UP Program: Individual & Program Level Evaluations

Seb Prohn, Faculty Liaison
University Participant Program
Western Carolina University
University Participant Program

- A two year, on-campus living and learning experience for college-aged individuals with intellectual disabilities
- The only model demonstration site (TPSID) in NC

<table>
<thead>
<tr>
<th>Year</th>
<th># of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>2</td>
</tr>
<tr>
<td>2010</td>
<td>4</td>
</tr>
<tr>
<td>2011</td>
<td>8</td>
</tr>
<tr>
<td>2012</td>
<td>7</td>
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</tbody>
</table>
Acknowledgement of outside evaluators

- ThinkCollege/TPSID

- The Carolina Institute for Developmental Disabilities at Chapel Hill
  - Participant interviews
  - Family focus groups
  - Faculty survey
  - “Review of systems”
## Advisory Board

### Sustainability/Funding
- Diverse funding sources
- Well integrated—respected across campus
- Establishing relationships with persons with political power to get budgetary recognition for program
- Civic group scholarships
- Need: cultivating natural supports that are not student dependent; natural supports exist in the environment that the student is in so the more programming you create on the front end the less sustainable it is
- Limited access by lower socio-economic students
- Political environment about budgets for disability services
- Uncertain political—economic future
- If you look at the #s, it looks like you need 230+ people to support your small # of students

### Post UP Employment
- Building a resume of experience and certification (CPR) for employment
- MOA with private provider for job coaching (post school)
- Possible MOA w/VR like LEAs have - we have one already in place
- Meeting w/VR transition person in Raleigh she met with us this past spring
- Including business reps on your board?
- Producing students that have the skills that employers need for their businesses
- Better business partnerships
- Consider hosting a business on campus who might be a possibility for employment
- There is a problem with a person making too much for SSI and other benefits. Could they contribute to a trust account for years when they would not work?
- Connect with Kentucky VR—open funding/job not closing after 90 days
- Waiting too long for paid work
- Underuse of incentives (SSI)
- Too much "pretend" or simulated recompense
- Family support of ultimate goals
- Employers not open or understand the importance of accepting the participant for employment
- Difficulty w/job internships because of the rural location of the program
- Barrier: lack of understanding by the “system” that productivity in employment is adding to society—loss of benefits to work.

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**SWOT Analysis Legend**
- Yellow = Strengths
- Orange = Weaknesses
- Blue = Opportunities
- Purple = Threats
Student Schedules as Evaluation Data

- Certification requirements

- Independence
# Organized Yet Individualized

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<tbody>
<tr>
<td><strong>MONDAY</strong></td>
<td><strong>TUESDAY</strong></td>
<td><strong>WEDNESDAY</strong></td>
<td><strong>THURSDAY</strong></td>
<td><strong>FRIDAY</strong></td>
<td><strong>SATURDAY</strong></td>
<td><strong>SUNDAY</strong></td>
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<tr>
<td>4:30 - 5:45 INTRO TO FORENSIC ANTHROPOLOGY MCKEE 110 Carrie Greene</td>
<td>6:00 - 6:45 DINNER Haley Gower</td>
<td>6:00 - 6:30 DINNER Sara Faust</td>
<td>6:45 - 7:45 WORK IN KILLIAN Anna Berry/ Ashley Anderson</td>
<td>8:00 - 9:15 LEISURE IN DORM Ashley Anderson</td>
<td>8:00 - 9:15 CALL PARENTS Ashley Anderson</td>
<td></td>
</tr>
<tr>
<td>[Image of a skeleton]</td>
<td>[Image of a person]</td>
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<tr>
<td>6:00 - 6:30 DINNER Sarah Faust</td>
<td>6:45 - 7:45 WORK IN KILLIAN Haley Gower</td>
<td>6:45 - 9:00 WORK IN KILLIAN Sarah Faust</td>
<td>8:00 - 9:15 LEISURE IN DORM Sarah Faust</td>
<td>8:00 - 9:15 LEISURE IN DORM Ashley Anderson</td>
<td>9:15 - 9:30 CALL PARENTS Ashley Anderson</td>
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<td>919-345-6203</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:45 - 9:00 WORK IN KILLIAN Sarah Faust/ Olivia Belk</td>
<td>8:00 - 9:15 LEISURE IN DORM Lauren Lewis</td>
<td>9:30 - 10:00 NIGHT ROUTINE Lauren Lewis</td>
<td>9:15 - 9:30 CALL PARENTS Ashley Anderson</td>
<td>9:15 - 9:30 CALL PARENTS Ashley Anderson</td>
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<tr>
<td>[Image of a person]</td>
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<td>919-345-6203</td>
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</table>
# Fading Support

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/3/11</td>
<td>Travel to Belk 183</td>
<td>Travel to CUMC</td>
<td>Travel to Belk 183</td>
<td>Travel to CUMC</td>
<td>Travel to Belk 183</td>
<td>For Weekend!</td>
<td>For Weekend!</td>
</tr>
<tr>
<td></td>
<td>(9:45-10:00am) On your own</td>
<td>(8:30-8:45am) On your own</td>
<td>(9:45-10:00am) On your own</td>
<td>(8:30-8:45am) On your own</td>
<td>(9:45-10:00am) On your own</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/4/11</td>
<td>Women's Health</td>
<td>Work at CUMC</td>
<td>Women's Health</td>
<td>Work at CUMC</td>
<td>Women's Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(10:10-11:00am) Carrie Greene 864</td>
<td>(8:45-10:45am) On your own</td>
<td>(10:10-11:00am) Carrie Greene 864</td>
<td>(8:45-10:45am) On your own</td>
<td>(10:10-11:00am) Carrie Greene 864</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/5/11</td>
<td>Travel to CUMC/CAT Tran</td>
<td>Travel to KL 127</td>
<td>Travel to CUMC/CAT Tran</td>
<td>Travel to KL 127</td>
<td>Travel to CUMC/CAT Tran</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(11:00-11:15am) On your own</td>
<td>(10:45-11:00am) On your own</td>
<td>(11:00-11:15am) On your own</td>
<td>(10:45-11:00am) On your own</td>
<td>(11:00-11:15am) On your own</td>
<td></td>
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</tr>
<tr>
<td>10/6/11</td>
<td>Cleanin Checklist</td>
<td></td>
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<tr>
<td></td>
<td>(11:00-11:45pm) Kassidy Mathis 828</td>
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</tbody>
</table>
Fall 2012 UP Participant Support

Natural Support Hours

Weeks (Fall 2012)
Increasing Independence

First Year Participant A

First Year Participant B

Natural Support Hours

Weeks Fall 2012
Web Surveys

- Monitoring behavior
- PCP meetings
- Behavioral Interventions
Behaviors In Context

Locations

Classroom
Cordelia Camp
Dining area
Dorm room
Exercise facilities/swimming pool
Library
Traveling between places
Work

Activities

Class
Eating
Exercise
Homework
Personal care (morning/evening routine; shower)
Reading lesson
Skills training (social skills, personal development)
Social activity
Work
4. Please use the response options to identify your degree of agreement with each evaluative statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>The participant in my class was prepared</td>
<td>0.0% (0)</td>
<td>0.0% (0)</td>
<td>12.5% (2)</td>
<td>68.8% (11)</td>
<td>18.8% (3)</td>
<td>16</td>
</tr>
<tr>
<td>The participant in my class regularly participated</td>
<td>0.0% (0)</td>
<td>37.5% (6)</td>
<td>31.3% (5)</td>
<td>31.3% (5)</td>
<td>0.0% (0)</td>
<td>16</td>
</tr>
<tr>
<td>The participant in my class was motivated</td>
<td>0.0% (0)</td>
<td>6.3% (1)</td>
<td>43.8% (7)</td>
<td>43.8% (7)</td>
<td>6.3% (1)</td>
<td>16</td>
</tr>
</tbody>
</table>
Evaluating Job Performance

• Work cards (solution to a voiced concern from VR) are designed with input from supervisors

• Supports follow up with participants and document approval

• Employers complete work evaluations midway through and at the end of each internship
## Monitoring Progress at Work

### Friday Work Card

<table>
<thead>
<tr>
<th>Work Requirements</th>
<th>Bonus Earnings</th>
<th>I</th>
<th>GP</th>
<th>VP</th>
<th>PPP</th>
<th>FPP</th>
<th>ATT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Time</td>
<td>Yes = + .25¢</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisted with picking up key/car</td>
<td>Yes = + .20¢</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Located brush and soap</td>
<td>Yes = + .20¢</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washed Exterior Body</td>
<td>Yes = + .20¢</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Washed Tires/Wheels</td>
<td>Yes = + .20¢</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Located Interior Cleaning Supplies</td>
<td>Yes = + .20¢</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleaned Interior Windows</td>
<td>Yes = + .20¢</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleaned Interior Surfaces</td>
<td>Yes = + .20¢</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacuumed Seats</td>
<td>Yes = + .20¢</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacuumed Floor Boards</td>
<td>Yes = + .20¢</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Assisted with returning key/car</td>
<td>Yes = + .20¢</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked Full Shift (As Assigned)</td>
<td>Yes = + .20¢</td>
<td>X</td>
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<tr>
<td>Demonstrated Good Work Ethic (complied to the best of his/her ability, avoided using cell phone, remained focused, showed respect to co-workers, etc.)</td>
<td>Yes = + .25¢</td>
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<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Total Daily Bonus:** $2.55

*I = Independent; G = Gesture Prompt; VP = Verbal Prompt; PPP = Partial Physical Prompt; FPP = Full Physical Prompt; AT = Attempted to complete task but there was no present need for it to be completed.

**Comments (As Needed):**

David was asking about our flushers. I was not sure if this was part of it.

**Praiseworthy:** He was 20 minutes early to work, so he started working.

"Yes, canoe is your total for Tuesday, we should have the same total, right?"
Graphing Work Cards

Tasks Completed Independently

Day of Work
On Campus Employment Internship Evaluation for UP Program (Fall 2012)

Please complete the following evaluation about the UP Participant who completed a work internship with you this semester and return it to cnmoffitt@email.wcu.edu or Camp Building, Office 152.

UP Participant:

Your Name:

Internship activity:

<table>
<thead>
<tr>
<th>Work Related Behavior</th>
<th>Superior</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and punctuality</td>
<td></td>
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<tr>
<td>Hygiene and grooming</td>
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<td>Communication skills</td>
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<tr>
<td>Relations with supervisor and co-workers</td>
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<tr>
<td>Motivation to work and learn</td>
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<td>Ability to accept and follow directions</td>
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<tr>
<td>Attention to task and quality of performance</td>
<td></td>
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<tr>
<td>Production speed or production quantity</td>
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<tr>
<td>Problem solving skills</td>
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<tr>
<td>Enthusiasm on the job</td>
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<tr>
<td>Self-confidence in ability to learn</td>
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</table>

Please feel free to offer any comments you wish about the UP program and this particular participant.
Participatory Evaluation

**Expertise**
- Participants are experts of environs and experiences
- Lacked by ‘outsiders’

**Knowledge**
- Co-created
- Amplified
- Usefulness

**Values**
- Self-determination; democracy; social justice; collaboration; equity

**Actions**
- Participants formulate problems; construct solutions; collect & analyze data; disseminate; plan
Academics

- Wiki sites
  - Academic updates
  - Feedback for instructors

- Needs Assessment & formative information
Photovoice

visual representations both depend on and produce social inclusions and exclusions
Rose, 2007

What is photovoice?

- **Recording** experiences via photography
- Photographs **promote dialogue**
- Participants **convey** experiences, interests & concerns to broader audience.

I am learning how to walk to classes and how to be a… I don’t know… a grown up, I guess.
Ashley, 2nd Year Participant
Why use in Photovoice participatory evaluation?

- Photography concretizes more abstract modes of expression (Booth & Booth, 2003)

- Engages people with limited social and communication abilities” (Jurkowski & Paul-Ward, 2007)

- Talk no longer has to stand in for complex experiences that words have difficulty capturing (Larsen 2008)

- Photographs can reveal realities that researchers and the public are unable or unwilling to access” (Wang, 1999)

I’m doing the same thing that any other student does- doing homework, getting assignments done when they are due… I might do it a little differently… but I’m still getting it done. Andy, 2nd Year Participant
Installment in WCU Showroom
Evaluation as Capacity Building

If you are outside, make sure the sun is behind you when you take a picture.

Is it OK to take anyone’s picture?

What should you do before taking anyone’s picture?

Using Flash
UP.WCU.EDU

- Please reference the UP website for further information
- Feel free to contact Seb with any questions or comments

Seb Prohn, UP Program Faculty Liaison & Outreach Coordinator
smprohn@email.wcu.edu
828.227.2712