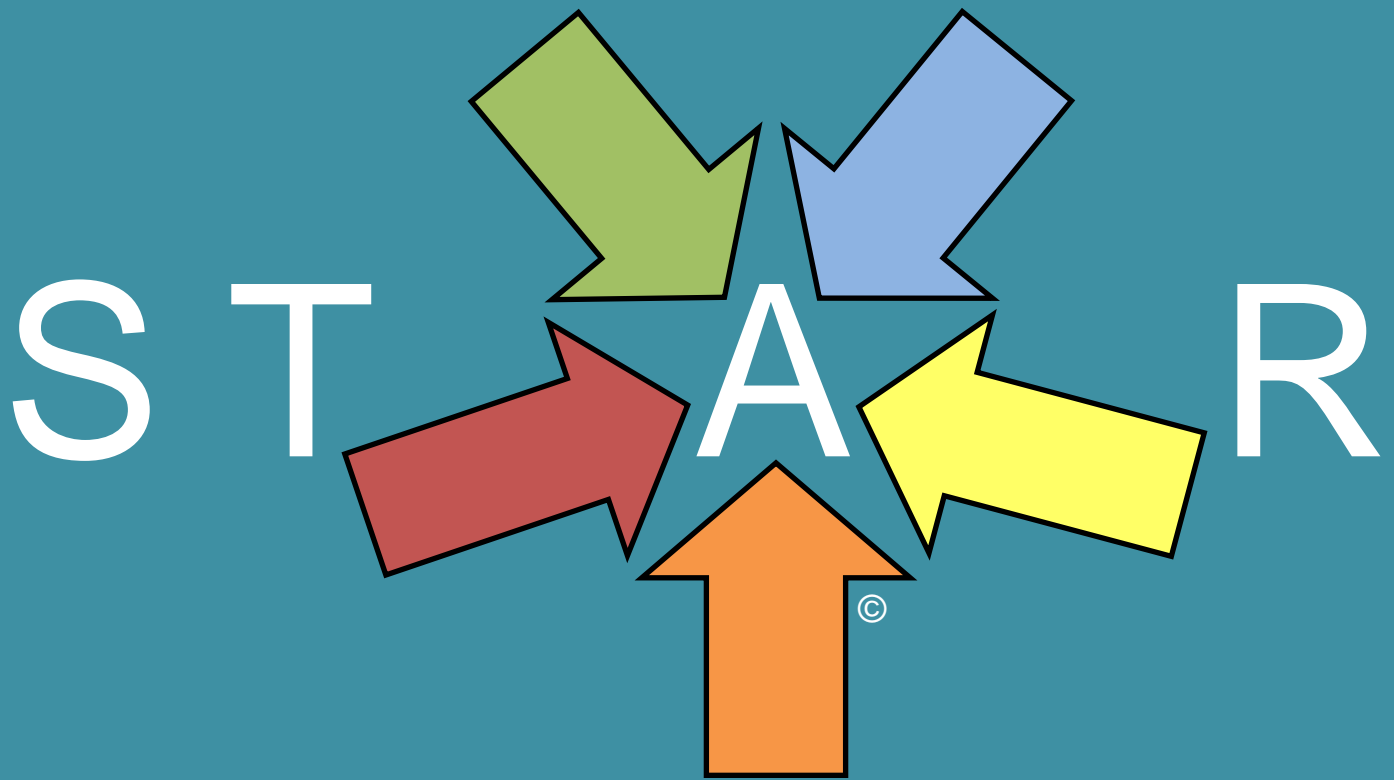# Students Transitioning to Adult Roles

S T A R

Person-Centered Planning Process

Facilitator's Guide

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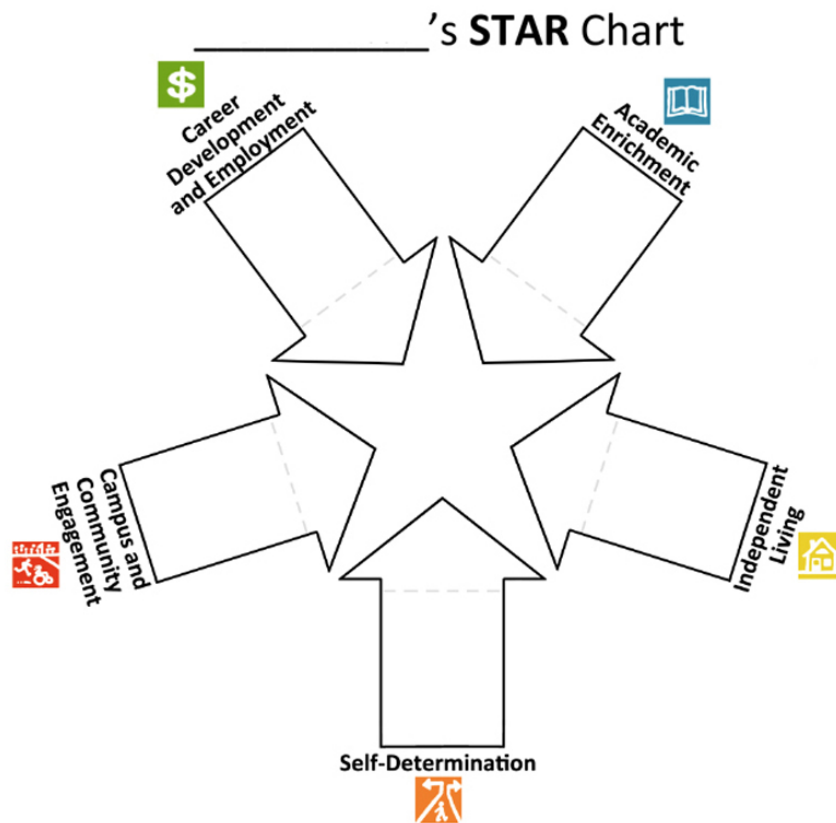
Introduction to the STAR PCP Process

The Students Transitioning to Adult Roles (STAR) Person-Centered Planning (PCP) process is an interactive, collaborative activity designed to ensure that students with disabilities who are transitioning into postsecondary programs (e.g., college/university, vocational/technical, Adult Basic Education) have the opportunity to plan their own futures with the support and encouragement of other adults in their lives. The students' own voices become the core of future plans. Through the STAR PCP process, students become empowered to explore and share a vision of their own futures: where they want to live, the work they want to do, the skills they need to learn, the interests they want to pursue, and the relationships they want to build. This STAR PCP Facilitator's Guide provides users with a detailed look at the STAR PCP process. It outlines the steps of the STAR PCP process and includes forms and other tools. Accessible versions of the Facilitator's Guide and other materials are available at www.fltpsid.info.

The STAR PCP process is not intended to be a requirement or part of the Individual Educational Plan (IEP); however, users may find that the information discovered through the STAR PCP process is responsive to the students' IEP goals and objectives.

The creation of the STAR PCP process was prompted by the increasing number of students with intellectual disabilities entering postsecondary education. These inclusive postsecondary programs are tied closely to local communities and often serve a varied student population. As a result, the STAR PCP process was designed to be flexible enough for any young adult who needs a student-focused plan regardless of the nature of his/her disability.

The STAR PCP process is relatively straightforward. The facilitator explains the process to the student, conducts pre-meeting interviews, and holds the STAR PCP meeting. Afterwards, the student and campus coordinator meet to develop the STAR PCP Services and Supports Action Plan (STAR Action Plan) based on the information shared at the STAR PCP meeting. Beginning on page 9, this guide provides a detailed description of the steps that occur before, during, and after the STAR PCP meeting.

The STAR Chart is the tool used to capture information shared at the STAR PCP meeting. Each section of the STAR Chart has a specific purpose. The background is used to capture the individual's "star qualities" – the unique positive traits of the student. The star at the center of the chart contains information about the future life the student wants to have and serves as a graphic reminder that **the student is the focus** of the STAR PCP process. The five arrows on the STAR Chart represent the five Domain Clusters from the Project 10 STING RAY Curriculum. The information in the tips of the arrows provides guidance for writing the action steps that the student will complete as part of his or her program.

_____'s **STAR** Chart

Career Development and Employment

Academic Enrichment

Campus and Community Engagement

Independent Living

Self-Determination

The five Domain Clusters that make up the Project 10 STING RAY Curriculum are representative of the curricula found in many postsecondary programs for students with intellectual disabilities. Programs using the STAR PCP process are not required to follow the Project 10 STING RAY Curriculum, but it is available as a free, downloadable resource. For more information about the Project 10 STING RAY Curriculum, please visit http://www.fltpsid.info/DetailPage.php?PageID=68.

The STAR PCP process will

- identify the individual's personal plans, hopes, and dreams for life as an adult
- support the student's pursuit of the necessary skills for a productive adult life
- give the invited student, family, and friends a voice in supporting and planning the student's future
- lead to the development of the STAR Action Plan detailing goals, objectives, and necessary supports for the young adult's postsecondary experience
- provide a student-centered approach that allows for changing goals and plans which occur during the individual's postsecondary educational experience

- encourage the young adult to develop lifelong goals and skills leading to an inclusive, well-planned, and fulfilled quality of life

This STAR PCP process is intended to be an integral part of the postsecondary program as it will inform staff about an individual student's desired outcomes regarding careers, independent living, socialization skills, academics, and self-determination.

STAR PCP Team Members

Student

The student is an individual with a disability transitioning to a postsecondary college, university or other educational program and the focus of the STAR PCP process.

Campus Coordinator

The campus coordinator is the person on the postsecondary campus who is the chief point of contact for the student enrolled in the program and serves as liaison to faculty, staff, departments, etc. The campus coordinator monitors student progress and oversees the STAR PCP process. The campus coordinator may be employed by the college or university, a school district, or even a private organization. The campus coordinator should be knowledgeable about the STAR PCP process. If the campus coordinator serves as the facilitator or recorder, then he/she must participate in a STAR PCP professional development prior to serving in either of these roles.

Facilitator

The facilitator organizes the STAR PCP, conducts the pre-meeting interviews with the student and parent(s)/guardian(s), and runs the STAR PCP meeting. During the STAR PCP meeting, the facilitator keeps the process moving and makes sure the student's voice and point of view are being heard, respected, and recorded. The facilitator sets a respectful tone, poses questions, clarifies responses, and makes sure that everyone has a chance to contribute. The facilitator makes sure that the discussion covers all five areas of the STAR PCP process: Career Development and Employment, Academic Enrichment, Campus and Community Engagement, Independent Living, Self-Determination. When the young adult completes a postsecondary program, the facilitator plans and conducts the STAR Exit PCP. The facilitator must participate in a STAR PCP professional development prior to serving in this role.

Recorder

The recorder serves as the facilitator's collaborative partner throughout the STAR PCP process. The recorder should be part of the pre-meeting interviews with the student and parent(s)/guardian(s) by recording the responses and reviewing the reviewing the information with the facilitator afterward. At the STAR PCP meeting, the recorder captures participants' responses/comments onto the STAR Chart. The recorder may interject questions or comments as needed, but he/she should not take on the primary role of the facilitator. The recorder will also record information during the STAR Exit PCP meeting. In some circumstances, users may find having two recorders more helpful. The recorder must participate in a STAR PCP professional development prior to serving in this role.

Guest Participants

Guest participants are critical to the STAR PCP process. Students invite people to their STAR PCP meeting who are important in their lives. The guests are people who know the students well and have an interest in helping them develop a rewarding and successful future. The student might choose to invite parent(s)/guardian(s), siblings, other relatives, best friends, a significant other, teachers, postsecondary faculty/staff, mentors, employers, co-workers, clergy, caretakers, neighbors or agency staff. The student should create the guest list and send out invitations. Video or phone conference calls can be arranged for guests who cannot attend in person. A meeting where only the student and parent(s)/guardian(s) are present should be avoided; the more participants involved, the richer the information.

Implementing the STAR PCP Process

This section of the guide provides a detailed discussion of the various tasks required to plan and conduct a STAR PCP meeting and develop the STAR Action Plan. Additional details are provided for planning and conducting the STAR Exit PCP meeting beginning on page 19.

BEFORE THE MEETING

Identify the facilitator and recorder.

The campus coordinator should identify the facilitator and recorder. In some cases, the campus coordinator may serve in one of these roles. If this is the case, then he/she must participate in professional development about the STAR PCP process.

Explain the STAR PCP process to the student.

Prior to the STAR PCP, the facilitator should meet with the student to explain the STAR PCP process. The student is the STAR and center of this process, and that message is a critical point to instill in the student. The young adult should have a thorough understanding of the STAR PCP process and why it's important to his or her future plans. The facilitator should **help the student realize that this is not just another meeting.** This STAR PCP meeting is an important step towards becoming an independent adult. The young adult is, in essence, planning his or her future, and that fact must be reiterated as much as possible to make the process successful.

For larger cohorts of students, the campus coordinator could schedule an orientation with a group of students and parents/guardians. A brief PowerPoint is provided for this orientation for sharing information and answering questions (see Appendix O). This large group orientation would also be a good time to schedule as many separate pre-meeting interviews with the young adults and parents/guardians as possible. The campus coordinator and facilitator may need to create a priority list of students, beginning with the students who appear to be undecided about their preferred program of study. The priority list is best developed after the pre-meeting interviews with both the students and the parents/guardians.   From information gathered in the pre-meeting interviews, students with uncertain career paths, multiple career paths, or career paths different than those suggested by Vocational Rehabilitation counselors or parents/guardians become top priorities for the STAR PCP process.

Discuss and complete FERPA forms needed for release of information.

Meeting with the student to discuss the STAR PCP process would also be a good time to address confidentiality as per the Family Educational Rights and Privacy Act (FERPA) and complete any release forms the student needs to fill out for the institution. Since the student is 18 and considered a legal adult, FERPA releases must be explained and signed prior to any meetings. The young adult needs to understand that he/she is sharing confidential information with those who would be participating in the STAR PCP process. That information might include how he/she feels about any personal past, present, or future topics that may end up being shared and discussed. Additional information about FERPA can found at http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Help the student to identify potential guests, send invitations, and plan light refreshments.

When meeting with the student, discuss the guest list, develop the timeline to send out STAR invitations, and identify how RSVP's will be collected. A sample STAR invitation is provided with this guide (see Appendix E), but the young adult is welcome to design a personalized invitation as well. The facilitator may need to help the student plan the guest list, complete the invitations, and determine how he/she will deliver the invitations (in person, electronically, via mail, or other means). The young adult should be viewed as the decision-maker in this process.

As with any special event, light refreshments could be served. The student should take the lead on deciding if this is appropriate and affordable and, if so, plan to bring water, soda, or snacks to the meeting.

Contact Division of Vocational Rehabilitation.

In some cases the student may be a Vocational Rehabilitation (VR) client. If that is the case, the student should contact the VR counselor to find out if he/she has an Individualized Plan for Employment (IPE) and current expected employment outcome. If needed, and with the young adult's permission, the facilitator may assist with making this contact. The facilitator may also recommend the student invite the VR counselor to the STAR PCP meeting, especially if VR is likely to be involved in supporting the young adult through any career training and employment opportunities.

Schedule and hold separate pre-meeting interviews with the student and his or her parent(s)/guardian(s).

The facilitator should schedule and hold STAR PCP pre-meeting interviews with the student and his or her parent(s)/guardian(s) SEPARATELY. These separate pre-meeting interviews are critical and should be conducted by the facilitator and the recorder. The purpose of doing two separate pre-meeting interviews is to find out if the student and his/her parent(s)/guardian(s) are in agreement as to the

student's future plans. For example, if a student wants to learn to drive, and a parent does not want the student to drive, the facilitator will know driving needs to be addressed during the actual STAR PCP meeting. Likewise, if a student and parent have differing ideas about living independently, living arrangements will also be a necessary conversation during the STAR PCP meeting.

The STAR PCP materials contain a list of questions for each of the pre-meeting interviews and a form to record the answers side-by-side (see Appendix D). The domains for both of the pre-meeting interviews are identical, but because the student is the focus of the STAR PCP, he/she will have more questions to answer. The student pre-meeting interview will take about an hour, and the parent pre-meeting interview will likely take 30 to 45 minutes, depending upon the individuals' responses. Both parents do not need to be available for the pre-meeting interviews unless the facilitator thinks the situation warrants it.

Schedule the STAR PCP meeting.

The facilitator should discuss possible dates and locations for the STAR PCP with the student and his/her parent(s) or guardians(s). Many times parents work during the day, so the STAR PCP meeting could be scheduled for an evening. Ideally the initial STAR PCP will be held prior to beginning a postsecondary program in order to establish a future plan of action for the upcoming school year. Conducting the STAR PCP in late spring or early summer is the best option for students planning to start their postsecondary program in the fall. For example, a student will need time to choose appropriate college classes, schedule campus/program orientations, and possibly arrange travel training for getting back and forth to campus **prior to the start** of his/her program.

Determine location for the STAR PCP meeting.

The facilitator will work with the student to identify the participants planning to attend the STAR PCP meeting. Once this is done, the facilitator (or the campus coordinator) will choose a location that will accommodate the group. The location should be easy to get to, have adequate parking, be accessible, comfortably accommodate the size group, have a place to hang/display the STAR Chart, and be free from distractions. If a suitable location does not exist on campus, program staff may want to explore options for free meeting space in the local community (e.g., community center, place of worship, library).

Conduct the pre-meeting interviews with the student and his or her parent(s)/guardian(s).

The facilitator and recorder will work together to conduct the pre-meeting interviews with each taking on the role that they will have at the STAR PCP meeting. As the facilitator asks the questions, the recorder writes or types the answers on the forms. Either the single question forms or the side-by-side

forms can be used. If the side-by-side form is used, the recorder should make sure each participant's responses are kept private.

The pre-meeting interviews should be held at any mutually convenient time and location. If both interviews are scheduled for the same date, the facilitator needs to remind the parent that the interviews will still be conducted separately. Interview questions should not be sent home to be filled out because one of the most important aspects of the pre-meeting interview is to clarify and expand on questions as needed. A face-to-face interview allows the facilitator to get a more spontaneous response; however, if necessary, the pre-meeting interview with the parent(s)/guardian(s) could be done over the phone since it would still allow for the back and forth conversation.

Discuss the pre-meeting interviews and develop guiding questions for the STAR PCP meeting.

After the pre-meeting interviews, the facilitator and recorder review the student and parent responses and identify any potential areas of concern or details to be addressed at the STAR PCP meeting. By comparing answers from student and parent pre-meeting interviews, the facilitator and recorder will quickly learn where to expect challenges and where to expect agreement. They will be ready to go into the STAR PCP meeting armed with enough knowledge to understand and support the student's plans for his or her future.

This guide contains a list of general guiding questions (see Appendix I), but based on the student and parent interview responses, the facilitator and recorder can expand the list of questions so the STAR PCP will be unique to the individual student. The facilitator will use this list of questions to stimulate the conversation at the STAR PCP meeting.

Compile RSVPs and remind participants of the date for the STAR PCP meeting.

Prior to the STAR PCP meeting, the facilitator (or campus coordinator) and the student should contact those participants who have not sent an RSVP and may need a gentle reminder about the date, time, and importance of their commitment to the student's future.

Reserve a meeting room, plan the STAR Chart display, and gather materials.

The facilitator should reserve a room for the STAR PCP meeting and ask about any restrictions for hanging the STAR Chart, plan how the STAR Chart will be displayed (see Appendix H for suggestions) for the meeting, and get markers for recording on the STAR Chart. Markers with bold colors and thick tips work best as thin-tipped markers are too difficult to read from a distance.

AT THE MEETING

Set up the room, set out refreshments, display the STAR Chart, and greet participants.

The facilitator, recorder, and student have prepared well for this meeting. The student is the host of this STAR PCP and should arrive a little early to help set up the room, greet people, and show guests to their seats.

Conduct the STAR PCP meeting.

As the meeting begins, the student introduces himself or herself and everyone else in the room. The facilitator then explains the STAR PCP process and sets the ground rules (see Appendix G).

The diagrams that follow show the basic structure of the STAR Chart as each step in the process is being completed. Each STAR Chart is unique and will contain many more contributions from the team than are included in the examples provided in this guide.

All team members brainstorm a list of the student's unique gifts and talents. The recorder writes these responses on the outside edges of the STAR Chart (see diagram below).
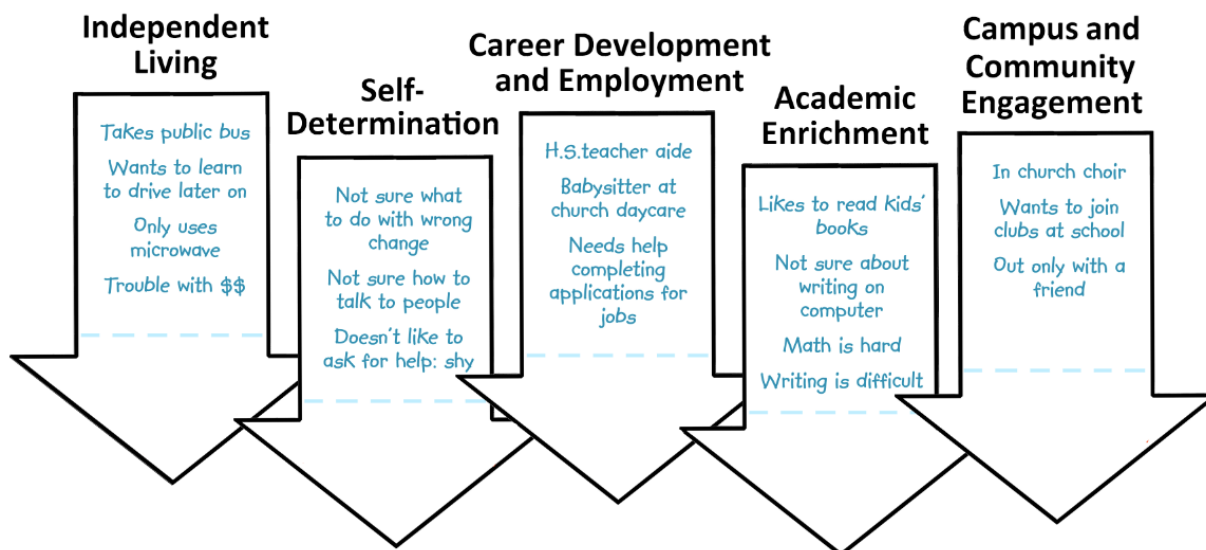

Susan's STAR Chart
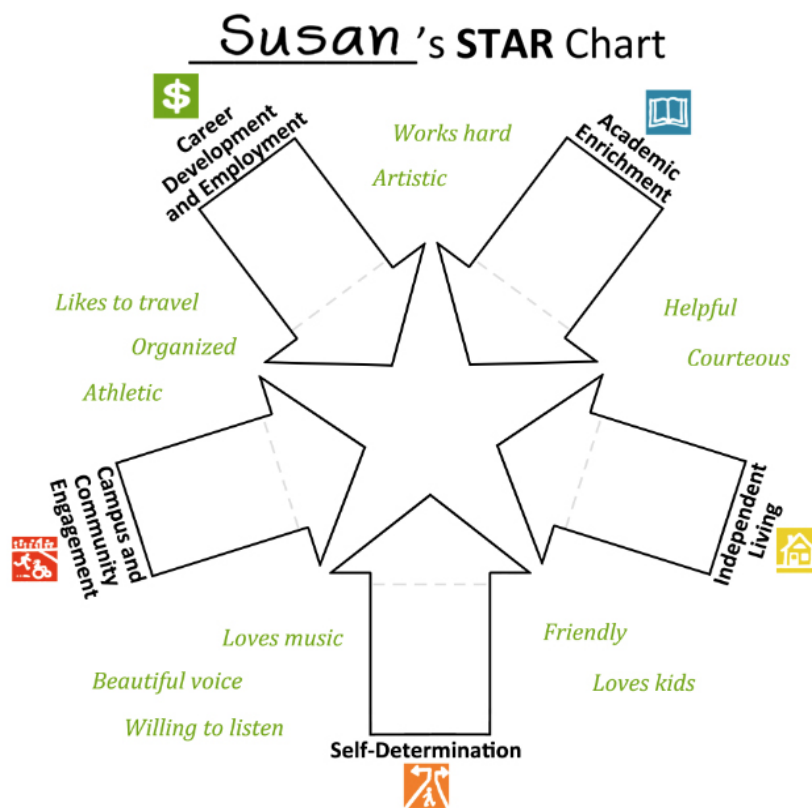
Next, the facilitator and student role-play a conversation in order to pinpoint the student's own vision of his/her future. The conversation may go something like this: "Hello, Susan! I haven't seen you in 5 years! What job are you doing now? Where are you living? Is there anyone 'special' in your life?" After the student and facilitator complete their role-playing exercise, the group members, along with the student, contribute additional thoughts and ideas about their vision for the student's future. These suggestions are written into the center star (see diagram below). If necessary, the facilitator should refer to the list of guiding questions (see Appendix I) to encourage a thorough conversation.
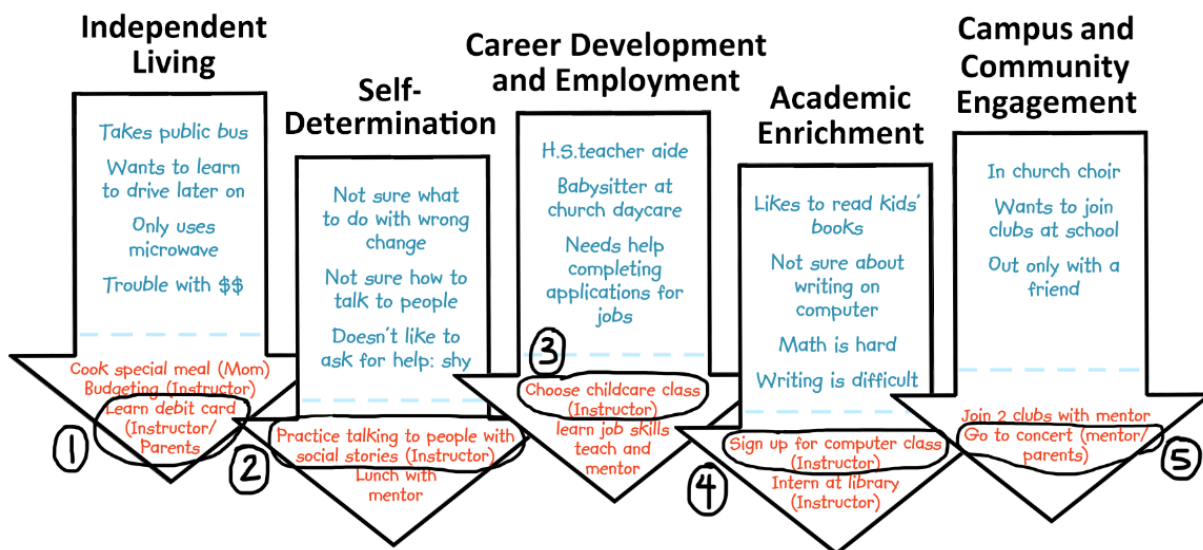

Susan's STAR Chart
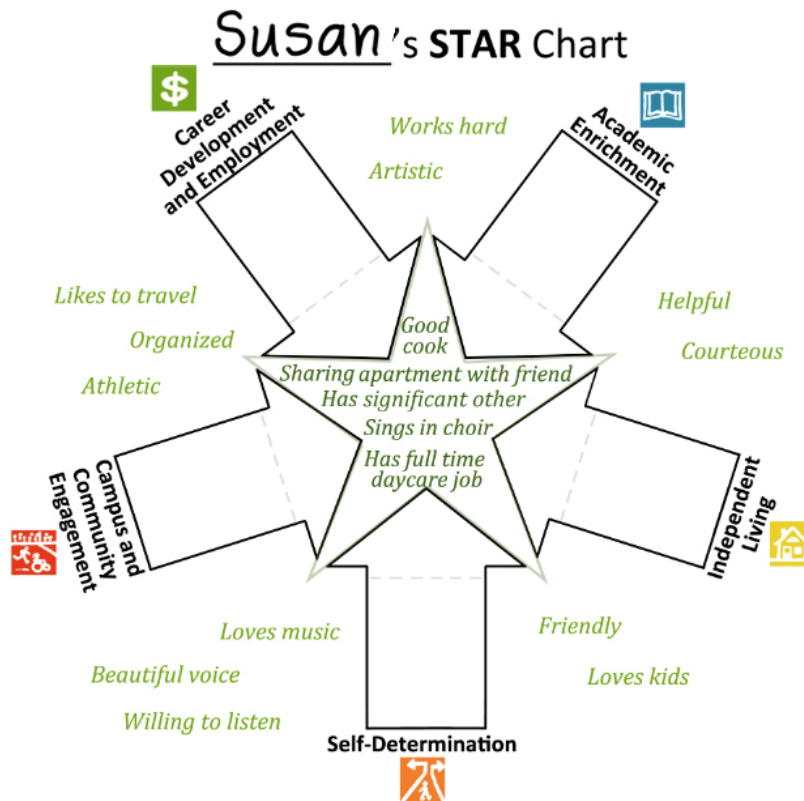
Next, in order to help the young adult reach his or her future goals, the team must take stock of where he/she is today. The facilitator will lead a conversation about the student's current levels in each of the five Domain Clusters. The recorder will note responses in the arrow that corresponds to the appropriate Domain Cluster (see diagram below). The conversation does not have to occur in any particular order as long as all five areas are addressed.

The recorder should not fill in the tips of the arrows at this time. The tips of the arrows are reserved for suggestions regarding the student's future goals and STAR Action Plan.

STAR Chart — First Diagram

Independent Living
- Takes public bus
- Wants to learn to drive later on
- Only uses microwave
- Trouble with $$

Self-Determination
- Not sure what to do with wrong change
- Not sure how to talk to people
- Doesn't like to ask for help: shy

Career Development and Employment
- H.S. teacher aide
- Babysitter at church daycare
- Needs help completing applications for jobs

Academic Enrichment
- Likes to read kids' books
- Not sure about writing on computer
- Math is hard
- Writing is difficult

Campus and Community Engagement
- In church choir
- Wants to join clubs at school
- Out only with a friend

Prior to identifying possible action steps in the tips of arrows, the facilitator should go back and review all of the information that has been recorded on the STAR Chart up to this point. The group should be reminded about the student's STAR qualities, future plans, and current skill levels. This review will remind everyone of the student's strengths and vision for his/her future as program goals are established. Once this review has been completed, the facilitator will focus the discussion on the goals that the young adult will work on during his/her time in the program.

The responses may fit into duplicate domains, so the group should discuss where each goal fits best and which people in the group will be responsible for seeing that the goal is carried out. Responsibilities should not be assigned to someone who is not at the meeting. Exceptions for this policy may be the agency personnel who would be a natural referral, such as a job coach or Vocational Rehabilitation counselor. With input from the team, the recorder should number the suggestions in the arrow tips of the diagram that will become the initial goals for the STAR Action Plan for the next year.

STAR Chart — Second Diagram

Independent Living
- Takes public bus
- Wants to learn to drive later on
- Only uses microwave
- Trouble with $$

Arrow tip (1):
- Cook special meal (Mom)
- Budgeting (Instructor)
- Learn debit card (Instructor/Parents)

Self-Determination
- Not sure what to do with wrong change
- Not sure how to talk to people
- Doesn't like to ask for help: shy

Arrow tip (2):
- Practice talking to people with social stories (Instructor)
- Lunch with mentor

Career Development and Employment
- H.S. teacher aide
- Babysitter at church daycare
- Needs help completing applications for jobs

Arrow tip (3):
- 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

Arrow tip (4):
- Sign up for computer class (Instructor)
- Intern at library (Instructor)

Campus and Community Engagement
- In church choir
- Wants to join clubs at school
- Out only with a friend

Arrow tip (5):
- Join 2 clubs with mentor
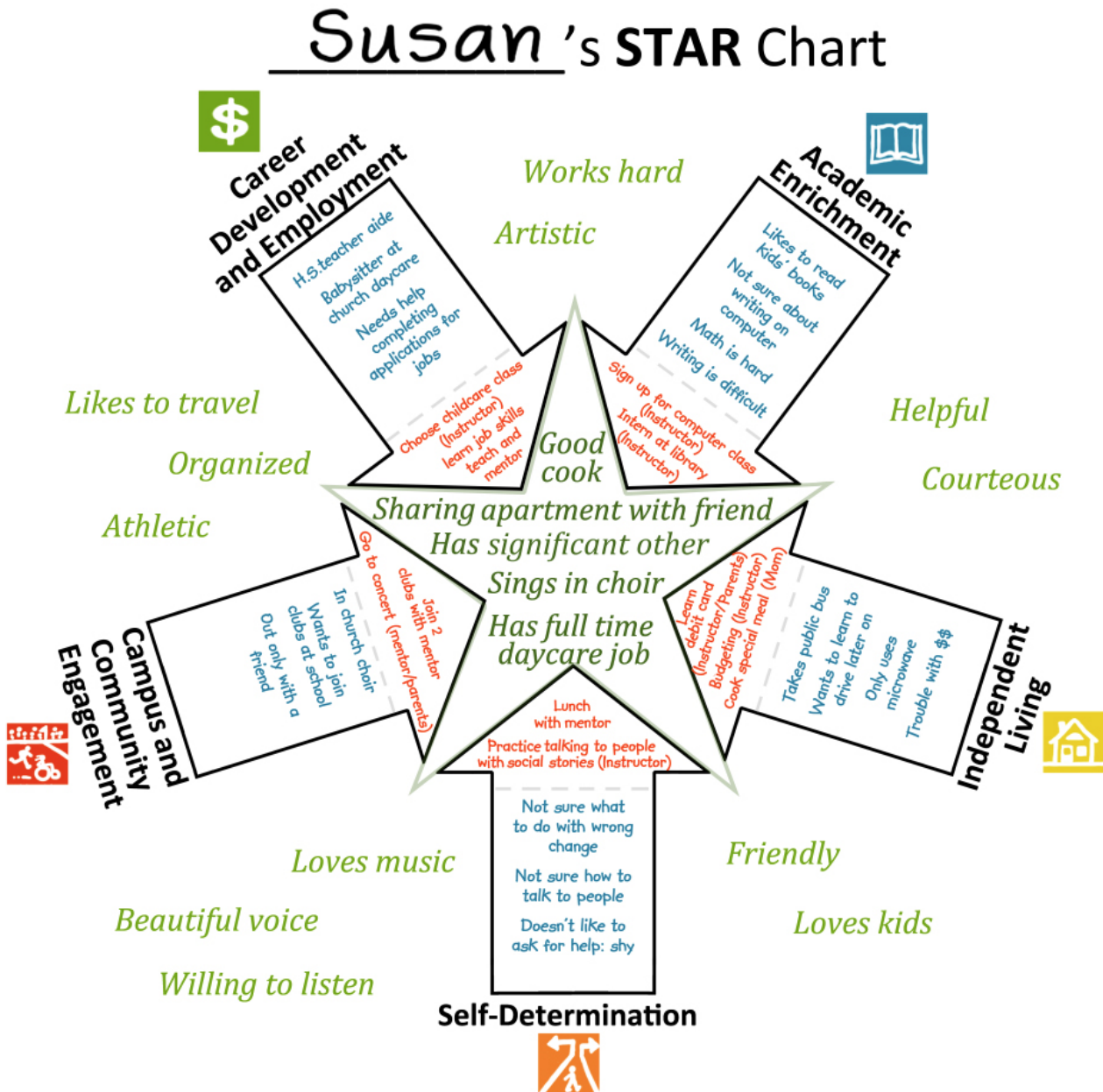- Go to concert (mentor/parents)

Adjourn the STAR PCP Meeting.

At this point, the STAR PCP meeting is complete. All interested parties should take a picture of the STAR Chart for their records. The student and facilitator may then adjourn the meeting.

Arrange meeting with student to create the STAR Action Plan.

Before leaving the room, the young adult and campus coordinator should schedule a time to meet to finalize the STAR Action Plan.

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)

Campus and Community Engagement

- In church choir
- Wants to join clubs at school
- Out only with a friend
- Go to concert (mentor/parents)
- Join 2 clubs with mentor

Independent Living 🏠

- Takes public bus
- Wants to learn to drive later on
- Only uses microwave
- Trouble with $$
- Learn debit card (Instructor/Parents)
- Budgeting (Instructor)
- Cook special meal (Mom)

Self-Determination

- Not sure what to do with wrong change
- Not sure how to talk to people
- Doesn't like to ask for help: shy
- Lunch with mentor
- Practice talking to people with social stories (Instructor)

Center:
- Good cook
- Sharing apartment with friend
- Has significant other
- Sings in choir
- Has full time daycare job

Surrounding descriptors:
- Works hard
- Artistic
- Likes to travel
- Organized
- Athletic
- Helpful
- Courteous
- Loves music
- Beautiful voice
- Willing to listen
- Friendly
- Loves kids

AFTER THE MEETNG

Complete the STAR Action Plan.

When writing the STAR Action Plan, the campus coordinator and student should review the completed STAR Chart and discuss the prospective goals that were recorded in the tips of the arrows. The goals that are most critical for the young adult to work on over the next year will be transferred onto the STAR Action Plan form. The campus coordinator and young adult will also develop objectives for each goal. Progress on the objectives will be tracked and reported regularly.

Share copies of the STAR Action Plan.

The campus coordinator and the student will share copies of the final STAR Action Plan with the individuals instrumental in providing support to the student. The campus coordinator and student will always have copies; however, additional individuals may also need to have a copy depending upon their involvement in the plans and need to evaluate student progress.

Monitor and report student progress and update the STAR Action Plan.

The STAR Action Plan must be monitored periodically and updated as goals and objectives are reached and new goals and objectives are added. A new STAR Action Plan will need to be created each school year.

The STAR PCP Action Plan Progress Tracking Chart (see Appendix K) can be used to follow the student's progress. The campus coordinator and student should assess and rate each objective based on a 5-point scale.

1. Not currently working on objective
2. Initiating early planning stages of objective
3. Demonstrating minimum progress on objective
4. Making satisfactory progress on objective
5. Reached objective

Using this rating scale will provide data needed to track student progress and decide the timeline for planning new goals and objectives with the student.

Each postsecondary program will need to establish guidelines for how often student progress is reported. A general rule of thumb is to match the institution's policy for reporting student progress (e.g., quarterly, end of semester).

Schedule a new STAR PCP meeting if the student changes plans or career direction.

The STAR PCP process may be repeated as often as necessary, but whether it is done once or several times depends upon the needs of the student and the length of the program. The campus coordinator and student should repeat the entire STAR PCP process if the student changes career direction or suddenly announces a major life change. However, if the student appears to be following the same path outlined in the original STAR PCP, then an annual review and update of goals and objectives on the STAR Action Plan by the campus coordinator and the student will likely be sufficient.

Prior to Exiting the Program

Plan and schedule a STAR Exit PCP

When the student is ready to graduate or exit the program, the campus coordinator should arrange for a STAR Exit PCP meeting. The STAR Exit PCP process is similar to the original STAR PCP process except now the team members help the student plan for his/her future outside of the postsecondary environment. The process helps the young adult refocus on his/her goals and provide resources so that he/she can make connections with appropriate community organizations and agencies. The STAR Exit PCP looks at the following five domains: Employment, Lifelong Learning, Community Engagement, Independent Living, and Self-Determination.

The STAR Exit PCP process differs from the original STAR PCP process in that it does not involve any pre-meeting interviews and there is no need to develop a new STAR Action Plan. Instead, information and resources generated by the team should be captured on the STAR Exit Chart (see Appendix L) and in the STAR PCP Resource Guide for Exiting Students (see Appendix M). An in-depth, detailed Resource Guide will provide the graduating student a centralized "go to" notebook filled with helpful information.

The STAR Exit PCP meeting should include as many of the original participants as possible plus any new people the student wishes to invite. During the STAR Exit PCP meeting, the young adult should take the lead and co-facilitate the discussion. Together everyone is appraising the student's current employment status and potential employment options. Additionally, the group will brainstorm ideas for possible continuing education classes or special interest classes involving the young adult's own preferences and passions. The group will discuss any clubs or community activities the student could pursue and how the group members could support student's participation in those activities. If the young adult needs extra assistance with independent living skills or tasks, members of the group will plan for any necessary support or training. Throughout all of these discussions, the student and the team will focus on identifying effective supports and self-determination strategies to encourage the student to take the lead on planning and following up with the support team as needed.

As with the STAR PCP meeting, participants should take pictures of the completed STAR Exit Chart. Additionally, the young adult and campus coordinator should schedule a follow-up meeting to finish filling out the STAR PCP Resource Guide for Exiting Students for the student to take home.

A good STAR Exit PCP will help guide the student toward a productive, dynamic life filled with fulfilling relationships, satisfying work, gratifying community activities, and needed reassurance and support from family and friends.

_____'s **STAR** Exit Chart

Employment

Lifelong Learning

Community Engagement

Independent Living

Self Determination
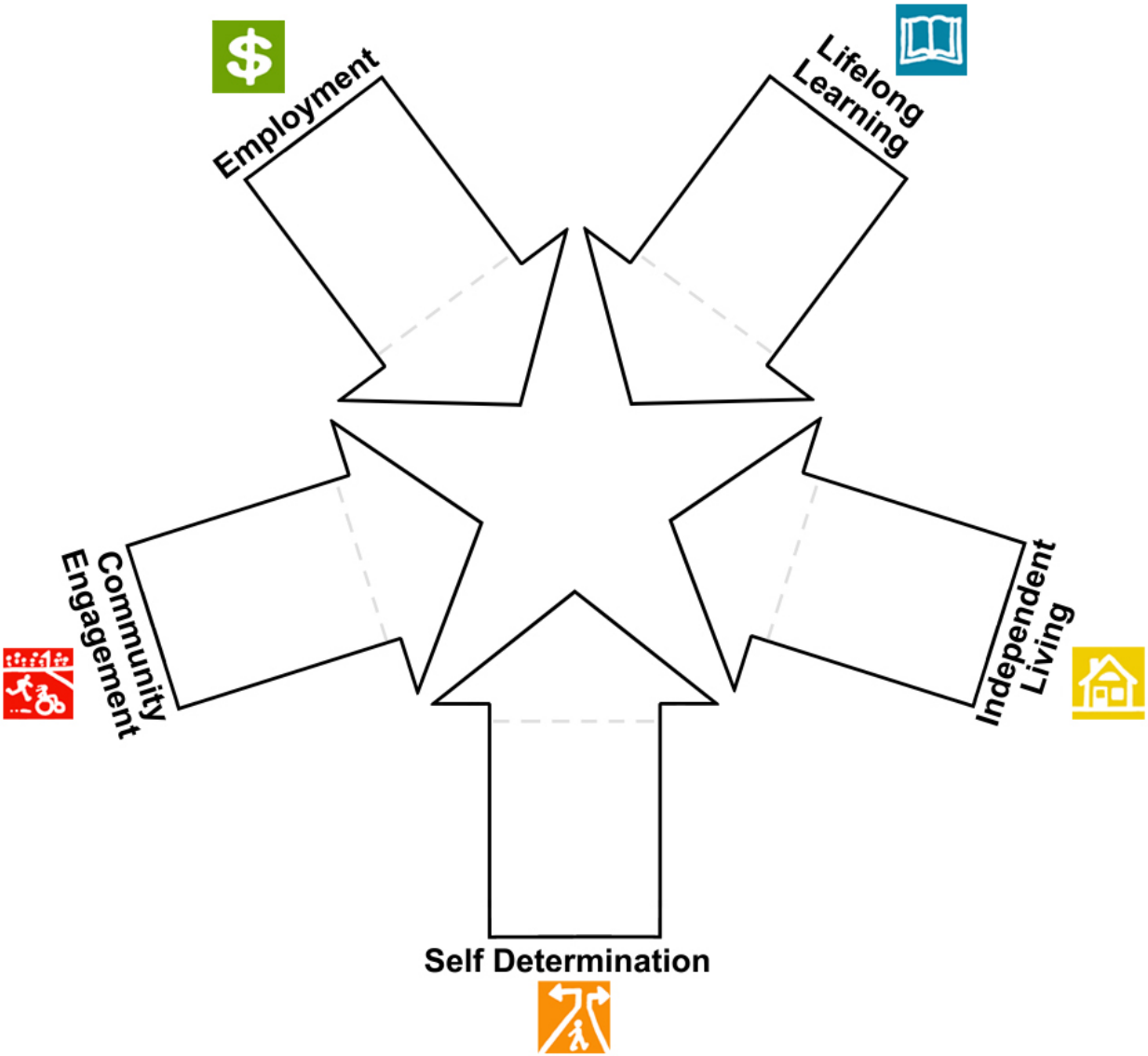
Appendices
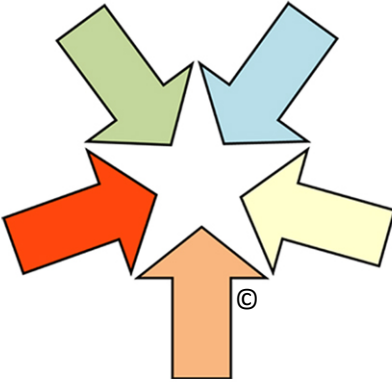
Appendix A: STAR PCP "To Do" List

Completed	Task	Person(s) Responsible
	BEFORE THE MEETING	
	Identify facilitator and recorder	Campus Coordinator
	Explain STAR PCP process to the student	Facilitator
	Discuss and complete FERPA forms needed for release of information	Facilitator
	Help the student to identify potential guests, send invitations, and plan light refreshments	Facilitator and Student
	Contact Division of Vocational Rehabilitation, if needed	Facilitator and Student
	Schedule separate pre-meeting interviews with the student and the parent(s)/guardian(s)	Facilitator and Recorder
	Schedule STAR PCP meeting	Facilitator
	Determine location for the STAR PCP meeting	Facilitator
	Conduct the pre-meeting interviews with the student and his or her parent(s)/guardian(s)	Facilitator and Recorder
	Meet to discuss the pre-meeting interviews and develop guiding questions for the STAR PCP meeting	Facilitator and Recorder
	Compile RSVPs and remind participants of the date for the STAR PCP meeting	Facilitator
	Print the STAR Chart needed for the PCP meeting; gather materials	Facilitator
	AT THE MEETING	
	Set up the room: set out refreshments, hang the STAR Chart, greet participants	Facilitator, Recorder, and Student
	Welcome; review process and ground rules	Facilitator
	Conduct the STAR PCP meeting	Facilitator and Recorder
	Take pictures of completed STAR	Everyone

Completed	Task	Person(s) Responsible
	AFTER THE MEETING	
	Arrange meeting with student to create the STAR Action Plan	Campus Coordinator and Student
	Share copies of the STAR Action Plan with participants	Campus Coordinator and Student
	Check STAR Action Plan periodically for appropriate updates and changes	Campus Coordinator and Student
	Create a new STAR Action Plan for the following semester and/or school year	Campus Coordinator and Student
	Schedule a new STAR PCP meeting if the student changes plans or career direction	Campus Coordinator and Student
	PRIOR TO STUDENT'S EXIT FROM THE PROGRAM	
	Plan a STAR Exit PCP (see STAR Exit PCP "To Do" List/Appendix B)	Campus Coordinator

Appendix B: STAR Exit PCP "To Do" List

Completed	Task	Person(s) Responsible
	BEFORE THE MEETING	
	Identify facilitator and recorder	Campus Coordinator
	Explain STAR Exit PCP process to the student.	Facilitator
	Discuss and complete FERPA forms needed for release of information	Facilitator
	Help the student to identify potential guests, send invitations, and plan light refreshments	Facilitator; Student
	Contact Division of Vocational Rehabilitation, if needed	Facilitator; Student
	Schedule STAR Exit PCP meeting	Facilitator
	Determine location for the STAR Exit PCP meeting	Facilitator
	Meet to discuss the student's progress throughout the program and develop guiding questions for the STAR Exit PCP meeting	Facilitator and Recorder; Campus Coordinator
	Compile RSVPs and remind participants of the date for the STAR Exit PCP meeting	Facilitator
	Print the STAR Exit Chart needed for the PCP meeting; gather materials	Facilitator
	AT THE MEETING	
	Set up the room: set out refreshments, hang the STAR Exit Chart, greet participants	Facilitator, Recorder, and Student
	Conduct the STAR Exit PCP meeting	Facilitator and Recorder
	Take pictures of completed STAR Exit Chart	Everyone
	AFTER THE MEETING	
	Arrange meeting with student to compile a list of community resources, contact names and phone numbers, etc. related to the information captured on the STAR Exit Chart	Campus Coordinator and Student

Appendix C: STAR PCP Documents/Materials List

- Blank STAR Chart

- Blank STAR Exit Chart

- Facilitator Agenda for STAR PCP Meeting

- Facilitator Guide for STAR PCP Process

- List of Parent(s)/Guardian(s) Pre-Meeting Interview Questions

- List of Student Pre-Meeting Interview Questions

- Pre-Meeting Interview Side-by-Side Response Form

- Sample STAR PCP Meeting Invitation

- STAR "To Do" list

- STAR Exit PCP "To Do" List

- STAR Icons (printed on Avery Label # 22805)

- STAR PCP Meeting Guiding Questions

- STAR PCP Large Group Orientation PowerPoint

- STAR PCP PowerPoint

- STAR PCP Resource Guide for Exiting Students

- STAR PCP Services and Supports Action Plan

Appendix D: Questions for Pre-Meeting Interviews

Student:	Date:
Facilitator:	Recorder:

INSTRUCTIONS FOR FACILITATOR AND RECORDER

The pre-meeting interview questions are designed to provide the facilitator with important background information so that he/she can better prepare for the STAR PCP meeting. Separate pre-meeting interviews are conducted with the student and his or her parent(s)/guardian(s). During these meetings, the facilitator asks the questions, while the recorder takes notes.   The results of these interviews are shared when the STAR team meets to plan the STAR PCP meeting.

The form that follows provides a side-by-side comparison of the responses from the student and his or her parent(s)/guardian(s). On this form, the questions are written as though the student were being interviewed so the facilitator would need to rephrase the question for the parent interview. For example:

> Student interview question: *What kind of work do you like to do?*
> Parent interview question: *What kind of work does (student's name) like to do?*

For some questions, the parent response section is shaded. These questions are directed to the student only and are designed to focus on his or her likes, dislikes and feelings.

The final column, marked *Discuss at PCP*, should be used to identify areas where there may be disagreement between the student response and the parent response or areas where the facilitator feels that additional conversation is needed. These areas should be addressed by the group during the STAR PCP meeting.

In addition to the form that provides the side-by-side comparison of responses, this guide contains lists of questions for both the student and parent pre-meeting interviews. These lists match the content of the Side-by-Side Questionnaire but provide an optional way to record the students' and parents' responses.

The pre-meeting interviews serve an important function, allowing the facilitator to pinpoint issues that will be discussed in greater detail at the STAR PCP meeting. **An in-person pre-meeting interview provides a more dynamic interaction and allows the facilitator to ask follow-up questions in order to gain insight into each student's unique situation. In order to gather the most accurate information, the student pre-meeting interview questions should be asked face-to face and not be sent home with the student to be completed independently.**

STAR PCP Pre-Meeting Side-by-Side Questionnaire

Category/Question		Student Response	Parent Response	Discuss at PCP
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 (including volunteer opportunities)? 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?		N/A	
CDE-5.	How do/did you feel about the job? Are there parts of the job that you like/didn't like?		N/A	
CDE-6.	Do you prefer to begin working in the morning or later in the day?		N/A	
CDE-7.	Do you like to work inside or outside?		N/A	
CDE-8.	Do you like to work alone or with others?		N/A	

Category/Question		Student Response	Parent Response	Discuss at PCP
CDE-9.	Do you like to work with your hands and build things?		N/A	
CDE-10.	Do you think you would like to work in an office?		N/A	
CDE-11.	Do you work around the house? If yes, what kind of jobs do you do around the house?			
CDE-12.	Is there any special job that you think you would be good at doing?			
CDE-13.	Have you ever thought of running your own business? If yes, what would it be?			
CDE-14.	Are you a client of Vocational Rehabilitation (VR)?			
CDE-15.	Do you have an Individualized Plan for Employment (IPE) from VR?			
CDE-16.	What is your employment outcome on your IPE?			
CDE-17.	What job or career would you like to have in 5 years? 10 years?			

Category/Question		Student Response	Parent Response	Discuss at PCP
Academic Enrichment				
AE-1.	Which subject is the easiest for you?			
AE-2.	Which subject is the hardest?			
AE-3.	Is there anybody special who helps you with school work?			
AE-4.	Where do you do your homework?			
AE-5.	Do you pay for things yourself?			
AE-6.	Do you keep track of your own money and what you buy with it?			
AE-7.	Do you have a bank account?			
AE-8.	How many days of school did you miss last year? Any special reason?			
AE-9.	What subject in school is your favorite?		N/A	
AE-10.	Do you like to do homework with a friend?		N/A	

Category/Question	Student Response	Parent Response	Discuss at PCP
AE-11. Do you like to work on group projects?		N/A	
AE-12. Do you like to speak and/or read in front of the class?		N/A	
AE-13. Do you like to read? What's your favorite book or magazine?		N/A	
AE-14. Do you use a computer and send email?		N/A	

Category/Question	Student Response	Parent Response	Discuss at PCP
Campus and Community Engagement			
CCE-1. Do you prefer to spend most of your time alone or with other people?			
CCE-2. What places do you like to go to? Movies? Games?			
CCE-3. Do you have any special hobbies or projects that you like to work on at home?			
CCE-4. Have you traveled anywhere out of town with your family or friends? Where have you gone?			
CCE-5. What do you do on the weekends?			
CCE-6. What happens if someone talks to you and you don't know that person?			
CCE-7. Is there a special friend that you like to "hang out" with when you have free time?			

Category/Question		Student Response	Parent Response	Discuss at PCP
CCE-8.	Who are your favorite people?		N/A	
CCE-9.	Is there any special movie or game that you really like?		N/A	
CCE-10.	Do you like to listen to music? What kind of music do you like?		N/A	
CCE-11.	Do you like to be physically active and exercise?		N/A	
CCE-12.	What kind of activities do you do for fun?		N/A	
CCE-13.	What would you do if you needed to see a doctor?			
CCE-14.	Can you think of a place you would like to visit or an event you would like to experience?		N/A	
CCE-15	Do you have your own cell phone? Do you send text messages?		N/A	
CCE-16	Are you on social media?			

Category/Question		Student Response	Parent Response	Discuss at PCP
Self Determination				
SD-1.	What do you do if you need help doing something?			
SD-2.	Is there someone special that you talk to if you need help?			
SD-3.	Are there any special agencies or counselors that you work with now?			
SD-4.	Whom do you talk to when you need to share your feelings?			
SD-5.	What calms you down when you feel anxious or nervous or angry?			
SD-6.	What is your favorite thing about yourself?		N/A	
SD-7.	What do you do if you feel sad?		N/A	
SD-8.	What makes you afraid?		N/A	
SD-9.	What makes you feel safe?		N/A	

Category/Question		Student Response	Parent Response	Discuss at PCP
SD-10.	What makes you happy?		N/A	
SD-11.	What makes you laugh?		N/A	
SD-12.	What makes you frustrated?		N/A	
SD-13.	Do you ask questions in class when you are confused? What do you do if the answer still doesn't make sense?		N/A	
SD-14.	What might you do to get extra help on your school work or homework?		N/A	
SD-15.	What would you do if you were at school or a party and you needed a ride home?			

Category/Question		Student Response	Parent Response	Discuss at PCP
Independent Living				
IL-1.	Where do you live now?		N/A	
IL-2.	Can you cook? What's your favorite food or place to eat?			
IL-3.	If you were a college student, would you like to live off-campus in an apartment or on-campus in a dorm?			
IL-4.	What time do you usually go to bed?		N/A	
IL-5.	Would you live by yourself or with a roommate?			
IL-6.	Do you drive or do you plan to learn how to drive?			
IL-7.	How do you get around town if you don't drive or have a car?			
IL-8.	Do you have any medical concerns about living alone?			
IL-9.	Do you get up early in the morning or do you like to sleep in?		N/A	

Category/Question		Student Response	Parent Response	Discuss at PCP
IL-10.	Do you have a special girlfriend or boyfriend in your life?			
IL-11.	Do you plan to get married some day?		N/A	
IL-12.	Do you plan to have children some day?		N/A	
IL-13.	Have you ever changed a baby's diaper?		N/A	

Student Pre-Meeting Interview Questions

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 (including volunteer opportunities)? If yes… Where? When? With whom?

CDE-3.   What did you do at your job? Did you get paid?

CDE-4.   What is the hardest/easiest part of your job?

CDE-5.   How did you feel about the job? Are there parts of the job that you liked/didn't like?

CDE-6.   Do you prefer to begin working in the morning or later in the day?

CDE-7.   Do you like to work inside or outside?

CDE-8.   Do you like to work alone or with others?

CDE-9.   Do you prefer to work with your hands and build things?

CDE-10.   Do you think you would like to work in an office?

CDE-11.   Do you work around the house? What kind of jobs do you do around the house?

CDE-12.   Is there any special job that you think you would be good at doing?

CDE-13.   Have you ever thought of running your own business? If yes, what would it be?

CDE-14.   Are you a client of Vocational Rehabilitation (VR)?

CDE-15.   Do you have an Individualized Plan for Employment (IPE) from VR?

CDE-16.   What is the employment outcome on your IPE?

CDE-17.   What job or career would you like to have in 5 years? 10 years?

Student Pre-Meeting Interview Questions

Academic Enrichment

AE-1.   Which subject is the easiest for you?

AE-2.   Which subject is the hardest?

AE-3.   Is there anybody special who helps you with school work?

AE-4.   Where do you do your homework?

AE-5.   Do you pay for things yourself?

AE-6.   Do you keep track of your own money and what you buy with it?

AE-7.   Do you have a bank account?

AE-8.   How many days of school did you miss last year? Any special reason?

AE-9.   What subject in school is your favorite?

AE-10.   Do you like to do homework with a friend?

AE-11.   Do you like to work on group projects?

AE-12.   Do you like to speak and/or read in front of the class?

AE-13.   Do you like to read? What's your favorite book or magazine?

AE-14.   Do you use a computer and send email?

Student Pre-Meeting Interview Questions

Campus and Community Engagement

CCE-1. Do you prefer to spend most of your time alone or with other people?

CCE-2. What places do you like to go to? Movies? Games?

CCE-3. Do you have any special hobbies or projects that you like to work on at home?

CCE-4. Have you traveled anywhere out of town with your family or friends? Where have you gone?

CCE-5. What do you do on the weekends?

CCE-6. What happens if someone talks to you and you don't know that person?

CCE-7. Is there a special friend that you like to "hang out" with when you have free time?

CCE-8. Who are your favorite people?

CCE-9. Is there any special movie or game that you really like?

CCE-10. Do you like to listen to music? What kind of music do you like?

CCE-11. Do you like to be physically active and exercise?

CCE-12. What kind of activities do you do for fun?

CCE-13. What would you do if you needed to see a doctor?

CCE-14. Can you think of a place you would like to visit or an event that you would like to experience?

CCE-15. Do you have your own cell phone? Do you send text messages?

CCE-16. Are you on social media?

Student Pre-Meeting Interview Questions

Self-Determination

SD-1. What do you do if you need help doing something?

SD-2. Is there someone special that you talk to if you need help?

SD-3. Are there any special agencies or counselors that you work with now?

SD-4. Whom do you talk to when you need to share your feelings?

SD-5. What calms you down when you feel anxious or nervous or angry?

SD-6. What's your favorite thing about yourself?

SD-7. What do you do if you feel sad?

SD-8. What makes you afraid?

SD-9. What makes you feel safe?

SD-10. What makes you happy?

SD-11. What makes you laugh?

SD-12. What makes you frustrated?

SD-13. Do you ask questions in class when you are confused? What do you do if the answer still doesn't make sense?

SD-14. What might you do to get extra help on your school work or homework?

SD-15. What would you do if you were at school or a party and you needed a ride home?

Student Pre-Meeting Interview Questions

Independent Living

IL-1.   Where do you live now?

IL-2.   Can you cook? What's your favorite food or place to eat?

IL-3.   If you were a college student, would you like to live off-campus in an apartment or on-campus in a dorm?

IL-4.   What time do you usually go to bed?

IL-5.   Would you live by yourself or with a roommate?

IL-6.   Do you drive or do you plan to learn how to drive?

IL-7.   How do you get around town if you don't drive or have a car?

IL-8.   Do you have any medical concerns about living alone?

IL-9.   Do you get up early in the morning or do you like to sleep in?

IL-10.   Do you have a special girlfriend or boyfriend in your life?

IL-11.   Do you plan to get married some day?

IL-12.   Do you plan to have children some day?

IL-13.   Have you ever changed a baby's diaper?

Parent(s)/Guardian(s) Pre-Meeting Interview Questions

Career Development & Employment

CDE-1.   What kind of work does _____ like to do?

CDE-2.   Does _____ work now or did he/she ever have a job (including volunteer opportunities)? If yes… Where? When? With whom?

CDE-3.   What kind of work does/did he/she do? Does/did he/she get paid?

CDE-11.   Does _____ work around the house? What kind of jobs does _____ do around the house?

CDE-12.   Is there any special job that you think _____ would be good at doing?

CDE-13.   Has _____ ever thought about running his/her own business? If yes, what would it be?

CDE-14.   Is _____ a client of Vocational Rehabilitation (VR)?

CDE-15.   Does _____ have an Individualized Plan for Employment (IPE) from VR?

CDE-16.   What is the employment outcome on his or her IPE?

CDE-17.   What job or career would _____ like to have in 5 years? 10 years?

Parent(s)/Guardian(s) Pre-Meeting Interview Questions

Academic Enrichment

AE-1. Which subject is the easiest for _____?

AE-2. Which subject is the hardest for _____?

AE-3. Is there anybody special who helps _____ with school work?

AE-4. Where does _____ do his/her homework?

AE-5. Does _____ pay for things himself/herself?

AE-6. How does _____ keep track of his/her own money and what does he/she buy with it?

AE-7. Does _____ have a bank account?

AE-8. About how many days of school did _____ miss last year? Any special reason?

Parent(s)/Guardian(s) Pre-Meeting Interview Questions

Campus & Community Engagement

CCE-1.   Does _____ prefer to spend most of his/her time alone or with other people?

CCE-2.   What places does _____ like to go to? Movies? Games?

CCE-3.   Does _____ have any special hobbies or projects that he/she likes to work on at home?

CCE-4.   Has _____ traveled anywhere out of town with your family or friends? Where has _____ gone?

CCE-5.   What does _____ do on the weekends?

CCE-6.   What happens if someone talks to _____ and he/she does not know that person?

CCE-7.   Does _____ have a special friend that he/she likes to "hang out" with when he/she has free time?

CCE-13. What would _____ do if he/she needed to see a doctor?

CCE-16. Is _____ on social media?

Parent(s)/Guardian(s) Pre-Meeting Interview Questions

Self Determination

SD-1.   What does _____ do if he/she needs help doing something?

SD-2.   Is there someone special that _____ talks to if he/she needs help?

SD-3.   Are there any special agencies or counselors that _____ works with now?

SD-4.   Whom does _____ talk to when he/she needs to share his/her feelings?

SD-5.   What calms _____ down when he/she feels anxious or nervous or angry?

SD-15. What would _____ do if he/she were at school or a party and needed a ride home?

Parent(s)/Guardian(s) Pre-Meeting Interview Questions

Independent Living

IL-2.   Can _____ cook? What's _____'s favorite food or place to eat?

IL-3.   If _____ were a college student, would he/she like to live off-campus in an apartment or on-campus in a dorm?

IL-5.   Would _____ live alone or with a roommate?

IL-6.   Does _____ drive or does he/she plan to learn how to drive?

IL-7.   How does _____ get around town if he/she doesn't drive or have a car?

IL-8.   Do you or _____ have any medical concerns about him/her living alone?

IL-10.   Does _____ have a special girlfriend or boyfriend in his/her life?

Page 49:
Sample

Students Transitioning to Adult Roles

S T A R

I am putting together a group to help me plan
for college. I would like you to be part of it!

Who: Joe College

What: STAR Person-Centered Planning Meeting

When: March 14, 2013 at 2 pm

Where: University of South Florida St Petersburg

140 7th Avenue South, SVB 108

St Petersburg FL 33701

Academic Enrichment
Independent Living
Self Determination
Community and Campus Engagement
Career Development and Employment

An invitation from

Joe College

Page 50:
Ready to print,
fold, and fill in

Students Transitioning to Adult Roles

S T A R

I am putting together a group to help me plan
for college. I would like you to be part of it!

Who: ....

What: ....

When: ....

Where: ....

Academic Enrichment
Independent Living
Self Determination
Community and Campus Engagement
Career Development and Employment

An invitation from

....

Academic Enrichment

Independent Living

Self Determination

Campus and Community Engagement

Career Development and Employment

I am putting together a group to help me plan for college. I would like you to be part of it!

Who: Joe College

What: STAR Person-Centered Planning Meeting

When: March 14, 2013 at 2 pm

Where: University of South Florida St.Petersburg

140 7th Avenue South, SVB 108

St. Petersburg FL 33701

Joe College

An invitation from
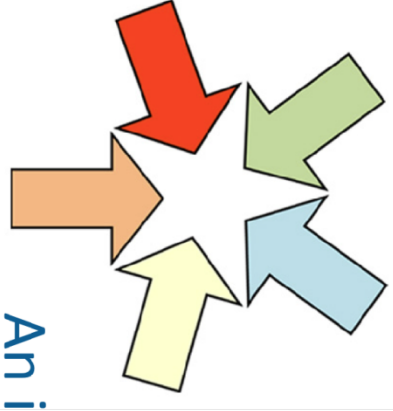
S T A R

Students Transitioning to Adult Roles

Academic Enrichment

Independent Living

Self Determination

Campus and Community Engagement

Career Development and Employment

I am putting together a group to help me plan for college. I would like you to be part of it!

Who:

What:

When:

Where:

An invitation from

S T A R

Students Transitioning to Adult Roles
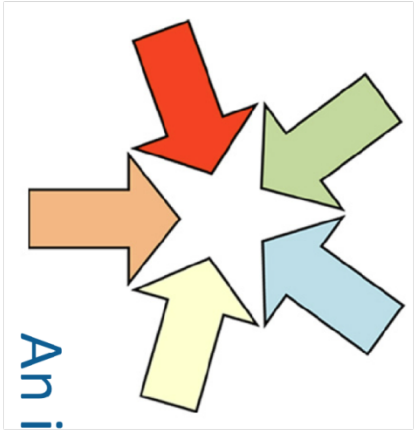
Appendix F: Facilitator's Agenda for STAR PCP Meeting

Activity	Materials/Actions Needed	Time
Welcome guests and request that the student introduce everyone.	N/A	5 minutes
Explain the STAR PCP process and establish ground rules for the meeting.	STAR Chart Chart paper/markers to write down ground rules	5 – 10 minutes
Identify the student's unique gifts and talents. Student adds input after everyone has had a chance to share accolades.	Recorder enters responses on the outside border of the STAR chart	5 – 10 minutes
Through role playing, the facilitator has the student imagine they meet again after 5 or 10 years. The rest of group then contribute to the discussion.	Responses are captured by the recorder in the center star on the STAR Chart	10 – 15 minutes
Facilitator asks questions and everyone provides input about the student's current abilities and future needs in each of the five domain areas.	List of guiding questions and any additional pre-determined guiding questions identified through the pre-meeting interviews Responses are captured by the recorder in the five domain arrow rectangles on the STAR chart	45 – 55 minutes
Identify potential "action steps" (and people responsible) for moving the student from current status to where he/she would like to be.	The recorder captures responses on the five domain arrow tips on the STAR Chart	15 – 25 minutes
Wrap up and adjourn. Student and campus coordinator set a date to meet and formally complete the STAR Services and Supports Action Plan for the upcoming year.	The student/family and the program staff are encouraged to take a picture of the completed STAR Chart	5 – 10 minutes

Appendix G: STAR PCP Ground Rules and Tips

Ground rules define acceptable behavior for each member of the team. Below are some recommended ground rules; however, the team may modify or add to this list.

STAR PCP Meeting Ground Rules
Keep the focus on the student
Be respectful of all participants in the room
Participate but do not dominate the conversation
Listen without judging

Below are some tips for the individuals serving as facilitator and recorder. Effective facilitation and recording skills learned in other situations will apply to the STAR PCP process as well.

STAR PCP Facilitator Tips
Keep the focus on the student and encourage the student to speak freely. For a student who is less likely to talk comfortably, set up some practice time to review the process and reassure the student.
Step in when you see the student is struggling or uncomfortable about the conversation.
Encourage everyone to participate, but keep individuals from dominating the conversations.
Encourage participants to listen without judging.
Promote a positive voice throughout the STAR meeting. Redirect back to a positive comment whenever individuals become negative or critical.
Let the process unfold naturally.

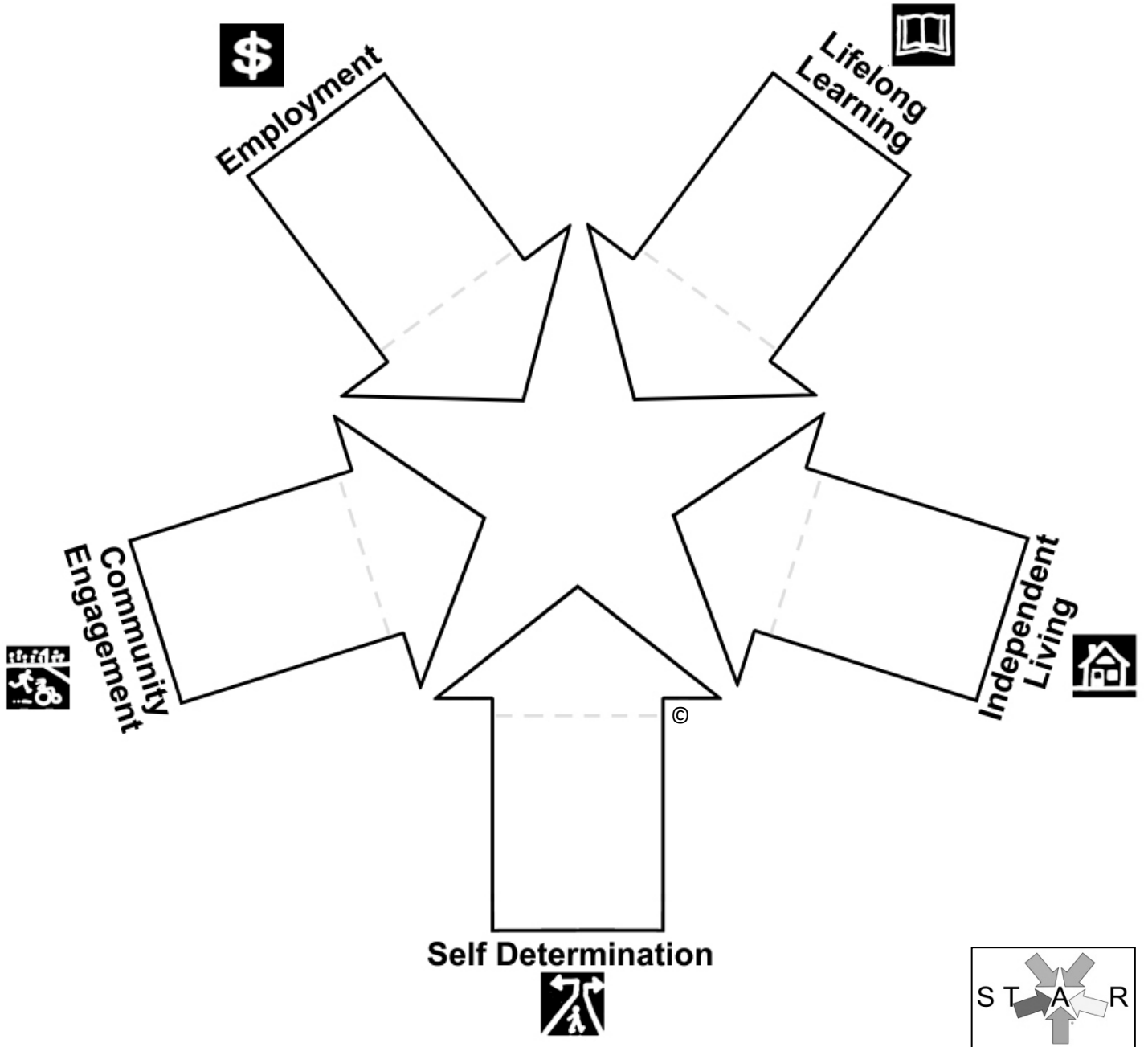| STAR PCP Recorder Tips |
| --- |
| Print clearly and large enough for everyone to see. |
| Use a different **BOLD** color for each of the 4 sections of the STAR PCP process: introducing STAR qualities; planning for the STAR future; establishing current abilities; choosing STAR action steps. |
| Listen attentively to the conversation and record key points in a positive manner whenever possible. |
| Paraphrase only as needed after lengthy discussions, otherwise try to include exact wording whenever appropriate. |
| Interject comments sparingly and only as needed. |

Appendix H: STAR Chart for Reproduction (see printing master next page)

PRINTING/DISPLAY INSTRUCTIONS

The STAR Chart is intended to be a large, eye-catching graphic that can be projected onto banner paper or a dry erase board or professionally printed as an oversized poster. If you opt to have a large poster made at your local printer, request that the image be enlarged so that the finished poster is 48" x 48." Depending on the width of the paper available at your printer, it's possible that STAR Chart graphic will need to be printed on 2 sheets of paper and pieced together to form the complete graphic.

_____'s **STAR** Chart

Career Development and Employment

Academic Enrichment

Campus and Community Engagement

Independent Living

Self-Determination

_____'s **STAR** Chart

$

Career
Development
and Employment

📖

Academic
Enrichment

Campus and
Community
Engagement

Independent
Living

©
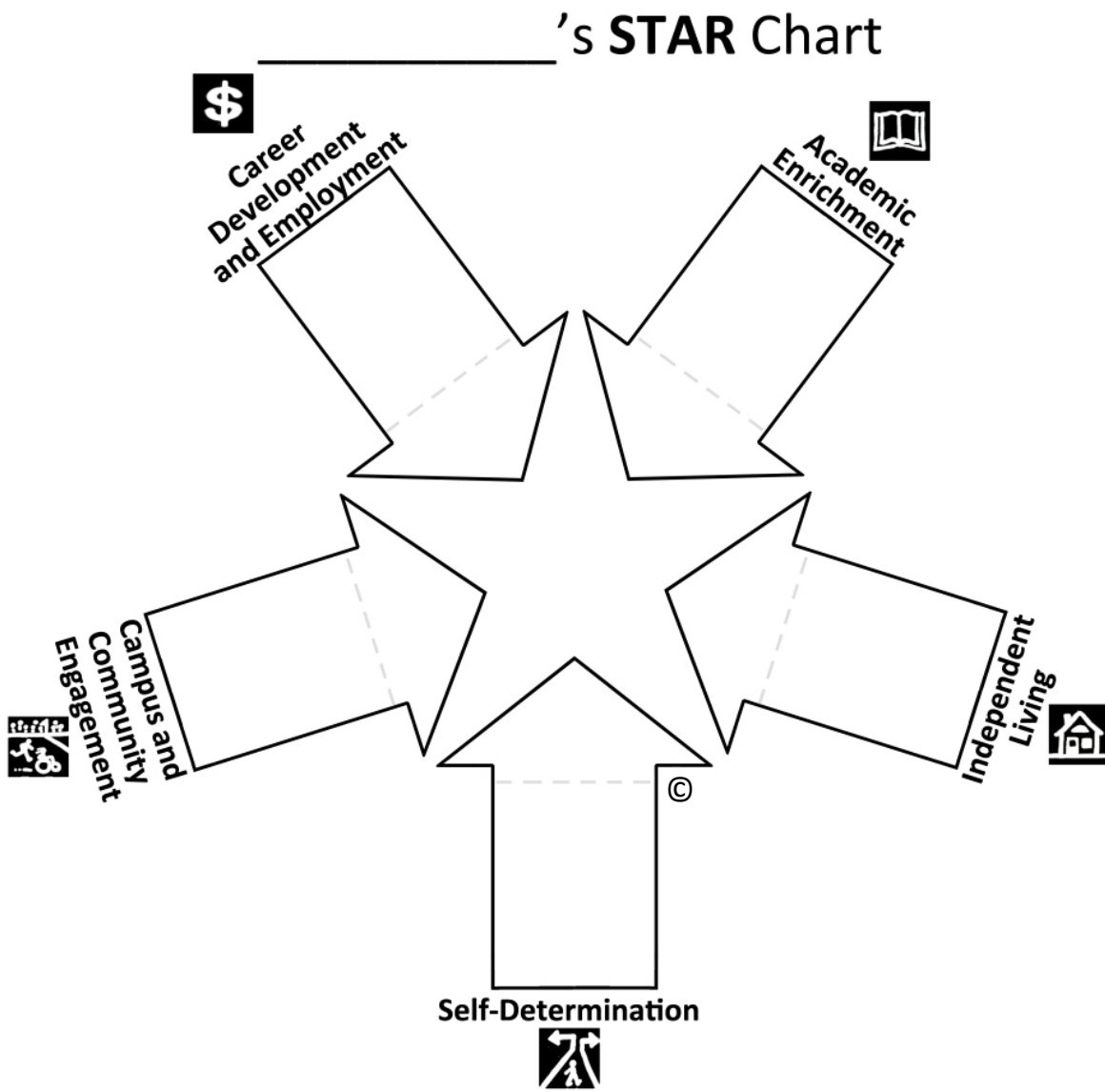
Self-Determination
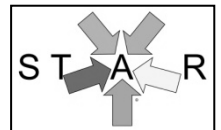
S T A R

Appendix I: Guiding Questions for STAR PCP Meeting

Career Development and Employment

1. Tell us more about the job you would like to have in five years.
2. What kind of support do you think you would need to get and keep that job?
3. _____

Academic Enrichment

1. What kind of classes would you like to take in college?
2. How will these classes prepare you for the life and job you want to have?
3. _____

Campus and Community Engagement

1. Tell us more about the kind of activities you want to be involved in while you're in college.
2. What kind of support will you need in order to participate in these activities?
3. _____

Self Determination

1. What are the most important things to you?
2. What do you want from your life? How will you make those things happen?
3. What things will you learn to do (or do better) to have the life you want in five years?
4. _____

Independent Living

1. How do you budget your day-to-day expenses, such as money for lunch, snacks or entertainment?
2. Do you drive or do you plan to learn to drive? If not, how will you get around town/to school/to work?
3. How comfortable are you getting around the campus and the area near campus?
4. _____

Appendix J: STAR PCP Services and Supports Action Plan

Last Name		First Name		Middle Initial	Date	
Address		City		State	County	Zip Code
Home Phone	Cell Phone		Date of Birth	Email		
High School	School District		Graduation Date	Institute of Higher Education (IHE)		IHE Entry Date

Assessment History*				Interview History		
Do not include confidential information such as test scores or diagnosis.				*Identify any interviews or consultations impacting this document.*		
Name of Assessment	Date Taken	Age Taken		Student Interviews	Interview Date	Age of Student

Last Name	First Name

Student Preferences from Pre-meeting Interview

Career Development and Employment: Paid and unpaid employment history, internships, related employment activities, job training, certifications

Academic Enrichment: Academic strengths and needs, experience with technology

Campus and Community Engagement: Socialization skills, relationships, campus and community-based activities

Independent Living: Health and safety concerns, personal care and hygiene, household (cooking, laundry) skills, travel and mobility skills, financial planning and money management skills

Self-Determination: Level of independence, self-awareness, willingness to advocate and seek answers and support as needed

Last Name	First Name	Middle Initial

Curriculum Domain Area: Career Development and Employment

Current Level:

Long Term Goal:	Projected Completion Date

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

Last Name	First Name	Middle Initial

Curriculum Domain Area: Academic Enrichment

Current Level:

Long Term Goal:	Projected Completion Date

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

Last Name	First Name	Middle Initial

Curriculum Domain Area: Campus and Community Engagement

Current Level:

Long Term Goal:	Projected Completion Date

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

Last Name	First Name	Middle Initial

Curriculum Domain Area: Self Determination

Current Level:

Long Term Goal:	Projected Completion Date

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

Last Name	First Name	Middle Initial

Curriculum Domain Area: Independent Living

Current Level:

Long Term Goal:	Projected Completion Date

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

Last Name	First Name	Middle Initial

At-a-Glance Time Line: Things to complete before the end of the _____	
Optional Time Frames	**Task/Person Responsible**
Week (Start Date _____Completion Date _____)	
Month (Start Date _____Completion Date _____)	
Semester (Start Date _____Completion Date _____)	
School Year (Start Date _____Completion Date _____)	

Appendix K: STAR PCP Action Plan Progress Tracking Chart

Use this chart to keep track of your student's progress for the STAR PCP objectives. Identify the appropriate level reached for each evaluation period. When you are satisfied that the student has met the objective, meet with the student to plan the next logical objective and note it on the STAR Action Plan. Evaluate as often as you deem necessary, but at least once a grading period. Make additional copies of this form as needed.

5 Point Tracking Scale
1. Not currently working on objective
2. Initiating early planning stages of objective
3. Demonstrating minimum progress on objective
4. Making satisfactory progress on objective
5. Reached objective

Goal	

Date	Evaluation Period	Domain Cluster	Objective	Level Reached (1-5)	Comments

Appendix L: STAR Exit Chart for Reproduction (see printing master next page)

PRINTING/DISPLAY INSTRUCTIONS

The STAR Exit Chart is intended to be a large, eye-catching graphic that can be projected onto banner paper or a dry erase board or professionally printed as an oversized poster. If you opt to have a large poster made at your local printer, request that the image be enlarged so that the finished poster is 48" x 48." Depending on the width of the paper available at your printer, it's possible that STAR Exit Chart graphic will need to be printed on 2 sheets of paper and pieced together to form the complete graphic.

_____'s **STAR** Exit Chart

Employment

Lifelong Learning

Community Engagement

Independent Living

©

Self Determination

_____'s **STAR** Exit Chart

Employment

$

Lifelong Learning

Community Engagement

Independent Living

Self Determination

©
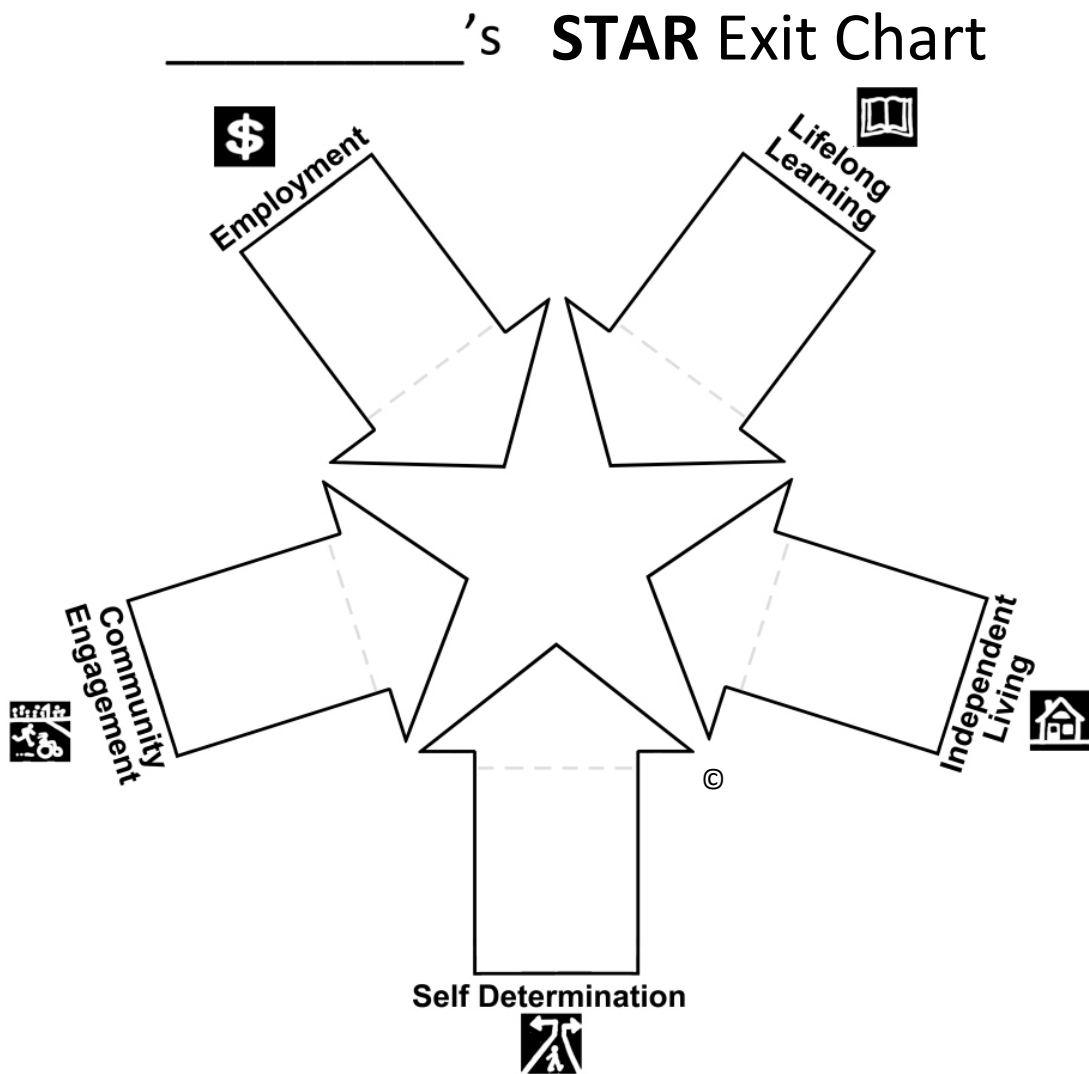
S T A R

Appendix M: STAR PCP Resource Guide for Exiting Students

The STAR Exit PCP is designed to help a student think about the future, refocus on his or her goals, and provide information the student can use to make connections with appropriate community organizations and agencies. The STAR Exit PCP highlights the following five domains: Employment, Lifelong Learning, Community Engagement, Independent Living, and Self-Determination.

The STAR PCP Resource Guide for Exiting Students provides a wealth of contact resources in one central document. Together those participating in the STAR Exit PCP meeting can share their insights and add information tailored to a specific student's unique needs and long-term goals outside of the postsecondary environment.

During the STAR Exit PCP meeting, a member of the team takes the initiative to record as much of this document as possible, with the understanding that the final version will likely need to be completed afterwards with the student.

An in-depth, detailed STAR PCP Resource Guide for Exiting Students will provide the graduating student a centralized "go to" notebook filled with helpful information!

67

Emergency Numbers/ Medical Contacts/ Important Numbers

Name	Address	Email/Website	Phone
Emergency			**911**
Doctor			
Emergency Family/Friend			
Fire Department			
Poison Control			
Police Non-emergency			
Power Outage			
Services for Animal Control			

Important Medical Information

Name of Medication	How often do I take the medication?	How much medication do I take?

Health Insurance

Health Insurance Provider	Phone Number/ Website	Group ID/ Member Number

Family and Friends

Name	Address	Email	Phone

Transportation Resources

Company Name/ Contact Information	Address	Email/Website	Phone
Bus System			
Car Dealer			
Car Insurance			
Car Loan Contact			
Emergency Road Service			
Mechanic			
Share-a-Ride			
Taxi			

Agency Contacts
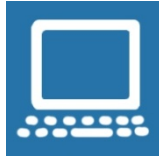
Agency Name	Agency Contact	Address	Email/Website	Phone
Agency for Persons with Disabilities (APD)				
Medicaid				
Social Security Disability Insurance (SSDI)				
Supplemental Security Insurance (SSI) Benefits				
Vocational Rehabilitation				

Clergy

Name	Address	Email/Website	Phone

Animal Contacts

Contact	Address	Email/Website	Phone
Emergency Veterinarian			
Family Veterinarian			
Groomer			
Pet Store			

Favorite Places

Favorite Places	Address	Email/Website	Phone

Community Resources/Activities/Clubs

Organizations	Address	Email/Website	Phone
Adult Basic Education Programs: Disability Services			
Career and Technical Education Programs: Disability Services			
College/University: Disability Services			
Local Gym			
Local Library			
Special Olympics			
YMCA/ YWCA			

Finding a Job

Who might be able to help me find a job?	Name/Contact Information
Employment Agency	
Family	
Friends	
Neighbor	
Religious Contact	
Teacher	

Where might I check to see what jobs are available?	
College Career Center	
College Job Boards	
Company website	
Networking with others	
Newspaper	
Online job sites	

Where would I like to work?

Name of Company	Website	How do I apply for a job with this company?	Who can help me?

Completing the Application/ Resume/ Cover Letter
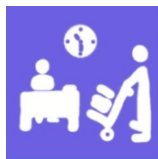
What paperwork do I need to do?	Who Can Help?
Cover Letter of Application	
In-person Application	
Online Application	
Paper Application	
Resume	

Practicing for the Interview

What questions should I practice for the interview?	Who can help me practice the answers?
• Practice greeting the interviewer and shaking hands.	
• Bring in copies of resume, cover letter, and letters of recommendation to give to the interviewer.	
• Tell me about yourself.	
• Why do you want to work for our company?	
• What do you know about our company?	
• What kind of work do you like to do?	
• Did you ever do this kind of work before?	
• What hours do you prefer to work?	
• Can you work on the weekends?	
• Do you know how to … ?	
• What do you do in your free time?	

• What questions do you have for me (the interviewer)? For example, I might ask…
    o What will my job responsibilities be?
    o What kind of training will I need for the job?
    o Will I have a job coach if needed?
    o What days and hours will I work?
    o What salary will I be paid?
    o How often will I get paid?	

•	
•	
•	

Getting Ready for My Interview

How do I get ready for an interview?	Will I need help? Yes? No?	If I need help, whom should I ask?
Planning how much time I will need to get ready?		
Getting my clothes ready		
Fixing something to eat before I go		
Grooming (shower, shave, hair, teeth etc…)		
Preparing a folder of materials to take (copies of resume, letters of recommendation, application, pen or pencil, etc…)		
Getting to my interview		

Before the Interview

• Breathe, relax, and smile.
• Knock at the door if need be.
• Introduce myself (smile and shake hands if the person reaches out to my hand).
• Explain why I am there.
• Maintain eye contact.
• Listen closely to the response from the person I just met. This person may not be the person who will interview me.

At the Interview

• Introduce myself.
• Smile and shake hands
• Maintain eye contact, but don't stare.
• Listen carefully to the questions. Make sure I answer the question that is being asked. Do not go off topic. Do not just answer "yes" or "no" but offer additional information if appropriate.
• Remember that it's ok to ask for the interviewer to repeat or clarify a question only if I didn't understand.
• Don't be afraid to say good things about myself. I am not bragging, but I am letting the interviewer know about my skills that might be helpful to the company.
• Remember to answer when the interviewer asks if I have any questions. I could ask how long before I will hear back from the interviewer about the position. I could ask about the pay, but that question should be practiced beforehand if it is needed or appropriate.
• Shake hands and thank the interviewer when it's time to leave.

After the Interview

How should I follow up with the interview?	Who might help me?
• Send a thank you email or note card as soon as possible.	
• Wait and follow up about the position as the interviewer recommended.	

I'm Hired! Now What?

	Job Title/ Name	Work Address	Email	Phone
1.	Supervisor			
2.	Job Coach			
3.				
4.				
5.				

What If I Have a Question?

How will I know my job responsibilities?

What should I do if I need help with my job?

How will I know my schedule?

What should I do if I am having a problem with a co-worker?

What should I do if I have a problem with my paycheck?

How do I let my employer know that I cannot come to work because I am sick or cannot come in for personal reasons?

What should I do if I will be late to work?

What should I do if I need to leave work early?

Financial Needs/Expenses

Name	Address	Email/Website	Phone
Bank (Checking)			
Bank (Savings)			
Car Loan			
Credit Card			
Home Loan			

Daily Living/Housing

Name	Address	Email/Website	Phone
Housing Contact			
Cable Company			
Electric Company			
Natural Gas Company			
Phone Company - Cell			
Phone Company - Home			
Water/Sewer Company			

Food

Name of Business	Address	Email/website	Phone
Grocery Store			
Local Delivery Restaurant			
Local Take-Out Restaurant			

Actions Needing Help

Need Assistance With…	Name of Helper	Contact Information

Learning a New Skill

For Example:

Washing Clothes		
Task Goal: To wash a load of clothes successfully without damaging the fabrics		
Step-by-Step Process with Guiding Questions		
Sort into separate piles of clothes: whites, colors, blue jeans, undergarments, towels…		
Choose water temperature	whites	**?**
	colors	**?**
	blue jeans	**?**
	undergarments	**?**
	towels	**?**
Load Washer	**How full is the washer?**	
	Where is the dial set?	
	Should I close the lid or door?	
Add Soap	**How much do I need?**	
	When should I add it?	
	Where does it go?	
Add Bleach	**When should I use bleach?**	
	How much?	
	Where does it go?	
Wash is finished	**Remove the clothes**	
	Now what?	

Sample New Task Plan

New Task	
Task Goal:	
Step-by-Step Process with Guiding Questions	
1.	
2.	
3.	
4.	
5.	

Monthly Expenses

Fixed or Variable	Category	Monthly Expense	Amount Needed
	Housing	Rent or House Payment	
		Electricity (or Natural Gas)	
		Water	
		Sewer/Sanitation	
		Internet	
		Television Cable	
		Home phone/ Cell phone	
	Transportation	Car	
		Gasoline	
		Car Repairs/Maintenance	
		Auto Insurance	
		Bus Fare/ Taxi Fare	
	Food/Drink	Groceries	
		Eating Out	
	Personal Expenses	Clothing/Shoes	
		Laundry/Dry Cleaning	
		Grooming Needs	
		Entertainment	
		Credit Card Payment	
	Medical	Doctor Visits	
		Dentist	
		Medicine	
	Church/Charity	Donation	

	Savings Account	Deposit	
		Withdrawl	
	Pets	Food	
		Veterinarian	
		Toys	
	Additional Expenses	Gifts	
		Unexpected expenses	

Favorite Apps or Websites
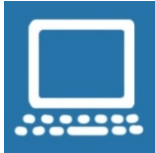
Name of App/ Website	Purpose of App/Website	Link for App/Website

Appendix N: STAR Icons

While the completed STAR Chart provides a strong visual, the fact remains that most of the information discussed at the STAR PCP meeting is captured in writing. While this method of communication works for many individuals, it does not work for everyone. For some people, pictures are an integral part of their communication system – enhancing their understanding of the spoken and written word or even serving as the primary method of communication. With this in mind, the authors have included 24 icons that can be printed as stickers and attached to the STAR Chart/STAR Exit Chart to represent the information that is being captured by the recorder.

It is recommended that the icons be printed in color on Avery Label #22805.
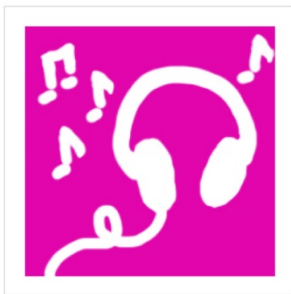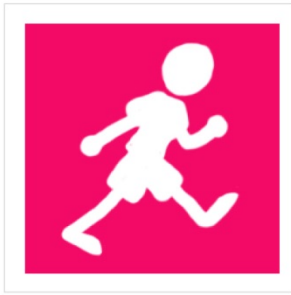
Appendix O: STAR PCP Presentation Handouts

As a companion to this guide, the authors have created two presentations that can be used to inform various audiences about the STAR PCP process. The first presentation goes into detail about the STAR PCP process and is designed for groups of professionals that will be serving as the facilitator or recorder at STAR PCP meetings. The second presentation provides an overview of the STAR PCP process and is designed for groups of students who will be participants in their own STAR PCP meeting.

The handouts as well as the full presentation files are available to download at www.fltpsid.info.

Handout for Presentation about the STAR PCP Process

Slide 1

S T A R

Students Transitioning to Adult Roles

Person-Centered Planning Process

Slide 2

STAR was developed by

Mickie Hayes, M.Ed.
Director, Florida Consortium on Postsecondary Education and Intellectual Disabilities
and
Mike Muldoon, M.Ed.
Regional Facilitator, Florida Inclusion Network
West Region

Editing: Barbara Smith
Graphic design: Loretta Popp
Cartoon illustrations by Loretta Popp courtesy of FIN

Slide 3

What is Person-Centered Planning?

"Person-centered planning (PCP) is a planning process that focuses on realizing the visions of individuals with disabilities and their families through collaborative partnerships among the individual, family members, friends, professionals, and community members."

Beach Center on Disabilities

Retrieved February 2, 2014 at http://www.beachcenter.org/families/person-centered_planning.aspx?JScript=1&JScript=1

Slide 4

The STAR Person-Centered Planning (PCP) Process 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.

The STAR PCP process allows students to develop a vision for the future: where they want to live, the work they want to do, and the relationships they want to build.

Slide 5

The STAR PCP process focuses on the student and includes input from others (family, friends, educators, etc.) who can contribute to the student's life plan.

The STAR PCP process makes it possible to combine the student's course of study, person-centered planning goals, and IEP goals into one coherent student plan.

Slide 6

Presentation Objectives

- Share the vision for the STAR PCP process
- Identify the goals of the process
- Clarify the roles of participants
- Describe the steps in the process
- Review the documents used throughout the process

Handout for Presentation about the STAR PCP Process

The development of the STAR PCP process was funded by the University of South Florida St. Petersburg through a grant from the Office of Postsecondary Education, United States Department of Education (2010-2015, CFDA 84.407A, P407A100034).

The University of South Florida St. Petersburg partnered with The University of North Florida and Lynn University to form The Florida Consortium on Postsecondary Education and Intellectual Disabilities.

This Florida initiative is an outgrowth of the recommendations from the Governor's Commission on Disabilities, Education Sub-committee, and with support from the Florida Department of Education, Bureau of Exceptional Education and Student Services.

The Florida Consortium was notified on October 1, 2010 that it was one of 27 recipients of the U. S. Department of Education, Office of Postsecondary Education, Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID) grants.

The Florida Consortium partnered with the Florida Inclusion Network to develop the STAR PCP process.

Special thanks to the Florida Inclusion Network

Sheryl Sandvoss, Executive Director
Vicki Barnitt, Director of Resource Development
Karen D'Avignon, Regional Facilitator, North Region
Stan Weser, Regional Facilitator, West Region
MJ Ziemba, Regional Facilitator, North Region

We would also like to thank Alisa Lowrey and her colleagues at the Louisiana State University Human Development Center and the Postsecondary Education for All Collaborative (PEAC) for sharing their PCP expertise with us.

Goals of the STAR PCP Process

- To recognize and support the individual's personal plans, hopes, and dreams for life as an adult
- To support the student's pursuit of the necessary skills for a productive adult life
- To give the student, family, and friends a voice in supporting the student

Handout for Presentation about the STAR PCP Process

Goals of the STAR PCP Process

- To develop goals, objectives and an action plan for the student's postsecondary program
- To provide a process for changing goals and plans throughout the student's postsecondary experience
- To encourage the individual to develop lifelong goals and skills leading to an inclusive, well-planned, and fulfilled quality of life

Self-Determination

- Self-Determination involves taking control and making decisions that affect one's life.
- Self-Determination helps build independence by allowing students to
  - Make choices
  - Set personal goals
  - Manage their own lives
  - Participate in decision-making

Domain Clusters for the STAR PCP

The STAR PCP Process focuses on the following domains:

- **Career Development and Employment**
- **Academic Enrichment**
- **Campus & Community Engagement**
- **Independent Living**
- **Self-Determination**

- The STAR PCP process is designed to merge the postsecondary program's Course of Study, Person-Centered Planning goals, and IEP goals into one coherent student plan.
- The process was developed using the course of study from USFSP's Project STINGRAY, but the five domains are typical of most postsecondary programs for students with intellectual disabilities.

USFSP's Project STINGRAY Course of Study

Career Development and Employment

Academic Enrichment

Campus and Community Engagement

Self-Determination

Independent Living

STAR

Postsecondary program's Course of Study

IEP Goals

Person-Centered Planning

STAR PCP Team Members

The specific make-up of the STAR PCP Team will vary for each student but will include the following individuals:

Student
- Individual with a disability transitioning to a postsecondary college, university or other educational program

STAR PCP Team Members

Campus Coordinator
- Chief point of contact for the program
- Monitors student progress
- Oversees the STAR PCP process
- Knowledgeable about the STAR PCP process but must participate in professional development about the STAR PCP process if serving as facilitator or recorder.

STAR PCP Team Members

Facilitator
- Organizes the STAR PCP/STAR Exit PCP process
- Conducts pre-meeting interviews and the STAR PCP meeting
- Ensures the student's voice is central to the STAP PCP meeting
- Sets a respectful tone, poses questions, and clarifies responses
- Ensures that the discussion covers all five domains featured on the STAR Chart
- Must participate in professional development for the STAR PCP process

STAR PCP Team Members

Recorder
- Collaborates with the facilitator throughout the STAR PCP/STAR Exit PCP process
- Assists with pre-meeting interviews
- Records everyone's comments on the STAR Chart during the meeting
- Must participate in professional development about the STAR PCP process

STAR PCP Team Members

Guest participants
- Identified by the student to take part in person-centered planning meeting
- May include parents, siblings, other relatives educators, friends, significant other, employers, co-workers, agency staff, clergy, etc.
- Should all have an interest in the student's future
- The more participants involved, the richer the information

Prior to STAR PCP Meeting

- Identify the facilitator and recorder
- Explain the STAR PCP process to the student
- Discuss and complete the FERPA forms needed for release of information
- Help the student to identify potential guests, send invitations, and plan light refreshments
- Contact the Division of Vocational Rehabilitation
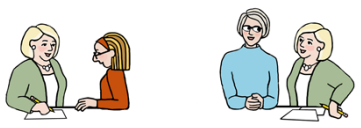
Handout for Presentation about the STAR PCP Process

Prior to STAR PCP Meeting

- Schedule pre-meeting interviews with student and parents/guardians **separately** before the STAR PCP meeting. Each interview should take between thirty minutes to one hour.
- Schedule the STAR PCP meeting

Student pre-meeting interview

Parent/Guardian pre-meeting interview

Prior to STAR PCP Meeting

- Record the student's and parents/guardians' responses. Interviewers may opt to record responses on side-by-side form or on the individual questionnaires.

Prior to STAR PCP Meeting

- The Facilitator and Recorder should meet prior to the STAR PCP meeting to discuss the student and parent/guardian pre-meeting interviews and identify any additional issues or questions that need to be part of the discussion at the meeting.

Prior to STAR PCP Meeting

- Reserve a comfortable accessible room
- Work with the student to compile RSVPs and remind participants of the date and location of the STAR PCP meeting
- Have the STAR Chart enlarged
- Gather colored markers, tape or push pins to hang the chart, and other necessary materials

STAR PCP Meeting

On the day of the meeting, the facilitator, recorder, and student will need to do the following tasks:

- Set up the room
- Set out refreshments
- Hang the STAR Chart
- Greet participants

STAR PCP Meeting

After everyone arrives

- The student introduces the invited guests and other participants
- The facilitator provides an overview of the STAR PCP process and explains the STAR Chart
- The facilitator sets the ground rules for the meeting

Handout for Presentation about the STAR PCP Process

STAR PCP Meeting

Susan 's STAR Chart

STAR Person-Centered Planning

Susan 's STAR Chart
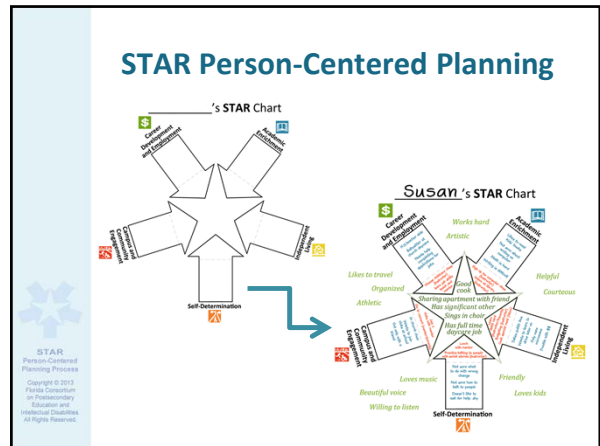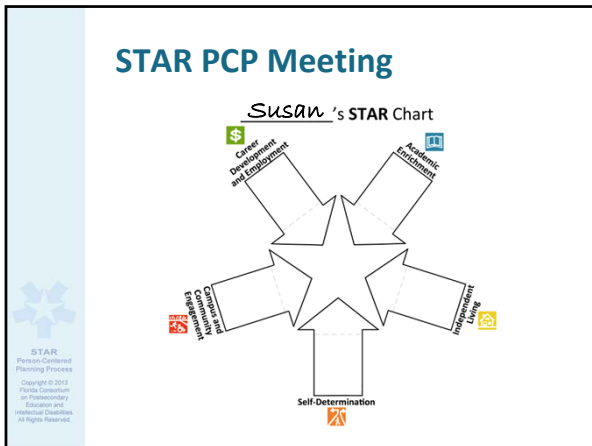
STAR Meeting Agenda

Activity	Materials/ Actions Needed	Time
Welcome and introductions	N/A	5 minutes
Explain STAR PCP process and establish ground rules	STAR Chart, chart paper and markers to write down ground rules	5-10 minutes
Group identifies the student's unique gifts and talents	Recorder enters responses on STAR Chart	5-10 minutes
Group describes what the student's future will look like	Recorder enters responses on STAR Chart	10-15 minutes
Group provides input about student's current and future needs	List of guiding questions, pre-meeting interview notes, recorder enters responses on STAR Chart	45-55 minutes
Group identifies potential "action steps" and people responsible	Recorder enters responses on STAR Chart	15-25 minutes
Wrap up and adjourn	STAR Chart, camera All interested parties should take a picture of the completed STAR Chart	5-10 minutes

STAR PCP Meeting Agenda

- Introductions and overview of the STAR PCP process.
- Establish the ground rules for the STAR PCP meeting.

STAR PCP Meeting Agenda

- Members of the team brainstorm a list of the student's strengths, gifts, and talents. These are written in the blank space on the outside edge of the STAR Chart.

Susan 's STAR Chart

STAR PCP Meeting Agenda

Good cook
Sharing apartment with friend
Sings in choir
Has boyfriend
Has full time daycare job

- Everyone, including the student, contributes thoughts and ideas about the student's future. These suggestions are written into the center star.
- If needed, the facilitator can use the Guiding Questions to stimulate the conversation.

Handout for Presentation about the STAR PCP Process

Handout for Presentation about the STAR PCP Process

Susan's STAR Chart

Complete! Susan's STAR Chart
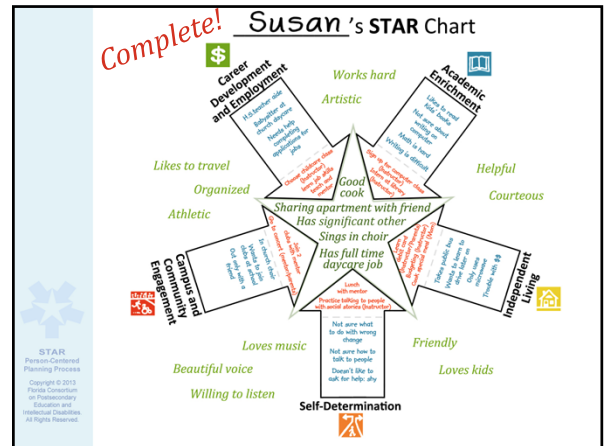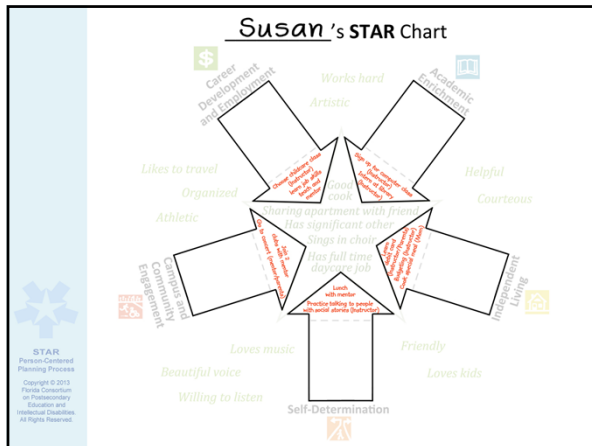
STAR PCP Meeting Agenda

- All interested parties should take a picture of the completed STAR Chart.

- Adjourn

Suzie's STAR Chart
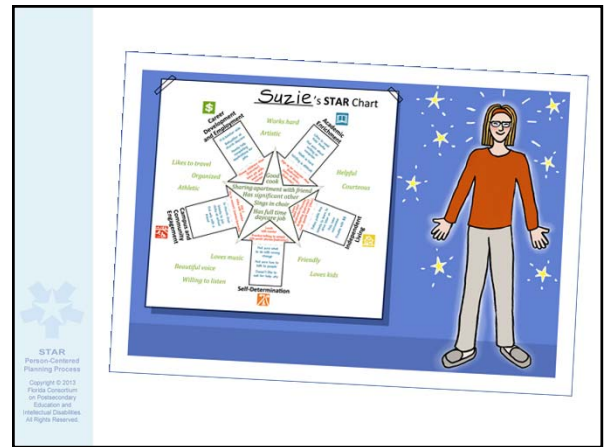
Follow up meeting: STAR Action Plan

Campus coordinator and student meet to complete the 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	Projected Completion Date

STAR Action Plan

Once the STAR Action Plan has been completed, get copies to all of the people who are instrumental in carrying out the student's goals.

Handout for Presentation about the STAR PCP Process

STAR Action Plan

Discuss the goals and objectives from the STAR Action Plan as needed throughout the year, and schedule a new STAR PCP if the student's future plans change.

STAR Action Plan

The STAR Action Plan should be reviewed regularly and updated at least annually. The campus coordinator and the student will review each goal and assess the student's progress based on a five-point scale:

1. Not currently working on goal
2. Planning early stages of goal
3. Demonstrating minimum progress on goal
4. Making satisfactory progress on goal
5. Reached goal

STAR Exit PCP

The STAR Exit PCP is an option for students graduating or exiting the program. At the completion of this process, the student will receive a list of community and agency resources tailored to their long-term goals.

Suzie's Exit STAR Chart

Employment
Lifelong Learning
Community Engagement
Independent Living
Self Determination

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

Suzie's STAR Chart

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.

Students Transitioning to Adult Roles

S T A R

Person-Centered Planning Process

Resource Guide for Exiting Students

Handout for Presentation about the STAR PCP Process

If you have any questions or need more information, contact:

Mickie Hayes - mhayes6@mail.usf.edu

Mike Muldoon - mmuldoon@mail.usf.edu

Download STAR PCP materials at: www.fltpsid.info

Use the following citation when referencing STAR :

Hayes, M. and Muldoon, M. (2014). *STAR* (*Students Transitioning to Adult Roles) Person Centered Planning Process.* Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID) grant awarded to the Florida Consortium on Postsecondary Education and Intellectual Disabilities from the U. S. Department of Education, Office of Postsecondary Education from 2010 - 2015. (#CFDA 84.407A, P407A100034).

Handout for Student Orientation about the STAR PCP Process

Welcome to College!

Our plan
is to help YOU plan
your college future!
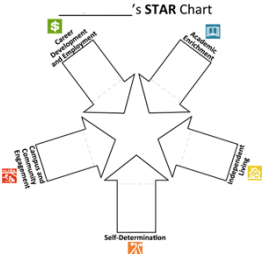
STAR stands for
Students **T**ransitioning to **A**dult **R**oles

*As you enter college,
that's what you are doing.*

With **STAR** **you** are the star of a process
to help you plan for a great future in college
and beyond.

*This chart
is what we will
be using during
the meeting.*

___'s STAR Chart

First, you will decide who you think can help
you with your plan:

Parents, brothers, sisters, aunts,
uncles, grandparents, cousins,
classmates, friends, neighbors,
bosses, teachers, clergy, co-workers,
mentors and job coaches.

You'll invite these people to a special meeting,
called **STAR Person-Centered Planning**.

We'll schedule two interviews before the
STAR Person Centered Planning meeting,
one with you and one with your parents.
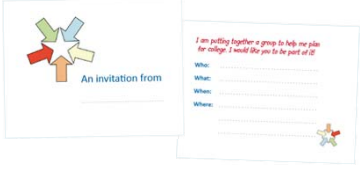
*These interviews will help us get to know
you before the big group meeting.*

T h e n . . .

We'll set a date for your **STAR !**

You can send out invitations and
plan refreshments for your guests.

An invitation from

Handout for Student Orientation about the STAR PCP Process

You, your family, and invited guests will all join us at the college for your STAR Person Centered-Planning meeting.

We'll talk about you, your dreams for the future and how you can plan goals for college to help achieve them.

At the end of the meeting, you'll have a STAR chart filled out with help from the people who care most about your future.
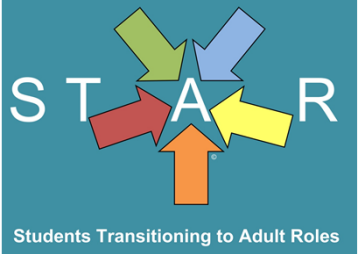

You and your teacher will then work together to prepare your own **STAR Action Plan** to guide you through those college goals.

*With your **STAR** plan, you'll be ready to star in your college life.*