



BC Initiative  
For Inclusive  
Post Secondary  
Education

# 2022- 2025 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.