FCSUA 2022-23 ANNUAL REPORT
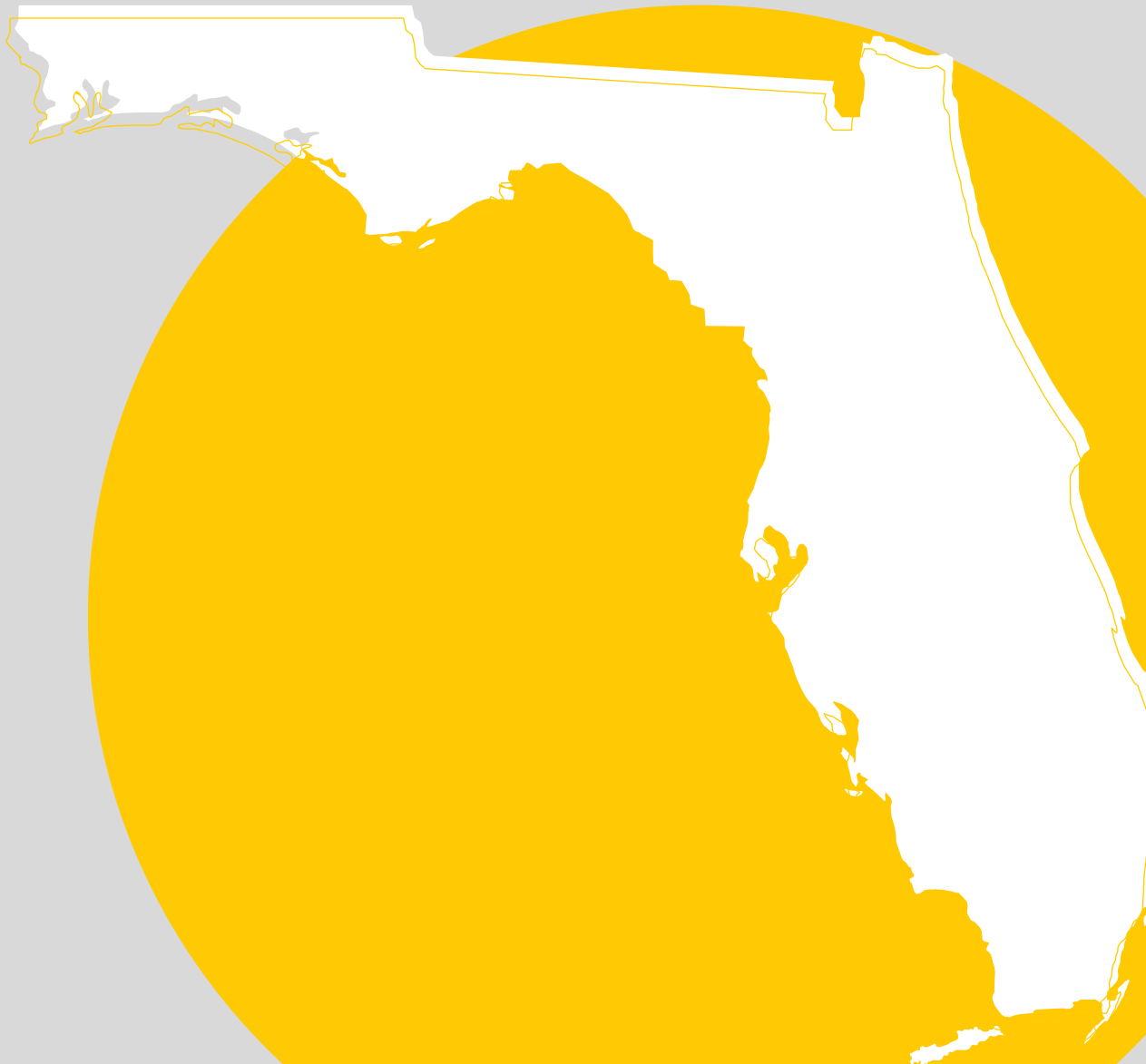
FLORIDA CENTER FOR STUDENTS WITH UNIQUE ABILITIES

2022-2023 Annual Report

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Introduction

The Florida Postsecondary Comprehensive Transition Program Act (the Act; FS 1004.6495), effective July 1, 2016, created the Florida Center for Students with Unique Abilities at the University of Central Florida (FCSUA, the Center, UCF); established criteria for Florida Postsecondary Comprehensive Transition Program (FPCTP) approval; established the FPCTP Scholarship; and authorized FPCTP initial and continuing grants. The Act also charged the Center and its executive director with managing the application and approval process for FPCTP designation, scholarships, and grant awards. Furthermore, the Act charged the Center with meeting the accountability requirements specified therein, including the submission of an annual report by October 1st of each year.

This report covers the Center's work from October 1, 2022, to September 30, 2023. The FPCTP data we report regarding student and program characteristics are derived from the approved programs' annual reports, which were submitted to the Center in August 2023 for the 2022-23 academic year (AY). The report includes an overall description of the Center's work, in relation to its primary charges in implementation of the Act, and details of the required reporting areas specified therein.

Students in the HIRE program at Ft. Myers Technical College

FCSUA Infrastructure and Workflow

As the Center continues its work as charged in the Act, it refines and establishes a durable infrastructure for operations. In this section, these major activities and frameworks are described.

Business Functions

- The FCSUA Community -web-based platform- is the central hub for institutions of higher education (IHE) to work on their FPCTP Applications, Grant Proposals, Scholarship Requests, and Annual Reports in a secure environment. It is the key interface for interactions and engagements between the Center and FPCTP staff. Access to the FCSUA Community must be requested and is limited to no more than four (4) personnel per institution. Upon logging in, FPCTP Teams have a personalized dashboard that provides a comprehensive overview of ongoing and past applications, reports, and status updates for each function. The FCSUA Community streamlines the revision and approval processes, which allows for improved accuracy in communication and reporting between the Center and FPCTP staff. The functionalities (see Figure 1) of the platform include:
  - Application Management: Community members can initiate, revise, and submit program applications, grant proposals, scholarship requests, and required reports.
  - Embedded Feedback: FCSUA staff provide comments directly within relevant areas of the applications and reports, ensuring FPCTP teams understand the context of feedback, helping them make targeted improvements and adjustments to expedite the revision and approval process.
  - FPCTP Application Notification: Automatic email notifications to IHEs, including updates on the approval status of applications and requests for revisions, in compliance with the Act.
  - Automated Notifications to FCSUA: Automatic email notifications to FCSUA staff of the timeframes to provide IHEs with responses about the FPCTP application status, in compliance with the Act.
  - Calendar Alerts: Time-based reminders to notify approved programs about upcoming FPCTP Applications, Grants, Scholarship renewals, Scholarship disbursement reports, Program Information Reports, Student Information reports, and Follow Up reports about completers of FPCTPs.
  - Document Compilation and Signature Workflow: Automatic compilation of the FPCTP Application, Grant, Grant quarterly invoices, and Scholarship invoices as PDF files using the Conga Composer integrated solution. Collect electronic signatures using Conga Sign integrated solution.
  - Club Invoicing: Invoices related to resources for established College and Career Transition Clubs.

Figure 1

FCSUA Community Key Functionalities
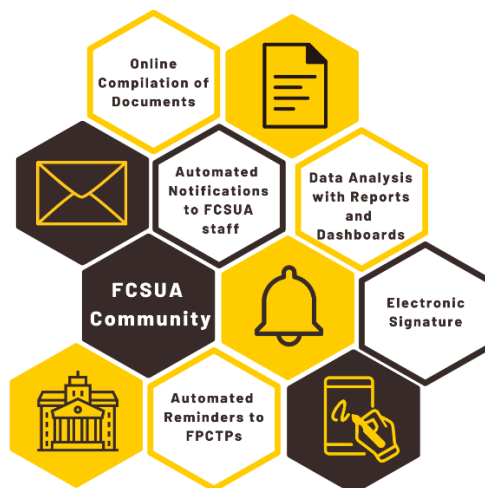
- The new components developed and launched during this reporting year were designed to enhance functions related to FPCTP Grants and Annual Reporting requirements. They include:
  - FPCTP Grants Quarterly Invoices and Summary of Activities.
  - FPCTP Grants Annual and Final Performance Reports.
  - Request for modifications and changes to FPCTP Grants.
- FCSUA staff provide recorded step-by-step training, hands-on workshops, and one-on-one assistance to navigate the FCSUA Community accurately and efficiently.
- FCSUA is implementing the FCSUA Help Center. It will be a Salesforce Knowledge Base site embedded in the FCSUA Community with detailed guidance and examples of how to navigate the community and submit information. The first major component addressed during the implementation process is the FPCTP Grants. Articles in a Question/ Answer format have been developed, along with supporting videos and infographics. Work will continue on this project to cover all FCSUA Community components.
- The FCSUA Community enables the automation of many procedures and business functions; efficiently stores information in a well-structured database (vs flat files) to generate reports; and conducts data analyses on the implementation and development of approved programs and their respective students.
- The marketing process is accelerated through this platform, allowing ease of disseminating information about the Center's work. Also, communication can be quickly and professionally conveyed to eligible IHEs across the state to establish an FPCTP and agencies serving students with disabilities.
- Integration with the FCSUA Community supports other FCSUA administrative processes. The *Events Reporting* component tracks staff's technical assistance to eligible postsecondary institutions and approved programs. The Community also enables the documentation of onsite and online meetings,

webinars, and conference presentations. Other functions will continue to be explored to promote efficient and accurate ways of communicating, documenting, and reporting our work.

FPCTP Application and Approval Process

- Eligible institutions and approved FPCTPs complete all FPCTP Application information in the FCSUA Community. Both Initial and Renewal applications are submitted and approved via this online platform.
- FCSUA Executive Director and staff work closely with institutions to complete program applications. All required components are approved by the Executive Director. FPCTP applications are compiled into a PDF, using Conga Sign to acquire authorized officials' signatures, and are then forwarded to respective divisions of higher education at the Florida Department of Education (FLDOE) for additional approval, as required in the Act.
- To facilitate understanding of required components, instructions and sample templates are available on FCSUA's website.

FPCTP Scholarship Request and Distribution

- FPCTP Scholarship Assurances and Instructions (see Appendix C) are disseminated to all approved FPCTPs. All scholarship processes are completed in the FCSUA Community. Each FPCTP completes a Program Cost Estimator, an estimate of the cost of attendance (such as tuition and fees) by resident type and academic term for the year. A unique cost estimator is created for each concentration/track offered by an FPCTP, particularly if the cost of attendance varies. A Scholarship Request Form is submitted for each eligible student, which includes all terms of anticipated enrollment. Most scholarship requests occur at the beginning of the academic year; however, some FPCTPs have rolling enrollment. Therefore, multiple scholarship requests may be submitted throughout the academic year.
- Each term, after scholarships are issued, FPCTPs complete scholarship disbursement reports to account for all disbursed funds. To maintain accurate records, a Scholarship Summary is included in the scholarship processes and maintains a running count of the number of students issued scholarships, the amount issued by terms, and total amount of undisbursed funds due to FCSUA by June 30 of each year. As required by the Act, all programs with enrolled students completed the required scholarship information.
- In addition to providing an FPCTP Reporting Schedule (see Appendix E) that includes specific dates and procedures regarding scholarship and other procedures, the FCSUA Community sends reminders to FPCTPs one (1) month prior to when each report is due. FPCTPs continue to receive reminders until all submissions are completed and approved.

FPCTP Grant Proposals and Awards

- FPCTP Grants are only available to approved FPCTPs. IHEs seeking to become an approved FPCTP can simultaneously work on grant proposals until final FPCTP approval is attained. As noted in the Act, FPCTP Grants support implementation and administration of approved FPCTPs.
- The Request for Proposals (RFP) for FPCTP Grants Instructions is available on the FCSUA website (see Appendix D). Additionally, the FPCTP Grant Funding Cycle (see Appendix E) and sample materials related to key grant components are available on the FCSUA website. A rolling submission process assures that proposals are reviewed and awarded at various times during the year (see Appendix E).

- As with the FPCTP Application, the executive director and staff work closely with institutions to complete grant proposals, whether initial or continuing. All required components are completed and approved by the Executive Director. Notification of the award is sent to the president, superintendent, or CEO for final approval and full execution.
- To ensure FPCTPs submit Annual and Final Grant Performance Reports on time, automatic reminders are sent to approved FPCTPs through the FCSUA Community, starting 90 days prior to the due date.

Accountability and Reporting Procedures

- The FPCTP Reporting Schedule (see Appendix E) is disseminated to facilitate timely data collection, disbursements, and report submission. This document is provided to FPCTP staff along with notification of program approval.
- To continue improving the accuracy and efficiency of the required FPCTP Annual Reports, which include program information and individual student information, FPCTPs complete reports in the FCSUA Community. Student reports include information about students enrolled during the academic year and follow-up information is requested for five (5) years on each student who exits an FPCTP in good standing. Data are provided by the graduates themselves, parents, advocates, or others. Program information is due by July 15, and student information is due by August 1. All FPCTPs submitted the required reports.
- Reports include a range of variables, including those specified in the Act, and indicators identified by Center staff. These variables help identify common and unique program elements for cohorts of students that span several years. The variables also identify student characteristics and outcomes within several types of institutions as detailed later in this report.

FCSUA Website and Social Media

- Content is added to the FCSUA website at fcsua.org and provides resources to primary audiences.
  - Descriptive headers on the website's homepage direct students and families, postsecondary education institution staff, K-12 educators, and community partners to resources aligned with their specific interests.
- An interactive map of Florida on the *Find a Postsecondary Education Program* page, linked from both the home page and under the *Students and Families* heading, allows users to explore FPCTPs (black dots on the map) and other postsecondary education programs for students with intellectual disabilities (gold dots). As specified in the Act, a PDF file is posted of all FPCTP eligible postsecondary education institutions in the state and the services and/or programs they provide for students with disabilities, including those designed specifically to serve students with autism spectrum disorder (ASD).
- Visitors to the website are encouraged to stay connected with an option to sign up to receive invitations to webinars and institutes. Their contact information is stored in the FCSUA Community as part of the Center's initiative to centralize and improve communication. Additionally, this platform is utilized for marketing activities. The website is both accessible and mobile-friendly.
- The FCSUA website provides several accessibility features that address the needs of constituents with disabilities. By clicking on a universal icon, an accessibility menu loads on the front page. In this way, the website complies with Section 508 of the Department of Justice's ADA Standards for Accessible Design, the Web Content Accessibility Guidelines (WCAG) 2.1, and the Authoring Tool Accessibility Guidelines (ATAG) 2.0. The menu includes the following functionalities:

- o Keyboard navigation
- o Color contrast
- o Highlight links
- o Legibility and font size enlargement
- o Text spacing
- o Stop animation
- o Cursor enlargement
- o Reading guide

Figure 2

Metrics for FCSUA Website
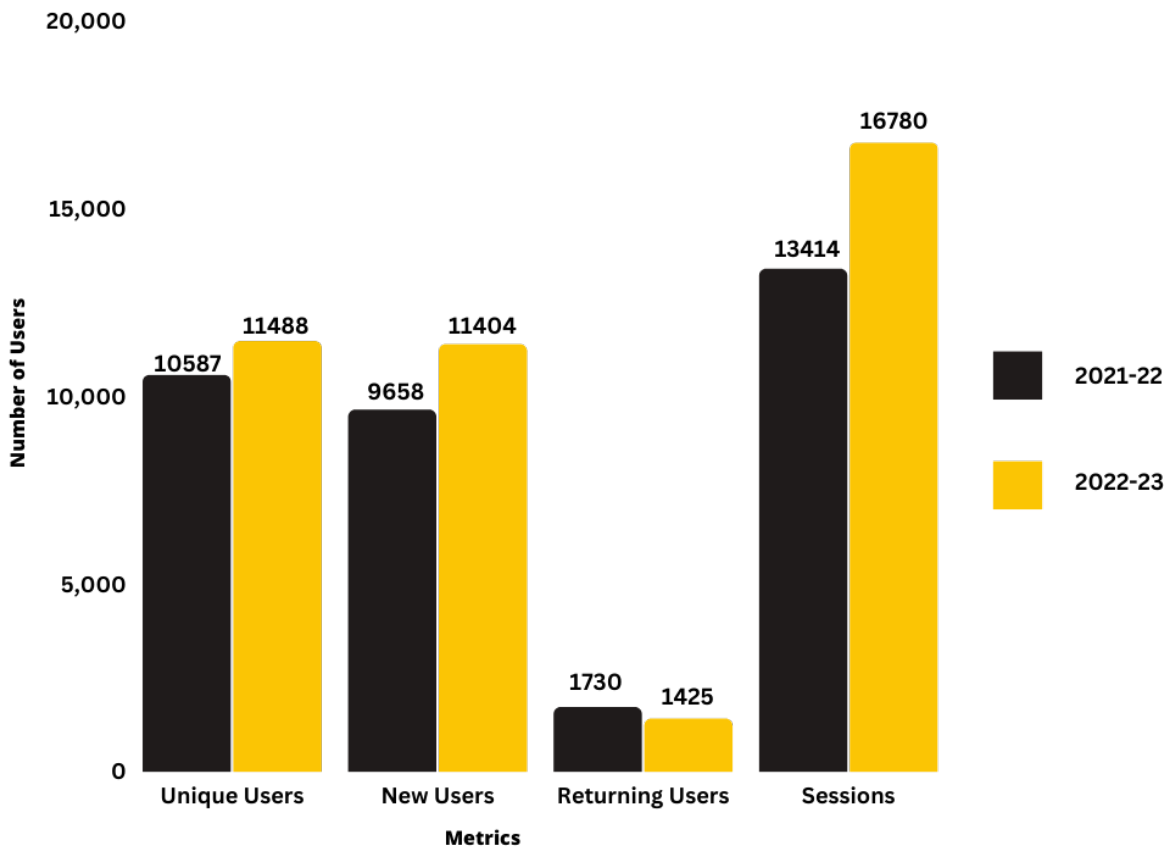
- The FCSUA website includes functionality to translate the site into different languages, using Google Translate Service. During this reporting period, users came from 65 countries and translated the site content into 31 languages. FCSUA continues to use Google Search Console, a free service offered by Google, to help monitor, maintain, and troubleshoot a website. This tool's main objective is to optimize a site's visibility in Google Search results and keep webmasters up to date on performance statistics. The Google Search Console also reports on the mobile usability of the website. As of September 2023, Google Search Console reported 330,289 impressions for fcsua.org, 120,4162

impressions more than last year. The term, *Impressions,* represents how often a user saw a link to the FCSUA website in Google Search results. Additionally, pageviews reached 38,665, about 1,000 more than in 2021-2022.

- The Center uses the social media sites listed below to increase their reach and web presence. The accounts also direct users back to the Center's website.
  - Twitter: @FloridaCSUA
  - YouTube channel: Florida Center for Students with Unique Abilities
  - Facebook address: @FloridaCSUA
  - Instagram: @floridacsua
- As indicated in Figure 2, the user engagement metrics increased, except returning users.

Figure 3

Metrics for FCSUA Social Media
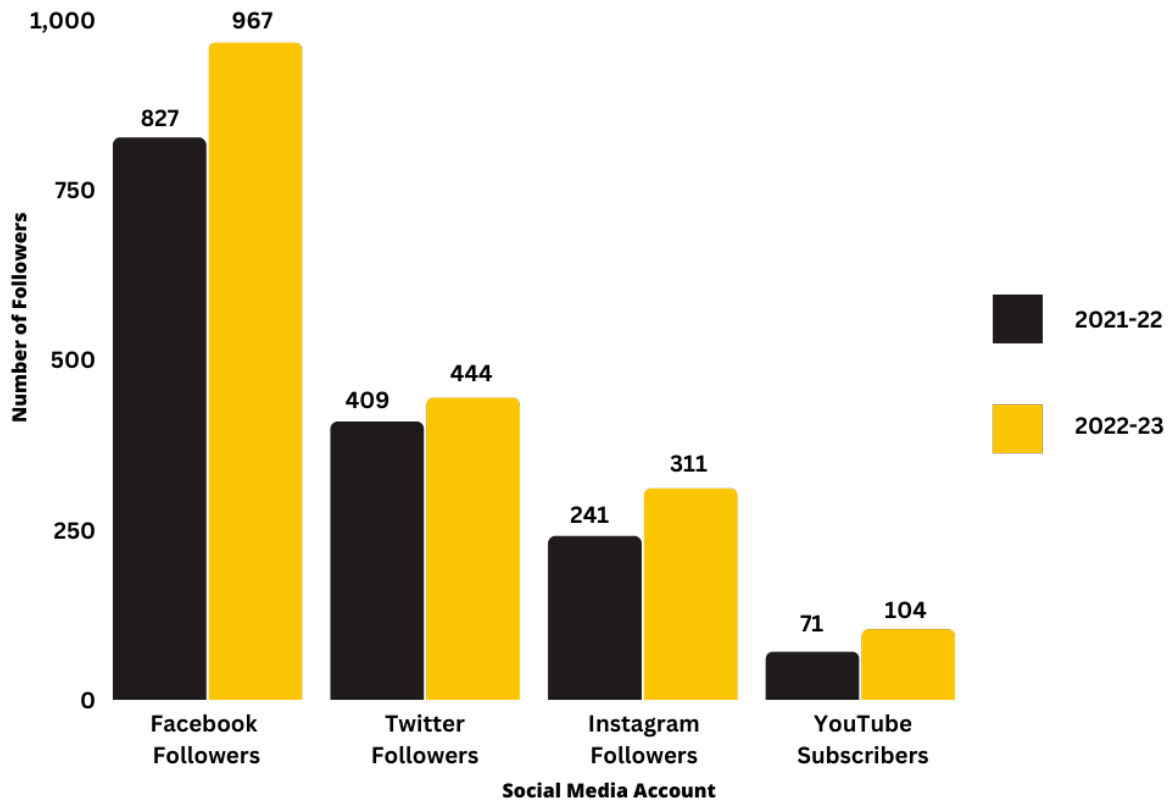
- Social media accounts on Twitter, Facebook, YouTube, and Instagram are used to ensure FPCTP information is widely disseminated. Tweets and posts include information about FCSUA webinars, presentations, events, and activities at FPCTP programs. Figure 3 shows the increase in social media followers over the past year across platforms. There are currently 311 followers on Instagram, 967 followers on Facebook, and 444 Twitter followers and 104 YouTube subscribers. Instagram posts reached 12,000 Instagram members. Facebook posts reached 56,000 members. Tweets made 15,300 impressions during the year. YouTube videos were viewed 5,457 times. Compared to the 2021-2022

reporting year, the Facebook reach increased by 75%; Instagram reach increased by 126%; YouTube views increased by 33%; and Twitter profile visits increased by 156%.

o During Career and Technical Education (CTE) Month, the Center highlighted the career goals of students enrolled in approved FPCTPs and shared interesting facts about the importance of developing programs at career and technical colleges. This campaign reached 7,677 on Facebook, 241 on Instagram and received 4,700 Tweet Impressions.

o During the *Think Higher, Think College* and *Inclusive Postsecondary Education Day* -in collaboration with Think College- the Center shared news about events and data points related to inclusive postsecondary education options for students with intellectual disabilities. The Center also promoted and advocated for continued inclusivity. This campaign reached 2,525 people on Facebook, 863 on Instagram, and 1,500 impressions on Twitter.

Technical Assistance, Collaboration, Outreach, and Institutes (see Appendix F)

- As a major part of the Center's work, ongoing technical assistance in the form of onsite and virtual meetings were provided to established FPCTPs. The meetings focused on scholarships, reports, and key grant components.
- Center staff also provided technical assistance, guidance, and instruction to several IHEs seeking to become an FPCTP (see Appendix F). During this reporting year, due to onsite and virtual meetings, and targeted informational webinars, six (6) newly approved FPCTPs were established and five (5) IHEs initial FPCTP applications are currently underway.
- At the 2023 Florida Postsecondary Education Program Planning Institute (FLPEPPI) 34 information/content sessions, spanning several topics relevant to FPCTP development and sustainability, were provided. All established FPCTPs attended, along with 11 teams from other IHEs, and a school district that is interested in developing an FPCTP.
- Center staff conducted presentations and set up promotional displays at events (other than FCSUA events) regarding the Center's work, resources available to establish FPCTPs, and support for students. These presentations allow the Center to accomplish a charge from the Act to disseminate information on postsecondary education opportunities for students with intellectual disabilities; generate interest to increase the demand for FPCTPs; and contribute to research on inclusive postsecondary education. Therefore, presentations continued to target a wide variety of audiences, including postsecondary education disability service providers and other IHE staff, administrators, and faculty; K-12 educators and administrators; agency personnel; families and students; researchers; and employers.
- Seven (7) FCSUA News Briefs were distributed bi-monthly to over 1,200 contacts through the FCSUA Community and posted on the FCSUA Events page. Each issue featured an FPCTP student and the program highlights, emphasizing the respective FPCTP's strengths. The topics of the briefs included cyber safety, campus expansion, mentoring programs, mental health support, and employer partnerships. Two (2) special editions specifically acknowledged Career Technical Education Month (February) and 2023 FPCTP graduations (June).
- FPCTP Webinars and FCSUA Informational Webinars were scheduled on the first Tuesday of each month (except June, July, and August) for potential and approved FPCTPs, families, school districts and community agencies with information regarding FPCTP programs and FCSUA resources. The FPCTP Webinars' content included: development of meaningful credentials; employment opportunities for students with unique abilities; strategies to develop inclusive campuses; and FPCTP

updates. FCUSA Informational Webinar topics included providing information from the Center's collaborative partners, including Think College Centers, Agency for Persons with Disabilities, Florida Developmental Disabilities Council, the Able Trust, and Career Source.

- The Association of Florida Colleges invited FCSUA to write an article for the *AFC CURRENT Magazine* to be included in the September 2023 edition. The purpose of the article, "Increasing Accessibility and Opportunities at State Colleges", is to increase AFC members' awareness of inclusive postsecondary education programs for students with intellectual disabilities.
- FCSUA continues to provide print materials at in-person conferences and meetings. These include an informational flyer which provides information about FPCTPs and the Center, via an easy to disseminate medium in a face-to-face setting (both in English and Spanish). Additionally, examples of other materials are those designed for students and families who are exploring inclusive postsecondary education programs and for eligible IHEs that do not have an FPCTP but are interested in becoming one.
- FCSUA had two (2) Advisory Committee meetings. Committee members provided valuable feedback related to Center activities and outreach to expand inclusive postsecondary education for students with intellectual disabilities throughout Florida. Some collaborative activities resulting from this year's meetings included: invitations to present at the Association of Florida Colleges regional and state conferences; increased reciprocal sharing of resources among agencies; and shared presentation content at school district college fairs.
- The Act charges the Center to collaborate with stakeholders and organizations relevant to its mission, such as the federally funded Think College National Coordinating Centers (Think College National Coordinating Center, and Think College Inclusive Higher Education Network at the Institute for Community Inclusion, UMass Boston), and the state Centers for Autism and Related Disabilities (CARD). Collaboration continued to occur in a variety of ways to promote the expansion of FPCTPs, increase awareness of the opportunities they provide, and expand services available to students and their families. The Center continues to work with the following: Florida Department of Education (Adult Education, CTE, State Colleges, Bureau of Exceptional Student Education, Vocational Rehabilitation), Florida Board of Governors (FBOG), Florida Senate higher education and budget staff, UCF and Centers for Autism and Related Disabilities, College Reading and Learning Association, Agency for Persons with Disabilities, Council for Exceptional Children (CEC), Florida Developmental Disabilities Council, Florida Youth Leadership Forum, Florida Association on Higher Education and Disability (AHEAD), and the National Technical Assistance Center on Transition: The Collaborative (NTACT:C), the Southeast Postsecondary Education Alliance (SEPSEA), Career Source Florida, The Able Trust, Florida College Access Network (FCAN), Florida Advanced Technological Education Center (FLATE). Engagement with these organizations remains reciprocal where their staff and FCSUA staff contribute to each other's work. A summary of specific collaborative activities is provided in Appendix J. These are also integrated in the overall listing of FCSUA presentations, etc., provided in Appendix F.

FCSUA Strategic Planning Tool: Postsecondary Education

- An integral component of the Center's work to promote the supply and demand of FPCTPs, built on evidence-based and promising practices (EBPPs) in transition, is to facilitate strategic planning through an online system that integrates intervention and implementation science. The FCSUA Strategic Planning Tool: Postsecondary Education (FCSUA, 2019) continues to be used to assist IHEs

when strategically planning postsecondary programs for individuals with intellectual disabilities (ID). The Taxonomy for Postsecondary Comprehensive Transition Programs (TPCTP) (Kohler, et al., 2023) is the framework upon which the FCSUA Strategic Planning Tool: Postsecondary Education (Planning Tool) was designed. Content in the taxonomy is organized into four (4) domains: student-focused; faculty and staff-focused; program and institution-focused; and concept and systems development. Each domain includes a number of benchmarks which synthesize and represent the constructs from the research (Dukes, et al., 2017; Grigal, et al., 2012; Kohler, et al., 2016). Figure 4 provides a structural overview of the TPCTP and its domains. The Planning Tool continues to be used by approved FPCTPs throughout the year and is the primary approach to appropriately addressing strategic planning during FCSUA's FLPEPPI and MidYear (MY) Progress Update Institutes.

Figure 4

Taxonomy for Postsecondary Comprehensive Transition Programs

Taxonomy for Postsecondary Comprehensive Transition Programs

Concept and Systems Development
- Mission aligns with FPCTP
- Commitment to diversity
- Accommodations, modifications, and supports
- Standards of practice
- Evaluation of metrics
- Engagement with community

Program and Institution-Focused
- Student recruitment and enrollment
- Credentials and competitive employment
- Materials and resources
- Program evaluation

Faculty and Staff-Focused
- Professional development
- All learners have access and support
- IHE faculty and staff engage and support programs

Student-Focused
- Person-centered planning
- Self-determination skills
- Paid work experiences
- Financial aid support
- Student's rights and responsibilities

Capacity Building: 2023 Florida Postsecondary Education Program Planning Institutes
- To provide capacity building, targeted professional development, and technical assistance for approved FPCTPs, FCSUA sponsored the 2023 MY Progress Update Institute, January 25-27. FPCTP team leaders and team members who were responsible for entering reports in the FCSUA Community attended. Twelve (12) content sessions addressed critical topics including employment, technical soundness, annual reports scholarships, and credentials.
- The MY Progress Update Institute was a follow-up meeting to the 2022 FLPEPPI. This Institute provided approved FPCTPs with an opportunity to review, update and evaluate their annual strategic plans. Based on plans developed at the FLPEPPI, nine (9) of 19 approved FPCTPs reported identified

goals completed at that point, while the others were well on their way to completion by June 30, 2023.

- To continue development of FPCTPs across Florida, FCSUA sponsored the 2023 FLPEPPI, July 10-13. The FLPEPPI was open to any planning team interested in developing or enhancing an FPCTP. All approved FPCTPs were required to attend. IHE team leaders participating in the FLPEPPI were encouraged to identify team members representing postsecondary education staff, K-12 school district personnel, service agencies, parents, students, and business/industry representatives.

- In addition to the FCSUA Community marketing strategy, website and other social media, and established networks, targeted outreach was conducted directly to the following constituents to establish and/or join an FPCTP planning team at the FLPEPPI: (a) state university directors of disability services, (b) state college directors of disability services, (c) special education directors in all Florida school districts, (d) secondary transition contacts, and (e) CTE directors in all Florida school districts. In addition, Florida's higher education leaders in the FLDOE and FLBOG were encouraged to have their constituents participate.

Ft. Myers/Cape Coral Technical College teams planning during 2023 Florida Postsecondary Education Program Planning Institutes

- Thirty-eight (38) IHEs attended the FLPEPPI. Teams ranged in size from two (2) to ten (10) members, including IHE faculty and staff, service agency staff, and K-12 educators. A total of 13 Florida Vocational Rehabilitation Services' staff participated and served on various IHE teams (see FLPEPPI's Agenda in Appendix G).

- Forty-three (43) facilitators, with relevant content expertise and experience, spent more than eight (8) hours of professional development through webinars and workshops preparing for their role to support teams through the strategic planning process.

- Presenters, as well as Content Resources (experts in their field), were available to meet in-person or virtually, with individual teams during their team planning time to further discuss presentation content or address a specific area in which teams required clarification.
- IHE teams engaged in six (6) hours of facilitated strategic planning, across three (3) days, to develop or enhance their FPCTP. During these planning sessions, facilitators guided teams through discussions regarding their status in implementing the EBPPs represented in the Planning Tool. They also reviewed data relevant to implementation effectiveness. Team members articulated their strengths and needs, then established priorities for planning.
- Thirty-one (31) teams left with a plan to improve, expand, or develop an FPCTP. As the Center continued to review plans and provided technical soundness reports related to each team's identified goals, noted changes continued to be evident in the way teams wrote and monitored their annual goals.
- The 2023 FLPEPPI general content sessions included a keynote presentation by Valerie Williams, director in the Office of Special Education Programs (OSEP) within the Office of Special Education and Rehabilitative Services at the U.S. Department of Education; a student panel featuring completers from three (3) FPCTPs; and a presentation recognizing the recipient of the FCSUA Inclusive Employer Award. The Tampa Bay Rays baseball team, nominated by USF's UMatter Program, received the award. Additionally, there were 18 breakout sessions presented by state agency staff; researchers; FPCTP representatives; FCSUA staff; and national experts in inclusive postsecondary education. The goal of these sessions was to provide additional information regarding FPCTP development and implementation.
- To determine the impact of outreach and needed support for program implementation, the Center sought participants' feedback and proposed topics for next year's FLPEPPI, after each professional development or capacity building event.
- Table 1 summarizes evaluation results of those events (see Technical Assistance, Collaboration, Outreach, and Institutes for more information). Surveys were used to gather participants' perceptions of each event. Based on mean ratings, using a five-point Likert scale with five being strongly agree, the majority of participants agreed or strongly agreed that the intended outcomes were met; chosen content was useful; and materials used to convey the information were relevant. Additionally, participants' mean ratings indicate that the overall quality of the features of each event were good. Qualitative data were also gathered through requests for participants' comments about overall intended outcomes. Participants' comments were consistent with the rating scales. Many participants noted that each event provided applicable information in an engaging way that increased participants' knowledge or understanding of an aspect of developing or enhancing an FPCTP. Furthermore, several participants noted a desire for more tailored content in the future, with some suggesting information be presented based on the experience levels of participants. Specifically, for the MY and FLPEPPI, participants wrote how much they enjoyed the Type-Alike sessions and requested more of them to network and to learn from similar institutions. Participants' comments overwhelmingly noted hands-on-work and real-time practice as a major strength and requested continued offerings of this format at both Institutes.

Table 1

Summary of Evaluations

Event	# Responses	Achieved Intended Outcomes	Usefulness of Content	Relevance of Materials	Quality
Monthly Webinars (9)	9-20	4.54	4.55	4.69	4.75
2023 Midyear Progress Update - January 2023					
Breakout sessions	28	-	4.64	-	4.62
Overall institute	33	4.29	-	4.75	4.52
2023 Florida Postsecondary Education Program Planning Institute - July 2023					
Breakout Sessions	103-106	-	4.43	-	4.48
Overall Institute	159	4.32	-	4.61	4.58

Continuous Planning, Implementation and Evaluation

- The institute model, coupled with the Planning Tool, work together to foster, and support continuous planning, implementation, and evaluation of FPCTPs. In addition to the survey results, data from the team planning tool identifies information critical to the Center's capacity building and outreach efforts. Through analyses of the self-assessments, FCSUA staff can identify the implementation and effectiveness status of the various benchmarks at institutions across the state, as well as their perceived strengths and needs. The information from the needs section is used to develop webinar topics, institute content sessions, and other resources. The information regarding strengths is used to identify those IHEs that might help provide technical assistance or professional development regarding their areas of strength (e.g., credentials).
- The FPCTP team plans developed within the Planning Tool are also analyzed. Initially, technical soundness is reviewed to estimate the quality of the plan, such as whether the goal is outcome focused. Next, implementation tasks and deadlines are articulated and assigned to an individual. Finally, specific outputs, outcomes, indicators, and data sources are identified. In previous research, a strong relationship between technically sound plans and achievement of goals was noted.
- Additionally, the content of each FPCTP team's plan is a starting point used by IHE teams to move forward in their FPCTP development or improvements. Again, since the tool content represents the state-of-the art of EBPPs in this area, the goal is for IHEs to incorporate this content into their programs and subsequently to evaluate whether their students are achieving employment.

College and Career Transition Clubs

- The overall mission of FCSUA is to expand the supply and demand for FPCTPs. Therefore, FCSUA's work also focuses on increasing awareness of FPCTP opportunities and helping students with intellectual disabilities prepare for and access these opportunities. The Center partners with secondary educators to cultivate and implement Florida College and Career Transition Clubs (CCT Clubs) at local schools serving high school students. Like the FPCTPs, the Center seeks to develop CCT Clubs that are inclusive. Membership within CCT Clubs represents students enrolled in grades 9–12 from three (3) groups: students with intellectual disabilities, students with disabilities other than intellectual disabilities, and students without disabilities.

- FCSUA provides CCT Clubs support funds to public and private schools (operating pursuant to FS § 1002.42). During 2022- 2023, FCSUA supported CCT Clubs in 38 high schools across the state. Membership included 2,522 students, of which 242 (approximately 10%) were students with intellectual disabilities, which exceeds the proportion of high school students with intellectual disabilities throughout the state (10,605, 4%); 804 (32%) students with disabilities other than intellectual disabilities; and 1,476 (58%) without disabilities (see Figure 5).

Figure 5

Students in CCT Clubs

Legend:
- Students without Disabilities (black)
- Students with Disabilities other than Intellectual Disabilities (gray)
- Students with Intellectual Disabilities (yellow)

58% — 32% — 10%
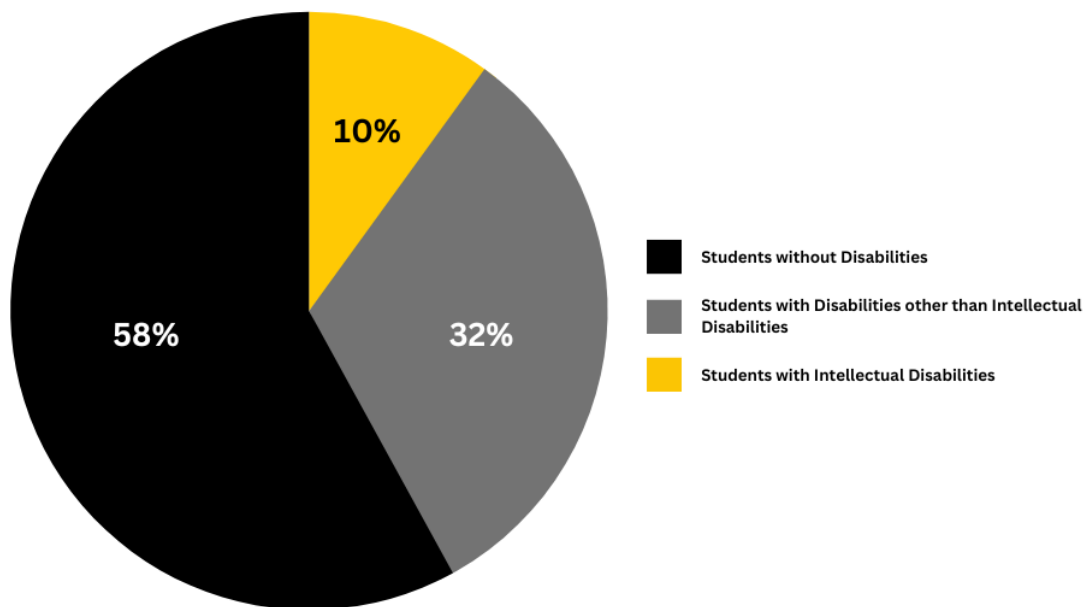
Reporting Procedures
- CCT Club program applications and reports were completed in a secure Canvas course. Club advisors and school officials were given individual access to electronic forms within the course for initial applications, renewal applications, and annual reports.
- CCT Club advisors reported a variety of strategies used to support the required student learning outcomes (SLOs) presented below. During this reporting year, CCT Club advisors were asked to report the number of students who applied for college (see Figure 6). Of the 2,522 CCT Club members 578 (23%) were seniors. CCT Club advisors reported that 106 seniors (18%) applied to college with 94 (89%) being accepted. Of the 578 senior club members, 49 (approximately 8%) were identified with intellectual disabilities; 22 (44%) applied to an FPCTP with 18 (82%) being accepted. These data align with FCSUA's initiative of increasing awareness and access to students with intellectual disabilities to postsecondary education opportunities.

Figure 6

Students in CCT Clubs Applying to College
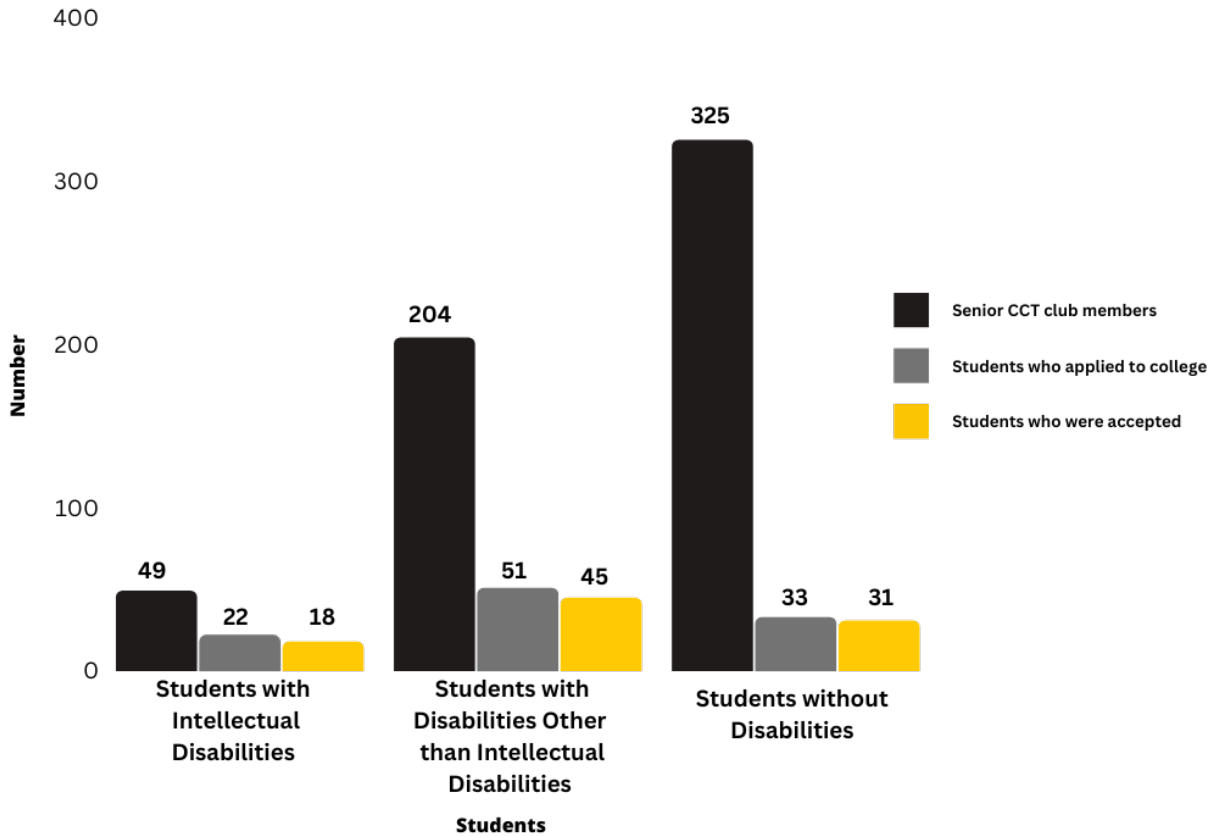
Student Learning Outcomes
- o The Center's expectations for the CCT Clubs include development of, but not limited to, the following student learning outcomes (SLOs):
  - ▪ Students will identify three (3) careers, or career fields, in which they are interested and the competencies (i.e., knowledge and skills) needed to pursue those careers.
  - ▪ Students will identify a pathway to each career through secondary and postsecondary education, training, and/or other experiences.
  - ▪ Students will identify postsecondary education institutions that offer programs aligned with the specified careers and compare the characteristics of each.
  - ▪ Students will identify the individual supports, if any, they need to access and succeed in each career and postsecondary education associated with each career.
  - ▪ Students will identify the three (3) most important characteristics to them in choosing:
    - o A career (such as the work environment, availability of jobs, salary or wages, ability to advance in the field, etc.).

- A postsecondary education program (such as reputation of the program, supports available, location, class size, costs, etc.).
  - Students will demonstrate the following: (a) accurate completion of a postsecondary education application, (b) preparation of a resume and/or summary of performance relevant to college and career applications, and (c) effective interviewing skills.
  - Development and application of employability and leadership skills, aligned with their academic and other curricula, such as but not limited to the following: teamwork, timeliness, goal setting, organization, planning, task completion, decision-making, self-advocacy, and communication.

Club activities are planned with these SLOs in mind and include ways to document whether clubs are relevant and appropriate for their grade level and if participants achieve the activity's goal. CCT Clubs meetings are facilitated by CCT Club advisors to support students' learning and exploration of career pathways and postsecondary education options. Students engage in supported student learning and exploration of college and career opportunities, mentoring, inclusive activities within school events, and collaboration with local IHEs to build meaningful college and career transition plans. These opportunities are intended to increase FPCTP awareness to parents, students, community stakeholders, and educators at both the secondary and postsecondary levels. Throughout the 2022-2023 academic year, CCT Club members took part in various on- and off-campus activities to develop career awareness and goal setting. Activities included:

- College and Career fairs hosted by school districts, cities, and IHEs with FPCTPs.
- College tours of FPCTPs and local government agencies.
- Guest Presenters and Community Career representatives (geared towards navigating college as an individual with a disability, financial resources, and accessing community supports).
- Family nights to review and assist with college and FPCTP enrollment and financial aid applications.
- Other reported activities include career interest surveys, resume writing, mock interviews, team-building activities, and the development of presentations on a career of interest.

Annual Report Elements Specified in the FPCTP Act

In this section, a description of the findings to date is provided as specified for each accountability element included in the Act (FS 1004.6495 Section (8) Accountability). Information was gathered through the program and student-level annual reports, which are due from 20 of the approved FPCTPs, by August 1, 2023. Appendix A includes a list of IHEs with approved FPCTPs, along with programs' unique names and their locations throughout the state. Figure 7 shows the number of approved FPCTPs by institution type (i.e., technical college, state college, university).

Figure 7

Number of Approved FPCTPs by Institution Type
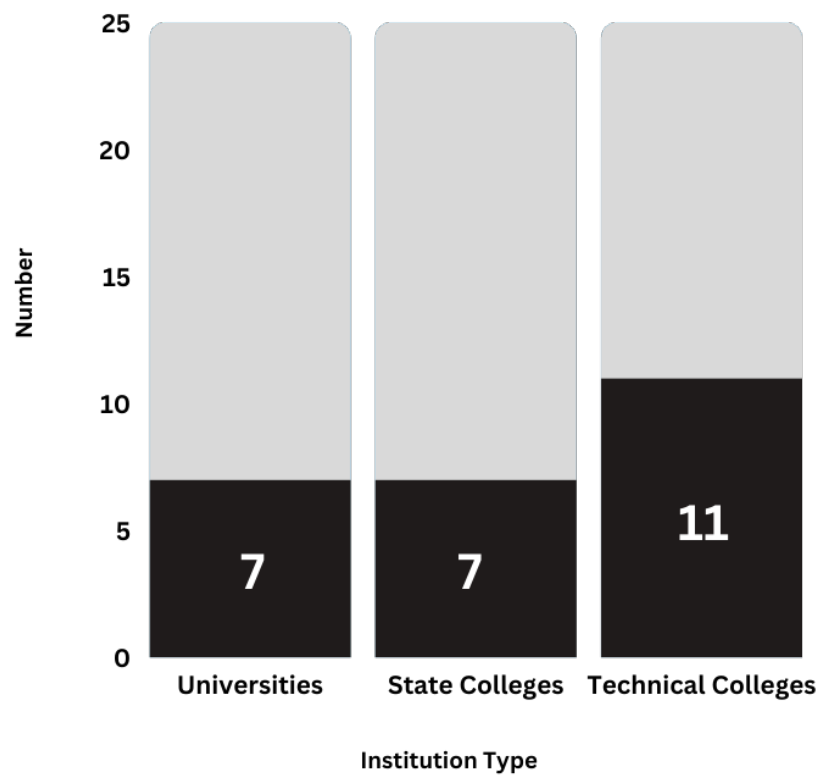
(8)(a) The Center, in collaboration with the Board of Governors and the State Board of Education, shall identify indicators for the satisfactory progress of a student in an FPCTP and for the performance of such programs. Each eligible institution must address the indicators identified by the center in its application for the approval of a proposed program and for the renewal of an FPCTP and in the annual report that the institution submits to the center.

Indicators of Satisfactory Academic Progress

- Rather than add additional indicators to each program's standards, the Center provides guidance on implementation of a process to assess student progress and needs. The approved FPCTPs range in focus, credentials available, timeframe for program completion, and other contextual variables. Therefore, rather than applying a specific indicator(s) across every program, program staff assure

they have a process in place for ongoing assessments of students' progress, students' needs and supports, and a response system to address areas of concern across academic, employment, and independent living domains.

- In its application for approval as an FPCTP, the institution provides its indicators and processes for determining satisfactory academic progress (SAP). All approved programs indicated regular, ongoing assessment of student progress and included indicators such as the following in determining SAP: Course performance, independence and support needs, program participation and attendance, and other relevant performance measures.

- As shown in Figure 8, during 2022-23, 244 of 274 (89%) students made SAP across programs.

Figure 8

Students Enrolled in FPCTPs Satisfactory Academic Progress
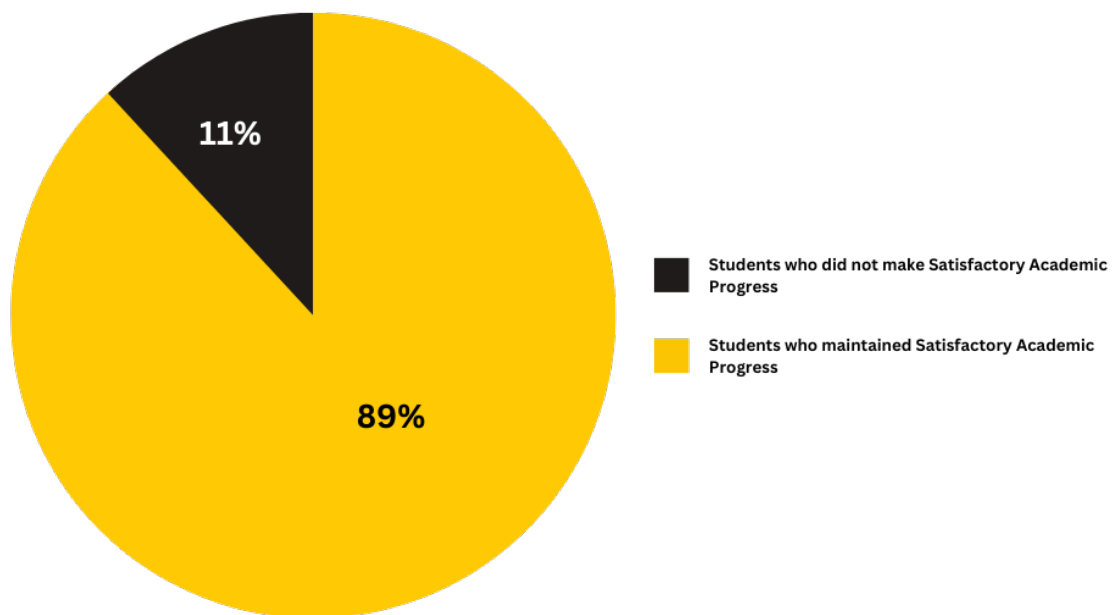
(8)(b) By October 1 of each year, the center shall provide to the Governor, the President of the Senate, the Speaker of the House of Representatives, the Chancellor of the State University System, and the Commissioner of Education a report summarizing information including, but not limited to:

1. The status of the statewide coordination of FPCTPs and the implementation of FPCTPs at eligible institutions including, but not limited to:

a. The number of applications approved and disapproved and the reasons for each disapproval and no action taken by the chancellor or the commissioner.

Implementation of FPCTPs

- The total number of approved FPCTPs during this reporting year was 25. The Center's executive director in collaboration with respective Chancellors of Career, Technical and Adult Education, State

Colleges, and State University System of Florida approved seven (7) IHEs renewal applications for an additional five (5) years as an FPCTP, and six (6) IHEs initial applications as an FPCTP for three (3) years. No applications were denied.

- Renewal FPCTPs included: Broward College, Florida Gulf Coast University, Florida International University, Lively Technical College, Okaloosa Technical College, Sheridan Technical College, and University of South Florida.
- Initial FPCTPs included: Emerald Coast Technical College, Florida State College Jacksonville, Manatee Technical College, Osceola Technical College, Pinellas Technical College, and University of North Florida.
- Currently, five (5) IHEs have initial applications in draft status. They are Miami-Dade College, Hillsborough County Public Schools, Immokalee Technical College, Ridge Technical College, and Traviss Technical College.
- Table 2 shows the range of enrollment across seven (7) years for each FPCTP, indicating that more than 1,000 students with ID have taken advantage of an inclusive college opportunity since the implementation of the Act. During this reporting year, apart from three (3) of the 19 FPCTPs with enrolled students, a 27% increase in enrollment was reported.
- Of the 274 students enrolled in FPCTPs in 2022-2023, 131 were *continuing* students, who were enrolled in a previous reporting year, and 143 were *new* students.
- The Act requires that all FPCTP institutions submit a federal comprehensive transition and postsecondary (CTP) program applications to the U. S. Department of Education within one (1) year of program implementation, which makes their students eligible for federal student aid. To date, 19 of the previously approved FPCTPs have CTP status, while Emerald Coast Technical College awaits final approval. Florida State College Jacksonville, Manatee Technical College, Osceola Technical College, Pinellas Technical College, and University of North Florida will submit their applications during the new reporting period.
- The 19 FPCTPs with enrolled students in 2022–2023 offered a range of credentialing options across a variety of career clusters, such as: agriculture, hospitality, technical, health and medical, and entrepreneurial. Among the 19 FPCTPs, students had 102 program options presented as concentrations/tracks or CTE pathways from which to choose. Included as part of the varied options are 340 certifications where some are industry-recognized certifications and others are local certifications developed and approved by the institution. In addition to the certifications, among the FPCTPs, they offered 134 approved micro-credentials/badges, which varied from one (1) to 20, depending on the institution. The concentrations/tracks of CTE programs vary in length of time and are calculated in either clock hours or credit hours. Some programs provide a range of exit points, typically represented by occupational completion points (OCPs), where each OCP is aligned with specific occupations.
- Appendix H provides a list of programs in which students were enrolled, along with the associated credentials, including whether those credentials are industry certifications or local certifications. The list does not include all available options and certificates during this reporting year.

(8)(b)1. b. The number and value of all scholarships awarded to students and undisbursed advances remitted to the center pursuant to subsection (7).

Table 2

FPCTP Enrollment by Institution by Year

Institution	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Total
Broward College	-	-	-	-	12	13	23	48
Florida Atlantic University	22	27	34	38	32	40	43	236
Florida Gulf Coast University	-	-	-	-	0	9	17	26
Florida International University	-	-	-	9	18	26	31	84
Indian River State College	-	7	15	17	11	17	22	89
Lee County Technical Colleges	-	-	-	6	10	11	16	43
Lively Technical College	-	-	-	-	0	12	21	33
McFatter Technical College	-	7	12	15	13	7	9	63
Okaloosa Technical College	-	-	-	-	0	5	9	14
Orange Technical College - West Campus	-	-	-	1	4	0	1	6
Robert Morgan Educational Center and Technical College	-	8	8	5	5	7	7	40
Santa Fe College	5	10	14	15	13	8	9	74
Sheridan Technical College	-	-	-	-	1	6	5	12
Southeastern University	-	-	4	10	9	9	11	43
St. Petersburg College	-	-	-	4	10	8	8	30
Tallahassee Community College	-	-	-	8	9	8	10	35
The College of the Florida Keys	3	5	10	12	7	13	12	62
University of Central Florida	18	20	24	16	19	10	8	115
University of South Florida - St. Petersburg	-	-	-	-	0	7	12	19
TOTAL	**48**	**84**	**121**	**156**	**173**	**216**	**274**	**1072**

FPCTP Scholarships

- The annual FPCTP Scholarship award ranges from $7,000 to $15,000 for eligible students, awarded proportionally across terms. The scholarship amount is based on the program schedule of each FPCTP and student enrollment projections.
- Nineteen (19) FPCTPs were awarded FPCTP Scholarships for eligible students. The request for 273 student scholarships yielded a 29% increase from the number of scholarships (212) requested during 2021-2022. Growth and the need for supporting students with intellectual disabilities in inclusive postsecondary programs continues to be evident in each reporting year.
- Student scholarship funds are disbursed to each FPCTP institution, based on their submission of the FPCTP Scholarship Request Form and the instructions provided (see Appendix C). FPCTP staff are

charged with working within the institution to disburse these funds as intended and to provide a disbursement report at the end of each term in the FCSUA Community.

- 263 students received a scholarship; some students who had enrolled or were expected to enroll did not. $1.8 million in scholarship funding was provided to the FPCTPs, of which $1,598,000 was disbursed to students. The institutions returned $201,853 to the FCSUA, which accounted for those students who did not enroll or failed to remain eligible. In such cases, students did not enroll as projected or failed to make SAP, thus the total amount of funds originally awarded were not disbursed to students.

FPCTP Grants

- Four (4) Continuing grants were awarded during this reporting period, each for a three-year period. They included: Florida Atlantic University ($1.5 million), St. Petersburg College ($1.47 million), The College of the Florida Keys ($1.1 million), and University of Central Florida ($1.5 million).
- Six (6) FPCTPs requested a no cost extension, while seven (7) continued with implementation of their previously awarded grants, and one (1) requested additional funds to support an increase in personnel.
- One (1) Initial grant was awarded to Emerald Coast Technical College ($940,504) and is in its final stages of approval.
- During this reporting period, grant awards ranged from $300,000 to $1.5 million, encumbering nearly $16 million to implement and administer high-quality inclusive postsecondary programs for young adults with intellectual disabilities.
- Annual Grant Performance Reports are required by the Center and are due by July 15 of each year. All FPCTPs submitted their reports. Florida Atlantic University, St. Petersburg College, University of Central Florida, and The College of the Florida Keys submitted Final Grant Performance Reports as a requirement for requesting a continuing grant.

(8)(b)2. Indicators identified by the center pursuant to paragraph (a) and the performance of each eligible institution based on the indicators identified in paragraph (6)(c). Note – we have identified programs and student-level indicators on which each program is asked to report.

FPCTP Indicators and Student Demographics

- In 2022-2023, 274 students with intellectual disabilities attended 19 of the 20 approved FPCTPs. (Emerald Coast will begin enrollment January 2024). Student demographic data are presented in Appendix B and are described more fully here and later in this report.
- Demographic data regarding the 274 students for whom information were reported included the following:
  - 53% of the students were male and 47% were female (see Figure 9).
  - Of the total, race was reported as 64% White or Caucasian, 25% Hispanic or Latino, 24% Black or African American, 2% Asian, or native Hawaiian or Pacific Islander, 10% reported as other or unknown (see Figures 10 & 11).
  - Of the total, 82% lived with their parents; 12% lived in campus housing associated with an IHE; 6% lived alone or with a spouse, domestic partner, roommate(s), or in a supervised living arrangement (see Figure 12).

- Students' ages prior to entering an FPCTP ranged from 17 to 46 years old. The most common age at entry continued to be 19 years, which aligns with college students without disabilities' age (between 18-24) when entering college in Florida.
- Students spent between zero (0) and 27 years out of K-12 before entering a postsecondary education program. Of the total, 183 students were out of K-12 between zero (0) and two (2) years. Most commonly, many students transitioned directly to an FPCTP upon leaving high school.
- Students' most recent K-12 setting at the time of program enrollment primarily included public school (76%) and private school (19%). The other 5% attended either a charter school, self-contained center school, or were homeschooled.
- Before entering FPCTPS, students' career cluster options were varied, with Hospitality and Tourism (84%) continuing to be the most often noted choice (see Figure 13).
- Sixty percent (60%) of students had work experience during this reporting period in their FPCTP, while 40% did not (see Figure 14). See Figure 15 for the top five (5) career clusters of work experience during this reporting period.
- Out of 1518 courses available among all FPCTPs, students enrolled in 954 (63%) inclusive courses. This means that of the variety of course enrollment types (i.e., regular enrollment/credit bearing, audit/no credit bearing, non-credit bearing/non-degree, internship, work- experience), students were enrolled in courses, other than those unique to their FPCTP with their peers without disabilities, including integrated work experience as an integral part of their postsecondary experience. Additionally, based on enrollment (274), each student took an average of six (6) courses during this reporting year.
- Students enrolled in inclusive courses (256) increased 29% during this reporting year, compared to last year (197) (see Figure 16).
- During, or at the end of the 2022-2023 reporting year, 38 students left FPCTPs without completing (21 were dismissed, 17 left voluntarily). While FPCTP reports include several reasons for students leaving without completing their programs of study, the majority departures were due to not meeting SAP. FPCTPs reported continuing extra measures of support (e.g., extended probationary period, uniquely designed online support, increased personal communication, developed hybrid curriculum, extended completion time, increased support personnel). During this reporting year, FPCTPs maintained an 86% retention rate, program staff continued to re-evaluate support procedures to improve retention rates.

Figure 9

Gender of Students Enrolled in FPCTPs

- **53%** *male students*

- **47%** *female students*
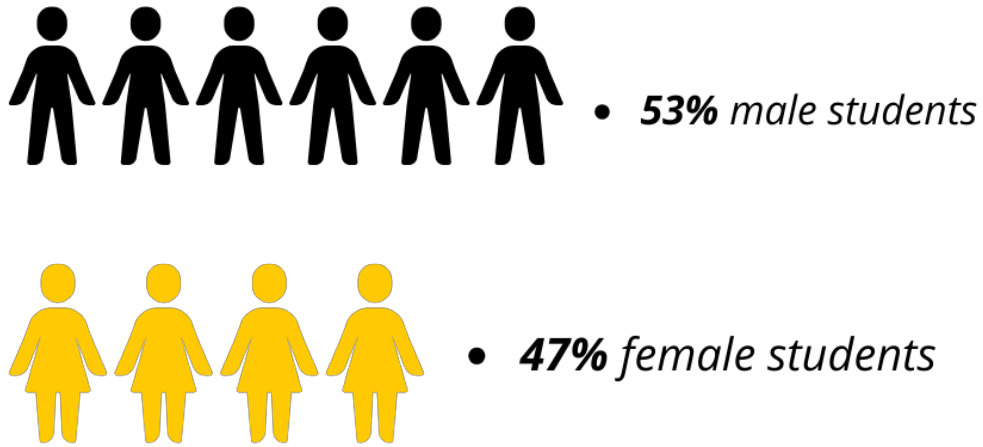
Figure 10

Race of Students Enrolled in FPCTPs
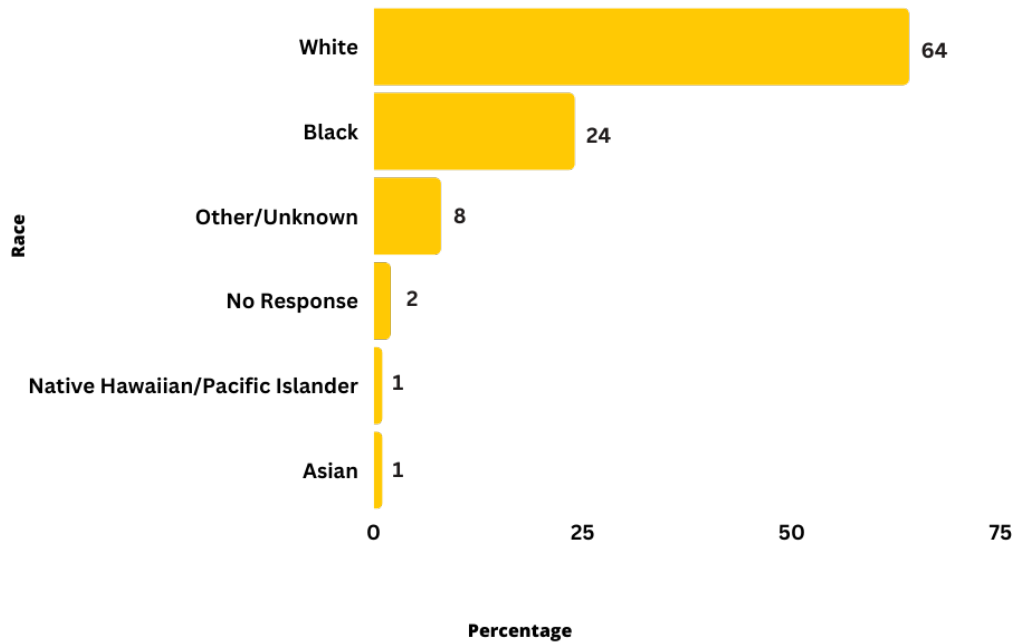
Figure 11

Ethnicity of Students Enrolled in FPCTPs

26%

74%

Hispanic-Latino

Non-Hispanic/Latino
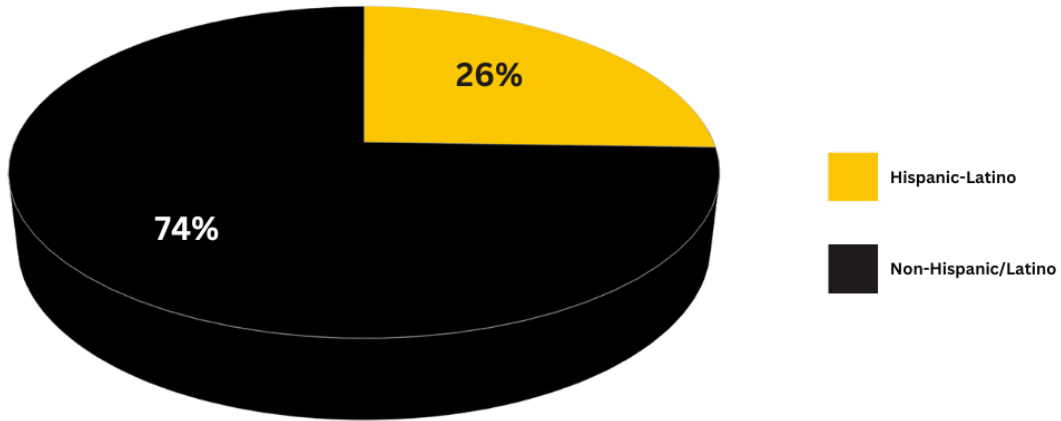
Figure 12

Living Arrangements

6%

12%

82%

Alone, or on their own with a spouse, domestic partner or roommate(s), or in supervised living

Housing associated with the IHE

With parents, siblings or extended family members
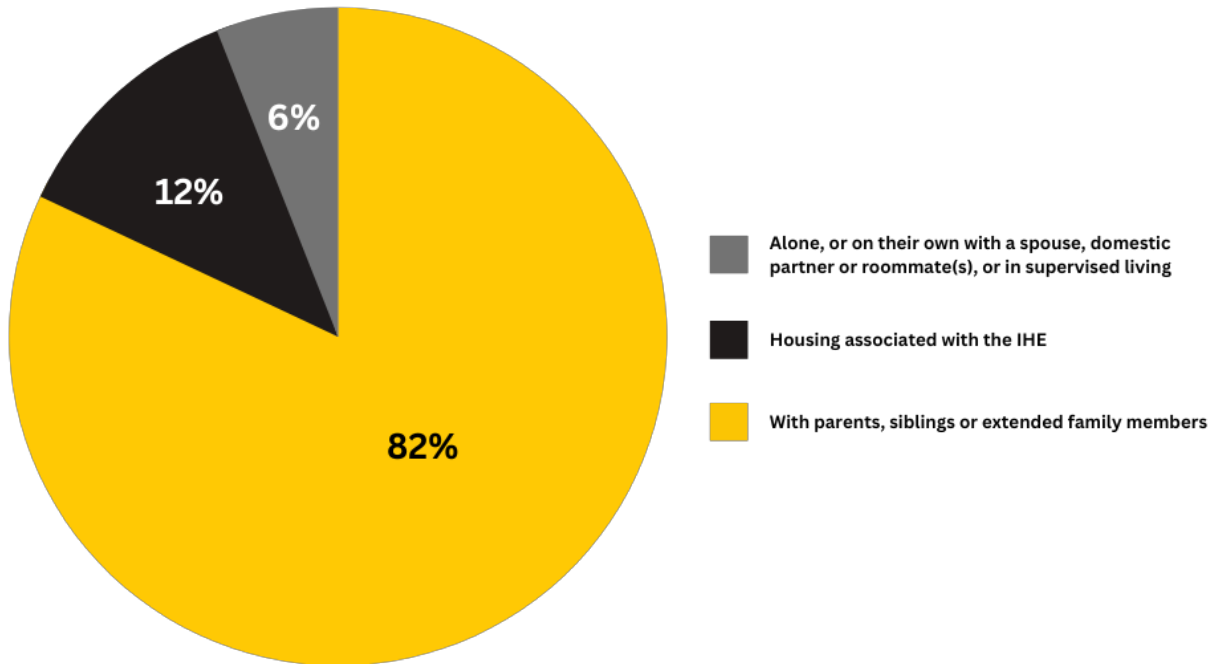
Figure 13

Top Five Career Clusters Prior to FPCTP Enrollment

84	Hospitality and Tourism
43	Arts, A/V Technology and Communication
39	Agriculture, Food and Natural Resources
35	Education and Training
18	Business Management and Administration
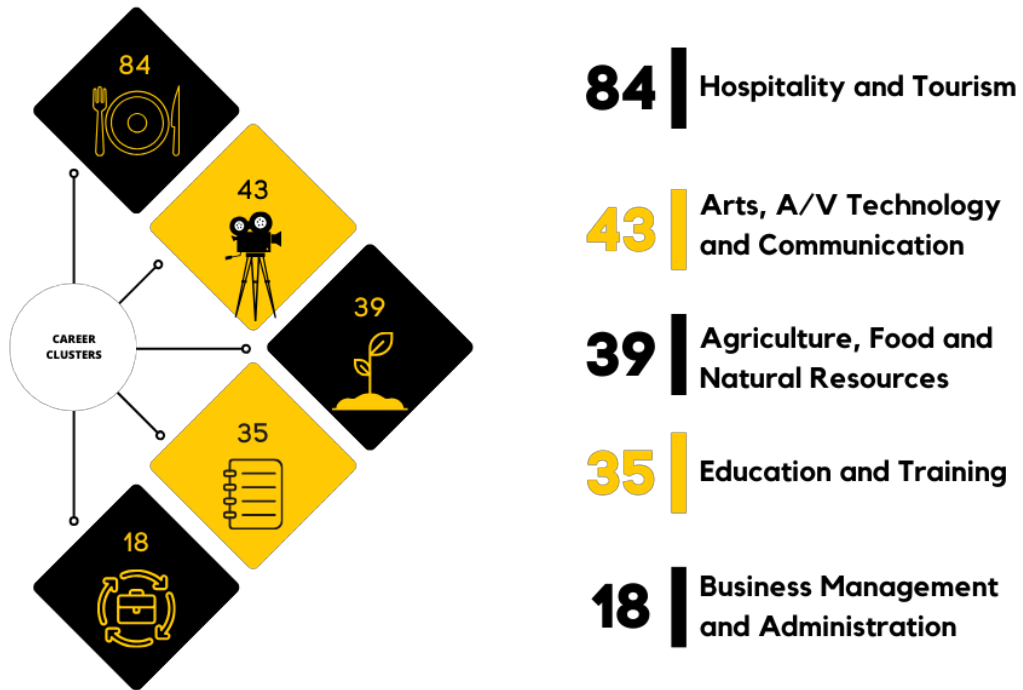
Figure *14*

Work Experience of Students Enrolled in FPCTPs

40%

60%

Students who gained work experience while enrolled in their FPCTP

Students who did not gain work experience while enrolled in their FPCTP
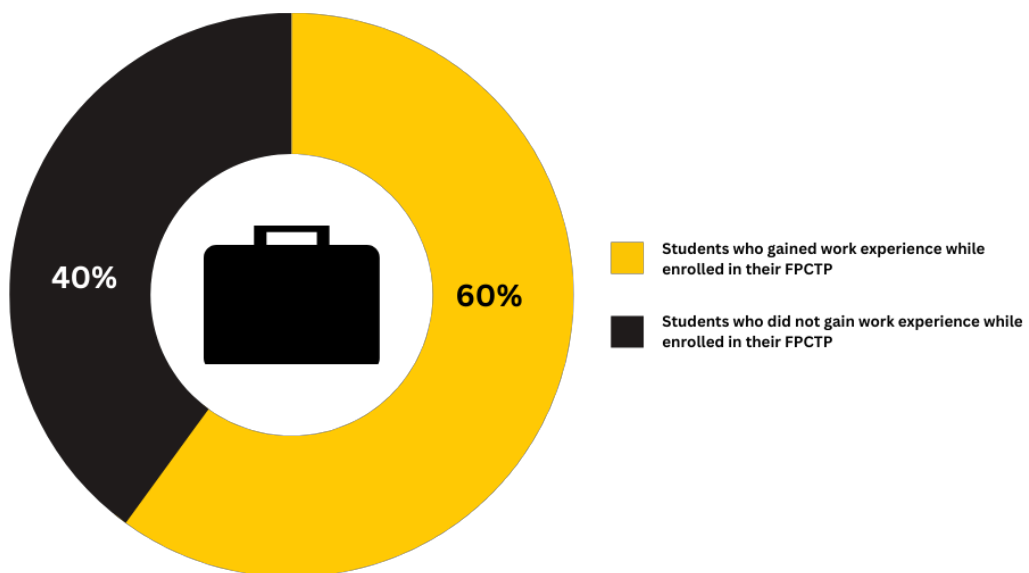
Figure 15

Top Five Career Clusters Enrollment of Students During FPCTPs

97 | Hospitality and Tourism

51 | Arts, A/V Technology and Communication

43 | Agriculture, Food and Natural Resources

33 | Education and Training

33 | Business Management and Administration
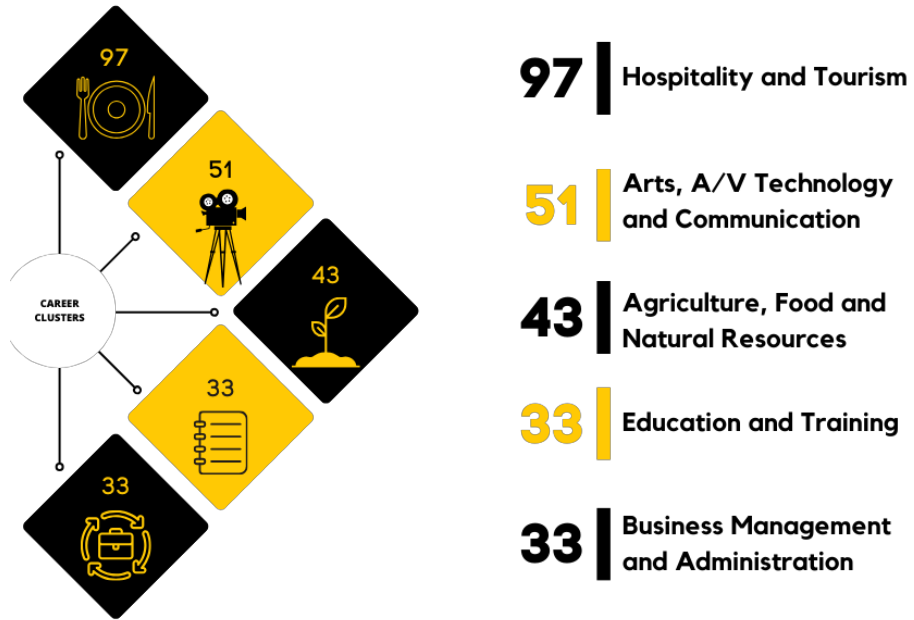
Figure *16*

Students Enrolled in Inclusive Courses while Attending FPCTPs
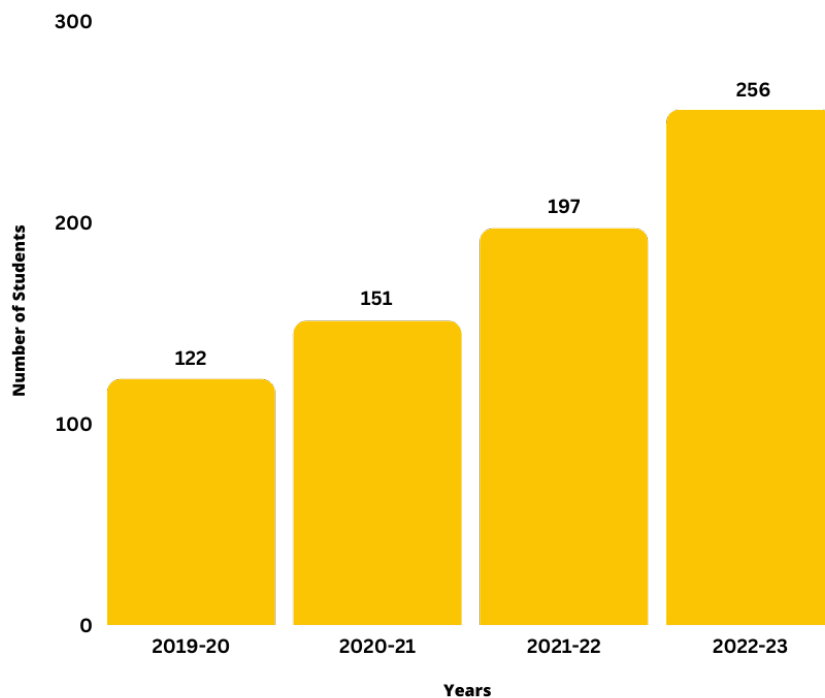
Students Completing FPCTPs

- To date, FPCTPs report 262 program completers (see Figure 17). As FPCTPs continue to maintain high retention rates (86%), the number of reported completers also continues to increase. A 26% increase is noted in the number of reported completers during 2022-23 (262), compared to 2021-2022 (194). FPCTPs are required to gather follow-up information on students for five (5) years. Therefore, while included in the total number of completers, the three (3) completers from 2016-2017 are not included in the following data.
  - In the 2022-2023 FPCTP annual student follow-up reports include:
    - 7 students who completed in 2017-2018 were represented in Year 5 follow-up reports.
    - 35 students who completed in 2018-2019 were represented in Year 4 follow-up reports.
    - 32 students who completed 2019-2020 were represented in Year 3 follow-up reports.
    - 57 students who completed 2020-21 were represented in Year 2 follow-up reports.
    - 60 students who completed 2021-22 were represented in Year 1 follow-up reports.
    - 68 students who completed this year will not be represented in follow-up reports until 2023-2024.

Figure 17

FPCTP Completers
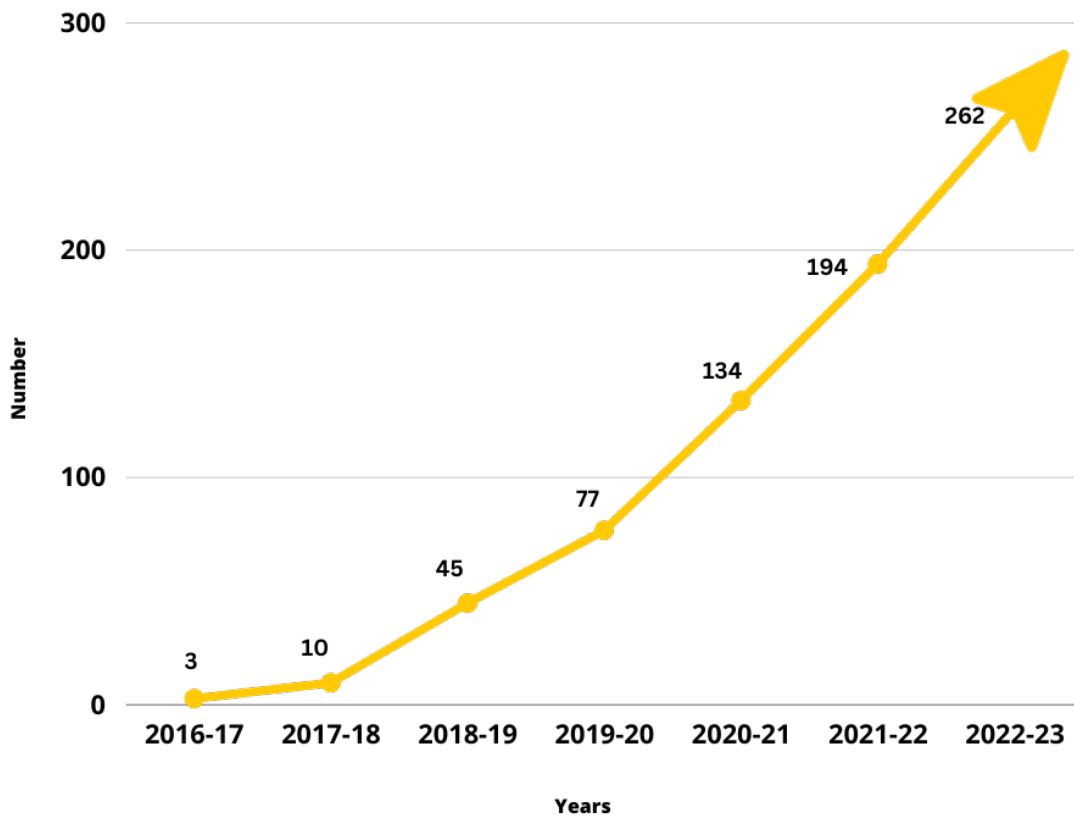
- Based on the annual student follow-up reports:
  - Of the 194 completers, FPCTP staff were able to reach 147 (74%) of those completers. When follow-up data were collected, 104 were employed.
  - 68 reported being engaged in competitive integrated employment; 31 reported being engaged in competitive employment with ongoing supported employment services; four (4) were self-employed; one (1) worked in a sheltered workshop; and 43 were not employed.
  - The 68 completers who were in integrated competitive employment reported working between three (3) and 40 hours per week earning between $10 and $25 per hour.
  - The 31 completers who were in competitive integrated employment with ongoing support services, reported working between four (4) and 30 hours per week earning between $10 and $29 per hour.
  - The four (4) completers who were self-employed reported working between 15-25 hours per week, earning between $10 and $50 per hour.
  - The one (1) completer who worked in a sheltered workshop reported working 15 hours per week, earning $11 per hour.
  - Of the 43 completers not currently employed over the course of the year, one (1) was engaged in competitive employment; five (5) were engaged in competitive employment with ongoing supported employment services; and 11 had unpaid work experience.
  - It was reported that some completers who were previously employed were working with vocational rehabilitation counselors to secure another job.
  - Figure 18 shows completers' top five (5) career cluster areas of current employment after exiting their FPCTP. The data indicate evidence of program assessment and student support in preparing students to exit with skills in their chosen employment areas of interest. During this reporting year, Marketing, Sales, and Services (28) and Hospitality and Tourism (23) were the top two (2) career clusters in which completers were employed.
  - Figures 19 and 20 show completers' top career clusters with hourly pay rate and hours worked per week. Completers working in the Transportation, Distribution, and Logistics (3) career cluster were the highest paid at $18/hour. However, students' top chosen career cluster (i.e., Hospitality & Tourism) continues to yield part-time employment, earning above minimum wage. Whereas, completers working in the career clusters of Government and Public Administration and Manufacturing worked 40 hours/week, which increased from 30 and 32 hours, respectively, reported during last year's reporting period. Completers obtaining high paid and full-time jobs are the desired goal, and at this time less than one percent (<1%) of completers reached these employment levels, whereas 71% (74) worked at least 20 hours/week.

Figure 18

Top Five Current Employment Career Clusters of Student Completers

28	Marketing, Sales and Service
23	Hospitality and Tourism
16	Agriculture, Food and Natural Resources
10	Education and Training
6	Human Services
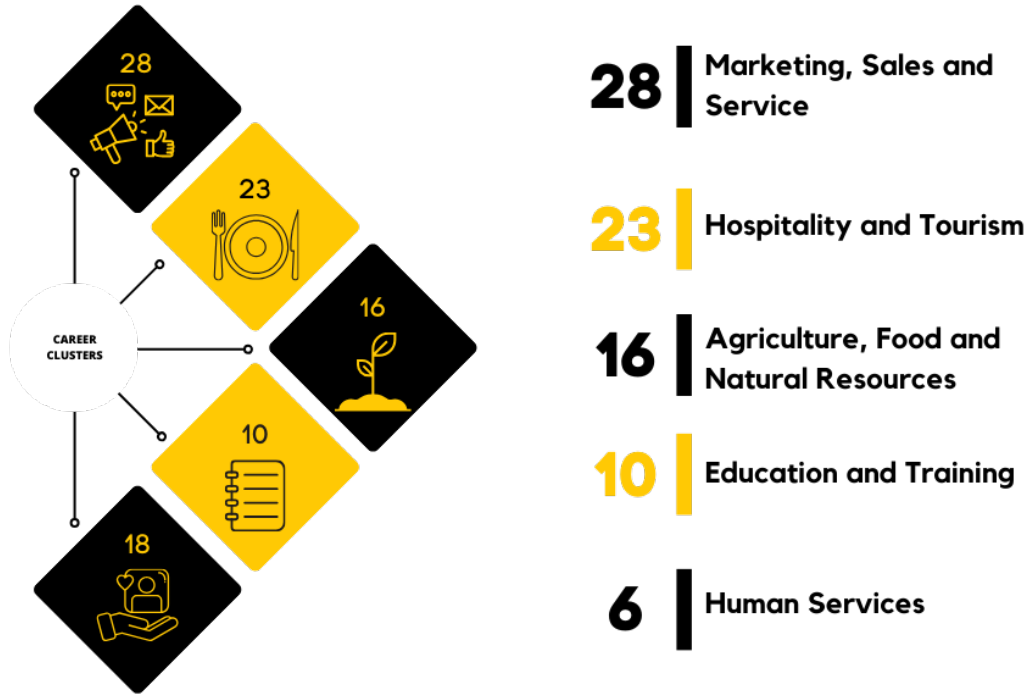
Figure 19

Top Five Career Clusters Hourly Salary for Student Completers

$15.00 — Other

$15.00 — Manufacturing

$15.50 — Law, public safety, and security

$15.75 — Government and public administration

$18.00 — Transportation, Distribution, and Logistics
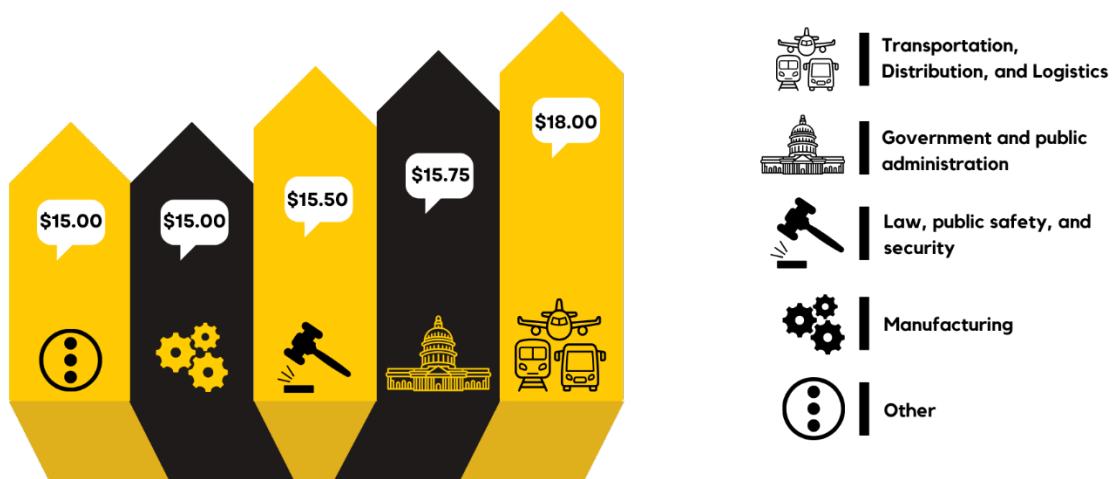
Figure 20

Number of Hours per Week of Top Five Career Clusters of Student Completers
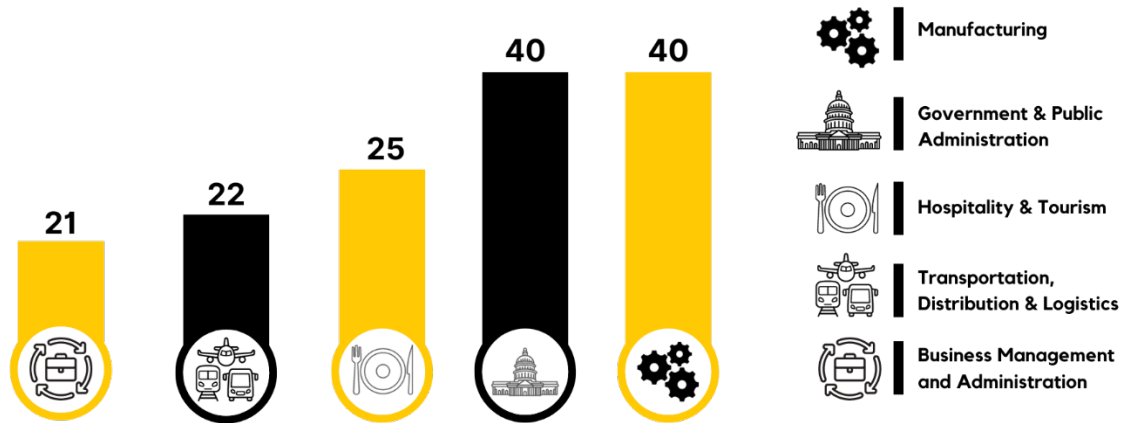
Information Regarding Program Characteristics and Infrastructure

- In addition to information regarding students enrolled in each FPCTP, information regarding program characteristics was also collected. These data included program activities, funding, staffing, and student support strategies. The data help tell the story about how the FPCTPs deliver instruction and services to their students, who was involved with service delivery, and how they fund their staff.

Program Capacity, Structure, and Enrollment

- FPCTPs are implemented in universities, state colleges, and career technical colleges in various regions of the State. Because of the diversity of their contexts, each of these programs differed in terms of program length, content of the curriculum, and the terms in which students enroll (see Table 3).
- The capacity of these institutions also varied significantly in terms of staff, facilities, and other resources, which directly affected the number of students admitted to their FPCTP. Table 4 shows new student enrollment by FPCTP, by year. These numbers were influenced by the program's length, student retention, student completion, and capacity.

Table 3

Program Length, Enrollment Terms, and Enrollment by Institution

Institutions	Length of Program	Terms of Enrollment		
		Fall	Spring	Summer
Broward College	3 years	X	X	-
Emerald Coast Technical College	2 years	X	X	-
Florida Atlantic University	2-4 years	X	X	X
Florida Gulf Coast University	2 years	X	X	X
Florida International University	3 years	X	X	X
Florida State College at Jacksonville	1-3 years	X	X	-
Indian River State College	1-2 years	X	X	X
Lee County Technical Colleges	Varies	X	X	X
Lively Technical College	Varies	X	X	-
Manatee Technical College	3.5 years	X	X	-
McFatter Technical College	2 years	X	X	X
Okaloosa Technical College	2 years	-	X	-
Orange Technical College – West Campus	1 year	X	X	-
Osceola Technical College	1-2 years	X	X	-
Pinellas Technical College – St. Petersburg	Varies	X	X	X
Robert Morgan Educational Center and Technical College	1-3 years	X	X	X
Santa Fe College	1-2 years	X	X	-
Sheridan Technical College	1.5 years	X	X	X
Southeastern University	2 years	X	X	-
St. Petersburg College	2 years	X	X	X
Tallahassee Community College	2 years	X	X	-
The College of the Florida Keys	1-3 years	X	X	X
University of Central Florida	2 years	X	X	-
University of North Florida	3 years	X	X	X
University of South Florida - St. Petersburg	2 years	X	X	X

Table 4

Number of New Students Entering FPCTPs by Institution by Year

Institution	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	Total
Broward College	-	-	-	-	12	1	12	25
Florida Atlantic University	22	7	11	13	0	17	14	84
Florida Gulf Coast University	-	-	-	-	0	9	8	17
Florida International University	-	-	-	9	9	8	14	40
Indian River State College	-	7	8	5	6	15	12	53
Lee County Technical Colleges	-	-	-	6	5	8	12	31
Lively Technical College	-	-	-	-	0	12	17	29
McFatter Technical College	-	7	7	7	5	4	4	34
Okaloosa Technical College	-	-	-	-	0	5	4	9
Orange Technical College - West Campus	-	-	-	1	3	0	1	5
Robert Morgan Educational Center and Technical College	-	8	1	1	0	4	2	16
Santa Fe College	5	7	8	11	2	4	6	43
Sheridan Technical College	-	-	-	-	1	5	2	8
Southeastern University	-	-	4	6	3	4	7	24
St. Petersburg College	-	-	-	3	6	4	5	18
Tallahassee Community College	-	-	-	8	5	3	4	20
The College of the Florida Keys	3	3	6	4	3	11	8	38
University of Central Florida	18	3	5	8	7	3	5	49
University of South Florida - St. Petersburg	-	-	-	-	0	7	6	13
TOTAL	**48**	**42**	**50**	**82**	**67**	**124**	**143**	**556**

Peer Mentoring

- A primary strategy used to support students in FPCTPs is peer mentors and peer tutoring. FPCTP staff reported if peer mentors were part of their program; if and how they were compensated; how many participated, and for how many hours per week. This information is summarized in Table 5. For 2022-2023, using the total peer mentoring hours per week and the number of students enrolled, an estimate was calculated of the number of hours of peer mentor support provided by each FPCTP, per student.

- Sixteen (16) FPCTPs reported using peer mentors to support their students during this reporting period. All FPCTPs, with enrolled students, reported using peer mentors to provide social support to students (see Table 6). Additionally, peer mentors were used to: provide academic support (14); residential support (4); other support (4) (e.g., soft skill development and campus club participation); employment support (3). As FPCTPs continue to adjust their understanding of needed support for students, expanded use of peer mentors is expected to increase and be more varied.

- Thirteen (13) of the 16 FPCTPs compensated their peer mentors in some way. FPCTPs reported compensation in the format of a stipend or an hourly wage, course credit, reduction of tuition or fees, service-learning hours, and scholarships (see Table 5).

- Across the programs, peer mentor support ranged from more than 15 minutes to almost 26 hours per student, per week. During this reporting year, peer mentors provided 15 more hours of support than reported during 2021-2022. These changes continue to reflect additional needed support in academic and social areas.

Table 5

Characteristics of Peer Mentor Support for Students Enrolled in FPCTPs by Institution

Institution	Use of Peer Mentors	Type of Compensation if any	# of Peer Mentors	Total Hours/Week of Peer Mentor Support	# of FPCTP Students	Hours/Week Peer Mentor Support per Student
Broward College	Yes	Stipend or hourly wage	3	40	23	1.74
Florida Atlantic University	Yes	Stipend or hourly wage	10	50	43	1.16
Florida Gulf Coast University	Yes	Service learning hours	4	20	17	1.18
Florida International University	Yes	Stipend or hourly wage	11	12	31	0.39
Indian River State College	Yes	Stipend or hourly wage	1	10	22	0.45
Lee County Technical Colleges	Yes	Stipend or hourly wage	7	50	16	3.13
Lively Technical College	No	-	-	-	21	-
McFatter Technical College	Yes	None	1	2	9	0.22
Okaloosa Technical College	Yes	-	5	20	9	2.22
Orange Technical College - West Campus	No	-	-	-	1	-
Robert Morgan Educational Center and Technical College	Yes	None	7	30	7	4.29
Santa Fe College	Yes	Stipend or hourly wage	7	50	9	5.56
Sheridan Technical College	No	-	-	-	5	-
Southeastern University	Yes	Reduction in tuition or fees; Academic course credit	30	107	11	9.73
St. Petersburg College	Yes	Stipend or hourly wage	3	13	8	1.63
Tallahassee Community College	Yes	Stipend or hourly wage; Academic course credit	6	48	10	4.80
The College of the Florida Keys	Yes	Scholarship	3	15	12	1.25
University of Central Florida	Yes	Stipend or hourly wage	7	85	8	10.63
University of South Florida - St. Petersburg	Yes	Stipend or hourly wage; Academic course credit	90	312	12	26.00

Table 6

Type of Peer Mentor Support Provided to Students Enrolled in FPCTPs by Institution

Institution	Employment	Residential	Academic	Social	Other
Broward College	-	-	X	X	-
Florida Atlantic University	-	-	X	X	Book Club, Social/Speech Club
Florida Gulf Coast University	-	-	X	X	-
Florida International University	-	-	-	X	-
Indian River State College	-	-	X	X	-
Lee County Technical Colleges	-	-	X	X	-
McFatter Technical College	-	-	X	X	-
Okaloosa Technical College	-	-	-	X	Support with culinary and carpentry skills
Robert Morgan Educational Center and Technical College	-	-	X	X	Soft skills development
Santa Fe College	X	-	X	X	-
Southeastern University	-	X	X	X	-
St. Petersburg College	X	-	X	X	-
Tallahassee Community College	-	-	X	X	-
The College of the Florida Keys	-	X	X	X	-
University of Central Florida	X	X	X	X	Executive Function Coaching (time management, organization skills, self-regulation strategies)
University of South Florida - St. Petersburg	-	X	X	X	-

FPCTP Staffing

- FPCTP staffing ranged significantly across the approved programs and represented a primary variable in determining the institution's capacity to serve students enrolled in FPCTPs. A variety of factors influenced staffing patterns, such as: size and type of institution; number of campuses served; perceived catchment area for student recruitment; program composition and curriculum opportunities; human and fiscal resources. Programs reported between one (1) and 39 staff members.

- FPCTPs provided information regarding each employee directly connected to the FPCTP, related to the number of hours they worked for the institution and the number of hours they worked directly with students associated with the FPCTP. Twenty (20) of the 25 FPCTPs reported staffing data. Except for Emerald Coast Technical College, all other initially approved FPCTPs did not have staffing data for this reporting period. Individual staff members' hours per week ranged from one (1) to 41.25 for

those who worked directly with the FPCTP. A detailed report of staff member hours by institution is included in Appendix I.

- An estimate was calculated of the hours and full-time equivalent (FTE) worked per student per week from 19 FPCTPs with student enrollment, regarding staff hours. When examining reported data collectively, staff members' weekly hours per week per student ranged from more than five (5), up to 75 hours, equaling FTEs per student between 0.14-1.94. This indicates that FPCTPs expended less than the equivalent of two (2) full-time staff members across institutions, per student.
- When reviewing the amount of time provided by each FPCTP staff member per week on student needs and program implementation, time ranged from nearly two (2) hours to more than 37 hours. It is important to note that FPCTP staff and student numbers were uniquely different, which had an impact on the range of dedicated staff time.

Figure 21

Percentage of Staff Hours per Week by Role
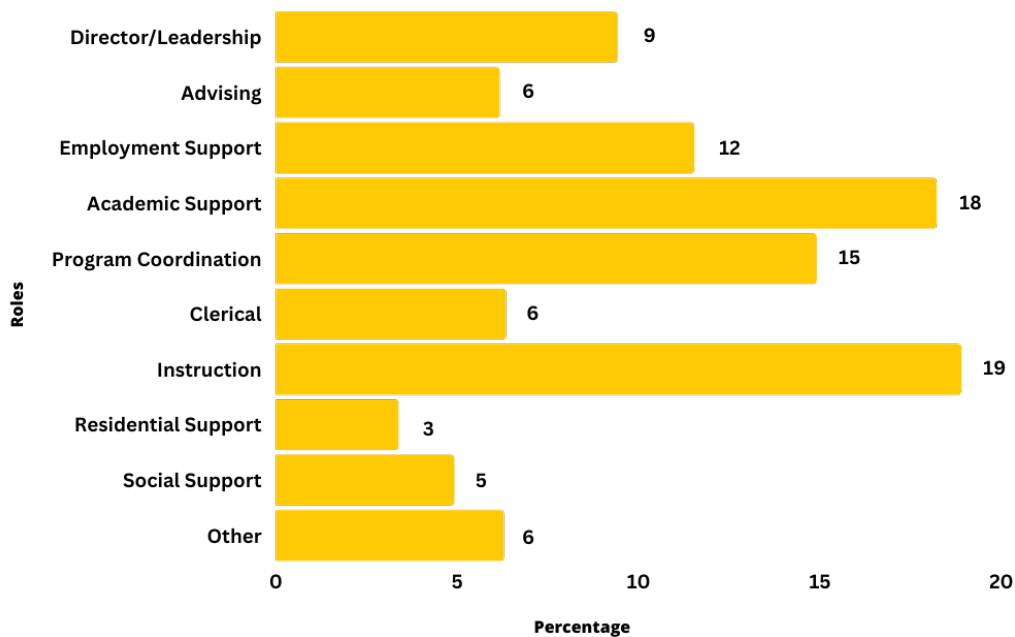
- The annual program reports also provided information regarding staff member roles and the time they spent in these roles. This information is also presented in Appendix I, by institution. As indicated in Figure 21, FPCTP staff members dedicated the most work time to instruction (19%), followed by academic support (18%), program coordination (15%), and overseeing the program in a leadership capacity (9%). Employment and placement support were a critical area of focus for all programs, and it was reported at 12% during this reporting year. FPCTPs reported incorporating more support from existing agencies -like Vocational Rehabilitation- to provide employment services before, during, and after program completion.

- FPCTPs also indicated, by staff member, how staff hours were funded by each of the following sources: (a) FPCTP grant, (b) directly by the IHE, (c) other sources. Table 7 presents the total number and percentage of hours per week across all staff at the FPCTP, funded by each source. Staff funding sources varied throughout the year, but consistently the largest source of staff funding came from an FPCTP grant (60%), followed by funding directly from the IHE (34%), and other sources (6% throughout the year). The larger portion of support continues to come from FPCTP grants, with minimal institutional funding support for program personnel. This information indicates that IHEs sought employing additional personnel to ensure adequate staff are available to provide the needed support to fully implement FPCTPs. Additionally, IHEs provided existing resources and facilities as support for their FPCTPs.

Table 7

FPCTP Staff Hours per Week by Funding Source and Institution

Institution	Total Staff Hours per Week	Hours Funded by FPCTP Grants		Hours Funded Directly by the IHE		Hours Funded by Other Sources	
		n	%	n	%	n	%
Broward College	134	120	90%	10	7%	4	3%
Florida Atlantic University	425	234.5	55%	4.5	1%	186	44%
Florida Gulf Coast University	93	93	100%	0	0%	0	0%
Florida International University	1008	124.6	12%	883.4	88%	0	0%
Indian River State College	154	154	100%	0	0%	0	0%
Lee County Technical Colleges	123.75	123.75	100%	0	0%	0	0%
Lively Technical College	170	153	90%	14	8%	3	2%
McFatter Technical College	224.5	45.5	20%	158	70%	21	9%
Okaloosa Technical College	210	160	76%	50	24%	0	0%
Orange Technical College-West Campus	75	71.25	95%	3.75	5%	0	0%
Robert Morgan Educational Center and Technical College	200	142	71%	58	29%	0	0%
Santa Fe College	167	160	96%	7	4%	0	0%
Sheridan Technical College	147.5	37.5	25%	75	51%	35	24%
Southeastern University	160	160	100%	0	0%	0	0%
St. Petersburg College	96	96	100%	0	0%	0	0%
Tallahassee Community College	90	80	89%	10	11%	0	0%
The College of the Florida Keys	187.12	149.62	80%	33.75	18%	3.75	2%
University of Central Florida	130	130	100%	0	0%	0	0%
University of South Florida - St. Petersburg	109.5	109.5	100%	0%	0%	0%	0%
TOTAL	**3919.37**	**2344.22**	**60%**	**1322.4**	**34%**	**252.75**	**6%**

(8)(b)3. The projected number of students with intellectual disabilities who may be eligible to enroll in the FPCTPs within the next academic year.

Projected Number of Students Eligible for FPCTPs

- The Center charged each FPCTP to identify the number of students with intellectual disabilities within their program catchment area who may be eligible to enroll in their program within the next academic year. They were asked to consider the catchment area of their IHE in general, the scope of their program, and the characteristics of students at the K-12 districts within their catchment area.
- The Agency for Persons with Disabilities (L. Ramos, personal communication, September 25, 2023) has nearly 28,000 adults with intellectual disabilities between the ages of 18-50 as clients. FPCTPs used this data as a gauge to identify the number eligible students for FPCTPs in addition to estimates from their local school district and FLDOE. Therefore, FPCTPs reported a median of 239 eligible students across all catchment areas.
- As each FPCTP reported their catchment area, it defined the span of their recruitment efforts and helped identify collaboration partners for informing Floridians of inclusive postsecondary programs in their area. Additionally, how each FPCTP defined its catchment area approach was uniquely based on what was seen as the program's enrollment capacity to provide high-quality opportunities for individuals with intellectual disabilities.

(8)(b)4. Education programs and services for students with intellectual disabilities which are available at eligible institutions.

Education Programs and Services for Students with Disabilities

- The *Find a Postsecondary Education Program* page on the Center's website is linked from both the home page and the *Students and Families* section. It includes several resources to help students with disabilities and their families to find postsecondary education programs to meet their needs, including the following:
  - An interactive map of Florida, showing the locations of currently approved FPCTPs and other postsecondary education programs in Florida serving students with intellectual disabilities.
    - Color-coded points on the map indicate to users if a program is an FPCTP (black dots) or is not an approved FPCTP (gold dots).
  - Users can click on any postsecondary education program featured on the map to reveal a side bar showing the program's name, its FPCTP status, and its location.
    - Because the map is powered by Google Maps, users can easily navigate from the listing to driving directions to the program from a location of their choosing.
- The page includes a table of all FPCTP eligible postsecondary education institutions in the State and the services and/or programs they provide for students with disabilities.

Summary

During this reporting year, the Florida Center for Students with Unique Abilities, at the University of Central Florida, continued to implement the major elements of the Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495).

Revisions to the FPCTP applications, scholarships, grants, and annual reports also continued to better ensure accuracy of data collection and reporting. In collaboration with Chancellors of the Career, Technical and Adult Education, and State Colleges, Divisions of the FLDOE, 13 applications were approved, of which six (6) were new, with an initial approval period of three (3) years. FPCTP Scholarships were issued to 263 eligible students in programs. Twenty (20) of the 25 approved FPCTPS used FPCTP grant awards to stimulate, enhance and /or expand program development and implementation. Varied avenues of communication were used to maintain communication with stakeholders across the State through webinars, social media, virtual meetings, emails, conference presentations, and workshops. The 2023 FLPEPPI in July, MY Progress Update Institute in January, and monthly webinars provided continued professional development and resources to FPCTPs. FCSUA continues to implement its research-to-practice, data-driven, strategic planning model through which IHE teams reflect on, plan for, and evaluate new and existing postsecondary education programs that serve students with intellectual disabilities. Additionally, the benefit from using the FCSUA Community continues to improve FCSUA's infrastructure and data collection procedures for programs and students.

Through the annual program reports, FCSUA collects information valuable for working with other institutions as they plan and implement their FPCTPs. Information regarding mentoring, staffing, funding approaches, recruitment and support strategies, credentials, and other relevant information related to program infrastructure is valuable information sought by higher education leaders who seek to understand how to sustain an FPCTP and what they look like.

To increase knowledge of and support for FPCTP development, FCSUA will continue to collaborate with organizations such as the Centers for Autism and Related Disabilities; Florida Association of Centers for Independent Living; Florida Parent Educator Association; Florida Association on Higher Education and Disability; Florida Developmental Disabilities Council; Florida Division on Career Development and Transition; Florida Association for Career and Technical Education; Florida Association of Student Financial Aid Administrators; Think College; Think College Inclusive Higher Education Network; National Technical Assistance Center on Transition: The Collaborative; and Step Up for Students. Importantly, the Center works closely with its Advisory Committee, state education, and other agency staff to identify and understand relevant policies and initiatives to facilitate the development of FPCTPs, such as the Board of Governors; Florida Department of Education, including the Career & Technical and Adult Education; Florida College System; Division of Vocational Rehabilitation; Bureau of Exceptional Student Education; Project 10; Agency for Persons with Disabilities; The Able Trust; and Florida Senate staff. The relationships built with organization and agency staff are crucial to understanding of the many variables and factors regarding student recruitment and enrollment, student supports and success, infrastructure and sustainability, and other aspects involved in realizing the intent of the Act.

Institutions such as Miami-Dade College, Traviss Technical College, and Ridge Technical College, are working with FCSUA to actively plan for and prepare FPCTP applications and FPCTP grant proposals. Further, K-12 educators continue to reach out from numerous districts (e.g., Hillsborough County Public Schools) to join postsecondary education teams such as these, as partners in program development.

Increasing the number of approved FPCTPs, student enrollment and program completion, credentials earned, and competitive integrated employment remain at the core of the Center's work. Through continued support for FCSUA operations and allocation of FPCTP grant and scholarship funds, the aforementioned outcomes will be evident. Of utmost importance is the continued support that will help Floridians with intellectual disabilities, who desire to go to college, attain desired levels of independence and community involvement. We are proud of our accomplishments to date and appreciate the opportunity to lead this important work.

Respectfully submitted:

Janice Seabrooks-Blackmore, Executive Director

With support from:

W. Drew Andrews, Assistant Director and Technical Assistance Coordinator

Claudia Bello Punto, Web Applications Developer II

Missy Glavey, Technical Assistance Coordinator

Amanda Warren, Technical Assistance Coordinator

Christian Zimmerman, Technical Assistance Coordinator

Drexler B. James, Marketing Communications Specialist II

Iris Neil, Program Manager: Outreach Coordinator

Maria Pichardo, Administrative Coordinator II

Alex Trilling, Web Content Specialist II

Melanie Lopez, Doctoral Student

Zaki Ahmad Rathore, Graduate Assistant

B. Grant Hayes, Dean, College of Community Innovation and Education

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National Technical Assistance Center on Transition: The Collaborative (NTACT:C) website. https://transitionta.org/topics/effective-practices/

Appendix A

Approved Florida Postsecondary Comprehensive Transition Programs

Approved Florida Postsecondary Comprehensive Transition Programs

Institution	Program	Campus Locations
Broward College	Seahawk NEST (Navigating Education for Student Transition)	Pembroke Pines/Coconut Creek
Emerald Coast Technical College	ECTC Pathways Academy	DeFuniak Springs
Florida Atlantic University	Academy for Community Inclusion (ACI)	Jupiter/Boca Raton
Florida Gulf Coast University	FGCU R.I.S.E. (Real Independence, Successful Employment)	Ft. Myers
Florida International University	FIU Embrace Education Program	Miami
Florida State College at Jacksonville	VERTICAL (Vocational and Employment Readiness Training in Comprehensive Adult Learning) Program	Jacksonville
Indian River State College	Project STAGE (Students Transitioning to Academics and Gainful Employment) Project	Ft. Pierce and Vero Beach
Lee County Technical Colleges	HIRE (How I Reach Employment)	Ft. Myers/Cape Coral
Lively Technical College	SOAR (Success for Occupational Area Readiness) Program	Tallahassee
Manatee Technical College	Project EDGE (Empower, Develop, Grow and Educate)	Bradenton
McFatter Technical College	Grow Your Future	Davie
Okaloosa Technical College	Okaloosa UP (Unique Professionals)	Ft. Walton Beach
Orange Technical College – West Campus	Build Your Future	Winter Garden
Osceola Technical College	Ambitioned	Kissimmee
Pinellas Technical College – St. Petersburg	Pinellas Technical College Unique Professionals (PTC UP)	St. Petersburg

Institution	Program	Campus Locations
Robert Morgan Educational Center and Technical College	Project TOPS (Transitions tO Postsecondary institutionsS)	Miami
Santa Fe College	Project SAINT (Student Access and INclusion Together)	Gainesville
Sheridan Technical College	Build Your Future	Hollywood
Southeastern University	SEU Link Program	Lakeland
St. Petersburg College	Titans UP (Unique Partnership) Program	St. Petersburg/Clearwater
Tallahassee Community College	Eagle Connections	Tallahassee
The College of the Florida Keys	Project ACCESS (Accessing Community College Educational experiences, Social Experiences and Skills for Careers)	Key West/Key Largo
University of Central Florida	Inclusive Education Services (IES)	Orlando
University of North Florida	USoar	Jacksonville
University of South Florida – St. Petersburg	UMatter	St. Petersburg

Appendix B

Demographic Information for Students Enrolled in FPCTPs

Demographic Information for Students Enrolled in FPCTPs

Variable	Students	
	n	%
Personal Characteristics		
Gender		
Female	128	47%
Male	146	53%
Race		
Asian	4	1%
Black or African American	67	24%
Native Hawaiian or Pacific Islander	1	< 1%
White or Caucasian	174	64%
No Response	6	2%
Other or Unknown	22	8%
Ethnicity		
Hispanic or Latino	72	26%
FL Resident		
Yes	265	97%
No	9	3%
K-12 Enrollment and Exit Information		
Most recent type of K-12 enrollment		
Public school	207	76%
Private school	53	19%
Charter school	6	2%
Self-contained center school	4	1%
Home school	3	1%
Unknown	1	< 1%
Type of K-12 diploma		
Special diploma	57	21%
Regular high school diploma	192	70%
Certificate of attendance or completion	13	5%
Unknown	5	2%
None	1	< 1%
Other	6	2%

Variable	Students	
	n	%
Employment Experiences Within the Year Prior to FPCTP Enrollment		
Competitive integrated employment		
Yes	61	22%
No	213	78%
Competitive employment w/supported employment services		
Yes	22	8%
No	252	92%
Work in a sheltered workshop		
Yes	3	1%
No	213	99%
Unpaid work experience		
Yes	38	14%
No	236	86%
Employment Experiences Within the Year During FPCTP Enrollment		
Competitive integrated employment		
Yes	66	24%
No	207	76%
Competitive employment w/supported employment services		
Yes	31	11%
No	242	88%
Unknown	1	1%
Work in a sheltered workshop		
Yes	0	0%
No	273	100%
Unknown	1	0%
Unpaid work experience		
Yes	106	39%
No	168	61%
Unknown	0	0%

Demographic Information for Students Enrolled in FPCTPs

Variable	Students	
	n	%
Course Enrollment by Type		
Regular enrollment/credit-bearing		
Yes	96	35%
No	178	65%
Audit/no credit		
Yes	137	50%
No	137	50%
Non-credit bearing/non-degree		
Yes	28	10%
No	246	90%
Unique FPCTP courses		
Yes	180	66%
No	94	34%
Internship		
Yes	40	15%
No	234	85%
Work experience (other than internship)		
Yes	51	19%
No	223	81%
Housing During Enrollment		
With parents, siblings, or extended family	226	82%
In housing associated with the IHE	33	12%
Alone, on their own with a spouse, domestic partner, or roommate(s)	8	3%
In a group home, assisted living, or other supervised living arrangement	5	2%
Other	2	1%

Demographic Information for Students Enrolled in FPCTPs

Appendix C

FPCTP Scholarship Assurances and Instructions

Florida Postsecondary Comprehensive Transition Program (FPCTP) Scholarships

Assurances and Instructions

The Florida Postsecondary Comprehensive Transition Program Act (the Act) (FS 1004.6495) established the Florida Postsecondary Comprehensive Transition Program Scholarship for eligible students to attend approved Florida Postsecondary Comprehensive Transition Programs (FPCTPs). The Act also created the Florida Center for Students with Unique Abilities at the University of Central Florida (the Center) and charged the Center with managing the FPCTP Scholarship awards and accountability requirements associated with the awards.

Assurances and Stipulations

The following stipulations are established regarding FPCTP Scholarship requests, awards, accounting, and reporting. By requesting Scholarship funds, eligible institutions provide assurance that they will comply with the stipulations outlined here, in accompanying documents, and with the provisions of the Act (FS 1004.6495).

1. The FPCTP Scholarship funds administered by the Center are not funded as a grant from the State, nor are Scholarship funds awarded to eligible students via the approved FPCTP to be considered as grant funds by the participating postsecondary education institution. The FPCTP Scholarship is financial aid for the student.

2. Scholarships are available only to eligible students, defined as a student with an intellectual disability, who has provided required documentation regarding his or her intellectual disability; who physically attends the eligible institution; and is enrolled in the FPCTP. Eligible students are not receiving services that are funded through the Florida Education Finance Program or a scholarship under part III of Chapter 1002 (the Family Empowerment Scholarship for Students with Unique Abilities).

3. To maintain eligibility to receive a scholarship, a student must continue to meet the requirements outlined in item 2 and demonstrate *satisfactory academic progress* (SAP) in the FPCTP as defined by the eligible institution and described in its approved FPCTP application.

4. The eligible institution is responsible for determining the student's initial and continuing eligibility to receive the FPCTP scholarship; and for defining, in keeping with the Center's guidelines and requirements, *satisfactory academic progress* for its FPCTP students.

5. The eligible institution will comply with the request process and reporting requirements specified by the Center and outlined in the *FCSUA Report Flow* document (available at fcsua.org), including submission of end-of-term and annual scholarship disbursement reports, FPCTP cost estimates, and student demographic and eligibility information requested by the Center.

6. Currently, the **annual** FPCTP Scholarship award is between $7,000 - $15,000 per student. The FPCTP Scholarship is a flat rate award, prorated by academic term, aligned with the terms described in the institution's FPCTP application. For example, if the FPCTP is developed as a program that students attend three terms in the year, the Scholarship will be prorated across the three terms. If the program occurs across two terms, the scholarship will be prorated across two terms. Individual student awards from the Center will be made for those terms for which the Institution has indicated the student is scheduled to attend (in the FPCTP Scholarship Request

Florida Center for Students with Unique Abilities

Form, in the *FCSUA Community*).

7. FPCTP Scholarships are financial aid to the students and may be used for the following type expenses, directly associated with the students' participation in the FPCTP: Tuition, academic fees, textbooks, uniforms, supplies (such as consumable academic supplies and software subscriptions), mentor fee, transportation/bus fee, other such related fees, and general expenses associated with participating in postsecondary education.

8. As long as the student remains eligible, the flat rate awarded by the Center for the student will be disbursed by the institution to the student's account.

9. By June 30, eligible institutions will return to the Center any FPCTP Scholarship funds not disbursed to students during the academic year.

Recovering Program Costs

1. As indicated in item 7 above, the FPCTP Scholarship is intended to help pay for a student's expenses associated with the student's participation in the FPCTP such as the following: Tuition, academic fees, textbooks, uniforms, supplies (such as consumable academic supplies and software subscriptions), mentor fee, transportation/bus fee, other such related fees, and general expenses associated with participating in postsecondary education.

2. The expectation is that students with intellectual disabilities will most likely need supports from the FPCTP and the Institution *over and above* the standard supports provided for college students without these disabilities.

3. The FPCTP Scholarship Request Form submitted by the FPCTP, in the *FCSUA Community*, to the Center, includes an estimate of the costs of FPCTP participation by student by term for two reasons: First, to help the institution calculate the costs of participation in the FPCTP, such as tuition, fees, books, etc. shared by all students PLUS the specialized costs associated with specific supports, experiences, materials, etc. unique to students with intellectual disabilities in the FPCTP over and above general shared costs *so that revenue streams can be identified and/or developed to help cover these TOTAL program costs*. Second, the Center gathers this information so that we may advise the Legislature as to whether the FPCTP Scholarship funds are adequate to cover the costs of participation in the approved FPCTPs.

4. FPCTP-specific costs for services and supports *over and above* those generally provided might include, but are not limited to, costs to provide student mentors, job coaches, transportation, technology, and other curriculum components or services.

5. Using the information regarding total FPCTP costs, the institution can identify how these costs should be allocated per student and fully or partially recovered via course tuition, general fees, specific course fees, specific service fees, etc. These types of fees can be assessed and billed per student, then recovered via application of the student's FPCTP Scholarship funds provided to the institution by the Center via the financial aid office.

6. The services described in the institution's FPCTP application and subsequently included in the FPCTP approval by the Center and relevant State agency (BOG or FDOE) would thus be considered program components relevant to student success and appropriate for "cost recovery" as would such costs as lab fees for students enrolling in engineering or science courses.

Instructions

1. Use the Program Cost Estimator form, in the *FCSUA Community* to determine the estimated cost of attending the institution's FPCTP per student, per term. The form is set up to calculate program costs when the relevant data are entered. Enter information in each field. The fields automatically calculate. When completing this form for the first time, select New. Some program FPCTP information will automatically load. However, always confirm and edit where needed. You will need to complete the following information:

    ‣ Institutional information: Academic/program year, institution name, FPCTP name, name of individual preparing and submitting the Program Cost Estimator, and his/her contact information.

    ‣ Estimated general costs (such as tuition and fees) of participating in the institution's FPCTP, by resident type (resident, non-resident), per term.

    ‣ Itemized extra unique costs of participation in the institution's FPCTP over and above the estimated general costs of attendance, for services and or experiences designed to meet the needs of students with intellectual disabilities specifically.

    ‣ You can generate as many Program Scholarship Cost Estimators as needed to address each concentration/track in which students will enroll.

    ‣ If you have a Residential component included in your FPCTP, you will need to create On-Campus and Off-Campus Program Scholarship Cost Estimators. In this way, fees can be differentiated for each student's living situation within a concentration/track.

    ‣ You have the option to save at any time and come back later to complete.

    ‣ Save and submit form for approval when all information is complete.

    ‣ Once approved by the Center, you can begin working on Scholarship Request Forms for each student.

2. Use the Scholarship Request Form to identify the eligible students for whom you are requesting an FPCTP Scholarship. The form is set up to calculate specific fields when the relevant data are entered. For each student, enter the residency status. Only the Center can enter the amount of the Scholarship Award. The following information will automatically load based on the Program Scholarship Cost Estimator you choose for each student:

    ‣ Institutional information: Academic/program year, institution name, FPCTP name, name of individual preparing and submitting the Program Cost Estimator, and his/her contact information.

    ‣ Name and institutional identification number, of each student for whom a Scholarship is requested.

    ‣ If student is continuing from a previous year and has not been identified as a completer, the name will automatically load once you begin typing the student's name.

    ‣ Click on the New Student icon to add new students.

    ‣ Number of terms each student is expected to be enrolled **(select enrollment projection for each term a student will be enrolled, which is based on the length of the concentration/track associated with each** Program Scholarship Cost Estimator**)**.

3. Institutions requesting Scholarships for the first time, must submit **UCF Supplier Registration** (https://wd1.myworkdaysite.com/supplier/ucf/supplier_registration) to the Center with their

FPCTP Scholarship documents to provide account information through which the Scholarship funds will be distributed from UCF to the **institution's financial aid office.**

4. Refer to the *FCSUA Report Flow* document for a schedule of dates and reports associated with submitting Scholarship requests; end-of-term, annual, and grant performance reports, and the Center's disbursement process. Complete the *Scholarship Amount Disbursed fields* to report scholarship disbursements to students by term by the designated due dates.

5. The individual submitting the Program Cost Estimator and Scholarship Requests forms attests that she/he is authorized to do so by the institution.

All submissions are completed in the *FCSUA Community*

Please do not hesitate to contact the Center if you have questions or need additional information:

407-823-5225
fcsua@ucf.edu
www.fcsua.org

Appendix D

FPCTP Grants Instructions

Florida Postsecondary Comprehensive Transition Programs (FPCTP) Grants

Request for Grant Proposals

Section 1: Introduction

The Florida Postsecondary Comprehensive Transition Program Act (the Act) (FS 1004.6495) established the Florida Center for Students with Unique Abilities at the University of Central Florida. The Center is working with higher education institutions across Florida to support implementation of the Act in three primary ways: (a) facilitate application and approval of their **postsecondary education** program that serves students with intellectual disabilities as an FPCTP, (b) provide scholarship awards to students attending an institution's approved FPCTP, and (c) provide grant funding to support implementation of an institution's approved FPCTP. These three components of the Center's work aim directly at achieving the purpose of the Act.

This request for proposals (RFP) outlines specific details regarding how to apply for FPCTP grant funds. These funds are intended to increase the number of FPCTPs across the state and expand options in **postsecondary education** for young people with intellectual disabilities. To ensure that staff at postsecondary education institutions understand eligibility and programmatic requirements, the institutional and student eligibility criteria in the Act are included here, as well as the required components of an FPCTP. This information specifies the types of institutions eligible to apply for an approved FPCTP, the students they must serve, and the programmatic elements they must include. Since the purpose of the grant awards is to increase the number and availability of FPCTPs in the State, the same institutional eligibility criteria apply to grant awards.

To establish a site within the Center's FCSUA Community through which FPCTP applications and grant proposals are submitted, call, email, or visit us at:

407-823-5225   fcsua@ucf.edu   fcsua.org

Institution Eligibility and Responsibilities

Section 6 of the Act specifies:

(a) To offer an FPCTP, the president or executive director of an eligible institution, as applicable, must submit to the center, by a date established by the center, the following:

1. An application for approval of a comprehensive transition program proposed by the eligible institution, which **must be approved by the institution's governing board** and must address the requirements of the federal comprehensive transition and postsecondary program under 20 U.S.C. s. 1140 and the requirements of this section.

2. Documented evidence that the institution currently offers a federally approved **comprehensive transition and postsecondary program** that is eligible for federal student aid programs, documented evidence of the submission of an application for such federal approval of a program proposed by the institution, or documentation demonstrating the commitment of the institution's governing board to submit an application within the subsequent academic year for federal approval of a program pursuant to 20 U.S.C. s. 1140.

(b) An eligible institution may submit an application to the Center for approval pursuant to the requirements of this section for implementation of the FPCTP no later than the academic year immediately following the academic year during which the approval is granted. An eligible institution must submit a renewal application to the center no later than 3 years following the year during which the approval is initially granted.

(c) By August 1 of each year, an eligible institution that has an FPCTP shall submit an FPCTP Program and Student Annual Reports, in the FCSUA Community, which at a minimum, for the prior academic year, addresses the following performance indicators:

1. Efforts to recruit students in the FPCTP and the number of students enrolled in the program.

2. Efforts to retain students in the FPCTP and the retention rate of students in the program.

3. The completion rate of students enrolled in the FPCTP and related courses, as applicable.

4. Transition success of students who complete the FPCTP, as measured by employment rates and salary levels at 1 year and 5 years after completion.

5. **Other performance indicators** identified by the Center pursuant to subsection (8).

(d) An eligible institution shall notify students with intellectual disabilities and their parents of the student eligibility requirements specified in subsection (4) and the scholarship requirements and eligibility requirements specified in subsection (7).

The required FPCTP Program and Student Annual Report forms for all approved FPCTPs are available in the FCSUA Community. Please review these in advance to allow for timely data collection and submission due each year by August 1.

Student Eligibility

Section 4 of the Act specifies:

To be eligible to enroll in an FPCTP at an eligible institution, a student must, as determined by the institution, based on guidelines established by the center:

(a) Be a "student with an intellectual disability" as that term is defined in 20 U.S.C. s. 1140(2), including, but not limited to, a transitional student.

(b) Physically attend the eligible institution.

(c) Submit to the eligible institution documentation regarding his or her intellectual disability. Such documentation may include, but need not be limited to, a current individualized plan for employment associated with a review completed pursuant to s. 413.20(3) or a diagnosis from a physician who is licensed under chapter 458 or chapter 459 or a psychologist licensed under chapter 490.

Minimum FPCTP Requirements

The *FPCTP **application instructions and application form*** are available in the FPCTP Applications section of the FCSUA Community and at https://fcsua.org/I_application.php.

Section 5(c)3. of the Act specifies:

1.   An application must, at a minimum:

    a. Identify a **credential** (emphasis added) associated with the proposed program which will be awarded to eligible students upon completion of the FPCTP.

    b. Outline the program length and design, including, at a minimum, inclusive and successful experiential education practices relating to curricular, assessment, and advising structure and internship and employment opportunities, which must support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an eligible institution, including, but not limited to, opportunities to earn industry certifications, to prepare students for gainful employment. If an eligible institution offers a credit-bearing degree program, the institution is responsible for maintaining the rigor and effectiveness of a comprehensive transition degree program at the same level as other comparable degree programs offered by the institution pursuant to applicable accreditation standards.

    c. Outline a plan for students with intellectual disabilities to be integrated socially and academically with nondisabled students, to the maximum extent possible, and to participate on not less than a half-time basis, as determined by the eligible institution, with such participation focusing on academic components and occurring through one or more of the following activities with nondisabled students:

        (I)   Regular enrollment in credit-bearing courses offered by the institution.

        (II) Auditing or participating in courses offered by the institution for which the student does not receive academic credit.
        (Ill) Enrollment in noncredit-bearing, nondegree courses.
        (IV) Participation in internships or work-based training.

    d. Outline a plan for partnerships with businesses to promote experiential training and employment opportunities for students with intellectual disabilities.

    e. Identify performance indicators pursuant to subsection (8) and other requirements identified by the center.

    f. Outline a 5-year plan incorporating enrollment and operational expectations for the program.

SECTION 2: DESCRIPTION OF THE FPCTP GRANTS

1. **Categories of Grants**

    The Center is seeking proposals for grants to assist approved FPCTPs in the following manner: to facilitate development and implementation of a new FPCTP, institutions seeking funding for the first time are referred to as initial grants. The intent of this funding is to stimulate development of additional **postsecondary education** programs serving students with intellectual disabilities across Florida. Therefore, grant funds will provide resources to

institutions to implement the program described in their FPCTP application. In this case, the FPCTP application may be submitted either prior to or at the same time as the grant proposal.

b. To facilitate sustainability and implementation of planned improvements and or expansion of an existing program already approved as an FPCTP, requested funds are referred to as continuing grants. The Grant may be awarded to an institution that has an already approved FPCTP to either expand the program offerings and or services, increase the number of students it serves, or continue progress. In this case, the FPCTP application has been approved previously, or an application for renewal approval is being submitted. Institutions that held previous FPCTP grant awards may submit a grant proposal to improve and sustain their FPCTP.

c. All grantees are **required** to send a core FPCTP project team (at a minimum) to annual Center institutes. Grant funds may be used to cover the associated travel expenses. FPCTP representatives shall provide information regarding their program as requested at these Center events.

d. In addition to the annual FPCTP Program and Student Annual Reports due August 1, **all grantees** are required to submit an annual **grant performance report by July 15 each year**.

e. All grantees are required to submit a **final grant performance close-out report** upon conclusion of the project end date **by September 1**.

2. **Funding Amount, Project Period, and Application Deadlines**

a. **Annual** funding not to exceed $500,000 is available, regardless of the grant category. **Maximum** funding of $1,500,000 for a three-year project period is allowed.

b. FPCTP grant proposals are accepted and reviewed on a rolling basis, as long as funding is available. To accommodate this approach, we have established a corresponding Grant Funding Cycle that identifies submission periods with corresponding allowable start date, project period, budget period, and annual grant performance report due date (https://fcsua.org/docs/FPCTP_Grant%20Funding%20Cycle_July%202022.pdf)

c. Generally, an institution may apply for a **project period** of up to 3 years (36 months); the total award for a three-year project cannot exceed $1,500,000. That is, an institution may submit a budget and justification for up to $500,000 per year with planned expenditures to occur in 1, 2, or 3 years, or any part thereof, according to the Grant Funding Cycle.

d. Grant awards will range from $100,000-$500,000 per year. Priority to institutions receiving up to $500,000 per year will include:
    i.   Number of FPCTP students served
    ii. Multiple campuses
    iii. Residential component

e. Proposed expenses must be itemized by year in the proposal budget. Budget periods shall align with the fiscal year that begins July 1 and ends June 30.

f. All grant proposal budgets and justifications must be submitted using the FCSUA Community using the FPCTP Grant Budget forms.

3. **Allowable and Required Budget Items**

   a. Funds may be used to support personnel, fringe benefits, supplies and materials, travel, services, and other costs such as telephone, copying and printing, speakers' fees, and other reasonable expenses needed to start-up or enhance the existing or proposed FPCTP.

   b. Proposed budget expenditures must be **itemized by year** for multi-year projects.

   c. A minimum of $1,500 per year ($4,500 total for a 3-year project) for travel to annual Center institutes must be budgeted from either the grant funds or as cost share by the institution (and so noted in the budget and justification).

   d. Facilities and administrative costs, up to a rate of 10% of total modified direct costs, may be charged.

   e. Cost sharing is not required. However, institutional staff are encouraged to examine proposed costs and consider where funds might be available in the future to sustain the FPCTP, including resources to be provided by the institution.

   f. A budget justification aligned with proposed budget items must be submitted, via the FPCTP template, and will be used to judge as to whether the proposed budget is **adequate and reasonable**.

4. **Award Process**

   a. Awards will be made to the institution through the institution's equivalent of an office of research/grants and contracts office, as identified in the institutional profile within the FCSUA Community.

   b. Upon approval of the grant award, FCSUA staff work with the UCF research contracts office to develop an award agreement which specifies the amount of funding, the budget period(s), the cost reimbursement process, and other pertinent details of the award.

   c. These are **cost-reimbursable grants**. The awardee will bill FCSUA/UCF quarterly for grant expenditures using an invoice form in the FCSUA Community.

SECTION 3: PROPOSAL CONTENT AND REVIEW CRITERIA

In general, the grant proposal should align with the institution's application for approval as an FPCTP. Thus, the proposal will provide information regarding the new program to be developed or how an existing program will be continued. Each grant proposal will be reviewed to determine if it meets basic criteria that serve to indicate use of the funds will result in development of high-quality programs likely to increase employment outcomes of their students with intellectual disabilities.

Proposal Scoring

Each section of the Proposal Narrative has been assigned a point value, representing a corresponding percentage of that section's value in relation to an overall score of 100 points. For example, the evaluation section of the proposal has a total value of 20 points. Each proposal will be reviewed for completeness and quality and a score assigned to each section. These values should indicate the attention given within the proposal narrative to each section. FCSUA staff will work directly with those developing a proposal to develop one that is acceptable for funding. Specific

details within a proposal are subject to negotiation with the Center's Executive Director, who makes the final funding decision. When demand for funding exceeds the funding available, awards will be made on a competitive basis, considering the scoring values assigned during the review.

The following forms are required for the grant proposal:

‣ Proposal Narrative

‣ References for Citations included in the Narrative (must be uploaded)

‣ Program Logic Model, following the FPCTP Logic Model Example

‣ Evaluation Table, following the FPCTP Evaluation Table Example

‣ Itemized Budget (by budget period)

‣ Budget Justification

‣ Approval by the institution's representative authorized to submit grant proposals – this information is submitted via electronic signature using the FCSUA Community.

1. Complete the Institutional Information (Sections 1 – 5) in the FCSUA Community. This section provides general information about the project, the program and institutional contacts, and accountability requirements.

2. The **Proposal Narrative** should describe the needs for the program, its major elements, quality of key personnel, and other information that demonstrates the program is high quality, addresses an identified need, and should result in positive employment outcomes for its students with intellectual disabilities.

   a. **Abstract** (limit 250 words)
   Provide a summary of the grant proposal – i.e., the goals, primary activities supported by the funds, and intended outcomes).

   b. **Need (15 points)**
   This section of the proposal addresses the need to either establish or improve a postsecondary comprehensive transition program at the institution. *Using data about the state or local context*, **Initial grant** proposals should address the need to establish the program at the institution. **Grant** proposals for continuation should use data regarding the current program to describe why the existing program needs improving, expanding, and or sustaining. The following questions can be used to outline the need for (a) the FPCTP and (b) the grant funds in particular:

      i. What is the demand for the program? That is, how many individuals with intellectual disabilities are expected to be served by the program? Do students with intellectual disabilities have access to such programs currently within the institution's "catchment area"? What is the current employment rate for youth with intellectual disabilities in the area?

      ii. What's the relationship between employment opportunities in the area and the credential(s) and/or industry-recognized certifications available through the planned or current FPCTP? That is, what's the demand for employees who will earn the credentials and/or certifications offered by the program? What job opportunities are available for individuals with the knowledge and skills earned through the program?

      iii. How will the program result in meaningful, competitive employment for the students

enrolled in the program?

    iv. What's the need for grant funding? That is, why is grant funding needed to support an initial program? **Grants for continuation** describe why additional grant funds are needed to improve, enhance, expand and or sustain the program.

c. **Goals and Approaches (40 points)**
This section of the proposal focuses on key program components recognized by the field that are likely to result in improving employment outcomes for youth with intellectual disabilities. **It is not necessary to reproduce the content of the FPCTP application** in this section, but enough information should be provided to adequately describe the goals of the program, the approaches to be used to achieve the goals, and the outcomes you expect to achieve.

To begin this section, **use the _FPCTP Grant Proposal Logic Model Form_** to create the logic model for the project. **Initial grant proposals**, address the program you intend to build and provide a justification for how you are building it; proposals for continuation **grants**, describe and justify the improvements you intend to make. **The Logic Model form must be completed before attempting to fill in the Evaluation Table form in the FCSUA Community.** The following questions can be used to outline the programmatic goals, resources and inputs, planned approaches and outputs, and the intended short, intermediate, and long-term outcomes:

    i. Who will the program serve?

    ii. What are the overall goals of the program? What are the general program objectives and approaches for each programmatic goal? That is, what are the key programmatic components and/or activities you will provide to your students that are likely to lead to their success in terms of program completion and subsequent employment? What evidence exists in the transition-related literature to support use of these strategies?

    Use your institution's planning site in the FCSUA Strategic Planning Tool: Postsecondary component, _transitionprogramtool.org_, to identify specific areas of focus for program development and/or improvement.

    Proposals for continuing grants – Describe the improvements and or enhancements you propose to make. Describe what will be different in your goals and approaches, where appropriate.

    iii. What outputs will be generated to support achievement of the intended outcomes? Identify the outputs and products, materials, processes, procedures, policies, etc. needed to support goal achievement.

    iv. What are the anticipated short-, intermediate-, and long-term outcomes? Expected outcomes are specific, **_measurable_** results that happen because of your activities and from the production of your products and other outputs. Specific outcomes define what you expect to happen when you accomplish your goal; outcomes describe what will be different, what will happen as a result of your activities and outputs, and what the anticipated impact on or benefit to students will be (e.g., enrollment, skill development, retention, completion, etc.).

d. **Personnel, Institutional Commitment, and Collaborations (15 points)**
In this section, describe the _key personnel_ who will lead and implement the proposed or

existing program and their primary role in promoting student success. Also describe any current and/or planned *institutional commitment* and/or support for the program. Finally, describe how program leaders and staff *collaborate* with local education districts and providers, vocational rehabilitation and transition-related service providers, businesses and labor organizations, and other community stakeholders to recruit students, implement program services and activities, and create employment opportunities for program completers. The following questions provide a focus for the information in this section:

i.   Who are the key program personnel? What is their role in and time commitment (in FTE) to the program? What are their qualifications?

ii.   What is the institutional commitment to the program? Has the institution's governing board approved the program? What support, if any, is the institution providing for the program currently and is committing to provide in the future (in terms of personnel, space, other resources)?

iii. How will/are program and other institutional staff collaborate/collaborating with local education agencies to recruit students? How will/are they reach/reaching out to parents before, during, and after students are admitted to the program? How will/are vocational rehabilitation and other transition-related service providers work/working with program staff to help support students enrolled in the program? How will/are program staff work/working with local businesses and or labor organizations to develop and provide internship and employment opportunities? Are program staff working with local transition councils? How? Is there/will there be a program advisory board?

e. **Formative and Summative Evaluation Plan (20 points)**
Approved Florida Postsecondary Comprehensive Transition Programs must submit an annual report by August 1 as required in the Act and specified by the Center. See https://fcsua.org/docs/FCSUA%20Report%20Flow.pdf for the reporting timeline and the FPCTP annual report forms for providing program and student information.

In addition, FPCTP grant recipients **must complete an annual *grant performance* report**, due on **July 15** each year.

Follow the FPCTP *Grant Proposal Evaluation Table Example* to help develop an evaluation plan aligned with your Logic Model.

In this section, provide enough information to demonstrate that program staff have the capacity to collect, analyze, and report data regarding program implementation and outcomes. In many cases, you may use the program and student data collected for the annual FPCTP program reports to inform your grant evaluation efforts. **Thus, thinking about how to integrate and apply the FPCTP annual report data into the grant evaluation plan is important.** This approach will help you address the most important aspects of your program, align data collection to reduce redundancy and increase efficiency, and generate meaningful results.

Specifically, in the **FPCTP annual program and student reports**, you will provide information regarding your program elements and detailed information regarding student demographics, enrollment characteristics, completion status, and post-program employment. For your annual **Grant Performance Report**, you may aggregate the individual student information and combine that with your program description to

summarize your grant activities and student experiences and outcomes. Keep this approach in mind as you describe your formative and summative evaluation strategies.

Continuing Grant Outcomes Summary is required for existing grant proposals. Provide a summary of your student outcomes during your initial program years/previous FPCTP grant. What proportion of your students made SAP, completed their programs, participated in work experiences and internships, achieved employment, etc.? This summary of evaluation findings and student outcomes should provide support for any program changes and justify continued grant support of the FPCTP.

Formative evaluation strategies are used to indicate that the project/program is being implemented as planned and that students participating in the program are progressing as outlined in their plan of study. The following questions can be used to outline your formative evaluation strategies:

i.   What are the evaluation questions that will guide your formative evaluation plan? That is, what questions will you ask to determine if the program or program improvements are being implemented as planned? What questions do you want your **formative** evaluation strategies to answer?

ii. What data or evidence will you collect?

iii. What are your data sources, where will you find the data?

iv. How will you analyze the data?

v.   How will you use the data to get and/or keep your program on track?

 Follow the *FPCTP Grant Evaluation Example and Table Template to help frame the information in items i – iii.*

Summative evaluation strategies are used to determine whether or not the targeted program outcomes are achieved. Your program Logic Model will include your program goals and specific outcomes. In this section, describe how you will determine whether each specific outcome and the overall goals of the program are achieved. The following questions can be used to outline your **summative** evaluation strategies:

i.   What are your intended short-term, intermediate, and long-term outcomes?

ii. What are the evaluation questions that will guide your summative evaluation plan? That is, what questions will you ask to determine whether or not the outcomes have been achieved? What questions do you want your summative evaluation strategies to answer?

iii. What indicators will you use to determine if the outcomes are achieved? Indicators are used to specify the evidence that will determine if an expected outcome is or is not achieved. In this instance, "indicator" is used to mean "evidence" or "proof." To determine if an outcome is achieved, you may need to gather information on several indicators from several sources. For example, retention of students in your program may be an important short-term outcome. To determine if your program is effective in retaining students from one year to the next, in addition to identifying the number and % of students who return the next term, you might use % of objectives completed by each student or % of courses completed by each student as indicators relevant to examining retention. These are the data you will collect regarding progress on achieving

your intended outcomes. This kind of information should be a part of your FPCTP annual report data collection; thus for your grant, this information aggregated across students would be useful and meaningful.

iv. What are your data sources? Where will you find the data? A data source may already exist (e.g., course performance) or it may need to be developed (e.g., a student satisfaction survey). It is from data sources that you gather information for each indicator. Each indicator should have a specific data source, although one data source may provide information regarding several indicators.

v. How will you analyze the data?

vi. How will you use the data to improve your program?

Follow the *FPCTP Grant Evaluation Example and Table Template to help frame the information in items i – iii.*

f. **Adequate and Reasonable Budget (10 points)**
In this section, describe two basic characteristics of the proposed budget: (a) that the costs are reasonable in relation to what you propose to do and (b) that the budget is adequate in terms of supporting the proposed activities. Proposals requesting maximum levels of funding must provide significant justification to support the request. The following questions can be used to outline the budget explanation:

i. For what period is the budget proposed (e.g., number of years)? (Be sure to itemize the budget by year for multi-year projects using the FPCTP Budget Form.)

ii. Are the proposed costs aligned with typical expenditures and rates at the institution (e.g., personnel salaries, fringe benefits, travel reimbursement rates, etc.)?

iii. Is the proposed budget adequate to support the proposed approaches and activities described in the Narrative section?

iv. How will the proposed funding help the institution develop a sustainable program?

v. **Complete the** *FPCTP Grant Budget* form to prepare your budget and outline your proposed expenses. Provide proposed costs in major budget categories (e.g., position/personnel and their FTE, fringe benefits, supplies and materials, printing/copying, travel, other, any F&A recovery and rate, etc.). Provide sufficient detail regarding items within each major category (e.g., type of travel, purpose) so reviewers can understand proposed expenditures in relation to proposed activities

vi. **Complete the** *Budget Justification* form, to briefly explain the proposed expenditures in relation to the proposed activities and in general how the costs are calculated. Describe the basis for each expenditure category (e.g., who is included in personnel category, their % of commitment to the project (FTE), the applicable fringe rate, services to be purchased, travel detail, and other information. The justification explains why and how costs are included in the proposed budget.

3. References for Citations included in the Narrative – Provide the reference for any citations included in the Narrative, preferably in APA style. **Upload** under *Additional Documents* tab.

SECTION 4: PROPOSAL FORMAT AND SUBMISSION INSTRUCTIONS

To expedite review of your proposal, please adhere to the following formatting criteria and submission instructions. Center staff are committed to establishing and implementing a review and award process that results in program funding as described in the Grant Funding Cycle https://fcsua.org/docs/FPCTP_Grant%20Funding%20Cycle_July%202019.pdf.

Proposal Format

All components of your FPCTP Grant Proposal must be completed via the FCSUA Community. Submission includes providing information directly in the portal regarding relevant contacts and other institutional information.

Submission Instructions

FPCTP grant proposals are accepted and reviewed on a rolling basis, as long as funding is available. To accommodate this approach, we adhere to the Grant Funding Cycle that identifies submission periods with corresponding allowable start date, project period, budget period, and annual grant performance report due date.

All FPCTP Grant Proposals must be submitted via the FCSUA Community. Some of the information required is entered directly into the system. Other information is uploaded into the system as Word, Excel, and or PDF files.

Once the required information is provided, institutional staff can submit the grant proposal as a draft for review by FCSUA staff or for official review.

For additional information or questions regarding this RFP or FPCTP application, contact:

Florida Center for Students with Unique Abilities
407-823-5225
fcsua@ucf.edu
www.fcsua.org

Appendix E

FPCTP Reporting Schedule

SCHOLARSHIP	

Due Date:
 	
July 1 or as soon thereafter as possible prior to start of academic term*
	Action:
	‣ **FPCTP** submits Cost Estimator(s) and Scholarship Request(s) in FCSUA Community.
	‣ **FPCTP** submits UCF's substitute W-9 with transfer account information as instructed on form link: https://ucf.qualtrics.com/jfe/form/SV_9HVXC418brDm1bn (one time only unless changes are needed; ACH option available).
	
	Description:
	‣ FPCTP uses Scholarship Estimator(s) in FCSUA Community to provide:
	  ▪ Estimated cost of participation in the FPCTP
	  ▪ Scholarship Requests of students for the upcoming academic year, by term

*If not received by July 1, FCSUA will process scholarship requests and disbursements as they are received from eligible institutions and process the awards as soon thereafter as possible.	
SCHOLARSHIP	
Due Date: July 2–31	**Action:** ‣ **FCSUA** approves Scholarship Requests and adds scholarship amount awarded by student and semester to Scholarship Request record(s) in FCSUA Community for each institution and creates "short form" of award information. ‣ **FCSUA** submits FPCTP Scholarship Invoice (as a Scholarship distribution request) to UCF Financial Affairs office for payment processing. ‣ **FCSUA** issues award notice, via FCSUA Community, to FPCTP's primary contact. **Description:** ‣ FCSUA compiles all requests, determines total requested, total available; prorate scholarship awards as needed. ‣ CCIE budget office assists with approval; FCSUA processes payment request to UCF Financial Affairs office to prepare check or ACH transfer to IHE's financial aid office.
SCHOLARSHIP	
Due Date: Within 30 days of FCSUA Scholarship Request approvals	**Action:** ‣ **UCF Financial Affairs** office disburses scholarship funds via check or ACH transfer to IHE's **financial aid office or equivalent.** ‣ **FCSUA** sends Scholarship Short Form with list of students and award amount for each student by semester, to FPCTPs with ACH setup. **Description:** ‣ Scholarship funds distributed to IHEs for the year, based on completed Scholarship Requests submitted by the FPCTP and approved by FCSUA in FCSUA Community.

Florida Center for Students with Unique Abilities
UCF

PROGRAM INFORMATION	

Due Date:
July 1
	Action:
	FPCTP completes and submits required Program Information of the *Annual Report* to FCSUA
	
	Description:
	‣ Enter FCSUA Program Information
	   ▪ Summary of recruitment strategies
	   ▪ Projected # of eligible students in FPCTP/IHE "reach" area/catchment area for next academic year
	   ▪ Summary of student retention strategies
	   ▪ Projections for next year enrollment

STUDENT INFORMATION	

Due Date:
August 1
	Action:
	FPCTP completes and submits required Student Information of the *Annual Report* to FCSUA
	
	Description:
	‣ Enter individual FCSUA Student Information
	   ▪ Includes new and continuing students
	      • Student demographic information
	      • Enrollment status
	      • Target credential
	      • Program length
	      • Target completion date
	      • Credential status
	      • Other relevant information specified in the report
	   ▪ Summary of student program completion
	   ▪ Summary of student credential completion
	   ▪ Employment status and data for completers as they exit the program
	   ▪ Employment rates and data for completers years 1 through 5 (subsequent to program completion)

SCHOLARSHIP	
Due Date: Beginning of each term	**Action:** **IHE** financial aid office distributes scholarship funds to eligible students according to schedule provided by FCSUA. **Description:** ‣ Full award for each term disbursed to **eligible** students at beginning of the applicable term.

GRANT	
Due Date: September 1 (end of grant project period)	**Action:** **FPCTP** grantees submit **Final** FPCTP Grant Performance Report to FCSUA September 1, or 60 days from end of the project period: **Outline for Final Grant Performance Report is detailed in Appendix B – Deliverables, of the Grant Agreement** **Description:** ‣ The report includes the same type of information as the Annual Grant Performance Report but spans the entire project period. ‣ Final budget summary and invoice for final cost reimbursement are also due with the final report at this time.
GRANT	

Due Date: October 1-15	**Action:**
	
	FPCTP grantees submit **Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities** for the period of performance in FCSUA Community:
	
	Period of Performance: July 1, 2021 – September 30, 2021
	
	Description:
	‣ Use the Quarterly Grant Invoice template, provided by FCSUA, to report expenses previously invoiced, current budget expenditures, and total expenses to date.
	  ▪ Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget.
	‣ **Quarterly Report**, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time.
	‣ Upon receipt of an acceptable invoice and quarterly report that are approved by FCSUA Executive Director, UCF Financial Affairs office shall pay IHE within (30) days after the invoice date.
	  ▪ UCF shall remit payment to IHE's address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer.

SCHOLARSHIP	
Due Date: December 1	**Action:** **FPCTP** completes Fall Term Scholarship Disbursement, in FCSUA Community, using the Scholarship Request record of each student, **INCLUDING** requests for any new students projected to enter the program the next semester (spring or summer). **Description:** ‣ FPCTPs report to FCSUA on scholarship funds issued to their students during fall semester, by entering amount of disbursed funds in the appropriate term on each student's Scholarship Request.

GRANT	
Due Date: January 1-15	**Action:** **FPCTP** grantees submit **Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities** for the period of performance in FCSUA Community: **Period of Performance: October 1, 2021 – December 31, 2021** **Description:** ‣ Use the Quarterly Grant Invoice template, provided by FCSUA, to report expenses previously invoiced, current budget expenditures, and total expenses to date. 　▪ Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget. ‣ **Quarterly Report**, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time. ‣ Upon receipt of an acceptable invoice and quarterly report that are approved by FCSUA Executive Director, UCF Financial Affairs office shall pay IHE within (30) days after the invoice date. 　▪ UCF shall remit payment to IHE's address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer.
SCHOLARSHIP	
Due Date: March 31	**Action:** **FPCTP** completes Spring Term Scholarship Disbursement, in FCSUA Community, using the Scholarship Request record of each student, **INCLUDING** requests for any new students projected to enter the program the next semester (summer). **Description:** ‣ FPCTPs report to FCSUA on scholarship funds issued to their students during spring term, by entering amount of disbursed funds in the appropriate term on each student's Scholarship Request.
GRANT	
Due Date: April 1-15	**Action:** **FPCTP** grantees submit **Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities** for the period of performance in FCSUA Community: **Period of Performance: January 1, 2022 – March 31, 2022** **Description:** ‣ Use the Quarterly Grant Invoice template, provided by FCSUA, to report expenses previously invoiced, current budget expenditures, and total expenses to date. 　▪ Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget. ‣ **Quarterly Report**, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time. ‣ Upon receipt of an acceptable invoice and quarterly report that are approved by FCSUA Executive Director, UCF Financial Affairs office shall pay IHE within (30) days after the invoice date. 　▪ UCF shall remit payment to IHE's address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer.

SCHOLARSHIP	
Due Date: June 1-30**	**Action:** ‣ **FPCTP** completes Summer Term Scholarship Disbursement, in FCSUA Community, using the Scholarship Request record of each student. ‣ **IHE returns** scholarship funds not disbursed to students to FCSUA no later than June 30. **Description:** ‣ FPCTPs report to FCSUA on scholarship funds issued to their students during summer term, by entering amount of disbursed funds in the appropriate term on each student's Scholarship Request. ‣ The Scholarship Summary in FCSUA Community will include automatic calculations of final # and $ of scholarships disbursed with total $ of funds not disbursed. ‣ Funds not disbursed to students are returned to FCSUA via check.

Summer Disbursement Report **must be completed before returning non-disbursed funds to FCSUA by June 30.

GRANT	
Due Date: July 1-15	**Action:** **FPCTP** grantees submit **Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities** for the period of performance in FCSUA Community: **Period of Performance: April 1, 2022 – June 30, 2022** **Description:** ‣ Use the Quarterly Grant Invoice template, provided by FCSUA, to report expenses previously invoiced, current budget expenditures, and total expenses to date. ▪ Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget. ‣ **Quarterly Report**, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time. ‣ Upon receipt of an acceptable invoice and quarterly report that are approved by FCSUA Executive Director, UCF Financial Affairs office shall pay IHE within (30) days after the invoice date. ▪ UCF shall remit payment to IHE's address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer.

GRANT

Due Date: July 15	**Action:**
	FPCTP grantees submit **Annual FPCTP Grant Performance Report** to FCSUA:
	Outline for Annual Grant Performance Report is detailed in Appendix B – Deliverables, of the Grant Agreement
	Description:
	‣ Use FPCTP Annual/Final Grant Performance Report, provided by FCSUA, which includes institution name, contact information, reporting period, report type, total budget expenditures during reporting period, total budget expenditures to date.
	‣ Performance/final report narrative includes summary of activities during the reporting period. (For final report, summary of activities across project periods.)
	▪ Activities implemented
	▪ Expected activities in next budget period (for annual performance report
	▪ Request for changes in approved activities and/or implementation timeline (if needed).
	‣ Summary of evaluation activities, data, and findings during the reporting period by evaluation focus (formative, summative) and for targeted outputs and outcomes. (For final report, summary of evaluation activities, data, and findings by focus and target, across project period.)
	▪ Formative evaluation activities
	‧ Targeted outputs
	‧ Targeted outcomes
	▪ Summative evaluation activities
	‧ Targeted outputs
	‧ Targeted outcomes
	‣ Budget expenditures
	▪ Description of any slippages
	▪ Expected expenditures during next budget period (for annual report).
	▪ Requested budget changes (if needed)
	‣ Supporting or supplementary information (optional)

Florida Postsecondary Comprehensive Transition Programs (FPCTP)

Grant Funding Cycle

The following chart lays out the schedule for FPCTP initial and continuing grant submission, implementation, and reporting timelines. Grant proposals are accepted on a continuing basis during the fiscal year as long as funding remains available. FPCTP grants are provided to either start new or expand or enhance existing Florida Postsecondary Comprehensive Transition Programs.

The purpose of an **FPCTP Initial Grant** is to facilitate development and initial implementation of an approved but not yet realized FPTCP. That is, the intent of this funding is to spur development of additional postsecondary education programs across Florida. Thus, the Start-Up Grants will provide resources to institutions to implement the program described and approved in their FPCTP application. **In this case, the FPCTP application may be submitted either prior to or at the same time as the Initial Grant proposal. Final grant approval will not be provided until the FPCTP is approved.**

The purpose of an **FPCTP Continuing Grant** is to facilitate implementation of planned improvements and or expansion of an existing FPCTP already serving students with intellectual disabilities. The Continuing Grant may be used to expand the capacity or quality of an already approved FPCTP. Thus the Continuing Grant funds will provide resources to an institution that has an already approved FPCTP and wants to either expand the program offerings and or services, or increase the number of students it serves. **In this case, the FPCTP application has been approved previously.**

The timelines identified here are general targets and assume that proposals meet the established criteria outlined in the Grant Proposal Instructions and few, if any, revisions are required. Final grant approvals will not be provided until the FPCTP application is approved.

FPCP Grant Funding Cycle: Key Timelines in the Rolling Proposal Submission and Award Process

Proposal Feature	Grant Proposal Submission Date			
	July 1 - September 30	October 1 - December 31	January 1 - March 31	April 1 - June 30
Earliest project start date	January 1	April 1	July 1	January 1
Maximum allowable project period	3 years, 6 months	3 years, 3 months	3 years	3 years, 6 months
Budget period alignment	Fiscal year, July 1 - June 30	Fiscal year, July 1-June 30	Fiscal year, July 1- June 30	Fiscal year, July 1 - June 30
Grant performance report due	July 15 of start year	July 15 of start year	July 15, end of first year	July 15 of start year

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Appendix F

Summary of Technical Assistance, Collaboration, and Outreach

Summary of FCSUA 2022-2023 Technical Assistance, Collaboration, and Outreach

Technical Assistance					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
11/15/2022	Pasco County FPCTP Development Meeting	Virtual Meeting	Drew Andrews	FPCTP Development	Pasco County School District staff
12/08/2022 - 04/13/2023	Osceola Technical College FPCTP Development	Virtual Meeting	FCSUA staff	FPCTP Application	Osceola Technical College Administrator
01/09/2023 - 08/22/2023	Miami Dade State College FPCTP Development	Virtual Meeting	FCSUA staff	FPCTP Development	Miami Dade State College staff & administrators
02/21/2023	Annual College and Career Transition (CCT) Club Sponsor Meeting	Virtual Meeting	Iris Neil & Melanie Lopez	Annual CCT Club Sponsor Meeting -Reporting requirements -ADA finance tips	CCT Club Sponsors & ADA representative
06/28/2023	UNF USoar FPCTP Development	Virtual Meeting	Janice Seabrooks-Blackmore & Drew Andrews	FPCTP Development	UNF FPCTP Team
08/07/2023	Ridge Technical College FPCTP Development	Virtual Meeting	Drew Andrews & Janice Seabrooks-Blackmore	FPCTP Development	Ridge Technical College administration

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Technical Assistance					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
08/22/2023	Traviss Technical College FPCTP Development	Virtual Meeting	FCSUA staff	FPCTP Development	Traviss Technical College Administration
09/05/2023	Southeastern University FPCTP Grant	Virtual Meeting	Virtual Janice Seabrooks-Blackmore	FPCTP Grant	Southeastern University Staff
09/11/2023	Hillsborough County School District	Virtual Meeting	Christian Zimmerman	FPCTP Development	Hillsborough County staff
09/11/2023	South Carolina Technical College System FPCTP Overview	Virtual Meeting	Virtual Drew Andrews & Christian Zimmerman	FPCTP Development and FCSUA Supports	South Carolina Technical College System administration
09/14/2023 - 03/20/2023	Manatee Technical College FCSUA Community Introduction	Virtual Meeting	FCSUA staff	Initial Grant and Introducing the FCSUA Community	Manatee Technical College team members

Webinars					
Date	**Event**	**Type**	**Presenter (s)**	**Focus/Title**	**Audience**
10/04/2022	Opening Doors for People with Intellectual Disabilities to Attain Meaningful Credentials	FPCTP Webinar	Lyman Dukes & Jamie Joslyn, USF UMatter	How to develop credentials that lead to sustainable careers in the student's fields of choice	FPCTPs and eligible institutions

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Webinars					
Date	**Event**	**Type**	**Presenter (s)**	**Focus/Title**	**Audience**
11/01/2022	Abilities Work: Helping Students with Unique Abilities Connect to Employment Opportunities	FCSUA Informational Webinar	Michelle Dennard & Nilda Blanco, Career Source Florida	Overview of current In-demand skills and employment trends and how FPCTPs can connect to the Career Source Florida Network	FPCTPs, eligible institutions & families of students with intellectual disabilities
12/06/2022	Helping Individuals to Thrive in Their Communities by Achieving Positive Living and Employment Outcomes	FCSUA Informational Webinar	Kent Carroll & Liesl Ramos, APD	APD requirements & employment initiatives to help APD clients	FPCTPs, eligible institutions, families of people with intellectual disabilities & school districts
01/10/2023	Building Inclusive Campuses	FPCTP Webinar	Kiera Anderson, Jamie Best, Kelly David & Grace McCormick, UCF IES program	Innovative practices to build inclusive campuses to enable students' maximal participation in campus activities	FPCTPs, eligible institutions, families of students with intellectual disabilities & school districts
02/07/2023	What Can the Think College Centers Do for You?	FCSUA Informational Webinar	Daneille Roberts-Dahm, Think College	Think College resources related to Inclusive postsecondary education for professionals, students and families	FPCTPs, eligible institutions, school districts & families of people with intellectual disabilities

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Webinars					
Date	**Event**	**Type**	**Presenter (s)**	**Focus/Title**	**Audience**
03/07/2023	Strategies for Completing Student Reports	FPCTP Webinar	Vivian Vieta & Adda Bogaards, Robert Morgan Technical College Project TOPS	Completing the FPCTP Annual Student Reports & strategies to maintain communication with graduates	FPCTPs
04/02/2023	Florida Developmental Disabilities Council: Innovative Practices and Findings	FCSUA Informational Webinar	Jamie Mayersohn, FDDC	How FDDC projects can help in enhancing the independence, productivity integration and Inclusion of FPCTP students	FPCTPs, eligible institutions, school districts, and families of students with intellectual disabilities
05/02/2023	Shifting Your Perspective: Become Employer Centric	FPCTP Webinar	Joey D'Souza & Leanne Rexford, Able Trust	Strategies to cultivate relationships with businesses to increase employment of FPCTP students	FPCTPs, eligible institutions, & school districts
05/30/2023	FLPEPPI Facilitator Webinar	FPCTP Webinar	Drew Andrews	Facilitator Training	Facilitators for the FLPEPPI
06/13/2023	FPCTP Team Leader FLPEPPI Preparation	FPCTP Webinar	Janice Seabrooks-Blackmore & Drew Andrews	FPCTP team leader preparation	FPCTP team leaders

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		Collaboration			
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
10/26/2022 - 05/16/2023	Think College Network CTE Collaborative Workgroup	Virtual Meeting	Drew Andrews	Expanding CTE opportunities for adults with intellectual disabilities	TCN CTE Collaborative Workgroup members
10/28/2022	Disability Employment Awareness Month Celebration	Onsite Meetings	Jacksonville, FL Drew Andrews	Disability Employment Awareness Month celebration	Able Trust partners
11/28/2022 - 09/13/2023	Southeastern Postsecondary Education Alliance (SEPSEA) Board Orientation	Virtual Meeting	Iris Neil	Collaboration with other IPSE alliances and programs across the SE region	SEPSEA Board members
01/30/2023	Social Media & Promotion for CTE Month with Think College	Virtual Meeting	Iris Neil & Drexler James	Sharing with Think College the FCSUA campaigns for CTE Month	Think College communication team
01/31/2023	Florida Ready to Work	Virtual Meeting	Iris Neil & Drew Andrews	Collaboration with Florida Ready to Work to learn about FPCTPs	Florida Ready to Work staff
01/31/2023	FCSUA/ JPMorgan Chase & Co. Autism at Work	Virtual Meeting	Iris Neil & Drew Andrews	Collaboration with JP Morgan HR to learn about FPCTPs	JP Morgan Chase regional & Florida HR staff
02/10/2023	UCF-IES Interview Day	Onsite Meetings	UCF, Orlando, FL Melanie Lopez	UCF IES program interview day	Prospective students & parents for UCF FPCTP

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Collaboration					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
02/10/2023 - 06/23/2023	FL Dept. of Education Vocational Rehabilitation (VR) Collaboration	Virtual Meeting	Janice Seabrooks-Blackmore, Drew Andrews, & Iris Neil	Overview of FPCTPs for VR counselors & staff	VR Marketing team
02/10/2023	Fabricators and Manufacturers Assoc. Foundation for Education (Nuts, Bolts and Thingamiajigs - NBT) Meeting	Virtual Meeting	Drew Andrews & Iris Neil	Collaboration meeting	NBT staff
02/13/2023 - 02/24/2023	CTE Month student video recordings	Onsite Meetings	FPCTPs at Technical Colleges Iris Neil & Drexler James	CTE Month recordings	FPCTP staff & students
02/14/2023	USF UMatter collaboration	Virtual Meeting	Iris Neil	Article on USF UMatter peer mentor program	USF UMatter Program Director
02/16/2023	Able Trust collaboration	Virtual Meeting	Iris Neil & Drew Andrews	Collaboration on employment initiatives	Able Trust staff
02/20/2023	UCF and National Technical Assistance Center on Transition: The Collaborative (NTACT:C) Tool edit progress	Virtual Meeting	Janice Seabrooks-Blackmore & Claudia Bello Punto	Demo Online Strategic Planning Tool updates	NTACT:C team members

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Collaboration					
Date	Event	Type	Location/Presenter	Focus/Title	Audience
03/01/2023	Able Trust's Project Venture	Reception	Orlando, FL FCSUA staff	Project Venture student presentations	Able Trust, Project Venture program staff & students
04/20/2023	UCF IES Appreciation	Reception	UCF, Orlando, FL FCSUA staff	Support of the IES FPCTP	CCIE, IES, & FCSUA
04/21/2023	FDOE Perkins V	Virtual Meeting	Drew Andrews & Amanda Warren	Connecting Perkins IV to FPCTPs	FDOE Staff
04/24/2023	Think College Think Higher Awareness Week	Virtual Meeting	Iris Neil & Drexler James	Premiere of student panel video	Think College constituents
04/25/2023	Student interview	Virtual Meeting	Iris Neil	The benefits of Attending a FPCTP from the student's perspective	Student who completed FPCTP
05/08/2023	Think College Accreditation Workgroup Meeting	Onsite Meetings	Washington, DC Drew Andrews	Think College Accreditation Workgroup update	Think College Accreditation Workgroup members
05/10/2023	UCF- Center for Public and Nonprofit Management (CPNM) & The Able Trust	Virtual Meeting	CCIE CPNM and FCSUA staff	Development of collaboration of UCF Center for Public and Nonprofit Management with the Able Trust	UCF CPNM, The Able Trust, & FCSUA
06/08/2023	Think College meeting	Virtual Meeting	Iris Neil & Drexler James	Think Higher, Think College & FCSUA partner meeting	Think College staff

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			Collaboration		
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
08/02/2023 - 09/15/2023	HB 1517 Interagency Workgroup meeting	Onsite Meetings	Tallahassee, FL Janice Seabrooks-Blackmore & Drew Andrews	Collaboration to identify gaps in information and communication for people with unique abilities & their families	Agency for Persons with Disabilities & representatives from other state agencies serving people with unique abilities
08/04/2023	FIU graduation	Onsite Meetings	FIU, Miami, FL Iris Neil	2023 graduation	FIU administrators, Embrace program staff, students, & family members
08/10/2023	South Carolina Inclusive Postsecondary Education (IPSE) Consortium Assessment Discussion	Virtual Meeting	Drew Andrews	South Carolina IPSE Consortium student and family assessment	South Carolina IPSE Consortium Program Director
08/15/2023	FAU Orientation	Presentation	FAU, Jupiter Campus, FL Iris Neil	FCSUA scholarships	FAU ACI new students & their families, FAU ACI staff
08/17/2023	Think College Think Higher Collaboration	Virtual Meeting	FCSUA staff	Think College Think Higher Campaign planning	Dan Habib, Think College, & FCSUA
09/01/2023	Council for Exceptional Children Webinar Series	Presentation	Janice Seabrooks-Blackmore & Stacie Dojonovic	Unlocking Success: The Power of Ongoing Age-Appropriate Transition Assessment in Driving Transition Planning	Council for Exceptional Children membership

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Collaboration					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
09/05/2023	Inclusive employer interview	Virtual Meeting	Drexler B. James	Disability Employment Awareness Month interview	Berry Fresh Café in Jupiter FL representatives
09/07/2023	Able Trust interview	Virtual Meeting	Drexler B. James	Disability Employment Awareness Month interview	Able Trust partners
09/15/2023	HB1517 Interagency Workshop	Onsite Meetings	Tallahassee, FL Drew Andrews	HB1517 Information requirements	APD and other agencies in Florida
09/19/2023	2023 CTE Leadership Collaborative Convening	Conference	Denver, CO Drew Andrews & Christian Zimmerman	Enhancing Postsecondary CTE for Students with Intellectual Disabilities	ECMC Fellows
09/21/2023	ACTE's Postsecondary CTE Summit	Conference	Denver, CO Drew Andrews	Persistence and Completion of Special Populations: Lessons Learned in Postsecondary CTE	ACTE Postsecondary Conference attendees

Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
10/03/2022	Hernando County ESE Advisory Committee Meeting	Presentation	Iris Neil	FCSUA and FPCTP overview	Hernando County ESE faculty and staff & families of students with disabilities

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			Outreach		
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
10/12/2022	Riveroak Technical College Meeting	Onsite Meetings	Live Oak, FL Drew Andrews	Initial FPCTP Interest Meeting	Riveroak Technical College administration & Suwannee County ESE staff
10/18/2022	Lake and Sumter Counties Interagency Transition Fair	Conference information table	Leesburg, FL Janice Seabrooks-Blackmore	FPCTP information	Lake Sumter Counties ESE faculty and staff & families of students with disabilities
10/19/2022	State of the Art (SOTA) Conference	Conference information table;Presentation ;Conference	Syracuse, NY Drew Andrews, Iris Neil, Craig Levins, & Aimee Stubbs	FCSUA & FPCTP information; Strategic planning tool research and best practices	Inclusive postsecondary education professionals
10/20/2022 - 10/22/2022	Florida Council for Exceptional Children Conference	Conference information table;Presentation	Daytona Beach, FL Janice Seabrooks-Blackmore & Melanie Lopez	FCSUA & FPCTP information; Research based effective practices on college success for students with disabilities	Secondary & Postsecondary ESE faculty & staff
10/24/2022	17th Annual Exceptional Employer Awards Expo & Ceremony	Conference information table	Tallahassee, FL Drew Andrews	FCSUA & FPCTP information	Supported employment professionals & employers

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Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
11/03/2022	International DCDT Conference	Conference information table;Presentation ;Conference	Little Rock, AR FCSUA staff	FCSUA and FPCTP information; Research based effective practices on college success for students with disabilities and strategic planning to develop inclusive programs	Secondary & Postsecondary transition professionals
11/08/2022	Big Bend Transition Council Meeting	Virtual Meeting	Drew Andrews	FCSUA and FPCTP information	Big Bend - Franklin, Gadsden, Jefferson, Leon, Liberty, Madison, Taylor, Wakulla, Dixie and Levy County- school district ESE dept., agencies, & families of students with disabilities
11/14/2022	University of Florida Dual Certification Graduate Interns - Guest Presenter	Presentation	Drew Andrews	College success strategies for students with disabilities	UF dual certification graduate interns
11/15/2022	Career & Technical Education Affinity Group	Virtual Meeting	Drew Andrews, Christy Bradford, & Roger Barnhart	FPCTP research and effective practices	CTE professionals

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Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
11/16/2022 - 11/18/2022	Association for Florida Colleges (AFC) Convention	Conference information table;Presentation ;Conference	Panama City Beach, FL Janice Seabrooks-Blackmore & Iris Neil	FCUSA and FCPTP overview and development	Florida state college faculty, staff & administrators
12/02/2022	Association for Career & Technical Education (ACTE) Conference	Presentation;Conference	Las Vegas, NV Drew Andrews	FPCTP research and effective practices	CTE professionals
12/03/2022	Seminole County Transition Fair	Conference information table	Altamonte Springs, FL Iris Neil	FCSUA & FPCTP information	Seminole County ESE faculty and staff, families of students with disabilities
12/07/2022	Pinellas County Transition Fair	Conference information table	Clearwater, FL Iris Neil	FCSUA & FPCTP information	Pinellas County ESE faculty and staff, families of students with disabilities
12/07/2022	Positive Pathways	Presentation	Janice Seabrooks-Blackmore	FCSUA & FPCTP information	Families of students with disabilities
12/14/2022	FLDOE Administrators Management Meeting	Presentation	Orlando, FL Drew Andrews & Iris Neil	FPCTP overview and outcomes	Florida school district ESE administrators
12/15/2022	Hillsborough County FPCTP Development	Virtual Meeting	Janice Seabrooks-Blackmore & Drew Andrews	Initial FPCTP Interest Meeting	Hillsborough County School District CTE & Disability Services

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Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
01/09/2023	Hardee County FPCTP Development	Virtual Meeting	Drew Andrews	Initial FPCTP Interest Meeting	Hardee County Schools administrator
01/11/2023 - 01/13/2023	Florida Career Pathways Network (FCPN) Symposium	Conference information table;Presentation ;Conference	Hutchinson Island, FL Iris Neil	FCSUA and FPCTP information; FPCTP research and effective practices in career development	School districts, state & technical colleges
01/12/2023 - 01/15/2023	Center for Autism and Related Disabilities (CARD) Conference	Conference information table;Presentation	Orlando, FL Janice Seabrooks-Blackmore & Drew Andrews	FCSUA & FPCTP overview	Professionals & families of students with autism & related disabilities
01/17/2023 - 01/20/2023	Division of Autism and Developmental Disabilities (DADD)	Presentation;Conference	Clearwater Beach, FL FCSUA staff	Strategic planning tool research and best practices	International postsecondary education & K12 professionals
01/19/2023	Central Florida Interagency Council Meeting	Onsite Meetings	Altamonte Springs, FL Drexler James	FCSUA & FPCTP overview	Orange & Seminole Counties ESE staff & families of students with disabilities
01/24/2023	Institute for Small and Rural Districts (ISRD) ESE Directors meeting	Presentation	Gainesville, FL Drew Andrews	FCSUA & FPCTP overview and development	ESE Directors in small and rural school districts

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			Outreach		
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
02/09/2023	Northeast Florida Education Consortium (NEFEC) College and Career Fair	Conference information table	Starke, FL Iris Neil	FCSUA & FPCTPs information	Baker, Bradford, Columbia, Dixie, Flagler, Gilchrist, Hamilton, Lafayette Levy, Nassau, Putnam, Suwannee, Union, PK Yonge DRS, & Florida School for the Deaf and the Blind students & faculty
02/09/2023	Florida Association on Higher Education and Disability (AHEAD)	Presentation	Janice Seabrooks-Blackmore & Drew Andrews	FPCTP development	Accessibility and Disability Resource Professionals
02/16/2023	Volusia County Preservice Transition Teachers Training	Presentation	Bethune-Cookman University Melanie Lopez	CCT Clubs overview	Preservice teachers, Professors, & Volusia County educators
02/17/2023	Florida A&M University FPCTP Development	Virtual Meeting	FCSUA staff	Initial FPCTP interest meeting	FAMU staff & administration
02/23/2023	Osceola County Transition Fair	Participation/Information	Osceola Technical College Drexler James	FPCTP information	Osceola County ESE teachers and staff, families & students with disabilities

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Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
02/28/2023	Pasco County FPCTP Development	Virtual Meeting	Drew Andrews & Amanda Warren	Initial FPCTP interest meeting	Pasco County & Marchman Technical College Staff
03/04/2023	Lee County Transition Fair	Conference information table;Presentation	Ft. Myers, FL Iris Neil	FCSUA & FPCTP information and overview	Lee County families of students with disabilities ESE teachers & staff
03/07/2023	Eastern Florida State College (EFSC) FPCTP Development	Virtual Meeting	Drew Andrews & Amanda Warren	Initial FPCTP interest meeting	EFSC staff & administration
03/13/2023	2023 Developmental Disabilities Awareness Day	Participation/ Information	Tallahassee, FL Iris Neil	FCSUA & FPCTP information	Legislatures & Disability Service Agencies staff
03/27/2023	Collier County FPCTP Development	Virtual Meeting	Drew Andrews & Amanda Warren	FPCTP development	Collier County, iglades, Immokalee, & Lorenzo Walker Technical College Staff
04/04/2023	St. Johns County ESE Transition Fair	Conference information table	First Coast Technical College, St. Augustine Drew Andrews	FCSUA & FPCTP information	St. Johns County students & families
04/07/2023	Association of Florida Colleges (AFC) Spring Conference	Presentation	Florida State College at Jacksonville Janice Seabrooks-Blackmore	FCSUA & FPCTP overview and development	Florida state college faculty & Staff in the NE region

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Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
04/10/2023	Eastern Florida State College (EFSC) FPCTP Development	Virtual Meeting	Drew Andrews & Amanda Warren	FPCTP development	EFSC staff
04/12/2023	FL Division of Career Development and Transition (DCDT) Conference and College Fair	Conference information table;Presentation ;Conference	Jacksonville, FL FCSUA staff	FCSUA and FPCTP information at conference, exhibitor fair and college fair	Florida ESE Transition staff, Duval County & surrounding areas families of students with disabilities
04/18/2023	First Coast Technical College FPCTP Development	Virtual Meeting	Drew Andrews & Amanda Warren	Initial FPCTP interest meeting	FCTC staff
04/22/2023	Volusia County Transition Fair	Presentation	Embry-Riddle Aeronautical University Melanie Lopez	FCSUA and FPCTP information	Transition specialists, families of students with disabilities, FDLRS & other direct service personnel
04/24/2023	Palm Beach State College FPCTP Development	Virtual Meeting	Drew Andrews & Amanda Warren	Initial FPCTP interest meeting	Palm Beach County ESE Transition Coordinator
04/27/2023 - 04/28/2023	Florida College Access Network (FCAN) Summit	Conference information table;Presentation ;Conference	Tampa, FL Iris Neil & Drew Andrews	FCSUA & FPCTP information; FPCTP Outcome data	Secondary & Postsecondary faculty & staff

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Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
05/08/2023	Hernando County Interagency Council	Virtual Meeting	Iris Neil	FCSUA & FPCTP information	Hernando County ESE faculty & staff & families of students with disabilities
05/10/2023	Hillsborough Community College FPCTP Development	Virtual Meeting	Drew Andrews	Initial FPCTP interest meeting	HCC Administrator & Hillsborough County Schools ESE
05/17/2023 - 05/19/2023	Southeastern Postsecondary Education Alliance (SEPSEA) Conference	Conference information table;Presentation ;Conference	Nashville, TN Iris Neil, Aimee Stubbs, and Drew Andrews	FCSUA & FPCTP information; Strategic planning tool research and best practices	Inclusive Postsecondary professionals from the southeast region of U.S.
06/08/2023 - 06/11/2023	Family Café	Conference information table;Presentation	Orlando, FL FCSUA staff	FCSUA & FPCTP information	Family members in Florida
06/08/2023	AFC Joint Councils meeting	Presentation	Daytona Beach, FL Janice Seabrooks-Blackmore	FCSUA overview and FPCTP development	Members of Council for Student Affairs Committee
06/12/2023 - 06/14/2023	FL Council for Administrators of Special Education (CASE)	Conference information table	Bonita Springs, FL Iris Neil	FCSUA & FPCTP information	Florida's ESE Administrators
06/21/2023 - 06/22/2023	ISRD Principals' meeting	Virtual Meeting	Drew Andrews	FCSUA & FPCTP overview	Principals from small & rural districts

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Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
07/17/2023 - 07/18/2023	Florida Association for Career & Technical Education (FACTE)	Conference information table;Presentation ;Conference	Orlando, FL Drew Andrews & Christian Zimmerman	FPCTP information & funding	FACTE Conference attendees
07/20/2023 - 07/23/2023	National Down Syndrome Congress Convention	Conference information table;Presentation	Orlando, FL FCSUA staff	FCSUA & FPCTPs information; Panel Discussion on Inclusive Postsecondary Education Programs	National Down Syndrome Congress participants
07/25/2023	Hernando County FPCTP Development	Virtual Meeting	Drew Andrews & Janice Seabrooks-Blackmore	FPCTP development	Hernando County Schools, Interagency Team, Pasco-Hernando State College, & FCSUA
08/04/2023	FLDOE Adult Education Conference Presentation	Virtual Meeting	Drew Andrews	Presentation development	FLDOE CTE Adult Education & FCSUA
08/09/2023 - 08/11/2023	SEPSEA Historically Black Colleges and Universities (HBCU) Summit	Conference	Atlanta, GA Iris Neil	Development of inclusive postsecondary education (IPSE) programs at HBCUs	HBCUs interested in developing an IPSE program, SEPSEA Board members & Think College
09/06/2023	Jefferson County ESE	Virtual Meeting	Amanda Warren & Christian Zimmerman	FPCTP information	ESE Director & Staff

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Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
09/06/2023	St. John's County College Fair	Conference information table	St. Augustine High School Iris Neil	FCSUA and FPCTP overview	St. Johns County families & students
09/12/2023	Empowering Success: Mastering College with Learning & Physical ExceptionalitiesPanel Discussion	Presentation	Janice Seabrooks-Blackmore	Research based effective practices on college success for students with disabilities	Mommy, Me, and My IEP, Inc., an advocacy group, Families of students with disabilities
09/12/2023	Working-Aged Adults with Unique Abilities Team	Virtual Meeting	Christian Zimmerman	Collaborative workgroup on employment for people with intellectual disabilities	Lee County Project Search, School District, Goodwill Industries, & Future Makers Coalition
09/22/2023	ACTE's Postsecondary CTE Summit	Conference	Denver, CO Drew Andrews & Christian Zimmerman	Increasing Opportunities to Students with Intellectual Disabilities in Career and Technical Education	ACTE Postsecondary Conference attendees
09/28/2023	ACTE Best Practices and Innovation Conference	Conference	Salt Lake City, UT Drew Andrews & Jon Williams	Fusing Federal Legislation into Career and Technical Initiatives to Expand Inclusive Postsecondary Higher Education Opportunities for Students with Intellectual Disabilities	ACTE Best Practices Conference attendees

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Appendix G

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Wednesday, January 25

12:00 PM – 12:30 PM **Luncheon** Location: Waterford C-D	12:30 PM – 1:15 PM **FPCTP Welcome, Introduction, and Overview General Session** Location: Waterford C-D **Speakers: Drew Andrews, Iris Neil, Claudia Bello Punto, Drexler James, Janice Seabrooks-Blackmore, Melanie Lopez, M.Ed., Tacy Buie** An overview of the MidYear Progress Update will be addressed, along with intended expectations of participation during the Institute.
1:15 PM – 1:30 PM **Break**	1:30 PM – 2:45 PM **Crack the Code to Strategic Planning – How to use Technical Soundness to Improve Your Planning** Location: Waterford C-D **Speaker: Alycia Sterenberg Mahon** What is technical soundness and why is it important to the strategic planning process? This presentation will go over the components of technical soundness to unlock the codes to strategic planning. Attendees will be provided a) tips and tricks to completing a s... Read More
2:45 PM – 3:00 PM **Break**	3:00 PM – 5:00 PM **Employment for ALL: Building Blocks to Paid Employment for Postsecondary Students** Location: Waterford C-D **Speakers: Jaclyn Camden, Stephanie Lau** Let's increase paid employment for postsecondary students with IDD! This interactive presentation will outline the infrastructure and proven strategies required for a strong employment component in inclusive postsecond... Read More

Thursday, January 26

7:30 AM – 8:00 AM **Breakfast**	8:00 AM – 9:00 AM **Student Information Reports and Follow-up Reports** Location: Waterford C-D **Speakers: Drew Andrews, Claudia Bello Punto, Janice Seabrooks-Blackmore** During this working session, the Annual Student Information Reports and Student Follow-up Reports will be reviewed to clarify Report components and to share strategies for gathering information during and after student completion.
9:00 AM – 9:15 AM **Break**	9:15 AM – 10:45 AM **Progress Report Completion with Support of Lead Facilitators** Location: Waterford C-D **Speakers: Bea Awoniyi, Jeanne Repetto, Alycia Sterenberg Mahon, Janice Seabrooks-Blackmore, Claudia Bello Punto, Drew Andrews, Iris Neil, Melanie Lopez, M.Ed., Kris Webb, Patrick Mulvihill** During this working session, Lead Facilitators and the FCSUA Staff will assist teams with completing their Strategic Plan Progress Report and prepare for reporting their status during Report Outs.
11:00 AM – 11:45 AM **FPCTP Grant Budget Review** Location: Waterford C-D **Speakers: Claudia Bello Punto, Janice Seabrooks-Blackmore, Drew Andrews** During this session, an introduction to new components related to grants in the FCSUA Comunity will be addressed, specifically related to budget adjustment requests and modifications.	11:45 AM – 12:00 PM **Break**
12:00 PM – 12:30 PM **Luncheon** Location: Waterford C-D	12:30 PM – 1:30 PM **FPCTP Student Scholarships Review** Location: Waterford C-D **Speakers: Claudia Bello Punto, Drew Andrews, Janice Seabrooks-Blackmore** During this session, teams will review components of the Scholarship components in the FCSUA Community with specific focus on examining ways to use scholarship funds. Additonally, questions related to Schoalrship Distribution Reports will be addressed.

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Thursday, January 26 *(Continued)*

3:45 PM – 4:00 PM
Break

4:00 PM – 5:00 PM
Great Careers in Manufacturing: Made in Florida

Location: Waterford C-D
Speakers: Ernie Friend, Marilyn Barger

This presentation will provide an overview of the manufacturing industry in Florida and the many career opportunities within these companies. The interactive session will also share the many resources that FLATE has created over the years to support educators an...

Read More

Friday, January 27

7:30 AM – 8:00 AM
Breakfast

Location: Foyer Outside Waterford Ballroom

Breakfast will be located in the foyer outside of the Waterford ballroom. Additionally, the breakout rooms will have cold breakfast items nearby or inside.

The FPCTP Expo tables will be set up by the registration table area. Please bring your materials to display on the tables when you co...
Read More

8:00 AM – 8:45 AM
Special Topics
3 Subsessions

8:45 AM – 9:00 AM
Break

9:00 AM – 11:00 AM
Type Alike Discussion and Report Outs

During these sessions, institutions of the same category (i.e., technical colleges, state colleges, universities) will discuss and share successes, challenges/barriers, future goals and apirations. Additionally, each team will Report Out on mid-year progress.
3 Subsessions

11:00 AM – 11:15 AM
Break

11:15 AM – 12:00 PM
Closing and Evaluation

Location: Avalon Room

Share out in Type Alike What's next

2023
Florida Postsecondary Education Program Planning Institute

Agenda at a glance
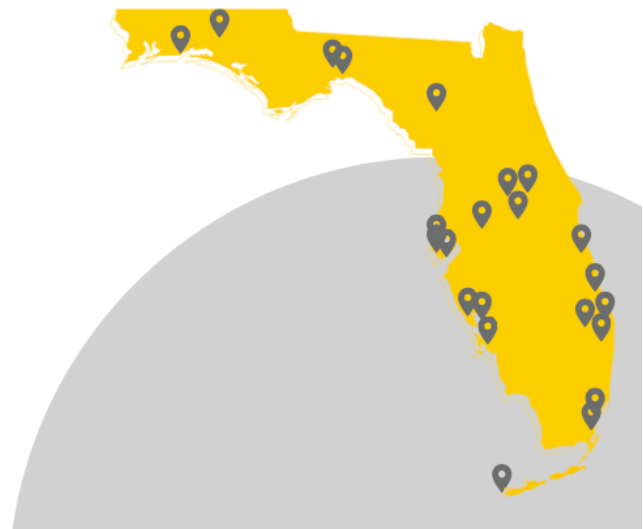
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UNIVERSITY OF CENTRAL FLORIDA

2023 FLORIDA POSTSECONDARY EDUCATION PROGRAM PLANNING INSTITUTE

MONDAY, JULY 10

9:00 AM - 3:00 PM
FCSUA Pre-FLPEPPI Workshop, **POINCIANA A-D**

9:00 AM - 3:00 PM
TCIHEN-CTE Collaborative Workgroup Meeting,
GRAND CYPRESS C

9:00 AM - 3:00 PM
Facilitator Preparation Workshop, **MAGNOLIA A-C**

3:30 PM - 4:30 PM
FLPEPPI Welcome, **GRAND CYPRESS BALLROOM**

4:30 PM - 5:30 PM
KEYNOTE SESSION
Valerie C. Williams, **GRAND CYPRESS BALLROOM**

5:30 PM- 6:00 PM
First-time Participants Welcome,
GRAND CYPRESS BALLROOM

5:30 PM - 7:30 PM
FLPEPPI Expo and Reception, **PORTICO**

TUESDAY, JULY 11

7:30 AM - 8:30 AM
Breakfast, **GRAND CYPRESS BALLROOM**

8:30 AM - 9:15 AM
GENERAL SESSION
Inclusive Employer Award, **GRAND CYPRESS BALLROOM**

9:15 AM - 10:00 AM
GENERAL SESSION
Student Panel, *Angie Orozco, Nick McGrew, Sebastian Munoz*,
GRAND CYPRESS BALLROOM

10:15 AM - 12:45 PM
FACILITATED TEAM PLANNING TIME 1
Box lunch pick up at 11:45 AM

1:00 PM - 2:00 PM
BREAKOUT CONTENT SESSIONS 1
- Strategies for Thorough and Comprehensive Student Reports, *Vivian C. Vieta*, **GRAND CYPRESS A**
- Let's Make it Easy: Step-by-Step FPCTP Application, *Janice Seabrooks-Blackmore, Drew Andrews*, **GRAND CYPRESS B**
- Checking In On Accessibility: How A11y Are You?, *Kristeena LaRoue*, **GRAND CYPRESS C**
- Connecting Florida's Industry and Workforce Needs to FPCTPs, *Ernie Friend, Marilyn Barger*, **GRAND CYPRESS G**
- Person-Centered Planning and Assessment for Career Pathways, *Jaclyn Camden*, **GRAND CYPRESS H**
- Keeping Your Mental Health Strong, *Eddie Williams*, **GRAND CYPRESS I**

WIFI Network: *FCSUA* Password: *flpeppi2023*

2:15 PM - 4:15 PM
FACILITATED TEAM PLANNING TIME 2

4:30 PM - 5:30 PM
BREAKOUT CONTENT SESSIONS 2
- Strengthening the Relationship with Vocational Rehabilitation Liaisons, *Brandi Boyer Rutherford, Jesse Riddle,* **GRAND CYPRESS A**
- Understanding Social Security's Work Incentive Program and Assistance, *Angie Hoffman*, **GRAND CYPRESS B**
- Customized Employment, *Stephanie Lau,* **GRAND CYPRESS C**
- Think College Inclusive Higher Education Network Career & Technical Education Collaborative Workgroup Update, *Drew Andrews*, *Clare Papay*, **GRAND CYPRESS G**
- Innovative Practices to Maximize Student Participation on Campus, *Kelly David, Kiera Anderson,* **GRAND CYPRESS H**
- Student Support and Inclusion through Peer Mentoring, *April Ross, Dr. Tara Rowe, Katie Norland,* **GRAND CYPRESS I**

WEDNESDAY, JULY 12
7:30 AM - 8:30 AM
Breakfast, **PORTICO WEST**

8:30 AM - 9:30 AM
BREAKOUT CONTENT SESSIONS 3
- Marketing 2.0, *Drexler James,* **GRAND CYPRESS A**
- 3-D Program at the University of Arkansas-Pulaski Technical College*, Bailey Smith*, **GRAND CYPRESS B**
- An Overview of Florida's REACH Act Development of Florida's Master Credentials List with the Framework of Quality and FLWINS Portal**,** *Dan McGrew, Mark Baird,* **GRAND CYPRESS C**

- Addressing Sexuality, Personal Safety, and Sex Education for Students with Intellectual Disabilities in FPCTPs, *Michelle Castanos,* **GRAND CYPRESS G**
- A Campus-wide Model of Care*, Nicole Attong*, **GRAND CYPRESS H**
- Developing Business Relationships that Lead to Employment, *Joey D'Souza*, *Leanne Rexford*, **GRAND CYPRESS I**

9:45 AM - 11:45 AM
FACILITATED TEAM PLANNING TIME 3

11:45 AM - 12:45 PM
Buffet Lunch, **PORTICO**

12:45 PM - 2:45 PM
REPORT OUT AND TYPE ALIKE SESSIONS
- Universities, **GRAND CYPRESS A**
- State Colleges, **GRAND CYPRESS B**
- Technical Colleges, **GRAND CYPRESS C**

3:00 PM - 3:15 PM
GENERAL SESSION
Closing and Evaluation, *Janice Seabrooks-Blackmore, Drew Andrews,* **GRAND CYPRESS BALLROOM**

THURSDAY, JULY 13
9:00 AM - 2:00 PM
FCSUA Advisory Committee Meeting, **Poinciana A-D,** *Breakfast and Lunch provided*

FAU — FLORIDA ATLANTIC

FLORIDA GULF COAST UNIVERSITY

FIU

SEU

EMERALD COAST TECHNICAL COLLEGE — ENROLL LEARN EARN

IRSC — INDIAN RIVER STATE COLLEGE

ST. PETERSBURG COLLEGE — TITANS

UNIVERSITY of SOUTH FLORIDA — ST. PETERSBURG CAMPUS

PINELLAS TECHNICAL COLLEGE — Opportunity starts here

THE COLLEGE OF THE FLORIDA KEYS

BROWARD COLLEGE

UCF

TALLAHASSEE COMMUNITY COLLEGE — Founded 1966 — TC

LTF

Cape Coral TECHNICAL College

SPIRIT OF McFatter TECHNICAL COLLEGE & HIGH SCHOOL — EXCELLENCE — Broward County Public Schools

NANGA PATH THROUGH UNCHARTED WATERS — ROBERT MORGAN

Sheridan Technical College & Technical High School — Broward County Public Schools

SF — SANTA FE COLLEGE

oTECH — every student, future-ready

CAREER

OCPS ORANGE Technical College

FMTC — FORT MYERS TECHNICAL COLLEGE — EST 1967

OTC — OKALOOSA TECHNICAL COLLEGE

...and more to come

LOBBY LEVEL MEETING ROOMS

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HYDRANGEA

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LOBBY ELEVATOR

LOBBY LEVEL BOARD ROOMS

TO MAIN LOBBY ►

FEDEX OFFICE

ORCHID B A

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FLOOR PLAN
Convention Level

GRAND CYPRESS BALLROOM

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MAGNOLIA B
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REG 1
REG 2
REG 3
REG 4

UP TO LOBBY ►

GRAND CYPRESS PREFUNCTION

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PORTICO WEST

PORTICO EAST

Appendix H

Credentials Offered by FPCTPs with Students Enrolled

Credentials Offered by Florida Postsecondary Education Comprehensive Transition Programs (FPCTP) with Students Enrolled

Universities
Florida Atlantic University (2-4 years)

General Endorsement: Certificate in Supported Employment: All students admitted to the ACI will enroll in courses leading to a certificate in Supported Employment. The curriculum for this certificate aims to teach students to identify and pursue regular community jobs and careers, and to access the support needed to acquire and maintain these jobs. The curriculum is a mix of (a) didactic courses, (b) employment preparation activities and experiences, including on- and off-campus jobs, and (c) co-curricular activities to increase student access to non-course-based college opportunities.

Industry Certification – No   **Students Enrolled** – 43

Credential	Description	Industry Certification	Students Enrolled
Concentration: Supported Community Access	This concentration provides opportunities for students to focus on the practical aspects of personal development, community recreation and leisure skills, community participation and safety, citizenship, and life planning.	No	14
Concentration: Supported Community Living	Students focus on the practical aspects of selecting and interacting with housemates, attending to personal finances, and promoting personal well-being. Includes a mix of didactic courses and practical training experiences.	No	30

Florida Gulf Coast University (2 years)

General Endorsement: Certificate in Community Employment: Students earn a credential that demonstrates enhanced training to work in a community employment environment. It consists of courses in reading and use of technology as well as a series of progressively intensive and individualized field experiences/internships.

Industry Certification – No   **Students Enrolled** – 17

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Florida International University (3 years)

General Endorsement: Professional Readiness, Community Engagement, and Inclusive Living: The certificate ensures that students have acquired the needed skills in their chosen area of specialization and are ready for competitive integrated employment. Moreover, at the time of graduation, the student has completed and successfully demonstrated their ability to live independently (as described by the individual) and is able to engage in activities, transportation, and social events in their community.

Industry Certification – No   **Students Enrolled** – 31

Credential	Description	Industry Certification	Students Enrolled
Concentration: Health and Nutrition	This concentration provides opportunities for enrollment in courses within the Robert Stempel College of Public Health and Social Work.	Yes	5
Certification: *Certified Personal Trainer*	A personal trainer certification from the American College of Sport Medicine means that students have the practical and scientific knowledge to work in a variety of fitness facilities, including health clubs, gyms, university, corporate, and community or public fitness centers, and positions ranging from freelance personal training to full-time and beyond.		
Micro-credentials/Badges: *Basics of Nutrition*	Students who have earned the Basics of Nutrition micro-credential will be able to: 1) Recognize basic scientific principles of nutrition and nutrition requirements 2) Understand the link between nutrition and good health by completing a dietary analysis 3) Identify how diet impacts health promotion		
Fundamentals of Food	Students who have earned the Fundamentals of Food micro-credential will be able to: 1) Understand the link between nutrition and good health through food		

Credential	Description	Industry Certification	Students Enrolled
	2) Understand the basics about food safety and sanitation. 3) Demonstrate basic food preparation skills		
Concentration: Hospitality	This concentration requires courses to be taken from within the Chaplin School of Hospitality and Tourism Management.	Yes	10
Concentration: Communication Micro-credential/Badge: *Fundamentals of Corporate Communication* *Fundamentals of Design Communication*	This concentration includes courses to be taken from within the College of Communication, Architecture, and the Arts. Students who pursue the Fundamentals of Corporate Communication micro-credential will engage in preparation by: 1 Demonstrating a foundational understanding of a corporate/business environment. 2) Demonstrating being able to navigate an office setting and how to effectively communicate with other co-workers. 3) Learning proper email, memo and letter communication and styles as well as learning oral communication. 4) Understanding different organizations and their hierarchies. This badge recognizes fundamental knowledge of digital communication skills. Earners can understand the different types of media; identify appropriate audiences and recognize how digital communication skills can impact work readiness.	Yes	10
Concentration: Technology	This concentration provides opportunities for students to take courses from within the College of Communication, Architecture, and the Arts.	Yes	1

Southeastern University (2 years)

General Endorsement: Link Program Certificate of Achievement: Link Program Certificate of Achievement is earned when a student completes 16 units over the course of 4 semesters (2 academic years). Students earn 1 unit for each course they complete. Two courses are taken every semester in the Link Program, which are focused on employability skills, independent living, and self-advocacy. Link-specific courses are graded in a traditional manner. In addition to the class meeting, students participate in internships during the week. Students also obtain an industry credential in their chosen career field of their second year of study.

Industry Certification – No   **Students Enrolled** – 11

Micro-credential/Badge:
American Safety and Health Institute: *CPR/ First Aid (ASHI) training is completed in a 2.5-hour session. Offered to all students is a 45-minute video and then students practice the techniques and perform a full round of CPR on adult and infant mannequins (2 enrolled).*

Credential	Description	Industry Certification	Students Enrolled
Concentration: Business	This concentration is for students who are interested in working in an office or retail setting. Inclusive courses, internships and industry credential will all be aligned with this goal of working in the business world.	Yes	8
Certifications: *SimNet Microsoft Word, Excel, PowerPoint White Badge*	Certifications within this concentration require preparation and result in: - Individuals completing all tasks indicating basic proficiency in Microsoft Word as determined by the McGraw-Hill SimNet platform (Level 1 White Belt). - Individuals completing all tasks indicating basic proficiency in Microsoft Excel as determined by the McGraw-Hill SimNet platform (Level 1 White Belt). -Individuals completing all tasks indicating basic proficiency in Microsoft PowerPoint as determined by the McGraw-Hill SimNet platform (Level 1 White Belt).		

Credential	Description	Industry Certification	Students Enrolled
Concentration: Education/ Childcare Certifications: *Florida DCF - Licensed Childcare Facility Introductory Training*	This concentration is for students who are interested in working in a school or daycare setting. Inclusive courses, internships and industry credential will all be aligned with this goal of working in a school or daycare setting. Students will prepare by taking courses in DCF - Introductory Child Care Training Part 1(Child Care Facilities Rules and Regulations [RNRF - 6 hours]) - Health, Safety and Nutrition (HSAN - 8 hours) - Identifying and Reporting Child Abuse and Neglect (CAAN - 4 hours) -Child Growth and Development (CGDR - 6 hours) -Behavioral Observation and Screening (BOSR - 6 hours)	Yes	3

University of Central Florida (2 years)

General Endorsement: Professional Services Credential: Upon successful completion of 42 credential units over the span of this four-semester opportunity, students will earn a Professional Services Credential awarded through the Division of Continuing Education in one of three tracks, Hospitality, Education or Social Services. Each track includes 15 units specific to the chosen concentration.

Industry Certification – No   **Students Enrolled** – 8

Credential	Description	Industry Certification	Students Enrolled
Concentration: Education	Students completing their concentration in education develop skills to work with children with or without disabilities in childcare settings, charter schools or other educational settings as day care workers, camp assistants, teaching assistants, transition mentors, and specialized instruction assistants (music, dance, sports, art).	No	2

Credential	Description	Industry Certification	Students Enrolled
Concentration: Hospitality	Students who choose the hospitality concentration have found careers working as property/rental management associates, customer service agents, tour guides, and other guest-service positions. They are also employed at theme parks to help in resort operations and food services.	No	6

University of South Florida-St. Petersburg (2 years)

General Endorsement: UMatter Certificate of Completion and Accomplishment: Students will earn a certificate of completion and accomplishment that reflects the acquisition of employability and independent living skills which will convey to employers that they fulfilled the minimum requirements for UMatter.

Industry Certification – Yes   **Students Enrolled – 8**

Micro-credential/Badge:
Career Readiness Badge at University of South Florida: *In addition to the UMatter-specific certificate, students will also complete the Career Readiness Badging Program through addressing the eight essential skills that employers look for when hiring interns or new employees (career management, communications, critical thinking, global citizenship, leadership, professionalism, teamwork, and technology).*

Certifications:
Disney Institute: Owning the Service Moment: *Students learn how to create unique ways to develop emotional connections; define why a purpose is the foundation to a successful, consistent service strategy; and keep a higher purpose top of mind in very task-oriented jobs.*

Disney Institute: People Make the Difference: *Students learn how to use service tools to drive the consistent delivery of customer service; support leaders and/or employees as they use creativity to solve service issues; and uncover the relationship between empowerment and enablement by deeply understanding the Guest experience.*

State Colleges
Broward College (3 years)

General Endorsement: Broward College Certificate of Professional Services: Through academic coursework, badging, workforce training, and internships, students will demonstrate competencies essential for productive employment in a professional environment.

Industry Certification – No   **Students Enrolled** – 23

Credential	Description	Industry Certification	Students Enrolled
Concentration: Arts, Humanities, Communication & Design (AHCD) Certification: *Graphic Support Specialist*	Students take courses in the AHCD Pathway that leads to the Graphic Support Specialist (T1) program. Students enrolled in this program can take courses for audit or credit. The courses include Drawing 1, 2-D Design, Photoshop Design, Illustration Design 1, and Publication Design. for a total of 15 credit hours. Participating in this program will allow students in the field of graphic design, at an entry level position, to support projects by completing specific aspects of a design project. The credential is a TI (technical certificate from Broward College) offered to students who complete the courses for credit. This will support students entering the field of Graphic Design, as an entry level person, on small projects or completing a portion of a larger project.	Yes	3
Concentration Business: Hospitality	The Business pathway program is offered in Hospitality Management and is the T1 (Guest Support Specialist) program. In this program students take the following classes, Front Office Systems and Procedures, Organizational and Personnel Management, Hotel Management, and Introduction to Customer Service. Students take classes for credit or audit. Upon completion of the program students can be hired in entry level positions in the following sectors, travel and hospitality, Food services, gaming, and recreation.	Yes	7

7

Credential	Description	Industry Certification	Students Enrolled
Certification: *Technical Certificate in Guest Services Specialist*	The technical certificate in Guest Services Specialist is offered to students who complete courses for credit. It is provided through Broward College. Obtaining the certificate will allow students to obtain employment and possible management positions in the travel and hospitality sector, food services, gaming, and recreation.		
Concentration: Business: Office Certification: *Office Support Specialist Technical Certificate*	The Business pathway offers the Office Support Specialist T1 program for Seahawk NEST students. Students will take classes for audit or credit that include Advanced Word, Advertising and New Media, Introduction to Customer Service, and Communication in the workforce. This program will allow students to have a general understanding of an office environment, allowing them to obtain an entry level job in a business/office setting. Students who choose to take the Office Support Specialist classes mentioned above for credit will earn a BC Technical Certificate in Office Support Specialist. This certificate would allow students to work in an office environment either as an entry level or administration 2 position.	Yes	10
Concentration: Education Certificate: *Childcare Personnel Training*	The Education pathway is available to the students who are interested in taking courses in the Early Childhood Program both for audit and credit. Completion of the program allows students to work in various aspects of childcare, however, if students want to work in an early childcare setting, they will need to complete the state childcare evaluation. Students must complete the 40 hours of training required by the state and pass the state childcare personnel test to receive certification to work in a childcare setting.	Yes	4

Indian River State College (1-2 years)			
General Endorsement: IRSC Employability & Career Exploration Certification: This certification is presented to the Project STAGE student for completing a Topics in Work Skills class that focuses on employability skills, self-determination, and advocacy skills along with looking at various careers in the four-county area. **Industry Certification** – No **Students Enrolled** – 22			
Credential	**Description**	**Industry Certification**	**Students Enrolled**
CTE Program: Automotive General Service Technician Certifications: *Automotive Service Assistor Certificate* *Engine Repair Technician Certificate.*	Students receive training in the theory and practice of automotive systems and components and learn the latest advances in automotive repair and maintenance. Completion of 300 clock hours, students can exit with an Introduction to Automotive Service Assistor Certificate. Completion of 1050 clock hours, students can exit with the Engine Repair Technician Certificate.	Yes	1
CTE Program: Central Sterile Processing Technician Certification: *Central Sterile Processing Technician*	Students will receive training on how to properly disassemble, clean, and disinfect medical equipment. Upon completion of 650 clock hours, students will be able to receive, decontaminate, clean, prepare, disinfect, and sterilize reusable items in surgery.	Yes	1
CTE Program: Early Childhood Education	Upon completion of the Early Childhood Certification, students will be able to demonstrate a knowledge of educating young children in a childcare setting.	Yes	1

Credential	Description	Industry Certification	Students Enrolled
Certification: *Childcare Worker 1*	Completion of 150 clock hours, students can exit with a Childcare Worker 1.		
CTE Program: Office Administrative Specialist Certifications: *Front Desk Specialist* *Administrative Office Specialist*	Content includes the use of technology to develop communication, higher level thinking and decision-making skills, the performance of office tasks specific to the respective environment and the production of quality work in an efficient manner using advanced features of business software applications. Completion of 450 clock hours, students can exit with a Front Desk Specialist Certificate. Completion of 1050 clock hours, students can exit with an Administrative Office Specialist, Medical Specialist or Legal specialist certificate.	Yes	2
CTE Program: Specialized Career Instruction Certifications: *Specialized Career Instruction-Basic* *Specialized Career Instruction-Advanced*	This program offers a sequence of courses that provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the related career cluster. Completion of 450 clock hours, students can exit with a Specialized Career Education - Basic Certificate. Completion of 900 clock hours, students can exit with a Specialized Career Education - Advanced Certificate	Yes	21

Credentials offered by FPCTPs

Santa Fe College (1-2 years)

General Endorsement: Project SAINT Completion Certificate: Students completing Project SAINT receive a general certificate of completion; however, in order to meet that criterion for completion, they must also have earned at least 1 professionally recognized certification through pursuing one or more of the specialized areas.

Industry Certification – Yes   **Students Enrolled** – 9

Micro-credentials/Badges:

Advanced Computer Skills: *Address such topics as advance use of email, apps, advance word functions, EXCEL, and the SF "cloud."*

Building for Others/Introduction to Construction: *Introduction to Construction-general, Plumbing, Electrical, Carpentry, Renewable Energy. Modified OSHA safety presentation provided by a trained OSHA presenter will result in a micro-credential and students are able to participate in approved mini audits of vocational certificate classes and in internships on campus related to their fields of interest. A badge of completion will result.*

Childcare Topics: *Students learn about topics including child development, identifying abuse, disabilities and exceptionalities, nutrition, and health of children. The course may bridge to the successful completion of the DCF Childcare Certification.*

Cooking Series: *Allow students to earn this badge either by participating in a UF IFAS free cooking and nutrition course when available, or by completing and documenting monthly nutritious food preparation activities at home. The IFAS course is a research-based nutrition education program that helps eligible participants learn how to: eat a variety of nutritious foods, save time and money grocery shopping, handle food safety, move more every day, cook, and plan healthy meals, and reduce access barriers.*

Direct Care: *Topics teach about direct care, careers as companions or home health aides with elderly or disabled people. Topics include duties and responsibilities of the job; confidentiality; cultural diversity; client centered care; and working within a team. Certifications are embedded into the course, but in addition students receive a micro-credential for course completion.*

Driver's Permit Preparation: *Completers learn the rules of the road, recognize road signs, learn the ins and outs of safe driving, and the content needed to pass the driver's permit test in Florida.*

Greenhouse Methods: *Students interested in Horticulture/Greenhouse Methods whether enrolled in the Horticulture or other pathways, may complete this micro-credential by enrolling in a greenhouse methods class with associated hands-on activities in our new on campus greenhouse.*

Financial Literacy: *Teaches students about topics on budgets/wants vs needs, comparison shopping, discounts, and basic money skills. May bridge to a retail certification.*

Hospitality Topics: *Prepare students for a variety of careers in the hotel industry. They cover the topics of customer service, food service, and housekeeping, with opportunities to participate in hands-on practice with skills. Safe staff certification is recommended, and red-carpet customer service is included.*

Introduction to Computer Skills: *Introduction to Office focuses on basic computer skills, including use of the mouse, e-mail, Safety on the Internet, and Introduction to the Canvas course system, basic Word editing functions. This is a SAINT required micro credential.*

Self-Defense: *Offered on campus by the Alachua County police department specifically and only for women. The student must complete three sessions for RAD certification.*

Virtual Portfolios: *Required for ALL SAINT students. Students will compile a robust virtual portfolio documenting their time in SAINT including a resume, copies of certificates earned, photos and video explorations of interest, activities, and achievements. This is presented at graduation.*

Workshop Topics and Life Skills Class: *Requirement for ALL SAINT students. Topics include but are not limited to self-advocacy, self-care, self-determination, communication, self-presentation, and job readiness.*

Zookeeper for a Day: *Participants work alongside a zookeeper for a morning and learn the ins and outs of zookeeping at SF College accredited zoo.*

Certifications:
AHLEI American Hotel and Lodging Educational Institute Course: *Results in professional certification as a line level hospitality worker such as a guest room attendant, certified kitchen cook, front desk representative, or maintenance employee.*

American Heart Association First Aid Certification: *Heart Saver First Aid teaches critical skills to respond to and manage medical emergencies and general first aid practices. Students must pass written and hands-on tests.*

American Heart Association CPR/BLS: *Heart Saver CPR AED teaches adult and child CPR. Students must pass written and hands-on tests.*

Bloodborne Pathogens Training: *Offered for students interested in Infection control for health care companions and providers. This is an OSHA compliant online Bloodborne Pathogens certification course equivalent to a 6-hour classroom course that the American Heart Association (AHA), American Red Cross (ARC) and several other training providers offer.*

Certified Nursing Assistant (CNA:) *Students are prepared for the C.N.A. program with a C.N.A. prep class, which is a contextualized course teaching health care concepts along with academic skills. Students are taught test-taking and study skills, perseverance, and the importance of timeliness and appropriate attendance. They also complete the CPR/BLS credential as part of the C.N.A. Prep course. Student successfully completing the C.N.A. Prep course can enroll in the college C.N.A. program.*

DCF Childcare Certification: *ensures that students in childcare programs have advanced their education and experience to provide developmentally appropriate care. This course is taught in a classroom and online format. Students complete each of the six required modules and prepare for the six exams to meet the basic State of Florida requirements for working in a childcare center.*

Driver's Permit (received) and/or license: *Students who not only complete the preparation course, but take and pass their driver's permit test, will be considered "certified" with a Driver's Permit as will those who go on to obtain a license.*

HIPAA Confidentiality Training: *Offered as an option for students in the Direct Care or CNA pathways receiving a HIPAA certification. HIPAA compliance for an organization revolves around protecting the privacy and security of Protected Health Information.*

National Retail Federation Fundamentals: *The Retail Industry Fundamentals Credential includes 10 lessons that build the knowledge and skills that can help retail workers take the next step in their career.*

Introduction to Construction (OSHA 10 training): *OSHA 10 is a 10-hour safety course designed by OSHA to cover safety basics for workers in high-risk industries. The point is to make workers aware of common safety and health hazards they may find on the job, as well as their right to work in a safe and "healthful" environment. OSHA 10 is part of what OSHA calls its Outreach Training Program.*

Red Carpet Customer Service Training: *Offered by SF Continuing Education and is designed to teach lessons in customer service for both internal and external customers. Participants learn how to make customers feel important by delivering consistent red-carpet customer service.*

Credential	Description	Industry Certification	Students Enrolled
Concentration: Artist or Business Entrepreneur Pathway	This path is for talented artists or business entrepreneurs with existing skills and concepts. Classwork emphasizes business startup/sales and includes such topics as building a business web site, creating a business card, creating flyers, using social media sites for business advertising, effective sales methods, and finding and participating in sales opportunities. Students in this pathway spend a minimum of 12 hours weekly in classes and activities for this pathway including sales on and off campus selling and profiting from their sales. They are required to complete Customer Service Training specific to this pathway and to earn this credential as well as to earn a specific mini credential in Business Portfolios by creating a virtual portfolio of their work.	Yes	3
Micro-credential/Badge: *Virtual (Business) Portfolios*	A portfolio that includes work samples, a business card, an advertising flyer, and an advertising video is created by the student. The portfolio should also include a resume.		
Certifications: *Red Carpet Customer Service Training*	A workshop leading to certification as a Red Carpet sales professional.		
Concentration: Horticulture Agriculture Program	This is a pathway to entrepreneurship and related employment in associated fields for students interested in horticulture/agriculture. Students spend a minimum of 9 hours weekly engaged in hands-on growing and caring for plants organically with a horticulture specialist. They take a class to learn associated educational content, vocabulary, and concepts about horticulture/agriculture. They also sell and earn profits from selling their plants on and off campus and learn sales skills. They receive specific hands-on horticulture tool training, customer service training for horticulture, and are exposed to a variety of growing	Yes	1

Credential	Description	Industry Certification	Students Enrolled
Micro-credentials/Badges: *Introduction to Tool Training*	opportunities and settings including in a greenhouse, learning greenhouse methods. This micro-credential is awarded to students who have demonstrated learning in proper use of basic hand and power tools for horticulture based on course material and hands on practice. This micro-credential may bridge to OSHA-10 training.		
Greenhouse Methods	This micro-credential is required; students learn methods for growing plants in a greenhouse and take an associated course through which they identify native plants, and work hands on to propagate them and grow them using approved organic methods.		
Certifications: *Red Carpet Customer Service Training*	The Red-Carpet Customer Service Training is designed to teach the lessons of customer service for both internal and external customers. Participants learn how to make customers feel important by delivering consistent red-carpet customer service. It is required for students in this pathway and the course is modified to specifically address horticulture sales.		

Credentials offered by FPCTPs

St. Petersburg College (2 years)			
General Endorsement: Certificate of Employment: Certificate of Employment is the general credential earned by students upon completion. Students may choose between two areas of specialization.			
Industry Certification – No **Students Enrolled** – 8			
Credential	**Description**	**Industry Certification**	**Students Enrolled**
CTE Program: Hospitality Pathway	Students enrolled in the Hospitality Pathway will learn the basics of great customer service (from interacting with customers to becoming an important partner in your company's success). Students will learn the important principles of customer service that are the foundation to success in every aspect of hospitality, from rooms to food and beverage to tourism, travel, and event management.	Yes	3
Certifications: *Food and Beverage Management Specialist*	Food and Beverage Management Specialist Certificate is designed to prepare students for employment as specialists in the food and beverage sectors of the hospitality industry.		
Certificate and Rooms Division Operation Certificate	Rooms Division Operation Certificate is designed to prepare students for employment as supervisors and managers in hotels, resorts, cruise lines, and related hospitality sectors.		
CTE Program: Digital Media Video Production	Students enrolled in the Digital Media Video Production Pathway will learn the basics of scripting and pre-production planning through exposure to hands-on training in several aspects of digital videography.	Yes	5
Certification: *Digital Media Video Production Certificate*	Students who earn the Digital Media Video Production Certificate are prepared for professional video camera operation, editing, scripting, lighting, directing, and producing.		

Tallahassee Community College (2 years)

General Endorsement: Employment Credential: The Employment Credential provides a course of study that includes academic enrichment, socialization, and personal and career development designed to promote employment and independence. It features core required courses as well as electives selected based on the student's interest and career goals and ideally aligned with a college certificate.

Industry Certification – No   **Students Enrolled** – 10

Micro-credentials/Badges:

Dynamics of Leadership Development: *The SLS2261 Dynamics of Student Leadership Development course provided a certificate to students who completed assignments and projects about personal and group goal setting, decision-making, conflict resolution, communication skills, team building, and theories and styles of leadership.*

Florida Ready to Work Soft Skills Certificate: *The Florida Ready to Work Soft Skills Certificate is awarded to students who complete four training modules and earn a passing score for each one related to the following topics: conveying professionalism, communicating effectively, promoting teamwork and collaboration, and thinking critically and solving problems.*

Florida Ready to Work Soft Skills Credential: *The Florida Ready to Work Soft Skills Credential is a higher achievement level than the Florida Ready to Work Certificate. The Credential is awarded to students who complete the Certificate requirements and pass an online proctored final cumulative assessment.*

Credential	Description	Industry Certification	Students Enrolled
Concentration: Preschool Specialization Certificate	Prepare students seeking careers in early childhood education, childcare facility management and/or childcare facility ownership with specialized training.	No	1
Concentration: Florida Childcare Professional Credential	This professional Credential provides students with the knowledge base and professional skills necessary to instruct children from birth to five years of age in early education programs such as pre-kindergarten and daycare programs across the state of Florida.	Yes	1

Credential	Description	Industry Certification	Students Enrolled
Concentration: Graphic Design Support Certificate	The Graphic Design Support Certificate program diversifies students' technical skills and creative artistry to make them better equipped for employment as graphic design assistants or supplement training for persons previously or currently employed in this occupation.	No	1

The College of the Florida Keys (1-3 years)

General Endorsement: Certificate of Completion, Project ACCESS: Students who complete year one of the Project ACCESS program will receive a Certificate of Completion. Students are also offered the following certification in conjunction with the certificate of completion:

Certifications

Retail Industry Fundamentals - National Retail Federation: *The NRF Foundation's RISE Up introductory course – Retail Industry Fundamentals – will help students develop workplace readiness skills and look for a first job.*

Microsoft Office Specialist Certification: *Being certified as a Microsoft Office Specialist demonstrates students have the mastery in skills needed to secure gainful employment entry level office desk positions.*

Industry Certification – Yes   **Students Enrolled** – 12

Credential	Description	Industry Certification	Students Enrolled
Concentration: Guest Services Specialist	The content includes but is not limited to customer service, hospitality attitude, guest experience, communications, human relations, security issues, and front office operations.	Yes	5
Credential: *Guest Services Specialist College Credit Certificate*	This technical certificate is a part of the Hospitality and Ecotourism Management A.S. Degree program. It is designed to prepare students for		

Credential	Description	Industry Certification	Students Enrolled
Certifications: *American Hotel & Lodging Association Certified Front Desk Representative, American Hotel & Lodging Association Certified Guestroom Attendant, American Hotel & Lodging Association Certified Maintenance Employee, American Hotel & Lodging Association Certified Guest Service Professional, ServSafe Food Manager*	immediate employment in the hospitality industry in the guest services area of hotels, resorts, and other hospitality and ecotourism-related sites. The certifications: American Hotel & Lodging Association Certified Front Desk Representative, American Hotel & Lodging Association Certified Guestroom Attendant are supported by the START (Skills, Tasks, and Results Training) for Front Desk Representative, Guestroom Attendant, and/or Maintenance Employee presents general hospitality knowledge and soft skills needed in the hospitality industry, along with concise instructions for training new or prospective employees on how to perform 14,16, and 19 critical tasks correctly. American Hotel & Lodging Association Certified Guest Service Professional offers students the opportunity to earn worldwide recognized CGSP® designation—the highest acknowledgment of award-winning guest service for employees in the lodging industry. ServSafe Food Manager certification prepares students to know about foodborne illness, how to prevent it, and how to train employees in food sanitation. Students earn nationally accredited food safety certification from the National Restaurant Association.		

Technical College			
Lee County Technical Colleges (Varies)			
General Endorsement: OCP Completion Certificate and/or Industry Certifications: OCP Completion Certificate indicates that the student has passed all OCP's associated with their program of study. Industry Certifications are attained after a student passes a national Industry Certification Exam (ICE). **Industry Certification** – Yes **Students Enrolled** – 16			
Credential	**Description**	**Industry Certification**	**Students Enrolled**
CTE Program: Specialized Career Instruction	The purpose of this individualized job preparatory program is to provide specialized career education for students with intellectual disabilities who, in addition to instructional accommodations, require modifications to the CTE program to meet learning needs. This program offers a sequence of courses that provides competency-based applied learning in necessary work attitudes, general employability skills, technical skills, occupation-specific skills in Culinary Arts, Automotive Services, and Early Childhood fields.	Yes	8
CTE Program: Automotive Collision Technology Service Certifications: *ASE Certification- Refinishing*	This program offers classroom and shop experiences in all phases of the repair of damaged auto bodies, fenders, and frames. Skills are developed in metal welding and cutting, straightening, filing, grinding, and sanding for concealment of imperfections. Painting and replacement of auto body parts and components are taught. Instruction also includes use of parts and repair manuals, price lists, and flat rate manuals for estimating and pricing repairs to customers. Recordkeeping, shop safety, housekeeping, and employability are related skills covered in the program.	Yes	1
CTE Program: Automotive Service Technology	The purpose of the Automotive Service Technology program is to prepare students with the necessary skills, knowledge, work habits, and attitudes to successfully enter and advance in the field as an entry-level technician. The program is designed to prepare students to perform repair and service procedures required to maintain an automobile.	Yes	1

Credential	Description	Industry Certification	Students Enrolled
Certifications: *ASE Engine Repair, ASE Suspension & Steering, ASE Brakes, ASE Electrical/Electronic Systems, ASE A3 Manual Drive Train and Axles, ASE A4 Suspension and Steering, ASE A5 Brakes, Florida Automobile Dealers Association (FADA), ASE A7 Heating and Air Conditioning, and ASE A8 Engine Performance*	Students who pass this exam have demonstrated competency, ability, and knowledge in the following areas: -Painting And Refinishing Basics -Surface Preparation -Spray Gun Operation and Related Equipment -Paint Mixing, Matching and Applying -Solving Paint Application Problems -Finish Defects, Causes and Cures -Safety Precautions		
CTE Program: .NET Application Development and Programming	.NET Application Development & Programming is designed to prepare post-secondary students for entry-level employment as an information technology assistant, a computer programmer assistant, a computer programmer, or a .NET programmer and to provide supplemental training for persons previously or currently employed in any of these occupations.	Yes	1
CTE Program: Digital Design	The Digital Design program offers a broad foundation of knowledge and skills that prepare students to be design thinkers. Students fully explore the principles and possibilities of graphic design, creating independent and creative solutions to a series of design problems. Knowledge of and exposure to contemporary design issues and graphic design history will be a key component of this program. Students will become proficient in all aspects of the design process, including planning, conceptualizing, designing, critical thinking, collaboration, and presentation.	No	3

Credential	Description	Industry Certification	Students Enrolled
Certifications: *Adobe Photoshop, Adobe Illustrator, and Adobe InDesign*	Students who earn one of these certifications have demonstrated competency, ability, and knowledge in the following areas within their respective Digital Design program: -Adobe Photoshop, Illustrator, and/or InDesign -Project setup and interface. -Organizing documents. -Creating and modifying visual elements. -Publishing digital media.		
CTE Program: Electronic Technology Certifications: *Soldering J-STD-001, Electronics Technician Association, EM1: DC Basics, Electronics Technician Association, EM2: AC Basics, Electronics Technician Association, EM3: Analog and Semiconductor, Electronics Technician Association, EM4: Digital, Electronics Technician Association, EM5: Comprehensive*	The course content includes training in communication, leadership, human relations, employability skills, and safe, efficient work practices. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the electronic industry: planning, management, finance, technical and product skills, underlying principles of technology, labor issues, and community, health, safety, and environmental issues. Students who earn this certification have demonstrated competency, ability, and knowledge in the following areas (based on certification): -Material, component, and equipment -Basic computer theory -Soldering and assembly requirements -Basic digital concepts -Terminal and wire connection -Diagrams and schematics -Through-hole mounting -Digital circuitry -Surface mounting of components -Electrical electronic theory -Cleaning and residue requirements -Logic functions -Coating, encapsulation, and adhesives -Numbering and systems -DC currents conversions -AC current -Safety -Analog basics -Test equipment measurements -Semiconductor basics	Yes	1

Credential	Description	Industry Certification	Students Enrolled
CTE Program: Professional Culinary Arts and Hospitality Certifications: *ServSafe Food Protection Manager Certification, and ServSafe Certified Professional Food Service Handler*	The Professional Culinary Arts & Hospitality program prepares students for entry-level jobs in the commercial foods and culinary arts fields. Training includes identification, selection, preparation, presentation, serving, and storage of a wide variety of foods; communication and leadership skills; mathematical skills; human relations and employability skills; and safe and efficient work practices. Students who earn this certification have demonstrated competency, ability, and knowledge in the following areas: -Management of Food Safety Practices -Hygiene and Health -Safe Receipt, Storage, Transportation and Disposal of Food -Safe Preparation and Cooking of Food -Safe Service and Display of Food -Cleanliness and Sanitation -Facilities and Equipment	Yes	3
CTE Program: Web Application Development and Programming Certification: *Certified Internet Web Professional*	This program offers a sequence of courses that provides students with technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Information Technology career cluster. Students who earn this certification have demonstrated competency, ability, and knowledge in the following areas: -Advanced HTML5 and CSS3 Specialist -Web Development Professional -JavaScript Specialist -Perl Specialist -Database Design Specialist	Yes	1

Lively Technical College (Varies)

General Endorsement: Certificate of Completion: A Certificate of Completion signifies that a student has successfully completed the Florida Department of Education identified course work and fulfilled the clock hour requirement for their program of study. Each program has additional licensures, certificates or micro-credentials that can be earned.

Industry Certification – No   **Students Enrolled** – 21

Credential	Description	Industry Certification	Students Enrolled
CTE Program: Automotive Service Technology	The content includes but is not limited to broad, transferable skills and stresses understanding and demonstration of the following elements of the Automotive industry: planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.	Yes	1
Certifications: *ASE Brakes*	The student will be able to explain and apply proficiently the diagnosis, service, and repair of drum\disc brake, hydraulics, power assist units, electronic brakes, traction control, stability control systems and miscellaneous systems.		
ASE Electrical/Electronic Systems	The student will be able to explain and apply proficiently the diagnosis, service and repair of electrical/electronic system components, battery, starting, charging, lighting, gauges, warning devices, driver information, horn, wiper/washer and accessory systems.		
ASE Engine Repair	The student will be able to explain and apply proficiently the diagnosis, service and repair of engines, cylinder heads, valve train, engine block, lubrication, and cooling systems.		
ASE Suspension and Steering	The student will be able to explain and apply proficiently the diagnosis, service and repair of front and rear suspensions systems, wheel alignment, and wheels and tires.		

Credential	Description	Industry Certification	Students Enrolled
CTE Program: Baking and Pastry Arts (Program N100600) Certification: *ServSafe Food Handler* *ServSafe Food Protection Manager*	The content includes but is not limited to preparation, presentation, and serving of a wide variety of baked and dessert goods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. The ServSafe Food Handler Certificate verifies basic food safety knowledge and is for individuals in food handler employee-level positions. ServSafe Manager Certification verifies mastery of preparation, presentation, and serving of a wide variety of foods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered.	Yes	3
CTE Program: Building Trades & Construction Design Technology (Program C100100) Certification: *Certificate of Completion (general endorsement)*	This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture and Construction career cluster. The content includes but is not limited to applying construction techniques; reading plans and specifications; and developing trade skills in carpentry, masonry, electricity, plumbing and air conditioning.	No	3
CTE Program: Facial Specialty (Program I120424)	The Facial Specialty program is designed to prepare students for employment as a certified facial/skin care specialist. Specialized instruction and practical experience in various facial and skin care procedures, the art of makeup, related chemistry, anatomy, physiology, safety, sanitation, and Florida Cosmetology Law are combined with communication and leadership skills to provide our graduates with a cutting edge in the skin care industry.	Yes	1

Credential	Description	Industry Certification	Students Enrolled
Certification: *Licensed Facials/Skin Care Specialist*	Instruction is designed to qualify students for employment upon successfully obtaining a Facials Specialty Certification. The content includes, but is not limited to communication, leadership, human relations, and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the facial specialist and the related chemistry; bacteriology, anatomy, and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of facials specialist occupations.		
CTE Program: Heating, Ventilation, Air-Conditioning/Refrigeration Certifications: *HVAC Employment Ready Air Conditioning Certification* *HVAC Employment Ready Electrical Certification* *HVAC Employment Ready Heat Pump Certification*	The Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC-R) 1 program is designed to train the student in the basic theory, fundamental principles, and the practical applications which develop the knowledge and skills necessary for entry into the basic industry service and installation occupations. The student will be able to evaluate heating, air-conditioning and refrigeration system components and accessories. They will also be able to explain and demonstrate knowledge of the types, operation, use and requirements of compressors; condensers and evaporators; and metering devices; and be able to identify the location and explain the uses of refrigerant flow accessories; identify the location and explain the uses of heating, air-conditioning, and refrigeration-system accessories. Students will be able to demonstrate a practical knowledge of basic electricity and of the electrical components of heating, air-conditioning, and refrigeration equipment. Students will be able to explain the electrical and mechanical operations of the basic heat pump, determine the temperature split/difference across the outdoor coil on a heat pump, and determine the temperature split/difference across the outdoor coil on a heat pump.	Yes	1

Credential	Description	Industry Certification	Students Enrolled
CTE Program: Fundamental Foodservice Skills (Program N100520) Certification: *ServSafe Food Protection Manager Certification*	This program offers a sequence of courses that provides coherent and relevant commercial food service knowledge and skills needed to prepare students for employment in the food service/hospitality industry in positions such as: steward, prep cook, pantry cook, fry cook, banquet cook, retail, and cafeteria cook & line cook. ServSafe Manager Certification verifies mastery of preparation, presentation, and serving of a wide variety of foods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered.	Yes	14
CTE Program: Nails Specialty (Program I120414) Certification: *Licensed Manicurist and Pedicurist*	The nails specialty program prepares students for employment as a licensed Manicurist and Pedicurist. Instruction is designed to qualify students for employment upon successfully obtaining a manicure, pedicure, nail specialist certification from the Department of Professional Regulations Cosmetology Board. The content used to prepare students includes, but is not limited to communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the nails specialist and the related chemistry; bacteriology, anatomy and physiology; and development of skills in performing the techniques required in the practice of nails specialist occupations.	Yes	1

McFatter Technical College (2 years)			

General Endorsement: Career Certificate of Completion: Career and technical education (CTE) focuses on teaching technical competencies and related academic skills that prepare students to enter and advance in a variety of career fields and post-secondary education. Technical and academic skills identified for each program or course meet industry standards as well as requirements established by regulatory boards. For the purpose of CTE requirements, completion is accomplished when a student reaches the final Occupational Completion Point (OCP) and receives a Career Certificate of Completion from the program.

Industry Certification – No   **Students Enrolled** – 9

Micro-credential:
Job Ready: *The bearer of this credential is deemed fully capable and skilled in creating and achieving goals, communicating well in the workplace, performing professionally and dependably by showing initiative, and providing quality customer service.*

Certification:
Local AgScience Certification *is designed to acknowledge the student's participation in the AgScience portion of the Grow Your Future probationary period course linked to the approved original grant proposal (two students enrolled).*

Credential	Description	Industry Certification	Students Enrolled
Concentration: Electricity	The Electricity Program focuses on training in electricity for residential, commercial, and industrial systems. The students will be instructed on conduit bending techniques, blueprint reading, fire alarm installation, journeyman preparation, and interpreting national and local electrical codes.	No	1
Concentration: Professional Culinary Arts & Hospitality	This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster.	Yes	4

Credential	Description	Industry Certification	Students Enrolled
Credential: *Career Certificate of Completion: Professional Culinary Arts & Hospitality*	The content includes but is not limited to preparation, presentation, and serving of a wide variety of foods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered.		
Certification: *ServSafe Manager*	Accredited by the American National Standards Institute (ANSI) under the Conference for Food Protection Standards. Passing the ServSafe Manager Certification exam shows that the student has "sufficient" knowledge of food safety for preventing foodborne illness and related outbreaks.		
Concentration: Automotive Collision Technology Technician Credential: *Career Certificate of Completion: Automotive Collision Technology Technician* Certification: *Automotive Service Excellence*	The Automotive Collision Technology Technician program prepares students for employment in the basic trade skills of auto body collision and repair. ASE is short for the National Institute for Automotive Service Excellence certifying automotive professionals. It includes refinishing skills, sheet metal repair, frame, and unibody squaring and aligning, use of filters, paint systems and undercoats, related welding skills, mechanical skills, trim hardware, maintenance, and glass servicing. To qualify to take an ASE exam students must meet the minimal course lab hours requirement or have at least two years of relevant work experience. Grow Your Future students enrolled in the Auto Collision and Refinishing technical program upon passing an ASE Collision Repair & Refinish Certification Tests (B2 – B5) would show that they possess the knowledge of the skills necessary to properly analyze and repair automotive collision damage and correct paint finish damage. ASE-certified persons must retest every five years to remain certified.	Yes	2

Okaloosa Technical College (2 years)				
General Endorsement: Certified Okaloosa Unique Professional: This credential certifies that a student has completed the OkaloosaUP program and will delineate individual certifications obtained from the program of study (i.e., OSHA 10, OSHA 30, ServSafe, etc.)				
Industry Certification – No **Students Enrolled** – 9				
Credential	**Description**		**Industry Certification**	**Students Enrolled**
CTE Program: Building Trades and Construction Design Technology Certifications: *OSHA 10, NCCER*	Students receive training in carpentry, basic skills in HVAC, plumbing fixtures, electrical components, and concrete. Students gain knowledge of occupational safety, health, and/or an introduction to building trades.		Yes	1
CTE Program: Professional Culinary Arts and Hospitality Certification: *ServSafe (NRAEF003)*	Students learn the proper methods of food and equipment handling. They study recipe management and menu planning. Students practice technique and speed in the kitchen. Students learn basic safe food handling and procedures.		Yes	8

Orange Technical College (1 year)				

General Endorsement: Specialized Career Education Certificate: This is an assistant level certificate for the program enrolled.

Industry Certification – No   **Students Enrolled** – 1

Credential	Description	Industry Certification	Students Enrolled
CTE Program: Cosmetology	The Cosmetology program offers you hands-on skill development in a real salon setting. In addition to covering the typical service requirements in this program, students learn the specific skills required for the latest trends in the beauty industry. Plus, they develop skills in business management, consultations, leadership, and human relations.	No	1

Robert Morgan Educational Center & Technical College (1-3 years)				

General Endorsement: Full Career Certificate: Full Career Certificate reflects completion of Occupational Completion Points (OCP) A, B, C and D of one the CTE programs listed below.

Industry Certification – Yes   **Students Enrolled** – 7

Credential	Description	Industry Certification	Students Enrolled
CTE Program: Professional Culinary Arts & Hospitality (Day or Evening Program)	This program offers a sequence of courses that includes but is not limited to preparation, presentation, and serving of a wide variety of foods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. This coursework prepares students for employment in the food service/hospitality industry.	Yes	1

Credential	Description	Industry Certification	Students Enrolled
Certifications (in addition to Full Career Certificate): *ServSafe, S/P2 Food Safety, and S/P2 Workplace Safety*	The ServSafe Manager Certification verifies that a manager or person-in-charge has sufficient food safety knowledge to protect the public from foodborne illness. Individuals that successfully pass the 90-question, multiple-choice exam will receive a ServSafe Manager Certification and wallet card.		
CTE Program: Commercial Art Technology	The purpose of this program is to prepare students for employment skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency and includes competency-based applied learning. Full Career Certificate reflects completion of Occupational Completion Points (OCP) A, B, C and D with at least 1,500 course hours.	Yes	2
CTE Program: Baking & Pastry Arts	This program offers a sequence of courses that provides coherent and rigorous content aligned with but not limited to preparation, presentation, and serving of a wide variety of baked and dessert goods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. Full Career Certificate reflects completion of Occupational Completion Points (OCP) A and B with at least 600 course hours.	Yes	2
Certifications (in addition to Full Career Certificate): *ServSafe, S/P2 Food Safety, and S/P2 Workplace Safety*	The ServSafe Manager Certification verifies that a manager or person-in-charge has sufficient food safety knowledge to protect the public from foodborne illness. Individuals that successfully pass the 90-question, multiple-choice exam will receive a ServSafe Manager Certification and wallet card. S/P2 Food Safety and S/P2 Workplace Safety are recognized by industry leaders.		

Sheridan Technical College (1.5 years)

General Endorsement: Career Certificate of Completion: Career and technical education (CTE) focuses on teaching technical competencies and related academic skills that prepare students to enter and advance in a variety of career fields and post-secondary education. Technical and academic skills identified for each program or course meet industry standards as well as requirements established by regulatory boards. For the purpose of CTE requirements, completion is accomplished when a student reaches the final Occupational Completion Point (OCP) and receives a Career Certificate of Completion from the program.

Industry Certification – No   **Students Enrolled** – 5

Credential	Description	Industry Certification	Students Enrolled
CTE Program: Automotive Maintenance and Light Repair program	The Automotive Maintenance and Light Repair program focuses on the knowledge and skills needed to work on a variety of systems such as engines, drivetrain, brakes, electrical, and steer & suspension. Students learn to conduct basic repairs and maintenance on automobiles and light truck systems. This program is designed for those who wish to be certified in basic entry skills as a service technician.	Yes	2
Certification: *Automotive Service Excellence (ASE)*	Automotive Service Excellence (ASE) ASE is an organization with a mission to improve the service and repair of motor vehicles. This is accomplished by ensuring that automotive repair specialists are appropriately trained before and throughout their careers.		
CTE Program: Computer Systems & Information Technology	The Computer Systems & Information Technology program offers a broad foundation of knowledge and skills that prepares students for employment in the Computer/Network/Security fields. The course content includes computer hardware, troubleshooting, repair and maintenance, operating systems and software, networking fundamentals, networking protocols, networking media and topologies, network devices, network requirements, network tools, local area networks, identifying network security threats, WAN links, and Wireless technologies.	Yes	3

Credential	Description	Industry Certification	Students Enrolled
Micro-credentials/Badges: *CompTiaa+, Security +, Network+*	The Computing Technology Industry Association is an American non-profit trade association, issuing professional certifications for the information technology industry. It is considered one of the IT industry's top trade associations. CompTIA Security+ certification is a global certification that validates the baseline skills necessary to perform core security functions and pursue an IT security career. CompTIA Network+ certification validates the technical skills needed to securely establish, maintain, and troubleshoot the essential networks that businesses rely on.		

Credentials offered by FPCTPs

Appendix I

1 – FPCTP Staff Hours by Institution
2 – FPCTP Staff Hours by Role by Institution

FPCTP Staff Hours and FTE per Week by Institution

Broward College
of students = 23; 1 FTE = 40.0 hours

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
BC Staff 1	40	1.00	40	1.00	1.74	0.04
BC Staff 2	40	1.00	10	0.25	0.43	0.01
BC Staff 3	40	1.00	40	1.00	1.74	0.04
BC Staff 4	40	1.00	4	0.10	0.17	0.00
BC Staff 5	40	1.00	40	1.00	1.74	0.04
Total	**200.00**	**5.00**	**134.00**	**3.35**	**5.83**	**0.15**

Emerald Coast Technical College
of students = 0; 1 FTE = 40.0 hours

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
ECTC Staff 1	40	1.00	15	0.38	0.00	0.00
Total	**40.00**	**1.00**	**15.00**	**0.38**	**0.00**	**0.00**

Florida Atlantic University
of students = 43; 1 FTE = 40.0 hours

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
FAU Staff 1	40	1.00	40	1.00	0.93	0.02
FAU Staff 2	40	1.00	40	1.00	0.93	0.02

Florida Center for Students with Unique Abilities
UCF

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
FAU Staff 3	40	1.00	40	1.00	0.93	0.02
FAU Staff 4	40	1.00	40	1.00	0.93	0.02
FAU Staff 5	40	1.00	40	1.00	0.93	0.02
FAU Staff 6	40	1.00	40	1.00	0.47	0.02
FAU Staff 7	40	1.00	40	1.00	0.93	0.02
FAU Staff 8	40	1.00	40	1.00	0.93	0.02
FAU Staff 9	40	1.00	40	1.00	0.93	0.02
FAU Staff 10	40	1.00	5	0.13	0.12	0.00
FAU Staff 11	40	1.00	40	1.00	0.93	0.02
FAU Staff 12	40	1.00	40	1.00	0.93	0.02
Total	**460.00**	**12.00**	**425.00**	**11.13**	**9.88**	**0.26**

Florida Gulf Coast University # of students = 17; 1 FTE = 40.0 hours						
Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
FGCU Staff 1	40	1.00	40	1.00	2.35	0.06
FGCU Staff 2	40	1.00	3	0.08	0.18	0.00
FGCU Staff 3	40	1.00	40	1.00	2.35	0.06
FGCU Staff 4	40	1.00	10	0.25	0.59	0.01
Total	**160.00**	**4.00**	**93.00**	**2.33**	**5.47**	**0.14**

FPCTP Program Staffing Data by Institution

	Florida International University # of students = 31; 1 FTE = varies by staff					
Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
FIU Staff 1	20	1.00	20	1.00	0.65	0.03
FIU Staff 2	40	1.00	20	1.00	0.65	0.03
FIU Staff 3	20	1.00	20	1.00	0.65	0.03
FIU Staff 4	40	1.00	10	0.25	0.32	0.01
FIU Staff 5	40	1.00	40	1.00	1.29	0.03
FIU Staff 6	40	1.00	40	1.00	1.29	0.03
FIU Staff 7	40	1.00	40	1.00	1.29	0.03
FIU Staff 8	40	1.00	40	1.00	1.29	0.03
FIU Staff 9	40	1.00	34	0.85	1.10	0.03
FIU Staff 10	40	1.00	40	1.00	1.29	0.03
FIU Staff 11	40	1.00	34	0.85	1.10	0.03
FIU Staff 12	20	1.00	20	1.00	0.65	0.03
FIU Staff 13	20	1.00	20	1.00	0.65	0.03
FIU Staff 14	20	1.00	20	1.00	0.65	0.03
FIU Staff 15	40	1.00	40	1.00	1.29	0.03
FIU Staff 16	20	1.00	20	1.00	0.65	0.03
FIU Staff 17	20	1.00	20	1.00	0.65	0.03
FIU Staff 18	40	1.00	40	1.00	1.29	0.03
FIU Staff 19	40	1.00	10	0.25	0.32	0.01
FIU Staff 20	20	1.00	20	1.00	0.65	0.03
FIU Staff 21	40	1.00	40	1.00	1.29	0.03
FIU Staff 22	40	1.00	40	1.00	1.29	0.03
FIU Staff 23	40	1.00	40	1.00	1.29	0.03
FIU Staff 24	20	1.00	20	1.00	0.65	0.03
FIU Staff 25	40	1.00	40	1.00	1.29	0.03
FIU Staff 26	20	1.00	20	1.00	0.65	0.03
FIU Staff 27	20	1.00	20	1.00	0.65	0.03

FPCTP Program Staffing Data by Institution

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
FIU Staff 28	20	1.00	20	1.00	0.65	0.03
FIU Staff 29	20	1.00	20	1.00	0.65	0.03
FIU Staff 30	20	1.00	20	1.00	0.65	0.03
FIU Staff 31	20	1.00	20	1.00	0.65	0.03
FIU Staff 32	40	1.00	40	1.00	1.29	0.03
FIU Staff 33	20	1.00	20	1.00	0.65	0.03
FIU Staff 34	40	1.00	10	0.25	0.32	0.01
FIU Staff 35	20	1.00	20	1.00	0.65	0.03
FIU Staff 36	20	1.00	20	1.00	0.65	0.03
FIU Staff 37	20	1.00	20	1.00	0.65	0.03
FIU Staff 38	20	1.00	20	1.00	0.65	0.03
FIU Staff 39	40	1.00	10	0.25	0.32	0.01
Total	**1160.00**	**39.00**	**1008.00**	**35.70**	**32.52**	**1.15**

| Indian River State College | | | | | | |
# of students = 22; 1 FTE = varies by staff						
Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
IRSC Staff 1	40	1.00	40	1.00	1.82	0.05
IRSC Staff 2	40	1.00	40	1.00	1.82	0.05
IRSC Staff 3	40	1.00	40	1.00	1.82	0.05
IRSC Staff 4	10	0.42	10	0.42	0.45	0.02
IRSC Staff 5	32	1.00	24	0.75	1.09	0.03
Total	**162.00**	**4.42**	**154.00**	**4.17**	**7.00**	**0.19**

FPCTP Program Staffing Data by Institution

Lee County Technical Colleges # of students = 16; 1 FTE = 41.25 hours						
Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
LCTC Staff 1	41.25	1.00	41.25	1.00	2.58	0.06
LCTC Staff 2	41.25	1.00	41.25	1.00	2.58	0.06
LCTC Staff 3	41.25	1.00	41.25	1.00	2.58	0.06
Total	**123.75**	**3.00**	**123.75**	**3.00**	**7.73**	**0.19**

Lively Technical College # of students = 21; 1 FTE = varies by staff						
Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
LTC Staff 1	40	1.00	40	1.00	1.90	0.05
LTC Staff 2	40	1.00	5	0.13	0.24	0.01
LTC Staff 3	40	1.00	5	0.13	0.24	0.01
LTC Staff 4	3	0.08	3	0.08	0.14	0.00
LTC Staff 5	40	1.00	2	0.05	0.10	0.00
LTC Staff 6	40	1.00	3	0.08	0.14	0.00
LTC Staff 7	40	1.00	2	0.05	0.10	0.00
LTC Staff 8	40	1.00	40	1.00	1.90	0.05
LTC Staff 9	40	1.00	40	1.00	1.90	0.05
LTC Staff 10	30	1.00	30	1.00	1.43	0.05
Total	**353.00**	**9.08**	**170.00**	**4.50**	**8.10**	**0.21**

FPCTP Program Staffing Data by Institution

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
McFatter Technical College # of students = 9; 1 FTE = varies by staff						
MTC Staff 1	40	1.00	5	0.13	0.56	0.01
MTC Staff 2	37.5	1.00	37.5	1.00	4.17	0.11
MTC Staff 3	37.5	1.00	10	0.27	1.11	0.03
MTC Staff 4	37.5	1.00	8	0.21	0.89	0.02
MTC Staff 5	40	1.00	5	0.13	0.56	0.01
MTC Staff 6	40	1.00	10	0.25	1.11	0.03
MTC Staff 7	37.5	1.00	10	0.27	1.11	0.03
MTC Staff 8	37.5	1.00	6	0.16	0.67	0.02
MTC Staff 9	40	1.00	5	0.13	0.56	0.01
MTC Staff 10	45	1.00	45	1.00	5.00	0.11
MTC Staff 11	40	1.00	5	0.13	0.56	0.01
MTC Staff 12	37.5	1.00	37.5	1.00	4.17	0.11
MTC Staff 13	37.5	1.00	37.5	1.00	4.17	0.11
MTC Staff 14	40	1.00	3	0.08	0.33	0.01
Total	**547.50**	**14.00**	**224.50**	**5.73**	**24.94**	**0.64**

Okaloosa Technical College
of students = 9; 1 FTE = 40.0 hours

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
OTC Staff 1	40	1.00	40	1.00	4.44	0.11
OTC Staff 2	40	1.00	10	0.25	1.11	0.03
OTC Staff 3	40	1.00	40	1.00	4.44	0.11
OTC Staff 4	40	1.00	40	1.00	4.44	0.11
OTC Staff 5	40	1.00	40	1.00	4.44	0.11
OTC Staff 6	40	1.00	40	1.00	4.44	0.11
Total	**240.00**	**6.00**	**210.00**	**5.25**	**23.33**	**0.58**

Orange Technical College - West Campus
of students = 1; 1 FTE = varies by staff

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
OTC-WC Staff 1	37.5	1.00	37.5	1.00	37.50	1.00
OTC-WC Staff 2	37.5	0.94	37.5	0.94	37.50	0.94
Total	**75.00**	**1.94**	**75.00**	**1.94**	**75.00**	**1.94**

Robert Morgan Educational Center & Technical College
of students = 7; 1 FTE = varies by staff

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
RMECTC Staff 1	40	1.00	40	1.00	5.71	0.14
RMECTC Staff 2	12	0.48	12	0.48	1.71	0.07
RMECTC Staff 3	40	1.00	40	1.00	5.71	0.14
RMECTC Staff 4	25	1.00	25	1.00	3.57	0.14

FPCTP Program Staffing Data by Institution

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
RMECTC Staff 5	25	1.00	25	1.00	3.57	0.14
RMECTC Staff 6	25	1.00	25	1.00	3.57	0.14
RMECTC Staff 7	25	1.00	25	1.00	3.57	0.14
RMECTC Staff 8	25	1.00	8	0.32	1.14	0.05
Total	**217.00**	**7.48**	**200.00**	**6.80**	**28.57**	**0.97**

Santa Fe College
# of students = 9; 1 FTE = 40.0 hours

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
SFC Staff 1	40	1.00	40	1.00	4.44	0.11
SFC Staff 3	40	1.00	40	1.00	4.44	0.11
SFC Staff 4	40	1.00	3	0.08	0.33	0.01
SFC Staff 5	40	1.00	4	0.10	0.44	0.01
SFC Staff 6	40	1.00	40	1.00	4.44	0.11
SFC Staff 7	40	1.00	30	0.75	3.33	0.08
Total	**260.00**	**6.50**	**167.00**	**4.18**	**18.56**	**0.46**

Sheridan Technical College
# of students = 5; 1 FTE = varies by staff

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
STC Staff 1	40	1.00	5	0.13	1.00	0.03
STC Staff 2	40	1.00	5	0.13	1.00	0.03
STC Staff 3	45	1.00	5	0.11	1.00	0.02
STC Staff 4	37.5	1.00	37.5	1.00	7.50	0.20

FPCTP Program Staffing Data by Institution

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
STC Staff 5	37.5	1.00	5	0.13	1.00	0.03
STC Staff 6	40	1.00	5	0.13	1.00	0.03
STC Staff 7	37.5	1.00	5	0.13	1.00	0.03
STC Staff 8	40	1.00	5	0.13	1.00	0.03
STC Staff 9	37.5	1.00	37.5	1.00	7.50	0.20
STC Staff 10	37.5	1.00	37.5	1.00	7.50	0.20
Total	**392.50**	**10.00**	**147.50**	**3.88**	**29.50**	**0.78**

Southeastern University						
# of students = 11; 1 FTE = varies by staff						
Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
SEU Staff 1	40	1.00	40	1.00	3.64	0.09
SEU Staff 2	40	1.00	10	0.25	0.91	0.02
SEU Staff 3	40	1.00	10	0.25	0.91	0.02
SEU Staff 4	40	1.00	40	1.00	3.64	0.09
SEU Staff 5	40	1.00	40	1.00	3.64	0.09
SEU Staff 6	20	1.00	20	1.00	1.82	0.09
Total	**220.00**	**6.00**	**160.00**	**4.50**	**14.55**	**0.41**

FPCTP Program Staffing Data by Institution

St. Petersburg College
of students = 8; 1 FTE = varies by staff

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
SPC Staff 1	40	1.00	40	1.00	5.00	0.13
SPC Staff 2	40	1.00	40	1.00	5.00	0.13
SPC Staff 3	16	1.00	16	1.00	2.00	0.13
Total	**96.00**	**3.00**	**96.00**	**3.00**	**12.00**	**0.38**

Tallahassee Community College
of students = 10; 1 FTE = 40.0 hours

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
TCC Staff 1	40	1.00	40	1.00	4.00	0.10
TCC Staff 2	40	1.00	40	1.00	4.00	0.10
TCC Staff 3	40	1.00	1	0.03	0.10	0.00
TCC Staff 4	40	1.00	2	0.05	0.20	0.01
TCC Staff 5	40	1.00	1	0.03	0.10	0.00
TCC Staff 6	40	1.00	5	0.13	0.50	0.01
TCC Staff 7	40	1.00	1	0.03	0.10	0.00
Total	**280.00**	**7.00**	**90.00**	**2.25**	**9.00**	**0.23**

The College of the Florida Keys
of students = 12; 1 FTE = 37.5 hours

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
TCFK Staff 1	37.5	1.00	37.5	1.00	3.13	0.08
TCFK Staff 2	37.5	1.00	18.75	0.50	1.56	0.04

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
TCFK Staff 3	37.5	1.00	37.5	1.00	3.13	0.08
TCFK Staff 4	37.5	1.00	18.75	0.50	1.56	0.04
TCFK Staff 5	37.5	1.00	11.25	0.30	0.94	0.03
TCFK Staff 6	37.5	1.00	30	0.80	2.50	0.07
TCFK Staff 7	37.5	1.00	12.75	0.34	1.06	0.03
TCFK Staff 8	37.5	1.00	11.25	0.30	0.94	0.03
TCFK Staff 9	37.5	1.00	9.37	0.25	0.78	0.02
Total	**337.50**	**9.00**	**187.12**	**4.99**	**15.59**	**0.42**

University of Central Florida # of students = 8; 1 FTE = varies by staff						
Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
UCF Staff 1	40	1.00	40	1.00	5.00	0.13
UCF Staff 2	40	1.00	40	1.00	5.00	0.13
UCF Staff 3	40	1.00	40	1.00	5.00	0.13
UCF Staff 4	10	1.00	10	1.00	1.25	0.13
Total	**130.00**	**4.00**	**130.00**	**4.00**	**16.25**	**0.50**

University of South Florida - St. Petersburg # of students =12; 1 FTE = varies by staff						
Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
USF-SP Staff 1	40	1.00	4.5	0.11	0.38	0.01
USF-SP Staff 2	40	1.00	40	1.00	3.33	0.08
USF-SP Staff 3	20	1.00	20	1.00	1.67	0.08

FPCTP Program Staffing Data by Institution

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
USF-SP Staff 4	20	1.00	20	1.00	1.67	0.08
USF-SP Staff 5	5	1.00	5	1.00	0.42	0.08
USF-SP Staff 6	20	1.00	20	1.00	1.67	0.08
Total	**145.00**	**6.00**	**109.50**	**5.11**	**9.13**	**0.43**

FPCTP Program Staffing Data by Institution

Staff Hours per Week at the FPCTP by Role and Institution

Institution	Hours per Role per Week										
	Total Staff Hours per Week at FPCTP	Director/ Leadership	Advising	Employment Support	Academic Support	Program Coordination	Clerical	Instruction	Residential Support	Social Support	Other
Broward College	134	19	0	20	55	20	0	10	0	10	0
Emerald Coast Technical College	15	5	0	0	0	5	5	0	0	0	0
Florida Atlantic University	425	8	20	109	19	36	2	120	0	30	81
Florida Gulf Coast University	93	10	0	10	0	50	0	15	0	0	8
Florida International University	1008	88	46	46	200	215	75	61	100	80	97
Indian River State College	154	10	32	2	46	20	11	25	0	7	1
Lee County Technical Colleges	123.75	10	10	15	78.75	10	0	0	0	0	0
Lively Technical College	170	5	1	40	72	40	4	0	0	0	8
McFatter Technical College	224.5	10	5	0	8	36	8	140	0	7.5	10
Okaloosa Technical College	210	40	0	80	0	0	10	80	0	0	0
Orange Technical College-West Campus	75	2	0	0	37.5	5	0.5	20	0	0	0
Robert Morgan Educational Center and Technical College	200	23	34	13	44	13	19	36	0	18	0

Hours per Role per Week											
Institution	Total Staff Hours per Week at FPCTP	Director/ Leadership	Advising	Employment Support	Academic Support	Program Coordination	Clerical	Instruction	Residential Support	Social Support	Other
Sheridan Technical College	147.50	20	5	0	0	10	0	112.5	0	0	0
Southeastern University	160	10	5	9	39	15	23	20	19	10	10
St. Petersburg College	96	20	10	0	33	10	15	0	0	8	0
Tallahassee Community College	90	22	1	17	0	18	14	12	0	0	6
The College of the Florida Keys	187.12	13.75	19	15	55.12	24	7	30	2	21.25	0
University of Central Florida	130	20	15	30	0	30	20	15	0	0	0
University of South Florida – St. Petersburg	109.50	20	0.5	23	10.5	17	10	6	11	0.5	11
TOTAL	**3919.37**	**368.75**	**241.5**	**452**	**713.87**	**584**	**239**	**740.5**	**132**	**192.25**	**246**

FPCTP Program Staffing Data by Role and Institution

Appendix J

Summary of FCSUA Collaborative Activities with Specific Groups

Description of Specific FCSUA Collaborative Activities

Center for Autism and Related Disabilities (CARD)
- FCSUA informational table display at CARD 2023 Conference.
- CARD information shared on Whova app during FLPEPPI 2023.
- FCSUA presentations at CARD 2023 Conference:
- *College Opportunities for Students with Intellectual Disabilities through Florida Postsecondary Comprehensive Transition Programs*

Agency for Persons with Disabilities (APD)
- APD presentation for December 2022 Informational Webinar:
- *Helping Individuals to Thrive in their Communities by Achieving Positive Living and Employment Outcomes*
- FCSUA provided APD FCSUA informational flyer for distribution to individuals applying for Medicaid Home and Community-Based Services (HCBS) Waiver services as directed in Senate Bill 714.
- Participated in APD's 18th annual Florida Exceptional Employer Awards expo and recognition ceremony at the Florida Capitol.
- Member of HB 1517 Interagency Workgroup.

Florida Department of Education (FLDOE)
- FLDOE-Project 10 informational table display at FLPEPPI 2023.
- FCSUA informational flyer available to Bureau of Exceptional Student Education (BESE) to be distributed at IEP meetings as directed in House Bill 173.
- Institute for Small and Rural Districts (ISRD) presentation to ESE Directors and Principals meetings to share FPCTP benefit.
- Northeast Florida Educational Consortium (NEFEC)/ISRD College Fair.
- Exhibitor at ISRD/Council of Administrators of Special Education (CASE) Summer Institute.
- Administrators Management Meeting (AMM) 2022 Presentation: *Postsecondary Opportunities and Outcomes for Students with Intellectual disabilities*
- BESE Member of FCSUA Advisory Committee.

Florida Department of Education Vocational Rehabilitation (VR)
- Exhibitor at FLPEPPI 2023.
- Presenter at FLPEPPI 2023:
- *Strengthening the Relationship with Vocational Rehabilitation Liaisons*
- Collaborated with Communications and Public Affairs to strengthen and expand knowledge of FPCTPs to VR counselors and clientele.
- FCSUA invited to record webinar for Vocational Rehabilitation counselors:
- *An overview of Florida Postsecondary Comprehensive Transition Programs and the Florida Center for Students with Unique Abilities*

Florida Developmental Disabilities Council (FDDC)
- FDDC invited to have an informational table display at FLPEPPI 2023.

Florida Center for Students with Unique Abilities

- FCSUA participated in Developmental Disabilities Day at the Capitol.
- FDDC presentation for April Informational Webinar:
- *Innovative Practices and Findings from Florida Developmental Disabilities Council initiatives*
- Dissemination of materials for College Matters Florida.
- *College Matters Florida: Administrator Perspectives* video and other materials.
- FDDC member of FCSUA Advisory Committee.

Florida Youth Leadership Forum (YLF)
- Youth Leadership Forum Sponsor 2023.

Think College
- Advisory and Standards Update Committee – Janice Seabrooks-Blackmore.
- Accreditation Committee – W. Drew Andrews.
- Historically Black Colleges and Universities (HBCU) Inclusive Postsecondary Education Consortium – Iris Neil.
- Think College Inclusive Higher Education Network: A partnership to expand inclusive postsecondary education opportunities for students in career and technical education (CTE) programs.
- *Think College Think Higher* and *Inclusive Postsecondary Education (IPSE) Recognition Day* campaign, collaborating on the creation of a video specifically for Florida.

Able Trust
- Able Trust Informational Webinar:
- *Shifting your Perspective: Become Employer Centric*
- Presenter at FLPEPPI 2023:
- *Developing Business Relationships that Lead to Employment*
- Presenter at MidYear Institute 2023:
  - *Networking Discussion on Business Connections*
- *Disability Employment Awareness Month* collaboration.
- Collaborations with businesses (JP Morgan Banks, EMP Oakville, UCF-CPNM).
- *Project Venture* competition judge: Janice Seabrooks-Blackmore.
- Able Trust Member of FCSUA Advisory Committee.

Southeast Postsecondary Education Alliance (SEPSEA)
- State Representative: Iris Neil
- CTE Representative: Christian Zimmerman
- South Carolina Inclusive Postsecondary Education Consortium

Manuals: Alycia J. Sterenberg Mahon

Sterenberg Mahon, A.J., & Andrews, W.D. (2023). *Facilitator preparation manual (2ⁿᵈ ed.)*. Orlando, Florida: Florida Center for Students with Unique Abilities, University of Central Florida.

Sterenberg Mahon, A.J., & Andrews, W.D. (2022). *Team leader preparation manual (2ⁿᵈ ed.)*. Orlando, Florida: Florida Center for Students with Unique Abilities, University of Central Florida.

Webinar

Seabrooks-Blackmore, J.J., (2023). CEC Mini-Series *Unlocking success: The power of ongoing age-appropriate transition assessment in driving transition planning.*

Online Course

Continued support of course facilitation: Seabrooks-Blackmore, J.J., Unit 3: How to assess: Conducting assessments & analyzing results. In *NTACT: C Short Course: Partnering for Transition Assessment: Putting it into Action for Youth and Young Adults with Complex Support Needs.* NTACT:C: Improving Opportunities & Outcomes, University of North Carolina, Charlotte.
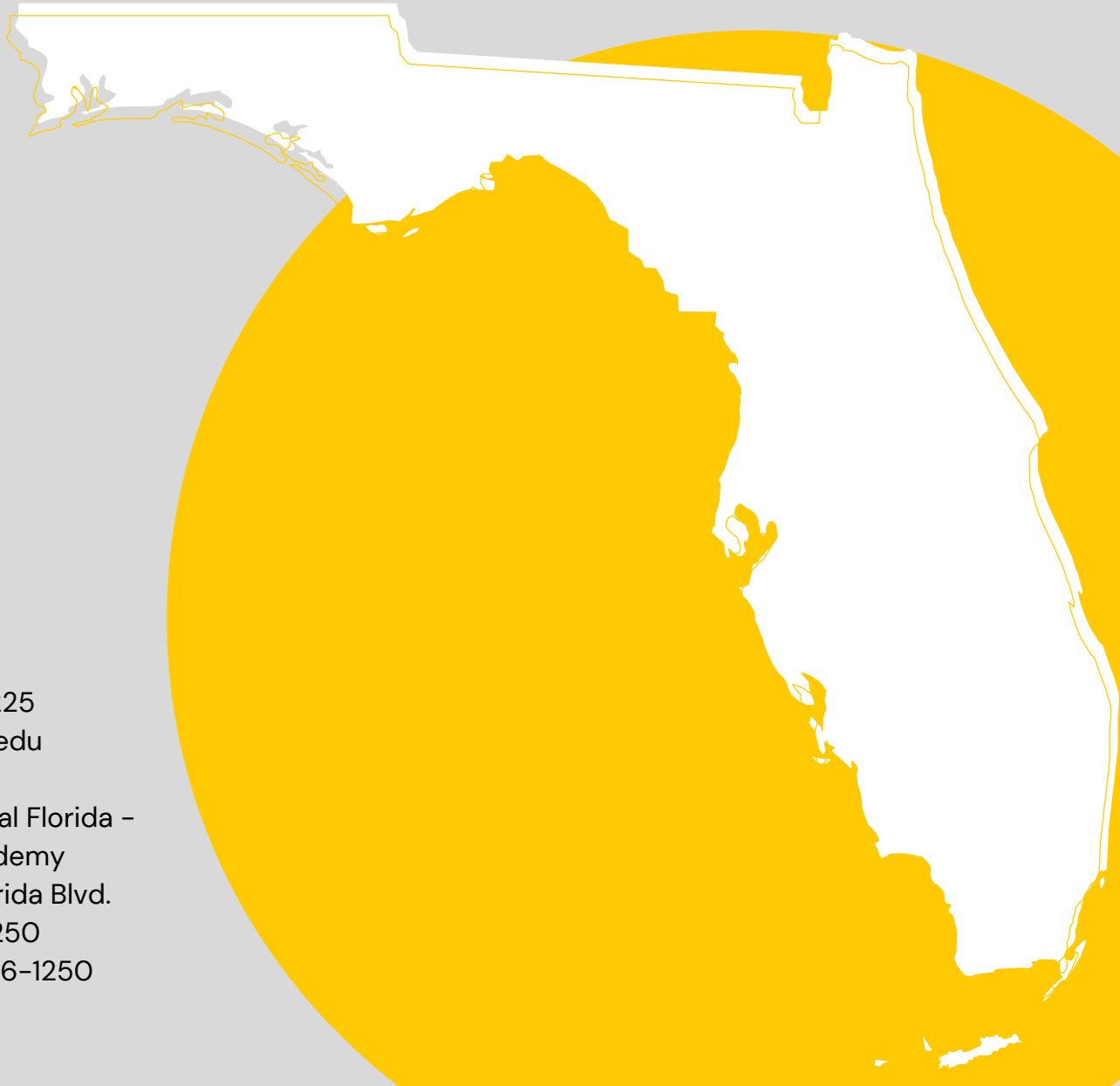
Florida Center for Students with Unique Abilities

UNIVERSITY OF CENTRAL FLORIDA

407-823-5225
fcsua@ucf.edu

University of Central Florida –
Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250