Florida Center for Students with
UNIQUE ABILITIES

**Team Planning Tool for
Florida Postsecondary Comprehensive Transition Programs**

Introduction and Resources
for the Planning Process

Team Planning Tool for Planning, Implementing, and Evaluating
Florida Postsecondary Comprehensive Transition Programs

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Additional resources are available at:
http://www.fcsua.org

This team planning tool is designed to foster implementation of evidence-based and promising practices (EBPPs) in Florida Postsecondary Comprehensive Transition Programs (FPCTP). In addition to the authors, the following individuals contributed significantly to the content regarding the state of science and effective strategies for planning, implementing, and evaluating these programs:

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Using the FPCTP Team Planning Tool

Overview of the FPCTP Team Planning Tool

Although presently formatted as a paper planning tool, this content will soon be a part of the strategic planning system transitionprogramtool.org. It focuses specifically on assisting interdisciplinary postsecondary education teams to review the extent of implementation and effectiveness of their programs serving students with intellectual disabilities on their college and university campuses, identify their strengths and needs, and develop an implementation and evaluation plan to address their needs. To foster program development and improvement grounded in evidence-based and promising practices (EBPPs), the planning process applies Dukes, Madaus, Faggella-Luby, Lombardi, and Gelbar's (2017) PASS model for conceptualizing research regarding postsecondary education services for students with disabilities, the *Taxonomy for Transition Programming 2.0*. (Kohler, Gothberg, Fowler, & Coyle, 2016) and the Think College Standards (Grigal, Hart, & Weir, 2012) to present inclusive postsecondary education and transition practices content in four domains: **student-focused, faculty and staff-focused, program and institution-focused, and concept and system development**. Each of these domains includes specific benchmarks through which we synthesize the EBPPs.

To help you apply this information to your specific context, the FPCTP Team Planning Tool includes two primary documents: (a) Introduction and Resources and (b) Steps 1 – 3: Assign Team, Assess Status, Make a Plan.

This *Introduction and Resources* document presents the content domains and each benchmark within them, as well as a set of reflective questions and indicators. Refer to this information as your team examines the degree to which you are implementing the practices described (in Steps 1 – 3). The reflective questions are designed to help you go beyond simple "yes" or "no" answers as you reflect on implementation and identify **evidence** that supports your reflection.

The tool is also designed to help you apply specific *program development strategies* through your planning and implementation process to facilitate implementation of the EBPPs. These strategies are organized into four areas: **data-based decision-making, capacity building, resource mapping and development, and partnership development**. We describe each strategy in this introduction document and when you reach the planning steps in Step 3, you identify which strategies you will use and how you will use them. Throughout this process, use data from a range of sources to help guide your self-assessment and planning processes. By knowing what works and what doesn't, you can build on your strengths and avoid ineffective or inefficient strategies.

The *Steps 1 – 3: Assign Team, Assess Status, Make a Plan* document provides a framework to examine the degree to which you are implementing the practices described. If your institution is not currently serving students with intellectual disabilities, reflect on how you are serving students with disabilities in general and what you need to do to start a FPCTP. In **Step 1**, identify your team members and record their contact information. Then in **Step 2**, reflect on levels of implementation within each domain and consider the availability and quality of your data. In this step, summarize the information generated, and from that summary articulate your strengths and needs and prioritize those needs. Subsequently, identify for which needs you want to make a plan. In **Step 3**, identify a goal to address your needs, select strategies to pursue those goals, then develop your plan details including tasks, person responsible, timelines, outputs, intended outcomes, indicators, and data sources. Again, use the examples within the Introduction and Resources document as a reference.

This tool is designed to be used through a continuous improvement process that includes data collection and review, planning, evaluation, and assessment of goal attainment that addresses student recruitment, enrollment, advising, completion, and employment outcomes.

Postsecondary Education Program Domains, Benchmarks, Reflective Questions, and Indicators

Domain 1: Student-Focused		
Benchmark	**Reflective Questions**	**Sample Indicators**
1.1 Students pursue an inclusive program of study that aligns with their personal, academic, and career goals and interests as established through person-centered planning that includes the use of existing and or new, relevant assessments.	‣ What credential options are available for FPCTP students? ‣ What person-centered planning process is used to identify the student's target credential and program of study? ‣ What assessment information is used to inform students' person-centered planning process? ‣ How do students make choices about electives? ‣ What process is used to keep students' person-centered planning goals and objectives up-to-date? ‣ What process is used to update student progress towards their person-centered planning goals? ‣ How will/are students participating in inclusive: 　· Credit bearing classes 　· Non-credit bearing classes 　· Classes for audit 　· Work-based learning (and types) 　· Employment ‣ How do students build: 　· Study skills 　· Learning strategies 　· Transportation skills 　· Independent living skills 　· Occupational skills 　· Employability skills ‣ What kinds of service-learning experiences are students engaging in through their program of study? ‣ How do students engage in social activities and other non-academic opportunities with peers without disabilities on campus?	‣ # or % of students in courses for credit ‣ # or % of students in courses for non-credit ‣ # or % of students in courses for audit ‣ # or % of students in work experiences ‣ # or % of students who make SAP ‣ # or % of students updating their person-centered plan ‣ # or % of students who are employed after program ‣ # or % of students who are living independently after program ‣ # or % of students who are seeking further education or training after program ‣ Student satisfaction with academic, occupational, social, and residential experiences ‣ Student progress as documented by assessment results

	‣ What employment, living, and educational outcomes are expected of students after program completion?	
1.2 Students' programs of study include development and application of self-determination skills (as indicated by assessment results).	‣ How is student need and achievement regarding their self-determination assessed? ‣ What strategies are used to develop students' self-determination skills? ‣ How do students express self-determination when interacting with faculty, employers, and others in supervisory roles? ‣ To what extent do students manage their daily schedules of academic, social, and employment activities?	‣ # or % of students who participate in self-determination activities ‣ # or % of students who manage their daily academic schedule ‣ # or % of students who manage their daily social schedule ‣ # or % of students who manage their daily employment schedule ‣ Names of assessments used to measure self-determination skill gain ‣ # of students who have participated in specific self-determination assessments

1.3 Students engage in integrated, paid work experiences aligned with career goals and interests (as indicated by assessment results).	‣ In what kinds of inclusive work-based training experiences, internships, and or apprenticeships do your students participate?
	‣ What will/does your program do to help students gain and maintain employment?
	   · As part of their program of study?
	   · As they are completing and exiting the program?
	‣ How do students connect with community rehabilitation and other adult service providers to gain and maintain employment and or other needed support services?
		‣ # or % of students participating in apprenticeships
		‣ # or % of students participating in integrated internships
		‣ # or % of students participating in unpaid work experiences
		‣ # or % of students participating in paid work experience
		‣ # or % of students involved in other types of work-based training experiences, by type
		‣ # or % of students who use supports
		‣ # or % of students who are clients and receive employment-related services from outside agencies, by agency

1.4 Students know, request, and use accommodations necessary for full participation.	‣ How are students' accommodation needs determined? ‣ How is the effectiveness of student accommodations assessed? ‣ How do students access support and coaching to	‣ # or % of students accessing support, by type (e.g., tutoring, writing lab, assistive tech, etc.) ‣ # of students in the general student population who provide direct support

	promote academic and employment success? ‣ How do peers/mentors without disabilities provide support to students in your program (e.g., academic, employment, social, and other contexts)? ‣ What strategies are used to help students understand and access accommodations?	to students in the program (e.g., as mentors) ‣ # or % of FPCTP students who request support in each area: academic, employment, social, independent living ‣ # or % of FPCTP students who receive support, by support type in each area: academic, employment, social, independent living ‣ Student satisfaction with accommodations received, by type
1.5 Students use technology (e.g., general and assistive technology) to support their engagement in academic, employment, social, and personal environments (as indicated by assessment results).	‣ How are student technology needs identified? ‣ How does your program ensure that student technology needs are met? ‣ How is technology-related training provided to students? ‣ How are students made aware of safety precautions relevant to social media? ‣ Do students have the technology needed to fully engage in the campus community?	‣ # or % of students who participated in technology- related trainings ‣ # or % of students who use technology in various settings (e.g., academic, employment, social, personal,) by setting ‣ # or % of students who request additional training on technology ‣ Technology provided, by technology type ‣ Technology support provided, by support type

1.6 Students understand their postsecondary rights and responsibilities as reflected in the IHE's code of conduct.	‣ How does your program review and address the IHE's code of conduct with students regarding:
	  ▪ Academic rights and responsibilities
	  ▪ Expected student behavior in various contexts
	‣ How is student involvement in processes that support enrollment ensured (e.g., course registration, tuition payment, add-drop process, etc.)?
		‣ # or % of signed codes of conduct
		‣ # of misconduct reports
		‣ # of remediation meetings
		‣ # and % of students accepted
		‣ # and % of students enrolled on time
		‣ # and % of students in defined program of study
		‣ # and % of students who receive financial aid on time
		‣ # and % of students with up-to-date accounts and records

Benchmark	Suggested Reflective Questions	Suggested Indicators
1.7 Students use financial aid as needed to support their enrollment and participation.	‣ How and when do students learn about the FPCTP scholarship opportunity? ‣ How do students learn about and apply for Federal Financial Aid (if the program is a Federal Comprehensive Transition and Postsecondary Program) or other funding opportunities?	‣ # or % of students who use FPCTP scholarships ‣ # or % of students who fill out FAFSA application ‣ # or % of FPCTP students receiving other financial aid or support
1.8 Students determine how parents and family members are engaged in their postsecondary education experience.	‣ How do students learn about their rights in relation to family involvement in their postsecondary education? ‣ How do families learn about their son's/daughter's rights as a postsecondary education student? ‣ How do students engage their families in their postsecondary education experience?	‣ # or % of students who are their own guardians ‣ # or % of families engaged in campus activities ‣ Documentation of student permission regarding family involvement
Domain 2: Faculty and Staff-Focused		
Benchmark	**Suggested Reflective Questions**	**Suggested Indicators**
2.1 Faculty engage in professional development to adapt teaching practices that meet the needs of all learners.	‣ How are professional development needs identified? ‣ How are identified areas of need within the IHE used to design future professional development events? ‣ What professional development is available to IHE and program-specific faculty and staff? ‣ How do FPCTP staff and students increase understanding about the program and students' strengths and needs to other members of the IHE community? ‣ What learning outcomes do faculty and staff report from professional development? ‣ In what ways do faculty adapt their teaching practices to meet the needs of all learners? ‣ How do mentors and or program staff facilitate communication about specific learning needs?	‣ Professional development needs identified ‣ # of professional development events hosted by the FPCTP ‣ # of attendees at FPCTP professional development events ‣ # of attendees at relevant non-FPCTP professional development events ‣ # or % of attendees reporting knowledge gains at FPCTP-hosted professional development events ‣ # of professional development events attended by FPCTP staff ‣ # or % of FPCTP staff reporting knowledge gains at professional development events attended
2.2 Faculty and staff ensure service, learning, social, and academic environments are accessible to support all learners.	‣ How does your FPCTP rate or measure accessibility? ‣ What strategies do faculty and staff use to increase accessibility? ‣ What resources can faculty and staff access to	‣ Examples of increased accessibility observed on campus ‣ # or % of students reporting satisfaction with level of accessibility

	improve accessibility? ‣ How are FPCTP program staff ensuring other IHE faculty and staff incorporate accessibility strategies? ‣ How do students rate the accessibility of service, learning, social, and academic environments?	‣ # or % of FPCTP staff reporting satisfaction with level of accessibility ‣ # or % of overall IHE faculty, staff, and students reporting satisfaction with level of accessibility ‣ Resources available to faculty and staff to improve accessibility
2.3 Faculty and staff across campus environments model high expectations and respect for all students.	‣ How does the IHE guide faculty and staff to model high expectations and respect for all learners? ‣ What resources does the IHE provide to help faculty and staff model high expectations and respect for all learners? ‣ How do faculty articulate their expectations of academic performance to their students? ‣ In what ways do faculty and staff express high expectations and respect for learners within their course materials? ‣ Do students feel respected and held to high expectations across all campus environments?	‣ # of faculty and staff engaged in professional development regarding high expectations and respect ‣ Specific course materials that express high expectations and respect for all learners ‣ # or % of students reporting satisfaction with faculty and staff expectations and respect ‣ # or % of FPCTP staff reporting satisfaction with faculty and staff expectations and respect for their students
2.4 Faculty and staff engage with program staff to enhance key college and university services.	‣ How do IHE faculty and staff reach out to FPCTP staff regarding relevant systems and services? ‣ How do FPCTP staff reach out to IHE faculty and staff regarding relevant systems and services? ‣ How do FPCTP staff and other IHE staff work together to identify areas for improvement across campus? ‣ How are identified areas of need used to drive professional development? ‣ How are identified areas of need used to drive system and service improvement?	‣ # of IHE faculty and staff contacts with FPCTP staff regarding instructional issues ‣ # of FPCTP contacts with IHE faculty and staff regarding student support needs ‣ # and description of systems and or service needs identified ‣ # and description of systems and or service needs resolved

Domain 3: Program and Institution-Focused		
Benchmark	**Suggested Reflective Questions**	**Suggested Indicators**
3.1 Policies and procedures (IHE, program-specific, K-12 outreach) support student recruitment, enrollment, advising, and completion of the FPCTP.	‣ Does the core FPCTP team include those who understand IHE policies and procedures and how they apply specifically to the FPCTP structure, procedures, policies, and students? ‣ How do program staff work with others across the IHE to ensure that the program is aligned with relevant systems and services? ‣ How do program staff work with others across the IHE to ensure that relevant systems and services meet the unique needs of the FPCTP and its students? ‣ How are students supported through all phases of participation in your program (i.e., entry, advising, throughout enrollment, transitioning out)? ‣ To what extent do students participate in graduation activities and other campus commemorations? ‣ How does the percentage of students with intellectual disabilities at your IHE compare to the percentage of individuals with intellectual disabilities within the target catchment area?	‣ Core team membership ‣ # and % of students who make SAP ‣ # and % of students who complete their program of study ‣ # and % of students who earn their target credential ‣ # and % of FPCTP student receiving scholarships or other financial aid ‣ # and % of FPCTP students who participate in graduation activities and other campus commemorations? ‣ # and % of students with intellectual disabilities served by the IHE in relation to the # an % of individuals with intellectual disabilities within the target catchment area
3.2 All campus services support student recruitment, enrollment, engagement, completion, and transition to employment.	‣ How does your program ensure all members of the campus community are prepared to support students? ‣ How does your program and institution support student access to co-curricular activities (i.e., practicum and learning communities)? ‣ How does your program and institution support student access to extra-curricular activities (i.e., campus sponsored social, athletic, and student organization activities and service opportunities)? ‣ How does your program and institution support student access to on- and off-campus student housing resources?	‣ # and % of students engaged in co-curricular activities ‣ # and % of students engaged in extra-curricular activities ‣ # and % of students who access IHE-sponsored housing ‣ Student satisfaction with recruitment, enrollment, advising, instructional, support, residential, employment, and other relevant services

3.3 The IHE provides a meaningful credential upon completion of the program that leads to integrated, competitive employment.	‣ How are employment and industry data used to identify a relevant, meaningful credential(s) offered by the IHE/FPCTP? ‣ How are employer needs and expectations used to develop the scope and sequence of curricula associated with the established credential(s)? ‣ What meaningful credential(s) does your IHE/FPCTP offer? ‣ What person-centered planning process is used to identify students' target credential and program of study? ‣ From what sources and how does the program gather assessment information to inform students' person-centered planning process? ‣ How does your program use academic advising to help students identify and progress toward a meaningful credential? ‣ How is student progress towards a meaningful credential determined? ‣ How is satisfactory academic progress (SAP) for FPCTP students defined? ‣ How is the FPCTP SAP policy aligned with that of your IHE?	‣ Employment data within target catchment area (e.g., job openings, skill requirements, wages, benefits, credential requirements, etc.) ‣ # and description of credentials offered by program ‣ # and description of industry certifications offered by program ‣ # and % of students enrolled in specific credential programs ‣ # and % of students who complete their program of study ‣ # and % of students who complete their target credential ‣ # and % of students who make satisfactory academic progress (SAP) ‣ # and % of students engaged in academic advising ‣ #, %, and wages of students employed at 1, 2, 3, 4, and 5 years from program completion
3.4 The FPCTP provides a range of work experiences on and off campus, relevant to the student's target credential and aligned with the student's career goals and interests (e.g., internships, apprenticeships and other forms of work experience).	‣ How does your program establish agreements and collaborate with service providers, community agencies, and employers to provide a range of work experiences on and off campus? ‣ Who coordinates work experiences for your students? ‣ What work experiences are available to your students? ‣ How does your program communicate with employers regarding credentials earned by FPCTP students?	‣ #, type, and characteristics of specific work experience opportunities available to students ‣ # and % of students engaged in work experience, relevant to the student's target credential and aligned with the student's career goals and interests ‣ Specific skills developed via work-experiences ‣ Student performance in work experience

3.5 Sufficient personnel, material, and fiscal resources are provided to support students' completion of their postsecondary education programming.	‣ What is the capacity of the IHE and the FPCTP regarding the number of students served in the FPCTP? ‣ How does your program identify and access funding needed to support and sustain your FPCTP? ‣ How does your program access resources and technical assistance offered by the FCSUA? ‣ What staff roles and FTE assignments are needed to adequately support program functions? ‣ What resources are allocated to ensure high quality staff are recruited, hired, and retained within your FPCTP? ‣ When and how do FPCTP staff request FPCTP Scholarships for their students from FCSUA? ‣ How do program staff work with the IHE's financial aid office specifically to ensure disbursement of FPCTP scholarships and other scholarship funds to students? ‣ How does your program determine and obtain the most appropriate learning materials for FPCTP students (e.g., technology, assessments, academic support materials)?	‣ # of students the FPCTP is designed to serve ‣ # of students served ‣ Program budget by major category ‣ Overage and shortfalls in funding by category ‣ FTE assignments by position and function ‣ # of program staff with experience or degrees aligned with their role and function relevant to serving students with intellectual disabilities in postsecondary education ‣ # and amount of FPCTP Scholarships requested and received by semester/term ‣ # and amount of FPCTP Scholarships disbursed to students by semester/term ‣ # of additional funding opportunities pursued by program ‣ # of additional funding sources secured by program ‣ # and description of specialized materials provided to students
3.6 FERPA-aligned family outreach and engagement strategies support student recruitment, enrollment, engagement, completion, and transition to employment.	‣ How is family engagement encouraged and supported by your program? ‣ How do program staff ensure family engagement activities are carried out with respect to FERPA regulations? ‣ How are student and family needs regarding engagement determined?	‣ # and % of families engaged in students' person-centered planning process ‣ # and % of families satisfied with level of engagement ‣ # and % of students satisfied with family's level of engagement
3.7 Program evaluation is ongoing and used to inform FPCTP development and improvement.	‣ How does your program use ongoing evaluation to guide strategic planning? ‣ How do you make evaluation results available to stakeholders and the public?	‣ How and to whom evaluation results are disseminated ‣ Program characteristics or policies revised based on evaluation results

	‣ How is student satisfaction measured? ‣ How are outcome data collected from students during program enrollment and at program exit? ‣ How are data collected from students after program completion? ‣ What additional stakeholders provide input to inform program evaluation? ‣ How many students complete their program of study? ‣ How many students earn their target credential? ‣ How many students who complete the program are employed at 1, 2, 3, 4, and 5 years from program completion? ‣ Of the students who complete the program and are employed at 1, 2, 3, 4, and or 5 years from program completion, what are their wages?	‣ # and % of students who complete program of study ‣ # and % of students who earn target credential ‣ # and % of students for whom follow up data are collected ‣ #, %, and wages of students employed at 1, 2, 3, 4, and 5 years from program completion
Domain 4: Concept and Systems Development		
Benchmark	**Suggested Reflective Questions**	**Suggested Indicators**
4.1 The FPCTP aligns with and or extends the IHE's mission.	‣ How does the FPCTP's mission align with the IHE's mission? ‣ Is the FPCTP (including credential) supported by the institution's leadership? ‣ Is the FPCTP (including credential) approved by the institution's governing board?	‣ # or % of components within the IHE's mission that facilitate or inhibit postsecondary education for people with intellectual disabilities ‣ # of components of the FPCTP aligned with the strategic plan ‣ Documentation of FPCTP (including credential) approval by the institution's governing board ‣ Documentation of FPCTP credential approval via the institution's curriculum/credential approval process ‣ Letter from the institution's president/designated leader documenting support for the FPCTP

4.2 The IHE's value for and commitment to a diverse campus community, including students with intellectual disabilities, is demonstrated in institutional communications, strategic plan, mission statement, leadership's messages, and system reviews.	‣ How is the value of diversity, including for students with intellectual disabilities, represented in the IHE's strategic plan? ‣ How are students with intellectual disabilities represented within the IHE's strategic plan and specific diversity components? ‣ In what ways is the IHEs focus and commitment to diversity included in institutional communications and various media?	‣ # or % of components within the IHE's strategic plan that facilitate or inhibit postsecondary education for people with intellectual disabilities ‣ # or % of FPCTP students involved in the development or redevelopment of the IHE's plan regarding diversity ‣ Specific materials that express the value of and commitment to high expectations and respect for all learners
4.3 The IHE uses an agreed upon framework for overall service delivery, including disability services (e.g., accommodations, modifications, academic support).	‣ What principles drive the IHE's service delivery? ‣ How was a framework for the IHE's overall service delivery developed? ‣ How is the framework for overall service delivery represented to members of the IHE community? ‣ What issues does your institution or program recognize related to the delivery of disability services? ‣ How are disability services accessed? ‣ How do members of the IHE community learn about disability service delivery?	‣ % of IHE faculty, staff, and students indicating working knowledge of the IHE's framework for overall service delivery ‣ % of IHE faculty, staff, and students reporting satisfaction with overall service delivery ‣ % of IHE faculty, staff, and students indicating working knowledge of the IHE's framework for delivery of disability services ‣ % of IHE faculty, staff, and students reporting satisfaction with delivery of disability services ‣ % of IHE students with disabilities reporting satisfaction with delivery of disability services
4.4 The IHE uses an agreed upon framework for assessment and instruction that addresses the needs of all learners.	‣ What principles drive instruction and assessment of learning? ‣ How does the institution's strategic plan address instruction and assessment of learning? ‣ How is the framework for instruction and assessment of learning represented to members of the IHE community? ‣ What instruments are used to assess student	‣ % of IHE faculty, staff, and students indicating working knowledge of the IHE's framework for instruction and assessment of learning ‣ % of IHE faculty, staff, and students reporting satisfaction with their experience and outcomes ‣ % of IHE students with disabilities

	learning? ‣ How are student's overall access, retention, completion, and outcomes assessed?	reporting satisfaction with their experience and outcomes ‣ Accreditation results
4.5 The IHE follows agreed upon standards of practice to meet the needs of all learners.	‣ What standards of practice, performance, or ethics are followed? ‣ How were standards of practice, performance, or ethics selected? ‣ How are the standards of practice, performance, or ethics represented to members of the IHE community?	‣ # of times the IHE's standards of practice, performance, or ethics are addressed with members of the IHE community ‣ % of IHE faculty, staff, and students who indicate working knowledge of the IHE's standards of practice, performance, or ethics ‣ Components of the IHE's standards of practice, performance, or ethics in which IHE faculty, staff, and students were involved in developing
4.6 As part of strategic planning and accreditation, the IHE uses agreed upon metrics or methods to evaluate the outcomes of all learners.	‣ What evaluation methods or metrics are used? ‣ How were evaluation methods or metrics developed? ‣ How are members of the IHE community made aware of evaluation procedures? ‣ Who conducts evaluation at program and IHE levels? ‣ How are evaluation results shared with the IHE and broader community? ‣ How is input of other stakeholders (beyond the planning team) included in the planning process? ‣ What timeline does the strategic planning process follow? ‣ What impact has strategic planning had on your FPCTP?	‣ # or % of IHE faculty and staff who indicate evaluation is: ・ part of an ongoing cycle of program development and improvement ・ system-wide ・ supported at all levels ‣ # or % of evaluations that include participation from all stakeholders (e.g., faculty and staff, administration, students, families, etc.) ‣ # or % of program decisions guided by student outcome and program evaluation data ‣ # of times evaluation results are shared with the IHE and broader community ‣ Changes to the strategic plan and resulting service delivery based on evaluation and assessment findings ‣ # of stakeholder groups represented in strategic planning ‣ Accreditation results

4.7 The IHE engages with the community.	‣ In what ways is your IHE engaged with the community? ‣ How is the community involved in program planning, implementation, and evaluation of the FPCTP? ‣ How has community engagement enhanced the FPCTP?	‣ Specifics of community engagement with IHE and FPCTP ‣ # of advisory boards that include community members ‣ Components of the FPCTP impacted by community engagement

Postsecondary Education Program Development Strategies

Strategy	Definition	Key Characteristics
Data-based Decision Making	Data regarding strengths, needs, and outcomes of relevant stakeholders are collected, analyzed, and used to improve postsecondary education programs.	**Characteristics:** ‣ IHE and FPCTP data collection methods and systems yield information that is valid and reliable. ‣ FPCTP data are used to identify successful implementation and outcomes, as well as areas for improvement. ‣ Data from a variety of educational and adult service systems are aligned to produce a comprehensive picture of education and service provision and outcomes (e.g., rehabilitation, career and technical education, mental health). ‣ FPCTP data are compiled and communicated to a variety of audiences through relevant and appropriate media. ‣ FPCTP data are used to: 　▪ Develop strategic plans. 　▪ Identify and address professional development needs. 　▪ Allocate resources. 　▪ Determine technical assistance needs. 　▪ Identify and address policy issues. ‣ FPCTP stakeholders include: 　▪ Postsecondary education students with intellectual disabilities. 　▪ IHE faculty and staff. 　▪ Families. 　▪ Employers, businesses, other industry representatives. 　▪ Community service agencies. ‣ Labor market projection data are used to identify industry needs and guide credential development.

Strategy	Definition	Key Characteristics
Capacity Building	FPCTP staff engage in capacity building for program development, implementation, and evaluation that include collaboration with relevant stakeholders to provide professional development and technical assistance.	**Characteristics:** ‣ Professional development (PD) and technical assistance (TA) needs are identified by FPCTP staff through formative and summative evaluations. ‣ TA and PD target audiences may include any relevant FPCTP stakeholders. ‣ PD and TA activities are designed through a collaborative process that includes PD and TA providers and target audiences. ‣ PD and TA activities are provided to facilitate implementation of evidence-based and promising practices for program improvement. ‣ PD and TA are based on consideration of organizational characteristics and needs. ‣ PD and TA are tied to program development and implementation and include feedback and continuous improvement as integral components. ‣ PD and TA are provided and evaluated by individuals with significant knowledge and skills regarding evidence-based and promising practices regarding students with intellectual disabilities in postsecondary education.
Resource Mapping and Development	Program planning team members identify currently available financial, material, and intellectual resources and determine how the resources are being leveraged to meet institution and program needs.	‣ Resource mapping is conducted to better utilize resources to advance program development and improvement. ‣ Resource mapping information is used to improve and/or expand program services that maximize student outcomes. ‣ Information on current and potential resources is included in program evaluation and used to improve program services and student outcomes.

Strategy	Definition	Key Characteristics

Partnership Development	FPCTP program staff develop and sustain partnerships, internal and external to the IHE, for program development, advancement, and optimization of student outcomes.	‣ FPCTP staff assess program and community needs and resources to identify partnerships.
		‣ Partners may include but are not limited to:
		  ▪ K-12 education systems
		  ▪ Adult service providers.
		  ▪ Employers, businesses, and other industry representatives.
		  ▪ Chambers of commerce.
		  ▪ Service learning providers.
		  ▪ Independent living centers.
		  ▪ Non-profit organizations.
		  ▪ Media.
		  ▪ Parent information and resource centers.
		  ▪ University Centers for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD).

Sample FPCTP Plans

Example 1: Student-Focused

Postsecondary Education Program Planning Area	☑	*Student-Focused*	☐	Program and Institutional-Focused	☐	Faculty and Staff-Focused	☐	Concept and Systems Development

Goal: Establish a meaningful credential leading to integrated, competitive employment of FPCTP students upon program completion.	**Strategies** (select all that apply and include your goal-specific strategy for each item selected)**:**
	☐ Data-based decision making
	☑ Capacity building – *Build capacity of FPCTP planning team to develop credential.*
	☑ Resource mapping and development – *Identify currently available credential resources.*
	☑ Partnership development – *Develop relationships with employer partners.*

Tasks	Person Responsible	Completion Date
Seek technical assistance through the FCSUA on credential requirements and development	Kyle Hart, Marcy Walker	12/1/17
Review credentials already available at the IHE to identify which may be used within the FPCTP	Marcy Walker	3/1/18
Reach out to employers within the IHE's catchment area to identify relevant industry certifications and fields for the area	Kyle Hart	3/1/18
Draft credential based on technical assistance information, existing credentials, and information from employers	Kyle Hart, Marcy Walker	4/1/18
Meet with IHE officials for credential review and revision, repeat if needed	Kyle Hart, Marcy Walker	5/1/18
Finalize credential to include in FPCTP application	Marcy Walker	7/1/18

Outputs/ Products
Records of technical assistance received
Materials and resources from technical assistance
List of current applicable credentials offered by the IHE
List of valuable credentials from employer contacts
Draft of credential
Revisions from IHE officials
Finalized credential for FPCTP application

Example 1: Student-Focused cont'd

Expected Outcomes	Indicators	Data Sources
Increase the number of credit earning options towards completion of credential	# or % of students in courses for credit **# or % of students in courses for non-credit** **# or % of students in courses for audit**	Student transcripts
Development of a meaningful credential for FPCTP application	Finalized credential for FPCTP application	Application materials
Do you need additional stakeholders to assist with implementation or approve this goal?	☑ Yes ☐ No	IHE and employer stakeholders to inform and help develop credential
Do you need additional resources to implement this plan?	☐ Yes ☑ No	
Do you need additional technical assistance to implement this plan?	☑ Yes ☐ No	Information from FCSUA and other suggested stakeholders on credential development

Example 2: Faculty and Staff-Focused

Postsecondary Education Program Planning Area	☐	Student-Focused	☑	*Faculty and Staff-Focused*	☐	Program and Institutional-Focused	☐	Concept and Systems Development

Goal: Increase the quality of instruction provided to all learners.	Strategies (select all that apply and include your goal-specific strategy for each item selected):
	☐ Data-based decision making
	☑ Capacity building – *provide professional development*
	☐ Resource mapping and development
	☐ Partnership development

Tasks	Person Responsible	Completion Date
Identify current assessment of professional development needs, if it exists	Adam Mowry, Frankie Sallis	9/30/17
Create evaluation of current professional development offerings on campus, including PD needs	Adam Mowry, Frankie Sallis	10/31/17
Conduct campus wide evaluation to determine professional development needs across departments	Adam Mowry, Frankie Sallis	12/2/17
Analyze evaluation results	Lydia Miller	2/1/18
Establish or review professional development requirements on campus	Sara Zomer, Ashley Graham	2/1/18
Create a professional development schedule based on results	Sara Zomer, Ashley Graham	2/27/18
Create professional development courses/webinars/workshops	Sara Zomer, professional learning department	4/1/18
Create evaluation of professional development offerings	Adam Mowry, Frankie Sallis	4/1/18
Market professional development offerings across campus, including requirements	Sara Zomer, Ashley Graham	5/1/18; ongoing
Conduct and evaluate professional development offerings	Sara Zomer, professional learning department	As offerings are complete
Conduct follow ups with IHE staff and faculty to determine fidelity of implementation of practices introduced in workshops/courses/webinars	Sara Zomer, Ashley Graham	3 and 6 months after offering

Example 2: Faculty and Staff-Focused cont'd

Outputs/ Products
Professional development evaluation
Campus policy on professional development
Professional development evaluation results
Professional development schedule of offerings
Materials from offerings (e.g., syllabus, pretests, posttests, etc.)
Professional development evaluations
Evaluation report
Marketing materials
Follow up records

Expected Outcomes	Indicators	Data Sources
Increased professional development options for faculty and relevant campus personnel to improve their ability to support FPCTP students	Professional development needs identified	Review of current and new professional development schedules
Increased number of faculty with skills to provide instruction that meets the needs of all learners in their courses.	# of professional development events hosted by the FPCTP # of attendees at FPCTP professional development events # and % of faculty with skill increases Student performance Student retention	Sign in sheets Student evaluations of faculty Student retention records
Do you need additional stakeholders to assist with implementation or approve this goal? ☐ Yes ☑ No		
Do you need additional resources to implement this plan? ☑ Yes ☐ No		Access to current PD plans, and evaluation results
Do you need additional technical assistance to implement this plan? ☑ Yes ☐ No		Professional learning department

Example 3: Program and Institution-Focused

Postsecondary Education Program Planning Area	☐	Student-Focused	Faculty and Staff-Focused	☑	*Program and Institutional-Focused*	☐	Concept and Systems Development

Goal: Ensure relevant members of the campus community are prepared to support FPCTP student recruitment, enrollment, engagement, completion, and transition to employment	**Strategies** (select all that apply and include your goal-specific strategy for each item selected)**:**
	☐ Data-based decision making
	☐ Capacity building
	☑ Resource mapping and development – *Map academic support service resources and develop features to improve accessibility for FPCTP students*.
	☐ Partnership development

Tasks	Person Responsible	Completion Date
Establish and use an interdisciplinary team to determine system/student interaction issues across functions		
Conduct needs assessment regarding accessibility strengths and issues	Terri Franc	10/1/17
Identify specific support needs within specific campus units	Terri Franc, John Gee	12/1/17
Identify system improvement strategies	Terri Franc, John Gee	6/1/18
Develop guidelines and resources for specific units serving FPCTP students	Terri Franc, John Gee	6/1/18

Outputs
List of support services available on campus
Needs assessment
Chart of strengths and needs for specific units
Operational guidelines
Resources for serving students with ID during recruitment, enrollment, engagement, completion, and transition to employment
Record of system improvements

Example 3: Program and Institution-Focused cont'd

Expected Outcomes	Indicators	Data Sources
Increased student satisfaction with campus community support	Student satisfaction with recruitment, enrollment, advising, instructional, support, residential, employment, and other relevant services	Student survey
Increased student engagement with campus-wide academic support services	# and % of students engaged in co-curricular activities % and % of students engaged in extra-curricular activities # and % of students who access IHE-sponsored housing	Student activity logs
Do you need additional stakeholders to assist with implementation or approve this goal?	☑ Yes ☐ No	IHE academic support service coordinators
Do you need additional resources to implement this plan?	☐ Yes ☑ No	
Do you need additional technical assistance to implement this plan?	☐ Yes ☑ No	

Example 4: Concept and Systems Development

Postsecondary Education Program Planning Area	☐	Student-Focused	☐	Program and Institutional-Focused	☐	Faculty and Staff-Focused	☑	*Concept and Systems Development*
Goal: Adopt agreed upon standards of practice to meet the needs of all learners, including those with unique abilities				**Strategies** (select all that apply and include your goal-specific strategy for each item selected)**:**				
				☐ Data-based decision making -				
				☑ Capacity building -				
				☐ Resource mapping and development -				
				☐ Partnership development -				

Tasks	Person Responsible	Completion Date
Identify current standards of practice, performance, and ethics	Carrie Pearson, Justin Lankes	10/18/17
Establish a stakeholder committee to review, revise, and create standards	Carrie Pearson, George Lucas	12/10/17
Collect standards from other FPCTP programs, IHEs, and other national postsecondary programs	Mallory Hill, Sophie Roys	12/10/17
Create a set of agendas for review meetings	Carrie Pearson, Sara Zomer	1/15/18
Conduct series of review meetings, using a refining process	Carrie Pearson, Sara Zomer	5/15/18
Create final standards for review with the school board	Carrie Pearson, Justin Lankes	6/20/18
Review and revise standards	Sara Zomer	7/18/18
Create marketing campaign to disseminate new standards	Mallory Hill, Lydia Miller	7/18/18
Hold informational meetings to share standards across the campus and community	Sara Zomer and Carrie Pearson	8/1/18 – 11/10/18

Outputs/ Products
Current standards
Standard examples from other sources
Review meeting agendas and materials
Final standards
Dissemination plan
Agendas from informational meetings
Evaluations from informational meetings

Example 4: Concept and Systems Development cont'd

Expected Outcomes	Indicators		Data Sources
Increase knowledge of standards	# of times the IHE's standards of practice, performance, or ethics are addressed with members of the IHE community % of IHE faculty, staff, and students who indicate working knowledge of the IHE's standards of practice, performance, or ethics		Evaluation
Do you need additional stakeholders to assist with implementation or approve this goal?	☑ Yes ☐ No		Committee members, school board members, students
Do you need additional resources to implement this plan?	☐ Yes ☑ No		
Do you need additional technical assistance to implement this plan?	☑ Yes ☐ No		Policy writing assistance