

Annual Report 2017 - 2018



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

October 1, 2018

Table of Contents

Executive Summary..... 1

 FCSUA Infrastructure and Workflow 1

 Annual Report Elements Specified in the FPCTP Act: Data from FPCTP Annual Reports 3

Introduction 8

FCSUA Infrastructure and Workflow..... 8

 Business Functions 8

 FPCTP Application and Approval Process 9

 FPCTP Scholarship Request and Distribution..... 9

 FPCTP Grant Proposals and Awards..... 9

 Accountability and Reporting Procedures 10

 FCSUA Website and Social Media..... 11

 Capacity Building and Outreach..... 13

 Team Planning Tool for FPCTPs 14

 Florida Postsecondary Education Program Planning Institute and Mid-Year Check-and-Connect Institute 16

 College and Career Transition Clubs 17

Annual Report Elements Specified in the Act 19

 Indicators of Satisfactory Progress 20

 Implementation of FPCTPs..... 20

 FPCTP Scholarships 22

 FPCTP Indicators and Student Demographics 22

 Projected Number of Students Eligible for FPCTPs 26

 Education Programs and Services for Students with Disabilities 27

Summary 28

References..... 30

Appendices

Appendix A	FPCTP Application Packet for Eligible Institutions
Appendix B	FPCTP Scholarships Request Instructions
Appendix C	FPCTP Timeline for Reports and Distributions
Appendix D	1 - Request for Proposals for FPCTP Start-up and Enhancement Grants 2 - FPCTP Grant Funding Cycle
Appendix E	1 - FPCTP Annual Report Template – Program Information 2 - FPCTP Annual Report Template – Student Information
Appendix F	FCSUA Evaluation Summaries
Appendix G	1 - Table of FCSUA Presentations 2 - Fall 2017 Workshops Agenda
Appendix H	FCSUA Print Materials
Appendix I	1 - Team Planning Tool for FPCTPs: Introduction and Resources 2 - Team Planning Tool for FPCTPs: Examples for Steps 1 – 3
Appendix J	1 - Florida Postsecondary Education Program Planning Institute Program 2 - FPCTP Mid-Year Check-and-Connect Institute Agenda
Appendix K	IHE Team Participation at FCSUA Planning Institutes
Appendix L	1 - IHE Team Self-Assessments from the Team Planning Tool for FPCTPs 2 - Goals Identified by IHE Teams from the Team Planning Tool
Appendix M	1 - List of College and Career Transition Clubs 2 - Application for Program Resources: College and Career Transition Clubs
Appendix N	Credentials Offered by FPCTPs
Appendix O	Services and Programs for Students with Disabilities at FPCTP-Eligible Postsecondary Education Institutions

ANNUAL REPORT: OCTOBER 1, 2018

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 FCSUA's work during the period **October 1, 2017 through September 30, 2018**, which generally represents the Center's second year of operation. The Florida Postsecondary Comprehensive Transition Program (FPCTP) data we report regarding student and program characteristics derive from the approved programs' annual reports, submitted to the Center in August 2018 regarding the 2017 - 18 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 revised the *FPCTP Application Packet for Eligible Institutions* to facilitate FPCTP application submission, review, and approval. Two additional institutions submitted a FPCTP application and were approved (Southeastern University and St. Petersburg College), bringing the total approved FPCTPs to 10 (3 at universities, 4 at state colleges, and 3 at career tech colleges). SEU began student admission with the fall 2018 semester; St. Petersburg College will begin admission in fall 2019.
- ▶ We revised and disseminated the *FPCTP Scholarship Request Packet* to all approved FPCTPs which includes an estimate of the cost of attendance, list of eligible students, and anticipated attendance by academic term. Seven of the eight FPCTPs that enrolled students during 2017-18 requested FPCTP Scholarships for their eligible students; 82 scholarships were awarded (almost double from the previous year).
- ▶ We revised and disseminated the *Request for Proposals for FPCTP Start-up and Enhancement Grants* and established an ongoing, continuous grant proposal submission schedule. Both SEU and St. Petersburg College submitted grant proposals and were recently awarded \$300,000 each; seven of the previously approved institutions continued with implementation of their grants awarded July 1, 2017. These seven institutions submitted their Annual Grant Performance Reports as required and reported varying levels of implementation. Few required any modification to their scope of work, other than an adjustment to their proposed timelines. For example, FKCC was closed for an extended period due to Hurricane Irma, thus we worked with them to modify their scope of work and implementation schedule.

- ▶ We further refined our *FPCTP Timeline for Reports and Distributions* to facilitate data collection, disbursements, and report submission. Based on review of last year’s submissions, we also revised and disseminated the *Annual Report Templates* to approved FPCTPs to facilitate submission of their required annual reports due August 1 each year. Seven of the eight institutions with FPCTP students enrolled during 2017 - 18 submitted an annual report. We did not receive an annual report from Florida Panhandle Technical College (FPTC).
- ▶ We continued to expand the FCSUA website at www.fcsua.org, adding 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 educators, and community partners. This past year, over 4,500 unique users viewed our website, of which over 4,000 were new users. They made over 6,100 visits to the site, with over 22,300 pageviews.
- ▶ We actively used our social media accounts with Twitter, Facebook, YouTube, and Instagram to assure FPCTP information is widely disseminated. We issued over 330 tweets, 450 Facebook posts, and 170 Instagram posts to disseminate information about FCSUA webinars, presentations, and events. Our YouTube channel features seven webinar presentations and was visited 165 times.
- ▶ To inform stakeholders of the Center’s services and promote the supply and demand for new and expanded FPCTPs, we conducted 27 conference and meeting presentations, 6 webinars, and 3 regional workshops. Conference presentations included those for Florida State College System events, disability organizations, parents and families, career and technical education (CTE), K-12 education, and higher education (such as the Florida Association of Student Financial Aid Administrators). We also conducted site visits with IHE teams to support FPCTP development at their institutions: St. Petersburg College, University of Florida, College of Central Florida, Tallahassee Community College, and Lorenzo Walker Technical College.
- ▶ To further advance the development of FPCTPs across Florida, FCSUA sponsored our first annual Florida Postsecondary Education Program Planning Institute for IHE teams, January 24 – 26, 2018; 135 participants attended. Currently approved FPCTPs were required to attend the Institute and budget funds in their grant proposals for travel. Twenty-four IHEs were represented, with teams ranging in size from 1 to 9 members, including IHE faculty and staff, service agency staff, and K-12 educators. A total of 17 Florida vocational rehabilitation services staff participated and served on various IHE teams. Institute content included keynote presentations by FPCTP students and Florida education leaders, 18 breakout sessions, and 5 hours of facilitated team planning time. Of the 24 IHE teams, 15 left 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 developed a 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 that synthesize and represent the constructs from the research regarding postsecondary education programs for students with disabilities. Institute teams used this tool during their facilitated planning sessions and subsequently to implement a continuous development and improvement process that applies data-driven decision making to FPCTP development. Development of the on-line system that integrates the content of the “paper tool”

is underway and will be completed this year.

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

Of the eight FPCTPs serving students in 2017-2018, seven submitted program- and student-level reports, accounting for 84 students enrolled in FPCTPs in 2017-18. Student demographic information is highlighted in Table 1 and described more fully here and in later sections of this report.

- ▶ 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 84 students for whom data were reported, 82 made SAP in 2017 – 18.
- ▶ In collaboration with the Florida Department of Education, we approved an additional 2 programs for a total of 10 FPCTPs:
 - Academy for Community Inclusion, Florida Atlantic University, Jupiter, FL (27 students)
 - Inclusive Education Services, University of Central Florida, Orlando, FL (20 students)
 - Project ACCESS (Accessing Community College Educational experiences, Social experiences, and Skills for careers), Florida Keys Community College, Key West, FL (5 students)
 - Project SAINT (Student Access and INclusion Together), Santa Fe College, Gainesville, FL (10 students)
 - Project Independence, Washington County Public Schools/Florida Panhandle Technical College, Chipley, FL (no report)
 - STAGE (Students Transitioning to Academics and Gainful Employment) Project, Indian River State College, Ft. Pierce, FL (7 students)
 - Grow Your Future, Broward County Public Schools/McFatter Technical College, Ft. Lauderdale, FL (7 students, 5 awarded scholarships)
 - Project TOPS (Transition to Postsecondary Institutions), Miami-Dade County Public Schools/Robert Morgan Education Center and Technical College, Miami, FL (8 students)
 - The LINK Program, Southeastern University, Lakeland, FL (accepting students fall 2018)
 - Titans UP (Unique Partnership) Program, St. Petersburg College, St. Petersburg, FL (accepting students fall 2019)
- ▶ As required in the Act, seven previously approved FPCTP institutions submitted their Federal comprehensive transition program (CTP) applications to the U. S. Department of Education (Project Independence at FPTC was already an approved CTP). Both FAU's and UCF's applications have been approved; the other applications remain under review.
- ▶ Seven of the eight FPCTPs serving students in 2017-2018 requested and were awarded FPCTP Scholarships for their eligible students. A total of 82 students received a FPCTP Scholarship, for a total value of \$473,664 across the State. The annual scholarship amount was \$7,000, awarded proportionally across terms, based on the program schedule of each FPCTP and student enrollment projections. For 2017-2018, five institutions (BCPS, FAU, IRSC, M-DCPS, and UCF) returned a total of \$39,765 in undisbursed scholarship funds. In such cases, students did

not enroll as projected or failed to make SAP, thus funds originally awarded were not disbursed to students.

- ▶ Demographic data regarding the 84 students for whom information was reported included the following:
 - 57% of the students were male and 43% female.
 - Of the total, 58% were White or Caucasian, 23% Black or African American, 16% Hispanic or Latino, and the remainder other or unknown.
 - Of the total, 97% 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 45 years old, with an average age of 24 years. The most common age at entry was 22 years.
 - Students spent between 0 and 27 years out of K-12 before entering a postsecondary education program, with the average being approximately 4 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 (at age 22).
 - Students' most recent K-12 setting at the time of program enrollment included public school (82%) and private school (17%).
 - Students' type of K-12 exit included special diploma (81%), regular high school diploma (12%), and certificate of attendance or completion (6%).
 - Students entered their postsecondary education program having had a variety of employment experiences in the year prior to program entry including competitive employment (71%), competitive employment with supported employment services (89%), sheltered workshop (88%), and or volunteer work or unpaid internship (68%).
 - Based on 2017-2018 reporting, 6 students left their FPCTP without completing the program: 3 in 2016-2017 (2 were dismissed, 1 left voluntarily), 3 in 2017-2018 (2 were dismissed, 1 left voluntarily).
 - To date, 11 students have completed their FPCTP, 3 at the conclusion of 2016-17 and 8 by the conclusion of 2017-18. As required, follow-up data have been collected for the 3 students completing in 2016-17: 2 of the 3 students were working in competitive, integrated employment at the time they were contacted. The third student had just left her competitive, integrated employment to move out of state with her parents.
- ▶ 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 35 to over 6,000 (one institution included the state of Florida as the catchment area). Estimates were made using FL DOE data and local school district data.
- ▶ 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 specified in the FPCTP Act, we have also added a table of **all** postsecondary education institutions in the State and the services and/or programs they provide for students with disabilities, including those designed specifically to serve students with autism spectrum disorder (ASD).

Table 1
Demographic Information for Students Enrolled in FPCTPs in 2017-2018

Variable	Students (n = 84)	
	<i>n</i>	%
Personal Characteristics		
Gender		
Male	48	57%
Female	36	43%
Ethnicity		
Asian	0	0%
American Indian or Alaskan Native	0	0%
Black or African American	19	23%
Hispanic or Latino	13	16%
Native Hawaiian or Other Pacific Islander	0	0%
White or Caucasian	49	58%
Two or more	2	2%
Other or Unknown	1	1%
FL Resident		
Yes	83	99%
No	1	1%
Living arrangements (prior to enrollment)		
With parents, siblings, or extended family	81	97%
Alone, on his or her own with a spouse, domestic partner, or roommate(s)	1	1%
In military housing, job training program facility, or a college dormitory	0	0%
In a group home, assisted living, or other supervised living arrangement	2	2%
In a health, mental health, or correctional facility	0	0%
Other	0	0%
K-12 Enrollment and Exit Information		
Variable	<i>n</i>	%
Most recent type of K-12 enrollment		
Public school	69	82%
Self-contained center school	1	1%
Private school	14	17%
Virtual school	0	0%
Home school	0	0%

Variable	<i>n</i>	%
Type of K-12 diploma		
Regular high school diploma	10	12%
Special diploma	68	81%
Certificate of attendance of completion	5	6%
Unknown	1	1%
Course Enrollment by Type		
Variable	<i>n</i>	%
Regular enrollment/credit-bearing		
Yes	19	23%
No	65	77%
Audit/no credit		
Yes	34	40%
No	50	60%
Non-credit bearing/non-degree		
Yes	19	23%
No	65	77%
Unknown		0%
Unique FPCTP courses		
Yes	69	82%
No	15	18%
Internship		
Yes	22	26%
No	62	74%
Employment Experiences Within the Year Prior to FPCTP Enrollment¹		
Variable	<i>n</i>	%
Competitive integrated employment		
Yes	24	29%
No	60	71%
Competitive employment w/supported employment services		
Yes	9	11%
No	75	89%
Work in a sheltered workshop		
Yes	9	11%
No	74	88%
Unknown	1	1%
Unpaid work experience		
Yes	21	25%
No	57	68%
Unknown	6	7%

Employment Experiences During FPCTP Enrollment¹		
Variable	<i>n</i>	%
Competitive integrated employment		
Yes	22	26%
No	62	74%
Competitive employment w/supported employment services		
Yes	12	14%
No	72	86%
Work in a sheltered workshop		
Yes	1	1%
No	83	99%
Unpaid work experience		
Yes	12	14%
No	72	86%

¹ Students may have had more than one employment experience prior to and during FPCTP enrollment.

ANNUAL REPORT: OCTOBER 1, 2018

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 October 1, 2017 through September 30, 2018, which generally represents the second year of the Center's operation. The FPCTP data we report regarding student and program characteristics derive from the approved programs' annual reports, submitted to the Center in August 2018 regarding the 2017-18 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 refining our major functions this year, 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.

Business Functions

- ▶ We worked extensively within UCF, and with Salesforce and EMS consulting staff to establish and integrate all out business functions into the Salesforce framework, including the following:
 - FPCTP application, review, and approval processes
 - FPCTP cost estimate and scholarship request, award, and disbursement reporting processes
 - FPCTP grant proposal, review, and approval processes
 - Annual program and student reporting
 - Request for resources to establish College and Career Transition Clubs and approval processes.
- ▶ The FCSUA business function integration into Salesforce will enable us to automate many procedures and functions, efficiently store information in relevant databases (vs flat files), generate reports, and communicate effectively regarding expectations, timelines, and status of

various applications, proposals, and reports. These FCSUA Salesforce framework will be fully operational by December 2018.

FPCTP Application and Approval Process

- ▶ We refined the *FPCTP Application Packet for Eligible Institutions* (see Appendix A).
- ▶ Two institutions submitted applications and were approved during this reporting period. The St. Petersburg College Titans UP program was approved by the FCSUA Director and the Florida Commissioner of Education; the Southeastern University LINK Program was approved by the FCSUA Director and recommended for approval to the Florida Department of Education. The Department did not act on approval within the required 15 days, thus the program was approved by default based on the Director's recommendation.
- ▶ Three of the new programs approved the previous year accepted students during 2017-18 so the number of students served by FPCTPs increased substantially during the year (49 to 84).
- ▶ We worked directly with several institutions via on-site meetings to assist with FPCTP development, including College of Central Florida, St. Petersburg College, University of Florida, Tallahassee Community College, and Lorenzo Walker Technical College. We also conducted workshops in Panama City, Gainesville, and Ft. Myers to reach out in those regions to IHEs and K-12 districts regarding FPCTP development and resources. Central Florida College, University of Florida, Tallahassee Community College, Lorenzo Walker Technical College, Broward College, Pasco-Hernando State College are all working actively to prepare FPCTP applications and grant proposals.

FPCTP Scholarship Request and Distribution

- ▶ We revised and disseminated the *FPCTP Scholarship Request Instructions* (see Appendix B) to all approved FPCTPs. The scholarship request form includes an estimate of the cost of attendance for the FPCTP, list of eligible students, and anticipated attendance by academic term. This same file is used by the FPCTP 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 C).

FPCTP Grant Proposals and Awards

- ▶ We revised the *Request for Proposals for FPCTP Start-up and Enhancement Grants* (see Appendix D) and established a rolling submission process to assure that proposals could be reviewed and awarded at various times during the year (see the *FPCTP Grant Funding Cycle* also included in Appendix D).
- ▶ Florida Atlantic University, University of Central Florida, Miami-Dade County Public Schools (Robert Morgan Educational Center and Technical College), Broward County Public Schools

(William T. McFatter Technical College), Indian River State College, Santa Fe College, and Florida Keys Community College implemented their grant proposals beginning July 1, 2017. Subsequently, SEU and St. Petersburg College submitted grant proposals and were awarded \$300,000 to begin implementation during 2018-19.

- ▶ 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).
- ▶ The grants were awarded on a cost-reimbursement basis, to be invoiced quarterly. The grant agreement template and invoice template have been updated to address minor issues, such as changing the performance report due date (see below). These templates have been generally accepted by most of the recipient institutions, although some agreements required substantive negotiations before final approval.
- ▶ The seven institutions implementing grants in 2017 – 2018 submitted their Annual Grant Performance Reports as required and reported varying levels of implementation. Few required any modification to their scope of work, other than an adjustment to their proposed timelines. For example, FKCC was closed for an extended period due to Hurricane Irma, thus we worked with them to modify their scope of work and implementation schedule.
- ▶ The due date for the annual Grant Performance Report will be moved from August 1 to June 1 beginning in 2019. This date change will allow the Center to review grant performance prior to the start of a new budget cycle on July 1. (Note that the Grant Performance Report is in addition to the FPCTP annual reports required of all approved FPCTPs.)

Accountability and Reporting Procedures

- ▶ As mentioned previously, we developed a *FPCTP Timeline for Reports and Distributions* (see Appendix C) 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 so that existing and prospective FPCTP staff are aware of their reporting requirements and elements.
- ▶ Based on our review and follow-up on last year's FPCTP annual reports, we revised and disseminated new *Annual Report Templates* to approved FPCTPs to facilitate submission of their required annual reports due August 1 each year (see Appendix E). Analysis of this year's reports appeared to indicate that the revisions clarified many of the items for the FPCTP responders and resulted in better data collection.
 - 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 continuing approval after

their three-year initial approval. We detail specific information on these variables later in this report.

- Annual report templates are available at fcsua.org on the FPCTP Evaluation and Reporting page under the Postsecondary Institutions heading.
- ▶ Next year’s data collection will occur through our Salesforce framework. This year’s template revisions were made with this in mind so that the templates would be designed for online data entry through a secure system, while creating as little burden as possible for FPCTP staff.
- ▶ In addition, as standard practice, we evaluate FCSUA media use and capacity building events. We describe some of our social media findings below and include evaluation summaries regarding FCSUA events and webinars in Appendix F. We use our evaluation findings to inform our planning and resource development.

FCSUA Website and Social Media

- ▶ We continued to add content to the FCSUA website at www.fcsua.org and use this medium to provide resources for our primary audiences.
 - Descriptive headers on the website’s homepage direct students and families, postsecondary education institution staff, K-12 educators, and community partners to resources aligned with their specific interests.
- ▶ An interactive map of Florida on the Find a Postsecondary Education Program page, linked from both our home page and under the Students and Families heading, allows users to explore FPCTPs (black points) and other postsecondary education programs for students with intellectual disabilities (gold points) in the state (see Figure 1). We also provide a link to a pdf document listing all the FPCTP eligible institutions in the state. As specified in the FPCTP Act, we have also added a table of **all** FPCTP-eligible postsecondary education institutions in the State and the services and/or programs they provide for students with disabilities, including those designed specifically to serve students with autism spectrum disorder (ASD).

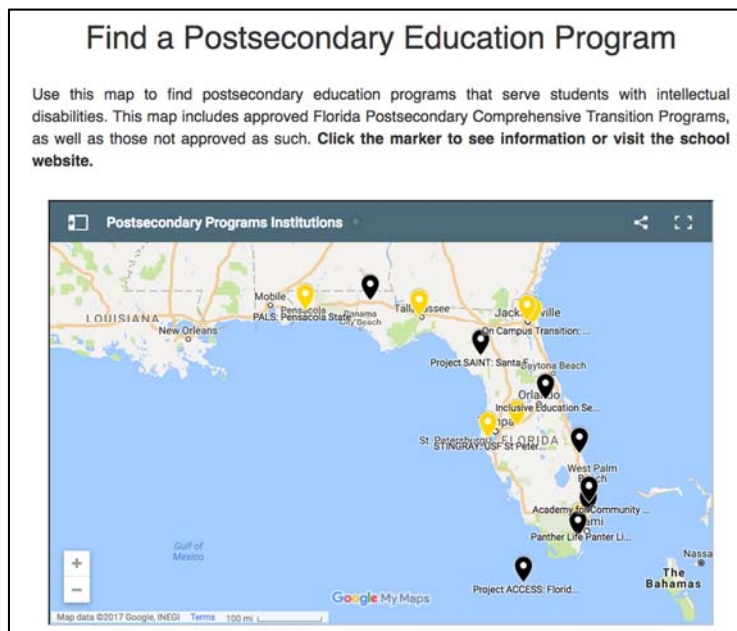


Figure 1. Interactive map on the FCSUA website Find a Postsecondary Program page.

- ▶ To extend the Center’s reach and web presence we also use the following social media accounts, in general and specifically targeted to Center events. These media 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/>
 - Instagram: 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 both accessible and mobile friendly. Internet usage on mobile devices has 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 FPCIP supply and demand.
- ▶ Since February 2018, fcsua.org includes functionality to translate the site to different languages using Google Translate Service (<https://translate.google.com/>). Users have come from 50 countries and translated the site content into 10 different languages including English (United States), French (Standard), Portuguese (Brazil), English (United Kingdom), Italian (Standard), European Portuguese (Portugal), Spanish (Spain), Chinese (Taiwan), and Greek (see Figure 2).

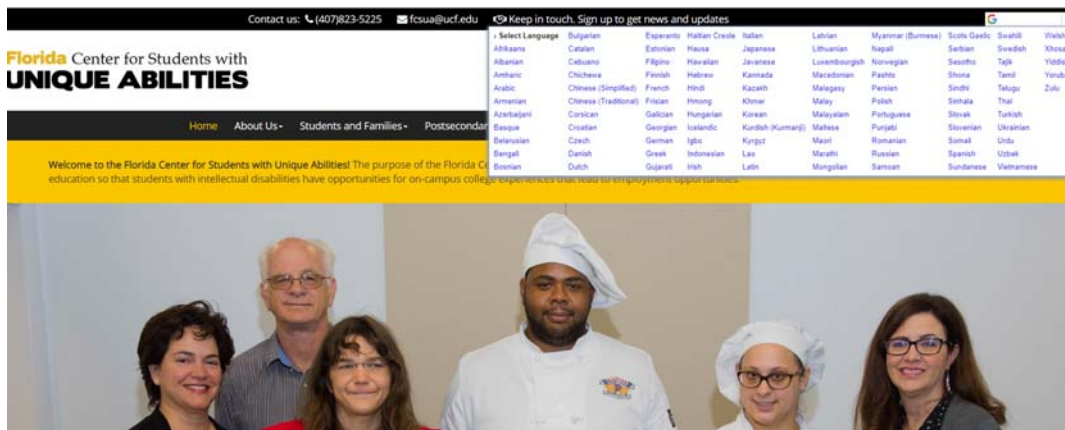


Figure 2. FCSUA website front-page includes translation function

- ▶ In all cases, every website user visited two or more pages during a session, indicating that the website content encourages new and returning users to stay on site and look for information. These data also indicate that returning users are more engaged with the website since the number of pages per session are greater than the number of pages for new users.

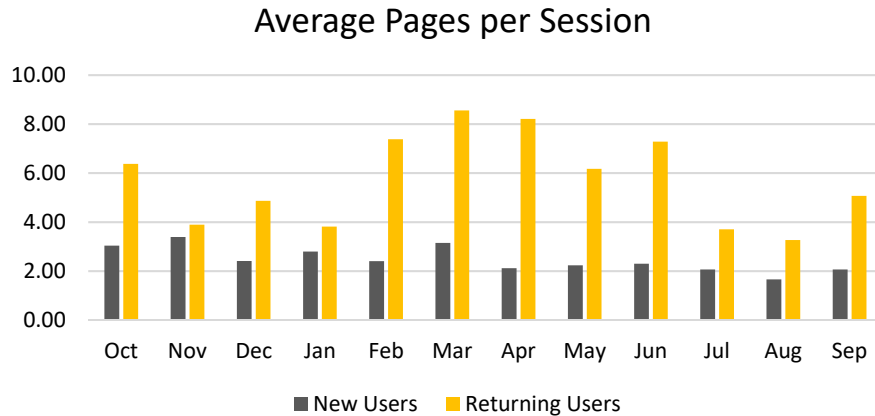


Figure 3. Average number of pages per session for new and returning users on www.fcsua.org, October 2017 – September 2018.

Capacity Building and Outreach

- ▶ We conducted over 30 presentations and 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 other IHE staff, administrators, and faculty; K-12 educators; agency personnel; families; and students. A summary of these is included in Appendix G.
- ▶ We also conducted a number of workshops, through which we provide more detail regarding FPCTP elements and FCSUA services (also in Appendix G). For example, we conducted three full-day workshops across Florida during fall 2017. Held regionally, these workshops provided detailed information regarding the FPCTP application process, scholarships, and grant funding. A workshop agenda is also included in Appendix G. We used our workshop evaluation findings to provide follow up webinars and plan additional professional development and technical assistance events.
- ▶ 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. We also implemented a webinar series, provided on the first Tuesday of each month (except June, July, and August), from 3:00 – 4:00 p.m. to focus on specific topics, such as program sustainability, becoming a VR vendor, the Federal comprehensive transition program (CTP) process, APD services available to postsecondary education students, and state perspectives regarding FPCTP approval.
- ▶ In addition, we continued 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. For example, we conducted numerous web-based meetings with all the previously approved FPCTPs regarding scholarships and data collection, as well as Southeastern University, St. Petersburg College, Broward College, Tallahassee Community College, and others.
- ▶ We also provided print materials 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. Our “follow us” postcards provide information about our social media sites both generally and specifically. For example, our #FloridaPEPPI and #FCSUAMidYear promoted actively sharing information during our Florida Postsecondary Education Program Planning and Mid-Year Check and Connect Institutes.

- ▶ We also support capacity building directly with FPCTP staff. For example, a common characteristic of successful postsecondary education programs for students with intellectual disabilities is the use of peer mentors. Florida Atlantic University was the first FPCTP program to develop a peer mentor program with national certification through the College Reading and Learning Association’s (CRLA) International Mentor Training Program Certification (IMTPC). Subsequently FCSUA provided the opportunity to program staff from four FPCTP sites to attend the CRLA Summer Institute in St. Louis, July 15-18, 2018 to gain knowledge regarding the process of building a mentor program that meets national certification requirements. Program staff from Florida Keys Community College, Indian River State College, Southeastern University and the University of Central Florida, along with the FCSUA Technical Assistance Coordinator, attended the institute. We will use this team to build or enhance peer mentor programs in FPCTPs throughout the state so they meet national certification requirements.

Team Planning Tool for Florida Postsecondary Comprehensive Transition Programs

- ▶ 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.
- ▶ As reported previously, 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.
- ▶ We developed a paper version of the online system representing both the implementation and intervention science (see Appendix I). We piloted this paper version in the January 2018 Institute (see the next section).
- ▶ Our web applications programmer is in the process of re-programming the primary system (transitionprogramtool.org), with support from other UCF divisions, to add a postsecondary education program component to the currently existing components (state-level capacity building and local program improvement) based on the content of the paper version developed and used at the Institute. The online system will allow each team, in subsequent years, to pull in their prior year's infrastructure analysis, unfinished goals, and other relevant information, an important aspect of continuous program improvement.

Florida Postsecondary Education Program Planning Institute and Mid-Year Check-and-Connect

- ▶ To further advance the development of FPCTPs across Florida, FCSUA sponsored our first annual Florida Postsecondary Education Program Planning Institute for IHE teams, January 24 – 26, 2018; 135 participants attended (see the Institute program in Appendix J).
- ▶ The institute was 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 travel funds in their grant proposals.
- ▶ There was no charge for Institute registration. To encourage participation by comprehensive teams, the Center reimbursed 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).
- ▶ In addition to our listserv, website and other social media, and established networks, we reached out directly to the following to establish and/or join a FPCTP planning team at the Institute: (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.
- ▶ Once an IHE stepped up to send a team, we encouraged the IHE leads to identify team members representing postsecondary education staff, K-12 districts, service agencies, parents, students, and business/industry. Twenty-four IHEs were represented, with teams ranging in size from 1 to 9 members, including IHE faculty and staff, service agency staff, and K-12 educators. A total of 17 Florida vocational rehabilitation services staff participated and served on various IHE teams.
- ▶ Institute content included keynote presentations by FPCTP students and Florida education leaders and 17 breakout sessions provided by state agency staff, researchers, FPCTP representatives, and FCSUA staff.



Dr. Vivian Vieta assists Robert Morgan Educational Center and Technical College TOPS students with their keynote presentation for the January 2018 Florida Postsecondary Education Program Planning Institute.

- ▶ Many content presenters were available to meet with individual teams during their team planning time to provide additional information regarding the presentation content. The Institute also included a poster session, featuring approved FPCTPs, service agency, and State agency displays.
- ▶ In addition to Institute content delivered through keynote and breakout sessions, IHE teams engaged in 5 hours of facilitated strategic planning across the three days to develop or enhance their FPCTP. Team facilitators were individuals with relevant content expertise and experience, prepped for this role through a total of 8 hours of PD via a webinar and a face-to-face workshop.

Representatives from Pasco-Hernando State College and Hernando County Schools formed a FPCTP team at the January 2018 Institute and participated in more than 5 hours of facilitated team meetings.



- ▶ During the team planning meetings, facilitators guided their teams through discussion regarding their status in implementing the practices represented in the Team Planning Tool for Florida Postsecondary Comprehensive Transition Programs. They also reviewed their data relevant to implementation effectiveness. From there, team members articulated their strengths and needs, and set priorities for planning. Subsequently, the team meetings focused on planning either development or improvement of their FPCTP, based on their context.
- ▶ We re-convened the IHE teams at our first annual Mid-Year Check-and-Connect Institute in Orlando, June 20 – 21, 2018; 14 IHEs were represented. This event included a 3-hour pre-institute workshop on developing credentials, breakout sessions regarding inclusive model programs, resources, and evaluation strategies (see mid-year agenda also in Appendix J). Teams

also spent time with an institute facilitator to review, update, and or expand their team planning tool.

- ▶ Of the 24 IHE teams participating, 15 left the January Institute with at least a draft plan to either improve, expand, or develop a FPCTP. Many of these teams reviewed, updated, and or expanded their team planning tool at the June mid-year institute (see Appendix K).
- ▶ Data from the team planning tool provided by the IHE teams provides information critical to the Center’s capacity building and outreach efforts.
 - Through analysis of the self-assessments, we identify the implementation and effectiveness status of the various benchmarks at institutions from across the state, as well as their perceived strengths and needs. We use the information from the needs section to develop webinar topics, institute content sessions, and other resources. We use information regarding strengths to identify those IHEs that might help provide technical assistance or professional development regarding their areas of strength (e.g., certified student mentors). Information derived from our analyses of the team planning documents is presented in Appendix L, including a summary of the current status, strengths, needs, and ratings of implementation level, evidence, and priority. We purposefully used the information regarding their needs to plan the June workshop and mid-year institute content, as well as the 2018 and 2019 webinars.
 - We also analyze the team plans developed within the team planning tool. First we look at technical soundness to estimate the quality of the plan, such as whether the goal is outcome focused, implementation tasks and deadlines are articulated and assigned to an individual, and specific outputs, outcomes, indicators, and data sources are identified. In our previous research, we have found a significant relationship between “technically sound” plans and achievement of goals.
 - In addition, we use the plan content as a jumping off place, or starting point, to work with IHE teams to move them forward in their FPCTP development or improvements. Again, since the tool content represents the “state-of-the art” of evidence-based and promising practices in this area, our goal is for IHEs to incorporate this content into their programs and subsequently to evaluate whether their students are achieving employment. Our work with Southeastern University was directly connected to their participation in the January and June institutes and use of the team planning tool.

College and Career Transition Clubs

FCSUA’s mission is to both to expand the supply of FPCTPs and create the demand for these programs. Our work with IHEs focuses on the supply of programs, while our outreach to K-12 educators and parents and students focuses on stimulating knowledge of and demand for such programs. To increase awareness of FPCTP opportunities and help students with intellectual disabilities prepare for and access those opportunities across Florida, the Center is partnering with secondary educators to develop and implement *Florida College and Career Transition Clubs* (CCT Clubs) at local schools serving high school students. Like the FPCTPs we seek to develop, CCT Clubs are inclusive, with membership adequately representing students enrolled in grades 9 – 12 from these three groups: (1) students with intellectual disabilities, (2) students with disabilities other than intellectual disabilities, and (3) students without disabilities.



FCSUA's first CCT Club meeting at Arnold High School brought out 53 students! Students began work on their "My Fact Sheet" as a step in developing their career profile.

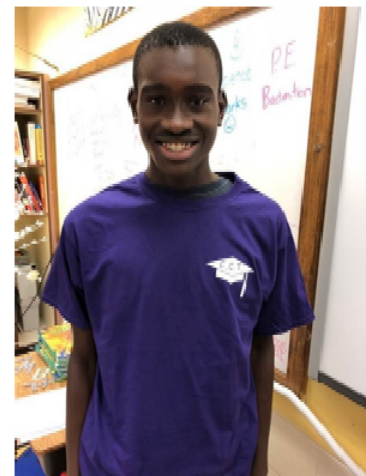
Club advisors support students to learn and explore career pathways and postsecondary education options. Students work together to identify and explore college and career opportunities, engage in mentoring, and participate in events and activities within the school, community, and at local IHEs to build college and career transition plans. These activities are designed to increase awareness of students, parents, and educators of postsecondary education opportunities – particularly those available for students with disabilities – and how to prepare for and access them. Further, we expect this awareness to generate demand for local FPCTP development where none exist, thus increasing postsecondary education opportunities for students with intellectual disabilities.



Wakulla High School CCT Club members recently visited FAMU and met President Robinson. FAMU staff, who have attended FCSUA institutes, workshops, and conference presentations, have been given the go-ahead to plan their FPCTP. They've experienced both the push and the pull from our "supply and demand" strategies.

Local public and private schools (operating pursuant to FS § 1002.42) may apply for program resources to establish and implement a *College and Career Transition Club*. To be eligible, the school must serve students in grades 9 – 12, including students with intellectual disabilities. A designated school administrator must provide oversight to the CCT Club, as with any other club sponsored and/or operated by the school. A club advisor must be assigned to manage club activities and expenditures. The school principal must approve the Application for Program Resources and in so doing assures that the College and Career Transition Club will be implemented and managed per all applicable state and local school board rules and regulations. CCT Clubs in 48 high schools are supported across the State effective August 2018 (see the list of current CCT Clubs and the CCT Club Request for Resources in Appendix M).

- ▶ Student Learning Outcomes – The Center’s expectations for the CCT Clubs include development of (but not limited to) the following student competencies. Club activities are planned with these in mind, and include ways to document whether club participants achieve these student learning outcomes, relevant and appropriate for their grade level.
 - Students will identify **three** careers or career fields in which they are interested and the competencies (i.e., knowledge and skills) needed to pursue those careers.
 - Students will identify a pathway(s) to each career through secondary and postsecondary education, training, and/or other experiences.
 - Students will identify postsecondary education institutions that offer programs aligned with the specified careers and compare the characteristics of each.
 - Students will identify the individual supports, if any, they need to access and succeed in:
 - Each career.
 - Postsecondary education associated with each career.
 - Students will identify the three most important characteristics to them in choosing:
 - A career (such as the work environment, availability of jobs, salary or wages, ability to advance in the field, etc.).
 - A postsecondary education program (such as reputation of the program, supports available, location, class size, costs, etc.).
 - Students will demonstrate the following: (a) accurate completion of a postsecondary education application, (b) preparation of a resume and/or summary of performance relevant to college and career applications, and (c) effective interviewing skills.
 - Development and application of employability and leadership skills, aligned with their academic and other curricula, such as but not limited to the following: teamwork, timeliness, goal-setting, organization, planning, task completion, decision-making, self-advocacy, and communication.
- ▶ FCSUA provides funds (from the Center’s operating budget) to support the approved CCT Club for 2 years, for support with the following expenses: CCT Club advisor stipend (per school board policy), supplies, transportation, speaker fees, education materials.
- ▶ An annual CCT Club report is due to FCSUA June 15 each year.



A proud Putnam County CCT Club member shows off his club t-shirt.

Annual Report Elements Specified in the FPCTP 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, 2018, from seven of the eight FPCTPs serving students in 2017-2018. (Southeastern University and St. Petersburg College will admit students in fall 2018 and 2019, respectively.) This year’s annual reporting was completed using digital versions of the reporting templates (see Appendix E).

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

- ▶ 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 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
- ▶ During 2017-2018, 82 of 84 students made SAP across all programs.

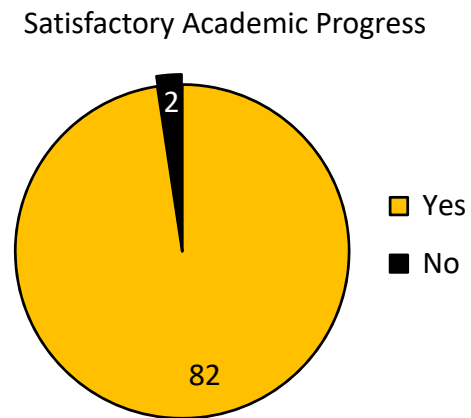


Figure 4. Number of FPCTP students who made satisfactory academic progress.

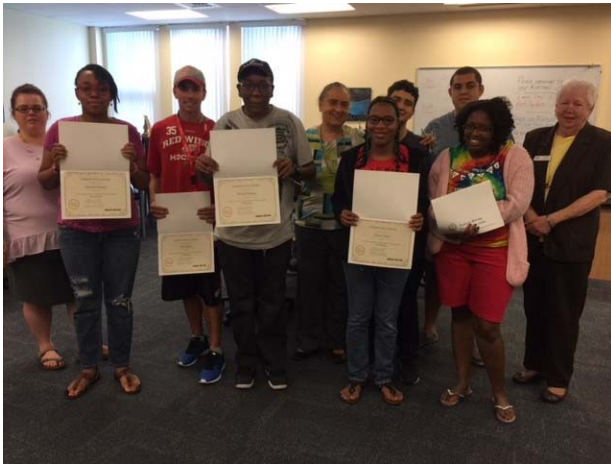
(8)(b) By October 1 of each year, the center shall provide to the Governor, the President of the Senate, the Speaker of the House of Representatives, the Chancellor of the State University System, and the Commissioner of Education a report summarizing information including, but not limited to:

- 1. The status of the statewide coordination of FPCTPs and the implementation of FPCTPs at eligible institutions including, but not limited to:**
 - a. The number of applications approved and disapproved and the reasons for each disapproval and no action taken by the chancellor or the commissioner.**

- ▶ Two institutions submitted applications and were approved during this reporting period. The St. Petersburg College Titans UP program was approved by the FCSUA Director and the Florida Commissioner of Education; the Southeastern University LINK Program was approved by the FCSUA Director and recommended for approval to the Florida Department of Education. The commissioner did not act on approval within the required 15 days, thus the program was approved by default based on the Director’s recommendation. No applications were denied.
- ▶ Three of the new programs approved the previous year accepted students during 2017-18 so the number of students served by FPCTPs increased substantially during the year (49 to 84);
- ▶ Each approved FPCTP is listed below, including their 2017-18 enrollment if available.
 - Academy for Community Inclusion, Florida Atlantic University, Jupiter, FL (27 students)
 - Inclusive Education Services, University of Central Florida, Orlando, FL (20 students)
 - Project ACCESS (Accessing Community College Educational experiences, Social experiences, and Skills for careers), Florida Keys Community College, Key West, FL (5 students)
 - Project SAINT (Student Access and INclusion Together), Santa Fe College, Gainesville, FL (10 students)
 - Project Independence, Washington County Public Schools/Florida Panhandle Technical College, Chipley, FL (no report)
 - STAGE (Students Transitioning to Academics and Gainful Employment) Project, Indian River State College, Ft. Pierce, FL (7 students)
 - Grow Your Future, Broward County Public Schools/McFatter Technical College, Ft. Lauderdale, FL (7 students, 5 awarded scholarships)
 - Project TOPS (Transition to Postsecondary Institutions), Miami-Dade County Public Schools/Robert Morgan Education Center and Technical College, Miami, FL (8 students)
 - The LINK Program, Southeastern University, Lakeland, FL (accepting students fall 2018)
 - Titans UP (Unique Partnership) Program, St. Petersburg College, St. Petersburg, FL (accepting students fall 2019)
- ▶ As required in the Act, seven previously approved FPCTP institutions submitted their Federal comprehensive transition program (CTP) applications to the U. S. Department of Education (Project Independence at FPTC was already an approved CTP). Both FAU’s and UCF’s applications have been approved; the other applications remain under review. SEU’s LINK program is an approved CTP.
- ▶ The eight institutions serving students in 2017 – 2018 offer a range of credentials to their FPCTP students, across a variety of career clusters, such as agriculture, hospitality, technical, health and medical, and entrepreneurial. In some instances, the credential is unique to the institution’s FPCTP, while in other cases, the credential is an industry certification available to any student at the institution. The credential programs also vary in length of time and are generally calculated in either clock or credit hours. Some programs provide a range of exit points, typically represented by Occupational Completion Points (OCPs), where each OCP is aligned with specific occupations. Appendix N provides a complete list of the credentials available to FPCTP students, whether they are an industry certification, and they types of occupations with which they are aligned. As we develop this information further and students begin to complete their programs, we will be able to assess the relationship between a student’s credential and their employment outcomes.

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

- ▶ Seven of the eight FPCTPs serving students in 2017-2018 requested and were awarded FPCTP Scholarships for their eligible students. A total of 82 students received a FPCTP Scholarship, for a total value of \$473,664 across the State.
- ▶ The annual scholarship amount was \$7,000, awarded proportionally across terms, based on the program schedule of each FPCTP and student enrollment projections.
- ▶ For 2017-2018, five institutions (BCPS, FAU, IRSC, M-DCPS, and UCF) returned a total of \$39,765 in undisbursed scholarship funds. In such cases, students did not enroll as projected or failed to make SAP, thus funds originally awarded were not disbursed to students.
- ▶ Each student who received a FPCTP Scholarship was presented a certificate of award sign by the FCSUA executive director and FPCTP director.
- ▶ 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 FCSUA.



Indian River State College STAGE students with their FPCTP Scholarship Awards

(8)(b)2. Indicators identified by the center pursuant to paragraph (a) and the performance of each eligible institution based on the indicators identified in paragraph (6)(c).

- ▶ In 2017-2018, 84 students with intellectual disabilities attended seven FPCTPs (no data are available for FPTC). Using the previously described student information template (see Appendix E), we requested demographic data on each FPCTP student. Seven FPCTPs provided data regarding a total of 84 students. Student demographic information is presented in Table 1 (in Executive Summary).

- ▶ The following figures provide visual representation of various student personal characteristics, K-12 education placement and exit information, and other data regarding students' FPCTP enrollment and career interests.

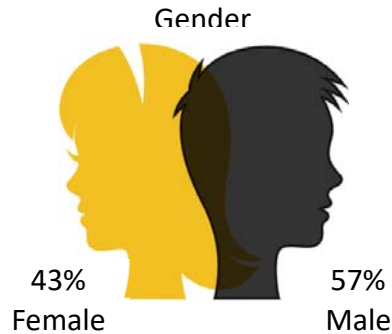


Figure 5. Gender of students enrolled in FPCTPs during 2017-2018.

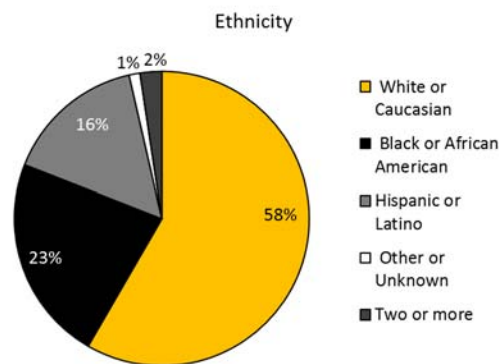


Figure 6. Ethnicity of students enrolled in FPCTPs during 2017-2018.

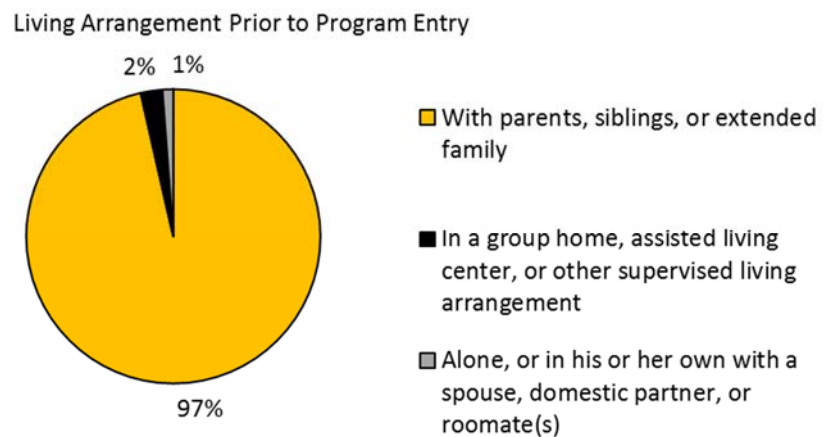


Figure 7. Living arrangements of students enrolled in a FPCTP in 2017-2018 prior to program entry.

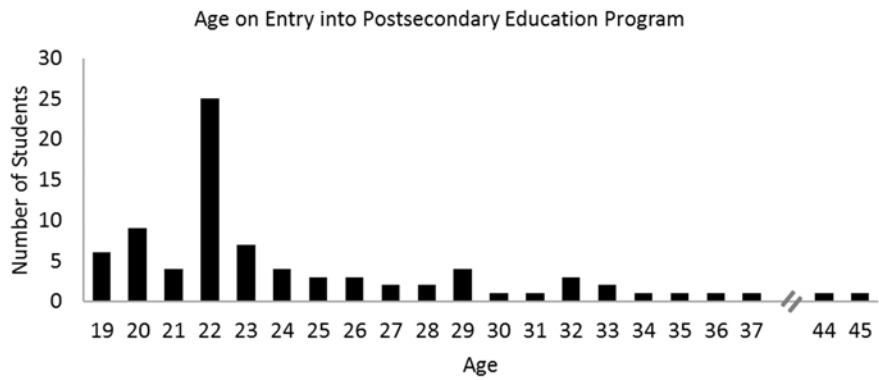


Figure 8. Age of students enrolled in a FPCTP during 2017-2018 on entry into the FPCTP. Some students were enrolled in a postsecondary education program before it was approved as a FPCTP, these data reflect age at time of FPCTP enrollment.

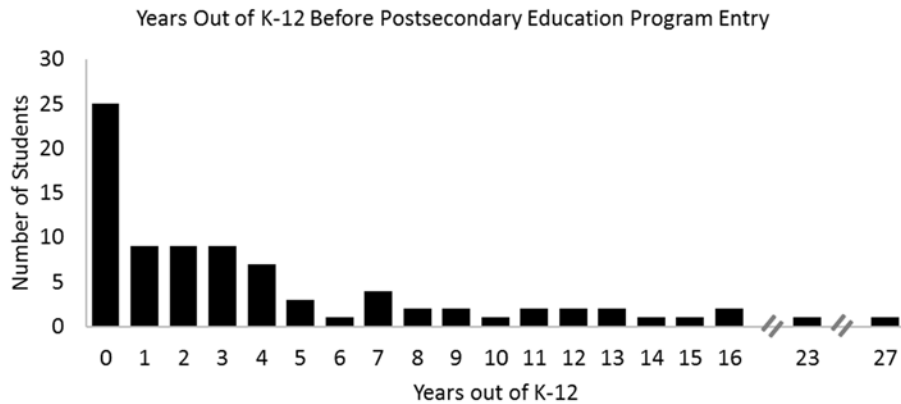


Figure 9. Number of years students enrolled in a FPCTP in 2016-2017 spent out of K-12 before entering a postsecondary education program. Some students were enrolled in a postsecondary education program before the program was approved as a FPCTP, thus these data reflect time out of K-12 at time of initial enrollment.

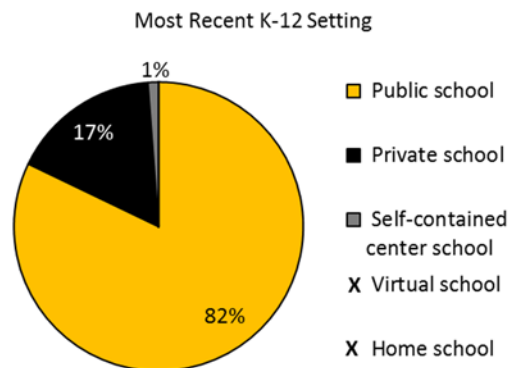


Figure 10. Most recent K-12 setting of students enrolled in a FPCTP during 2018-2018.

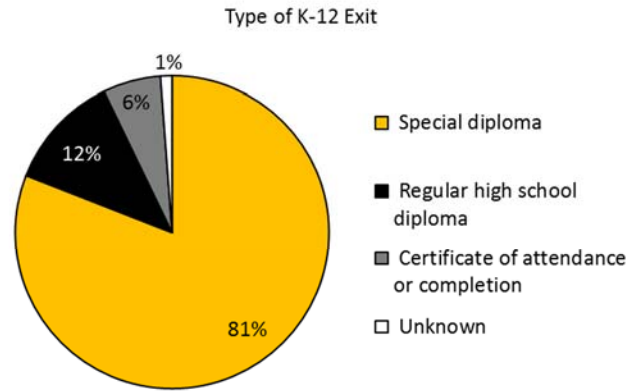


Figure 11. Type of K-12 exit of students enrolled in a FPCTP in 2017-2018.

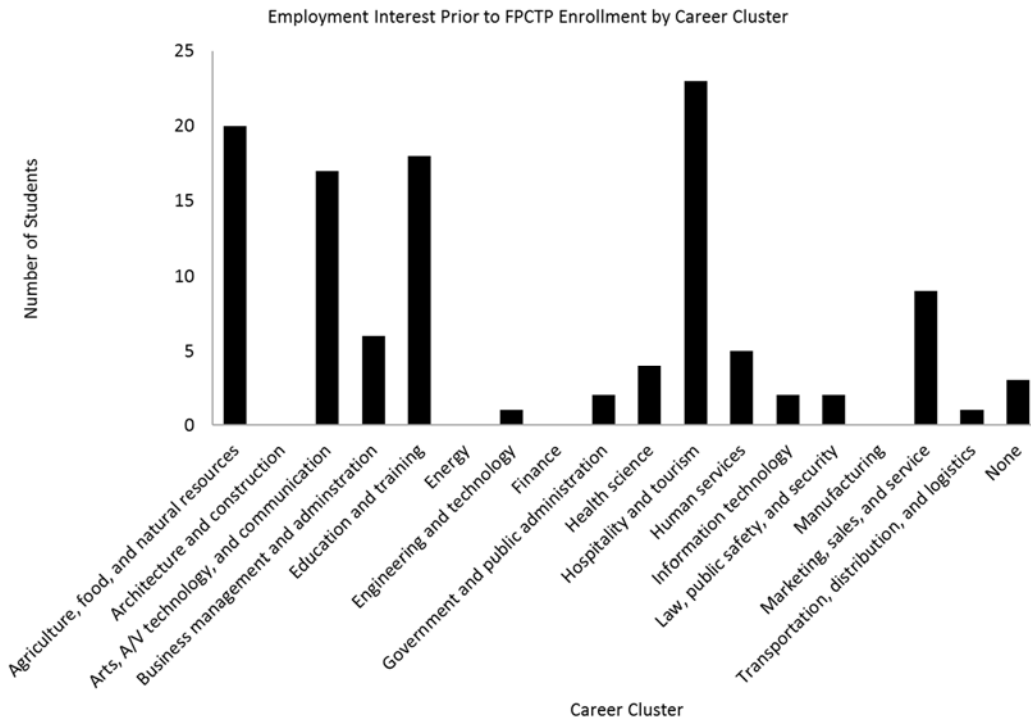


Figure 12. Students' employment interests prior to entering their FPCTP by Florida DOE CTE career cluster. Students were able to identify multiple clusters.

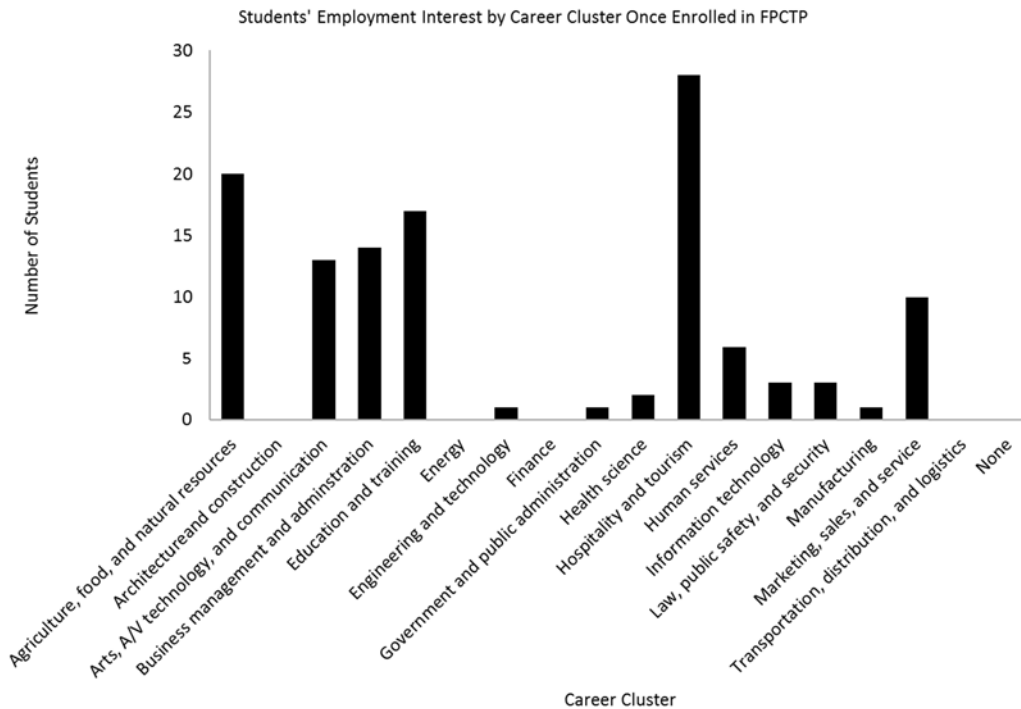


Figure 13. Students' employment interests after entering their FPCTP by Florida DOE CTE career cluster. Students were able to identify multiple clusters.

- ▶ In their reports to date, FPCTPs indicated 6 students left their FPCTP without completing the program: 3 in 2016-2017 (2 were dismissed, 1 left voluntarily), 3 in 2017-2018 (2 were dismissed, 1 left voluntarily).
- ▶ Also to date, 11 students have completed their FPCTP, 3 at the conclusion of 2016-17 and 8 by the conclusion of 2017-18. As required, follow-up data have been collected for the 3 students who completed in 2016-17: 2 of the 3 students were working in competitive, integrated employment at the time they were contacted. The third student had just left her competitive, integrated employment to move out of state with her parents.

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

- ▶ Programs were asked to consider the catchment area of their IHE in general, the scope of their program, and the characteristics of students at the K-12 districts within their catchment area.
- ▶ The 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 35 to over 6,000 (one institution included the state of Florida as the catchment area). Estimates were made using FL DOE data and local school district data.

- ▶ Catchment area approaches are somewhat unique to each institution, based on what they see as their program capacity, as well as their targeted recruitment area.

(8)(b)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 serving students with intellectual disabilities (see Figure 14). 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.

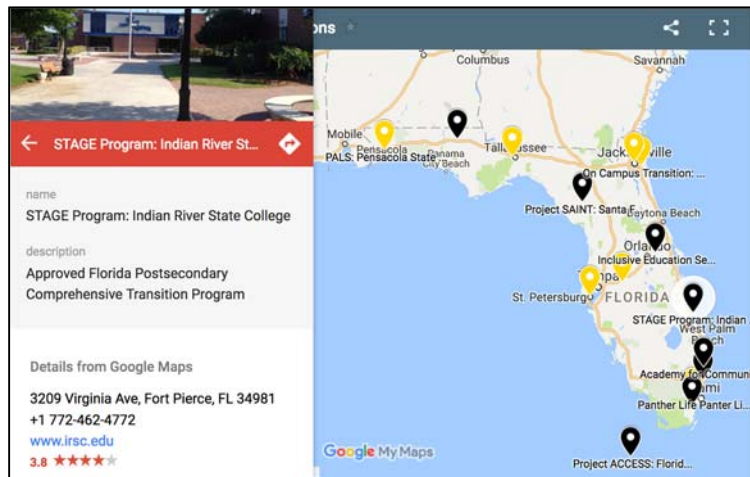


Figure 14. Interactive map of postsecondary education programs for students with intellectual disabilities in Florida from fcsua.org.

- ▶ 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)
- ▶ Further, we have also added a table of **all** FPCTP-eligible postsecondary education institutions in the State and the services and/or programs they provide for students with disabilities (see Appendix O). Programs designed to serve students with autism spectrum disorder (ASD) specifically are noted.

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 (FS 1004.6495). We have established Center leadership, developed and rolled out the FPCTP application and approval process, worked with BOG and SBE staff to approve 10 programs, developed and rolled out the FPCTP Scholarship program, and awarded nine FPCTP Start-up and Enhancement Grants to stimulate program development and expansion. We have communicated with stakeholders across the State through site visits, webinars, our website and other social media, telephone calls, emails, conference presentations, and workshops. As indicated herein, this work is substantial, but our implementation of the Salesforce framework in the upcoming months will enable us to conduct and track this work more efficiently, thus increase our capacity to pursue our mission.

Through the annual program reports, we have collected information valuable for working with other institutions as they plan and implement their FPCTPs. Prior to December 1, 2018, we will provide an addendum to this report to disseminate information regarding mentoring, program staffing, funding approaches, recruitment and support strategies, and other relevant information regarding program infrastructure. Further, we are collaborating with colleagues at USF-St. Pete and Think College on a year-long project supported by the Florida Developmental Disabilities Council (FDDC) to gather information regarding barriers to program development. The information from the infrastructure analyses and barriers study will be useful in planning future program development strategies and resources.

To increase knowledge of and support for FPCTP development, we have and will continue to collaborate with such organizations as the Florida Down Syndrome Foundation; the Centers for Autism and Related Disabilities; Florida Independent Living Council; Florida Parent Educator Association; Florida Association on Higher Education and Disability; FDDC; Florida Division on Career Development and Transition; Florida Association for Career and Technical Education; Florida Association of Student Financial Aid Administrators; Florida Consortium on Inclusive Higher Education; Think College; National Technical Assistance Center on Transition; Stepping Up for Students; and the Central Florida Disability Chamber of Commerce. We also work closely with state education and other agency staff to identify and understand relevant policies and initiatives to facilitate the development of FPCTPs, such as the Board of Governors; Florida Department of Education, including the Career and Adult Education, State College, and Vocational Rehabilitation Divisions, and the Bureau of Exceptional Education and Student Services and Project 10; Agency for Persons with Disabilities; the Able Trust; and Florida Senate staff.

Institutions such as Florida A&M University, Tallahassee Community College, College of Central Florida, Florida State College Jacksonville, Broward College, and the University of Florida, among others, are working with us actively to plan for and prepare a FPCTP application and grant proposal. Further, K-12 educators have reached out from numerous districts to join postsecondary education teams such as these, as partners in program development. Through our monthly webinar series, outreach efforts, and next Annual Florida Postsecondary Education Program Planning Institute (scheduled for January 23 – 25, 2019 in Orlando), we will work closely with these stakeholders to start additional FPCTPs in 2018 – 2019. Our goal is to increase significantly both the number of programs and the number of students served. With continued support for FCSUA

operations, and FPCTP grant and scholarship funds, this goal is achievable. We are proud of our accomplishments to date and appreciate the opportunity to lead this important work.

Respectfully submitted:

Paula D. Kohler, PhD., Executive Director

With support from:

Drew Andrews, EdD., Technical Assistance Coordinator

Caitlyn Bukaty, PhD., Evaluation Coordinator

Claudia Bello-Punto, Web Applications Programmer

Eric Brewington, Administrative Services Coordinator

Shana Arias, Administrative Services Coordinator

Coralie Kabongo, Student Administrative Assistant

Phillip Sasse, Graduate Student

Pamela “Sissi” Carroll, PhD., Dean, College of Community Innovation and Education

References

- Dukes, L., III, Madaus, J. W., Faggella-Luby, M., Lombardi, A., & Gelbar, N. (2017). PASSing college: A taxonomy for students with disabilities in postsecondary education. *Journal of Postsecondary Education and Disability*, 30(2), 111–122.
- Grigal, M., Hart, D., & Weir, C. (2012). *Think College standards, quality indicators, and benchmarks for inclusive higher education*. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.
- Kohler, P. D., Gothberg, J. E., Fowler, C. H., & Coyle, J. (2016). *Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs*. Western Michigan University. Retrieved from transitionTA.org
- Mobile and tablet internet usage exceeds desktop for first time worldwide. (2016, November 1). Retrieved September 13, 2017, from <http://gs.statcounter.com/press/mobile-and-tablet-internet-usage-exceeds-desktop-for-first-time-worldwide>

Appendix A

FPCTP Application Packet for Eligible Institutions

Florida Postsecondary Comprehensive Transition Program

APPLICATION FOR ELIGIBLE INSTITUTIONS 2018 – 19

~ FPCTP applications are accepted year round on a rolling basis ~

Submit a hard copy of the completed application to:

Florida Center for Students with Unique Abilities
Attention: Paula D. Kohler, PhD.
University of Central Florida – 420 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

AND

Submit an electronic file of the completed application to:

fcsua@ucf.edu 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 (FCSUA) 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. Applications are accepted on a rolling basis with no specific deadline for submission. We will review your application within 30 days of receiving a complete application packet as described in these instructions.

This packet includes the following:

- ▶ Institutional eligibility requirements and responsibilities specified in the Act.
- ▶ Student eligibility criteria.
- ▶ Required FPCTP elements – use the separate Word file (FPCTP Application_FORM_Fall 2018) to describe the FPCTP elements of your proposed program.

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** (emphasis added) 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 required annual report templates are available on our website at http://fcsua.org/l_eval_report.php. Please review these in advance to allow for timely data collection and submission of the FPCTP Annual Report, due each year by August 1.

Student Eligibility

Section 4 of the Act specifies:

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

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

(b) Physically attend the eligible institution.

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

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 FPCTP Application Form is available on our website at https://fcsua.org/l_application.php. Use the application Word file to describe the program elements required for approval as a Florida Postsecondary Comprehensive Transition Program. Submission instructions are included in that document. Contact the Florida Center for Students with Unique Abilities at 407-823-5225 or fcsua@ucf.edu for assistance in completing your institution's application.

Florida Postsecondary Comprehensive Transition Program (FPCTP) Application

Section 1: 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. Institution's president or executive director (e.g., CEO, superintendent) submitting this application and certifying that the program has been approved by the institution's governing board:
 - a. Name:
 - b. Email Address:
 - c. Telephone number:
 - d. Fax number:
 - e. Mailing address:

4. Program director or responsible party preparing this application:
 - a. Name:
 - b. Email Address:
 - c. Telephone number:
 - d. Fax number:
 - e. Mailing address:

Section 5: Program Description

1. Describe the **scope and sequence** of the proposed curriculum, including the **length** of the program. Provide enough detail to present a clear picture of how the program will prepare students for gainful employment. Attach additional documents as needed to demonstrate course enrollment by academic term or other program details to provide reviewers a complete understanding of how course enrollment and other relevant program components should result in program completion and subsequent employment.

2. 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

Section 6: Employment Opportunities

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

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

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

Section 7: Performance Indicators

The Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495) requires each approved program to define student's *satisfactory academic progress (SAP)* and to submit an annual report to the Florida Center for Students with Unique Abilities (FCSUA) **by August 1** each year regarding performance indicators specified in the Act and by the Center. The indicators include both program level (e.g., credential(s) offered), recruitment strategies, etc.) and student level information (e.g., demographics, SAP status, employment outcomes, etc.).

1. Describe the **performance indicators** established to determine a **student's satisfactory academic progress (SAP)**. That is, what standard will be applied to evaluate a student's performance in terms of making SAP? Also describe how and when SAP will be assessed and the strategies to be used if it appears a student is not making SAP.
2. In line with the Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495), the FCSUA provides detailed information at **www.fcsua.org** regarding **performance indicators** required in the annual report for which all approved FPCTPs are responsible. Both programmatic and student level information are included, such as but not limited to the following: # applicants, admissions rate, enrollment, student retention, students meeting SAP, course completion, program completion, student learning, post-program employment rate of students who successfully complete the program, wage level of students who successfully complete the program, industry certifications earned, and student demographics. Please describe any **additional performance indicators** to be used to measure the FPCTP's success.
3. Briefly describe the individual(s) responsible for collecting the data regarding the FCSUA-required and program-specific performance indicators, and when and how the data are/will be collected and used for program improvement.

Section 8: Program Sustainability

1. 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 2022-23?
 - 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.).

2. If available, does the institution intend to apply for either of the following resources (select **one** option)?

_____ A FPCTP start-up grant to establish the FPCTP proposed in this application

_____ A FPCTP 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

Section 9: Federal Approval as a Comprehensive Transition and Postsecondary Program

1. The Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495) requires an institution to provide evidence that it currently offers a federally approved comprehensive transition and postsecondary (CTP) program via Title IV 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.

If the institution has received approval for the CTP or has submitted an application for approval, attach the application materials and documentation (including the letter to the institution's accrediting body) to this application AND indicate the status of the institution's federally approved CTP program below:

_____ The institution has received federal approval of the proposed program.

_____ The institution has submitted an application for a federally approved program and is awaiting a decision. The application was submitted on this date:

_____.

_____ The institution's application for federal approval has not been submitted. The institution is committed to submitting the application no later than the following date: _____.

CONTINUE TO NEXT PAGE

Section 10: 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 (FS 1004.6495), including submission of an annual report regarding program and student information as directed by the Florida Center for Students with Unique Abilities. Program implementation must occur 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. Enter the date the institution's governing board approved the proposed FPCTP:

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

Signature

Date

Print name

3. Attach a letter from the institution's president or executive director (e.g., superintendent, CEO) that indicates agreement with and commitment to the proposed FPCTP application and identifies the specific date the program (including any credential developed specifically for this program) was approved by the institution's governing board.

NOTE:

- › All applications must include the president's or executive director's letter of commitment.
- › Applications must also include a copy of the institution's Federal CTP application materials and documentation (including the letter to the institution's accrediting body), if applicable.
- › Additional materials including but not limited to the following may be provided:
 - › 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 B

FPCTP Scholarships Request Instructions

**Florida Postsecondary Comprehensive Transition Program (FPCTP) Scholarships
Assurances and Instructions**

**2018 – 2019
(Issued June 20, 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 and described in its approved FPCTP application.
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 *Timelines for Reports and Distributions* document (available at fcsua.org, including submission of end-of-term and annual scholarship disbursement reports, FPCTP cost estimates, and student demographic and eligibility information requested by the Center.
5. By June 1, eligible institutions will return to the Center any FPCTP Scholarship funds not disbursed to students for the most recent academic year.

Instructions

1. Use the FPCTP Cost Estimator worksheet (in the Excel *FPCTP Cost Est and Scholarship Request_2018-19_TEMPLATE_Issued 06_20_2018*) 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 gray 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 general costs (such as tuition and fees) of participating in the institution's FPCTP, by resident type (resident, non-resident), per semester.
 - ▶ Itemized extra unique costs of participation in the institution's FPCTP over and above the estimated general costs of attendance, for services and or experiences designed to meet the needs of students with intellectual disabilities specifically.
2. Use the 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 gray shading will automatically calculate. **Leave the columns labeled Scholarship Amount Awarded blank, as the Center will complete this portion of the worksheet.** To complete the Scholarship 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 FPCTP 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 FCSUA *Timeline for Reports and Distributions* document (FCSUA Report Flow_FPCTPs_2018-19_Issued 06_20_2018) for a schedule of dates and reports associated with submitting Scholarship requests; end-of-term, annual, and grant performance reports, and the Center's disbursement process. Use the *FPCTP Cost Est and Scholarship Request_2018-19_TEMPLATE_Issued 06_20_2018* 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

Appendix C

FPCTP Timeline for Reports and Distributions

Timeline for Reports and Distributions

Date	Report/Action	Description
July 1 or as soon thereafter as possible prior to start of academic term*	<ul style="list-style-type: none"> ▶ FPCTP/IHE submits FPCTP Cost Estimate and Scholarship Request Worksheets to FCSUA (Excel file workbook) ▶ IHE submits UCF Form_41-990 to Center with transfer account information as instructed on form (one time only unless changes are needed). 	<ul style="list-style-type: none"> ▶ FPCTP/IHE uses worksheet to provide <ul style="list-style-type: none"> ▪ Estimated cost of participation in the FPCTP ▪ List of students for whom IHE requests FPCTP Scholarships 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 Scholarship Request Worksheet for each institution and creates “short form” of award information. ▶ FCSUA submits FPCTP Scholarship Invoice (as a Scholarship distribution request) to UCF College of Community Innovation and Education (CCIE) budget office for approval and to finance and accounting for payment. ▶ FCSUA issues award notice to IHE’s FPCTP primary contact 	<ul style="list-style-type: none"> ▶ FCSUA compiles all requests, determines total requested, total available; prorate scholarship awards as needed. ▶ CCIE budget office assists with approval; FCSUA processes payment request to UCF accounting office to prepare EFT distribution to IHE’s financial aid office.
Aug 1	<p>FPCTP/IHE submits required <i>Annual Report</i> to FCSUA:</p> <p>Use the FPCTP Annual Report templates located at fcsua.org</p>	<ul style="list-style-type: none"> ▶ Use FCSUA <i>program</i> and <i>student report</i> 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

Date	Report/Action	Description
		<p><i>Continued:</i></p> <ul style="list-style-type: none"> ▶ Projections for next year enrollment ▶ Summary of student program completion ▶ Summary of student credential completion ▶ Employment status and data for completers as they exit the program ▶ Employment rates and data for completers years 1 through 5 (subsequent to program completion) ▶ 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 EFT 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 the FPCTP and approved by FCSUA.
Beginning of each term	<ul style="list-style-type: none"> ▶ IHE financial aid office distributes scholarship funds to eligible students according to schedule provided by FCSUA/UCF.. 	<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 required 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 ▪ 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"> ▶ Regarding statutory and budgetary changes based on August 1 reports and projections. ▶ Submit to the Governor, Senate President, and the Speaker of the House

Date	Report/Action	Description
Dec 1	IHE approved FPCTP submits Fall Term Scholarship Disbursement Report to FCSUA (using Scholarship/award spreadsheet), 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, received from FCSUA with award amount).
April 30	IHE FPCTP submits Spring Term Scholarship Disbursement Report to FCSUA (using Scholarship/award spreadsheet).	<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 to students are returned to FCSUA via EFT transfer.
June 1**	<p>FPCTP/IHE grantees submit Annual FPCTP Grant Performance Report to FCSUA:</p> <p>Outline for Annual Grant Performance report is detailed in Appendix B – Deliverables, of the Grant Agreement</p>	<ul style="list-style-type: none"> ▶ Use FPCTP Annual/Final Grant Performance Report cover page TEMPLATE, which includes institution name, contact information, reporting period, report type, total budget expenditures during reporting period, total budget expenditures to date. ▶ Performance/final report narrative includes summary of activities during the reporting period. (For final report, summary of activities across project periods.) <ul style="list-style-type: none"> ▪ Activities implemented ▪ Expected activities in next budget period (for annual performance report) ▪ Request for changes in approved activities and/or implementation timeline (if needed). ▶ Summary of evaluation activities, data, and findings during the reporting period by evaluation focus (formative, summative) and for targeted outputs and outcomes. (For final report, summary of evaluation activities, data, and findings by focus and target, across project period)

Date	Report/Action	Description
		<p><i>Continued</i></p> <ul style="list-style-type: none"> ▪ Formative evaluation activities <ul style="list-style-type: none"> • Targeted outputs • Targeted outcomes ▪ Summative evaluation activities <ul style="list-style-type: none"> • Targeted outputs • Targeted outcomes ▶ Budget expenditures <ul style="list-style-type: none"> ▪ Description of any slippages ▪ Expected expenditures during next budget period (for annual report). ▪ Requested budget changes (if needed) ▶ Supporting or supplementary information (optional)
Sept 1 (end of grant project period)**	<p>FPCTP/IHE grantees submit Final FPCTP Grant Performance Report to FCSUA September 1, or 60 days from end of the project period:</p> <p>Outline for Final Grant Performance report is detailed in Appendix B – Deliverables, of the Grant Agreement</p>	<ul style="list-style-type: none"> ▶ The report includes the same type of information as the annual performance report but spans the entire project period. ▶ Final budget summary and invoice for final cost reimbursement are also due with the final report at this time.

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

** Current grant agreements ending June 30, 2020 are being amended to reflect these revised report dates.

Appendix D

1 – Request for Proposals for FPCTP Start-up and Enhancement Grants

2 – Grant Funding Cycle

Request for Proposals
Florida Postsecondary Comprehensive Transition Program (FPCTP)
Start-up and Enhancement Grants: 2018 – 19

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** (emphasis added) 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 **postsecondary education** 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 **postsecondary education** 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 FPCTP 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 required annual report templates for all approved FPCTPs are available on our website at http://fcsua.org/I_eval_report.php. Please review these in advance to allow for timely data collection and submission of the FPCTP Annual Report, due each year by August 1.

Student Eligibility

Section 4 of the Act specifies:

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

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

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

Minimum FPCTP Requirements

Copies of the FPCTP application instructions and application form are available at the FCSUA website at http://fcsua.org/I_application.php. Section 5(c)3. of the Act specifies:

- 3. An application must, at a minimum:
 - a. Identify a **credential** (emphasis added) associated with the proposed program which will be awarded to eligible students upon completion of the FPCTP.
 - b. Outline the program length and design, including, at a minimum, inclusive and successful experiential education practices relating to curricular, assessment, and advising structure and internship and employment opportunities, which must support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an eligible institution, including, but not limited to, opportunities to earn industry certifications, to prepare students for gainful employment. If an eligible institution offers a credit-bearing degree program, the institution is responsible for maintaining the rigor and effectiveness of a comprehensive transition degree program at the same level as other comparable degree programs offered by the institution pursuant to applicable accreditation standards.
 - c. Outline a plan for students with intellectual disabilities to be integrated socially and academically with nondisabled students, to the maximum extent possible, and to participate on not less than a half-time basis, as determined by the eligible institution, with such participation focusing on academic components and occurring through one or more of the following activities with nondisabled students:
 - (I) Regular enrollment in credit-bearing courses offered by the institution.
 - (II) Auditing or participating in courses offered by the institution for which the student does not receive academic credit.
 - (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 Grants

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 FPCTP. That is, the intent of this funding is to stimulate development of additional **postsecondary education** programs serving students with intellectual disabilities 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 postsecondary education 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.
- c. All grantees are required to send a core FPCTP project team (at a minimum) to an annual Center institute and two follow-up “check and connect” meetings. Grant funds may be used to cover the associated travel expenses.
- d. In addition to the annual FPCTP reports, all grantees are required to submit an annual **grant performance report by June 1 each year**.
- e. All grantees are required to submit a **final grant performance close-out report** upon conclusion of the project end date **by September 1**.

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

- a. 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 award will not exceed \$300,000.
- b. FPCTP grant proposals are accepted and reviewed on a rolling basis, as long as funding is available. To accommodate this approach, we have established a corresponding Grant Funding Cycle that identifies submission periods with corresponding allowable start date, project period, budget period, and annual grant performance report due date (see http://fcsua.org/docs/FPCTP_Grant%20Funding%20Cycle_2017-18.pdf).
- c. Generally, 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, according to the Grant Funding Cycle. Proposed expenses must be itemized by year in the proposal budget.

- d. In general, budget periods shall align with the fiscal year that begins July 1 and ends June 30, again, according to the Grant Funding Cycle.

3. Allowable and Required Budget Items

- a. Funds may be used to support personnel, fringe benefits, supplies and materials, travel, services, and other costs such as telephone, copying and printing, speakers' fees, and other reasonable expenses needed to start-up or enhance the existing or proposed FPCTP.
- b. Proposed budget expenditures must be itemized by year for multi-year projects.
- c. A minimum of \$1,500 per year (\$4,500 total for a 3-year project) for travel to 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.
- d. Facilities and administrative costs, up to a rate of 10% of total modified direct costs, may be charged.
- e. Cost sharing is not required. However, institutional staff are encouraged to examine proposed costs and consider where funds might be available in the future to sustain the FPCTP, including resources to be provided by the institution.
- f. A budget justification aligned with proposed budget items must be submitted 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. 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. Unless the number of proposals exceeds the available funding, proposals with a total score of 75 points or greater will be funded until the available funds are exhausted. However, specific details within a proposal are subject to negotiation with the Center's Executive Director, who makes the final funding decision. 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 institutional 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)

Approved Florida Postsecondary Comprehensive Transition Programs must submit an annual report by August 1 as required in the Act and specified by the Center. See http://fcsua.org/I_eval_report.php for the reporting timeline and the FPCTP annual report templates for providing program and student information. In addition, FPCTP grant recipients **must submit an annual grant performance report**, due on **June 1** each year.

In the evaluation section of your grant proposal, 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. In most cases, you may use the program and student data collected for the annual FPCTP report to inform your grant evaluation efforts. **Thus thinking about how to integrate and apply the FPCTP annual report data into the grant evaluation plan is important.** This approach will help you address the most important aspects of your program, align data collection to reduce redundancy and increase efficiency, and generate meaningful results.

Specifically, in the FPCTP annual report, you will provide information regarding your program elements and detailed information regarding student demographics, enrollment characteristics, completion status, and post-program employment. For your annual grant performance report, you might aggregate the individual student information and combine that with your program description to summarize your grant activities and student experiences and outcomes. Keep this approach in mind as you describe your formative and summative evaluation strategies.

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, in addition to identifying the number and % of students who return the next term, you might use % of objectives completed by each student or % of courses completed by each student as indicators relevant to examining retention. These are the data you will collect regarding progress on achieving your intended outcomes. This kind of information should be a part of your FPCTP annual report data collection; thus for your grant, this information aggregated across students would be useful and meaningful.
- iv. What are your data sources? Where will you find the data? A data source may already exist (e.g., course performance) or it may need to be developed (e.g., a student satisfaction survey). It is from data sources that you gather information for each indicator. Each indicator should have a specific data source, although one data source may provide information regarding several indicators.
- v. How will you analyze the data?
- vi. How will you use the data to improve your program?

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)? (Be sure to itemize the budget by year for multi-year projects.)
- ii. Are the proposed costs aligned with typical expenditures and rates at the institution (e.g., personnel salaries, fringe benefits, travel reimbursement rates, etc.)?
- iii. Is the proposed budget adequate to support the proposed approaches and activities described Narrative Section C?
- 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. 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 % of commitment to the project (FTE), the applicable fringe rate, services to be purchased, travel detail, and other information regarding why and how costs are included in the proposed budget.
6. 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 described in the Grant Funding Cycle (http://fcsua.org/docs/FPCTP_Grant%20Funding%20Cycle_2017-18.pdf). 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.

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 – Use the FPCTP Word form document and fill in completely.
2. Table of Contents – Apply the same format requirements as the Narrative and 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/year)
 - ▶ 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 – June 30 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 FPCTP Word 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

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

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

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

Florida Center for Students with Unique
Abilities Attention: Dr. Paula D. Kohler
University of Central Florida – 420 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
407-823-5225
fcsua@ucf.edu, www.fcsua.org

or

Dr. Drew Andrews
407-823-6115
drew.andrews@ucf.edu

or

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

**Florida Postsecondary Comprehensive Transition Program (FPCTP)
Grant Proposal Cover Page: 2018 – 19 Submissions**

Institution Name: Click or tap here to enter text.
Date of Submission: Click or tap to enter a date.
Proposal/Program Title: Click or tap here to enter text.
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: Click or tap here to enter text.
Proposed project start date: Click or tap to enter a date.
Proposed project end date: Click or tap to enter a date.
Proposal/project contact name: Click or tap here to enter text.
Proposal/project contact telephone: Click or tap here to enter text.
Proposal/project contact email: Click or tap here to enter text.
Financial contact name: Click or tap here to enter text.
Financial contact telephone: Click or tap here to enter text.
Financial contact email: Click or tap here to enter text.
Administrative/contracts contact name: Click or tap here to enter text.
Administrative/contracts contact telephone: Click or tap here to enter text.
Administrative/contracts contact email: Click or tap here to enter text.
Authorized official name: Click or tap here to enter text.
Authorized official telephone: Click or tap here to enter text.
Authorized official email: Click or tap here to enter text.

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

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** [Click or tap here to enter text.](#)

b. Were any audit findings reported? Yes No

If **YES**, list the audit finding(s): [Click or tap here to enter text.](#)

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:
[Click or tap here to enter text.](#)

IRB Protocol Number:
[Click or tap here to enter text.](#)

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: [Click or tap here to enter text.](#)

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

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 application is approved.

Florida Postsecondary Comprehensive Transition Program (FPCTP) Grant Funding Cycle:
Key Timelines in the Rolling Proposal Submission and Award Process

Grant Proposal Submission Date				
Proposal Feature	July 1 – September 30	October 1 – December 31	January 1 – March 30	April 1 – June 30
Earliest project start date	January 1	April 1	July 1	January 1
Maximum allowable project period	3 years, 6 months	3 years, 3 months	3 years	3 years, 6 months
Budget period alignment	Fiscal year, July-June 30	Fiscal year, July-June 30	Fiscal year, July-June 30	Fiscal year, July-June 30
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 E

1 – FPCTP Annual Report Template: Program Information

2 – FPCTP Annual Report Template: Student Information

**Florida Postsecondary Comprehensive Transition Program (FPCTP)
Annual Report Template – Program Information
Reporting Year: 2017-2018**

This report requires you to provide some information that may have been included in last year's FPCTP report. If that information has not changed, feel free to copy it over from last year's document.

General Program Information

1. Institution name:
2. FPCTP name:
3. a. Name of primary FPCTP contact person:
b. Position:
c. Contact phone:
d. Contact email:
4. a. Name of person completing annual report (*if different from 3a*):
b. Position:
c. Contact phone:
d. Contact email:
5. a. In what month and year did the program first enroll postsecondary education students with intellectual disabilities (i.e., those who have exited K-12) as a **FPCTP**? mm/yyyy
b. Did the program serve postsecondary education students with intellectual disabilities (i.e., those who have exited K-12) prior to FPCTP approval? Please select
If yes:
c. What month and year did the program first serve postsecondary education students with intellectual disabilities (i.e., those who have exited K-12)? mm/yyyy

6. Please select the terms in which your students participate in the FPCTP:
- Fall
 - Spring
 - Summer
7. Are students in the FPCTP issued the same ID cards issued to other students on campus?
Please select
8. What is the Federal CTP Program status of your approved FPCTP? (select one)
- Application in development, not yet submitted
 - Application submitted, not yet approved; date of submission: mm/yyyy
 - Application approved; date of approval mm/yyyy

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

FPCTP Staffing

Please complete Questions 9-11 to describe the staff members who work on the FPCTP, the number of hours they work, their function, and how staff member salaries are funded. Do not include peer mentors in this section.

- › Identify each staff member who works on the FPCTP (noted by their initials), regardless of how they are funded.
- › For **Question 10-Column C**, enter the number of hours per week the staff member works **for the IHE in any capacity**.
- › For **Question 10-Column D**, enter the number of hours per week the staff member works **specifically for the FPCTP**. When reporting staff hours do so based on a **typical week**.
- › Enter the number of hours the staff member functions in each (or any) of the roles listed in Columns E-0.

9. How many staff members work directly on the FPCTP?

10. Use one row for each staff member and enter the number of hours that person works at the IHE (Column C) and the FPCTP (Column D). Then indicate the number of **hours within his or her FPCTP assignment** (Column E) that are allocated to each role in Columns E-O. Please **calculate totals** in Column P and the bottom row. If you have more than 10 staff members please call the FCSUA at (407) 823-5225.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Staff mem #	Staff member initials	Hours per week at IHE	Hours per week with FPCTP	Roles											Total hours across functions
				Director/ leadership	Program coordination	Clerical	Advising	Instruction	Employment support and/or placement	Residential support	Academic Support	Social Support	Other	Other	
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
Total hours															

11. Enter the number of hours for each FPCTP staff member funded by each source listed in Columns A-C. Please **calculate totals** in the bottom row of Columns A-C.

Staff mem #	Staff member initials	Hours per week with FPCTP (from Question 10-Column D)	A	B	C
			# of hours on the FPCTP funded by FPCTP Grant	# of hours on the FPCTP funded directly by the IHE	# of hours on the FPCTP funded by other source(s)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
Total hours					

External Service Providers

12. a. Do agencies or organizations external to the institution provide services and/or program-related experiences to the students in the FPCTP? Please select

If yes:

b. Please select the appropriate agency or organization and describe the type of 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	

FPCTP Credentials

13. This section focuses on the credential(s) available to students enrolled in the FPCTP. Please create one entry for each credential offered. If your FPCTP offers more than 10 credentials please call the FCSUA at (407) 823-5225.

Example:

Technology Assistant Credential

Length of study for credential: 30 credit hours

Credential(s) offered by the FPCTP:

Credential 1:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. How many students were **pursuing** this credential during 2017-2018?
 - g. How many students **completed** this credential during 2017-2018?
-

Credential 2:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. How many students were **pursuing** this credential during 2017-2018?
 - g. How many students **completed** this credential during 2017-2018?
-

Credential 3:

- a. Name of credential
- b. Length of study for credential: amount unit

- c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. How many students were **pursuing** this credential during 2017-2018?
 - g. How many students **completed** this credential during 2017-2018?
-

Credential 4:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. How many students were **pursuing** this credential during 2017-2018?
 - g. How many students **completed** this credential during 2017-2018?
-

Credential 5:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. How many students were **pursuing** this credential during 2017-2018?
 - g. How many students **completed** this credential during 2017-2018?
-

Credential 6:

- a. Name of credential
- b. Length of study for credential: amount unit
- c. Describe the credential:
- d. Is there more than one level or benchmark within the credential at which students may exit? Please select

- e. *If yes*, describe the levels or benchmarks:
 - f. How many students were **pursuing** this credential during 2017-2018?
 - g. How many students **completed** this credential during 2017-2018?
-

Credential 7:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. How many students were **pursuing** this credential during 2017-2018?
 - g. How many students **completed** this credential during 2017-2018?
-

Credential 8:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. How many students were **pursuing** this credential during 2017-2018?
 - g. How many students **completed** this credential during 2017-2018?
-

Credential 9:

- a. Name of credential
- b. Length of study for credential: amount unit
- c. Describe the credential:
- d. Is there more than one level or benchmark within the credential at which students may exit? Please select
- e. *If yes*, describe the levels or benchmarks:
- f. How many students were **pursuing** this credential during 2017-2018?

g. How many students **completed** this credential during 2017-2018?

Credential 10:

a. Name of credential

b. Length of study for credential: amount unit

c. Describe the credential:

d. Is there more than one level or benchmark within the credential at which students may exit? Please select

e. *If yes*, describe the levels or benchmarks:

f. How many students were **pursuing** this credential during 2017-2018?

g. How many students **completed** this credential during 2017-2018?

FPCTP Recruitment, Enrollment, and Retention

Eligibility and Recruitment

- 14. a. How many **eligible students** (potential FPCTP enrollees) do you estimate were within the FPCTP’s target recruitment area for this reporting year: **2017-2018?**
- b. Describe the source(s) of information from which this estimate is made:

15. What was the **enrollment capacity** of the FPCTP for **2017-2018?** students

16. List the local K-12 school districts, private schools, and other entities with which your FPCTP collaborates regarding **student recruitment**:

17. Describe your efforts to **recruit** students for **enrollment in 2017-2018**:

FPCTP Enrollment in This Reporting Year: 2017-2018

In this section, if a student was enrolled at your institution prior to 2017-2018, **but first participated in the FPCTP in 2017-2018**, count that student as: (1) a **new applicant** and (2) a **new enrollee** for 2017-2018.

18. a. Number of FPCTP **applicants** for 2017-2018:
- b. Of these applicants, how many were Florida residents?
 - c. Of these applicants, how many were non-Florida residents?
19. a. Number of new FPCTP students **accepted** for 2017-2018:
- b. Of these students, how many were Florida residents?
 - c. Of these students, how many were non-Florida residents?
20. a. Number of students **enrolled** in the FPCTP across 2017-2018:
- b. Of these students, how many were **new** to the FPCTP?
 - c. Of these students, how many were **returning** to the FPCTP in 2017-2018 (enrolled in the FPCTP in previous year(s))?
21. Of the students **enrolled** in the FPCTP in 2017-2018:
- a. How many students **completed the FPCTP** in 2017-2018 (i.e., earned the targeted credential)?
 - b. How many students are **expected to return** to the FPCTP in 2018-2019?
 - c. How many students left during 2017-2018 **without completing** the FPCTP (i.e., did not earn the targeted credential)?
22. a. Which of the following supports, strategies, and services did you use in efforts to **retain** FPCTP students during **2017-2018**? (select all that apply)
- Advising and/or increased advising session frequency
 - Peer mentors
 - Program support meetings
 - Tutoring
- b. Describe any additional supports, strategies, or services used to **retain** FPCTP students during **2017-2018**:

Projected FPCTP Enrollment for 2018-2019

In this section, if a student was enrolled at your institution prior to 2018-2019 but is **expected to first participate in the FPCTP in 2018-2019** count that student as: (1) a **new applicant** and (2) a **new enrollee** for 2018-2019.

23. a. How many **eligible students** (potential FPCTP enrollees) do you estimate are within the FPCTP's target recruitment area for **2018-2019**?

b. Describe the source (s) of information from which this estimate is made (*if different from 14b*):

24. What is the FPCTP's **anticipated enrollment capacity** for **2018-2019**? _____ students

25. Number of **new FPCTP applicants** you expect for **2018-2019**:

26. Number of **new FPCTP students** you expect to **accept** for **2018-2019**:

27. a. **Total number** of FPCTP students you expect to **enroll** in **2018-2019**:

b. Of these students how many do you expect to be **new** to the FPCTP in **2018-2019**?

c. Of these students how many do you expect to **return** to the FPCTP in **2018-2019** (enrolled in the FPCTP in previous year(s))?

Future FPCTP Enrollment Projections

28. a. How many **eligible students** (potential FPCTP enrollees) do you estimate will be within the FPCTP's target recruitment area for **2019-2020**?

b. Describe the source(s) of information from which this estimate is made (*if different from 14b*):

29. What is the FPCTP's **anticipated enrollment capacity** for **2019-2020**? _____ students

30. Number of **new FPCTP students** you expect to **accept** for **2019-2020**:

31. **Total number** of FPCTP students you expect to **enroll** in **2019-2020**:

Peer Mentors

32. a. Did the FPCTP include support provided by **peer mentors** as a program service during **2017-2018**? Please select

If yes:

b. Number of peer mentors who provided support to your students during 2017-2018:

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):

Employment support

Residential support

Academic support

Social support

Other Please describe

f. In a **typical week**, how many **total hours** of peer support were provided to the FPCTP students? hours per week

**Florida Postsecondary Comprehensive Transition Program (FPCTP)
Annual Report Template – Student Information
Reporting Year: 2017-2018**

Complete a Student Information Report **for each student** in your FPCTP. Refer to the instructions below to determine which sections apply to which students. The instructions also appear at the beginning of each section. Every section does not apply to every student. If a section is not applicable to a specific student leave it blank.

Instructions

- ▶ Complete **Section 1: General Student Information** for each student who **entered** the FPCTP during 2017-2018. Note that we have completed this information for students for whom you submitted a 2016-2017 report. Please verify that content, edit as needed, and continue with other relevant sections.
- ▶ Complete **Section 2: Annual Student Information** for each student **enrolled** in the FPCTP during this reporting year: 2017-2018.
- ▶ Complete **Section 3: Student Exit Information** for each student who **exited** the FPCTP **during or at the end of this reporting year** (2017-2018), regardless of reason for exit.
- ▶ **Every year for five years** after a student completes the FPCTP, the institution must report the student's employment and wage data. Complete **Section 4: FPCTP Completer Follow-Up Information** for each student who **completed** your FPCTP between one and five years ago. For this reporting year (2017-2018), enter this information for any student who completed your FPCTP during or at the end of 2016-2017.

Glossary

Competitive integrated employment

Employment in which the employee receives competitive earnings, works in an integrated location, and has opportunities for advancement. In this report, competitive integrated employment does not include the receipt of ongoing supported employment services.

FPCTP

Florida Postsecondary Comprehensive Transition Program

IHE

Institution of higher education

PSE

Postsecondary education

Self-employment

A type of competitive integrated employment in which an individual operates a business as a sole proprietor, partner in a partnership, independent contractor, or consultant.

Sheltered workshop

A supervised, work setting where the majority of people have a disability.

Supported employment

Competitive employment while receiving ongoing support services.

Unpaid work experience

Any type of work for which the individual does not receive any direct compensation.

Section 1: General Student Information

Complete this section for each student who **entered** the FPCTP during 2017-2018. Note that we have completed this information for students for whom you submitted a 2016-2017 report. Please verify that content, edit as needed, and continue with other relevant sections.

Institution name:

1. First name:
2. Last name:
3. Middle initial:
4. Date of birth: mm/dd/yyyy
5. Student ID #:
6. Gender: Please select
7. Is this student Hispanic or Latino? Please select
8. Race (choose one or more that apply):
 - American Indian or Alaskan Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White or Caucasian
 - Other or unknown
 - No response
9. Is this student a Florida resident? Please select
10. When did this student first begin the FPCTP? mm/yyyy
11. a. Was this student enrolled at your institution before becoming a FPCTP student? Please select
If yes:
 - b. What was the nature of this student's **most recent** enrollment? Please select
 - c. Was this student still enrolled in K-12 education while attending your institution? Please select

12. Please list all credential programs in which this student is enrolled (i.e., all credentials he or she is anticipated to earn by the time of FPCTP completion).

Name of credential	Is this an industry certification?
	Please select
	Please select
	Please select
	Please select
	Please select
	Please select
	Please select
	Please select
	Please select
	Please select
	Please select

13. How long is it expected to take this student to complete the FPCTP (e.g., 2 years)? Note, if a student was enrolled in your program **before** it was approved as a FPCTP and was **fulfilling requirements toward FPCTP completion** during that time, include that period in this response.

amount unit of time

14. When is this student expected to complete the FPCTP? mm/yyyy

15. What type of K-12 school did this student most recently attend? Please select

16. When did this student exit from K-12 education? mm/yyyy

17. What did this student earn upon exit from K-12 education? Please select

18. Prior to entering the FPCTP, where did this student live? (choose one)

- With parents, siblings, or extended family
- Alone, or on his or her own with a spouse, domestic partner, or roommate(s)
- In military housing, job training program facility, or a college dormitory
- In a group home, assisted living center, or other supervised living arrangement
- In a health, mental health, or correctional facility
- Other Please describe

Continue on next page.

19. Which of the following career clusters best represent this student's employment interests upon entering the FPCTP? (choose all that apply)

- Agriculture, food, and natural resources
- Architecture and construction
- Arts, A/V technology, and communication
- Business management and administration
- Education and training
- Energy
- Engineering and technology
- Finance
- Government and public administration
- Health science
- Hospitality and tourism
- Human services
- Information technology
- Law, public safety, and security
- Manufacturing
- Marketing, sales, and service
- Transportation, distribution, and logistics
- None

20. a. **At any time** within the year preceding FPCTP entry, was this student in **competitive integrated employment** at or above minimum wage, not receiving ongoing supported employment services? Please select

If yes:

- b. How many hours per week was this student in competitive integrated employment in the year preceding FPCTP entry?
- c. What **career cluster** most accurately represents this student's primary competitive integrated employment in the year preceding FPCTP entry? Please select

Continue on next page.

21. a. **At any time** within the year preceding FPCTP entry, was this student in competitive employment **and** receiving ongoing **supported employment** services? Please select

If yes:

b. How many hours per week was this student in supported employment in the year preceding FPCTP entry?

c. What **career cluster** most accurately represents the primary field in which this student was in supported employment in the year preceding FPCTP entry?

Please select

22. a. **At any time** within the year preceding FPCTP entry, was this student working in a **sheltered workshop**? Please select

If yes:

b. How many hours per week was this student working in a sheltered workshop in the year preceding FPCTP entry?

c. What **career cluster** most accurately represents the primary field in which this student was working in a sheltered workshop in the year preceding FPCTP entry? Please select

23. a. **At any time** within the year preceding FPCTP entry, was this student engaged in an **unpaid work experience**? Please select

If yes:

b. How many hours per week was this student engaged in an unpaid work experience in the year preceding FPCTP entry?

c. What **career cluster** most accurately represents the primary field in which this student was engaged in an unpaid work experience in the year preceding FPCTP entry?

Please select

Section 2: Annual Student Information – All FPCTP Enrollees

Complete this section for each student **enrolled** in the FPCTP during this reporting year: 2017-2018.

Institution name:

First initial and last name of student:

Example: *J. Smith*

1. What was this student’s enrollment status in 2017-2018? If this student **entered** the FPCTP during 2017-2018 select “New”. Please select

2. a. Which of the following best describes this student’s status regarding Satisfactory Academic Progress (SAP) **at the end** of 2017-2018? **(select only one)**

- Made SAP, progressing as planned. Student remains eligible for FPCTP Scholarship.
- Struggled to make SAP, advising and additional supports are planned (*please describe below*). Student remains eligible for FPCTP Scholarship.
- Did not make SAP, moved to probationary status, advising and additional supports are planned (*please describe below*). Student is not eligible for FPCTP Scholarship the following semester.
- Did not make SAP, leaving FPCTP. Student is not eligible for FPCTP Scholarship the following semester.

b. If this student **struggled to make SAP** or **did not make SAP** and is **not leaving the FPCTP**, describe the plan for advising and additional supports:

3. In what semesters did this student enroll in the FPCTP this year? (choose all that apply)

- Fall 2017
- Spring 2018
- Summer 2018

4. a. Did this student receive a FPCTP Scholarship in 2017-2018? Please select

If yes:

b. What was the total FPCTP Scholarship amount disbursed to this student in **2017-2018**?
\$

5. Where did this student live in 2017-2018? (choose one)

- In housing associated with the IHE
- With parents, siblings, or extended family
- Alone, or on his or her own with a spouse, domestic partner, or roommate(s)
- In military housing or a job training program facility
- In a group home, assisted living center, or other supervised living arrangement
- In a health, mental health, or correctional facility
- Other (please describe)

6. What was this student’s status for each credential track at the **end** of 2017-2018?
 If you entered credentials in Section 1-Question 12, the information should appear below. If this does not display, or you did not complete Section 1-Question 12, type each credential name in the “Name of credential” field.

Name of credential	Status at end of 2017-2018
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select

Continue on next page.

7. Please use the table below to describe this student's 2017-2018 enrollment in each **course type**. Include **only** enrollment that is represented by a **course name and number**, regardless of the course type (e.g., CS 1021).

Course type	Did this student enroll in this course type in 2017-2018?	If yes: Indicate the number of instances of this course type in which this student enrolled in 2017-2018.	If yes: Indicate the number of total credits or clock hours this student earned in this course type in 2017-2018.
Regular enrollment/ credit bearing*	Please select		Please select
Audit/ no credit*	Please select		Please select
Non-credit bearing/ non-degree*	Please select		Please select
Unique FPCTP course	Please select		Please select
Internship course	Please select		Please select
Work experience course other than internship	Please select		Please select
Other Please describe	Please select		Please select

* IHE courses not unique to the FPCTP.

8. Total number of **courses** in which this student enrolled in 2017-2018:

Continue on next page.

9. Which of the following career clusters best represent this student's employment interests during 2017-2018? (choose all that apply)

- Agriculture, food, and natural resources
- Architecture and construction
- Arts, A/V technology, and communication
- Business management and administration
- Education and training
- Energy
- Engineering and technology
- Finance
- Government and public administration
- Health science
- Hospitality and tourism
- Human services
- Information technology
- Law, public safety, and security
- Manufacturing
- Marketing, sales, and service
- Transportation, distribution, and logistics
- None

10. a. **At any time** during 2017-2018, was this student in **competitive integrated employment** at or above minimum wage, not receiving ongoing supported employment services? Please select

If yes:

b. Was this competitive integrated employment a **formal component** of this student's FPCTP? Please select

c. **During what time** in 2017-2018 did this competitive integrated employment take place? Please select

d. How many hours per week was this student in competitive integrated employment in 2017-2018?

e. What **career cluster** most accurately represents this student's primary competitive integrated employment in 2017-2018? Please select

11. a. **At any time** during 2017-2018, was this student in competitive employment **and** receiving ongoing **supported employment** services? Please select

If yes:

b. Was this supported employment a **formal component** of this student's FPCTP?
Please select

c. **During what time** in 2017-2018 did this supported employment take place? Please select

d. How many hours per week was this student in supported employment in 2017-2018?

e. What **career cluster** most accurately represents the primary field in which this student was in supported employment in 2017-2018? Please select

12. a. **At any time** during 2017-2018, was this student working in a **sheltered workshop**?
Please select

If yes:

b. Was this sheltered work a **formal component** of this student's FPCTP? Please select

c. **During what time** in 2017-2018 did this student work in the sheltered workshop?
Please select

d. How many hours per week was this student working in a sheltered workshop in 2017-2018?

e. What **career cluster** most accurately represents the primary field in which this student was working in a sheltered workshop in 2017-2018? Please select

13. a. **At any time** during 2017-2018, was this student engaged in an **unpaid work experience**?
Please select

If yes:

b. Was this unpaid work experience a **formal component** of this student's FPCTP?
Please select

c. **During what time** in 2017-2018 did this unpaid work experience take place? Please select

d. How many hours per week was this student engaged in an unpaid work experience in 2017-2018?

e. What **career cluster** most accurately represents the primary field in which this student was engaged in an unpaid work experience in 2017-2018? Please select

Section 3: Student Exit Information

Complete this section for each student who **exited** the FPCTP **during or at the end of this reporting year** (2017-2018), regardless of reason for exit.

Institution name:

First initial and last name of student:

Example: *J. Smith*

1. What was the last month and year in which this student was enrolled in the FPCTP, such as 12/2017, 04/2018? (e.g., month/year at end of semester, month/year when this student left the FPCTP, etc.) mm/yyyy

2. a. Why did this student leave the FPCTP? Please select
 b. If applicable, explain reason for student exit:

3. a. Did this student earn one or more credentials while enrolled in, or upon completion of, the FPCTP? Please select

If yes:

- b. List all credentials this student **earned**:

Name of credential	Is this an industry certification?
	Please select
	Please select
	Please select
	Please select
	Please select
	Please select
	Please select
	Please select
	Please select
	Please select

4. What are this student's plans for the **12 months** following exit from the FPCTP?
(select multiple if applicable)
- Competitive integrated employment, not** receiving ongoing supported employment services
 - Full-time
 - Part-time
 - Competitive employment **with** ongoing **supported employment** services
 - Full-time
 - Part-time
 - Enter a postsecondary education degree program (e.g., AA, AS, BS, etc.)
 - Enter a postsecondary education certificate or industry certification program
 - Enter another FPCTP
 - Enter a postsecondary education program for students with ID (not a FPCTP)
 - Enter an adult education program
 - Other Please describe

5. What are this student's plans **beyond one year** from FPCTP exit?

IMPORTANT

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

Section 4: Completer Follow-Up Information

Every year for five years after a student completes the FPCTP, the institution must report the student's employment and wage data.

Complete this section for each student who **completed** your FPCTP between one and five years ago. For this reporting year (2017-2018), enter this information for any student who completed your FPCTP during or at the end of 2016-2017. Note that each year, you will report on all completers for five years after their exit from your FPCTP, **even if you couldn't contact them the previous year.**

Institution name:

First initial and last name of student:

Example: *J. Smith*

1. a. Were you able to reach someone who could provide the information needed to complete this section? Please select

If no:

- b. Please describe your efforts to contact someone for this information. Note, you are responsible for obtaining follow-up information for every completer every year for five years after completion.

If yes:

- c. How was this follow-up information obtained (e.g., phone, e-mail, in-person meeting)?
- d. Who provided the information (e.g., student, parent, other family member, advocate, etc.)?
- e. When was this follow-up information collected? mm/yyyy
2. Where does this former student currently live? (choose one)
- With parents, siblings, or extended family
- Alone, or on his or her own with a spouse, domestic partner, or roommate(s)
- In military housing, job training program facility, or a college dormitory
- In a group home, assisted living center, or other supervised living arrangement
- In a health, mental health, or correctional facility
- Other Please describe

3. a. Which of the following best describes this former student's **current employment status**? (choose one)
- Competitive integrated employment, not** receiving ongoing supported employment services
 - Competitive employment **with** ongoing **supported employment** services
 - Self-employed Please describe
 - Working in a sheltered workshop
 - Not currently employed (**skip to Question 5**)
- b. On average, how many hours per week does this former student currently work?
- c. What is the basis for this former student's earnings? (choose one)
- Hourly wage Enter rate
 - Hourly wage + tips Enter rate
 - Fixed salary (such as annual) Enter rate
 - Daily rate Enter rate
 - Piece rate Enter rate
 - Commission Enter rate
 - Other (e.g., by the job) Please describe Enter rate
- d. Based on the average number of hours worked (Item b) and the basis for his or her earnings (Item c), how much does this former student currently earn **per week**?
\$
- e. What career cluster most accurately represents this former student's current employment? Please select
- f. Former student's current job title:
- g. Former student's current employer:
- h. Which benefits, if any, does this former student receive from his or her current employer? (choose all that apply)
- Health insurance
 - Vision insurance
 - Dental insurance
 - Paid annual/ vacation leave
 - Paid sick leave
 - Other Please describe

4. **Across all jobs and employment types**, what is the **estimated amount** this former student earned during the past year? \$

PAUSE:

If this former student is currently employed, skip to Question 6 and continue.

If this former student is not currently employed, continue with Questions 5-8.

5. a. Did this former student work in any of the following contexts at **any time during the past year?** (choose all that apply)

- Competitive integrated employment, not** receiving ongoing supported employment services
- Competitive employment **with** ongoing **supported employment** services
- Self-employed Please describe
- Sheltered workshop
- Unpaid work experience

- b. If this former student engaged in any paid work, what is the **estimated amount** he or she earned during the past year? \$

6. a. Was this former student enrolled in any postsecondary education or training classes **during the past year?** Please select

If yes:

- b. Which of the following best describes the nature of this postsecondary education enrollment? (choose all that apply)

- Degree-seeking (e.g., AA, AS, BS, etc.)
- Certificate or industry certification program
- Another FPCTP
- PSE program for students with ID (not a FPCTP)
- Adult education
- Other Please describe
- Unknown

7. a. Did this former student earn any additional degrees, credentials, or certifications **in the past year** (this does not include credentials and certifications earned in your FPCTP)? Please select

If yes:

- b. Name of degree(s), credential(s), and/or certification(s):

Continue on next page.

8. Did this former student receive any of the following benefits **in the past year?**
(choose all that apply)

SSI - Supplemental Security Income

SSDI - Social Security Disability Insurance

Medicaid

Reemployment Assistance Benefits (unemployment compensation)

Other Please describe

None

Thank you for providing this information!

Appendix F

FCSUA Evaluation Summaries: Workshops, institutes, and webinars

EVALUATION SUMMARY

Number of Evaluations Returned

Central Florida <i>Gainseville</i>	Panhandle <i>Panama City</i>	South Florida <i>Ft. Myers</i>	Total
7	0	13	20

I. Participant Information

1. What best describes your affiliation (**select one**)?

- | | |
|-------------------------------------|---|
| 9 - Postsecondary education staff | 4 - State or local service agency or organization staff |
| 2 - Postsecondary education faculty | 0 - Other organization staff |
| 1 - K-12 transition specialist | 0 - Parent |
| 2 - Other K-12 educator | 0 - Student |
| | 2 - Other (FL College System) |

2. Do you plan to attend the Florida Postsecondary Education Program Planning (PEPP) Institute, January 24-27, 2018?

- 16 - Yes
1 - No
3 - No response

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

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

Outcome Statement	Mean Value		
	Central Florida	South Florida	Overall
3. My understanding of resources available to develop a FPCTP increased	4.43	4.85	4.70
4. My knowledge of the FPCTP application process increased	4.71	4.69	4.70
5. My knowledge of the FPCTP grant proposal process increased	4.71	4.85	4.80

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		
	Central Florida	South Florida	Overall
6. Process to apply for FPCTP approval	4.29	4.69	4.55
7. Process to submit a FPCTP start-up or enhancement grant proposal	4.14	4.62	4.45
8. Information on FPCTP Student Scholarships	4.43	4.62	4.55
9. Information on building a planning team to participate in the upcoming Florida PEPP Institute	4.00	4.77	4.50
10. What to expect at the Florida PEPP Institute	4.29	4.85	4.65

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		
	Central Florida	South Florida	Overall
11. FPCTP application packet	4.43	4.77	4.65
12. FPCTP grant proposal packet	4.43	4.85	4.70
13. FPCTP Scholarship request information	4.29	4.83	4.63

(continued on next page)

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		
	Central Florida	South Florida	Overall
14. Registration process	4.86	4.54	4.65
15. Meeting facilities	4.86	4.69	4.75
16. Location (place, city)	4.83	4.85	4.84
17. Time allocated for content	4.86	4.85	4.85
18. Overall event structure	5.00	4.77	4.85

VI. Strengths, Challenges, and Recommendations

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

Central Florida:

- › The information shared about resources available to us as a college. Being able to have other sources to talk to is invaluable!
- › There was a wealth of information! I liked learning about grants, scholarships, predictors of success, resources, etc.
- › All the information was great. I can use it to advocate to other entities.
- › The information about the grant and scholarship process was most useful.
- › Sharing of information, especially expectations and examples.

South Florida:

- › Understanding your process, very clear. Feeling of support that we may receive. Able Trust, I had no idea.
- › Great conversation and facilitation
- › Time to share and see others involved in the process
- › Raising my level of awareness
- › All of the takeaways - the packet, USB, etc. It will help me remember and implement everything that was discussed.
- › Learning from others who have an existing program
- › Everything - the presentation regarding all the steps towards making a good program happen - from application, grants & scholarships to team building with our PS programs/ institutions.
- › Hearing from current participating systems re. the real world experience

(continued on next page)

- › Collaboration was encouraged and VERY useful
- › The great willingness of various organizations to provide this great opportunity!
- › Clarity! (gained!)

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

Central Florida:

- › Nothing
- › All information was useful.
- › Everything was/ is useful.
- › N/A (2)

South Florida:

- › This was very useful, had a variety of "levels" of organizations
- › Sorry, don't have any to list
- › N/A
- › Questions that took us away from the topics. Tangents wasted time.
- › Everything was very useful and informative
- › Seeking input from us, as we are learners
- › If anything...webcam was difficult, speaker phone was good
- › Nothing, it was great! Facilitators did a great job!
- › I was on a great learning curve. All was helpful.

21. Please suggest any *additional ways* you would like to see the FCSUA help you prepare for the upcoming Florida Postsecondary Education Program Planning Institute.

Central Florida:

- › Sample information - frameworks used at other IHEs for supporting students.
- › Continue to solicit to other agencies.
- › The connection with K-12 participants would be very important.

South Florida:

- › What is there to support adults over 22 years old with an intellectual disability? Other than VR specifically training that is NOT inclusive.
- › Include ideas for parent resources
- › Take group through the packets
- › Discuss the rate of abuse, neglect, and exploitation among the pop. w/ InD. It's too large to ignore as we expand.
- › Encouragement of team member participation from FGCU and Ft. Myers Tech College :-)
- › Can current/prior applications/efforts be shared
- › Providing examples of program plans more in depth and data for successful outcomes nationally since we don't have state data yet
- › Can't think of anything.
- › Not sure at this time.

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

Central Florida:

- › The next topic is to get the K-12 more informed about the program. In addition, marketing and advertising (or advocacy) throughout or communities.

South Florida:

- › Great work. Thanks!
- › N/A
- › APD and VR networking efforts.
- › Once accepted - possibly peer mentor training.
- › How will these students pass state cert. exams to become employed...is there a realistic employer demand for these certificates...
- › Not sure.

FACILITATOR PREPARATION EVALUATION SUMMARY

Number of Evaluations Returned - 15

I. Participant Information

1. Have you facilitated at a similar institute before (e.g., NSTTAC, NTACT, or state-level capacity building institute)?
 - 12 - Yes
 - 3 - No

II. Achievement of Intended Outcomes

In terms of preparing you to serve as a team facilitator at the institute, please indicate your level of **agreement** with the following statements:

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

Outcome Statement	Mean Response
2. I understand the role of a team facilitator.	5.00
3. I understand the responsibilities of a team facilitator.	5.00
4. I understand the structure and purpose of the institute.	4.87
5. I developed working knowledge of the team planning tool.	4.53
6. I developed ideas for conducting team meetings.	4.67
7. I was well prepared to serve as a team facilitator.	4.73

(continued on next page)

III. Usefulness of Content

Please indicate the *usefulness* of each item in preparing you for your role as a team facilitator:

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

Outcome Statement	Mean Response
8. The <i>Facilitator Preparation Manual</i>	4.07
9. Strategies for using flip charts	4.07
10. Detailed table presenting overview of facilitator roles and team meeting details	4.73
11. Overview of institute materials (e.g., agenda, content resource materials, etc.)	4.60
12. Strategies for team facilitation and management	4.33

IV. Characteristics of the Facilitator Preparation

Please indicate the *quality* of the facilitator preparation characteristics:

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

Characteristic	Mean Response
13. Overall quality of facilitator preparation	4.80
14. Overall relevance of facilitator prep	4.60
15. Time allocated for content	4.67
16. Advanced communications	4.33

VI. Strengths, Challenges, and Recommendations

17. In your opinion, what was most helpful in preparing you for your role as a facilitator?

- ▶ Facilitator prep time was awesome! Pace of prep meeting was perfect.
- ▶ Having preparation time dedicated to facilitator prep.
- ▶ The review of the planning tool and the introduction and resources for the planning tool.
- ▶ Everything was well covered on Wednesday.
- ▶ Q&As, review of tool and sample goals and plans.
- ▶ Reviewing planning tool and legislation establishing the project.
- ▶ Getting materials in advance.

(continued on next page)

- Trainers were well informed
- Having the materials in advance
- Training help at institute for facilitators
- Actually seeing flip charts and how they are used. Stories/comments from previous facilitators. Also, just asking questions of my colleagues. P.S. Even though I did not want to prepare my own Flip Charts and did not understand why they were not done for us. Once I did them the light bulb went on and I agree you need to do your own so you think through the process. You pulled a fast one on this seasoned educator:))
- Reviewing the planning tool, legislation, and program website prior to the training.
- Past experience in facilitation. Information on my teams.
- The day of preparation spent with Jennifer.

18. In your opinion, what should we have spent **less** time on during facilitator preparation?

- How to use flipcharts and how to facilitate sessions. Since I have facilitated at other institutes, I would have benefited from spending more time getting to know my assigned districts instead.
- Team introductions
- Shorter facilitation skills, flip charts, introductions dragged on and on...
- Questions about the project - should have been more information available prior to institute.
- Time allocation was on point.
- I think it was paced correctly.
- The structure of the program. It would have been more helpful if all were familiar with how the program is structures and funded.
- Time went by very quickly - we needed every minute. The only part might have been allowing people spend a little too much time on their introduction - stick to a minute.
- Nothing
- N/A

19. In your opinion, what should we have spent **more** time on during facilitator preparation?

- Having more time on getting to know my assigned districts (rural v. urban, tech v. state college, what/ if programs already in place, VR role/ status).
- The questions for the tool, knowledge of specific team's level of developing a program.
- Specifics on the tool
- Use of planning tool and guiding teams through the process.
- the tool
- The model (ecological) and research-based practices.
- Time allocation was on point.

(continued on next page)

- ▶ Not sure, maybe reviewing a "team" case study or two.
- ▶ Dealing with potentially challenging situations during team meetings. How to work with teams who are "just looking"
- ▶ I needed a better foundation of the practices we were asking the teams to rate.
- ▶ Who the teams are and where we might begin with the tool. Most of us went in pretty blind on where are teams were in the process.
- ▶ Nothing

20. Please suggest **ways** we may improve facilitator preparation for future institutes.

- ▶ An extra planning meeting or a meeting with teams to just explain the process. Needed just 1 extra meeting.
- ▶ Meeting/ getting to know assigned districts/ schools prior to the institute would have cut down on time spent explaining/ describing each district/ school and more time on actually developing the tool/ plan.
- ▶ Have mentor/ mentees - just a thought.
- ▶ Webinar to prep.
- ▶ Great job!
- ▶ Great preparation.
- ▶ I think the facilitator training worked. However, until I actually worked with a team I was not sure I was ready but I was! It was good always having someone to go to with questions throughout the entire Institute. P.S. One tip given to me was to prepare all Flip Chart agendas before day one. Again, a good tip because it makes you think through the entire process:)
- ▶ Spend more time whole group with teams on the best practices represented in the planning tool and also time in facilitator prep.
- ▶ Provide a profile on each team. Go into a bit more depth on how one can best use the tool with multiple situations.

INSTITUTE EVALUATION SUMMARY

Registrants – 166

Attendees – 135

Evaluations Completed – 70 (all collected onsite)

I. Participant Information

1. Please select **all roles** you fulfilled at this institute:

48 - Planning team member	8 - Facilitator
9 - Planning team leader	7 - Content resource
5 - Content session presenter	5 - Poster session or info table presenter

2. What best describes your *professional role* (**select one**)?

22 - Postsecondary education staff	15 - State or local service agency or organization staff
15 - Postsecondary education faculty	1 - Other organization staff
5 - K-12 transition specialist	0 - Parent
6 - Other K-12 educator	0 - Student
	6 - Other (FPCTP director, librarian, non-profit funder, retired, support facilitator)

3. Are you affiliated with a currently approved FPCTP?

23 - Yes
46 - No

II. Achievement of Intended Outcomes

Please indicate your level of **agreement** with the following statements:

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

Outcome Statement	Mean Response
4. My knowledge of resources to support and sustain FPCTP development increased	4.46
5. My knowledge of resources to support student enrollment in FPCTPs increased	4.30
6. My awareness of the Florida Center for Students with Unique Abilities and its role in facilitating FPCTP development and implementation increased	4.38
7. I developed a plan, or draft of a plan, to start or enhance a FPCTP <i>15 respondents - N/A I am not part of a planning team</i>	4.33

III. Quality of Breakout Sessions – For each breakout session you attended, please rate your **agreement** with each outcome statement:

A. Breakout Session 1 – Thursday morning

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

8. Which breakout session did you attend?

3 respondents - I didn't attend a presentation during this breakout session

16 respondents - Establishing Credentials and Industry Certifications

Outcome Statement	Mean Response
9. This presentation met my expectations based on the title	4.56
10. The presenter made the content interesting and engaging	4.44
11. My knowledge or understanding of this topic increased	4.31
12. I can apply this information to develop or enhance our FPCTP <i>2 respondents - N/A I am not part of a planning team</i>	4.38

12 respondents - Connecting with K-12 Systems

Outcome Statement	Mean Response
9. This presentation met my expectations based on the title	4.00

10. The presenter made the content interesting and engaging	4.17
11. My knowledge or understanding of this topic increased	4.17
12. I can apply this information to develop or enhance our FPCTP <i>3 respondents - N/A I am not part of a planning team</i>	3.89

9 respondents - Federal CTP Program

Outcome Statement	Mean Response
9. This presentation met my expectations based on the title	4.67
10. The presenter made the content interesting and engaging	4.44
11. My knowledge or understanding of this topic increased	4.67
12. I can apply this information to develop or enhance our FPCTP <i>2 respondents - N/A I am not part of a planning team</i>	5.00

7 respondents - Person-Centered Planning

Outcome Statement	Mean Response
9. This presentation met my expectations based on the title	4.71
10. The presenter made the content interesting and engaging	4.86
11. My knowledge or understanding of this topic increased	4.86
12. I can apply this information to develop or enhance our FPCTP <i>2 respondents - N/A I am not part of a planning team</i>	4.80

15 respondents - Making Business Connections

Outcome Statement	Mean Response
9. This presentation met my expectations based on the title	3.33
10. The presenter made the content interesting and engaging	3.33
11. My knowledge or understanding of this topic increased	3.20
12. I can apply this information to develop or enhance our FPCTP <i>4 respondents - N/A I am not part of a planning team</i>	3.09

8 respondents - Postsecondary Education Research-PASS

Outcome Statement	Mean Response
9. This presentation met my expectations based on the title	4.25
10. The presenter made the content interesting and engaging	4.25
11. My knowledge or understanding of this topic increased	4.38
12. I can apply this information to develop or enhance our FPCTP <i>1 respondent - N/A I am not part of a planning team</i>	3.86

B. Breakout Session 2 – Thursday afternoon

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

13. Which breakout session did you attend?

4 respondents - I didn't attend a presentation during this breakout session

15 respondents - Building Faculty Support

Outcome Statement	Mean Response
14. This presentation met my expectations based on the title	3.73
15. The presenter made the content interesting and engaging	3.80
16. My knowledge or understanding of this topic increased	3.93
17. I can apply this information to develop or enhance our FPCTP <i>1 respondent - N/A I am not part of a planning team</i>	3.93

8 respondents - Disability Services

Outcome Statement	Mean Response
14. This presentation met my expectations based on the title	4.63
15. The presenter made the content interesting and engaging	4.75
16. My knowledge or understanding of this topic increased	4.38
17. I can apply this information to develop or enhance our FPCTP <i>2 respondents - N/A I am not part of a planning team</i>	4.67

9 respondents - Florida DD Council and TOPS

Outcome Statement	Mean Response
14. This presentation met my expectations based on the title	4.00
15. The presenter made the content interesting and engaging	4.00
16. My knowledge or understanding of this topic increased	3.89
17. I can apply this information to develop or enhance our FPCTP <i>1 respondent - N/A I am not part of a planning team</i>	3.50

8 respondents - FPCTPs

Outcome Statement	Mean Response
14. This presentation met my expectations based on the title	5.00
15. The presenter made the content interesting and engaging	5.00
16. My knowledge or understanding of this topic increased	5.00
17. I can apply this information to develop or enhance our FPCTP	5.00

5 respondents - Residential Options

Outcome Statement	Mean Response
14. This presentation met my expectations based on the title	4.00
15. The presenter made the content interesting and engaging	3.80
16. My knowledge or understanding of this topic increased	4.00
17. I can apply this information to develop or enhance our FPCTP	3.60

20 respondents - VR Transition Services

Outcome Statement	Mean Response
14. This presentation met my expectations based on the title	4.21
15. The presenter made the content interesting and engaging	4.42
16. My knowledge or understanding of this topic increased	4.21
17. I can apply this information to develop or enhance our FPCTP <i>8 respondents - N/A I am not part of a planning team</i>	4.08

C. Breakout Session 3 – Friday morning

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

18. Which breakout session did you attend?

9 respondents - I didn't attend a presentation during this breakout session

10 respondents - Accessing Financial Aid

Outcome Statement	Mean Response
19. This presentation met my expectations based on the title	4.70
20. The presenter made the content interesting and engaging	4.50
21. My knowledge or understanding of this topic increased	4.60
22. I can apply this information to develop or enhance our FPCTP	4.60

15 respondents - Florida Consortium on Inclusive Higher Ed

Outcome Statement	Mean Response
19. This presentation met my expectations based on the title	4.40
20. The presenter made the content interesting and engaging	4.53
21. My knowledge or understanding of this topic increased	4.40
22. I can apply this information to develop or enhance our FPCTP <i>4 respondents - N/A I am not part of a planning team</i>	4.36

10 respondents - Becoming a VR Vendor

Outcome Statement	Mean Response
19. This presentation met my expectations based on the title	4.40
20. The presenter made the content interesting and engaging	4.20
21. My knowledge or understanding of this topic increased	4.60
22. I can apply this information to develop or enhance our FPCTP <i>3 respondents - N/A I am not part of a planning team</i>	4.57

11 respondents - CTE Options

Outcome Statement	Mean Response
19. This presentation met my expectations based on the title	4.09
20. The presenter made the content interesting and engaging	4.45
21. My knowledge or understanding of this topic increased	4.55
22. I can apply this information to develop or enhance our FPCTP <i>3 respondents - N/A I am not part of a planning team</i>	4.00

12 respondents - Peer Mentoring

Outcome Statement	Mean Response
19. This presentation met my expectations based on the title	4.33
20. The presenter made the content interesting and engaging	4.50
21. My knowledge or understanding of this topic increased	4.50
22. I can apply this information to develop or enhance our FPCTP	4.50

IV. Facilities and Registration

Please rate the **quality** of the institute logistics:

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

Logistics	Mean Response
23. Registration process	4.59
24. Meeting facilities	4.34
25. Time allocated for content	4.49
26. Time allocated for team planning	4.38
27. Overall event structure	4.46
28. Timing of event (i.e., time of year)	4.31

V. Strengths, Challenges, and Recommendations

29. In your opinion, what was most useful in this institute?

- Being able to present on a topic and be available for additional follow up technical assistance. Love the planning tool and way "institute" concept assisted with goal planning.
- Content experts, structure (back and forth), planning process, facilitators, planning time
- A vast array of expertise.
- Team planning and content resources! Team planning sessions where we had enough time to actually plan and work on plans/ tool while having content resources come and answer questions/ provide more useful and meaningful information based on our team's individual needs.
- Team meetings
- Time to focus on our work. Nice job overall. Thanks for coordination.
- Resources
- The handouts to better understand what is expected of all people involved in this process. Thank you so much for providing this conference and funding it!
- (Facilitator name) was a wonderful team coordinator. Getting all contact information and being able to meet/ greet others who work and understand ESE issues.
- Team planning time.
- The breakout sessions with the team to discuss issues and implement solutions to make higher education achievable.
- Having content experts come into our meetings. (Facilitator name)'s idea - almost there, just keep swimming!
- The presentation of accessing financial aid.
- The content sessions!!
- A glimpse of programs which are already up and running. Resources and information. Peer support.
- Networking, facilitator planning.
- Team planning. We should have had more time to really talk and work with facilitator.
- The team breakout, (facilitator name) is an excellent facilitator.
- (Facilitator name) - facilitation.
- Information to help someone with no knowledge of this program gain awareness in a comprehensive way.
- I love the team meeting throughout the institute, our conversations were affected with each content session.
- Planning sessions and facilitators.
- As a newbie I was trying to absorb the relevant material as it lends itself to my job role. I was able to make a few bullet points.

(continued on next page)

- › Good resources in terms of speakers/ presenters.
- › Team planning. Relevant topics for breakouts with knowledgeable presenters.
- › Enjoyed the team meetings. Our facilitator, (facilitator name), was very helpful.
- › Having time with the experts to sit and talk about topics specific to my institution and where we are at in that process.
- › Team building; meeting with experts individually
- › Learning more material, networking, the breakout sessions were awesome, as were the facilitated team meetings, (facilitator name) was awesome (best part!)
- › Information provided on presenters and Facilitator Team Leaders on steps to develop and plan for application and how to establish an inclusive program.
- › The setting of facilitators and breakout sessions.
- › Meeting different people.
- › Presented info in a clear, concise manner.
- › Time for collaboration, time for networking.
- › Loved our facilitator (facilitator name). Very informative.
- › The content, getting to meet and ask questions, having time as a team, the facilitator.
- › The speakers/ presenters, time to work as a team.
- › Being able to find resources and meet with others. This was a phenomenal experience! Iris helped us develop a great plan to take to our administrators.
- › Time allocated for team work sessions.
- › Integration of team planning.
- › The time to team plan.
- › Networking, workshops, and having time to plan with team.
- › (1) planning time, (2) sessions and relevance of sessions, (3) content experts
- › Networking with other colleges, establishing relationships, more clarity on scholarship process and where we are in that process.
- › Working time with the team
- › Team planning, student speakers first night.
- › Team planning time
- › Team planning
- › Team meeting time.
- › The built in planning time (and the facilitator) was absolutely essential and invaluable. The broad range of experts from state departments was also extremely helpful.
- › Knowledge, students because it put a face with a program.

(continued on next page)

- Team sessions, great team and facilitator, moving between sessions and team was a good model, but everything felt rushed, especially lunch.
- The information and handouts. The presenters were helpful and understood the starting of a program to the end results.
- The facilitated team meeting times with (facilitator name). She was a great resource and truly impacted our ability to effectively use time and leave with a great plan for forward motion.
- The facilitated meeting time - especially with the content experts. Also (facilitator name) was great.
- Team planning, facilitator
- The combination of content and planning sessions. Having facilitators for the planning sessions. Having content experts come to planning sessions.
- The facilitated team meeting was excellent with (facilitator name). I wish this could start on Day 1 from 12-3:30 then keynote, and offer additional time.
- Dedicated time for program improvement. Thank you!
- Speakers, Dr. K is amazing! Networking with agency partners, learning about already established programs.

30. In your opinion, what was least useful in this institute?

- The hotel – wi-fi poor, elevators were so slow, stairs are outside, food was expensive
- The opening keynote was excellent but the reception was disappointing as we were not able to get to see/ speak with currently approved FCSUA approved programs - and what their programs are doing!
- The team meetings were not as effective as they could have been. The team planning tool seemed to be a barrier to progress. We could have been more productive if we could have just focused on our known needs. We know our critical tasks.
- Be sure to end at the time listed on the agenda. Adapt if needed. People make plans to leave at the time scheduled. It offers a nice taste for all tat the end but shows appreciation for people's time. Next time, schedule lunch until 2 and be done by 2, earlier even nicer.
- Some of the workshops were not helpful to me.
- Some of the presenters were not engaging or interesting.
- Breakout session on 3rd floor was a bit distracting - restrooms, etc.
- Team planning was valuable but lacked a great deal of structure - mostly off task at times.
- It felt rushed and not useful to expect a plan when all stakeholders or persons with veto power were not present.
- Some of these workshops were not helpful. We're at a totally different level than some other schools.
- The sessions should have had some pre-work to determine fit.

(continued on next page)

- ▶ Breakout (session number) session attended.
- ▶ Some aspects of the hotel, elevator, meeting rooms spread out
- ▶ The material was overwhelming as it was presented to individuals and educators who were better-versed in these programs.
- ▶ Not enough time to cover materials, planning materials too long/ content heavy. Use a facility with better access to restaurants or provide more time for lunch.
- ▶ I felt all of it was helpful.
- ▶ Having generalized breakout sessions versus specialized time with experts.
- ▶ Long sessions. Language used by presenters (i.e., one of the presenters stated that to get buy-in pair "the most disabled looking student" with faculty)
- ▶ Facilitator support.
- ▶ More options for lunch and buffet too expensive.
- ▶ The lunch accommodations (restaurant cost).
- ▶ Everything was helpful.
- ▶ Planning rooms/ meeting rooms too far apart from main conference area.
- ▶ Elevator issues and room air quality.
- ▶ Slow, slow, slow wi-fi. Hotel rooms were sub-par, dirty, run-down, low quality A/C.
- ▶ Free time in evening, closing session ran over which impacts many traveling home/ child care/ etc.
- ▶ Being new to this, I found all of this to be beneficial.
- ▶ Would have liked a leaner packet provided in advance, more time for lunch, better facility, food provided.
- ▶ I wish I would have walked around the vendor area.
- ▶ Sometimes the length of presentations. Lack of relevancy at (presenter name) presentation. The inappropriate comments and lack of person-centered language by presenter (presenter name).
- ▶ Tables
- ▶ The focus on secondary for postsecondary folks. Re: CTE Options (presentation) I wish I had known this was only applicable to a secondary process. Perhaps another version could be developed to discuss MOCs in postsecondary ed. Buffet is not a good idea during flu season. Internet very poor, very cold. As a side note, I was surprised and taken aback by leaders of the institute and facilitators referring to students as "kids" throughout.
- ▶ It may have been useful if the facilitators had more knowledge about the Florida programs and provided guidance during the process.
- ▶ "N/A, nothing, or unsure" (x12)

31. Please suggest any *additional ways* you would like the FCSUA to support planning for the development and enhancement of FPCTPs.

- › Follow up technical support and individual planning with each team would help make sure plans. tools are being used and do not sit untouched.
- › Coordinate interagency agreement with VR that matches KY's
- › Identify the facilitator for each group prior to institute and have the facilitator meet with the team lead for a one hour phone call prior to the institute so the facilitator can better understand the true team needs prior to the institute.
- › Everything was very resourceful.
- › Webinars, walk through a completed application that "got" funding.
- › Come by and see us. Tell us about our strengths and ways to improve.
- › More cross pollination from schools.
- › Share stories, success of current programs more in depth.
- › Continuous phone/ webinar meeting to ask questions or have a group share out after the institute.
- › Sharing ideas and progress of programs throughout the year - newsletter?
- › Be available for Q&A and technical assistance.
- › Utilize time with facilitators and specialists to plan specifically to individual programs.
- › Enhanced vetting of presenters and content; consider offering "tracks" (i.e., new professionals, experts, etc.)
- › Offer breakout sessions more than once.
- › Time to talk to peer institutions.
- › Continue the institute.
- › Consult with post-secondary institution faculty regarding topics for breakout sessions.
- › Be available through email.
- › continued funding
- › More time at institute.
- › Time with alike programs.
- › Webinars
- › Be available to answer questions and for guidance.
- › Newsletter?
- › Great job!
- › Having suggested content sessions for where people are at in this process (i.e., if you are just beginning this you may want to consider these sessions, etc.)

(continued on next page)

- ▶ Please group institutions together for team meetings who are at similar stage in the process 1.) starting a program, 2.) have a program and want to apply for FPCTP, and 3.) already have FPCTP and CTP and want to enhance.
- ▶ Tracks geared to programs in different stages of planning/ implementation/ improving.
- ▶ Inviting Chamber Commerce/ vocational experts to discuss specialties and targeting employment goals.
- ▶ “Unsure, none, N/A, or ?” (x 9)

32. Please list any *topics* on which you would like the FCSUA to provide additional information.

- ▶ Not necessarily topics, but it would be helpful to have a listing of participants for us to follow up with. (Organizations to reach out to for collaboration/outreach).
- ▶ Having more information on how VR can be used as a resource with teams applying for the FCSUA grant would be helpful!
- ▶ More variance on topics by different schools. Teams need the ability to be flexible around the conversation and not have the big document have to guide things. Teams are all at different places. Still unsure on the effectiveness of the document.
- ▶ Unsure, however data on the programs that started after this conference on their student enrollment in their programs.
- ▶ Need larger teams for the Institute; more resources for sustainability
- ▶ Sexuality, personal safety, planning 101 for teams interested in starting a program.
- ▶ Short videos to share with stakeholders to get buy in.
- ▶ Hear/ see model programs in other states.
- ▶ Sex education for students with IND at the postsecondary level.
- ▶ Identify personnel opportunities for programs.
- ▶ Program planning
- ▶ Housing, internships, community partners
- ▶ Building relationships with community employers; process for creating a credential
- ▶ How all the partners work together and differences amongst them (i.e., FCIHE and FCSUA, Think well TCP, possibly *Think College CTP?*)
- ▶ Funding resources. Sessions strictly earmarked for start-up.
- ▶ Everything was pretty much covered.
- ▶ More on curriculum.
- ▶ Think you covered everything.
- ▶ Not sure yet.
- ▶ They are doing a great job, lots of support.
- ▶ Financial resources available, writing a budget.
- ▶ Example of IEP that includes a MOCP.

(continued on next page)

- Connection with wider range of agencies.
- Criteria for IND and examples of plans as a guide.
- All good
- More specific certificate programs and examples of classes.
- Would have actually been helpful to learn more about making community business/ employment connections (intent of [presenter name] presentation I think).
- A session for people from institutions that are really at the beginning of this to help narrow their focus as to first steps.
- Assisting programs to become institutionalized (self-sustaining).
- How to develop budget and plan for sustainability. How can we (illegible) to university and boards to support CTP goals.
- “None, ?, or N/A” (x4)

33. How would you like to receive additional information about FCSUA materials and resources?

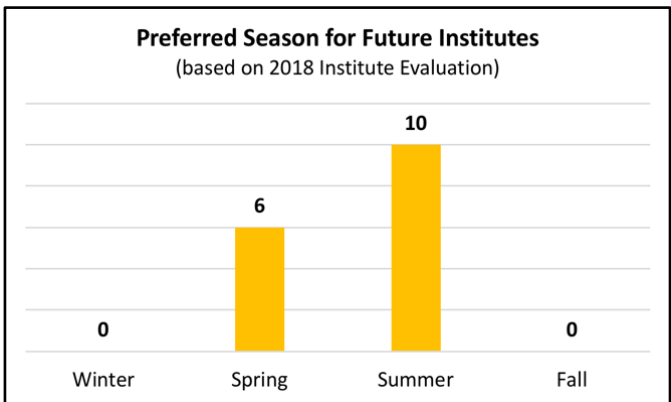
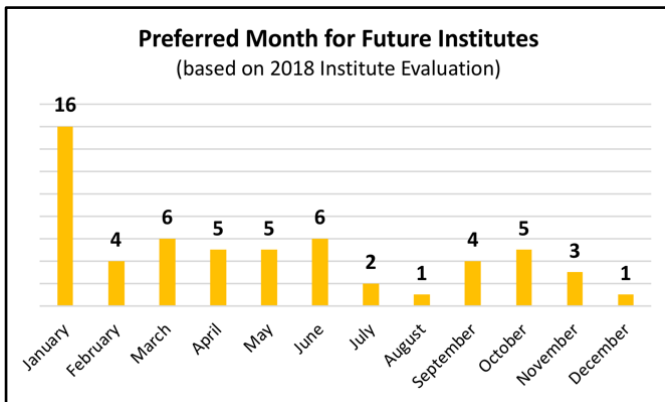
- Webinars and mini-institutes at mid-point of year between annual institutes would be great!
- Websites for all those attending the conference (main website for each rep). Conference is best way. Choosing a facility that is well organized and has reasonable options for food and activities.
- Presentations posted online
- Training to VR counselors, school instructors, parents
- Email, webinars, videos, blog posts.
- By email or webinars.
- Webinars.
- Website, email
- Phone/ webinar
- Email/ newsletter
- Email, online, webinars.
- Email, webinars
- Conferences, telephone, or email
- Email works, face to face is best because of networking.
- Email and FCSUA website
- Email or conference.
- Email or listserv
- E-mail, webinar (x2)
- “Email” (x25)
- N/A

34. As we plan future institutes what month(s) would you suggest as most convenient and effective for program planning?

- April or May
- I like January, March.
- I'm glad we were able to hold the institute in January instead of September. The fall is too busy to make progress on planning tools. January is good because immediately after holidays can be easier to coordinate travel/ time off. June would be perfect too - after testing and graduation, we would be able to work with K-12 administrators and K-12 planning teams as they work on annual goals/ plans!
- January
- October, November, March
- During the early spring - mid-summer, May-July
- January, March
- June
- January, late May/ early June. We have a "Maymester" unavailable in May!
- Early Spring.
- Summer - so that I can bring more members of my team and stakeholders.
- February - April
- Summer (when it's quieter).
- Summer
- Spring months
- This was a good time.
- End of January was great.
- Summer
- February, September
- February
- February - May
- January, October
- January
- This month worked out perfect!
- Spring for Fall implementation.
- October
- September/ October
- January - 10 beyond.
- August or January

(continued on next page)

- Summer
- January, September
- September/ October
- Nov./ Dec.
- November, April, summer months
- January was fine.
- Spring semester or early summer, January, February, March, April, May, June.
- When things are slower in the summer.
- Stay in Central FL, January is good!
- June and July
- Spring/ May or summer months
- Least effective times to do is at the beginning of semesters (i.e., late August - mid September, early January and last week of April or first week of May).
- Least convenient is the beginning of semesters which is September and January.
- “No preference, ?, N/A, does not matter, open to what works for others” (x5)



Graphs are based on tally of months and seasons mentioned in responses and are mutually exclusive.

PRE-INSTITUTE WORKSHOP EVALUATION SUMMARY

Attendees - 34

Evaluations Completed - 28

I. Participant Information

1. Please select **all roles** you fulfilled at this event:

- 11 - Postsecondary education team member 2 - Facilitator
- 8 - Postsecondary education team leader 2 - Other: presenter
- 5 - Agency services representative

2. What best describes your *professional role* (**select one**)?

- 11 - Postsecondary education staff 6 - State or local service agency or organization staff
(i.e., public agency/organization)
- 6 - Postsecondary education faculty
- 2 - K-12 transition specialist 1 - Other organization staff (i.e., private organization)
- 2 - Other K-12 educator 0 - Parent
- 0 - Student

3. Are you affiliated with a currently approved FPCTP?

- 9 - Yes
- 18 - No
- 1 - Blank

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

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

Outcome Statement	Mean Response
4. My knowledge of approaches for credential development increased.	4.29
5. My knowledge of strategies to develop a meaningful credential at my institution increased.	4.29
6. I can apply this information to develop or enhance our FPCTP. <i>10 - N/A I am not part of a planning team</i>	4.22

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 Response
7. Determining what questions to ask	4.36
8. Understanding credentialing	4.36
9. Making decisions about credentials	4.43
10. Ready to approach credentialing	4.14

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 Response
11. PowerPoint slides	4.36
12. Credential Planning Worksheet	4.52
13. References to online materials	4.35*

**10 respondents (36%) left this item blank*

V. Facilities and Registration

Please rate the **quality** of the workshop and logistics:

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

Logistics	Mean Response
14. Overall quality of the workshop	4.68
15. Overall workshop structure	4.61
16. Participant engagement in workshop content	4.43
17. Registration process	4.75
18. Workshop facilities	4.75
19. Timing of workshop (i.e., time of year)	4.57

VI. Strengths, Challenges, and Recommendations

20. In your opinion, what was most useful in this workshop?

- PowerPoint presentation & presenter
- Bob's conversational style and stories are great
- Networking w/ other faculty/ staff
- More resources to assist in pre-planning and planning.
- All was very helpful
- Looking at the entire process
- Very timely; Refreshing presenter
- The step by step approach to planning the credential(s) was most useful.
- I have a better understanding of what is needed.
- The plan with outline
- Review of processes allowed to determine what elements we may have missed.
- Worksheet
- Review of the process for putting the team together and underlying philosophy
- Step by step process and pre planning
- Gave me valuable information on planning a credentialing program
- Plan a Credential: Pre-Planning consideration

(continued on next page)

- The presenter was extremely knowledgeable. He was able to outline the importance of beginning with the outcome and developing from there.
- Strong emphasis on developing programs with meaningful credentials.
- Understanding the missions, values, and outcomes of IPSE programs
- Review; pre planning process

21. In your opinion, what was least useful in this workshop?

- Too much time of personal backgrounds
- More about matching credential to labor market demands
- The first hour or so was get-to-know-ya that was interesting but not useful for progressing our program plan. This proved to be useful for networking but not program planning.
- I couldn't do much pre-planning because my team wasn't here.
- Sharing best practices
- Need a bit more time to spend in the content.
- Need time in the content.
- Thoroughly enjoyed all that was presented.
- All was useful
- Everything was useful
- None
- N/A (x2)

22. Please suggest any *additional ways* you would like the FCSUA to support planning for the development and enhancement of FPCTPs.

- More about apprenticeship programs and the importance of work-based learning during PSE programs
- I love the idea of work sessions with mentors & other colleagues so we can make progress on our program plan.
- Local problem-solving/planning availability with teams that aren't really ignited yet.
- Parent support to help students transition to college & employment
- Possible video conferencing/ webinar to tackle certain areas/ ask questions.
- Webinar for Q & A.
- Grouping participants by interest...maybe univ progs; St. College/Tech programs could collab.
- Student examples
- I would like to see employers be brought to the table.
- References and discussion of standards for syllabus development in the areas of employment, education, and independent living

23. Please list any *topics* on which you would like the FCSUA to provide additional information.

- › Employment-related supports & successes
- › Apprenticeships - how to develop and maintain
- › Grant writing training. Students/ completers coming to share about their experiences.
- › Parent involvement; selection of students for PSE; additional supports for students
- › Behavioral issues; changing mindsets of students, faculty, parents; funding sources and fees
- › Housing supports for independent living
- › Curriculum development, curriculum resources, a walk through of Think College website, FCSUA, and FCIHE websites!

24. How would you like to receive additional information about FCSUA materials and resources?

- › Email; personal call from Drew
- › Email; conferences with esteemed, knowledgeable presenters like this one.
- › I peruse the website
- › Email notice of updated info on website.
- › Email, website, social media, any way I can get it.
- › Email (x7)
- › Thanks!

EVALUATION SUMMARY

Registrants – 73

Attendees – 63

Evaluations Completed – 47

34 collected onsite

13 collected post-event via web-based survey

I. Participant Information

1. Please select **all roles** you fulfilled at this midyear institute:

24 - Postsecondary education team member 8 - Facilitator

9 - Postsecondary education team leader 4 - Other: Presenter, non-profit

2 - Agency services representative

2. What best describes your *professional role* (**select one**)?

23 - Postsecondary education staff 2 - State or local service agency or organization staff
13 - Postsecondary education faculty (i.e., public agency/organization)

2 - K-12 transition specialist 3 - Other organization staff (i.e., private organization)

2 - Other K-12 educator 0 - Parent

0 - Student

2 - Other: TA provider

3. Are you affiliated with a currently approved FPCTP?

18 - Yes

27 - No

2 - Blank

4. Did you attend the pre-institute workshop on *Planning and Implementing an Employment-Focused Credential Program*?

30 - Yes

17 - No

II. Achievement of Intended Outcomes

Please indicate your level of **agreement** with the following statements:

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

Outcome Statement	Mean Response
5. My knowledge of existing college programs for students with intellectual disabilities and how they operate increased.	4.22
6. My knowledge of agency services to support and sustain FPCTP development increased.	4.00
7. My knowledge of research and resources to improve post-school outcomes of students with disabilities increased.	4.11
8. My knowledge of strategies to evaluate postsecondary education student supports and learning increased.	3.98
9. My awareness of issues regarding FPCTP development and strategies to address them increased.	4.02
10. I began or continued development of a plan to start or enhance a FPCTP. 12 - N/A I am not part of a planning team	4.06

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 Response
11. Postsecondary education program presentations	4.27
12. Agency services and resources	3.93
13. Predictors of post-school success	4.00
14. Data collection and evaluation strategies	3.87
15. FPCTP issues and strategies	4.09

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 Response
16. Team planning tool	4.40
17. Copies of presentation slides	4.13
18. Predictors of post-school success	4.05
19. Sample from NTACTION Postsecondary Education and Training Preparation Toolkit	4.18

V. Facilities and Registration

Please rate the **quality** of the midyear institute logistics:

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

Logistics	Mean Response
20. Registration process	4.69
21. Meeting facilities	4.61
22. Time allocated for content	4.25
23. Time allocated for team discussions	4.00
24. Overall event structure	4.39
25. Timing of event (i.e., time of year)	4.36

VI. Strengths, Challenges, and Recommendations

26. In your opinion, what was most useful in this midyear institute?

- Networking, open discussions, check in time, resources (free)
- Pre-conf session on credentials creation & exposure to other programs
- Having other programs (from other states) here is so helpful in helping teams "think outside the box" with starting a FPCTP program and how to get creative with funding challenges!
- Learning about other PSE programs

(continued on next page)

- › Assessment info
- › Meeting with facilitator
- › Sharing ideas and challenges with other programs
- › Meeting with other agencies
- › Data collection
- › Chance to get team together & update
- › Working with our facilitator!! We need more time to collaborate more. I'd prefer 1-2 sessions of content & the rest of the time planning/improving. I'd love to have program presentations (like UGA & OSU) more!!!
- › Conversation with Gwen Williams and Rick Lochkenbach. UGA's discussion of their CP.
- › The out of state expert presentations
- › Time to evaluate & reconnect w/other program developers
- › Learning about what other IHEs are doing
- › The time we got to spend with our facilitator was extremely beneficial
- › Spending time w/our leader to work on the grant.
- › Team planning time and interaction w/Kris! Kris is great!
- › Hearing about other programs successes' and challenges.
- › Presentation; Research eval resources; Developing post-school outcomes of students with disabilities.
- › Credentialing information
- › The team building and review of goals were helpful to reconnect.
- › The time to work with the full team including VR.
- › Reconnecting with Team Facilitator
- › Program presentations
- › I enjoy the opportunity to connect with other IHE programs & work with facilitators to refocus on goals.
- › Presentations from programs across the country; resources available online; brainstorming w/team
- › Resources, sharing of programs, session on evaluation & credentialing
- › It was very helpful to hear from 3 longstanding and high caliber universities. Thanks for funding my room. I think I may not have been able to attend without it.
- › Learning about other established programs; team time
- › Collaborating with our team.
- › Time spent discussing specifics issues with Dr. Kohler and the presentation from NTACTION.

(continued on next page)

- › The check in with our original facilitator
- › This institute was okay. It felt more like it was fulfilling some requirement than meeting needs. Think it is tricky having one every 6 months.
- › Presentation of Ohio State and the presentations on available resources.
- › Hearing about existing programs
- › We were invited as presenters, so I'm bringing an outsiders perspective. I was impressed with the number of tangible resources and the opportunity to connect with other IPSE program staff.

27. In your opinion, what was least useful in this midyear institute?

- › All great; multiple resources & research conflicting at times
- › Some redundancy in services panel & eval methods
- › It would have been helpful to have access to the initial application so we could "see" how we initially outlined the program.
- › Having speakers not completing presentation
- › Data collection & eval strategies
- › N/A; lunch on Wednesday was not a good value. It was expensive and food was poor quality.
- › Pre-conference workshop...less than dynamic...not practical.
- › Representative roundtable
- › Some of the presentations were not very useful as the presenter's timing was significantly off - did not get through half of his presentations and the information is valuable & needed.
- › Some of the presentations
- › Would like to see programs from organizations other than traditional 4 year schools.
- › Evaluation session
- › The presentations were repetitive and significantly long. Possibly consider having a 2/3 day planning where "beginner" schools attend the sessions while the "more advanced" schools specifically get more team building.
- › Dr. Stoddard presentation
- › Not having my team present, the team planning was the least helpful however I learned a lot from Santa Fe.
- › Agency discussion...I have learned that services vary from area to area within the state and the info shared was/is not how the programs operate in my area. However, for new people in the central FL area, I am sure the service providers were helpful.
- › The panel with VR, APD, ODC

(continued on next page)

- The timing of the mid-year review was challenging for our small team. Also, planning forward as a team with a facilitator, you need the whole team present. I would suggest completing those documents via email and submitting to FCSUA.
- Keynote speakers
- The postsecondary sessions were ok. The presenters should have done a more nuts and bolts session. UGA focused on outcomes. I would recommend having a template that you want presenters to follow in future where they highlight key areas of operations. Guide the conversations more
- I can't speak to this as I didn't attend other sessions.
- Nothing; N/A; all useful; ? (x8)

28. Please suggest any *additional ways* you would like the FCSUA to support planning for the development and enhancement of FPCTPs.

- Paired with a mentor for new programs; point person to ask questions following the conference
- Hearing from current FPCTPs in more depth (how they have started, strengths/weaknesses, assessment tools, etc) would help with sharing & learning.
- Continue with webinars
- How to connect w/ parent groups, FND, etc; parent trainings/support at the secondary level to support students when entering PSE
- Send out email/contact list for all participants; help recruit faculty.
- Statewide recognized credential for those programs that are using a completion credential.
- Allow more time at this conference for teams to refine planning/program. More program showcases.
- Curriculum samples, lesson plan demonstrations, strategies for recruiting mentors, transition standards (where to find), review of Think College, FCSUA, & FCIHE websites.
- Building capacity with Board of Regents, SUS in having outcomes of PSE established & monitored with other outcomes/stds (*standards?*) of university programs (i.e. - successful employment after completion of degree & certificate PSE programs).
- TA w/systemic issues; dealing w/BOT/BOG; collaboration issues
- Set aside time to work and go through the grant & application.
- BEST practices w/document examples that organizations use and FPCTP and FCSUA see as "gold standards".
- Keep up the good work!
- FCSUA listservs or have the teams communicate prior to the twice a year conference.
- Really enjoy this institute. Thank you for the opportunity to work with Tara.

(continued on next page)

- › Keep doing the great job you are doing
- › Could add 1 more day of planning but we used every second that we had!
- › I may need you to come to our area to help me re-ignite & expand my team.
- › Please double or triple the time set aside to spend with team and outside partners.
- › How to move forward. If you need to know how to network with existing services your *(you're?)* done
- › I am surprised by the lack of outreach and individual check ins by FCSUA. I also think there is too much focus on K-12 stuff and not enough higher ed discussion. UGA is basically taking a K - 12 framework and placing it on a college campus That is not the intent of these programs. I would like to see FCSUA move beyond transition thinking based on K to 12 research and bring read *(real?)* higher education research and practices into what we are trying to do. We also need better guidance on how to assess course performance in a college world.
- › Doesn't apply to us, we are not a Florida program

29. Please list any *topics* on which you would like the FCSUA to provide additional information.

- › Parent relations; mentor/ coach training
- › Mentor training programs; Program annual reporting requirements (seeing sample reports); Recruiting students; Establishing & maintaining websites
- › VR MOU agreements
- › Marketing program info
- › Transportation
- › Students leaving Project Search or currently in ADT; double dipping?; parents; secondary - post secondary transition; define role of PSE inclusive staff
- › How to recruit staff to work with students with disabilities. Dealing with staff turnover in the field of special ed.
- › Marketing the program. Family involvement - managing helicopters. Creating campus community collegiality.
- › Where to locate web resources for CTP; Top web resources for CTP. Perhaps individuals could share their strategies, administration of program, etc.
- › Current research on programs offered. Differences in outcomes for programs that offer residential programs in addition to credentials.
- › Becoming a VR Vendor/Provider - more info especially on how it may benefit CTP (preparing students?)
- › After you submit an application what comes next. What are the timelines of feedback for grants.

(continued on next page)

- ▶ Mentors within IPSE programs. VR may be able to partner with these efforts, but I will need more information. I will be in touch.
- ▶ Additional funding sources; more intriguing (*intriguing?*) presentations
- ▶ Guardianship; How to navigate parents & family expectations; Models/examples of financial sustainability.
- ▶ Presentation on how to best market your program to the community to increase brand and recognition
- ▶ Student preparedness; K12 partnerships; Working with VR; curriculum; mentors; Financial aid
- ▶ You are great!
- ▶ How can we replicate Center across the States...Mississippi
- ▶ Additional info mentors, training, type; panel of mentors; webinar - new post secondary tool kit
- ▶ Help make BOTs & College Administrators see the value in PSEs. Their awareness becomes our support.
- ▶ Sustainable funding models, program fees, sex education, guardianship
- ▶ Developing partnerships with local and corporate businesses. Mental health issues for adults with unique needs.
- ▶ Moving to independence (*independence?*). Dealing with parents. Measures of success in pse
- ▶ I still do not get or understand the huge planning document we have received. It seems to unnecessarily guide our conversations in ways not helpful to us. We talk to meet the need of the paper more than to meet the need of the program. We do not refer to it other than the check and connect. I appreciate the work of the FCSUA and all that it means to students and the state of Florida. Something just seems off in operations right now and in how meeting the needs of the state. I feel some people are okay with information received but I wonder if this is the best direction moving forward. We need to get these programs to a higher level and with a focus on higher education terminology and language. As long as the root is K - 12 research, we will not move forward as we need to do so in innovative and transformative ways.
- ▶ Troubleshooting for reporting to State about completion.
- ▶ Doesn't apply to us, we are not a Florida program
- ▶ N/A

30. How would you like to receive additional information about FCSUA materials and resources?

- ▶ Site visits or videos of current FPCTPs would be great!!
- ▶ Email, webinars, articles

(continued on next page)

- › My facilitator was THE BEST if she wasn't our facilitator, I would have asked her to be on the community team!
- › Email or an email stating that new resources are available on the website.
- › Email; website; conferences; webinars
- › Electronically
- › Through website
- › Email; web portal
- › Email, webinars, any mode that works for you.
- › Email frequently; Time to get together once or twice a year
- › Future conferences
- › Via email or posted on FCSUA website.
- › Doesn't apply to us, we are not a Florida program
- › Email (x13)

EVALUATION SUMMARY

April 2018 Webinar: Building and Sustaining Florida Postsecondary Comprehensive Transition Programs
Hosted by: Dr. Paula Kohler, Executive Director of the Florida Center for Students with Unique Abilities

Registrants - 64

Attendees - ~38

- 5 - FCSUA Staff
- ≈6 - Call-in participants
- ≈27 - Web participants

Number of Evaluations Completed - 15

I. Participant Information

1. What best describes your affiliation (**select one**)?

- | | |
|-------------------------------------|--|
| 5 - Postsecondary education staff | 4 - State or local service agency or organization staff
(i.e., public agency/ organization) |
| 0 - Postsecondary education faculty | 1 - Other organization staff (i.e., private organization) |
| 3 - K-12 transition specialist | 1 - Parent |
| 0 - Other K-12 educator | 0 - Student |
| | 1 - Other |

2. Are you affiliated with a currently approved Florida Postsecondary Comprehensive Transition Program (FPCTP)?

- 4 - Yes
- 11 - No

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

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

Outcome Statement	Mean Response
3. My knowledge of the costs associated with providing a FPCTP increased.	4.33
4. My knowledge of revenue sources through which to recover costs of providing a FPCTP increased.	4.33
5. My knowledge of how to apply resources (e.g., grants, scholarships) available through the FCSUA to start and sustain a FPCTP increased.	4.00

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 Response
6. Costs of a FPCTP	4.40
7. Postsecondary education revenue sources	4.47
8. FCSUA resources	4.13
9. Things to consider when planning a FPCTP	4.33

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 Response
10. Copy of slides	4.53
11. FPCTP Scholarship Guidance	4.40
12. FPCTP Grant Funding Cycle	4.40
13. Team Planning Tool for FPCTPs	4.47
14. College and Career Transition Club	4.20

V. Webinar Features - Please rate the *quality* of the webinar features:

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

Webinar Features	Mean Response
15. Registration process	4.53
16. Hosting platform (Zoom)	4.00
17. Day and time of webinar	4.20
18. Time allocated for content	4.27
19. Presenter’s knowledge	4.73
20. Readability of the slides	4.67
21. Organization of the content	4.60

VI. Strengths, Challenges, and Recommendations

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

- › Financial options
- › Comprehensive overview
- › Seeing the lists side by side
- › Discuss revenue sources and costs, both those unique to SWID and general students
- › Costs and revenue
- › Step by step processing
- › Providing a thorough overview of the different potential funding sources
- › Descriptors of allowable costs for scholarships
- › Presenter knowledge

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

- › Mute all mics - the first few minutes were really difficult to hear.
- › Post handouts ahead of time so users can download and have them ready prior to the webinar.
- › I found it all useful at this point because I'm in the knowledge acquisition stage.
- › None, N/A, N/ - x3

24. Please suggest any *additional topics* the FCSUA should address in future webinars.

- › The contact information for each current participating institute
- › Gaining institutional buy-in; addressing these programs on university campuses that are focused on preeminence.
- › Specifics on other sources that can support FPCTPs, including federal adult education and career and technical education funding, VR adults with disabilities, scholarship sources; curriculum resources to support instruction (independent living, academic, employability skills, etc.)
- › Healthcare Transition (medical transition)
- › Blended funding
- › Additional curriculum/ supports in addition to college courses.
- › N/A

EVALUATION SUMMARY

May Webinar: Completing your Federal Comprehensive Transition and Postsecondary (CTP) Program Application

Hosted by: Clare Papay, Ph.D., *Think College*

Registrants - 16

Attendees - 8

4 - FCSUA Staff

0 - Call-in participants

4 - Web participants

Number of Evaluations Completed - 2

I. Participant Information

1. What best describes your affiliation (**select one**)?

0 - Postsecondary education staff

1 - Postsecondary education faculty

0 - K-12 transition specialist

0 - Other K-12 educator

0 - State or local service agency or organization staff
(i.e., public agency/ organization)

0 - Other organization staff (i.e., private organization)

1 - Parent

0 - Student

0 - Other

2. Are you affiliated with a currently approved Florida Postsecondary Comprehensive Transition Program (FPCTP)?

1 - Yes

1 - No

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

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

Outcome Statement	Mean Response
3. My knowledge of the Federal CTP application <i>process</i> increased.	4.5
4. My knowledge of the Federal CTP application <i>content</i> increased.	4.5
5. My knowledge of resources available from Think College to complete the Federal CTP application increased.	4.5
6. My knowledge of steps to submit the Federal CTP application on my campus increased.	4.0

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 Response
7. Description of a CTP	5.0
8. Student eligibility for CTP	4.5
9. CTP application process	5.0
10. CTP application tips	4.5

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 Response
11. Copy of slides	5.0

EVALUATION SUMMARY

September Webinar: Agency Supports for Florida Postsecondary Comprehensive Transition Programs (FPCTPs): The Association for Persons with Disabilities (APD)

Hosted by: Debra Noel, *The Association for Persons with Disabilities*

Registrants - 36

Attendees -

- 6 - FCSUA Staff
- 0 - Call-in participants
- 7 - Web participants

Number of Evaluations Completed - 5

I. Participant Information

1. What best describes your affiliation (**select one**)?

- | | |
|-------------------------------------|--|
| 3 - Postsecondary education staff | 1 - State or local service agency or organization staff
(i.e., public agency/ organization) |
| 1 - Postsecondary education faculty | 0 - Other organization staff (i.e., private organization) |
| 0 - K-12 transition specialist | 0 - Parent |
| 0 - Other K-12 educator | 0 - Student |
| | 0 - Other |

2. Are you affiliated with a currently approved Florida Postsecondary Comprehensive Transition Program (FPCTP)?

- 4 - Yes
- 1 - No

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

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

Outcome Statement	Mean Response
3. My knowledge of the services and supports available to FPCTPs from APD increased.	4.20
4. My knowledge of which students may be eligible for APD services increased.	4.20
5. My knowledge of how to collaborate with APD increased.	4.80

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 Response
6. Overview of APD	4.60
7. Supported employment (SE) services	4.60
8. Regional contact information	4.80

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 Response
9. Copy of slides	4.80

Appendix G

1 – Table of FCSUA Presentations at Conferences, Institutes, Workshops, and Onsite Meetings

2 – Fall 2017 Workshops Agenda

Summary of FCSUA Staff 2017 –2018 Presentations at Conferences, Institutes, Workshops, and Onsite Meetings

Date	Event	Type	Location/ Presenter	Focus	Audience
10/12/2017	International Division on Career Development and Transition Conference	Conference presentation	Milwaukee, WI Paula Kohler	FPCITP description and FCSUA update	K-12 and transition educators
10/26/2017	Florida College System Annual Equity Conference	Conference presentation	Gainesville, FL Paula Kohler	FPCITP programs and FCSUA resources	Postsecondary administrators
11/1/2017	Florida Association on Higher Education And Disability (AHEAD)	Conference presentation	Daytona Beach, FL Paula Kohler	FPCITP programs and FCSUA resources	Postsecondary disability service providers
12/13/2017	FLDOE Administrators Management Meeting	Conference presentation	St. Petersburg, FL Paula Kohler	FPCITP programs and FCSUA resources	K-12 administrators
1/17/2018	International Conference on Autism, Intellectual Disability & Developmental Disabilities	Conference presentation	Clearwater Beach, FL Paula Kohler	FPCITP programs serving students with ID in Florida	K-12 and postsecondary educators and agency personnel
2/15/2018	Councils of Institutional and Student Affairs	Conference presentation	Crystal River, FL Paula Kohler	Building sustainable FPCITPs	Postsecondary education administrators
3/3/2018	Florida Down Syndrome Association Parent Transition Workshop	Conference presentation	Orlando, FL Drew Andrews	FPCITP programs and FCSUA resources	K-12 and postsecondary parents
4/5/2018	Narrowing the Gulf Annual Conference for Underrepresented Students in Postsecondary Education	Conference presentation	Clearwater Beach, FL Paula Kohler	FPCITP programs and FCSUA resources	Postsecondary educators and disability service administrators

Date	Event	Type	Location/ Presenter	Focus	Audience
4/19/2018	Southeastern Postsecondary Education Alliance Conference	Conference presentation	Memphis, TN Drew Andrews	FPCIP programs and FCSUA resources	Postsecondary educators, service providers, and administrators
4/23/2018	Employee Development Program 15 th Annual Indian River State College	Conference presentation	Port St. Lucie, FL Paula Kohler	Opportunities for students with ID in postsecondary education	Indian River State College employees
5/4/2018	Florida Division on Career Development and Transition Conference and Institute	Conference presentation	Daytona Beach, FL Drew Andrews	FPCIP programs and FCSUA resources	K-12 transition and postsecondary educators, agency personnel
5/11/2018	2018 Florida College Access and Success Summit	Conference presentation	Orlando, FL Paula Kohler	FPCIP programs and FCSUA resources	Postsecondary educators and administrators
5/30/2018	Florida Association of Student Financial Aid Administrators (FASFAA) Annual Conference	Conference presentation	Naples, FL Paula Kohler	Federal and state financial aid available to students with ID for postsecondary education	Postsecondary administrators
6/8/2018	Step Up for Students Gardner Networking Conference	Conference presentation	Orlando, FL Drew Andrews	FPCIP programs and FCSUA resources	Parents of students with disabilities, private school administrators and staff
6/13/2018	Institute for Small and Rural Districts Summer Institute	Conference presentation	Bonita Springs, FL Drew Andrews	FPCIP programs, FCSUA resources, and Career Transition Clubs (CCTC)	Special Education administrators
6/15/2018	Florida Family CAFÉ	Conference presentation	Orlando, FL Drew Andrews	FPCIP programs, FCSUA resources, and CCTC	K-12 and postsecondary parents and educators

Date	Event	Type	Location/ Presenter	Focus	Audience
6/26/2018	Association of People Supporting Employment First National Conference	Conference presentation	Orlando, FL Paula Kohler Drew Andrews	FPCTP programs and the Florida postsecondary program planning tool	Employment specialist
7/16/2018	Florida Association for Career and Technical Education	Conference presentation	Orlando, FL Paula Kohler	FPCTP development and FCSUA resources	Career and technical educators and administrators
7/19/2018	Florida Youth Leadership Forum	Conference presentation	Tallahassee, FL Drew Andrews	Self-determination and postsecondary education	K-12 and postsecondary students
7/19/2018	Florida Youth Leadership Forum	Conference presentation	Tallahassee, FL Drew Andrews	Postsecondary opportunities in Florida	K-12 and postsecondary students
8/17/2018	Florida Keys Community College Fall Convocation	Conference presentation	Key West, FL Drew Andrews	Disability resource services and supporting students with ID	Postsecondary educators
11/11/2017	Adults with Down Syndrome Clinic, Florida Down Syndrome Foundation	Information table	Orlando, FL Drew Andrews	FCSUA and FPCTP information and resources	Adults with Down Syndrome, family members, agency personnel
11/17-18/2017	Florida Parent Educator Network Special Needs Students Conference	Information table	Orlando, FL Drew Andrews	FCSUA and FPCTP information and resources	Florida Parent Educators, students with disabilities
12/16/2017	Holiday Festival hosted by the UCF Center for Autism and Related Disabilities	Information table	UCF Caitlyn Bukaty	FCSUA and FPCTP information and resources	Family members, students with disabilities
1/12-14/2018	Florida Centers for Autism and Related Disabilities State Conference	Information table	St. Pete Beach, FL Drew Andrews	FCSUA and FPCTP information and resources	K-12 special educators

Date	Event	Type	Location/ Presenter	Focus	Audience
2/14/2018	Developmental Disabilities Day at the Florida Capitol	Information table	Tallahassee, FL Drew Andrews	FCSUA and FPCTP information and resources	Persons with disabilities, support personnel, agency personnel
2/16-17/2018	Down Syndrome Association of Central Florida Conference	Information table	Orlando, FL Drew Andrews Caitlyn Bukaty	FCSUA and FPCTP information and resources	Family members, K-12 educators
3/17/2018	UCF Black and Gold Challenge Autism Awareness Walk	Information table	UCF Caitlyn Bukaty	FCSUA and FPCTP information and resources	Family members
6/11-13/2018	Florida Council of Administrators of Special Education Summer Institute	Information table	Bonita Springs, FL Drew Andrews	FCSUA and FPCTP information and resources	Special education administrators
6/15-17/2018	Florida Family CAFÉ	Information table	Orlando, FL Drew Andrews	FCSUA and FPCTP information and resources	Family members, students with disabilities, agency personnel
7/12/2018	FCIHE Hartwick Symposium	Information table	UCF Drew Andrews	FCSUA and FPCTP information and resources	Family members, students with disabilities, agency personnel
8/4/2018	Florida Youth Council Conference	Information table	Orlando, FL Drew Andrews	FCSUA and FPCTP information and resources	Family members and students with disabilities
1/24/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Paula Kohler	Overview of the Florida Postsecondary Education Program Planning Institute	K-12 and postsecondary educators, administrators, and agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
1/24/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Vivian Vieta, students from Robert Morgan Technical College	Students experiences and success in a FPCIP	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Michael Brady Martha Compton	Building FPCIP, establishing credentials, industry certifications	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Wendy Metty	FPCIPs connecting with K-12 systems	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Clair Papay	Establishing and FPCIP as a federal CIP	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Danielle Roberts-Dahm	Integrating Person Centered Planning into a FPCIP	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Rogue Gallart	FPCIPs making business connections	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Lyman Dukes	Postsecondary education research	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Mary Lou Duffy	Building faculty support for FPCIPs	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Bea Awonyi	Disability services aligning with FPCIPs	K-12 and postsecondary educators, administrators, and agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
1/25/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Rick Lockenbach, Vivian Vieta	Florida Developmental Disabilities Council resources and Project TOPS	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Paula Kohler	FPCTP application approval and resources	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Adam Meyer	Residential options for FPCTP	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Sheila Ward	Vocational Rehabilitation services for postsecondary students with ID	K-12 and postsecondary educators, administrators, and agency personnel
1/26/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Drew Andrews	Federal and state financial aid for students in FPCTPs	K-12 and postsecondary educators, administrators, and agency personnel
1/26/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Kathy Becht, Denise Giarrusso	Florida Consortium for Inclusive Higher Education resources	K-12 and postsecondary educators, administrators, and agency personnel
1/26/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Jane Silveria	CTE options, using Modified Occupational Completion Points	K-12 and postsecondary educators, administrators, and agency personnel
1/26/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Frankie Hernandez- Mendez, Carolyn Nazworth	Becoming a VR vendor	K-12 and postsecondary educators, administrators, and agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
1/26/2018	Florida Postsecondary Education Program Planning Institute	Institute presentation	Orlando, FL Gwen Carey	Peer Mentoring in FPCITPs	K-12 and postsecondary educators, administrators, and agency personnel
6/20/2018	FPCITP Midyear Check and Connect	Institute presentation	Orlando, FL Robert Stodden	Planning and implementing employment focused credential program	K-12 and postsecondary educators, administrators, and agency personnel
6/20/2018	FPCITP Midyear Check and Connect	Institute presentation	Orlando, FL Carol Law Anna Lawrence	University of Georgia ID program	K-12 and postsecondary educators, administrators, and agency personnel
6/20/2018	FPCITP Midyear Check and Connect	Institute presentation	Orlando, FL Margo Izzo	Ohio State University ID program	K-12 and postsecondary educators, administrators, and agency personnel
6/20/2018	FPCITP Midyear Check and Connect	Institute presentation	Orlando, FL Robert Stodden	Hawai'i Community College ID program	K-12 and postsecondary educators, administrators, and agency personnel
6/21/2018	FPCITP Midyear Check and Connect	Institute presentation	Orlando, FL Catherine Fowler	Research and resources to improve postschool outcomes	K-12 and postsecondary educators, administrators, and agency personnel
6/21/2018	FPCITP Midyear Check and Connect	Institute presentation	Orlando, FL Robert Stodden	Evaluating, data collection and analysis	K-12 and postsecondary educators, administrators, and agency personnel
12/1/2017	Lorenzo Walker Technical College	Onsite Meeting	Naples, FL Drew Andrews Caitlyn Bukaty	Developing a FPCITP	Administrator and educators

Date	Event	Type	Location/ Presenter	Focus	Audience
3/9/2018	College of Central Florida	Onsite Meeting	Ocala, FL Paula Kohler Drew Andrews	Developing a FPCIP	Administrators
10/21/2017	UNF Project THRIVE Student and Family Workshop	Workshop presentation (portion)	Jacksonville, FL Drew Andrews	FPCIP programs and FCSUA resources	Students with ID, parents, postsecondary educators, agency personnel
10/25/2017	FPCIP Regional Professional Development and Technical Assistance Workshop	Workshop	Gainesville, FL Paula Kohler, Drew Andrews	Creating a FPCIP	Postsecondary and K-12 educators, agency personnel
11/03/2017	FPCIP Regional Professional Development and Technical Assistance Workshop	Workshop	Panama City, FL Paula Kohler	Creating a FPCIP	Postsecondary and K-12 educators, agency personnel
11/30/2017	FPCIP Regional Professional Development and Technical Assistance Workshop	Workshop	Fort Myers, FL Drew Andrews Caitlyn Bukaty	Creating a FPCIP	Postsecondary and K-12 educators, agency personnel
8/15/2018	Tallahassee Community College Eagle Connection Mentor Academy: Supporting Students with Intellectual Disabilities in Postsecondary Education	Workshop	Tallahassee, FL Drew Andrews TCC staff	Required mentor training to fulfill International Mentor Training Program Certification requirements	Postsecondary mentors
1/11/2018	Team Leader Webinar: Preparing for the 2018 Florida Postsecondary Education Program Planning Institute	Webinar	Online Paula Kohler, FCSUA	Preparation for the FLPEPI 2018	Team leaders from institutes of higher education (IHEs)
4/3/2018	Building and Sustaining Florida Postsecondary Comprehensive Transition Programs	Webinar	Online Paula Kohler, FCSUA	Building and sustaining a FPCIP	K-12 and postsecondary educators, agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
5/1/2018	Completing your Federal Comprehensive Transition and Postsecondary Program Application	Webinar	Online Think College, Clare Papay	Completing a Federal CTP program application	Postsecondary educators, and agency personnel
8/23/2018	Project 10 Regional Transition Representatives Update	Webinar	Online Drew Andrews and Project 10 staff	FPCTP update and CCTC information	K-12 and transition support staff
9/11/2018	Agency Supports for Florida Postsecondary Comprehensive Transition Programs: The Agency for Persons with Disabilities (APD)	Webinar	Online Debra Noel, Florida APD	Agency supports for postsecondary students	K-12 and postsecondary educators, agency personnel
11/28/2017	University of Florida Disability Minor course	University course presentation	Gainesville, FL Drew Andrews	FPCTP programs and FCSUA resources	Graduate students, pre-service K-12 educators
2/7/2018	University of Florida, Disability in Society course	University course presentation	Gainesville, FL Drew Andrews	FPCTP programs and FCSUA resources	Postsecondary graduate students

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

Central Florida • Wednesday, October 25, 2017, 9:00 a.m. – 3:00 p.m. – *the day before the Florida College System conference at Santa Fe College*, Hilton Garden Inn, 4075 SW 33rd Place, Gainesville, Florida 32608

Florida Panhandle • Friday, November 3, 2017, 9:00 a.m. – 3:00 p.m.
Hilton Garden Inn, 1101 US Highway 231, Panama City, Florida 32405

South Florida • Thursday, November 30, 2017, 9:00 a.m. – 3:00 p.m.
Hilton Garden Inn, 12600 University Drive, Fort Myers, Florida 33907

AGENDA

- 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 - 10:00 a.m. What's a FPCTP look like?
Overview of approved FPCTPs across the State
- 10:15 - 11:45 a.m. FPCTP application process and scholarship awards with Q&A
- 11:45 - 12:30 p.m. Networking lunch (provided by UCF)
- 12:45 - 1:30 p.m. FPCTP grant proposal process and schedule
- 1:30 - 2:00 p.m. Planning for the Florida Postsecondary Education Program Planning Institute
January 24 – 26, 2018, B Resort and Spa, Lake Buena Vista, FL
- 2:00 - 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

Appendix H

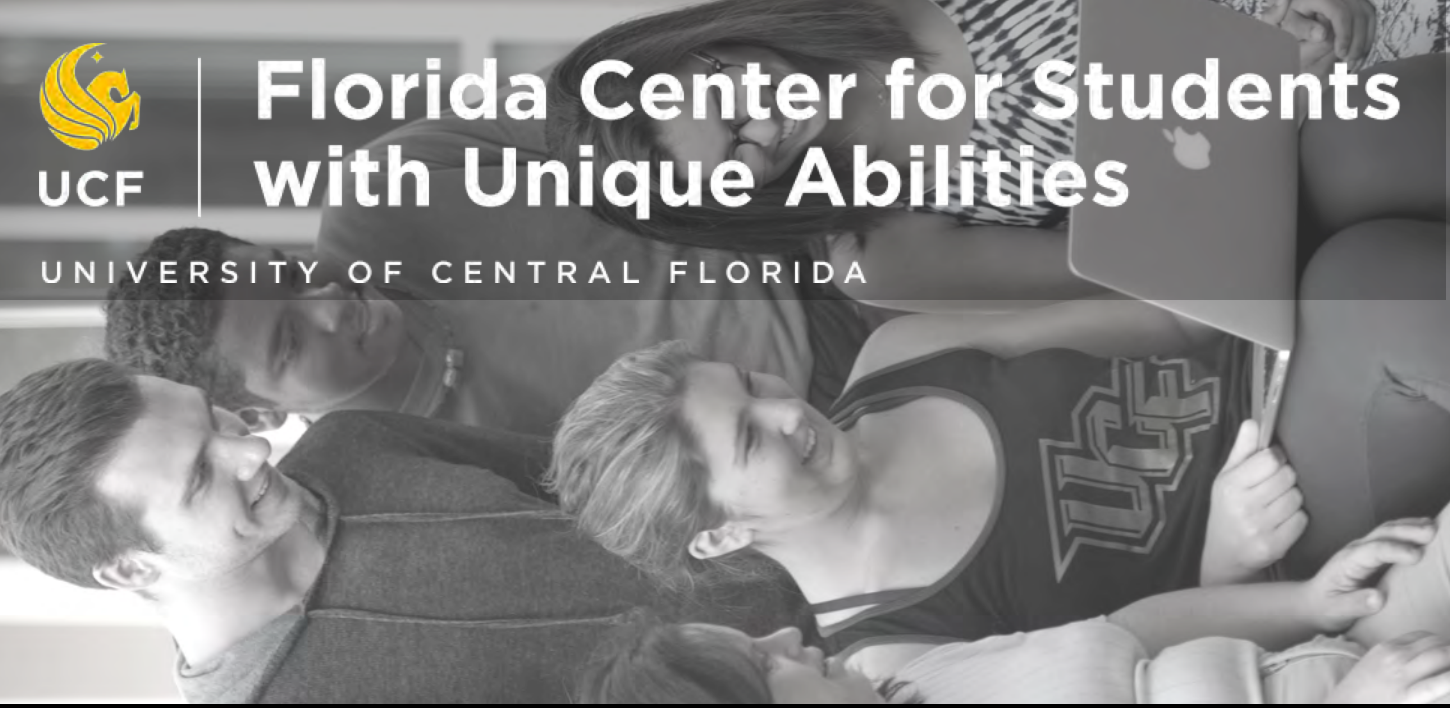
FCSUA Print Materials: Brochure and “Follow-Us” postcards



UCF

Florida Center for Students with Unique Abilities

UNIVERSITY OF CENTRAL FLORIDA



www.fcsua.org



University of Central Florida
4221 Andromeda Loop
Orlando, FL 32816



407-823-5225



fcsua@ucf.edu



fcsua.org



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

fcsua@ucf.edu

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

FCSUA "Follow Us" postcards



Florida Center for Students with
UNIQUE ABILITIES

 **University of Central Florida**
4221 Andromeda Loop
Orlando, FL 32816

 fcsua@ucf.edu

 407-823-5225  fcsua.org



 **Florida Center for Students
with Unique Abilities**
UNIVERSITY OF CENTRAL FLORIDA

FOLLOW US

 [FloridaCSUA](https://www.facebook.com/FloridaCSUA)  [floridacsua](https://www.instagram.com/floridacsua)

 [FloridaCSUA](https://twitter.com/FloridaCSUA)  [#FloridaPEPPI](https://twitter.com/FloridaPEPPI)

Appendix I

1 – Team Planning Tool for Florida Postsecondary Comprehensive Transition Programs:
Introduction and Resources

2 – Team Planning Tool for Florida Postsecondary Comprehensive Transition Programs:
Example for Steps 1 – 3

Florida Center for Students with
UNIQUE ABILITIES

**Team Planning Tool for
Florida Postsecondary Comprehensive Transition Programs**

**Introduction and Resources
for the Planning Process**

Team Planning Tool for Planning, Implementing, and Evaluating Florida Postsecondary Comprehensive Transition Programs

Developed by:

Paula D. Kohler, PhD, Professor and Executive Director
Drew Andrews, EdD, Technical Assistance Coordinator
Caitlyn Bukaty, PhD, Evaluation Coordinator

Florida Center for Students with Unique Abilities
University of Central Florida
Orlando, FL 32816
407.823.2848

Jennifer Coyle, EdD, Principal Research Associate
Western Michigan University

Additional resources are available at:
<http://www.fcsua.org>

This team planning tool is designed to foster implementation of evidence-based and promising practices (EBPPs) in Florida Postsecondary Comprehensive Transition Programs (FPCTP). In addition to the authors, the following individuals contributed significantly to the content regarding the state of science and effective strategies for planning, implementing, and evaluating these programs:

Bea Awoniyi, PhD, Santa Fe College	Tara Rowe, MEd, PhD (ABD), University of North Florida
Lyman L. Dukes III, PhD, University of South Florida St. Petersburg	Janice Seabrooks-Blackmore, PhD, University of North Florida
Debra Hart, MS, PhD (ABD), University of Massachusetts Boston	Jane Silveria, BS, Division of Career and Adult Education, FLDOE
Margo Vreeburg Izzo, PhD, Ohio State University	Kristine Webb, PhD, University of North Florida

Bibliography

- Dukes, L. L., III, Madaus, J. W., Faggella-Luby, M., Lombardi, A., & Gelbar, N. (2017). PASSing college: A taxonomy for students with disabilities in postsecondary education. *Journal of Postsecondary Education and Disability, 30*(2), 111–122.
- Grigal, M., Hart, D., & Weir, C. (2012). *Think College standards, quality indicators, and benchmarks for inclusive higher education*. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.
- Kohler, P. D., Gothberg, J. E., Fowler, C. H., & Coyle, J. (2016). *Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs*. Western Michigan University. Available at www.transitionTA.org.
- W. K. Kellogg Foundation. (October 2000). *Logic Model Development Guide*. Battle Creek, MI: Author (www.wkkf.org).

January 2018

Using the FPCTP Team Planning Tool

Overview of the FPCTP Team Planning Tool	4
FPCTP Domains, Benchmarks, Reflective Questions, and Indicators.....	5
Program Development Strategies	17
FPCTP Plan Examples.....	20

Overview of the FPCTP Team Planning Tool

Although presently formatted as a paper planning tool, this content will soon be a part of the strategic planning system transitionprogramtool.org. It focuses specifically on assisting interdisciplinary postsecondary education teams to review the extent of implementation and effectiveness of their programs serving students with intellectual disabilities on their college and university campuses, identify their strengths and needs, and develop an implementation and evaluation plan to address their needs. To foster program development and improvement grounded in evidence-based and promising practices (EBPPs), the planning process applies Dukes, Madaus, Faggella-Luby, Lombardi, and Gelbar's (2017) PASS model for conceptualizing research regarding postsecondary education services for students with disabilities, the *Taxonomy for Transition Programming 2.0*. (Kohler, Gothberg, Fowler, & Coyle, 2016) and the Think College Standards (Grigal, Hart, & Weir, 2012) to present inclusive postsecondary education and transition practices content in four domains: **student-focused, faculty and staff-focused, program and institution-focused, and concept and system development**. Each of these domains includes specific benchmarks through which we synthesize the EBPPs.

To help you apply this information to your specific context, the FPCTP Team Planning Tool includes two primary documents: (a) Introduction and Resources and (b) Steps 1 – 3: Assign Team, Assess Status, Make a Plan.

This **Introduction and Resources** document presents the content domains and each benchmark within them, as well as a set of reflective questions and indicators. Refer to this information as your team examines the degree to which you are implementing the practices described (in Steps 1 – 3). The reflective questions are designed to help you go beyond simple “yes” or “no” answers as you reflect on implementation and identify **evidence** that supports your reflection.

The tool is also designed to help you apply specific *program development strategies* through your planning and implementation process to facilitate implementation of the EBPPs. These strategies are organized into four areas: **data-based decision-making, capacity building, resource mapping and development, and partnership development**. We describe each strategy in this introduction document and when you reach the planning steps in Step 3, you identify which strategies you will use and how you will use them. Throughout this process, use data from a range of sources to help guide your self-assessment and planning processes. By knowing what works and what doesn't, you can build on your strengths and avoid ineffective or inefficient strategies.

The **Steps 1 – 3: Assign Team, Assess Status, Make a Plan** document provides a framework to examine the degree to which you are implementing the practices described. If your institution is not currently serving students with intellectual disabilities, reflect on how you are serving students with disabilities in general and what you need to do to start a FPCTP. In **Step 1**, identify your team members and record their contact information. Then in **Step 2**, reflect on levels of implementation within each domain and consider the availability and quality of your data. In this step, summarize the information generated, and from that summary articulate your strengths and needs and prioritize those needs. Subsequently, identify for which needs you want to make a plan. In **Step 3**, identify a goal to address your needs, select strategies to pursue those goals, then develop your plan details including tasks, person responsible, timelines, outputs, intended outcomes, indicators, and data sources. Again, use the examples within the Introduction and Resources document as a reference.

This tool is designed to be used through a continuous improvement process that includes data collection and review, planning, evaluation, and assessment of goal attainment that addresses student recruitment, enrollment, advising, completion, and employment outcomes.

Postsecondary Education Program Domains, Benchmarks, Reflective Questions, and Indicators

Domain 1: Student-Focused		
Benchmark	Reflective Questions	Sample Indicators
<p>1.1 Students pursue an inclusive program of study that aligns with their personal, academic, and career goals and interests as established through person-centered planning that includes the use of existing and or new, relevant assessments.</p>	<ul style="list-style-type: none"> ▶ What credential options are available for FPCTP students? ▶ What person-centered planning process is used to identify the student's target credential and program of study? ▶ What assessment information is used to inform students' person-centered planning process? ▶ How do students make choices about electives? ▶ What process is used to keep students' person-centered planning goals and objectives up-to-date? ▶ What process is used to update student progress towards their person-centered planning goals? ▶ How will/are students participating in inclusive: <ul style="list-style-type: none"> ▪ Credit bearing classes ▪ Non-credit bearing classes ▪ Classes for audit ▪ Work-based learning (and types) ▪ Employment ▶ How do students build: <ul style="list-style-type: none"> ▪ Study skills ▪ Learning strategies ▪ Transportation skills ▪ Independent living skills ▪ Occupational skills ▪ Employability skills ▶ What kinds of service-learning experiences are students engaging in through their program of study? ▶ How do students engage in social activities and other non-academic opportunities with peers without disabilities on campus? 	<ul style="list-style-type: none"> ▶ # or % of students in courses for credit ▶ # or % of students in courses for non-credit ▶ # or % of students in courses for audit ▶ # or % of students in work experiences ▶ # or % of students who make SAP ▶ # or % of students updating their person-centered plan ▶ # or % of students who are employed after program ▶ # or % of students who are living independently after program ▶ # or % of students who are seeking further education or training after program ▶ Student satisfaction with academic, occupational, social, and residential experiences ▶ Student progress as documented by assessment results

	<ul style="list-style-type: none"> ▶ What employment, living, and educational outcomes are expected of students after program completion? 	
<p>1.2 Students' programs of study include development and application of self-determination skills (as indicated by assessment results).</p>	<ul style="list-style-type: none"> ▶ How is student need and achievement regarding their self-determination assessed? ▶ What strategies are used to develop students' self-determination skills? ▶ How do students express self-determination when interacting with faculty, employers, and others in supervisory roles? ▶ To what extent do students manage their daily schedules of academic, social, and employment activities? 	<ul style="list-style-type: none"> ▶ # or % of students who participate in self-determination activities ▶ # or % of students who manage their daily academic schedule ▶ # or % of students who manage their daily social schedule ▶ # or % of students who manage their daily employment schedule ▶ Names of assessments used to measure self-determination skill gain ▶ # of students who have participated in specific self-determination assessments
<p>1.3 Students engage in integrated, paid work experiences aligned with career goals and interests (as indicated by assessment results).</p>	<ul style="list-style-type: none"> ▶ In what kinds of inclusive work-based training experiences, internships, and or apprenticeships do your students participate? ▶ What will/does your program do to help students gain and maintain employment? <ul style="list-style-type: none"> ▪ As part of their program of study? ▪ As they are completing and exiting the program? ▶ How do students connect with community rehabilitation and other adult service providers to gain and maintain employment and or other needed support services? 	<ul style="list-style-type: none"> ▶ # or % of students participating in apprenticeships ▶ # or % of students participating in integrated internships ▶ # or % of students participating in unpaid work experiences ▶ # or % of students participating in paid work experience ▶ # or % of students involved in other types of work-based training experiences, by type ▶ # or % of students who use supports ▶ # or % of students who are clients and receive employment-related services from outside agencies, by agency
<p>1.4 Students know, request, and use accommodations necessary for full participation.</p>	<ul style="list-style-type: none"> ▶ How are students' accommodation needs determined? ▶ How is the effectiveness of student accommodations assessed? ▶ How do students access support and coaching to 	<ul style="list-style-type: none"> ▶ # or % of students accessing support, by type (e.g., tutoring, writing lab, assistive tech, etc.) ▶ # of students in the general student population who provide direct support

	<p>promote academic and employment success?</p> <ul style="list-style-type: none"> ▶ How do peers/mentors without disabilities provide support to students in your program (e.g., academic, employment, social, and other contexts)? ▶ What strategies are used to help students understand and access accommodations? 	<p>to students in the program (e.g., as mentors)</p> <ul style="list-style-type: none"> ▶ # or % of FPCTP students who request support in each area: academic, employment, social, independent living ▶ # or % of FPCTP students who receive support, by support type in each area: academic, employment, social, independent living ▶ Student satisfaction with accommodations received, by type
<p>1.5 Students use technology (e.g., general and assistive technology) to support their engagement in academic, employment, social, and personal environments (as indicated by assessment results).</p>	<ul style="list-style-type: none"> ▶ How are student technology needs identified? ▶ How does your program ensure that student technology needs are met? ▶ How is technology-related training provided to students? ▶ How are students made aware of safety precautions relevant to social media? ▶ Do students have the technology needed to fully engage in the campus community? 	<ul style="list-style-type: none"> ▶ # or % of students who participated in technology- related trainings ▶ # or % of students who use technology in various settings (e.g., academic, employment, social, personal,) by setting ▶ # or % of students who request additional training on technology ▶ Technology provided, by technology type ▶ Technology support provided, by support type
<p>1.6 Students understand their postsecondary rights and responsibilities as reflected in the IHE's code of conduct.</p>	<ul style="list-style-type: none"> ▶ How does your program review and address the IHE's code of conduct with students regarding: <ul style="list-style-type: none"> ▪ Academic rights and responsibilities ▪ Expected student behavior in various contexts ▶ How is student involvement in processes that support enrollment ensured (e.g., course registration, tuition payment, add-drop process, etc.)? 	<ul style="list-style-type: none"> ▶ # or % of signed codes of conduct ▶ # of misconduct reports ▶ # of remediation meetings ▶ # and % of students accepted ▶ # and % of students enrolled on time ▶ # and % of students in defined program of study ▶ # and % of students who receive financial aid on time ▶ # and % of students with up-to-date accounts and records

<p>1.7 Students use financial aid as needed to support their enrollment and participation.</p>	<ul style="list-style-type: none"> ▶ How and when do students learn about the FPCTP scholarship opportunity? ▶ How do students learn about and apply for Federal Financial Aid (if the program is a Federal Comprehensive Transition and Postsecondary Program) or other funding opportunities? 	<ul style="list-style-type: none"> ▶ # or % of students who use FPCTP scholarships ▶ # or % of students who fill out FAFSA application ▶ # or % of FPCTP students receiving other financial aid or support
<p>1.8 Students determine how parents and family members are engaged in their postsecondary education experience.</p>	<ul style="list-style-type: none"> ▶ How do students learn about their rights in relation to family involvement in their postsecondary education? ▶ How do families learn about their son's/daughter's rights as a postsecondary education student? ▶ How do students engage their families in their postsecondary education experience? 	<ul style="list-style-type: none"> ▶ # or % of students who are their own guardians ▶ # or % of families engaged in campus activities ▶ Documentation of student permission regarding family involvement
Domain 2: Faculty and Staff-Focused		
Benchmark	Suggested Reflective Questions	Suggested Indicators
<p>2.1 Faculty engage in professional development to adapt teaching practices that meet the needs of all learners.</p>	<ul style="list-style-type: none"> ▶ How are professional development needs identified? ▶ How are identified areas of need within the IHE used to design future professional development events? ▶ What professional development is available to IHE and program-specific faculty and staff? ▶ How do FPCTP staff and students increase understanding about the program and students' strengths and needs to other members of the IHE community? ▶ What learning outcomes do faculty and staff report from professional development? ▶ In what ways do faculty adapt their teaching practices to meet the needs of all learners? ▶ How do mentors and or program staff facilitate communication about specific learning needs? 	<ul style="list-style-type: none"> ▶ Professional development needs identified ▶ # of professional development events hosted by the FPCTP ▶ # of attendees at FPCTP professional development events ▶ # of attendees at relevant non-FPCTP professional development events ▶ # or % of attendees reporting knowledge gains at FPCTP-hosted professional development events ▶ # of professional development events attended by FPCTP staff ▶ # or % of FPCTP staff reporting knowledge gains at professional development events attended
<p>2.2 Faculty and staff ensure service, learning, social, and academic environments are accessible to support all learners.</p>	<ul style="list-style-type: none"> ▶ How does your FPCTP rate or measure accessibility? ▶ What strategies do faculty and staff use to increase accessibility? ▶ What resources can faculty and staff access to 	<ul style="list-style-type: none"> ▶ Examples of increased accessibility observed on campus ▶ # or % of students reporting satisfaction with level of accessibility

	<p>improve accessibility?</p> <ul style="list-style-type: none"> ▶ How are FPCTP program staff ensuring other IHE faculty and staff incorporate accessibility strategies? ▶ How do students rate the accessibility of service, learning, social, and academic environments? 	<ul style="list-style-type: none"> ▶ # or % of FPCTP staff reporting satisfaction with level of accessibility ▶ # or % of overall IHE faculty, staff, and students reporting satisfaction with level of accessibility ▶ Resources available to faculty and staff to improve accessibility
<p>2.3 Faculty and staff across campus environments model high expectations and respect for all students.</p>	<ul style="list-style-type: none"> ▶ How does the IHE guide faculty and staff to model high expectations and respect for all learners? ▶ What resources does the IHE provide to help faculty and staff model high expectations and respect for all learners? ▶ How do faculty articulate their expectations of academic performance to their students? ▶ In what ways do faculty and staff express high expectations and respect for learners within their course materials? ▶ Do students feel respected and held to high expectations across all campus environments? 	<ul style="list-style-type: none"> ▶ # of faculty and staff engaged in professional development regarding high expectations and respect ▶ Specific course materials that express high expectations and respect for all learners ▶ # or % of students reporting satisfaction with faculty and staff expectations and respect ▶ # or % of FPCTP staff reporting satisfaction with faculty and staff expectations and respect for their students
<p>2.4 Faculty and staff engage with program staff to enhance key college and university services.</p>	<ul style="list-style-type: none"> ▶ How do IHE faculty and staff reach out to FPCTP staff regarding relevant systems and services? ▶ How do FPCTP staff reach out to IHE faculty and staff regarding relevant systems and services? ▶ How do FPCTP staff and other IHE staff work together to identify areas for improvement across campus? ▶ How are identified areas of need used to drive professional development? ▶ How are identified areas of need used to drive system and service improvement? 	<ul style="list-style-type: none"> ▶ # of IHE faculty and staff contacts with FPCTP staff regarding instructional issues ▶ # of FPCTP contacts with IHE faculty and staff regarding student support needs ▶ # and description of systems and or service needs identified ▶ # and description of systems and or service needs resolved

Domain 3: Program and Institution-Focused		
Benchmark	Suggested Reflective Questions	Suggested Indicators
3.1 Policies and procedures (IHE, program-specific, K-12 outreach) support student recruitment, enrollment, advising, and completion of the FPCTP.	<ul style="list-style-type: none"> ▶ Does the core FPCTP team include those who understand IHE policies and procedures and how they apply specifically to the FPCTP structure, procedures, policies, and students? ▶ How do program staff work with others across the IHE to ensure that the program is aligned with relevant systems and services? ▶ How do program staff work with others across the IHE to ensure that relevant systems and services meet the unique needs of the FPCTP and its students? ▶ How are students supported through all phases of participation in your program (i.e., entry, advising, throughout enrollment, transitioning out)? ▶ To what extent do students participate in graduation activities and other campus commemorations? ▶ How does the percentage of students with intellectual disabilities at your IHE compare to the percentage of individuals with intellectual disabilities within the target catchment area? 	<ul style="list-style-type: none"> ▶ Core team membership ▶ # and % of students who make SAP ▶ # and % of students who complete their program of study ▶ # and % of students who earn their target credential ▶ # and % of FPCTP student receiving scholarships or other financial aid ▶ # and % of FPCTP students who participate in graduation activities and other campus commemorations? ▶ # and % of students with intellectual disabilities served by the IHE in relation to the # an % of individuals with intellectual disabilities within the target catchment area
3.2 All campus services support student recruitment, enrollment, engagement, completion, and transition to employment.	<ul style="list-style-type: none"> ▶ How does your program ensure all members of the campus community are prepared to support students? ▶ How does your program and institution support student access to co-curricular activities (i.e., practicum and learning communities)? ▶ How does your program and institution support student access to extra-curricular activities (i.e., campus sponsored social, athletic, and student organization activities and service opportunities)? ▶ How does your program and institution support student access to on- and off-campus student housing resources? 	<ul style="list-style-type: none"> ▶ # and % of students engaged in co-curricular activities ▶ # and % of students engaged in extra-curricular activities ▶ # and % of students who access IHE-sponsored housing ▶ Student satisfaction with recruitment, enrollment, advising, instructional, support, residential, employment, and other relevant services

<p>3.3 The IHE provides a meaningful credential upon completion of the program that leads to integrated, competitive employment.</p>	<ul style="list-style-type: none"> ▶ How are employment and industry data used to identify a relevant, meaningful credential(s) offered by the IHE/FPCTP? ▶ How are employer needs and expectations used to develop the scope and sequence of curricula associated with the established credential(s)? ▶ What meaningful credential(s) does your IHE/FPCTP offer? ▶ What person-centered planning process is used to identify students' target credential and program of study? ▶ From what sources and how does the program gather assessment information to inform students' person-centered planning process? ▶ How does your program use academic advising to help students identify and progress toward a meaningful credential? ▶ How is student progress towards a meaningful credential determined? ▶ How is satisfactory academic progress (SAP) for FPCTP students defined? ▶ How is the FPCTP SAP policy aligned with that of your IHE? 	<ul style="list-style-type: none"> ▶ Employment data within target catchment area (e.g., job openings, skill requirements, wages, benefits, credential requirements, etc.) ▶ # and description of credentials offered by program ▶ # and description of industry certifications offered by program ▶ # and % of students enrolled in specific credential programs ▶ # and % of students who complete their program of study ▶ # and % of students who complete their target credential ▶ # and % of students who make satisfactory academic progress (SAP) ▶ # and % of students engaged in academic advising ▶ #, %, and wages of students employed at 1, 2, 3, 4, and 5 years from program completion
<p>3.4 The FPCTP provides a range of work experiences on and off campus, relevant to the student's target credential and aligned with the student's career goals and interests (e.g., internships, apprenticeships and other forms of work experience).</p>	<ul style="list-style-type: none"> ▶ How does your program establish agreements and collaborate with service providers, community agencies, and employers to provide a range of work experiences on and off campus? ▶ Who coordinates work experiences for your students? ▶ What work experiences are available to your students? ▶ How does your program communicate with employers regarding credentials earned by FPCTP students? 	<ul style="list-style-type: none"> ▶ #, type, and characteristics of specific work experience opportunities available to students ▶ # and % of students engaged in work experience, relevant to the student's target credential and aligned with the student's career goals and interests ▶ Specific skills developed via work-experiences ▶ Student performance in work experience

<p>3.5 Sufficient personnel, material, and fiscal resources are provided to support students' completion of their postsecondary education programming.</p>	<ul style="list-style-type: none"> ▶ What is the capacity of the IHE and the FPCTP regarding the number of students served in the FPCTP? ▶ How does your program identify and access funding needed to support and sustain your FPCTP? ▶ How does your program access resources and technical assistance offered by the FCSUA? ▶ What staff roles and FTE assignments are needed to adequately support program functions? ▶ What resources are allocated to ensure high quality staff are recruited, hired, and retained within your FPCTP? ▶ When and how do FPCTP staff request FPCTP Scholarships for their students from FCSUA? ▶ How do program staff work with the IHE's financial aid office specifically to ensure disbursement of FPCTP scholarships and other scholarship funds to students? ▶ How does your program determine and obtain the most appropriate learning materials for FPCTP students (e.g., technology, assessments, academic support materials)? 	<ul style="list-style-type: none"> ▶ # of students the FPCTP is designed to serve ▶ # of students served ▶ Program budget by major category ▶ Overage and shortfalls in funding by category ▶ FTE assignments by position and function ▶ # of program staff with experience or degrees aligned with their role and function relevant to serving students with intellectual disabilities in postsecondary education ▶ # and amount of FPCTP Scholarships requested and received by semester/term ▶ # and amount of FPCTP Scholarships disbursed to students by semester/term ▶ # of additional funding opportunities pursued by program ▶ # of additional funding sources secured by program ▶ # and description of specialized materials provided to students
<p>3.6 FERPA-aligned family outreach and engagement strategies support student recruitment, enrollment, engagement, completion, and transition to employment.</p>	<ul style="list-style-type: none"> ▶ How is family engagement encouraged and supported by your program? ▶ How do program staff ensure family engagement activities are carried out with respect to FERPA regulations? ▶ How are student and family needs regarding engagement determined? 	<ul style="list-style-type: none"> ▶ # and % of families engaged in students' person-centered planning process ▶ # and % of families satisfied with level of engagement ▶ # and % of students satisfied with family's level of engagement
<p>3.7 Program evaluation is ongoing and used to inform FPCTP development and improvement.</p>	<ul style="list-style-type: none"> ▶ How does your program use ongoing evaluation to guide strategic planning? ▶ How do you make evaluation results available to stakeholders and the public? 	<ul style="list-style-type: none"> ▶ How and to whom evaluation results are disseminated ▶ Program characteristics or policies revised based on evaluation results

	<ul style="list-style-type: none"> ▶ How is student satisfaction measured? ▶ How are outcome data collected from students during program enrollment and at program exit? ▶ How are data collected from students after program completion? ▶ What additional stakeholders provide input to inform program evaluation? ▶ How many students complete their program of study? ▶ How many students earn their target credential? ▶ How many students who complete the program are employed at 1, 2, 3, 4, and 5 years from program completion? ▶ Of the students who complete the program and are employed at 1, 2, 3, 4, and or 5 years from program completion, what are their wages? 	<ul style="list-style-type: none"> ▶ # and % of students who complete program of study ▶ # and % of students who earn target credential ▶ # and % of students for whom follow up data are collected ▶ #, %, and wages of students employed at 1, 2, 3, 4, and 5 years from program completion
Domain 4: Concept and Systems Development		
Benchmark	Suggested Reflective Questions	Suggested Indicators
<p>4.1 The FPCTP aligns with and or extends the IHE's mission.</p>	<ul style="list-style-type: none"> ▶ How does the FPCTP's mission align with the IHE's mission? ▶ Is the FPCTP (including credential) supported by the institution's leadership? ▶ Is the FPCTP (including credential) approved by the institution's governing board? 	<ul style="list-style-type: none"> ▶ # or % of components within the IHE's mission that facilitate or inhibit postsecondary education for people with intellectual disabilities ▶ # of components of the FPCTP aligned with the strategic plan ▶ Documentation of FPCTP (including credential) approval by the institution's governing board ▶ Documentation of FPCTP credential approval via the institution's curriculum/credential approval process ▶ Letter from the institution's president/designated leader documenting support for the FPCTP

<p>4.2 The IHE's value for and commitment to a diverse campus community, including students with intellectual disabilities, is demonstrated in institutional communications, strategic plan, mission statement, leadership's messages, and system reviews.</p>	<ul style="list-style-type: none"> ▶ How is the value of diversity, including for students with intellectual disabilities, represented in the IHE's strategic plan? ▶ How are students with intellectual disabilities represented within the IHE's strategic plan and specific diversity components? ▶ In what ways is the IHEs focus and commitment to diversity included in institutional communications and various media? 	<ul style="list-style-type: none"> ▶ # or % of components within the IHE's strategic plan that facilitate or inhibit postsecondary education for people with intellectual disabilities ▶ # or % of FPCTP students involved in the development or redevelopment of the IHE's plan regarding diversity ▶ Specific materials that express the value of and commitment to high expectations and respect for all learners
<p>4.3 The IHE uses an agreed upon framework for overall service delivery, including disability services (e.g., accommodations, modifications, academic support).</p>	<ul style="list-style-type: none"> ▶ What principles drive the IHE's service delivery? ▶ How was a framework for the IHE's overall service delivery developed? ▶ How is the framework for overall service delivery represented to members of the IHE community? ▶ What issues does your institution or program recognize related to the delivery of disability services? ▶ How are disability services accessed? ▶ How do members of the IHE community learn about disability service delivery? 	<ul style="list-style-type: none"> ▶ % of IHE faculty, staff, and students indicating working knowledge of the IHE's framework for overall service delivery ▶ % of IHE faculty, staff, and students reporting satisfaction with overall service delivery ▶ % of IHE faculty, staff, and students indicating working knowledge of the IHE's framework for delivery of disability services ▶ % of IHE faculty, staff, and students reporting satisfaction with delivery of disability services ▶ % of IHE students with disabilities reporting satisfaction with delivery of disability services
<p>4.4 The IHE uses an agreed upon framework for assessment and instruction that addresses the needs of all learners.</p>	<ul style="list-style-type: none"> ▶ What principles drive instruction and assessment of learning? ▶ How does the institution's strategic plan address instruction and assessment of learning? ▶ How is the framework for instruction and assessment of learning represented to members of the IHE community? ▶ What instruments are used to assess student 	<ul style="list-style-type: none"> ▶ % of IHE faculty, staff, and students indicating working knowledge of the IHE's framework for instruction and assessment of learning ▶ % of IHE faculty, staff, and students reporting satisfaction with their experience and outcomes ▶ % of IHE students with disabilities

<p>4.5 The IHE follows agreed upon standards of practice to meet the needs of all learners.</p>	<p>learning?</p> <ul style="list-style-type: none"> ▶ How are student's overall access, retention, completion, and outcomes assessed? ▶ What standards of practice, performance, or ethics are followed? ▶ How were standards of practice, performance, or ethics selected? ▶ How are the standards of practice, performance, or ethics represented to members of the IHE community? 	<p>reporting satisfaction with their experience and outcomes</p> <ul style="list-style-type: none"> ▶ Accreditation results ▶ # of times the IHE's standards of practice, performance, or ethics are addressed with members of the IHE community ▶ % of IHE faculty, staff, and students who indicate working knowledge of the IHE's standards of practice, performance, or ethics ▶ Components of the IHE's standards of practice, performance, or ethics in which IHE faculty, staff, and students were involved in developing
<p>4.6 As part of strategic planning and accreditation, the IHE uses agreed upon metrics or methods to evaluate the outcomes of all learners.</p>	<ul style="list-style-type: none"> ▶ What evaluation methods or metrics are used? ▶ How were evaluation methods or metrics developed? ▶ How are members of the IHE community made aware of evaluation procedures? ▶ Who conducts evaluation at program and IHE levels? ▶ How are evaluation results shared with the IHE and broader community? ▶ How is input of other stakeholders (beyond the planning team) included in the planning process? ▶ What timeline does the strategic planning process follow? ▶ What impact has strategic planning had on your FPCTP? 	<ul style="list-style-type: none"> ▶ # or % of IHE faculty and staff who indicate evaluation is: <ul style="list-style-type: none"> • part of an ongoing cycle of program development and improvement • system-wide • supported at all levels ▶ # or % of evaluations that include participation from all stakeholders (e.g., faculty and staff, administration, students, families, etc.) ▶ # or % of program decisions guided by student outcome and program evaluation data ▶ # of times evaluation results are shared with the IHE and broader community ▶ Changes to the strategic plan and resulting service delivery based on evaluation and assessment findings ▶ # of stakeholder groups represented in strategic planning ▶ Accreditation results

<p>4.7 The IHE engages with the community.</p>	<ul style="list-style-type: none"> ▶ In what ways is your IHE engaged with the community? ▶ How is the community involved in program planning, implementation, and evaluation of the FPCTP? ▶ How has community engagement enhanced the FPCTP? 	<ul style="list-style-type: none"> ▶ Specifics of community engagement with IHE and FPCTP ▶ # of advisory boards that include community members ▶ Components of the FPCTP impacted by community engagement
--	---	---

Postsecondary Education Program Development Strategies

Strategy	Definition	Key Characteristics
<p>Data-based Decision Making</p>	<p>Data regarding strengths, needs, and outcomes of relevant stakeholders are collected, analyzed, and used to improve postsecondary education programs.</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> ▶ IHE and FPCTP data collection methods and systems yield information that is valid and reliable. ▶ FPCTP data are used to identify successful implementation and outcomes, as well as areas for improvement. ▶ Data from a variety of educational and adult service systems are aligned to produce a comprehensive picture of education and service provision and outcomes (e.g., rehabilitation, career and technical education, mental health). ▶ FPCTP data are compiled and communicated to a variety of audiences through relevant and appropriate media. ▶ FPCTP data are used to: <ul style="list-style-type: none"> ▪ Develop strategic plans. ▪ Identify and address professional development needs. ▪ Allocate resources. ▪ Determine technical assistance needs. ▪ Identify and address policy issues. ▶ FPCTP stakeholders include: <ul style="list-style-type: none"> ▪ Postsecondary education students with intellectual disabilities. ▪ IHE faculty and staff. ▪ Families. ▪ Employers, businesses, other industry representatives. ▪ Community service agencies. ▶ Labor market projection data are used to identify industry needs and guide credential development.

Strategy		Definition	Key Characteristics
Capacity Building	<p>FPCTP staff engage in capacity building for program development, implementation, and evaluation that include collaboration with relevant stakeholders to provide professional development and technical assistance.</p>	<p>Characteristics:</p> <ul style="list-style-type: none"> ▶ Professional development (PD) and technical assistance (TA) needs are identified by FPCTP staff through formative and summative evaluations. ▶ TA and PD target audiences may include any relevant FPCTP stakeholders. ▶ PD and TA activities are designed through a collaborative process that includes PD and TA providers and target audiences. ▶ PD and TA activities are provided to facilitate implementation of evidence-based and promising practices for program improvement. ▶ PD and TA are based on consideration of organizational characteristics and needs. ▶ PD and TA are tied to program development and implementation and include feedback and continuous improvement as integral components. ▶ PD and TA are provided and evaluated by individuals with significant knowledge and skills regarding evidence-based and promising practices regarding students with intellectual disabilities in postsecondary education. 	
Resource Mapping and Development	<p>Program planning team members identify currently available financial, material, and intellectual resources and determine how the resources are being leveraged to meet institution and program needs.</p>	<ul style="list-style-type: none"> ▶ Resource mapping is conducted to better utilize resources to advance program development and improvement. ▶ Resource mapping information is used to improve and/or expand program services that maximize student outcomes. ▶ Information on current and potential resources is included in program evaluation and used to improve program services and student outcomes. 	

Strategy	Definition	Key Characteristics
Partnership Development	FPCTP program staff develop and sustain partnerships, internal and external to the IHE, for program development, advancement, and optimization of student outcomes.	<ul style="list-style-type: none"> ▶ FPCTP staff assess program and community needs and resources to identify partnerships. ▶ Partners may include but are not limited to: <ul style="list-style-type: none"> ▪ K-12 education systems ▪ Adult service providers. ▪ Employers, businesses, and other industry representatives. ▪ Chambers of commerce. ▪ Service learning providers. ▪ Independent living centers. ▪ Non-profit organizations. ▪ Media. ▪ Parent information and resource centers. ▪ University Centers for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD).

Sample FPCTP Plans

Example 1: Student-Focused

Postsecondary Education Program Planning Area	<input checked="" type="checkbox"/> Student-Focused	<input type="checkbox"/> Program and Institutional-Focused	<input type="checkbox"/> Faculty and Staff-Focused	<input type="checkbox"/> Concept and Systems Development
<p>Goal: Establish a meaningful credential leading to integrated, competitive employment of FPCTP students upon program completion.</p> <p><input type="checkbox"/> Data-based decision making</p> <p><input checked="" type="checkbox"/> Capacity building – <i>Build capacity of FPCTP planning team to develop credential.</i></p> <p><input checked="" type="checkbox"/> Resource mapping and development – <i>Identify currently available credential resources.</i></p> <p><input checked="" type="checkbox"/> Partnership development – <i>Develop relationships with employer partners.</i></p>				
Tasks				
Seek technical assistance through the FCSUA on credential requirements and development	Kyle Hart, Marcy Walker			12/1/17
Review credentials already available at the IHE to identify which may be used within the FPCTP	Marcy Walker			3/1/18
Reach out to employers within the IHE’s catchment area to identify relevant industry certifications and fields for the area	Kyle Hart			3/1/18
Draft credential based on technical assistance information, existing credentials, and information from employers	Kyle Hart, Marcy Walker			4/1/18
Meet with IHE officials for credential review and revision, repeat if needed	Kyle Hart, Marcy Walker			5/1/18
Finalize credential to include in FPCTP application	Marcy Walker			7/1/18
Outputs/ Products				
Records of technical assistance received				
Materials and resources from technical assistance				
List of current applicable credentials offered by the IHE				
List of valuable credentials from employer contacts				
Draft of credential				
Revisions from IHE officials				
Finalized credential for FPCTP application				

Example 1: Student-Focused cont'd

Expected Outcomes		Indicators		Data Sources
Increase the number of credit earning options towards completion of credential	# or % of students in courses for credit # or % of students in courses for non-credit # or % of students in courses for audit			Student transcripts
Development of a meaningful credential for FPCTP application	Finalized credential for FPCTP application			Application materials
Do you need additional stakeholders to assist with implementation or approve this goal?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		IHE and employer stakeholders to inform and help develop credential
Do you need additional resources to implement this plan?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Do you need additional technical assistance to implement this plan?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Information from FCSUA and other suggested stakeholders on credential development

Example 2: Faculty and Staff-Focused

Postsecondary Education Program Planning Area	<input type="checkbox"/> Student-Focused	<input checked="" type="checkbox"/> Faculty and Staff-Focused	Program and Institutional-Focused	Concept and Systems Development
Goal: Increase the quality of instruction provided to all learners.				
Strategies (select all that apply and include your goal-specific strategy for each item selected):				
<input type="checkbox"/> Data-based decision making				
<input checked="" type="checkbox"/> Capacity building – <i>provide professional development</i>				
<input type="checkbox"/> Resource mapping and development				
<input type="checkbox"/> Partnership development				
Person Responsible				Completion Date
Identify current assessment of professional development needs, if it exists				Adam Mowry, Frankie Sallis
Create evaluation of current professional development offerings on campus, including PD needs				Adam Mowry, Frankie Sallis
Conduct campus wide evaluation to determine professional development needs across departments				Adam Mowry, Frankie Sallis
Analyze evaluation results				Lydia Miller
Establish or review professional development requirements on campus				Sara Zomer, Ashley Graham
Create a professional development schedule based on results				Sara Zomer, Ashley Graham
Create professional development courses/webinars/workshops				Sara Zomer, professional learning department
Create evaluation of professional development offerings				Adam Mowry, Frankie Sallis
Market professional development offerings across campus, including requirements				Sara Zomer, Ashley Graham
Conduct and evaluate professional development offerings				Sara Zomer, professional learning department
Conduct follow ups with IHE staff and faculty to determine fidelity of implementation of practices introduced in workshops/courses/webinars				Sara Zomer, Ashley Graham
				As offerings are complete
				3 and 6 months after offering

Example 2: Faculty and Staff-Focused cont'd

Outputs/ Products		
Professional development evaluation		
Campus policy on professional development		
Professional development evaluation results		
Professional development schedule of offerings		
Materials from offerings (e.g., syllabus, pretests, posttests, etc.)		
Professional development evaluations		
Evaluation report		
Marketing materials		
Follow up records		
Expected Outcomes	Indicators	Data Sources
Increased professional development options for faculty and relevant campus personnel to improve their ability to support FPCTP students	Professional development needs identified	Review of current and new professional development schedules
Increased number of faculty with skills to provide instruction that meets the needs of all learners in their courses.	# of professional development events hosted by the FPCTP # of attendees at FPCTP professional development events # and % of faculty with skill increases Student performance Student retention	Sign in sheets Student evaluations of faculty Student retention records
Do you need additional stakeholders to assist with implementation or approve this goal?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Do you need additional resources to implement this plan?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Access to current PD plans, and evaluation results
Do you need additional technical assistance to implement this plan?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Professional learning department

Example 3: Program and Institution-Focused

Postsecondary Education Program Planning Area	<input type="checkbox"/> Student- Focused	Faculty and Staff-Focused	<input checked="" type="checkbox"/> Program and Institutional-Focused	<input type="checkbox"/> Concept and Systems Development
<p>Goal: Ensure relevant members of the campus community are prepared to support FPCTP student recruitment, enrollment, engagement, completion, and transition to employment</p> <p><input type="checkbox"/> Data-based decision making</p> <p><input type="checkbox"/> Capacity building</p> <p><input checked="" type="checkbox"/> Resource mapping and development – <i>Map academic support service resources and develop features to improve accessibility for FPCTP students.</i></p> <p><input type="checkbox"/> Partnership development</p>				
Tasks				
Establish and use an interdisciplinary team to determine system/student interaction issues across functions				
Conduct needs assessment regarding accessibility strengths and issues				
Identify specific support needs within specific campus units				
Identify system improvement strategies				
Develop guidelines and resources for specific units serving FPCTP students				
Outputs				
List of support services available on campus				
Needs assessment				
Chart of strengths and needs for specific units				
Operational guidelines				
Resources for serving students with ID during recruitment, enrollment, engagement, completion, and transition to employment				
Record of system improvements				
Person Responsible			Completion Date	
Terri Franc			10/1/17	
Terri Franc, John Gee			12/1/17	
Terri Franc, John Gee			6/1/18	
Terri Franc, John Gee			6/1/18	

Example 3: Program and Institution-Focused cont'd

Expected Outcomes	Indicators	Data Sources
Increased student satisfaction with campus community support	Student satisfaction with recruitment, enrollment, advising, instructional, support, residential, employment, and other relevant services	Student survey
Increased student engagement with campus-wide academic support services	# and % of students engaged in co-curricular activities # and % of students engaged in extra-curricular activities # and % of students who access IHE-sponsored housing	Student activity logs
Do you need additional stakeholders to assist with this goal?	Do you need additional stakeholders to assist with implementation or approve	IHE academic support service coordinators
Do you need additional resources to implement this plan?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Do you need additional technical assistance to implement this plan?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Example 4: Concept and Systems Development

Postsecondary Education Program Planning Area	<input type="checkbox"/> Student-Focused	Program and Institutional-Focused	<input type="checkbox"/> Faculty and Staff-Focused	<input checked="" type="checkbox"/> Concept and Systems Development
Goal: Adopt agreed upon standards of practice to meet the needs of all learners, including those with unique abilities				
<input type="checkbox"/> Data-based decision making - <input checked="" type="checkbox"/> Capacity building - <input type="checkbox"/> Resource mapping and development - <input type="checkbox"/> Partnership development -				
Tasks				
Identify current standards of practice, performance, and ethics			Carrie Pearson, Justin Lankes	10/18/17
Establish a stakeholder committee to review, revise, and create standards			Carrie Pearson, George Lucas	12/10/17
Collect standards from other FPCTP programs, IHEs, and other national postsecondary programs			Mallory Hill, Sophie Roys	12/10/17
Create a set of agendas for review meetings			Carrie Pearson, Sara Zomer	1/15/18
Conduct series of review meetings, using a refining process			Carrie Pearson, Sara Zomer	5/15/18
Create final standards for review with the school board			Carrie Pearson, Justin Lankes	6/20/18
Review and revise standards			Sara Zomer	7/18/18
Create marketing campaign to disseminate new standards			Mallory Hill, Lydia Miller	7/18/18
Hold informational meetings to share standards across the campus and community			Sara Zomer and Carrie Pearson	8/1/18 – 11/10/18
Outputs/ Products				
Current standards				
Standard examples from other sources				
Review meeting agendas and materials				
Final standards				
Dissemination plan				
Agendas from informational meetings				
Evaluations from informational meetings				

Example 4: Concept and Systems Development cont'd

Expected Outcomes		Indicators		Evaluation	Data Sources
Increase knowledge of standards	# of times the IHE's standards of practice, performance, or ethics are addressed with members of the IHE community % of IHE faculty, staff, and students who indicate working knowledge of the IHE's standards of practice, performance, or ethics	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Do you need additional stakeholders to assist with this goal?	Do you need additional stakeholders to assist with implementation or approve	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Committee members, school board members, students	
Do you need additional resources to implement this plan?	Do you need additional resources to implement this plan?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Do you need additional technical assistance to implement this plan?	Do you need additional technical assistance to implement this plan?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Policy writing assistance	

Florida Center for Students with
UNIQUE ABILITIES

E X A M P L E

**Team Planning Tool for
Florida Postsecondary Comprehensive Transition Programs**

Steps 1 - 3:

Identify Team, Assess Status, Make a Plan

Assessment and Planning

This document provides a framework to examine the extent to which you are implementing evidence-based and promising practices (EBPPs) regarding inclusive postsecondary education and transition services for students with intellectual disabilities. If your institution is not currently serving students with intellectual disabilities, reflect on how you are serving students with disabilities in general and what you need to do to start a Florida Postsecondary Comprehensive Transition Program (FPCTP). In **Step 1**, identify your team members and record their contact information. Then in **Step 2**, reflect on levels of implementation within each domain and consider the availability and quality of your data. In this step, summarize the information generated, and from that summary articulate your strengths and needs and prioritize those needs. Subsequently, identify for which needs you want to make a plan. In **Step 3**, identify a goal to address your needs, select strategies to pursue those goals, then develop your plan details including tasks, person responsible, timelines, outputs, intended outcomes, indicators, and data sources. Again, use the examples within the Introduction and Resources document as a reference.

Step 1: Enter Date and Add Team Members

IHE		Planning Date
Plan Title		
Team Members		
First name	Email	Position
Last name	Organization	Role on team
First name	Email	Position
Last name	Organization	Role on team
First name	Email	Position
Last name	Organization	Role on team
First name	Email	Position
Last name	Organization	Role on team
First name	Email	Position
Last name	Organization	Role on team
First name	Email	Position
Last name	Organization	Role on team

Step 2: Assess Status

This section of the FPCTP Team Planning Tool guides you to:

- (a) determine the extent to which you are implementing EBPPs regarding inclusive postsecondary education and transition services for students with intellectual disabilities,
- (b) identify the data available, and its quality, on which to make decisions about the effectiveness of your practices,
- (c) summarize your strengths and needs,
- (d) prioritize your needs, and
- (e) identify areas for planning.

As you consider implementation, use the **Implementation Rating Scale** to indicate the extent to which the practices or activities are implemented in your IHE. Use the **Evidence Rating Scale** to indicate the extent to which your implementation rating is based on **data** that describe the extent of implementation or effectiveness of the practice or activity. Use the space labeled “description” to note how the practice or activity is implemented and what you know about effectiveness.

From this information, summarize your strengths and needs, prioritize your needs, and indicate whether you want to make a plan for specific domains and benchmarks. It pays to be thorough and accurate because in the future, you’ll be able to pull up this information to use in next year’s assessment and planning.

	Implementation Rating Scale	Evidence Rating Scale
DK	- We don’t know what or how we are doing in this area.	DK - We don’t know if data are available, or if so, what they indicate.
1	- This activity or practice is not occurring.	1 - We do not have any data regarding this practice.
2	- We are developing this activity or practice, but it is not yet occurring.	2 - We have very limited data regarding this practice OR the quality of the data we have is not very good.
3	- This activity or practice occurs some of the time or with some of our students, but implementation is not consistent.	3 - We have some data that indicate implementation and/or effectiveness of the activity or practice.
4	- This activity or practice occurs regularly, widely, and consistently.	4 - We have high quality data that indicate implementation and/or effectiveness.

Step 2: Assess Status

Domain 1: Student-Focused

Benchmark		Extent Implemented	Extent/Quality of Evidence	Priority	Develop Plan?
1.1 Students pursue an inclusive program of study that aligns with their personal, academic, and career goals and interests as established through person-centered planning that includes the use of existing and or new, relevant assessments.	<p>☆☆☆☆ ? View reflective questions</p> <p>Current Strengths:</p>	<p>☆☆☆☆ ? View indicators</p> <p>Needs:</p>	☆☆☆☆	☆☆☆☆	Yes or No
1.2 Students' programs of study include development and application of self-determination skills (as indicated by assessment results).	<p>☆☆☆☆ ? View reflective questions</p> <p>Current Strengths:</p>	<p>☆☆☆☆ ? View indicators</p> <p>Needs:</p>	☆☆☆☆	☆☆☆☆	Yes or No
1.3 Students engage in integrated, paid work experiences aligned with career goals and interests (as indicated by assessment results).	<p>☆☆☆☆ ? View reflective questions</p> <p>Current Strengths:</p>	<p>☆☆☆☆ ? View indicators</p> <p>Needs:</p>	☆☆☆☆	☆☆☆☆	Yes or No

Benchmark		Extent Implemented	Extent/Quality of Evidence	Priority	Develop Plan?
1.4 Students know, request, and use accommodations necessary for full participation.	☆☆☆☆ ? View reflective questions Current Strengths:	☆☆☆☆ ? View indicators Needs:	☆☆☆☆	☆☆☆☆	Yes or No
1.5 Students use technology (e.g., general and assistive technology) to support their engagement in academic, employment, social, and personal environments (as indicated by assessment results).	☆☆☆☆ ? View reflective questions Current Strengths:	☆☆☆☆ ? View indicators Needs:	☆☆☆☆	☆☆☆☆	Yes or No
1.6 Students understand their postsecondary rights and responsibilities as reflected in the IHE's code of conduct.	☆☆☆☆ ? View reflective questions Current Strengths:	☆☆☆☆ ? View indicators Needs:	☆☆☆☆	☆☆☆☆	Yes or No

Benchmark				
Extent Implemented	Extent/Quality of Evidence	Priority	Develop Plan?	
1.7 Students use financial aid as needed to support their enrollment and participation. Description:	☆ ☆ ☆ ☆ ☆ ? View reflective questions ☆ ☆ ☆ ☆ ☆ ? View indicators Current Strengths:	☆ ☆ ☆ ☆ ☆ ? View indicators Needs:	☆ ☆ ☆ ☆ ☆	Yes or No
1.8 Students determine how parents and family members are engaged in their postsecondary education experience. Description:	☆ ☆ ☆ ☆ ☆ ? View reflective questions Current Strengths:	☆ ☆ ☆ ☆ ☆ ? View indicators Needs:	☆ ☆ ☆ ☆ ☆	Yes or No

Continue with Categories 2 - 4

Step 3: Make a Plan

The purpose of this section is to help you plan program implementation and or program improvement for the coming year. Use the responses from Step 2—Assess Status to develop a plan that addresses the needs you identified. In developing your plan, be specific. Refer to the **Introduction and Resources** document for detailed information regarding goals, strategies, and sample plans.

Postsecondary Education Program Planning Area	<input type="checkbox"/> Student-Focused	<input type="checkbox"/> Faculty and Staff- Focused	<input type="checkbox"/> Program and Institutional- Focused	<input type="checkbox"/> Concept and Systems Development
Goal:				
Strategies (select all that apply and include your goal-specific strategy for each item selected):				
<input type="checkbox"/> Data-based decision making				
<input type="checkbox"/> Capacity building				
<input type="checkbox"/> Resource mapping and development				
<input type="checkbox"/> Partnership development				
Tasks				Completion Date

Outputs/ Products

Expected Outcomes		Indicators	Data Sources
Do you need additional stakeholders to assist with implementation or approve this goal?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Do you need additional resources to implement this plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Do you need additional technical assistance to implement this plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Appendix J

- 1 – Florida Postsecondary Education Program Planning Institute Program
- 2 – FPCTP Mid-Year Check-and-Connect Institute Agenda



**FLORIDA POSTSECONDARY
EDUCATION PROGRAM
PLANNING INSTITUTE**

2018

Welcome to our First Annual Florida Postsecondary Education Program Planning Institute!

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. We have 25 postsecondary education institutions from across Florida represented here today. They are joined by colleagues from 14 of our K - 12 districts, 18 VR counselors from Florida's Division of Vocational Rehabilitation, state leaders representing secondary and higher education, and numerous other stakeholders dedicated to improving post-school outcomes of our young people with unique abilities.

To help fulfill the vision of the Florida Postsecondary Comprehensive Transition Program Act, the institute provides keynote sessions with FPCTP students and 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. We invite you to roll up your sleeves and engage in all the opportunities this professional development and strategic planning format provides. Be sure to follow up with the FCSUA to access the support and resources the Center can offer to either start or enhance your FPCTP.

TIPS

- Encourage teammates to attend as many different content sessions as possible to get the most benefit from all the resources available
- Use your data to identify goals, tasks, outputs, and outcomes, and fully engage in the team planning process
- Build relationships with colleagues from other areas and organizations
- Ask questions, learn new things, and have a good time!
- Utilize content resources during your team planning sessions to help you think more deeply how to apply new knowledge



“Have a great Institute!”

Paula D. Kohler, PhD.
Executive Director

SCHEDULE AT-A-GLANCE

WEDNESDAY, JANUARY 24, 2018

8:30 a.m. - 6:00 p.m.	Registration/Check-in Outside Grand III, IV, V
8:30 a.m. - 2:30 p.m.	Facilitator Preparation Expressions
3:30 p.m. - 5:30 p.m.	Welcome, Institute Overview, and Keynote Grand III, IV, V <i>Paula Kohler & Pamela "Sissi" Carroll, University of Central Florida</i> Keynote <i>Gabriel J. Perez, Seth Tacher, & Vivian Vieta</i> Robert Morgan Education Center and Technical College
5:30 p.m. - 7:00 p.m.	Welcome Reception and FPCTP and Agency Poster Displays Enchantment, Terrace, Hallway

THURSDAY, JANUARY 25, 2018

7:30 a.m. - 8:30 a.m.	Breakfast on Your Own
7:30 a.m. - 6:00 p.m.	Registration, Institute Logistics Outside Grand III, IV, V
8:30 a.m. - 9:45 a.m.	Breakout Sessions 1 See schedule
10:00 a.m. - 11:45 a.m.	Facilitated Team Meeting 1 See schedule
11:45 a.m. - 12:45 p.m.	Lunch on Your Own (buffet available on site)
1:00 p.m. - 2:15 p.m.	Breakout Sessions 2 See schedule
2:30 p.m. - 4:30 p.m.	Facilitated Team Meeting 2 See schedule
4:30 p.m. - 5:15 p.m.	Facilitator De-brief Grand V

FRIDAY, JANUARY 26, 2018

7:30 a.m. - 3:00 p.m.	Registration, Institute Logistics Outside Grand III, IV, V
7:00 a.m. - 8:00 a.m.	Breakfast on Your Own
8:00 a.m. - 8:10 a.m.	What Worked and What Didn't/Overview of the Day Grand III, IV, V
8:15 a.m. - 9:30 a.m.	Breakout Sessions 3 See schedule
9:45 a.m. - 11:00 a.m.	Facilitated Team Meeting 3 See schedule
12:00 p.m. - 1:30 p.m.	Lunch Grand III, IV, V Closing Keynote Panel <i>Chancellor Marshall M. Criser III, Chancellor Madeline M. Pumariega,</i> <i>Chancellor Rod Duckworth, & Bureau Chief Monica Verra-Tirado</i> Higher Education Leadership and Florida Postsecondary Comprehensive Transition Programs

Wednesday, January 25, 2018
8:30 a.m. – 9:45 a.m.

Grand V

Building your Florida Postsecondary Comprehensive Transition Program: Establishing Credentials and Industry Certifications

Michael Brady, Chair
Department of Exceptional Student Education, Florida Atlantic University
Martha Compton, Director
Florida Panhandle Technical College

This session will describe the process required to establish credentials and industry certifications within your Florida Postsecondary Comprehensive Transition Program (FPCTP).

Grand IV

Connecting with K-12 Systems: Establishing Florida Postsecondary Comprehensive Transition Programs as Postsecondary Options

Wendy Metty, Secondary Transition Specialist
Bureau of Exceptional Education and Student Services, Florida Department of Education

This session will describe the importance of planning for postsecondary education for students with intellectual disabilities in individual educational programs (IEPs)

Grand III

Establishing your Florida Postsecondary Comprehensive Transition Program as a Federal Comprehensive Transition and Postsecondary (CTP) Program

Clare Papay, Senior Research Associate
Think College, University of Massachusetts Boston

This session will provide information on the application process involved in becoming a Comprehensive Transition and Postsecondary (CTP) Program. All Florida Postsecondary Comprehensive Transition Programs (FPCTPs) are required to apply to become CTP Programs.

Expressions II

Integrating Person-Centered Planning into Your Florida Postsecondary Comprehensive Transition Program

Danie Roberts-Dahm, Co-Director
Project 10: Transition Education Network, University of South Florida St. Petersburg

This session will provide insight into person-centered planning using the Students Transitioning to Adult Roles (STAR) process and how it can be used in your Florida Postsecondary Comprehensive Transition Program (FPCTP).

Expressions I

Making Business Connections: Program and Post-Program Employment Opportunities for Your Students

Rogue Gallart, President
Central Florida Disability Chamber of Commerce

This session will describe how Florida Postsecondary Comprehensive Transition Programs (FPCTPs) can build partnerships with businesses to increase student employment opportunities.

Majestic I

Postsecondary Education Research: Postsecondary Access and Student Success (PASS)

Lyman Dukes, Professor
University of South Florida St. Petersburg

This session will highlight the presenter's postsecondary education research and its connection with the postsecondary program planning tool.

Thursday, January 25, 2018
1:00 p.m. – 2:15 p.m.

Expressions I

Building Faculty Supports: Working with Faculty to Work with Your Students

Mary Lou Duffy, Professor and Director,
Academy for Community Inclusion, Florida Atlantic University

This session will provide information on how Florida Postsecondary Comprehensive Transition Programs (FPCTPs) collaborate with IHE faculty to enhance students' academic experiences.

Grand IV

Disability Services and Florida Postsecondary Comprehensive Transition Programs: Aligning Support and Services to Achieve Access and Equity

Bea Awoniyi, Assistant Vice President for Student Affairs
Santa Fe College

This session will explore how disability support can partner with Florida Postsecondary Comprehensive Transition Programs (FPCTPs) to achieve social justice in education access and success.

Grand V

Florida Developmental Disabilities Council, Inc. and Project TOPS at Robert Morgan: Resources to Start and Sustain your Postsecondary Comprehensive Transition Program

Rick Lockenbach, Program Manager
Florida Development Disabilities Council, Inc.

Vivian Vieta, Director
Project TOPS, Robert Morgan Education Center and Technical College

This session will provide information on the resources available to Florida Postsecondary Comprehensive Transition Programs (FPCTPs) from the Florida Developmental Disabilities Council and program start-up strategies from the FPCTP-approved inclusive postsecondary career and technical education program at Robert Morgan Education Center and Technical College.

Majestic I

Florida Postsecondary Comprehensive Transition Program Application, Approval, and Resources

Paula Kohler, Executive Director
Florida Center for Students with Unique Abilities, University of Central Florida

This session will provide a description of the application and approval process for Florida Postsecondary Comprehensive Transition Programs (FPCTPs) and the resources available from the Florida Center for Students with Unique Abilities to start and/or expand programs.

Expressions II

On-Campus or Off: Residential Options for Florida Postsecondary Comprehensive Transition Programs

Adam Meyer, Director
Student Accessibility Services, University of Central Florida

This session will focus on housing options and issues for postsecondary education programs including establishing housing opportunities, addressing concerns, and supporting students living in program-associated housing.

Grand III

Vocational Rehabilitation Transition Services for Students with Intellectual Disabilities in Postsecondary Education Programs

Sheila Ward, Transition Administrator
Florida Division of Vocational Rehabilitation

This session will describe the vocational rehabilitation services available to support students with intellectual disabilities in postsecondary education programs.

Friday, January 26, 2018
8:15 a.m. - 9:30 a.m.

Expressions II

Accessing Federal and State Financial Aid for Students in Florida Postsecondary Comprehensive Transition Programs

Drew Andrews, Technical Assistance Coordinator
Florida Center for Students with Unique Abilities, University of Central Florida

This session will provide information on accessing Federal and State Financial Aid for students in Florida Postsecondary Comprehensive Transition Programs (FPCTPs).

Majestic II/III

Accessing Resources: Florida Consortium for Inclusive Higher Education

Kathy Becht, Director
Florida Consortium on Inclusive Higher Education (FCIHE), University of Central Florida
Denise Giarrusso, Associate Director of Student Success
Florida State College of Jacksonville
Danie Roberts-Dahm, Co-Director
Project 10: Transition Education Network, University of South Florida St. Petersburg

This session will describe the resources available from the Florida Consortium for Inclusive Higher Education (FCIHE).

Grand III

Becoming a Vocational Rehabilitation Vendor

Frankie Hernandez-Mendez, Vendor Registration Unit
Florida Division of Vocational Rehabilitation
Carolyn Nazworth, Vendor Registration Unit
Florida Division of Vocational Rehabilitation

This session will provide information on how becoming a vocational rehabilitation vendor can enhance your Florida Postsecondary Comprehensive Transition Program (FPCTP).

Majestic I

Building and Sustaining Florida Postsecondary Comprehensive Transition Programs

Paula Kohler, Executive Director
Florida Center for Students with Unique Abilities, University of Central Florida

This session will provide information on various revenue streams to support Florida Postsecondary Comprehensive Transition Programs (FPCTPs).

Grand V

Career Technical Education Options: Using Modified Occupational Completion Points (MOCPs) to Expand Program Possibilities

Jane Silveria, State Supervisor for Special Populations, Non-Traditional, and Assessment,
Division of Career and Adult Education, Florida Department of Education

This session will provide information on how the use of Modified Occupational Completion Points (MOCPs) at the secondary level can expand opportunities for Florida Postsecondary Comprehensive Transition Program (FPCTP) students. Postsecondary program exit points and locally issued credentials will also be discussed.

Expressions I

Ins and Outs of Peer Mentoring

Gwen Carey, Coordinator
Academy for Community Inclusion, Florida Atlantic University

This session will describe Florida Atlantic University's College Reading and Learning Association (CLRA)-accredited peer mentoring program.

CLOSING KEYNOTE PANEL

This panel presentation will include perspectives from K-12 education, career and technical education, state colleges, and state universities on postsecondary education programs for students with intellectual disabilities.



Chancellor Marshall M. Criser III, State University System of Florida

Marshall M. Criser III is chancellor of the State University System of Florida. He is the former president of AT&T Florida and a longtime education leader in the state. He took office as chancellor in January of 2014, fully dedicating himself to his passion of higher education advocacy. The Board of Governors of the State University System selected him unanimously for the post. Criser is in his fifth year on the Higher Education Coordinating Council, a role he began as the Florida House Speaker's appointee and business community representative and continues as chancellor. He is a member of the Scripps Research Institute Board of Trustees in California and the Florida Council of 100, where he is a former chair.



Chancellor Madeline M Pumariega, Florida College System, FLDOE

Madeline M. Pumariega is Chancellor of the 28 colleges that make up the Florida College System, which serve more than 800,000 students. Recognized amongst the top in the nation, the Florida College System is committed to maintaining the highest quality programs to meet Florida's growing workforce needs and to make sure college is accessible and affordable. Appointed as the first female and Hispanic Chancellor in August 2015, Chancellor Pumariega has worked to build on successes of the Florida College System. Her goal is to ensure that all students have a pathway to complete their degree or professional credential that leads them to their academic goals and ultimately helps them get a job.



Chancellor Rod Duckworth, Division of Career and Adult Education, FLDOE

Rod Duckworth joined the Florida Department of Education as the Chancellor for the Division of Career and Adult Education in 2012. In the role of chancellor, Rod is responsible for providing leadership in the areas of Adult Education, Apprenticeship, and Career and Technical Education (CTE). His division is also responsible for the distribution of federal grant funding for adult and CTE programs across the state. Rod has also served as Associate Director for CTE in Arkansas and as State Director of CTE in Washington. Rod's educational goal is for all students to have an opportunity to experience Career and Technical Education during their middle and high school years to better prepare them for a successful career.



Bureau Chief Monica Verra-Tirado, Bureau of Exceptional Education and Student Services, FLDOE

Monica Verra-Tirado, Ed.D, was appointed as Chief of the Bureau of Exceptional Education and Student Services within the Florida Department of Education in 2012. She is responsible for Florida's implementation and general supervision of the Individuals with Disabilities Education Act (IDEA 2004), coordinating Florida's State Performance Plan and Annual Performance Report, and managing the distribution of IDEA Part B and Part B Preschool grants. Dr. Verra Tirado provides leadership in numerous PreK-12 statewide initiatives, oversees an array of discretionary projects, and facilitates the State Advisory Committee (SAC) for the Education of Exceptional Students. Dr. Verra-Tirado is committed to collaborative partnerships among families, school district personnel, and agency representatives to ensure that Florida's educational programs meet the needs of ALL students.

Available after the institute and anytime at www.fcsua.org

COLLEGE AND CAREER TRANSITION CLUBS

The FCSUA is providing resources for the development of College and Career Transition Clubs at secondary schools across Florida. Application instructions and materials are available in the K-12 Education section

FLORIDA POSTSECONDARY COMPREHENSIVE TRANSITION PROGRAM GRANT OPPORTUNITIES

Start-up and Enhancement Grants are available to FPCTPs. Grant proposal packets can be downloaded from the Postsecondary Institutions section

FLORIDA POSTSECONDARY COMPREHENSIVE TRANSITION PROGRAM APPLICATION

FPCTP applications are accepted on an ongoing basis. Application materials are available in the Postsecondary Institutions section

Sign up for FCSUA Listserv on our website or use the page attached to your institute evaluation to receive emails with the latest FCSUA news and events.

Florida Center for Students with
UNIQUE ABILITIES

UPCOMING WEBINARS

- Building and sustaining Florida Postsecondary Comprehensive Transition Programs
- Institutional assessment, accreditation, and Florida Postsecondary Comprehensive Transition Programs
- Establishing credentials and industry certifications within your Florida Postsecondary Comprehensive Transition Program
- Recruiting students and determining student eligibility
- Partnering with vocational rehabilitation
- Developing your Federal Comprehensive Transition and Postsecondary (CTP) Program application
- Connecting with K-12 to prepare and recruit students for postsecondary education
- Using peer mentors to support student success
- Using Occupational Completion Points as a credential pathway

**Florida Postsecondary Comprehensive Transition Programs (FPCTP)
Midyear Check and Connect Institute
June 20 – 21, 2018**

A G E N D A

Wednesday, June 20, 2018

- 8:30 a.m. - 5:00 p.m. **Registration/check in** – Regency Ballroom/Citrus
- 9:00 a.m. - noon **Pre-Institute workshop** – Regency Ballroom
Employment-focused credential programs
Dr. Robert A. Stodden, University of Hawai'i at Mānoa
- noon - 1:00 p.m. **Lunch on your own or nacho bar** – Regency Ballroom/Seminole
- 1:00 p.m. - 1:30 p.m. **Midyear Check and Connect Institute: Welcome** – Regency Ballroom
- 1:40 p.m. - 2:40 p.m. **Three individual breakout sessions highlighting innovative college programs for students with intellectual disabilities:**
Destination Dawgs Inclusive Postsecondary Education Program –
Regency Ballroom/Lake
Dr. Carol Britton Laws, Dr. Lisa Ulmer, and Anna Berrier Lawrence, University of Georgia
Ohio State University: Transition Options in Postsecondary Settings (TOPS) –
Regency Ballroom/Osceola
Dr. Margo Izgo, Ohio State University
Hawai'i Postsecondary Education Support Projects – Regency Ballroom/Seminole
Dr. Robert A. Stodden, University of Hawai'i at Mānoa
- 2:50 p.m. - 3:50 p.m. **Repeat three individual breakout sessions highlighting innovative college programs for students with intellectual disabilities**
- 4:00 p.m. - 5:00 p.m. **Agency services panel: Resources to help support and sustain your FPCTP** –
Regency Ballroom
Florida Developmental Disabilities Council
Rick Lochenbach, Program Manager, Elementary through Postsecondary Goal
Florida Vocational Rehabilitation Services
Carmen Dupoint, Senior Consultant, Employment Programs Unit
Jose Rivera, VR Provider Liaison
Agency for Persons with Disabilities
Debra Noel, Community Affairs and Waitlist Lead
- 5:00 p.m. **Adjourn for the day – dinner on your own**

Thursday, June 21, 2018

- 7:30 a.m. - 8:30 a.m. **Breakfast and agency representative roundtable discussions –**
Regency Ballroom
Order and pick up your breakfast at the Embassy Suites breakfast buffet area, then take to selected agency table(s) in the Regency Ballroom
Florida Developmental Disabilities Council
Florida Vocational Rehabilitation Services – Two topics: VR providers and VR services
Agency for Persons with Disabilities
- 8:45 a.m. - 9:45 a.m. **Research and resources: Improving post-school outcomes of students with disabilities –** Regency Ballroom
*Dr. Catherine A. Fowler, University of North Carolina Charlotte
National Technical Assistance Center on Transition*
- 9:50 a.m. - 10:50 a.m. **Evaluating Postsecondary Education Student Supports and Learning Outcomes: Data Collection, Analysis, and Reporting (DCARS) –**
Regency Ballroom
Dr. Robert A. Stodden, University of Hawai'i at Mānoa
- 11:00 a.m. - noon **Facilitated team discussions: Status updates, planning –** Regency Ballroom
(see “team” table assignment for assigned table number)
- noon - 1:00 p.m. **Pick up lunch, continue facilitated team discussions, identify issues –**
Regency Ballroom/Seminole
- 1:00 p.m. - 1:30 p.m. **Report out, group discussion – issues and strategies to address them –**
Regency Ballroom
- 1:30 p.m. - 2:00 p.m. **Wrap up and evaluation –** Regency Ballroom
- 2:00 p.m. **Adjourn**

Appendix K

Table of IHE Team Participation in FCSUA Team Planning Institutes

IHE Team Participation in FCSUA Team Planning Events by Institution

Institution	Annual Institute January 2018			Midyear Check and Connect June 2018		
	Participation in Annual Institute January 2018	Number of Team Members from Event Sign-In ¹	Developed a Plan Using Team Planning Tool ²	Participation in Midyear Check and Connect June 2018	Number of Team Members from Event Sign-In ¹	Developed and/or Modified a Plan Using Team Planning Tool ²
Institutions with an Approved FPCTP						
Florida Atlantic University	yes	4	partial	yes	2	yes
Florida Keys Community College	yes	4	yes	yes	4	no
Indian River State College	yes	6	yes	yes	3	yes
McFatter Technical College (Broward County)	yes	2	yes	yes	2	no
Robert Morgan Educational Center and Technical College (Miami Dade County)	yes	9	yes	yes	2	yes
Santa Fe College	yes	4	yes	yes	3	yes
Southeastern University	yes	5	yes	yes	2	yes
St. Petersburg College	yes	1	no	yes	1	no
University of Central Florida	yes	5	yes	yes	7	yes
Institutions without an Approved FPCTP						
Beacon College	yes	1	no	no		no
Broward College	yes	3	no	no		no
Florida Agricultural and Mechanical University	yes	2	no	yes	1	no
Florida International University	yes	2	yes	yes	1	yes
Florida Panhandle Technical College	yes	1	no	no		no

Institution (cont'd)	Annual Institute January 2018			Midyear Check and Connect June 2018		
	Participation in Annual Institute January 2018	Number of Team Members from Event Sign-In ¹	Developed a Plan Using Team Planning Tool ²	Participation in Midyear Check and Connect June 2018	Number of Team Members from Event Sign-In ¹	Developed and/or Modified a Plan Using Team Planning Tool ²
Florida State College at Jacksonville	yes	4	no	no		no
Ft. Myers Technical College (Lee County)	yes	6	yes	yes	2	no
George Stone Technical Center (Escambia County)	yes	3	yes	no		no
Gulf Coast State College	yes	1	no	no		no
Lake-Sumter State College	yes	1	no	no		no
Lorenzo Walker Technical College (Collier County)	yes	4	yes	no		no
Orange Technical College	yes	2	no	no		no
Pasco-Hernando State College	yes	5	yes	yes	1	no
RIVEROAK Technical College (Suwannee County)	yes	2	yes	no		no
Tallahassee Community College	yes	4	yes	yes	2	yes

¹Team member counts were determined based on event sign-in sheets. These counts do not include participants from Vocational Rehabilitation who joined various teams based on the geographical areas in which they provide services (January Institute = 17 VR participants; June Midyear Check and Connect = 8 VR participants). Some teams included additional members to contribute to planning via teleconference or subsequent to the Institute.

²The Team Planning Tool for Florida Postsecondary Comprehensive Transition Programs is a three-step program planning tool developed by the FCSUA to support teams in strategic planning. In Step 1, teams identify team members and general team information. In Step 2, they assess their current level of implementation, quality of evidence, and priority regarding specific benchmarks associated with postsecondary education programs; they also describe their strengths and needs relevant to the benchmarks. In Step 3, teams identify goals related to the benchmarks they have prioritized and develop a plan to achieve their goals. In this table, developing or modifying a plan refers to the use of this specific document to drive program planning.

Appendix L

1 – Summary of IHE Team Self-Assessments from the Team Planning Tool for FPCTPs

2 – Summary of Goals Identified by IHE Teams Using the Team Planning Tool for FPCTPs

Summary of IHE Team Self-Assessments from the Team Planning Tool for FPCTPs

This table represents the content of planning tools submitted by IHE teams following the FCSUA's January and June 2018 team planning institutes. Benchmarks are organized within the four domains of the planning tool: (1) student-focused, (2) faculty and staff-focused, (3) program and institution-focused, and (4) concept and systems development. The number of teams that completed a self-assessment regarding a specific benchmark is indicated by benchmark. The table includes the average ratings by benchmark across the assessments for extent implemented, quality of evidence, and priority; average ratings are based on the number of responses (indicated in parentheses). A summary from all assessments submitted is also provided for description, current strengths, and needs by benchmark.

Domain 1: Student-Focused			
Benchmark 1.1 Students pursue an inclusive program of study that aligns with their personal, academic, and career goals and interests as established through person-centered planning that includes the use of existing and or new, relevant assessment	Average Rating of Extent Implemented (1-4 stars) 3.00 (6 responses)	Average Rating of Quality of Evidence (1-4 stars) 3.00 (5 responses)	Average Rating of Priority (1-3 stars) 3.00 (2 responses)
<p>Assessments Submitted: 7</p>	<p>Descriptions</p> <ul style="list-style-type: none"> ▶ Three programs of study: technology, health and wellness, hospitality. New PCP Process--; student driven. The assessment battery includes the ABAS-3, SB-5, WIAT-III, and KSADs as well as the independent living assessments. ▶ Although the district receives 100% compliance on paper, data reliability is subjective at this time. 	<p>Current Strengths</p> <ul style="list-style-type: none"> ▶ The program is currently operational. The program has some programs of study to build off. Curriculum has been identified in the areas of self-determination, independence, and social skills to build inclusive and specialized courses in each of the 3 programs of study. ▶ The district has an array of appropriate age assessments 	<p>Needs</p> <ul style="list-style-type: none"> ▶ Curriculum committee identified and what we need to submit to them. Figuring out how to establish the meaningful credential. Figuring out how students can earn credit, and how this can work with current accreditation standards. Can students earn partial credit? How can they demonstrate mastery in ways that might be different than the traditional

<ul style="list-style-type: none"> ▶ Variety of interest inventories and career counseling to collect data from the students in Project STAGE. ▶ Project Explore students are involved in a course of study that embodies a variety of skills such as employability skills, character education, and even remediation based of their individual needs. The Specialized Students Services department assures students are in a program of study that is one of their interests. ▶ IEP, TABE, Inventory, Interviews, CASAS WorkForce, WorkEssentials, MyCareerShines ▶ This is currently being done in Academic Advising, however, they aren't using a specific framework/model to conduct this planning. Although the plan is developed with AA, not using a template not monitored by staff but by student. ▶ Students are requested to bring: copy of VR evaluation, work evaluation, medical evaluation, from high school IEP and Student Summary of Performance (SOP). Depending 	<p>available, clear vision of what is missing, infrastructure in place, unique team members, STAR referrals (most in the state), STAR process is clear, philosophy is CTE and graduation begins in PreK.</p> <ul style="list-style-type: none"> ▶ We ask specific questions to attempt to identify students who may be eligible for accommodations. ▶ A new program but we have already implemented to program at the college. <p>Intensive clock hour program for the students. Students are joining clubs. During the beginning of the semester the students participated in the Club Rush.</p> <ul style="list-style-type: none"> ▶ Caring about the “whole student”. Use of Mind Maps for Goals. Personal interviews. Referrals to and from VR. Look at most updated information/psychological etc. Writing current 504 plans. Students are involved in internships/ clinicals ▶ Initial, Screening and Baseline Data ▶ Checklist document for students/parents to know the 	<p>ways in those classes? Identify which accommodations each student needs and implement assessment process Stronger job coaching. Strengthen internship opportunities and implementation. Create service learning requirement in global leadership and citizenship.</p> <p>Encourage SwID founded clubs open to the University community. Alignment with parents whose students are first generation college students.</p> <p>Increasing social activities with neurotypical peers through peer coach linkages.</p> <ul style="list-style-type: none"> ▶ Training Teachers in Trans Assessments with Fidelity and meaning. Tech school to host preschool in-service Assessment awareness. Student reflection/passport. ▶ We need information on how students are identified in transition from K12. ▶ Job Shadowing is being set up for all students. Evaluation of STAR or picture method of Person Centered Planning tool. ▶ Baseline data on communication skills.
--	--	--

	<p>on CTE Program student is applying for, a student should submit a portfolio. All students must participate in interview, tour the classroom, interview with the instructor. Students participate in surveys from JIST (needs to be administered before accepted into program).</p>	<p>required documents.</p>	<ul style="list-style-type: none"> ▶ Review http://www.fldoe.org/academic/s/career-adult-edu/career-tech-edu/curriculum-frameworks/2018-19-frameworks/additional-cte-programs-courses.stml#b ▶ Increase awareness of required documents with high school, transition specials, counselors from VR.
<p>Benchmark 1.2 Students' programs of study include development and application of self-determination skills (as indicated by assessment results). Assessments Submitted: 6</p>	<p>Average Rating of Extent Implemented (1-4 stars) 3.00 (5 responses)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Self-determination skills will be increased through inclusive and specialized programming, such as asserting individual rights, practicing problem-solving, regulating desires and emotions, self-advocacy (and self-advocates conference), self-awareness, self-efficacy, decision-making, making adjustments, articulating your needs and communicating with faculty. ▶ At the post-secondary site, there is no requirement to disclose their disability. However, 	<p>Average Rating of Quality of Evidence (1-4 stars) 2.75 (4 responses)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ Contemplation stage; But, current students are managing their daily schedules for academic, social, and employment and work on scheduling with academic mentors ▶ Effective SD strategies in our district include teaching students responsibility to follow through with VR referral. Differentiation of instruction exists in the tech programs. ▶ Finding out the students unique strengths is embedded in the instruction 	<p>Average Rating of Priority (1-3 stars) 3.00 (2 responses)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ Beginning stages of assessing self-determination and implementing curriculum focusing on this. In the development of self-determination, focus on study skills, learning strategies, transportation skills, independent living skills, occupational skills, and employability. Implement the Arc, Self-Determination Scale (SDS) twice a year delivered as a pre-and post-test once IRB approves. Scheduling is part of the academic mentor survey but

	<p>students enrolling know what they want to study and why they are there (only 2 have ever asked to take assessment at the site), Programs at the tech college are inclusive of students on different instructional paths</p> <ul style="list-style-type: none"> ▶ Specialized Career Education Basic is being taught in the 1st and 2nd semester that will allow students to learn career information, self-determination, self advocacy and employability skills. ▶ The College Central Network is used as a tool for students to explore job options and connects students with local businesses. There is a built in resume building tool and career assessment available to all students. ▶ These are imbedded and taught separately. ▶ Embedded through academic instructions and continuously offered during after school sessions offered Monday-Thursday and upon student request. 	<ul style="list-style-type: none"> ▶ College Central Network; Career Exploration; Meeting With Students on a personal basis; Observations and evaluations (MP); OCP Checklist ▶ Individual Assessment for Student Centered Planning. On Campus Off-Campus opportunity built into design as par (part?) of Career Exploration. On Campus experience. ▶ Direct supports in all supported programs. 	<p>not the student survey. Amend student survey to include this. Fall 2018 implement PCP and focus on student voice and self-determination as facilitators of the meeting. Increase strategies for self-determination through inclusive and specialized course offerings. Review and potentially implement "The ChoiceMaker Self-Determination Curriculum is designed to teach students the self-determination skills they need to be successful in adult life. It consists of three strands: (1) Choosing Goals, (2) Expressing Goals, and (3) Taking Action. Each strand addresses teaching objectives in three.</p> <ul style="list-style-type: none"> ▶ Can align these steps to the training at the preschool in-service w/ tech & ACE: Educating School Admin; Educating ESE Teachers; Educating Gen Ed Teacher ▶ We Need additional data- See faculty ▶ Pre and Post Survey ▶ Project Explore needs to connect with Career Explorations
--	--	---	--

<p>Benchmark 1.3 Students engage in integrated, paid work experiences aligned with career goals and interests (as indicated by assessment results).</p> <p>Assessments Submitted: 6</p>	<p>Average Rating of Extent Implemented (1-4 stars) 1.50 (2 responses)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Based on a students' PCP, they will engage in integrated internships that are tied to both hospitality and health management and wellness (program of study), the stipends are through state-funded dollars. Some students have part-time paid work that they obtained without our assistance nor that of VR. ▶ New program in existence only open one month. ▶ Students are given the opportunity to get paid internships on or off campus. ▶ Students will begin their technical program in April 2018 ▶ Developing; Students have earned OCPs, students have completed the program (all OPC in program); students have participated in unpaid 	<p>Average Rating of Quality of Evidence (1-4 stars) 1.00 (1 response)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ Best Buddies on campus preparing for students for employment through workshops And individual coaching sessions; Best Buddies is pairing students with internships and competitive employment that they (BB) are charged with identifying ▶ We know that we have: -98% employment rate; -We have an onsite job placement coordinator; -We have an offsite welding program that serves incarcerated students ▶ Attending FPCTP conference; Working with VR ▶ Collaborating VR; Attending the FCSUA Institute 	<p>Average Rating of Priority (1-3 stars) 3.00 (1 response)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ Soon we will have a job coach through MDCPS and they will place these students in paid internships that lead to competitive employment; FIU Embrace is also hiring a job coach ▶ We need SWD data; More documentation needed from students ▶ In need of more training and networking for more internships. Putting an assessment in place. Placement/ Job Coach ▶ Building business partnerships/collaboration. ▶ Develop community partnerships. 	<ul style="list-style-type: none"> ▶ Continued assessment and data collection. ▶ Pre/post disability awareness.
---	---	---	--	---

<p>Benchmark 1.4 Students know, request, and use accommodations necessary for full participation.</p> <p>Assessments Submitted: 6</p>	<p>internship, industry conferences and interviewed by potential employers.</p> <p>Average Rating of Extent Implemented (1-4 stars) 2.00 (4 responses)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Accommodations on campus, include disability resource center, counseling & psychological services ▶ Most recent IEP is requested at the time of application. To discuss accommodations. ▶ The students have access to a support learning center ▶ K-12 students are not exiting schools with self-advocacy skills. ▶ Students are inconsistently aware of needed accommodations and are not demonstrating self-advocacy skills. 	<p>Average Rating of Quality of Evidence (1-4 stars) 1.67 (3 responses)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ VR, IPE for students who have self-identified ▶ Have resources available and plans to look at what is best for each student. ▶ Looking at assessment data; Personal Interview w/ students; Students and staff are aware of their accommodations; Mentors are aware of accommodations at MP and supportive; Support learning center provides tutoring, assistance with test taking, and other accommodations ▶ Imbedded Self-Advocacy and Self-Determination component in to program design. ▶ Some students and are able to provide documentation from high school experiences. 	<p>Average Rating of Priority (1-3 stars) 3.00 (1 response)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ We need more data and we need to identify more students ▶ We need individual meetings with Student Accessibility Services (Liz) Coordinating with Vocational Rehabilitation to see what services for support for the student. ▶ VR Services: Self- Advocacy Program; Peer Mentoring; Tutors ▶ Professional Development with Staff on Accommodations; Course Offering; DOE: Implement OCP (pre-employment Soft-Skills) ; Partnerships with VR. For Self-Advocacy trainings ▶ Request VR to send student to Self-Advocacy Training. Implement FDOE Course and identify faculty with the requirements to teach it.
---	--	--	--

<p>Benchmark 1.5 Students use technology (e.g., general and assistive technology) to support their engagement in academic, employment, social, and personal environments (as indicated by assessment results).</p> <p>Assessments Submitted: 6</p>	<p>Average Rating of Extent Implemented (1-4 stars) 3.33 (3 responses)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ The college has technological resources available for the students. VR may support based on individual student needs. ▶ Technology is available at school ▶ Team identifies and addresses student technology needs. ▶ Yes! Team identifies students with needs for AT. This is determined on an individual basis by accessing students' learning styles. 	<p>Average Rating of Quality of Evidence (1-4 stars) 3.67 (3 responses)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ Technology is updated and accessible to all students. ▶ VR; Computer Labs; Office Skills; CTS ▶ Awareness of appropriate use of social needs; Multiple Labs; Technical College(Various types of resources) ▶ Technology Segment (Pre-Course tech strategies). Internet and Microsoft Word. Used for data collection. Online programs such as CASAS WorkForce, WorkEssentials, MyCareerShines. ▶ Collaboration with VR. Evaluation requested and completed. Student received specific AT devices (Rehab Technology Evaluation). Students access video tutorials (Pluralsight, Lynda.com, Adobe Connect), APP (applications) (Remind, Quizlet, Quick Resume). Digital resume and professional email. 	<p>Average Rating of Priority (1-3 stars) 3.00 (1 response)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ We will have “listening sessions” that include academic affairs, the Provost, and representatives of facilities each semester. Students will discuss issues/challenges related to assistive technology. ▶ Additional funding needed for assisted technology as student needs are identified. ▶ Individualized education on available resources ▶ Increase technology off campus. FAAST- (Florida Alliance Assisted Technologies) ▶ Cost of students technical needs allotted. ▶ Continue the process and accessibility.
--	--	--	---

<p>Benchmark 1.6 Students understand their postsecondary rights and responsibilities as reflected in the IHE's code of conduct.</p> <p>Assessments Submitted: 6</p>	<p>Average Rating of Extent Implemented (1-4 stars) 3.75 (4 responses)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ The Student Handbook as a resource. ▶ All CTE instructors review Code of Student Conduct with students ▶ Students receive this information each trimester in print format and is accessible through school website. 	<p>Average Rating of Quality of Evidence (1-4 stars) 3.33 (3 responses)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ This is discussed at general orientation, which all students attend. It's a huge document and they do not receive a paper copy but they do get a link. ▶ Students complete an orientation and online application which addresses their rights, code of conduct, and other adult responsibilities. We also have a referral and attendance monitoring process. ▶ All information in one resource and all students have a copy. ▶ Student handbook w/ code of conduct; Available on Website; Success plans that address academic, behavioral, and attendance plans; Students meet with word force advisors ▶ No behavior issues or code of conduct violations. Documentation of policy acceptance. ▶ Instructor reviews Postsecondary Student Code of Conduct, TOPS staff reviews 	<p>Average Rating of Priority (1-3 stars) 3.00 (1 response)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ During LIFE and PLUS orientation, hand out a card with a link to the Code of Conduct and review orally simultaneously with all students. Review on the first day of classes as well each year. Review during residential orientation and post key highlights in dorms. ▶ Signed verification for receiving the handbook. One on one meeting for clarification from the SAS (Liz) ▶ MP- Students don't go through orientation. Needs of a counselor. ▶ Video option for students with Reading problems. ▶ Idea: Audio record Postsecondary Student Code of Conduct or creating some type of visual to share with the students.
---	--	--	--

<p>Benchmark 1.7 Students use financial aid as needed to support their enrollment and participation.</p> <p>Assessments Submitted: 5</p>		<p>Postsecondary Student Code of Conduct in class and students signs receipt of the document. Student developed information graphic, original character and it was duplicated in multiple formats flyers and poster size. It was posted in multiple places to remind students to apply for FASA as a poster, distributed to students and parents.</p>	
<p>Average Rating of Extent Implemented (1-4 stars) 2.00 (3 responses)</p>	<p>Descriptions</p> <ul style="list-style-type: none"> ▶ Currently our program is not a CTP and financial aid is not available to our students. But, they do receive VR funding, which covers tuition, books, supplies, transportation (STS), and any supports that are needed to be fully engaged ▶ In Progress; SACS and Federal approval pending.; Scholarship App. submitted ▶ Financial Aid ▶ Financial Aid Department; Opened until 6:30 PM on Monday; Forms available in English and Spanish. 	<p>Average Rating of Quality of Evidence (1-4 stars) 2.67 (3 responses)</p>	<p>Average Rating of Priority (1-3 stars) 3.00 (1 response)</p>
<p>Needs</p> <ul style="list-style-type: none"> ▶ First apply to FTCTP so students can receive \$7,000 scholarships and FIU Embrace can apply to receive grant support to strengthen the program ▶ Apply to be a CTP to receive external federal financial aid for students ▶ Program CIP code; Curriculum Committee approval; Fed and SACS confirmation ▶ District ESE department needs to increase referrals for tours. ▶ Scholarship application process. Assuring timeliness of filled out 	<p>Current Strengths</p> <ul style="list-style-type: none"> ▶ Multiple funding sources ▶ FASFA workshops twice a month; Cash for College; School personal is aware of financial aids ▶ Attending trainings and Think College. ▶ Multiple handouts are available for students and parents. 		

<p>Benchmark 1.8 Students determine how parents and family members are engaged in their postsecondary education experience.</p> <p>Assessments Submitted: 5</p>	<p>Average Rating of Extent Implemented (1-4 stars) 3.50 (4 responses)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Currently parents and family can participate through parent meetings, end of the semester debriefings, external advisory board. This is determined by the program and not the students but we would like this to be more student ▶ Formalize student exit process; Develop new capstone course; Course is part of the university curriculum. Student can articulate their exit plan to include but not limited to: Their family roles; Agency roles/contacts ▶ Speak to confidentiality with both parents and students. ▶ Student determine extent of parent participation in their PSE experience. ▶ Students/parents informed of 	<p>Average Rating of Quality of Evidence (1-4 stars) 3.33 (3 responses)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ At the LIFE and PLUS orientation, families and students are told how they can allow families to engage in their educational experience, (i.e. Parent meetings, end of the semester debriefings, external advisory board). One parent is a permanent member of the FIU Embrace external advisory board. ▶ ANTICIPATED OUTCOMES: Student can articulate their exit plan to include but not limited to: Their family roles; Agency roles/contacts ANTICIPATED OUTPUT: Formalized exit plan; STAR resource guide ▶ Signed confidentiality forms ▶ Students and parents are provided with self-disclosure forms and sign documentation 	<p>documents.</p> <ul style="list-style-type: none"> ▶ Students/parents need to complete required forms in a timely and accurate manner. <p>Average Rating of Priority (1-3 stars) 3 (2 responses)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ Craft new message about parental and family involvement in college experience. Communication about progress comes from student. Develop leadership and self-advocacy skills so students can drive discussion with parents/families ▶ 06/21/18 Update: Established Medical Surrogate process for how to support students without guardianship papers on file. All in-program students and parents were included at PCP meeting (Apr) and new students at orientation. ▶ Create independence with the students as they move into the postsecondary programs; Parent workshops ▶ Offer student/parent conference with guests from local community and agencies to
---	---	---	--

	federal privacy laws and if parents have legal guardianship the documents need to be submitted.	<p>noting acceptance of terms.</p> <ul style="list-style-type: none"> ▶ TOPS Team developed Student Authorization of Release of Information. 	<p>provide support in decision making.</p> <ul style="list-style-type: none"> ▶ Offer student/parent conference with guests from local community and agencies to provide support in decision making.
Domain 2: Faculty and Staff-Focused			
<p>Benchmark 2.1 Faculty engage in professional development to adapt teaching practices that meet the needs of all learners.</p> <p>Assessments Submitted: 4</p>	<p>Average Rating of Extent Implemented (1-4 stars) 2.67 (3 responses)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ 1) Process for Academy Staff and Campus Faculty & Staff: Evaluation Process, Model for Frequency of delivery; ▶ 2) Individual plan for each ACI staff member: Topic/Content ▶ Professional Development ▶ Regular PD is offered according to the needs of the institution ▶ Students attend mini course audits with case by case permission from professor (with mentors). Full course audits also available. 	<p>Average Rating of Quality of Evidence (1-4 stars) 2.00 (2 responses)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ ANTICIPATED OUTPUTS: Develop resource file to include: UDL in higher ed; Case examples in Disabilities; Number of faculty outside of ACI working with ACI students; Gradual shift in ACI coordination responsibilities to broader ACI staff; Increase in number of ACI staff able to attend conferences and events; Increase in research presentations by ACI staff. ▶ Sent some faculty to PD regarding Inclusion ▶ Have been successful in acceptance on case by case basis 	<p>Average Rating of Priority (1-3 stars) 3.00 (3 responses)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ Needs: ACI-Staff: Info on Incidence and Prevalence of ID and Employment; rate of employment local through federal; presentation and conference activities; ACI Program Info (in depth) Campus faculty: UDL and AT; Using UDL and A; -Disability Info (communication/language skills); ACI Program info (overview) Implementation ideas: Personalized and case based for faculty/staff; Wider audience appeal (once or twice a semester open session for all); Mentoring and advising ACI students; Include barriers, pitfalls; Live

<p>Benchmark 2.2 Faculty and staff ensure service, learning, social, and academic environments are accessible to support all learners.</p> <p>Assessments Submitted: 3</p>			<p>sessions; Complete Lib Guide; Send ACI Staff to see peer programs 06/21/18 Update Development of google site for faculty and staff support. Includes UDL, AT, Disability related info. Working with library staff for completion. Anticipated completion 8/18</p> <ul style="list-style-type: none"> ▶ Specific additional PD ▶ Broader embracement in the area of UDL across college via presentation to dept heads to clarify needs. Formal documents for feedback from both students and professors.
	<p>Average Rating of Extent Implemented (1-4 stars) 2.50 (2 responses)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Access and Social ▶ Current Students Surveys indicate high satisfaction; we need to disaggregate (SP?) sample ▶ Accommodations on a case by case basis 	<p>Average Rating of Quality of Evidence (1-4 stars) 2.00 (1 response)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ Other agencies offer training high certification results ▶ Adult Education at SF proficient in providing accommodations and modifications as needed 	<p>Average Rating of Priority (1-3 stars) 2.00 (1 response)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ Disaggregate data samples, PD-content and law ▶ Students to advocate for accommodations and modifications helpful for audits of general ed classes. Need to formalize documentation, develop tool for evaluation (survey for faculty regarding concerns, interest in mentoring).

<p>Benchmark 2.3 Faculty and staff across campus environments model high expectations and respect for all students.</p> <p>Assessments Submitted: 3</p>	<p>Average Rating of Extent Implemented (1-4 stars) 3 (1 response)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ High Expectations ▶ Student Services and admin promote an environment of high expectations and respect ▶ HR packages include descriptors about expectations re respect etc. 	<p>Average Rating of Quality of Evidence (1-4 stars) 1 (1 response)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ Academic expectations are clearly defined and an inclusive environment is promoted by admin, student services and some (underlined) faculty ▶ Laid out in SF guidelines for faculty. End of course evaluations include questions regarding respect component. STAR plan for Project SAINT students showing goals and expectations. 	<p>Average Rating of Priority (1-3 stars) 2.50 (2 responses)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ Follow through and documentation ▶ Additional ways to measure interactions beyond negative interactions and celebrating good outcomes. Newsletter to all supporters to celebrate accomplishments.
<p>Benchmark 2.4 Faculty and staff engage with program staff to enhance key college and university services.</p> <p>Assessments Submitted: 3</p>	<p>Average Rating of Extent Implemented (1-4 stars) 3.00 (1 response)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Trans-disciplinary Collaboration ▶ Frequent and regular faculty, admin meetings to discuss program needs, concerns and status ▶ Information regarding trainings; use resources to further develop 	<p>Average Rating of Quality of Evidence (1-4 stars) 2.00 (1 response)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ Meet regularly with COE liaison regular PD opportunities ▶ Increasing program size through enhancement grants 	<p>Average Rating of Priority (1-3 stars) 2.00 (2 responses)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ Specific PD opportunities for inclusion within credentialed program data to support these opportunities ▶ Job development staff to further contacts in community

	<p>program; meetings with college administrative staff; information available to further utilize available resources</p>		
Domain 3: Program and Institution-Focused			
<p>Benchmark 3.1 Policies and procedures (IHE, program-specific, K-12 outreach) support student recruitment, enrollment, advising, and completion of the FPCTP. Assessments Submitted: 5</p>	<p>Average Rating of Extent Implemented (1-4 stars) 2.40 (5 responses)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ We are currently revising the process and procedures for application and identification of SWD who qualify for Project ACCESS. FPCTP has been applied for and is being finalized. ▶ Branding and PR process limits ACI publicity = fewer funds; fewer students ▶ Pupil progression plan ▶ We receive over 25 applications per year and have spaces for 4 - 8 students for admission. We do a number of activities within the community and use word of mouth to bring students to us. Given our low enrollment and high interest, we do not have needs in this area. 	<p>Average Rating of Quality of Evidence (1-4 stars) 2.20 (5 responses)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ Strong relationships with professionals between programs - MCSD and FKCC. VR is on board and helping to develop the program. ▶ Strong district relationships; ▶ Strong local agency relationships ▶ Working w/ HS transitional specialist to ID potential students for programs ▶ Support of the Down Syndrome Foundation, VR and K - 12 system via the TPSID grant. 	<p>Average Rating of Priority (1-3 stars) 2.25 (4 responses)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ Meld programing into the MCSD curriculum/planning and post school outcomes, identification of students who could qualify, high school counselors' education of Project ACCESS. Parent education, Adult Education MCSD needs to be involved- Career Pathways. Discussion with ESE department and plan to move forward needs to happen. ▶ Articulation agreement and planning with MCSD refined and process is sustainable. ▶ Mechanisms to get achievements, awards, completer stories out beyond campus. Ways to share outcomes. ▶ Need to expand high school

<p>Benchmark 3.2 All campus services support student recruitment, enrollment, engagement, completion, and transition to employment.</p> <p>Assessments Submitted: 4</p>			<p>dual enrollment to post-secondary need to stand alone post-secondary spec.</p> <ul style="list-style-type: none"> ▶ Keep an eye on ensuring that we have a diverse application pool.
<p>Average Rating of Extent Implemented (1-4 stars) 3.00 (4 responses)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Office of DSS is highly involved, VR is highly involved, students are VR clients. MCSD transition program also offers job coaching and support. Students join clubs. ▶ Recruitment efforts involve various media ▶ This is something that is strong on the front end and is something that we are intentionally building on the back-end through the FCSUA grant and through other opportunities. 	<p>Average Rating of Quality of Evidence (1-4 stars) 2.25 (4 responses)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ Students are VR clients with funding provided as they qualify. All have completed and walked in graduation. ▶ Strong student services dept, just began working with VR, transition to employ is enhanced by SAC ▶ Recruitment, enrollment and engagement is very strong. 	<p>Average Rating of Priority (1-3 stars) 2.00 (3 responses)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ Internship and employment need to be developed. Utilizing Career Center and networking in the community for resume. Completion, Career Source. Job coaching is needed. VR resources and evaluations explored. Include VR counselor in the admissions interviews and application reviews. ▶ Additional support to ensure accom are met; to investigate VR employment transition; build relationship with VR ▶ Career and employment development, especially with enhancing the students' skills so they are ready for the workforce. 	

<p>Benchmark 3.3 The IHE provides a meaningful credential upon completion of the program that leads to integrated, competitive employment.</p> <p>Assessments Submitted: 6</p>	<p>Average Rating of Extent Implemented (1-4 stars) 2.50 (6 responses)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Workforce Readiness Certificate is earned after two years, with opportunity to move into degree seeking. 7 students have graduated to date and 6 of the 7 are employed. ▶ The committee was aware of data collection but not sure what it is. RBI committee is looking at completion data, goal performance. ▶ State and national certifications ▶ We are intentionally in process with developing the credential at this time. This need is the heart of our focus right now in terms of program evolution and development. 	<p>Average Rating of Quality of Evidence (1-4 stars) 3.60 (5 responses)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ This is working well. ▶ Goal performance for retention of students for each dept. Increased completion. ▶ High percentage of program completers and certifications, high job placement rate ▶ Collaborative Services at the college ▶ Have components in place to begin to build the credential. Need to work on the specific pieces of the credential puzzle based on the data and information we have gathered and are gathering. 	<p>Average Rating of Priority (1-3 stars) 2.80 (5 responses)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ Define and articulate the certificate and what it is to secondary schools, counselors, ESE department, teachers, families. Clarify the misconception that this is a degree. ▶ We need to create ▶ Understanding needs of population to be served; Identify capacity of college serving students; Review and develop a quality program ▶ Additional transition support ▶ Creative Committee; determine what the credential will look like ▶ Identify the program tracks that align with the community employment needs. We know that hospitality is a tack that we will develop.
<p>Benchmark 3.4 The FPCTP provides a range of work experiences on and off campus, relevant to the</p>	<p>Average Rating of Extent Implemented (1-4 stars) 2.00 (4 responses)</p> <p>Descriptions</p>	<p>Average Rating of Quality of Evidence (1-4 stars) 2.25 (4 responses)</p> <p>Current Strengths</p>	<p>Average Rating of Priority (1-3 stars) 2.33 (3 responses)</p> <p>Needs</p>

<p>student's target credential and aligned with the student's career goals and interests (e.g., internships, apprenticeships and other forms of work experience).</p> <p>Assessments Submitted: 4</p>	<ul style="list-style-type: none"> ▶ We do not do this on campus. Students in the transition program who are dually enrolled complete internships and work with a MCSD job coach. ▶ RTC integrates work experience by use of clinicals in health fields and some career programs ▶ We work with a range of units on campus to provide work and volunteer opportunities. Our Career Liaison has met with nearly 80 off-campus partners to explore and develop possible internship sites. 	<ul style="list-style-type: none"> ▶ MCSD students have the opportunity to explore employment, students who are not connected with MCSD do not have opportunity to explore employment or internship interests due to Project ACCESS needs for persons such as a job coach to support students ▶ Some current program students are offering work experience ▶ We have options to give to students and the potential placements align with the credential recently created 	<ul style="list-style-type: none"> ▶ Employment support for student with internships. Professionals to support students to explore interests and develop employability skills and have students learn about "first jobs" vs "dream jobs". Utilize VR services and supports. ▶ Identify additional business partners ▶ Formalize the support for internship experiences leading to employment ▶ More sites on campus; quicker finalization of placements; need to see how the actual internship experience goes during 2018-2019, which is our inaugural internship year; need to evaluate how the actual experience goes
<p>Benchmark 3.5 Sufficient personnel, material, and fiscal resources are provided to support students' completion of their postsecondary education programming.</p> <p>Assessments Submitted: 3</p>	<p>Average Rating of Extent Implemented (1-4 stars) 2.00 (2 responses)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Director is in place for Project ACCESS, instructor has been located to assist. Marketing department is on board. Grant has been awarded and funds are available to fill positions of job 	<p>Average Rating of Quality of Evidence (1-4 stars) 3.00 (2 responses)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ One to one relationships with staff and students. Collaboration with MCSD transition program. ▶ Financial aid officer ▶ VR is willing to be actively 	<p>Average Rating of Priority (1-3 stars) 3.00 (1 response)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ Articulation, clarification and definition of program to all MCSD high schools, work with high school counselors, staffing specialists to clarify what skills, processes and student

	<p>coach, mentors and instructors.</p> <ul style="list-style-type: none"> ▶ RTC provides material fiscal and personnel support for identified programs ▶ We have the FCSUA scholarship as a starter for all students. We need to better finalize the collaboration with VR. 	<p>engaged with the process, which is a huge asset to build upon.</p>	<p>preparations need to be in place for candidates prior to entering program- setting them up for success. Clearly communicated expectations for all out of county students/candidates or MCSD Alumni. Find people to fill positions- mentors, job coaches instructors.</p> <ul style="list-style-type: none"> ▶ Complete and submit CTP application to expand financial aid opportunities ▶ Better plans for how VR will be involved throughout the process; sustainable program funds needed for 2019-2020 and beyond;
<p>Benchmark 3.6 FERPA-aligned family outreach and engagement strategies support student recruitment, enrollment, engagement, completion, and transition to employment.</p> <p>Assessments Submitted: 3</p>	<p>Average Rating of Extent Implemented (1-4 stars) 4.00 (2 responses)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ General Open House all students are invited to. Current recruitment is word of mouth in the community. College website has Project ACCESS on it and the college is refining the process for application to be digital. ▶ Established medical proxy/surrogate process 	<p>Average Rating of Quality of Evidence (1-4 stars) 3.50 (2 responses)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ Students active on campus in clubs- opportunities are there. ▶ FERPA Waiver in place. ▶ HIPPA waiver in place. 	<p>Average Rating of Priority (1-3 stars) 2.00 (2 responses)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ Build the vocational portion of the program. Build on and off campus internships-beginning jobs to practice soft skills, explore interests and include job shadowing, job tours and instruction in soft skills, resume building, interview skills networking within the community to learn what

<p>Benchmark 3.7 Program evaluation is ongoing and used to inform FPCTP development and improvement. Assessments Submitted: 2</p>			<p>industry and employers want from employees</p> <ul style="list-style-type: none"> ▶ We developed this without knowing it was a high priority need. Worked with University SHS services to identify process for students services and use of medical proxy.
<p>Average Rating of Extent Implemented (1-4 stars) 1.00 (1 response)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Unsure- what are we doing to evaluate program? Survey? Student/parent input? 	<p>Average Rating of Quality of Evidence (1-4 stars) 4.00 (1 response)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ Working relationship (?) with institutional effectiveness 	<p>Average Rating of Priority (1-3 stars) 3.00 (1 response)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ Develop program evaluation tool 	
<p>Domain 4: Concept and Systems Development</p>			
<p>Benchmark 4.1 The FPCTP aligns with and or extends the IHE's mission. Assessments Submitted: 4</p>	<p>Average Rating of Extent Implemented (1-4 stars) 2.00 (1 response)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Florida Keys Community College is an open-access, educational institution dedicated to serving the intellectual, diverse, cultural, and occupational needs of the Florida Keys as well as the global community. The college 	<p>Average Rating of Quality of Evidence (1-4 stars) 2.00 (1 response)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ IMM on disability services board statement; In mission inclusion and disability; Accessible and diverse. 	<p>Average Rating of Priority (1-3 stars) 1.00 (1 response)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ More Data needed ▶ Clarify specifically intellectual disabilities

	<p>is committed to student-centric academic programs and services, workforce development, continuing education, diverse partnerships, electronically delivered instruction, and sustainable practices that prepare students for personal success and responsible citizenship.</p> <ul style="list-style-type: none"> ▶ Shared vision. ▶ In development of mission statement for program 		
<p>Benchmark 4.2 The IHE's value for and commitment to a diverse campus community, including students with intellectual disabilities, is demonstrated in institutional communications, strategic plan, mission statement, leadership's messages, and system reviews.</p> <p>Assessments Submitted: 2</p>	<p>Average Rating of Extent Implemented (1-4 stars) 3.00 (1 response)</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Commitment to value diversity. 	<p>Average Rating of Quality of Evidence (1-4 stars) 2.00 (1 response)</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ Marketing is sensitive to be inclusive. Proactive. 	<p>Average Rating of Priority (1-3 stars) 1.00 (1 response)</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ Data on students with intellectual disabilities. Identifying who is responsible for activity/implementation.
<p>Benchmark 4.3 The IHE uses an agreed upon framework for</p>	<p>Average Rating of Extent Implemented (1-4 stars)</p>	<p>Average Rating of Quality of Evidence (1-4 stars)</p>	<p>Average Rating of Priority (1-3 stars) No responses</p>

<p>overall service delivery, including disability services (e.g., accommodations, modifications, academic support).</p> <p>Assessments Submitted: 1</p>	<p>No responses</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Universal program designs across IHEs 	<p>No responses</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ No responses 	<p>Needs</p> <ul style="list-style-type: none"> ▶ No responses
<p>Benchmark 4.4 The IHE uses an agreed upon framework for assessment and instruction that addresses the needs of all learners.</p> <p>Assessments Submitted: 1</p>	<p>Average Rating of Extent Implemented (1-4 stars) No ratings indicated</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Universal Learning Design 	<p>Average Rating of Quality of Evidence (1-4 stars) No ratings indicated</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ No responses 	<p>Average Rating of Priority (1-3 stars) No ratings indicated</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ No responses
<p>Benchmark 4.5 The IHE follows agreed upon standards of practice to meet the needs of all learners.</p> <p>Assessments Submitted: 1</p>	<p>Average Rating of Extent Implemented (1-4 stars) No ratings indicated</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Universal Learning Design best practices 	<p>Average Rating of Quality of Evidence (1-4 stars) No ratings indicated</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ No responses 	<p>Average Rating of Priority (1-3 stars) No ratings indicated</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ No responses
<p>Benchmark 4.6 As part of strategic planning and accreditation, the IHE</p>	<p>Average Rating of Extent Implemented (1-4 stars) No responses</p>	<p>Average Rating of Quality of Evidence (1-4 stars) No responses</p>	<p>Average Rating of Priority (1-3 stars) No responses</p>

<p>uses agreed upon metrics or methods to evaluate the outcomes of all learners.</p> <p>Assessments Submitted: 1</p>	<p>Descriptions</p> <ul style="list-style-type: none"> ▶ Outcome measures 	<p>Current Strengths</p> <ul style="list-style-type: none"> ▶ No responses 	<p>Needs</p> <ul style="list-style-type: none"> ▶ No responses
<p>Benchmark 4.7 The IHE engages with the community.</p> <p>Assessments Submitted: 2</p>	<p>Average Rating of Extent Implemented (1-4 stars) No ratings indicated</p> <p>Descriptions</p> <ul style="list-style-type: none"> ▶ Attends Rotary meetings/active staff members in all Rotary clubs in the Keys. Member of the Chamber of Commerce. ▶ Community Involvement 	<p>Average Rating of Quality of Evidence (1-4 stars) No ratings indicated</p> <p>Current Strengths</p> <ul style="list-style-type: none"> ▶ No responses 	<p>Average Rating of Priority (1-3 stars) No ratings indicated</p> <p>Needs</p> <ul style="list-style-type: none"> ▶ No responses

**Summary of Goals by Domain Identified by IHE Teams Using the
Team Planning Tool for FPCTPs**

Domain 1: Student-Focused
<ul style="list-style-type: none">▶ Establish a meaningful program to assist ID students with obtaining industry certifications within program requirements.*▶ Re-visit the program of study plan and tweak it to meet the needs of the students.▶ Students access financial aid as needed to support programs of study to include development and application of self-determination and self-advocacy through the integration of technical skills related to the student's individual plan of employment plan which can lead to gainful employment.* <i>(two teams developed plans for this goal)</i>▶ Establish a meaningful credential leading to integrated competitive employment of FPCTP students upon program completion.▶ Establish admissions and enrollment process for students (residential and commuter) entering Fire College.*▶ Establish credential & ways to translate credential to meaningful employment opportunities.*▶ Develop an employment preparation/experience strand of instruction that will meet the individual needs of the students as determined by the STAR Plan.*▶ APPLICATION, ELIGIBILITY and PATHWAY GOAL (Model after Panhandle Tech) By January 2019 the planning team will create, establish and implement a Lee County Comprehensive Transition Program (CTP) pathway for enrollment into post-secondary education.▶ Establish a meaningful credential infused in the Program of Study leading to gainful employment.▶ Enhance collaboration with VR and make sure students and parents are aware of the resources available while the student is at IES and after graduation.*▶ Develop system to develop and recruit peer social mentors.*▶ Develop syllabi for Link-specific courses: Employability skills, Internship, Externship, Independent living skills.*
Domain 2: Faculty and Staff-Focused
<ul style="list-style-type: none">▶ Create awareness amongst the SF faculty on adapting teaching practices and accessibility to support all learners including general awareness of the Project SAINT.▶ Establish credential & ways to translate credential to meaningful employment opportunities.*▶ Development and roll out of a Google site resource for faculty and staff support; Description of ACI. Topics to include: Disability related information, use of AT, employing UDL. Roll out, introducing to Admin, Dept, Chairs, Faculty and Staff.

Domain 3: Program and Institution-Focused

- Streamline the application, interview and acceptance process to align with the standard process, currently in place at FKCC.
- Increase opportunities to share outcomes and accomplishments of the Academy. Develop a process to get info out beyond program, to community. Collaborate with agency partners to get info about program out.
- Ensure relevant administrators and district personal understand and are involved in the planning of the FPCTP process including; recruitment, enrollment, financial aid, credentials, completion, and transition to employment.
- Establish admissions and enrollment process for students (residential and commuter) entering Fire College.*
- Establish credential & ways to translate credential to meaningful employment opportunities.*
- Develop a meaningful credential that students can earn upon program completion that will lead to higher employment opportunities than would have been otherwise possible prior to attending UCF.
- Enhance collaboration with VR and make sure students and parents are aware of the resources available while the student is at IES and after graduation.*
- Develop system to develop and recruit peer social mentors.*
- Develop syllabi for Link-specific courses: Employability skills, Internship, Externship, Independent living skills.*
- To establish new structure of program administration which focuses on program needs.*
- One Program Coordinator (Day to Day support for the tech campuses) -setting processes/procedures in motion, as students increase then one on each campus.*
- Program redesign focused on three programs of study.*

Domain 4: Concept and Systems Development

- Establish a meaningful program to assist ID students with obtaining industry certifications within program requirements.*
- Students access financial aid as needed to support programs of study to include development and application of self-determination and self-advocacy through the integration of technical skills related to the student's individual plan of employment plan which can lead to gainful employment.* (two teams developed plans for this goal)
- Develop a mission and program outline to present to administration including a SWOT (strength, weaknesses , opportunities and threats).
- Establish admissions and enrollment process for students (residential and commuter) entering Fire College.*
- Establish credential & ways to translate credential to meaningful employment opportunities.*
- Develop an employment preparation/experience strand of instruction that will meet the individual needs of the students as determined by the STAR Plan.*

* Benchmarks within the *Planning Tool for Florida Postsecondary Comprehensive Transition Programs* are organized into the four domains presented in the table. When developing goals, teams were directed to indicate the relevant domain to which their goal applied. In some cases, teams indicated multiple domains for one goal; if so, the goal is listed within all domains identified by the team. For some goals, the team did not specify a domain category; if so, the goal is listed in the most relevant domain as determined by FCSUA staff.

Appendix M

1 – List of College and Career Transition Clubs (August 2018)

2 – Application for Program Resources: College and Career Transition Clubs

College and Career Transition Clubs

School	District	Approval Date
A Crawford Mosley High School	Bay District Schools	08/01/18
Atlantic Coast High School	Duval County Public Schools	08/01/18
Blanche Ely High School	Broward County Public Schools	05/24/18
Boyd Anderson High School	Broward County Public Schools	05/24/18
Central High School	Hernando County School District	08/06/18
Coconut Creek High School	Broward County Public Schools	05/24/18
Cooper City High School	Broward County Public Schools	05/24/18
Coral Gables Senior High School	Miami-Dade County Public Schools	08/16/18
Coral Glades High School	Broward County Public Schools	05/24/18
Coral Springs High School	Broward County Public Schools	05/24/18
Cypress Bay High School	Broward County Public Schools	05/24/18
Deerfield Beach High School	Broward County Public Schools	05/24/18
DeSoto Central High School	DeSoto County Schools	08/06/18
Dillard High 6-12	Broward County Public Schools	05/24/18
Eleanor H. Miller School	Putnam County School District	05/24/18
Everglades High School	Broward County Public Schools	05/24/18
Flanagan High School	Broward County Public Schools	05/24/18
Fort Lauderdale High School	Broward County Public Schools	05/24/18
F.W. Springstead High School	Hernando County School District	08/06/18
Hallandale High School	Broward County Public Schools	05/24/18
Hernando High School	Hernando County School District	08/06/18
Hollywood Hills High School	Broward County Public Schools	05/24/18
Homestead Senior High School	Miami-Dade County Public Schools	08/16/18
Jefferson County K-12	Jefferson County Schools	08/06/18
J.P. Taravella High School	Broward County Public Schools	05/24/18
J.R. Arnold High School	Bay District Schools	05/24/18
Labelle High School	Hendry County District Schools	08/01/18
Lake Nona High School	Orange County Public Schools	pending
Lake Wales High School	Polk County Public Schools	08/01/18
Lauderhill 6 – 12	Broward County Public Schools	05/24/18
McArthur High School	Broward County Public Schools	05/24/18

Miami Southridge Senior High	Miami-Dade County Public Schools	08/16/18
Miramar High School	Broward County Public Schools	05/24/18
Monarch High School	Broward County Public Schools	05/24/18
Nature Coast Technical High School	Hernando County School District	08/06/18
North Miami Beach Senior High School	Miami-Dade County Public Schools	08/16/18
Northeast High School	Broward County Public Schools	05/24/18
Nova High School	Broward County Public Schools	05/24/18
Piper High School	Broward County Public Schools	05/24/18
Plantation High School	Broward County Public Schools	05/24/18
South Broward High School	Broward County Public Schools	05/24/18
South Plantation High School	Broward County Public Schools	05/24/18
Stoneman Douglas High School	Broward County Public Schools	05/24/18
Stranahan High School	Broward County Public Schools	05/24/18
Wakulla High School	Wakulla County Schools	08/06/18
Weeki Wachee High School	Hernando County School District	08/06/18
West Broward High School	Broward County Public Schools	05/24/18
Western High School	Broward County Public Schools	05/24/18

**APPLICATION FOR PROGRAM RESOURCES:
COLLEGE AND CAREER TRANSITION CLUB**

Introduction

Established by the Florida Postsecondary Comprehensive Transition Program Act (FS §1004.6495), the Florida Center for Students with Unique Abilities at the University of Central Florida (the Center) facilitates collaboration between institutions of higher education (IHEs), school districts, eligible private schools, and students with intellectual disabilities and their parents to plan for the transition of students into Florida Postsecondary Comprehensive Transition Programs (FPCTPs).

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** (emphasis added) 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 **postsecondary education** 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 **postsecondary education** programs.

To increase awareness of FPCTP opportunities and help students with intellectual disabilities prepare for and access those opportunities across Florida, the Center is partnering with secondary educators to develop and implement **Florida College and Career Transition Clubs** (CCT Club) at local schools serving high school students. Clubs will be inclusive, with membership adequately representing students enrolled in grades 9 – 12 from these three groups: (1) students with intellectual disabilities, (2) students with disabilities other than intellectual disabilities, and (3) students without disabilities. Club advisors will support students to learn and explore career pathways and postsecondary education options. Students will work together to identify and explore college and career opportunities, engage in mentoring, and participate in events and activities within the school, community, and at local IHEs to build college and career transition plans.

This application packet outlines specific details regarding how to apply for program resources to establish and implement a College and Career Transition Club.

Institution Eligibility and Responsibilities

Local public and private schools (operating pursuant to FS § 1002.42) may apply for program resources to establish and implement a ***College and Career Transition Club***. To be eligible, the school must serve students in grades 9 – 12, including students with intellectual disabilities.

A designated school administrator must provide oversight to the CCT Club, as with any other club sponsored and/or operated by the school. A club advisor must be assigned to manage club activities and expenditures. The school principal must approve the Application for Program Resources and in so doing assures that the College and Career Transition Club will be implemented and managed per all applicable state and local school board rules and regulations.

Student Learning Outcomes

The Center's expectations include development of (but not limited to) the following student competencies. Club activities should be planned with these in mind, and include ways to document whether club participants achieve these student learning outcomes, relevant and appropriate for their grade level.

1. Students will identify **three** careers or career fields in which they are interested and the competencies (i.e., knowledge and skills) needed to pursue those careers.
2. Students will identify a pathway(s) to each career through secondary and postsecondary education, training, and/or other experiences.
3. Students will identify postsecondary education institutions that offer programs aligned with the specified careers and compare the characteristics of each.
4. Students will identify the individual supports, if any, they need to access and succeed in:
 - a. Each career.
 - b. Postsecondary education associated with each career.
5. Students will identify the three most important characteristics to them in choosing:
 - a. A career (such as the work environment, availability of jobs, salary or wages, ability to advance in the field, etc.).
 - b. A postsecondary education program (such as reputation of the program, supports available, location, class size, costs, etc.).
6. Students will demonstrate the following: (a) accurate completion of a postsecondary education application, (b) preparation of a resume and/or summary of performance relevant to college and career applications, and (c) effective interviewing skills.
7. Development and application of employability and leadership skills, aligned with their academic and other curricula, such as but not limited to the following: teamwork, timeliness, goal-setting, organization, planning, task completion, decision-making, self-advocacy, and communication.

Timeline, Available Resources, Reporting

Application Deadlines

- Applications are accepted on a rolling basis. To insure resources are available for the school at the beginning of the 2018 – 19 school year, please submit your request as far in advance of the school year start as possible. Applications will be reviewed as received and funding processed upon approval.

Funding Available

- ▶ \$6,000 each 2018-19 and 2019-2020

Use of Funds

- ▶ CCT Club advisor stipend, per school board rules
- ▶ Supplies
- ▶ Transportation
- ▶ Speaker fees
- ▶ Educational materials

Reporting Requirements

- ▶ Annual CCT Club report to FCSUA due June 15 each year.
- ▶ Student enrollment (including number of students from each of these groups: (1) students with intellectual disabilities, (2) students with disabilities other than intellectual disabilities, and (3) students without disabilities, by grade.
- ▶ Summary of CCT Club activities.
- ▶ Summary of CCT Club expenditures, showing any balance remaining.
- ▶ Preliminary plan for the next year's Club activities.

Application Content

The College and Career Transition Club application must provide the following information and meet the specified formatting instructions.

Application Cover Page

- ▶ Complete all requested information
- ▶ Must be signed by school principal

Application Narrative

- ▶ Title of proposed club
- ▶ School population of students in grades 9 - 12, including number of students with disabilities by disability category
- ▶ Recruitment strategies to adequately represent students with and without disabilities, including students with intellectual disabilities
- ▶ CCT Club structure, such as meeting schedule (e.g., weekly), meeting time(s) (e.g., before, during, after school), meeting context (e.g., part of a course), etc.
- ▶ CCT Club governance
- ▶ Sample of proposed club activities (e.g., use of "college day absence" to visit postsecondary education institutions), including strategies to establish student mentoring

Proposal Budget and Description

- ▶ General budget showing amount of advisor stipend and general budget categories, with explanation of proposed items

Format

- ▶ Application content, excluding cover page and budget, should not exceed three 8.5” X 11.5” pages
- ▶ No less than 1.5 line spacing
- ▶ 12 point font
- ▶ Use black font color

Submission Instructions

Submit an electronic file(s) of the completed application – cover page signed by principal, narrative, budget and description – to:

fcsua@ucf.edu

and

paula.kohler@ucf.edu

For additional information or questions regarding this opportunity, contact:

Florida Center for Students with Unique Abilities

407-823-5225

fcsua@ucf.edu

www.fcsua.org

or

Dr. Drew Andrews 407-823-6115

drew.andrews@ucf.edu

**APPLICATION FOR PROGRAM RESOURCES:
COLLEGE AND CAREER TRANSITION CLUB**

Application Cover Page: 2018 – 19

Date of application: Click or tap to enter a date.
School name: Click or tap here to enter text.
School address: Click or tap here to enter text.
District name: Click or tap here to enter text.
Grades within school (e.g., 9 – 12, 7 – 12): Click or tap here to enter text.
Proposed club start date: Click or tap here to enter text.
Total amount requested 2018-19 and 2019-2020 (each fiscal year): Click or tap here to enter text.
Proposed teacher/club advisor name: Click or tap here to enter text.
Proposed teacher/club advisor position: Click or tap here to enter text.
Proposed teacher/club advisor email: Click or tap here to enter text.
Proposed teacher/club advisor telephone: Click or tap here to enter text.
School financial contact name: Click or tap here to enter text.
School financial contact email: Click or tap here to enter text.
School financial contact telephone: Click or tap here to enter text.
School principal name: Click or tap here to enter text.
School principal email: Click or tap here to enter text.
School principal telephone: Click or tap here to enter text.
School principal approval signature:

Appendix N

Credentials Offered by FPCTPs Services and Programs for Students with Disabilities at
FPCTP-Eligible Postsecondary Education Institutions

**Credentials Offered by
 Florida Postsecondary Comprehensive Transition Programs (FPCTP)**

UNIVERSITIES			
Florida Atlantic University (2+ years)			
Credentials Offered	Length	Industry Certification (yes/no)	Careers and/or Occupations Aligned with the Credential
Supported Community Employment	14 two-credit courses	No	Leads to employment based on student interests and goals. For example: hospitality, customer service, technology, and office support
Supported Community Employment is the primary credential earned by students who complete FAU's Academy for Community Inclusion. Students may choose to pursue the following credentials beyond the credential listed above.			
Supported Community Access	14 two-credit courses	No	Builds self-determination skills
Supported Community Living	14 two-credit courses	No	Increases independent living skills
University of Central Florida (2.5 years)			
Credentials Offered	Length	Industry Certification (yes/no)	Careers and/or Occupations Aligned with the Credential
Council for Professional Recognition Preschool Credential – no longer available, replaced by Professional Services Credential, July 2018.	120 hours	Yes	
Certificate of Completion – no longer available, replaced by Professional Services Credential, July 2018.	36 hours	No	

UCF Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Careers and/or Occupations Aligned with the Credential
Professional Services Credential with concentrations: <ul style="list-style-type: none"> ▶ Hospitality ▶ Education ▶ Social Services ▶ General Studies – available only for students enrolled prior to Fall 2018 	5 semesters (42 hours)	No	<p>Hospitality – Resort reception, theme park (multiple positions), property/rental management associate, retail sales, resort industry (multiple positions), food service (seated dining) customer service associate (multiple industries) events associate, tourism destination associate, tour guide, hotel associate, food services, event set-up associate, customer service and guest service positions and anything that is centered in working with people in some sort of business transaction format.</p> <p>Education – Day care worker, camp assistant, teaching assistant, transition mentor, child care front desk, specialized instruction assistant (music, dance, sports, art), library assistant, school transportation monitor, and working with children with or without disabilities in child care settings, in charter schools or in other places (such as a nursery at a YMCA).</p> <p>Social Services – Office assistant, clerical work, general assistants and aides in “helping” fields (such as working as an assistant in a nursing home or as an assistant at a YMCA working with a trainer), assistant or aide work with police or other emergency units and personnel, and non-profit agency support positions.</p> <p>General Studies – This is currently a one-time concentration for students who started IES prior to the credential change, which was effective July 1, 2018. Students can apply the credential to occupations of interest, which may align with any of the three new concentrations listed above. This concentration is no longer available to students entering IES.</p>

STATE COLLEGES

Florida Keys Community College (1-3 years, depending on program of study)

Credentials Offered	Length	Industry Certification (yes/no)	Careers and/or Occupations Aligned with the Credential
National Retail Federation Customer Service and Sales Certification	40-60 hours	Yes	Retail sales associate, inventory, cashier, customer service
National Retail Federation Customer Service and Sales Certification is the primary credential earned by students who complete FKCC's Project ACCESS. Students may choose to pursue one of the following credentials beyond the credential listed above.			
Certificate: Chef's Apprentice (includes Sanitation Certificate)	12 credit hours	Yes	Restaurant and industry kitchen chef assistant
Certificate: Guest Services Specialist	15 credit hours	No	Customer service, front desk assistant, front office assistant, administrative assistant, hospitality guide and customer service, tour guide
Certificate: Entrepreneurship	12 credit hours	No	Create marketing plans for e-commerce and in person small business, small business administrative assistant
Certificate: Business Specialist	12 credit hours	No	Entry level in business planning office, marketing assistant, accounting office assistant, public relations office assistant, front office positions
Certificate: Room Division Specialist	13 credit hours	No	Reservation clerk, front desk agent, guest services agent
Certificate: Culinary Arts (includes SafeStaff Certification)	33 credit hours	Yes	Menu planner, baker or chef's assistant, food and beverages services operations assistant, event planner assistant
Certificate: Room Division Operations (includes Sanitation Certificate)	19 credit hours	Yes	Front desk supervisor, guest relations supervisor, housekeeping manager and assistant manager, resort manager, eco-tourism marketing,
Certificate: Tropical Ornamental Mariculture Technician	30 credit hours	No	Aquarist, aquarium science technician, fish culturist, environmental technician
Certificate: Business Operations	18 credit hours	No	Intermediate business positions, administrative assistant, executive assistant

FKCC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Careers and/or Occupations Aligned with the Credential
Certificate: Culinary Arts Management (includes Safe-Staff Certification)	18 credit hours	Yes	Food and beverage management, sous chef, event planner, menu planner, baking and pastry manager
Certificate: Introduction to Commercial/Work Diving	10 credit hours	Yes	Commercial diver, recovery diver
Certificate: Marine Engineering	34 credit hours	Yes	Engine repair, marine welder, marine transmission specialist, marine engine troubleshooter, outboard motor repair technician
Certificate Marine Mammal Behavior and Training	15 credit hours	No	Marine animal trainer, marine animal behavior specialist, marine animal research technician, marine animal educator and presenter, marine animal rescue technician
Certificate: Professional Dive Instructor	15 credit hours	Yes	Dive facility manager, divemaster, open water dive instructor
Certificate: Rooms Division Management	30 credit hours	No	Guest service agent, customer service specialist, front desk manager, housekeeping manager, hospitality marketing specialist, resort manager, ecotourism manager, food and beverage manager
Certificate: Tropical Ornamental Mariculture Technician	30 credit hours	No	Tropical mariculture technician, research assistant, ecotourism specialist, coral reef research assistant, ocean restoration and reef restoration and re-growth specialist, marine science lab assistant
Certified Nursing Assistant	<i>The following credential lengths are forthcoming.</i>	Yes	Nursing Assistant in skilled nursing facilities, doctor's offices, hospitals and clinics
Clinical Medical Assistant		Yes	Assistant in offices, hospitals, clinics, offices
Dental Assistant		Yes	Dental office front desk help, dentist's assistant
Florida Child Care Professional		Yes	Child Care in nursery schools, day care centers, pre-kindergarten settings, and in-home child care programs
Guest Service Gold Professional		Yes	A career pathways certificate for guest service positions in hotels, resorts and tourism facilities

FKCC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Careers and/or Occupations Aligned with the Credential
Medical Coding and Billing		Yes	A National Healthcareer Association certification for office center or business-based coding for insurance purposes
Pharmacy Technician		Yes	A National Healthcareer Association Certification to assist a pharmacist in a retail, hospital or other health care setting
Phlebotomy Technician		Yes	A National Healthcareer Association Certification as a lab technician for clinics, hospitals and other health care centers
Real Estate Sales Associate 45 Hour Pre-Licensing Course		Yes	Real estate sales person
Real Estate Sales Associate 63 Hour Pre-Licensing Course		Yes	Advanced, master sales, real estate
SafeStaff Food-Handler		Yes	Requirement of most food service, hospitality and tourism certificates, also government and industry regulatory agencies
Security License, Class D		Yes	Basic security guard positions, entry level security
The “Keys” to Customer Service		Yes	Customer service representative, guest services representative, retail sales associate
Indian River State College (2 years)			
Credentials Offered	Length	Industry Certification (yes/no)	Careers and/or Occupations Aligned with the Credential
Workforce Readiness Certificate of Completion - IRSC Certificate for Transition and Exploration Activities	357 clock hours	No	Depends on the student’s area of interest. Certification is for learning to advocate for accommodations in the job setting and exploring different type of jobs to find the student’s interest area.
Occupational Completion Point (OCP) A, Information and Technology Assistant	150 clock hours	Yes	Receptionist, front desk receptionist
OCP A, Specialized Career Ed, Basic	450 clock hours	Yes	Depends on the student’s area of interest, as this is an individualized plan of study developed with the student.

Workforce Readiness Certificate of Completion - IRSC Certificate for Transition & Exploration Activities, Occupational Completion Point (OCP) A, Information and Technology Assistant, and OCP A, Specialized Career Ed, Basic are the primary credentials earned by students who complete IRSC's STAGE Program. Based on the selected CTE program, students may pursue the following credentials beyond the credentials listed above.

IRSC Credentials Offered (cont'd)		Length	Industry Certification (yes/no)	Careers and/or Occupations Aligned with the Credential
OCP A, Basic Healthcare Worker	415 clock hours	Yes	Healthcare aide	
OCP B, Nurse Aide & Orderly	590 clock hours	Yes	Nurse's aide, orderly, medical assistant, nursing assistant, home health aide	
40-hour Statewide Childcare Certificate	503 clock hours	Yes	Child care aide, child care assistant, child care attendant, child care worker	
OCP A, AC, Refrigeration, & Heating Helper	600 clock hours	Yes	Entry-level helper, rough-in installer	
OCP A, Automotive Service Assistor	600 clock hours	Yes	Car detailer, entry-level helper	
OCP B, Front Desk Specialist	600 clock hours	Yes	Administrative assistant, coding, front desk scheduler, office specialist	
Santa Fe College (2 years)				
Credentials Offered		Length	Industry Certification (yes/no)	Careers and/or Occupations Aligned with the Credential
Red Carpet Service Training	3 hours	Yes	Sales, retail, business, customer service	
Safestaff Food Handler	1 semester	Yes	Restaurant, cafeteria, health/nutrition, dishwasher	
American Heart Association CPR and First Aid	1 semester	Yes	Health fields, educational settings, construction/horticulture/agriculture	
Florida DCF 40-Hour Child Care Training	40 hours, 6 modules	Yes	Child care workers	
Certified Nursing Assistant	165 hours	Yes	Diverse health care settings	
Building for Others	6 hours	No	Construction fields	
RAD: Rape Aggression Defense	12 hours	No	Security	
Horticulture/Agriculture Pathway	12 hours weekly, 2 terms	No	Garden shops, greenhouses, landscapers, independent entrepreneur/sales person	

SFC Credentials Offered (cont'd)		Length	Industry Certification (yes/no)	Careers and/or Occupations Aligned with the Credential
Artist/Entrepreneurship Pathway	12 hours weekly, 2 terms	No	Independent artist; retail, sales	
Introduction to Office	90 hours/3 modules/1 year	No	Office assistant, clerical, reception	
TECHNICAL CENTERS/COLLEGES				
Florida Panhandle Technical College				
Credentials Offered		Length	Industry Certification (yes/no)	Careers and/or Occupations Aligned with the Credential
Florida Panhandle Technical College did not submit a 2017-2018 FPCITP program or student report; these credentials were reported in 2016-2017.				
Commercial Food and Culinary Arts	1800 hours	<i>Information on industry certification not received.</i>	<i>Information on careers and occupations aligned with credentials not received.</i>	
Administrative Office Specialist	1575 hours			
Welding Technology & Advanced Welding	1050 hours			
Assistant Digital Designer	1800 hours			
The following credentials were described in Florida Panhandle Technical College's FPCITP application, but not described in 2016-2017 annual reporting.				
Digital Media/Multimedia Specialist	1050 hours, 35 weeks			
Carpentry 1	600 hours, 20 weeks			
Carpentry 2	600 hours, 20 weeks			
Drafting	1500 hours, 50 weeks			
Electrician	1500 hours, 50 weeks			

**Robert Morgan Educational Center and Technical College, Miami-Dade County
(Length varies depending on the program and students' progress)**

Credentials Offered		Length	Industry Certification (yes/no)	Careers and/or Occupations Aligned with the Credential
Baking and Pastry Arts Certificate or OCP Completer Certificate*	600 clock hours	See recommendation below	Standard Occupational Classification (SOC) 51-3011: Bakers 35-1011: Chefs and head cooks	
Commercial Foods and Culinary Arts/Professional Culinary Arts and Hospitality Certificate or OCP Completer Certificate*	600 clock hours	See recommendation below	35-2021: Food preparation workers 35-2014: Cooks, restaurant 35-1011: Chefs and head cooks 11-9051: Food service managers	
3D Animation Technology Certificate or OCP Completer Certificate*	1,050 clock hours	See recommendation below	27-1014: Multimedia artists and animators	
Commercial Art Technology Certificate or OCP Completer Certificate*	1,500 clock hours	See recommendation below	27-1014: Multimedia artists and animators 27-1029: Designers all others 27-1024: Graphic designers	
<p>* A "Certificate" represents a full program completer: (1) earning all the programs' OCPs and (2) passing the Test of Adult Basic Education (TABE) or having the TABE waived. An "OCP Completer Certificate" represents: (1) the specific OCPs completed and (2) TABE was not passed nor waived.</p> <p>Project TOPS students earning Baking and Pastry Arts or Professional Culinary Arts and Hospitality are recommended to pursue these industry certifications: Employee Food-handler Training Certification and Food Safety Manager Training/Certification (ServSafe).</p> <p>Project TOPS students earning 3D Animation Technology or Commercial Art Technology are recommended to pursue this industry certification: Adobe Certified Associate (ACA) for Photoshop.</p>				

William T. McFatter Technical College, Broward County (2 years)

Credentials Offered	Length	Industry Certification (yes/no)	Careers and/or Occupations Aligned with the Credential
ServSafe Certification	300 hours	Yes	Hospitality and tourism
Commercial Foods and Culinary Arts program completion	1200 hours	No	Hospitality and tourism
AgriScience Local Certification	366 hours	No	Agriculture, food, and natural resources

Appendix O

Services and Programs for Students with Disabilities at FPCTP-Eligible Postsecondary Education Institutions

Services and Programs Available for Students with Disabilities at FPCTP-Eligible Postsecondary Education Institutions

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Charter Technical Career Centers							
First Coast Technical College		St. Augustine	No	No	https://fctc.edu/wp-content/uploads/2018/09/Student-Handbook.pdf	(904) 547- 3282	▶ Typical accommodations
Lake Technical College		Eustis	No	No	https://www.laketechnicalcollege.edu/current-students/disability-disclosure	(352) 589-2250	▶ Typical accommodations
Technical Centers							
Aparticio-Levy Technical College		Tampa	No	No	http://www.goaltc.com/Programs/documents/2018-19%20Student%20Handbook-Catalog.pdf	(813) 740-4884	▶ Typical accommodations
Atlantic Technical College		Coconut Creek	No	No	https://www.atlantitechnicalcollege.edu/disability-services/	Meryl Eisenberg Meryl.Eisenberg@browardschools.com (754) 321-5259	▶ Typical accommodations
Big Bend Technical College		Perry	No	No	https://www.bigbend.edu/academics/disability-support-services/	Sandy Hendry Sandy.Hendry@taylor.k12.fl.us (850) 838-2545	▶ Typical accommodations

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Brewster Technical College	Job Skills Training Program REACH STAGE Specialized Training program	Tampa	No	No	http://www.brevster.edu/index.php/programs/basic/programs-for-adults-with-intellectual-disabilities	Shefali Bakshi Shefali.Bakshi@sdhc.k12.fl.us Karen Nochella Karen.Nochella@sdhc.k12.fl.us	<ul style="list-style-type: none"> ▶ Typical accommodations ▶ Job Skills Training Program: <ul style="list-style-type: none"> ▪ Literacy skills ▪ Employability and work skills ▶ REACH: <ul style="list-style-type: none"> ▪ Career exploration ▪ Job skills ▶ STAGE: <ul style="list-style-type: none"> ▪ Career exploration ▪ Job skills ▪ Self-advocacy ▶ Specialized Training program <ul style="list-style-type: none"> ▪ Technical training in hospitality industry
Cape Coral Technical College		Cape Coral	No	No	https://www.capecoraltech.edu/about-us/disabilities-information/	(239) 574-4440	▶ Typical accommodations
Charlotte Technical College		Port Charlotte	No	No	http://charlottetechcollege.net/wp-content/uploads/Students-with-Disabilities-Rights-and-Responsibilities.pdf	(941) 255-7500	▶ Typical accommodations
D.A. Dorsey Technical College		Miami	No	No	https://www.dorseytechnicalcollege.com/students-with-disabilities/	(305) 693-2490	▶ Typical accommodations
Emerald Coast Technical College		DeFuniak Springs	No	No	http://www.ectc.edu/	Cathy Hall (850) 892-1100 ext. 1548	▶ Typical accommodations

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Erwin Technical College		Tampa	No	No	http://www.erwin.edu/Student-Services/Special-Needs-Students.aspx	(813) 769-5180	▶ Typical accommodations
Flagler Technical Institute		Palm Coast	No	No	http://ftri.flaglerschools.com/sites/default/files/attachments/6414/2018-2019campushandbookfinal.pdf	(386) 447-4345	▶ Typical accommodations
Florida Panhandle Technical College	Project Independence	Chipley	Yes	Yes	https://thinkcollege.net/programs/project-independence	Martha Compton martha.compton@fptic.edu (850) 638-1180	▶ Typical accommodations ▶ FPCTP • Employment training • Academic supports
Fort Myers Technical College		Fort Myers	No	No	https://www.fortmyersstech.edu/current-students/disability-disclosure/	(239) 334-4544	▶ Typical accommodations
Fred K. Marchman Technical College		New Port Richey	No	No	https://drive.google.com/file/d/0BzSH4boT2IcSVhiOF9jNDB2Mjg/view	Marlene Weinert (727) 774-1746	▶ Typical accommodations
George Stone Area Vocational Technical Center		Pensacola	No	No	https://www.georgestonecenter.com/student-services/	(850) 941-6200	▶ Typical accommodations
George T. Baker Aviation Technical College		Miami	No	No	https://bakcraviationtechcollege.com/student-with-disabilities/	(305) 871-5840	▶ Typical accommodations
Immokalee Technical College		Immokalee	No	No	http://www.itech.edu/student-services/	(239) 377-9900 (239) 658-7080	▶ Typical accommodations

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Leary Technical College		Tampa	No	No	http://www.leary.edu/Resources/Documents/HTC%2017-18%20Student%20Handbook%20LTC%20817%202.pdf	(813) 231-1840	▶ Typical accommodations
Lively Technical Center		Tallahassee	No	No	http://livelytech.com/wp-content/uploads/2018/03/student_han_dbook_082517_final.pdf	Ltc.studentservices1@lionschools.net (850) 487-7473	▶ Typical accommodations
Lorenzo Walker Technical College		Naples	No	No	http://www.lwtc.edu/specialized-student-services/	Lynn Bedrava (239) 377-0913 Anne Fredette, (239) 261-2415 ext. 308	▶ Typical accommodations ▶ Fundamental skills of job searching ▶ Self-advocacy ▶ Employability
Manatee Technical College		Bradenton	No	No	https://manateetech.edu/disability-resource-center/	Xela Bruus brutus@manateeschools.net (941) 751-7900 ext. 1034	▶ Typical accommodations
Miami Lakes Educational Center and Technical College		Miami Lakes	No	No	http://www.miamilakes.edu/students-with-disabilities/	(305) 557-1100	▶ Typical accommodations
North Florida Technical College		Starke	No	No	http://nftc.edu/accessibility-statement.php	(904) 966-6769	▶ Typical accommodations
Okaloosa Technical College		Fort Walton Beach	No	No	https://www.otcollege.net/about	(850) 833-3500	▶ Typical accommodations
Orange Technical Center- Westside Campus		Winter Garden	No	No	https://www.orange.techcollege.net/future_students/disabilities_services	(407) 841-8324	▶ Typical accommodations

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Orange Technical College - Winter Park Campus		Winter Park	No	No	https://www.orange-techcollege.net/future-students/disabilities_services	(407) 841-8324	▶ Typical accommodations
Orange Technical College-Mid Florida Campus		Orlando	No	No	https://www.orange-techcollege.net/future-students/disabilities_services	(407) 841-8324	▶ Typical accommodations
Orange Technical College- Orlando Campus		Orlando	No	No	https://www.orange-techcollege.net/future-students/disabilities_services	(407) 841-8324	▶ Typical accommodations
Osceola Technical College			No	No	https://otcc.osceolaschools.net/UserFiles/Servers/Server_614316/File/OTTECH-ADA.pdf	Jeff Keller Jeffery.Keller@osceolaschools.net (407) 344-5080	▶ Typical accommodations
Pinellas Technical College- Clearwater Campus		Clearwater	No	No	https://www.pcsb.org/myptc	(727) 538-7167	▶ Typical accommodations
Pinellas Technical College-St. Petersburg Campus		St. Petersburg	No	No	https://www.pcsb.org/myptc	(727) 893-2500	▶ Typical accommodations
Radford M. Locklin Technical Center		Milton	No	No	http://www.locklin-tech.com/admissions.htm	(850) 983- 5700	▶ Typical accommodations
Ridge Technical College		Winter Haven	No	No	http://www.polked-pathways.com/ridge-technical-college/	Ridge@polk-fl.net (863) 419-3060	▶ Typical accommodations

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Riveroak Technical College		Live Oak	No	No	http://rtc.suwannee.k12.fl.us/faqs	(386) 647-4200	▶ Typical accommodations
Robert Morgan Educational Center and Technical College	Project TOPS	Miami	No	Yes	https://www.robertmorgantech.net/wp-content/uploads/2018/09/18-19_student_handbook.pdf https://fcsua.org/event docs/FLPEPP12018/Vivian%20Vieta%20Project%20TOPS%20at%20Robert%20Morgan%20Resources%20to%20Sustain%20your%20FPCTP.pdf	Vivian C. Vieta vvietta@dadeschools.net (305) 253-9920	▶ Typical accommodations ▶ FPCTP: • Employment training
Sheridan Technical College		Hollywood	No	No	https://www.sheridantechnicalcollege.edu/disability-services/	Ervean Shannon-Gof (754) 321-5447	▶ Typical accommodations
South Dade Technical College		Homestead	No	No	https://www.southdadetech.edu/students-with-disabilities/	Anthenisia A. Jackson aaajackson@dadeschools.net (305) 995-1857	▶ Typical accommodations
Suncoast Technical College		Brooksville	No	No	https://www.suncoast.edu/student-services/special-needs	(941) 924-1365	▶ Typical accommodations
The English Center		Miami	No	No	http://www.tecmiami.net/students-with-disabilities/	(305) 445-7731	▶ Typical accommodations
Tom P. Hancy Technical Center		Panama City	No	No	http://www.bayschools.com/hctc/Home.e.aspx	(850) 767-5500	▶ Typical accommodations

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Travis Technical College		Lakeland	No	No	http://www.polkedpathways.com/wp-content/uploads/2017/11/17-18Catalog.pdf	traviss@polk-fl.net (863) 499-2700	▶ Typical accommodations
Treasure Coast Technical College		Vero Beach	No	No	https://www.indianriverschools.org/student-services-accommodations	(772) 564-4970	▶ Typical accommodations
William T. McFatter Technical College	Grow Your Future	Davie	No	Yes	https://www.mcfattertechnicalcollege.edu/disability-services/ https://www.mcfattertechnicalcollege.edu/career-placement-transition-program/ https://www.wtcollege.org/documents/StudentHandbook.pdf	Christy Bradford christy.bradford@browardschools.com 754-321-8416	▶ Typical accommodations ▶ FPCTP: • Training for independent living • Career skills • Self-advocacy
Withlacoochee Technical College		Inverness	No	No	https://www.wtcollege.org/documents/StudentHandbook.pdf	(352) 726-2430	▶ Typical accommodations
Florida College System Institutions							
Broward College		Weston	No	No	http://www.broward.edu/studentresources/disability/Pages/default.aspx	Sarahis Vega svega@broward.edu (954) 201-6527	▶ Typical accommodations
Chipola College		Marianna	No	No	https://www.chipola.edu/student-services/Disabled%20Services/Disabled.htm	Melissa Cauley cauleym@chipola.edu (850) 718-2451	▶ Typical accommodations
College of Central Florida		Ocala	No	No	http://www.ccf.edu/Disability	Victoria Colleti colletiv@ccf.edu (352) 873-5843	▶ Typical accommodations
Daytona State College		Daytona Beach	No	No	http://www.daytonastate.edu/cas/	(386) 506-3238	▶ Typical accommodations

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Eastern Florida State College		Cocoa	No	No	http://www.easternflorida.edu/academics/support/sail/	(321) 433-7295	▶ Typical accommodations
Florida Gateway College		Lake City	No	No	https://www.fgc.edu/students/student-resources/disability-services/	disability.services@fgc.edu (386) 754-4393	▶ Typical accommodations
Florida SouthWestern State College		Fort Myers	No	No	https://www.fsw.edu/adaptiveservices	Angela Hartsell angela.hartsell@fsw.edu 239-489-9427	▶ Typical accommodations
Florida State College at Jacksonville	Project ACHIEVE/ VERTICAL/ TIES	Jacksonville	No	No	https://www.fscj.edu/student-services/student-resources/services-for-students-with-disabilities https://www.fscj.edu/academics/adult-education/vertical-training-program	Denise Giarrusso renise.giarrusso@fscj.edu (904) 361-6216	▶ Typical accommodations ▶ Projects ACHIEVE/ VERTICAL/ TIES: • Peer mentoring • Employment skills training
Gulf Coast State College		Panama City	No	No	https://www.gulfcoast.edu/current-students/student-accessibility-resources/index.html	sat@gulfcoast.edu (850) 747-3243	▶ Typical accommodations
Hillsborough Community College		Tampa	No	No	https://www.hccfl.edu/ssem/disabilities.aspx	Irene Kovtun ikovtun@hccfl.edu (813) 253-7914	▶ Typical accommodations
Lake-Sumter State College		Leesburg	No	No	http://www.lssc.edu/academics/Pages/Academic%20Resources/Disability%20Services/Information.aspx	Alicia D. Hall HallA1@lssc.edu (352) 365-3589	▶ Typical accommodations

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Miami Dade College		Miami	No	No	http://www.mdc.edu/u/access/	Bruce Smitley bsmitley@mdc.edu (305) 237-3994	▶ Typical accommodations
North Florida Community College		Madison	No	No	https://www.nfcc.edu/current-students/student-services/disability-resource-center/index	disabilityresourcecenter@nfcc.edu (850) 973-1683	▶ Typical accommodations
Northwest Florida State College		Niceville	No	No	https://www.nwfsc.edu/students/disability-support-services/	dss@nwfsc.edu	▶ Typical accommodations
Palm Beach State College		Palm Beach Gardens	No	No	https://www.palmbeachstate.edu/disability/	John J. Kiefer kieferj@palmbeachstate.edu (561) 207-5346	▶ Typical accommodations
Pensacola State College	PALS	Pensacola	No	No	http://www.pensacolastate.edu/current-students/student-services/student-ada-services/ http://www.arc-gateway.org/pals/	Paula Poole ppoole@arc-gateway.org (850) 484-1185	▶ Typical accommodations ▶ PALS • Self-advocacy • Career training
Polk State College	TriO Student Support Services	Winter Haven	No	No	https://www.polk.edu/disability-services/ https://www.polk.edu/student-life/trio/	Kimberly Pearsall kpearsall@polk.edu (863) 669-2309	▶ Typical accommodations ▶ TriO Student Support Services Programs: • Academic supports • Self-advocacy

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Santa Fe College	Project SAINT Spectrum of Success (ASD)	Gainesville	No	Yes	https://www.sfcollge.edu/drc/index http://www.sfcollge.edu/project-saint/index https://www.sfcollge.edu/drc/sos/index	Linda Mussillo linda.mussillo@sfcollge.edu (352) 381-3818 Pamela Childers pamela.childers@sfcollge.edu (352) 395-4430	<ul style="list-style-type: none"> ▶ Typical accommodations ▶ FPCTP: <ul style="list-style-type: none"> • Academic and social supports ▶ Spectrum of Success: <ul style="list-style-type: none"> • Social supports • Career skills training
Seminole State College of Florida	Full Spectrum Support (ASD)	Sanford	No	No	https://www.seminolestate.edu/dss/ https://www.seminolestate.edu/dss/autism-spectrum-disorders	dss@seminolestate.edu (407) 708-2110 Robin Hofmann hofmannr@seminolestate.edu	<ul style="list-style-type: none"> ▶ Typical accommodations ▶ Full Spectrum Support: <ul style="list-style-type: none"> • Social skills • Independent living • Self-advocacy • Community partnership options ▶ Typical accommodations
South Florida State College		Avon Park	No	No	http://www.southflorida.edu/current-students/advising-center/services-students-with-disabilities	disabilities.specialist@southflorida.edu (863) 784-7131	<ul style="list-style-type: none"> ▶ Typical accommodations
St. Johns River State College		Palatka	No	No	http://sirstate.edu/disabledstudents.html	Advising@sirstate.edu	<ul style="list-style-type: none"> ▶ Typical accommodations
St. Petersburg College		St. Petersburg	No	No	https://go.spcollge.edu/Accessibility/	disability.info@sfcollge.edu (352) 395-4400	<ul style="list-style-type: none"> ▶ Typical accommodations
Tallahassee Community College	EAGLE Connections Program	Tallahassee	No	No	http://www.tcc.fl.edu/student-life/student-services/accessibility-and-resource-center/student-accessibility-services/	sas@tcc.fl.edu (850) 201-8430 Amanda Warren warrana@tcc.fl.edu (850) 201-8432	<ul style="list-style-type: none"> ▶ Typical accommodations ▶ EAGLE Connections Program: <ul style="list-style-type: none"> • Career exploration and training • Social supports

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Valencia College		Orlando	No	No	https://valenciacollege.edu/office-for-students-with-disabilities/default.cfm	osdeast@valenciacollege.edu (407) 582-2229	▶ Typical accommodations
State Universities							
Florida Agricultural and Mechanical University		Tallahassee	No	No	http://www.famu.edu/index.cfm?cedar	Jovany Felix jovany.felix@famu.edu (850) 599-3180	▶ Typical accommodations
Florida Atlantic University	Academy for Community Inclusion Owls Without Limits Club (ASD)	Jupiter Boca Raton	Yes	Yes	http://www.fau.edu/sas/ http://www.coc.fau.edu/academicdepartments/ese/aci/ http://www.fau.edu/sas/Club.php	Michelle Shaw mshaw@health.fau.edu (561) 297-3880 Mary Lou Duffy mduffy@fau.edu (561) 799-8715 Farah Robles frobles2014@fau.edu	▶ Typical accommodations ▶ FPCTP • Employment training • Community involvement • Independent living ▶ Owls Without Limits Club • Social supports • Career skills
Florida Gulf Coast University		Fort Myers	No	No	https://www2.fgcu.edu/adaptive/	Cori Bright-Kerrigan cbright-kerrigan@fgcu.edu (239) 590-7941 drc@fiu.edu (305) 348-3532	▶ Typical accommodations
Florida International University	Project Panther Life & Project Panther Life Plus FIU Embrace Life & FIU Embrace Life Plus	Miami	No	No	https://studentaffairs.fiu.edu/get-support/disability-resource-center/ http://fiuembrace.fiu.edu/home/	Dr. Diana Valle-Riestra riestrad@fiu.edu (305) 348-3783	▶ Typical accommodations ▶ Project Panther Life & Project Panther Life Plus offer: • Peer mentoring, • Academic coaching, • Independent living • Employment skills training ▶ FIU Embrace Life & FIU Embrace Life Plus offer : • Medical and legal services • Social supports, career, and living skills

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Florida Polytechnic University	Mentor Program	Lakeland	No	No	https://floridapoly.edu/campus-life/health-wellness/disability-services/ https://floridapoly.edu/campus-life/health-wellness/disability-services/	disabilityservices@floridapoly.edu (863) 874-8770	<ul style="list-style-type: none"> ▶ Typical accommodations ▶ Mentor Program <ul style="list-style-type: none"> ▪ Peer mentoring ▪ Social supports
Florida State University		Tallahassee	No	No	https://dos.fsu.edu/sdrc	sdrc@fsu.edu (850) 645-1852	<ul style="list-style-type: none"> ▶ Typical accommodations
University of Central Florida	Inclusive Education Services	Orlando	No	Yes	https://sas.sdes.ucf.edu/ http://ies.sdes.ucf.edu/	Adam Meyer adam.meyer@ucf.edu (407) 823-4263	<ul style="list-style-type: none"> ▶ Typical accommodations ▶ FPCTP <ul style="list-style-type: none"> ▪ Employment training ▪ Independent living ▪ Social supports
University of Florida	Social Gators (ASD)	Gainesville	No	No	https://drc.dso.ufl.edu/ https://drc.dso.ufl.edu/students/social-gators/	Gerry Altamirano galtamirano@uflsa.ufl.edu (352) 392-8565 Amanda Brown AmandaBr@uflsa.ufl.edu	<ul style="list-style-type: none"> ▶ Typical accommodations ▶ Social Gators <ul style="list-style-type: none"> ▪ Peer mentoring ▪ Social support
University of South Florida	The Learning Academy (ASD)	Tampa	No	No	https://www.usf.edu/student-affairs/student-disabilities-services/ http://learningacademy.fmhi.usf.edu/	Deborah McCarthy dmccarthy@usf.edu (813) 974-4309 Susan Richmond srichmond@usf.edu	<ul style="list-style-type: none"> ▶ Typical accommodations ▶ The Learning Academy <ul style="list-style-type: none"> ▪ Social support ▪ Career skills and training

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
University of West Florida	Argos for Autism (ASD)	Pensacola	No	No	https://uwf.edu/offices/student-accessibility-resources/beyond-access/argos-for-autism/	Student Academic Resources sar@uwf.edu (850) 474-2387	<ul style="list-style-type: none"> ▶ Typical accommodations ▶ Argos for autism offers: <ul style="list-style-type: none"> ▪ Career skills ▪ Independent living ▪ Social and academic supports ▶ Community involvement
Independent college or university (chartered in Florida) (not for profit) (accredited by the Commission on Colleges of the Southern Association of Colleges and Schools [SACS]) (William L. Boyd, IV, Florida Resident Access Grant [FRAG] Program eligible)							
Adventist University of Health Sciences		Orlando	No	No	http://catalog.adu.edu/content.php?catoid=5&navoid=234#Disability_Services	Betty Varghese (407) 303-7643	▶ Typical accommodations
Ave Maria University		Ave Maria	No	No	https://www.avemaria.edu/student-services/adaptive-services-office/	Jenifer LeCompte adaptiveervices@avemaria.edu (239) 280-1654	▶ Typical accommodations
Barry University		Miami Shores	No	No	https://www.barry.edu/accessibility-services/	Rebecca Murray rmurray@Barry.edu (305) 899-3489	▶ Typical accommodations
Beacon College		Leesburg	No	No	https://www.beaconcollege.edu/academics/success-services/	(855) 220-5374	▶ Typical accommodations
Bethune- Cookman University		Daytona Beach	No	No	http://www.cookman.edu/currentstudents/studev/healthWellness/accessibility/index.html	Cynthia Gray grayc@cookman.edu (386) 481-2172	▶ Typical accommodations
Eckerd College		St. Petersburg	No	No	https://www.eckerd.edu/aes/	Marra Piazza Brass accessibility@eckerd.edu	▶ Typical accommodations

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Edward Waters College		Jacksonville	No	No	https://www.ewvc.edu/student-affairs/counseling-center/disability-services/	(904) 470-8000	▶ Typical accommodations
Embry-Riddle Aeronautical University		Daytona Beach	No	No	https://daytonabeach.erau.edu/about/disability-support/	dbdss@erau.edu (386) 226-7916 (386) 226-2903	▶ Typical accommodations
Everglades University		Boca Raton	No	No	https://www.evergladesuniversity.edu/ada-main/	Jared Bezet jbezet@evergladesuniversity.edu (561) 912-1211	▶ Typical accommodations
Flagler College		St. Augustine	No	No	https://www.flagler.edu/student-support-services/disability-services/	Phillip Pownall FFrancisco@flagler.edu (904) 819-6460	▶ Typical accommodations
Florida College		Temple Terrace	No	No	http://www.floridacollege.edu/academics/students-with-specific-needs/	(813) 988.5131	▶ Typical accommodations
Florida Institute of Technology		Melbourne	No	No	https://www.fit.edu/disability-services/	(321) 674-8285	▶ Typical accommodations
Florida Memorial University		Miami Gardens	No	No	https://www.fmuni.edu/academics/centers-for-academic-support-and-retention/center-for-testing-accommodations-data-analysis/	ada@fmuniv.edu (305) 626-3775	▶ Typical accommodations

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Florida Southern College		Lakeland	No	No	https://www.flsouthern.edu/campus-resources/student-disability-services.aspx	Marcie Pospichal mpospichal@flsouthern.edu (863) 680-4197	▶ Typical accommodations
Hodges University		Naples	No	No	https://www.hodges.edu/student-services/ada.aspx	ada@hodges.edu (833) 793-0190	▶ Typical accommodations
Jacksonville University		Jacksonville	No	No	https://www.ju.edu/disabilityservices/	Olga Lucia Florez oflorez@ju.edu (904) 256-7787	▶ Typical accommodations
Johnson University Florida		Kissimmee	No	No	https://johnson.edu/Florida/Student-Life/Disabilities-Services	ods@johnsonu.edu (865) 251-2426	▶ Typical accommodations
Keiser University		Fort Lauderdale	No	No	https://www.keiseruniversity.edu/americans-with-disabilities-act/	Chris Stabile cstabile@keiseruniversity.edu (954) 776-4476	▶ Typical accommodations
Lynn University		Boca Raton	No	No	https://www.lynn.edu/university-policies/interim-policies/disability-adaaa-policy	(561) 237-7000	▶ Typical accommodations
Nova Southeastern University		Davie	No	No	https://www.nova.edu/disabilityservices/index.html	disabilityservices@nova.edu (954) 262-7185	▶ Typical accommodations
Palm Beach Atlantic University		Palm Beach	No	No	https://www.pba.edu/disability-services	academic_support@pba.edu (561) 803-2062	▶ Typical accommodations
Ringling College of Art and Design		Sarasota	No	No	https://www.ringling.edu/SAS	sas@ringling.edu	▶ Typical accommodations

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Rollins College		Winter Park	No	No	https://www.rollins.edu/accessibility-services/forms-and-policies/index.html	access@rollins.edu (407) 975-6463	▶ Typical accommodations
Saint Leo University		St. Leo	No	No	https://www.saintleo.edu/accessibility-services	adaoffice@saintleo.edu (352) 588-8464	▶ Typical accommodations
St. Thomas University		Miami Gardens	No	No	https://web.stu.edu/DisabledStudentAcademicServices/ta/bid/159/Default.aspx	Martiza Rivera (305) 628-6564	▶ Typical accommodations
Southeastern University	SEU Link	Lakeland	Yes	Yes	https://www.seu.edu/pathways/seu-link/	David Grant dgrant@seu.edu	▶ Typical accommodations ▶ FPCTP • Peer mentoring • Independent living • Social supports • Career training
Stetson University		DeLand	No	No	https://www.stetson.edu/administrations/accessibility/	Aaron Distler adistler@stetson.edu	▶ Typical accommodations
The Baptist College of Florida		Graceville	No	No	https://www.baptistcollege.edu/academics/page.asp?content=acad-advising	(800) 328-2660, ext. 465	▶ Typical accommodations
University of Miami		Coral Gables	No	No	https://camercenter.miami.edu/disability-services/index.html	disabilityservices@miami.edu (305) 284-2374	▶ Typical accommodations
University of Tampa		Tampa	No	No	http://www.ut.edu/disabilities/	disability.services@ut.edu (813) 257-3266	▶ Typical accommodations

Institution/ Affiliation	Program Name	Location	Federal CTP	Florida CTP	Website	Contact	Supports/Services
Warner University		Lake Wales	No	No	http://www.warner.edu/student-dashboard/student-learning/academic-skills-center/	Kelly Morgan disabilityservices@warner.edu (863) 638-7244	▶ Typical accommodations
Webber International University		Babson Park	No	No	https://webber.edu/wp-content/uploads/2018-2019-Webber-Student-Handbook.pdf	(863) 638-1431	▶ Typical accommodations