

A Discussion Forum from the *UCEDD Technical Assistance Team*  
**Funding Series Discussion 2: Interdisciplinary Training Programs**  
**Tuesday, August 18, 2015, 4:00 p.m. - 5:00 p.m. ET**

## Discussion Notes

Number of Participants: fourteen (14)

States Represented: California, Minnesota, Texas, New Jersey, Maine, Pennsylvania, Tennessee, Mississippi, North Dakota, Wyoming, Delaware

### What brought you to the call? Expected Outcome?

- Learning of the varied use of funding by centers.
- Other models UCEDDs have employed in leveraging staff and core dollars.
- Barriers and obstacles others have had in regards to the university and their core dollars.
- Use of core dollars have not changed for many years, are there other perspectives or ideas to consider?
- Learn what works and what doesn't work. Other possibilities?

### Discussion: Interdisciplinary Training Program models/ funding

- UCEDD only Center that partners with LEND program; receive some funding for the partnership and support with core grant.
- Cover a number of disciplines. Train school personnel and provider staff – direct support and provider management staff.
- Have traditional students – grad and doctoral students – that receive stipends to work with the Center on a particular project. In addition, there is a one year training program funded by Dept of Assistive and Rehab Services (DARS) - Post-Secondary Access to Health and Human Services (PATHS). Participants are individuals with intellectual and developmental disabilities coupled with those without disabilities that are training to become a direct support professional. Program is growing to include additional professional tracts.
- Disability studies portfolio, similar to a minor. Six or 7 courses offered through the school of social work. Get interest from students in social work and nursing.
- Minor through the UCEDD; Students have to take about 24 credit hours. Graduate level online certificate. Specialization for masters and PhD program. All disability studies courses administered through the UCEDD. Two faculty paid by overload as long as they meet enrollment.
- Minor. Largest minor at University. Students take six courses. One faculty member paid through state funds.

### Discussion: Considering the UCEDDs relatively leveled funding from year to year, how do we grow our programs?

- Well established state grants that provide funding for training programs
- Things have been challenging at the state and national level over the last 5 years.
- Does UCEDD courses work towards credentialing of nurses? Does UCEDD provide a curriculum that builds upon credentialing?

### Discussion: Training funds from DOE grants

- Previous OSEP Personnel Prep grants:
  - ME - Graduate specialization in Early Intervention

- TX - Low Incidence Disabilities
- More info on OSEP Personnel Prep Grants? Recurring grant?
  - Calls come out annually over the summer with usually an October start date. Large portion of the grant generally has to go to student support. Not a lot of money for faculty and operating.
    - Have been able to fully fund students to get a master's degree in Special Education with a specialization in Early Intervention.
  - Challenge: Most trainees are short term (3 months to 1 year) and typically grants are looking to pipeline students through an entire degree program of study.
  - Suggest partnering with a Dept of Ed or campus that have a degree granting program. Opportunity to inform another dept of the value a UCEDD can bring to the next iteration of a competitive grant – disability piece as it relates to nursing, social work, education, etc.

**Discussion: Increasing the number of trainees who self-identify as having a disability**

- Couple of not-for-profit agencies and school programs that have expressed interest.
- Young adults transitioning from school and looking for work study opportunities or employment in the university
- What have UCEDDs done?
- How has UCEDDs partnered with universities to create a pipeline where the UCEDD is used as an avenue towards gainful employment in the broader university community?
- Center serve as internship/ traineeship and partner with administration across the university
- TX - Trainees challenged to meet the needs of projects so serve as a job. Community outreach and work in the community as a part of their degree. Model creates increased employment rate post-graduation.
- DE- Post-secondary Ed program for students with intellectual disabilities. Students have internships as part of the program. Developing a process for work study jobs across the University which can include positions within the UCEDD.
- CA – Worked closely with a community provider of supported employment and offered internships at UCEDD. Hired previous intern. Provide references for others offered employment.

**Discussion: University support with Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) grant**

- University had concerns about the grant and could not resolve concerns in time to apply.
- Concern of indirect rate.
- Concern with students with ID living in the dorms and with curriculum and courses.
- Will take leadership support to help alleviate concerns.
- General concern about opening the traditional doors to non-traditional students.
- Issues such as financial aid and walking with undergrads for commencement has taken a lot of time to work through.
- Some centers not experiencing the same concern.