

State of the Art in PSE



A Model for State-Wide System Change:

The North Carolina Postsecondary Education Alliance



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State Wide System Change:

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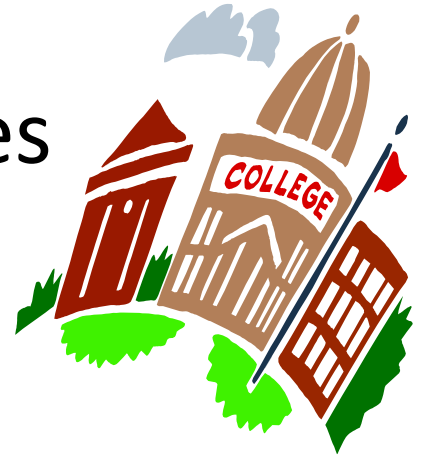
Advocacy Initiatives

NC Postsecondary Education Alliance CoFacilitators

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Carolina Institute for Developmental Disabilities

University of North Carolina-Chapel Hill



System Change on the Local Level:

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State Wide System Change:



- **State Perspective: Overview of 8 PSE Options in North Carolina**
- **How it All Began: The Alliance Concept and Strategic Planning**
- **Practicalities and Challenges**
- **Recent Successes and What's Next**



A Range of Postsecondary Education Options for Students with Intellectual Disabilities:

A State Perspective



Programs in North Carolina

University Options



- ⌘ **WCU:** University Participant (TPSID) model site
- ⌘ **ASU:** Students with Diverse Abilities (TPSID satellite)
- ⌘ **UNCG:** Beyond Academics
- ⌘ **UNC-CIDD:** LEND Self-Advocate Trainee

Programs in North Carolina

Community College Options

⌘ **Central Piedmont CC-Comp Ed**
(TPSID satellite)

⌘ **Alamance CC - “Career College”**

⌘ **Cleveland CC - “Connexions”**

⌘ **Randolph CC - “Career College”**



How it all began. . .

- **Think College**
- **NSTTAC**
- **Institute of Medicine Task Force**
- **Beyond Academics @ UNCG**
- **CBI @ UMass-Boston**

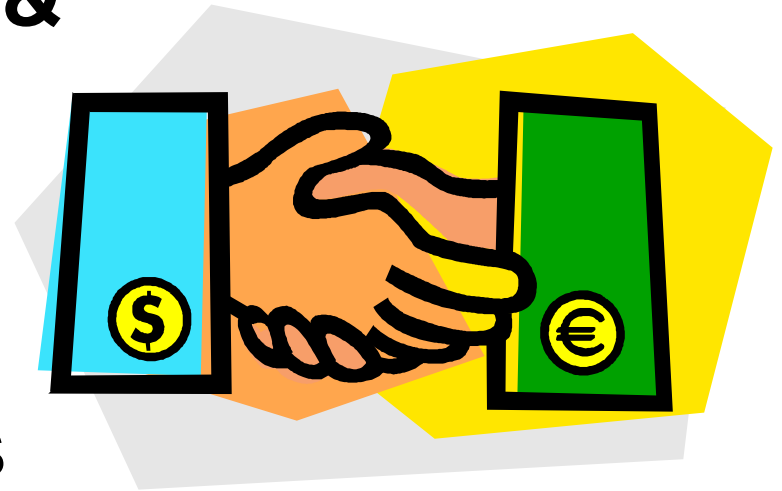


The ALLIANCE concept

Increasing PSE options & opportunities for students with I/DD

- ⌘ educators
- ⌘ agency representatives
- ⌘ youth leaders & families
- ⌘ legislators

Working together



NC PSE Alliance



Year One: Getting Started with No \$\$

- Support at CIDDD
- Recruiting key stakeholders
- Investigating resources
- Establishing communication/collaboration
- Disseminating information
- Expanding membership
- Seeking technical assistance

NC PSE Alliance



Year Two: Strategic Planning

- ✓ Expanding awareness
website, newsletters, conferences
- ✓ Capacity building
“pilots,” networking, PSEA expansion
- ✓ Systemic change
evaluation of programs, collaboration

NC PSE Alliance

Year Three: Turning up the Heat

- MORE conference presentations
- Exchanging best practices
- Deepening administrative support
- Expanding funding streams
- Adding programs
- The **P.O.W.E.R.** Summit!



NC PSE Alliance: **Practicalities**

- ⌘ When/where/how often
- ⌘ Meeting format
- ⌘ Involving members
- ⌘ Follow-up activities
- ⌘ Maintaining communication



NC PSE Alliance: **Practicalities**

WHAT

Format

- ⌘ Introductions
- ⌘ Local updates/
resources
- ⌘ Small group work
- ⌘ Speaker
- ⌘ Planning
- ⌘ Summary closing

Specific purpose:

- ⌘ Member input needed
(e.g., Summit themes,
strategic planning)



NC PSE Alliance: **Practicalities**

FOLLOW UP

⌘ Meeting highlights: newsletter format
(*not* minutes)

⌘ Consistent communication:

☑ Email

☑ Website

⌘ Contact lists kept current



NC PSE Alliance: **Challenges**



- ⌘ Geographic: distance/rural areas so attendance inconsistent
- ⌘ No travel reimbursement: Expenses high for youth leaders, advocates
- ⌘ No funding: Only minimal PSEA expenses covered
- ⌘ Limited involvement: NCCDD, student/youth leaders
- ⌘ Next steps: e.g., UNC General Administration
- ⌘ How to evolve: Regional mtgs/Leadership/Funding?

NC PSE Alliance: **Strengths**



- ⌘ ThinkCollege: TA for strategic planning
- ⌘ Non-hierarchical: *facilitate* not direct; broad range of stakeholders; recruited strategically
- ⌘ Timing: NC IOM, TPSIDs, etc.
- ⌘ Values: Exchange perspectives; no single model
- ⌘ Results: Summit, funding, added PSEs
- ⌘ Shared commitment: Supportive Leadership



UNC

CAROLINA INSTITUTE FOR
DEVELOPMENTAL DISABILITIES

NC Postsecondary Education Alliance

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Grass Roots Advocacy Movement

- ⌘ 2005-Local Committee of young adults with ID, families, and professionals give a face to a growing concern about lack of progressive and inclusive options for continued growth and development-Piedmont NC
- ⌘ Search for Post-Secondary education and training models unfold; very few options identified; study of models
- ⌘ Funding sought for progressive, non-evidence-based approach: very difficult to communicate the “why” to funders-no takers in the beginning
- ⌘ VISION, desire and belief from a Parent/Business Owner who seeded the first grant
- ⌘ Building the framework of the approach

***Shared Vision , Collaboration and Perseverance: Key Ingredients
In Moving the Initiative Forward***



Grass Roots Advocacy Movement

- ⌘ Identifying the Pioneers
- ⌘ Seeking university or college partners
- ⌘ Communicating with State Department and Elected Officials about the potential for Transformation and Self- Direction
- ⌘ Funding – agreement from NC Division of MH/DD Services to pilot an approach using state funding and Medicaid Waiver funding; subsequently, funding to UNCG for program development and evaluation
- ⌘ Development of a new NPO to partner with UNCG in carrying out the support functions associated with the program
- ⌘ Started in 2007 with 8 students

***Shared Vision , Collaboration and Perseverance : Key Ingredients
In Moving the Initiative Forward***



Beyond Academics at UNCG

4-year certificate-based course of study for young adults with intellectual/developmental disabilities, ***Integrative Community Studies (ICS)*** is offered by the Office of Undergraduate Studies and coordinated by the Office of Comprehensive Transition and Post-Secondary Education.

Expected outcomes for graduates:

- Autonomy/ Self Determination
- Independent Living
- Community Network of Friends, Colleagues
Family – Interdependence
- Employment and/or Community Service



Public/Private Partnerships

- ❑ Beyond Academics is a private-non-profit organization (NPO) specifically developed to partner with UNCG to provide supplemental academic support and habilitative instruction for independent living and support for employment opportunities
- ❑ Coordination and Instructional capacity for the course of study is provided directly by UNCG staff or through affiliate/adjunct staff provided by the NPO
- ❑ Natural Supports are drawn from the university community and the community at large
- ❑ A variety of funding sources support the course of study and its related activities and tasks, including tuition and fees, Medicaid, state funding, foundation/grants, private pay from students and/or families



Admissions Criteria

- Eighteen years or older
- Have a documented diagnosis of an intellectual disability:
<http://www.thearc.org/document.doc?id=3661>
- Have concluded secondary education
- Have support for enrollment from the legal guardian or personal desire to gain necessary skills for independent living and careers/community service
- Have basic personal care skills
- Able to live in student housing during non-service hours in an unsupervised setting
- Be free of medical disease that is communicable by casual contact
- Be free of behaviors harmful to themselves, others, and illegal behaviors or a history of arrest or probation
- Agree to necessary financial requirements
- **Not academically eligible for degree-seeking program of study**

Who Enrolls in the ICS Certificate Course of Study?

Enrollment Demographics for AY 2013

- **52 students:** 48 In-State; 4 Out-of-State Students: (NJ, FL, OH, GA)
 - Freshmen 22
 - Sophomores 15
 - Juniors 9
 - Seniors 6
- **Age:** Mean: 21.98 yrs.; Median: 21.5 yrs.; Mode: 20 yrs.
- **Gender:** 35% Female – N=18; 65% Male – N=34
- **Race:** 61% White; 28% African-American or Black; 5% Hispanic or Latino; 4% Asian; 2% Multiracial
- **Guardianship Status:** 65% Own Guardian; 35% Family Guardianship



Integrative Community Studies at UNCG

Core Freshman/Sophomore Student Learning Outcomes

Advocacy I and II
Money Management I and II
Adjusting to College Life I and II
Dimensions of Campus and Community I and II

Independent Study

Personal Choice and Responsibility in College
Personal Performance Lab

Core Junior/Senior Student Learning Outcomes

Advanced Advocacy and Finance

Independent Study

Career Seminar I and II
Personal Performance Lab
Personal Choice and Responsibility in College

Self-Directed Study

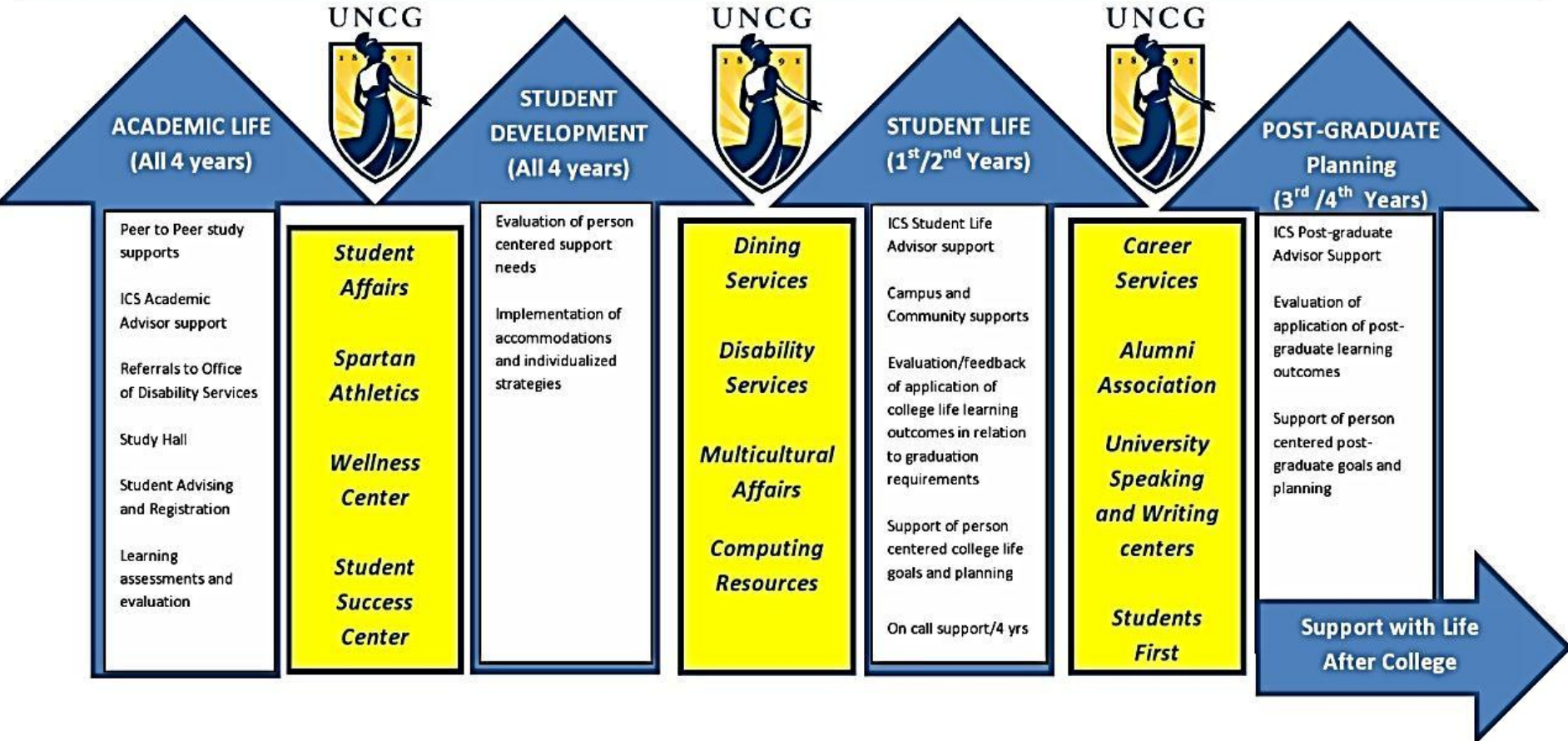
Life Planning/Post-graduate planning

Electives

Related to career goals and personal interests, examples include:

Media History
Introduction to Communication Studies
Drama Appreciation
Recreation Services for Underrepresented Pop.
Introduction to Art
Infant and Child Development
Physical Fitness for Life

The ICS course of study offers a flexible, interdisciplinary approach to meeting learning outcomes. First semester freshman year used as assessment period to help advisors provide appropriate academic guidance to students re: course selection and requirements for remainder of course of study.



2011-2012 GRADUATE OUTCOMES

OUTCOME %	National Longitudinal Transition Study-2 (NLTS2)*	UNCG's Comprehensive Post Secondary Transition Program
Young adults working toward a diploma, certificate or license	<30 individuals nationally	10 graduates; 51 current students, Total = 61
Completion rate of students in current or most recently attended postsecondary school	44.2%	63% 4 year graduation rate for Class 2011, 2012
Any paid employment outside of the home	38.8%	70%
Engagement in education, employment, or training for employment since leaving high school	79.2%	100%
Living independently	36.3%	100% of graduates
Involved in a volunteer/community service activity	18.9%	100%
Involved in a community group (e.g., sports team, hobby club, religious group)	36.6%	100%

UNCG Department/Unit Partnerships

- Specialized Education Services
- Therapeutic Recreation
- Human Development and Family Studies
- Communication Science and Disorders
- School of Social Work
- School of Music
- Bryan School of Business
- Media Studies/Radio Station
- Athletics Department
- Student Affairs
- Office of Leadership and Service Learning
- Center for Youth, Family and Community Partnerships
- Office of Commercialization and Innovation
- Associated Campus Ministries
- Office of Disability Services
- Maintenance Department
- Campus Activities Program



Opportunities for Service Learning, Internships, Field Placement, Research, and Employment for Degree Seeking Students

UNCG

- Center for Youth, Family & Community Partnerships
- Department of Community & Therapeutic Recreation
- Specialized Education Services
- Communication Sciences & Disorders
- Social Work
- Liberal Studies

NC A & T

Community Rehab Counseling
Psychology

UNC-CH

Occupational Therapy

Part-time Employment for degree-seeking students through the Student Life Division of the non-profit agency, Beyond Academics.

Full-time employment opportunities for graduates of UNCG and NC A & T have evolved from students' service learning experience with the program.



State Agency and Community Partnerships

Current Partnerships Throughout NC and Nationally

- ❑ North Carolina Council on Developmental Disabilities
- ❑ North Carolina Division of Medical Assistance
- ❑ North Carolina Division of Mental Health/Developmental Disabilities/Substance Abuse Service
- ❑ North Carolina Post-Secondary Education Alliance - Carolina Institute on Developmental Disabilities-UNC-Chapel Hill
- ❑ Specific NC VR Local Units/Counselors
- ❑ North Carolina Business Leaders Network
- ❑ North Carolina Division of Vocational Rehabilitation
- ❑ NC Local Education Agencies
- ❑ Transition Section of NC Department of Public Instruction
- ❑ NC Assistive Technology Project
- ❑ Community Service/Support Provider and Advocacy Agencies
- ❑ National Network of PSE Programs-UMass-Boston-Think College/Southeastern Consortium; AHEAD



Collaboration with Funding: Past and Current Funding/Support

Student tuition and fees; student financial aid being pursued through US Dept. of Education

Home and Community-Based Waiver resources for student life support and other habilitative/therapeutic supports according to the student's needs

NC Division of Mental Health/Developmental Disabilities/Substance Abuse Services State Funds for specific student support according to area in which student originally lived

Federal personnel preparation grants awarded to UNCG Departments to train students in specialized education and therapeutic recreation in "state of the art" universal design

NC Council on Developmental Disabilities Grant Project Development/ Evaluation

NC Mental Health Transformation Grants

UNCG Office of Research and Economic Development - administrative office space and staff, program evaluation, information dissemination, and general program oversight

Other - 529 Savings Plans, Foundation Scholarships, Community Service Organization grants for student specific activities



Policy and Practice Implications - University

⌘ University System

- Admissions into a Matriculating System
- Office of Disability Services Capacity
- Universal Design for Learning (UDL)
- Financial Aid
- Service Learning
- Research Practices
- Demand versus Capacity



Adult Service and Support System for Persons with ID

Education and Collaboration is KEY in transforming Systems of support

- ❑ Interface with Related agencies before, during and after the college program
- ❑ State Developmental Disabilities Systems, Vocational Rehabilitation, Medicaid and Medicare Services, Health Departments, Departments of Social Services, Legal
- ❑ Provider Agencies with the Experience of “service”
- ❑ Funding during and after from these systems, as appropriate
- ❑ Policy Implementation that encourages and incentivizes self-direction





THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

Beyond Academics

<http://beyondacademics.uncg.edu>

or Contact us at 336-334-3905

Moving Forward



- ⌘ Identify and address barriers to the expansion of post-secondary options
 - ☐ Funding (e.g., financial aid, college savings plans, scholarships)
 - ☐ Increasing program options
- ⌘ Track/share state and national emerging best practices to improve quality
- ⌘ Create partnerships to sustain college gains post graduation

***Thank
you!***

