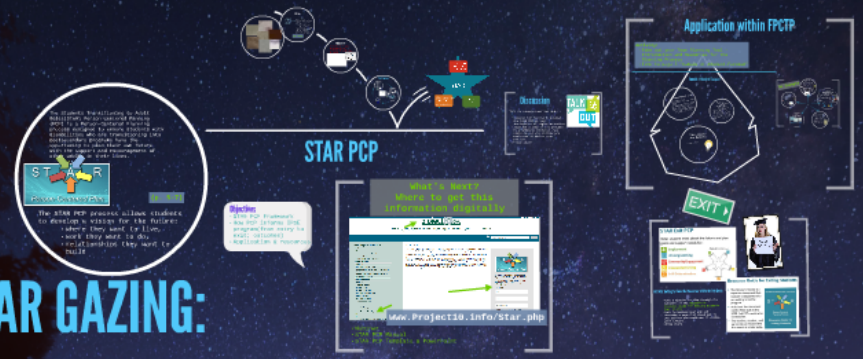
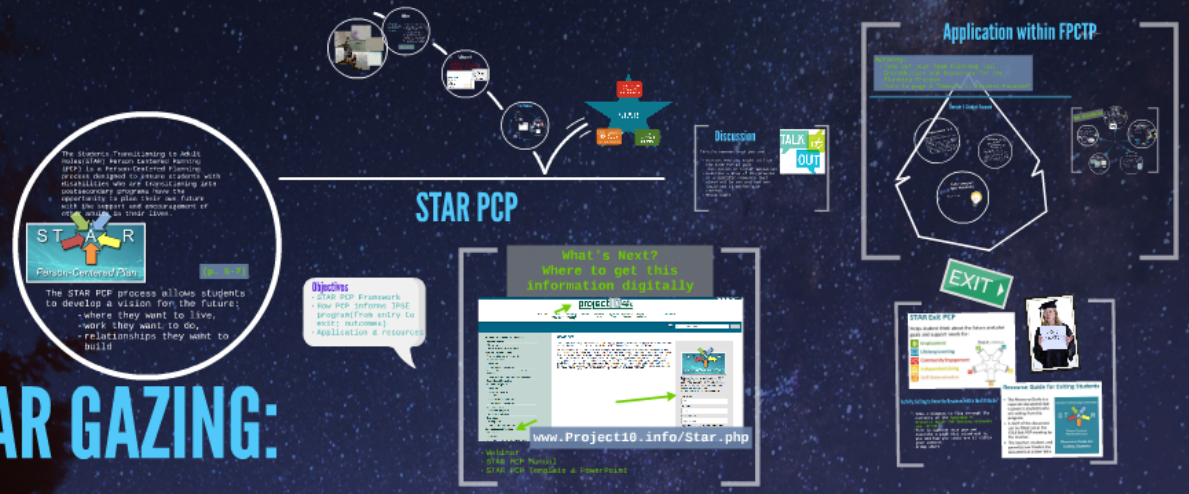


STAR GAZING:

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



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STAR PCP

The Students Transitioning to Adult Roles(STAR) Person Centered Panning (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.

ST A R
Person-Centered Plan

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

Discussion

Turn to someone near you

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

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

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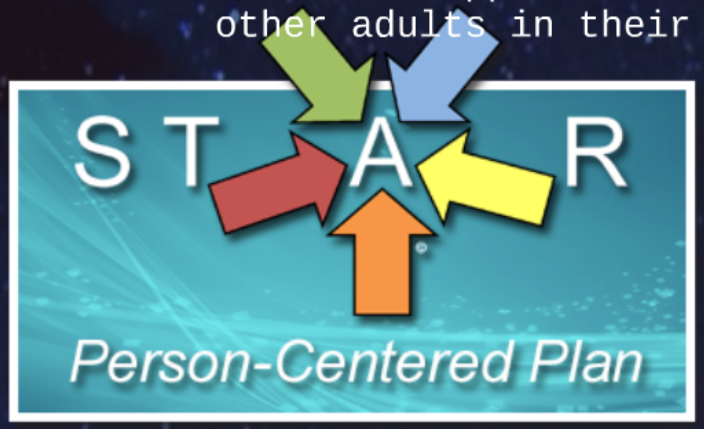

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- How pro exi
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Who

- Student
- Facilitator
- Recorder
- Guests

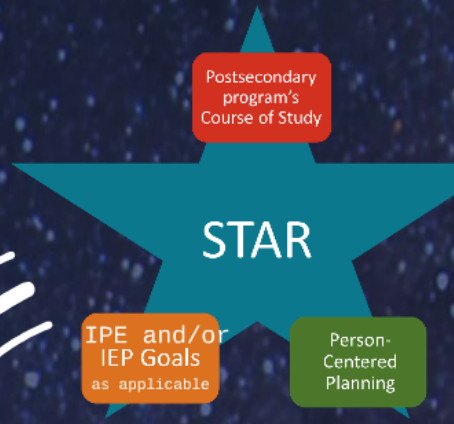
Students are encouraged to invite anyone in their life they feel can help them reach their goals.

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



STAR PCP

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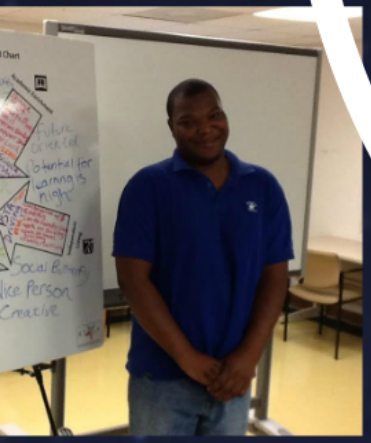

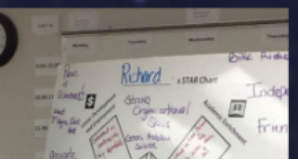

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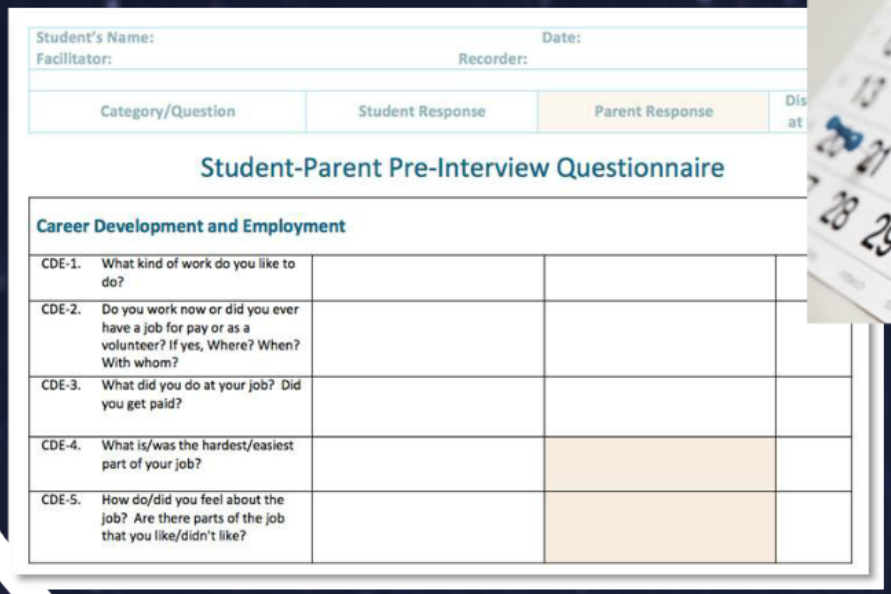

Student's Name: Date:
Facilitator: Recorder:

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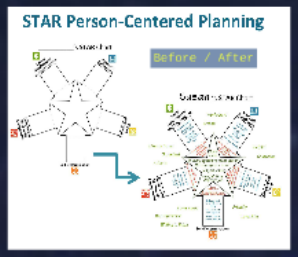
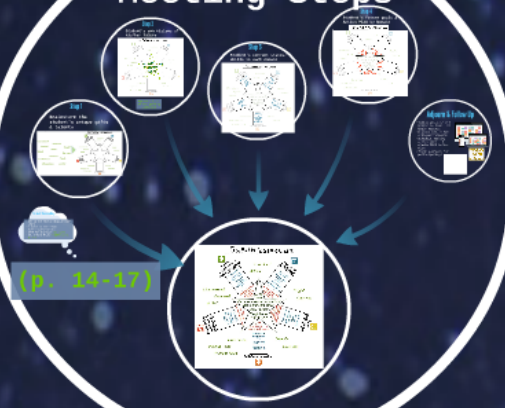
(p. 10-13) (Appendix A, p. 23)



STAR PCP Meeting Steps

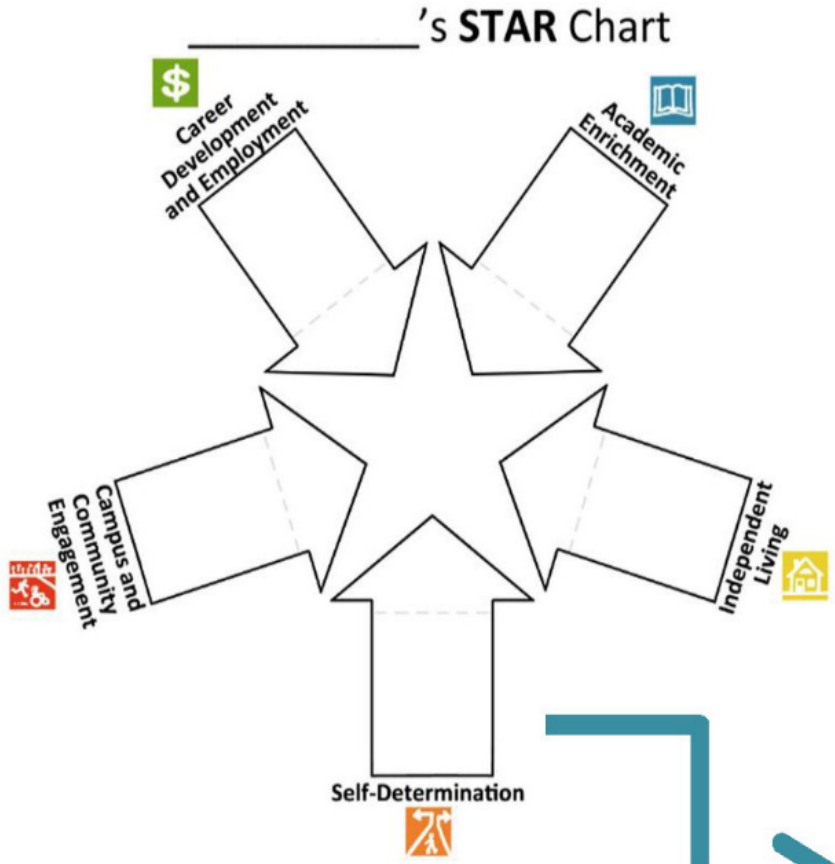


(p. 14-17)

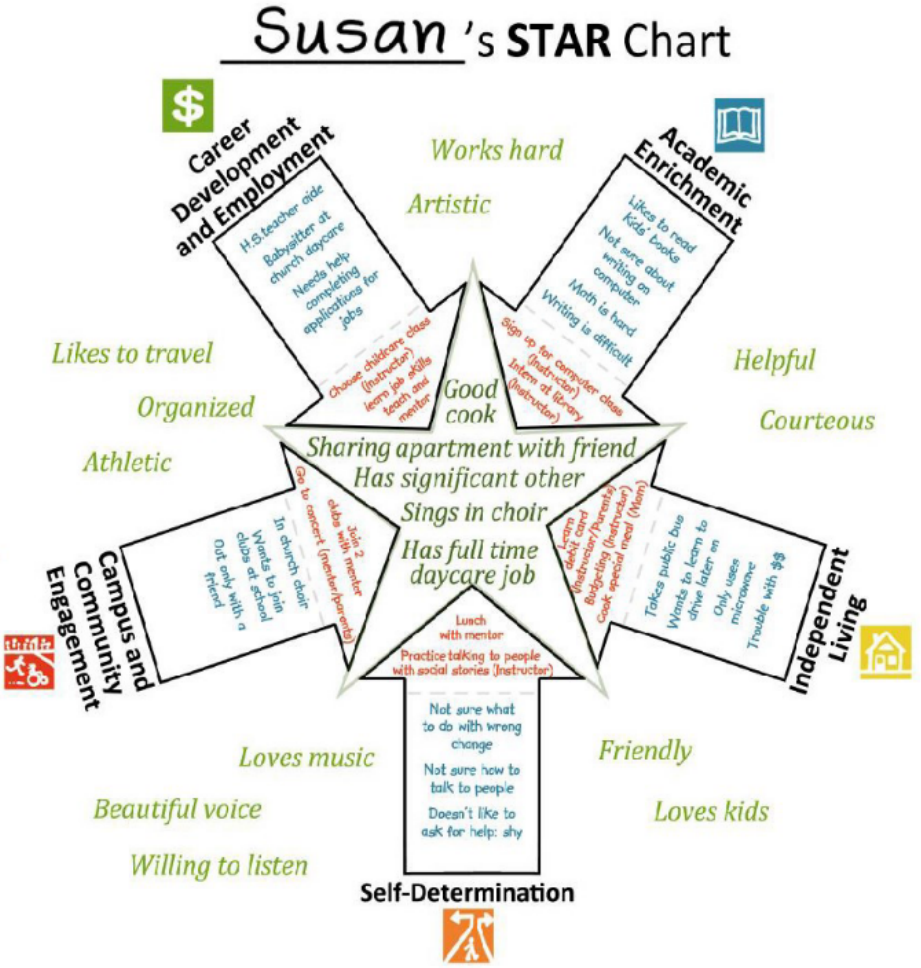
After the STAR PCP Meeting

- 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

STAR Person-Centered Planning



Before / After



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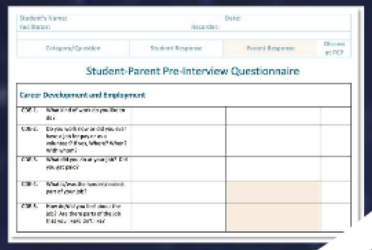

Student-Parent Pre-Interview Questionnaire

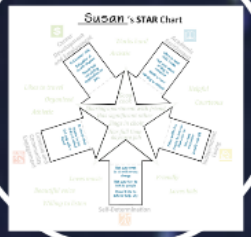
STAR PCP Meeting Steps

Step 2

Student's own visions of his/her future

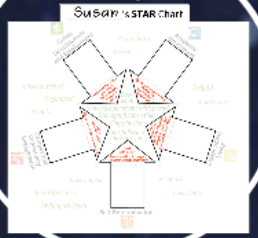
Step 3

Student's current status/ skills in each domain



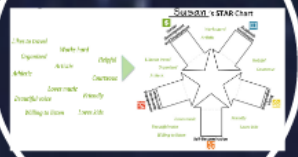
Step 4

Student's future goals & Action Plan by Domain



Step 1

Brainstorm the student's unique gifts & talents



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!

To start the meeting:

- Set up the room & display STAR Chart
- Student to introduce participants/guests
- STAR PCP Overview (p. 10)
- Set Ground Rules (p. 11)

(p. 14-17)

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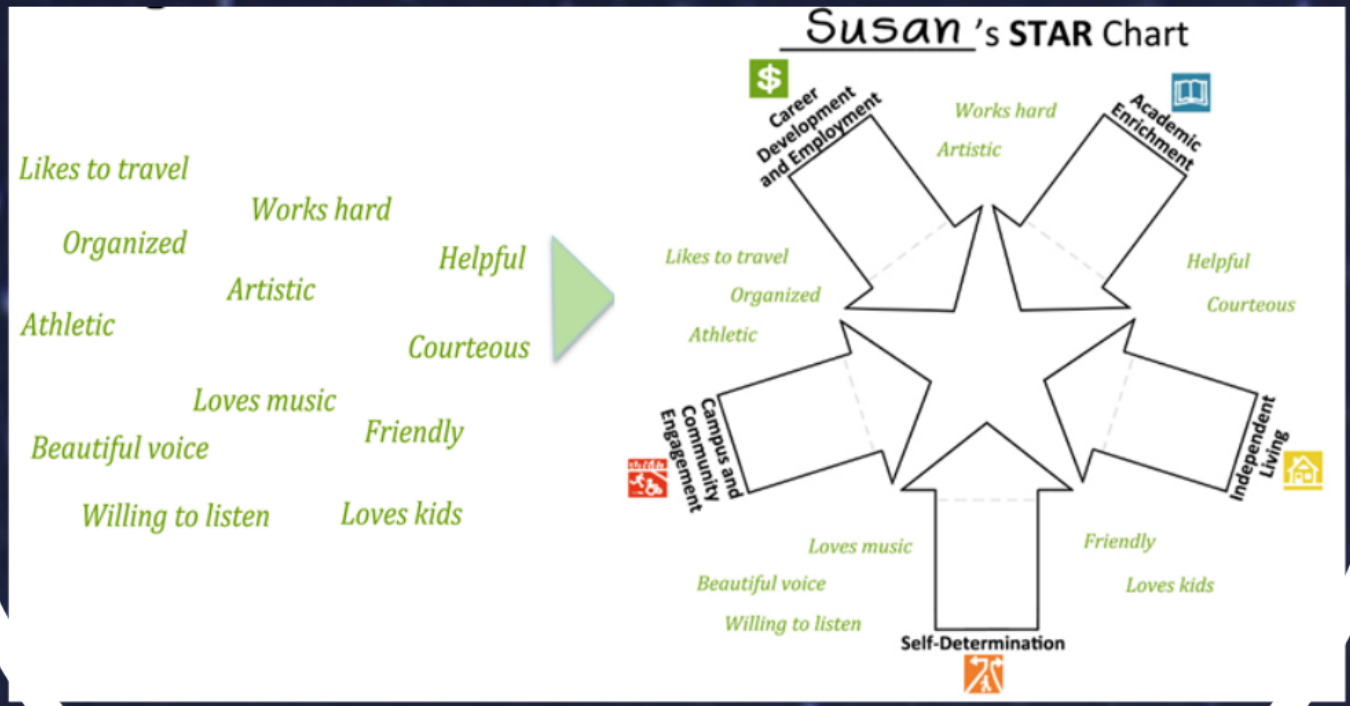

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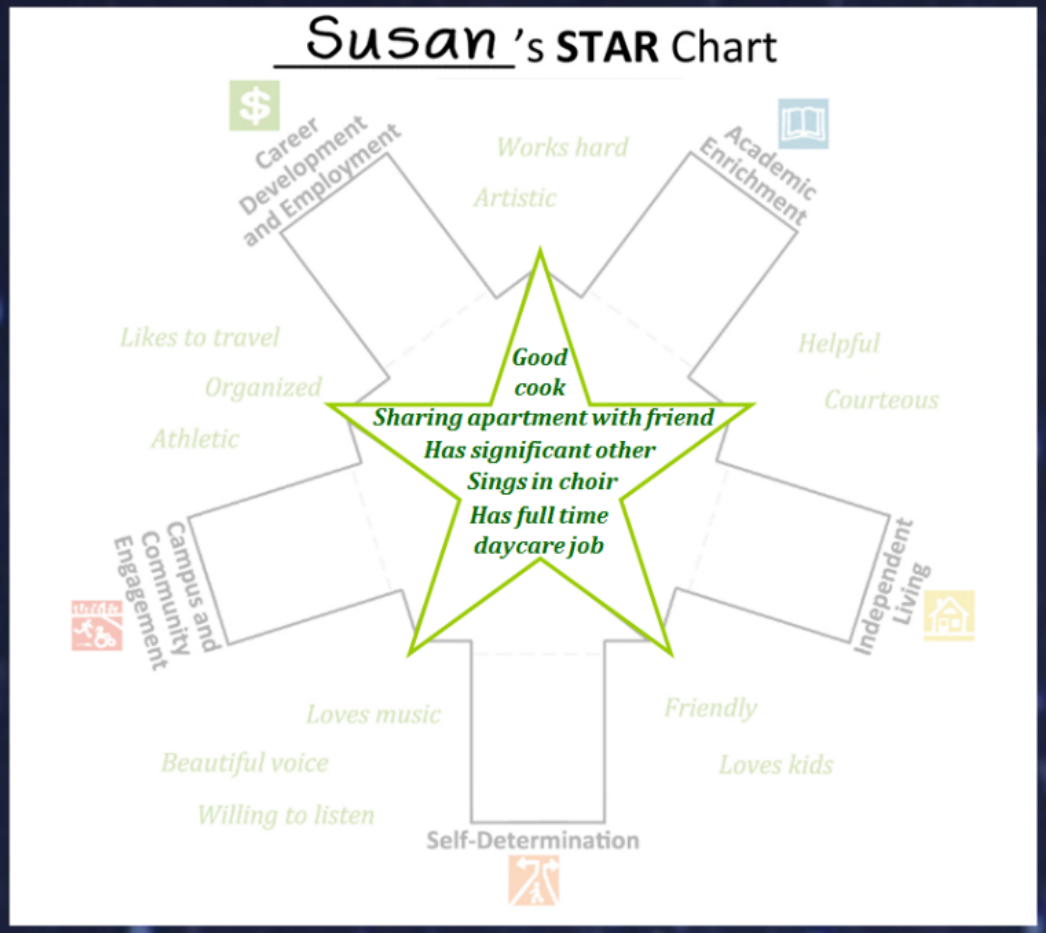
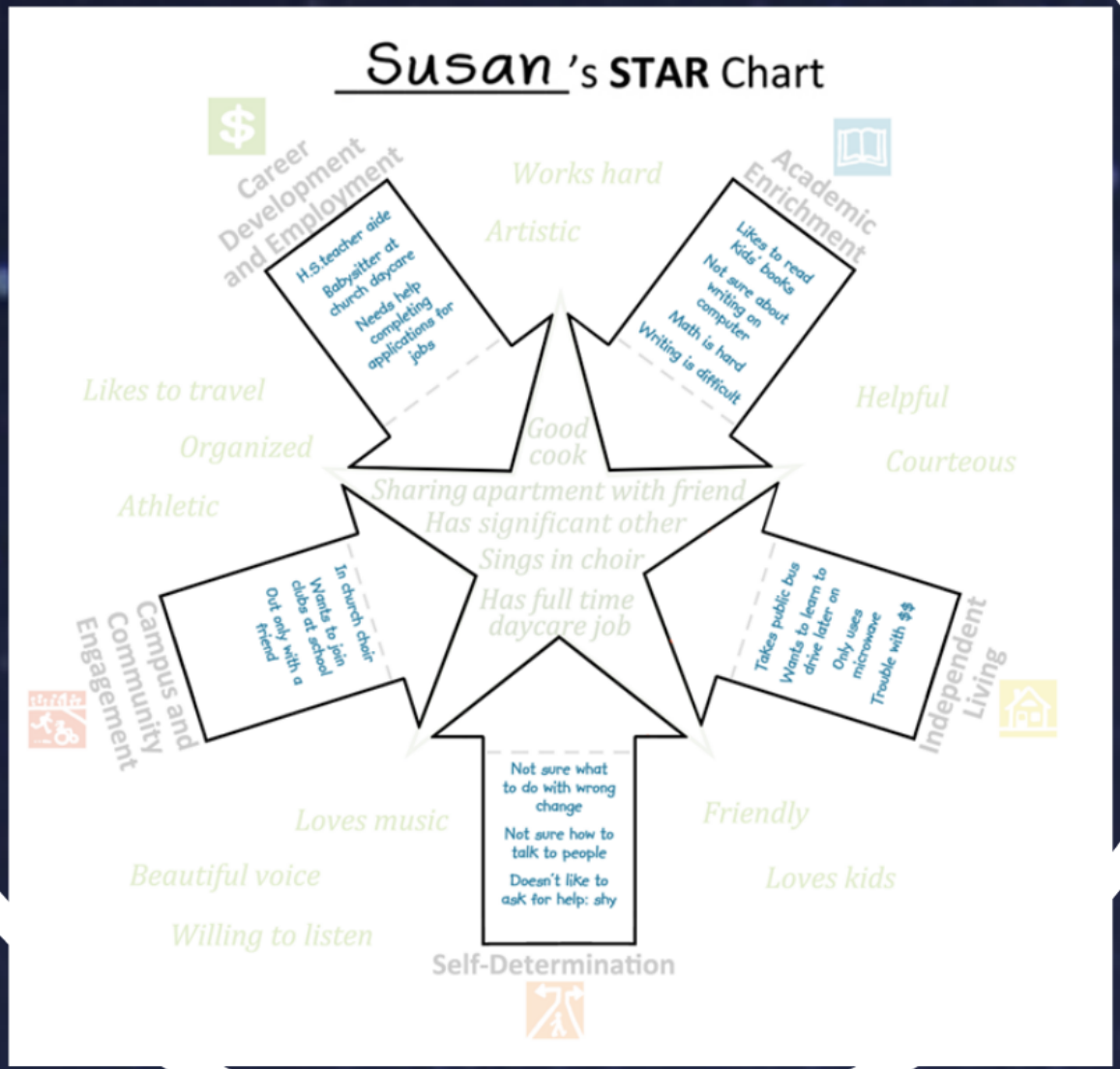


Appendix I, p. 55 for guiding questions

Step 3

Student's current status/ skills in each domain



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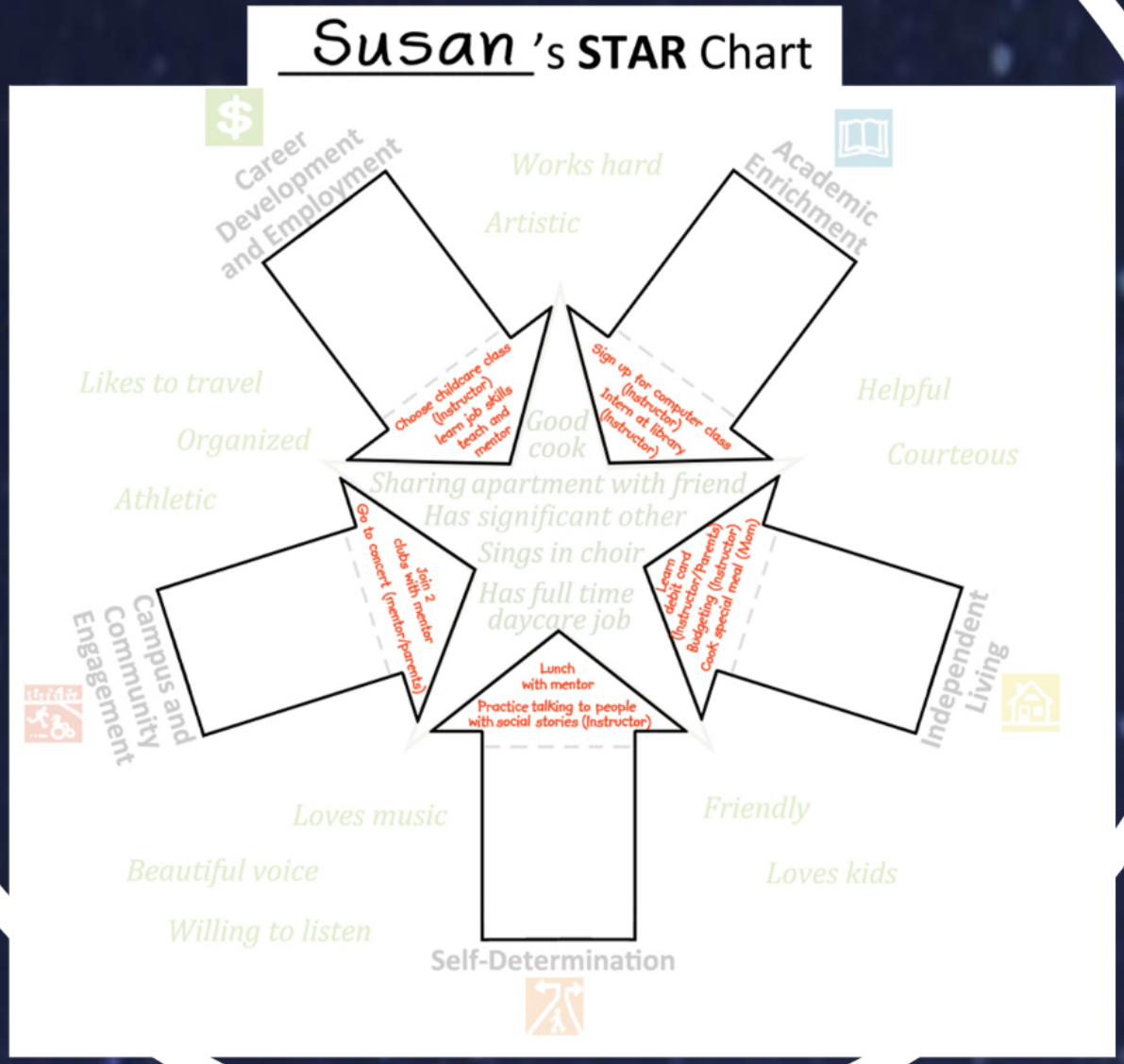

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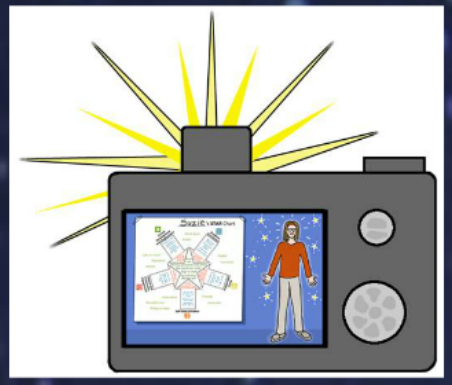
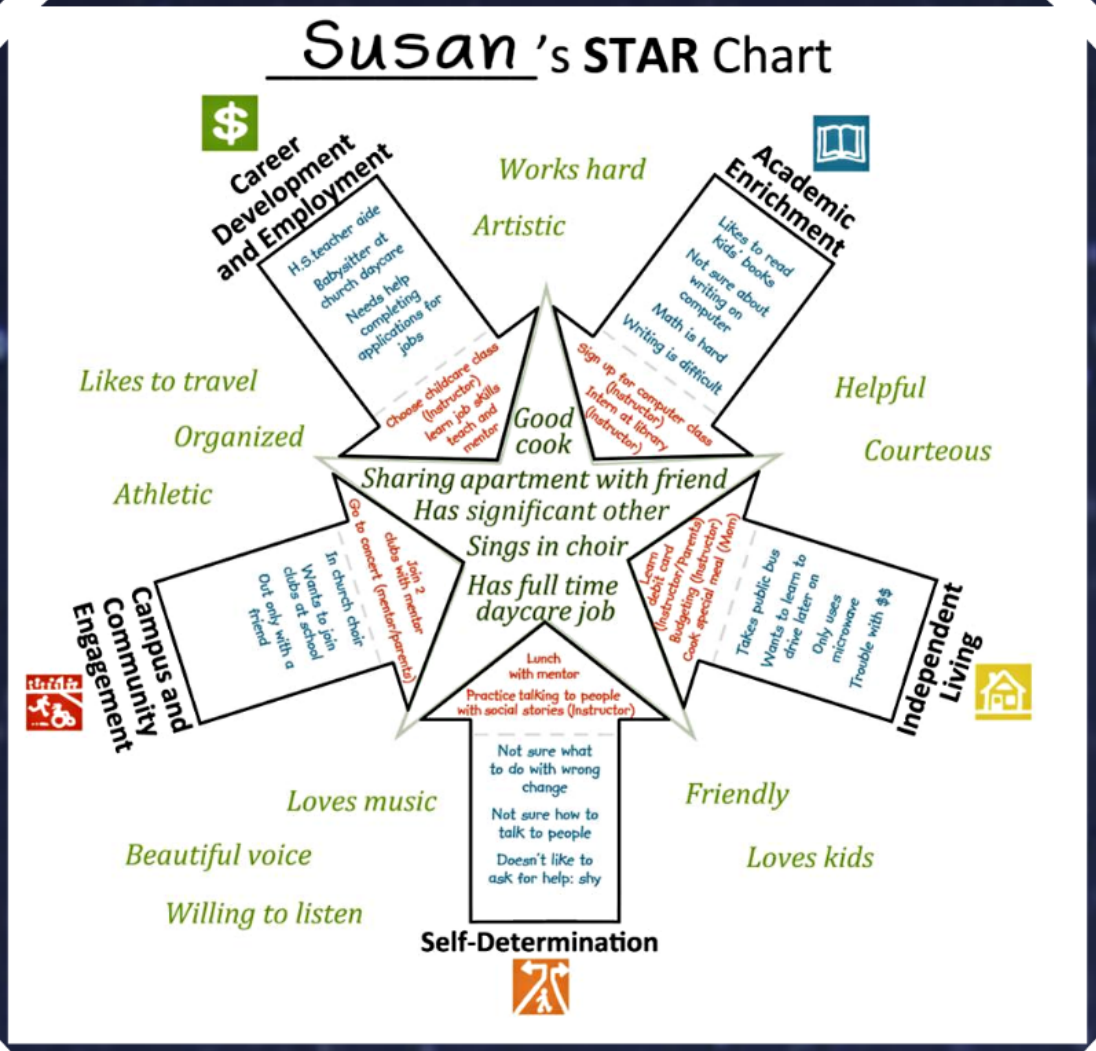
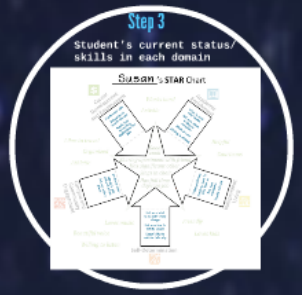
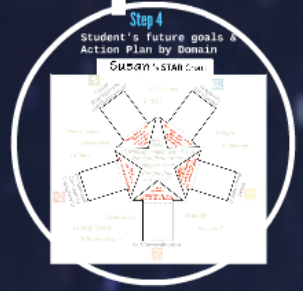
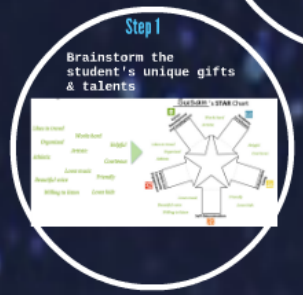


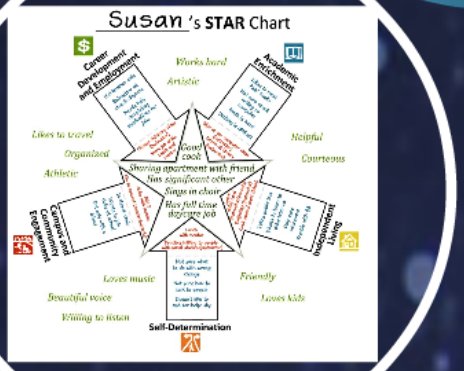

Susan 's STAR Chart
Career Development and Employment
H.S. teacher aide
Babysitter at church daycare
Needs help completing applications for jobs
Choose childcare class (Instructor)
Learn job skills
Teach and mentor
Academic Enrichment
Likes to read kids' books
Not sure about writing on computer
Math is hard
Writing is difficult
Sign up for computer class (Instructor)
Intern at library (Instructor)
Works hard
Artistic
Likes to travel
Organized
Athletic
Good cook
Helpful
Courteous
Sharing apartment with friend
Has significant other
Sings in choir
Has full time daycare job
Campus and Community Engagement
Go to concert (mentor/parents)
Join 2 clubs with mentor
In church choir
Wants to join clubs at school
Out only with a friend
Independent Living
Learn debit card (Instructor/Parents)
Budgeting (Instructor)
Cook special meal (Mom)
Takes public bus
Wants to learn to drive later on
Only uses microwave
Trouble with $$
Lunch with mentor
Practice talking to people with social stories (Instructor)
Not sure what to do with wrong change
Not sure how to talk to people
Doesn't like to ask for help: shy
Loves music
Beautiful voice
Willing to listen
Friendly
Loves kids
Self-Determination

STAR PCP Meeting Steps



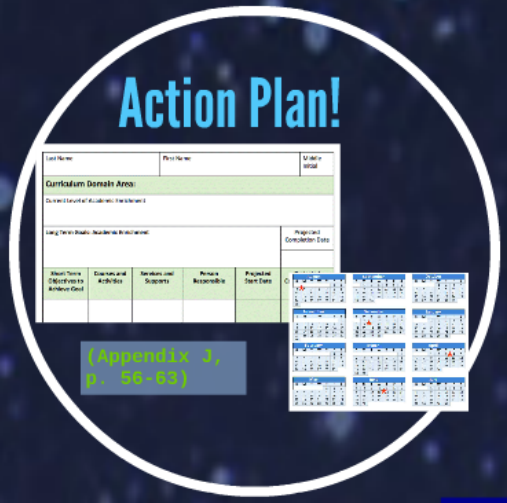






(p. 14-17)

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

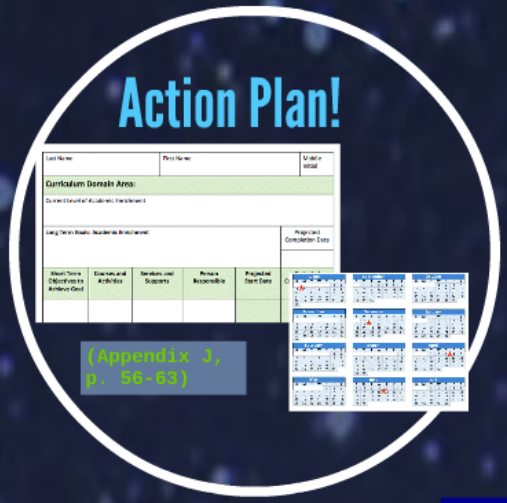
Action Plan!

Last Name	First Name	Middle Initial
Curriculum Domain Area:		
Current Level of Academic Enrichment		
Long Term Goals: Academic Enrichment		Projected Completion Date

Short Term Objectives to Achieve Goal	Courses and Activities	Services and Supports	Person Responsible	Projected Start Date	C

(Appendix J, p. 56-63)

After the STAR PCP Meeting



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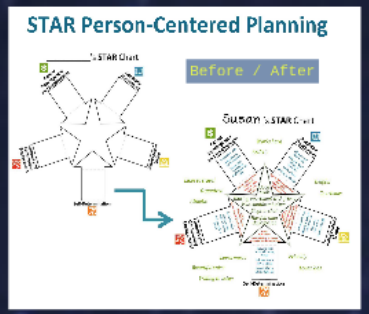

STAR PCP Meeting Steps

(p. 14-17)

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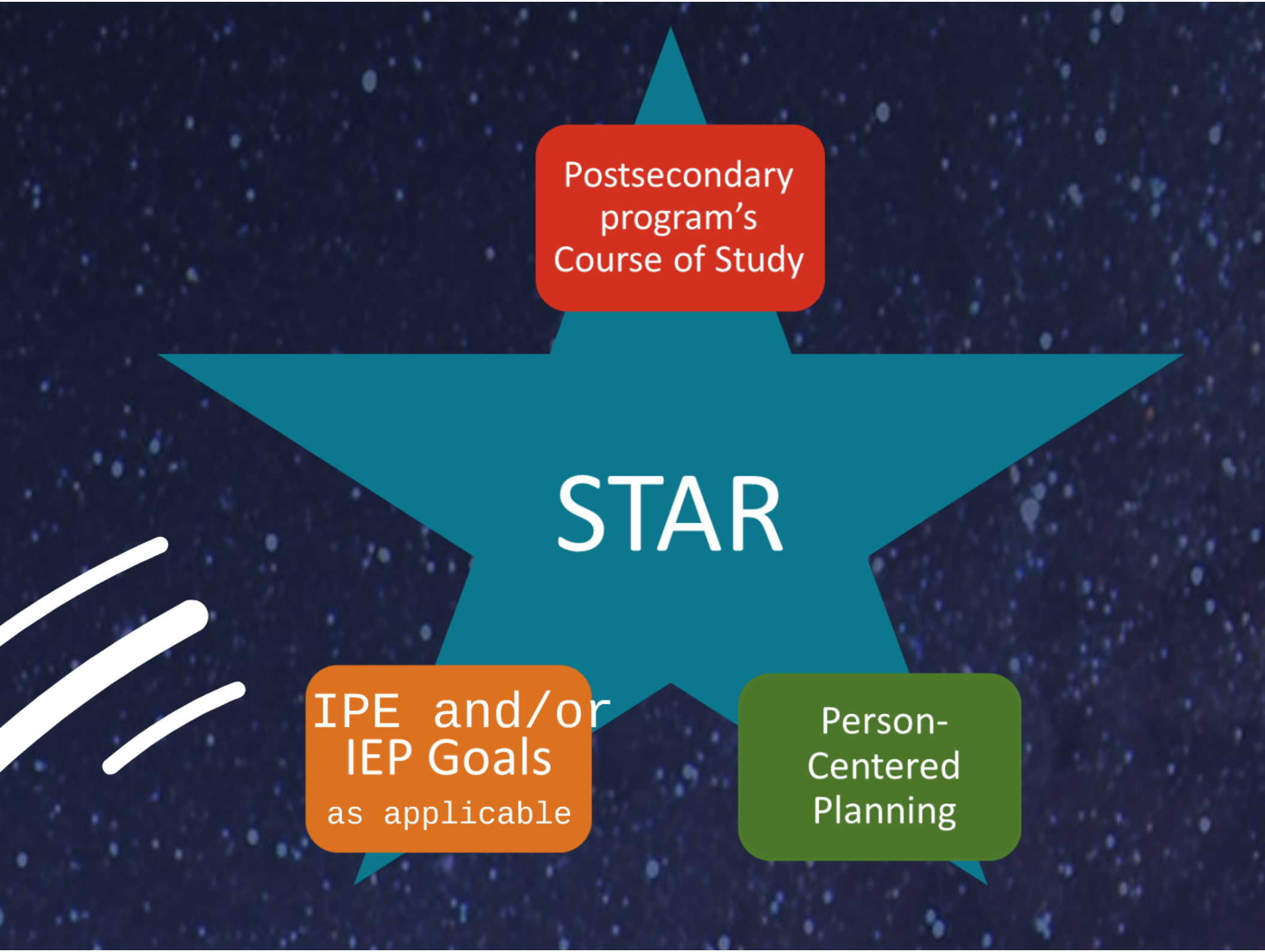
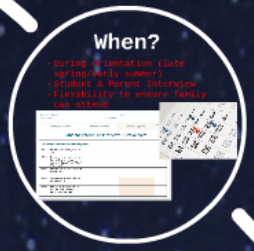
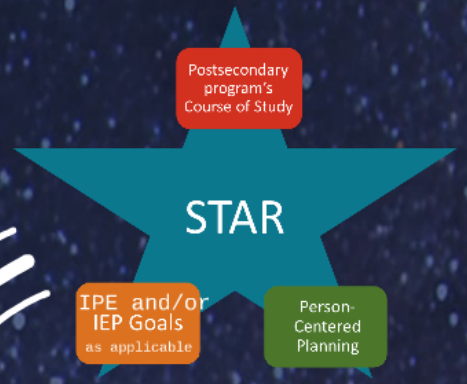

Postsecondary program's Course of Study
STAR
IPE and/or IEP Goals as applicable
Person-Centered Planning





STAR PCP

What's Next?
Where to get this

Discussion

Turn to someone near you and...

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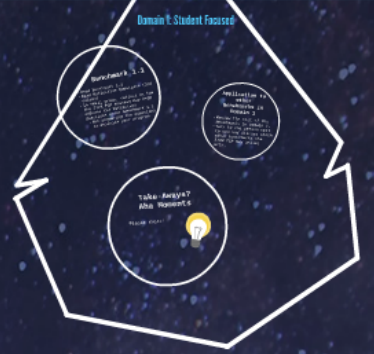
TALK it OUT

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"



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

Activity: Getting to Know the Resources within the Exit Guide

- Take 2 minutes to flip through the contents of the Appendix B: Resource Guide for Exiting Students (pp. EP-01)
- 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.

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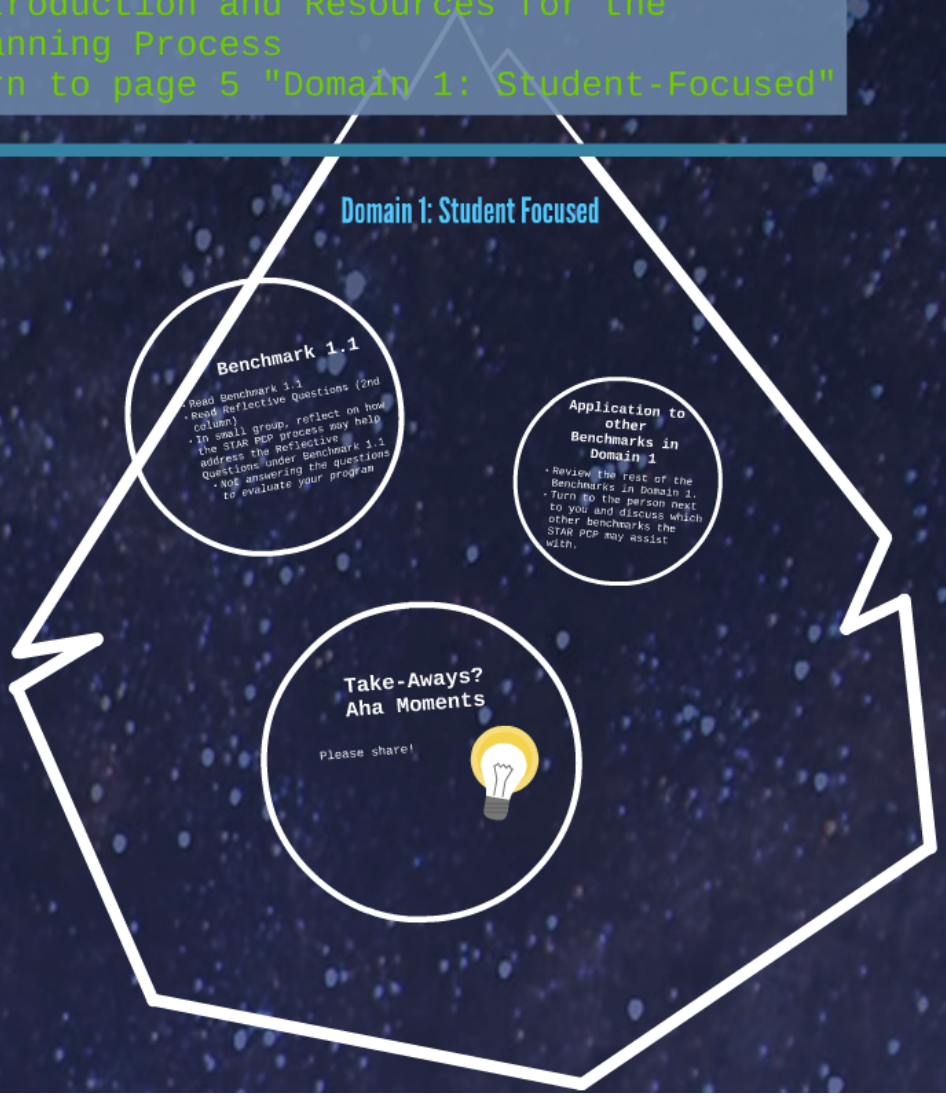

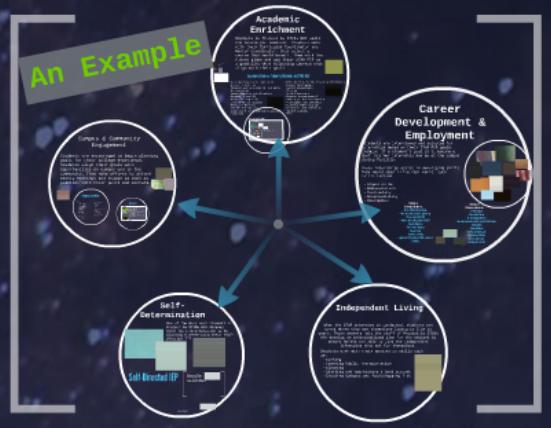

Application withi

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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 Exa

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Introduction and Resources for the Planning Process

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Domain 1: Student Focused

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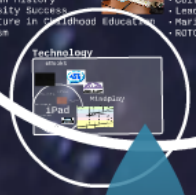
An Example

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 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



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.

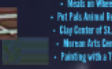
Career Development & Employment

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 Ballroom
- The Tavern at Baylore
- 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

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

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
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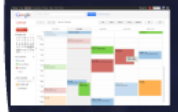

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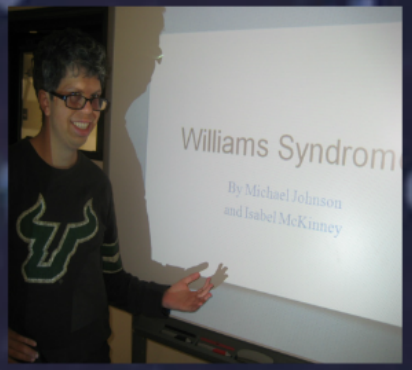

Self-Directed IEP

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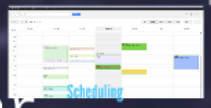

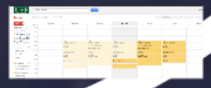

Clock Hours

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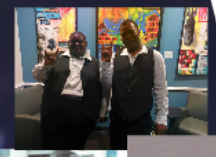

Campus Activities

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
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- Foam Party
- Many More

BULL BUDS

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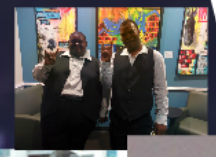

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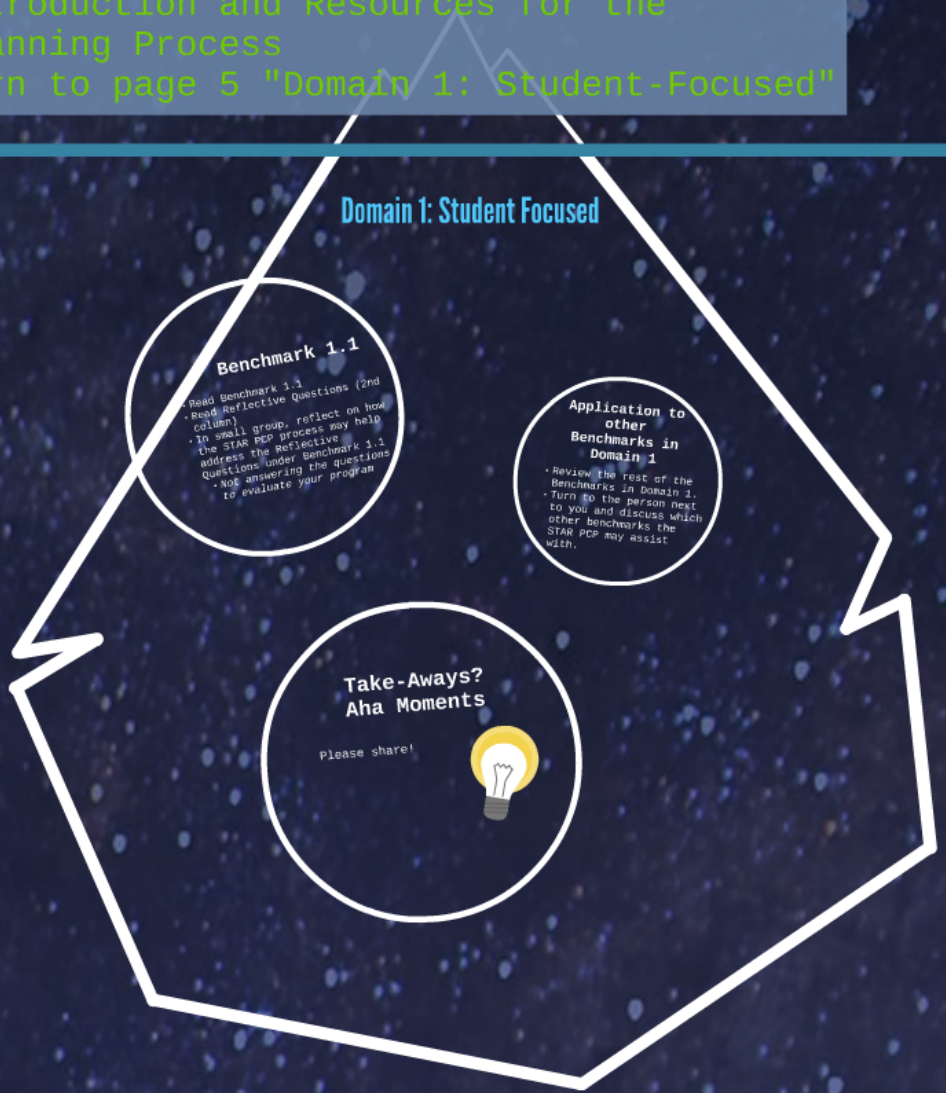

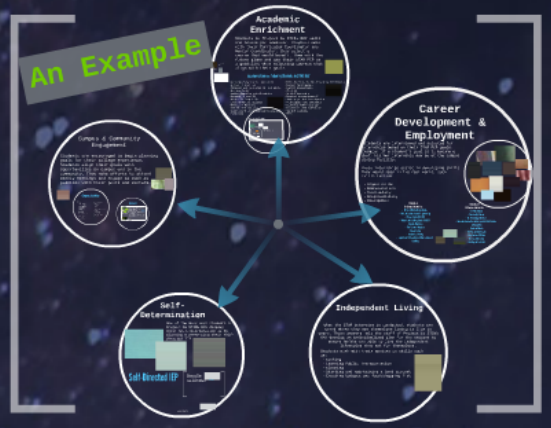

Discussion

Turn to someone near you and...

- Discuss how you might utilize the STAR PCP at your institution of higher education
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STAR Exit PCP

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

- Employment
- Lifelong Learning
- Community Engagement

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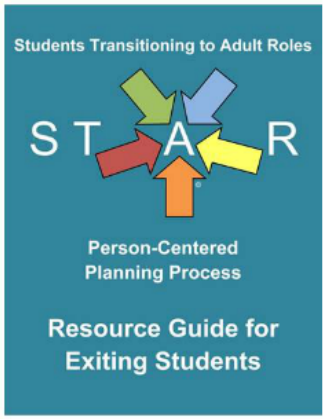
Activity: Getting to Know the Resources within the Exit Guide

- 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.



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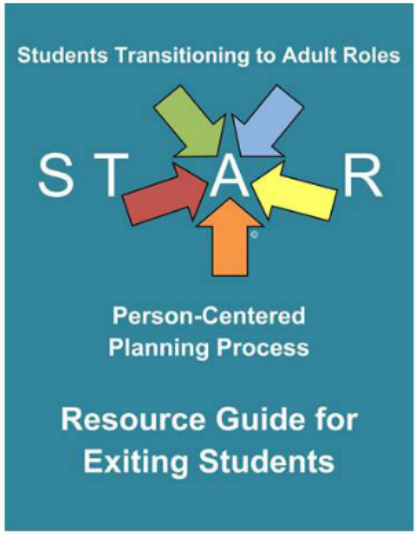

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What's Next?
Where to get this information digitally

www.Project10.info/Star.php

- Webinar
- STAR PCP Manual
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TALK it OUT

STAR PCP

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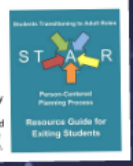

PCP Guides Students' Goals &

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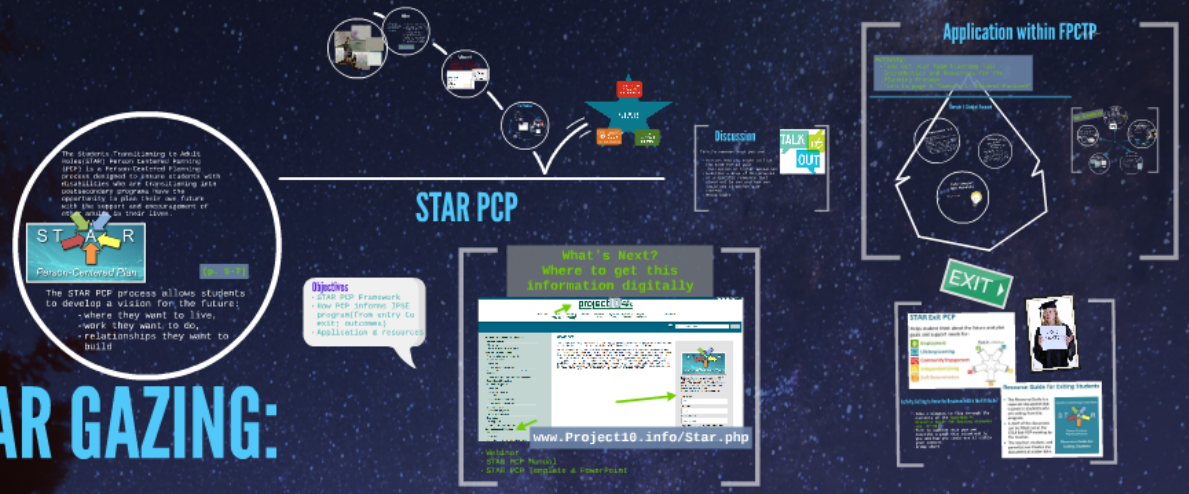

STAR GAZING:

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