

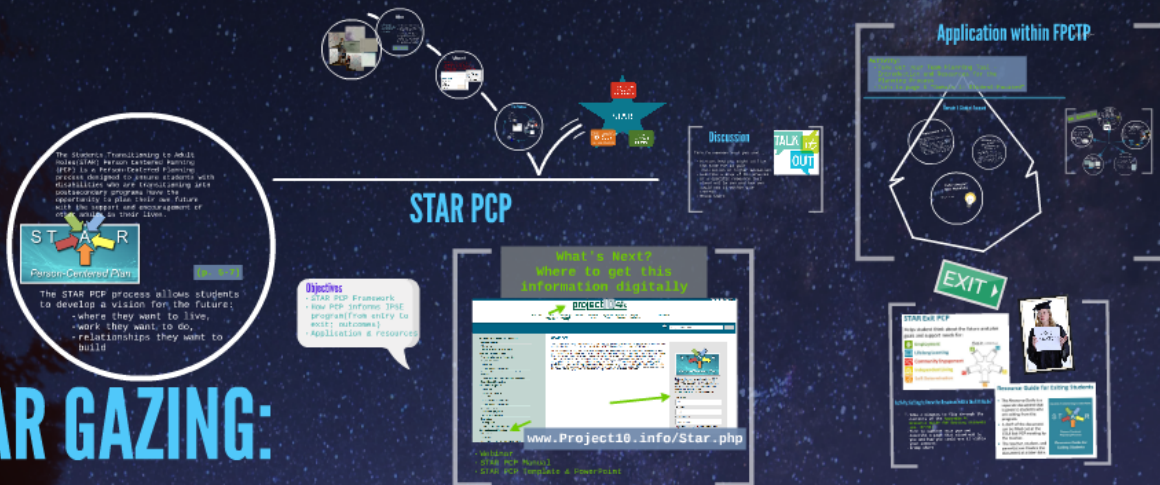


STAR GAZING:

How the STAR PCP Guides Students' Goals & Outcomes in Inclusive Higher Education

Opportunities

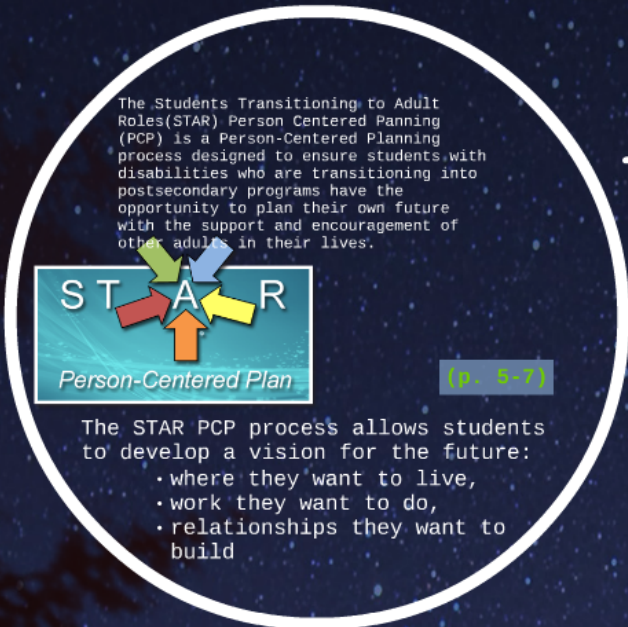
Danie Roberts-Déha, Ph.D.
 Partner, Florida Consortium on Inclusive
 Higher Education
 University of South Florida St. Petersburg



STAR GAZING:

How the STAR PCP Guides Students' Goals & Outcomes in Inclusive Higher Education Opportunities

Danie Roberts-Dahm, Ph.D.
 Partner, Florida Consortium on Inclusive
 Higher Education
 University of South Florida St. Petersburg



STAR PCP

Discussion

Turn to someone near you

- Discuss how you might use the STAR PCP at your institution or higher education
- Describe a step of the process
- Identify a specific resource you could use it within your contact
- Group share

- Objectives**
- STAR PCP Framework
 - How PCP informs IPSE program(from entry to exit; outcomes)
 - Application & resources

What's Next? Where to get this information digitally

www.Project10.info/Star.php

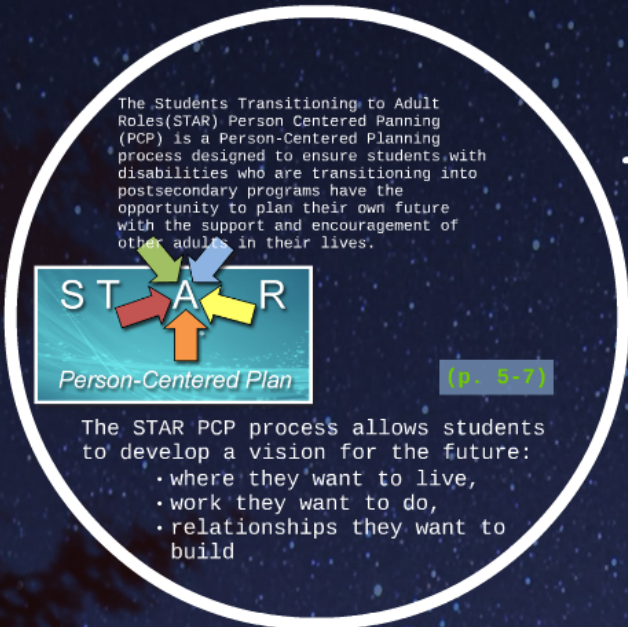
- Webinar
- STAR PCP Manual
- STAR PCP Template & PowerPoint

STAR GAZING:

How the STAR PCP Guides St

Objectives

- STAR PCP Framework
- How PCP informs IPSE program (from entry to exit; outcomes)
- Application & resources



Discussion

Turn to someone near you

- Discuss how you might use the STAR PCP at your institution or higher education
- Describe a step of the process
- Identify a specific resource you would use it within your contact
- Group share

STAR PCP

- Objectives**
- STAR PCP Framework
 - How PCP informs IPSE program(from entry to exit; outcomes)
 - Application & resources

**What's Next?
Where to get this information digitally**

www.Project10.info/Star.php

- Webinar
- STAR PCP Manual
- STAR PCP Template & PowerPoint

STAR GAZING:

How the STAR PCP Guides St

The Students Transitioning to Adult Roles (STAR) Person-Centered Planning (PCP) is a Person-Centered Planning process designed to ensure students with disabilities who are transitioning into postsecondary programs have the opportunity to plan their own future with the support and encouragement of other adults in their lives.



(p. 5-7)

The STAR PCP process allows students to develop a vision for the future:

- where they want to live,
- work they want to do,
- relationships they want to build

Objectives

- STAR
- How
pro
exi
- App



STAR PCP

- Student
- Facilitator
- Recorder
- Guests



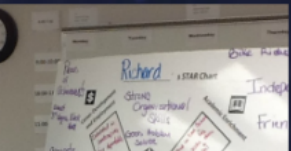
Who

- Student
- Facilitator
- Recorder
- Guests

Students are encourage to invite anyone in their life they feel can help them reach their goals.

The student, facilitator, and student's invited guests all fill-in the STAR together as team, helping shape the students goals both while in the program and the years to follow.

(p. 8-9)



When?

- During orientation (late spring/early summer)
- Student & Parent Interview
- Flexibility to ensure family can attend

Student's Name:		Date:	
Facilitator:		Recorder:	
Category/Question	Student Response	Parent Response	Dis at
Student-Parent Pre-Interview Questionnaire			
Career Development and Employment			
CDE-1.	What kind of work do you like to do?		
CDE-2.	Do you work now or did you ever have a job for pay or as a volunteer? If yes, Where? When? With whom?		
CDE-3.	What did you do at your job? Did you get paid?		
CDE-4.	What is/was the hardest/easiest part of your job?		
CDE-5.	How do/did you feel about the job? Are there parts of the job that you like/didn't like?		



The Process

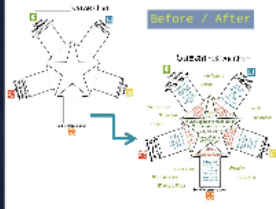
Before the Meeting

- Identify the facilitator & recorder
- Explain STAR PCP Process to student
- Discuss/complete FERPA forms
- Schedule meeting date & location
- Assist students with planning (sending invites, including agency representatives, planning refreshments, etc.)
- Schedule & conduct pre-meeting interviews with student & parent(s)
- Use pre-meeting interviews to develop/select guiding questions for meeting
- Review RSVPs and determine participants
- Gather supplies (Appendix C, p. 26)
- Set up room to accommodate participants & materials

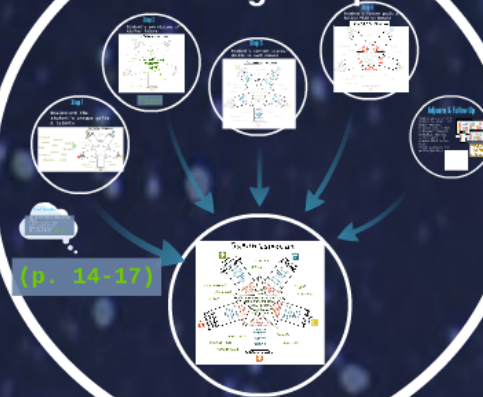
(p. 10-12)
Appendix C
p. 26-28

NAME	
PHONE	
EMAIL	
ADDRESS	

STAR Person-Centered Planning



STAR PCP Meeting Steps



After the STAR PCP Meeting

- Share action plan
- Monitor progress (Appendix K, p. 64)
- Update action plan(s) routinely
- Schedule new STAR PCP if student changes plans or career direction

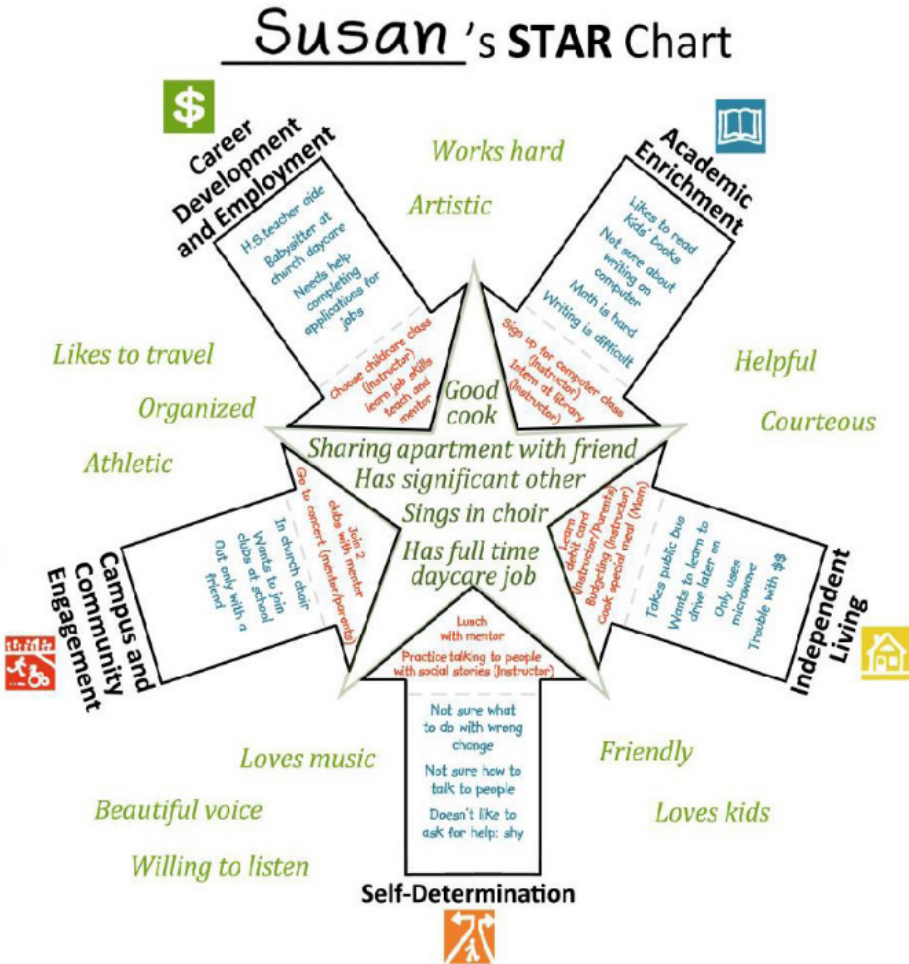
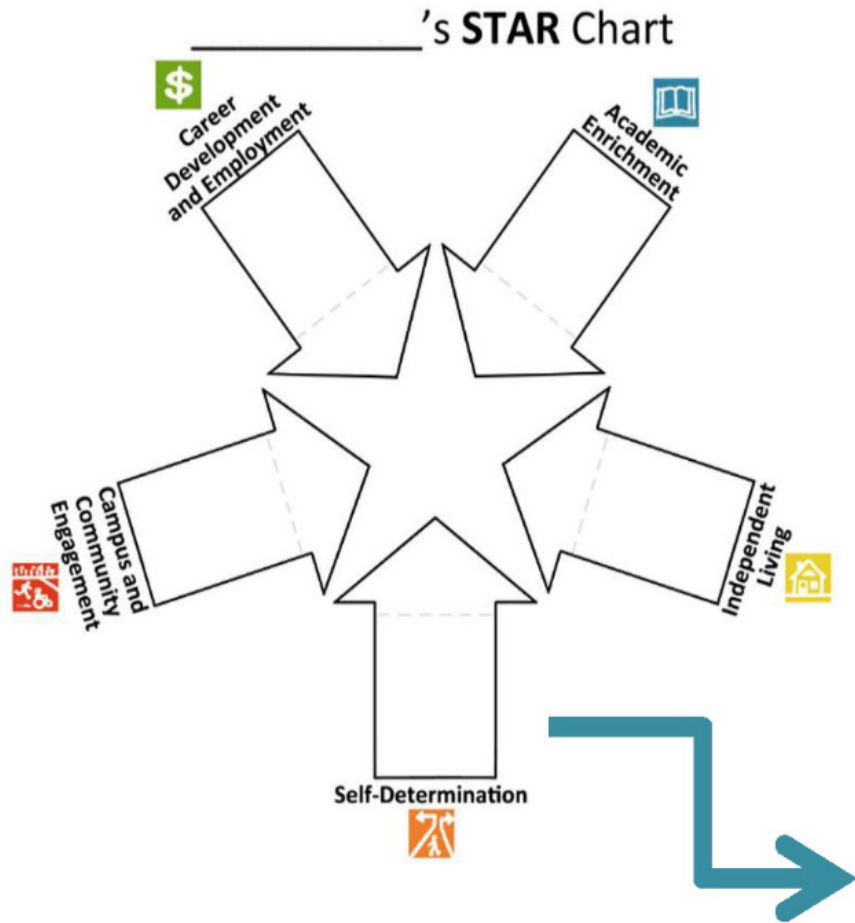
Action Plan

Task	Who	When

KEEP CALM IN THE CHANGE OF PLANS

STAR Person-Centered Planning

Before / After



Before the Meeting

- Identify the facilitator & recorder
- Explain STAR PCP Process to student
- Discuss/complete FERPA forms
- Schedule meeting date & location
- Assist students with planning (sending invites, including agency representatives, planning refreshments, etc.)
- Schedule & conduct pre-meeting interviews with student & parent(s)
- Use pre-meeting interviews to develop/ select guiding questions for meeting
- Review RSVPs and determine participants
- Gather supplies (Appendix C, p. 26)
- Set up room to accommodate participants & materials

(p.10-13;
Appendix
A, p. 23)

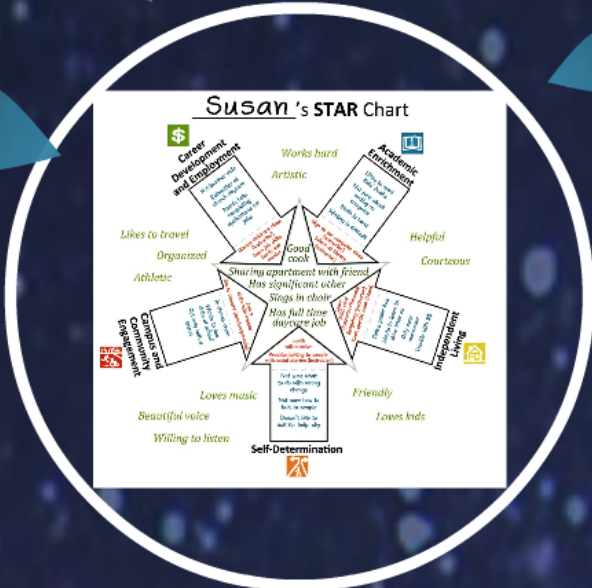
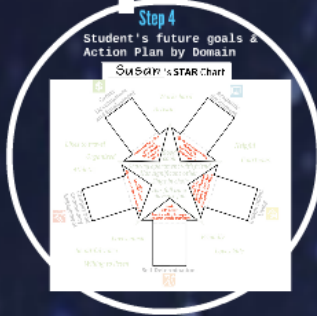
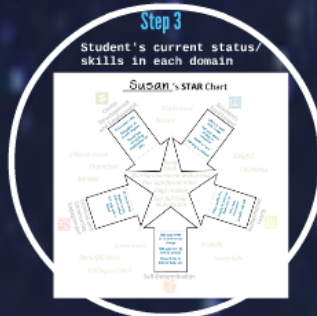
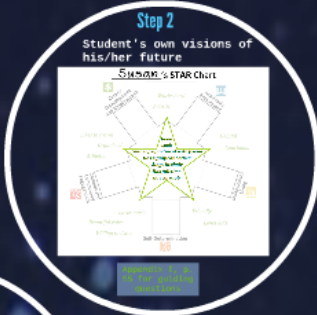
Student's Name (Last, First)	Student ID#	Parent's Name	Parent's Phone
Student-Parent Pre-Interview Questionnaire			
Career Development and Employment			
Q101	What is your career goal for the next 5 years?		
Q102	Do you work or are you currently looking for a job? If so, what is your current job?		
Q103	What do you like to do in your free time?		
Q104	What are your hobbies?		
Q105	What are your interests?		
Q106	What are your strengths?		
Q107	What are your weaknesses?		
Q108	What are your future plans?		
Q109	What are your career aspirations?		
Q110	What are your career goals?		

STAR PCP Meeting Steps



- To start the meeting:*
- Set up the room & display STAR Chart
 - Student to introduce participants/parents
 - STAR PCP Overview
 - Set Ground Rules

(p. 14-17)



To start the meeting..

- Set up the room & display STAR Chart
- Student to introduce participants/guests
- STAR PCP Overview (p. 103)
- Set Ground Rules (Appendix G, p. 52)

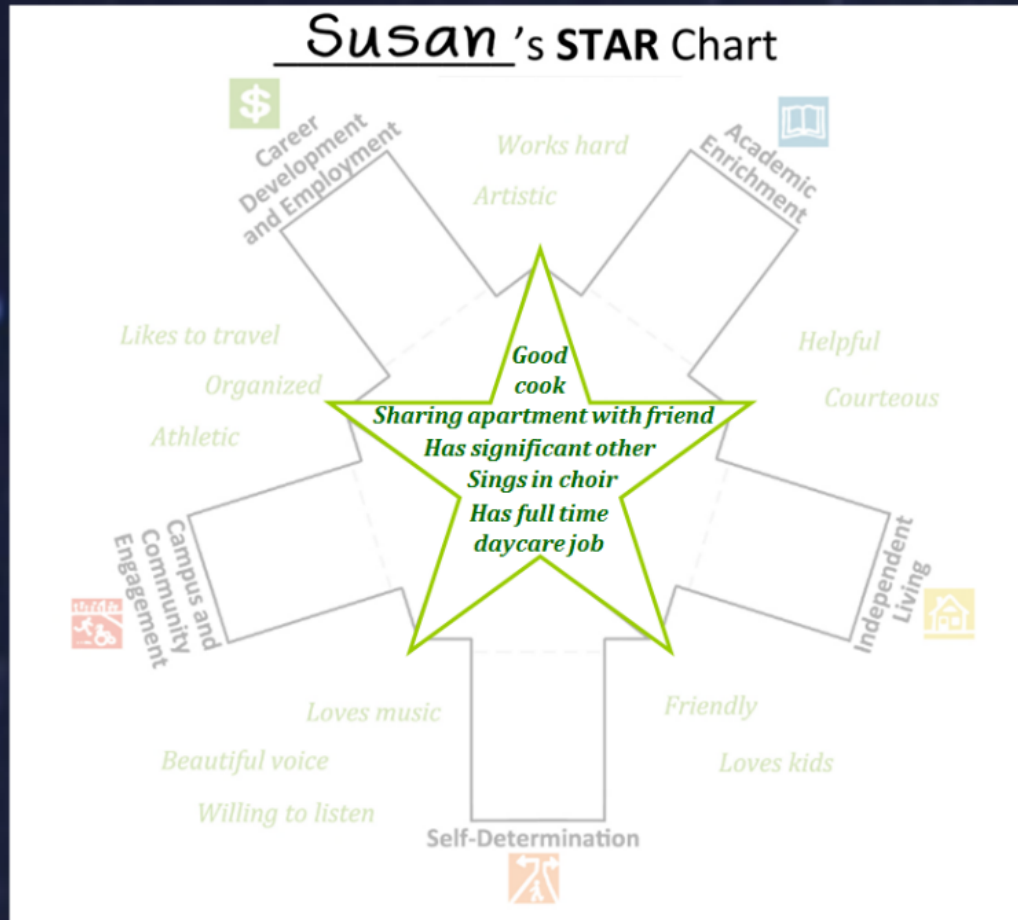
Step 1

Brainstorm the student's unique gifts & talents



Step 2

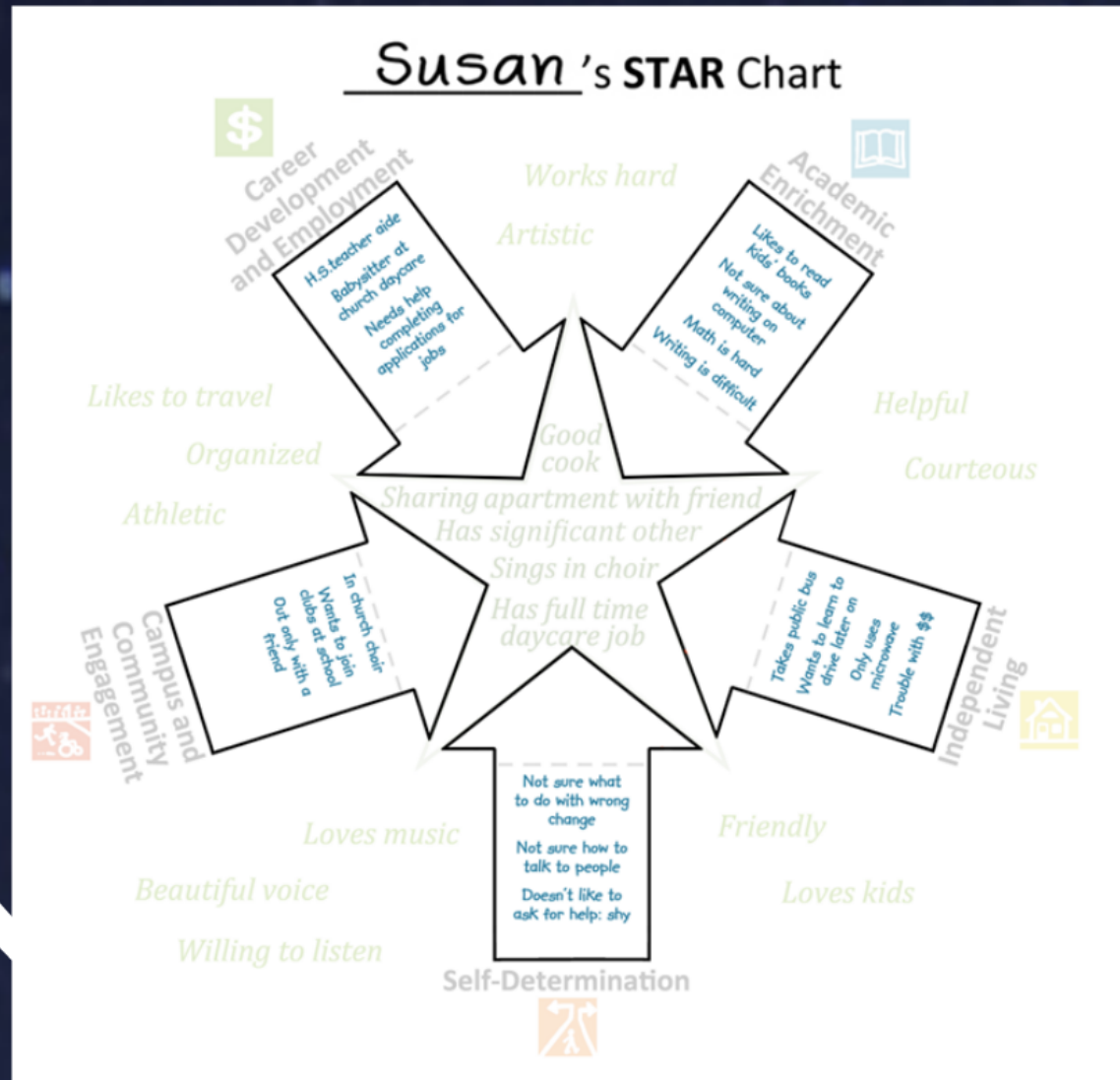
Student's own visions of his/her future



Appendix I, p. 55 for guiding questions

Step 3

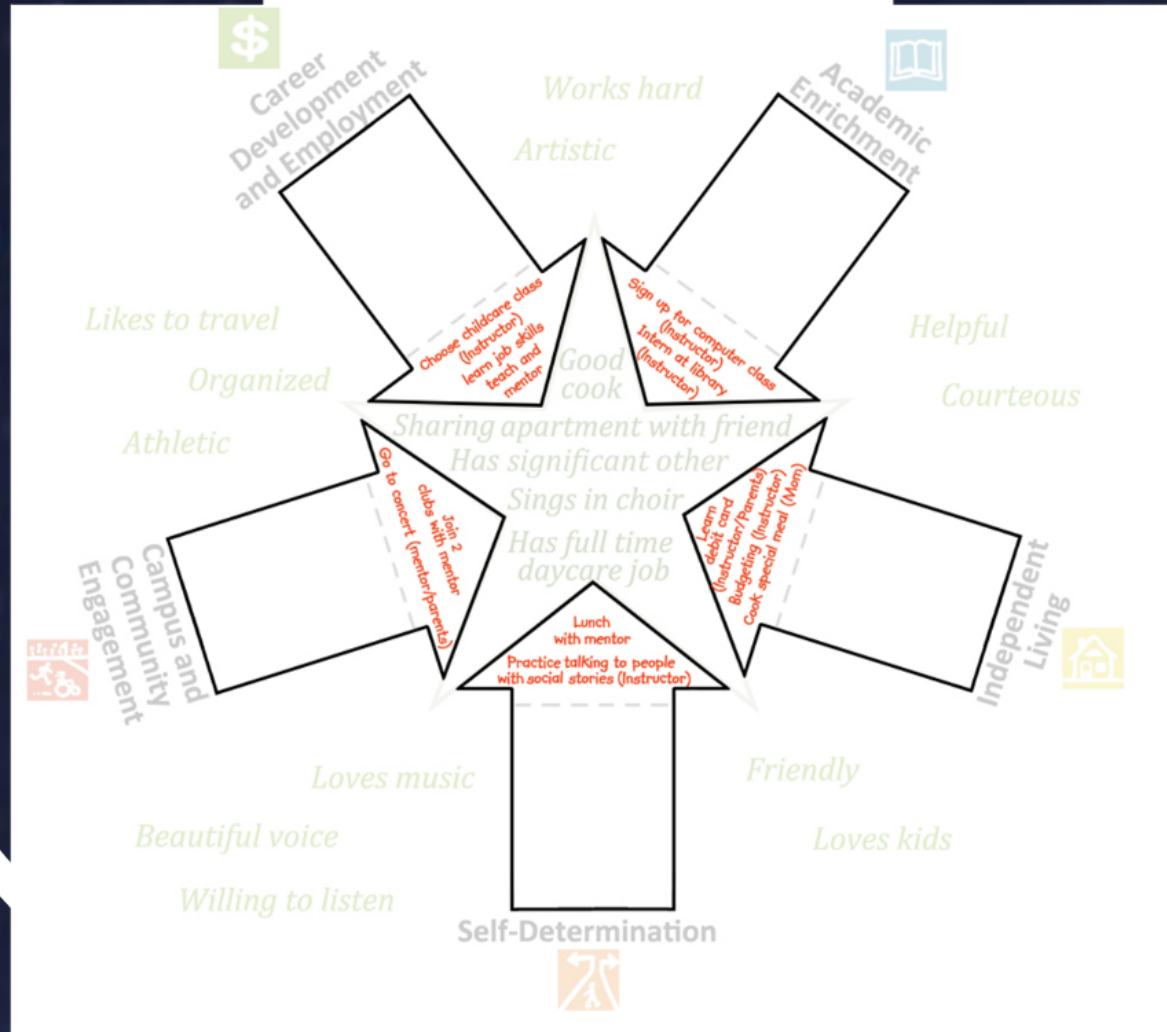
Student's current status/
skills in each domain



Step 4

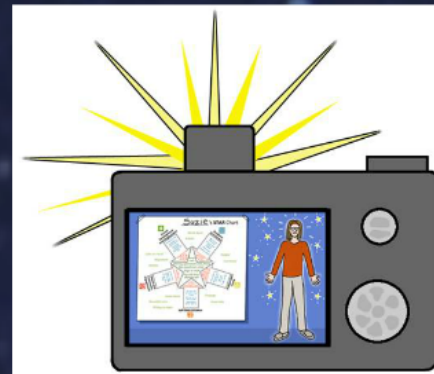
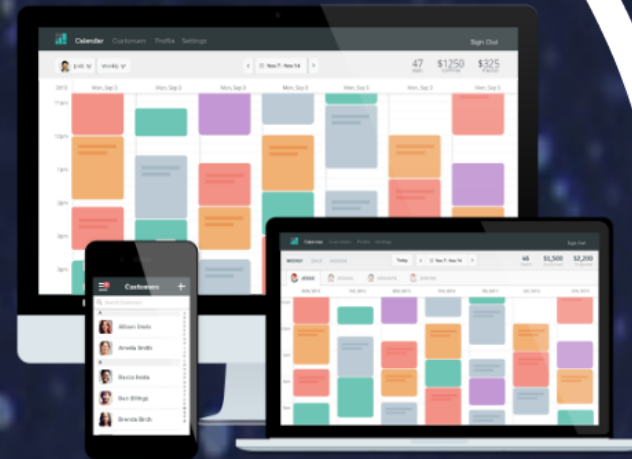
Student's future goals & Action Plan by Domain

Susan's STAR Chart

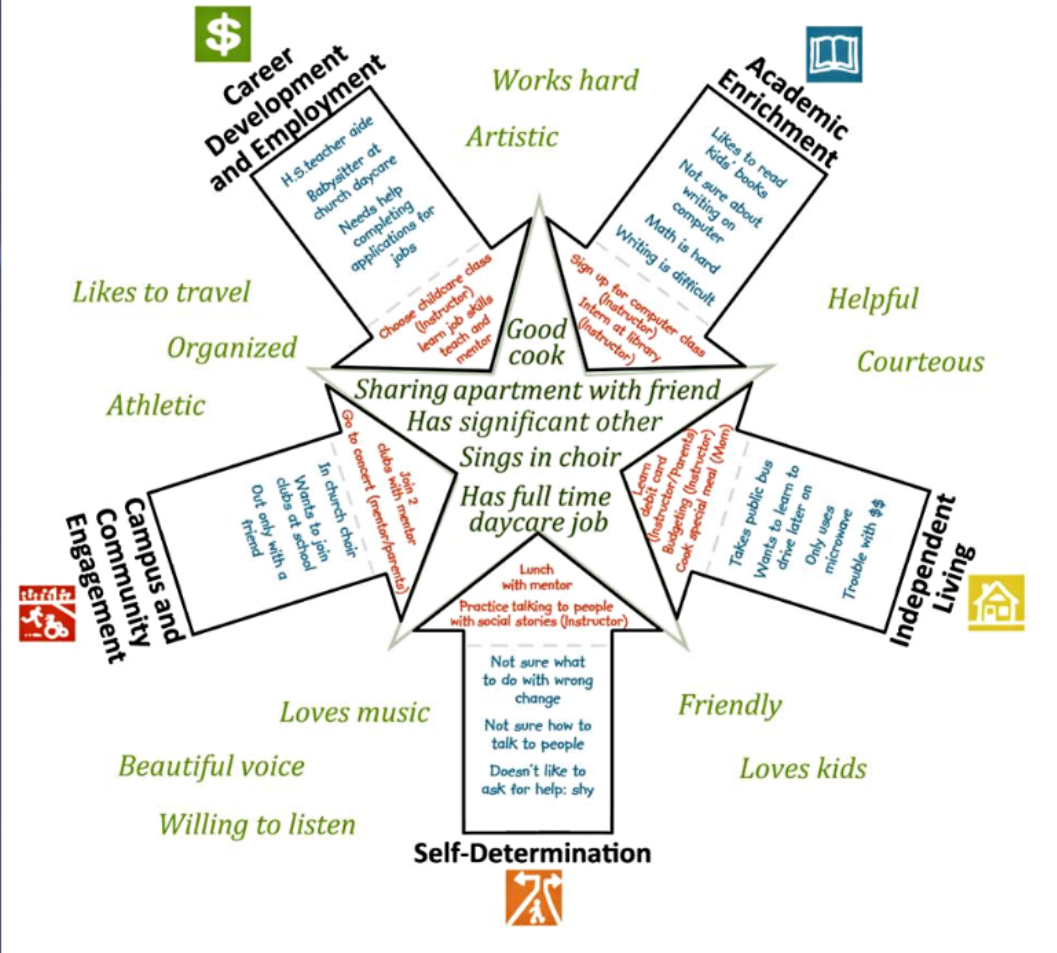


Adjourn & Follow Up

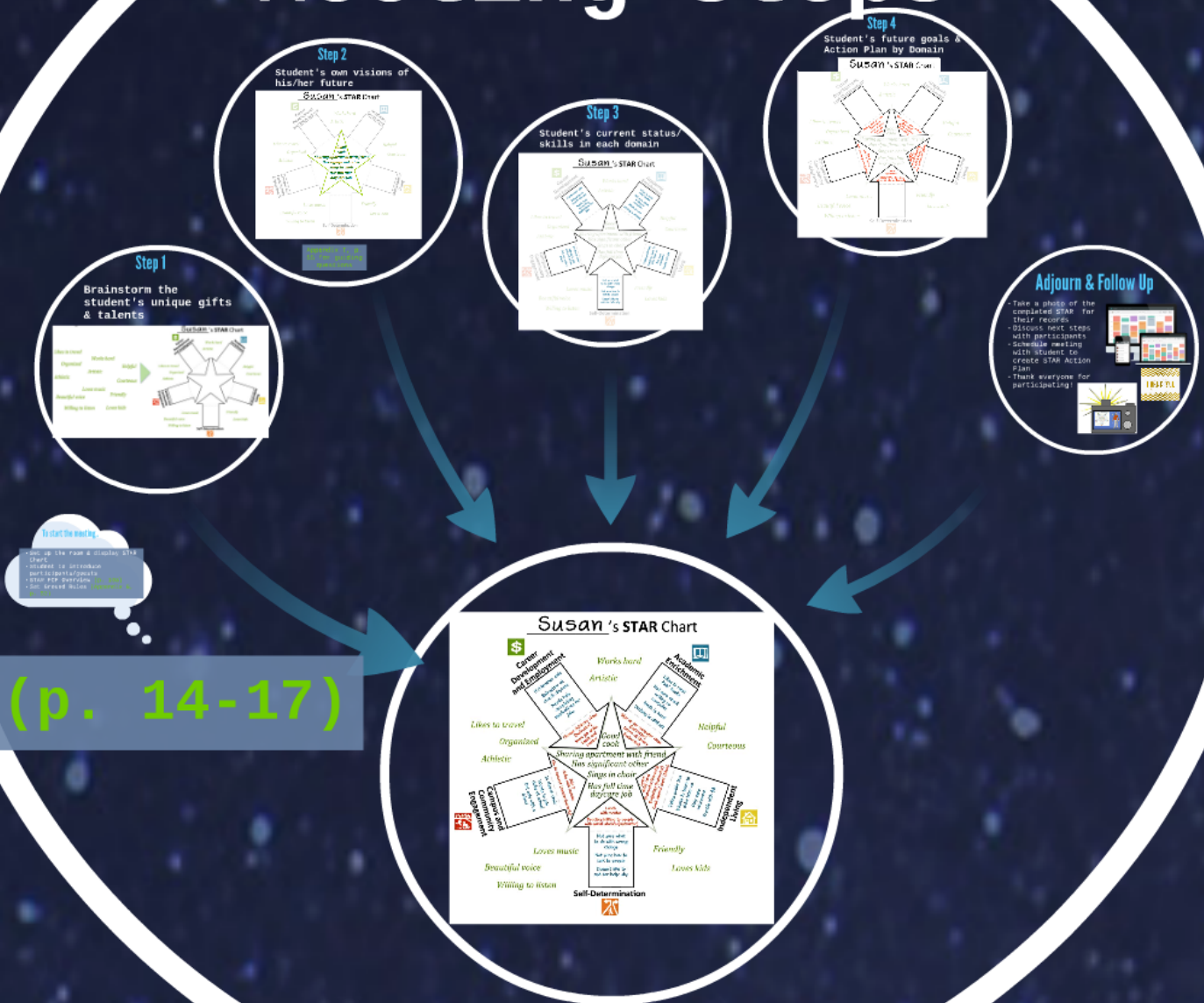
- Take a photo of the completed STAR for their records
- Discuss next steps with participants
- Schedule meeting with student to create STAR Action Plan
- Thank everyone for participating!



Susan's STAR Chart



STAR PCP Meeting Steps



(p. 14-17)

ng
r
rt
Helpful
Courteous
Independent
Living
kids

After the STAR PCP Meeting

Action Plan!

Last Name	First Name	Major
Curriculum Domain Area		
District Counselor/ Academic Coach/ Counselor		
Long-Term Goals/ Academic Achievement		
Project Start Date	Project Completion Date	
Short-Term Objectives/ Academic Goal	Expected Achievement	Responsible Person/ Responsible
		Project Start Date

[Appendix J, p. 56-53]



- Share action plan
- Monitor progress
(Appendix K, p. 64)
- Update action plan(s) routinely
- Schedule new STAR PCP if student changes plans or career direction



KEEP
CALM
WE HAVE A
CHANGE
OF PLANS

Action Plan!

Last Name		First Name		Middle Initial												
Curriculum Domain Area:																
Current Level of Academic Enrichment																
Long Term Goals: Academic Enrichment				Projected Completion Date												
<table border="1"> <thead> <tr> <th>Short Term Objectives to Achieve Goal</th> <th>Courses and Activities</th> <th>Services and Supports</th> <th>Person Responsible</th> <th>Projected Start Date</th> <th>Projected Completion Date</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>					Short Term Objectives to Achieve Goal	Courses and Activities	Services and Supports	Person Responsible	Projected Start Date	Projected Completion Date						
Short Term Objectives to Achieve Goal	Courses and Activities	Services and Supports	Person Responsible	Projected Start Date	Projected Completion Date											

(Appendix J, p. 56-63)

The image displays a set of 12 monthly calendars for the year 2014, arranged in a 4x3 grid. The months shown are August, September, October, November, December, January, February, March, April, May, June, and July. Each calendar is a grid with days of the week (S, M, T, W, T, F, S) and dates. Red stars are placed on specific dates: August 3, August 10, August 17, August 24, August 31, September 1, September 8, September 15, September 22, September 29, October 6, October 13, October 20, October 27, November 3, November 10, November 17, November 24, November 30, December 1, December 8, December 15, December 22, December 29, January 5, January 12, January 19, January 26, February 2, February 9, February 16, February 23, February 29, March 1, March 8, March 15, March 22, March 29, April 5, April 12, April 19, April 26, May 3, May 10, May 17, May 24, May 31, June 7, June 14, June 21, June 28, July 5, July 12, July 19, July 26.

After the STAR PCP Meeting

Action Plan!

Last Name	First Name	Major
Curriculum Domain Area		
District Counselor/ Academic Coach/ Counselor		
Long-Term Goals/ Academic Achievement		
Project/ Goal Completion Date		
Start Term/ School Year/ Semester/ Grade	Expected Achievement	Responsible Party/ Responsible
Project/ Goal/ Task	Start Date	End Date

[Appendix J, p. 56-53]

- Share action plan
- Monitor progress
(Appendix K, p. 64)
- Update action plan(s) routinely
- Schedule new STAR PCP if student changes plans or career direction



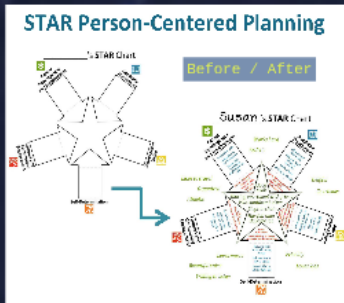
KEEP
CALM
WE HAVE A
CHANGE
OF PLANS

The Process

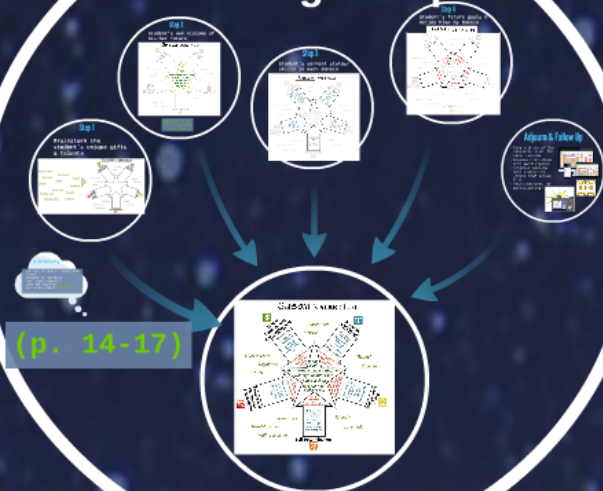
Before the Meeting

- Identify the facilitator & recorder
- Explain STAR PCP Process to student
- Discuss/complete FERPA forms
- Schedule meeting date & location
- Assist students with planning (sending invites, including agency representatives, planning refreshments, etc.)
- Schedule & conduct pre-meeting interviews with student & parent(s)
- Use pre-meeting interviews to develop/ select guiding questions for meeting
- Review RSVPs and determine participants
- Gather supplies (Appendix C, p. 26)
- Set up room to accommodate participants & materials

LB 18-100
Appendix
A, p. 291



STAR PCP Meeting Steps



After the STAR PCP Meeting



- Share action plan
- Monitor progress (Appendix K, p. 64)
- Update action plan(s) routinely
- Schedule new STAR PCP if student changes plans or career direction



Postsecondary
program's
Course of Study

STAR

IPE and/or
IEP Goals
as applicable

Person-
Centered
Planning



STAR PCP

What's Next?
Where to get this

Discussion

Turn to someone near you and...

- Discuss how you might utilize the STAR PCP at your institution of higher education
- Describe a step of the process or a specific resource that stood out to you and how you could use it within your context.
- Group share





STAR PCP

Discussion
Turn to someone near you and...

- Discuss how you might utilize the STAR PCP at your Institution of Higher Education
- Describe a step of the process or a specific resource that stood out to you and how you could use it within your context
- Group share

Application within FPCTP

Activities:
- Take out your Team Planning Tool, Collaboration Log, and Resources for Use in Learning Processes
- Turn to page 9, "Domain 1, Student Focused"

Domain 1: Student Focused

- Standard 1.1
- Standard 1.2
- Standard 1.3
- Standard 1.4
- Standard 1.5
- Standard 1.6
- Standard 1.7
- Standard 1.8
- Standard 1.9
- Standard 1.10
- Standard 1.11
- Standard 1.12
- Standard 1.13
- Standard 1.14
- Standard 1.15
- Standard 1.16
- Standard 1.17
- Standard 1.18
- Standard 1.19
- Standard 1.20
- Standard 1.21
- Standard 1.22
- Standard 1.23
- Standard 1.24
- Standard 1.25
- Standard 1.26
- Standard 1.27
- Standard 1.28
- Standard 1.29
- Standard 1.30
- Standard 1.31
- Standard 1.32
- Standard 1.33
- Standard 1.34
- Standard 1.35
- Standard 1.36
- Standard 1.37
- Standard 1.38
- Standard 1.39
- Standard 1.40
- Standard 1.41
- Standard 1.42
- Standard 1.43
- Standard 1.44
- Standard 1.45
- Standard 1.46
- Standard 1.47
- Standard 1.48
- Standard 1.49
- Standard 1.50
- Standard 1.51
- Standard 1.52
- Standard 1.53
- Standard 1.54
- Standard 1.55
- Standard 1.56
- Standard 1.57
- Standard 1.58
- Standard 1.59
- Standard 1.60
- Standard 1.61
- Standard 1.62
- Standard 1.63
- Standard 1.64
- Standard 1.65
- Standard 1.66
- Standard 1.67
- Standard 1.68
- Standard 1.69
- Standard 1.70
- Standard 1.71
- Standard 1.72
- Standard 1.73
- Standard 1.74
- Standard 1.75
- Standard 1.76
- Standard 1.77
- Standard 1.78
- Standard 1.79
- Standard 1.80
- Standard 1.81
- Standard 1.82
- Standard 1.83
- Standard 1.84
- Standard 1.85
- Standard 1.86
- Standard 1.87
- Standard 1.88
- Standard 1.89
- Standard 1.90
- Standard 1.91
- Standard 1.92
- Standard 1.93
- Standard 1.94
- Standard 1.95
- Standard 1.96
- Standard 1.97
- Standard 1.98
- Standard 1.99
- Standard 1.100

- Objectives**
- STAR PCP Framework
 - How PCP informs IPSE program (from entry to exit; outcomes)
 - Application & resources

What's Next? Where to get this information digitally

www.Project10.info/Star.php

- Webinar
- STAR PCP Manual
- STAR PCP Template & PowerPoint

EXIT

STAR Exit PCP
Helps student think about the future and plan goals and support needs for:

- Employment
- Lifelong Learning
- Community Engagement
- Independent Living
- Self-Determination

Resource Guide for Exiting Students

Activity: Getting to Know the Resources within the Exit Guide

- Take 2 minutes to flip through the contents of the **Resource Guide for Exiting Students** (pg. 8-11)
- Turn to someone near you and describe a page that stood out to you and how you could use it within your context.
- Group share

The Resource Guide is a separate document that is given to students who are exiting from the program.
A draft of the document can be filled out at the STAR Exit PCP meeting by the teacher.
The teacher, student, and parent(s) can finalize the document at a later date.



Discussion

Turn to someone near you and...

- Discuss how you might utilize the STAR POP at your institution of higher education
- Describe a step of the process or a specific resource that stood out to you and how you could use it within your context.
- Group share

Application within FPCTP

Activity:

- Take out your Team Planning Tool - Introduction and Resources for the Planning Process
- Turn to page 9 "Domain 1: Student-Focused"

Domain 1: Student Focused

Benchmark 1-1

Identify the postsecondary program, institution, and location that you are interested in. Research the program and institution to determine if it meets your needs. Identify the resources you will need to prepare for the program.

Application to Other Benchmarks in Module 1

Identify the resources you will need to prepare for the program. Identify the resources you will need to prepare for the program.

Take-Aways? Ahh Moments!

Are Examples

What's Next?
 e to get this
 ation digitally



STAR Exit PCP

Helps student think about the future and plan goals and support needs for:

- Employment
- Lifelong Learning
- Community Engagement



Application within FPCTP

Activity:

- Take out your Team Planning Tool - Introduction and Resources for the Planning Process
- Turn to page 5 "Domain 1: Student-Focused"

Domain 1: Student Focused

Benchmark 1.1

- Read Benchmark 1.1
- Read Reflective Questions (2nd column)
- In small group, reflect on how the STAR PDP process may help address the reflective questions under Benchmark 1.1
- Not answering the questions to evaluate your program

Application to other Benchmarks in Domain 1

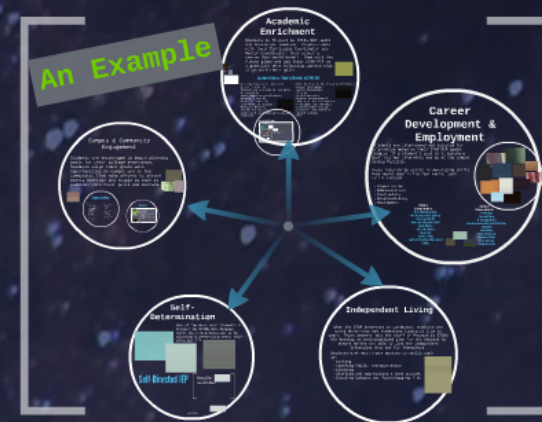
- Review the rest of the Benchmarks in Domain 1.
- Turn to the person next to you and discuss which other benchmarks the STAR PDP may assist with.

Take-Aways? Aha Moments

Please share!



An Example



Application withi

Activity:

- Take out your Team Planning Tool - Introduction and Resources for the Planning Process
- Turn to page 5 "Domain 1: Student-Focused"

Domain 1: Student Focused

Benchmark 1.1

- Read Benchmark 1.1
- Read Reflective Questions (2nd column)
- In small group, reflect on how the PCP process may help

Application to other Benchmarks:

Introduction and Resources for the Planning Process

- Turn to page 5 "Domain 1: Student-Focused"

Domain 1: Student Focused

Benchmark 1.1

- Read Benchmark 1.1
- Read Reflective Questions (2nd column)
- In small group, reflect on how the STAR PCP process may help address the Reflective questions under Benchmark 1.1
- Not answering the questions to evaluate your program

Application to other Benchmarks in Domain 1

- Review the rest of the Benchmarks in Domain 1.
- Turn to the person next to you and discuss which other benchmarks the STAR PCP may assist with.

Take-Aways? Aha Moments

Please share!



An Example

Curriculum & Content Engagement

Students are encouraged to discuss their learning experiences, align their goals, and reflect on their progress. They are also encouraged to share their insights and experiences with their peers.



Benchmark 1.1

- Read Benchmark 1.1
- Read Reflective Questions (2nd column)
- In small group, reflect on how the STAR PCP process may help address the Reflective Questions under Benchmark 1.1
 - *Not answering the questions to evaluate your program*

Application to other Benchmarks in Domain 1

- Review the rest of the Benchmarks in Domain 1.
- Turn to the person next to you and discuss which other benchmarks the STAR PCP may assist with.

Take-Aways? Aha Moments

Please share!



Introduction and Resources for the Planning Process

- Turn to page 5 "Domain 1: Student-Focused"

Domain 1: Student Focused

Benchmark 1.1

- Read Benchmark 1.1
- Read Reflective Questions (2nd column)
- In small group, reflect on how the STAR PCP process may help address the Reflective questions under Benchmark 1.1
- Not answering the questions to evaluate your program

Application to other Benchmarks in Domain 1

- Review the rest of the Benchmarks in Domain 1.
- Turn to the person next to you and discuss which other benchmarks the STAR PCP may assist with.

Take-Aways? Aha Moments

Please share!



An Example

Curriculum & Content Engagement

Students are encouraged to discuss their learning experiences, align their goals, and reflect on their progress. They may also engage in peer-to-peer learning and support each other's growth.



An Example

Academic Enrichment

Students in Project 10 STING RAY audit one course per semester. Students meet with their Curriculum Coordinator and Mentor Coordinator, they select a course that would benefit them with the future plans and use their STAR PCP as a guideline when selecting courses that align with their goals.

Academic Courses Taken by Students in STING RAY

- Contemporary social problems
- Crime in America
- Peoples and Cultures of the World
- Oceanography
- Latin American Civilization
- Spanish I and II
- Music In Your Life
- Environmental Science
- American History
- University Success
- Literature in the 21st Century
- Feminism
- Introduction to the Teaching Profession
- Career Development
- Career Empowerment
- Biology
- Public Speaking
- English Composition I
- Narration and Description
- Principles and Concepts
- Cultural Anthropology
- Leadership Fundamentals
- Marine Biology
- SNTC



Campus & Community Engagement

Students are encouraged to begin planning goals for their college experience. Students align their goals with opportunities on campus and in the community. They make efforts to attend weekly meetings and engage as much as possible with their peers and mentors.

Campus Activities



Billboards



Self-Determination

One of the many ways students in Project 10 STING RAY display their Self-Determination is by planning & presenting their Self-directed IEP



Self-Directed IEP

Google Calendar



Career Development & Employment

Students are interviewed and selected for internships based on their STAR PCP goals. Example: If a student's goal is to become a Chef, his/her internship may be at the campus dining facility.

These internships assist in developing skills they would need in the real world, such skills include:

- Organization
- Communication
- Punctuality
- Responsibility
- Discipline

Examples of On-Campus Internships:

- Director of Institutional Affairs
- Dept. of Leadership and Programming
- Fitness Center @ HOSP
- Waterfront & Sailing Center @ HOSP
- Campus Mailroom
- The Tavern at Bayboro
- Career Center
- Academic Advising
- Department of Operations & Maintenance of Facilities

Examples of Off-Campus Internships:

- St. Pete Bakery
- Practicality Physical
- St. Petersburg City Hall
- Sunshine Recreation Center, part of St. Pete Parks & Recreation
- Made on Wheels
- Pet Pals Animal Rescue
- City Center of St. Pete
- Musical Arts Center
- Painting with a Twist

Independent Living

When the STAR interview is conducted, students are asked where they see themselves living in 5 or 10 years. Those answers help the staff of Project 10 STING RAY develop an individualized plan for the student to ensure he/she are able to live the independent lifestyles they set for themselves.

Students work with their mentors on skills such as:

- Cooking
- Learning Public Transportation
- Cleaning
- Starting and maintaining a bank account
- Creating budgets and food/shopping list



Academic Enrichment

Students in Project 10 STING RAY audit one course per semester. Students meet with their Curriculum Coordinator and Mentor Coordinator, they select a course that would benefit them with the future plans and use their STAR PCP as a guideline when selecting courses that align with their goals.

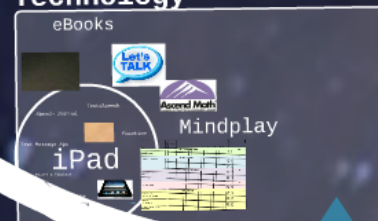


Academic Courses Taken by Students in STING RAY

- Contemporary social problems
- Crime in America
- Peoples and Cultures of the World
- Oceanography
- Latin American Civilization
- Spanish I and II
- Music In Your Life
- Environmental Science
- American History
- University Success
- Literature in Childhood Education
- Feminism
- Introduction to the Teaching Profession
- Career Development
- Career Empowerment
- Biology
- Public Speaking
- English Composition I
- Narration and Description
- Principles and Concepts
- Cultural Anthropology
- Leadership Fundamentals
- Marine Biology
- ROTC



Technology



Career Development & Employment

Students are interviewed and selected for internships based on their STAR PCP goals. Example: If a student's goal is to become a Chef, his/her internship may be at the campus dining facility.

These internships assist in developing skills they would need in the real world, such skills include:

- Organization
- Communication
- Punctuality
- Responsibility
- Discipline

Examples of

On-Campus Internships:

- Office of Multicultural Affairs
- Dept. of Leadership and Programming
 - Fitness Center @ USFSP
- Waterfront & Sailing Center @ USFSP
 - Campus Mailroom
 - The Tavern at Bayboro
 - Career Center
 - Academic Advising
- Department of Operations & Maintenance of Facilities



Examples of

Off-Campus Internships:

- St. Pete Bakery
- Practically Picasso
- St. Petersburg City Hall
- Sunshine Recreation Center, part of St Pete Parks & Recreation
 - Meals on Wheels
 - Pet Pals Animal Rescue
 - Clay Center of St.Pete
 - Morean Arts Center
 - Painting with a Twist



Independent Living

When the STAR interview is conducted, students are asked where they see themselves living in 5 or 10 years. Those answers help the staff of Project 10 STING RAY develop an individualized plan for the student to ensure he/she are able to live the independent lifestyles they set for themselves.

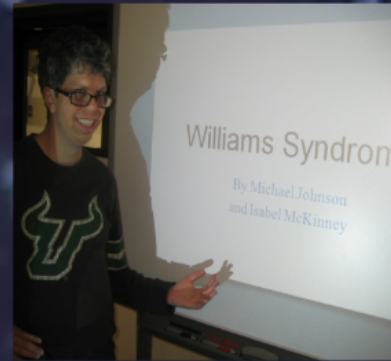
Students work with their mentors on skills such as:

- Cooking
- Learning Public Transportation
- Cleaning
- Starting and maintaining a bank account
- Creating budgets and food/shopping list



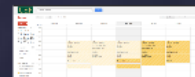
Self-Determination

One of the many ways students in Project 10 STING RAY display their Self-Determination is by planning & presenting their Self-directed IEP



Self-Directed IEP

Google Calendar



Clock Hours

Campus & Community Engagement

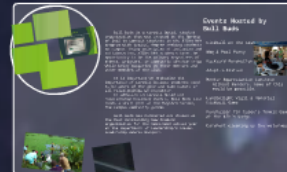
Students are encouraged to begin planning goals for their college experience. Students align their goals with opportunities on campus and in the community. They make efforts to attend weekly meetings and engage as much as possible with their peers and mentors.



Campus Activities

Waterfront	Davis Lounge/Game Room
Canoeing	Pool/Billiards
Kayaking/Canoeing	Table Tennis
Paddle Boarding	Football
Swimming Pool	Air Hockey
Water Volleyball	Piano
CPA Training	Student Organization Events
Scuba Training	Cookouts
Kitesurfing/kind	Dances
Surfing	Guest Speakers
Fitness Center	Casino Nights
Gym, Weights	Poker Nights
Classes: Yoga, Hip	Homecoming Carnival
Hop	Foam Party
Intramural Sports	Punny Note
Soccer	
Sand Volleyball	
Basketball	
Flag Football	

BULL BUDS





Campus Activities

Waterfront

- Sailing
- Kayaking/Canoeing
- Paddle Boarding
- Swimming Pool
- Water Volleyball
- CPR Training
- Scuba Training
- Kite Surfing/Wind Surfing

Fitness Center

- Gym, Weights
- Classes: Yoga, Hip Hop

Intramural Sports

- Soccer
- Sand Volleyball
- Basketball
- Flag Football

Davis Lounge/Game Room

- Pool/Billiards
- Table Tennis
- Foosball
- Air Hockey
- Piano

Student Organization Events

- Cookouts
- Dances
- Guest Speakers
- Casino Nights
- Poker Nights
- Homecoming Carnival
- Foam Party
- Many More

Campus & Community Engagement

Students are encouraged to begin planning goals for their college experience. Students align their goals with opportunities on campus and in the community. They make efforts to attend weekly meetings and engage as much as possible with their peers and mentors.



Campus Activities

Waterfront	Davis Lounge/Game Room
Sailing	Pool/Billiards
Kayaking/Canoeing	Table Tennis
Paddle Boarding	Football
Swimming Pool	Air Hockey
Water Volleyball	Piano
CSA Training	Student Organization Events
Scuba Training	Cookouts
Kitesurfing/kind	Dances
Surfing	Guest Speakers
Fitness Center	Casino Nights
Gym, Weights	Poker Nights
Classes: Yoga, Hip	Homecoming Carnival
Hop	Foam Party
Intramural Sports	Punny Note
Soccer	
Sand Volleyball	
Basketball	
Flag Football	

BULL BUDS



Application within FPCTP

Activity:

- Take out your Team Planning Tool - Introduction and Resources for the Planning Process
- Turn to page 5 "Domain 1: Student-Focused"

Domain 1: Student Focused

Benchmark 1.1

- Read Benchmark 1.1
- Read Reflective Questions (2nd column)
- In small group, reflect on how the STAR PDP process may help address the reflective questions under Benchmark 1.1
- Not answering the questions to evaluate your program

Application to other Benchmarks in Domain 1

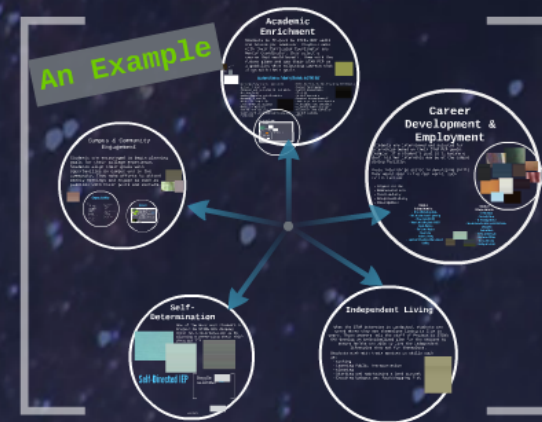
- Review the rest of the Benchmarks in Domain 1.
- Turn to the person next to you and discuss which other benchmarks the STAR PDP may assist with.

Take-Aways? Aha Moments

Please share!



An Example





Discussion

Turn to someone near you and...

- Discuss how you might utilize the STAR POP at your institution of higher education
- Describe a step of the process or a specific resource that stood out to you and how you could use it within your context.
- Group share

Application within FPCTP

Activity:

- Take out your Team Planning Tool - Introduction and Resources for the Planning Process
- Turn to page 9 "Domain 1: Student-Focused"

Domain 1: Student Focused

Benchmark 1-1

By the end of this course, students will be able to:

- Identify the purpose and scope of the STAR POP
- Explain the importance of the STAR POP in the planning process
- Describe the role of the STAR POP in the planning process
- Identify the resources available to students through the STAR POP

Application to Other Benchmarks in Module 1

How does the STAR POP support the other benchmarks in this module?

Take-Aways? Ahh Moments!

See Examples

What's Next?
 e to get this
 ation digitally



STAR Exit PCP

Helps student think about the future and plan goals and support needs for:

- Employment
- Lifelong Learning
- Community Engagement

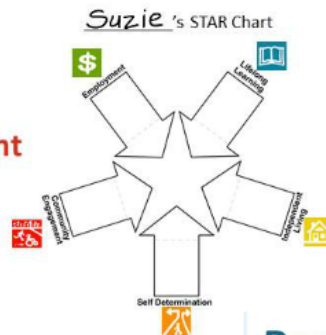




STAR Exit PCP

Helps student think about the future and plan goals and support needs for:

-  **Employment**
-  **Lifelong Learning**
-  **Community Engagement**
-  **Independent Living**
-  **Self-Determination**

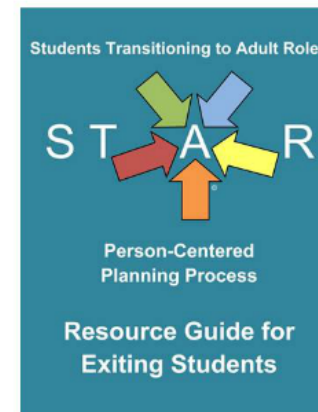


Activity: Getting to Know the Resources within the Exit Guide

- Take 2 minutes to flip through the contents of the **Appendix M: Resource Guide for Exiting Students (pp. 67-91)**
- Turn to someone near you and describe a page that stood out to you and how you could use it within your context.
- Group share

Resource Guide for Exiting Students

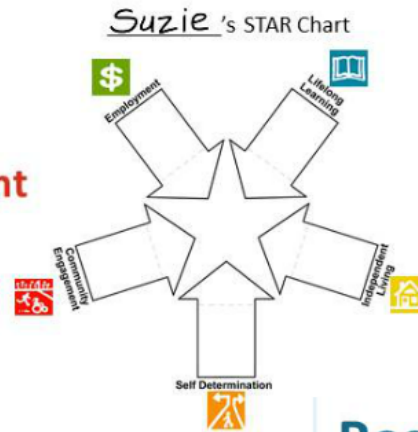
- The *Resource Guide* is a separate document that is given to students who are exiting from the program.
- A draft of the document can be filled out at the STAR Exit PCP meeting by the teacher.
- The teacher, student, and parent(s) can finalize the document at a later date.



STAR Exit PCP

Helps student think about the future and plan goals and support needs for:

-  **Employment**
-  **Lifelong Learning**
-  **Community Engagement**
-  **Independent Living**
-  **Self-Determination**

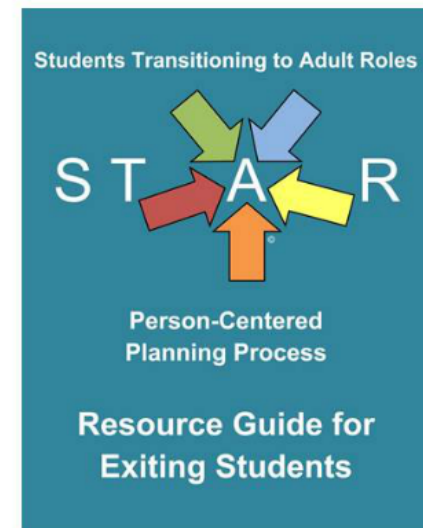


Activity: Getting to Know the Resources within the Exit Guide

- Take 2 minutes to flip through the contents of the **Appendix M: Resource Guide for Exiting Students (pp. 67-91)**
- Turn to someone near you and describe a page that stood out to you and how you could use it within your context.
- Group share

Resource Guide for Exiting Students

- The *Resource Guide* is a separate document that is given to students who are exiting from the program.
- A draft of the document can be filled out at the STAR Exit PCP meeting by the teacher.
- The teacher, student, and parent(s) can finalize the document at a later date.



Activity: Getting to Know the Resources within the Exit Guide

- Take 2 minutes to flip through the contents of the **Appendix M: Resource Guide for Exiting Students (pp. 67-91)**
- Turn to someone near you and describe a page that stood out to you and how you could use it within your context.
- Group share

What's Next? Where to get this information digitally

project10 transition education network

What's New Student Engagement & Success Postsecondary Education & Training Employment Independent Living Legislation & Policy Resources by Location Training & Publications A-Z Glossary

Google Custom Search

Student Engagement & Success

- Family Involvement
 - *Resources
 - Family-Professional Collaboration
- Interagency Collaboration
 - Business & Education Partnerships
- Program Structure
 - *Resources
 - Community-Based Instruction
 - Grants and Financial Resources for Teachers and Schools
 - Programs for Youth with Significant Disabilities
 - School-Based Enterprises
- Student Development
 - *Resources
 - Accelerated Learning
 - Check & Connect
 - Check & Connect Resources
 - Community-Based Instruction
 - Dropout Prevention
 - Early Warning Systems
 - Florida State Standards
 - Graduation
 - Learning Style
 - Universal Design for Learning
- Student-Focused Planning
 - *Resources
 - Attendance
 - IEP Guide for Students: Navigating Your IEP

STAR PCP

The Florida Consortium on Postsecondary Education and Intellectual Disabilities developed a 25-minute webinar detailing the Students Transitioning to Adult Roles (STAR) Person-Center Planning (PCP) process.

All that is required is filling out a brief form which provides immediate access to the webinar. The form will then generate an email with the STAR PCP materials to the user. After viewing the webinar, users will receive an email with the Facilitator's Guide, STAR PCP PowerPoint, and the STAR PCP Student Orientation PowerPoint. The STAR PCP webinar shares the vision and goals of the process as well as describes the participant roles, steps, and related documents used throughout the process. The STAR PCP was designed to ensure students with disabilities who are transitioning into postsecondary programs have the opportunity to plan their own future with the support and encouragement of other adults in their lives. For a full transcription of the webinar audio, please click on the notes page, located in the tab to the right of the PowerPoint on each slide.

To begin the webinar and obtain the STAR PCP materials, please fill out the user form below. The materials will be emailed to you within 3 business days of submitting your information. Please contact roberts@usfsp.edu with any questions.

First Name:

Last Name:

Email Address:

Organization (IHE, LEA, Business Name):

www.Project10.info/Star.php

- Webinar
- STAR PCP Manual
- STAR PCP Template & PowerPoint

STAR PCP



Discussion

Turn to someone near you and...

- Discuss how you might utilize the STAR PCP at your institution of higher education
- Describe a step of the process or a specific resource that stood out to you and how you could use it within your context
- Group share

Activity: Take out your Team Planning Tool, Introduction and Resources for the Planning Process. Turn to page 3 "Domain 1: Student Focused"

Domain 1: Student Focused

Work IPSE try to resources

What's Next? Where to get this information digitally

www.Project10.info/Star.php

- Webinar
- STAR PCP Manual
- STAR PCP Template & PowerPoint



STAR Exit PCP

Helps student think about the future and plan goals and support needs for:

- Employment
- Lifelong Learning
- Community Engagement
- Independent Living
- Self-Determination

Resource Guide for Exiting Students

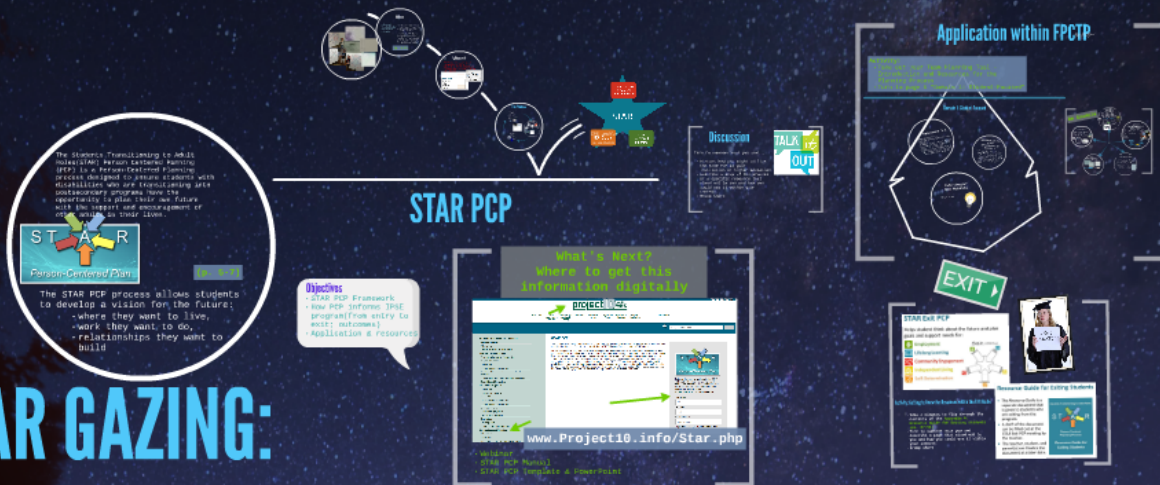
The Resource Guide is a separate document that is given to students who are exiting from the program.

- A draft of the document can be filled out at the STAR Exit PCP meeting by the teacher.
- The teacher, student, and parent(s) can finalize the document at a later date.

Activity: Getting to Know the Resources within the Exit Guide

- Take 2 minutes to flip through the contents of the Appendix in the Resource Guide for Exiting Students (pp. 67-95)
- Turn to someone near you and describe a page that stood out to you and how you could use it within your context.
- Group share

PCP Guides Students' Goals & Inclusive Higher Education



STAR GAZING:

How the STAR PCP Guides Students' Goals & Outcomes in Inclusive Higher Education Opportunities

Danie Roberts-Dahm, Ph.D.
 Partner, Florida Consortium on Inclusive Higher Education
 University of South Florida St. Petersburg