2011

Inclusive Post-Secondary Education Partnership Project
Phase I

The Centre for Research & Development

St. Peter's College

Contents

ACKNOWLEDGEMENTS

INTRODUCTION

The Inclusive Post-Secondary Education Partnership Project, Phase I, was initiated in response to the labour shortages experienced by business and industry within the Prairie Innovation Enterprise Region (PIER) boundaries.

The purpose of Phase I was:

- To identify perspectives of inclusive post-secondary education (IPSE) or training for individuals with pervasive developmental disorders, intellectual and/or cognitive disabilities (PDD/ID) within the boundaries of the PIER region, in response to labour shortages experienced by business and industry.
- To learn from individuals, caregivers, parents and guardians within the PIER region if there is a demand for inclusive education and training opportunities in order to better equip individuals for the work force.
- To work with business and industry to gauge the viability of, and opportunities for, increasing training and education opportunities for PDD/ID individuals in order to address the labour shortages currently being experienced.
- To review existing inclusive post-secondary education programs in Western Canada.

In order to achieve these goals, the following tasks were undertaken:
1. A review of existing inclusive post-secondary programs with specific attention to Western Canada and rural regions.
2. A review of business and industry labour information, focused within the PIER region.
3. Preparation of a document outlining the above research.
4. Interviews with guidance counselors and teachers in the region.
5. Interviews and surveys with PDD/ID individuals, parents, guardians and support workers.
6. Surveys of business and industry.
7. Transcription and analysis of interviews and surveys.

The partners involved in bringing this project to completion include:
- PIER (Funding partner)
- CTRC (Funding partner)
- SPC (Funding partner)
- Can-Sask (Funding partner)

Research was conducted by:
- The Centre for Research and Development at St. Peter's College.

Project Overview

Strategies to meet labour needs of business and industry in rural Saskatchewan are essential. According to recent statistics, the January 2011 unemployment rate in Saskatchewan reached 5.6%, several percent lower than the national rate (Saskatchewan Bureau of Statistics, 2011).

In 2009, PIER authored a Business Plan that identified labour shortages as a barrier to economic development within the region (PIER, 2009), and in order to address this labour deficiency, PIER began exploring the viability of non-traditional labour pools. It was identified that a lack of access to inclusive education and training opportunities might be a barrier to employment opportunities for PDD/ID adults within the region.

Through surveys and discussions, parents and caregivers within the region expressed frustrations they face in trying to find a variety of employment for individuals with pervasive developmental disorders, intellectual and/or cognitive disabilities. At present, these individuals often find employment opportunities very limited or non-existent. Other barriers to gaining employment have also been identified, including restrictions resulting from underlying health issues combined with government funding regulations. Individuals on the Saskatchewan Assured Income for Disability Program will have employment earnings over a certain amount negatively affect the amount of benefits received. Most parents and caregivers stated a preference for wanting a variety of employment opportunities, and needing flexibility in scheduling. People also felt that rural areas had very limited to non-existent employment opportunities.

There is a lack of employment opportunities and a lack of a variety of opportunities for individuals with PDD/ID in this region; therefore some individuals with PDD/ID have chosen to remain unemployed, exacerbating a well-recognized regional labour shortage. The very diverse needs of individuals with pervasive developmental disorders, intellectual and/or cognitive disabilities are a challenge for the provision of assistance where there may not be large numbers of individuals requiring any one model of support service and speak to the need for innovation and flexibility.

Employers surveyed for this project felt that individuals with PDD/ID may not be a viable labour pool due to several factors, including the scope of positions that are currently or projected to be under-staffed.

Particularly in the rural areas of this region parents and support workers surveyed felt that the lack of transportation to employment opportunities was a significant barrier for individuals with PDD/ID.

Many of the survey and interview participants suggested the post-secondary school system could play a larger role in life skills training and educating people with PDD/ID as a way to increase employment opportunities, although more emphasis on social and life skills was noted.

The benefits of training, by both the education system and employers, were also discussed. Participants felt that while post-secondary education may help with social skills of people with PDD/ID, it was believed by parents and caregivers that having people with pervasive developmental disorders, intellectual and/or cognitive disabilities within post secondary classrooms would positively affect all students.

INCLUSIVE POST-SECONDARY EDUCATION REVIEW

Inclusive post-secondary education (IPSE) is post-secondary programming that is "designed to provide the opportunity for adults with developmental disabilities to take part in all aspects of campus life of post secondary institutions" (Mosoff, 2009, p. 4). IPSE represents an opportunity for "a group of students in our public education system who are being denied a fundamental opportunity granted to hundreds of thousands of other high school graduates each year – post-secondary education" (Weinkauf, 2002, p. 2). Quality IPSE programs can fulfill many objectives, including self-esteem and confidence, academic skills, self-determination, job skills and social status enhancement (Weinkauf, 2002, pp. 34-35).

IPSE programs, the first of which was piloted in 1987 at the University of Alberta, began gaining popularity in the late 1990's. Historically, these types of programs are "usually developed through the efforts of parents who have a son or daughter with a developmental disability" (Mosoff, 2009, p. 4). The foundation for the majority of IPSE programs is based on a set of key principles that attempt to create the most beneficial experience possible for students with developmental disabilities.[1]

While a university education is not keystone in obtaining gainful employment, it has been demonstrated that successful IPSE programs can lead to improved employment and independent living opportunities (Martinez, 2010, pp. 1-2).

Students who participate in IPSE programs audit classes as opposed to taking the courses for university credit. By entering as an audit student, individuals are able to learn at a more suitable learning pace, set individual goals, complete adapted assignments and exams, complete practicums, and participate in campus life (Provincial Government of Alberta, 2011). Within these programs, staff members work closely with students and faculty in order to ensure that the students' inclusion in the classroom and campus life is both a successful and positive experience.

Inclusive Post-Secondary Education Programs in Western Canada

Throughout western Canada there are numerous IPSE programs. The vast majority of these programs are located within Alberta – the province that not only pioneered IPSE programming, but has also become a world leader in IPSE (Provincial Government of Alberta, 2011). There are currently 18 post-secondary institutions in Alberta that offer inclusive education opportunities.[2]

The Alberta Association for Community Living (AACL) "has played an instrumental role in the development of inclusive post-secondary educational opportunities" (Alberta Association for Community Living, 2008). The AACL hosts a number of support initiatives for inclusive education providers, including retreats and development activities.

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[1] See Appendix B for Weinkauf's "Principles of IPSE."
[2] University of Alberta, University of Calgary, Grant MacEwan University, Lethbridge Community College, Red Deer College, Olds College, St. Mary's College, NAIT, Mount Royal University, Grande Prairie Regional College, Concordia University College, Lakeland College, University of Alberta Augustana Campus, Athabasca University, Keyano College, Norquest College, The King's University College and Bow Valley College.

All of the IPSE programs in Alberta receive funding from Persons with Developmental Disabilities (PDD). PDD is a provincial government program that "provides funding for staff supports for adult Albertans with developmental disabilities. These funds are based on individual need and are intended to help individuals live as independently as they are able to within their community (Provincial Government of Alberta, 2011). Reviews of the PDD funding program are currently underway and supporters and users of the PDD program feel that the funding could potentially be decreased or discontinued in the near future as the Alberta provincial government had announced cuts to this funding program for both the 2009 and 2010 budget years.

In 2001, a group of parents in British Columbia formed STEPS Forward. STEPS is an IPSE focused organization with was "founded to ensure that people with developmental disabilities are included as students in the academic and social life of colleges and universities of British Columbia" (STEPS Forward, 2011).

STEPS works with intellectually disabled individuals through their post-secondary education and into their chosen field of employment. Individuals who wish to pursue post-secondary education apply to STEPS, and are required to meet five criteria. Applicants must have a developmental disability, a desire to become a college or university student, a wish to study a subject offered at the post-secondary institution, willingness to make the campus experience a priority for 4-5 years, and staff resources available for support requirements. An applicant's eligibility is not based on level or complexity of the disability or skill level (STEPS Forward, 2011).

STEPS also works with families and individuals before, during and after college or university. Once an applicant has been accepted into the STEPS post-secondary program, STEPS works with the college or university to create a curriculum and schedule to accommodate the applicant's needs and choices for education, provides support to the college or university and the individual throughout the applicant's program, and, once an individual finishes his or her program, STEPS assists the student to find long-term employment in his or her chosen field (STEPS Forward, 2011).

The STEPS program currently works with six colleges and universities within British Columbia[3] and is financed by donations, the British Columbia Association for Community Living and the British Columbia Provincial Government (STEPS Forward, 2011).

Inclusive Post-Secondary Education Programs in Saskatchewan

Currently in Saskatchewan there are two post-secondary institutions with inclusive programming: the University of Regina and SIAST.

Campus For All is a program offered through the University of Regina's Faculty of Education. This program is designed for adults aged 22 and older with intellectual disabilities, and focuses on developing literacy and social skills.   Students enrolled with Campus For All audit classes they are interested in and can choose to take part in all aspects of campus life (Morstad, 2011).

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[3] Emily Carr University, Nicola Valley Institute of Technology, Simon Fraser University, University of BC Point Grey, University of BC Okanagan, and University of Victoria.

Staff at Campus For All design individual programs and work closely with their students both in and out of the classroom. Students enrolled in Education at the University are asked to volunteer as tutors and/or Buddies for the Campus For All students. Tutors work one-on-one on literacy programming, while Buddies go together to various campus activities throughout the school year (Morstad, 2011).

Campus For All receives funding and support from the Saskatchewan Association for Community Living (SACL), the University of Regina and the provincial government.

SIAST offers three programs geared towards "adults with diagnosed disabilities who are eligible for funding" (SIAST, 2011). At four different campuses[4] SIAST offers Living Skills, Transition to Work and Way to Work programs.

Living Skills is a "work preparation program that helps adults with diagnosed disabilities who are eligible for funding achieve non-sheltered, gainful employment in the community" (SIAST, 2011). This program runs for 4 months within the classroom, followed by a 2-month work readiness component that ends with work placement. SIAST provides ongoing support and job coaching to graduates of Living Skills.

Transition to Work is a program that addresses employment skills and basic academic skills. The teaching is centered around reading, writing and math "while practicing behaviours that will contribute to…employability" (SIAST, 2011).

SIAST's Way to Work program is "an employment readiness training project for adults who have an intellectual disability" (SIAST, 2011). This program "provides pre-employment and employment skills, on-site training experiences and opportunities that may lead to competitive community employment. It consists of life and living skills training, workplace literacy training, job readiness and work placements" (SIAST, 2011).

SIAST received funding for Way to Work from the provincial government's program Employability Assistance for People with Disabilities and the Saskatchewan Association for Community Living.

IPSE within the PIER Region

St. Peter's College provides services through the University of Saskatchewan's Disability Services for Students (DSS). The following information is taken from DSS pages on the University of Saskatchewan's website (University of Saskatchewan, 2011):

To register with DSS, students must provide appropriate documentation:
- For medical-based disabilities, a physician must fill out a medical questionnaire (PDF).
- For learning disabilities, a psycho-educational assessment that was completed by a registered psychologist within the past five years must be provided.

The documentation can be forwarded directly to DSS by the physician or psychologist. Alternately, the student can bring the documentation along to the registration appointment. To register with DSS,

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[4] Palliser Campus (Moose Jaw), Wascana Campus (Regina), Kelsey Campus (Saskatoon) and Woodland Campus (Prince Albert).

contact [DSS} to book a one-hour appointment. Registration can proceed only if the documentation is on hand at the time of the appointment.

By law, DSS defines disability according to Section 2(1)(d.1) of the Saskatchewan Human Rights Code:
1. any degree of physical disability, infirmity, malformation or disfigurement and, without limiting the generality of the foregoing, includes:
   - epilepsy;
   - any degree of paralysis;
   - amputation;
   - lack of physical co-ordination;
   - blindness or visual impediment;
   - deafness or hearing impediment;
   - muteness or speech impediment; or
   - physical reliance on a service animal, wheelchair or other remedial appliance or device; or

2. any of:
   - an intellectual disability or impairment;
   - a learning disability or a dysfunction in one or more of the processes involved in the comprehension or use of symbols or spoken language; or
   - a mental disorder.

DSS provides the following services:
- <u>Notetaking</u>
  The Notetaking Program supports students who are unable to take or who have difficulty taking notes. It allows students with many different types of disabilities to receive an effective set of notes for classes where notetaking is required.

- <u>Letters to professors</u>
  These are to inform the professor of the accommodations necessary for each student.

- <u>Alternate Format Textbooks</u>
  The Alternate Format Textbook Program assists students with print disabilities to obtain e-texts. For the purpose of this program, students with "print disabilities" are those who have:
  - visual disabilities
  - difficulty processing print due to a learning disability
  - difficulty with focus due to short term memory loss
  - difficulty physically handling books and/or turning pages

  The Alternate Format Program is only available to students who are registered with DSS.

- Exam Accommodations

  The types of accommodations a student uses depends on the recommendations made by the student's physician or psycho-educational assessment. Typical accommodations include:

  > **Extra Time**: Time and a half or double time.
  > **Room Alone**: A private exam room.
  > **Quiet Space**: Quiet space, shared with a few other students.
  > **Scribe**: A person who works one-on-one with the student, to write the answers to exam questions verbatim.
  > **Reader**: A person who works one-on-one with the student, to read the questions and/or the student's written answers aloud.
  > **Computer**: A non-networked computer or laptop.

  Other types of accommodations are available, as well, and are determined by a student's medical documentation or psycho-educational assessment. For more information, contact DSS.

- Classroom Changes
  If you need to arrange a classroom change due to accessibility issues or a temporary disability, e-mail the following information to dss@usask.ca:
  - Your name, student number, contact phone number
  - Course(s) name, number, section
  - Instructor
  - Your needs

- Advocacy and Mediation
  Disability Services for Students represents students with disabilities in negotiation with the University, colleges and professors. The office accomplishes this by:
  - Ensuring that the campus is accessible for students with disabilities
  - Developing a confidential file for a personalized assistance strategy

  By acting as mediator between students and the University administration or between students and faculty, the office aims to ensure that students are treated in an equitable manner, and to minimize obstructions to success for students at university.

  Examples of mediation services include:
  - Course grievances
  - Student / administration negotiations
  - Student / professor negotiations

- <u>Library Assistance</u>
  The Library Assistance program supports people with physical disabilities who have difficulty retrieving books or documents from the library. A student using this program gives the call number of material he requires to a volunteer, who then retrieves it. This program is for you if…
  - you use a mobility device that makes the aisles difficult to navigate
  - you cannot reach high shelves
  - you have difficulty carrying books
  - you have a hard time getting around the library

- <u>Assistive Technology</u>
  The Assistive Technology Program (AT Program) is intended to provide students with disabilities access to a variety of enhanced technology needed to achieve academic success. Students registered with the DSS are able to receive services through the AT Program either on an ongoing, or on an as need basis.

  Services available include:
  - Performing individual student technology assessments
  - Technology training determined on a case-by-case basis
  - Research and recommendations for technology purchases
  - Technology support and troubleshooting

  The AT Program will also liaise with staff and faculty regarding accessibility and assistive technology-related issues, and provide training to those who work with students using assistive technology.

  DSS has found that certain types of assistive technology work especially well for students who have disabilities (a recommended list is provided on the website (University of Saskatchewan, 2011). Often, funding for this equipment can be obtained from the Canada Saskatchewan Study Grant.

Carlton Trail Regional College provides the following services:
- Accommodations for documented disabilities.
  - Work with students, teachers, counsellors and support staff to develop individualized learning plans
  - Suggest and provide required accommodations where possible

- Connections to community services
  - Assist students in finding additional support within their community

- Support and advocacy
  - Act as an advocate to help students get required accommodations
  - Provide education and support to assist students to live and learn with their disabilities.

Humboldt and District Community Services Inc. provides a Supported Employment Program.   The Humboldt and Area Supported Employment Program is a service designed to support individuals with employment barriers with career and employment decisions and to support them with working in competitive employment settings.   The goals of this program are as follows:

- that individuals with employment barriers will have employment
- that individuals with employment barriers will maintain their employment
- that individuals with employment barriers will have improved conditions and quality of life
- that individuals with employment barriers will have an improved connection to the community
- that employers will be able to state the benefits of hiring a person with employment barriers.

Barriers to Access

Currently across western Canada, there are barriers which prevent IPSE programs from becoming mainstream. These barriers are also applicable to individuals wanting to access IPSE programs. The following are the major barriers:

- Funding: there is limited funding for institutions providing IPSE programming. This makes it difficult for the programs to be sustainable. It can also be very challenging for individuals with PPD/ID to find funding in order to attend IPSE programs.

- Location: due to the rural geographical nature of the PIER region, access to public transportation is limited and/or nonexistent. Therefore, drivers are needed for individuals with PPD/ID if employment or education opportunities are not in their hometowns.

- Population: due to the small population of the PIER region, opportunities for education or employment are fewer than in urban settings. There is also a much smaller PDD/ID population within the PIER region than in more urban regions.

- Post-Secondary Institutions' regulations/procedures/policies: universities and colleges have a standard set of application procedures and admitting qualifications and it is very difficult to have adaptations and changes made. This lack of procedural flexibility and adaptability vastly limits to availability of IPSE opportunities.

SURVEY AND INTERVIEW RESULTS

Business and Industry Labour Surveys and Interviews

An online survey was distributed to 207 businesses and industries within the PIER region with a 16% response rate. This survey addressed issues such as labour shortages, types of labour needed, perceptions with regards to employing PDD/ID individuals, and training opportunities. The Business and Industry Survey tool is in Appendix C.

The following chart identifies the business and industry sectors that were represented by survey respondents:
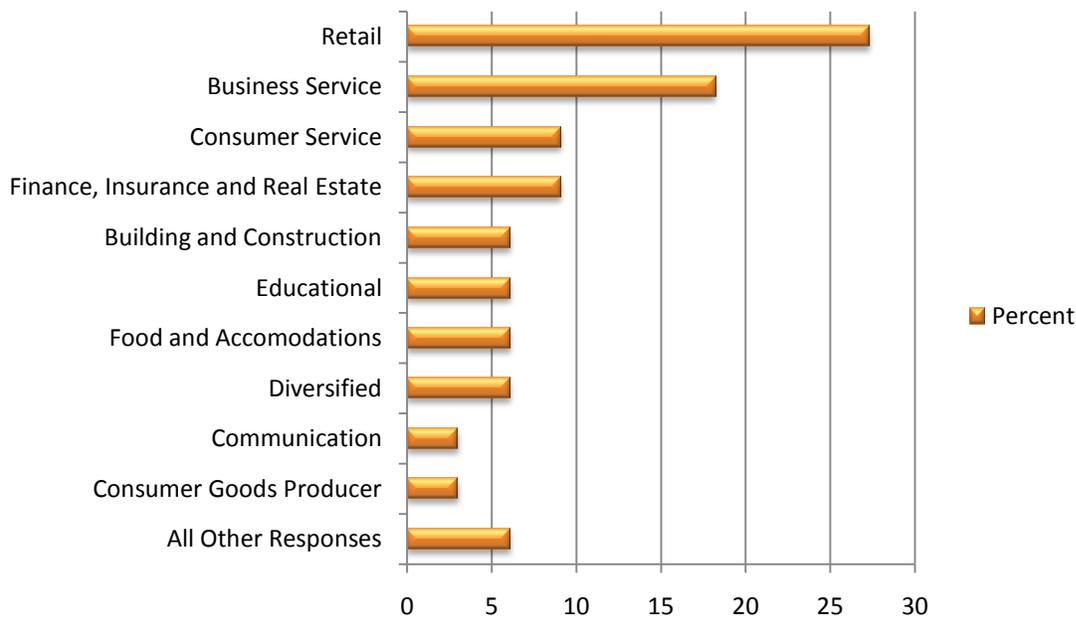
When asked about current or projected labour shortages, 9.1% of respondents identified that their business or industry is experiencing a labour shortage, and 27.3% expect to experience a labour shortage within the next 3 years. 54.5% of respondents do not have, nor do they expect to face, a labour shortage.

Those businesses or industries that identified as experiencing or expecting to experience a labour shortage within 3 years indicated the following part time, full time and shift positions as those that currently are or will be under-staffed:

- Customer service
- Management
- Production
- Wash technicians
- Retail positions

- Sales
- Seamstress
- Computer Services
- Finance
- Engineering

- Drafting
- Trades
- Construction
- Instrument technicians

The education, training and credentials required for the identified positions vary from a high school diploma to onsite training, previous experience, and/or a university degree.

The physical, social and/or cognitive attributes required were cited as: communication skills, physical fitness, strong mathematical skills, ability to work with large equipment, friendly and outgoing personality.

When asked if the respondent felt an individual with PDD/ID could train for this/these positions, 22.2% answered yes. 13.3% of respondents also indicated that they currently have an individual with a developmental, intellectual and/or cognitive disability working for their business or industry.

25% of respondents currently offer inclusive training opportunities to employees.

63.4% of survey respondents do not know or feel that there are any benefits to hiring an employee with a developmental, intellectual and/or cognitive disability. Those respondents who felt there are benefits to hiring an employee with a developmental, intellectual and/or cognitive disability cited benefits such as: gaining dedicated workers, increasing self-worth for individuals with disabilities, employing people who deserve a chance, benefitting the community, setting a positive example, creating inclusiveness, and obtaining opportunities for subsidized wages.

86.2% of respondents believe there are challenges to hiring an employee with developmental, intellectual and/or cognitive disabilities. When asked to identify these challenges, survey respondents listed the following:

- Safety concerns
- Accommodating individual needs
- Training
- Supervision
- Additional training, time and resources

- Communication
- Will not develop beyond a basic understanding of job duties
- Customer service
- Long term sustainability
- Ability to fulfill job duties

When asked if they would require additional supports to hire an employee with developmental, intellectual and/or cognitive disabilities, 26.9% said yes, while 73.1% said no or do not know. Those respondents who indicated they would require additional supports listed the additional supports required as: educate other staff, additional staff required, job counseling, and increased training time.

73.1% of business and industry respondents believed inclusive post-secondary education could be beneficial.

Within the PIER region, there are five community service providers that offer multiple employment positions for individuals with PDD/ID: Futuristic Industries (Humboldt), Wynyard Carres Group (Wynyard), Columbian Industries (Cudworth), Interlake Human Resources Corporation (Watrous) and Mallard Diversified Services (Wadena).

Individual Surveys and Interviews

PDD/ID individuals within the PIER region were found mainly through snowball sampling (word of mouth) and via community groups. Of those contacted, 17 individuals participated in a survey which addressed various aspects of their work and school life. The questions used in the survey and the accompanying information are listed in Appendix D. The topics that were addressed included basic personal information, education history, work history, and future hopes with regard to both education and work.

Respondent ages ranged from 5 to 56 years old. Of the respondents, 65% are currently employed with an additional 23% wanting to be employed.

When asked what types of jobs they would like to do, the most popular answer cited by respondents was working with children. Several other respondents would like to work with people with disabilities, in care homes or schools.

65% of respondents believed they would be able to get a better job or a higher wage if they had more education.

Of those who would like to get more education, respondents indicated the following as reasons:
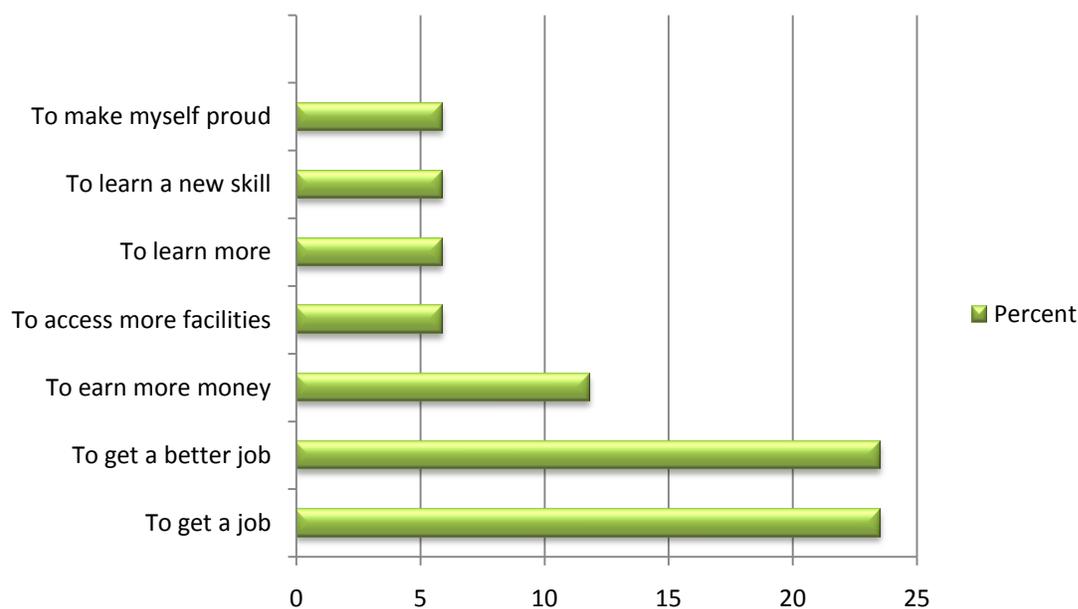
When asked about learning styles and environment, 30% of respondents preferred non-inclusive classrooms while 35% preferred inclusive classrooms. Respondents who preferred inclusive classrooms indicated they would benefit by learning more, making new friends, receiving help from fellow classmates and being more able to experience campus life.

The fears of being in an inclusive classroom include that they would be unable to make friends, the learning would be too hard, not learning as fast as everyone else, and being scared of campus life.

Parents, Guardians and Support Workers Surveys and Interviews

Parents, guardians and support workers were contacted through a variety of methods, including snowball sampling, community groups, care homes and community service providers. Of the total number of people contacted, 20 chose to participate in interviews or surveys. The survey tool used for this group is included in Appendix E. Respondents were asked about various aspects of employment and education.

When asked what situation best describes the individual with a disability they are responsible for, respondents indicated the following:
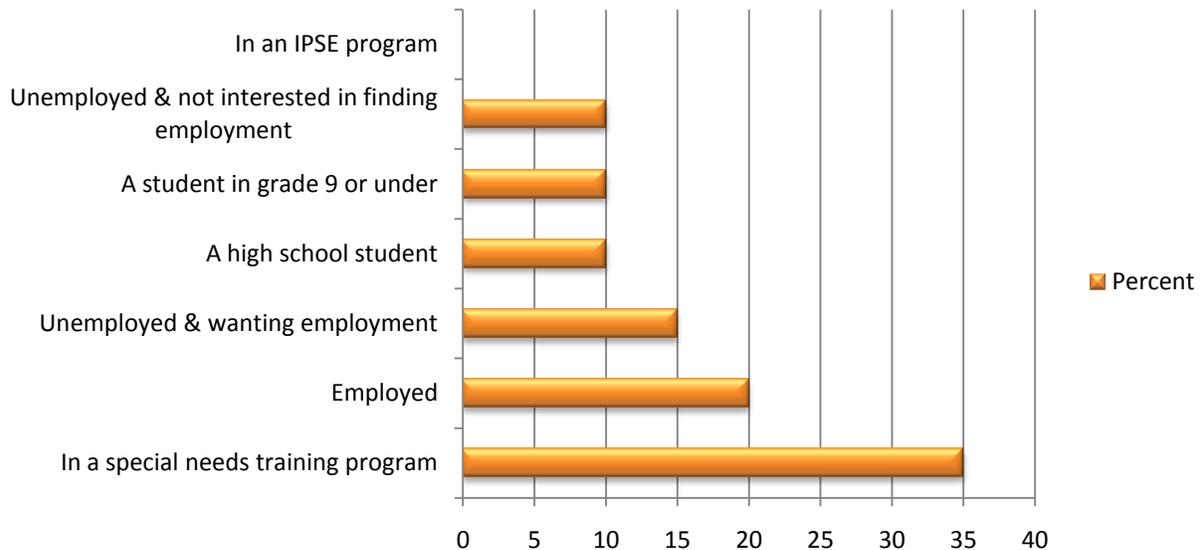
50% of the respondents were not aware of any employment opportunities for the individual they are responsible for, citing reasons such as living in a small rural community and lack of assistance as barriers to finding employment.

When asked about appropriate types of employment opportunities, respondents indicated dishwashing, cleaning, filing, stocking shelves, and working at community service providers such as Futuristic and Mallard Industries.

65% of respondents did not know or felt that there are not enough employment opportunities available for individuals with disabilities within the PIER region.

Respondents were asked if further education or training would benefit the individual they are responsible for in acquiring a job. 45% indicated that further education or training may help in acquiring employment. When asked to explain, participants mainly felt that on the job and/or specialized training would be most beneficial.

50% of respondents felt that with the proper type of program and the proper supports, IPSE would be a beneficial experience, giving the individual more opportunity to get a better job, make new friends, develop social and life skills and potentially learn new skills.

65% of respondents do not believe there is a need or demand for IPSE.

Service Providers Surveys and Interviews

Community service providers within the PIER region were invited to take part in written surveys. The survey for service providers is in Appendix F. Service providers were asked questions regarding the nature of their organization, partnerships, the number of individuals they work with, employment information, and educational and training related information.

The services offered by those surveyed include: supported employment services, family case management, support groups, social clubs, residential services/group homes, day programs and social skill training.

With regard to partnerships, 50% of those asked have partners they work with, including businesses, employment services, educational institutions and the Saskatchewan Association of Rehabilitation Centres.

The largest service provider indicated that they work with up to 100 individuals with pervasive developmental disorders, intellectual and/or cognitive disabilities.[5] Of those individuals, 32 are employed and 29 are in some type of training program.

50% of those surveyed felt that there are enough employment opportunities within the PIER region for PDD/ID individuals. Those who indicated that there are not enough employment opportunities felt that while there are employment opportunities available to PDD/ID individuals, there is not enough variety in the types of employment available to these individuals and that there are numerous smaller communities throughout the PIER region where there are very few and/or no employment opportunities.

75% of service provider respondents offer education and/or training to individuals with pervasive developmental disorders, intellectual and/or cognitive disabilities. Most of this training is centered on basic life skills, social skills and employment readiness skills.

Of those surveyed, 75% of respondents believed that individuals with pervasive developmental disorders, intellectual and/or cognitive disabilities would benefit from further education, and believed that non-inclusive education would be the most beneficial. 25% of respondents felt that IPSE is important.

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[5] Note that these individuals are located both within the PIER region and outside of PIER's boundaries.

Conclusion

In order to assess the demand for IPSE in the PIER region, the Centre for Research and Development was looking to find out if:

- there were employment opportunities within the PIER Region for individuals with PDD/ID

- there were individuals with PDD/ID in the PIER Region who were looking for employment

- there were individuals with PDD/ID in the PIER Region who were interested in inclusive post-secondary education

This research project found the following:

- The employment opportunities for individuals with PDD/ID within the PIER region are limited because many employers are not willing or are unable to spend the time developing positions, providing appropriate training or supervision.

- There are a very limited number of individuals with PDD/ID within the PIER region who are looking for employment; however, the barriers such as transportation and housing are substantial.

- Individuals with PDD/ID within the PIER Region are not interested in IPSE for education's sake, but are interested in the social opportunities of campus life.

Potential Directions of Phase 2

Based on the information gathered within Phase I, the Inclusive Post-Secondary Education Partner Project Steering Committee will need to determine the direction of Phase 2.

There are several potential options for Phase 2:

1. Due to the lack of demand for IPSE in the PIER region, Phase 2 will not progress.

2. An inclusive social/volunteer program be developed for individuals with PDD/ID to provide opportunities to experience campus life and/or other social environments.

3. An education program be developed for employers about the abilities of people with pervasive developmental disorders, intellectual and/or cognitive disabilities and their potential to help alleviate the current labour shortage within the PIER region.

4. A directory of employers who are able to safely employ individuals with pervasive developmental disorders, intellectual and/or cognitive disabilities be compiled.

5. Phase 2 work with post-secondary providers within the region to determine the viability of creating inclusive classrooms so that individuals with pervasive developmental disorders, intellectual and/or cognitive disabilities may attend post-secondary education for the potential learning and social aspects of campus life on a case by case basis if they so choose.

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APPENDICIES

APPENDIX A   PIER REGION MAP
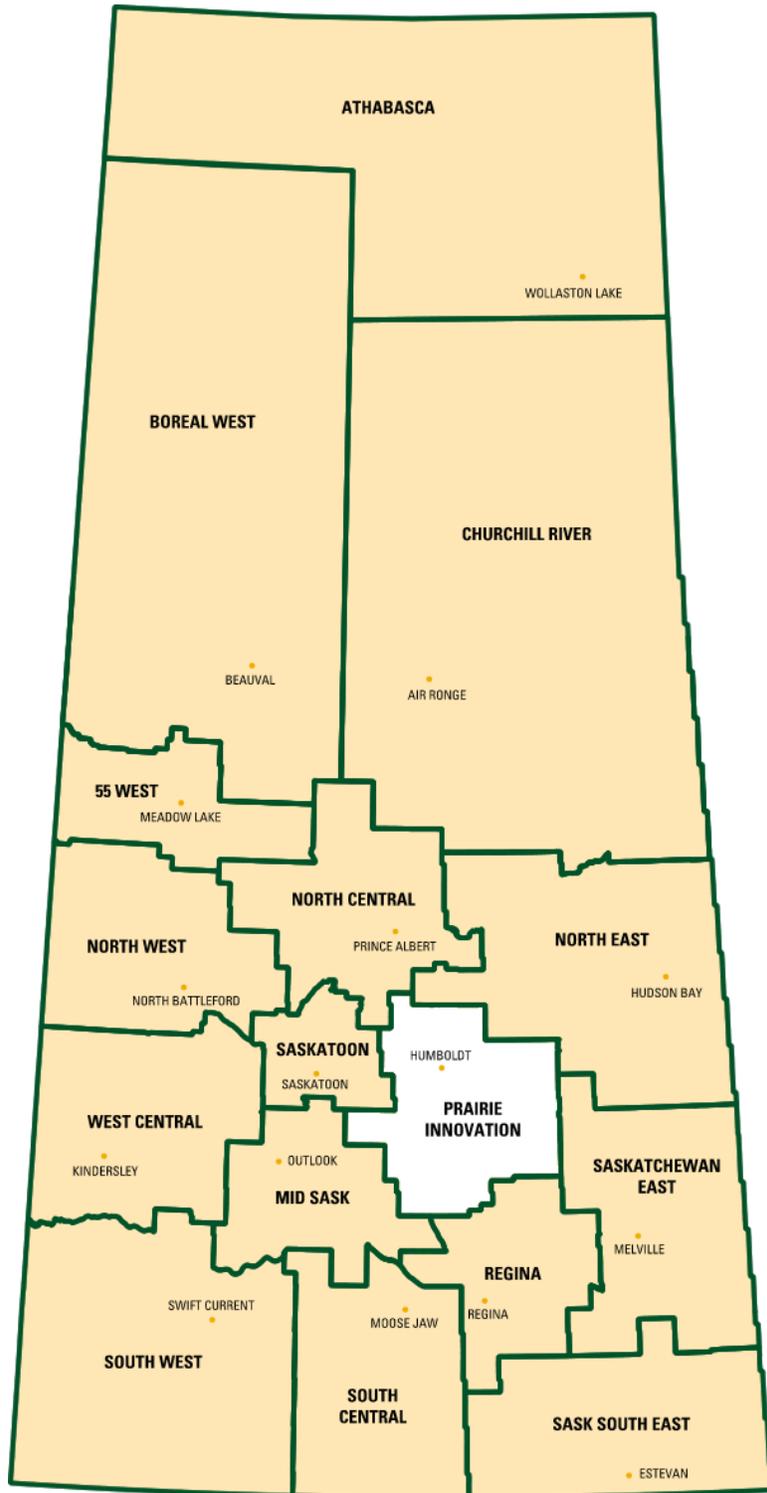
APPENDIX B   PRINCIPLES OF IPSE

In 2002, Tim Weinkauf identified that, like most public educational systems, IPSE founders had developed a strong set of principles to guide programming:

1. IPSE is available to any adult with an intellectual disability: "IPSE programs support a diverse group of learners." There are no academic or physical criteria used to select students. This means that IPSE programs are "open to any adult with an intellectual disability" including adults labeled as severely, profoundly handicapped who may not have any formal means of communication and who require personal care for their health and transportation needs. Conversely, students who are able to read, write and interact independently with others are also integrated into college or university.

2. IPSE is totally inclusive and is coherent with what other students experience: Students are included in the same academic, social and recreational experiences as others. Respondents indicated there are "no separate classes, classrooms, academic or non-academic activities specifically for IPSE students."

3. Students in IPSE programs assume Socially Valued Roles: Through their participation in the same activities and environments, (along with modifications where necessary to make their participation meaningful), students in IPSE assume valued social roles. The role of students at college or university, and their participation in the same activities as others, gives them status and legitimacy with their peers and the community that would otherwise be unattainable or at the least, very difficult to achieve.

4. IPSE programs provide Individual Student Support(s): As noted above, the amount and types of supports that students need to participate in college or university activities is dependent upon the individual student and varies from student to student. As well, individual student supports may change from "day to day, term to term, and/or year to year." In consultation with the student, the people in the environment they wish to be involved in, family and any significant others, a plan centered on the intensity and type(s) of support is formulated and facilitated by program staff. This plan might include:

- volunteers to serve a support function
- Curriculum supports: text revision and modification, peer tutoring, class review and assignment completion with staff support
- Personal supports: informal counseling around decision making and problem solving related to any aspect of their experiences
- Job supports: coaching and connecting with co-workers who would provide natural supports

To assist students in becoming part of the college or university experience, IPSE staff, referred to as facilitators, are available to provide support and recruit support for students. Facilitators generally have an educational background in rehabilitation or a related field, are full-time staff, and support up to 3 students, each of whom would be involved in different post-secondary classes. Facilitators are responsible for providing direct support to students in ways such as turning text into plain language or graphics, preparing notes, creating modified assignments and/or exams and any other academic modification that might be needed.

5. <u>IPSE programs provide supports to others as well</u>: It is imperative that program staff provide support to the instructors, non-disabled students and others involved in an IPSE student's program of study. An orientation to IPSE practices and philosophies is provided with an emphasis on how the individual can support student participation and progress. There is also on-going support and collaboration throughout the term or year to give volunteers the opportunity to seek advice, ask questions, and engage in discussion relevant to a student's participation. IPSE program staff believe that supporting volunteers is "fundamental to the program" and that they need to be vigilant of "supporting whoever is involved."

6. <u>IPSE programs encourage Self -Determination of students</u>: "Students gain self-knowledge, self-awareness, and self-management skills" (Freeze, 2000, p. 90) through IPSE. Goals associated with involvement in academic, recreation and social

APPENDIX C   BUSINESS AND INDUSTRY SURVEY TOOL

1. Which sector from the following list best describes your business or industry?
    a. Advanced manufacturing
    b. Agriculture
    c. Building and Construction
    d. Business Service
    e. Communication
    f. Consumer Goods Producer
    g. Cultural
    h. Diversified
    i. Durable Goods Producer
    j. Educational
    k. Entertainment
    l. Finance, insurance and Real Estate
    m. Food and Accommodations
    n. Forestry
    o. Furniture and Appliances
    p. Grocery
    q. Health Care and Pharmaceuticals
    r. Industrial Goods
    s. Mining
    t. Motor Vehicles
    u. Recreation
    v. Retail
    w. Technology
    x. Telecommunications
    y. Transportation
    z. Other (Please specify)

2. Are you currently experiencing or projecting any labour shortages in the next 3 years?
    a. Yes (currently)
    b. Yes (projecting over the next 3 years)
    c. No
    d. I don't know

3. If yes, in what position(s)?

4. What types of training, education or credentials are required for this/these position(s)?

5. What are the physical, mental, or social requirements of this/these position(s)?

6. Do you think an individual with a developmental, intellectual and/or cognitive disability could train for this/these position(s)?
    a. Yes
    b. No
    c. I don't know

7. Do you have any individuals with a developmental, intellectual and/or cognitive disability currently working for you?
   a. Yes
   b. No
   c. I don't know

8. If yes, in what position(s)?

9. Do you currently offer any education or training programs which combine individuals with AND without a developmental, intellectual and/or cognitive disability together at the same time (inclusive education)?
   a. Yes
   b. No
   c. I don't know

10. If yes, what type of inclusive education or training program(s) do you provide?

11. Do you feel there are benefits to hiring an employee with a developmental, intellectual and/or cognitive disability?
    a. Yes
    b. No
    c. I don't know

12. If yes, what are the benefits?

13. Do you feel there are challenges to hiring an employee with a developmental, intellectual and/or cognitive disability?
    a. Yes
    b. No
    c. I don't know

14. If yes, what are the challenges?

15. If you hired an individual with a developmental, intellectual and/or cognitive disability, would you require additional supports?
    a. Yes
    b. No
    c. I don't know

16. If yes, what additional supports would you require?

17. Inclusive post-secondary education (IPSE) is designed to provide the opportunity for adults with developmental, intellectual and/or cognitive disabilities to take part in all aspects of campus life of post-secondary institutions. Do you think that IPSE is beneficial to everyone involved?
    a. Yes
    b. No
    c. I don't know

18. If you have further comments, please comment below.

APPENDIX D   INDIVIDUAL SURVEY TOOL

St. Peter's College (SPC), Carlton Trail Regional College (CTRC), Canada-Saskatchewan Career and Employment Services along with the Prairie Innovation Enterprise Region (PIER) through the Centre for Research and Development at St. Peter's College are embarking on a research project that will assess the demand for post-secondary education of individuals with disabilities and identify the programs and services required for said individuals to attain success, in response to labour shortages experienced by business and industry.

This study will focus on the group of individuals with disabilities who struggle to access post-secondary education or training because of pervasive developmental disabilities, intellectual and/or cognitive disabilities who do not meet the academic admission requirements of the post-secondary institution.

For the purposes of this questionnaire, the following definitions will be used:

Inclusive Post-Secondary Education (IPSE):

IPSE is designed to provide the opportunity for adults with developmental disabilities to take part in all aspects of campus life of post secondary institutions.

An Individual with a Disability:

For the purposes of this questionnaire an individual with a disability refers to a person with pervasive developmental disorders, intellectual and/or cognitive disabilities.

Thank you for taking the time to complete this survey. Your feedback will help determine the direction of inclusive post-secondary education. If you need someone to help you complete this survey, please ask your family member or support worker.

Please return this survey by **March 10, 2011** to:

The Centre for Research and Development
St. Peter's College
Box 40
Muenster, SK S0K 2Y0

Phone: 306-682-7886
Fax: 306-682-4402

Inclusive Post-Secondary Education Partnership Project
Questionnaire for Individuals with Disabilities

1. How old are you?

2. What type of job would you like to have? (What is your dream job?)

3. Do you have a job now?
   ☐ Yes   ☐ No

   If yes, where do you work? (Choose one answer)
   ☐ I work in a restaurant or fast food restaurant
   ☐ I work for a hotel or motel
   ☐ I work in a grocery store
   ☐ I work in a retail store
   ☐ I work in a bank
   ☐ I work for a manufacturing company
   ☐ I work for a recycling company
   ☐ I work on a farm
   ☐ I work in a training centre
   ☐ I work for an automotive or farm dealership
   ☐ I work for a mine
   ☐ Other

4. If you have a job, what type of work do you do? (Please describe)

5. If you have a job, would you like a different job?
   ☐ Yes   ☐ No

   If yes, what kind of job?

6. If you had more education, do you think you would be able to get a job, a better job or more pay for your current job?
   ☐ Yes   ☐ No   ☐ I don't know

7. Would you like to get more education? (Choose one answer)
   ☐ Yes   ☐ No

   If yes, what would you like to learn? (e.g.: painting, drawing, first aid, food handling, writing, English history, welding, typing etc., etc.)

8. Why do you want to get more education? (Choose one answer)

☐   To get a job

☐   To get a better job

☐   To earn more money

☐   To access more facilities

☐   To play sports

☐   For something to do

☐   To meet friends

☐   To learn more

☐   To get a certificate or diploma

☐   To make my parents proud

☐   To learn a new skill

☐   To make myself proud

☐   Other   _____

9.   Where would you like to learn? (Choose one answer)

☐   In a classroom with only students with disabilities (non-inclusive)

☐   In a classroom with both students with and without disabilities (inclusive)

☐   It doesn't matter, I just want to learn

10.   If you were placed in a classroom with students without disabilities (inclusive), how would you benefit? (Choose any that apply)

☐   I would learn more

☐   I would make new friends

☐   My fellow students will help me learn

☐   I can experience campus life

☐   There are no benefits

☐   Other   _____

11.   What are your fears about being in a classroom with students without disabilities? (Choose your best answer)

☐   The learning would be too hard

☐   I would not be able to make new friends

☐   I won't be learn as fast as everyone else

☐   Campus life scares me

☐ I have no fears

☐ Other _____

12. If you were taking more education, what would make it successful for you? (Choose your best answer)

☐ Attending class

☐ Completion of course

☐ Pass of modified course

☐ Pass of course

☐ Certificate of participation

☐ Official Certificate or Diploma

☐ Other _____

13. What type of services or help do you need to get more education? (Choose all that apply)

☐ I need a person to read for me

☐ I need a person to write for me

☐ I need one-on-one tutoring

☐ I need a person to go to class with me

☐ I need a person to help with personal care

☐ I need assistive technology, type required_____

☐ I don't need any help

☐ Other _____

14. If you have something else that you would like to tell us about your needs and wants for education or employment please write it below. Thank You.

APPENDIX E   PARENT, GUARDIAN, SUPPORT WORKER SURVEY TOOL

St. Peter's College (SPC), Carlton Trail Regional College (CTRC), Canada-Saskatchewan Career and Employment Services along with the Prairie Innovation Enterprise Region (PIER) through the Centre for Research and Development at St. Peter's College are embarking on a research project that will assess the demand for post-secondary education of individuals with disabilities and identify the programs and services required for said individuals to attain success, in response to labour shortages experienced by business and industry in the Prairie Innovation Enterprise Region.

This study will focus on the group of individuals with disabilities who struggle to access post-secondary education or training because of pervasive developmental disabilities, intellectual and/or cognitive disabilities who do not meet the academic admission requirements of the post-secondary institution.

For the purposes of this questionnaire, the following definitions will be used:

Inclusive Post-Secondary Education (IPSE):
IPSE is designed to provide the opportunity for adults with developmental disabilities to take part in all aspects of campus life of post secondary institutions.

 Individual:
For the purposes of this questionnaire individual refers to an individual with a disability that you are responsible for that has a pervasive developmental disorder, intellectual and/or cognitive disability.

Thank you for taking the time to complete this survey. Your feedback will help determine the direction of inclusive post-secondary education as it fulfills business and industry needs.

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Please return this survey by **March 10, 2011** to:

The Centre for Research and Development
St. Peter's College
Box 40
Muenster, SK S0K 2Y0

Phone: 306-682-7886
Fax: 306-682-4402

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Inclusive Post-Secondary Education Partnership Project
Questionnaire for Parents, Guardians or Support Workers

1. Which situation best describes the individual with a disability you are responsible for? (Choose all that apply)

> A student in grade 9 or under
> A student in grade 10, 11 or 12
> In a special needs training program
> In an inclusive post-secondary education program
> Employed
> Unemployed and wanting employment
> Unemployed and not interested in finding employment

2. Do you feel that there is a possibility of the individual you are responsible for in finding or continuing in paid employment in his or her life?
   ☐   Yes   ☐   No   ☐   I don't know

   Please explain your answer.

3. Are you aware of any employment opportunities available for the individual you are responsible for?
   ☐   Yes   ☐   No

   If yes, what type(s) of employment opportunities are available for him or her?

4. Do you think there are enough employment opportunities available for individuals with disabilities within the Prairie Innovation Enterprise Region?
   ☐   Yes   ☐   No   ☐   I don't know

   Explain your answer.

5. Would further education or training benefit the individual you are responsible for in acquiring a job?
   ☐   Yes   ☐   No   ☐   I don't know

   Please explain your answer.

6. If the individual with a disability you are responsible for was to take more education, what type of education do you think he or she would benefit from the most?
   ☐   Education designed for those with cognitive disabilities (non-inclusive education)
   ☐   Education designed for those without cognitive disabilities (Inclusive education)
   ☐   It doesn't matter; they just want to learn

7. Inclusive Post-Secondary Education (IPSE) is designed to provide the opportunity for adults with pervasive developmental disorders, intellectual and/or cognitive disabilities to take part in all aspects of campus life of post-secondary institutions. Do you think that IPSE is beneficial?
   ☐   Yes   ☐   No   ☐   I don't know

Explain your answer.

8. Do you think the individual you are responsible for would benefit from attending IPSE?
    ☐   Yes   ☐   No   ☐   I don't know

    If yes, I feel it would help him or her: (Choose the top 3)
    Get a job
    Get a better job
    Earn more money
    Access more facilities
    Play sports
    Have something to do
    Meet new friends
    Learn more
    Get a certificate or diploma
    Make me proud
    Learn a new skill
    Become more confident
    Other _____

9. Do you have any fears or concerns for the individual you are responsible for if they were in an IPSE environment?
    ☐   Yes   ☐   No   ☐   I don't know

    Please explain.

10. Would this individual require any supports to attend IPSE?
    ☐   Yes   ☐   No   ☐   I don't know

    Explain your answer.

11. How would you measure your his or her success in IPSE? (Choose the one answer)
            Participation in regular classes
            Passing of the class/program
            Getting a participation certificate in the course/program
            Passing a modified class/program
            Participating in a separate classroom (non-inclusive)
            Participation in workplace training
            Acquiring employment at the completion of the training
            Utilize the education for personal interest
    Other   _____

12. How would you create an inclusive education environment?

13. Do you think that IPSE would benefit the individual you are responsible for in acquiring employment?
    ☐   Yes   ☐   No   ☐   I don't know

Explain your answer.

14.   In your opinion, is there a need or demand for IPSE?
        ☐   Yes   ☐   No   ☐   I don't know

Explain your answer.

15.   Do you believe that IPSE is important?
        ☐   Yes   ☐   No   ☐   I don't know

Explain your answer.

16.   If you have something else that you would like to tell us about your needs and wants for post-secondary education or employment for individuals with disabilities, please write below or on the back of this page.

THANK YOU

APPENDIX F   SERVICE PROVIDER SURVEY

St. Peter's College (SPC), Carlton Trail Regional College (CTRC), Canada-Saskatchewan Career and Employment Services along with the Prairie Innovation Enterprise Region (PIER) through the Centre for Research and Development at St. Peter's College are embarking on a research project that will assess the demand for post-secondary education for individuals with disabilities and identify the programs and services required for said individuals to attain success, in response to labour shortages experienced by business and industry in the Prairie Innovation Enterprise Region.

This study will focus on the group of individuals with disabilities who struggle to access post-secondary education because of pervasive developmental disabilities, intellectual and/or cognitive disabilities who do not meet the academic admission requirements of the post-secondary institution.

For the purposes of this questionnaire, the following definitions will be used:

Inclusive Post-Secondary Education (IPSE):
IPSE is designed to provide the opportunity for adults with developmental disabilities to take part in all aspects of campus life of post secondary institutions.

Individuals with a Disabilities:
For the purposes of this questionnaire the term individuals with a disabilities refers to the individuals with pervasive developmental disorders, intellectual and/or cognitive disabilities that your organization provides services for.

Thank you for taking the time to complete this survey. Your feedback will help determine the direction of inclusive post-secondary education as it fulfills business and industry needs.

Please return this survey by **March 10, 2011** to:

The Centre for Research and Development
St. Peter's College
Box 40
Muenster, SK S0K 2Y0

Phone: 306-682-7886
Fax: 306-682-4402

Inclusive Post-Secondary Education Partnership Project
Questionnaire for Service Providers

1. What is the name of your organization?

2. What services or supports do you provide to individuals with pervasive developmental disorders or intellectual or cognitive disabilities?

3. How many adults with pervasive developmental disorders or intellectual or cognitive disabilities 18 years and older access your services?

4. How many of the individuals with disabilities that you provide services for are employed?

5. How many of the individuals with disabilities you provide services to want employment and what kind of employment?

6. Do you think there are enough employment opportunities available for individuals with disabilities within the Prairie Innovation Enterprise Region?
   ☐   Yes   ☐   No

   Explain your answer.

7. If these individuals with disabilities were employed, what types of supports would they need?

8. Do you offer any kind of education or training to individuals with disabilities?
   ☐   Yes   ☐   No

   If yes, what kind of education or training?

9. Do you know if any of these individuals are taking any training or education outside of the services you provide?
   ☐   Yes   ☐   No   ☐   I don't know

   If yes, how many individuals and what type of education or training?

10. Do you think any further education or training would benefit individuals with disabilities?
    ☐   Yes   ☐   No   ☐   I don't know

    Please explain your answer.

11. What type of education do you think these individuals would benefit from the most? Choose one.
    ☐   Education designed for those with pervasive developmental disorders or intellectual and/or cognitive disabilities (non-inclusive education)
    ☐   Education designed for those without pervasive developmental disorders or intellectual and/or cognitive disabilities (Inclusive education)
    ☐   It doesn't matter these individuals just want to learn

12. Inclusive education (IPSE) is designed to provide the opportunity for adults with pervasive developmental disorders and/or intellectual or cognitive disabilities to take part in all aspects of campus life of post-secondary institutions. Do you think that IPSE beneficial?
    ☐   Yes   ☐   No   ☐   I don't know

    Explain your answer.

13. Do you have any fears or concerns for these individuals if they were in an IPSE environment?
    ☐   Yes   ☐   No   ☐   I don't know

    Explain your answer.

14. Would these individuals require any supports to attend IPSE?
    ☐   Yes   ☐   No   ☐   I don't know

    If so, what kind of supports would be required?

15. How would you measure an individual's success in IPSE?
    ☐   Participation in regular classes
    ☐   Passing of the class/program
    ☐   Getting a participation certificate in the course/program
    ☐   Passing a modified class/program
    ☐   Participating in a separate classroom (non-inclusive)
    ☐   Participation in workplace training
    ☐   Acquiring employment at the completion of the training
    ☐   Utilize the education for personal interest
    ☐   Other

16. How would you create an inclusive education environment?

17. Do you think that IPSE would help these individuals acquire employment?
    ☐   Yes   ☐   No   ☐   I don't know

    Explain your answer.

18. In your opinion, is there a need or demand for IPSE?
    ☐   Yes   ☐   No   ☐   I don't know
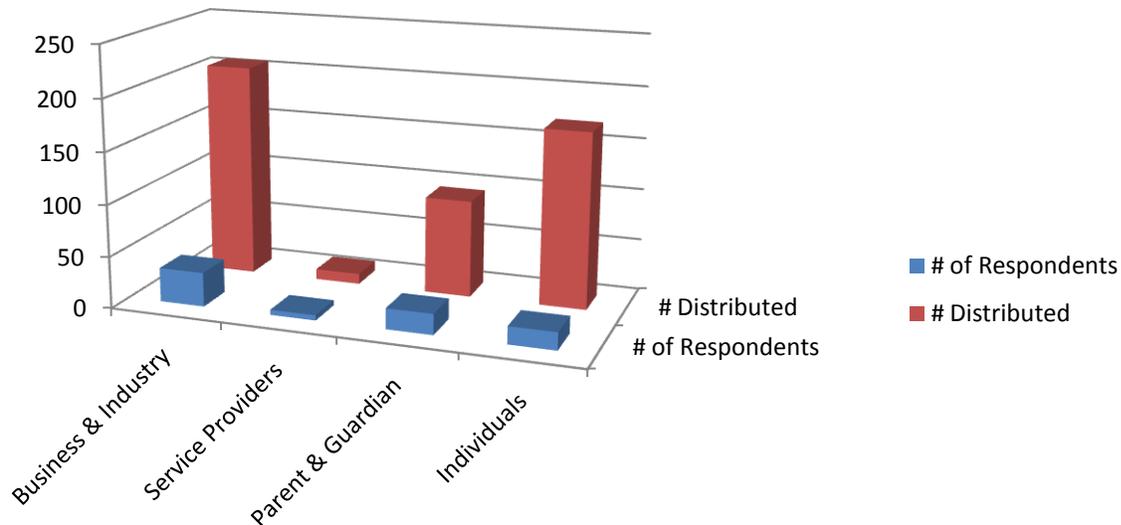
    Explain your answer.

19. Do you believe that IPSE is important?
    ☐   Yes   ☐   No   ☐   I don't know

    Explain your answer.

20. If you have something else that you would like to tell us about your needs and wants for education or employment opportunities for individuals with disabilities, please write it below or on the back of this paper.

    THANK YOU

APPENDIX G   SURVEY RESPONDENT RATES

There were 207 people within the PIER region contacted for the Business and Industry sector to participate in the survey. There were 33 respondents, or a 16% return rate.

The Individual Survey was distributed to 170 individuals within the PIER region, of which 17 were completed. This is a 10% return rate.

The Parent, Guardian, Support Worker Survey was sent to 94 individuals. Of that, 20 surveys were completed for a 21% return rate.

10 Service Providers were contacted to participate, and 50% or 5, returned surveys.