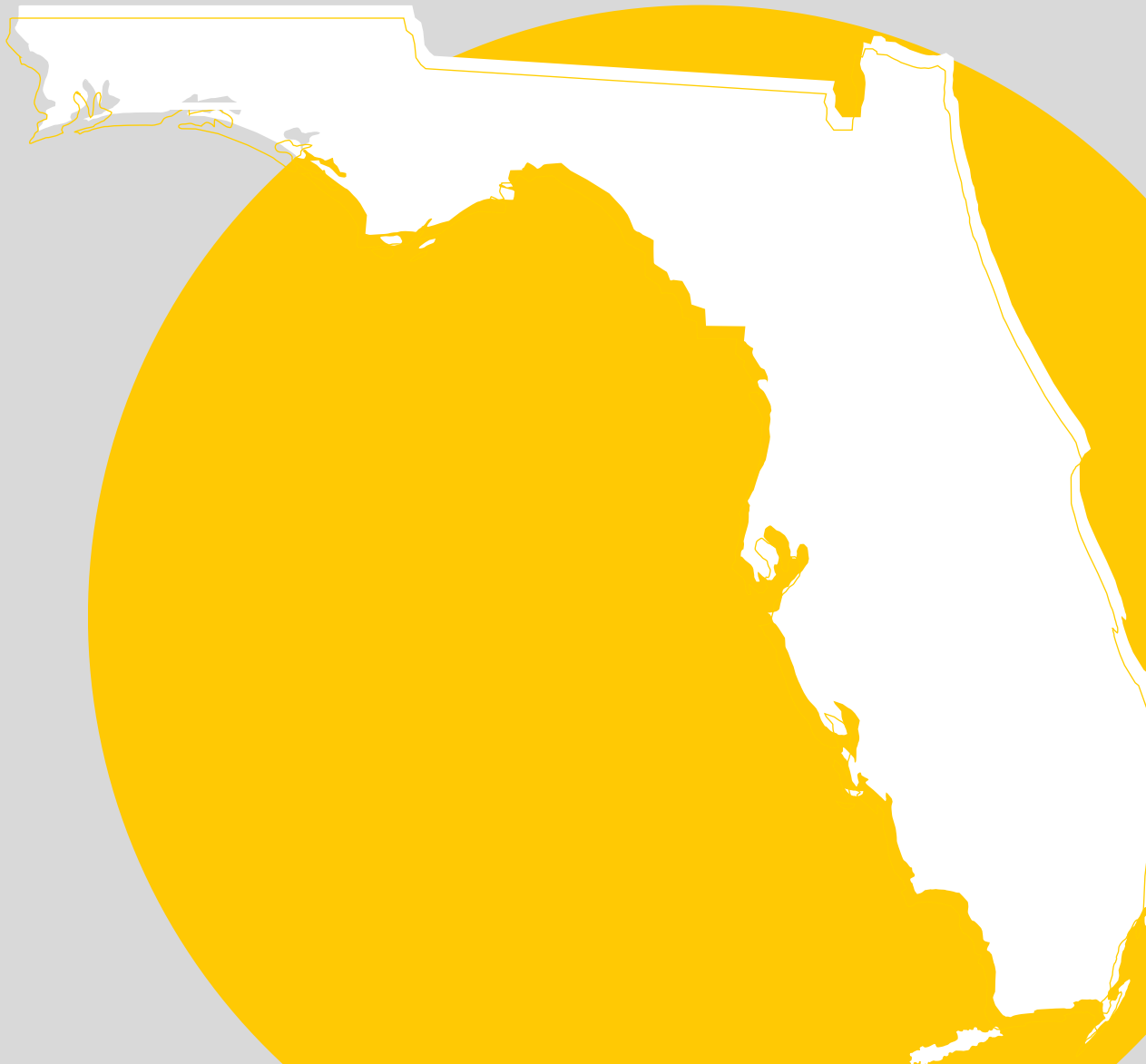




Florida Center for Students
with Unique Abilities

UNIVERSITY OF CENTRAL FLORIDA

2023-24 FCSUA ANNUAL REPORT



**FLORIDA CENTER FOR
STUDENTS WITH UNIQUE
ABILITIES**

2023-24 ANNUAL REPORT

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List of Acronyms and Terms

- AHEAD** – (Florida) Association on Higher Education and Disability
- APD** – Agency for Persons with Disabilities
- ASD** – Autism Spectrum Disorder
- CARD** – Center for Autism and Related Disabilities
- CCT Clubs** – College and Career Transition Clubs
- CEC** – Council for Exceptional Children
- CRLA** – College Reading and Learning Association
- CTE** - Career and Technical Education
- EBPP** – Evidence-Based and Promising Practices
- FAFSA** – Free Application for Federal Student Aid
- FBOG** – Florida Board of Governors
- FCAN** – Florida College Access Network
- FCSUA** – Florida Center for Students with Unique Abilities (also referred to as “the Center”)
- FTE** – Full Time Equivalent
- FDDC** – Florida Developmental Disabilities Council
- FES-UA** – Family Empowerment Scholarship – Unique Abilities
- FLATE** – Florida Advanced Technological Education Center
- FLDOE** – Florida Department of Education
- FLPEPPI** – Florida Postsecondary Education Program Planning Institute
- FPCTP** – Florida Postsecondary Comprehensive Transition Program
- FPCTP Act** - The Florida Postsecondary Comprehensive Transition Program Act (also referred to as “the Act”)
- FYLF** – Florida Youth Leadership Forum
- ID** – Intellectual Disabilities
- IDD** – Intellectual and Developmental Disabilities
- IHE** – Institutions of Higher Education
- NTACT:C** – National Technical Assistance Center on Transition: The Collaborative
- OCP** – Occupational Completion Point
- OSEP** – Office of Special Education Programs
- Planning Tool** – FCSUA Strategic Planning Tool: Postsecondary Education

RFP – Request for Proposals

SAP – Satisfactory Academic Progress

SEPSEA – Southeastern Postsecondary Education Alliance

SFO – Scholarship Funding Organizations

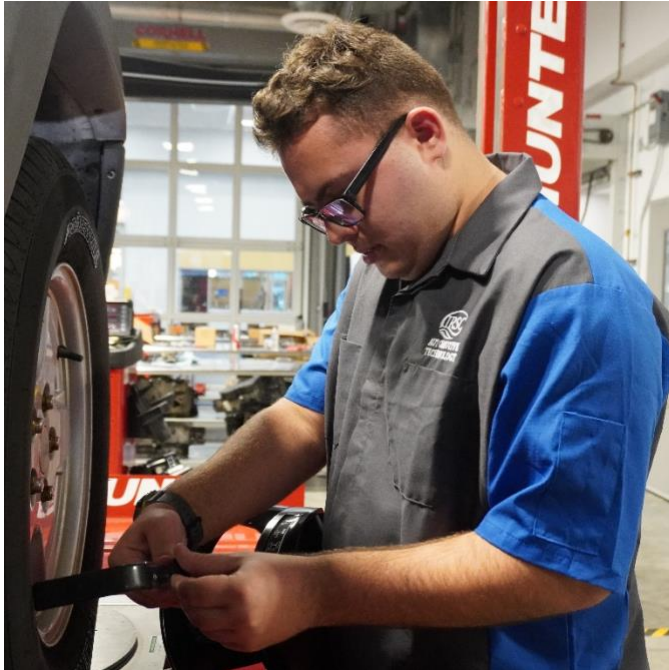
SLO – Student Learning Outcomes

TPCTP – Taxonomy for Postsecondary Comprehensive Transition Programs (also referred to as “the taxonomy”)

UCF – University of Central Florida

Introduction

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



A student in the Project STAGE program at Indian River State College working on a tire during his automotive technology course.

This report covers the Center's work from July 1, 2023, to June 30, 2024. We have updated our reporting period to reflect the state's fiscal year (July 1 – June 30) instead of the October 1 – September 30 time period that was used in previous annual reports. This change allows us to reflect the full 2023-24 academic year (AY). The FPCTP data in this report regarding student and program characteristics are derived from the approved programs' annual reports, which were submitted to the Center in August 2024 for the 2023-24 AY. The report includes an overall description of the Center's work, in relation to its primary charges in implementation of the Act, and details of the required reporting areas specified therein.

FCSUA Infrastructure and Workflow

As the Center continues its work as charged in the Act, it refines and establishes a durable infrastructure for operations. This section details the Center's major activities and frameworks.

Business Functions

- The FCSUA Community – a web-based platform – is the central hub for institutions of higher education (IHE) to work on their FPCTP Applications, Grant Proposals, Scholarship Requests, and Annual Reports in a secure environment. It is the key interface for interactions and engagements between the Center and FPCTP staff. Access to the FCSUA Community must be requested and is limited to no more than three (3) personnel per institution. Upon logging in, FPCTP Teams have a personalized dashboard that provides a comprehensive overview of ongoing and past applications, reports, and status updates for each function. The FCSUA Community streamlines the revision and approval processes, which allows for improved accuracy in communication and reporting between the Center and FPCTP staff. The functionalities (see Figure 1) of the platform include:
 - Application Management: Community members can initiate, revise, and submit program applications, grant proposals, scholarship requests, and required reports.
 - Embedded Feedback: FCSUA staff provide comments directly within relevant areas of the applications and reports, ensure FPCTP teams understand the context of feedback, and help teams make targeted improvements and adjustments to expedite the revision and approval process.
 - FPCTP Application Notification: Automatic email notifications to IHEs, including updates on the approval status of applications and requests for revisions, in compliance with the Act.
 - Automated Notifications to FCSUA Staff: Automatic email notifications to FCSUA staff of the timeframes to provide IHEs with responses about the FPCTP application status, in compliance with the Act.
 - Calendar Alerts: Time-based reminders to notify approved programs about upcoming FPCTP Application and Grant renewals, scholarship requests, scholarship disbursement reports, Program Information reports, Student Information reports, and Follow Up reports about completers of FPCTPs.
 - Document Compilation and Signature Workflow: Automatic compilation of the FPCTP Application, FPCTP Grant, Grant quarterly invoices, modifications and adjustments to the Grant budget, and Scholarship invoices as PDF files using the Conga Composer integrated solution. Collect electronic signatures using Conga Sign integrated solution.
 - Club Invoicing: Invoices related to resources for established College and Career Transition Clubs (CCT Clubs).
 - Technical Assistance Tracking: FCSUA staff can continually track technical assistance to approved and potential FPCTPs, outreach to multiple audiences, and collaboration with other entities.

Figure 1

FCSUA Community Key Functionalities



- FCSUA staff provide recorded step-by-step training, hands-on workshops, and one-on-one assistance to navigate the FCSUA Community accurately and efficiently.
- FCSUA continues to improve the *FCSUA Help Center*, a Salesforce Knowledge Base site embedded in the FCSUA Community with detailed guidance and examples of how to navigate the community and submit information. Currently, a set of articles focused on the FPCTP Grants are in the final stages. These articles will serve as a guiding tool, along with FCSUA technical assistance, in writing FPCTP grant proposals, invoicing, and reporting on grant deliverables.
- The FCSUA Community enables the automation of many procedures and business functions; efficiently stores information in a well-structured database to generate reports; and conducts data analyses on the implementation and development of approved programs and their respective students.
- The marketing process is accelerated through this platform using Salesforce Account Engagement, allowing ease of information dissemination about the Center's work. Also, communication can be quickly and professionally conveyed to agencies serving students with disabilities, as well as eligible IHEs across the state to establish an FPCTP.
- Integration with the FCSUA Community supports other FCSUA administrative processes. The *Events Reporting* component tracks staff's technical assistance to eligible postsecondary institutions and approved programs. The Community also enables the documentation of onsite and online meetings, webinars, and conference presentations. Other functions will continue to be explored to promote efficient and accurate ways of communicating, documenting, and reporting our work.

FPCTP Application and Approval Process

- Eligible institutions and approved FPCTPs complete all FPCTP Application information in the FCSUA Community. Both Initial and Renewal applications are submitted and approved via this online platform.

- FCSUA Director and staff work closely with institutions to complete program applications. All required components are approved by the Director. FPCTP applications are compiled into a PDF, using Conga Sign to acquire authorized officials' signatures, and are forwarded to respective divisions of higher education at the Florida Department of Education (FLDOE) for additional approval, as required in the Act.

FPCTP Scholarship Request and Distribution

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

FPCTP Grant Proposals and Awards

- FPCTP Grants are only available to approved FPCTPs. IHEs seeking to become an approved FPCTP can simultaneously work on grant proposals until final FPCTP approval is attained. As noted in the Act, FPCTP Grants support implementation and administration of approved FPCTPs.
- The Request for Proposals (RFP) for FPCTP Grants Instructions is available on the FCSUA website as well as the FPCTP Grant Funding Cycle. A rolling submission process ensures that proposals are reviewed and awarded at various times during the year.
- As with the FPCTP Application, the director and staff work closely with institutions to complete initial and continuing grant proposals. All required components are completed and approved by the director. Notification of the award is sent to the president, superintendent, or CEO of the institution for final approval and full execution.
- To ensure FPCTPs submit Annual and Final Grant Performance Reports on time, automatic reminders are sent to approved FPCTPs through the FCSUA Community, starting 90 days prior to the due date.

Accountability and Reporting Procedures

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

FCSUA Website and Social Media

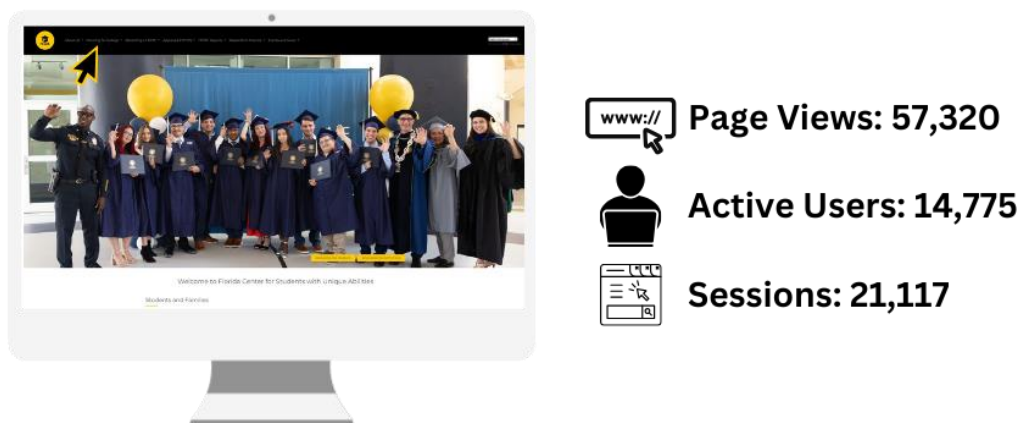
- A newly updated website was launched at the end of June. The website (fcsua.org) was developed with several new features to make it more user-friendly and accessible:
 - An updated interactive map of Florida on the Find a Postsecondary Education Program page, linked from both the home page and under the Planning for College heading, allows users to explore FPCTPs across Florida. The map indicates the different types of institutions (green markers for state colleges, red markers for universities, and blue markers for technical colleges). As specified in the Act, a PDF file is posted of all FPCTP eligible postsecondary education institutions in the state and the services and/or programs they provide for students with disabilities, including those designed specifically to serve students with autism spectrum disorder (ASD).
 - The Family2Family Toolkit, which features modules, resources and family interviews for families seeking information regarding postsecondary education opportunities, was also launched with the new website.
 - A new section entirely dedicated to FPCTP reporting was added. The FPCTP reporting schedule page was updated to include a calendar with due dates and reminders for report submission. Additional pages that outline reporting, requirements regarding FPCTP grants, scholarships, students and graduates were included.
 - The Family Empowerment Scholarship-Unique Abilities (FES-UA) Purchasing Guidelines have also been added to the website as the Center was tasked with developing the FES-UA purchasing guidelines under § 1002.394(4)(b) F.S.
- Visitors to the website are encouraged to stay connected with an option to sign up to receive invitations to webinars and institutes. Their contact information is stored in the FCSUA Community as part of the Center's initiative to centralize and improve

communication. Additionally, this platform is utilized for marketing activities. The website is both accessible and mobile-friendly.

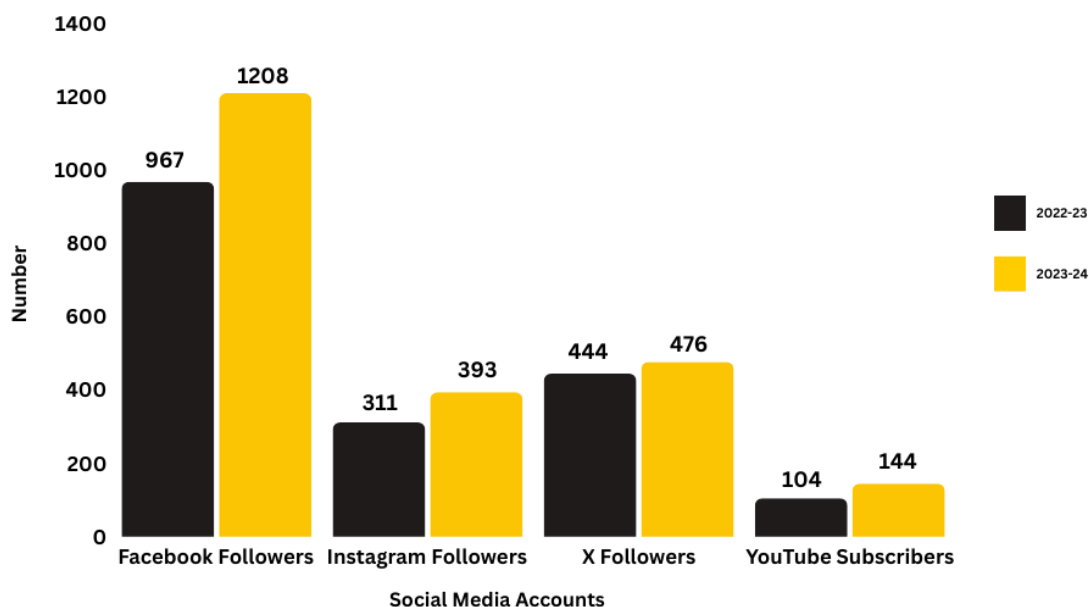
- The FCSUA website includes functionality to translate the site into different languages, using Google Translate Service. During this reporting period, users came from 115 countries and translated the site content into 31 languages. FCSUA continues to use Google Search Console, a free service offered by Google, to help monitor, maintain, and troubleshoot a website. This tool's main objective is to optimize a site's visibility in Google Search results and keep webmasters up to date on performance statistics. The Google Search Console also reports on the mobile usability of the website. As of June 30, 2024, Google Search Console reported 330,289 google search impressions for fcsua.org, 58,173 impressions more than last year. The term, *Impressions*, represents how often a user saw a link to the FCSUA website in Google Search results. Additionally, pageviews reached 57,320, about 18,655 more than in 2022-23.
- Figure 2 summarizes website metrics for this reporting year – the Active User metric includes a variety of user interactions, such as: clicking, scrolling, actively participating, page views, and custom interactions like video views or form submissions.

Figure 2

Metrics for FCSUA Website



- The Center uses the social media sites listed below to increase its reach and web presence. The accounts also direct users back to the Center's website:
 - X (formerly known as Twitter): @FloridaCSUA
 - YouTube channel: Florida Center for Students with Unique Abilities
 - Facebook address: @FloridaCSUA
 - Instagram: @floridacsua
- Social media accounts on X, YouTube, Facebook, and Instagram are used to ensure FPCTP information is widely disseminated. Tweets and posts include information about FCSUA webinars, presentations, events, and activities at FPCTP programs. There are currently 1,208 followers on Facebook, 393 followers on Instagram, 476 followers on X and 144 YouTube subscribers. Instagram posts reached 1,100 Instagram members. Facebook posts reached 23,200 members.

Figure 3*Metrics for FCSUA Social Media***Technical Assistance, Collaboration, Outreach and Institutes**

- As a major part of the Center's work, ongoing technical assistance in the form of onsite and virtual meetings were provided to established FPCTPs. The meetings focused on scholarships, reports, and key grant components.
- Center staff also provided technical assistance, guidance, and instruction to several IHEs seeking to become an FPCTP. During this reporting year, through the efforts of onsite and virtual meetings, and targeted informational webinars, eight (8) newly approved FPCTPs were established and four (4) IHEs initial FPCTP applications are currently underway.
- At the 2023 Florida Postsecondary Education Program Planning Institute (FLPEPPI), 34 information/content sessions, spanning several topics relevant to FPCTP development and sustainability, were provided. All established FPCTPs attended, along with 11 teams from other IHEs.
- Center staff conducted presentations and set up promotional displays at events (beyond FCSUA-hosted events) regarding the Center's work, resources available to establish FPCTPs, and support for students. These presentations allow the Center to accomplish a charge from the Act to disseminate information on postsecondary education opportunities for students with intellectual disabilities; generate interest to increase the demand for FPCTPs; and contribute to research on inclusive postsecondary education. Therefore, presentations continued to target a wide variety of audiences, including postsecondary education disability service providers and other IHE staff; administrators, and faculty; K-12 educators and administrators; agency personnel; families and students; researchers; and employers.
- Seven (7) FCSUA News Briefs were distributed bi-monthly to over 1,400 contacts through the FCSUA Community and posted on the FCSUA Events page. Each issue featured:

Student Spotlight, featuring an FPCTP student, and Program Highlight, emphasizing the respective FPCTP's strengths. The topics of the briefs included supporting students in inclusive classrooms, disability employment awareness, and more. Two (2) special editions specifically acknowledged Career Technical Education (CTE) Month (February) and 2024 FPCTP graduations (June).

- FPCTP Webinars and FCSUA Informational Webinars were scheduled on the first Tuesday of each month (except June, July, and August) for potential and approved FPCTPs, families, school districts and community agencies with information regarding FPCTP programs and FCSUA resources. The FPCTP Webinars' content included: development of meaningful credentials; employment opportunities for students with unique abilities; strategies to develop inclusive campuses; and FPCTP updates. FCSUA Informational Webinar topics included providing information from the Center's collaborative partners, including Think College Centers, Agency for Persons with Disabilities, Florida Developmental Disabilities Council, the Able Trust, and Career Source. FCSUA webinars saw a tremendous increase in attendance compared to past years. On average, there were 55 participants in each session.
 - During CTE Month in February, FCSUA and Think College collaborated to host a student panel, featuring students attending FPCTPs at technical colleges. The webinar had 60 attendees, and the YouTube recording was viewed more than 100 times.
- FCSUA continues to provide print materials at in-person conferences and meetings. These include an informational flyer which provides information about FPCTPs and the Center, via an easy to disseminate medium in a face-to-face setting (both in English and Spanish). Additionally, examples of other materials are those designed for students and families who are exploring inclusive postsecondary education programs and for eligible IHEs that do not have an FPCTP but are interested in becoming one, including information about the Center and FPCTPs in general.
- FCSUA hosted two (2) Advisory Committee meetings. Committee members provided valuable feedback related to Center activities and outreach to expand inclusive postsecondary education for students with intellectual disabilities throughout Florida. Some collaborative activities resulting from this year's meetings included: invitations to present at the Association of Florida Colleges regional and state conferences; increased reciprocal sharing of resources among agencies; and shared presentation content at school district college fairs.
- The Act charges the Center to collaborate with stakeholders and organizations relevant to its mission, such as the federally funded Think College National Coordinating Centers (Think College National Coordinating Center, and Think College Inclusive Higher Education Network at the Institute for Community Inclusion, UMass Boston), and the state Centers for Autism and Related Disabilities (CARD). Collaboration continued to occur in a variety of ways to promote the expansion of FPCTPs, increase awareness of the opportunities they provide, and expand services available to students and their families. The Center continues to work with the following: Florida Department of Education [Career and Adult Education, State Colleges, Bureau of Exceptional Student Education, Vocational Rehabilitation, Florida Board of Governors (FBOG)], Florida Senate higher education and budget staff, UCF and CARD, College Reading and Learning Association (CRLA), Agency for Persons with Disabilities (APD), Council for Exceptional Children (CEC), Florida Developmental Disabilities Council (FDDC), Florida Youth Leadership Forum (FYLF), Florida Association on Higher Education and Disability (AHEAD), and the National Technical Assistance Center on Transition: The Collaborative (NTACT:C), the Southeast Postsecondary Education Alliance (SEPSEA), Career Source Florida, The Able Trust, Florida

College Access Network (FCAN), Florida Advanced Technological Education Center (FLATE). Engagement with these organizations remains reciprocal where their staff and FCSUA staff contribute to each other's work. A summary of specific collaborative activities is provided in Appendix I. These are also integrated in the overall listing of FCSUA presentations, etc., provided in Appendix E.

- Chapter 2023-273, Section 1, Laws of Florida, required the APD to convene an interagency workgroup to create a continuum of guidance and information for individuals with developmental disabilities and their families including guidance and information across the lifespan of such individuals related to education, workforce, daily living skills, and supportive services for greater independence. The Center joined this workgroup as a participant alongside with representatives from the Department of Children and Families, the Early Steps Program of the Department of Health, the Division of Vocational Rehabilitation of the Department of Education, representatives from school district transition programs, Project 10, the Agency for Health Care Administration, and the Department of Economic Opportunity's Unique Employer program. The purpose of the workgroup is to identify gaps in information and communication across the lifespan of individuals with disabilities and their families, determine why these gaps occur, and recommend ways to ensure that information on the availability of resources and supports across the state is more accessible. Center staff participated in the interagency workgroup discussions, held on August 2, 2023; September 15, 2023; March 26, 2024; and June 18, 2024. Information about the various FPCTPs across the state was shared at the meetings.
- In 2024, House Bill 1403 tasked the Center with developing the FES-UA purchasing guidelines. Staff from the Center met collectively and separately with staff from the Florida Department of Education, Scholarship Funding Organizations (SFOs), and from the Florida House and Senate to review the charge. Three focus groups were conducted with families in April and May 2024, to get their input. A purchasing guide was created with input from the various stakeholders and has been posted on our website along with the websites of the SFOs. Also posted is a link to a Qualtrics Survey that parents are encouraged to complete to obtain their feedback on the guidelines to identify strengths and areas of need of improvement in the Guidelines. The Center will continue to consult with families annually related to their experiences using the FES-UA scholarships. The consultation will include feedback from the Family Advisory Boards within each SFO, solicitation of family survey information, and other types of feedback.

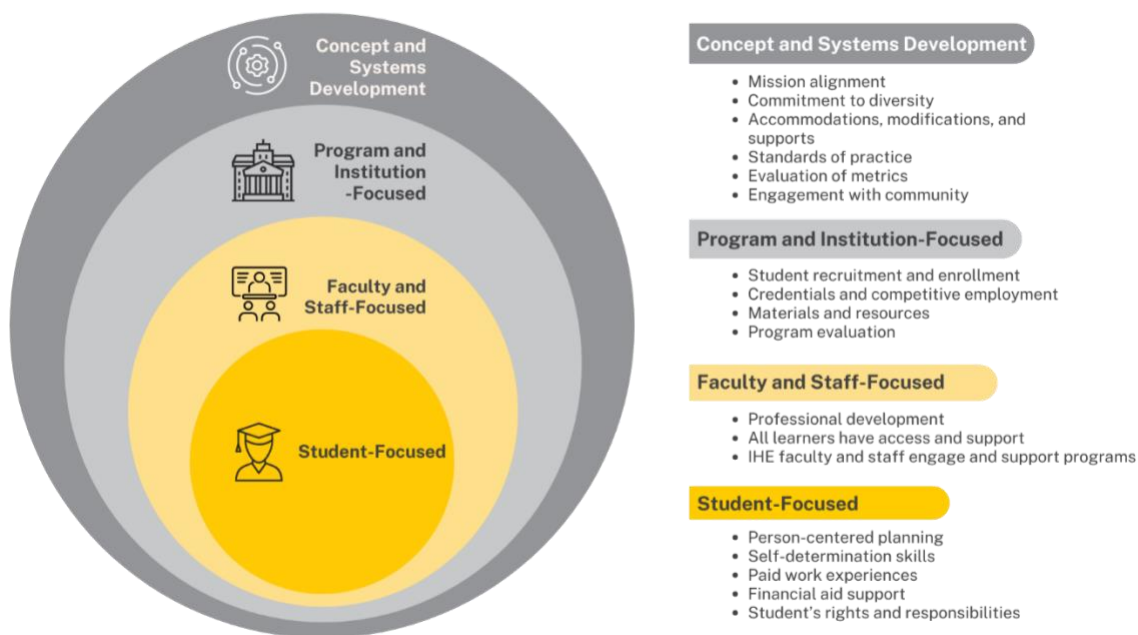
FCSUA Strategic Planning Tool: Postsecondary Education

- An integral component of the Center's work to promote the supply and demand of FPCTPs, built on evidence-based and promising practices (EBPPs) in transition, is to facilitate strategic planning through an online system that integrates intervention and implementation science. The FCSUA Strategic Planning Tool: Postsecondary Education (Planning Tool) (FCSUA, 2018) continues to be used to assist IHEs when strategically planning postsecondary programs for individuals with intellectual disabilities (ID). The Taxonomy for Postsecondary Comprehensive Transition Programs (TPCTP) (Kohler, et al., 2023) is the framework upon which the Planning Tool was designed. Content in the taxonomy is organized into the following four (4) domains: (1) student-focused; (2) faculty and staff-focused; (3) program and institution-focused; and (4) concept and systems development. Each domain includes a number of benchmarks which synthesize and represent the constructs from the research (Dukes, et al., 2017; Grigal, et al., 2012; Kohler, et al., 2016). The Planning Tool continues to be used by approved FPCTPs throughout the

year and is the primary approach to appropriately addressing strategic planning during FCSUA's FLPEPPI and MidYear Progress Update Institutes.

Figure 4

Taxonomy for Postsecondary Comprehensive Transition Programs



Capacity Building: 2023 Florida Postsecondary Education Program Planning Institutes (FLPEPPI) and 2024 MidYear Progress Update

- To continue the development of FPCTPs across Florida, FCSUA sponsored the 2023 FLPEPPI, July 10-13. The FLPEPPI was open to any planning team interested in developing or enhancing an FPCTP. All approved FPCTPs were required to attend. IHE team leaders that participated in the FLPEPPI were encouraged to identify team members to represent postsecondary education staff, K-12 school district personnel, service agencies, parents, students, and business/industry representatives.
- In addition to the FCSUA Community marketing strategy, website, social media, and established networks, targeted outreach was conducted directly to the following constituents to establish and/or join an FPCTP planning team at the FLPEPPI: (a) state university directors of disability services, (b) state college directors of disability services, (c) special education directors in all Florida school districts, (d) secondary transition contacts, and (e) CTE directors in all Florida school districts. In addition, Florida's higher education leaders in the FLDOE and FLBOG were encouraged to have their constituents participate.
- Thirty-eight (38) IHEs attended the FLPEPPI. Teams ranged in size from two (2) to ten (10) members, including IHE faculty and staff, service agency staff, and K-12 educators. A total of 13 Florida Vocational Rehabilitation Services' staff members participated and served on various IHE teams (see FLPEPPI's Agenda in Appendix F).

- Forty-three (43) facilitators, with relevant content expertise and experience, spent more than eight (8) hours of professional development through webinars and workshops preparing for their role to support teams through the strategic planning process.
- Presenters, as well as Content Resources (experts in their field), were available to meet in-person or virtually, with individual teams during their team planning time to further discuss presentation content or address a specific area in which teams required clarification or development.
- IHE teams engaged in six (6) hours of facilitated strategic planning, across three (3) days, to develop or enhance their FPCTP. During these planning sessions, facilitators guided teams through discussions regarding their status in implementing the EBPPs represented in the Planning Tool. They also reviewed data relevant to implementation effectiveness. Team members articulated their strengths and needs, then established priorities for planning.
- Thirty-one (31) teams left with a plan to improve, expand, or develop an FPCTP. As the Center continued to review plans and provided technical soundness reports related to each team's identified goals, noted changes continued to be evident in the way teams wrote and monitored their annual goals.
- The 2023 FLPEPPI general content sessions included a keynote presentation by Valerie Williams, director in the Office of Special Education Programs (OSEP) within the Office of Special Education and Rehabilitative Services at the U.S. Department of Education; a student panel featuring completers from three (3) FPCTPs; and a presentation recognizing the recipient of the FCSUA Inclusive Employer Award. The Tampa Bay Rays baseball team, nominated by USF's UMatter Program, received the award. Additionally, there were 18 breakout sessions presented by state agency staff, researchers, FPCTP representatives, FCSUA staff, and national experts in inclusive postsecondary education. The goal of these sessions was to provide additional information regarding FPCTP development and implementation.



Robert Morgan Educational Center and Technical College work on their strategic plan during the 2023 Florida Postsecondary Education Program Planning in Orlando, FL.

- To provide capacity building, targeted professional development, and technical assistance for approved FPCTPs, FCSUA sponsored the 2024 MidYear Progress Update Institute,

January 24-26. FPCTP team leaders and team members who were responsible for entering reports in the FCSUA Community attended. Twelve (12) content sessions addressed critical topics including recruitment, enrollment monitoring, technical soundness, FPCTP Grant quarterly reports, changes to the budget, and three focus groups about FPCTP reporting.

- The MidYear Progress Update Institute was a follow-up meeting to the 2023 FLPEPPI. This Institute provided approved FPCTPs with an opportunity to review, update and evaluate their annual strategic plans.



Attendees at the 2024 MidYear Progress Update take notes and listen to presentations.

- To determine the impact of outreach and needed support for program implementation, the Center sought participants' feedback and proposed topics for next year's FLPEPPI, after each professional development or capacity building event.
- Table 1 summarizes evaluation results of those events (see Technical Assistance, Collaboration, Outreach and Institutions for more information). Surveys were used to gather participants' perceptions of each event. Based on mean ratings, 75-100% participants agreed or strongly agreed that the intended outcomes were met; chosen content was useful; and materials used to convey the information were relevant. Additionally, participants' mean ratings indicate that the overall quality of the features of each event were good. Additionally, qualitative data were gathered through requests for participants' comments about overall intended outcomes. Participants' comments were consistent with the rating scales which indicated that the majority of participants agreed or strongly agreed that the intended outcomes and expectations were met. Many participants noted that each event provided applicable information in an engaging way that increased participants' knowledge or understanding of an aspect of developing or enhancing an FPCTP. Furthermore, several participants noted a desire for more tailored content in the future, with some suggesting information be presented based on the experience levels of participants. Specifically, for the MidYear and FLPEPPI, participants wrote how much they enjoyed Type-Alike sessions and requested more of them to network and to learn from similar institutions. Participants' comments overwhelmingly

indicated hands-on-work and real-time practice as a major strength and requested continued offerings of this format at both Institutes.

Table 1

Summary of Evaluations

Event	# Responses	Achieved Intended Outcomes	Usefulness of Content	Relevance of Materials	Quality
Monthly Webinars (9)	8-24	3.8	3.7	3.8	4.77
2023 Florida Postsecondary Education Program Planning Institute - July 2023					
Breakout Sessions	103-106	-	4.43	-	4.48
Overall Institute	159	4.32	-	4.61	4.58
2024 Midyear Progress Update - January 2024					
Breakout sessions	178	-	4.51	-	4.50
Overall institute	34	3.92	-	4.64	4.55

Continuous Planning, Implementation and Evaluation

- The institute model, coupled with the Planning Tool, work together to foster and support continuous planning, implementation, and evaluation of FPCTPs. In addition to the survey results, data from the team planning tool identifies information critical to the Center's capacity building and outreach efforts. Through analyses of the self-assessments, FCSUA staff can identify the implementation and effectiveness status of the various benchmarks at institutions across the state, as well as their perceived strengths and needs. The information from the needs section is used to develop webinar topics, institute content sessions, and other resources. The information regarding strengths is used to identify those IHEs that might help provide technical assistance or professional development regarding their areas of strength (e.g., credentials).
- The FPCTP team's plans developed within the Planning Tool are also analyzed. Initially, technical soundness is reviewed to estimate the quality of the plan, such as whether the goal is outcome focused. Next, implementation tasks and deadlines are articulated and assigned to an individual. Finally, specific outputs, outcomes, indicators, and data sources are identified. In previous research, a strong relationship between technically sound plans and achievement of goals was noted (Gothberg, et al., 2018).
- Additionally, the content of each FPCTP team's plan is a starting point used by IHE teams to move forward in their FPCTP development or improvements. Again, since the tool content represents the state-of-the art of EBPPs in this area, the goal is for IHEs to incorporate this content into their programs and subsequently to evaluate whether their students are achieving employment.

College and Career Transition Clubs

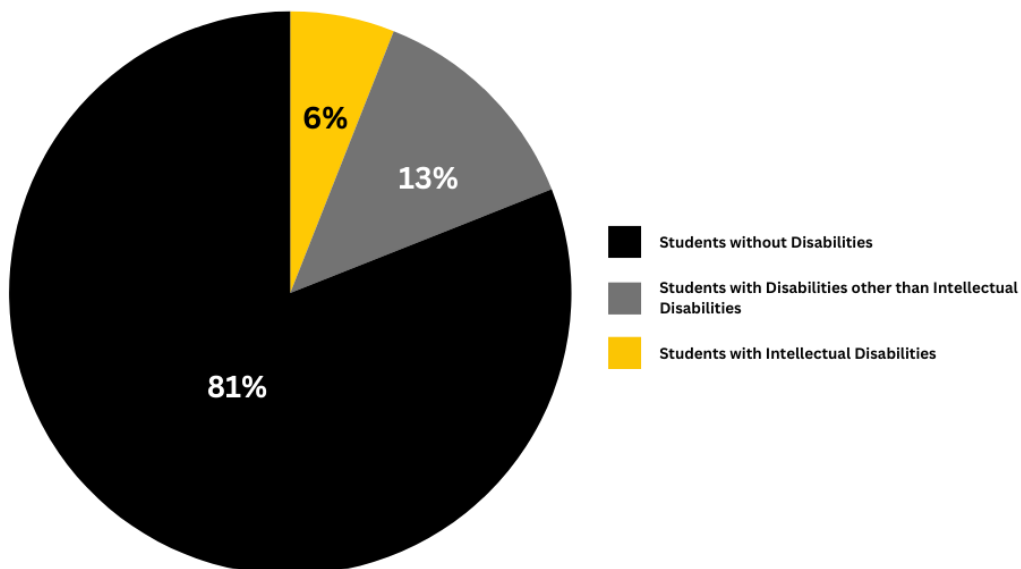
- The overall mission of FCSUA is to expand the supply and demand for FPCTPs. Therefore, FCSUA's work also focuses on increasing awareness of FPCTP opportunities and helping students with intellectual disabilities prepare for and access these opportunities. The

Center partners with secondary educators to cultivate and implement CCT Clubs at local schools serving high school students. Like the FPCTPs, the Center seeks to develop CCT Clubs that are inclusive. Membership within CCT Clubs represents students enrolled in grades 9–12 from three (3) groups: students with intellectual disabilities, students with disabilities other than intellectual disabilities, and students without disabilities.

- FCSUA provides CCT Clubs support funds to public and private schools (operating pursuant to 1002.42). During 2023-24, FCSUA supported CCT Clubs in 41 high schools across the state. Membership included 6,571 students, of which 362 (approximately 6%) were students with intellectual disabilities; 863 (13%) students with disabilities other than intellectual disabilities; and 5,346 (81%) without disabilities.

Figure 5

Students in CCT Clubs



Student Learning Outcomes

The Center's expectations for the CCT Clubs include development of, but not limited to, the following student learning outcomes (SLOs):

- Students will identify three (3) careers, or career fields, in which they are interested and the competencies (i.e., knowledge and skills) needed to pursue those careers.
- Students will identify a pathway to each career through secondary and postsecondary education, training, and/or other experiences.
- Students will identify postsecondary education institutions that offer programs aligned with the specified careers and compare the characteristics of each.
- Students will identify the individual supports, if any, they need to access and succeed in each career and postsecondary education associated with each career.

- Students will identify the three (3) most important characteristics to them in choosing:
 - A career (such as the work environment, availability of jobs, salary or wages, ability to advance in the field, etc.).
 - A postsecondary education program (such as reputation of the program, supports available, location, class size, costs, etc.).
- Students will demonstrate the following: (a) accurate completion of a postsecondary education application, (b) preparation of a resume and/or summary of performance relevant to college and career applications, and (c) effective interviewing skills.
- Development and application of employability and leadership skills, aligned with their academic and other curricula, such as but not limited to the following: teamwork, timeliness, goal setting, organization, planning, task completion, decision-making, self-advocacy, and communication.

Club activities are planned with these SLOs in mind and include ways to document whether clubs are relevant and appropriate for their grade level and if participants achieve the activity's goal. CCT Clubs meetings are facilitated by CCT Club advisors to support students' learning and exploration of career pathways and postsecondary education options. Students engage in supported student learning and exploration of college and career opportunities, mentoring, inclusive activities within school events, and collaboration with local IHEs to build meaningful college and career transition plans. These opportunities are intended to increase FPCTP awareness to parents, students, community stakeholders, and educators at both the secondary and postsecondary levels. Throughout the 2023-24 academic year, CCT Club members took part in various on- and off-campus activities to develop career awareness and goal setting. Activities included:

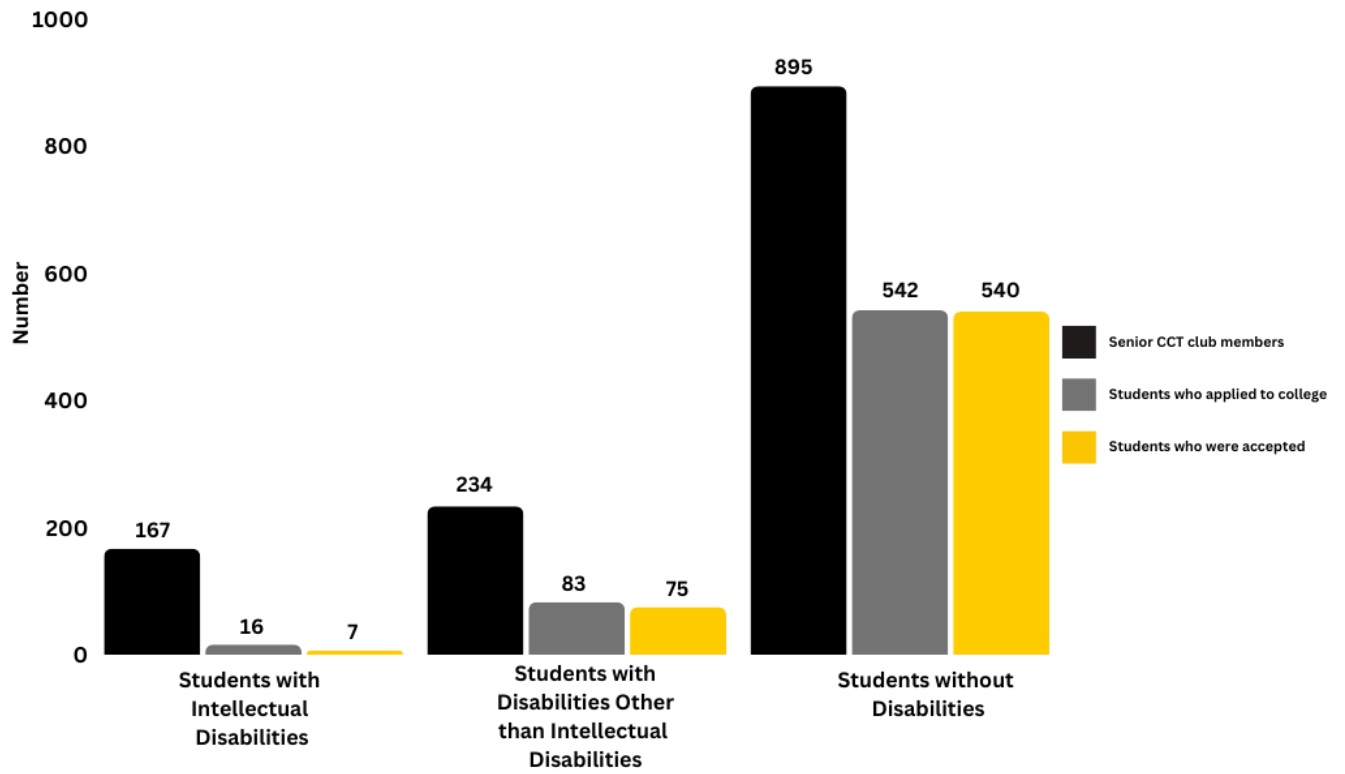
- College and Career fairs hosted by school districts, cities, and IHEs with FPCTPs.
- College tours of FPCTPs and local government agencies.
- Guest Presenters and Community Career representatives (geared towards navigating college as an individual with a disability, financial resources, and accessing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

Reporting Procedures

- CCT Club program applications and reports were completed in a secure Canvas course. Club advisors and school officials were given individual access to electronic forms within the course for initial applications, renewal applications, and annual reports.
- CCT Club advisors reported a variety of strategies used to support the required SLOs. During this reporting year, CCT Club advisors were asked to report the number of students who applied for college. Of the 6,571 CCT Club members 1,801 (27%) were seniors. CCT Club advisors reported that 671 seniors (37%) applied to college with 592 (88%) being accepted. Of the 1,801 senior club members, 167 (approximately 9%) were identified with intellectual disabilities; 16 (9%) applied to an FPCTP with 7 (43%) being accepted. These data align with FCSUA's initiative of increasing awareness and access to students with intellectual disabilities to postsecondary education opportunities.

Figure 6

Students in CCT Clubs Applying to College



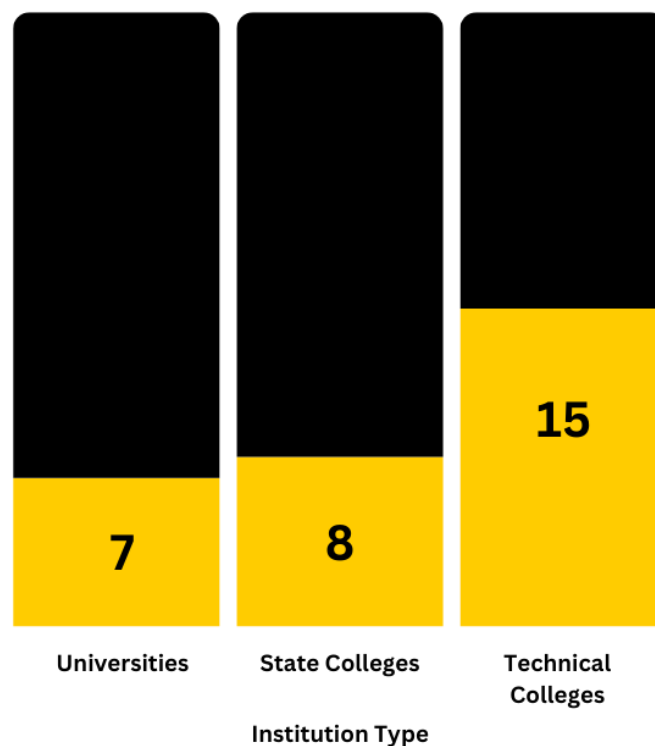
Newly admitted students attend orientation for the STAR Academy at Miami Dade College.

Annual Report Elements Specified in the FPCTP Act

In this section, a description of the findings is provided as specified for each accountability element included in the Act (§ 1004.6495(8), F.S. - Accountability). Information was gathered through the program and student-level annual reports, which are due from 25 of the approved FPCTPs, by August 1, 2024. Appendix A includes a list of IHEs with approved FPCTPs, along with programs' unique names and their locations throughout the state.

Figure 7

Number of Approved FPCTPs by Institution Type



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

Indicators of Satisfactory Academic Progress

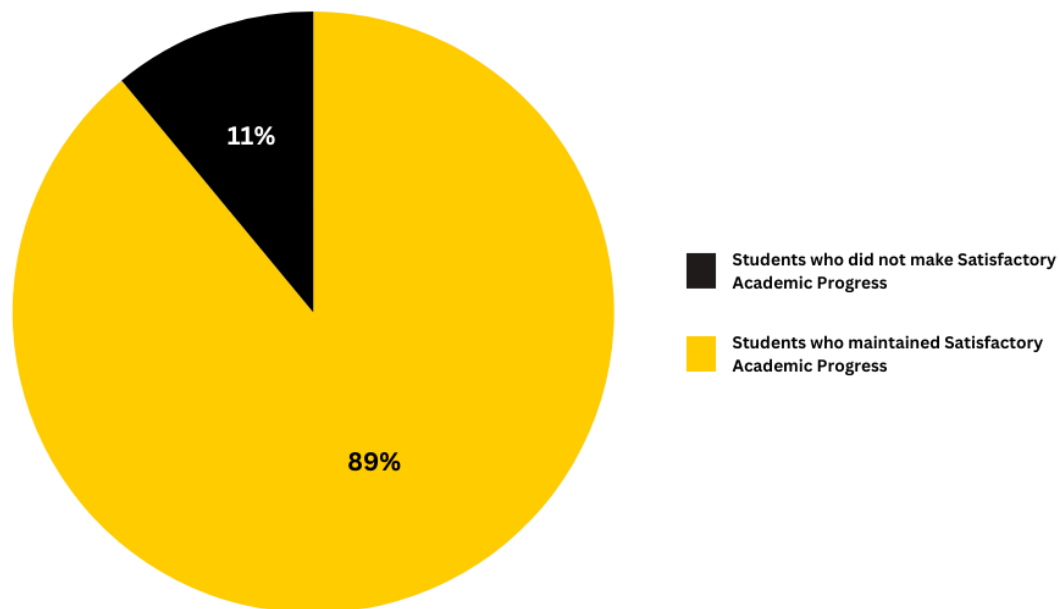
- Rather than add additional indicators to each program's standards, the Center provides guidance on implementation of a process to assess student progress and needs. The approved FPCTPs range in focus, credentials available, timeframe for program completion, and other contextual variables. Therefore,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

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

- In its application for approval as an FPCTP, the institution provides its indicators and processes for determining satisfactory academic progress (SAP). All approved programs indicated regular, ongoing assessment of student progress and included indicators such as the following in determining SAP: course performance, independence and support needs, program participation and attendance, and other relevant performance measures.
- During 2023-24, 277 of 310 (89%) students made SAP across programs.

Figure 8

Students Enrolled in FPCTPs Satisfactory Academic Progress



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

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

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

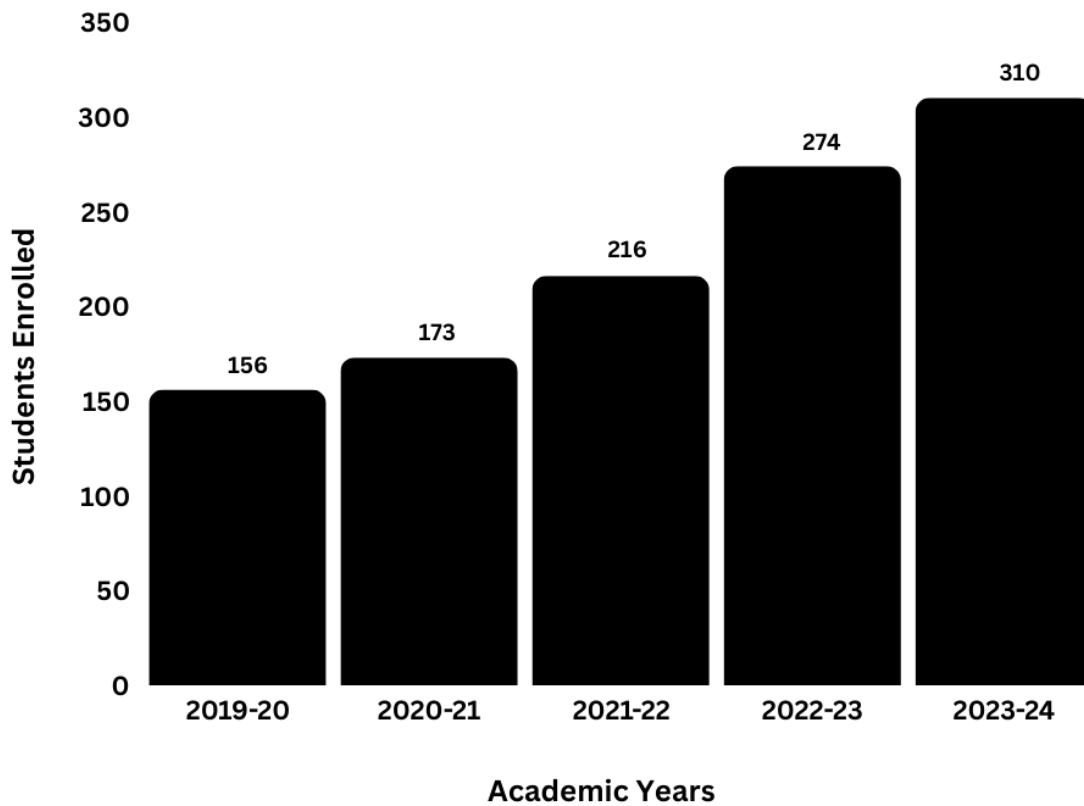
Implementation of FPCTPs

- The total number of approved FPCTPs during this reporting year was 30. The Center's director, in collaboration with respective Chancellors of Career and Adult Education, State Colleges, and Florida Board of Governors approved six (6) IHEs renewal applications for an

additional five (5) years as an FPCTP, and eight (8) IHEs initial applications as an FPCTP for three (3) years. No applications were denied.

- Renewal FPCTPs included: Broward College, Florida International University, Lively Technical College, Okaloosa Technical College, Sheridan Technical College, and University of South Florida – St. Petersburg.
- Initial FPCTPs included: Erwin Technical College, Florida State College at Jacksonville, Fred K. Marchman Technical College, Manatee Technical College, Miami Dade College, Ridge Technical College, Traviss Technical College, and University of North Florida.
- Currently, four (4) IHEs have initial applications in draft status: First Coast Technical College, Lorenzo Walker Technical College, Miami Dade Technical Colleges and Polk State College.
- Figure 9 shows the enrollment number of students over the last five (5) years. During this reporting year, a 13% increase in enrollment was reported.
- Of the 310 students enrolled in FPCTPs in 2023-24, 160 were *continuing* students, who were enrolled in a previous reporting year, and 150 were *new* students.
- The Act requires that all FPCTP institutions submit a federal comprehensive transition and postsecondary (CTP) program applications to the U. S. Department of Education within one (1) year of program implementation, which makes their students eligible for federal student aid. To date, 20 of the previously approved FPCTPs have CTP status, while Manatee Technical College awaits final approval. Erwin Technical College, Florida State College Jacksonville, Fred K. Marchman Technical College, Miami Dade College, Ridge Technical College, Traviss Technical College, Osceola Technical College, Pinellas Technical College, and University of North Florida will submit their applications during the 2024-25 reporting year.
- The 20 FPCTPs with enrolled students in 2023-24 offered a range of credential options across a variety of career clusters, including: agriculture, hospitality, technical, health and medical, and entrepreneurial. Among the 20 FPCTPs, students had 117 program options presented as concentrations/tracks or CTE pathways from which to choose. Included as part of the varied options are 352 certifications, some of which are industry-recognized certifications and others are local certifications developed and approved by the institution. In addition to the certifications, among the FPCTPs, they offered 173 approved micro-credentials/badges, which varied from one (1) to 19 (nineteen), depending on the institution. The concentrations/tracks of CTE programs vary in length of time and are calculated in either clock hours or credit hours. Some programs provide a range of exit points, typically represented by occupational completion points (OCPs), where each OCP is aligned with specific skills.
- Appendix G provides a list of programs in which students were enrolled, along with the associated credentials, including whether those credentials are industry certifications or local certifications. The list does not include all available options and certificates during this reporting year.

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

Figure 9*FPCTP Enrollment by Year*

FPCTP Scholarships

- The annual FPCTP Scholarship award ranges from \$7,000 to \$15,000 for eligible students, awarded proportionally across terms. The scholarship amount is based on the program schedule of each FPCTP and student enrollment projections.
- Twenty (20) FPCTPs requested scholarship funds for 308 eligible students, which is a 13% increase from the number of scholarships in 2022-23. Growth and the need for supporting students with intellectual disabilities in inclusive postsecondary programs continues to be evident each reporting year.
- Student scholarship funds are disbursed to each FPCTP institution, based on their submission of the FPCTP Scholarship Request Form and the instructions provided. FPCTP staff are charged with working within the institution to disburse these funds as intended and to provide a disbursement report at the end of each term in the FCSUA Community.
- Two hundred ninety-seven (297) students received a scholarship; some students who had enrolled or were expected to enroll did not. A total of \$2.94 million in scholarship funding was provided to the FPCTPs, of which \$2.53 million was disbursed to students. The institutions returned \$399,413 to the FCSUA, which accounted for those students who did not enroll or failed to remain eligible. In such cases, students did not enroll as projected or failed to make SAP, thus the total amount of funds originally awarded were not disbursed to students.

FPCTP Grants

- Nine (9) Continuing grants were awarded during this reporting period with a length of up to three and a half years. They included: Broward College (\$1.5 million), Florida Atlantic University (\$1.49 million), Florida Gulf Coast University (\$1.5 million), Indian River State College (\$1.49 million), Santa Fe College (\$1.09 million), St. Petersburg College (\$1.14 million), The College of the Florida Keys (\$1.1 million), University of Central Florida (\$1.49 million), and University of South Florida – St. Petersburg (\$1.49 million) which is in final stages of approval.
- Six (6) FPCTPs requested a no cost extension, while three (3) continued with implementation of their previously awarded grants, and six (6) requested additional funds to support an increase in personnel, travel, and supplies.
- Five (5) Initial grants were awarded during this reporting period. They include Emerald Coast Technical College (\$940,504), Florida State College at Jacksonville (\$1.48 million), Manatee Technical College (\$1.3 million), Pinellas Technical College – St. Petersburg College (\$899,045), and University of North Florida (\$1.49 million).
- During this reporting period, grant awards ranged from \$899,045 to \$1.5 million, encumbering nearly \$19 million to implement and administer high-quality inclusive postsecondary programs for young adults with intellectual disabilities.
- Annual Grant Performance Reports are required by the Center and are due by July 1 each year. All FPCTPs have submitted their reports. All nine institutions receiving a continuing grant submitted Final Grant Performance Reports as a requirement.

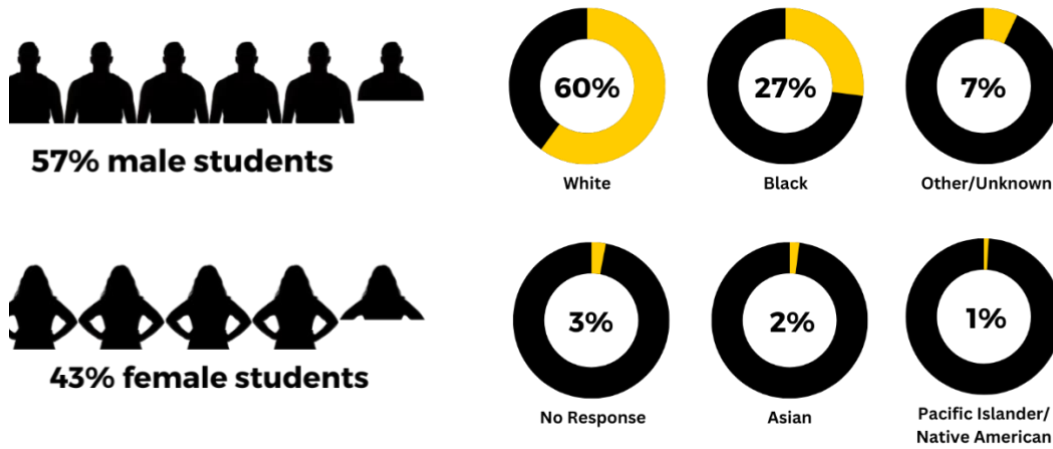
(8)(b)2. Indicators identified by the center pursuant to paragraph (a) and the performance of each eligible institution based on the indicators identified in paragraph (6)(c). Note – we have identified programs and student-level indicators on which each program is asked to report.

FPCTP Indicators and Student Demographics

- In 2023-24, 310 students with intellectual disabilities attended 20 of the 30 approved FPCTPs. Most of the newly approved programs will start admitting students during the 2024-25 academic year. Student demographic data are described more fully here and later in this report.
- Demographic data regarding the 310 students for whom information were reported included the following:
 - Sex was broken down as such: 57% male, 43% female.
 - Race was broken down as such: 60% White or Caucasian, 27% Black or African American, 3% Asian, 3% Native Hawaiian, American Indian or Alaska Native Pacific Islander, 10% reported as other or unknown.

Figure 10

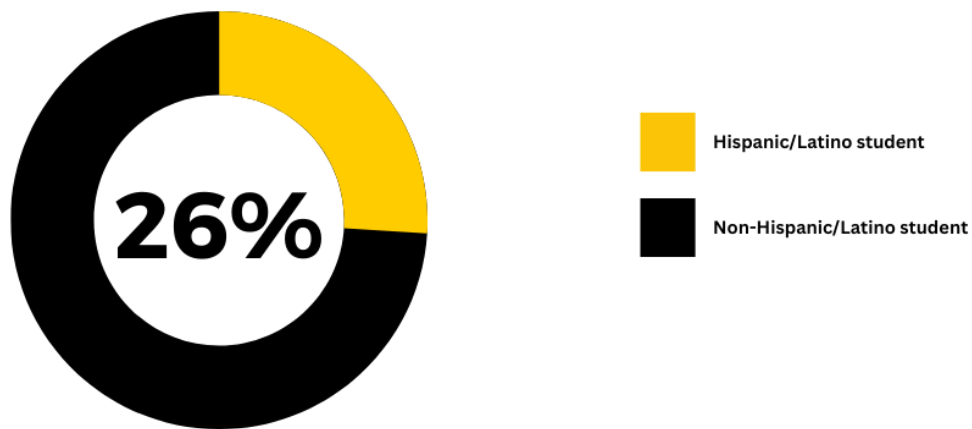
Sex and Race of Students Enrolled in FPCTPs



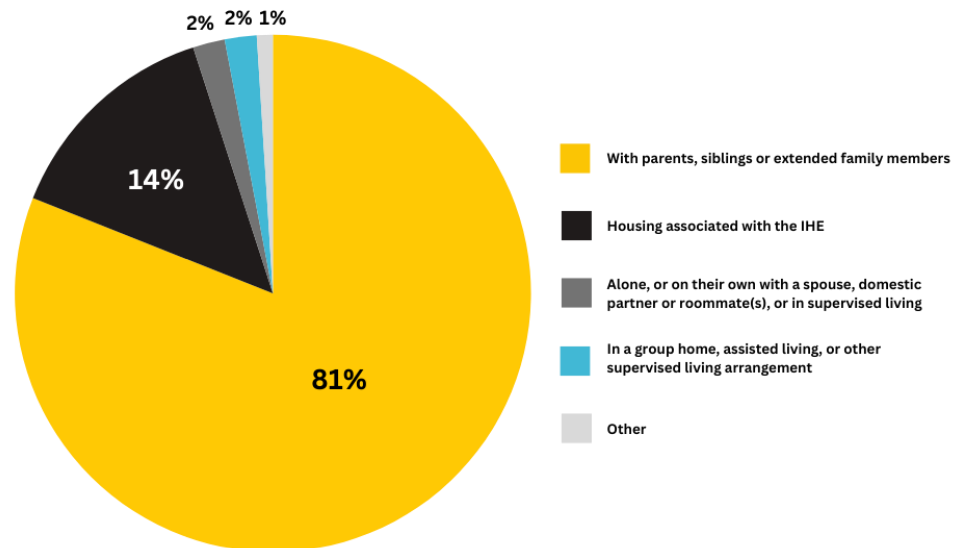
- o Ethnicity was broken down as such: 26% Hispanic or Latino, 74% non-Hispanic or Latino.

Figure 11

Ethnicity of Students Enrolled in FPCTPs



- o Living arrangements were broken down as such: 81% lived with their parents; 14% lived in campus housing associated with an IHE; 1% lived alone or with a spouse, domestic partner, roommate(s); 4% lived in a supervised living facility or in another setting.

Figure 12*Living Arrangements*

- Students' ages upon entering an FPCTP ranged from 17 to 46 years old. The most common age at entry continued to be 19 years, which aligns with college students without disabilities' age (between 18-24) when entering college in Florida.
- Students spent between zero (0) and 18 years out of K-12 education before entering a postsecondary education program. Of the total, 219 students were out of K-12 between zero (0) and two (2) years. Sixty-eight percent (68%) of currently enrolled students transitioned directly to an FPCTP upon leaving high school.
- Students' most recent K-12 setting at the time of program enrollment primarily included public school (79%) and private school (15%). The other 6% attended either a charter school, self-contained center school, or were homeschooled.
- Fifty-seven percent (57%) of students had work experience during this reporting period in their FPCTP, while 43% did not (see Figure 13). See Figure 14 for the top five (5) career clusters of work experience.



Students in Project ACCESS attend a cooking class at the College of the Florida Keys

Figure 13

Work Experience of Students Enrolled in FPCTPs

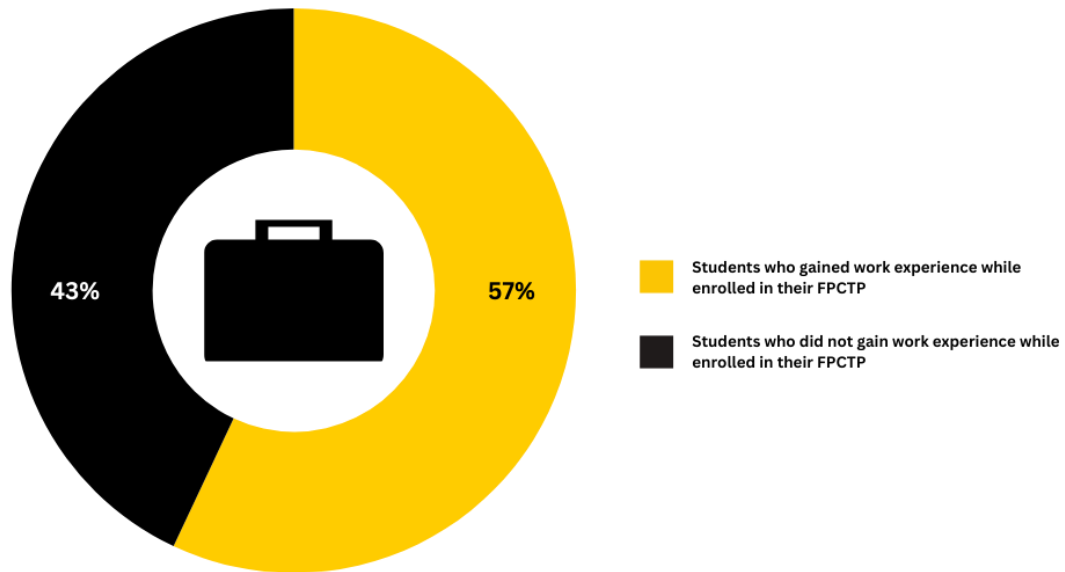
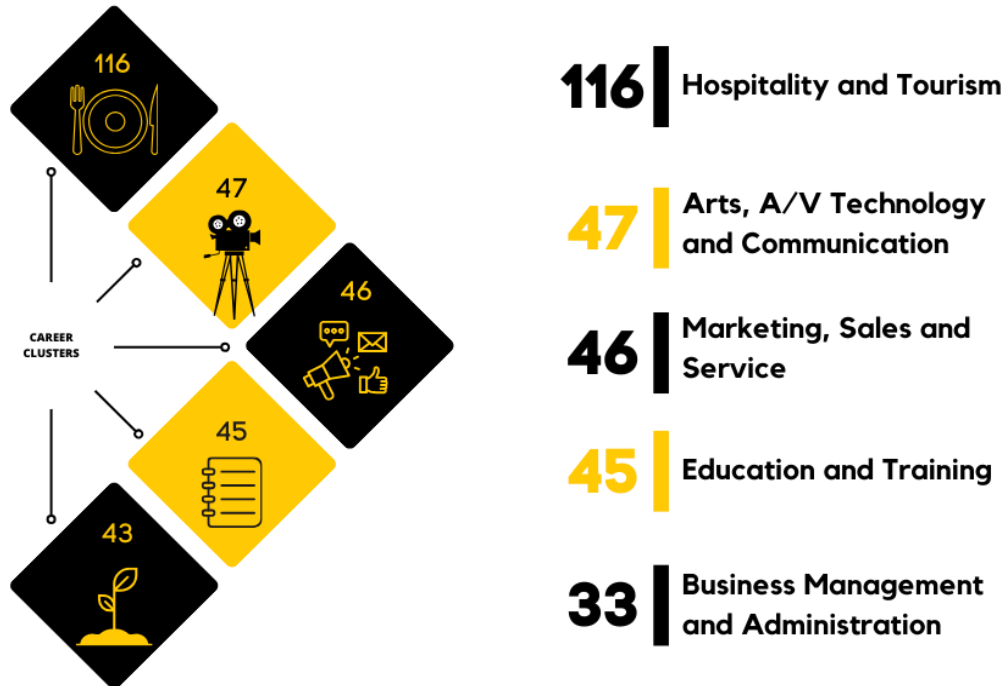


Figure 14

Students Enrolled in Inclusive Courses while Attending FPCTPs



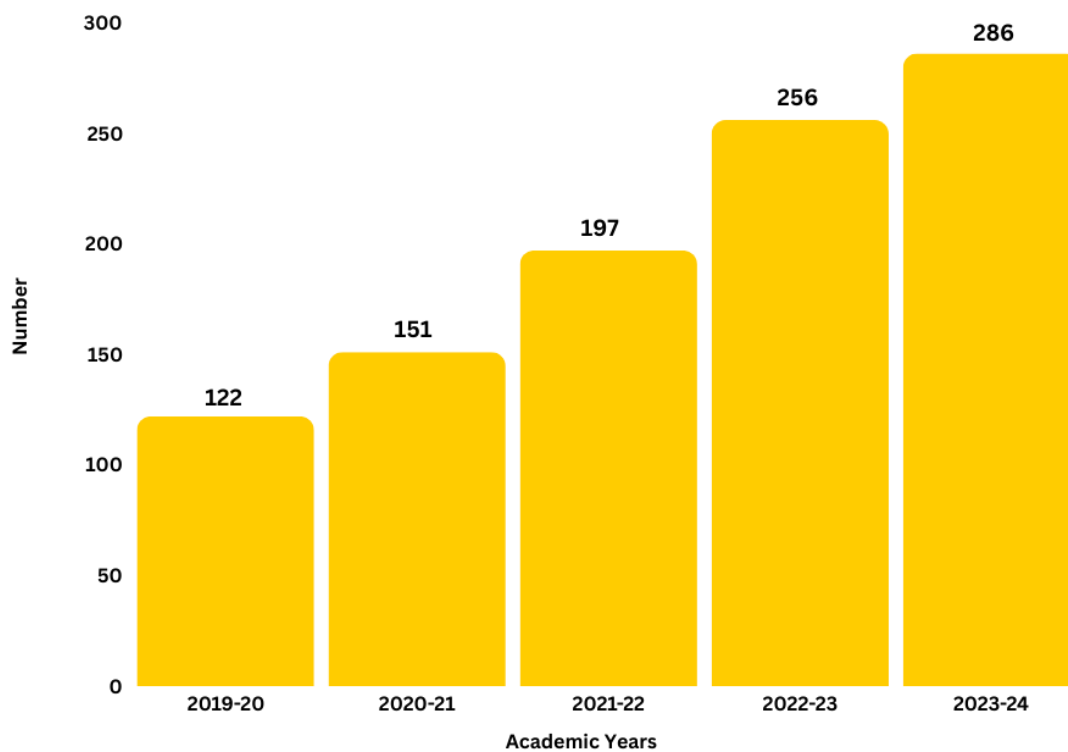
- Out of 1,695 courses available among all FPCTPs, students enrolled in 1,111 (66%) inclusive courses (see Figure 17). This means that of the variety of course enrollment types (i.e., regular enrollment/credit bearing, audit/no credit bearing, non-credit

bearing/non-degree, internship, work- experience), students were enrolled in courses, other than those unique to their FPCTP with their peers without disabilities, including integrated work experience as an integral part of their postsecondary experience. Additionally, based on enrollment (310), each student took a median of six (6) courses during this reporting year.

- Students enrolled in inclusive courses (286) increased 12% during this reporting year, compared to last year (256) (see Figure 15).

Figure 15

Students Enrolled in Inclusive Courses while Attending FPCTPs



- During, or at the end of the 2023-24 reporting year, 37 students left FPCTPs without completing (9 were dismissed, 28 left voluntarily). While FPCTP reports include several reasons for students leaving without completing their programs of study, the majority of departures were due to medical, transportation, and/or family/personal issues. A smaller group of students left to pursue employment or other postsecondary opportunities. In contrast to previous years, the main reason for students exiting without completing was not related to not meeting SAP. FPCTPs reported continuing extra measures of support (e.g., extended probationary period, uniquely designed online support, increased personal communication, developed hybrid curriculum, extended completion time, increased support personnel). During this reporting year, FPCTPs maintained an 88% retention rate, a 2% increase

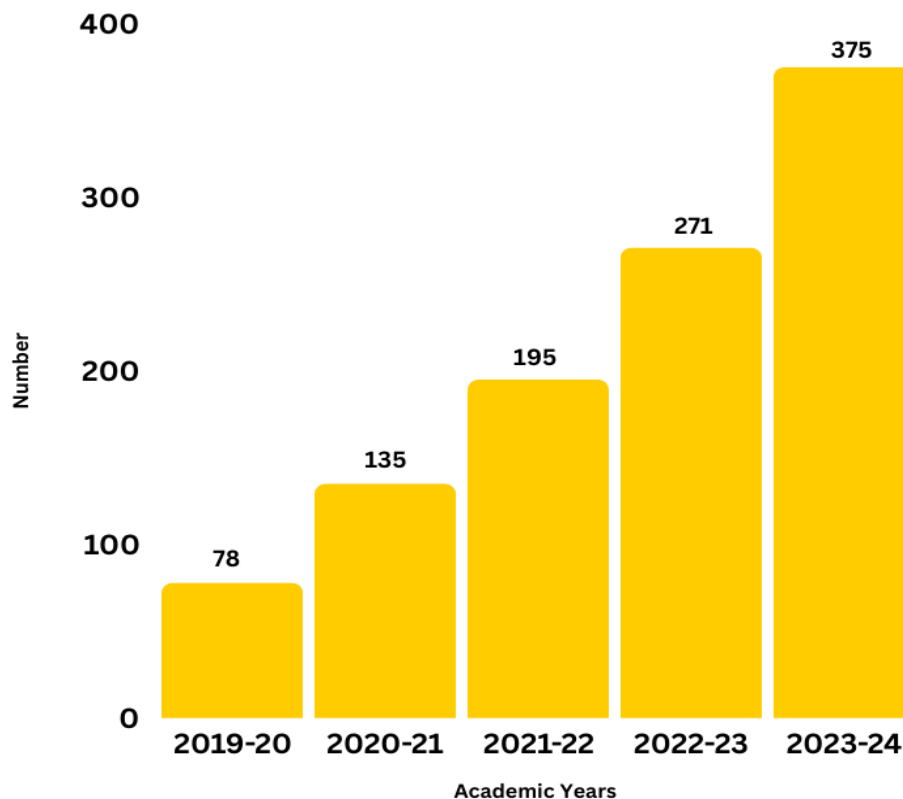
compared to the previous reporting year. Program staff continued to re-evaluate support procedures to improve retention rates.

Students Completing FPCTPs

- To date, FPCTPs report 375 program completers (see Figure 16). As FPCTPs continue to maintain high retention rates (88%), the number of reported completers also continues to increase. A 38% increase is noted in the number of reported completers during 2023-24 (375), compared to 2022-23 (271). FPCTPs are required to gather follow-up information on students for five (5) years. Therefore, while included in the total number of completers, the ten (10) completers from 2016-2017 and 2017-2018 are not included in the following data.
 - In the 2023-24 FPCTP annual student follow-up reports include:
 - 36 students who completed in 2018-2019 were represented in Year 5 follow-up reports.
 - 32 students who completed 2019-2020 were represented in Year 4 follow-up reports.
 - 57 students who completed 2020-21 were represented in Year 3 follow-up reports.
 - 60 students who completed 2021-22 were represented in Year 2 follow-up reports.
 - 76 students who completed 2022-23 were represented in Year 1 follow-up reports
 - 104 students who completed this year will not be represented in follow-up reports until 2024-2025.

Figure 16

FPCTP Completers



- FPCTP staff were able to reach 204 (78%) of the 261 completers to follow up based on the annual student follow-up reports:
 - A hundred and thirty seven (137) completers were employed.
 - Eighty-six (86) reported being engaged in competitive integrated employment; forty-six (46) reported being engaged in competitive employment with ongoing supported employment services; five (5) were self-employed; and sixty-seven (67) were not employed.
 - The 86 completers who were in competitive integrated employment reported working between three (3) and 40 hours per week earning between \$10 and \$25 per hour.
 - The 46 completers who were in competitive integrated employment with ongoing support services, reported working between four (4) and 35 hours per week earning between \$10 and \$19 per hour.
 - The five (5) completers who were self-employed reported working between 10-40 hours per week, earning between \$15.50 and \$50 per hour.
 - Of the 43 completers not currently employed over the course of the year, four (4) were engaged in competitive employment; one (1) was engaged in competitive employment with ongoing supported employment services; one (1) was engaged in sheltered workshop experience; and 14 had unpaid work experience.
 - It was reported that some completers who were previously employed were working with vocational rehabilitation counselors or FPCTP staff to secure another job.
 - Figure 17 below shows completers' top five career cluster areas of current employment after exiting their FPCTP. During this reporting year, Marketing, Sales, and Services (43) and Hospitality and Tourism (42) were the top career clusters in which completers were employed. The number of graduates in these career clusters has significantly increased from 28 and 23 graduates employed, respectively. This suggests growing demand for skills in these areas. While Education and Training and Agriculture, Food and Natural Resources remain in the top five career clusters, their rankings have decreased, indicating a shift in demand for graduates in these fields. The Other category has emerged as a top five career cluster in 2023-24, suggesting a growing diversity of employment opportunities for graduates.
 - Figures 18 and 19 below show completers' top career clusters with median hourly pay rate and hours worked per week. Completers working in the Arts, A/V Technology, and Communication area were the highest paid at \$18/hour, overtaking the Transportation, Distribution and Logistics area. However, Manufacturing continues to offer full-time employment to FPCTP graduates. Whereas completers employed in Business Management and Administration are working more hours (35) compared to last year (21).

Figure 17

Top Five Current Employment Career Clusters of Student Completers

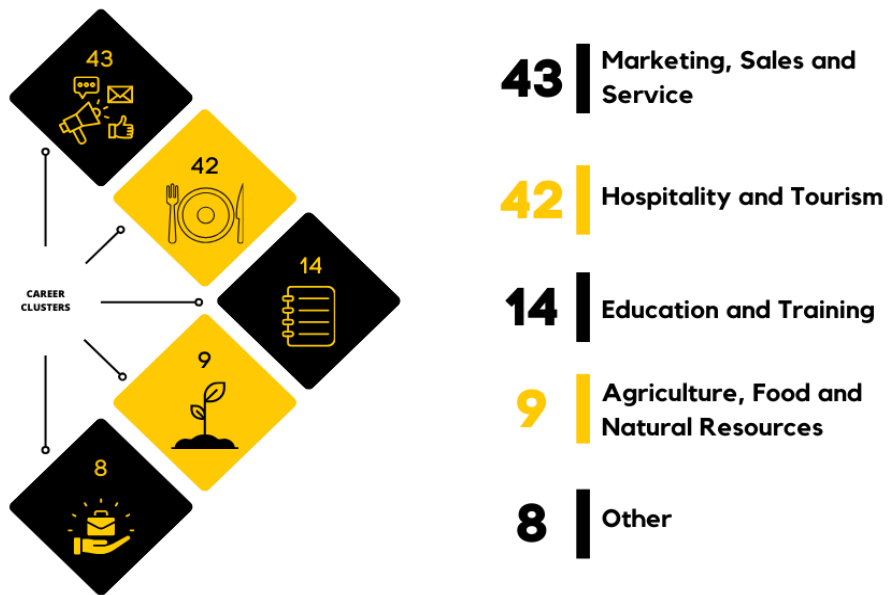


Figure 18

Top Five Career Clusters Median Hourly Wage for Student Completers

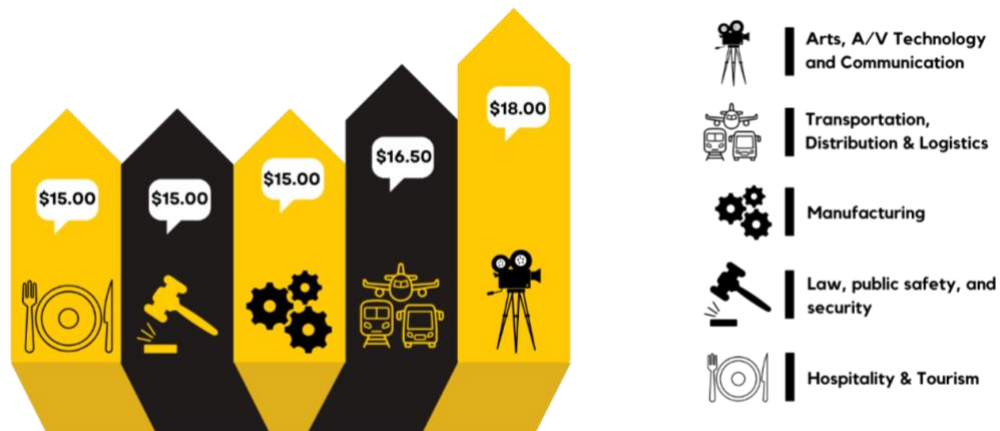
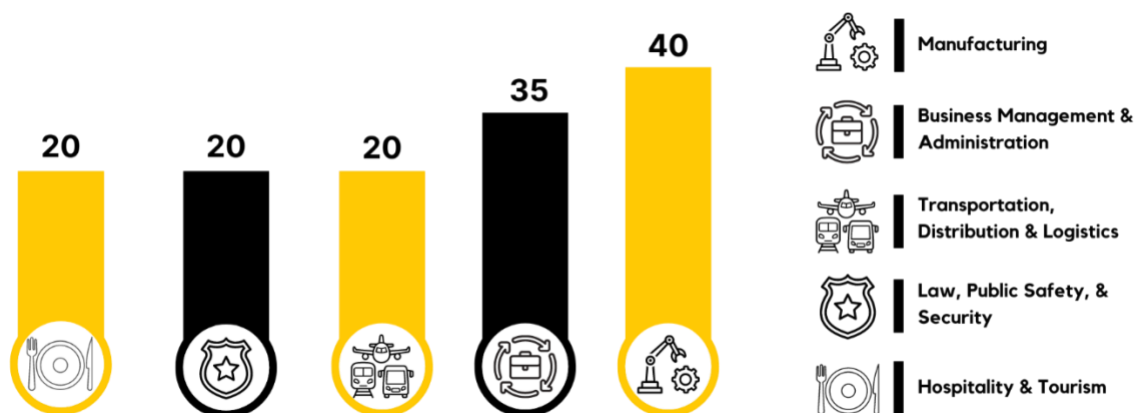


Figure 19

Top Five Career Clusters Median Hours per Week of Student Completers



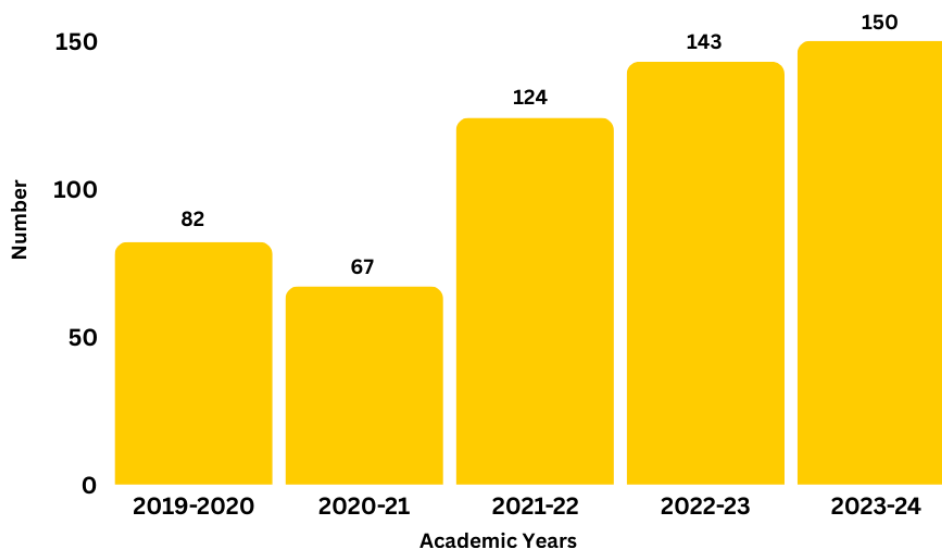
- o Completers obtaining high paid and full-time jobs are the desired goal, and at this time only 5% of completers reached these employment levels, whereas 34% (69) worked at least 20 hours/week. The top preferences for FPCTP graduates (i.e. Marketing, Sales and Services and Hospitality and Tourism) continue to yield part-time employment with 16 and 20 hours, respectively, earning above minimum wage.

Information Regarding Program Characteristics and Infrastructure

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

Program Capacity, Structure, and Enrollment

- FPCTPs are implemented in universities, state colleges, and career technical colleges in various regions of the state. Because of the diversity of their contexts, each of these programs vary in terms of program length, content of the curriculum, and the terms in which students enroll.
- The capacity of these institutions also varied significantly in terms of staff, facilities, and other resources, which directly affected the number of students admitted to their FPCTP. Figure 20 shows the growth of new students enrolled in an FPCTP, by year. There was a 5% increase in new students admitted compared to last year. These numbers were influenced by the program's length, student retention, student completion, and capacity.

Figure 20*New Students Enrolled in FPCTPs***Peer Mentoring**

- A primary strategy used to support students in FPCTPs is peer mentors and peer tutoring. FPCTP staff reported if peer mentors were part of their program; if and how they were compensated; how many participated, and for how many hours per week. This information is summarized in the following table. Some programs have included more varied types of support to their mentoring services, which shows improvement on their peer mentoring program to meet the needs of their students. For 2023-24, using the total peer mentoring hours per week and the number of students enrolled, an estimate was calculated of the number of hours of peer mentor support provided by each FPCTP, per student.
- Fourteen (14) FPCTPs reported using peer mentors to support their students during this reporting period. All 14 reported using peer mentors to provide social and academic support to students. Additionally, peer mentors were used to provide: residential support (6); employment support (3), and other support (3) (e.g., soft skill development and campus club participation). As FPCTPs continued to adjust their understanding of needed support for students, programs offering this service have expanded their types of support.
- Eleven (11) of the 14 FPCTPs compensated their peer mentors in some way. FPCTPs reported compensation in the format of a stipend or an hourly wage, course credit, reduction of tuition or fees, service-learning hours, and scholarships.
- Across the programs, peer mentor support ranged from more than 15 minutes to almost 12 hours per student, per week.

Table 2*Characteristics of Peer Mentor Support for Students Enrolled in FPCTPs by Institution*

Institution	Type of Compensation if any	# of Peer Mentors	Total Hours/Week of Peer Mentor Support	# of FPCTP Students	Hours/Week Peer Mentor Support per Student
Broward College	Stipend or hourly wage	6	23	36	0.64
Florida Atlantic University	Stipend or hourly wage	10	50	39	1.28
Florida Gulf Coast University	Service learning hours	2	20	13	1.54
Florida International University	Stipend or hourly wage	26	96	24	4.00
Indian River State College	Stipend or hourly wage	1	10	33	0.30
Lee County Technical Colleges	None	6	4	18	0.22
Lively Technical College	None	8	16	21	0.76
Robert Morgan Educational Center and Technical College	None	7	30	7	4.29
Santa Fe College	Stipend or hourly wage	8	50	10	5.00
Southeastern University	Reduction in tuition or fees; Academic course credit	38	112	10	11.20
Tallahassee State College	Stipend or hourly wage; Academic course credit	6	48	8	6.00
The College of the Florida Keys	Scholarship	7	15	14	1.07
University of Central Florida	Stipend or hourly wage; volunteer hours	14	154	16	9.63
University of South Florida - St. Petersburg	Stipend or hourly wage; Academic course credit	42	130	15	8.67

Table 3*Type of Peer Mentor Support Provided to Students Enrolled in FPCTPs by Institution*

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

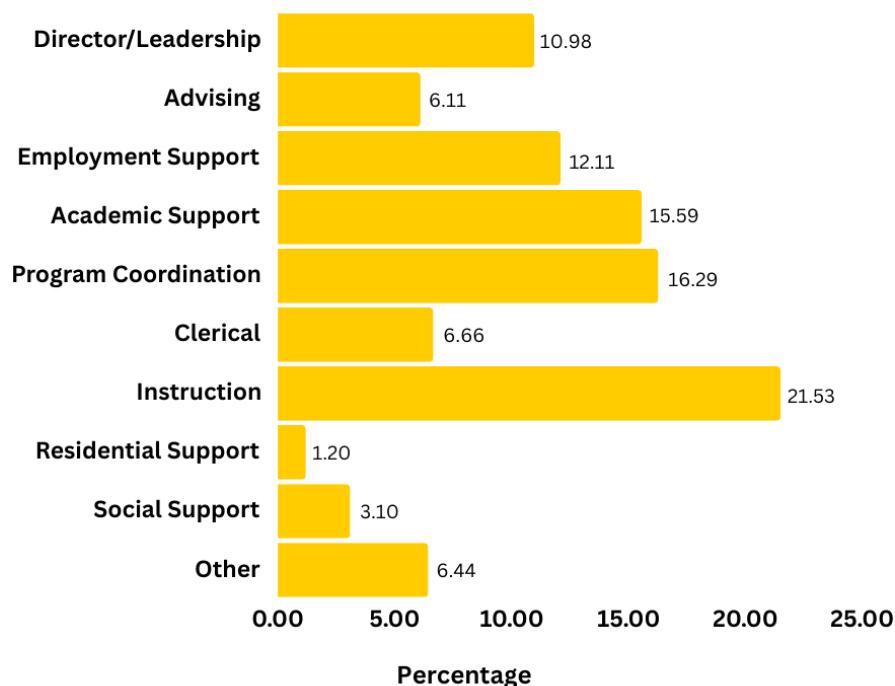
FPCTP Staffing

- FPCTP staffing ranged significantly across the approved programs and represented a primary variable in determining the institution's capacity to serve students enrolled in FPCTPs. A variety of factors influenced staffing patterns, such as: size and type of institution; number of campuses served; perceived catchment area for student recruitment; program composition and curriculum opportunities; human and fiscal resources. Programs reported between two (2) and 16 staff members.
- FPCTPs provided information regarding each employee directly connected to the FPCTP, related to the number of hours they worked for the institution and the number of hours they worked directly with students associated with the FPCTP. Twenty-five (25) of the 30 FPCTPs reported staffing data. Five (5) programs do not currently have students enrolled; however, staff have been hired to assist with capacity building, prior to student enrollment. Individual staff members' hours per week ranged from one (1) to 45 for those who worked directly with the FPCTP. A detailed report of staff member hours by institution is included in Appendix H.

- An average was calculated of the hours and full-time equivalent (FTE) worked per student per week from all approved programs with student enrollment (Appendix H). Staff members' hours per student per week averaged 4.72 hours, equaling an average FTE per student of 0.13.

Figure 21

Percentage of Staff Hours per Week by Role



- The annual program reports also provided information regarding staff member roles and the time they spent in these roles. This information is also presented in Appendix H, by institution. As indicated in Figure 21, FPCTP staff members dedicated the most work time to instruction (22%), followed by academic support (16%), program coordination (16%), and overseeing the program in a leadership capacity (11%). FPCTPs reported incorporating more support from existing agencies -like Vocational Rehabilitation- to provide employment services before, during, and after program completion.
- FPCTPs also indicated, by staff member, how staff hours were funded by each of the following sources: (a) FPCTP grant, (b) directly by the IHE, (c) other sources. Table 4 presents the total number and percentage of hours per week across all staff at the FPCTP, funded by each source. Staff funding sources varied throughout the year, but consistently the largest source of staff funding came from an FPCTP grant (72.4%), followed by funding directly from the IHE (21.44%), and other sources (6.2% throughout the year). The larger portion of support continues to come from FPCTP grants, with minimal institutional funding support for program personnel. Additionally, IHEs provided existing resources and facilities as support for their FPCTPs.

Table 4

FPCTP Staff Hours per Week by Funding Source and Institution

Institution	Total Staff Hours per Week	Hours Funded by FPCTP Grants		Hours Funded Directly by the IHE		Hours Funded by Other Sources	
		n	%	n	%	n	%
Broward College	200	200	100%	0	0%	0	0%
Emerald Coast Technical College	75	75	100%	0	0%	0	0%
Florida Atlantic University	385	194.5	51%	4.5	1%	186	48%
Florida Gulf Coast University	93	93	100%	0	0%	0	0%
Florida International University	448	124.6	28%	323.4	72%	0	0%
Florida State College at Jacksonville	85	40	47%	45	53%	0	0%
Indian River State College	234	234	100%	0	0%	0	0%
Lee County Technical Colleges	165	165	100%	0	0%	0	0%
Lively Technical College	180	163	91%	14	8%	3	2%
Manatee Technical College	45	40	89%	5	11%	0	0%
McFatter Technical College	329	37.5	11%	270.5	82%	21	6%
Miami Dade College	35	0	0%	35	100%	0	0%
Okaloosa Technical College	210	160	76%	50	24%	0	0%
Orange Technical College - West Campus	115	111.25	97%	3.75	3%	0	0%
Pinellas Technical College - St. Petersburg Campus	75	37.5	50%	37.5	50%	0	0%
Robert Morgan Educational Center and Technical College	335	335	100%	0	0%	0	0%
Santa Fe College	177	160	90%	7	4%	10	6%
Sheridan Technical College	147.5	37.5	25%	75	51%	35	24%
Southeastern University	160	160	100%	0	0%	0	0%
St. Petersburg College	96	96	100%	0	0%	0	0%
Tallahassee State College	96	80	83%	16	17%	0	0%
The College of the Florida Keys	220.87	172.12	78%	45	20%	3.75	2%
University of Central Florida	197	189	96%	8	4%	0	0%
University of North Florida	142	130	92%	0	0%	12	8%
University of South Florida - St. Petersburg	144.5	144.5	100%	0	0%	0	0%
TOTAL	4389.87	3179.47	72.4%	939.65	21.4%	270.75	6.2%

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

Projected Number of Students Eligible for FPCTPs

- The Center charged each FPCTP to identify the number of students with intellectual disabilities within their program catchment area who may be eligible to enroll in their program within the next academic year. They were asked to consider the catchment area of their IHE in general, the scope of their program, and the characteristics of students at the K-12 districts within their catchment area.
- The Agency for Persons with Disabilities has nearly 28,000 adults with intellectual disabilities between the ages of 18-50 as clients (APD, 2023). FPCTPs used this data as a gauge to identify the number eligible students for FPCTPs in addition to estimates from their local school district and FLDOE. FPCTPs reported a median of 300 eligible students across all catchment areas.
- As each FPCTP reported their catchment area, it defined the span of their recruitment efforts and helped identify collaboration partners for informing Floridians of inclusive postsecondary programs in their area. Additionally, how each FPCTP defined its catchment area approach was uniquely based on what was seen as the program's enrollment capacity to provide high-quality opportunities for individuals with intellectual disabilities.

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

Education Programs and Services for Students with Disabilities

The FCSUA website includes resources to help students with disabilities and their families to find postsecondary programs that meet their needs, such as the *Planning for College* section, an entire area of the website compiling resources to assist students and families to find the best postsecondary option. This section includes the following:

- The Family2Family toolkit. A Springboard for students and families to explore postsecondary education options. It includes modules on the history and background of postsecondary education, definitions of helpful postsecondary terminologies, multiple elements to consider when choosing a postsecondary institution, and the roles of family members in the transition process.
- The Find a Florida Postsecondary Comprehensive Transition Program page includes an interactive Florida that shows the location of currently approved FPCTPs. The map is color-coded to easily distinguish between technical colleges, universities, and state colleges. Additionally, when a user clicks on an individual, a pop-up box appears to display the program's contact information, information regarding housing availability, a link to the program's website and social media accounts. The map also includes a search bar and a Google map navigational link.
- The Find a Florida Postsecondary Comprehensive Transition Program page also contains a link that takes users to a list of all services and programs available for students with disabilities across all eligible institutions. This document includes direct links to Offices of Accessibility Services, Offices of Disability Services and other postsecondary programs serving students with disabilities. Additionally, a Going to College Guiding Questions flyer is available as a quick resource for students and families to use when looking for postsecondary opportunities that will serve students with disabilities.

- Paying for College page which compiles information regarding the Free Application for Federal Student Aid (FAFSA) additional funding available through CTP approval, and scholarships for students with intellectual disabilities attending an approved FPCTP.

In collaboration with the Florida Developmental Disabilities Council (FDDC), the University of South Florida College of Education and Think College at UMass – Boston, the Center hosts the *College Matters Florida Learning Modules* on its website. Module 1: *Secondary Student and Parent Preparation for Inclusive Higher Education (Awareness and Practices in K12)* addresses practices in K-12 that will better prepare secondary students and parents for inclusive higher education increasing the likelihood that students with intellectual and developmental disabilities (IDD) achieve success in their college and career endeavors. This module addresses the need to build academic skills, develop executive functioning skills, and learn to use foundational and self-determination skills in natural settings. Module 2: *Facilitating Access to Supports for Student Success in College for Students with Intellectual and Developmental Disabilities. A primer for college-based professionals* addresses types of support needs for students with intellectual and developmental disabilities to succeed in college.

Summary

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

Revisions to the FPCTP applications, scholarships, grants, and annual reports also continued to better ensure accuracy of data collection and reporting. In collaboration with Chancellors of the Divisions of Career and Adult Education, and Florida Colleges, 14 applications were approved, of which eight (8) were new, with an initial approval period of three (3) years. FPCTP Scholarships were issued to 308 eligible students in programs. Twenty-four (24) approved FPCTPS used FPCTP grant awards to stimulate, enhance and /or expand program development and implementation. Varied avenues of communication were used to maintain communication with stakeholders across the state through webinars, social media, virtual meetings, emails, conference presentations, and workshops. The 2023 FLPEPPI in July, the 2024 MidYear Progress Update Institute in January, and monthly webinars provided continued professional development and resources to FPCTPs. FCSUA continues to implement its research-to-practice, data-driven, strategic planning model through which IHE teams reflect on, plan for, and evaluate new and existing postsecondary education programs that serve students with intellectual disabilities. Additionally, the benefit from using the FCSUA Community continues to improve FCSUA's infrastructure and data collection procedures for programs and students.

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

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

Institutions such as First Coast Technical College, Lorenzo Walker Technical College, Miami Dade Technical College, and Polk State College, are working with FCSUA to actively plan for and prepare FPCTP applications and FPCTP grant proposals. Further, K-12 educators continue to reach out from numerous districts (e.g., Hillsborough County Public Schools) to join postsecondary education teams such as these, as partners in program development. Increasing the number of approved FPCTPs, student enrollment and program completion, credentials earned, and competitive integrated employment remain at the core of the Center's work. Through continued support for FCSUA operations and allocation of FPCTP grant and scholarship funds, the aforementioned outcomes will be evident. Of utmost importance is the continued support that will help Floridians with intellectual disabilities, who desire to go to college, attain desired levels of independence and community involvement. We are proud of our accomplishments to date and appreciate the opportunity to lead this important work.

Respectfully submitted:

W. Drew Andrews, EdD., Director

With support from:

Claudia Bello Punto, M.S.M. Business Analytics, Web Applications Developer II

Drexler B. James, MPA/MNM, Marketing Communications Specialist II

Sheryl Sandvoss, Technical Assistance Coordinator

Christian Zimmerman, M.Ed., Technical Assistance Coordinator

Iris Neil, M.Ed., Program Manager: Outreach Coordinator

Alex Trilling, Web Content Specialist II

Zaki Ahmad Rathore, M.Sc. Computer Science, Web Applications Developer

Shivam Singh, Graduate Assistant

Maria Pichardo, Administrative Coordinator II

Dawn Scott, PhD., Post Doctoral Scholar

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

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Appendix A

Approved Florida Postsecondary Comprehensive Transition Programs

Approved Florida Postsecondary Comprehensive Transition Programs

Institution	Program	Campus Locations
Broward College	Seahawk Navigating Education for Student Transition (NEST)	Pembroke Pines and Coconut Creek
Emerald Coast Technical College	ECTC Pathways Academy	DeFuniak Springs
Erwin Technical College	Erwin Supported Education and Training (ESET)	Tampa
Florida Atlantic University	Academy for Community Inclusion (ACI)	Jupiter and Boca Raton
Florida Gulf Coast University	FGCU R.I.S.E. (Real Independence, Successful Employment)	Fort Myers
Florida International University	FIU Embrace Education Program	Miami
Florida State College at Jacksonville	Vocational and Employment Readiness Training in Comprehensive Adult Learning (VERTICAL) Program	Jacksonville
Fred K. Marchman Technical College	Phoenix Remarkable Individuals Seeking Employment (RISE)	New Port Richey
Indian River State College	Project Students Transitioning to Academics and Gainful Employment (STAGE)	Ft. Pierce and Vero Beach
Lee County Technical Colleges	How I Reach Employment (HIRE)	Ft. Myers and Cape Coral
Lively Technical College	Success for Occupational Area Readiness (SOAR) Program	Tallahassee
Manatee Technical College	Project Empower, Develop, Grow and Educate (EDGE)	Bradenton
McFatter Technical College	Grow Your Future	Davie
Miami Dade College	Student Transition and Research (STAR) Academy	Miami
Okaloosa Technical College	Okaloosa Unique Professionals (UP)	Fort Walton Beach

Institution	Program	Campus Locations
Orange Technical College – West Campus	Build Your Future	Winter Garden
Osceola Technical College	Ambitioned	Kissimmee
Pinellas Technical College – St. Petersburg	Pinellas Technical College Unique Professionals (PTC UP)	St. Petersburg
Ridge Technical College	Specific Training Empowering Exceptional Learners (STEEL)	Winter Haven
Robert Morgan Educational Center and Technical College	Project Transitions to Postsecondary institutions (TOPS)	Miami
Santa Fe College	Project Student Access and INclusion Together (SAINT)	Gainesville
Sheridan Technical College	Build Your Future	Hollywood
Southeastern University	SEU Link Program	Lakeland
St. Petersburg College	Titans Unique Partnership (UP) Program	St. Petersburg and Clearwater
Tallahassee Community College	Eagle Connections	Tallahassee
The College of the Florida Keys	Project Accessing Community College Educational experiences, Social Experiences and Skills for Careers (ACCESS)	Key West and Key Largo
Travis Technical College	Specific Training Empowering Exceptional Learners (STEEL)	Lakeland
University of Central Florida	Inclusive Education Services (IES)	Orlando
University of North Florida	USoar	Jacksonville
University of South Florida – St. Petersburg	UMatter	St. Petersburg

Appendix B

Demographic Information for Students Enrolled in FPCTPs

Demographic Information for Students Enrolled in FPCTPs

Variable	Students	
	n	%
Personal Characteristics		
Gender		
Female	133	43%
Male	177	57%
Race		
Asian	8	3%
American Indian or Alaskan Native	1	< 1%
Black or African American	83	27%
Native Hawaiian or Pacific Islander	1	< 1%
White or Caucasian	186	60%
No Response	8	2%
Other or Unknown	22	7%
Ethnicity		
Hispanic or Latino	81	26%
FL Resident		
Yes	301	97%
No	9	3%
K-12 Enrollment and Exit Information		
Most recent type of K-12 enrollment		
Public school	246	79%
Private school	45	15%
Charter school	10	3%
Self-contained center school	3	1%
Home school	4	1%
Unknown	2	1%
Type of K-12 diploma		
Special diploma	42	14%
Regular high school diploma	240	77%
Certificate of attendance or completion	16	5%
Unknown	2	1%
Other	10	3%

Variable	Students	
	n	%
Employment Experiences Within the Year During FPCTP Enrollment		
Competitive integrated employment		
Yes	81	26%
No	226	73%
Competitive employment w/supported employment services		
Yes	28	9%
No	279	90%
Unknown	3	1%
Work in a sheltered workshop		
Yes	0	0%
No	308	99%
Unknown	2	1%
Unpaid work experience		
Yes	101	33%
No	209	67%
Course Enrollment by Type		
Regular enrollment/credit-bearing		
Yes	115	37%
No	195	63%
Audit/no credit		
Yes	149	48%
No	161	52%
Non-credit bearing/non-degree		
Yes	10	3%
No	300	97%
Unique FPCTP courses		
Yes	211	68%
No	99	32%
Internship		
Yes	58	19%
No	252	81%
Work experience (other than internship)		
Yes	55	18%
No	255	82%

Variable	Students	
	n	%
Housing During Enrollment		
With parents, siblings, or extended family	252	81%
In housing associated with the IHE	43	14%
Alone, on their own with a spouse, domestic partner, or roommate(s)	4	1%
In a group home, assisted living, or other supervised living arrangement	5	2%
Other	6	2%

Appendix C

FPCTP Reporting Schedule

FPCTP Reporting Schedule

SCHOLARSHIP	
<p>Due Date: July 1 or as soon thereafter as possible prior to start of academic term*</p>	<p>Action:</p> <ul style="list-style-type: none"> ▶ FPCTP submits Cost Estimator(s) and Scholarship Request(s) in FCSUA Community. ▶ FPCTP submits UCF’s substitute W-9 with transfer account information as instructed on form link: https://ucf.qualtrics.com/jfe/form/SV_9HVXC418brDm1bn (one time only unless changes are needed; Automated Clearing House option available). <p>Description:</p> <ul style="list-style-type: none"> ▶ FPCTP uses Scholarship Estimator(s) in FCSUA Community to provide: <ul style="list-style-type: none"> ▪ Estimated cost of participation in the FPCTP ▪ Scholarship Requests of students for the upcoming academic year, by term
<p>*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.</p>	
SCHOLARSHIP	
<p>Due Date: July 2–31</p>	<p>Action:</p> <ul style="list-style-type: none"> ▶ FCSUA approves Scholarship Requests and adds scholarship amount awarded by student and semester to Scholarship Request record(s) in FCSUA Community for each institution and creates “short form” of award information. ▶ FCSUA submits FPCTP Scholarship Invoice (as a Scholarship distribution request) to UCF Financial Affairs office for payment processing. ▶ FCSUA issues award notice, via FCSUA Community, to FPCTP’s primary contact. <p>Description:</p> <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 Financial Affairs office to prepare check or ACH transfer to IHE’s financial aid office.
SCHOLARSHIP	
<p>Due Date: Within 30 days of FCSUA Scholarship Request approvals</p>	<p>Action:</p> <ul style="list-style-type: none"> ▶ UCF Financial Affairs office disburses scholarship funds via check or ACH transfer to IHE’s financial aid office or equivalent. ▶ FCSUA sends Scholarship Short Form with list of students and award amount for each student by semester, to FPCTPs with ACH setup. <p>Description:</p> <ul style="list-style-type: none"> ▶ Scholarship funds distributed to IHEs for the year, based on completed Scholarship Requests submitted by the FPCTP and approved by FCSUA in FCSUA Community.

PROGRAM INFORMATION	
<p>Due Date: July 1</p>	<p>Action: FPCTP completes and submits required Program Information of the <i>Annual Report</i> to FCSUA</p> <p>Description:</p> <ul style="list-style-type: none"> ▸ Enter FCSUA Program Information <ul style="list-style-type: none"> ▪ Summary of recruitment strategies ▪ Projected # of eligible students in FPCTP/IHE “reach” area/catchment area for next academic year ▪ Summary of student retention strategies ▪ Projections for next year enrollment
STUDENT INFORMATION	
<p>Due Date: August 1</p>	<p>Action: FPCTP completes and submits required Student Information of the <i>Annual Report</i> to FCSUA</p> <p>Description:</p> <ul style="list-style-type: none"> ▸ Enter individual FCSUA Student Information <ul style="list-style-type: none"> ▪ Includes new and continuing students <ul style="list-style-type: none"> • Student demographic information • Enrollment status • Target credential • Program length • Target completion date • Credential status • Other relevant information specified in the report ▪ Summary of student program completion ▪ Summary of student credential completion ▪ Employment status and data for completers as they exit the program ▪ Employment rates and data for completers years 1 through 5 (subsequent to program completion)
SCHOLARSHIP	
<p>Due Date: Beginning of each term</p>	<p>Action: IHE financial aid office distributes scholarship funds to eligible students according to schedule provided by FCSUA.</p> <p>Description:</p> <ul style="list-style-type: none"> ▸ Full award for each term disbursed to eligible students at beginning of the applicable term.

GRANT	
<p>Due Date: September 1 (end of grant project period)</p>	<p>Action: FPCTP 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> <p>Description:</p> <ul style="list-style-type: none"> ▸ The report includes the same type of information as the Annual Grant Performance Report but spans the entire project period. ▸ Final budget summary and invoice for final cost reimbursement are also due with the final report at this time.
GRANT	
<p>Due Date: October 1-15</p>	<p>Action: FPCTP grantees submit Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities for the period of performance in FCSUA Community:</p> <p>Period of Performance: July 1 – September 30</p> <p>Description:</p> <ul style="list-style-type: none"> ▸ Use the Quarterly Grant Invoice template, provided by FCSUA, to report expenses previously invoiced, current budget expenditures, and total expenses to date. <ul style="list-style-type: none"> ▪ Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget. ▸ Quarterly Report, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time. ▸ Upon receipt of an acceptable invoice and quarterly report that are approved by FCSUA Executive Director, UCF Financial Affairs office shall pay IHE within (30) days after the invoice date. <ul style="list-style-type: none"> ▪ UCF shall remit payment to IHE’s address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer.
SCHOLARSHIP	
<p>Due Date: December 1</p>	<p>Action: FPCTP completes Fall Term Scholarship Disbursement, in FCSUA Community, using the Scholarship Request record of each student, INCLUDING requests for any new students projected to enter the program the next semester (spring or summer).</p> <p>Description:</p> <ul style="list-style-type: none"> ▸ FPCTPs report to FCSUA on scholarship funds issued to their students during fall semester, by entering amount of disbursed funds in the appropriate term on each student’s Scholarship Request.

GRANT	
<p>Due Date: January 1-15</p>	<p>Action: FPCTP grantees submit Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities for the period of performance in FCSUA Community:</p> <p>Period of Performance: October 1 – December 31</p> <p>Description:</p> <ul style="list-style-type: none"> ▶ Use the Quarterly Grant Invoice template, provided by FCSUA, to report expenses previously invoiced, current budget expenditures, and total expenses to date. <ul style="list-style-type: none"> ▪ Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget. ▶ Quarterly Report, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time. ▶ Upon receipt of an acceptable invoice and quarterly report that are approved by FCSUA Executive Director, UCF Financial Affairs office shall pay IHE within (30) days after the invoice date. <ul style="list-style-type: none"> ▪ UCF shall remit payment to IHE’s address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer.
SCHOLARSHIP	
<p>Due Date: March 31</p>	<p>Action: FPCTP completes Spring Term Scholarship Disbursement, in FCSUA Community, using the Scholarship Request record of each student, INCLUDING requests for any new students projected to enter the program the next semester (summer).</p> <p>Description:</p> <ul style="list-style-type: none"> ▶ FPCTPs report to FCSUA on scholarship funds issued to their students during spring term, by entering amount of disbursed funds in the appropriate term on each student’s Scholarship Request.
GRANT	
<p>Due Date: April 1-15</p>	<p>Action: FPCTP grantees submit Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities for the period of performance in FCSUA Community:</p> <p>Period of Performance: January 1 – March 31</p> <p>Description:</p> <ul style="list-style-type: none"> ▶ Use the Quarterly Grant Invoice template, provided by FCSUA, to report expenses previously invoiced, current budget expenditures, and total expenses to date. <ul style="list-style-type: none"> ▪ Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget. ▶ Quarterly Report, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time. ▶ Upon receipt of an acceptable invoice and quarterly report that are approved by FCSUA Executive Director, UCF Financial Affairs office shall pay IHE within (30) days after the invoice date. <ul style="list-style-type: none"> ▪ UCF shall remit payment to IHE’s address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer.

SCHOLARSHIP	
<p>Due Date: June 1-30**</p>	<p>Action:</p> <ul style="list-style-type: none"> ▸ FPCTP completes Summer Term Scholarship Disbursement, in FCSUA Community, using the Scholarship Request record of each student. ▸ IHE returns scholarship funds not disbursed to students to FCSUA no later than June 30. <p>Description:</p> <ul style="list-style-type: none"> ▸ FPCTPs report to FCSUA on scholarship funds issued to their students during summer term, by entering amount of disbursed funds in the appropriate term on each student’s Scholarship Request. ▸ The Scholarship Summary in FCSUA Community will include automatic calculations of final # and \$ of scholarships disbursed with total \$ of funds not disbursed. ▸ Funds not disbursed to students are returned to FCSUA via check.
<p>**Summer Disbursement Report must be completed before returning non-disbursed funds to FCSUA by June 30.</p>	
GRANT	
<p>Due Date: July 1-15</p>	<p>Action:</p> <p>FPCTP grantees submit Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities for the period of performance in FCSUA Community:</p> <p>Period of Performance: April 1 – June 30</p> <p>Description:</p> <ul style="list-style-type: none"> ▸ Use the Quarterly Grant Invoice template, provided by FCSUA, to report expenses previously invoiced, current budget expenditures, and total expenses to date. <ul style="list-style-type: none"> ▪ Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget. ▸ Quarterly Report, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time. ▸ Upon receipt of an acceptable invoice and quarterly report that are approved by FCSUA Executive Director, UCF Financial Affairs office shall pay IHE within (30) days after the invoice date. <ul style="list-style-type: none"> ▪ UCF shall remit payment to IHE’s address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer.

GRANT	
<p>Due Date: July 15</p>	<p>Action: FPCTP 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> <p>Description:</p> <ul style="list-style-type: none"> ▶ Use FPCTP Annual/Final Grant Performance Report, provided by FCSUA, which includes institution name, contact information, reporting period, report type, total budget expenditures during reporting period, total budget expenditures to date. ▶ Performance/final report narrative includes summary of activities during the reporting period. (For final report, summary of activities across project periods.) <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.) <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)

Appendix D

FPCTP Grant Funding Cycle

Florida Postsecondary Comprehensive Transition Programs Grant Funding Cycle

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

The purpose of an **FPCTP Initial Grant** is to facilitate development and initial implementation of an approved but not yet realized 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 Initial Grant proposal. Final grant approval will not be provided until the FPCTP is approved.**

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

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

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

Appendix E

Summary of Technical Assistance, Webinars, Collaboration, and Outreach

Summary of FCSUA Technical Assistance, Webinars, Collaboration, and Outreach

Technical Assistance				
Date	Location	Presenter (s)	Focus	Audience
07/25/2023	Virtual	FCSUA Staff	FPCTP Development	Hernando County Schools, Interagency Team, Pasco-Hernando State College, & FCSUA
08/07/2023	Ridge Technical College Winter Haven, FL	FCSUA Technical Assistant Coordinators	FPCTP Development	Ridge Technical College administration
08/22/2023	Ridge Technical College Winter Haven, FL	FCSUA Outreach Team	FPCTP Grant	Traviss Technical College administration
09/05/2023	Virtual	FCSUA Technical Assistant Coordinators	FPCTP Grant	Southeastern University staff
09/06/2023	Virtual	FCSUA Technical Assistant Coordinators	FPCTP Development	ESE Director & staff
09/11/2023	Virtual	FCSUA Technical Assistant Coordinators	FPCTP Grant	Hillsborough County staff
09/14/2023	Virtual	FCSUA Infrastructure Team	FCSUA Community	Manatee Technical College team members
09/15/2023	Virtual	FCSUA Technical Assistant Coordinators	FPCTP Grant	Coordinator of FPCTP
11/03/2023	Virtual	FCSUA Technical Assistant Coordinators	FPCTP Development	Marchman Technical College administrators and staff

Technical Assistance				
Date	Location	Presenter (s)	Focus	Audience
11/03/2023	F. K. Marchman Technical College (FKMTC) New Port Richey, FL	FCSUA Technical Assistant Coordinators	FPCTP Application	FKMTC staff, administrators, Adult Ed. personnel, and K12 representatives
11/29/2023	Brooksville, FL	FCSUA Technical Assistant Coordinators	FPCTP Development	Pasco-Hernando State College administration and staff
01/29/2024	Inverness, FL	FCSUA Technical Assistant Coordinators	FPCTP Development	Withlacoochee Technical College administrators, staff, and Citrus County Schools administrator and staff
02/12/2024	Virtual	FCSUA Technical Assistant Coordinators	FPCTP Grant	Staff at Florida State College of Jacksonville
02/13/2024	St. Augustine, FL	FCSUA Technical Assistant Coordinators	FPCTP development	Administrators and instructors
02/29/2024	Virtual	FCSUA Technical Assistant Coordinators	FPCTP Application	Miami Dade College administration
03/05/2024	Virtual	FCSUA Technical Assistant Coordinators	FPCTP Grant	Grants department from FSCJ
03/12/2024	Virtual	FCSUA Technical Assistant Coordinators	FPCTP Grant	Keensha Parham, Hillsborough County
03/13/2024	Virtual	FCSUA Technical Assistant Coordinators	FPCTP Grant	Keensha Parham, Hillsborough County School District
03/14/2024	Virtual	FCSUA Technical Assistant Coordinators	FPCTP Grant	Keensha Parham, Hillsborough County School District

Technical Assistance				
Date	Location	Presenter (s)	Focus	Audience
03/22/2024	Virtual	FCSUA Technical Assistant Coordinators	FPCTP Grant	Grants department at Indian River State College
04/15/2024	Virtual	FCSUA Staff	FPCTP Development	Lake-Sumter State College staff and administration
04/26/2024 - 04/29/2024	Virtual	FCSUA Technical Assistant Coordinators	Think College Network CTE Collaborative Workgroup	North Carolina Department of Education
05/09/2024	Virtual	FCSUA Outreach Team	FPCTP Development	Brooke Spires, Emerald Coast Technical College

Webinars					
Date	Title	Focus	Presenter (s)	Audience	Number of Participants
09/05/2023	Becoming an FPCTP	FCSUA Informational Webinar	FCSUA Staff	IHE administrators and staff	37
10/03/2023	SSI Work Incentives	FCSUA Informational Webinar	Angie Hoffman	General public, FPCTPs, K12, IHEs	60
11/07/2023	An Introduction to Perkins Implementation in Florida	FCSUA Webinar	DOE CTE Dept. - Bruce Harrington	FPCTPs, IHEs, K12	48
12/05/2023	Guardianship and the Alternatives	FCSUA Informational Webinar	Catherine Davey	Parents, K12, FPCTPs	78
01/09/2024	FCSUA Annual Report	FCSUA Webinar	FCSUA Staff	FPCTPs	42

Webinars					
Date	Title	Focus	Presenter (s)	Audience	Number of Participants
02/06/2024	Career and Technical Education Month: Interviews with FPCTP Students	FCSUA Informational Webinar	Dan Habib and three FPCTP graduates from technical colleges	General public - state and national; K12, FPCTPs	60
03/05/2024	Work Preparedness	FCSUA Informational Webinar	FPCTP Program Staff	Parents, K12, FPCTPs, IHEs	62
04/02/2024	“Behavior is Communication”: Addressing Problem Behaviors as a Gateway to Success	FCSUA Informational Webinar	FPCTP Program Staff	Parents, FPCTPs, IHEs, K12	67
05/07/2024	FPCTP Grant Modifications and Adjustments to the Budget in the FCSUA Community	FCSUA Webinar	FCSUA Staff	FPCTP Team Leaders	37

Collaboration				
Date	Event	Type	Location/Presenter (s)	Audience
08/02/2023 - 06/18/2024	HB 1517 Interagency Workgroup Meeting	Onsite Meetings	Tallahassee, FL Agency for Persons with Disabilities	Agency for Persons with Disabilities & representatives from other state agencies serving people with unique abilities.

Collaboration				
Date	Event	Type	Location/Presenter (s)	Audience
08/09/2023 - 08/11/2023	SEPSEA Historically Black Colleges and Universities (HBCU) Summit	Conference	Atlanta, GA Think College	HBCUs interested in developing an IPSE program, SEPSEA Board members & Think College
08/10/2023	South Carolina Inclusive Postsecondary Education (IPSE) Consortium Assessment Discussion	Virtual Meeting	Virtual FCSUA Technical Assistance	South Carolina IPSE Consortium Program Director
08/17/2023 - 05/02/2024	Think College Think Higher Collaboration	Virtual Meeting	Virtual FCSUA Outreach	Dan Habib, Think College, & FCSUA
09/01/2023	Council for Exceptional Children Webinar Series	Presentation	Virtual FCSUA Staff	Council for Exceptional Children membership
09/05/2023	Inclusive Employer Interview for News Brief	Virtual Meeting	Virtual FCSUA Outreach	Berry Fresh Café in Jupiter, FL representatives
09/05/2023 - 05/31/2024	SEPSEA Research Committee	Virtual Meeting	Virtual Committee Chair	SEPSEA Research Committee members

Collaboration				
Date	Event	Type	Location/Presenter (s)	Audience
09/07/2023	Able Trust interview for News Brief	Virtual Meeting	Virtual FCSUA Outreach	Able Trust partners
09/11/2023	South Carolina Technical College System FPCTP Overview	Virtual Meeting	Virtual FCSUA Technical Assistance	South Carolina Technical College System administration
09/12/2023 - 05/16/2024	SEPSEA Board Meeting	Virtual Meeting	Virtual SEPSEA Board President	Other inclusive postsecondary education program staff in SE United States.
09/14/2023 - 06/24/2024	Think College Network Partners Meeting	Virtual Meeting	Virtual Think College Network	Think College Network partners
10/04/2023	Florida Agribility meeting	Onsite Meetings	Gainesville, FL Agribility	Agribility Advisory Board members
10/13/2023	Historical Black Colleges and Universities IPSE Consortium Meeting	Virtual Meeting	Virtual Think College and SEPSEA	Think College and SEPSEA Consortium members
01/08/2024	National Coordinating Center - Accreditation - CTE subcommittee	Virtual Meeting	Virtual National Coordinating Center Accreditation Workgroup	NCC - Accreditation subcommittee members

Collaboration				
Date	Event	Type	Location/Presenter (s)	Audience
01/22/2024	FCSUA Advisory Committee Meeting	Virtual Meeting	Virtual	FCSUA Advisory Committee members and FCSUA Staff
03/19/2024 - 04/08/2024	FES-UA Purchasing Guidelines Development	Virtual Meeting	Virtual FCSUA Technical Assistance	Scholarship Funding Organization (AAA & Step Up for Students) staff
04/02/2024	House Bill 1403 Charge Meeting	Virtual Meeting	Virtual Florida DOE School Choice	FCSUA, SFOs, FLDOE School Choice
04/12/2024	SEPSEA State Representative Meeting	Virtual Meeting	Virtual FCSUA Staff; SEPSEA Board President	Other SEPSEA state representatives
04/28/2024 - 05/07/2024	FES-UA Purchasing Guidelines Development - Parent Focus Group	Virtual Meeting	Virtual FCSUA Staff	FES-UA Parents
04/30/2024 - 06/25/2024	FES-UA Purchasing Guidelines Development	Virtual Meeting	Virtual FCSUA Staff	Florida Senate staff, Florida House of Representatives staff, FLDOE Office of School Choice staff
05/07/2024 - 05/09/2024	NTACT:C - Capacity Building Institute	Conference	Charlotte, NC FCSUA Staff	State Secondary Contacts, NTACT:C personnel

Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
07/17/2023 - 07/18/2023	Florida Association for Career & Technical Education (FACTE)	Conference; Presentation; Conference information table	Orlando, FL FCSUA Staff	FPCTP Development	FACTE Conference attendees
07/20/2023 - 07/23/2023	National Down Syndrome Congress Convention	Conference information table	Orlando, FL FCSUA Outreach	FPCTP Development	National Down Syndrome Congress participants
08/04/2023	FLDOE Adult Education Conference Presentation	Presentation	Virtual FCSUA Outreach	FPCTP Development	FLDOE CTE Adult Education & FCSUA
08/04/2023	FIU graduation	Onsite Meetings	Miami, FL FCSUA Outreach	FPCTP Development	FIU administrators, Embrace program staff, students, & family members
08/15/2023	FAU Orientation	Presentation	Jupiter, FL FCSUA Outreach	FPCTP Development	FAU ACI new students & their families, FAU ACI staff
09/06/2023	St. John's County College Fair	Conference information table; Presentation	St. Augustine, FL FCSUA Outreach	FPCTP Development	St. Johns County families & students

Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
09/12/2023	Empowering Success: Mastering College with Learning & Physical Exceptionalities Panel Discussion	Presentation	Virtual FCSUA Staff	FPCTP Development	Mommy, Me, and My IEP, Inc., an advocacy group, Families of students with disabilities
09/12/2023	Working-Aged Adults with Unique Abilities Team	Virtual Meeting	Virtual FCSUA Technical Assistance	FPCTP Development	Lee County Project SEARCH, School District, Goodwill Industries, & Future Makers Coalition
09/19/2023	2023 CTE Leadership Collaborative Convening	Conference	Denver, CO Education Credit Management Corp (ECMC)	Think College Network CTE Collaborative Workgroup	Educational Credit Management Corporation (ECMC) Fellows
09/21/2023 - 09/22/2023	ACTE's Postsecondary CTE Summit	Conference	Denver, CO FCSUA Staff	Think College Network CTE Collaborative Workgroup	ACTE Postsecondary Conference attendees
09/28/2023	ACTE Best Practices and Innovation Conference	Conference	Salt Lake City, UT Think College; FCSUA Technical Assistance	Think College Network CTE Collaborative Workgroup	ACTE Best Practices Conference attendees

Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
10/05/2023 - 10/07/2023	Florida Council for Exceptional Children	Conference; Presentation; Conference information table	Orlando, FL FCSUA Outreach	FPCTP Development	Florida ESE teachers and administrators
10/09/2023 - 11/11/2023	Southeast ACE Conference	Conference; Presentation	Orlando, FL FCSUA Staff	Think College Network CTE Collaborative Workgroup	Southeast ACE Conference participants
10/12/2023 - 10/13/2023	Florida AHEAD Conference	Conference; Presentation	Gainesville, FL FCSUA Staff	Online Strategic Planning Tool	Accessibility Coordinators from Florida institutions of higher education
10/17/2023 - 10/20/2023	Division of Career Development and Transition International Conference	Conference; Presentation; Conference information table	Reno, NV FCSUA Staff	Online Strategic Planning Tool	Secondary and Postsecondary ESE Professionals
10/23/2023	APD Florida Exceptional Employer Award ceremony	Conference information table	Tallahassee, FL FCSUA Outreach	FPCTP Development	Florida employers and agencies that support employment
10/25/2023 - 10/27/2023	State of the Art Conference	Conference; Presentation; Conference information table	Colorado Springs, CO FCSUA Outreach	Online Strategic Planning Tool	Inclusive Postsecondary Education program faculty and staff, parents

Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
11/01/2023 - 11/02/2023	AFC Conference	Conference; Presentation; Conference information table	Orlando, FL FCSUA Staff	FPCTP Development	Florida College administrators and staff
11/08/2023 - 11/10/2023	APSE Conference	Conference; Presentation; Conference information table	Tampa, FL FCSUA Staff	FPCTP Development	Agency staff
11/08/2023	FLDOE Division of Career and Technical Education Webinar	Virtual Meeting; Presentation	Virtual FCSUA Staff	FPCTP Development	CTE faculty and staff
11/09/2023 - 11/10/2023	APSE Conference	Conference; Presentation; Conference information table	Tampa, FL. FCSUA Staff	FPCTP Development	Supported employment professionals
11/13/2023	Hernando County Transition Council	Virtual Meeting	Virtual FCSUA Staff	FPCTP Development	ESE Faculty and families
11/13/2023	University of Florida Dual Certification Students	Virtual Meeting	Virtual FCSUA Staff	FPCTP Development	UF Dual Certification Graduate Students

Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
11/28/2023 - 12/01/2023	ACTE VISION 2023	Conference; Presentation; Conference information table	Phoenix, AZ FCSUA Staff	Think College Network CTE Collaborative Workgroup	CTE instructors, administrators, and stakeholders
01/10/2024 - 01/12/2024	FCPN	Conference; Presentation; Conference information table	Jensen Beach, FL FCSUA Staff	FPCTP Development	Secondary and postsecondary faculty and staff
01/12/2024 - 01/14/2024	CARD Conference	Conference; Presentation; Conference information table	Orlando, FL FCSUA Staff	FPCTP Development	Families and ESE secondary and postsecondary faculty and staff
01/20/2024	Adult Down Syndrome Clinic	Conference information table	Orlando, FL FCSUA Outreach	FPCTP Development	Families and agency staff
01/20/2024	Seminole County Transition Fair	Participation/ Information table	Winter Springs, FL FCSUA Outreach	FPCTP Development	Families, school officials and community members/residents in Seminole County
01/30/2024 - 02/02/2024	Florida Council for Administrators of Special Education (CASE) Winter Institute	Conference; Presentation; Conference information table	Altamonte Springs, FL FCSUA Outreach	FPCTP Development	ESE Administrators and staff

Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
02/03/2024	Volusia County School District Transition Fair	Conference; Presentation; Conference information table	Orange City, FL FCSUA Outreach	FPCTP Development	Families and ESE faculty and staff
02/07/2024	Developmental Disabilities Awareness Day at the Capitol	Conference information table	Tallahassee, FL Agency for Persons with Disabilities	FPCTP Development	Advocates, legislators, family members, persons with disabilities
02/08/2024	NE Florida Education Consortium (NEFEC)	Participation/Information	Starke, FL FCSUA Staff	FPCTP Development	Students and ESE faculty and staff from region
02/13/2024	First Coast Technical College Transition Fair	Presentation; Participation/Information	St. Augustine, FL FCSUA Technical Assistance	FPCTP Development	Parents and family members of students with disabilities in St. John's county
02/20/2024	Lee County-Project Transition monthly meeting	Virtual Meeting	Virtual FCSUA Staff; Interagency Committee Chair	FPCTP Development	Administration and staff from Lee County School District
02/21/2024	UNF Transition Training	Conference	Jacksonville, FL FCSUA Technical Assistance	FPCTP Development	Educators, parents, administrators
02/22/2024	Osceola County School District Transition Fair	Participation/Information	Kissimmee, FL FCSUA Outreach	FPCTP Development	Families and ESE faculty and staff

Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
02/26/2024	Project 10 Winter Institute	Virtual Meeting	Virtual FCSUA Staff	FPCTP Development	Florida Secondary Transition Specialist and Administrators
02/29/2024	Florida AHEAD Spring 2024 Virtual Conference	Virtual Meeting; Conference	Virtual FCSUA Staff	FPCTP Development	Accessibility Coordinators at Florida colleges and universities
03/19/2024	Meeting with U.S. Senator Rubio's staff	Presentation	Washington, D.C. FCSUA Technical Assistance	FPCTP Development	David Swegle, aide for Senator Rubio's
03/19/2024	Meeting with U.S. Senator Scott's aides	Presentation	Washington, D.C. FCSUA Technical Assistance	FPCTP Development	Dr. Paul Bonicelli and Sarah Salas, aides to Senator Scott
03/19/2024	Meeting with U.S. Senator Sanders' aides	Presentation	Washington, D.C. FCSUA Technical Assistance	FPCTP Development	Sarah Mueller and Jose Garcia, aides to Senator Sanders
03/19/2024	Meeting with U.S. Representative Maxwell Frost's aide	Presentation	Washington, D.C. FCSUA Technical Assistance	FPCTP Development	Alex Weeden, aide to Rep. Frost
03/27/2024	Lake Sumter Counties Interagency Council	Virtual Meeting; Presentation	Virtual FCSUA Outreach	FPCTP Development	ESE Faculty and families

Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
04/04/2024	Osceola Interagency Transition Council	Virtual Meeting; Presentation	Virtual FCSUA Outreach	FPCTP Development	ESE faculty, staff and families
04/09/2024 - 04/11/2024	Florida Division of Career Development (DCDT) Conference	Conference; Presentation; Conference information table	Orlando, FL FCSUA Staff	FPCTP Development	Secondary and Postsecondary ESE faculty and staff
04/09/2024	Able Trust - Project Venture Meeting	Conference	Jacksonville, FL FCSUA Staff	FPCTP Development	Able Trust High School High Tech teachers and students
04/20/2024	Orange County School District Transition Fair	Onsite Meetings; Participation/Information	Orlando, FL FCSUA Outreach	FPCTP Development	Families and school district ESE staff
04/24/2024 - 04/26/2024	Florida Professional Association for Staffing Specialists	Conference; Presentation; Conference information table	Lake Buena Vista, FL FCSUA Staff	FPCTP Development	Florida Exceptional Student Education School District staffing specialists
04/27/2024	Volusia County School District Transition Fair	Conference; Presentation; Conference information table	Daytona Beach, FL FCSUA Outreach	FPCTP Development	Families and school district ESE staff

Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
04/30/2024 - 05/04/2024	ACTE Work Based Learning Conference	Conference	Milwaukee, WI FCSUA Technical Assistance	FPCTP Development	Career and technical education administrators, instructors, and industry representatives
05/03/2024 - 05/04/2024	Empower Florida	Conference; Presentation; Conference information table	Orlando, FL FCSUA Outreach	FPCTP Development	Support Coordinators and other staff at Agency for Persons with Disabilities (APD)
05/08/2024 - 05/10/2024	FCAN	Conference; Presentation; Conference information table	Orlando, FL FCSUA Outreach	FPCTP Development	Florida school district, state college and university faculty and staff
05/10/2024	CoFABA Conference	Conference	Orlando, FL FCSUA Staff	FPCTP Development	Florida Behavior Analyst
05/22/2024 - 05/24/2024	SEPSEA Conference	Conference	Clearwater, FL FCSUA Staff	FPCTP Development	Faculty and staff from inclusive postsecondary education programs in the SE region of United States
06/14/2024 - 06/16/2024	Family Cafe	Conference; Presentation; Conference information table	Orlando, FL FCSUA Staff	FPCTP Development	Families

Appendix F

- 1- July 2023 Florida Postsecondary Education Program Planning Institute (FLPEPPI) Agenda
- 2- January 2024 MidYear Progress Update Agenda

2023

Florida Postsecondary Education
Program Planning Institute

Agenda at a glance



UCF

**Florida Center for Students
with Unique Abilities**

UNIVERSITY OF CENTRAL FLORIDA

2023 FLORIDA POSTSECONDARY EDUCATION PROGRAM PLANNING INSTITUTE

MONDAY, JULY 10

9:00 AM - 3:00 PM

FCSUA Pre-FLPEPPI Workshop, **POINCIANA A-D**

9:00 AM - 3:00 PM

TCIHEN-CTE Collaborative Workgroup Meeting,
GRAND CYPRESS C

9:00 AM - 3:00 PM

Facilitator Preparation Workshop, **MAGNOLIA A-C**

3:30 PM - 4:30 PM

FLPEPPI Welcome, **GRAND CYPRESS BALLROOM**

4:30 PM - 5:30 PM

KEYNOTE SESSION

Valerie C. Williams, **GRAND CYPRESS BALLROOM**

5:30 PM- 6:00 PM

First-time Participants Welcome,
GRAND CYPRESS BALLROOM

5:30 PM - 7:30 PM

FLPEPPI Expo and Reception, **PORTICO**

TUESDAY, JULY 11

7:30 AM - 8:30 AM

Breakfast, **GRAND CYPRESS BALLROOM**

8:30 AM - 9:15 AM

GENERAL SESSION

Inclusive Employer Award, **GRAND CYPRESS BALLROOM**

9:15 AM - 10:00 AM

GENERAL SESSION

Student Panel, *Angie Orozco, Nick McGrew, Sebastian Munoz*,
GRAND CYPRESS BALLROOM

10:15 AM - 12:45 PM

FACILITATED TEAM PLANNING TIME 1

Box lunch pick up at 11:45 AM

1:00 PM - 2:00 PM

BREAKOUT CONTENT SESSIONS 1

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



WIFI Network: FCSUA Password: flpeppi2023

Providing pathways to postsecondary education with keys to employment success.

2:15 PM - 4:15 PM

FACILITATED TEAM PLANNING TIME 2

4:30 PM - 5:30 PM

BREAKOUT CONTENT SESSIONS 2

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

WEDNESDAY, JULY 12

7:30 AM - 8:30 AM

Breakfast, **PORTICO WEST**

8:30 AM - 9:30 AM

BREAKOUT CONTENT SESSIONS 3

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

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

9:45 AM - 11:45 AM

FACILITATED TEAM PLANNING TIME 3

11:45 AM - 12:45 PM

Buffet Lunch, **PORTICO**

12:45 PM - 2:45 PM

REPORT OUT AND TYPE ALIKE SESSIONS

- Universities, **GRAND CYPRESS A**
- State Colleges, **GRAND CYPRESS B**
- Technical Colleges, **GRAND CYPRESS C**

3:00 PM - 3:15 PM

GENERAL SESSION

Closing and Evaluation, *Janice Seabrooks-Blackmore, Drew Andrews, GRAND CYPRESS BALLROOM*

THURSDAY, JULY 13

9:00 AM - 2:00 PM

FCSUA Advisory Committee Meeting, **Poinciana A-D**, *Breakfast and Lunch provided*



FAU FLORIDA ATLANTIC

FLORIDA GULF COAST UNIVERSITY

FIU

SEU

EMERALD COAST TECHNICAL COLLEGE
ENROLL LEARN EARN

IRSC
INDIAN RIVER STATE COLLEGE

ST. PETERSBURG COLLEGE
ALLIANCE

UNIVERSITY OF SOUTH FLORIDA
ST. PETERSBURG CAMPUS

BROWARD COLLEGE

UCF

PINELLAS TECHNICAL COLLEGE
Opportunity starts here

THE COLLEGE OF THE FLORIDA KEYS

Cape Coral Technical College

SANTA FE COLLEGE

oTECH

CAREER

ORANGE TECHNICAL COLLEGE

FMTC FOREST HILLS TECHNICAL COLLEGE
EST. 1967

OTC OPALOOSA TECHNICAL COLLEGE

FLOOR PLAN
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...and more to come

Event Agenda

2024 MidYear Progress Update

Wed, Jan 24, 2024

8:00 AM - 5:00 PM

Registration

Location: Foyer Outside Waterford Ballroom

10:00 AM - 11:45 AM

Step 4: Progress Report Completion With Support of Lead Facilitators

Location: Waterford Ballroom

11:45 AM - 12:45 PM

Luncheon

Location: The Study Bar and Grill

12:45 PM - 1:15 PM

Welcome, Introduction, and Overview

Location: Waterford Ballroom

1:15 PM - 1:30 PM

Break

1:30 PM - 2:45 PM

Technical Soundness

Location: Waterford Ballroom

2:45 PM - 3:00 PM

Break

3:00 PM - 5:00 PM

Type Alike and Report Out

Universities

3:00 PM - 5:00 PM

Location: Boardroom B

Technical Colleges

3:00 PM - 5:00 PM

Location: Waterford D

State Colleges

3:00 PM - 5:00 PM

Location: Waterford A-B

Thu, Jan 25, 2024

7:30 AM - 5:00 PM

Registration

Location: Foyer Outside Waterford Ballroom

7:30 AM - 8:00 AM

Breakfast

Location: Foyer Outside Waterford Ballroom

8:00 AM - 9:30 AM

FPCTP Grant Invoices and Summary of Activities in the FCSUA Community

Location: Waterford Ballroom

9:30 AM - 9:45 AM

Break

9:45 AM - 10:45 AM

FPCTP Grant Modifications and Adjustments to the Budget in the FCSUA Community

Location: Waterford Ballroom

10:45 AM - 11:00 AM

Break

11:00 AM - 12:00 PM

FPCTP Grant Annual and Final Performance Reports in the FCSUA Community

Location: Waterford Ballroom

12:00 PM - 1:00 PM	Luncheon Location: The Study Bar and Grill
1:00 PM - 2:30 PM	FPCTP Program Reports in the FCSUA Community (Focus Groups) New FPCTPs 1:00 PM - 2:30 PM Location: Waterford C Technical Colleges 1:00 PM - 2:30 PM Location: Waterford D Universities 1:00 PM - 2:30 PM Location: Boardroom B State Colleges 1:00 PM - 2:30 PM Location: Waterford A-B
2:30 PM - 2:45 PM	Break
2:45 PM - 3:45 PM	FPCTP Student Information Reports in the FCSUA Community (Focus Groups) New FPCTPs 2:45 PM - 3:45 PM Location: Waterford C Technical Colleges 2:45 PM - 3:45 PM Location: Waterford D State Colleges 2:45 PM - 3:45 PM Location: Waterford A-B Universities 2:45 PM - 3:45 PM Location: Boardroom B
3:45 PM - 4:00 PM	Break
4:00 PM - 4:30 PM	FPCTP Student Follow-up Reports in the FCSUA Community (Focus Groups) New FPCTPs 4:00 PM - 4:30 PM Location: Waterford C State Colleges 4:00 PM - 4:30 PM Location: Waterford A-B Universities 4:00 PM - 4:30 PM Location: Boardroom B Technical Colleges 4:00 PM - 4:30 PM Location: Waterford D

Fri, Jan 26, 2024

7:30 AM - 8:00 AM	Breakfast Location: Foyer Outside Waterford Ballroom
8:00 AM - 9:00 AM	FPCTP Networking - Let's Talk About Student Recruitment, Progress Monitoring, Completer Follow-up Data Collection Location: Waterford Ballroom
9:00 AM - 10:00 AM	Closing and Evaluation Location: Waterford Ballroom
10:00 AM - 10:15 AM	Break
10:15 AM - 12:00 PM	Upcoming FPCTP Initial and Continuing Grants Location: Waterford Ballroom

Appendix G

Credentials Offered by FPCTPs with Students Enrolled

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

Universities

Florida Atlantic University (2-4 years)

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

Students Enrolled – 39

Credential	Description	Industry Certification	Students Enrolled
Concentration: Supported Community Access	This concentration provides opportunities for students to focus on the practical aspects of personal development, community recreation and leisure skills, community participation and safety, citizenship, and life planning.	No	15
Concentration: Supported Community Living	Students focus on the practical aspects of selecting and interacting with housemates, attending to personal finances, and promoting personal well-being. Includes a mix of didactic courses and practical training experiences.	No	28

Florida Gulf Coast University (2 years)

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

Students Enrolled – 13

Florida International University (3 years)

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

Students Enrolled – 24

Credential	Description	Industry Certification	Students Enrolled
<p>Concentration: Hospitality</p>	<p>This concentration requires courses to be taken from within the Chaplin School of Hospitality and Tourism Management. Students who select this area of specialization will acquire knowledge and skills related to working in customer service both for front and back of the house.</p>	<p>Yes</p>	<p>6</p>
<p>Micro-credential/Badge: <i>Hospitality Operations</i></p>	<p>Students who have earned the Hospitality Operations micro-credential will be able to:</p> <ol style="list-style-type: none"> 1) Understand the fundamentals of restaurant and hotel/lodging operations 2) Identify and articulate career opportunities around their hospitality operations competencies and skills 		
<p><i>Fundamentals of Food Production, Safety and Sanitation</i></p>	<p>Developed within the FIU Chaplin School of Hospitality and Tourism Management, this badge recognizes fundamental competencies in basic food production, sanitation, safety, and basic knife and cooking skills. They can understand, follow, and prepare recipes that contribute to the smooth functioning of dining operations. Furthermore, they can apply the knowledge gained to contribute positively to any culinary team. The recipients of this badge possess valuable skills and resources to embark on successful careers as foodservice professionals.</p>		

Credential	Description	Industry Certification	Students Enrolled
<i>Event Operations - South Beach Food and Wine Festival</i>	Volunteers will learn understanding and apply skills for event operations such as teamwork, collaboration, guest services, and event set-up and breakdown. Volunteers have to opportunity to gain valuable hands-on experience in fast-paced environment of a mega-event.	No	4
<p>Concentration: Professional Studies</p> <p>Micro-credential/Badge: <i>Fundamentals of Corporate Communication</i></p>	<p>This concentration requires courses to be taken from within the College of Communication, Architecture, and the Arts. Students who select this area of specialization will learn skills related to working in customer service-office related jobs.</p> <p>Students who have earned the Fundamentals of Corporate Communication micro-credential will be able to:</p> <ol style="list-style-type: none"> 1) Demonstrate a foundational understanding of a corporate/business environment 2) Demonstrate being able to navigate an office setting and how to effectively communication with other co-workers 3) Learn proper email, memo and letter communication and styles as well as learn oral communication 4) Understand different organizations and their hierarchies 	No	3
<p>Concentration: Technology</p> <p>Micro-credential/Badge: <i>Fundamentals of Digital Communication</i></p>	<p>This concentration requires courses to be taken from within the College of Engineering and Computing. Students selecting this area of specialization will acquire knowledge and skills related to computer knowledge and skills.</p> <p>Developed within the Department of Communication, this badge recognized fundamental knowledge of digital communication skills. Earners can understand the different types of media, identify appropriate audiences, and recognize how digital communication skills can impact work readiness. Earners of this badge are equipped with valuable tools to begin careers as digital communications professionals.</p>	Yes	1

Southeastern University (2 years)

General Endorsement: Link Program Postsecondary Transition Program Certificate of Professional Readiness. This certificate is awarded when a student completes the 16 Link Program Units over the 2-year program. The student must complete 3 internships during the 2 years and adhere to the benchmarks set forth in the Conditions for Enrollment which include SAP and other criteria for independent living and internship performance.

Students Enrolled – 10

Micro-credential/Badge:

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

Credential	Description	Industry Certification	Students Enrolled
<p>Concentration: Art/Design</p> <p>Certifications: <i>Photoshop, Lightroom</i></p>	<p>This concentration will prepare students who would like to work in the creative arts industry. Skills developed will include critical thinking, use of design software, organization, time management, attention to detail and creativity. Inclusive courses, internships and industry credential will all be aligned with this goal of working in the creative arts industry.</p> <p>Courses are offered through Udemy platform</p>	Yes	2
<p>Concentration: Business</p> <p>Certifications: <i>SimNet Microsoft Word, Excel, PowerPoint</i></p>	<p>This concentration is for students who are interested in working in an office or retail setting. Inclusive courses, internships and industry credential will all be aligned with this goal of working in the business world.</p> <p>Certifications within this concentration require preparation and result in: - Individuals completing all tasks indicating basic proficiency in Microsoft Word as determined by the McGraw-Hill SimNet platform (Level 1 White Belt).</p>	Yes	5

Credential	Description	Industry Certification	Students Enrolled
	- Individuals completing all tasks indicating basic proficiency in Microsoft Excel as determined by the McGraw-Hill SimNet platform (Level 1 White Belt). -Individuals completing all tasks indicating basic proficiency in Microsoft PowerPoint as determined by the McGraw-Hill SimNet platform (Level 1 White Belt).		
Concentration: Education/ Childcare Certifications: <i>Florida Paraprofessional</i>	This concentration is for students who are interested in working in a school or daycare setting. Inclusive courses, internships and industry credential will all be aligned with this goal of working in a school or daycare setting. This certification is recognized in Florida schools. The ParaPro Assessment is a general aptitude test for prospective and practicing paraprofessionals that measures skills and knowledge in reading, writing and math and the ability to apply them when assisting in classroom instruction.	Yes	3

University of Central Florida (2 years)

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

Students Enrolled – 16

Credential	Description	Industry Certification	Students Enrolled
Concentration: Education	Students completing their concentration in education develop skills to work with children with or without disabilities in childcare settings, charter schools or other educational settings as day care workers, camp	No	2

Credential	Description	Industry Certification	Students Enrolled
	assistants, teaching assistants, transition mentors, and specialized instruction assistants (music, dance, sports, art).		
Concentration: Hospitality	Students who choose the hospitality concentration have found careers working as property/rental management associates, customer service agents, tour guides, and other guest-service positions. They are also employed at theme parks to help in resort operations and food services.	No	12
Concentration: Social Services	Employment opportunities that align with the social services concentration: Office assistant, clerical work, general assistants and aides in helping fields (such as working with a trainer), assistant or aide work with police or other emergency units and personnel, and non-profit agency support positions.	No	1

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

General Endorsement: U Matter Employment Readiness Certificate: The U Matter Employment Readiness Certificate is earned when students are prepared for competitive integrated employment by increasing their skills in areas such as academic advancement, social interaction, employment readiness, and self-sufficiency. This includes participation in events such as internships, mock interviews, and career fairs.

Students Enrolled – 15

Micro-credential/Badge:

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

Certifications:

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

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

State Colleges

Broward College (3 years)

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

Students Enrolled – 36

Micro-credential/Badge:

Florida Ready to Work Essential Soft Skills: *There are multiple sections in the Florida Ready to Work Soft Skills Credential Micro badge. Once the course is completed, they take a test to earn the badge in the specific area. The areas include Promoting Teamwork/ Collaboration, Thinking Critically and Solving Problems, Communicating Effectively, Conveying Professionalism.*

Certification:

T1-Graphic Design Support: *This certification is designed to prepare students for initial employment as a graphic design assistant, graphic production artist, or to provide supplemental training for persons previously or currently employed in these occupations.*

Credential	Description	Industry Certification	Students Enrolled
Concentration Business: Hospitality	The Business pathway program is offered in Hospitality Management and is the T1 (Guest Support Specialist) program. In this program students take the following classes, Front Office Systems and	Yes	9

Credential	Description	Industry Certification	Students Enrolled
<p>Certification: <i>Technical Certificate in Guest Services Specialist</i></p>	<p>Procedures, Organizational and Personnel Management, Hotel Management, and Introduction to Customer Service. Students take classes for credit or audit. Upon completion of the program students can be hired in entry level positions in the following sectors, travel and hospitality, Food services, gaming, and recreation.</p> <p>The technical certificate in Guest Services Specialist is offered to students who complete courses for credit. It is provided through Broward College. Obtaining the certificate will allow students to obtain employment and possible management positions in the travel and hospitality sector, food services, gaming, and recreation.</p>		
<p>Concentration: Business: Office</p> <p>Certification: <i>Office Support Specialist Technical Certificate</i></p>	<p>The Business pathway offers the Office Support Specialist T1 program for Seahawk NEST students. Students will take classes for audit or credit that include Advanced Word, Advertising and New Media, Introduction to Customer Service, and Communication in the workforce. This program will allow students to have a general understanding of an office environment, allowing them to obtain an entry level job in a business/office setting.</p> <p>Students who choose to take the Office Support Specialist classes mentioned above for credit will earn a BC Technical Certificate in Office Support Specialist. This certificate would allow students to work in an office environment either as an entry level or administration 2 position.</p>	<p>Yes</p>	<p>11</p>

Indian River State College (1-2 years)

General Endorsement: IRSC Employability & Career Exploration Certification: This certification is presented to the Project STAGE student for completing a Topics in Work Skills class that focuses on employability skills, self-determination, and advocacy skills along with looking at various careers in the four-county area. Students may also choose occupational completion points from a range of specialization areas.

Students Enrolled – 33

Credential	Description	Industry Certification	Students Enrolled
<p>CTE Program: Automotive General Service Technician</p> <p>Certifications: <i>Automotive Service Assistor Certificate, Automotive Brake System Technician Certificate, Automotive Suspension and Steering Technician Certificate, Automotive Electrical/Electronic System Technician Certificate, Engine Repair Technician Certificate.</i></p>	<p>Students receive training in the theory and practice of automotive systems and components and learn the latest advances in automotive repair and maintenance.</p> <p>Completion of 300 clock hours, students can exit with an Introduction to Automotive Service Assistor Certificate. Completion of 450 clock hours, students can exit with an Automotive Brake System Technician Certificate. Completion of 600 clock hours, students can exit with an Automotive Suspension and Steering Technician Certificate. Completion of 900 clock hours, students can exit with an Automotive Electrical/Electronic System Technician Certificate. Completion of 1050 clock hours, students can exit with the Engine Repair Technician Certificate.</p>	<p>Yes</p>	<p>1</p>
<p>CTE Program: Central Sterile Processing Technician</p> <p>Certification: <i>Basic Healthcare Worker, Central Sterile Service Materials</i></p>	<p>Students will receive training on how to properly disassemble, clean, and disinfect medical equipment.</p> <p>Upon completion of 90 clock hours, students will be able to exit with a Basic Healthcare Worker Certification. Upon completing of 240 clock hours, students will be able to exit with a Central Sterile Service Materials Management Certificate. Upon completion of 650 clock hours, students</p>	<p>Yes</p>	<p>1</p>

Credential	Description	Industry Certification	Students Enrolled
<i>Management, Central Sterile Processing Technician</i>	will be able to exit with a Central Sterile Processing Technician Certificate.		
<p>CTE Program: Early Childhood Education</p> <p>Certification: <i>Childcare Worker 1, Childcare Worker 2, Teacher Aide (Preschool), Preschool Teacher</i></p>	<p>Upon completion of the Early Childhood Certification, students will be able to demonstrate a knowledge of educating young children in a childcare setting.</p> <p>Completion of 150 clock hours, students can exit with a Childcare Worker 1. Completion of 300 clock hours, students can exit with a Childcare Worker 2 Certificate. Completion of 450 clock hours, students can exit with a Teacher Aide (Preschool) Certificate and completion of 600 clock hours, students can exit with a Preschool Teacher Certificate.</p>	Yes	4
<p>CTE Program: Specialized Career Instruction</p> <p>Certifications: <i>Specialized Career Instruction-Basic, Specialized Career Instruction-Advanced</i></p>	<p>This program offers a sequence of courses that provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the related career cluster.</p> <p>Completion of 450 clock hours, students can exit with a Specialized Career Education - Basic Certificate. Completion of 900 clock hours, students can exit with a Specialized Career Education - Advanced Certificate.</p>	Yes	33
<p>CTE Program: Heating, Ventilation, Air Conditioning/Refrigeration</p>	<p>This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture and Construction career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific</p>	Yes	1

Credential	Description	Industry Certification	Students Enrolled
Certifications: <i>HVAC/R Advanced Service Practices</i>	skills, and knowledge of all aspects of the Architecture and Construction career cluster. With the completion of 750 hours, students can exit the program as Air Conditioning, Refrigeration and Heating Mechanic Assistants. After the completion of an additional 600 hours, for a total of 1,350 hours, students exit the program as Air Conditioning, Refrigeration and Heating Mechanics.		

Santa Fe College (1-2 years)

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

Industry Certification – Yes Students Enrolled – 10

Micro-credentials/ Badges:

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

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

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

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

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

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

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

Retail Topics: Retail Topics is an introduction to customer service, the retail industry, and essential money skills for retail.

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

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

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

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

Certifications:

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

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

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

First Aid for Seizures: This training, offered on site in person by the Epilepsy Foundation of Florida, provides the skills necessary to identify and respond appropriately to an individual experiencing a seizure.

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

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

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

SafeStaff Foodhandler: Offers the Florida Food Handler's card upon successful completion of an approved food safety training program. The SafeStaff Foodhandler Training Program is a requirement for food service employees and teaches students proper food handling for employment and family food safety.

Credential	Description	Industry Certification	Students Enrolled
Concentration: Artist or Business Entrepreneur Pathway	This path is for talented artists or business entrepreneurs with existing skills and concepts. Classwork emphasizes business startup/sales and includes such topics as building a business web site, creating a business card, creating flyers, using social media sites for business advertising,	Yes	2

Credential	Description	Industry Certification	Students Enrolled
<p>Micro-credential/Badge: <i>Virtual (Business) Portfolios</i></p> <p>Certifications: <i>Red Carpet Customer Service Training</i></p>	<p>effective sales methods and finding and participating in sales opportunities. Students in this pathway spend a minimum of 12 hours weekly in classes and activities for this pathway including sales on and off campus selling and profiting from their sales. They are required to complete Customer Service Training specific to this pathway and to earn this credential as well as to earn a specific mini credential in Business Portfolios by creating a virtual portfolio of their work.</p> <p>A portfolio that includes work samples, a business card, an advertising flyer, and an advertising video is created by the student. The portfolio should also include a resume.</p> <p>A workshop leading to certification as a Red Carpet sales professional.</p>		
<p>Concentration: Horticulture Agriculture Program</p> <p>Micro-credentials/Badges: <i>Greenhouse Methods</i></p>	<p>This is a pathway to entrepreneurship and related employment in associated fields for students interested in horticulture/agriculture. Students spend a minimum of 9 hours weekly engaged in hands-on growing and caring for plants organically with a horticulture specialist. They take a class to learn associated educational content, vocabulary, and concepts about horticulture/agriculture. They also sell and earn profits from selling their plants on and off campus and learn sales skills. They receive specific hands-on horticulture tool training, customer service training for horticulture, and are exposed to a variety of growing opportunities and settings including in a greenhouse, learning greenhouse methods.</p> <p>This micro-credential is required; students learn methods for growing plants in a greenhouse and take an associated course through which they identify native plants, and work hands on to propagate them and grow them using approved organic methods.</p>	Yes	4

Credential	Description	Industry Certification	Students Enrolled
<i>Introduction to Tool Training</i>	This micro-credential is awarded to students who have demonstrated learning in proper use of basic hand and power tools for horticulture based on course material and hands on practice. This micro-credential may bridge to OSHA-10 training.		
Certifications: <i>Red Carpet Customer Service Training</i>	The Red-Carpet Customer Service Training is designed to teach the lessons of customer service for both internal and external customers. Participants learn how to make customers feel important by delivering consistent red-carpet customer service. It is required for students in this pathway and the course is modified to specifically address horticulture sales.		

St. Petersburg College (2 years)

General Endorsement: Certificate of Employment - Hospitality or Digital Innovation Focus: Students complete 4 courses along the Hospitality Pathway, complete 4 electives, and complete work-related seminars and workshops for Hospitality endorsement.

Students complete 4 courses along the Digital Innovation Pathway, complete work-related seminars and workshops for the Digital Innovation endorsement.

Students Enrolled – 6

Credential	Description	Industry Certification	Students Enrolled
CTE Program: Hospitality Pathway	Students enrolled in the Hospitality Pathway will learn the basics of great customer service (from interacting with customers to becoming an important partner in your company's success). Students will learn the important principles of customer service that are the foundation to success in every aspect of hospitality, from rooms to food and beverage to tourism, travel, and event management.	Yes	4

Credential	Description	Industry Certification	Students Enrolled
<p>Certifications: <i>Food and Beverage Management Specialist</i></p> <p><i>Certificate and Rooms Division Operation Certificate</i></p>	<p>Food and Beverage Management Specialist Certificate is designed to prepare students for employment as specialists in the food and beverage sectors of the hospitality industry.</p> <p>Rooms Division Operation Certificate is designed to prepare students for employment as supervisors and managers in hotels, resorts, cruise lines, and related hospitality sectors.</p>		
<p>CTE Program: Digital Media Video Production</p> <p>Certification: <i>Digital Media Video Production Certificate</i></p>	<p>Students enrolled in the Digital Media Video Production Pathway will learn the basics of scripting and pre-production planning through exposure to hands-on training in several aspects of digital videography.</p> <p>Students who earn the Digital Media Video Production Certificate are prepared for professional video camera operation, editing, scripting, lighting, directing, and producing.</p>	Yes	1

Tallahassee State College (2 years)

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

Students Enrolled – 8

Micro-credentials/Badges:

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

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

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

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

General Endorsement: Certificate of Completion, Project ACCESS: Students who complete Year 1 of the Project ACCESS program will receive a Certificate of Completion, Project ACCESS from the College in addition to an industry certification in Customer Service and Sales through the National Retail Federation. In Year 1 of the Project ACCESS program, students take a variety of courses that focus on life skills, college readiness and career preparedness.

Students Enrolled – 14

Certifications

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

Florida Ready to Work-Digital Skills Credential: *Provides learners with skills needed to navigate technology in the workplace such as computer operations, internet browsing, digital communication, digital documents, and digital security.*

Florida Ready to Work-Soft Skills Credential: *Effective communication, professionalism, teamwork, collaboration, critical thinking, and problem solving in workplace settings.*

Credential	Description	Industry Certification	Students Enrolled
<p>Concentration: Culinary Arts</p>	<p>This program is designed for students interested in the culinary industry and for culinary managers desiring to enhance their skills. Learners develop skills that culinary professionals typically should have, such as strategies for preparing healthy and nutritional dishes. This certificate program allows the learner to integrate baking and pastry skills with traditional culinary skills. Students also learn knife skills, kitchen procedures, and sanitation/ safety procedures.</p>	<p>Yes</p>	<p>2</p>
<p>Concentration: Culinary Arts Management</p>	<p>This program is designed for culinary managers desiring to enhance their skills. Learners develop skills that culinary professionals typically should have, such as strategies for preparing healthy and nutritional dishes. This certificate program allows the learner to integrate baking and pastry skills with traditional culinary skills. Students also learn knife skills, kitchen procedures, and sanitation/safety procedures.</p>	<p>Yes</p>	<p>2</p>
<p>Concentration: Chef's Apprentice</p>	<p>This program is designed for students interested in the culinary industry, focusing on the fundamental knowledge and skills one needs to work safely and efficiently in a culinary setting. Learners develop skills in sanitation and safety, recognition and identification of foods, proper storage of foods, and methods of preparation.</p>	<p>Yes</p>	<p>1</p>
<p>Concentration: Entrepreneurship</p>	<p>This program is designed to provide individuals with the skills and knowledge necessary to start, operate, maintain, and improve their own businesses. Students will develop a portfolio of assignments throughout the coursework that will culminate in a business plan presentation to community members.</p> <p>To prepare for this capstone event, students will first learn the fundamentals of the business environment. Subsequently, this knowledge will provide a foundation for students to create a marketing plan and pro forma financial statements. Additionally, students will gain a working knowledge of E-Commerce and related electronic business enhancement.</p>	<p>No</p>	<p>3</p>

Credential	Description	Industry Certification	Students Enrolled
<p>Concentration: Guest Services Specialist</p>	<p>The content includes but is not limited to customer service, hospitality attitude, guest experience, communications, human relations, security issues, and front office operations.</p>	<p>Yes</p>	<p>2</p>
<p>Concentration: Rooms Division Specialist</p> <p>Certifications: <i>American Hotel & Lodging Association Certified Front Desk Representative, American Hotel & Lodging Association Certified Guestroom Attendant, American Hotel & Lodging Association Certified Maintenance Employee, American Hotel & Lodging Association Certified Guest Service Professional, ServSafe Food Manager</i></p>	<p>The content includes but is not limited to coursework that provides skills required to work in specialist and entry-level positions in the hotel industry such as Front Desk Agent, Guest Relations agent, or Reservations Clerk.</p> <p>These certifications are supported by the START (Skills, Tasks, and Results Training). This program presents general hospitality knowledge and soft skills needed in the hospitality industry, along with concise instructions for training new or prospective employees on how to perform certain key tasks correctly.</p> <p>Students learn about foodborne illness, how to prevent it and how to train employees in food sanitation. Students earn nationally accredited food safety certification from the National Restaurant Association.</p>	<p>Yes</p>	<p>1</p>

Technical College

Lee County Technical Colleges (Varies)

General Endorsement: OCP Completion Certificate and/or Industry Certifications: OCP Completion Certificate indicates that the student has passed all OCP's associated with their program of study. Industry Certifications are attained after a student passes a national Industry Certification Exam (ICE).

Industry Certification – Yes Students Enrolled – 18

Credential	Description	Industry Certification	Students Enrolled
<p>CTE Program: Specialized Career Instruction</p>	<p>The purpose of this individualized job preparatory program is to provide specialized career education for students with intellectual disabilities who, in addition to instructional accommodations, require modifications to the CTE program to meet learning needs. This program offers a sequence of courses that provides competency-based applied learning in necessary work attitudes, general employability skills, technical skills, occupation-specific skills in Culinary Arts, Automotive Services, and Early Childhood fields.</p>	<p>Yes</p>	<p>8</p>
<p>Certifications: <i>OSHA 10 General Industry</i></p>	<p>From OSHA basics to common workplace hazards, our OSHA 10-Hour General Industry course provides foundational safety and health standard knowledge for general industry careers. Students also earn their OSHA 10-Hour General Industry Card.</p>		
<p><i>Customer Service Specialist</i></p>	<p>The Customer Service Specialist (CSS) is a soft skills certification that validates one's work skills through employability concepts. Though developed to meet the role of an evolving service-oriented electronics technician, CSS is relevant to every industry, employer and employee. Topics included are safety, ethics, respect, teamwork, communication, telephone and email techniques, problem solving, interpersonal relationships, and sales and marketing.</p>		

Credential	Description	Industry Certification	Students Enrolled
Micro-credential/badge <i>S/P2 Professional Skills Training package</i>	Developing Effective Communication Skills (20 minutes) -Be a Pro! Life Skills for Professional Success (25 minutes) -Land That Job! Building a Resume (15 minutes) -Creating a Customer-Centered Culture (25 minutes) -Telephone Skills for Today's Professional World (20 minutes) -Successful Meeting Management for -Managers and Business Owners (25 minutes) -Time for a Team Huddle! Running Successful Team Meetings (15 minutes)		
CTE Program: Automotive Service Technology Certifications: <i>ASE Engine Repair, ASE Suspension & Steering, ASE Brakes, ASE Electrical/Electronic Systems, ASE A3 Manual Drive Train and Axles, ASE A4 Suspension and Steering, ASE A5 Brakes, Florida Automobile Dealers Association (FADA), ASE A7 Heating and Air Conditioning, and ASE A8 Engine Performance</i>	The purpose of the Automotive Service Technology program is to prepare students with the necessary skills, knowledge, work habits, and attitudes to successfully enter and advance in the field as an entry-level technician. The program is designed to prepare students to perform repair and service procedures required to maintain an automobile. Students who pass this exam have demonstrated competency, ability, and knowledge in the following areas: -Painting And Refinishing Basics -Surface Preparation -Spray Gun Operation and Related Equipment -Paint Mixing, Matching and Applying -Solving Paint Application Problems -Finish Defects, Causes and Cures -Safety Precautions	Yes	1
CTE Program: Cosmetology	This course offers hands-on skill development in a real salon setting. In addition to covering the typical service requirements in this program, students learn the specific skills required for the latest trends in the beauty industry.	Yes	1

Credential	Description	Industry Certification	Students Enrolled
<p>Certifications: <i>State cosmetology license</i></p>	<p>Plus, they develop skills in business management, consultations, leadership, and human relations.</p> <p>A Florida cosmetology license allows a person to provide a variety of services to the head, face, and scalp for aesthetic purposes.</p>		
<p>CTE Program: Digital Design</p> <p>Certifications: <i>Adobe Photoshop, Adobe Illustrator, and Adobe InDesign</i></p>	<p>The Digital Design program offers a broad foundation of knowledge and skills that prepare students to be design thinkers. Students fully explore the principles and possibilities of graphic design, creating independent and creative solutions to a series of design problems. Knowledge of and exposure to contemporary design issues and graphic design history will be a key component of this program. Students will become proficient in all aspects of the design process, including planning, conceptualizing, designing, critical thinking, collaboration, and presentation.</p> <p>Students who earn one of these certifications have demonstrated competency, ability, and knowledge in the following areas within their respective Digital Design program:</p> <ul style="list-style-type: none"> -Adobe Photoshop, Illustrator, and/or InDesign -Project setup and interface. -Organizing documents. -Creating and modifying visual elements. -Publishing digital media. 	<p>Yes</p>	<p>1</p>
<p>CTE Program: Early Childhood Education</p> <p>Certifications: <i>Florida Department of Education Early Childhood Professional Certificate</i></p>	<p>The purpose of the Early Childhood Education program is to prepare students for initial employment and career advancement in the field of early childhood education. Job opportunities are available as childcare aides, childcare workers, or preschool teachers.</p> <p>Students who earn this certification demonstrate the knowledge and skills necessary for employment in the childcare industry.</p>	<p>Yes</p>	<p>1</p>

Credential	Description	Industry Certification	Students Enrolled
<p>CTE Program: Electronic Technology</p>	<p>The course content includes training in communication, leadership, human relations, employability skills, and safe, efficient work practices. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the electronic industry: planning, management, finance, technical and product skills, underlying principles of technology, labor issues, and community, health, safety, and environmental issues.</p>	<p>Yes</p>	<p>1</p>
<p>Certifications: <i>Soldering J-STD-001, Electronics Technician Association, EM1: DC Basics, Electronics Technician Association, EM2: AC Basics, Electronics Technician Association, EM3: Analog and Semiconductor, Electronics Technician Association, EM4: Digital, Electronics Technician Association, EM5: Comprehensive</i></p>	<p>Students who earn this certification have demonstrated competency, ability, and knowledge in the following areas (based on certification):</p> <ul style="list-style-type: none"> -Material, component, and equipment -Soldering and assembly requirements -Terminal and wire connection -Through-hole mounting -Surface mounting of components -Cleaning and residue requirements -Coating, encapsulation, and adhesives -DC currents -AC current -Analog basics -Semiconductor basics -Basic computer theory -Basic digital concepts -Diagrams and schematics -Digital circuitry -Electrical electronic theory -Logic functions -Numbering and systems conversions -Safety -Test equipment measurements 		
<p>CTE Program: Major Appliance and Refrigeration Technician</p>	<p>The Major Appliance and Refrigeration Technician program offers a broad foundation of knowledge and skills to prepare students for employment in appliance and refrigeration repair with items such as washers, dryers, dishwashers, trash compactors, ranges, refrigerators, freezers, microwave ovens, and window air conditioners. Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations.</p>	<p>Yes</p>	<p>2</p>

Credential	Description	Industry Certification	Students Enrolled
<p>Certifications: <i>EPA Section 608; Professional Service Association's Graduate Certified Professional</i></p>	<p>Students who earn these certifications have demonstrated competency, ability, and knowledge in the following areas: -Attaching and detaching hoses and gauges to and from an appliance to measure pressure within the appliance. -Adding refrigerant to or removing refrigerant from an appliance. -Any other activity that violates the integrity of a motor vehicle air conditioner (MVAC)-like appliance or small appliance (other than disposal). Students who earn the Professional Service certification have demonstrated competency, ability, and knowledge in the following areas: -Attaching and detaching hoses and gauges to and from an appliance to measure pressure within the appliance. -Adding refrigerant to or removing refrigerant from an appliance. -Any other activity that violates the integrity of a motor vehicle air conditioner (MVAC)-like appliance or small appliance (other than disposal).</p>		
<p>CTE Program: Mechatronics Technology</p> <p>Certifications: <i>Certified Electronic Technician Associate; Industrial Technician from Electronics Technicians Association</i></p>	<p>The Mechatronics Technology program is designed to provide graduates with a high-tech skill set and knowledge in electronic, mechanical, fluid power/pneumatic systems, electrical, Program Logic Controller (PLC) applications programming, computer technology for maintenance and repair of PLC/computer controlled, automated machines and robotic systems.</p> <p>Students who earn these certifications have demonstrated competency, ability, and knowledge in the following areas: Basic electronics theory; Applications used in all electronics disciplines including electrical theory, test equipment, circuits, telecommunications basics, and work procedures; Sales; Pricing and interchange; Process, operations, and workflow; Products, solutions, and mobile technology; Risk; Regulatory compliance and security.</p>	<p>Yes</p>	<p>1</p>

Credential	Description	Industry Certification	Students Enrolled
<p>CTE Program: Professional Culinary Arts and Hospitality</p> <p>Certifications: <i>ServSafe Food Protection Manager Certification, and ServSafe Certified Professional Food Service Handler</i></p>	<p>The Professional Culinary Arts & Hospitality program prepares students for entry-level jobs in the commercial foods and culinary arts fields. Training includes identification, selection, preparation, presentation, serving, and storage of a wide variety of foods; communication and leadership skills; mathematical skills; human relations and employability skills; and safe and efficient work practices.</p> <p>Students who earn this certification have demonstrated competency, ability, and knowledge in the following areas: -Management of Food Safety Practices -Hygiene and Health -Safe Receipt, Storage, Transportation and Disposal of Food -Safe Preparation and Cooking of Food -Safe Service and Display of Food -Cleanliness and Sanitation -Facilities and Equipment</p>	Yes	2

Lively Technical College (Varies)

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

Students Enrolled – 21

Credential	Description	Industry Certification	Students Enrolled
<p>CTE Program: Automotive Service Technology</p>	<p>The content includes but is not limited to broad, transferable skills and stresses understanding and demonstration of the following elements of the Automotive industry: planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.</p>	Yes	1

Credential	Description	Industry Certification	Students Enrolled
<p>Certifications: <i>ASE Brakes</i></p> <p><i>ASE Electrical/Electronic Systems</i></p> <p><i>ASE Engine Repair</i></p> <p><i>ASE Suspension and Steering</i></p>	<p>The student will be able to explain and apply proficiently the diagnosis, service, and repair of drum \disc brake, hydraulics, power assist units, electronic brakes, traction control, stability control systems and miscellaneous systems.</p> <p>The student will be able to explain and apply proficiently the diagnosis, service and repair of electrical/electronic system components, battery, starting, charging, lighting, gauges, warning devices, driver information, horn, wiper/washer and accessory systems.</p> <p>The student will be able to explain and apply proficiently the diagnosis, service and repair of engines, cylinder heads, valve train, engine block, lubrication, and cooling systems.</p> <p>The student will be able to explain and apply proficiently the diagnosis, service and repair of front and rear suspensions systems, wheel alignment, and wheels and tires.</p>		
<p>CTE Program: Building Trades & Construction Design Technology</p>	<p>This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture and Construction career cluster.</p>	No	1
<p>CTE Program: Heating, Ventilation, Air-Conditioning/Refrigeration</p> <p>Certifications: <i>HVAC Employment Ready Air Conditioning Certification</i></p>	<p>The Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC-R) 1 program is designed to train the student in the basic theory, fundamental principles, and the practical applications which develop the knowledge and skills necessary for entry into the basic industry service and installation occupations.</p> <p>The student will be able to evaluate heating, air-conditioning and refrigeration system components and accessories. They will also be able to explain and demonstrate knowledge of the types, operation, use and</p>	Yes	1

Credential	Description	Industry Certification	Students Enrolled
<p><i>HVAC Employment Ready Electrical Certification</i></p> <p><i>HVAC Employment Ready Heat Pump Certification</i></p>	<p>requirements of compressors; condensers and evaporators; and metering devices; and be able to identify the location and explain the uses of refrigerant flow accessories; identify the location and explain the uses of heating, air-conditioning, and refrigeration-system accessories.</p> <p>Students will be able to demonstrate a practical knowledge of basic electricity and of the electrical components of heating, air-conditioning, and refrigeration equipment.</p> <p>Students will be able to explain the electrical and mechanical operations of the basic heat pump, determine the temperature split/difference across the outdoor coil on a heat pump, and determine the temperature split/difference across the outdoor coil on a heat pump.</p>		
<p>CTE Program: Fundamental Foodservice Skills</p> <p>Certification: <i>ServSafe Food Protection Manager Certification</i></p>	<p>This program offers a sequence of courses that provides coherent and relevant commercial food service knowledge and skills needed to prepare students for employment in the food service/hospitality industry in positions such as: steward, prep cook, pantry cook, fry cook, banquet cook, retail, and cafeteria cook & line cook.</p> <p>ServSafe Manager Certification verifies mastery of preparation, presentation, and serving of a wide variety of foods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered.</p>	Yes	4
<p>CTE Program: Specialized Career Instruction</p>	<p>This program is a planned sequence of instruction consisting of two occupational completion points. Each course includes standards and benchmarks (selected on an individual basis) from one or more of the Career and Technical Education Programs. These standards and benchmarks must be taught in an industry certified environment or using industry standard equipment. Course content includes but is not limited to determining employment goals; demonstrating employability and self-advocacy skills; using technology, tools, equipment, and supplies safely</p>	Yes	14

Credential	Description	Industry Certification	Students Enrolled
<p>Certifications: <i>Florida Ready to Work: Soft Skills;</i> <i>Florida Ready to Work: Digital Skills</i></p>	<p>and correctly; and demonstrating personal productivity. Each course may include Job Shadowing, OJT, and Internships to further strengthen the student’s learning experience throughout the career decision-making and job preparation process.</p> <p>Soft Skills solution features highly interactive digital training focused on in-demand employability skills including conveying professionalism, communicating effectively, teamwork and collaboration, and thinking critically and solving problems. Florida Ready to Work has added a new digital skills solution targeting in-demand foundational technology skills including computer operations, internet browsing, creating and sharing digital documents, and using common digital communication and security tools.</p>		
<p>CTE Program: Nails Specialty</p> <p>Certifications: <i>Licensed Manicurist and Pedicurist</i></p>	<p>The Lively Technical College Nails Specialty program prepares students for employment as a licensed Manicurist and Pedicurist. Instruction is designed to qualify students for employment upon successfully obtaining a manicure, pedicure, nail specialist certification from the Department of Professional Regulations Cosmetology Board.</p> <p>The content used to prepare students includes, but is not limited to communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the nails specialist and the related chemistry; bacteriology, anatomy and physiology; and development of skills in performing the techniques required in the practice of nails specialist occupations.</p>	<p>Yes</p>	<p>1</p>

McFatter Technical College (2 years)

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

Students Enrolled – 7

Micro-credential:

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

Certification:

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

Credential	Description	Industry Certification	Students Enrolled
CTE Program Electricity Certification: <i>Broward County Electrical Journeyman License</i>	The Electricity Program focuses on training in electricity for residential, commercial, and industrial systems. The students will be instructed on conduit bending techniques, blueprint reading, fire alarm installation, journeyman preparation, and interpreting national and local electrical codes. The bearer of this certificate demonstrates possession of the skill, knowledge, and experience to install, repair, alter, add to, or design, in compliance with law, electrical wiring, luminaries, appliances, apparatus, raceways, conduits, fire alarm systems, or any part thereof, which generate, transmit, transform, or utilize electrical energy in any form, including the electrical installations and systems within plants and sub-stations, all in compliance with applicable plans, specifications, codes, laws, and regulations.	Yes	1

Credential	Description	Industry Certification	Students Enrolled
<p>CTE Program: Professional Culinary Arts & Hospitality</p> <p>Certification: <i>ServSafe Manager</i></p>	<p>This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster.</p> <p>Accredited by the American National Standards Institute (ANSI) under the Conference for Food Protection Standards. Passing the ServSafe Manager Certification exam shows that the student has "sufficient" knowledge of food safety for preventing foodborne illness and related outbreaks.</p>	Yes	1
<p>CTE Program: Automotive Collision Technology Technician</p> <p>Micro-credential: <i>Career Certificate of Completion: Automotive Collision Technology Technician</i></p> <p>Certification: <i>Automotive Service Excellence</i></p>	<p>The Automotive Collision Technology Technician program prepares students for employment in the basic trade skills of auto body collision and repair.</p> <p>ASE is short for the National Institute for Automotive Service Excellence certifying automotive professionals. It includes refinishing skills, sheet metal repair, frame, and unibody squaring and aligning, use of filters, paint systems and undercoats, related welding skills, mechanical skills, trim hardware, maintenance, and glass servicing. To qualify to take an ASE exam students must meet the minimal course lab hours requirement or have at least two years of relevant work experience.</p> <p>Grow Your Future students enrolled in the Auto Collision and Refinishing technical program upon passing an ASE Collision Repair & Refinish Certification Tests (B2 – B5) would show that they possess the knowledge of the skills necessary to properly analyze and repair automotive collision damage and correct paint finish damage. ASE-certified persons must retest every five years to remain certified.</p>	Yes	3
<p>CTE Program: Baking and Pastry Arts</p>	<p>In this concentration, students prepare for employment as a baker or pastry cook to work in bakeries, restaurants, hotels and in any facility where baked goods and pastries are produced.</p>	Yes	1

Credential	Description	Industry Certification	Students Enrolled
Certification: <i>ServSafe Food Manager</i>	Here they create breads, pastries and desserts. Students learn specific food preparation techniques, as well as how to measure correctly, mix and blend and make visually appealing creations. Accredited by the American National Standards Institute (ANSI) under the Conference for Food Protection Standards. Passing the ServSafe Manager Certification exam shows that the student has "sufficient" knowledge of food safety for preventing foodborne illness and related outbreaks.		
CTE Program: Welding Technology Certification: <i>American Welding Society (AWS) Certified Welder</i>	In Welding Technology students learn to use gas and electric welding equipment with steel, aluminum and stainless-steel metals. In addition to the necessary hands-on skills, students will read blueprints and apply math skills. The American Welding Society (AWS) Certified Welder certification exam is taken at an approved testing site and assures that the student upon passing this exam has the basic knowledge needed for working in the welding industry at an entry level.	Yes	1

Okaloosa Technical College (2 years)

General Endorsement: Certified Okaloosa Unique Professional: This credential certifies that a student has completed the OkaloosaUP program and will delineate individual certifications obtained from the program of study (i.e., OSHA 10, OSHA 30, ServSafe, etc.)

Students Enrolled – 14

Credential	Description	Industry Certification	Students Enrolled
<p>CTE Program: Building Trades and Construction Design Technology</p> <p>Certifications: <i>OSHA 10, NCCER</i></p>	<p>Students receive training in carpentry, basic skills in HVAC, plumbing fixtures, electrical components, and concrete.</p> <p>Students gain knowledge of occupational safety, health, and/or an introduction to building trades.</p>	Yes	4
<p>CTE Program: Professional Culinary Arts and Hospitality</p> <p>Certification: <i>ServeSafe (NRAEF003)</i></p>	<p>Students learn the proper methods of food and equipment handling. They study recipe management and menu planning. Students practice technique and speed in the kitchen.</p> <p>Students learn basic safe food handling and procedures.</p>	Yes	10

Orange Technical College (1 year)

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

Students Enrolled – 4

Credential	Description	Industry Certification	Students Enrolled
<p>CTE Program: Cosmetology</p> <p>Certification: <i>Barbicide</i></p>	<p>The Cosmetology program offers you hands-on skill development in a real salon setting. In addition to covering the typical service requirements in this program, students learn the specific skills required for the latest trends in the beauty industry. Plus, they develop skills in business management, consultations, leadership, and human relations.</p> <p>This certification focuses on best practices for infection control in a salon environment.</p>	Yes	1

Credential	Description	Industry Certification	Students Enrolled
<p>CTE Program: Building Construction Technologies</p> <p>Certifications: <i>OSHA 10 Building</i></p> <p><i>Construction Helper</i></p>	<p>The program stresses the understanding of all aspects of the building construction industry, and demonstrates such elements of the industry as planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, health, safety, and environmental issues.</p> <p>Students who earn this credential have industry-specific knowledge and skills that help prevent injuries and keep workplaces safe and productive.</p> <p>This technical certificate focuses on fundamental knowledge in the construction field, as well as the skills and aptitudes in building science, construction materials, methods and estimation that are essential to succeed in this field.</p>	Yes	3

Pinellas Technical College (1-2 years)

General Endorsement: PTC UP Certificate of Employment Readiness: PTC UP Certificate of Employment Readiness in accordance with the Department of Education (DOE), Council on Occupational Education (COE), and Pinellas County Schools is accompanied by industry certifications which heightens the validity of the certificate and facilitates industry recognition. Students completing all OCPs in their respective programs and meeting literacy requirements or have the appropriate waiver through Section 504 or 508, may be issued the full certificate of completion.

Students Enrolled – 4

Credential	Description	Industry Certification	Students Enrolled
<p>CTE Program: Public Works Associate</p> <p>Credentials: <i>OSHA 10</i></p>	<p>The mission of this program is to build a more qualified workforce by providing training to current and potential public works employees.</p> <p>This course covers safety basics for workers in high-risk industries. The point is to make workers aware of common safety and health hazards they may find on the job, as well as their right to work in a safe and</p>	Yes	1

Credential	Description	Industry Certification	Students Enrolled
<p><i>Trench and Excavation Safety</i></p> <p><i>Personal Protective Equipment</i></p> <p><i>FEMA Emergency Management</i></p> <p><i>Defensive Driving</i></p> <p><i>Forklift Operator License</i></p> <p><i>CPR/AED/First Aid</i></p>	<p>"healthful" environment. OSHA 10 is part of what OSHA calls its Outreach Training Program.</p> <p>Trench and Excavation Safety is a standardized set of safety precautions for trenching and excavation to eliminate hazards and control risks in compliance with regulations.</p> <p>Individuals who earn this certification demonstrate vital knowledge and skills for selecting, using, and maintaining PPE effectively.</p> <p>Individuals who earn this certification have the knowledge, skills and ability to effectively manage a comprehensive emergency management program.</p> <p>Defensive driving certification is a credential that demonstrates a person has completed a course that teaches safe driving techniques and best practices.</p> <p>Individuals with this certification are qualified to safely operate the type of forklift you'll be operating in the workplace.</p> <p>Individuals with this certification are able to provide first aid, CPR, and use an automated external defibrillator (AED) in a safe, timely, and effective manner.</p>		
<p>CTE Program: Professional Culinary Arts and Hospitality</p> <p>Certification: <i>ServSafe Food Handler</i></p>	<p>Students learn the proper methods of food and equipment handling. They study recipe management and menu planning. Students practice technique and speed in the kitchen.</p> <p>Students learn basic safe food handling and procedures.</p>	Yes	3

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

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

Industry Certification – Yes Students Enrolled – 7

Credential	Description	Industry Certification	Students Enrolled
<p>CTE Program: Commercial Art Technology</p> <p>Certifications: <i>Adobe Certified Professional</i></p> <p><i>SP2 certifications</i></p>	<p>The purpose of this program is to prepare students for employment skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency and includes competency-based applied learning. Full Career Certificate reflects completion of Occupational Completion Points (OCP) A, B, C and D with at least 1,500 course hours.</p> <p>Adobe Certified Professional is an industry-recognized credential that effectively validates a student's skills in Adobe Creative Cloud applications.</p> <p>Students can earn micro-credentials in the following areas: Developing Effective Communication Skills; Running Successful Team Meetings; Be a Pro! Life Skills for Professional Success; Creating a Customer-Centered Culture; Telephone Skills for Today's Professional World; Land that Job! Building a Resume; Time for a Team Huddle; Successful Meeting Management for Managers and Business Owners.</p>	Yes	3
<p>CTE Program: Baking & Pastry Arts</p>	<p>This program offers a sequence of courses that provides coherent and rigorous content aligned with but not limited to preparation, presentation, and serving of a wide variety of baked and dessert goods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. Full Career Certificate reflects completion of Occupational Completion Points (OCP) A and B with at least 600 course hours.</p>	Yes	3

Credential	Description	Industry Certification	Students Enrolled
Certifications (in addition to Full Career Certificate): <i>ServSafe Manager, S/P2 Food Safety, and S/P2 Workplace Safety</i>	The ServSafe Manager Certification verifies that a manager or person-in-charge has sufficient food safety knowledge to protect the public from foodborne illness. Individuals that successfully pass the 90-question, multiple-choice exam will receive a ServSafe Manager Certification and wallet card. S/P2 Food Safety and S/P2 Workplace Safety are recognized by industry leaders.		

Sheridan Technical College (1.5 years)

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

Students Enrolled – 11

Credential	Description	Industry Certification	Students Enrolled
CTE Program: Automotive Maintenance and Light Repair program Certification: <i>Automotive Service Excellence (ASE)</i>	The Automotive Maintenance and Light Repair program focuses on the knowledge and skills needed to work on a variety of systems such as engines, drivetrain, brakes, electrical, and steer & suspension. Students learn to conduct basic repairs and maintenance on automobiles and light truck systems. This program is designed for those who wish to be certified in basic entry skills as a service technician. Automotive Service Excellence (ASE) ASE is an organization with a mission to improve the service and repair of motor vehicles. This is accomplished by ensuring that automotive repair specialists are appropriately trained before and throughout their careers.	Yes	4

Credential	Description	Industry Certification	Students Enrolled
<p>CTE Program: Computer Systems & Information Technology</p> <p>Micro-credentials/Badges: <i>CompTiaa+, Security +, Network+</i></p>	<p>The Computer Systems & Information Technology program offers a broad foundation of knowledge and skills that prepares students for employment in the Computer/Network/Security fields. The course content includes computer hardware, troubleshooting, repair and maintenance, operating systems and software, networking fundamentals, networking protocols, networking media and topologies, network devices, network requirements, network tools, local area networks, identifying network security threats, WAN links, and Wireless technologies.</p> <p>The Computing Technology Industry Association is an American non-profit trade association, issuing professional certifications for the information technology industry. It is considered one of the IT industry's top trade associations.</p> <p>CompTIA Security+ certification is a global certification that validates the baseline skills necessary to perform core security functions and pursue an IT security career.</p> <p>CompTIA Network+ certification validates the technical skills needed to securely establish, maintain, and troubleshoot the essential networks that businesses rely on.</p>	<p>Yes</p>	<p>3</p>
<p>CTE Program: Early Childhood Education</p> <p>Certification: <i>Early Childhood EducaEarly Childhood Professional Certificate</i></p>	<p>The purpose of the Early Childhood Education program is to prepare students for initial employment and career advancement in the field of early childhood education. Job opportunities are available as childcare aides, childcare workers, or preschool teachers.</p> <p>The ECPC is accepted for the Department of Children and Families Staff Credential. Students who complete the ECE/ECPC program are prepared to pursue the national CDA credential and are also eligible for nine (9) college credits at any state public university.</p>	<p>Yes</p>	<p>4</p>

Appendix H

1 – FPCTP Staff Hours by Institution

2 – FPCTP Staff Hours by Role by Institution

FPCTP Staff Hours and FTE Per Week by Institution

Broward College						
# of students = 36; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	40	1	1.11	0.03
Staff 2	40	1	40	1	1.11	0.03
Staff 3	40	1	40	1	1.11	0.03
Staff 4	40	1	40	1	1.11	0.03
Staff 5	40	1	40	1	1.11	0.03
Total	200	5	200	5	5.55	0.15

Emerald Coast Technical College						
# of students = 0; 1 FTE = 37.5 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	37.5	1	37.5	1	0	0
Staff 2	37.5	1	37.5	1	0	0
Total	75	2	75	2	0.00	0.00

Florida Atlantic University						
# of students = 39; 1 FTE = Varies by Staff						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	40	1	1.03	0.03
Staff 2	40	1	40	1	1.03	0.03
Staff 3	40	1	40	1	1.03	0.03
Staff 4	40	1	5	0.13	0.13	0.00

Florida Atlantic University # of students = 39; 1 FTE = Varies by Staff						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 5	40	1	40	1	1.03	0.03
Staff 6	40	1	40	1	1.03	0.03
Staff 7	20	1	20	1	0.51	0.03
Staff 8	40	1	40	1	1.03	0.03
Staff 9	40	1	40	1	1.03	0.03
Staff 10	40	1	40	1	1.03	0.03
Staff 11	40	1	40	1	1.03	0.03
Total	420	11	385	10.13	9.91	0.3

Florida Gulf Coast University # of students = 13; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	40	1	3.08	0.08
Staff 2	40	1	10	0.25	0.77	0.02
Staff 3	40	1	40	1	3.08	0.08
Staff 4	40	1	3	0.08	0.23	0.01
Total	160	4	93	2.33	7.16	0.19

Florida International University # of students = 24; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	40	1	1.67	0.04
Staff 2	40	1	40	1	1.67	0.04

Florida International University						
# of students = 24; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 3	40	1	34	0.85	1.42	0.04
Staff 4	40	1	40	1	1.67	0.04
Staff 5	40	1	10	0.25	0.42	0.01
Staff 6	40	1	10	0.25	0.42	0.01
Staff 7	40	1	10	0.25	0.42	0.01
Staff 8	40	1	40	1	1.67	0.04
Staff 9	40	1	40	1	1.67	0.04
Staff 10	40	1	40	1	1.67	0.04
Staff 11	40	1	10	0.25	0.42	0.01
Staff 12	40	1	40	1	1.67	0.04
Staff 13	40	1	34	0.85	1.42	0.04
Staff 14	40	1	40	1	1.67	0.04
Staff 15	40	1	20	0.5	0.83	0.02
Total	600	15	448	11.2	18.71	0.46

Florida State College at Jacksonville						
# of students = 0; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	40	1	0	0
Staff 2	40	1	15	0.38	0	0
Staff 3	40	1	15	0.38	0	0
Staff 4	40	1	15	0.38	0	0
Total	160	4	85	2.14	0.00	0.00

Indian River State College						
# of students = 12; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	40	1	3.33	0.08
Staff 2	40	1	40	1	3.33	0.08
Staff 3	40	1	40	1	3.33	0.08
Staff 4	32	0.8	24	0.6	2.00	0.05
Staff 5	10	0.25	10	0.25	0.83	0.02
Staff 6	40	1	40	1	3.33	0.08
Staff 7	40	1	40	1	3.33	0.08
Total	242	6.05	234	5.85	19.48	0.47

Lee County Technical Colleges						
# of students = 18; 1 FTE = 41.25 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	41.25	1	41.25	1	2.29	0.06
Staff 2	41.25	1	41.25	1	2.29	0.06
Staff 3	41.25	1	41.25	1	2.29	0.06
Staff 4	41.25	1	41.25	1	2.29	0.06
Total	165	4	165	4	9.16	0.24

Lively Technical College						
# of students = 21; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	40	1	1.90	0.05
Staff 2	40	1	40	1	1.90	0.05

Lively Technical College						
# of students = 21; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 3	40	1	40	1	1.90	0.05
Staff 4	40	1	40	1	1.90	0.05
Staff 5	40	1	2	0.05	0.10	0.00
Staff 6	40	1	3	0.08	0.14	0.00
Staff 7	40	1	2	0.05	0.10	0.00
Staff 8	3	0.08	3	0.08	0.14	0.00
Staff 9	40	1	5	0.13	0.24	0.01
Staff 10	40	1	5	0.13	0.24	0.01
Total	363	9.08	180	4.52	8.56	0.22

Manatee Technical College						
# of students = 0; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	40	1	0	0
Staff 2	5	0.13	5	0.13	0	0
Total	45	1.13	45	1.13	0.00	0.00

McFatter Technical College						
# of students = 7; 1 FTE = Varies by Staff						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	5	0.13	0.71	0.02
Staff 2	37.5	1	37.5	1	5.36	0.14
Staff 3	37.5	1	37.5	1	5.36	0.14

McFatter Technical College # of students = 7; 1 FTE = Varies by Staff						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 4	37.5	1	37.5	1	5.36	0.14
Staff 5	40	1	3	0.08	0.43	0.01
Staff 6	37.5	1	37.5	1	5.36	0.14
Staff 7	37.5	1	37.5	1	5.36	0.14
Staff 8	40	1	5	0.13	0.71	0.02
Staff 9	45	1	45	1	6.43	0.14
Staff 10	40	1	5	0.13	0.71	0.02
Staff 11	37.5	1	6	0.16	0.86	0.02
Staff 12	37.5	1	10	0.27	1.43	0.04
Staff 13	40	1	10	0.25	1.43	0.04
Staff 14	40	1	5	0.13	0.71	0.02
Staff 15	37.5	1	10	0.27	1.43	0.04
Staff 16	37.5	1	37.5	1	5.36	0.14
Total	622.5	16	329	8.55	47.01	1.21

Miami Dade College # of students = 0; 1 FTE = 37.5 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	37.5	1	19	0.51	0	0
Staff 2	37.5	1	1	0.03	0	0
Staff 3	37.5	1	5	0.13	0	0
Staff 4	37.5	1	10	0.27	0	0
Total	150	4	35	0.94	0.00	0.00

Okaloosa Technical College						
# of students = 14; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	40	1	2.86	0.07
Staff 2	40	1	40	1	2.86	0.07
Staff 3	40	1	40	1	2.86	0.07
Staff 4	40	1	40	1	2.86	0.07
Staff 5	40	1	40	1	2.86	0.07
Staff 6	40	1	10	0.25	0.71	0.02
Total	240	6	210	5.25	15.01	0.37

Orange Technical College – West Campus						
# of students = 4; 1 FTE = Varies by Staff						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	37.5	1	37.5	1	9.38	0.25
Staff 2	40	1	40	1	10.00	0.25
Staff 3	37.5	0.94	37.5	0.94	9.38	0.23
Total	115	2.94	115	2.94	28.76	0.73

Pinellas Technical College St. Petersburg Campus						
# of students = 4; 1 FTE = 37.5 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	37.5	1	37.5	1	9.38	0.25
Staff 2	37.5	1	37.5	1	9.38	0.25
Total	75	2	75	2	18.76	0.5

Robert Morgan Educational Center & Technical College						
# of students = 7; 1 FTE = Varies by Staff						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	40	1	5.71	0.14
Staff 2	25	1	25	1	3.57	0.14
Staff 3	15	0.6	15	0.6	2.14	0.09
Staff 4	10	0.4	10	0.4	1.43	0.06
Staff 5	25	1	25	1	3.57	0.14
Staff 6	40	1	40	1	5.71	0.14
Staff 7	40	1	40	1	5.71	0.14
Staff 8	40	1	40	1	5.71	0.14
Staff 9	25	1	25	1	3.57	0.14
Staff 10	25	1	25	1	3.57	0.14
Staff 11	40	1	40	1	5.71	0.14
Staff 12	10	0.4	10	0.4	1.43	0.06
Total	335	10.4	335	10.4	47.83	1.47

Santa Fe College						
# of students = 10; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	40	1	4.00	0.10
Staff 2	40	1	30	0.75	3.00	0.08
Staff 3	40	1	40	1	4.00	0.10
Staff 4	40	1	4	0.1	0.40	0.01
Staff 5	40	1	3	0.08	0.30	0.01
Staff 6	40	1	40	1	4.00	0.10

Santa Fe College						
# of students = 10; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 7	20	0.5	20	0.5	2.00	0.05
Total	260	6.5	177	4.43	17.7	0.45

Sheridan Technical College						
# of students = 11; 1 FTE = Varies by Staff						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	5	0.13	0.45	0.01
Staff 2	37.5	1	37.5	1	3.41	0.09
Staff 3	40	1	5	0.13	0.45	0.01
Staff 4	37.5	1	37.5	1	3.41	0.09
Staff 5	37.5	1	5	0.13	0.45	0.01
Staff 6	40	1	5	0.13	0.45	0.01
Staff 7	37.5	1	5	0.13	0.45	0.01
Staff 8	37.5	1	37.5	1	3.41	0.09
Staff 9	45	1	5	0.11	0.45	0.01
Staff 10	40	1	5	0.13	0.45	0.01
Total	392.5	10	147.5	3.89	13.38	0.34

Southeastern University						
# of students = 10; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	40	1	4.00	0.10
Staff 2	20	0.5	20	0.5	2.00	0.05

Southeastern University # of students = 10; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 3	40	1	40	1	4.00	0.10
Staff 4	40	1	40	1	4.00	0.10
Staff 5	40	1	10	0.25	1.00	0.03
Staff 6	40	1	10	0.25	1.00	0.03
Total	220	5.5	160	4	16	0.41

St. Petersburg College						
# of students = 6; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	40	1	6.67	0.17
Staff 2	16	0.4	16	0.4	2.67	0.07
Staff 3	40	1	40	1	6.67	0.17
Total	96	2.4	96	2.4	16.01	0.41

Tallahassee State College						
# of students = 8; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	40	1	5.00	0.13
Staff 2	40	1	5	0.13	0.63	0.02
Staff 3	40	1	2	0.05	0.25	0.01
Staff 4	40	1	1	0.03	0.13	0.00
Staff 5	40	1	5	0.13	0.63	0.02
Staff 6	40	1	2	0.05	0.25	0.01
Staff 7	40	1	1	0.03	0.13	0.00
Staff 8	40	1	40	1	5.00	0.13
Total	320	8	96	2.42	12.02	0.32

The College of the Florida Keys						
# of students = 14; 1 FTE = 37.5 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	37.5	1	11.25	0.3	0.80	0.02

The College of the Florida Keys # of students = 14; 1 FTE = 37.5 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 2	37.5	1	37.5	1	2.68	0.07
Staff 3	37.5	1	9.37	0.25	0.67	0.02
Staff 4	37.5	1	12.75	0.34	0.91	0.02
Staff 5	37.5	1	37.5	1	2.68	0.07
Staff 6	37.5	1	37.5	1	2.68	0.07
Staff 7	37.5	1	37.5	1	2.68	0.07
Staff 8	37.5	1	18.75	0.5	1.34	0.04
Staff 9	37.5	1	18.75	0.5	1.34	0.04
Total	337.5	9	220.87	5.89	15.78	0.42

University of Central Florida # of students = 16; 1 FTE = 40.0 Hours						
Staff	Hours per Week at IHE	FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
Staff 1	40	1	40	1	2.50	0.06
Staff 2	40	1	8	0.2	0.50	0.01
Staff 3	40	1	40	1	2.50	0.06
Staff 4	29	0.73	29	0.73	1.81	0.05
Staff 5	20	0.5	20	0.5	1.25	0.03
Staff 6	20	0.5	20	0.5	1.25	0.03
Staff 7	40	1	40	1	2.50	0.06
Total	229	5.73	197	4.93	12.31	0.3

Staff Hours per Week at the FPCTP by Role and Institution

Hours per Role per Week											
Institution	Total Staff Hours per Week at FPCTP	Director/Leadership	Advising	Employment Support	Academic Support	Program Coordination	Clerical	Instruction	Residential Support	Social Support	Other
Broward College	200	30	0	48	72	10	0	16	0	24	0
Emerald Coast Technical College	75	27.5	0	0	0	10	0	37.5	0	0	0
Florida Atlantic University	385	8	20	89	19	36	2	110	0	20	81
Florida Gulf Coast University	93	10	0	10	0	50	0	15	0	0	8
Florida International University	448	88	31	46	0	173	30	38	20	0	22
Florida State College at Jacksonville	85	34	0	0	0	36	0	0	0	0	15
Indian River State College	234	10	37	2	51	50	16	25	0	7	36
School District of Lee County	165	10	15	25	105	10	0	0	0	0	0
Lively Technical College	180	5	1	40	42	40	4	40	0	0	8
Manatee Technical College	45	0	0	0	5	40	0	0	0	0	0
McFatter Technical College	329	10	5	0	8	36	8	244.5	0	7.5	10
Miami Dade College	35	7	0	0	0	28	0	0	0	0	0
Okaloosa Technical College	210	40	0	80	0	0	10	80	0	0	0
Orange Technical College – West Campus	115	2	0	30	37.5	5	20.5	20	0	0	0

Hours per Role per Week											
Institution	Total Staff Hours per Week at FPCTP	Director/Leadership	Advising	Employment Support	Academic Support	Program Coordination	Clerical	Instruction	Residential Support	Social Support	Other
Pinellas Technical College - St. Petersburg Campus	75	0	14	13.5	7	2.5	37.5	0	0	0	0.5
Robert Morgan Educational Center & Technical College	335	23	24	3	137	14	21	44	0	38	31
Santa Fe College	177	13	48	23	16	10	15	38	0	0	14
Sheridan Technical College	147.5	20	5	0	0	10	0	112.5	0	0	0
Southeastern University	160	10	5	9	39	15	23	20	19	10	10
St. Petersburg College	96	20	10	0	33	10	15	0	0	8	0
Tallahassee State College	96	22	0	22	0	18	14	12	0	0	8
The College of the Florida Keys	220.87	13.75	19	25.75	70.37	31.5	12	30	2	16.5	0
University of Central Florida	197	43	15	30	0	15	45	20	0	0	29
University of North Florida	142	120	0	0	0	0	0	0	0	0	22
University of South Florida - St. Petersburg	144.5	20	10.5	18	20.5	42	10	12	10	0.5	1
TOTAL	4,389.87	586.25	259.50	514.25	662.37	692	283	914.5	51	131.50	295.5

Appendix I

Summary of FCSUA Collaborative Activities with Specific Groups

Description Of Specific FCSUA Collaborative Activities

Center for Autism and Related Disabilities (CARD)

- FCSUA informational table display at CARD 2024 Conference.

Agency for Persons with Disabilities (APD)

- FCSUA provided APD FCSUA informational flyer for distribution to individuals applying for Medicaid Home and Community-Based Services (HCBS) Waiver services as directed in Senate Bill 714
- Participated in APD's 19th annual Florida Exceptional Employer Awards expo and recognition ceremony at the Florida Capitol
- Member of HB 1517 Interagency Workgroup
- Presenter and Exhibitor at Empower Florida Conference
 - *You Can Go to College Too!*

Florida Department of Education (FLDOE)

- FCSUA informational flyer available to Bureau of Exceptional Education and Student Services (BEES) to be distributed at IEP meetings as directed in House Bill 173
- Institute for Small and Rural Districts (ISR) presentation and exhibitor
 - *Postsecondary Opportunities for Students with Intellectual Disabilities*
- Northeast Florida Educational Consortium (NEFEC)/ISR College Fair
- Presenter and Exhibitor at ISR/Council of Administrators of Special Education (CASE) Winter and Summer Institute
 - *Pathways to Success through Postsecondary Education*
- Division of Career and Adult Education
 - *CTE Webinar – FCSUA presented on Reaching All Populations with CTE*
 - *FCSUA webinar Division of Career Education presented on An Introduction to Perkins Implementation in Florida*
- BEES Member of FCSUA Advisory Committee
- Part of agency panel at Project TEN's Winter Institute

Florida Department of Education Vocational Rehabilitation (VR)

- Exhibitor at FLPEPPI 2023
- Presenter at FLPEPPI 2023
 - *Strengthening the Relationship with Vocational Rehabilitation Liaisons*
- Collaborated with Communications and Public Affairs to strengthen and expand knowledge of FPCTPs to VR counselors and clientele

Florida Developmental Disabilities Council (FDDC)

- FDDC invited to have an informational table display at FLPEPPI 2023
- FCSUA participated in Developmental Disabilities Day at the Capitol
- Dissemination of materials for College Matters Florida
 - *College Matters Florida: Administrator Perspectives* video and other materials
- FDDC member of FCSUA Advisory Committee

Florida Youth Leadership Forum (YLF)

- Youth Leadership Forum Sponsor 2023

Think College

- Advisory and Standards Update Committee
- Accreditation Committee
- Historically Black Colleges and Universities (HBCU) Inclusive Postsecondary Education Consortium
- Think College Inclusive Higher Education Network: A partnership to expand inclusive postsecondary education opportunities for students in career and technical education (CTE) programs
- Provided technical assistance to:
 - South Carolina
 - Minnesota
- FCSUA CTE Month webinar facilitated by Dan Habib as part of the Think College Think Higher campaign
- *Think College Think Higher* and *Inclusive Postsecondary Education (IPSE)* recognition day campaign, collaboration to create a video specifically for Florida
- *Think College Think Higher* and *Inclusive Postsecondary Education (IPSE) Recognition Day* campaign, collaborating on the creation of a video specifically for Florida

Able Trust

- Presenter at FLPEPPI 2023:
 - *Developing Business Relationships that Lead to Employment*
- Disability Employment Awareness Month collaboration
- Collaborations with businesses (JP Morgan Banks, EMP Oakville, UCF-CPNM)
- Project Venture competition
- Able Trust Member of FCSUA Advisory Committee
- Collaboration with Center for Public and Nonprofit Management

Southeast Postsecondary Education Alliance (SEPSEA)

- State Representative
- CTE Representative
- HBCU Inclusive Postsecondary Education program development Committee
- Action committee members: Public Policy, Research, Conference Planning, Professional Development

HB 1403 FES-UA Purchasing Guidelines 2024-2025

- Florida Senate:
 - Development of FES-UA Purchasing Guidelines 24-25
- Florida House of Representatives:
 - Development of FES-UA Purchasing Guidelines 24-25
- FLDOE – Office of School Choice
 - Development of FES-UA Purchasing Guidelines 24-25
- Scholarship Funding Organizations
 - Development of FES-UA Purchasing Guidelines

- AAA Scholarship
- Step up for Students
- Family Workgroups:
 - Development of FES-UA Purchasing Guidelines

Council for Exceptional Children

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

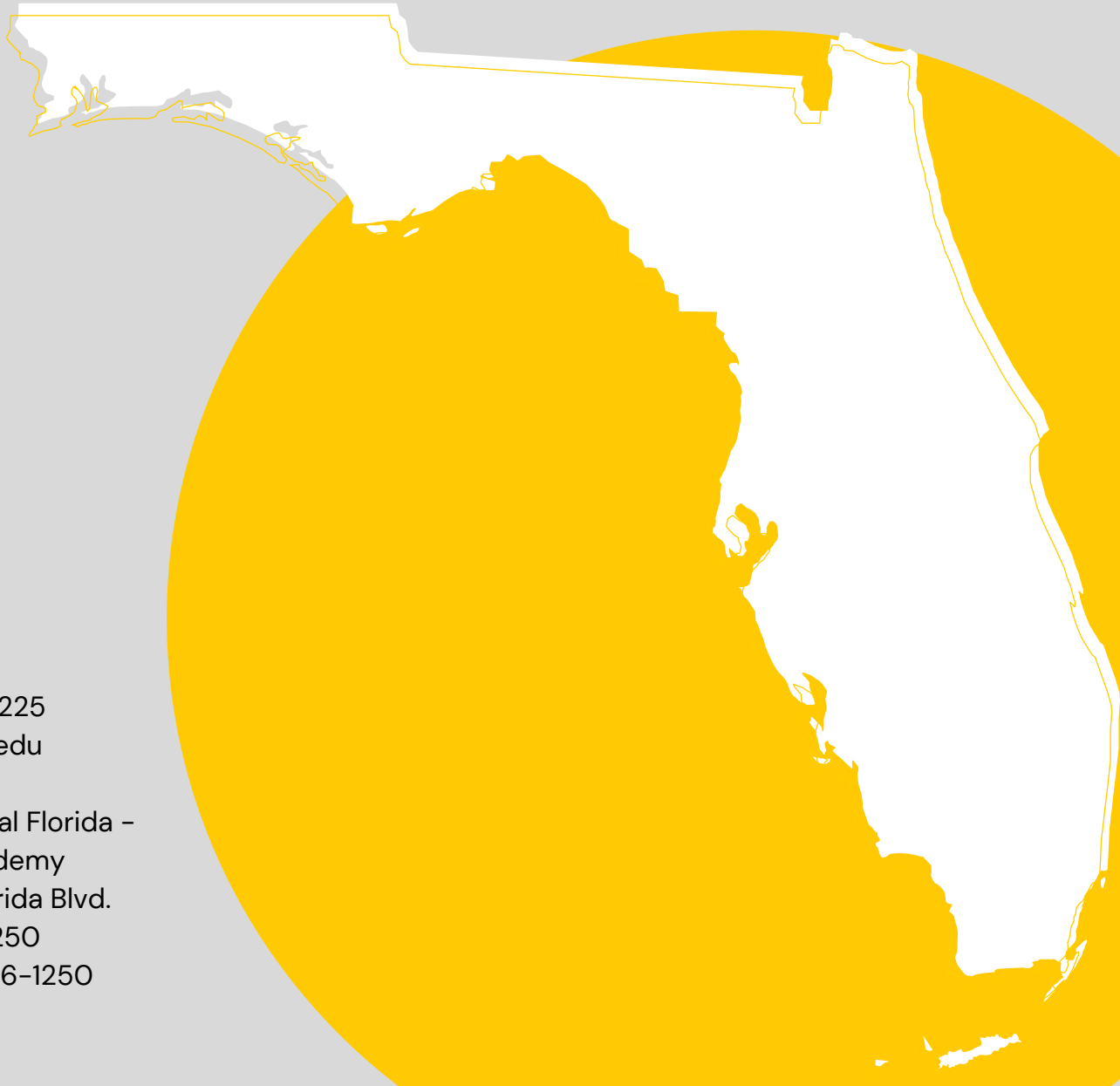
NTACT:C

- Partnership to assists state and local teams to review, plan, implement, and evaluate their strategies for increasing capacity and improving programs to deliver evidence-based and promising transition education and services.
- Access and technical support for its Online Strategic Planning Tool. This collaboration leverages the expertise of both organizations to support educational institutions in developing and implementing comprehensive strategic plans. The Online Strategic Planning 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 students' in-school and post-school outcomes.
- Online Course
 - Unit 3: How to assess: Conducting assessments & analyzing results. In *NTACT: C short course: Partnering for transition assessment: Putting it into action for youth and young adults with complex support needs.* NTACT:C: Improving Opportunities & Outcomes, University of North Carolina, Charlotte. Seabrooks-Blackmore, J.J., (2022).
 - Continued support of course facilitation: Seabrooks-Blackmore, J.J., Unit 3: How to assess: Conducting assessments & analyzing results. In *NTACT: C Short Course: Partnering for Transition Assessment: Putting it into Action for Youth and Young Adults with Complex Support Needs.* NTACT:C: Improving Opportunities & Outcomes, University of North Carolina, Charlotte.



Florida Center for Students with Unique Abilities

UNIVERSITY OF CENTRAL FLORIDA



(407)823-5225
fcsua@ucf.edu

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