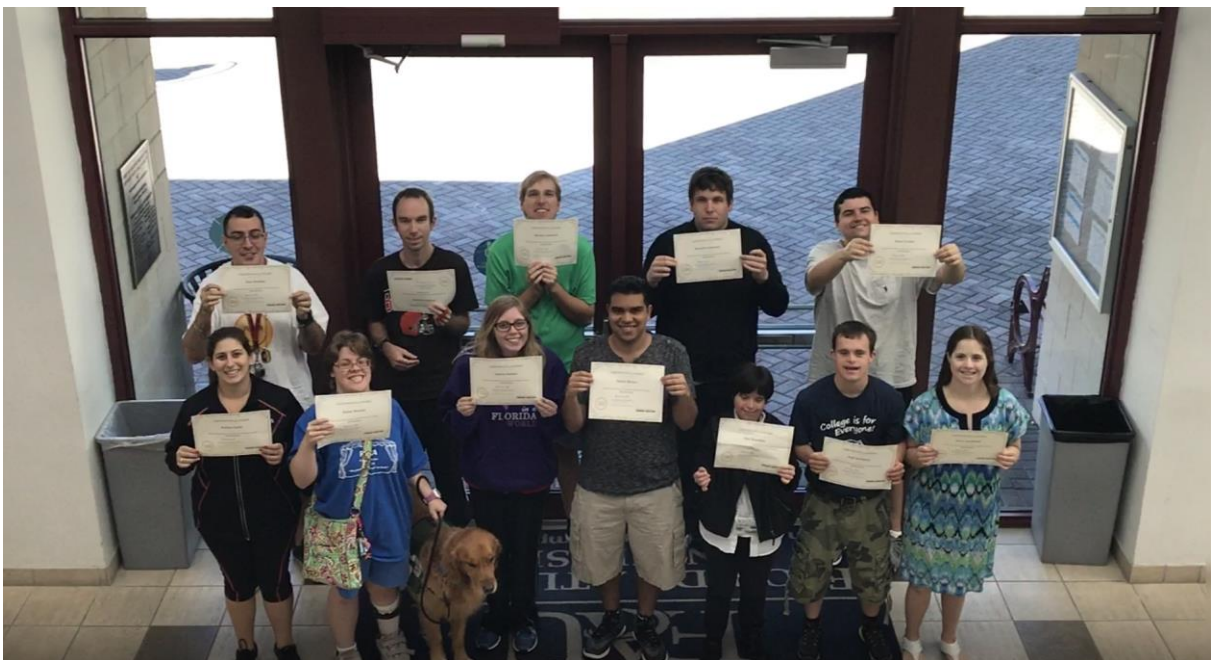


Annual Report 2016 - 2017



Respectfully submitted to:

Governor Rick Scott
Florida Senate President Joe Negron
Florida Speaker of the House of Representatives Richard Corcoran
State University System of Florida Chancellor Marshall Criser III
Florida Commissioner of Education Pam Stewart

Submitted by:

Paula D. Kohler, PhD.
Executive Director

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Executive Summary

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) and charged the Center and its executive director with implementation of the Act. Further, the Act charged the Center with meeting the accountability requirements specified therein, including submission of an annual report by October 1 of each year.

This report covers work of the Center during the period of September 1, 2016 through September 30, 2017, which generally represents the first full year of the Center's operation (Dr. Paula Kohler came aboard as executive director on September 6, 2016). The Florida Postsecondary Comprehensive Transition Program (FPCTP) data we report regarding student and program characteristics derive from the approved programs' first annual reports, submitted to the Center in August 2017 regarding the 2016 - 17 academic year (AY). In this report, we describe our progress on implementation of the Act and then provide detail in each of the required reporting areas specified in the Act. In this executive summary, we provide highlights of the Center's work and FPCTP and student characteristics.

FCSUA Infrastructure and Workflow

- ▶ We established several staff positions and conducted searches to identify and hire qualified candidates, including the following: Technical assistance coordinator, evaluation coordinator and analyst, coordinators of administrative services, communications manager: Social media and programming, and office assistant.
- ▶ We established the *FPCTP Application Packet for Eligible Institutions* to facilitate FPCTP application submission, review, and approval. Of the nine institutions that submitted a FPCTP application, eight were approved (two at state universities, three at state and community colleges, and three at career and technical education colleges. Five of the programs enrolled students during the 2016 – 17 AY, three will enroll students during 2017 – 18.
- ▶ We established and disseminated a *FPCTP Scholarship Request Packet* to all approved FPCTPs which included an estimate of the cost of attendance, list of eligible students, and anticipated attendance by academic term. Four of the five programs with enrolled students during 2016 – 17 requested FPCTP Scholarships for their eligible students.
- ▶ We developed and disseminated the *Request for Proposals for FPCTP Start-up and Enhancement Grants* and established two proposal submission deadlines during 2016-17 (December 19, 2016 and March 20, 2017). Eight institutions submitted grant proposals; seven of these were funded at approximately \$300,000 each. Two grants were funded with a two-year project period; five were funded with a three-year project period.
- ▶ We developed a *FPCTP Timeline for Reports and Distributions* to facilitate data collection, disbursements, and report submission. We also developed and disseminated the *Annual Report*

Templates to approved FPCTPs to facilitate submission of their required annual reports due August 1 each year. The five institutions with FPCTP students enrolled during 2016 - 17 submitted an annual report.

- ▶ We launched a redesigned version of the FCSUA website at www.fcsua.org on July 26, 2017, including expanded information and enhanced features to improve usability. The website is designed to meet the needs of the Center's primary stakeholders, including students and families, postsecondary education institutions, K-12 education, and community partners. We also established social media accounts with Twitter, Facebook, YouTube, and Instagram. In August and September 2017, we had 1,055 and 2,045 unique visitors to our website, respectively, who made a total of over 4,500 visits, visiting more than 9,500 pages, with over 18,000 hits. More than 62% of our website traffic now comes from our social media accounts, primarily Facebook.
- ▶ To inform stakeholders of the Center's services and promote the supply and demand for new and expanded FPCTPs, we conducted 11 conference and meeting presentations (with 5 already accepted for 2017-18), 7 webinars, and 4 workshops. Three additional workshops are scheduled for October and November at Panhandle, central, and southwest Florida locations.
- ▶ To further advance the development of FPCTPs across Florida, the Center is planning the Florida Postsecondary Education Program Planning Institute for IHE teams, originally scheduled for late September 2017. Because of the effects of Hurricane Irma on many of our participants, we have postponed the Institute until January 2018. The institute will be open to any planning team, led by an institute of higher education, interested in developing or enhancing a FPCTP. Currently approved FPCTPs were required to attend the Institute and budget funds in their grant proposals. Before postponement, 79 participants had registered for the Institute, consisting of 15 planning teams, 8 teams representing approved FPCTPs and 7 teams seeking to establish a FPCTP. Institute content will include keynote and breakout sessions, as well as facilitated team planning time, with the expectation that teams leave the Institute with at least a draft plan to either improve, expand, or develop a FPCTP.
- ▶ An integral component of the Center's work to promote the supply and demand of FPCTPs – **built on evidence-based practices** – is to facilitate strategic planning through the Institute using an online system that integrates intervention and implementation science. With input from a national team of scholars and practitioners, we have developed a draft paper version of an online system which includes content in four domains: (1) student-focused, (2) program and institution-focused, (3) faculty and staff-focused, and (4) concept and systems development. Each domain includes a number of benchmarks which synthesize and represent the constructs from the research regarding postsecondary education programs for students with disabilities. Institute teams will use this tool during their planning sessions at the Institute and in subsequent years to implement a continuous development and improvement process that applies data-driven decision making.

Annual Report Elements Specified in the ACT: Data from FPCTP Annual Reports

Each of the five FPCTPs serving students in 2016-2017 submitted program-level reports. Four of the programs submitted student-level reports accounting for 48 of the 50 total students enrolled in FPCTPs in 2016-2017.

- ▶ These FPCTPs indicated regular, ongoing assessment of student progress and included indicators regarding the following in determining satisfactory academic progress (SAP):

communication skills, content knowledge, course performance, critical thinking, employability skills, independence and support needs, life skills, participation in the development of and progress related to person-centered plans, and program participation and attendance. Of the 48 students for whom data were reported, 46 made SAP in 2016 – 17.

- ▶ In collaboration with the Board of Governors (BOG) and the Florida Department of Education, we approved a total of eight FPCTPs:
 - Academy for Community Inclusion, Florida Atlantic University, Jupiter, FL
 - Inclusive Education Services, University of Central Florida, Orlando, FL
 - Project ACCESS (Accessing Community College Educational experiences, Social experiences, and Skills for careers), Florida Keys Community College, Key West, FL
 - Project SAINT (Student Access and INclusion Together), Santa Fe College, Gainesville, FL
 - Project Independence, Washington County Public Schools/Florida Panhandle Technical College, Chipley, FL
 - STAGE (Students Transitioning to Academics and Gainful Employment) Project, Indian River State College, Ft. Pierce, FL
 - Grow Your Future, Broward County Public Schools/McFatter Technical College, Ft. Lauderdale, FL
 - Project TOPS (Transition to Postsecondary Institutions), Miami-Dade County Public Schools/Robert Morgan Education Center and Technical College, Miami, FL
- ▶ Four of the five FPCTPs serving students in 2016-2017 requested and were awarded FPCTP Scholarships for their eligible students. A total of 48 students received a FPCTP Scholarship, for a total value of \$300,300 across the State. The annual scholarship amount was \$7,000, awarded proportionally across terms, based on the program schedule of each FPCTP. For 2016-2017, UCF and FAU returned \$3,500 and \$11,200, respectfully, to the Center in undisbursed scholarship funds.
- ▶ Demographic data regarding the 48 students for whom information was reported included the following:
 - Half of the students were male and half were female.
 - Of the total, 86% were White or Caucasian, 10% Black or African American, and the remainder American Indian or Alaskan Native, other, or unknown.
 - Of the total, 98% lived with their parents and 2% lived in supported housing before entering their postsecondary education program.
 - Students' age prior to entering the postsecondary education program ranged from 19 to 43 years old, with an average age of just less than 24 years. The most common age at entry was 22 years.
 - Students spent between 0 and 22 years out of K-12 before entering a postsecondary education program, with the average being just less than 4.5 years. Most commonly, students were out of K-12 zero years before entering a program, indicating many students transitioned directly to a postsecondary education program upon leaving high school.
 - Students' most recent K-12 setting at the time of program enrollment included public school (77%) and private school (19%).
 - Students' type of K-12 exit included special diploma (67%), regular high school diploma (13%), and certificate of attendance or completion (8%). For 12 % of the students the type

of exit was either unknown or other.

- Students entered their postsecondary education program having had a variety of employment experiences in the year prior to program entry including competitive employment (67%), supported employment (89%), sheltered employment (83%), and or volunteer work or unpaid internship (61%).
- Data are not yet available on the employment status of students who completed a FPCTP.
- ▶ 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. Projections ranged from 25 to nearly 6,292 (one institution included the state of Florida as the catchment area). Thus, an unduplicated estimate of the total number of students eligible to enroll in a FPCTP the next academic year across programs would be 6,292. Programs were required to describe the sources and procedures from which their projections were obtained.
- ▶ Our website at fcsua.org includes an interactive map of Florida that features the locations of currently approved FPCTPs, other postsecondary education programs in the State for students with intellectual disabilities, and a list of the institutions eligible to establish a FPCTP. As of this report, we do not have a census of all the services provided to students with disabilities across all postsecondary education institutions in Florida.

ANNUAL REPORT: OCTOBER 1, 2017

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), established criteria for approval as a Florida Postsecondary Comprehensive Transition Program (FPCTP), established the Florida Postsecondary Comprehensive Transition Program Scholarship, and authorized Florida Postsecondary Comprehensive Transition Program start-up and enhancement 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. Further, the Act charged the Center with meeting the accountability requirements specified therein, including submission of an annual report by October 1 of each year.

This report covers work of the Center during the period of September 1, 2016 through September 30, 2017, which generally represents the first full year of the Center's operation (Dr. Kohler came aboard as executive director on September 6, 2016). The FPCTP data we report regarding student and program characteristics derive from the approved programs' first annual reports, submitted to the Center in August 2017 regarding the 2016-17 academic year (AY). To provide a context for reviewing progress on implementation of the various components of the Act, we describe the Center's work throughout the reporting period in relation to our primary charges and then provide detail in each of the required reporting areas specified in the Act.

FCSUA Infrastructure and Workflow

In addition to rolling out our major functions during our first full year of operation, we focused on finalizing Center staff appointments and establishing a durable infrastructure through which the FCSUA would operate. In this section, we describe these major activities and framework through which we work.

Staffing

- ▶ Established and conducted searches to fill the following positions within the Center:
 - Technical assistance coordinator (1.0 FTE)
 - Evaluation coordinator and analyst (1.0 FTE)
 - Coordinators of administrative services (1.3 FTE)
 - Communications manager: Social media and programming (1.0 FTE)
 - Office assistant (UCF student) (up to .75 FTE)
- ▶ Followed UCF hiring policies and guidelines for the position searches:
 - Formed search committees
 - Developed position description
 - Posted positions internally and externally to UCF

- Reviewed applications
 - Conducted interviews
 - Checked references
 - Completed background and other checks
 - Completed hiring processes
- ▶ The FCSUA organizational chart and primary position functions are provided in Appendix A.

FPCTP Application and Approval Process

- ▶ We established the *FPCTP Application Packet for Eligible Institutions* (see Appendix B).
- ▶ Nine institutions submitted applications in 2016-2017.
- ▶ We reviewed the applications and followed up with each institution to clarify or modify program elements to ensure they were aligned with the specific FPCTP requirements outlined in the Act. Upon approval by the executive director, we worked with the Board of Governors (BOG) and Florida Department of Education (FDOE) staff to gain approval from the relevant chancellor and or commissioner.
- ▶ Eight of the applications were approved, one was not. (Information on approved programs is included later in this report.) Five of the approved programs began implementation in 2016-2017, three approved programs will begin implementation in 2017-2018.
- ▶ We provided detailed feedback and reached out to the institution whose FPCTP application was not approved to offer assistance with conceptualizing the program and revising the application. The institution has not submitted a revised application. Issues with the proposed FPCTP as submitted included the following:
 - The program would be delivered by an external organization, rather than by university staff and through university infrastructure. For example, students would apply to the external organization for admission, rather than the higher education institution (IHE); program staff worked for the external organization rather than the IHE.
 - Program completion did not result in an identified employment-related credential.
 - Student eligibility requirements did not align with those articulated in the Act.
 - The application did not provide adequate information regarding how the program would connect students to employment opportunities upon completion of the program or how a student's satisfactory academic progress would be determined.

FPCTP Scholarship Request and Distribution

- ▶ We established and disseminated a *FPCTP Scholarship Request Packet* (see Appendix C) to all approved FPCTPs that included an estimate of the cost of attendance, list of eligible students, and anticipated attendance by academic term. This same Excel file was used by the program staff to report scholarship disbursements to students by academic term, and at the end of the year to calculate any undisbursed funds to be returned to the Center.
- ▶ We conducted several webinars to review the scholarship request process and worked with individual FPCTP staff to answer questions and troubleshoot any disbursement issues. Several of the IHEs had to modify their disbursement procedures to assure that students received their

full award and that awards were made on schedule.

- ▶ We also provided a *FPCTP Timeline for Reports and Distributions* to provide specific dates and procedures regarding scholarship requests, end of term disbursement reporting, and end of year annual reports (see Appendix D).

FPCTP Grant Proposals and Awards

- ▶ We developed the *Request for Proposals for FPCTP Start-up and Enhancement Grants* (see in Appendix E) and established two proposal submission deadlines during 2016-17 (December 19, 2016 and March 20, 2017) to assure that proposals could be reviewed and awarded for a start date of July 1, 2017.
- ▶ Florida Atlantic University, University of Central Florida, Miami-Dade County Public Schools (Robert Morgan Educational Center and Technical College), and Broward County Public Schools (William T. McFatter Technical College) submitted proposals at the December deadline; Indian River State College, Santa Fe College, and Florida Keys Community College submitted proposals at the March deadline. Each of these proposals was eventually funded for approximately \$300,000. Five of these institutions were funded for a three-year project period; two institutions for a two-year project period. The institution whose FPCTP application was not approved also submitted a grant proposal, which was not funded.
- ▶ Applications submitted by each institution described how they would use the requested funds to carry out their work across the project period, including the following elements (value of each element in the overall proposal rating scale is indicated in parentheses): need (15 points); goals and approaches (40 points); personnel, institutional commitment, and collaboration (15 points); formative and summative evaluation plan (20 points); and adequate and reasonable budget and justification (10 points). Program-specific information on approved proposals is included later in this report.
- ▶ The grants were awarded on a cost-reimbursement basis, to be invoiced quarterly. We worked closely with UCF grant and general counsel staff to develop a grant agreement template and invoice template, which were generally accepted by most of the recipient institutions. Some agreements required substantive negotiations before final approval.
- ▶ As we move forward, we are accepting grant proposals on a rolling basis and have developed a timeline for proposal submission, review, and start date (see the *FPCTP Grant Funding Cycle* in Appendix F).

Accountability and Reporting Procedures

- ▶ As mentioned previously, we developed a *FPCTP Timeline for Reports and Distributions* (see Appendix D) to facilitate data collection, disbursements, and report submission.
- ▶ We reviewed the timeline on webinars, disseminated it electronically to all approved programs, and posted it on the FCSUA website. We also provided it with the FPCTP approval and scholarship award notices.
- ▶ We developed and disseminated the *Annual Report Templates* to approved FPCTPs to facilitate submission of their required annual reports due August 1 each year (see Appendix F).
 - Templates are designed to collect valid and reliable information regarding program elements and student progress and outcomes.

- The templates include a range of variables, including those specified in the Act, as well as indicators identified by Center staff. These variables will help us identify common and unique program elements, and student characteristics and outcomes; for cohorts of students and across years, as well as within types of institutions. Thus, we should have important within and across program information when the IHEs apply for approval after their three-year initial approval. We detail specific information on these variables later in this report.
- Reporting templates are available at fcsua.org on the FPCTP Evaluation and Reporting page under the Postsecondary Institutions heading.
- We continue to develop a long-term data collection process for reporting this information that is secure and creates as little burden as possible for FPCTPs.

Florida Center for Students with Unique Abilities Website

- ▶ We launched a redesigned version of the FCSUA website at www.fcsua.org on July 26, 2017, including expanded information and enhanced features to improve usability:
 - 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 (see Figure 1).



Figure 1. FCSCA website homepage.

- An interactive map of Florida on the Find a Postsecondary Education Program page (linked from both our home page and under the Students and Families heading, see Figure 2) allows users to explore FPCTPs (black points) and other postsecondary education programs for students with intellectual disabilities (gold points) in the state. We also provide a link to a pdf document listing all the FPCTP eligible institutions in the state.

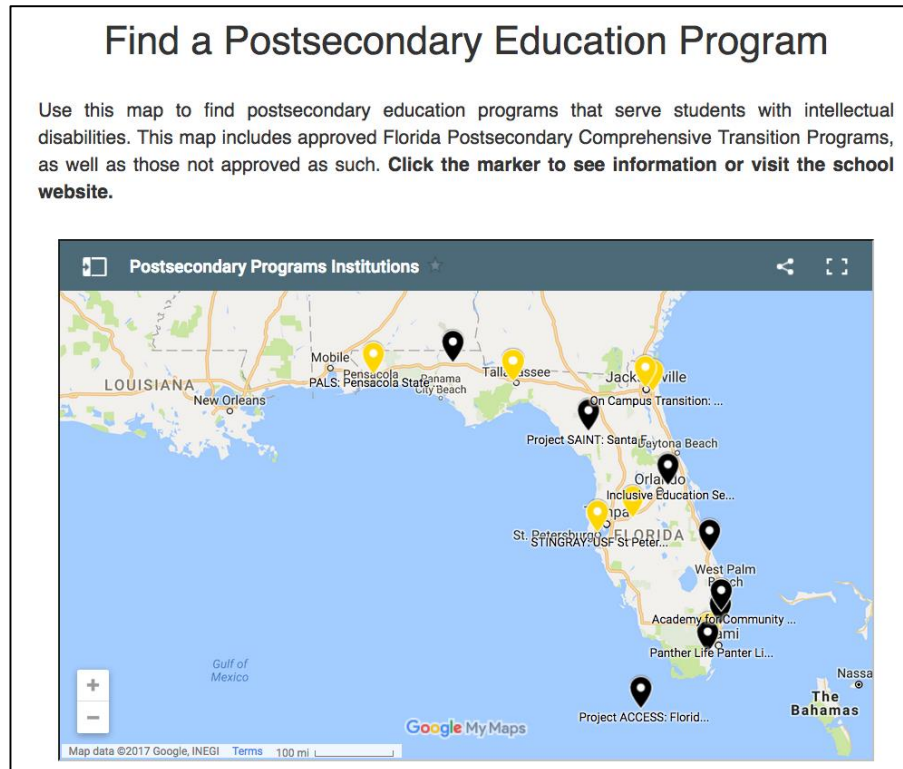


Figure 2. Interactive map on the FCSUA website Find a Postsecondary Program page.

- ▶ To extend the Center’s reach and web presence we established and began to use the following social media accounts, all of which direct users back to the Center’s website:
 - Twitter, username: @FloridaCSUA
 - YouTube, channel: Florida Center for Students with Unique Abilities
 - Facebook, address: <https://www.facebook.com/FloridaCSUA/>
- ▶ Visitors to the website are encouraged to “keep in touch” with an option to sign up for the Center’s email listserv.
- ▶ The website is mobile friendly, as depicted in Figure 3. Last year internet usage on mobile devices surpassed internet usage on desktop computers worldwide (“Mobile and tablet internet usage exceeds desktop for first time worldwide,” 2016) making mobile accessibility key to address the Center’s charge to disseminate information, and to promote FPCTP supply and demand.

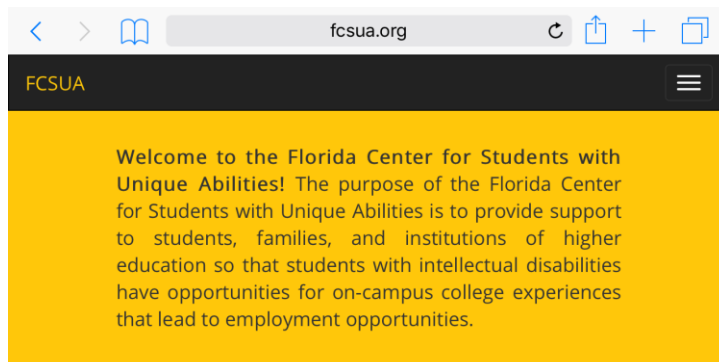


Figure 3. Mobile interface of fcsua.org.

Outreach and Dissemination

- ▶ We conducted a number of presentations and provided several conference displays regarding the Center’s work, resources available to establish FPCTPs, and supports for students. To stimulate both the supply of FPCTPs and demand for these programs, we directed these presentations to a wide variety of stakeholders including postsecondary education disability service providers and program staff, administrators, and faculty; K-12 educators; agency personnel; families; and students. A summary of these is included in Table 1 in Appendix G.
- ▶ We also conducted a number of workshops, through which we could provide more detail regarding FPCTP elements and FCSUA services (see Table 2 in Appendix G). For example, we conducted four full-day workshops across Florida February 6 – 10, 2017, parallel to the Project 10 Winter Transition Institutes. Held regionally, these workshops provided detailed information regarding the FPCTP application process, scholarships, and grant funding. We also included presentations by Able Trust staff regarding internships, vocational rehabilitation staff regarding VR services, and approved FPCTP staff regarding program elements. A sample agenda and summary of our technical assistance (TA) and professional development (PD) workshop evaluations are also located in Appendix G. We used our workshop evaluation findings to provide follow up webinars and plan additional professional development and technical assistance events. Three regional workshops similar to those in February will be provided in October and November, 2017 in Panama City, Gainesville, and Ft. Myers.
- ▶ Through webinars, we provided assistance to approved FPCTPs to assist with program implementation and access to FCSUA resources, such as requesting FPCTP scholarships for their students. In addition, we used and continue to use webinars to work with individual sites regarding their program applications and grant proposals to discuss any issues and guide the revision process to move them forward in the approval process. We also used webinars as a response to requests we received from those attending our TA/PD workshops. For example, participants wanted additional information from approved FPCTPs regarding each type of institutional approach. Thus, we asked FPCTP staff from university, state and community college, and career and technical (CTE) institutions to discuss their programs and strategies specifically.
- ▶ We also created print materials to provide at face-to-face conferences and meetings (see Appendix H). These include postcards directed at (1) a general audience and (2) more specifically at postsecondary educators. Our brochure provides a bit more information about FPCTPs and the Center, via a medium easy to disseminate in face-to-face settings. All these products direct stakeholders to our website.

Florida Postsecondary Education Program Planning Institute

- ▶ To further advance the development of FPCTPs across Florida, the Center is planning the Florida Postsecondary Education Program Planning Institute for IHE teams. The institute was originally scheduled for late September 2017. Because of the effects of Hurricane Irma on many of our participants, we have postponed the Institute until January 2018. The original *Save the Date* information and sample agenda, upon which the rescheduled event will be based, are included in Appendix I.
- ▶ The institute will be open to any planning team, led by an institute of higher education, interested in developing or enhancing a FPCTP. Currently approved FPCTPs were required to attend the Institute and budget funds in their grant proposals.
- ▶ Institute registration will be free of charge. To encourage participation by comprehensive teams, the Center will reimburse travel and accommodation costs for 50% of the members of any team with 2 or more participants, up to 5 participants (a team of 10). We encourage the IHE leads to identify team members representing postsecondary education, K-12 districts, service agencies, parents, students, and business/industry.
- ▶ In addition to our listserv, website and other social media, and established networks, we reach out directly to the following to establish and/or join a FPCTP planning team: (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.
- ▶ Before the decision to postpone, 79 participants had registered for the Institute. These participants comprised 15 planning teams, 8 teams representing approved FPCTPs and 7 teams without an existing FPCTP. We expect to exceed this participation, as Institute registration had not yet closed when participants were notified of the postponement.
- ▶ In addition to Institute content delivered through keynote and breakout sessions, IHE teams will engage in strategic planning to develop or enhance their FPCTP. These planning sessions will include facilitation by an individual with relevant expertise, prepped for this role through a total of 8 hours of PD via a webinar and a face-to-face workshop. Many content presenters will be available to meet with individual teams who request additional information regarding the presentation content. The Institute will also include a poster session, featuring approved FPCTP, service agency, and State government displays.
- ▶ On behalf of the College of Education and Human Performance, the UCF Foundation provided funding for networking lunches between FCSUA workshop participants and K-12 transition leaders participating in the Project 10 Winter Institutes, and for the poster reception and any meals provided during the Institute.

Postsecondary Education Program Planning Tool

- ▶ An integral component of the Center's work to promote the supply and demand of FPCTPs – built on evidence-based practices – is to facilitate strategic planning through an online system that integrates intervention and implementation science. This system, built by Dr. Kohler and colleagues, is used in over half of the states in the U.S and hundreds of local school districts to improve college and career readiness of students with disabilities in K-12 systems, currently through the work of the National Technical Assistance Center on Transition (NTACT), and for 10 years previously through the National Secondary Transition Technical Assistance Center

(NSTTAC), national TA&D centers funded by the U.S. Department of Education. Through this system, stakeholder teams participate in infrastructure analysis using relevant data to summarize implementation levels and effectiveness, identify strengths and needs, and prioritize their needs. From this information, the team develops a plan to address their needs – through evidence-based practices – including goals, strategies, tasks, designated responsibility, timeframe, outputs, outcomes, indicators, and data sources. This system represents *implementation science* through which change is planned, implemented, and evaluated.

- ▶ Our web developer/programmer is in the process of re-programming the primary system (transitionprogramtool.org) to add a postsecondary education program component to the currently existing components (state-level capacity building and local program improvement). To identify the *intervention science* associated with postsecondary education programs for students with disabilities, particularly students with intellectual disabilities, we conducted the following.
 - We convened a panel of nine experts in postsecondary education and transition for students with disabilities from Florida and around the United States for an in-person meeting in Orlando July 13 - 14, 2017.
 - The panel applied their collective expertise to identify the basis on which postsecondary education programs for students with intellectual disabilities should be built, using content from three research-based frameworks on transition and postsecondary education for students with disabilities: (1) Postsecondary Access and Student Success (PASS) taxonomy for postsecondary education and students with disabilities (Dukes, Madaus, Faggella-Luby, Lombardi, & Gelbar, 2017); (2) Taxonomy of Transition Programming 2.0 (Kohler, Gothberg, Coyle, & Fowler, 2016); and (3) Think College Standards, Quality Indicators, and Benchmarks for Inclusive Higher Education (Grigal, Hart, & Weir, 2012).
 - This content was organized into four domains: (1) student-focused, (2) program and institution-focused, (3) faculty and staff-focused, and (4) concept and systems development. Each domain includes a number of benchmarks which synthesize and represent the constructs from the research.
 - With continued support from our panel, we developed a draft paper version of the online system representing both the implementation and intervention science. We will pilot this paper version in the upcoming Institute, make any modifications needed, and then integrate the content into the postsecondary program planning component of the on-line system. Each IHE team will have its own planning site in the system, which also includes progress and end-of-the-year reporting functions. In subsequent years, each team can pull in their prior year's infrastructure analysis, unfinished goals, and other relevant information.

Annual Report Elements Specified in the Act

In this section, we provide a description of our findings to date regarding each accountability element included in the Act (FS 1004.6495 Section (8) Accountability). We gathered much of this information through the program and student-level annual reports due August 1, 2017, from each of the five FPCTPs serving students in 2016-2017. (Three of the approved programs will begin serving students in 2017-18.) All five programs submitted program-level reports. Four of the programs submitted student-level reports accounting for 48 of the 50 total students enrolled in FPCTPs in 2016-2017. This year's annual reporting was completed using digital versions of paper reporting templates (see Appendix F).

(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.

- ▶ Dr. Kohler met with the Board of Governors (BOG), State Board of Education (FDOE), and Senate postsecondary education staff during fall 2016 to discuss satisfactory academic progress (SAP) requirements and other relevant information needs regarding FPCTPs. Collaboration continued throughout the year via telephone, email, and personal contact at various conferences and meetings.
- ▶ Rather than add additional indicators to each program's standards, we provide 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. Thus we determined that rather than applying a specific indicator(s) across every program, program staff need to assure they have a process in place for ongoing assessment of student 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 a FPCTP, the institution provides its indicators and process for determining SAP. All approved programs indicated regular, ongoing assessment of student progress and include indicators regarding the following in determining SAP:
 - Communication skills
 - Content knowledge
 - Course performance
 - Critical thinking
 - Employability skills
 - Independence and support needs
 - Life skills
 - Participation in the development of and progress related to person-centered plans
 - Program participation and attendance

Satisfactory Academic Progress

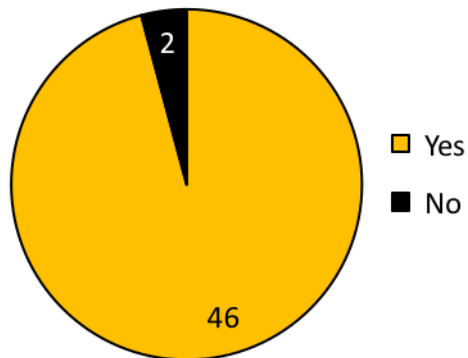


Figure 4. Number of students in FPCTPs who made satisfactory academic progress during 2016-2017.

(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.

- ▶ We approved eight FPCTP applications during 2016 – 17, including two at state universities (FAU, UCF), three at state colleges (SFC, FKCC, IRSC), and three at district technical colleges (WCPS-Florida Panhandle, BCPS-McFatter, M-DCPS-Robert Morgan). The BOG provided final approval for those in the state university system, and the FDOE approved two each of the state and technical college applications. No recommendation was provided for one state college and one technical college application by FDOE, thus they were approved based on the executive director’s recommendation. (Since that initial start-up period, we have worked closely with FDOE staff to assure we receive a decision for each program application.)
- ▶ Of the eight approved FPCTPs, five served students in 2016-2017; the remaining three anticipate program implementation and student enrollment in 2017-2018.
- ▶ Each approved FPCTP is described below. For FPCTPs with an approved FPCTP grant award, the focus of the grant is described.
 - **Academy for Community Inclusion, Florida Atlantic University, Jupiter, FL**
The Academy for Community Inclusion program focuses on employment training, with three credential options available to students: (1) all students pursue the Supported Community Employment credential; students may also pursue the (2) Supported Community Access credential; and/or the (3) Supported Community Living credential. The Academy enrolled 22 students in 2016-2017 and expects to enroll 28 in 2017-2018, including

20 continuing from 2016-2017. The Academy was awarded a FPCTP Enhancement Grant (\$300,000 for the period July 1, 2017 – June 30, 2020). The purpose of the grant award is to expand the program beyond the initial Jupiter campus to include the Boca Raton campus.

- **Inclusive Education Services, University of Central Florida, Orlando, FL**
Inclusive Education Services (IES) focuses on inclusive academic, social, and vocational experiences for students. When first approved, the established credential provided by the program, was that of the Council for Professional Recognition Preschool Credential. IES students, however, have shown little interest in this credential and have selected other areas of study. Thus, IES staff are working with Dean of Undergraduate Studies to identify different credential options, aligned with the university's programmatic strengths and local labor market needs. Approved in academic year 2016 – 17, UCF has until the end of AY 2017-18 to fully implement the program. IES enrolled 18 students in 2016-2017 and expects to enroll 21 in 2017-2018, including 17 continuing from 2016-2017. IES was awarded a FPCTP Enhancement Grant (\$299,993 for the period July 1, 2017 - June 30, 2020). The purpose of this grant award is to strengthen the program's intentional and committed focus to on-campus and off-campus job and internship placements.
- **Project ACCESS (Accessing Community College Educational experiences, Social experiences, and Skills for careers), Florida Keys Community College, Key West, FL**
Project ACCESS is a competency-based program offering a curriculum designed to address students' skills and abilities as well as their professional career goals. Multiple credential options are available, including two credentials specific to Project ACCESS: (1) Workforce Access: Florida Keys Community College and (2) Project ACCESS: Florida Keys Community College. Additionally, the program has identified 28 Academically Inclusive Certificates offered by FKCC that Project ACCESS students may pursue. Project ACCESS enrolled 3 students in 2016-2017 and expects to enroll 9 in 2017-2018, including 2 continuing from 2016-2017. Project ACCESS was awarded a FPCTP Enhancement Grant (\$300,000 for the period July 1, 2017 – June 30, 2020). The purpose of the grant award is to (1) expand the program beyond the initial Key West location to FKCC's Upper Keys Center; and (2) expand students' access to community resources, employment options, and travel support.
- **Project SAINT (Student Access and INclusion Together), Santa Fe College, Gainesville, FL**
Project SAINT is focused on inclusive educational experiences for students with intellectual disabilities. Students may pursue one or more of the following six credentials: (1) Red Carpet Service Professional, (2) Safe Food Handling, (3) Red Cross First Aid and CPR Training, (4) 40-hour Child Care Certification, (5) Nurse's Aide Certification, or (6) Master Gardener Training. Project SAINT enrolled five students in 2016-2017 and expects to enroll 10 in 2017-2018, including 3 continuing from 2016-2017. Project SAINT was awarded a FPCTP Enhancement Grant (\$281,775 for the period July 1, 2017 - June 30, 2020). The purpose of the grant award is to (1) expand vocational internships and job opportunities for students; (2) develop and enhance two accessible, inclusive career pathways for students (horticulture/agriculture and artist/entrepreneurship); and (3) provide support to double enrollment from 5 to 10 students.

- **STAGE (Students Transitioning to Academics and Gainful Employment) Project, Indian River State College, Ft. Pierce, FL**

STAGE, to be implemented in 2017 – 18 with expected enrollment of 12 students, will provide specialized career education to meet individual interests, abilities, and learning needs of students with intellectual disabilities. All students will pursue three program-wide credentials (1) Indian River State College Certificate for Transition and Exploration Activities, (2) Information Technology Assistant, and (3) Specialized Career Education, Basic. In addition, students have access to five other credentials based on his/her selected CTE program. The program was awarded a FPCTP Start-up Grant (\$300,000 for the period July 1, 2017 - June 30, 2020). The purpose of the grant award is to develop the program and build the capacity of IRSC to increase the number of enrolled students with intellectual disabilities to 36.

- **Grow Your Future, Broward County Public Schools/McFatter Technical College, Ft. Lauderdale, FL**

Grow Your Future will provide students with intellectual disabilities opportunities to gain and practice employability and academic skills, and build career awareness. Through community-based instruction and agriculture-focused small business experiences, students will pursue a modified Agriscience Certificate and achieve a modified occupational completion point upon program completion. The Grow Your Future program is slated for implementation during 2017 – 18, with up to 30 students enrolled. Plans to begin operations in 2017-2018 and expects 30 students to enroll at that time. The program was awarded a FPCTP Start-up Grant (\$299,999 for the period July 1, 2017 – June 30, 2019). The purpose of the grant award is to purchase and install an industry-standard greenhouse to accommodate the school-based agriculture enterprise in which students will participate as part of their program of study.

- **Project Independence, Washington County Public Schools/Florida Panhandle Technical College, Chipley, FL**

Project Independence provides adults with intellectual disabilities learning experiences that will enable them to acquire a broad range of academic and career-oriented skills. Students may pursue one of nine industry certifications offered by FPTC in an inclusive setting. Project Independence enrolled two students in 2016-2017. At the time the annual report was submitted, they were unsure of expected 2017-2018 enrollment, as neither of the students enrolled in 2016-2017 were returning and program admission policies require students to enroll in the institution and access the disability resource center before admission to Project Independence, a process which potential students had not yet had sufficient time to complete. We did not receive information regarding the two students in FPTC's annual report.

- **Project TOPS (Transition to Postsecondary Institutions), Miami-Dade County Public Schools/Robert Morgan Education Center and Technical College, Miami, FL**

Project TOPS provides students access to CTE curricula, with support in merging soft and hard skills. Students pursue occupational completion points in one of two CTE programs: (1) Baking and Pastry Arts or (2) Creative Arts, which includes five areas: 3D Animation, Commercial Art, Digital Media/Animation, Gaming, and Web Development. Although operating previously with support from other sources, Project TOPS will begin operation as

a FPCTP in 2017-2018, with expected enrollment of 10 students. The program was awarded a FPCTP Enhancement Grant (\$300,000 for the period July 1, 2017 – June 30, 2019). The purpose of the grant award is to support program growth, enhance recruitment, and provide professional development and registration fees for students to attend local conferences and competitions for workforce exposure and networking opportunities.

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

- ▶ Four of the five FPCTPs serving students in 2016-2017 requested and were awarded FPCTP Scholarships for their eligible students. A total of 48 students received a FPCTP Scholarship, for a total value of \$300,300 across the State.
- ▶ Each student who received a FPCTP Scholarship was presented a certificate of award sign by the FCSUA executive director and FPCTP director (see Figure 5).



Figure 5. Example of FPCTP Scholarship award certificate.

- ▶ Student scholarship funds are disbursed to the financial aid office at each FPCTP institution, based on their submission of the *FPCTP Scholarship Request Form*. 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 to the Center.
- ▶ The annual scholarship amount was \$7,000, awarded proportionally across terms, based on the program schedule of each FPCTP (e. g., most FAU students attend three terms).
- ▶ For 2016-2017, UCF and FAU returned \$3,500 and \$11,200, respectfully, to the Center in undisbursed scholarship funds. In these cases, either the student did not return to the program in a subsequent term because he/she completed the program or for other reasons.

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).

- ▶ In 2016-2017, 50 students with intellectual disabilities attended five FPCTPs. Using the previously described student information template (see Appendix F), we requested demographic data on each FPCTP student. Four of the five programs provided data regarding a total of 48 students.
- ▶ Student demographic information is presented in Table 3, Appendix J. Figures 6 – 9 provide visual representation of students’ personal characteristics, with results summarized below.



Figure 6. Gender of students enrolled in FPCTPs during 2016-2017.

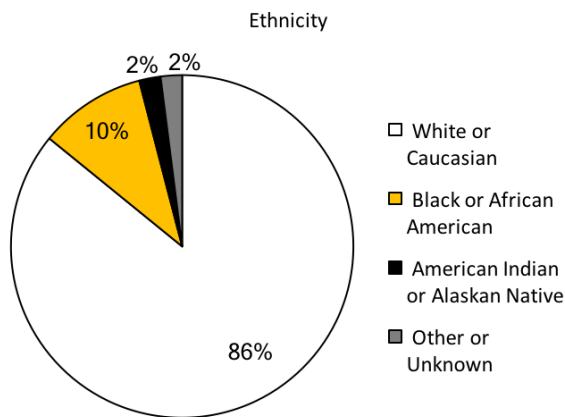


Figure 7. Ethnicity of students enrolled in FPCTPs during 2016-2017.

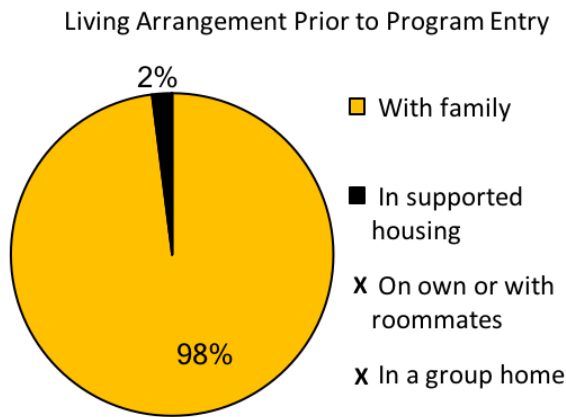


Figure 8. Living arrangements of students enrolled in a FPCTP in 2016-2017 prior to program entry.

- ▶ We also calculated students' age on entry into a postsecondary education program. Entry age data were available for all students on which reports were submitted, and ranged from 19 to 43 years old, with an average age of just less than 24 years. The most common age at entry was 22 years (see Figure 9).

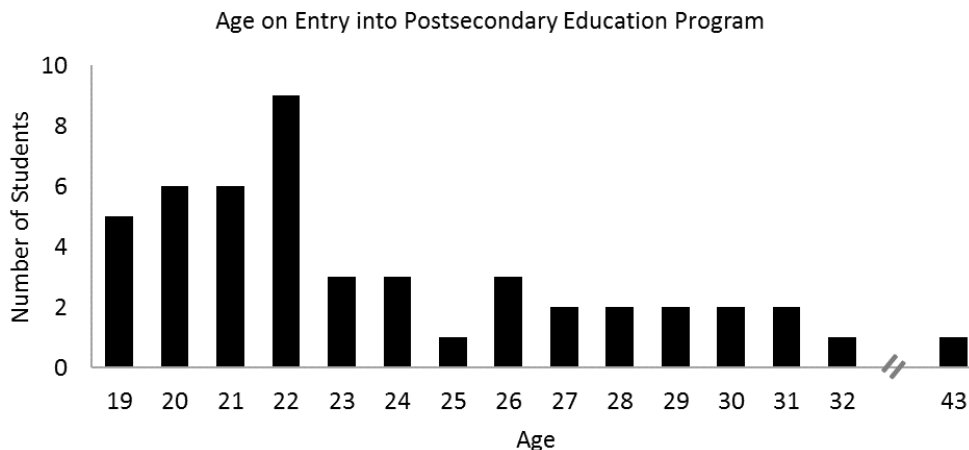


Figure 9. Age of students enrolled in a FPCTP during 2016-2017 on entry into the postsecondary education program. Some students were enrolled in a postsecondary education program before the program was approved as a FPCTP, thus these data reflect student age at time of initial enrollment.

- ▶ Students' educational characteristics are depicted in Figures 10 - 12.
- ▶ In addition to the education information in Table 1, we calculated the number of years students spent out of K-12 before entering a postsecondary education program. Years out of K-12 data were available for 46 of the 48 students on which reports were submitted. Students spent between 0 and 22 years out of K-12 before entering a postsecondary education program, with the average being just less than 4.5 years. Most commonly, students were out of K-12 zero years before entering a program, indicating many students transitioned directly to a postsecondary education program upon leaving high school.

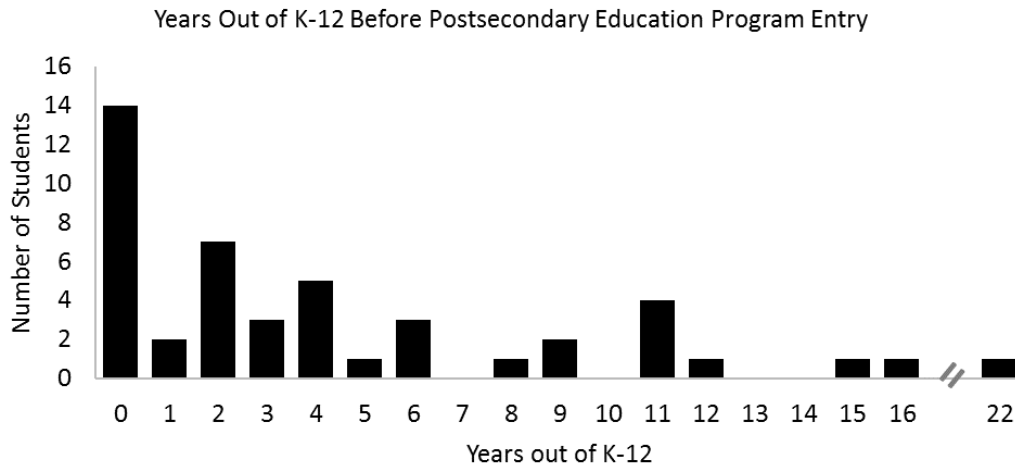


Figure 10. Number of years students enrolled in a FPCTP in 2016-2017 spent out of K-12 before entering a postsecondary education program. Some students were enrolled in a postsecondary education program before the program was approved as a FPCTP, thus these data reflect time out of K-12 at time of initial enrollment.

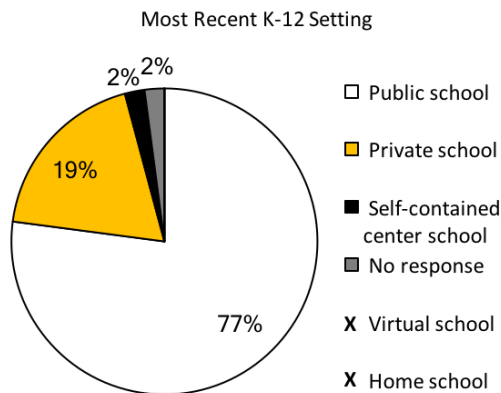


Figure 11. Most recent K-12 setting of students enrolled in a FPCTP during 2016-2017.

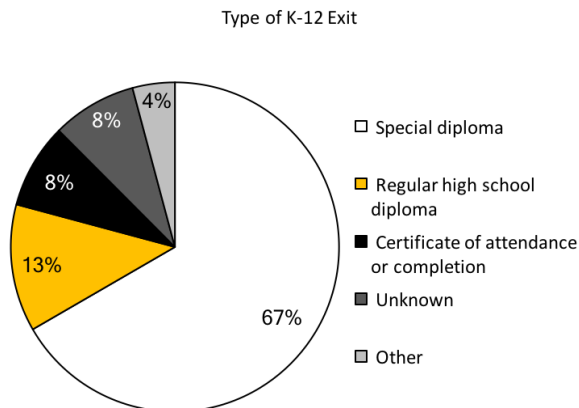


Figure 12. Type of K-12 exit of students enrolled in a FPCTP during 2016-2017.

- ▶ Students' employment characteristics during the year prior to program entry are depicted in Figures 13 - 16. Note that students may have been involved in more than one type of employment experience in the year prior to entering the postsecondary education program.

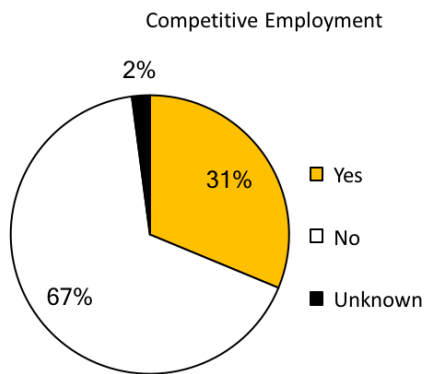


Figure 13. Percentage of students with a competitive employment experience in the year prior to program entry.

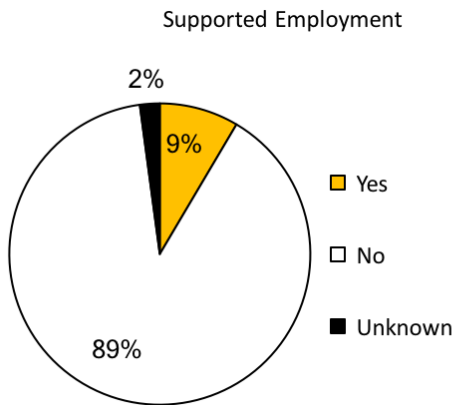


Figure 14. Percentage of students with a supported employment experience in the year prior to program entry.

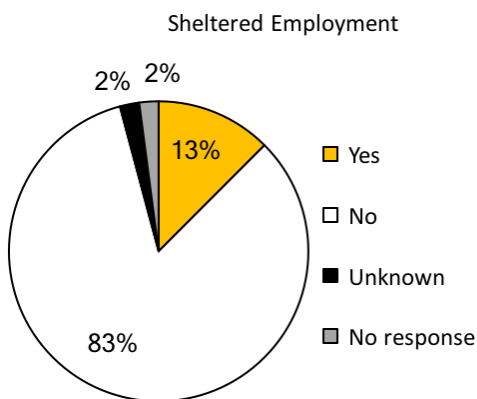


Figure 15. Percentage of students with a sheltered employment experience in the year prior to program entry.

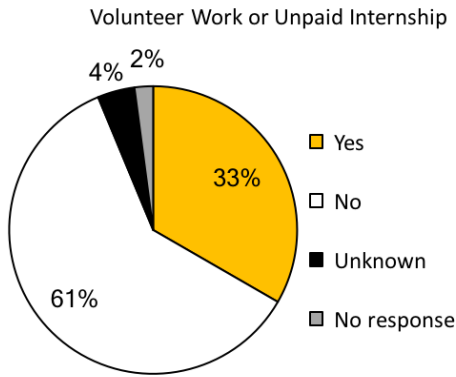


Figure 16. Percentage of students with a volunteer work or unpaid internship in the year prior to program entry.

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

- ▶ Programs were encouraged 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.
- ▶ Projections ranged from 25 to nearly 6,292 (one institution included the state of Florida as the catchment area). Thus, an unduplicated estimate of the total number of students eligible to enroll in a FPCTP the next academic year across programs would be 6,292. Programs were required to describe the sources and procedures from which their projections were obtained.
- ▶ During 2017 – 18, we will conduct further outreach to the approved FPCTPs, eligible institutions, K-12 districts, and the FDOE to better estimate the number of students who may be eligible to enroll in a FPCTP.

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

- ▶ The Find a Postsecondary Education Program page at fcsua.org, linked from both the home page and the Students and Families section, includes several resources to help students with disabilities and their families find postsecondary education programs to meet their needs, including the following.
 - An interactive map of Florida shows the locations of currently approved FPCTPs as well as other postsecondary education programs in Florida for students with intellectual disabilities (see Figure 18). Color-coded points on the map indicate to users if a program is a FPCTP (black points), or is not an approved FPCTP (gold points).
 - 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.

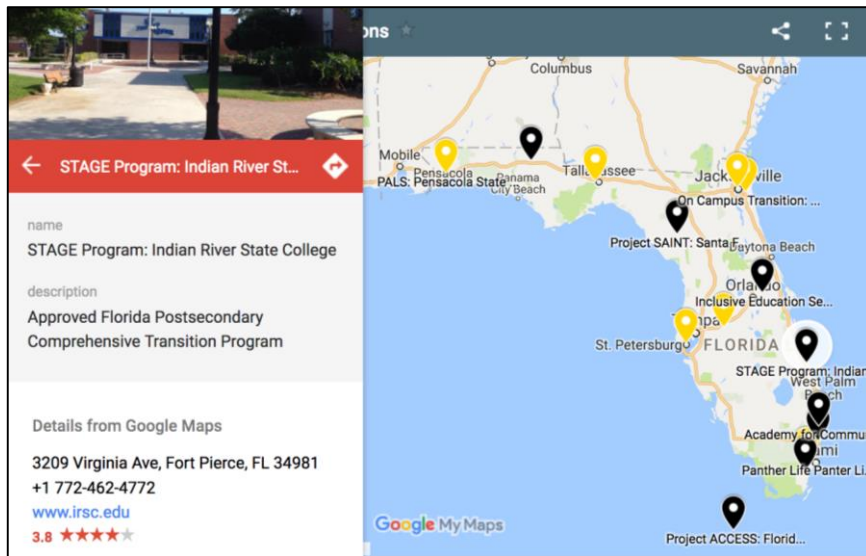


Figure 17. Interactive map of postsecondary education programs for students with intellectual disabilities in Florida from fcsua.org.

- ▶ We have explored data collection methods to gather information regarding education programs and services for students with intellectual disabilities available at eligible institutions, but have not yet finalized the process. We have identified the following as potential examples for collecting such information:
 - 2000 National survey of postsecondary education supports for students with disabilities by Association on Higher Education and Disabilities and National Center for the Study of Postsecondary Education Supports at the University of Hawaii.
 - 2009 National survey on postsecondary education options for students with intellectual disabilities by Meg Grigal, Debra Hart (Think College).
 - 2015 State survey on postsecondary education options for students with intellectual disabilities by Florida Consortium on Postsecondary Education for Students with Intellectual Disabilities (FLTPSID).
- ▶ Our website also provides a list of the postsecondary education institutions across the State eligible to establish a FPCTP, by type of institution (see http://fcsua.org/docs/FPCTP%20Eligible%20InstitutionsV5_9_2017.pdf)

Summary

The University of Central Florida has developed significant infrastructure, through which Center staff have initiated implementation of the major elements of the Florida Postsecondary Comprehensive Transition Program Act (the Act) (FS 1004.6495). In our first full year, we have established Center leadership, developed and rolled out the FPCTP application and approval process, worked with BOG and SBE staff to approve eight programs, developed and rolled out the

FPCTP Scholarship program, issued a request for proposal for FPCTP Start-up and Enhancement Grants, and awarded almost \$2,100,000 to seven institutions. We have communicated with stakeholders across the State through site visits, webinars, our website, telephone calls, emails, conference presentations, and workshops.

The Center is poised to implement fully all aspects of the Act, and so doing expand the range of FPCTPs to all regions of our State. Institutions such as Florida A&M University, Florida State College Jacksonville, Florida International University, and George Stone Technical Center in Escambia County have committed to sending teams to our upcoming Institute. Further, K-12 educators have reached out from numerous districts to join postsecondary education teams such as these, as partners in program development. We will continue to reach out to our education and agency partners across the state to identify resources and strategies to support program development and achievement of student employment outcomes. Our work to date providing technical assistance, electronic media, conference presentations, and other professional development approaches demonstrate our capacity to fulfill our designated roles. We are proud of our accomplishments to date and appreciative for the opportunity to lead this important work.

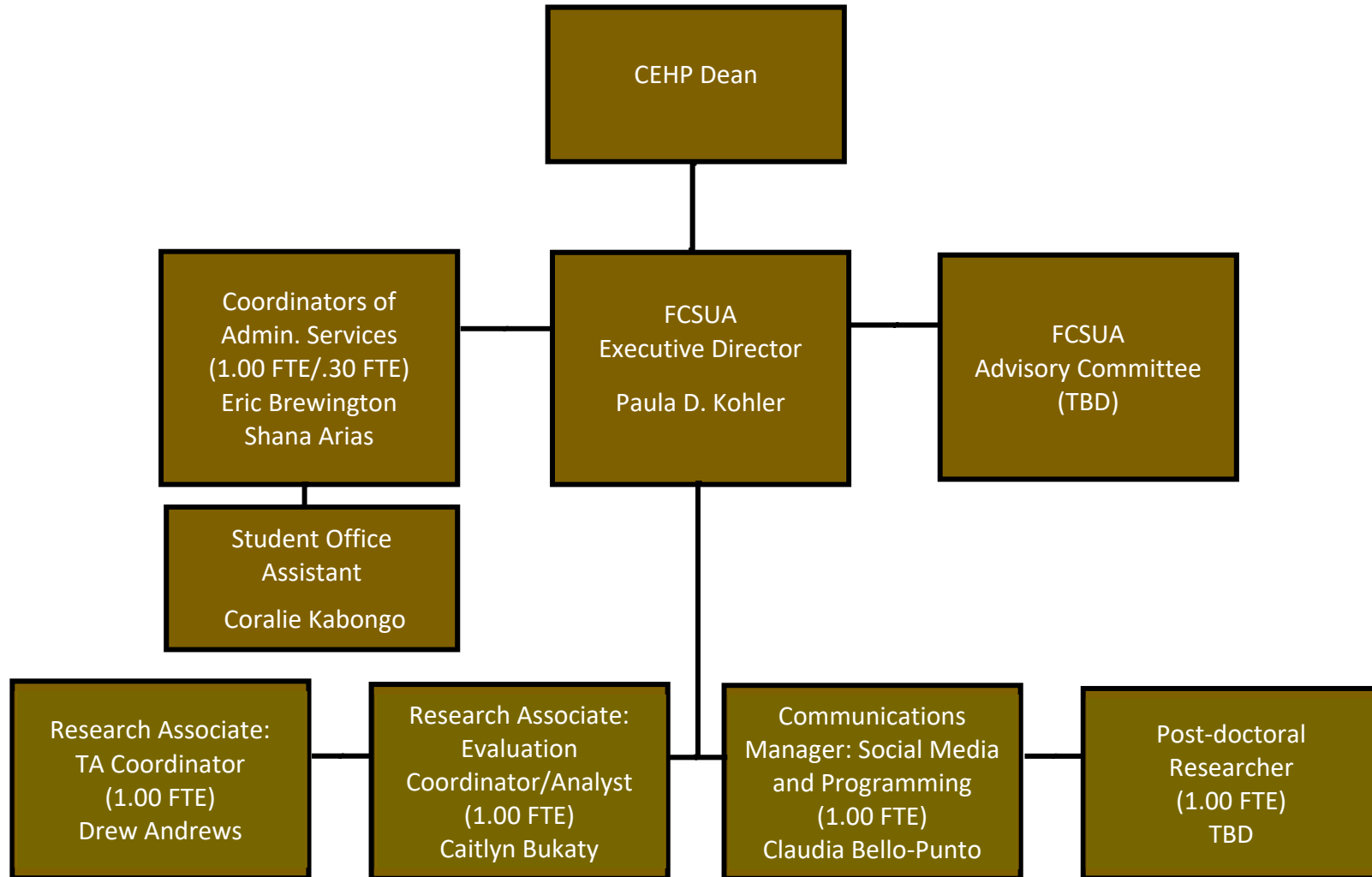
This report is respectfully submitted by Paula. D. Kohler, PhD., Executive Director

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Appendix A

FCSUA Organization Chart and Personnel Roles and Responsibilities



FCSUA Personnel Roles and Responsibilities

Executive Director: Oversee all aspects of the Center’s work including fiscal management, administrative functions, FPCTP development and approval, scholarship approval and disbursement, grant proposal and award processes, information development and dissemination, and accountability. Collaborate with UCF administrators; state legislators and staff; higher education leaders, faculty, and staff; K-12 leaders and staff; relevant state and local organizations and industry representatives; parents and students to identify needs, lead program development, disseminate information, and all other aspects of the Center’s work.

TA Coordinator (1.0)	Evaluation Coordinator (1.0)	Coordinator of Administrative Services (1.30)	Communications Manager: Social Media/Programmer (1.0)	Post Doc – Research (1.0)
<ul style="list-style-type: none"> ▸ Manage day-to-day activities associated with the Center’s programmatic and scholarship functions ▸ Assist FL colleges and universities to design and implement approved FPCTPs across the state, ▸ Manage the FPCTP application and review process ▸ Collaborate with the national center on comprehensive transition and postsecondary programs to identify evidence-based and promising practices (EBPPs) that promote success for students with intellectual disabilities in postsecondary education 	<ul style="list-style-type: none"> ▸ Manage day-to-day activities associated with the Center’s evaluation functions ▸ Design, implement, and analyze evaluation plans to assess effectiveness of the Center’s work ▸ Assist approved FPCTPs across the state to design, implement, and analyze evaluation plans to assess effectiveness of their programs ▸ Assist FPCTP grant awardees to implement the evaluation activities articulated in their approved proposals ▸ Collaborate with the national center on comprehensive transition and postsecondary 	<ul style="list-style-type: none"> ▸ Maintain day-to-day project documentation, communications, and office details ▸ Account for all project revenues and expenditures <ul style="list-style-type: none"> • Maintain Center budget and produce monthly budget reports • Reconcile with department and university records ▸ Track FPCTP scholarship award requests, approvals, disbursements, and reimbursements ▸ Track FPCTP grant awards and expenditures ▸ Process all personnel appointments and associated tasks ▸ Maintain contact information for FPCTP 	<ul style="list-style-type: none"> ▸ Develop and manage the Center’s comprehensive marketing plan through which we brand the Center’s services and communicate with relevant stakeholders across the State and the country ▸ Manage the Center’s Website and other social media (twitter, Facebook, Instagram, etc.) ▸ Establish and use listserves and other mechanisms to disseminate Center information directly to institutions of higher education, K-12 education systems, students and their families, the business community, transition-related service providers, and relevant government officials and staff ▸ Collaborate with the national center on comprehensive 	<ul style="list-style-type: none"> ▸ Conduct literature reviews regarding postsecondary education for students with intellectual disabilities ▸ Collaborate with Center staff to identify relevant research questions pertinent to the Center’s charges ▸ Design studies that seek answers to the research questions <ul style="list-style-type: none"> • Methods • Subjects • Instrument development • Data collection • Data analysis ▸ Submit required compliance protocols (e.g., HSIRB)

<ul style="list-style-type: none"> ▸ Prepare and deliver professional development activities (using a variety of media) regarding EBPPs ▸ Conduct site visits to eligible and approved institutions' FPCTPs to assist with program development, implementation, and evaluation ▸ Assist with self-assessment and planning through what will be the Center's online strategic planning system ▸ Respond to requests from state colleges and universities for assistance in analyzing their program start-up and/or enhancement needs to assure that the EBPPs are integrated into the program design ▸ Prepare professional development and other resource materials responsive to constituent needs. ▸ Coordinate outreach activities to Florida's K-12 education districts to communicate information and expand access to postsecondary education for their students with 	<p>programs to identify evaluation issues and align FPCTP evaluation strategies to meet state and national needs</p> <ul style="list-style-type: none"> ▸ Conduct site visits to eligible and approved institutions' FPCTPs to assist with program development, implementation, and evaluation ▸ Assist with self-assessment and planning through what will be the Center's online strategic planning system ▸ Respond to requests from state colleges and universities to assist these institutions to analyze their program start-up, enhancement needs, and evaluation needs ▸ Prepare evaluation-related resource materials responsive to constituents' needs, including evaluation instrument and report templates ▸ Participate in related national, state, and local functions to facilitate needs assessment, planning, implementation, and evaluation of impact (e.g., national, state, and local 	<p>eligible institutions, K-12 districts, ExEd directors, and transition leads, state agency personnel</p> <ul style="list-style-type: none"> ▸ Coordinate and process all travel schedules and reimbursements associated with project activities (executive director, staff, and other project participants) ▸ Arrange meetings and schedule conference calls and webinars ▸ Assist with planning and implementing professional development activities including making logistical arrangements. ▸ Prepare and disseminate print and electronic materials and resources regarding the Center's services, evidence-based and promising practices, and policies that promote success for students with intellectual disabilities in postsecondary education. ▸ Prepare manuscripts, reports, other materials via desktop publishing. ▸ Maintain office equipment and supplies 	<p>transition and postsecondary programs to identify dissemination issues and align FPCTP dissemination strategies to meet state and national needs</p> <ul style="list-style-type: none"> ▸ Prepare and disseminate print and electronic materials and resources regarding the Center's services, evidence-based and promising practices, and policies via social media. ▸ Participate in related national, state, and local functions to identify needs and facilitate development and dissemination of information and resources that support implementation of effective FPCTPs ▸ Maintain documentation regarding product development and dissemination activities ▸ With evaluation coordinator, assess effectiveness of the Center's dissemination and outreach activities. ▸ In conjunction with the NTACTION, modify the transitionprogramtool.org online strategic planning system to include a component on planning and evaluating FPCTPs, include all coding and database 	<ul style="list-style-type: none"> ▸ Implement research studies <ul style="list-style-type: none"> ▸ Collect and analyze data ▸ Prepare findings ▸ Participate in required mentoring activities ▸ Collaborate with Center staff to provide technical assistance re: EBPPs and evaluation to various constituents ▸ Assist with preparation of TA and professional development materials ▸ Assist with collection and analysis of evaluation data ▸ Participate in related national, state, and local functions relevant to implementation and evaluation of effective FPCTPs ▸ Maintain documentation regarding technical assistance and support provided to constituents ▸ Prepare manuscripts, reports, and resource materials
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<p>intellectual disabilities</p> <ul style="list-style-type: none"> ▸ Participate in related national, state, and local functions to facilitate needs assessment, planning, and implementation of FPCTPs that include EBPPs (e.g., national, state, and local meetings and conferences) ▸ Maintain documentation regarding technical assistance and support provided to constituents ▸ Prepare manuscripts, reports, and resource materials 	<p>meetings and conferences)</p> <ul style="list-style-type: none"> ▸ Maintain documentation regarding technical assistance and support provided to constituents ▸ Compile and analyze Center, FPCTP, and grant awardees evaluation data ▸ Develop and maintain databases for compiling evaluation data across sites and entities ▸ Prepare manuscripts, reports, and resource materials 	<p>Student Office Assistant</p> <ul style="list-style-type: none"> ▸ Assist with administrative functions such as document preparation, travel reimbursements, telephone, mail 	<p>development.</p>	
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Appendix B

FPCTP Application Packet for Eligible Institutions

Florida Postsecondary Comprehensive Transition Program

APPLICATION PACKET FOR ELIGIBLE INSTITUTIONS

Submit a hard copy of the completed application to:

Florida Center for Students with Unique Abilities
Attention: Lisa Jester
University of Central Florida – 403 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

OR

Submit an electronic file of the completed application to:

info@fcsua.org and
paula.kohler@ucf.edu

Florida Postsecondary Comprehensive Transition Program (FPCTP) Application

INSTRUCTIONS

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) and charged the Center with managing the Florida Postsecondary Comprehensive Transition Program (FPCTP) application and approval process. The Act also established criteria for FPCTP approval, scholarship awards for eligible students to attend approved programs, and accountability requirements associated with program renewal and scholarship awards.

This packet includes the following:

- › Institutional eligibility requirements and responsibilities specified in the Act
- › Student eligibility criteria
- › Required FPCTP elements

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 annual report to the center 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 Center will provide additional reporting criteria and dates to each approved FPCTP contact listed in the application.

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.

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

Program Criteria

The remainder of this packet includes the required program elements to be included in an eligible institution's application for FPCTP approval. Contact the Florida Center for Students with Unique Abilities at 407-823-5225 or info@fcsua.org for assistance in completing your institution's application.

Florida Postsecondary Comprehensive Transition Program (FPCTP) Application

Institutional Information and Contacts

1. Name of institution submitting this FPCTP application:

 2. Type of institution:
 - University within Florida State University System
 - College within Florida College System
 - Career center
 - Charter technical career center
 - Independent college
 - Independent university

 3. Proposed FPCT Program name:

 4. Name of institution's president or executive director submitting this application and certifying that the program has been approved by the institution's governing board:

 5. Institution's president or executive director contact information:
 - a. Email Address:
 - b. Telephone number:
 - c. Fax number
 - d. Mailing address:

 6. Date of governing board's approval:
-

7. Name of program director/responsible party preparing this application:
8. Program director/responsible party contact information:
- a. Email Address:
 - b. Telephone number:
 - c. Fax number
 - d. Mailing address:
9. Select the option that describes the program for which the FPCTP application is being submitted:
- A new program at the institution.
 - An existing program at the institution
10. Enter the number of students enrolled and projected to enroll:
- 2016 – 17 (enter NA if this application is for a new program)
 - 2017 – 18 projected enrollment
11. If available, does the institution intend to apply for either of the following resources (select **one** option)?
- A start-up grant to establish the FPCTP proposed in this application
 - An enhancement grant for an existing program to improve and or expand program options or meet FPCTP requirements as proposed in this application
 - The institution does not intend to seek either of these resources

CONTINUE TO THE NEXT PAGE

Federal and Florida-Specific Programmatic Requirements for Approval as an FPCTP

One purpose of the Florida Postsecondary Comprehensive Transition Program Act is “that students with intellectual disabilities and students with disabilities have access to meaningful postsecondary education credentials and be afforded the opportunity to have a meaningful campus experience” (FS 1004.6495 S(2)). This part of the application focuses on how the institution will identify and verify eligible students and deliver the programmatic elements required of a FPCTP. Please provide a description of these elements in the following sections.

A. Student Eligibility and Admission

1. Describe how students with intellectual disabilities are/will be *recruited* to enroll in the proposed FPCT program.

2. Identify the process through which student *eligibility will be verified*, including the documentation used to determine eligibility: (a) process and documentation and (b) name and title of the individual who will make the eligibility determination.
 - a. Process and documentation to determine eligibility:

 - b. Name and title of individual (or group) who makes eligibility of determination:

3. Describe how the final decision to *admit* students with intellectual disabilities to the FPCTP will be made: (a) the criteria used and (b) who makes the final admission decision
 - a. Criteria used to make admission decision:

 - b. Name and title of individual (or group) who makes the final admission decision:

B. Status of Federal Title IV Approval as a Comprehensive Transition and Postsecondary Program Eligible for Federal Student Aid

1. Please select the option that best describes the status of the institution's application for a federally approved comprehensive transition and postsecondary program (pursuant to 20 U.S.C. s. 1140) (check appropriate response).

_____ The institution has received federal approval for the proposed program and the **approved application materials and documentation, including the letter to the institution's accrediting body, are attached** to this application.

_____ The institution has submitted an application for a federally approved program and is awaiting a decision. The application, **including the letter to the institution's accrediting body, is attached** to this application, and was submitted for federal approval on this date: _____.

_____ The institution's application for federal approval is in development and has not yet been submitted. Answer a. below and b. or c.

- a. _____ The institution plans to submit the federal application no later than the following date: _____
- b. _____ The draft federal application is attached to this application.
- c. _____ A draft federal application is not yet complete

C. Florida Specific Requirements for Approval as an FPCTP. These practices must support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction as well as prepare students for gainful employment.

1. Identify the credential (or credential options if more than one) to be awarded to eligible students upon successful completion of the program.

2. Provide a brief summary of the program (like an abstract), including the general aims and approach(es) to prepare students with intellectual disabilities for employment.

3. Describe how **assessment** of students' interests, skills, and needs is conducted and used to identify a student's targeted credential and develop his/her "course of study."

4. Describe the program's **advising structure**.

5. Describe the program **curriculum**:
 - a. Describe the length of the program.

 - b. Do students enrolled in the program have opportunities to earn industry certification(s)? If so, describe.

 - c. How is *half-time basis* defined at the institution? How do students enrolled in the program meet the requirement "to participate on not less than a half-time basis"?

6. The FPCTP Act requires that students with intellectual disabilities are socially and academically integrated, to the maximum extent possible, with nondisabled students. Describe how students enrolled in your program participate in one or more of the following activities **with nondisabled students**:
 - a. Regular enrollment in **credit-bearing courses**

 - b. **Auditing** or participating in courses for which the student does not receive academic credit

 - c. Enrollment in **noncredit-bearing, nondegree** courses

 - d. **Internships** or work-based learning

7. Describe the program's plan for **partnerships with businesses** to promote experiential training and employment opportunities for students with intellectual disabilities.

8. Describe the **employment opportunities** available through the program to students while enrolled in the program.

9. Describe how the program connects students to **employment opportunities** upon successful completion of the program.

10. What are the **performance indicators** used to determine a student's *satisfactory academic progress*?

11. What are the **performance indicators** to be used to measure the FPCTP's success (e.g., # applicants, admissions rate, enrollment, student retention, students meeting satisfactory academic performance, course completion, program completion, increased student skills, post-program employment rate of students who successfully completed the program, wage level of students who successfully completed the program, industry certifications earned)?

12. Briefly describe the individual(s) responsible for collecting the data regarding the program's performance indicators, and when and how the data are/will be collected and used for program improvement.

13. Briefly describe the institution's 5-year plan for the program regarding:
 - a. Projected enrollment – Does the institution expect enrollment in the FPCTP to increase over the next 5 years? If so, what are the current projections for enrollment **each year** through 2021-22?

 - b. Sustainability – How will the institution operate the FPCTP the next 5 years in terms of funding, staff, and other operational expectations?

- c. From what sources of funding will the institution draw upon to sustain the program and support student participation (such as private donations or sponsorships, scholarships, grant funding, etc.).

Institutional Approvals

Submission of this application indicates institutional commitment to implement the proposed program (or improve an existing program as described herein) aligned with the requirements of the Florida Postsecondary Comprehensive Transition Program Act, no later than the academic year immediately following the academic year during which the FPCTP approval is granted. To maintain approval status and student eligibility to receive FPCTP scholarships, an institution must submit a renewal application to the Florida Center for Students with Unique Abilities no later than 3 years following the year during which the approval is initially granted (FS 1004.6495 s.6[b]).

1. Signature of the program director/responsible party preparing the application:

Signature

Date

Print name

2. Attach a letter from the institution’s president or executive director that indicates agreement with and commitment to the proposed FPCTP application.

NOTE: An applicant may add appendices to this application “form” as needed to attach additional materials, including but not limited to the following:

- › President’s or executive director’s letter of commitment
- › Application for federal approval as a comprehensive transition and postsecondary program, including the letter to the institution’s accrediting body
- › Program recruitment and admissions materials
- › Curriculum materials
- › Industry certification materials
- › Agreement with business partners regarding internships and or work-based learning
- › Program evaluation plan
- › Other materials as needed

Appendix C

FPCTP Scholarships Request Packet

Florida Postsecondary Comprehensive Transition Program (FPCTP) Scholarships
Assurances and Instructions
2017 - 2018

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 Scholarship awards and accountability requirements associated with the awards.

Assurances

The following stipulations are established in regards to Scholarship requests, awards, accounting, and reporting. By requesting Scholarship funds, eligible institutions provide assurance that they will comply with the stipulations outlined here and in accompanying documents.

1. 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 Gardiner Scholarship).
2. To maintain eligibility to receive a scholarship, a student must continue to meet the requirements outlined in item 1, and demonstrate *satisfactory academic progress* (SAP) in the FPCTP as defined by the eligible institution based on the indicators defined by the Center. For scholarships awarded during 2017 – 18, SAP will be determined as defined in the institution’s FPCTP approved application and any additional indicators regarding SAP provided by the Center.
3. The eligible institution is responsible for determining the student’s initial and continuing eligibility to receive a FPCTP scholarship; and for defining, in keeping with the Center’s guidelines and requirements, *satisfactory academic progress* for its FPCTP students.
4. The eligible institution will comply with the request process and reporting requirements specified by the Center and outlined in the accompanying document *Florida Postsecondary Comprehensive Transition Program Scholarship Disbursement Process*, including submission of end-of-term and annual scholarship disbursement reports, cost of attendance estimates, and student demographic and eligibility information requested by the Center.
5. By June 1, eligible institutions will return to the Center any undisbursed scholarship funds for the most recent academic year.

Instructions

1. Use the FPCTP Student Attendance Cost Estimator worksheet (in the Excel file *FPCTP Cost Est and Scholarship Request Wksht 2017-18 TEMPLATE*) to determine the estimated cost of attending the institution's FPCTP per student, per semester. The worksheet is set up to calculate program costs when the relevant data are entered. Enter information in the cells shaded green. The cells with no shading will be automatically calculated. To complete this worksheet, you will need the following information:
 - ▶ Institutional information: Academic/program year, institution name, FPCTP name, name of individual preparing and submitting the worksheet, and his/her contact information.
 - ▶ Estimated cost of attendance at the institution (typically posted on the institution's website), for full time attendance per semester by resident type (resident, non-resident).
 - ▶ Expected rate of enrollment of students in the institution's FPCTP, as a percentage of full time.
 - ▶ Itemized extra unique costs of enrollment in the institution's FPCTP over and above the estimated cost of attendance, for services and or experiences designed to meet the needs of students with intellectual disabilities.
2. Use the Student Need Estimator and Scholarship Request Form worksheet (in the same Excel file) to identify the eligible students for whom you are requesting a FPCTP Scholarship. The worksheet is set up to calculate specific fields when the relevant data are entered. Enter information in the cells shaded green. The cells with no shading will be automatically calculated. Leave the columns labeled Scholarship Amount Awarded blank, as the Center will complete this portion of the worksheet. To complete the need estimator and request form worksheet, you will need the following information:
 - ▶ Institutional information: Academic/program year, institution name, FPCTP name, name of individual preparing and submitting the worksheet, and his/her contact information.
 - ▶ Name, institutional identification number, and residency status of each student for whom a Scholarship is requested.
 - ▶ Number of semesters each student is expected to be enrolled (**use a capital X to designate expected enrollment in a semester**).
 - ▶ The estimated cost per each semester from the Student Attendance Cost Estimator worksheet for each student's residency type.
3. Institutions requesting Scholarships for the first time, must submit **UCF Form_41-990** to the Center with their 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 FPCTP Scholarship Disbursement Process document for a schedule of dates and reports associated with submitting Scholarship requests, end-of-term and annual reports, and the Center's disbursement process. Use the *FPCTP Cost Est and Scholarship Request Wksht 2017-18 TEMPLATE* to report scholarship disbursements to students by term by the designated due dates.
5. The individual submitting the Scholarship cost and request documents attests that she/he is authorized to do so by the institution.

Submit completed worksheets electronically to:

Paula D. Kohler, Ph.D., Executive Director
Florida Center for Students with Unique Abilities
paula.kohler@ucf.edu

Florida Postsecondary Comprehensive Transition Program - Student Attendance Cost Estimator

Academic/program year: 2017 - 2018
 Institution:
 Program name:
 Prepared and submitted by:
 Contact information: email: telephone:

	Institution's estimated cost of attendance Fall semester	Institution's estimated cost of attendance Spring semester	Institution's estimated cost of attendance Summer semester	Expected participation rate of students in the FPCTP (% of full time) Fall semester	Expected participation rate of students in the FPCTP (% of full time) Spring semester	Expected participation rate of students in the FPCTP (% of full time) Summer semester	Estimated GENERAL cost of attendance at IHE for FPCTP students (b * e) Fall semester	Estimated GENERAL cost of attendance at IHE for FPCTP students (c * f) Spring semester	Estimated GENERAL cost of attendance at IHE for FPCTP students (d * g) Summer semester	Total additional costs unique to participation in institution's FPCTP per student Fall semester (use work space below to itemize additional costs)	Total additional costs unique to participation in institution's FPCTP per student Spring semester (use work space below to itemize additional costs)	Total additional costs unique to participation in institution's FPCTP per student Summer semester (use work space below to itemize additional costs)
Example - resident	\$ 5,000	\$ 5,000	\$ 2,500	50%	50%	50%	\$ 2,500	\$ 2,500	\$ 1,250	\$ 950	\$ 950	\$ 725
Example - resident (no summer)	\$ 5,000	\$ 5,000	\$ 2,500	50%	50%	0%	\$ 2,500	\$ 2,500	\$ -	\$ 950	\$ 950	\$ -
Resident							\$ -	\$ -	\$ -			
Non-resident							\$ -	\$ -	\$ -			

Additional services provided to the institution's FPCTP students	Cost of the additional services provided to the institution's FPCTP students per student Fall semester	Cost of the additional services provided to the institution's FPCTP students per student Spring semester	Cost of the additional services provided to the institution's FPCTP students per student Summer semester	Example Fall semester	Example Spring semester	Example Summer semester
Mentor fee				\$ 200	\$ 200	\$ 100
Transportation				\$ 250	\$ 250	\$ 125
Internship supervision				\$ 500	\$ 500	\$ 500
Weekend excursions						
Other:						
Other:						
Other:						
Other:						
Total unique additional costs	\$ -	\$ -	\$ -	\$ 950	\$ 950	\$ 725

Academic/program year: 2017 - 2018

Institution: [Redacted]

Program name: [Redacted]

Prepared and submitted by: [Redacted]

Contact information: email: [Redacted] telephone: [Redacted]

University of Central Florida
College of Education and Human Performance
403 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250
fcsua.org
407-823-5225

Student Information ¹		Residency Status (R or NR)	Enrollment Projection (place X if enrollment projected)			Projected # Semesters Student will Enroll	Total Estimated Cost per Student Fall Semester ²	Total Estimated Cost per Student Spring Semester ²	Total Estimated Cost per Student Summer Semester ²	Total Cost Estimate per Student	Scholarship Amount Awarded Fall 2017 ³	Scholarship Amount Awarded Spring 2018 ³	Scholarship Amount Awarded Summer 2018 ³	Scholarship Amount Disbursed by Institution Fall 2017 ⁴	Scholarship Amount Disbursed by Institution Spring 2018 ⁴	Scholarship Amount Disbursed by Institution Summer 2018 ⁴
Name	School ID		Fall	Spring	Sum											
Example student	1234567ABC	R	X	X	X	3	\$ 3,450	\$ 3,450	\$ 1,975	\$ 8,875	\$ 2,800	\$ 2,800	\$ 1,400	\$ 2,800	\$ 2,800	\$ 1,400
Example student (no summer)	1234567DEF	R	X	X		2	\$ 3,450	\$ 3,450	\$ -	\$ 6,900	\$ 3,500	\$ 3,500	\$ -	\$ 3,500	\$ 3,500	\$ -
						0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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Total scholarship funds needed and awarded										\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amount due to FCSUA/UCF by June 1															\$ -	

¹ Requesting institution must verify student eligibility to receive a FPCTP Scholarship.
² From Student Attendance Cost Estimator Worksheet columns N, O, P; use rate appropriate for student's residency status.
³ FCSUA will enter this information and return this worksheet to the requesting institution. Total scholarship award cannot exceed \$7,000 per student. For 2017 – 18 all scholarships awards will be made for \$7,000. Any undisbursed scholarship funds must be returned to the FCSUA at UCF at the end of the academic year, no later than June 1.
⁴ The requesting institution enters amount of scholarship funds disbursed to each student each semester. Send copy of this spreadsheet each semester with disbursement data to FCSUA by dates listed on reporting schedule.

Appendix D

FPCTP Timeline for Reports and Distributions

Timeline for Reports and Distributions

Date	Report	Contents
July 1	<ul style="list-style-type: none"> ▶ FPCTP/IHE submits Student Cost Estimate and Scholarship Request Worksheets to FCSUA ▶ IHE submits UCF Form_41-990 to Center with transfer account information as instructed on form (one time only unless changes made). 	<ul style="list-style-type: none"> ▶ FPCTP/IHE uses worksheet to provide <ul style="list-style-type: none"> ▪ Cost basis for determining estimated of cost of attendance ▪ List of students with scholarship request amount, for the upcoming academic year, by semester
July 2 - 31	<ul style="list-style-type: none"> ▶ FCSUA adds scholarship amount awarded by student and semester to Student Cost Estimate and Scholarship Request Worksheets for each institution and creates “short form” of award information 	<ul style="list-style-type: none"> ▶ FCSUA compiles all requests, determine total requested, total available; prorate scholarship awards as needed.
	<ul style="list-style-type: none"> ▶ FCSUA submits FPCTP Scholarship Invoice (as a Scholarship distribution request) to UCF College of Education and Human Performance (CEHP) budget office. ▶ FCSUA issues award notice to IHE’s FPCTP 	<ul style="list-style-type: none"> ▶ CEHP budget office works with accounting office to prepare distribution to IHEs.
Aug 1	<p>FPCTP/IHE submits Annual Report to FCSUA:</p> <p>Use the FPCTP Annual Report templates located at fcsua.org</p>	<ul style="list-style-type: none"> ▶ Projections for next year enrollment ▶ Use FCSUA program and student report TEMPLATES <ul style="list-style-type: none"> ▪ Includes new and continuing students ▪ Student demographic information, enrollment status, target credential, program length, target completion date, credential status, and other relevant information specified in the templates. ▶ Summary of recruitment strategies ▶ Summary of student retention strategies ▶ Summary of progress assessment

		<p>strategies</p> <ul style="list-style-type: none"> ▸ Summary of student program completion ▸ Summary of student credential completion ▸ Employment status and data for completers as they exit the program (yes/no, occupational area, # hours per week, wage/salary) ▸ Employment rates and data for completers years 1 through 5 (subsequent to program completion) ▸ Projected # of eligible students in FPCTP/IHE “reach” area/catchment area for next academic year
August 15	<ul style="list-style-type: none"> ▸ UCF finance and accounting office disburses scholarship funds via ACH transfer to IHE financial aid office or equivalent, with list of students and award amount for each student by semester. 	<ul style="list-style-type: none"> ▸ Scholarship funds distributed to IHEs for the year, based on scholarship worksheet submitted by FPCTP by July 1 and approved by FCSUA
Beginning of each term	<ul style="list-style-type: none"> ▸ IHE financial aid office distributes scholarship funds to eligible students. 	<ul style="list-style-type: none"> ▸ Full award for each term disbursed to eligible students at beginning of the applicable term
Oct 1	FCSUA submits Annual Report	<ul style="list-style-type: none"> ▸ FCSUA report due to Governor, President of the Senate, Speaker of the House of Representatives, Commissioner of Education, Chancellor of State University System, Board of Governors ▸ Status of statewide coordination of FPCTPs <ul style="list-style-type: none"> ▪ # applications, # approved, # not approved w/ reasons, # no action by BOG and DOE ▪ # and \$ of scholarships, undisbursed advances ▪ IHE performance on indicators (some still TBD) ▪ Projected # of students eligible for next academic year ▪ Programs and services at eligible

		IHEs
Dec 1	FCSUA submits Legislative and Budget Recommendations	<ul style="list-style-type: none"> ▶ With BOG, DOE, and Higher Education Coordinating Council and other stakeholders, recommendations: <ul style="list-style-type: none"> ▪ Regarding statutory and budgetary changes based on August 1 reports and projections. ▪ Submit to the Governor, the President of the Senate, and the Speaker of the House of Representatives.
Dec 1	IHE approved FPCTP submits Fall Term Scholarship Disbursement Report to FCSUA, INCLUDING requests for any new students projected to enter the program the next semester (spring or summer)	<ul style="list-style-type: none"> ▶ FPCTP/IHEs report to FCSUA on scholarship disbursements made to their students during fall semester (same spreadsheet as used to request scholarships)
April 15	IHE FPCTP submits Spring Term Scholarship Disbursement Report to FCSUA.	<ul style="list-style-type: none"> ▶ FPCTP/IHEs report to FCSUA on scholarship disbursements made to their students during spring semester AND summer term (same spreadsheet as used to request scholarships and to provide fall report) ▶ Calculate final # and \$ of scholarships disbursed with total \$ of funds not disbursed (same spreadsheet as used to request scholarships and to provide fall report)
June 1	IHE returns scholarship funds not disbursed to students to FCSUA no later than June 1	<ul style="list-style-type: none"> ▶ Funds not disbursed returned to FCSUA via ACF transfer

If not received by July 1, the FCSUA will process scholarship requests and disbursements as they come in from eligible institutions and process the awards as soon thereafter as possible.

Appendix E

Request for Proposals for FPCTP Start-up and Enhancement Grants

Request for Proposals
Florida Postsecondary Comprehensive Transition Program (FPCTP)
Start-up and Enhancement Grants

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) and charged the Center with managing the Florida Postsecondary Comprehensive Transition Program (FPCTP) application and approval process. The Act also established criteria for FPCTP approval, scholarship awards for eligible students to attend approved programs, grant awards to promote new program development and existing program enhancements, and accountability requirements associated with these opportunities.

As stated in the legislation, the purpose of the ACT is to “increase independent living, inclusive and experiential postsecondary education, and employment opportunities for students with intellectual disabilities through degree, certificate, or nondegree programs and to establish statewide coordination of the dissemination of information regarding programs and services for students with disabilities. It is the intent of the Legislature that students with intellectual disabilities and students with disabilities have access to meaningful postsecondary education credentials and be afforded the opportunity to have a meaningful campus experience.” (FS §1004.6495(2))

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 program that serves students with intellectual disabilities as a FPCTP, (b) provide scholarship awards to students attending an institution’s approved FPCTP, and (c) provide grant funding to foster starting up new and/or enhancing existing programs. 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 the grant funds. These funds are intended to increase the number of FPCTPs across the state and expand options in postsecondary education for our young people with intellectual disabilities. To ensure that staff at our 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 a 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.

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 annual report to the center 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 Center will provide additional reporting criteria and dates to each approved FPCTP contact listed in the application.

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

Copies of the FPCTP application instructions and application form are included in Appendix A. Section 5(c)3. of the Act specifies:

3. An application must, at a minimum:
 - a. Identify a credential 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.
 - (III) 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 GRANTS

1. Types of Proposals

The Center is seeking proposals for two types of projects: Start-up grants and enhancement grants. The purpose of each proposal type follows.

- a. The purpose of a **FPCTP Start-Up 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 Start-up Grant proposal.

- b. The purpose of an **FPCTP Enhancement Grant** is to facilitate implementation of planned improvements and or expansion of an existing program already serving students with intellectual disabilities. The Enhancement Grant may be used to establish the program elements needed to move the program from its current state to an *approved* FPCTP or to expand the capacity or quality of an already approved FPCTP. Thus the Enhancement Grant funds will provide resources to an institution that falls into one of the following categories:
 - i. Has an existing program that serves students with intellectual disabilities and has submitted an application for and been approved as a FPCTP. Enhancement Grant funds in this case will be used to implement the program elements described in the application to achieve FPCTP approval; that is, to enhance the program so that it meets the criteria required of FPCTPs. In this case, the FPCTP application may be submitted either prior to or at the same time as the Enhancement Grant proposal.
OR
 - ii. 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.

2. Funding Amount, Project Period, and Application Deadlines

- a. A **maximum** of \$300,000 will be awarded to approved grant applicants, regardless of the grant type (start-up or enhancement). An institution may apply for a grant of each type, but if awarded funds for both types of grants, the total annual award will not exceed \$300,000.
- b. **Except** for those projects beginning in early 2017, an institution may apply for a **project period** of up to 3 years (36 months), but the total award will not exceed \$300,000. That is, an institution may submit a budget and justification for up to \$300,000 with planned expenditures to occur in 1, 2, or 3 years), or any part thereof not to exceed 36 months. Proposed expenses must be itemized by year.
- c. For those institutions submitting a proposal for implementation beginning in early 2017, the maximum project period will be 3.5 years. In this case, expenditures should be itemized for the first budget period (January 1 – June 30, 2017), and then for each proposed budget period thereafter. After the initial 6-month budget period, budget periods shall align with the fiscal year that begins July 1 and ends June 30.
- d. The application deadline for this initial rollout of the FPCTP grants is **December 19, 2016 at 5:00 p.m. EST**. Applications submitted by this deadline will be reviewed and a funding decision made by February 1, 2017. Approved grant proposals will be eligible for funding to start with a January 1 – June 30, 2017 budget period.
- e. The subsequent application deadline for 2016 – 17 is **March 20, 2017**. Approved grant proposals submitted by this date will be eligible to start July 1, 2017.
- f. Announcements for future grant funding opportunities will be made as funds become available.

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. A minimum of \$3,500 for travel to an annual Center institute and two follow-up "check and connect" meetings must be budgeted from either the grant funds or as costs shared by the institution.
- c. Facilities and administrative costs, up to a rate of 10% of total modified direct costs, may be charged.
- d. 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.
- e. A budget justification aligned with proposed budget items must be submitted 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 on the proposal cover page.
- b. Upon approval of the grant award, the UCF research contracts office will 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.

SECTION 3: PROPOSAL CONTENT AND REVIEW CRITERIA

In general, the grant proposal should align with the institution's application for approval as a FPCTP. Thus, the proposal will describe the new program to be developed or how an existing program will be enhanced. In this first year of grant funding, 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. The section scores will be added to produce a total proposal score. During this initial round of grant awards, proposals with a total score of 75 points or greater will be funded until the available funds are exhausted. Center staff will reach out to those institutions with a proposal score less than 75 points to identify the weaknesses and ways to improve the proposal, and to establish a timeline for re-submission.

The following elements are required components of the grant application:

- ▶ Cover Page
- ▶ Table of Contents (with page numbers)

- ▶ Proposal Narrative – limited to a total of **15 pages**
- ▶ References for Citations included in the Narrative
- ▶ Itemized Budget (by budget period)
- ▶ Budget Justification
- ▶ Institution Agreement Form – signed by the individual authorized to submit grant proposals on behalf of the institution

1. Complete the information indicated on the **Cover Page**. The Cover Page provides general information about the project and the program and other institutional function contacts.
2. Provide a **Table of Contents** that lists each required component of the application Narrative and its corresponding page number.
3. 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. The **Proposal Narrative** is limited to 15 pages with line spacing no less than 1.5 lines (see Section 4 – Proposal Format).

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*, **Start-up Grant** proposals should address the need to establish the program at the institution. Enhancement Grant proposals should use data regarding the current program to describe why the existing program needs improving or expanding. 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 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 starting up the program or to enhance an existing 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. For **Start-up Grants**, address the program you intend to build and provide a justification for how you are building it; for **Enhancement Grants**, describe and justify the improvements you intend to make. The following questions can be used to outline the programmatic goals, outcomes, and approaches, as well as provide justification:

- i. Who will the program serve?
- ii. What are the overall goals of the program? What are the program objectives for each programmatic goal? 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.
- iii. What approaches will be used to achieve the program goals and specific outcomes? That is, what are the key programmatic components and/or activities in which your students will participate 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? Refer to the Think College and/or National Technical Assistance Center on Transition (NTACT) websites for detailed information regarding evidence-based and promising practices at www.thinkcollege.net and transitionta.org respectively.

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 to (in FTE) 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)**

Receipt of a FPCTP grant obligates the institution to provide specific data as requested by the FCSUA. This information will be provided with the grant award. Information regarding such indicators as the following will be required at least annually:

- # students applied and admitted
- Student demographic characteristics
- Student enrollment status
- Target credential
- Credential status
- Industry certification(s)
- Courses and completion status
- Employment status annually for 5 years, including: employment rate, wages, occupation
- Agency services

In this section, outline your general program evaluation strategies. This information should demonstrate that program staff have the capacity to collect, analyze, and report data regarding program implementation and outcomes.

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?

Summative evaluation strategies are used to determine whether or not the targeted program outcomes are achieved. Narrative Section C of your proposal should 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, 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.
- 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?

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. The following questions can be used to outline the budget explanation:

- i. For what period is the budget proposed (e.g., number of years).
 - 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 meet the need identified in the Narrative Section B?
 - iv. How will the proposed funding help the institution develop a sustainable program?
4. References for Citations included in the Narrative – Provide the reference for any citations included in the Narrative, preferably in APA style.
 5. Use the enclosed **Itemized Budget** form to provide proposed expenditures, by budget category, and by year (if requesting more than one year).
 6. In the **Budget Justification**, briefly explain the detail of 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 per cent of commitment to the project, the applicable fringe rate, services to be purchased, travel detail, and other information regarding why and how costs are included in the proposed budget.
 7. Complete the **Institutional Agreement Form**, which provides pertinent details regarding the institution’s commitment to the program, fiscal responsibility, and compliance with state and Federal rules and regulations. **This form must be signed by the individual authorized to submit grant proposals on behalf of the institution.**

SECTION 4: PROPOSAL FORMAT AND SUBMISSION INSTRUCTIONS

To expedite review of your proposal, it is critical that you 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 early as possible in 2017. Proposals that fail to meet the format requirements and/or page or budget limits, or exceed the allowable time frame will be returned and not reviewed until corrected and re-submitted. Please note that during the UCF holiday break (Friday, December 23 through Monday, January 2) FCSUA staff will not be available.

Proposal Format

The proposal document must include each of the following components – in the order listed here – and adhere to these specific format requirements:

1. Cover Page – this is a separate Adobe form document, fill in completely
2. Table of Contents – same format requirements as Narrative, indicate page number of each section within the proposal Narrative
3. Proposal Narrative – **limited to a total of 15 pages**
 - ▶ 12-point font or larger
 - ▶ Minimum of 1½ line spacing (1.5 lines)
 - ▶ Black ink
 - ▶ Minimum of 1” margins
 - ▶ Page size = letter (8.5” X 11”)
 - ▶ Printed on one side only
 - ▶ Number each page
 - ▶ Include any tables or figures within the 15-page limit, but single line spacing can be used in tables.
4. References for Citations included in the Narrative – **limited to 2 pages**
 - ▶ Follow same format as Narrative
 - ▶ Preference is for references to be provided in APA style
5. Itemized Budget (by budget period)
 - ▶ 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
 - ▶ Breakdown by fiscal year (FY, July 1 – December 31 or any part thereof) with annual and cumulative totals if for more than one FY
6. Budget Justification – Follow same format as Narrative
7. Institution Agreement Form – Use the Adobe form provided and provide all information requested. **This form must be signed by the individual authorized to submit grant proposals on behalf of the institution.**

Submission Instructions

The application deadline for this initial rollout of the FPCTP grants is **December 19, 2016 at 5:00 p.m. EST**. Applications submitted by this deadline will be reviewed and a funding decision made by February 1, 2017. Approved grant proposals will be eligible for funding to start with a January 1 – June 30, 2017 budget period. The subsequent application deadline for 2016 – 17 is **March 20, 2017**. Approved grant proposals submitted by this date will be eligible to start July 1, 2017.

Proposals without the signature of the official authorized to submit grant proposals on behalf of the institution will be returned.

Submit one hard copy of the completed proposal – with all required components – to:

Florida Center for Students with Unique Abilities
Attention: Dr. Lisa Jester
University of Central Florida – 403 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

AND

Submit an electronic file(s) of the completed proposal – with all required components – to:

fcsua@ucf.edu and
paula.kohler@ucf.edu

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

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

or

Dr. Paula Kohler
407-823-2848
paula.kohler@ucf.edu

APPENDIX A:

**Florida Postsecondary Comprehensive Transition Program
Application Packet**

**NOTE : THIS DOCUMENT IS NOT INCLUDED IN
THE ANNUAL REPORT PACKET**

**Florida Postsecondary Comprehensive Transition Program (FPCTP)
Grant Proposal Cover Page**

Institution Name:
Date of Submission:
Proposal/Program Title:
Proposal type: Start-up Grant <input type="checkbox"/> Enhancement Grant <input type="checkbox"/>
Status of FPCTP application: Submitted/approved <input type="checkbox"/> Submitted/pending <input type="checkbox"/> Attached <input type="checkbox"/>
Total amount requested:
Proposed project start date:
Proposed project end date:
Proposal/project contact name:
Proposal/project contact telephone:
Proposal/project contact email:
Financial contact name:
Financial contact telephone:
Financial contact email:
Administrative/contracts contact name:
Administrative/contracts contact telephone:
Administrative/contracts contact email:
Authorized official name:
Authorized official telephone:
Authorized official email:

INSTITUTION COMMITMENT FORM

Applicants must complete this form when submitting a Florida Postsecondary Comprehensive Transition Program (FPCTP) grant proposal to the Florida Center for Students with Unique Abilities at UCF. Please **complete and return this form** with your proposal as indicated in the Request for Proposals. Proposal will not be reviewed without signature of authorized institutional official on page 3.

SECTION A: Institution Information

Legal name of institution		
Address		
City, state, zip		
Federal employer ID number (EIN)	DUNS or DUNS+4 number	Congressional district/s
Institution Parent Entity Legal Name (if applicable)		
Institution Parent Entity Address		
Parent entity congressional district	Parent entity DUNS or DUNS+4 number	Parent entity ID number (EIN)
Institution's FPCTP grant proposal contact	Grant proposal contact telephone #	Grant proposal contact email address
Proposal/Project Title		

SECTION B: Certifications

1. Is the institution registered in the **System for Award Management (SAM)** (formerly the Central Contractor Registration)?

Yes No

2. **Debarment and Suspension**

Is the institution's program contact or any other employee or student participating in this project debarred, suspended or otherwise excluded from or ineligible for participation in State or Federal assistance programs or activities?

Yes No

The institution's authorized official certifies that it: *(answer all questions below)*

Is is not presently debarred, suspended, proposed for debarment, or declared ineligible for award of State or Federal contracts.

Is is not presently indicted for, or otherwise criminally or civilly charged by a government entity.

Has has not within three (3) years preceding this proposal submission, been convicted of or had a civil judgment rendered against them for commission of fraud or criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) contract or subcontract; violation of Federal or State antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property.

Has has not within three (3) years preceding this offer, had one or more contracts terminated for default by any federal agency.

3. Retention of Records

The institution's authorized official certifies that the institution maintains the appropriate accounting functions to manage externally-funded grants and contracts and adheres to specific requirements to manage and retain personnel, accounting, and general administration records as specified in Florida's General Records Schedules, such as GS1-SL and GS5.

SECTION C: Conflict of Interest

4. Conflict of Interest Certification (check the appropriate box)

- The Institution has an active and enforced COI policy that is consistent with the provisions of FS §112.313. The institution further certifies that, to the best of its knowledge, all financial disclosures have been made related to the activities that may be funded by or through a resulting agreement, and required by its conflict of interest policy; and all identified conflicts of interest have or will have been satisfactorily managed, reduced, or eliminated in accordance with the institution's conflict of interest policy prior to the expenditure of any funds under any resultant agreement.
- The Institution has an active and enforced conflict of interest policy that is consistent with the provisions of 42 CFR 50, Subpart F and 45 CFR 94, "Responsibility of Applicants for Promoting Objectivity in Research." The institution further certifies that, to the best of its knowledge, all financial disclosures have been made related to the activities that may be funded by or through a resulting agreement, and required by its conflict of interest policy; and all identified conflicts of interest have or will have been satisfactorily managed, reduced, or eliminated in accordance with the institution's conflict of interest policy prior to the expenditure of any funds under any resultant agreement.
- The Institution does not have an active or enforced conflict of interest policy hereby agree(s) to comply with the University of Central Florida's policies and procedures (available at <http://www.coi.ucf.edu>) relating to financial conflicts of interest. In accordance with this commitment, each person identified as responsible for the designing, conducting, or reporting work in this project will submit a conflict of interest disclosure form prior to the expenditure of funds and complete CITI conflict of interest training within 30 calendar days of agreement execution.

SECTION D: Audit Status

5. Audit Status

The institution received a single or program-specific audit for the last fiscal year in accordance with 2 CFR 200 Subpart F.

Yes No

- a. Most recent fiscal year (FY) completed: **FY**
- b. Were any audit findings reported? Yes No

If **YES**, list the audit finding(s):

SECTION E: Project Information

6. Will research with **Human Subjects** be involved in this project? Yes No

If yes, Determination of Exemption or IRB Approval Date:

IRB Protocol Number:

If **YES**, a copy of the determination of exemption or IRB approval must be provided to the FCSUA contact listed on the submission instructions before an award may be issued. If not attached to your proposal, obtain approval as required and forward these documents to the FCSUA contact.

- a) Have all key personnel involved in the project completed human subjects training? Yes No

7. If human subjects are involved in this project, does the institution have a Federal Wide Assurance Number? Yes No

FWA Number:

8. Is **Cost Sharing** provided? Yes No If yes, amount: \$ [Click or tap here to enter text.](#)

Cost sharing is not required. However, if institutional cost share is provided, enter the amount and include it in the budget, budget justification, and the proposal narrative.

SECTION G: APPROVAL

The information, certifications, and representations within this Institution Commitment Form have been read, signed, and made by an authorized official of the institution. The appropriate programmatic and administrative personnel involved in this application are aware of the stipulations regarding institutional responsibilities and student eligibility in the FPCTP Act and provided in the FPCTP Request for Proposals, and are prepared to adhere to such, as well as all other applicable institution, state, and Federal policies relevant to this program. Any work performed and/or expenses incurred prior to execution of a project agreement are at the institution's own risk.

Signature of Institution's Authorized Official

Date

Print Name and Title of Authorized Official

Telephone

Email address

Appendix F

FPCTP Grant Funding Cycle

**Florida Postsecondary Comprehensive Transition Programs (FPCTP)
Grant Funding Cycle**

The following chart lays out the schedule for FPCTP start-up and enhancement 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 a **FPCTP Start-Up Grant** is to facilitate development and initial implementation of an approved but not yet realized FPCTP. 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 Start-up Grant proposal. Final grant approval will not be provided until the FPCTP is approved.**

The purpose of an **FPCTP Enhancement Grant** is to facilitate implementation of planned improvements and or expansion of an existing program already serving students with intellectual disabilities. The Enhancement Grant may be used to establish the program elements needed to move the program from its current state to an *approved* FPCTP or to expand the capacity or quality of an already approved FPCTP. Thus the Enhancement Grant funds will provide resources to an institution that falls into one of the following categories:

a. Has an existing program that serves students with intellectual disabilities and has submitted an application for and been approved as a FPCTP. Enhancement Grant funds in this case will be used to implement the program elements described in the program application to achieve FPCTP approval; that is, to enhance the program so that it meets the criteria required of FPCTPs. **In this case, the FPCTP application may be submitted either prior to or at the same time as the Enhancement Grant proposal. Final grant approval will not be provided until the FPCTP is approved.**

OR

b. 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 below are general targets and assume that proposals meet the established criteria outlined in the Grant Proposal Submission Packet and few, if any, revisions are required. Final grant approvals will not be provided until the FPCTP is approved.

Florida Center for Students with
UNIQUE ABILITIES

Florida Postsecondary Comprehensive Transition Program (FPCTP) 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 30	April 1 – June 30
Allowable 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 - June 30)	Fiscal year (July - June 30)	Fiscal year (July - June 30)	Fiscal year (July - June 30)
Annual grant performance report due	August 1 of start year	August 1 of start year	August 1, end of first year	August 1 of start year

Appendix G

FPCTP Annual Report Templates – Program Information – Student Information

Florida Postsecondary Comprehensive Transition Program (FPCTP) Annual Report Template – Program Information

Core Program Information

1. Institution name:
2. FPCTP name:
3. Name of program contact person:
4. Role:
5. a. Contact phone:
b. Contact email:
6. a. In what month and year did the program first enroll students as an FPCTP? mm/yyyy
b. Did the program serve postsecondary education students with intellectual disabilities prior to FPCTP approval? Please select
c. If yes: What month and year did the program first serve postsecondary education students with intellectual disabilities? mm/yyyy
7. Please select the terms in which your students attend the program:
 Fall
 Spring
 Summer
8. a. What is the Federal CTP status of your program? Please select
b. Date of approval: mm/yyyy

Please send a copy of your Federal CTP application to FCSUA **when submitted and notify FCSUA **upon Federal CTP approval.***

Program Staffing

- 9. a. How many staff members work directly on your program?
- b. What is the total FTE represented by these staff?
- c. For each general function provided by your FPCTP staff, identify the FTE allocated to that function. Note that a staff member may serve in one or more functions thus their FTE would be allocated across functions. If multiple staff members serve the same function, identify their combined FTE.

** Enter information for only those staff members paid by the program, including those supported by FCSUA grant funds.*

Staff Member Functions	FTE Within Program
Overall program direction	
Coordination of program services	
Advising	
Mentoring (<i>do not report peer mentor services here</i>)	
Instruction	
Clerical	
Work study, internship, or employment placement	
Residential support	
Other	
Other	
Other	

- 10. Are students in the FPCTP issued the same ID cards issued to other students on campus?
Please select

External Collaboration

11. a. Do agencies or organizations external to the institution provide services and/or program related experiences to the students in the FPCTP? Please select
- b. *If yes:* Please select the appropriate descriptor and describe the service or experience provided.

Agency or organization	Type of service or experience
Please select	
Please select	
Please select	
Please select	
Please select	
Please select	
Please select	

12. Please create one entry for each credential offered within the program:

Example:

Technology Assistant Credential

Length of study for credential: 15 credit hours

Credential(s) offered by the FPCTP:	f. How many students were pursuing this credential during 2016-2017?	g. How many students completed this credential during 2016-2017?
-------------------------------------	--	--

<p>a. Name of credential</p> <p>b. Length of study for credential: amount unit</p> <p>c. Describe the credential:</p> <p>d. Are there levels or benchmarks within the credential at which students may exit? Please select</p> <p>e. <i>If yes, describe the levels or benchmarks:</i></p>
<p>a. Name of credential</p>

<p>b. Length of study for credential: amount unit</p> <p>c. Describe the credential:</p> <p>d. Are there levels or benchmarks within the credential at which students may exit? Please select</p> <p>e. <i>If yes, describe the levels or benchmarks:</i></p>
<p>a. Name of credential</p> <p>b. Length of study for credential: amount unit</p> <p>c. Describe the credential:</p> <p>d. Are there levels or benchmarks within the credential at which students may exit? Please select</p> <p>e. <i>If yes, describe the levels or benchmarks:</i></p>
<p>a. Name of credential</p> <p>b. Length of study for credential: amount unit</p> <p>c. Describe the credential:</p> <p>d. Are there levels or benchmarks within the credential at which students may exit? Please select</p> <p>e. <i>If yes, describe the levels or benchmarks:</i></p>
<p>a. Name of credential</p> <p>b. Length of study for credential: amount unit</p> <p>c. Describe the credential:</p> <p>d. Are there levels or benchmarks within the credential at which students may exit? Please select</p> <p>e. <i>If yes, describe the levels or benchmarks:</i></p>

Annual Program Information

1. Name of person completing this report:

2016-2017 FPCTP Enrollment

2. a. Number of **applicants** for 2016-2017:
 - b. Florida resident applicants for 2016-2017:
 - c. Non-Florida resident applicants for 2016-2017:

3. a. Number of students **accepted** for 2016-2017:
 - b. Florida residents accepted for 2016-2017:
 - c. Non-Florida residents accepted for 2016-2016:

4. a. Number of students were **enrolled** in the program in 2016-2017:

Of these students:

 - b. How many will be returning to the program in 2017-2018?
 - c. How many completed the program?
 - d. How many left the program without completing?

2017-2018 Projected FPCTP Enrollment

5. a. Number of **applicants** for 2017-2018:
 - b. Florida resident applicants for 2017-2018:
 - c. Non-Florida resident applicants for 2017-2018:

6. a. Number of students **accepted** for 2017-2018:
 - b. Florida residents accepted for 2017-2018:
 - c. Non-Florida residents accepted for 2017-2018:

- 7. a. Number of students **expected to enroll** in 2017-2018:
 - b. Florida residents expected to enroll in 2017-2018:
 - c. Non-Florida residents expected to enroll in 2017-2018:

- 8. How many eligible students (potential program enrollees) do you estimate were within the FPCTP's "reach" or "catchment area" for **2017-2018?**

- 9. How many eligible students (potential program enrollees) do you anticipate to be within the FPCTP's "reach" or "catchment area" for **2018-2019?**

- 10. Describe the source of information from which these estimates were made:

- 11. Describe the strategies used to **recruit** students for enrollment in 2016-2017:

- 12. Describe the strategies used to **retain** students in the program during 2016-2017:

13. a. Did the program include support provided by **peer mentors** as a program service during 2016-2017? Please select

If yes:

b. Number of peer mentors who provided support to your students during 2016-2017:

c. Were peer mentors compensated or credited in some manner for their services? Please select

d. *If yes:* How were peer mentors compensated? Please select

e. Please identify the kinds of support peer mentors provided to your students (check all that apply):

Social

Academic

Career

Daily living

Other

f. In a **typical week** what is the total number of support hours provided to your students by peer mentors? hours per week

**Florida Postsecondary Comprehensive Transition Program (FPCTP)
Annual Report Template – Student Information**

Student Information

On the following pages, please respond separately for each student enrolled in your program during 2016-2017. Use one copy of each section for each student. Every section does not apply to every student. If a section is not applicable to a specific student leave it blank.

- Complete **Section 1: Student Entry Information** for all students **entering** the FPCTP.
**This year we are asking you to enter this information for students enrolled in 2016-2017. In the future, you will enter this information for each new student entering the FPCTP. For your 2016-2017 students, some questions may require you to refer back to the time before they entered the program.*
- Complete **Section 2 Student Annual Information** for all students **enrolled** in the FPCTP in 2016-2017.
**You will enter this information for each enrolled student at the end of each programmatic year.*
- Complete **Section 3: Student Exit Information** for each student who **exited** the FPCTP in 2016-2017.
**In the future you will provide this information for each student who exits the program by the end of the reporting period, for that reporting year, regardless of reason for exit .*
- Complete **Section 4: Student Follow-Up Information** for any student who has completed the FPCTP.
The institution must provide employment and wage data for each student who completes the FPCTP **every year for **five years** after completion.*

Section 1: Student Entry Information – All FPCTP Enrollees

Complete this section for all students **entering** the FPCTP.

**This year we are asking you to enter this information for students enrolled in 2016-2017. In the future, you will enter this information for each new student entering the FPCTP. For your 2016-2017 students, some questions may require you to refer back to the time before they entered the program.*

First Initial and Last Name of student:

Example: J. Smith

1. First name:
2. Last name:
3. MI:
4. Date of birth: mm/dd/yyyy
5. Student ID #:
6. Gender: Please select
7. Race: Please select
8. Is this student Hispanic or Latino?
Please select
9. When did this student first begin the program? mm/yyyy
10. What credential does the student expect to earn upon program completion?
11. Is this an industry certification? Please select
12. For what length of time is the student expected to be enrolled in the FPCT Program?
amount unit of time
13. When is the student expected to complete the program? mm/yyyy
14. What type of K-12 school did the student most recently attend? Please select
15. When did the student exit the K-12 system? mm/yyyy
16. What type of diploma did the student receive, if any? Please select
17. Prior to entering the FPCTP where did the student live? Please select

18. Upon entering the FPCTP which of the following fields best describe the student's employment interests? (*choose all that apply*)

- Computer, math, architecture, engineering, and science
- Education, training, and library
- Arts, design, entertainment, sports, and media
- Healthcare practitioners and technical
- Healthcare support
- Protective service
- Food preparation and serving
- Building and grounds cleaning and maintenance
- Personal care and service
- Sales and retail related
- Office and administrative support
- Construction and extraction
- Production
- Transportation and material moving
- Military
- Other

19. a. Within the year preceding program entry, was the student **competitively employed** (at or above minimum wage)? Please select

If yes:

- b. For how many hours per week was the student **competitively employed** in the year preceding program entry?
- c. What category most accurately describes the **field** of competitive work in which the student was engaged for the majority of his or her time in the year preceding program entry? Please select

20. a. Within the year preceding program entry, was the student engaged in **supported employment** (in the community)? Please select

If yes:

- b. For how many hours per week was the student engaged in **supported employment** in the year preceding program entry?
- c. What category most accurately describes the **field** of supported employment in which the student was engaged for the majority of his or her time in the year preceding program entry? Please select

21. a. Within the year preceding program entry, was the student engaged in **sheltered employment**? Please select

If yes:

- b. For how many hours per week was the student engaged in **sheltered employment** in the year preceding program entry?
- c. What category most accurately describes the **field** of sheltered employment in which the student was engaged for the majority of his or her time in the year preceding program entry? Please select

22. a. Within the year preceding program entry, was the student **volunteering** or engaged in **unpaid work or internship**? Please select

If yes:

- b. For how many hours per week did the student **volunteer or work unpaid** in the year preceding program entry?
- c. What category most accurately describes the **field** of volunteer or unpaid work in which the student was engaged for the majority of his or her time in the year preceding program entry? Please select

Section 2: Student Annual Information – All FPCTP Enrollees

Complete this section for all students **enrolled** in the FPCTP in 2016-2017.

**You will enter this information for each enrolled student at the end of each programmatic year.*

First Initial and Last Name of student:

1. What was the student's enrollment status in 2016-2017? Please select
2. Which of the following best describes the student's status regarding Satisfactory Academic Progress (SAP) at the end of 2016-2017? **(only select one)**
 - Made SAP, progressing on schedule.
 - Did not make SAP, advising and additional supports planned.
 - Did not make SAP, moved to probationary status, advising and additional supports planned.
 - Did not make SAP, leaving program.
3. In what semesters did the student enroll this year? *(choose all that apply)*
 - Fall 2016
 - Spring 2017
 - Summer 2017
4. a. Did the student receive a FPCTP Scholarship in 2016-2017? Please Select
b. If yes: What scholarship amount did the student receive in **2016-2017**? \$
5. What was the student's credential status at the end of 2016-2017? Please select
6. a. Was the student working toward an industry certification in 2016-2017: Please select
b. If yes: Name of certification:

7. In what courses did the student enroll in 2016-2017?

a. Course name	b. Type of enrollment	c. Did the student complete the course?
Course name	Please select	Please select
	Please select	Please select
	Please select	Please select
	Please select	Please select
	Please select	Please select
	Please select	Please select
	Please select	Please select
	Please select	Please select

8. Total number of courses in which the student enrolled in 2016-2017:

9. Where did the student live in 2016-2017? Please select

10. Which of the following fields best describe the student's employment interests during 2016-2017? *(choose all that apply)*

- Computer, math, architecture, engineering, and science
- Education, training, and library
- Arts, design, entertainment, sports, and media
- Healthcare practitioners and technical
- Healthcare support
- Protective service
- Food preparation and serving
- Building and grounds cleaning and maintenance
- Personal care and service
- Sales and retail related
- Office and administrative support
- Construction and extraction
- Production
- Transportation and material moving
- Military
- Other

11. a. Was the student **competitively employed** (at or above minimum wage) in 2016-2017? Please select

If yes:

b. For many hours per week was the student **competitively employed** in 2016-2017?

c. What category most accurately describes the **field** of competitive work in which the student was engaged for the majority of his or her time in 2016-2017? Please select

12. a. Was the student engaged in **supported employment** (in the community) in 2016-2017? Please select

If yes:

b. For how many hours per week was the student engaged in **supported employment** in 2016-2017?

c. What category most accurately describes the **field** of supported employment in which the student was engaged for the majority of his or her time in 2016-2017? Please select

13. a. Was the student engaged in **sheltered employment** in 2016-2017? Please select

If yes:

b. For how many hours per week was the student engaged in **sheltered employment** in 2016-2017?

c. What category most accurately describes the **field** of sheltered employment in which the student was engaged for the majority of his or her time in 2016-2017? Please select

14. a. Was the student **volunteering** or engaged in **unpaid work or internship** in 2016-2017? Please select

If yes:

b. How many hours per week did the student **volunteer or work unpaid** in 2016-2017?

c. What category most accurately describes the **field** of volunteer or unpaid work in which the student was engaged for the majority of his or her time in 2016-2017? Please select

Section 3: Student Exit Information

Complete this section for each student who **exited** the FPCTP in 2016-2017.

**In the future you will provide this information for each student who exits the program by the end of the reporting period, for that reporting year, regardless of reason for exit.*

First Initial and Last Name of student:

1. What was the latest month and year in which the student was enrolled in the FPCTP? (e.g., month/ year at end of semester, left the program, etc.) mm/yyyy
2. a. Why did the student leave the program? Please select
b. *If applicable, explain reason for student exit:*

3. a. Did the student earn a credential? Please select
b. *If yes: Name of credential:*
4. a. Did the student earn an industry certification? Please select
b. *If yes: Name of certification:*
5. What are the student's **short-term** plans upon exit from the FPCTP?

6. What are the student's **long-term** plans upon exit from the FPCTP?

****Be sure to collect and retain the most recent student contact information. You will need this to collect the required follow-up information regarding employment status and wages.***

Section 4: Student Follow-Up Information

Complete this section for any student who has completed the program.

**The institution must provide employment and wage data for each student who completes the FPCTP every year for five years after completion.*

First Initial and Last Name of student:

1. How was this follow-up information obtained (e.g., phone, e-mail, in-person meeting)?
2. Who provided the information (e.g., student, parent, advocate)?
3. When was this follow-up information collected? mm/yyyy
4. Where does the former student currently live? Please select
5. a. Which of the following best describes the former student's **current employment status**?
Please select
 - b. Number of hours per week the former student currently works:
 - c. Former student's pay schedule: Please select
 - d. Former student's current salary/ wage rate (i.e., hourly wage or annual salary): \$
 - e. Field of former student's current employment: Please select

***If you have answered 5 b.-e. skip to Question 9.**

6. a. Was the former student **competitively employed** (at or above minimum wage) **in the past year**? Please select

If yes:

- b. For many hours per week was the former student **competitively employed** in the past year?
- c. What category most accurately describes the **field** of competitive work in which the former student was engaged for the majority of his or her time in the past year?
Please select

7. a. Was the former student engaged in **supported employment** (in the community) **in the past year**? Please select

If yes:

- b. For how many hours per week was the former student engaged in **supported employment** in the past year?
- c. What category most accurately describes the **field** of supported employment in which the former student was engaged for the majority of his or her time in the past year?
Please select

8. a. Was the former student engaged in **sheltered employment in the past year**?
Please select

If yes:

- b. For how many hours per week was the former student engaged in **sheltered employment** in the past year?
- c. What category most accurately describes the **field** of sheltered employment in which the former student was engaged for the majority of his or her time in the past year?
Please select

9. a. Was the former student **volunteering** or engaged in **unpaid work or internship in the past year**? Please select

If yes:

- b. How many hours per week did the former student **volunteer or work unpaid** in the past year?
- c. What category most accurately describes the **field** of volunteer or unpaid work in which the former student was engaged for the majority of his or her time in the past year?
Please select

10. Former student's estimated annual salary: \$
11. a. Is the former student currently enrolled in any postsecondary education or training classes? Please select
- b. *If yes:* Which of the following best describes the nature of postsecondary education enrollment? Please select
12. a. Has the former student earned any additional degrees, credentials, or certifications **since exiting the FPCTP** (this does not include credentials and certifications earned in the program)? Please select
- b. *If yes:* Name of degree, credential, or certification:
13. Does the former student currently have health insurance provided by an employer?
Please select
14. Does the former student currently receive any of the following benefits? Please select
If yes: Check all that apply:
- SSI-supplemental security income
 - SSDI-social security disability insurance
 - Medicaid
 - Unemployment
 - Other

Appendix H

Table 1: Summary of FCSUA Presentations at Conferences and Displays

Table 2: List of Workshops and Webinars

Sample Workshop Agenda

Workshop Evaluation Report

Table 1

Summary of FCSUA Staff Presentations at Conferences, Institutes, and Meetings

Date	Event	Type	Location	Audience
09/29/2016	Hartwick Symposium	Presentation	Miami, FL	Students with ID, parents, K-12 and postsecondary educators, agency personnel
02/06/2017	Project 10 Winter Institute, Region 1	Presentation	Chipley, FL	K-12 transition staff, other educators, agency personnel
02/07/2017	Project 10 Winter Institute, Region 2	Presentation	Starke, FL	K-12 transition staff, other educators, agency personnel
02/08/2017	Project 10 Winter Institute, Region 3	Presentation	Auburndale, FL	K-12 transition staff, other educators, agency personnel
02/10/ 2017	Project 10 Winter Institute, Regions 4 & 5	Presentation	Sunrise, FL	K-12 transition staff, other educators, agency personnel
02/17/2017	Florida Developmental Disabilities Council, Transition Subcommittee meeting	Presentation	Tampa, FL	Educators and service providers
05/04/2017	Florida VISIONS Conference	Presentation	St. Petersburg Beach, FL	K-12 transition and postsecondary educators, agency personnel,
05/11/2017	Florida College Access and Success Summit	Presentation	Lake Buena Vista, FL	Postsecondary educators and service providers, vendors
06/12/2017	Second Gardiner Networking Conference (Step Up For Students)	Presentation	Orlando, FL	Educators and others accessing Gardiner scholarships

06/15/2017	Council of Administrators of Special Education Summer Institute	Presentation	Bonita Springs, FL	K-12 special education administrators
06/16-17/2017	Family CAFE	Information table	Orlando, FL	Families
06/23/2017	Florida Consortium on Inclusive Higher Education Summer Institute	Presentation	Orlando, FL	K-12 transition, state college
07/28/2017	State University System of Florida Assessment and Accreditation Liaison Network Meeting	Presentation	Gainesville, FL	SUS institutional assessment and accreditation staff
08/12/2017	Florida Youth Council Summit	Information table	Orlando, FL	Young adults with disabilities
9/13/2017	FLDOE Administrators Management Meeting	Presentation (accepted meeting postponed)	St. Petersburg, FL	Florida K-12 special education administrators
10/12/2017	International Division on Career Development and Transition Conference	Presentation (accepted)	Milwaukee, WI	International transition professionals (IHE and K-12 education and agency)
10/16/2017	Florida Council for Exceptional Children Conference	Presentation (accepted, conference cancelled)	Ponte Vedre, FL	Florida special education professionals
10/26/2017	Florida State Colleges Conference	Keynote Presentation (invited/accepted)	Gainesville, FL	Florida state college professionals
1/13-14/2018	Florida Centers for Autism and Related Disabilities Conference	Information table (reserved)	St. Petersburg Beach, FL	Florida K-12 ASD staff, other educators, agency personnel
1/21/2018	International Conference on Autism, Intellectual Disability & Developmental Disabilities	Presentation (accepted)	Clearwater Beach, FL	International Autism, ID, and DD professionals

Table 2
Summary of FCSUA Workshops and Webinars

Date	Event	Type	Location/ Presenter	Audience
09/22/2016	An Overview of the Florida Center for Students with Unique Abilities	Webinar	UCF/FCSUA staff	Postsecondary and K-12 educators, and agency personnel
12/06/2016	An Overview of the Florida Postsecondary Comprehensive Transition Program Grants	Webinar	UCF/FCSUA staff	Postsecondary and K-12 educators, and agency personnel
02/06/2017	FPCTP Technical Assistance and Professional Development Workshop: Region 1	Workshop	Chipley, FL/ FCSUA staff	Postsecondary and K-12 educators, and agency personnel
02/07/2017	FPCTP Technical Assistance and Professional Development Workshop: Region 2	Workshop	Starke, FL/ FCSUA staff	Postsecondary and K-12 educators, and agency personnel
02/08/2017	FPCTP Technical Assistance and Professional Development Workshop: Region 3	Workshop	Auburndale, FL/ FCSUA staff	Postsecondary and K-12 educators, and agency personnel
02/10/ 2017	FPCTP Technical Assistance and Professional Development Workshop: Regions 4 & 5	Workshop	Sunrise, FL/ FCSUA staff	Postsecondary and K-12 educators, agency personnel
02/23/2017	Designing a Florida Postsecondary Comprehensive Transition Program: University Perspective	Webinar	UCF/Florida Atlantic University staff	Postsecondary and K-12 educators, agency personnel
02/27/2017	Designing a Florida Postsecondary Comprehensive Transition Program: State College Perspective	Webinar	UCF/Florida Keys Community College staff	Postsecondary and K-12 educators, agency personnel

03/03/2017	Designing a Florida Postsecondary Comprehensive Transition Program: State College Perspective	Webinar	UCF/Santa Fe College – Project SAINT staff	Postsecondary and K-12 educators, agency personnel
03/07/2017	Designing a Florida Postsecondary Comprehensive Transition Program: CTE Perspective	Webinar	UCF/Miami-Dade County Public Schools – Robert Morgan Technical College staff	Postsecondary and K-12 educators, agency personnel
06/14/2017	FPCTP Scholarship Requests, Distribution, and Reporting: 2017 - 18	Webinar	UCF/FCSUA staff	FPCTP project personnel
10/25/2017	FPCTP Regional Professional Development and Technical Assistance Workshop	Workshop (scheduled)	Gainesville, FL/ FCSUA staff	Postsecondary and K-12 educators, agency personnel
11/03/2017	FPCTP Regional Professional Development and Technical Assistance Workshop	Workshop (scheduled)	Panama City, FL/ FCSUA staff	Postsecondary and K-12 educators, agency personnel
11/30/2017	FPCTP Regional Professional Development and Technical Assistance Workshop	Workshop (scheduled)	Fort Myers, FL/ FCSUA staff	Postsecondary and K-12 educators, agency personnel

**Florida Postsecondary Comprehensive Transition Programs (FPCTP):
Professional Development and Technical Assistance Workshops**

Region 1: Northwest Florida

Monday February 6, 2017, 9:00 a.m. – 3:00 p.m.

Panhandle Area Educational Consortium, 753 West Boulevard, Chipley, FL 32428

A G E N D A

- 8:30 - 9:00 a.m. Registration/check in
- 9:00 - 9:15 a.m. Welcome and introductions
- 9:15 - 9:30 a.m. Overview of the Florida Center for Students with Unique Abilities at UCF
- 9:30 - 10:30 a.m. FPCTP application process, scholarships, and grants
- 10:30 - 11:00 a.m. What's a FPCTP look like?
Overview of approved FPCTPs in the region, presented by program staff
- 11:00 - 11:45 a.m. Designing and implementing student internships in your program
Joseph D'Souza, Director, Workforce Programs, The Able Trust
- 11:45 - 12:45 p.m. Networking lunch with Project 10 workshop participants (provided by UCF)
Bringing secondary transition teams together with higher ed staff in their area
- 12:45 - 1:00 p.m. Designing and implementing student internships, Q &A
Joseph D'Souza, Director, Workforce Programs, The Able Trust
- 1:00 - 1:45 p.m. Florida vocational rehabilitation services supports for FPCTP students
Jan Pearce, VR Administrator
- 1:45 - 2:45 p.m. Idea generation: Brainstorming new FPCTP ideas, Q&A, barriers, and problem solving
- 2:45 - 3:00 p.m. Wrap up and evaluation

***Note.** These workshops are being held concurrently with the Project 10 winter institute meetings for secondary transition teams at the same or near site. Workshop participants from the two groups will come together for a networking lunch. Exact agenda times may vary slightly by site.*

EVALUATION REPORT

Number of Evaluations Returned

Region 1: Northwest Florida - Chipley	Region 2: Northeast Florida - Starke	Regions 3 & 4: West and Central Florida - Auburndale	Region 5: South Florida - Sunrise	Total
7	8	11	10	36

I. Participant Information

1. Choose the description that best describes your role as an attendee of this event:

- | | |
|--|--------------------|
| 3 – State agency representative | 0 – Parent |
| 0 – Local or regional agency representative | 0 – Student |
| 28 – Postsecondary education faculty or staff | 1 – Other |
| 4 – Other organization representative | |

II. Achievement of Intended Outcomes - Please indicate your level of *agreement* with the following outcome statement:

- | | | | | |
|--------------|--------------------------|-----------------------|-----------|-----------------------|
| 1 – Disagree | 2 – Somewhat
Disagree | 3 – Somewhat
Agree | 4 – Agree | 5 – Strongly
Agree |
|--------------|--------------------------|-----------------------|-----------|-----------------------|

Outcome Statement	Mean Value				
	Region 1	Region 2	Regions 3 & 4	Region 5	Overall
2. My knowledge of the FCSUA and its role increased	4.57	4.75	4.45	4.50	4.56
3. My knowledge of resources available to establish and support FPCTPs increased	4.71	4.63	4.45	4.60	4.58
4. My knowledge of VR services for students attending postsecondary education programs increased	4.14	4.38	4.18	4.38	4.26
5. My knowledge of strategies to establish internships increased	3.71	3.88	4.18	4.00	3.97
6. My knowledge of approved FPCTP programs increased	4.00	4.75	4.27	4.60	4.42

III. Usefulness of Content - Please indicate the *usefulness* of the content provided:

1 – Not at all Useful 2 – Not Very Useful 3 – Somewhat Useful 4 – Useful 5 – Extremely Useful

Content	Mean Value				
	Region 1	Region 2	Regions 3 & 4	Region 5	Overall
7. Process to apply for FPCTP approval	4.71	4.75	4.60	4.80	4.71
8. Process to apply for a FPCTP start-up or enhancement grant	4.71	4.75	4.60	4.70	4.69
9. Strategies to establish youth internships	4.33	4.25	4.00	4.25	4.19
10. Information regarding VR services for students with ID participating in a FPCTP	4.50	4.38	4.40	4.25	4.38
11. What approved FPCTPs “look like”	4.57	4.50	4.40	4.40	4.46

IV. Relevance of Materials - Please indicate the *relevancy* of the materials provided:

1 – Not at all Relevant 2 – Not Very Relevant 3 – Somewhat Relevant 4 – Relevant 5 – Extremely Relevant

Materials	Mean Value				
	Region 1	Region 2	Regions 3 & 4	Region 5	Overall
12. FPCTP application packet	4.86	4.75	4.64	4.70	4.72
13. FPCTP grant proposal packet	4.86	4.75	4.64	4.70	4.72
14. FPCTP scholarship request packet	4.86	4.75	4.64	4.80	4.75
15. Internship materials	4.57	4.50	4.27	4.38	4.41

V. Facilities and Registration - Please rate the *quality* of the event logistics:

1 – Poor 2 – Below Average 3 – Average 4 – Good 5 – Excellent

Logistics	Mean Value				Overall
	Region 1	Region 2	Regions 3 & 4	Region 5	
16. Registration process	4.71	4.63	4.09	3.90	4.28
17. Meeting facilities	4.71	4.00	3.82	3.60	3.97
18. Location (place, city)	4.29	4.13	4.09	4.40	4.22
19. Time allocated for content	4.14	4.25	4.18	4.40	4.25
20. Networking lunch	3.86	4.75	3.54	4.50	4.12
21. Overall event structure	4.57	4.63	4.09	4.33	4.37

VI. Strengths, Challenges, and Recommendations

22. In your opinion, what was most useful in this event?

Region 1:

- › VR presentation; FPCTP process outline; explaining FPCTP structures
- › Workshop on FPCTP application; process and grants, Able Trust handbook
- › Collaborating with other postsecondary colleagues
- › Insight into how to apply, goals of program
- › Cross sector involvement

Region 2:

- › Discussion around FCSUA
- › Information and point of contact given
- › Project SAINT
- › FPCTP
- › Networking
- › Opportunity to share and learn about other programs and resources

Regions 3 & 4:

- › Learning what is required for the postsecondary program
- › I really enjoyed the samples of different program that have been approved
- › Very useful. I appreciate this workshop
- › The brainstorm Q & A
- › Learning practical strategies to start a program

Region 5:

- › Conversations with other programs
- › Open discussion, learning, and exchanging ideas
- › Scholarship application
- › Materials, thumb drive, knowledgeable presenter
- › Information and material to apply for program, grant, and scholarships
- › Center's charge, grant and scholarship application
- › The opportunity to speak with Dr. Kohler and hear what other schools are doing

23. In your opinion, what was least useful in this event?

Region 1:

- › Able Trust presentation
- › VR presentation; lunch had limited vegan options
- › Internships-would be better to brainstorm and also hear what others are doing- how to start, etc. so we don't have to reinvent the wheel

Region 2:

- › VR discussion
- › The meeting room
- › Internships
- › Other resources to support programs

Regions 3 & 4:

- › Internship presentation
- › Internship presentation. I think those present were very aware already
- › Internships

Region 5:

- › Application process for approved programs
- › Sharing proposals that were approved
- › Scheduling without conflict to Project 10 or do it in collaboration with them

24. Please suggest any *additional ways* you would like to see the FCSUA provide professional development or technical assistance regarding Florida Postsecondary Comprehensive Transition Programs.

Region 1:

- › Workshops on building in employment support while remaining inclusive.
- › Sample FPCTP application, sample data collection tools/ SAP tools utilized by other FPCTP
- › Bring career source in (WIOA)
- › Big need for parents and teachers to understand reality of programs- parents thinking their children can earn degrees
- › Continued update in progress, include hints for working with administration

Region 2:

(no responses)

Regions 3 & 4:

- › More/additional meetings around the state to see what's out there
- › Visits to the approved program; more information on how a program can have credentials but still be Pell eligible
- › Excellent- thank you
- › Budget sample; application sample
- › Resources accessible by website with examples or programs/contacts/applications
- › More resources from programs
- › Email information more frequently

Region 5:

- › Information for approved programs moving forward, like scholarships and requirements.
- › Gathering all the schools who applied and are receiving grants in order to communicate and collaborate

25. Please list any additional *topics* on which the FCSUA should provide information.

Region 1:

- › Building alternative pathways to meaningful credentials

Region 2:

- › More information on how FCSUA, state and national programs interact
- › Provide signs to conference
- › Development of Medicaid \$\$ and how to match/bring them into PSE realm- not just CDC

Regions 3 & 4:

- › Open access institutions and performance measures
- › Conference with all approved programs represented on a Q & A panel
- › Other resources available

Region 5:

- › More information on what FPCTP looks like
- › Assistance with navigating the VR rules (additional personnel, security screening) needed to become VR vendors for the specific IND program
- › Legal rights of students with disabilities; process to guardianship

Appendix I

FCSUA Print Materials (brochure, postcards)



The Purpose of the legislation

"It is the intent of the Legislature that ...Students with Disabilities have access to meaningful postsecondary education credentials and be afforded the opportunity to have a meaningful campus experience."

Florida Statute 1004.6495

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fcsua.org



UNIVERSITY OF CENTRAL FLORIDA

**Florida Center for Students
With Unique Abilities**

www.fcsua.org

Florida Postsecondary Comprehensive Transition Programs

- Serve eligible students with intellectual disabilities in inclusive postsecondary education programs
- Focus on preparing students for employment through degree, certificate, or nondegree programs
- Provide eligible students who successfully complete the program with a meaningful credential
- Are provided by universities, state colleges, and career technical schools across Florida
 - Have access to FPCTP scholarships for students enrolled in the approved program and who continue to meet satisfactory academic progress



The FCSUA

- Supports the development and approval of Florida Postsecondary Comprehensive Transition Programs
- Disseminates information to students with disabilities and their families on programs, services, and supports across the state
- Administers student scholarships to attend Florida Postsecondary Comprehensive Transition Programs
- Provides Florida Postsecondary Comprehensive Transition Program enhancement or start-up grants to universities, state colleges, and technical centers

Florida Center for Students with
UNIQUE ABILITIES

	 Explore Colleges	
 Information for Colleges		 Plan for College

Florida Center for Students with
UNIQUE ABILITIES

	 Explore Colleges	
 Information for Colleges		 Plan for College

Florida Center for Students with
UNIQUE ABILITIES

The Florida Center for Students with Unique Abilities (FCSUA) provides support to students, families, institutions of higher education, and school districts so that students with intellectual disabilities have opportunities for on-campus college experiences that lead to employment.

The FCSUA can assist you to prepare and submit your postsecondary institution's application for approval as a Florida Postsecondary Comprehensive Transition Program, apply for grant funds, and request student scholarships.

Call or email us at: **fcsua@ucf.edu**
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Appendix J

Florida Postsecondary Education Program Planning Institute Save the Date (original)

Sample Institute Agenda

Join us for the first annual
FLORIDA POSTSECONDARY EDUCATION PROGRAM PLANNING INSTITUTE
September 27 – 29, 2017
Hilton Orlando/Altamonte Springs

- Why** The purpose of this Institute is to increase understanding of resources available for and facilitate planning and implementation of Florida Postsecondary Comprehensive Transition Programs (FPCTP) for students with intellectual disabilities in all types of postsecondary education institutions: **universities, state and community colleges, and career tech centers.**
- Who** **This is a team-focused event** for postsecondary education program planning **teams** representing a higher education institution or career tech district consisting of higher education faculty and staff, disability service providers, special populations coordinators, K-12 transition staff, parents, students, and other relevant stakeholders.
- What** The institute format includes keynote sessions with postsecondary education leaders, breakout content sessions, **facilitated team planning meetings**, opportunities for your **team** to meet one-on-one with national and state content experts, and networking with colleagues from across the state whose innovative postsecondary education programs are serving students with intellectual disabilities and preparing them for employment. **See our draft agenda for details.**
- Cost** There is **no registration fee** for this event. Participants are responsible for their travel expenses, with this **exception**: the Florida Center for Students with Unique Abilities at UCF (FCSUA) will reimburse eligible institutions for the travel expenses of **50% of the institution's team members**. If your institution's team includes 4 participants, the FCSUA will reimburse the travel expenses for 2 of those members; for 8 participants, reimbursement for 4 members; up to a total of 5 members whose travel the Center will cover. The institution is responsible for the other 50% of team members. Teams from institutions with FPCTP grants are required to attend and may use grant funds to cover their 50% of participant travel costs, in line with their approved grant budget. Room rates at the Hilton Orlando/Altamonte Springs are \$99.00/night plus tax.
- Content** Breakout sessions will feature information regarding:
- FPCTP application, grants, and resources
 - Program design and curricula
 - Employment-focused credentials
 - Federal CTP process and resources
 - Work-based learning strategies
 - Working with vocational rehabilitation
 - Building a sustainable program
 - Financial aid
 - Residential options for students
 - Student mentoring strategies
- Registration** Institute registration will open **August 1**. Go to www.fcsua.org to register your team members and for the link to the Hilton room block. You must make your room reservation no later than 09/06/2017 to receive the Institute rate. The event name is *Florida Postsecondary Education Program Planning Institute (FCSUA/UCF)*.

Please call 407-823-5225 or email fcsua@ucf.edu for more information!

Florida Postsecondary Education Program Planning Institute

September 27 – 29, 2017

Hilton Orlando/Altamonte Springs

DRAFT AGENDA

Wednesday, September 27, 2017

- 8:30 a.m. - 6:00 p.m. Registration/check in
- 8:30 a.m. - 2:30 p.m. Facilitator preparation (lunch provided)
- 3:30 p.m. - 5:30 p.m. Welcome
Institute overview
Keynote presentation (Robert Morgan students and Dr. Vivian Vieta)
- 5:45 p.m. - 7:00 p.m. Welcome reception and FPCTP and agency poster displays

Thursday, September 28, 2017

- 7:30 a.m. - 8:30 a.m. Breakfast on your own
- 8:30 a.m. - 9:45 a.m. Breakout session 1
- 10:00 a.m. - 11:45 a.m. Facilitated team meeting 1
- 11:45 a.m. - 12:45 p.m. Lunch on your own (available on site)
- 1:00 p.m. - 2:15 p.m. Breakout session 2
- 2:30 p.m. - 4:30 p.m. Facilitated team meeting 2
- 4:30 p.m. - 5:15 p.m. Facilitator de-brief

Friday, September 29, 2017

- 7:30 a.m. - 8:00 a.m. Breakfast on your own
- 8:00 a.m. - 9:15 a.m. Breakout session 3
- 9:30 a.m. - 12:00 p.m. Facilitated team meeting 3
- 12:00 p.m. - 1:00 p.m. Lunch (provided) and closing keynote presentation: Higher education leadership – SUS, State College, District Career Tech
- 1:15 p.m. - 2:30 p.m. Team report out program development resources for FPCTPs

Appendix K

Table 3: Student Demographic Information

Table 3
Student Demographic Information

Variable	Students (n = 48)	
	<i>n</i>	%
Personal Characteristics		
Gender		
Male	24	50%
Female	24	50%
Race		
Asian	0	0%
American Indian or Alaskan Native	1	2%
Black or African American	5	10%
Native Hawaiian or Other Pacific Islander	0	0%
White or Caucasian	41	85%
Other or Unknown	1	2%
Hispanic or Latino		
Yes	7	15%
No	41	85%
Living arrangements (prior to enrollment)		
With family	47	98%
On own or with roommates	0	0%
In a group home	0	0%
In supported housing	1	2%
Educational Characteristics		
Most recent type of K-12 enrollment		
Public school	37	77%
Self-contained center school	1	2%
Private school	9	19%
Virtual school	0	0%
Home school	0	0%
No response	1	2%
Type of K-12 diploma		
Regular high school diploma	6	13%
Special diploma	32	67%
Certificate of attendance of completion	4	8%
Other	2	4%
Unknown	4	8%

Employment Experience		
Prior competitive employment		
Yes	15	31%
No	32	67%
Unknown	1	2%
Prior supported employment		
Yes	4	8%
No	42	88%
Unknown	1	2%
Prior sheltered employment		
Yes	6	13%
No	40	83%
Unknown	1	2%
No response	1	2%
Prior volunteer work or unpaid internship		
Yes	16	33%
No	29	60%
Unknown	2	4%
No response	1	2%

Note. Students may have had more than one employment experiences during the year prior to program entry.