



BC Initiative
For Inclusive
Post Secondary
Education

2022/23 Strategic Plan

Vision

A world where the full equitable inclusion and integration of people with intellectual and developmental disabilities is unremarkable.

Mission

To support students with intellectual and developmental disabilities in pursuing a fully inclusive post-secondary education and to support them, their families, and their communities in building the capacity to extend inclusion and full participation beyond graduation.

The Plan is organized around 5 core themes:

1. Vision and Leadership:

STEPS Forward will provide consistent, committed leadership in promoting inclusive post-secondary education that reflects a strong commitment to equitable access to an ordinary student experience.

STEPS Forward will provide opportunities for students, families, advocates, and other stakeholders to gain a greater understanding of equitable inclusion and a new perspective on the potential of individuals with developmental disabilities.

2. Fiscal Autonomy:

Achieve greater autonomy to ensure operational decisions are aligned with our mission.

STEPS Forward is committed to reducing barriers to post-secondary education for students with developmental disabilities. This commitment is reflected in the focus to diversify funding sources to bypass eligibility criteria imposed by some funders.

3. Student and Family Engagement:

Support students and their families to understand, and act on, their commitment to inclusive post-secondary education to build lifelong practice and a foundation for an equitable and inclusive life path after graduation.

4. Excellence in Practice:

Promote and safeguard excellence in implementing inclusive post-secondary education.

5. Safeguarding Experience and Building a Shared Understanding:

Create an Inclusive Post-secondary Education Centre for Expertise as an information resource for practitioners, educators, researchers, individuals, and families interested in knowing more about, and contributing to, a canon of knowledge about the practice of inclusive post-secondary education.

The Plan:

Goal 1: Achieve Greater Autonomy to Ensure Operational Decisions are Aligned with our Mission

Planned Actions:

- Develop a funding strategy for Indigenous students with intellectual and developmental disabilities so that students who choose not to access Community Living BC funding can be supported to attend post-secondary education.
 - Identify potential grants to cover the cost of facilitation.
 - Identify potential donors with a shared interest.
- Secure funding to build organizational capacity to achieve the mission.
 - Identify funding to hire and develop a family organizer.

Performance Indicators:

- Funding is secured to support indigenous students with intellectual and developmental disabilities who choose not to access CLBC.
- Appropriate and reasonable efforts are made to secure funding for a family organizer staff position.
- Funding for new activities is secured.

Goal 2: Support Students and Their Families to Understand and Act on the Principles of Inclusive Post-secondary Education

Planned Actions:

- Identify funding to develop curriculum that describes the values and facilitation strategies used through inclusive post-secondary education initiatives to advance inclusion.
- Identify funding to hire and develop a family organizer position.
- Develop a model to generate revenue from the delivery of training and curriculum.

Performance Indicators:

- An orientation process for families of first year students is delivered every year.
- Family organizer position is filled.
- A model for generating revenue from the delivery of the curriculum is developed.

Goal 3: Prepare Students for Life After Graduation

Planned Actions

- Develop a framework for Alumni planning that is informed by the experiences of alumni and research into promising practices from inclusive post-secondary education initiatives across Canada.
- Ensure that discussions with students and families about alumni planning and life after graduation are embedded in informal and formal parts of every student's time at post-secondary, starting at the time of application and throughout the duration of each student's program of study.

Performance Indicators

- Framework for facilitators to support students and families in alumni planning is established, through the "Propelling Inclusion for Alumni Project".
- Facilitators are trained on adopting this framework into their practice and the framework is implemented and evaluated.

Goal 4: Develop Inclusive Post-Secondary Education Centre for Expertise

Planned Actions:

- Secure funding for a paid position to coordinate the centre.
- Re-launch the Centre for Expertise website that holds a curated collection of resources relating to the theory and implementation of Inclusive Post-secondary Education.
- Invite members to formally join the Centre to establish a membership.
- Understand current models for establishing standards of practice and implementation and how they might support and safeguard the development of inclusive post-secondary education.

Proposed Performance Indicators:

- Website re-launched for the Centre for Expertise.
- Membership established.
- Funding secured for the Centre.

Goal 5: Embed Inclusive Post-Secondary Education in the Landscape of Post-secondary in BC

Planned Actions:

- Build relationships with provincial government stakeholders to engage in educational and awareness-raising conversations.
- Establish membership in and engagement with national and provincial associations of post-secondary professionals.
- Expand Federal/Provincial Student Aid eligibility to include students pursuing inclusive post-secondary education.

Performance Indicators:

- Inclusive post-secondary is a well known and accepted component of the post-secondary education landscape in BC.
 - Engaged membership in the National and Provincial networks of post-secondary education professionals (CACUSS).
 - Inclusive Post-secondary Education is communicated to the public k-12 school system through the Ministry of Education, school districts and school counsellors.

- Inclusive Post-secondary Education is communicated to the public through the Ministry of Advanced Education website and other communication channels.
- Students are eligible for federal/provincial financial aid through expanded eligibility requirements.