Objectives

- Overview of UP program components
- Evaluation outcomes of this postsecondary program from participants, student volunteers, families, university faculty, and employers
- Values of having these programs as part of transition planning/improved post-school outcomes

What is the UP Program?

- Started as a pilot program in 2007
- Provides a two year, on-campus living and learning experience for college-aged individuals with intellectual disabilities
- Has served two participants since 2007, expanded to 4 participants in 2010, now have 8 participants attending this fall
- Funded as only model demonstration site in NC and one of 27 national TPSID projects
Five UP Program Components

• Personal Development Skills (e.g. communication skills, personal care skills, self-determination, etc.)
• Community Participation Skills (e.g. public transportation, budgeting, grocery shopping, etc.)
• Vocational Preparation Skills (e.g. learning specific job skills on or off-campus)
• Social Participation and Learning (e.g. participating in university athletic events, university clubs or organizations)
• Course Auditing (e.g. auditing 3 to 4 courses per semester)
  Participants must pay current university fees for auditing courses.

UP Certificate Requirements

• Completion of 1800 hours of learning activities over a four semester period (450 hrs per semester)
• Achievement of at least 80% of the objectives per semester within each component of the Individual Plan for College Participation (IPCP)
• Recommendation for a UP Certificate of Accomplishment by the UP coordinator and the UP Program Steering Committee

What do UP Participants do at WCU?

• Live on campus and experience college life with same age peers
• Have an individual plan that would allow personal development for post-UP success
• Attend a limited number of classes
• Participate in social events and activities
What Do Internships Look Like?

<table>
<thead>
<tr>
<th>Employers Agree To…</th>
<th>UP Program Agrees To…</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide 10 hours of work per week</td>
<td>• Ensure support of participant</td>
</tr>
<tr>
<td>• Provide evaluative feedback about participant performance</td>
<td>• Work with employer to provide on the job training</td>
</tr>
<tr>
<td>• Make reasonable accommodations for participant needs</td>
<td>• Guarantee participant will fulfill job responsibilities to the best of his or her ability.</td>
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How Do We Monitor Internships?

- Volunteer and Paid Support Duties include:
  - Attending and supporting participants in classes
  - Support/tutoring with projects and homework
  - Attending sporting events
  - Serving as a job coach
  - Supporting campus social events (e.g., religious groups, cheerleading, swimming, clubs, movies, plays, ballgames)
  - Personal care supports (suite mate, morning and night routines)
  - Mentors and teachers for personal development goals
  - Attendance and input at person centered planning meetings
  - Help collecting data on IPCP goals
Organized YET Individualized!

Another Participant’s Schedule

First Hand Experiences
Evaluation Components

- Individual interviews with participants
- Focus groups with family members
- Survey of faculty
- Focus groups of students

Policies and Procedures

- Recruitment
- Public awareness/communication
- Cost
- Academic inclusion and support
- Residential and campus life
- Vocational opportunities
- Values
- Outcomes

Participant Interviews

- Why college?
- Adjustment: challenges; positives
- Academic experiences
- Work experiences
- Support
- Changes: self; family
- Expectations
- Goals
Family Focus Groups

- Throughout the focus group, there were two consistent themes related to families’ goals and dreams for students:
  - Independence
  - Inclusion

Student Focus Groups

- Student volunteers: most as class requirement but continuing by choice
- Training and support for their roles
- Support of UP participants intensive, then fades
- Expectations vs. experience
- Strong commitment to the program
  “People are more mindful now. It’s changed this university.”

Faculty Survey

- Many students with intellectual/developmental disabilities (I/DD) can benefit from a college experience with adequate supports.
Faculty Survey (cont.)

• Typical college students can benefit from a college experience that includes students with I/DD.

Review of Systems

• Specific criteria for admission
• Consistent application of values
• Inclusive opportunities in all of campus life
• Integration of work-based learning and transition to employment
• Administrative support of program development
• Support from student volunteers

What WCU Students Have to Say

• “I’ve learned not to make assumptions about what they can or cannot do.”
• “Everyone deserves a chance to learn and to have a job.”
• “As much as they learn, we also learn. If we could translate that into the community, the world would be a better place.”
For More Information

- [http://up.wcu.edu](http://up.wcu.edu)
- UP Participants and Families
- Prospective
- Current
- UP Volunteers
- UP WCU Partners
  - Employers and Supervisors
  - UP Faculty
- UP Community Partners
  - Satellite Programs
  - Community Agencies
  - Public Schools

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