



## **Status Of University/Community College Resources for College Experiences Florida Action Plan for Replication**

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### **The Project SOURCE Stakeholders**

The Post-Secondary College and University Experience Program Action Plan for Replication is defined by 8 Goals and 27 Objectives. This Action Plan was developed with the input from Florida stakeholders and provides guidance to individuals or groups of individuals who desire to start or enhance an existing college and university experience program. It is also a useful tool that may be used as a template for those programs seeking to move forward in a strategic and goal-oriented manner.

College and university experience programs should use the Action Plan as a resource for strategic development of a college and/or university transition program. The Action Plan is meant to be used as a guide, and is not designed to limit the scope of possibilities it may provide. Each replicated program should develop as a unique entity that enhances the quality of life and educational opportunities for the students they serve. Specific activities, responsibilities, performance indicators, target dates and resource needs will be determined by each individual program or planning committee as determined by the program goals and identified student outcomes.

*This project was funded by The Florida Developmental Disabilities Council*



# Status Of University/Community College Resources for College Experiences-Florida

## ACTION PLAN FOR REPLICATION

### PREPLANNING

**Goal #1: To execute a feasibility study**

*Objective 1.1: Create a planning committee*

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs							
1. Identify and select committee members		Letter(s) of agreement 5-7 committee members									
	<table border="1"> <thead> <tr> <th>Drop Down Menu</th> </tr> </thead> <tbody> <tr> <td>Students with disabilities</td> </tr> <tr> <td>Family members</td> </tr> <tr> <td>Community Rehab Partners</td> </tr> <tr> <td>Employers</td> </tr> <tr> <td>Rehab Counselors</td> </tr> <tr> <td>Educators</td> </tr> </tbody> </table>				Drop Down Menu	Students with disabilities	Family members	Community Rehab Partners	Employers	Rehab Counselors	Educators
Drop Down Menu											
Students with disabilities											
Family members											
Community Rehab Partners											
Employers											
Rehab Counselors											
Educators											
2. Schedule and hold initial planning meeting		Meeting scheduled Meeting held									
3. Follow-up as determined by committee		Future meetings planned									

**Objective 1.2: Perform a needs assessment**

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs		
1. Collect and compile current data on students interested in participating in a college experience program		Completed data form(s)				
	<table border="1"> <thead> <tr> <th data-bbox="474 524 894 557">Drop Down Menu</th> </tr> </thead> <tbody> <tr> <td data-bbox="474 557 894 886">                     Number of students                      Social Security Eligibility                      Medicaid Waiver Eligibility                      Type of diploma                      Current classroom setting                      Vocational experience                      Social activities                      Transportation requirements                      Accommodations needed                 </td> </tr> </tbody> </table>				Drop Down Menu	Number of students Social Security Eligibility Medicaid Waiver Eligibility Type of diploma Current classroom setting Vocational experience Social activities Transportation requirements Accommodations needed
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Number of students Social Security Eligibility Medicaid Waiver Eligibility Type of diploma Current classroom setting Vocational experience Social activities Transportation requirements Accommodations needed						
2. Identify all services students are currently receiving		Completed data form(s)				
3. Analyze data		Data analysis summary				
4. Resource mapping with planning committee		Mapping completed				

**Objective 1.3: Research existing college experience programs**

Activities		Who's Responsible	Performance Indicator	Target Date	Resource Needs
1.Contact existing program representatives			Telephone log		
	<b>Drop Down Menu</b> Florida Tech Lynn University Ridge Career Center Southeastern University Travis Career Center University of Central Florida University of North Florida University of South Florida Warner University				
2. Explore existing program Websites			Explored		
	<b>Drop Down Menu</b> Florida Tech Lynn University Ridge Career Center Southeastern University Travis Career Center University of Central Florida University of North Florida University of South Florida Warner University				
3. Tour existing programs			Tour(s) scheduled Tour(s) completed		

**Goal #2: To develop a strategic plan**

*Objective 2.1: Develop a mission/vision statement*

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs
1.Convene planning committee		Meeting held		
2.Identify core values		Values established		
3.Write the mission/vision statement		Written statement		

**Drop Down Menu**

“To provide a transformational learning opportunity, within an inclusive educational community, for young adults with developmental disabilities, university students, college educators, and community leaders”

“To prepare students with disabilities for transition, to maximize their potential for independence in employment, community and activities of daily living, to foster self advocacy skills and to facilitate linkages with necessary adult service supports upon transition”

“To provide students who have significant disabilities with an age appropriate post-high school educational experience that promotes independence and life-long learning through the use of community- based vocational, independent and social integration activities”

*Objective 2.2: Complete a comprehensive plan of action*

Activities		Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Gain permission from the college/university to start program			Memorandum of understanding		
2. Identify program goals			Established program goals		
3. Identify student outcomes			Established student outcomes		
	<b>Drop Down Menu</b> Academics Independent Living Life Skills Self-Determination Vocational/Employment Social Skills Transportation use				
4. Determine collaborative partnerships			Written agreements		
	<b>Drop Down Menu</b> APD Vocational Rehabilitation Community Rehab Partners Educational Institutions Business Partners Department of Education Advocacy groups Mental Health services One Stop Career Centers				

Local School Boards  
Florida DD Council

5.Determine physical location		Memorandum of understanding		
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**Drop Down Menu**  
College  
University  
Community college  
Junior College  
Career/Technical School  
Vocational Trade School

6.Determine number of years students attend		Years established		
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7.Prepare a preliminary budget		Completed budget		
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8.Review college/university protocols		Sign off as reviewed		
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9.Review school district protocols for variations		Sign off as reviewed Variations noted		
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10.Create program protocols		Written processes School manual		
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**Drop Down Menu**  
Student expectations  
Family expectations  
Eligibility process  
Referral process  
Application process

University Liability waivers Attendance policy Transportation policy Evaluation methods
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**Objective 2.3: Establish program logistics**

Activities		Who's Responsible	Performance Indicator	Target Date	Resource Needs
1.Establish organizational chart			Organizational Flow Chart		
	<b>Drop Down Menu</b> Administration University/College staff Teachers Transition specialists Job Coaches Direct service staff Support staff Volunteers				
2.Identify accounting structure to accept funding			Location of funding acceptance set		
	<b>Drop Down Menu</b> High school Sponsored research Financial Admin office				
3.Establish student recordkeeping system			Student records Protocol established		

4.Establish emergency procedures		Written procedures		
	<b>Drop Down Menu</b>			
	Medical Student and Family Safety Campus Security			
5.Determine scheduling		Published academic schedule		
	<b>Drop Down Menu</b>			
	Public school schedule Private school schedule University schedule Inclement weather			
6.Determine on-campus services students will receive				
	<b>Drop Down Menu</b>			
	Academic advising Disability Resource Center Health services Student Services Activity Participation On-campus living Food plan ID card			

*Objective 2.4: Develop referral and application process*

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Define eligibility guidelines		Criteria published		
<p style="text-align: center;"><b>Drop Down Menu</b></p> Age specifications Disability specifications Level of severity of disability Level of self-sufficiency Behavioral requirements Non-supervision ok Communication ability Basic safety skills Geographical residence Satisfactory attendance				
2. Define entrance requirements		Entrance requirements published		
<p style="text-align: center;"><b>Drop Down Menu</b></p> Financial criteria Eligible for SSI/SSDI Family involvement Transportation Years of education Diploma track Basic academic skills Guardianship Immunization requirements Student health physical Completed application Student Interview Family Interview Panel Interview				

School Tour

3.Determine geographical areas served		Geographical areas identified		
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## START-UP

### Goal #3: To obtain funding for a college experience program

#### *Objective 3.1: Secure funding streams*

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Explore and establish types of funding		Funding sources confirmed Incoming funds		
FTE State/Federal Grants Foundations McKay Scholarships Tax-Free Plan Medicaid Waiver Social Security Vocational Rehabilitation Local Education agency Sponsorships Scholarships Private Pre -paid Tuition Donations Provider agencies Bartering system College partnerships In-Kind Third-party agreements				

2.Establish reporting and documentation of funding methods		Current financials (AP/AR) Audits Grant reports		
3.Set up student fee structure		Fee scale		
	<b>Drop Down Menu</b>			
	Tuition Residential Program fees Spending money Transportation Other			

**Goal #4: To set up staffing**

*Objective 4.1: Hire personnel*

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Establish staffing needs		Organizational chart		
	<b>Drop Down Menu</b>			
	Administration Teachers Paraprofessionals Transition specialists Job Coaches Residential staff Direct service staff			

Support staff

2.Determine student/staff ratios		Ratios determined		
3.Develop a list of program staff responsibilities		List published		
4.Determine staff qualifications		Qualifications set		
5.Establish Human Resource protocol		HR department		
6.Advertise employment opportunities		Help wanted ads Internet job postings		
7.Hire personnel		Employment contracts		

<b>Drop Down Menu</b>
Full-time
Part-time
OPS
Contracted
Grant funded
AmeriCorps position
Work-study

*Objective 4.2: Recruit volunteers*



2. Provide training to all stakeholders		Sign off noted on training checklists		
3. Offer cross-training to all personnel		Checklist of activities		

**Goal #5: To develop well-established program guidelines that address student competencies**

*Objective 5.1: Develop scholastic criteria*

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Meet with college/university faculty		Meeting(s) held		
2. Educate college/university faculty on transition program		Education provided		
3. Determine classification of course participation		Established criteria		
	<b>Drop Down Menu</b>			
	Audit Non-matriculating Matriculating For credit Certification program			
4. Identify potential collegiate courses for student selection		Database of courses		
	<b>Drop Down Menu</b>			
	<i>For example:</i>			

Personal Health  
 Introduction to Education  
 Drawing I  
 Personal Growth  
 Art History  
 Career Planning  
 Introduction to Leadership  
 Evolution of Jazz  
 Basic Principles of Nutrition  
 Writing editorials  
 Introduction to Math  
 Western Civilization  
 Exceptionality Awareness  
*To be determined between student and program*

5. Identify program personnel		List of positions needed Staff identified		
6. Identify and/or develop curriculum to foster student competencies		Curriculum agreed on		
7. Identify college/university faculty willing to participate in the program		Database of faculty		

***Objective 5.2: Develop Independent Living criterion***

Activities		Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Identify residential options			List of options complete		
	<b>Drop Down Menu</b> Dormitory Apartment on-campus Apartment off-campus Other student housing Family home Roommate selection				
2. Identify or create Independent Living curriculum			Curriculum agreed on		
	<b>Drop Down Menu</b> FDIC Smart Money Program Financial Literacy Independent Living Travel Training Social Skills training Etiquette training Personal Safety				
3. Identify program personnel			List of positions needed Staff identified		
	<b>Drop Down Menu</b> Residential Assistant Supported Living 24-hour staff Roommate(s)				

*Objective 5.3: Develop Life Skills criteria*

Activities		Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Identify or create Life Skills curriculum			Curriculum agreed on		
	<b>Drop Down Menu</b> Health Care Building Character Sex Education Safety and Wellness Health and Nutrition Leisure and Recreation				
2. Identify program personnel			List of positions needed Staff identified		

***Objective 5.4: Develop Self-determination criteria***

Activities		Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Identify or create self-determination curriculum			Curriculum agreed on		
2. Identify program personnel			List of positions needed Staff identified		

***Objective 5.5: Develop vocational opportunities***

Activities		Who's Responsible	Performance Indicator	Target Date	Resource Needs
1.Meet with potential employers on/off-campus			Curriculum agreed on		
2.Create an employer database			List of positions needed Staff identified		
3. Identify or create vocational curriculum			Curriculum agreed on		
4.Identify program personnel			List of positions needed Staff identified		
5.Identify job-related supports			List of supports		
	<b>Drop Down Menu</b> Peer mentors Natural supports Job shadowing Resume writing Job coaches Situational assessments Vocational evaluations Travel training Personal care assistants				
6. Review Fair Labor Standards Act			All staff signed-off		
7.Identify types of vocational options			List of options published		

Drop Down Menu
Employment
Enclave
Internship
Volunteer
Supported Employment
Vocational Training

*Objective 5.6: Development of Social Skills criteria*

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs											
1.Create a list of activities on/off-campus		Completed list published													
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2.Create a list of resources available to students on-campus		Completed list published													
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Learning Resource Center  
 Cafeteria  
 Recreation Center

3. Develop campus orientation program		Orientation program completed		
4. Identify program personnel		List of positions needed Staff identified		
5. Identify or create vocational curriculum		Curriculum agreed on		

## **IMPLEMENTATION**

### **Goal #6: To disseminate program information**

#### *Objective 6.1: To create marketing materials*

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Develop marketing plan		Marketing plan		
2. Develop materials		Materials printed		
<b>Drop Down Menu</b>				
Pamphlet Information sheet Web site Brochures Business cards				

#### *Objective 6.2: To disseminate information to students and parents within the school system*

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Attend IEP meetings (14/16 year olds)		Attendance record		
2. Attend transition fairs and local conferences		Attendance record		

3. Submit information to local/state newsletters from various organizations		Copies of newsletters with submissions		
	<p style="text-align: center;"><b>Drop Down Menu</b></p> <p>CARD FND TASH FL DCDT Project TEN</p>			
3. Develop parent resource centers through parent ambassadors/academies		Establish centers		
4. Have local newspapers/media report on events related to the program		Newspaper articles Media links		

***Objective 6.3: To disseminate information to teachers/administrators within the school system***

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Attend local and state conferences		Conference materials		
2. Attend professional development days		Meeting attended		
3. Work with transition specialists and coordinators		Contact summaries		

4. Work with Florida Department of Education		Communication logs		
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***Objective 6.4: To disseminate information to college/university faculty and administration***

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Attend faculty department meetings		Meeting agenda		
2. Attend national and state education/psychology/ESE conferences		Conference materials		
3. Submit and publish articles in educational/ESE peer reviewed journals		Copies of published articles		

***Objective 6.5: To disseminate information to policy makers and funding sources***

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Assist parents and students with writing/talking to their representatives about program benefits		Informal training held		
3. Create a local and statewide task force/consortium (and invite state/national representatives)		Meetings held		

4. Partner with “strong” entities		Partnerships developed		
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**Goal #7: To engage in student-life activities, classes and events with student peers on-campus**

*Objective 7.1: To complete incoming freshmen and/or transfer student processes*

Activities	Who’s Responsible	Performance Indicator	Target Date	Resource Needs
1. Hold freshman orientation		Orientation held		
<b>Drop Down Menu</b>				
Student number Obtaining ID card How to use ID card Campus navigation ATM use History of the college Emergency procedures Housing check-in (if applies)				
2.Ensure all students have effective form of communication		Check complete		
<b>Drop Down Menu</b>				
Cell phone Pager Email Home phone Other Assistive Technology				

*Objective 7.2: To integrate into campus life*

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Develop individualized student program plan		Orientation held		
<b>Drop Down Menu</b>				
IPP IEP Program of study Course of study				
2. Identify academic accommodations/modifications		Accommodations noted in student plan		
<b>Drop Down Menu</b>				
Extra time on tests Note-taking Tutoring Books on tape Tape recorded lectures Kurzweil Reader E-reader Screen enlarger Quiet areas for test taking Modified syllabus Alternative formats Seating location Schedule changes				
3. Identify non-academic accommodations/modifications		Accommodations noted in student plan		
<b>Drop Down Menu</b>				

Job Carving Job modifications Assistive technology Checklists Memory notebooks				
4.Participate in registration for classes		Registration slip		
5.Participate in all aspects of program according to the individualized plan		Attendance record		
5.Monitor progress through student assessment		Assessment data		
<b>Drop Down Menu</b>				
Progress reports Report cards Formal academic assessment Informal academic assessment Achievement Intelligence Adaptive behavior Aptitude Communication Learning style Career Interests Personality Social skills Life skills Self-determination Self-esteem Quality of life				

Work-related behavior  
Health care

**Objective 7.3: To prepare students for graduation**

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Assist students in connecting with adult service providers		Referrals made		
2.Prepare final portfolio of transition experience		Portfolio		
3.Establish exit credentials		Credentials determined		
<b>Drop Down Menu</b>				
Diploma Degree Certificate of completion Certificate of attendance Program Certificate				
4.Participate in graduation ceremony		Graduation		

## **REFINEMENT**

**Goal #8: To monitor evolution of college/university experience program**

**Objective 8.1: To collect qualitative and quantitative data on measurable outcomes**

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs
1.Gather student outcome data		Excel spread sheet Raw data Anecdotal information		
<b>Drop Down Menu</b>				
Nature of disability Graduation rates Grade point averages Employment data Residential living data Course completion rate Type of degree obtained Post-graduation data				
2.Gather program outcome data		Excel spread sheet Raw data Anecdotal information		
<b>Drop Down Menu</b>				
Number of students Completion rates Collaborative efforts Community partnerships Faculty activities Professional development				

3.Create evaluation survey		Survey		
<b>Drop Down Menu</b>				
Student survey Paid program staff survey Volunteer survey Faculty survey Family survey Employer survey				

*Objective 8.2: To analyze data for decision-making*

Activities	Who's Responsible	Performance Indicator	Target Date	Resource Needs
1. Analyze data		Presentation of data		
2. Refine program as suggested by analysis of data		Updated strategic plan		
3. Publish outcomes		Report available to public		
4. Set up process for ongoing data collection and analysis		Quality Assurance plan		