

# Engaging Key University Stakeholders to Ensure Inclusive Post-Secondary Educational Programs

Dr. Diane Clouse

# Session Objectives

- Identify steps necessary to develop an PSE program advisory board
- Identify key stakeholders necessary for a PSE program advisory board
- Identify at least three core components of a successful college program for students with ID
- Communicate at least 3 ways an advisory board can contribute to the success of a PSE program and improved student outcomes

# Advancement and Transition Services (ATS)

## CEES

### Collaboration for Education and Employment Synergy

- Secondary
- Serve 16 local districts
- Students with I/DD
- Mon-Fri 10a-1pm
- 12 week sessions
- Academic Calendar
- Vocational and Social Skills Instruction

## TAP

### Transition and Access Program

- Post-Secondary
- 4 Year Certificate
- Students around nation
- Students with I/DD
- Academic Calendar
- Vocational, Academic, Campus Life (residential)

## IMPACT

- Day service provider
- Adults with ASD
- Mon-Fri 9a-3p
- 12 Months
- Vocational skills, Social skills, health and wellness, lifelong learning

# Role of the Advisory Committee

- **Understand Campus Culture**
  - ✓ Imperative to the success of programs
  - ✓ Alignment with university systems and practices
- **Establish Advocates**
  - ✓ Inclusion is philosophical
  - ✓ Anticipate challenges
  - ✓ What is the conversation when you are not at the table
- **Develop Key Partnerships**
  - ✓ Networking
  - ✓ Resources

# Establishing Your Advisory Committee

1. Establish the urgency: culture of inclusion
2. Determine what areas of campus are impacted and identify stakeholders
3. Appoint a Chair
4. Establish a mission/vision
5. Establish consistent meetings with updates, agenda, action items
6. Work to remove obstacles/barriers (side meetings may be needed)
7. Build on quick wins
8. Continue to reflect and set goals
9. Communicate

Hines, R., Meyer, A., and Donehower, C. (2016). Using a Change Model Approach to Guide Development of an Inclusive College Experience for Students with Intellectual and Developmental Disabilities. Think College Insight Brief, Issue No. 28. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion

# Key Stakeholders

- Influence on campus (both negative and positive)
- Shared values
- Committed
- Critical Strategic Thinkers
- Benefits for campus and community
- Diverse (race, gender, interest, expertise, perspectives)

# ATS Advisory Committee

## ➤ Chair:

- Dean of Students - Division of Student Affairs

## ➤ Members:

- ATS Directors
- Faculty and Staff from College
- Housing
- Resident Education and Development
- Accessibility Resources
- General Counsel
- Public Safety
- Title IX
- Office of Student Code of Conduct

# Mission

The ATS Advisory Committee is committed to assuring that the ATS program is implementing supportive programs that are driven by research and best practices to assure success for individuals with intellectual and development disabilities in the university community.



# Impact of Advisory Committee

- University recognized credential
- Established inclusive residential model
- Educated campus security
- Emergency alert protocol
- Modified Student Code of Conduct
- Adapted Title IX training
- Aligned Program Policies with University

# Core Components for Successful PSE Programs

- Clear vision and strategic plan
- Share the Vision, Establish Urgency
- Embed in University systems
- Plans for sustainability
- Dedicated faculty/staff with needed expertise
- Accept/Expect challenges and fail forward
- Share your stories
- Establish your niche
- Multiple advisory committees

# Other Advisory Committees

- Advisory Committee of University stakeholders
- Advisory Committee of Advocates, Families, and Key Community Members
- Advisory Committee for Sustainability

# Questions?

[Diane.Clouse@uc.edu](mailto:Diane.Clouse@uc.edu)