

**Team Planning Tool for**

**Florida Postsecondary Comprehensive Transition Programs**

**Steps 1 – 3:**

**Identify Team, Assess Status, Make a Plan**

## Assessment and Planning

This document provides a framework to examine the extent to which you are implementing evidence-based and promising practices (EBPPs) regarding inclusive postsecondary education and transition services for students with intellectual disabilities. 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 Florida Postsecondary Comprehensive Transition Program (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.

## Step 1: Enter Date and Add Team Members

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| **IHE** |  | Planning Date |  |
| **Plan Title** |  |
| Team Members |
| First name |  | Email |  | Position |  |
| Last name |  | Organization |  | Role on team |  |
| First name |  | Email |  | Position |  |
| Last name |  | Organization |  | Role on team |  |
| First name |  | Email |  | Position |  |
| Last name |  | Organization |  | Role on team |  |
| First name |  | Email |  | Position |  |
| Last name |  | Organization |  | Role on team |  |
| First name |  | Email |  | Position |  |
| Last name |  | Organization |  | Role on team |  |

# Step 2: Assess Status

This section of the FPCTP Team Planning Tool guides you to:

(a) determine the extent to which you are implementing EBPPs regarding inclusive postsecondary education and transition services for students with intellectual disabilities,

(b) identify the data available, and its quality, on which to make decisions about the effectiveness of your practices,

(c) summarize your strengths and needs,

(d) prioritize your needs, and

(e) identify areas for planning.

As you consider implementation, use the ***Implementation Rating Scale*** to indicate the *extent* to which the practices or activities are implemented in your IHE. Use the ***Evidence Rating Scale*** to indicate the extent to which your implementation rating is based on ***data*** that describe the extent of implementation or effectiveness of the practice or activity. Use the space labeled “description” to note how the practice or activity is implemented and what you know about effectiveness.

From this information, summarize your strengths and needs, prioritize your needs, and indicate whether you want to make a plan for specific domains and benchmarks. It pays to be thorough and accurate because in the future, you’ll be able to pull up this information to use in next year’s assessment and planning.

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| **Implementation Rating Scale**DK - We don’t know what or how we are doing in this area.1 - This activity or practice is not occurring.2 - We are developing this activity or practice, but it is not yet occurring. 3 - This activity or practice occurs some of the time or with some of our students, but implementation is not consistent.4 - This activity or practice occurs regularly, widely, and consistently. | **Evidence Rating Scale** DK - We don’t know if data are available, or if so, what they indicate.1 - We *do not have* any data regarding this practice.2 - We have *very limited* data regarding this practice **OR** the quality of the data we have is not very good.3 - We have *some* data that indicate implementation and/or effectiveness of the activity or practice.4 - We have *high quality* data that indicate implementation and/or effectiveness. |

**Step 2: Assess Status**

## Domain 1: Student-Focused

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| **Benchmark** | Extent Implemented | Extent/Quality of Evidence | Priority | Develop Plan? |
| 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. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰ ✰ ✰** | **Yes or No** |
| **Description:**  | **Current Strengths:** | **Needs:** |
| 1.2 Students’ programs of study include development and application of self-determination skills (as indicated by assessment results). | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰ ✰ ✰** | **Yes or No** |
| **Description:**  | **Current Strengths:** | **Needs:** |
| 1.3 Students engage in integrated, paid work experiences aligned with career goals and interests (as indicated by assessment results). | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**  | **Current Strengths:** | **Needs:** |
| **Benchmark** | Extent Implemented | Extent/Quality of Evidence | Priority | Develop Plan? |
| 1.4 Students know, request, and use accommodations necessary for full participation. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰ ✰ ✰** | **Yes or No** |
| **Description:**  | **Current Strengths:** | **Needs:** |
| 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). | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:**  |
| 1.6 Students understand their postsecondary rights and responsibilities as reflected in the IHE’s code of conduct. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**  | **Current Strengths:** | **Needs:** |
| **Benchmark** | Extent Implemented | Extent/Quality of Evidence | Priority | Develop Plan? |
| 1.7 Students use financial aid as needed to support their enrollment and participation. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:**  |
| 1.8 Students determine how parents and family members are engaged in their postsecondary education experience. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:**  |

**Domain 2: Faculty and Staff-Focused**

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| **Benchmark** | Extent Implemented | Extent/Quality of Evidence | Priority | Develop Plan? |
| 2.1 Faculty engage in professional development to adapt teaching practices that meet the needs of all learners. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**  | **Current Strengths:** | **Needs:** |
| 2.2 Faculty and staff ensure service, learning, social, and academic environments are accessible to support all learners. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:**  |
| 2.3 Faculty and staff across campus environments model high expectations and respect for all students. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:**  |
| **Benchmark** | Extent Implemented | Extent/Quality of Evidence | Priority | Develop Plan? |
| 2.4 Faculty and staff engage with program staff to enhance key college and university services. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:**  |

**Domain 3: Program and Institution-Focused**

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| **Benchmark** | Extent Implemented | Extent/Quality of Evidence | Priority | Develop Plan? |
| 3.1 Policies and procedures (IHE, program-specific, K-12 outreach) support student recruitment, enrollment, advising, and completion of the FPCTP. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:**  |
| 3.2 All campus services support student recruitment, enrollment, engagement, completion, and transition to employment. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:**  |
| 3.3 The IHE provides a meaningful credential upon completion of the program that leads to integrated, competitive employment. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:** |
| **Benchmark** | Extent Implemented | Extent/Quality of Evidence | Priority | Develop Plan? |
| 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). | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:** |
| 3.5 Sufficient personnel, material, and fiscal resources are provided to support students’ completion of their postsecondary education programming. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:** |
| 3.6 FERPA-aligned family outreach and engagement strategies support student recruitment, enrollment, engagement, completion, and transition to employment. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:** |
| **Benchmark** | Extent Implemented | Extent/Quality of Evidence | Priority | Develop Plan? |
| 3.7 Program evaluation is ongoing and used to inform FPCTP development and improvement. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:** |

**Domain 4: Concept and Systems Development**

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| **Benchmark** | Extent Implemented | Extent/Quality Of Evidence | Priority | Develop Plan? |
| 4.1 The FPCTP aligns with and or extends the IHE’s mission. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:**  |
| 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. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:**  |
| 4.3 The IHE uses an agreed upon framework for overall service delivery, including disability services (e.g., accommodations, modifications, academic support). | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:**  |
| **Benchmark** | Extent Implemented | Extent/Quality Of Evidence | Priority | Develop Plan? |
| 4.4 The IHE uses an agreed upon framework for assessment and instruction that addresses the needs of all learners | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:**  |
| 4.5 The IHE follows agreed upon standards of practice to meet the needs of all learners. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:**  |
| 4.6 As part of strategic planning and accreditation, the IHE uses agreed upon metrics or methods to evaluate the outcomes of all learners. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:**  |
| **Benchmark** | Extent Implemented | Extent/Quality Of Evidence | Priority | Develop Plan? |
| 4.7 The IHE engages with the community. | **✰ ✰ ✰ ✰ ?****View reflective questions** | **✰ ✰ ✰ ✰ ?****View indicators** | **✰✰✰** | **Yes or No** |
| **Description:**   | **Current Strengths:**  | **Needs:**  |

# Step 3: Make a Plan

The purpose of this section is to help you plan program implementation and or program improvement for the coming year. Use the responses from Step 2—Assess Status to develop a plan that addresses the needs you identified. In developing your plan, be specific. Refer to the **Introduction** **and Resources** document for detailed information regarding goals, strategies, and sample plans.

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| **Postsecondary Education Program Planning Area** | * **Student-Focused**
 | * **Faculty and Staff-Focused**
 | * **Program and Institutional-Focused**
 | * **Concept and Systems Development**
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| **Goal:**   | **Strategies** (select all that apply and include your goal-specific strategy for each item selected)**:** |
| * Data-based decision making
 |
| * Capacity building
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| * Resource mapping and development
 |
| * Partnership development
 |
| **Tasks** | **Person Responsible** | **Completion Date** |
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| **Outputs/ Products** |
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| **Expected Outcomes** | **Indicators** | **Data Sources** |
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| Do you need additional stakeholders to assist with implementation or approve this goal? | * Yes
* No
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| Do you need additional resources to implement this plan? | * Yes
* No
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| Do you need additional technical assistance to implement this plan? | * Yes
* No
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| **Postsecondary Education Program Planning Area** | * **Student-Focused**
 | * **Faculty and Staff-Focused**
 | * **Program and Institutional-Focused**
 | * **Concept and Systems Development**
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| **Goal:**   | **Strategies** (select all that apply and include your goal-specific strategy for each item selected)**:** |
| * Data-based decision making
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| * Capacity building
 |
| * Resource mapping and development
 |
| * Partnership development
 |
| **Tasks** | **Person Responsible** | **Completion Date** |
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| **Outputs/ Products** |
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| **Expected Outcomes** | **Indicators** | **Data Sources** |
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| Do you need additional stakeholders to assist with implementation or approve this goal? | * Yes
* No
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| Do you need additional resources to implement this plan? | * Yes
* No
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| Do you need additional technical assistance to implement this plan? | * Yes
* No
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| **Postsecondary Education Program Planning Area** | * **Student-Focused**
 | * **Faculty and Staff-Focused**
 | * **Program and Institutional-Focused**
 | * **Concept and Systems Development**
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| **Goal:**   | **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** |
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| **Outputs/ Products** |
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| **Expected Outcomes** | **Indicators** | **Data Sources** |
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| 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
 |  |
| Do you need additional technical assistance to implement this plan? | * Yes
* No
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