| **OUTPUT PLANNING WORKSHEET** | | | | |
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| **PRE-PLANNING – Identify and Organize Membership for Output Planning** | | | | |
| **I. PRE-PLANNING**  **Convene a team of relevant persons to explore credentialing.** | | | | |
| Invite persons representing typical aspects of the institution, such as program heads, college deans, financial aid, and academic and vocational program heads as relevant internal staff at the institute of higher education (IHE), as well as business leaders, community agencies, vocational rehabilitation professionals, and other disability providers or community partners that can contribute during the planning process. It is useful to assure the internal team members are clear about the options for accessing or adapting existing valued credentials prior to inviting external members to the table (often there are institutional rules for curriculum and credential committees – in that case follows institutional guidelines. | | | | |
| **Action Step** | **Questions to Consider** | Accomplished? | | Notes/What is the Plan? |
| 1.1.1 Ensure a proper balance of members on the committee typical (internal program heads and community leaders/employers) and atypical members. | Is there a clear understanding of the role of each team member – with clear expectations for their contributions?  Are all key roles and interests (present/future) addressed by the current membership? Include representatives of academics, career, vocational, and university advising/supports services. |  |  |  |
| 1.1.2 Establish communication protocols and meeting norms. Define questions to be discussed and anticipated outcomes. | Have communication protocols, such as meeting minutes and rules for meeting participation, been developed and reviewed?  Are anticipated outputs and outcomes clearly outlined and recorded? |  |  |  |

| **I. PLANNING**  **Review all relevant postsecondary credentials at your institution and discuss the pros and cons of accessing or adapting one or more typical credentials offered at the institution. Discuss the potential added value of each credential. Discuss support levels for students to access, retain, and complete (possible alternative options).** | | | | |
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| **Action Step** | **Questions to Consider** | Accomplished? | | Notes/Next Steps |
| 1.2.1 Review institutional goals and mission statement – where are potential matches with effort underway. | Does thinking about support needs for students with ID to access typical programs of study align with institutional goals and mission statement?  Does the committee thinking align with or relate to requirements for other credentials offered by the institution? |  |  |  |
| 1.2.2 Review committee members’ perspective of current student abilities/outcomes and compare them to institutional expectations or desired outcomes. If discrepancies in perception exist, the committee should discuss the types and levels of supports needed access and success. | Does the committee thinking about levels and types of student provision fully prepare students for enhanced, integrated employment or to progress further to another level of training or education. Or, is the exit or credential you are considering something lessor and offered only to persons with ID. |  |  |  |
| 1.2.3 Organize an equitable process to learn about, discuss, and decide upon desired outputs or credentials for students with ID. | Was a process presented that allowed for equal opportunity to explore and to give input to decisions about the effort and the output. |  |  |  |
| 1.2.4 Discuss critical considerations and guiding principles which will lead the effort to define clear outputs. | Do all members fully understand the considerations at hand in the process?  Are guiding principles evident in committee discussions and reflected in comments and decisions? |  |  |  |
| 1.2.5 Review program policies related to satisfactory academic progress, including significant milestones or performance benchmarks. | Is it clear how a student progresses through typical pathways and programs of study? Are the requirements for typical credential attainment logical, aligned with the mission and structure of your support effort? |  |  |  |
| 1.2.6 Review all typical credential options with meaning to students, families, and employers and supported within an IHE mission.  1.2.6 continued | Does the description of the committees effort reflect the intended outputs and outcomes which display added value?  Did you solicit feedback from university colleagues, students, and employers regarding how the support effort will be perceived?  Can you articulate the rationale underlying the effort to support students with ID in PSE? Is this effort universally understood in the institution and receiving community? |  |  |  |

| **I.PLANNING**  **Review guidance for credential development provided by the Higher Education Act.** | | | | |
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| For students with ID, who are NOT enrolled in or are NOT making progress within an approved program of study or to be eligible for federal financial aid, they must meet statutory requirements in the Higher Education Act (HEA) (if wishing to access federal financial aid. | | | | |
| **Action Step** | **Questions to Consider** | Accomplished? | | Notes/Next Steps |
| 1.3.1 Review your plans to judge if they align with the requirements provided in the Higher Education Act. | If considering an atypical credential, does your planning align with the requirements of the HEA, including a focus on inclusive academics, gainful employment, and independent living skills development? |  |  |  |
| 1.3.2 With a focus on person-centered planning and individualized goal setting, determine if the course of study has adequate supports or is flexible enough to allow for individual student goals while still providing a typical value-added experience. | Is person-centered planning a key factor in the development of each student’s individualized support plan and program of study? |  |  |  |

| **I. PLANNING**  **Understand your institutional policies and procedures related to establishing a credential.** | | | | |
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| Consider adapting an existing credential for use with your clientele. Consider how a new credential might align with existing credentials. If an existing certificate can be adapted to fit the goals and structure needed for students with ID, it should be used. Use of existing credentials that have already been approved by the IHE, offers credibility and the benefit of being known and understood by the community. | | | | |
| **Action Step** | **Questions to Consider** | Accomplished? | | Notes/Next Steps |
| 1.4.1 Identify the office at your institution that is responsible for student credentials. | Are you aware of which offices and staff are involved with the creation and monitoring of student credentials (provost’s office, academic affairs, professional and continuing studies, etc.)? |  |  |  |
| 1.4.2 Determine if the IHE has an existing credential that can be adopted or modified to serve as the credential that is offered by your program to its students. | Is there an existing certificate can be adopted, or perhaps modified to fit the goals and structure of the credential for students with ID? |  |  |  |
| 1.4.3 Determine with institutional accreditation staff how the credential you are exploring may relate to the program and/or current institutional accreditation policies and procedures. | Do you know who at your IHE is knowledgeable about and involved with credentials and institutional accreditation? How will your thoughts about the credential be integrated into existing college/university accreditation procedures? |  |  |  |
| 1.4.4 Gather information about how the student credential you are developing may affect the participation of your program in Title IV Federal Student Aid Programs. | Have you spoken with your financial aid officials about Title IV and its implications for student credentials?  Review the Think College Learn online module on “Becoming a Comprehensive Transition Program” for specific guidance related to meeting Title IV requirements. |  |  |  |

| **II. IMPLEMENTATION**  **Determine and create marketing and informational communications about the credential.** | | | | |
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| **Action Step** | **Questions to Consider** | Accomplished? | | Notes/Next Steps |
| 2.1.1 Identify communication channels within and outside of your institution (Faculty Council meetings, Chambers of Commerce, Workforce Development Forums and other IHE connections within the community at large). | Can you identify why these channels are important to your credential? Why would the audiences affiliated with these channels want to know about your credential? Can you connect with communications colleagues from your institution? |  |  |  |
| 2.1.2 Develop an internal communication and marketing strategy. | Have you sought guidance from colleagues regarding communication messages and channels?  Are you aware of internal institutional communications such as academic meetings where you can share information about the credential?  Are there mechanisms for you to share programmatic information with academic advising, admissions, and student services departments? |  |  |  |
| 2.1.3 Develop an external communications and marketing strategy. | Are there external communication strategies that your IHE uses regularly that may be appropriate?  Are your messages in multiple formats that can be understood by a wide range of audiences?  Do you have a way to tap into local media? |  |  |  |

| **III. EVALUATION AND CONTINUOUS IMPROVEMENT**  **Establish and implement an evaluation plan.** | | | | |
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| **Action Step** | **Questions to Consider** | Accomplished? | | Notes/Next Steps |
| 3.1.1 Define the purposes of the credential evaluation plan and how this aligns with your overall credential evaluation. | How will the impact of the credential be measured?  Does it provide access to certain types of jobs, or enable students to attend another higher education institution, or to live in a different community arrangement? |  |  |  |
| 3.1.2 Define the credential evaluation plan measures, indicators, and protocols. | What are the steps and sequence the student takes to progress towards the credential?  Does the course of study build appropriately toward the desired credential outcomes?  How and when will student outcome data be collected?  How long will you collect student data relative to integrated employment and community outcomes after they exit your program? |  |  |  |
| 3.1.3 Use credential evaluation data to determine the value of the credential for students, the college, and the community. Data collection sources may include follow up interviews with graduates, interviews with college admissions staff and alumni associations, review of community labor participation data, interviews with employers and business networks. | What is the value of the credential for students? How did attainment of the credential result in measurable student outcomes relative to integrated employment, continued education, or living independently?  What is the value of the credential for the institution? Does it have a measurable impact on recruitment and/or revenue? Does it result in any other benefit to the institution – such as community or national recognition?  What is the value of the credential for the community?  Are you collecting data that show that students who graduate from your credential are contributing to economic and community growth by procuring jobs?Are employers better able to find skilled employees to fill employment gaps? |  |  |  |
| 3.1.4 Use evaluation data in a continuous quality improvement process for your credential. | How is evaluation data reviewed and discussed?  How do data result in recommended changes in practices or policies of the credential?  Will the credential change over time?  How do other credentials at your institution address changes in requirements? |  |  |  |
| 3.1.5 Incorporate evaluation data in ongoing communications. | Are there evaluation data about the performance of your credential that can be integrated into messages? For instance, will sharing information about the credentials that students receive and the types of employment they attain after they leave your program help with recruitment?  Can data about the types of jobs students procure assist you in developing relationships with new employers or connect with new industries in your community? |  |  |  |