptions from a local agency, as far as what is going on, what you're doing, and some of your successes.

**Dennis Schroeder:** Well, first of all, hello from God's country. First, let me give you some background information. The Mid-Minnesota School-to-Careers Consortium was formed last fall and is not yet officially implementing a lot of the school-to-work system. We just completed a strategic plan, which by the way was approved on Friday finally with our site visitation team for implementation. The consortium Partners Committee consists of forty individuals representing business and industry, education, government, labor, parents and students. This committee developed a strategic plan for implementing the school-to-work system in our consortium of eighteen communities. There are nine public schools, one private high school, and a number of parochial elementary schools in the consortium. A representative from Ridgewater College, our local community and technical college, and also a representative from St. Cloud State University are both members of the Partners Committee.

I, personally, have been employed at Ridgewater College for the past thirty-one years. And at present, I am a part-time instructor and I'm also director of the Mid-Minnesota Tech Prep consortium, which has become a part of the school-to-careers consortium. This new consortium has hired me as its director, and Ridgewater College provides office space with a computer and access to a copier, printer, and other office equipment, as well as a school vehicle if I need to attend any meetings. In addition, they provide all the supplies and all the postage and clerical assistance for the School-to-Work Consortium, which is the in-kind part that the college provides toward the consortium activities. The college also contributes to part of my salary as the director. President Mary Retterer is very supportive of the school-to-work initiative and encourages cooperation between the college and the local schools.

To get into a little more detail, the school-to-careers consortium strategic plan for implementation is designed around nine performance indicators, as Jan had mentioned to you. And I would just like to give you a couple of examples of how Ridgewater College is involved with secondary educators, through the Tech Prep activities and three of the performance indicators.

First of all, I'd like to talk a little bit about the career awareness and exploration performance indicator. Most of the secondary schools have a career investigation course that they've developed this last year. Now, in either the eighth, ninth, or tenth grade, students enroll in a course with a two-week unit called Business Exploration. A number of business and industries in our local communities and Ridgewater College have agreed to be sites for this exploration. The students select and research the site. The instructor prepares the student for the exploration. The student visits the site and prepares a written and oral presentation to the rest of the class. This is inter-community. In other words, each student doesn't only select a

business from his own community, but he might select a position in one of the other seventeen communities. Student and site responses to the activity have been very valuable.

Also, the college has a Shadow Day. The high school transports eleventh and twelfth grade students to the college where the student attends an introductory session about the college and hears a speaker on the topic of Jobs of the Future, for example. Then the department that the student has chosen to visit provides a short presentation about a particular career pathway. The student is then paired with a college student for the remainder of the day.

The second performance indicator I would like to talk about is articulation. That is one where the college and the consortium schools have met to articulate various courses each offers. The college instructor and the secondary instructors compare course content for similarity. An agreement is reached which identifies the college course, along with its content and includes an assessment method. The secondary instructor issues an advanced placement certificate, which the student brings to the college upon enrollment. The college records the achieved course content on the student's academic record at no charge. At present, Ridgewater College is working with other technical colleges, St. Cloud State University, and other Minnesota universities, for the objective of acceptance of these technical courses if the student transfers from Ridgewater.

Third, I'd like to just visit about work-based learning. And I think this is the one that we have had the most excitement about and the least number of students involved. But it's in the beginning stage. The consortium schools in collaboration with Ridgewater College has developed what we call our Five-Star Award Apprenticeship Program. Because there is no concentrated industry in this rural area, the program was designed for multiple businesses and industry jobs. For example, one company many

have a chemistry technician apprenticeship position. A second may have an office administration position. Another may have a machine tool position. The company offering the apprenticeship conducts a job task analysis, with the help of the local Minnesota Workforce Center. And then the Minnesota Department of Labor apprenticeship coordinator oversees the results with the objective of registering the 2,000 hour apprenticeship. Ridgewater has developed a mentorship training program for the company mentor.

After interviewing with the company, the selected student apprentice selected by the company follows an educational plan designed by the local high school apprenticeship coordinator. This plan may include supportive courses at the secondary school and/or Ridgewater College. And the student receives the \$1,000 stipend award from the company that he/she can use for educational purposes. This apprenticeship program has been implemented in three of the nine districts and has been very well accepted.

Those are just some of the activities that are exemplary of what our comprehensive college has been involved in with the area high schools.

**Nick Waldoch:** Thank you Dennis. When you were setting this up, did you run into any hurdles that you'd like to share with other folks to possibly lower the hurdles for them?

**Dennis Schroeder:** I think the hurdle is time. We've been working with the Tech Prep process. All of these things are a result of that, they're not really school-to-work yet but they're going to be moved into the school-to-work plan. And I think it's the fact that time is money and money is time and that, generally, in order to fit in anything different from what's been done you need to give time for the seed to be planted, to be fertilized, to grow, and to get people to buy into the system that we really need to be doing something different for people and that we need to be serving all of our students and not just academia or not just vocational or not just

special needs, but that it is all education. We need to make everything available to everybody, because individuals are different and their needs are different.

So, I think time and patience are probably the things that are the most important.

**Nick Waldoch:** That's a very important item to bring up because one of the things I think we all see when we're working in any sort of a collaborative effort is that most people want to see it done yesterday. They don't want to wait until next year. Designing properly so that the system benefits all learners is what we're working for.

**Dennis Schroeder:** I agree. I think if your plan is designed so that it is accessible to everyone, you don't have to worry about whether or not all learners' services or needs are being met. But I think as we work with each individual, then as an instructor, as an advisor, as a counselor, as a parent or as a business person, the groundwork is laid to meet the needs of people. It's just where do they fit in.

**Nick Waldoch:** Dennis, do you have anymore, at this point, that you want to talk about?

**Dennis Schroeder:** As far as the recommendations for state, region, and local – to ensure all youth gain access to school-to-work, in our plan there is a separate indicator as Jan mentioned for ensuring that all youth are served. I would just like to present the three strategies, which we are just in the process of starting. Basically, what we are going to start doing is identifying all potential partnership learning centers and partnership opportunities in the consortium region. An example of what I mean by that is if you have a neighborhood music teacher, how is she involved to identify what she does with her students and whether or not what they're learning is identified on some kind of a portfolio. So, that's just one example of what we mean by partnership learning centers or partnership opportunities for learning.

The second strategy is we're looking at developing a communication piece or pieces to make the

community aware of school-to-work or of educational reform, is what I'd like to call it.

And the third thing is that we are going to try and ensure that the local community's school-to-career implementation committee, that's the local committee, is of similar makeup to the Partnership Committee on the regional level. For those of you that are not familiar with Minnesota, we have a requirement that the Partnership Committee consist of fifty-one percent business people and the rest of the makeup can be government agencies, labor, students, parents, and educators. We're also encouraging that each district have their own school-to-careers implementation committee patterned after the regional one. And then they would develop their strategies, which would then also have in mind that as they are working that all youth are included in the school-to-work system.

**Nick Waldoch:** Thank you. Dennis I think you talked already about some of the successes. Do you have more successes to talk about?

**Dennis Schroeder:** I have one more thing I'd like to share that I think really has been a success this last year. We really have been slow in making successes, and I think this last year things really have started turning around and people are starting to see how it all fits together and are starting to do some things. And, again, back to the performance indicators, they have to fit somewhere in the plan. With the career awareness and exploration indicator, the consortium during the last nine months have developed their career pathways. I think this is really interesting for addressing the needs of all students, because a student, whether he or she is out of school, in school, pre-school or whatever, can take a look at this process and see what their interest might be at that particular instance. I call it a snapshot of that particular day.

Basically, the consortium put together a brochure that has identified six pathways, which have been adopted by the Minnesota Career Information System, which will be putting out their new junior

high version in the fall. And those pathways are: Arts and communication, agricultural and natural resources, business management, engineering manufacturing technology, health services, and human services. We've identified jobs in each of the pathways—those that fit into a category of requiring a high school diploma, those that fit into a category of requiring a two-year degree, and those that require more than a two-year degree. Each district will identify the course requirements for grades nine through twelve and then the electives for grades nine through twelve in each one of these pathways. It's hard to show without a handout for it, like Jan said before, too, but basically it will be a tool that the student can look at and say this is where I am, this is what I'm interested in, and this is what I should take in preparation for one of the particular pathways.

Then the next thing we're planning is to put together a videotape that will introduce this pathway concept and the particular process both for parents and students. Then we're looking at tying this all together to their life work plan, which we're already getting parents ready for by using the American College Testing Program's (ACT) *Realizing Your Dream*, and Minnesota's latest product called *Many Doors to Opportunities*.

**Jan Wilson:** *Many Doors to Opportunities* is available for purchase from the Minnesota Department of Children, Families and Learning at Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota 55101, (612)296-6104.

**Dennis Schroeder:** Sure. It's not very expensive, either. But these lifework development tools, then, I think are all going to be presented in a workshop setting and help people make lifework decisions because it's not something that you're born with. You have to be taught how to do this, especially parents or guardians, for young people to help them. So, that is probably our strength in our consortium right now.

**Nick Waldoch:** One of the things I hear is that

in your consortium, the post-secondary agencies are actively involved in the K-12 systems in designing a much longer plan than the traditional high school.

**Dennis Schroeder:** Oh, yeah. We're kind of thinking from birth to death. That's the process that we're kind of looking at.

**Nick Waldoch:** And everyone involved in all of those levels are involved in the planning.

**Dennis Schroeder:** We also have our continuing education, or our adult education people are also involved on the partnership committee.

**Nick Waldoch:** Okay. Good. Either Jan or Lloyd, do you have any other comments at this point?

**Jan Wilson:** Our chancellor at the state system for Minnesota State Colleges and Universities has targeted initiatives. One of the targeted initiatives is to forge ahead with our K-16 partnerships to make them more seamless. We're addressing policies and other barriers that right now prevent some of the seamlessness to occur. There is support from the system office to make sure that these partnerships are working in Minnesota. Systemic change in K-16 will be the outcome. Supplemental budgets will help enhance the seamless opportunities for all learners.

**Dennis Schroeder:** If I may add to what Jan just said, many of the technical colleges and consolidated comprehensive colleges and the community colleges of Southern Minnesota were very concerned that with the one performance indicator of articulation, much of the articulation was going on between, for example, Ridgewater and our nine districts or ten districts. Then when the student received some kind of certificate from Ridgewater and the high school partnership, it didn't really go anywhere else if the student didn't come to Ridgewater. So, we've formed a Southern Minnesota regional partnership to start with, where the ten districts or ten colleges have gotten together with their high schools and they have begun articulating their courses with their high schools, but the

certificate will be transferable and accepted between and among all of the colleges in Southern Minnesota. We're hoping that eventually this will be an exemplary project that will be carried out through the rest of Minnesota so that we can have this seamless system of students moving from pre-school to elementary to secondary to post-secondary to higher education.

**Jan Wilson:** Just to go a bit further with that, we talked about tech prep and school-to-work. In Minnesota, we are now co-mingling those activities. So, tech prep activities are aligning with the school-to-work and need to go hand-in-hand. The regional partnerships are being encouraged to align the school-to-work and tech prep resources for the common goal of system change, articulation, and regionalization of activities for learners.

**Nick Waldoch:** That sounds good. Lloyd, did you have anything to add or should we open it up to questions?

**Lloyd Petrie:** Go ahead and open it up, Nick.

**Nick Waldoch:** At this point, we'd like to invite any of the listeners to come forward with any questions or comments you've got on any of the questions that we initially asked or any clarification that you would have of either Jan or Lloyd or Dennis.

**Participant:** This is Lavonne Shoals, and I am on the governing board as a business representative on the St. Paul-Roseville Minnesota School-to-Work. I have a question for Dennis. He was explaining apprenticeship and an internship, where they put in a thousand hours and then the student received a stipend. What kind of training did you go through for the businesses so they could adapt to those apprenticeship internships?

**Dennis Schroeder:** We have a mentorship training program. Basically, the mentor sits down with a representative from the college and goes through this packet that just gives them some background information on what their responsibilities are with serving as a mentor for the apprentice.

**Participant (Lavonne Shoals – Minnesota):** Okay. We've done something on our local level in conjunction with the Hubert Humphrey Job Corps. Actually, Hubert Humphrey has developed their requirements so that if a student were to do an internship, then we would meet. So, it sounds kind of similar to that. So, great. That's all I had.

**Nick Waldoch:** Any more questions?

**Participant:** Yes. We would like to ask a question. We've been listening now forty-five minutes to this and have not heard even a mention of any kind of program or effort dealing with students with disabilities. To say all means all is fine, but we need some good concrete success stories and examples of how all means all is being implemented in the programs which you were describing, which sound as though in most instances they are over and beyond and above the level of capability of many of our special needs students. We were wondering how the special needs students are being addressed in this situation., particularly if they are not even getting regular diplomas.

**Dennis Schroeder:** Well, I can just talk a little bit about the career pathways process we have. The reason we have identified jobs in three different categories, like jobs you can get with a high school diploma or less, that's the area that we take a look at on how we can counsel or work with students on an advising situation of courses they may want to take in order to be successful in high school for that particular pathway. And that's just one area that we're looking at. I guess my thought is that I don't think "All means all" means any specific group. I think what we need to do is plan what it takes for a learner to be prepared to be a worker. And then as you work with an individual student where they're at, you'll have to see where he/she fits into all of the programs, processes, learning situations that are going on to help work with that individual student. If you're going to have special programs for people, then you're just starting up another program and then it isn't all-inclusive, as I see it anyway.

**Jan Wilson:** I believe there is also a Web site that you can access to get some additional strategies. It's the All Means All School-to-Work Project at <http://www.ici.coled.umn.edu/all>.

**Participant** (Anonymous – Florida): Can we ask a follow-up question? To what extent is the vocational rehabilitation department and its contingent agencies involved in your partnerships?

**Nick Waldoch:** In Minnesota, the Department of Economic Security is the agency that funds what is traditionally known as welfare, but it also has the operation of the Vocational Rehabilitation Services. And they are one of the three key agencies involved in the school-to-work team in the State of Minnesota.

**Lloyd Petrie:** That is correct, yes.

**Participant** (Lavonne Shoals – Minnesota): I guess I have a follow-up question regarding learners with disabilities. I'm wondering, to participate in school-to-work, and I am coming from the business side, so I have been recruited and I am involved. But I see a lot of other agencies coming forward and participating. Would one way then be to get the agencies that are involved with learners with disabilities, get them more involved? Because shouldn't they come up with what they would like to see and try to put that into the implementation plan? Or am I off-base?

**Participant** (Anonymous – Florida): No. I think that's exactly what we would like to see. We just didn't hear evidence of that in any of the presentation.

**Participant** (Lavonne Shoals – Minnesota): Yeah. And I'm curious if anybody has done anything to pull those people in the other agencies. Not saying they don't want to, but I think, as somebody said earlier, time is money. How do we try to pull these people in?

**Dennis Schroeder:** I think that's something – at least speaking from our consortium – we are looking forward to. We have a committee that's called Resources Committee. Part of their responsi-

bility is to take a look at all the contributors to education, whether it be financial or any type of method of contributing. And we would like to pull these people together so we could look at how we could better use funds and so forth and how we can better make education available to people through this particular committee.

**Nick Waldoch:** Lavonne, I think if you have got some concerns about that, if you call our office, I can put you in touch with some folks in the Twin Cities area that are involved in addressing employability skills for all. Those companies have been involved in the St. Paul Tech Prep Consortium for some time.

**Participant** (Lavonne Shoals – Minnesota): Okay. I know we want to develop subcommittees, and have the governing board facilitate those subcommittees. Our initial plan, when we had several things in the bud, was to have subcommittees for each indicator. We thought that would be one place to get things rolling, because it just kind of makes sense because there is going to be a variety of people having an interest in — you know, they may look at the whole program and go, oh, my gosh, how can I do all this. So, our plan identifies developing subcommittees and we know that there will be an overlap, but we thought that might be the best utilization of resources.

**Nick Waldoch:** We'll give Dennis, Jan, and Lloyd an opportunity to provide summary or concluding comments.

**Jan Wilson:** Just to mention one other project that Minnesota is involved with to show that the post-secondary is actively engaged in this school-to-work initiative. We're creating a video that will crosswalk the school-to-work performance indicators to actual contextual experiences in the learning environment in post-secondary institutions that demonstrate actual school-to-work experiences.

**Lloyd Petrie:** This is Lloyd speaking again. I have a closing comment. I think it is most advantageous to give a clearer picture to our customer out

there, whether the customer be teachers, administrators, business people, parents, or learners themselves. We need to tie state initiatives together as much as possible, which we really believe is the only way we'll shine some light on systemic change and drive home some bottom line accountability is to tie programs like Carl Perkins into school-to-work and the welfare reform initiatives that we're doing, the graduation standards that we have been talking about and have finally passed here in the state of Minnesota, and so on and so forth.

The role that I have had to play is to make sure that the money that we received from Carl Perkins, the state plan that we submit to the federal government, and the expectations and the bridges that we can help the locals build will all tie this together and give a clearer picture as to the direction that we're headed. Because it is very confusing at times with different terminology, different expectations, so on and so forth. Those are battles that we've been fighting for many, many years. And it is, again, the reason I want to stay involved and stay in tune with the school-to-work initiatives.

**Dennis Schroeder:** I just wanted to add a couple of things. Number one, one of the performance indicators is contextual learning or hands-on learning process. And from the post-secondary point of view, I have been just really excited about watching what's been happening this last year because I also serve as the Coordinator for the Center for Teaching and Learning for the Ridgewater College Hutchinson campus. The Center is a subdivision of MNSCU for providing staff development for local post-secondary instructors at the community colleges, technical colleges, and state universities in Minnesota. The Center is getting a five-year grant from the Bush Foundation for helping teachers at the post-secondary level, take a look at how they're delivering their education, and looking at how they can deliver it more on a contextual basis. And this will fall right hand-in-hand with the high school graduation standards with

authentic assessment and so forth. And here at Ridgewater specifically, we have had the high school graduation standards technician at the college visiting with our staff a number of times because we are very concerned with students coming over as post-secondary option students during their junior or senior year and being able to select courses that will meet high standards of the graduation rule, all again based on authentic assessment and contextual learning.

So, I think the seamless education is going to happen whether we plan for it or not. It's just because of conversations that are going on, between and among the levels of education in Minnesota.

**Nick Waldoch:** We've just got a couple of minutes left. And I'd like to thank, number one, the panel for sharing with us your experiences, knowledge, and expertise in the field of school-to-work. And I know two of the people here have worked a long time in the state of Minnesota with youth with disabilities and programs benefiting all learners. I'd also like to thank all of the callers who asked questions and who just sat silently listening and taking notes. I know these things are of benefit to all.

The June teleconference is going to be a discussion of the rights of youth and adults with disability and the availability of accessing and participating in school-to-work systems. That will be hosted by Mary Mack of our office. And mailings will be coming out, they'll go to the school-to-work directors in every state. If you are interested and have not as of yet been on the mailing list, those folks can put you on this mailing list. You should get a hold of them. Just to clarify, all of the documents that were mentioned, we, the National Transition Alliance, will try to get a hold of, and we'll make them available to any listener who wants them through our office. And our office is at the University of Minnesota. Our general E-mail address is [ntn@mail.ici.coled.umn.edu](mailto:ntn@mail.ici.coled.umn.edu) and our phone number is (612) 624-2079. If any of you have any

specific questions of me or would like some follow-up, I can help you with that, and I am Nick Waldoch and my number is (612) 624-2097.

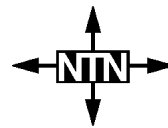
We will be sending transcripts to all of the state school-to-work directors and they should make them available to everyone in each state. If you want one directly from us, just use the e-mail or telephone number and we'll get it for you.

With that, we thank you very much and we hope to hear from you at one of our future calls.

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