

Caring Connection: Strengthening Communication Between Parents/Guardians and Inclusive Postsecondary Education Program Staff

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Abstract

This practice article describes one inclusive postsecondary education program's pilot intervention to increase communication among parents/guardians and inclusive postsecondary staff. This pilot intervention aimed to address and alleviate the difficulty that parents/guardians might experience as their young adult with an intellectual or developmental disability transitions into postsecondary schooling, as channels of communication and advocacy shift from parent/guardian to the young adult themselves, while attempting to utilize postsecondary staff resources efficiently. This article briefly documents the planning process for a monthly virtual parent/guardian meeting throughout the academic year and reviews outcomes from this pilot intervention.

Keywords: intellectual disability, postsecondary education, parent support, guardian support, comprehensive transition program

Plain Language Summary

- This article will discuss the ways that one college program for individuals with intellectual disabilities tried to create more communication between parents/guardians and instructors who work for the college program.
- The program wanted to improve communication between parents/guardians and instructors as parents/guardians might find it hard when their young adult goes to college because they have to let the young adult take charge of making decisions for their future and advocate for themselves.
- This article explains how one college program for individuals with intellectual disabilities planned a monthly online meeting for program parents/guardians and what they learned from it.
- **What we did in this study:** The IPSE program described in this article began hosting monthly one-hour Zoom meetings for parents/guardians to attend to gain support while their young adult attends college, and collected data in a survey to receive feedback about these meetings.

- **Findings:** Of the eight meetings hosted, 20 out of 44 parents/guardians attended at least one drop-in meeting (45.5%). Feedback regarding the drop-in meetings indicated that 83.3% (25 of 30) of parents/guardians reported feeling “extremely satisfied” with the drop-in meeting they attended and the remaining 16.7% (5 of 30) reported feeling “somewhat satisfied.”
- **Conclusion:** Feedback from the pilot intervention indicated that parents/guardians as well as program staff found the monthly meetings to be useful.

In 2008, the Higher Education Opportunity Act (HEOA) was revised to increase accessibility of financial aid for adults with intellectual and developmental disabilities to attend inclusive postsecondary education (IPSE) programs that have met the requirements to be named Comprehensive Transition and Postsecondary (CTP) programs. Since 2008, IPSE programs have increased from 49 to more than 300 as of 2023 (Think College, 2023). As these programs continue to grow and improve employment and independent living outcomes for individuals with intellectual and developmental disabilities, it is essential to consider the natural support individuals will have when completing their IPSE programs, such as parent or guardian figures, who will assist with decision making and navigating transition stages (Culnane et al., 2016; Jones & Goble, 2012).

One difference between primary and secondary schooling as opposed to IPSE is the lack of mandatory communication with parents and guardians in the collegiate setting through tools such as individualized education programs (IEPs), as well as the lack of mandatory communication with families regarding student performance due to the Family Educational Rights and Privacy Act (FERPA; PACER’s National Parent Center on Transition and Employment, 2017). Once a student meets the age of majority in their state or enrolls in college, that young adult gains "ownership" over their records and must consent to whom that data is shared with outside their educational program (PACER’s National Parent Center on Transition and Employment, 2017). The Individuals with Disabilities Education Act (IDEA) requires that schools in states where parental rights transfer to adult students inform families of this transition at least one year before that youth reaches the age of majority, to allow parents or guardians to begin having conversations with their young adult about what communication might look like moving forward, and whether or not the family will seek out additional supports such as guardianship or supported decision making models of communication (Bose et al., 2021). As a result of this change, and to support the goals of IPSE as they relate to increasing independence and advocacy skills for individuals with disabilities, it is essential to assist parents and guardians with viewing this transfer of rights as an opportunity to build their young adult’s decision-making skills, which may require some support from IPSE staff. Studies have shown that with support from special educators and other education personnel, families can make more informed and collaborative decisions on the young adult’s future education. Support also in part determines how the families view this transfer of rights, and assists in the decision-making process for families regarding guardianship or supported decision making moving forward (Bose et al., 2021). This article seeks to add to the existing literature by describing how one southeastern IPSE

program has utilized communication systems with parents and guardians to encourage their roles as natural supports in their young adults' lives to improve program outcomes.

The southeastern IPSE program described in this article is a four-year, non-degreed, postsecondary education program for individuals ranging from 18 to 26 years old with intellectual and developmental disabilities as defined by the HEOA (2008). This program is housed at a university designated as an R1 institution (American Council on Education, n.d.), enrolling more than 5,000 first-year students as of the fall of 2022 (Office of Institutional Research, 2023). To enroll in the program, prospective students complete an application process, including an in-person interview, before acceptance.

Students who complete the program's first two years earn a Career Readiness Certificate endorsed by the university. Those who complete all four years of the program earn an additional Independent Living Readiness Certificate, also endorsed by the university. Upon admission to the program, students in their first and second year, also called the basic program, live on campus in campus housing. Should students be invited back to participate in the advanced program for their third and fourth year, they live off-campus within the community. This southeastern IPSE program had three fourth-year students, six third-year students, six second-year students, and nine first-year students enrolled for the 2023 academic year. Students enrolled in the program, as of 2023, represented eight states across the United States. Upon admission, students enrolled in the program had an average full-scale IQ score of 63.7 and average reading ability on a fifth-grade level.

In the spring of 2022, the southeastern IPSE program described in this article identified a need for increased communication with parent and guardian figures as a result of their annual program evaluation outcomes. Of the 83 stakeholders who participated in the program evaluation survey in spring 2022, 16 stakeholders identified themselves as parents/guardians of students within the program. As part of the program evaluation survey, stakeholders were asked to answer the following open-ended question: "Please list 3-5 areas you believe [IPSE program] could grow in to provide a better experience to students and stakeholders." Responses from parents and guardians that referenced a desire for change related to staff and parent/guardian communication included the following:

1. "More opportunities for parents to get together to build relationship and networking, more opportunity for parents to meet and get to know and thank supporters and founders of program and administration;"
2. "A more effective form of communication;"
3. "It can be hard to know when to communicate with the [IPSE program] staff vs. my student;"
4. "Some more frequent parent to [IPSE program] staff individual communication;"
5. "Continued communication with parents, especially if seeing changes in students;"
6. "Reach out to the parents before problems escalate to an action plan or Zoom meeting;"
7. "Work with parents as they can help you understand their child best."

After reviewing program evaluation feedback and exploring prior literature on parent/guardian support for individuals with intellectual disabilities throughout the transition process to IPSE programs, the southeastern IPSE program described in this article decided to implement parent/guardian drop-in meetings in a pilot format. This article will review the structure and outcomes related to pilot implementation from fall 2022 through spring 2023.

Review of Relevant Literature

Parent Involvement Related to Positive Outcomes

Prior research has supported that parental involvement is a leading predictor of successful outcomes for individuals with intellectual disabilities upon completion of their time in an IPSE program. Parent attitudes and expectations assist with shaping their young adult's experiences in IPSE programs (Agarwal et al., 2021; Foley et al., 2012; Grigal et al., 2014; Merel et al., 2022). In efforts to increase independence in students with intellectual and developmental disabilities, some postsecondary programs have discouraged involvement from parents (Folk et al., 2012) despite evidence that positive parental involvement can increase self-determination skills (Merel et al., 2022). Agarwal and colleagues found in their 2020 study that attitudes and involvement from parental figures played a vital role in shaping students' experiences throughout their time in IPSE programs, as many of the parents interviewed as part of the study shared the same goal as many IPSE educators, of increasing their student's independence prior to completing their program. Through their involvement, parents shared that being in communication with program staff (as invited by program staff) allowed them to alter their expectations of their young adult in a positive way; as their young adult learned skills allowing them to perform tasks with greater independence, parents reshaped their expectations in a way that allowed them to expect more of their students (Agarwal et al., 2021). Merel and colleagues discovered in their 2022 study that parental habitus, formed by one's socioeconomic status, cultural background, and child's disability status, played a role in promoting self-determination skills for their children with intellectual and developmental disabilities from their specific background. Additionally, results from Zeng, Ju, and Zhang's 2022 study found that for students with learning disabilities transitioning out of secondary school environments, parents play a vital role in fostering student self-determination to seek enrollment in postsecondary opportunities.

Barriers Inhibiting Communication

During the transition period from high school to college, some parents tend to experience difficulty allowing their students to gain independence as they navigate the postsecondary environment (Miller et al., 2018), which can contribute to some hesitancy and a desire for increased communication from educational staff and supports (Agarwal et al., 2021). Agarwal and colleagues' 2021 study found that parents interviewed were able to identify that those behaviors promoting overprotectiveness, fearfulness, and lack of confidence in their child's ability only created barriers to growth and independence. In addition to discouragement of parent participation noted by Folk, Yamamoto, and Stodden (2012), other barriers to parent and guardian communication in IPSE include limited

funding and resources for particular programs to hire additional staff to meet both programmatic and external parental needs, or limited time within a traditional work day structure to ensure that all parents are being briefed on a person-centered, individual level of student progress while also maintaining coursework load and individual supports for students. This conflict has potentially caused program staff to have to choose between using their time and resources to provide needed student supports, or to provide parents/guardians with their own support and peace of mind.

Recommended Practices for Communication

Agarwal and colleagues' findings (2020) supported that as parents are exposed to and briefed on their student's development and growth in areas of self-sustainability and independence during their time in their IPSE program, their expectations of their young adult increase, allowing them to be a part of developing their student's self-determination skills rather than allowing fear-based perceptions to create barriers to the growth process. Important topics to address with parents and guardians to increase emotional preparedness for their young adult's transition to IPSE could include: 1) discussing safety precautions contributing to their young adult's well-being on college campuses, 2) the process of shifting from being a caregiver to a support or advisory role in their young adult's life, and 3) normalizing their young adult's likelihood of making mistakes as part of learning self-determination and independence skills (Grigal et al., 2014). When parent and guardian needs are met through discussing previously mentioned topics from a family-centered approach, the family system as a whole can benefit (Russa et al., 2015).

Method

Meeting Format: Pilot Design

Historically, the southeastern IPSE program discussed in this article has implemented parent and guardian supports, including an overview of changes to parent/guardian involvement from secondary to postsecondary schooling at the annual new student orientation; parent/guardian-led mentorship on an as-needed basis; end-of-semester planning meetings including program staff, student, and their parent/guardian; and a bimonthly newsletter sent to parents including program updates. As the program increased in size following its conception in 2018, parents and guardians expressed a need for direct communication that could accommodate various work schedules, cover a variety of topics related to the program, and allow for more frequent face-to-face interaction without violating protections for their young adults as established by FERPA. As a result, the IPSE program implemented a pilot program, referred to as "Parent and Guardian Drop-in Meetings," based on literature that previously explored supporting collaboration with parents and guardians to improve post-program outcomes (Agarwal et al., 2021; Foley et al., 2012; Grigal et al., 2014). Parent and Guardian Drop-in Meetings consisted of once-a-month virtual sessions using the platform Zoom with the meeting lasting approximately one hour and participants consisting of inclusive postsecondary education program parents and guardians and one group leader (typically a graduate assistant receiving training through their academic program in a helping-related profession such as teaching, special education, rehabilitation, counseling).

Participants

All parents/guardians with students enrolled in the IPSE program discussed in the study were invited to participate in each drop-in meeting. There were 44 parents/guardians total: 5 parents/guardians with students in the fourth-year cohort, 11 parents/guardians with students in the third-year cohort, 11 parents/guardians with students in the second-year cohort, and 17 parents/guardians with students in the first-year cohort. Parents/guardians were sent reminders via email bimonthly and on the day of drop-in meetings, providing one opportunity per month over the academic year to attend and three reminders per month of the following upcoming drop-in meeting. Following the drop-in meeting intervention, as approved by the institution's IRB study for program evaluation, parents were asked to complete an optional, anonymous Qualtrics survey discussing outcomes from each meeting. See the structure and results from this survey in the Tables 1, 2, 3, and 4.

Setting

Four drop-in meetings per semester were planned and implemented, totaling eight meetings for the academic year between the fall 2022 and spring 2023 semesters. These meetings were dispersed to ensure one monthly meeting occurred each semester. Each meeting took one hour online via the Zoom platform, from 5:00 p.m. until 6:00 p.m. central time. This method was chosen to accommodate parents and guardians living outside of a commutable distance to the southeastern postsecondary education program discussed in this study (see Table 1 to view parent/guardian distance from the IPSE program's campus), and time was chosen to accommodate parents and guardians who work day-shift hours.

Meeting Topics

Topics for the drop-in meeting intervention included broaching dreams, plans, and goals for young adults; encouraging and utilizing two-way communication skills with young adults; differentiation between "safe" and "unsafe" mistakes for young adults in college settings; preparation for extended breaks from inclusive postsecondary education; habit building; romantic relationship formation and safety skills; and graduation and transition planning. These topics were determined through collaboration with program staff, in which instruction coordinators identified areas where parents and young adults requested the most support, and through parent feedback using a Qualtrics survey method distributed following the end of each drop-in meeting. Parent and guardian participation in meetings varied, as the parents and guardians who participated included those with students in their first year of the inclusive postsecondary program through the fourth year of the inclusive postsecondary program, with some meeting topics potentially being more applicable to differing student developmental stages during their time in the IPSE program.

Example Meeting Session

Each meeting session was structured into four sections over one hour: fifteen minutes for parents and guardians to report "highs," or items going well for their young adult; fifteen minutes for parents and guardians to report "lows" or things their young adult could use improvement or added support in; fifteen minutes for parents and guardians to report "oh-nos," or areas of program communication needing further clarification; and finally, a fifteen-minute brief discussion of the meeting topic for that day that is relevant to current program needs and lessons being taught to young adults, including question and answer opportunities. Upon completion, the graduate assistant leading the meeting would construct a follow-up document including the reported "highs, lows, and oh-nos" and send it via email to program staff so they could either follow up individually or address any cohort-wide concerns with their designated cohorts to provide supports as needed.

Collection Method for Feedback

After attending each drop-in meeting, parents/guardians were prompted to complete an optional, anonymous Qualtrics survey, including quantitative and qualitative questions, to provide feedback on the meeting itself. Quantitative questions from the survey utilized a Likert scale for feedback and included questions such as: 1) How satisfied were you with today's drop-in meeting? 2) How relevant do you think today's meeting topic was to your young adult's experience in the [IPSE] program? 3) Can you implement the tips given during the topic portion of the Parent/Guardian Drop-In Meeting? 4) How likely are you to attend our next Parent/Guardian Drop-In Meeting? Of the eight meetings, quantitative feedback was provided via the Qualtrics survey 30 times. Outcomes from these quantitative questions can be viewed in Table 2. Qualitative questions at the end of the survey included 1) Is there anything, in particular, you would like to see/discuss at our next meeting? 2) Is there any other feedback you would like us to consider for our Parent/Guardian Drop-In Meetings? Qualitative results are discussed in Results and Discussion.

Results and Discussion

Of all eight meetings, 20 out of 44 parents/guardians attended at least one drop-in meeting (45.5%). Of the parents/guardians who participated, 18 identified as female, and two as male. See Table 4 for meeting attendance data broken down by meeting topic and enrollment year of parents/guardians. Results from the survey are discussed first, followed by guardian and staff outcomes. From the 30 submissions of the Qualtrics form, 19 participants provided qualitative feedback as part of their participation in the survey. Two of the 19 qualitative submissions were excluded for the sake of this study as the feedback itself related to specific student concerns regarding other aspects of the program rather than feedback concerning the drop-in meeting intervention; these concerns were shared with program staff and addressed on an individual basis. Of the 17 participants that provided qualitative feedback which was reviewed for the purpose of this study, sample quotes can be reviewed in Table 3 with responses being coded thematically to protect student identity and privacy. Topics identified by parents/guardians as desirable for future sessions as noted by the qualitative Qualtrics survey feedback included: 1)

Supporting students in learning time management skills, 2) Overview of differences between guardianship and power of attorney, and 3) Reviewing supports for life following enrollment in the IPSE program. Additional feedback for future improvement identified by parents/guardians for future sessions as noted by the qualitative Qualtrics survey feedback included the suggestion of considering text reminders for upcoming meetings. Of the remaining feedback, the following themes emerged: 1) Expression of general usefulness of meeting, 2) Importance of relating with other parents/guardians, and 3) Difficulty sharing about individual student concerns in a group setting.

Parents/Guardian Outcomes

Although almost half (45.5%) of parents/guardians with students enrolled in the southeastern IPSE program discussed in this paper attended at least one drop-in meeting, outcomes were overwhelmingly positive as indicated by feedback received from the Qualtrics survey implemented following each meeting. In total, 83.3% (25 of 30) of responses from parents/guardians reported feeling “extremely satisfied” with the drop-in meeting they attended and the remaining 16.7% (5 of 30) of responses from parents/guardians reported feeling “somewhat satisfied” with the drop-in meeting they attended. 76.7% (23 of 30) of responses from parents/guardians reported that the topic of the drop-in meeting they attended was “extremely relevant” to their young adult’s experience in their IPSE program, while 23.3% (7 of 30) reported it as “somewhat relevant.” When asked about confidence when it comes to implementing tips given during the topic portion of the parent/guardian drop-in meeting, 60% (18 of 30) of responses from parent/guardians reported “definitely yes” while 40% (12 of 30) reported “probably yes.” Finally, of the responses received from parents/guardians following their attended drop-in meeting, 33.3% (10 of 30) reported “definitely yes” to likelihood of attending the next drop-in meeting while 66.7% (20 of 30) reported “probably yes.” Meeting structure and topics with parents/guardians were informed by Grigal and colleagues’ 2014 article, which included recommendations to discuss safety precautions contributing to their young adult’s well-being on college campuses, the process of shifting from being a caregiver to a support or advisory role in their young adults’ lives, and normalizing young adults’ likelihood of making mistakes as part of learning self-determination and independence skills. Results from this pilot intervention indicate parents/guardians were pleased with the information and support received from the drop-in meetings overall.

Staff Outcomes

Due to each meeting being conducted by a graduate assistant and meetings taking place outside of typical program hours (8:00 a.m. to 5:00 p.m. central time), zero instruction time was taken from core faculty/staff to implement this drop-in meeting intervention. This allowed those staff members to continue to utilize their time and resources to support students directly while parent/guardian needs were being met through drop-in meetings. Program staff also noted that these drop-in meetings resulted in decreased requested one-on-one meetings from parents/guardians throughout the academic year, further freeing up the time used during program hours for other administrative tasks. Additionally, this intervention provided valuable experience for graduate assistants seeking employment in helping-related fields to gain direct

experience leading group activities and communicating with parents/guardians related to student wellbeing and care.

Limitations

It is worth further investigating other factors that could increase parent/guardian participation as less than half (45.5%) of parents/guardians with students enrolled in the southeastern IPSE program attended at least one of the eight meetings. This could be due to meeting topics, meeting time, an increased need for reminders related to meetings, a desire to interact with core program faculty/staff over graduate assistants, a desire for one-on-one interaction over the group setting implemented for these drop-in meetings, or other factors. It is also worth noting that the Qualtrics survey itself was a self-report, optional method of measurement for outcomes of this intervention, which is a limitation when analyzing the impact of these meetings.

Implications for Practice and Research

The purpose of our study was to present findings from one IPSE program's pilot intervention to increase communication between program staff and parents/guardians of students attending the IPSE program. The desire for increased communication by parents/guardians was discovered as a theme that emerged during the IPSE program's annual program evaluation survey completed by stakeholders of the program in 2022. It is the authors' hopes that the information and findings provided in this article would aid other IPSE programs to consider feasible ways in which their program might implement efforts to bridge communication between program staff and parents/guardians, while considering how resources such as time, funding for personnel, and programmatic goals play a role in choosing how to implement such communication.

One theme that emerged from the qualitative portion of the survey related to difficulty sharing about individual student concerns in a group format; it is important to note that this intervention does not aim to eradicate the need for individualized meetings altogether, but rather is focused on reducing the need for multiple individualized meetings when general topics can be addressed in group format. The authors note that it may be worth exploring the possibility of meetings having a set theme for transition (such as academics, employment, independent living, etc.) to investigate if this would increase participation due to specific areas of need or the most significant value of the importance of parents/guardians during their students' time enrolled in the IPSE program. Future research could also implement utilizing staff as meeting leaders versus graduate assistants to investigate if there is a relationship between role of group leader and attendance and/or participation.

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Table 1*Parent Demographics*

	N	%
Gender		
Female	22	50%
Male	22	50%
Ethnicity		
White	39	88.6%
Black	5	11.4%
Year of Student in the IPSE Program		
First year	17	38.6%
Second year	11	25%
Third year	11	25%
Fourth year	5	11.4%
Distance from the IPSE program		
0 - 100 miles	8	18.2%
100 - 200 miles	18	40.9%
200 - 300 miles	11	25%
300 - 400 miles	0	0%
400 - 500 miles	0	0%
500 - 600 miles	0	0%
600 - 700 miles	2	4.5%
700 - 800 miles	2	4.5%
800 - 900 miles	1	2.2%
900 - 1,000 miles	0	0%
>1,000 miles	2	4.5%

Note. $n = 44$

Table 2*Quantitative Feedback Outcomes*

	Extremely satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Extremely dissatisfied
<i>1. How satisfied were you with today's drop-in meeting?</i>					
Meeting 1	5	1	0	0	0
Meeting 2	2	0	0	0	0
Meeting 3	4	2	0	0	0
Meeting 4	0	0	0	0	0
Meeting 5	2	0	0	0	0
Meeting 6	5	1	0	0	0
Meeting 7	1	1	0	0	0
Meeting 8	6	0	0	0	0
	Extremely Relevant	Somewhat relevant	Neutral	Somewhat irrelevant	Extremely irrelevant
<i>2. How relevant do you think today's meeting topic was to your young adult's experience in the [IPSE] Program?</i>					
Meeting 1	5	1	0	0	0
Meeting 2	2	0	0	0	0
Meeting 3	4	2	0	0	0
Meeting 4	0	0	0	0	0
Meeting 5	1	1	0	0	0
Meeting 6	5	1	0	0	0
Meeting 7	1	1	0	0	0
Meeting 8	5	1	0	0	0
	Definitely yes	Probably yes	Neutral	Probably not	Definitely not
<i>3. Can you implement the tips given during the topic portion of the Parent/Guardian Drop-in Meeting?</i>					
Meeting 1	4	2	0	0	0
Meeting 2	1	1	0	0	0
Meeting 3	4	2	0	0	0
Meeting 4	0	0	0	0	0
Meeting 5	1	1	0	0	0
Meeting 6	3	3	0	0	0
Meeting 7	0	2	0	0	0

Meeting 8	5	1	0	0	0
<i>4. How likely are you to attend our next Parent/Guardian Drop-in Meeting?</i>					
Meeting 1	3	3	0	0	0
Meeting 2	1	1	0	0	0
Meeting 3	2	4	0	0	0
Meeting 4	0	0	0	0	0
Meeting 5	1	1	0	0	0
Meeting 6	2	4	0	0	0
Meeting 7	0	2	0	0	0
Meeting 8	1	5	0	0	0

Note. $n = 30$

Table 3*Qualitative Feedback Outcomes*

<i>Question 1: Is there anything, in particular, you would like to see/discuss at our next meeting?</i>		
Theme identified	n of participants contributing	Sample Quote from Feedback
1. Supporting students with time management	3	"I may have missed a Drop-In meeting re: Time Management, but I think helpful tips to help our students understand the concept of time would be helpful."
2. Preparing for life after enrollment in the IPSE program	3	"Life after the program for the [IPSE program students]. What resources are there to assist them with getting jobs etc."
3. Differences between guardianship versus power of attorney	1	"Brief overview of guardianship vs power of attorney."
4. Expression of satisfaction with themes presented	3	"I think your choice(s) of topics thus far has been excellent."
5. No response to this question	7	N/A
<i>Question 2: Is there any other feedback you would like us to consider for our Parent/Guardian Drop-In Meetings?</i>		
Theme identified	n of participants contributing	Sample quote
1. Consider sending text reminders regarding meetings	1	"Our cohort parents often remind each other of upcoming drop-ins via a group text. This is always great for me because I often forget about the meetings although you have routinely sent a reminder email. Is there a way you can also send a reminder text on the same day of the meeting?"
2. Expression of general usefulness of meeting	9	"The Zoom meetings I have been able to attend have been informative & well worth my time. I appreciate [graduate assistant] taking time to add these to their schedule."
3. Importance of relating with other parents/guardians	5	"I really like sharing with the other parents. It feels good to know that others may be going through the same thing, or they may bring up things you

4. Difficulty sharing about 2
individual student
concerns in group setting

haven't thought of. Either way, I take it
as a learning experience."
"I enjoy them, but sometimes don't like
to bring up my young adult's
issues/problems with the whole group."

Note. n = 17.

Table 4*Meeting Attendance*

	n	% from enrollment year in program
<i>Meeting 1: Preparing for transition from secondary to postsecondary education</i>		
First-year parents/guardians	5	29.4%
Second-year parents/guardians	2	18.2%
Third-year parents/guardians	3	27.3%
Fourth-year parents/guardians	1	20%
<i>Meeting 2: Fostering two-way conversation skills</i>		
First-year parents/guardians	7	41.2%
Second-year parents/guardians	1	9%
Third-year parents/guardians	1	9%
Fourth-year parents/guardians	1	20%
<i>Meeting 3: Allowing students to experience safe mistakes over unsafe mistakes</i>		
First-year parents/guardians	5	29.4%
Second-year parents/guardians	1	9%
Third-year parents/guardians	0	0%
Fourth-year parents/guardians	1	20%
<i>Meeting 4: Preparing for independence during breaks from college</i>		
First-year parents/guardians	2	11.8%
Second-year parents/guardians	0	0%
Third-year parents/guardians	0	0%
Fourth-year parents/guardians	0	0%
<i>Meeting 5: Habit formation</i>		
First-year parents/guardians	2	11.8%
Second-year parents/guardians	0	0%
Third-year parents/guardians	1	9%
Fourth-year parents/guardians	2	40%
<i>Meeting 6: Dating and relationships</i>		
First-year parents/guardians	6	35.3%
Second-year parents/guardians	0	0%
Third-year parents/guardians	1	9%
Fourth-year parents/guardians	2	40%
<i>Meeting 7: Alumni panel and post-graduation preparation</i>		
First-year parents/guardians	1	5.9%
Second-year parents/guardians	0	0%
Third-year parents/guardians	0	0%
Fourth-year parents/guardians	2	40%
<i>Meeting 8: Preparing for summer break</i>		
First-year parents/guardians	9	52.9%
Second-year parents/guardians	1	9%

Third-year parents/guardians	0	0%
Fourth-year parents/guardians	0	0%

Note. $n = 44$. First-year parents/guardians include 17 parents/guardians total. Second-year parents/guardians include 11 parents/guardians total. Third year parents/guardians include 11 parents/guardians total. Fourth-year parents/guardians include 5 parents/guardians total.