From Research to Practice: A Strategic Planning System for Postsecondary Education Programs

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Today’s Agenda

- Overview of the Florida Postsecondary Comprehensive Transition Program Act and the FCSUA
- Our strategic planning model
- Using the model for CTP program development
- Questions
Florida Legislation

- The Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495)
- Signed into law January 21, 2016, effective July 1, 2016
The FPCTP Act

- Established the Florida Center for Students with Unique Abilities at UCF
- Established Florida Postsecondary Comprehensive Transition Programs (FPCTP)
- Funds scholarships for students to attend approved programs
- Funds start-up and enhancement grants to IHEs
FCSUA’s Charge – Make It Happen!

- Application, submission, and approval process
- Administer the development and enhancement grants
- Award the scholarships to eligible students
- Collect, analyze, and report evaluation information regarding program and student outcomes
Eligibility

- Public and private IHEs, not for profit, accredited
  - Universities
  - State and community colleges
  - Career tech centers
  - Private colleges
- Students with intellectual disabilities, attend in person, documented disability
  - Exited K-12 system
FPCT Programs

- Focus on employment outcomes
- Inclusive contexts
- No less than half-time enrollment
- **Meaningful credential, industry certification**
- Requires definition of *satisfactory academic performance*
- Requires federal comprehensive transition program application
FPCTP Approval Process

Universities
- FCSUA
- Florida BOG

State Colleges
- FCSUA
- Florida DOE

Career Tech Ctrs
- FCSUA
- Florida DOE
FPCT Programs

- Florida Atlantic University – Jupiter and expanding to Boca Baton
- University of Central Florida – Orlando
- Southeastern University – Lakeland
- Florida Keys Community College – Key West
- Santa Fe College – Gainesville
- Indian River State College – Ft. Pierce
- St. Petersburg College – (admit students in fall 2019)
- Florida Panhandle Technical College - Chipley
- Miami-Dade County Public Schools – Robert Morgan Tech Ctr
- Broward County Public Schools – McFatter Technical College
FPCTP Credentials

- Range from institution to institution
- Some are specialized (see FAU)
- Others provide a pathway (see FKCC)
- Others are the same as available to any student (see FPTC)
FCSUA Resources

- FPCTP Scholarships
- FPCTP Start-up and Enhancement Grants
FPCTP Scholarships

- Scholarships are available for eligible students attending the approved FPCTPs
- 47 scholarships @ $7,000 annually awarded 2016-17
- 80 scholarships @ $7,000 annually awarded 2017-18
- 97 scholarships @ $7,000 annually awarded 2018-19 to date
The FCSUA Provides

- Assistance to prepare FPCTP applications and grant proposals, and to request scholarships
- Assistance to design evaluation plans, and to collect and analyze evaluation data
- Assistance to develop the Federal CTP proposal
- Feedback to the State legislators re: funding and policy needs
Making the Connection

- Creating the supply of programs across the state
- Creating the demand for these programs across the state
Challenges

- What credential?
- What curriculum? Scope and sequence?
- Where does it “live”
- Who does what?
- Whom do we serve?
- How do we sustain it?
Our Approach

- The NSTTAC/NTACT capacity-building/program improvement model
- Extends research to practice
- Strategic planning that informs development, implementation, evaluation
- A strategic planning system that informs technical assistance and professional development needs
Our Approach

Strategic Planning System

Application of the logic model for planning and evaluation
Logic Model Components

Your Planned Work

1. Resource/Inputs
2. Activities
3. Outputs

Your Intended Results

4. Outcomes
5. Impact
Data-Based Decision-Making

- Know your needs based on data
- Plan to implement evidence-based practices

- Gather team and assess evidence of current practices
- Create yearly plan with data collection methods
- Identify what worked and what didn’t work
- Execute yearly plan and collect data
- Use data collected to evaluate outcomes
- What data do you need? What are you collecting?

Improvement activities AND evaluation
It Starts with an Institute

- Foster development of FPCTPs
- Provide information regarding resources
- Provide information regarding program strategies
- Facilitate planning new and enhancing existing programs
- Foster collaboration across the state
Institute Format

- Hybrid “Institute and Conference” model
- Combines elements of a conference with elements of an institute
- Provides a format for learning and applying that learning to the postsecondary education program context
Institute Components

Build and/or Strengthen Postsecondary Education Programs

- Content sessions
- Facilitated team planning meetings
- Content resources
- Postsecondary education program planning tool
Content Sessions and Posters

- Keynotes
- Content breakout
- Experts from the field
- FPCTP guidance
- FPCTP and agency information displays
Facilitated Team Planning Meetings

- Dedicated planning time with a facilitator
- Postsecondary education program planning tool
- Content resource visits
- Content session debriefs
- Prepare for team report out
Content Resources

- Experts from the field
- Available during team planning meetings
- 20 minutes to ask questions and “pick their brains”
Program Planning Tool

- Currently in “paper” form as electronic file
- Provides a context for team discussions
- Assists teams to “leave” with concrete ideas
Program Planning Tool: Development

- Experts on Postsecondary Education for Students with Disabilities
- Postsecondary Access and Student Success (Dukes et al., 2017)
- Taxonomy for Transition Programming 2.0 (Kohler et al. 2016)
- Think College Standards, Qual. Indicators, and Benchmarks (Grigal et al., 2012)
- Postsecondary Education Program Planning Tool
Program Planning Tool

- Four domains
  - Student-Focused
  - Faculty and Staff-Focused
  - Program and Institutional-Focused
  - Concept and System Development
Program Planning Process: Step 1

- Building the team
  - Team lead
  - Other team members
  - Facilitator
Team Members are Essential

- Postsecondary education institution faculty and staff
- Special populations coordinators
- State or local service agencies or organizations
- K-12 transition specialists
- Other K-12 educators
- Parents
- Students
- Other relevant stakeholders
Program Planning Process: Step 2

- Needs assessment
  - Domains
    - Benchmarks
    - Reflective questions
    - Implementation scale
    - Evidence of implementation scale
    - Strengths
    - Needs
    - Priority
Program Planning Process: Step 3

- Goals
  - Strategies
  - Tasks
  - People
  - Timeline
  - Outputs
  - Outcomes, indicators, and data sources
Logic Model Components

Your Planned Work

1. Resource/ Inputs
2. Activities
3. Outputs

Your Intended Results

4. Outcomes
5. Impact

1. Strengths and needs
2. Evidence - based
3. Products: Credential, policies
4. Behaviors, skills, services
5. Results
What Makes for Success?

- A well prepared team
- Access to data
- Ready to “hit the Institute running!”
- Having a facilitator
Data to Inform Program Planning

- Review of catchment area statistics – what’s your target?
- SPP/APR Indicator 1, 2, 13, & 14 data
- LEA profile report
- Existing program data [e.g., enrollment, satisfactory academic progress (SAP), etc.]
- VR client and service information
- Data from other organizations who are part of the team
- Knowledge of IHE and K – 12 policies and procedures
- Other relevant data
Using the Data

- Analyze strengths and needs to inform products and services (TA and PD)
- Analyze technical soundness because a good plan produces results
- Analyze plans to help foster program development and improvement – focused on individual sites
Using the Data

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Benchmark 3.3
The IHE provides a meaningful credential upon completion of the program that leads to integrated, competitive employment.

Assessments Submitted: 6

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<th>Description</th>
<th>Current Strengths</th>
<th>Needs</th>
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<td>Workforce Readiness Certificate is earned after two years, with opportunity to move into degree seeking. 7 students have graduated to date and 6 of the 7 are employed.</td>
<td>This is working well. Goal performance for retention of students for each dept. Increased completion. High percentage of program completers and certifications, high job placement rate. Collaborative Services at the college.</td>
<td>Define and articulate the certificate and what it is to secondary schools, counselors, ESE department, teachers, families. Clarify the misconception that this is a degree. We need to create Understanding needs of population to be served; Identify capacity of college serving students; Review and develop a quality program.</td>
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<td>State and national certifications</td>
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<tr>
<th>Average Rating of Extent Implemented (1-4 stars)</th>
<th>Average Rating of Quality of Evidence (1-4 stars)</th>
<th>Average Rating of Priority (1-3 stars)</th>
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<td>2.50 (6 responses)</td>
<td>3.60 (5 responses)</td>
<td>2.80 (5 responses)</td>
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Ensure relevant administrators and district personal understand and are involved in the planning of the FPCTP process including; recruitment, enrollment, financial aid, credentials, completion, and transition to employment.

Establish credential & ways to translate credential to meaningful employment opportunities

Develop a meaningful credential that students can earn upon program completion that will lead to higher employment opportunities than would have been otherwise possible prior to attending UCF.

Enhance collaboration with VR and make sure students and parents are aware of the resources available while the student is at the school and after graduation.

Develop system to develop and recruit peer social mentors

Develop syllabi for Link-specific courses: Employability skills, Internship, Externship, Independent living skills.*

To establish new structure of program administration which focuses on program needs.*
Summary

- An organized process to extend research to practice
- An organized approach to connect supply and demand
- An organized approach to identify individual institutional needs and address them
- An organized approach to collect and use meaningful data
Contact Us/Follow Us

- Telephone 407-823-5225
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- Twitter: @FloridaCSUA
Questions?
Who are these programs serving?

Results from FPCTP Annual Reports
Ethnicity

- 58% White or Caucasian
- 23% Black or African American
- 16% Hispanic or Latino
- 2% Other or Unknown
- 1% Two or more
Living Arrangement Prior to Program Entry

- 97% Alone, or in his or her own with a spouse, domestic partner, or roommate(s)
- 1% In a group home, assisted living center, or other supervised living arrangement
- 2% With parents, siblings, or extended family
Age on Entry into Postsecondary Education Program

Number of Students

Age

19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 44 45
Years Out of K-12 Before Postsecondary Education Program Entry
Most Recent K-12 Setting

- 82% Public school
- 17% Private school
- 1% Self-contained center school
- Virtual school
- Home school
Type of K-12 Exit

- 81%: Special diploma
- 12%: Regular high school diploma
- 6%: Certificate of attendance or completion
- 1%: Unknown
Satisfactory Academic Progress

- Yes: 82
- No: 2
Conversation Starters

- Does enrollment reflect ethnic diversity of the State?
- Are the students prepared for their postsecondary education program?
- Are student completers achieving employment?
- What are key program predictors of success?
  - Secondary
  - Postsecondary
K – 12: Create the Demand

- Empower students and families
- Target postsecondary education programs in students’ IEPs (SPP/APR I-13!)
- **Prepare** students to access and succeed in a FPCTP!
- Develop meaningful SOPs
- Create and provide choices for postsecondary education – reach out to your institutions to offer a range of opportunities across Florida – JOIN A TEAM!
- Implement a College and Career Transition Club
CCT Club at Arnold High School
PSE: Create the Supply

- Create and provide choices for postsecondary education – offer a range of opportunities across Florida
- Connect with other partners: VR, Able Trust
- Build a team
- Access the Center’s resources
The FCSUA Provides

- Assistance to prepare FPCTP applications and grant proposals, and to request scholarships
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Lessons Learned

- Institutional capacity varies widely
  - Staff commitments
  - Resource allocation
  - # of students that can be supported in the program
  - Types of student supports provided
Coming Again – Join a Team!

- Florida Postsecondary Education Program Planning Institute
  - January 23 – 25, 2019
  - Lake Buena Vista/Orlando
  - Hybrid institute model we use with NSTTAC/NTACT
  - Content sessions, team planning time, content resources
We Need Your Ideas! Contact Us!

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