

Request for Grant Proposals
Florida Postsecondary Comprehensive Transition Programs (FPCTP)
Start-up and Enhancement Grants
Effective February 2020

SECTION 1: INTRODUCTION

The Florida Postsecondary Comprehensive Transition Program Act (the Act) (FS 1004.6495) established the Florida Center for Students with Unique Abilities at the University of Central Florida. The Center is working with higher education institutions across Florida to support implementation of the Act in three primary ways: (a) facilitate application and approval of their **postsecondary education** program that serves students with intellectual disabilities as 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.

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

407-823-5225

fcsua@ucf.edu

fcsua.org

Institution Eligibility and Responsibilities

Section 6 of the Act specifies:

- (a) To offer an FPCTP, the president or executive director of an eligible institution, as applicable, must submit to the center, by a date established by the center, the following:
 - 1. An application for approval of a comprehensive transition program proposed by the eligible institution, which **must be approved by the institution's governing board** and must address the requirements of the federal comprehensive transition and postsecondary program under 20 U.S.C. s. 1140 and the requirements of this section.

2. Documented evidence that the institution currently offers a federally approved **comprehensive transition and postsecondary program** that is eligible for federal student aid programs, documented evidence of the submission of an application for such federal approval of a program proposed by the institution, or documentation demonstrating the commitment of the institution's governing board to submit an application within the subsequent academic year for federal approval of a program pursuant to 20 U.S.C. s.1140.
- (b) An eligible institution may submit an application to the Center for approval pursuant to the requirements of this section for implementation of the FPCTP no later than the academic year immediately following the academic year during which the approval is granted. An eligible institution must submit a renewal application to the center no later than 3 years following the year during which the approval is initially granted.
 - (c) By August 1 of each year, an eligible institution that has an FPCTP shall submit an 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 in the FPCTP Applications section of FCSUA's online portal and at https://fcsua.org/I_application.php. Section 5(c)3. of the Act specifies:

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

1. Type 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 implementation of a new 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 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 approved as a FPCTP. The Enhancement Grant may be awarded to an institution that has an already approved FPCTP and wants to either expand the program offerings and or services, or increase the number of students it serves. In this case, the FPCTP application has been approved previously, or an application for renewal approval is being submitted. Institutions that held previous FPCTP grant awards may submit an enhancement grant proposal to improve and sustain their FPCTP.
- 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. FPCTP representatives shall provide information regarding their program as requested at these Center events.
- d. In addition to the annual FPCTP student and program reports due August 1, **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. **Annual** funding not to exceed \$300,000 is available, regardless of the grant type (start-up or enhancement). **Maximum** funding of \$900,000 for a three-year project period is allowed.
- b. FPCTP grant proposals are accepted and reviewed on a rolling basis, as long as funding is available. To accommodate this approach, we have established a corresponding Grant Funding Cycle that identifies submission periods with corresponding allowable start date, project period, budget period, and annual grant performance report due date (see https://fcsua.org/docs/FPCTP_Grant%20Funding%20Cycle_July%202019.pdf).
- c. Generally, an institution may apply for a **project period** of up to 3 years (36 months); the total award for a three-year project cannot exceed \$900,000. That is, an institution may submit a budget and justification for up to \$300,000 per year with planned expenditures to occur in 1, 2, or 3 years, or any part thereof, according to the Grant Funding Cycle.
- d. Proposed expenses must be itemized by year in the proposal budget. Budget periods shall align with the fiscal year that begins July 1 and ends June 30.
- e. All grant proposal budgets and justifications must be submitted using the FPCTP Grant Budget templates. **These documents will not be accepted in any other format.**

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 cost share by the institution (and so noted in the budget and justification).
- d. Facilities and administrative costs, up to a rate of 10% of total modified direct costs, may be charged.
- e. Cost sharing is not required. However, institutional staff are encouraged to examine proposed costs and consider where funds might be available in the future to sustain the FPCTP, including resources to be provided by the institution.
- f. A budget justification aligned with proposed budget items must be submitted, via the FPCTP template, and will be used to judge as to whether the proposed budget is **adequate and reasonable**.

4. Award Process

- a. Awards will be made to the institution through the institution’s equivalent of an office of research/grants and contracts office, as identified in the institutional profile within the FCSUA online portal.
- b. Upon approval of the grant award, FCSUA staff work with the UCF research contracts office to develop an award agreement which specifies the amount of funding, the budget period(s), the cost reimbursement process, and other pertinent details of the award.
- c. These are **cost-reimbursable grants**. The awardee will bill FCSUA/UCF quarterly for grant expenditures using an invoice template (to be provided).

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 provide information regarding 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. These values should indicate the attention given within the proposal narrative to each section. FCSUA staff will work directly with those developing a proposal to develop one that is acceptable for funding. Specific details within a proposal are subject to negotiation with the Center’s Executive Director, who makes the final funding decision. When demand for funding exceeds the funding available, awards will be made on a competitive basis, considering the scoring values assigned during the review.

The following elements are required components of the grant proposal:

- ▶ Table of Contents (with page numbers)

- ▶ Proposal Narrative – limited to a total of 16 pages
 - ▶ References for Citations included in the Narrative
 - ▶ Program Logic Model, using the FPCTP Logic Model Template
 - ▶ Evaluation Table, using the FPCTP Evaluation Table Template
 - ▶ Itemized Budget, using the FPCTP Budget Template (by budget period)
 - ▶ Budget Justification, using the FPCTP Budget Justification Template
 - ▶ Approval by the institution’s representative authorized to submit grant proposals – this information is submitted via electronic signature using the FPCTP online portal.
1. Complete the Institutional Information (Sections 1 – 5) in the Center’s online portal – FPCTP Grant tab. This section provides general information about the project, the program and institutional contacts, and accountability requirements. *Until the portal is launched, use the Institutional Commitment Form and the Grant Proposal Cover Page available at https://fcsua.org/I_grant.php.*
 2. The **Proposal Narrative** should describe the needs for the program, its major elements, quality of key personnel, and other information that demonstrates the program is high quality, addresses an identified need, and should result in positive employment outcomes for its students with intellectual disabilities. The **Proposal Narrative**, which includes the following components, is limited to **16 pages** with line spacing no less than 1.5 lines (see Section 4 – Proposal Format).
 - a. **Table of Contents** that lists each required component of the application Narrative and its corresponding page number.
 - b. **Abstract** (limit 250 words)
Provide a summary of the grant proposal – i.e., the goals, primary activities supported by the funds, and intended outcomes).
 - c. **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, expanding, and or sustaining. The following questions can be used to outline the need for (a) the FPCTP and (b) the grant funds in particular:
 - i. What is the demand for the program? That is, how many individuals with intellectual disabilities are expected to be served by the program? Do students with intellectual disabilities have access to such programs currently within the institution’s “catchment area”? What is the current employment rate for youth with intellectual disabilities in the area?
 - ii. What’s the relationship between employment opportunities in the area and the credential(s) and/or industry-recognized certifications available through the planned or current FPCTP? That is, what’s the demand for employees who will earn the credentials and/or certifications offered by the program? What job opportunities are available for individuals with the knowledge and skills earned through the program?
 - iii. How will the program result in meaningful, competitive employment for the students enrolled in the program?

- iv. What's the need for grant funding? That is, why is grant funding needed to support starting up the program? For **Enhancement Grants**, describe why additional grant funds are needed to improve, enhance, expand and or sustain the program.

d. **Goals and Approaches (40 points)**

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

To begin this section, **use the *FPCTP Grant Proposal Logic Model Example and Template*** to create the logic model for the project. 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, resources and inputs, planned approaches and outputs, and the intended short, intermediate, and long-term outcomes:

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

Use your institution's planning site in the FCSUA's postsecondary program planning system, transitionprogramtool.org, to identify specific areas of focus for program development and/or improvement.

For enhancement grant proposals – Describe the improvements and or enhancements you propose to make. Describe what will be different in your goals and approaches and why.

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

e. **Personnel, Institutional Commitment, and Collaborations (15 points)**

In this section, describe the *key personnel* who will lead and implement the proposed or existing program and their primary role in promoting student success. Also describe any

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

- i. Who are the key program personnel? What is their role in and time commitment (in FTE) to the program? What are their qualifications?
- ii. What is the institutional commitment to the program? Has the institution's governing board approved the program? What support, if any, is the institution providing for the program currently and is committing to provide in the future (in terms of personnel, space, other resources)?
- iii. How will/are program and other institutional staff collaborate/collaborating with local education agencies to recruit students? How will/are they reach/reaching out to parents before, during, and after students are admitted to the program? How will/are vocational rehabilitation and other transition-related service providers work/working with program staff to help support students enrolled in the program? How will/are program staff work/working with local businesses and or labor organizations to develop and provide internship and employment opportunities? Are program staff working with local transition councils? How? Is there/will there be a program advisory board?

f. **Formative and Summative Evaluation Plan (20 points)**

Approved Florida Postsecondary Comprehensive Transition Programs must submit an annual report by August 1 as required in the Act and specified by the Center. See https://fcsua.org/docs/FCSUA%20Report%20Flow_FPCTPs_2019-20_Issued%20July%202019.pdf 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.

Use the FPCTP *Grant Proposal Evaluation Table Example* to help develop an evaluation plan aligned with your Logic Model. This file must be uploaded along with your grant proposal and budget files.

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

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

individual student information and combine that with your program description to summarize your grant activities and student experiences and outcomes. Keep this approach in mind as you describe your formative and summative evaluation strategies.

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

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

- i. What are the evaluation questions that will guide your formative evaluation plan? That is, what questions will you ask to determine if the program or program improvements are being implemented as planned? What questions do you want your **formative** evaluation strategies to answer?
- ii. What data or evidence will you collect?
- iii. What are your data sources, where will you find the data?
- iv. How will you analyze the data?
- v. How will you use the data to get and/or keep your program on track?

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

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

- i. What are your intended short-term, intermediate, and long-term outcomes?
- ii. What are the evaluation questions that will guide your summative evaluation plan? That is, what questions will you ask to determine whether or not the outcomes have been achieved? What questions do you want your summative evaluation strategies to answer?
- iii. What indicators will you use to determine if the outcomes are achieved? Indicators are used to specify the evidence that will determine if an expected outcome is or is not achieved. In this instance, “indicator” is used to mean “evidence” or “proof.” To determine if an outcome is achieved, you may need to gather information on several indicators from several sources. For example, retention of students in your program may be an important short-term outcome. To determine if your program is effective in retaining students from one year to the next, in addition to identifying the number and % of students who return the next term, you might use % of objectives completed by each student or % of courses completed by each student as indicators relevant to

examining retention. These are the data you will collect regarding progress on achieving your intended outcomes. This kind of information should be a part of your FPCTP annual report data collection; thus for your grant, this information aggregated across students would be useful and meaningful.

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

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

g. Adequate and Reasonable Budget (10 points)

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

- i. For what period is the budget proposed (e.g., number of years)? (Be sure to itemize the budget by year for multi-year projects using the FPCTP Budget Template.)
- 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?
- v. **Use the FPCTP Grant Budget Template** to prepare your budget document and outline your proposed expenses. Provide proposed costs in major budget categories (e.g., position/personnel and their FTE, fringe benefits, supplies and materials, printing/copying, travel, other, any F&A recovery and rate, etc.). Provide sufficient detail regarding items within each major category (e.g., type of travel, purpose) so reviewers can understand proposed expenditures in relation to proposed activities
- vi. **Use the Budget Justification Template**, to briefly explain the proposed expenditures in relation to the proposed activities and in general how the costs are calculated. Describe the basis for each expenditure category (e.g., who is included in personnel category, their % of commitment to the project (FTE), the applicable fringe rate, services to be purchased, travel detail, and other information. The justification explains why and how costs are included in the proposed budget.
- vii. These Excel files **must be uploaded** along with your grant proposal, logic model, and evaluation table files.

3. References for Citations included in the Narrative – Provide the reference for any citations included in the Narrative, preferably in APA style.

SECTION 4: PROPOSAL FORMAT AND SUBMISSION INSTRUCTIONS

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

All components of your FPCTP Grant Proposal must be submitted via FCSUA's online portal. Submission includes providing information directly in the portal regarding relevant contacts and other institutional information. *(Until the portal is launched, submit this information using the Institution Commitment Form and Grant Proposal Cover Page available at https://fcsua.org/I_grant.php.)*

In addition, submission includes uploading several documents, which provide the content for your grant proposal. These documents must include the following– in the order listed here – and adhere to these specific format requirements:

1. Proposal Narrative with Table of Contents – limited to a total of **16 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 16-page limit, but single line spacing can be used in tables.
 - ▶ Upload either a Word or pdf file
2. Program Logic Model – Use the ***FPCTP Logic Model Template*** (a Word file)
 - ▶ Upload this file
3. Program Evaluation Table – Use the ***FPCTP Evaluation Table Template*** (a Word file)
 - ▶ Use the Evaluation Table Template to summarize your goals, evaluation questions, and data sources and upload this file
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
 - ▶ Upload either a Word or pdf file
5. Itemized Budget (by budget period/year) – Use the ***FPCTP Grant Budget Template*** (an Excel file)
 - ▶ 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
 - ▶ **Upload the Excel file**
 6. Budget Justification – Use the ***FPCTP Grant Budget Justification Template*** (a Word file)
 - ▶ Upload the Word file
 7. Signature of official authorized to submit a grant proposal on behalf of the institution
 - ▶ Submission of a FPCTP grant proposal must be approved by the individual authorized to submit grant proposals on behalf of the institution. This approval will be provided via electronic signature using FCSUA’s online portal when launched. The authorized official will be notified via email that his/her signature is requested when the proposal is “Submitted for FCSUA Approval.” *Until launch, the signature is required on the Institution Commitment Form.*

Submission Instructions

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

All FPCTP Grant Proposals must be submitted via the FCSUA’s web portal. Some of the information required is entered directly into the system. Other information is uploaded into the system as Word, Excel, and or PDF files. ***Until launch, proposals are accepted at fcsua@ucf.edu.***

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

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

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