

Nebraska PARS Project: Post Academic Readiness and Success

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Introduction

- There is a lack of Post Secondary Education (PSE) resources available for individuals with intellectual/developmental disabilities (I/DD)



What is PARS?

- PARS is:
 - planning project that addresses this lack of transition choice
 - Works on developing a statewide planning initiative which will evolve into a Strategic Plan designed to provide PSE in Nebraska with I/DD



Who is involved in the planning?

- **Community stakeholders**
- **Parents**
- **State agencies that provide services to youth with I/DD**
- **Organizations that can assist with identifying need**



Outcomes for this Presentation

1. Understanding the importance of developing and recruiting a working Advisory Council comprised of engaged stakeholders
2. Learning how to integrate and assimilate person-centered planning in all aspects of a postsecondary education program
3. Recognizing the importance of building program capacity that includes strong financial support
4. Utilizing collaboration with diverse university departments to develop credentialing standards
5. Specific steps in developing a strong working relationship with local, state, and national educators, administrators, and service providers to develop standards of quality for all coursework.



5 Factor Model

1. Engaging stakeholders
2. Reaching consensus on a program's mission statement, goals, and objective
3. Marketing the program to potential investors and donors
4. Successfully approaching an institute of higher education with a fiscally sound and innovative program that
5. Contributes to the overall mission of the institute of higher education, the community, and the consumer.



Relevance to Institutions of Higher Education

1. The benefit of inclusive programs from the perspective of the community, students with I/DD, and students without I/DD.



Relevance to Families

1. Understanding the importance of 'futures planning' for PSE
2. Having knowledge of the federal and state programs that will provide specified person-centered supports and services for PSE
3. The importance of utilizing the 'nothing about us without us' philosophy when it comes to all aspects of inclusive PSE program development.



Relevance to Students

1. Being fully engaged in the process of person-centered planning
2. Embracing campus life in an inclusive educational program
3. Learning leadership skills through participating on active Advisory Councils that guide PSE programs



Relevance to Agencies

1. Working collaboratively to provide contractual support to PSE programs
2. Being subject matter experts in areas such as personal growth and development and independent living skills of PSE students



Components of Program Evaluation

1. Vocational
2. Academic Skills
3. Social Skills
4. Student Satisfaction with the Program
5. Program Benefits



Components of Program Evaluation Continued

6. Cost/Benefit Analysis
7. Social Cost to an Individual with I/DD Regarding Not Having a PSE Program
8. Cost Savings of the Program
9. Revenue From the Program
10. Grants and other funding



Questions/Comments?