



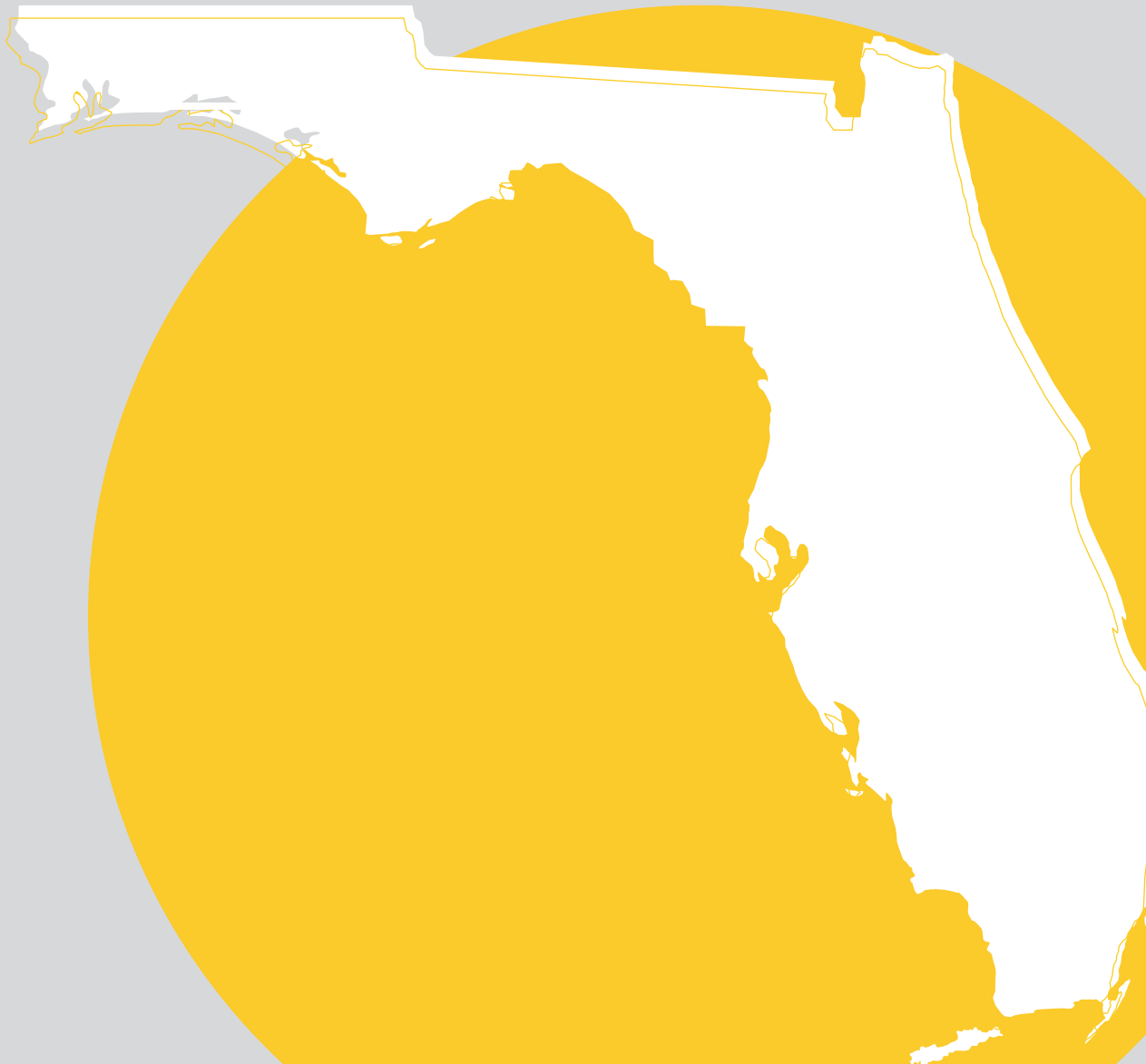
Florida Center for Students  
with Unique Abilities

# FLORIDA CENTER FOR STUDENTS WITH UNIQUE ABILITIES

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## 2024-25 ANNUAL REPORT

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# **FLORIDA CENTER FOR STUDENTS WITH UNIQUE ABILITIES**

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## ***2024-25 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

**AY** – Academic Year

**CARD** – Center for Autism and Related Disabilities

**CCT Clubs** – College and Career Transition Clubs

**CEC** – Council for Exceptional Children

**CIP** – Classification of Instructional Programs

**CRLA** – College Reading and Learning Association

**CTE** – Career and Technical Education

**CTP** – Comprehensive Transition and Postsecondary Program

**EBPP** – Evidence-Based and Promising Practices

**FAFSA** – Free Application for Federal Student Aid

**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

**FLBOG** – Florida Board of Governors

**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

**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.



This report covers the Center's work from July 1, 2024, to June 30, 2025. The data in this report regarding student and program characteristics are derived from the approved FPCTPs' annual reports, which were submitted to the Center in August 2025 for the 2024-25 academic year (AY). The report includes an overall description of the Center's work, in relation to its primary charges in implementation of the Act, and details of the required reporting areas specified therein.

*Newly accepted students to the Phoenix RISE program at Fred K. Marchman Technical College are celebrated by program staff members.*



## FCSUA Infrastructure and Workflow

As the Center continues its work as charged in the Act, section 1004.6495, Florida statutes, 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 time frame 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.
  - Technical Assistance Tracking: FCSUA staff can continually track technical assistance to approved and potential FPCTPs, outreach to multiple audiences, and the Center's collaborative activities with other entities.
- FCSUA staff members provide recorded step-by-step training videos, hands-on workshops, and one-on-one assistance to help users navigate the FCSUA Community 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. During this reporting year, FCSUA has published articles on all main topics related to the FCSUA Community and the Online

Strategic Planning Tool. These articles serve as a guiding framework, along with FCSUA technical assistance in creating strategic plans, submitting applications and grant proposals, and fulfilling all legislative reporting requirements.

- 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.
- Based on multiple requests from parents and approved programs, the FCSUA infrastructure team has developed an interactive dashboard utilizing Tableau. This powerful data analysis and visualization tool helped create a comprehensive list of all credentials offered by all FPCTPs. The dashboard is available on the Find a Program page on the FCSUA website.

**Figure 1**

*FCSUA Community Key Functionalities*



## 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.
- The 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 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 A) 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 the 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 (see Appendix B for full grant funding cycle).
- 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 by the Center to the president, superintendent, or CEO of the institution for final approval and complete 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 A) 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, FCSUA's website includes a section entirely dedicated to FPCTP reporting. This section includes a calendar that allows approved programs to see what is due every month. See more details about the 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 their 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.

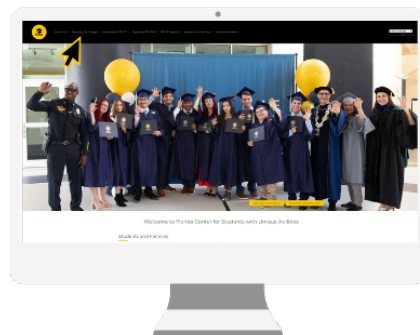
## FCSUA Website and Social Media

- This year, the Center expanded its website with several new resources to better serve students, families and faculty members:
  - An interactive map of Florida on the Find a Program page, which is 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.
  - A new tab named Credentials Offered by FPCTPs was added next to the interactive map based on multiple requests from parents and approved programs. This new tab features a Tableau dashboard compiling the most recent information gathered from FPCTPs regarding all credentials offered. This interactive dashboard allows users to filter by institution and identify the certifications and micro-credentials offered as part of the program general endorsements and different concentrations or Career and Technical Education (CTE) programs.
  - The Planning for College section includes the Family2Family Toolkit, which features modules, resources and family interviews for families seeking information regarding postsecondary education opportunities.
  - A new page named Exploring Options was included in the Planning for College section. This page showcases the multiple options available for students with

- disabilities when transitioning from high school to college. It includes information on legal protections, services available, accommodations, and dual enrollment.
- 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.
  - A new hub entitled Faculty Toolkit was launched this year. This page provides administrators with guidance and tools to support faculty and staff, align with the strategic plan's Domain 2 benchmarks, and strengthen instructional practices through professional development on Universal Design for Learning. Organized by section for ease of use, the toolkit offers both broad-campus resources and targeted materials for technical college settings.
  - The Family Empowerment Scholarship-Unique Abilities (FES-UA) Purchasing Guidelines have also been updated as the Center continues to be 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 106 countries and translated the site content into 28 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, 2025, Google Search Console reported 321,643 google search impressions for fcsua.org. The term, *Impressions*, represents how often a user saw a link to the FCSUA website in Google Search results. Additionally, pageviews reached 60,016, an increase of 2,696 more pageviews than in 2023-24.
  - Figure 2 summarizes website metrics for this reporting year, including Google Search Impressions and pageviews.

## Figure 2

### *Metrics for FCSUA Website*

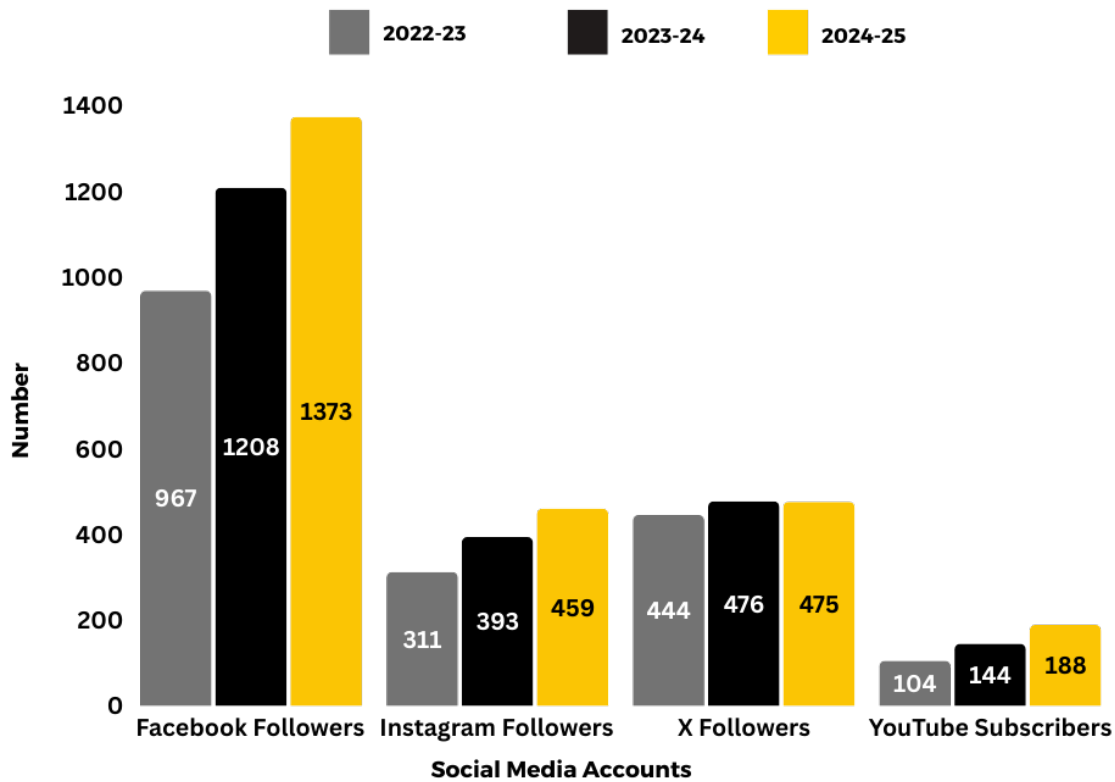


**Google Search  
Impressions: 321,643**



**Pageviews: 60,016**

- 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: @FloridaCSUA
  - YouTube: Florida Center for Students with Unique Abilities
  - Facebook: @FloridaCSUA
  - Instagram: @floridacsua
- Social media accounts on X, YouTube, Facebook, and Instagram are utilized to ensure that information about FPCTPs is widely disseminated. Our tweets and posts provide updates on webinars, presentations, events, and activities related to FPCTPs. Currently, we have 1,373 followers on Facebook, 459 followers on Instagram, 475 followers on X and 188 YouTube subscribers. Instagram posts have reached 5,900 Instagram members, while Facebook posts reached 19,184 members. Figure 3 illustrates the growth across all three social media channels over the past three years.

**Figure 3***Metrics for FCSUA Social Media*

## Technical Assistance, Collaboration, Outreach and Institutes

- As a significant 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, three (3) newly approved FPCTPs were established, and two (2) IHE's initial FPCTP applications are currently underway.
- At the 2024 Florida Postsecondary Education Program Planning Institute (FLPEPPI), 18 information/content sessions, spanning several topics relevant to FPCTP development and sustainability, were provided. All established FPCTPs attended, along with five (5) 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 enable the Center to fulfill its charge under the Act, which is to disseminate information on postsecondary education opportunities for students with intellectual disabilities; generate interest to increase demand for FPCTPs; and contribute to research on comprehensive transition and postsecondary education. 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.
- The FCSUA News Briefs transitioned from a bi-monthly schedule to a quarterly schedule this year. News Briefs are now sent out in July, October, January, and April to share more timely information, news, and events with subscribers. The FCSUA News Briefs were distributed to almost 1,700 contacts through the FCSUA Community and posted on the FCSUA Events page. Each issue featured: a Student Spotlight, featuring an FPCTP student, and a Program Highlight, emphasizing the respective FPCTP's strengths. The topics of the briefs included supporting students in the classroom, disability employment awareness, how to get students more involved on campus, professional development, and more. Two (2) special edition News Briefs specifically acknowledged Career Technical Education (CTE) Month in February and the 2025 FPCTP program completers in June.
- FCSUA continues to provide print materials at in-person conferences and meetings in an easy-to-disseminate medium in face-to-face settings, both in English and Spanish. Examples of materials are flyers designed for students and families exploring comprehensive transition postsecondary education programs, as well as 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 comprehensive transition and 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, Division of State Colleges, Bureau of Exceptional Education and Student Services (BEES), Vocational Rehabilitation (VR), Florida Board of Governors (FLBOG), 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 C. These are also integrated in the overall listing of FCSUA presentations, etc., provided in Appendix D.

- In 2024, under section 1002.394(4)(b), F.S., the Center was tasked with developing the Florida Empowerment Scholarship-Unique Abilities (FES-UA) Purchasing Guidelines. Staff from the Center will continue to collaborate with staff from the Florida Department of Education, Scholarship Funding Organizations (SFOs), and from the Florida House and Senate to review the charge. Feedback on the Purchasing Guidelines was solicited through a survey link posted in the Purchasing Guidelines and on the Center's website. Proposed revisions were shared in three townhall sessions in March and April; two in English and one in Spanish. The Purchasing Guideline was updated 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 provide their feedback on the Purchasing Guidelines to identify strengths and areas of need for improvement. The Center will continue to consult with families annually regarding 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 Informational and FPCTP Technical Assistance Webinars**

- During the 2024-25 academic year, FCSUA hosted two types of monthly webinars, except during January and June 2025: FCSUA Informational Webinars and FPCTP Technical Assistance Webinars. These webinars were geared towards potential and approved FPCTPs, families, school districts, and community agencies and provided information on FPCTP programs and FCSUA resources.
- FCSUA Informational Webinars were scheduled once a month on the first Tuesday of each month from September 2024 to May 2025, except in January. The FCSUA Informational Webinars titles were:
  - Spreading the News: Resources Available for Disability Employment Awareness Month (DEAM) and Disability History Month
  - Making the Connection with Businesses to Get Students Hired



- The Impact Attending an FPCTP has on Students' Lives
  - Using the Family2Family Toolkit
  - Linking Career Pathways for Students with Intellectual Disabilities in Florida Postsecondary Comprehensive Transition Programs
  - Building Relationships that Foster Employment for Students with Intellectual Disabilities in Florida Postsecondary Comprehensive Transition Programs
- A total of 365 participants attended the informational webinars. Of these, 51 individuals (approximately 14%) completed post-webinar surveys. Table 1 shows the average ratings for Knowledge Gain and Content Usefulness on a 4-point scale, and Webinar Quality on a 5-point scale.

**Table 1**

*Summary of Evaluations for FCSUA Informational Webinars*

Number of Webinars	Total Number of Attendees	Total Number of Responses	Knowledge Gain (Mean)	Content Usefulness (Mean)	Webinar Quality (Mean)
6	365	51	3.76	3.44	4.68

- Qualitative data were analyzed from the informational webinars. Participant feedback highlighted several key areas of impact and interest. The concept of *People First Language* discussed during the “Spreading the News” webinar resonated strongly, especially among attendees new to accessibility services. The discussion encouraged more thoughtful and respectful communication with students of varying abilities and sparked new dialogue around disability awareness. Attendees valued hearing directly from employers about the positive contributions of students in the workplace during the “Making the Connection” webinar. Personal stories from students, particularly around employment aspirations and support needs, were noted as highly impactful and motivating during “The Impact of Attending an FPCTP” webinar.
- Participants appreciated information on credentialing, micro-credentials, and available resources to support families and students in postsecondary planning. Current employment statistics and insights into interagency collaboration helped contextualize FPCTPs within broader workforce and educational goals.
- This year, the Center conducted FPCTP Technical Assistance Webinars, to provide more tailored technical assistance for new and developed programs. These FPCTP webinars were not open to the public for attendance and were focused on all approved and developing FPCTPs. These webinars were scheduled on the third Thursday of every alternating month between September 2024 and June 2025. The FPCTP Webinars included a series of presentations about accurately completing reports due to FCSUA by the end of the year. the FPCTP Technical Assistance Webinar titles were:
  - FCSUA Annual Report: How Your Data is Used
  - Focusing on Results: Step 4 Report Progress
  - Program Information in the Annual Report: Completing with Accuracy
  - Student Information in the Annual Report: Completing with Accuracy
  - Graduate Follow-Up Reports: Strategies for Following Students and Reporting with Accuracy
  - FPCTP Student Scholarships 101

- A total of 153 participants attended the FPCTP webinars. Of these, 25 individuals (approximately 16%) completed post-webinar surveys. Table 2 shows the average ratings for Knowledge Gain, Content Usefulness, and Webinar Quality.
- The most impactful aspects of the FPCTP webinars that were identified include data transparency and outcomes, and technical guidance with hands-on learning and demonstrations. These webinars helped participants feel more confident in using the Strategic Planning Tool and avoiding mistakes. Several participants noted that the webinars helped them understand the broader context of the strategic plan.

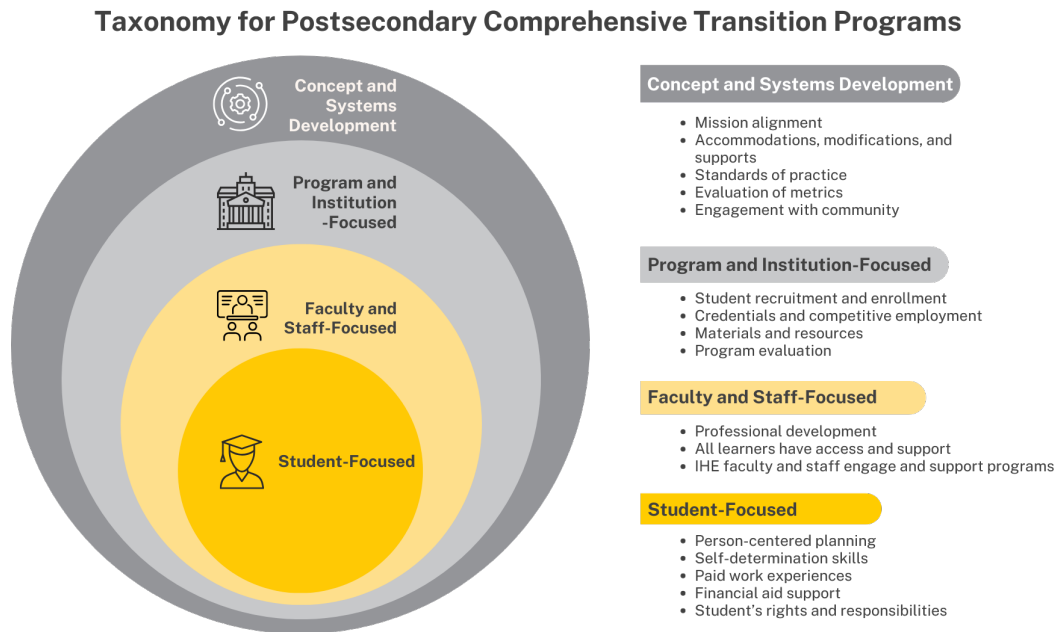
**Table 2**

*Summary of Evaluations for FPCTP Technical Assistance Webinars*

Number of Webinars	Total Number of Attendees	Total Number of Responses	Knowledge Gain (Mean)	Content Usefulness (Mean)	Webinar Quality (Mean)
6	153	25	3.83	3.44	4.64

## 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) (Kohler, 2024) 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 (see Figure 4). 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 several 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 Florida Postsecondary Education Program Planning Institute and MidYear Progress Update Institute.

**Figure 4***Taxonomy for Postsecondary Comprehensive Transition Programs*

## Capacity Building

### 2024 Florida Postsecondary Education Program Planning Institute (FLPEPPI)

- To continue the development of FPCTPs across Florida, FCSUA sponsored the 2024 FLPEPPI, July 8-11. 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 who 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 develop 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, (d) secondary transition contacts, and (e) CTE directors in all Florida school districts. In addition, Florida's higher education leaders in the Florida Department of Education (FLDOE) and Florida Board of Governors (FLBOG) were encouraged to have their constituents participate.
- Twenty-seven (27) IHEs attended the FLPEPPI. Teams ranged in size from two (2) to eight (8) members, including IHE faculty and staff, service agency staff, and K-12 educators. A total of 24 Florida Vocational Rehabilitation Services' staff members participated and served on various IHE teams (see FLPEPPI's Agenda in Appendix E).

- Post-institute surveys were sent out via email to all attendees regarding their experience at the 2024 FLPEPPI. Out of the 278 attendees, 188 responded to the surveys.
- Forty-five (45) 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. The FLPEPPI survey results indicate a strong positive perception of the facilitators' role in supporting team goal setting. Out of all the respondents, 95% either strongly agreed or agreed that the facilitators effectively assisted their team in developing at least one goal and a plan to achieve it. These results suggest a high level of satisfaction with facilitator support across teams.



*Polk State College work on their strategic plan during the 2024 Florida Postsecondary Education Program Planning Institute in Orlando, FL.*

- 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, over three (3) days, to develop or enhance their FPCTP. During these planning sessions, facilitators guided teams through discussions regarding their status in implementing the Evidence-Based Primary Practices (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 general content session featured a presentation recognizing the recipient of the FCSUA Inclusive Employer Award (renamed the FCSUA Employer Appreciation Award following the 2024 FLPEPPI). The SpringHill Suites, Tallahassee North, nominated by Lively Technical College's SOAR Program, received the 2024 award. Three other businesses were nominated: Aramark Dining Services, nominated by the University of Central Florida's Inclusive Education Services; Hilton Garden Inn & Holiday Inn Resort, nominated by Okaloosa Technical College's Okaloosa UP program; and the Tampa Bay Rowdies, nominated by the University of South Florida's U Matter program.
- The 2024 FLPEPPI general content session also included a student panel featuring completers from three (3) FPCTPs. Qualitative data found that the student panel was widely celebrated as an inspiring and energizing start to the conference, with attendees praising the authenticity and impact of the student speakers.
- There were 18 breakout sessions presented by state agency staff, researchers, FPCTP representatives, FCSUA staff, and national experts in comprehensive postsecondary and transition education. The goal of these sessions was to provide additional information regarding FPCTP development and implementation. Survey responses regarding the breakout sessions show a reported 88% of increased knowledge or understanding of the topic, and an equal 88% indicating that they could apply the information to develop, enhance, or support a Florida Postsecondary Comprehensive Transition Program.
- Qualitative data were gathered through requests for participants' comments regarding what the participants viewed as "most useful" and from the general intended outcomes section of the survey. This feedback strongly supports the positive quantitative results, with attendees describing the event as uplifting, informative, and the "best they attend annually." Team planning sessions were consistently recognized as the most useful, alongside expert-led workshops and breakout sessions. Facilitators were praised for their guidance and ability to keep teams focused, while networking opportunities were appreciated, though some participants expressed a desire for a more structured format.
- Participants gained practical tools and resources to support students with intellectual disabilities, though a few – especially from technical colleges – felt some content lacked relevance to them. Suggestions for improvement included deeper job development sessions, more straightforward eligibility guidelines, and more time with facilitators.
- Analysis of the qualitative feedback regarding the relevance of the material used offered useful insights into improvements for future FLPEPPIs. Most respondents found the material relevant and helpful. However, several suggested improvements, including a centralized digital hub for resources, earlier access to documents, and clearer sharing tools like a members' only login or shared drive. Some noted that materials did not apply to their roles, while others requested more visuals, sample forms and interactive formats.

**Table 3***Summary of Evaluations for 2024 FLPEPPI*

Variable	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
<b>My knowledge of postsecondary education programs for students with intellectual disabilities increased.</b>	56.6%	37.4%	5.5%	0.5%	0%
<b>My knowledge of strategies to support students with intellectual disabilities in postsecondary education increased.</b>	53.8%	35.7%	8.8%	0.5%	1.1%
<b>My knowledge of resources to support and sustain an FPCTP increased.</b>	55.5%	37.9%	5.5%	0.5%	0.5%
<b>My awareness of the Florida Center for Students with Unique Abilities and its role in facilitating FPCTP development and implementation increased.</b>	60.2%	34.3%	5%	0.6%	0%
<b>My awareness of strategies to connect with business and industry increased.</b>	43.4%	37.4%	15.9%	2.7%	0.5%
<b>My team, or the one with which I worked, began or continued development of a plan to start or enhance an FPCTP</b>	64.6%	33.1%	2.2%	0%	0%

- The post-institute survey collected a total of 1,087 responses across six areas designed to assess participants' learning outcomes and readiness related to FPCTPs and support for students with intellectual disabilities.
- Overall, attendees described the experiences as well-organized, informative, and enjoyable, and the feedback affirms a strong foundation for continued investment in FLPEPPI initiatives. Table 3 summarizes evaluations of the results of the 2024 FLPEPPI learning objectives and readiness.

## 2025 MidYear Progress Update

- To provide capacity building, targeted professional development, and technical assistance for approved FPCTPs, FCSUA sponsored the 2025 MidYear Progress Update Institute, January 21-24. FPCTP team leaders and one additional team member responsible for entering reports in the FCSUA community attended. Ten (10) content sessions addressed critical topics, which placed a heavy emphasis on improving reporting procedures from FPCTPs.
- The MidYear Progress Update Institute was a follow-up meeting to the 2024 FLPEPPI. This Institute provided approved FPCTPs with an opportunity to review, update, and evaluate their annual strategic plans. There were 64 attendees at the 2025 MidYear Progress Update, not including FCSUA staff members.
- To determine the impact of outreach and needed support for program implementation, the Center sought participants' feedback regarding knowledge gain, expectations, content organization, engagement, presenter(s) knowledge, utility, and more. From the feedback, the Center proposed topics for next year's MidYear Progress Update. Of the 68



attendees Fifty-eight (58) attendees responded to the post institute evaluations. Technical colleges were the largest group to respond, with 26 responses (44.8%), while universities and state colleges each had 13 responses (22.4%).

- Of the respondents who rated their satisfaction with the topics and execution of the sessions and/or workshops, 94% reported being “Extremely Satisfied” or “Satisfied.” Responses across the ten (10) sessions were positive, selecting “Strongly Agree” or “Agree” across all six categories of the survey: Knowledge Gain, Expectations, Content Organization, Engagement, Presenter(s)’ Knowledge, and Utility of the Content, indicating high satisfaction with both the delivery and usefulness of the sessions.



*Manatee Technical College works on their strategic plan during the 2025 MidYear Progress Update Institute in January in Orlando Florida.*

- When asked to provide feedback about the content relevance, participants provided overwhelmingly positive feedback across sessions, highlighting the value of interactive formats, peer collaboration, and practical tools, which supports the quantitative data reported in Table 4 below. The Strategic Planning Tool and related resources were praised for clarity and support, while sessions like “Barriers/Solutions” and “Common Discrepancies” stood out for fostering shared learning. Topics such as Classification of Instructional Programs (CIP) Codes and VR-related employment requirements revealed a need for clearer context and targeted discussions. Slack was seen as a promising communication tool, though some hesitated about platform overload. Sessions on reporting, cloning, student follow-up reports, and financial processes were informative and hands-on, enhancing understanding and confidence. Overall, the MidYear Progress Update offered meaningful insights, actionable strategies, and opportunities for continued growth, connection, and success.
- Participants were asked to rate their change in understanding across ten (10) key topics. The rating categories were: No Change, Slight Increase, Moderate Increase, and

Significant Increase. The data reveals that most respondents reported either a moderate or significant increase in knowledge, particularly in areas of understanding CIP Codes and why report accuracy is important (86.9%) and knowing how to complete Step 4 (Progress Report) in the Strategic Planning Tool (86.7%). These findings suggest that the sessions were highly effective in enhancing participants' skills and awareness.

- When asked whether the knowledge gained could be applied to the development, enhancement, or support of an FPCTP, an overwhelming 90.2% of respondents agreed or strongly agreed that it could. Overall, the results reflect strong positive learning outcomes and readiness to support an FPCTP, which supports the continued use of these sessions for program development at the MidYear Progress Update. Table 4 summarizes evaluations of results of the 2025 MidYear Progress Update learning objectives and readiness.

**Table 4**

*Summary of Evaluations for 2025 MidYear Progress Update*

Variable	Significant Increase	Moderate Increase	Slight Increase	No Increase
Knowing how to correctly complete Step 4 Progress	48.9%	37.8%	6.7%	6.7%
Understanding the relationship between the Program Application and the Grant Proposal	51.1%	25.5%	10.6%	12.8%
CIP Codes: What they are and why accuracy is important	56.5%	30.4%	6.5%	6.5%
Recognizing the significance of Slack	55.6%	22.2%	11.1%	11.1%
Understanding the importance of accurate reporting	64.6%	14.6%	8.3%	12.5%
Knowing the potential problems with cloning reports	59.6%	17%	12.8%	10.6%
Understanding the significance of matching program-level results with student-level credentials	62.5%	20.8%	10.4%	6.3%
Problem solving strategies	62.5%	16.7%	12.5%	8.3%
Student motivation techniques	60.9%	19.6%	8.7%	10.9%
Knowing how to correctly modify a budget	52.5%	28.3%	13%	6.5%

## 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 determine 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 serves as a starting point for IHE teams to advance 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 College and Career Transition (CCT) Clubs at local schools serving high school students.
- Like the FPCTPs, the Center sought to develop CCT Clubs to include students with intellectual disabilities, other disabilities and students without a known disability. Membership within CCT Clubs represents students enrolled in grades 9–12 from these three (3) groups.
- FCSUA provides CCT Clubs support funds to public and private schools (operating pursuant to section 1002.42 F.S.). During 2024-25, FCSUA supported CCT Clubs in 37 high schools across the state. Membership included 2,619 students, of which 266 (10%) were students with intellectual disabilities; 527 (20%) were students with disabilities other than intellectual disabilities; and 1,826 (70%) were without disabilities.

## 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 its reputation, 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) practical 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 among 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

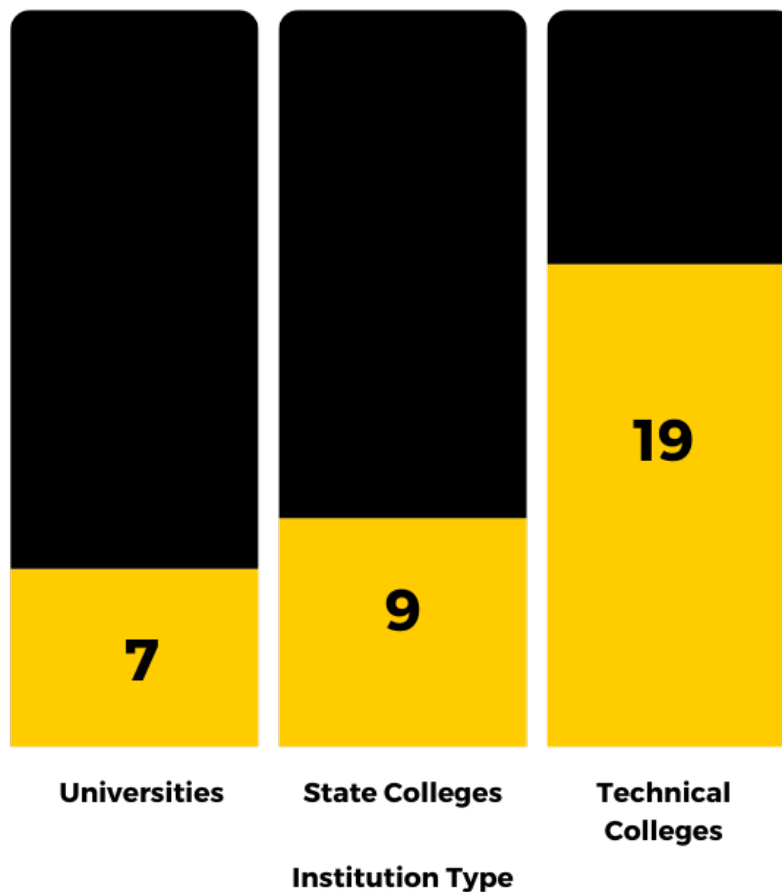
- CCT Club program applications and reports were completed in a secure Qualtrics survey. Club advisors and school officials were given individual access to electronic forms within the course for initial applications, renewal applications, and annual reports.
- CCT Club advisors reported a variety of 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 2,619 CCT Club members, 840 (32%) were seniors. Of those seniors, 118 students were identified as having intellectual disabilities. Fifteen of these students applied to an FPCTP, and eight were accepted. This averages out to about one in four seniors having applied to college, and more than half of those who applied to college being accepted to college. Among seniors with intellectual disabilities, a smaller number pursued FPCTP opportunities, but more than half who applied were admitted. These data align with FCSUA's initiative of increasing awareness and access to students with intellectual disabilities to postsecondary education opportunities.

## 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 33 of the approved FPCTPs, by August 1, 2025. Appendix F includes a list of IHEs with approved FPCTPs, along with programs' unique names and their locations throughout the state. As of June 30, 2025, there are 33 approved FPCTPs, located at 35 institutions on 38 campuses. Figure 5 breaks down the number of state colleges, technical colleges, and universities with approved FPCTPs.

**Figure 5**

*Number of Approved FPCTPs by Institution Type*



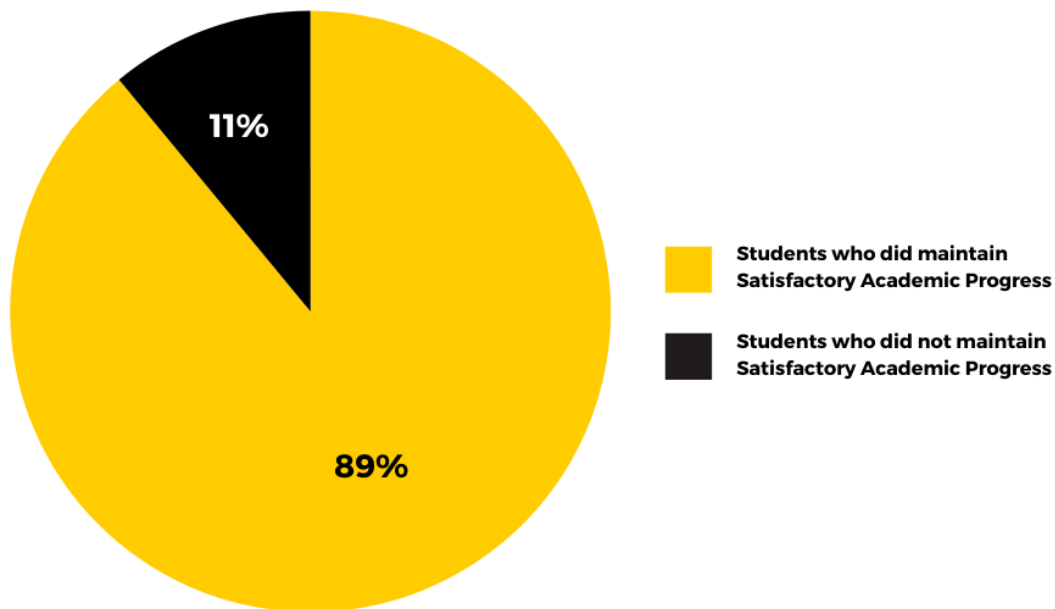
***(8)(a) The Center, in collaboration with the Board of Governors and the State Board of Education, shall identify indicators for the satisfactory progress of a student in an FPCTP and for the performance of such programs. Each eligible institution must address the indicators identified by the center 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 adding additional indicators to each program's standards, the Center provides guidance on implementing a process to assess student progress and needs. The approved FPCTPs vary 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 2024-25, 320 of 360 (89%) students made SAP across programs, as indicated in Figure 6.

**Figure 6**

*Satisfactory Academic Progress for Students Enrolled in FPCTPs*



***(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:***

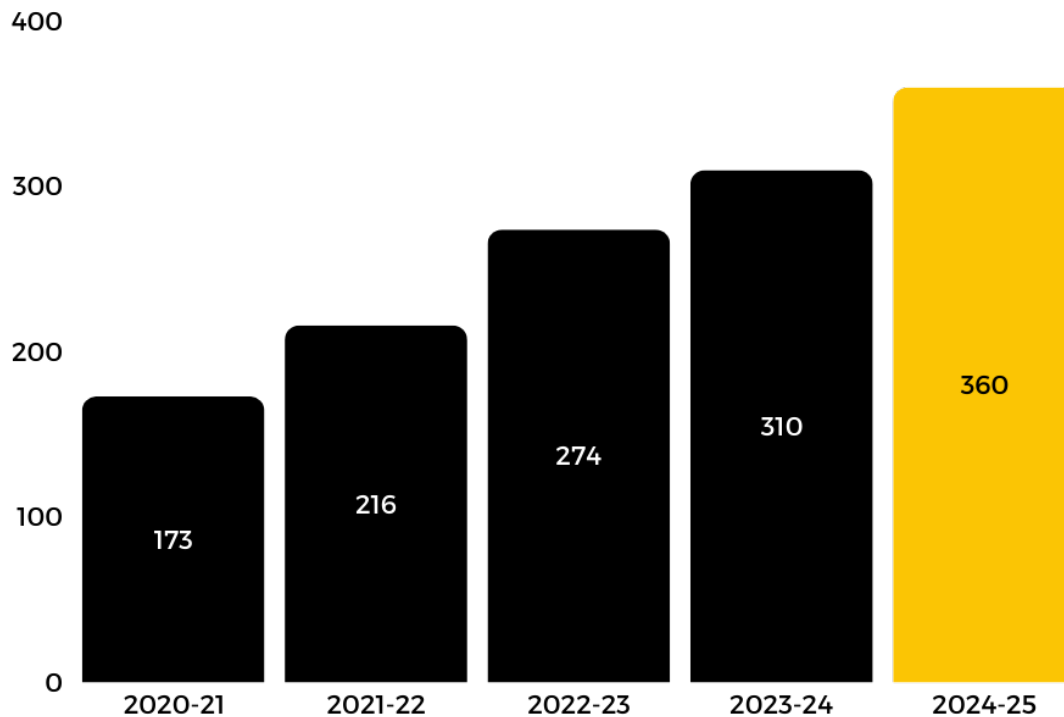
***a. The number of applications approved and disapproved and the reasons for each disapproval and no action taken by the chancellor or the commissioner.***

## Implementation of FPCTPs

- The total number of approved FPCTPs during this reporting year was 33. The Center's director, in collaboration with respective Chancellors of Career and Adult Education, State Colleges, and the Florida Board of Governors, approved three (3) IHEs' renewal applications for an additional five (5) years as an FPCTP, and three (3) IHEs' initial applications as an FPCTP for three (3) years. No applications were denied.
- Renewal FPCTPs included: Emerald Coast Technical College, Florida Atlantic University and University of Central Florida.
- Initial FPCTPs included: First Coast Technical College, Miami Lakes Technical College, and Polk State College.
- Currently, two (2) IHEs have initial applications in draft status: St. Thomas University and Pinellas Technical College - Clearwater.

**Figure 7**

*FPCTP Enrollment by Year*



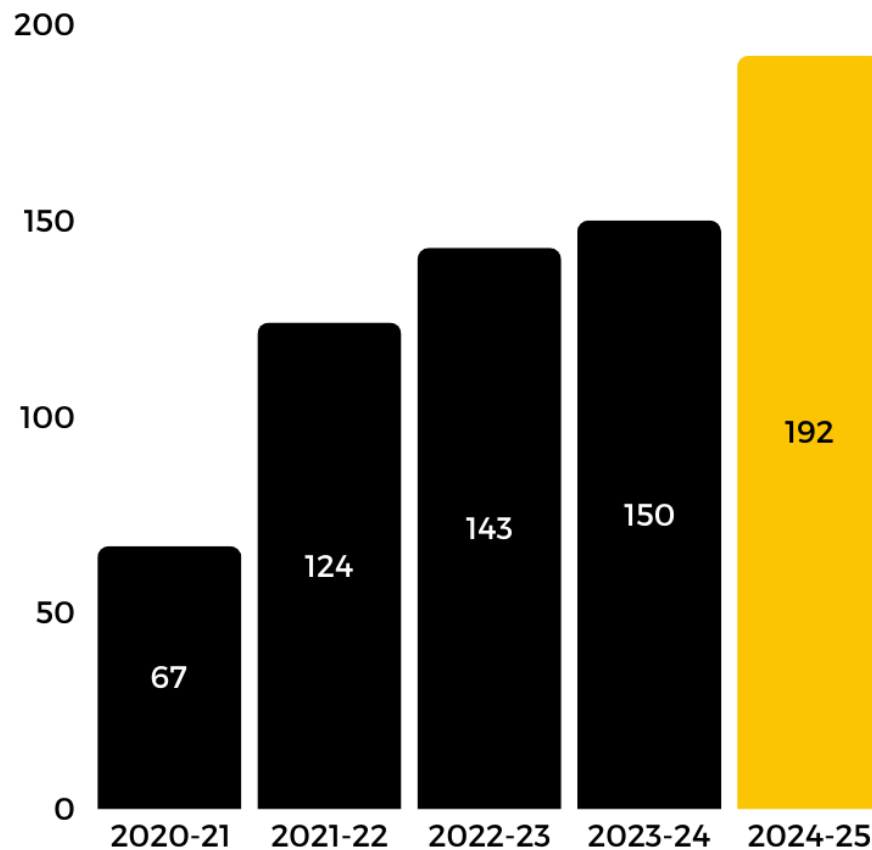
- Figure 7 shows the enrollment number of students over the last five (5) years. During this reporting year, a 16% increase in enrollment was reported. This is the highest increase for student enrollment in the last couple of years.
- Of the 360 students enrolled in FPCTPs in 2024-25, 168 were *continuing* students, and 192 were *new* students (see Figure 8).
- The Act requires that all FPCTP institutions submit a federal comprehensive transition and postsecondary (CTP) program application 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, 21 of the previously approved FPCTPs have CTP status. Five (5)

CTP applications are still awaiting approval: Florida State College at Jacksonville, Fred K. Marchman Technical College, Hillsborough County Public School, Manatee Technical College and Miami Dade College.

- The 26 FPCTPs with enrolled students in 2024-25 offered 575 credential options across a variety of career clusters, including: agriculture, hospitality, technical, health and medical, and entrepreneurial. Among the 26 FPCTPs, students had 158 program options presented as concentrations/tracks or CTE pathways from which to choose. Included as part of the varied options are 390 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 128 approved micro-credentials/badges, which varied from one (1) to 20 (twenty), 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.

**Figure 8**

*New Students Enrolled in FPCTPs*



- 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. For a complete list of all available credentials offered, visit the Find an FPCTP page on the FCSUA website.

***(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).***

## FPCTP Student Scholarships

- The annual FPCTP Student Scholarship award ranges from \$7,000 to \$15,000 for eligible students, awarded proportionally across terms. The scholarship amount is based on tuition and fees associated with each program.
- Twenty-six (26) FPCTPs requested scholarship funds for 354 eligible students, which is a 15% increase from the number of scholarships in 2023-24. Growth and the need for supporting students with intellectual disabilities in comprehensive transition and postsecondary programs continue 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 responsible for disbursing these funds within the institution as intended and for providing a disbursement report at the end of each term in the FCSUA Community.
- Three hundred and forty-five (345) students received a scholarship; some students who had enrolled or were expected to enroll did not. A total of \$3.2 million in scholarship funding was provided to the FPCTPs (see Figure 9), of which \$2.9 million was disbursed to students. The institutions will return \$323,291 to FCSUA, which accounted for those students who did not enroll or failed to remain eligible.

## FPCTP Grants

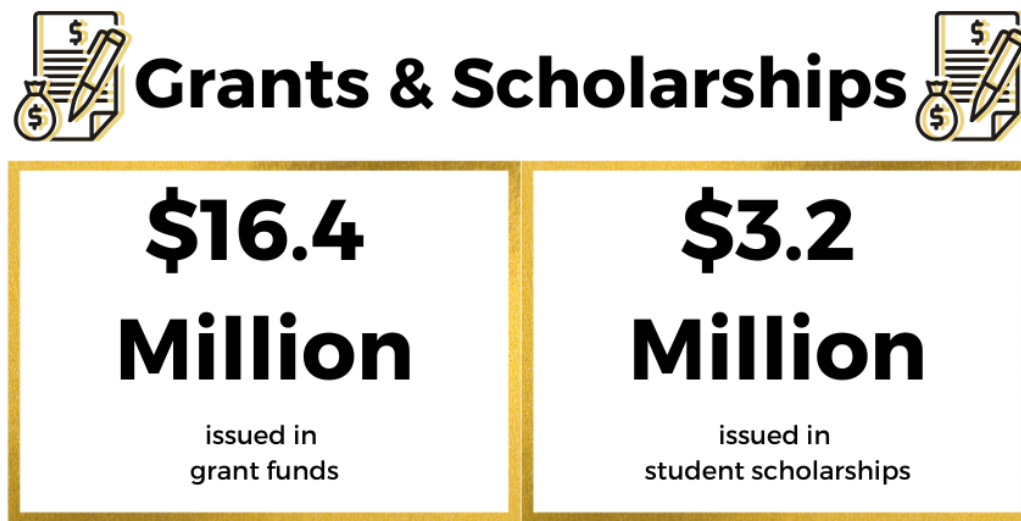
- Six (6) Continuing grants were approved and awarded during this reporting period, with a length of up to three and a half years. They included: Florida International University (\$1.48 million), Lively Technical College (\$1.3 million), Orange Technical College – West Campus (\$556,749), Robert Morgan Educational Center & Technical College (\$1.5 million), Sheridan Technical College (\$610,057), and Southeastern University (\$1.49 million).
- Four (4) FPCTPs requested a no-cost extension. Three (3) FPCTPs continued with implementation of their previously awarded grants, and one FPCTP (1) requested additional funds to support an increase in personnel, travel, and supplies.
- Eight (8) Initial grants were approved and awarded during this reporting period. They include First Coast Technical College (\$1.2 million), Fred K. Marchman Technical College (\$979,672), Erwin Technical College (\$654,743), Miami Dade College (\$1.3 million), Miami Lakes Technical College (\$1.5 million), Osceola Technical College (\$1.1 million), Polk State College (\$1.49 million) and Ridge Technical College (\$1.2 million).
- During this reporting period, grant awards ranged from \$654,743 to \$1.5 million, encumbering \$16.4 million to implement and administer high-quality comprehensive transition and postsecondary programs for young adults with intellectual disabilities (see Figure 9).

- Annual Grant Performance Reports are required by the Center and are due by July 1 each year. All FPCTPs have submitted their reports. All four institutions receiving a continuing grant submitted Final Grant Performance Reports as required.

**(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.**

**Figure 9**

*FPCTP Grants and Scholarships Awarded*



## FPCTP Indicators and Student Demographics

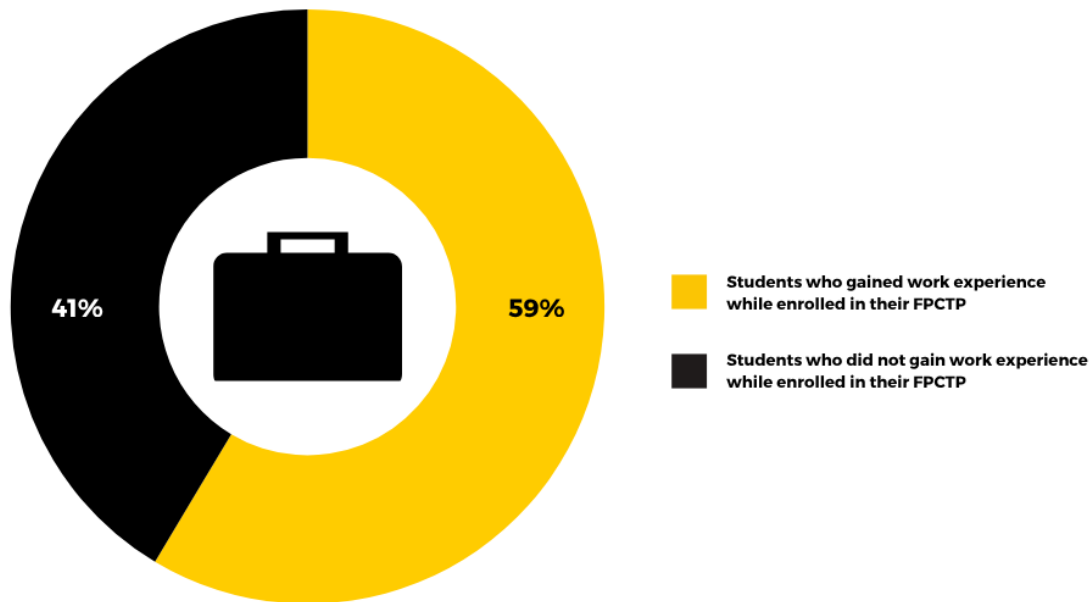
- In 2024-25, 360 students with intellectual disabilities attended 26 of the 33 approved FPCTPs. Most of the newly approved programs will start admitting students during the 2025-26 academic year.
- Data regarding the 360 students for whom information were reported included the following (see Appendix H for full demographic data):
  - Sex was broken down as such: 63% male, 36% female, and 1% no response.
  - Race was broken down as such: 56% White or Caucasian, 33% Black or African American, 3% Asian, 1% Native Hawaiian, American Indian or Alaska Native Pacific Islander, 7% reported as other or unknown.
  - Ethnicity was broken down as such: 22% Hispanic or Latino, 78% non-Hispanic or Latino.
  - Living arrangements were broken down as such: 80% lived with their parents, siblings and/or extended family; 13% lived in campus housing associated with an IHE; 3% lived alone or with a spouse, domestic partner, roommate(s); 1% lived in a supervised living facility or in another setting, and 3% had other living arrangements.



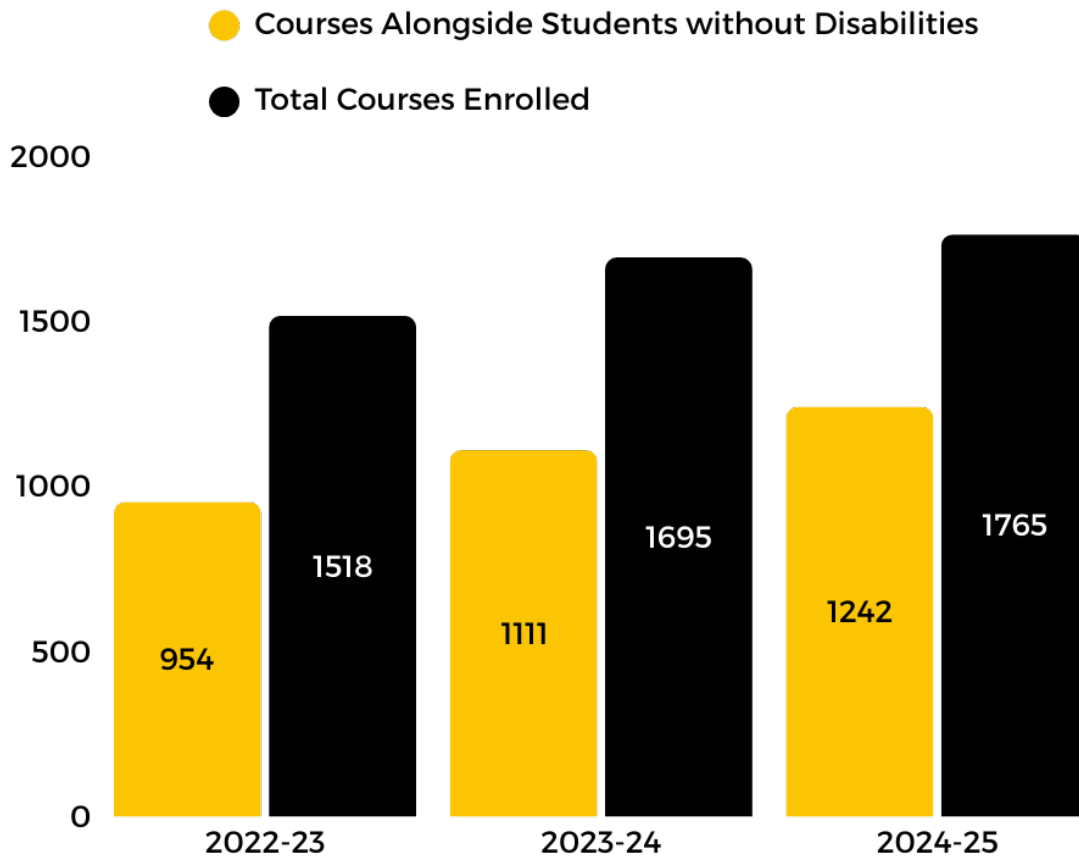
- Students' ages upon entering an FPCTP ranged from 17 to 38 years old. The most common age at entry continued to be 19 years, which aligns with the age of college students without disabilities (between 18-24).
- Students spent between zero (0) and 23 years out of K-12 education before entering a postsecondary education program. Of the total, 254 students were out of K-12 between zero (0) and two (2) years. Forty-four percent (44%) 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 (16%). The other 5% attended either a charter school, self-contained center school, or were homeschooled.
- Fifty-nine percent (59%) of students had work experience during this reporting period while enrolled in their FPCTP, while 41% did not (see Figure 10).

**Figure 10**

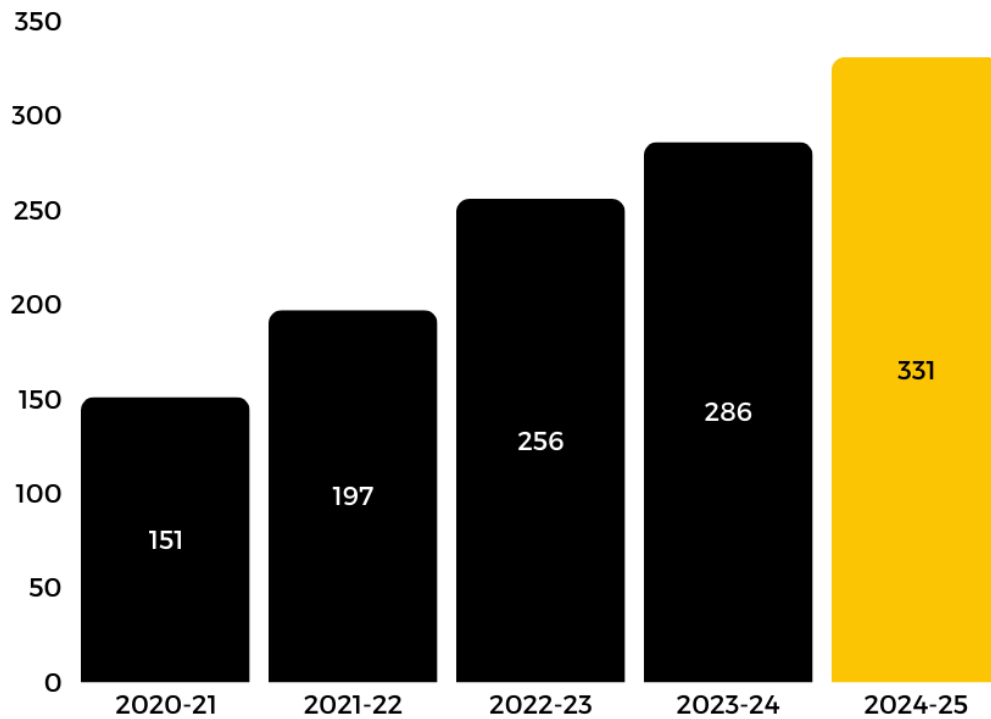
*Work Experience of Students Enrolled in FPCTPs*



- Out of 1,765 courses available among all FPCTPs, students enrolled in 1,242 (70%) courses with students without disabilities (see Figure 11). 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.

**Figure 11***Total Courses vs Courses Alongside Students without Disabilities*

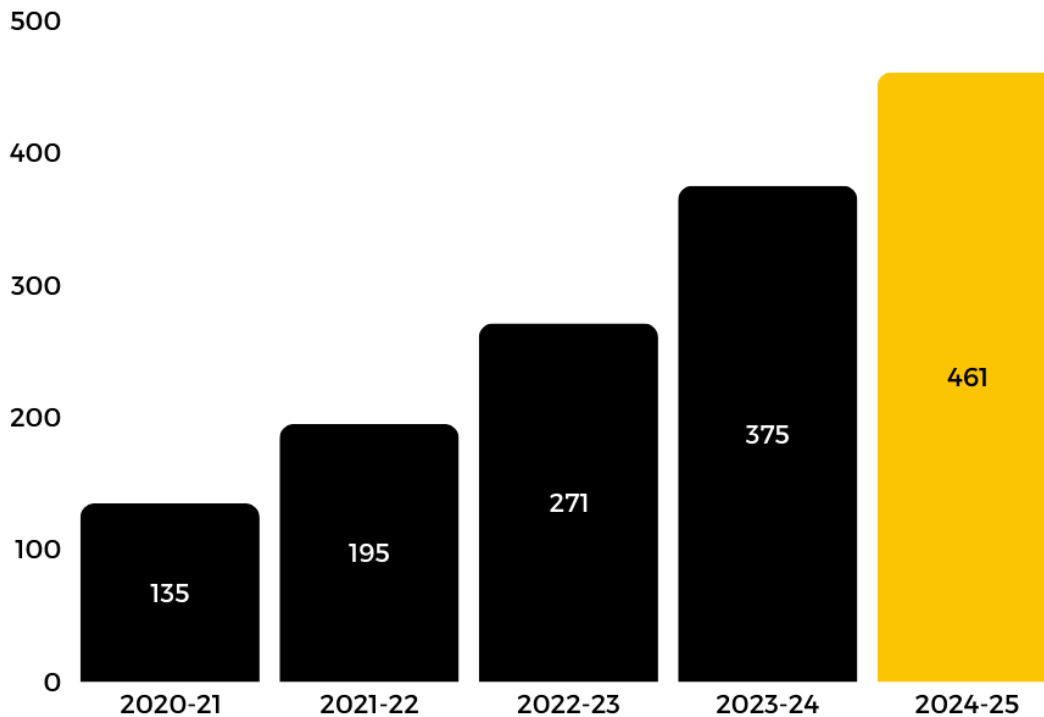
- The number of students with intellectual disabilities enrolled in courses alongside students without disabilities (331) increased 16% during this reporting year, compared to last year (286) (see Figure 12).
- During or at the end of the 2024-25 reporting year, 34 students left FPCTPs without completing their programs (13 were dismissed, 21 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 a 91% retention rate, a 3% increase compared to the previous reporting year. Program staff continued to re-evaluate support procedures to improve retention rates.

**Figure 12***Students Enrolled in Courses Alongside Students without Disabilities*

## Students Completing FPCTPs

- To date, FPCTPs report 461 program completers (see Figure 13). As FPCTPs continue to maintain high retention rates (91%), the number of reported completers also continues to increase. A 23% increase is noted in the number of reported completers during 2024-25 (461), compared to 2023-24 (375). FPCTPs are required to gather follow-up information on students for five (5) years. Therefore, while included in the total number of completers, the forty-six (46) completers from 2016-2017, 2017-2018, and 2018-19 are not included in the following data.
  - In the 2024-25 FPCTP annual student follow-up reports include:
    - 32 students who completed in 2019-2020 were represented in Year 5 follow-up reports.
    - 57 students who completed in 2020-21 were represented in Year 4 follow-up reports.
    - 60 students who completed in 2021-22 were represented in Year 3 follow-up reports.
    - 76 students who completed in 2022-23 were represented in Year 2 follow-up reports.

- 104 students who completed in 2023-24 were represented in Year 1 follow-up reports.
- 132 students who completed this year will not be represented in follow-up reports until 2025-26.

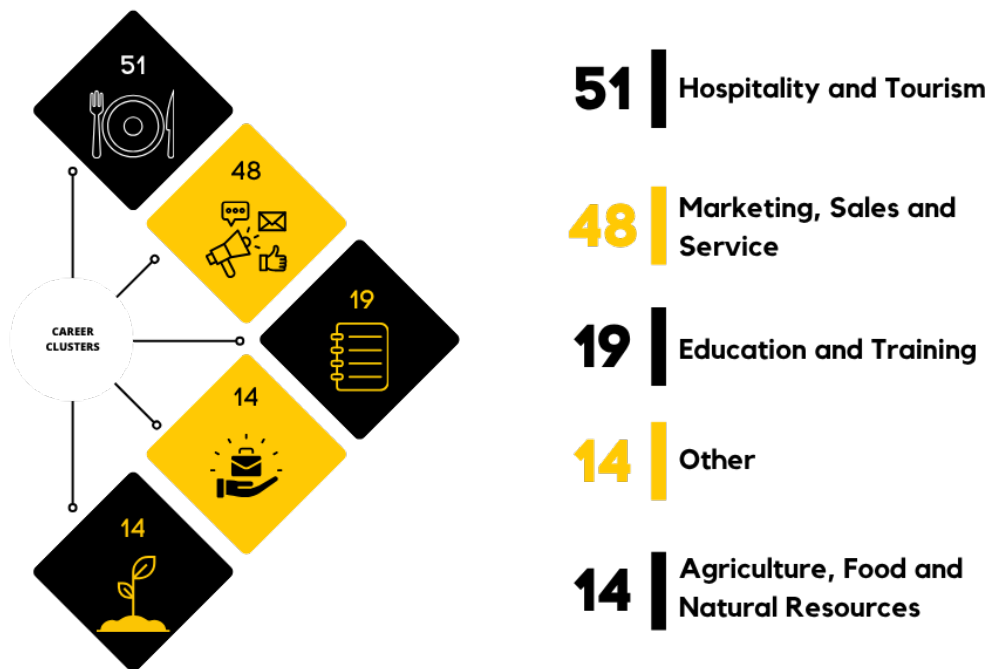
**Figure 13***FPCTP Completers*

- FPCTP staff were able to reach 256 (78%) of the 329 completers to follow up based on the annual student follow-up reports:
  - One hundred and sixty-three (164) completers were employed.
  - One hundred and eleven (115) reported being engaged in competitive integrated employment; forty-four (42) reported being involved in competitive employment with ongoing supported employment services; six (5) were self-employed; two (2) were working in a sheltered workshop; and ninety-two (92) were not employed.
  - The 115 completers who were in competitive integrated employment reported working between two (2) and 40 hours per week earning up to \$25 per hour.
  - The 42 completers who were in competitive integrated employment with ongoing support services reported working between three (3) and 40 hours per week, earning up to \$30 per hour.
  - The six (5) completers who were self-employed reported working between 5-20 hours per week, earning up to \$25 per hour.
  - The two (2) completers who work in a sheltered workshop reported working 10 hours per week in a volunteer capacity.

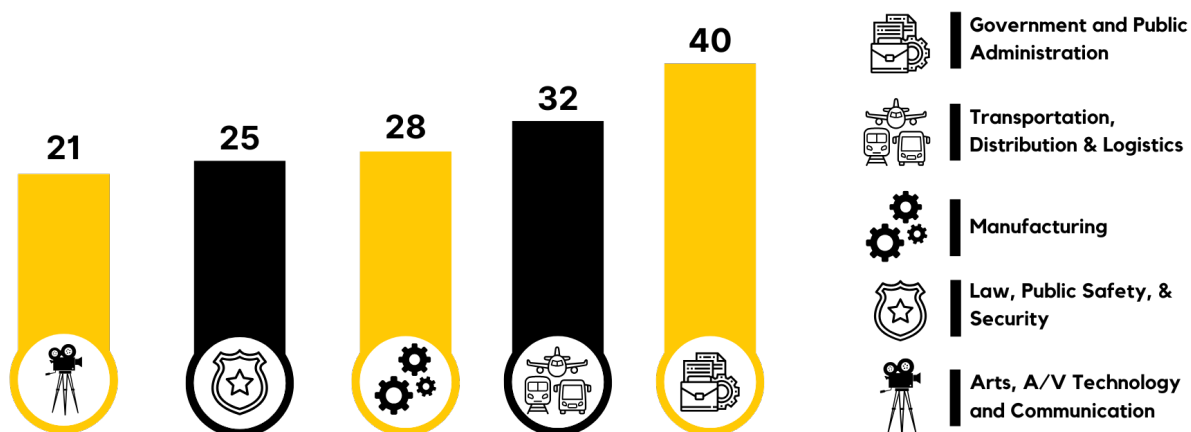
- Of the 92 completers not currently employed at the time of reporting, over the course of the year, four (4) were engaged in competitive employment; six (6) were engaged in competitive employment with ongoing supported employment services; and nine (12) had unpaid work experience.
- It was reported that some completers who were previously employed were working with vocational rehabilitation counselors or FPCTP staff to secure another job.

**Figure 14**

*Top Five Current Employment Career Clusters of Student Completers*



- Figure 14 shows completers' top five career cluster areas of current employment after exiting their FPCTP. During this reporting year, Hospitality and Tourism (51) was the top career cluster in which completers were employed, with Marketing, Sales, and Services a close second (48). The number of graduates in Hospitality and Tourism has increased from 42 graduates employed. This suggests a growing demand for skills in the hospitality industry. Education and Training and Agriculture, Food and Natural Resources remain in the top five career clusters. The Other category continues to rise higher within the top five career clusters in 2024-25, suggesting a growing diversity of employment opportunities for graduates.
- Figures 15 and 16 show completers' top career clusters with median hourly pay rate and hours worked per week. Completers working in the Government or Public Administration area were the highest paid at \$18.50/hour, while also working the most hours at 40 hours a week. Many career clusters pay completers \$15/hour, including Human Services, AV Tech and Communication and Hospitality, which continues to employ the most student completers.

**Figure 15***Top Five Career Clusters Median Hourly Wage for Student Completers***Figure 16***Top Five Career Clusters Median Hours per Week of Student Completers*

- o Completers obtaining competitive employment and full-time jobs are the desired goal, and at this time, only 10% of completers reached these employment levels, whereas 52% (85) 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 17 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 were 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 varies 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. There was a 1% decrease in new students admitted compared to last year. These numbers were influenced by the individual program's length, student retention, student completion, and capacity.

**Table 5***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
<b>Broward College</b>	Stipend or hourly wage	6	23	38	0.61
<b>Florida Atlantic University</b>	Stipend or hourly wage	8	40	32	1.25
<b>Florida Gulf Coast University</b>	Service learning hours	10	24	10	2.40
<b>Florida International University</b>	Stipend or hourly wage	27	88	21	4.19
<b>Florida State College at Jacksonville</b>	Stipend or hourly wage	4	16	7	2.29
<b>Lively Technical College</b>	Stipend or hourly wage	6	15	30	0.50
<b>Miami Dade College</b>	Service hours and service grants	2	8	8	1
<b>Orange Technical College - West Campus</b>	Stipend or hourly wage	4	90	6	15
<b>Pinellas Technical College - St. Petersburg</b>	Stipend or hourly wage	2	3	13	0.23
<b>Robert Morgan Educational Center and Technical College</b>	None	11	25	11	2.27
<b>Santa Fe College</b>	Stipend or hourly wage	6	50	10	5
<b>School District of Lee County</b>	None	6	10	26	0.38
<b>Southeastern University</b>	Reduction in tuition or fees; Academic course credit	33	52	11	4.73
<b>St. Petersburg College</b>	Stipend or hourly wage	2	10	5	2
<b>Tallahassee State College</b>	Stipend or hourly wage; Academic course credit	6	48	7	6.86
<b>The College of the Florida Keys</b>	Scholarship	7	15	11	1.36
<b>University of Central Florida</b>	Stipend or hourly wage; volunteer hours	17	128	17	7.53
<b>University of North Florida</b>	Stipend or hourly wage; clinical hour credit	3	29	5	5.80
<b>University of South Florida - St. Petersburg</b>	Stipend or hourly wage; Academic course credit	23	50	20	2.50
<b>TOTAL</b>		<b>183</b>	<b>724</b>	<b>288</b>	<b>65.90</b>



## Peer Mentoring

- A primary strategy used to support students in FPCTPs is peer mentors. FPCTP staff reported whether peer mentors were part of their program; compensation arrangements; the number of participants, and the number of hours per week they participated. This information is summarized in Table 5. Some programs have incorporated a range of support types into their mentoring services, demonstrating improvements in their peer mentoring programs to better meet student needs. For 2024-25, 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.
- Nineteen (19) FPCTPs reported using peer mentors to support their students during this reporting period. All 19 reported using peer mentors to provide academic support to students, a 36% increase from last year. Additionally, peer mentors were used to provide social support (18); residential support (6); employment support (3), and other support (3) (e.g., soft skill development and campus club participation). Table 6 summarizes the various supports that peer mentors offered to students.
- As FPCTPs continued to adjust their understanding of needed support for students, programs offering this service have expanded their types of support.
- Seventeen (17) of the 19 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 9 minutes to almost 15 hours per student, per week.

**Table 6***Type of Peer Mentor Support Provided to Students Enrolled in FPCTPs by Institution*

Institution	Academic	Employment	Residential	Social	Other
<b>Broward College</b>	X	X		X	-
<b>Florida Atlantic University</b>	X		X	X	Book Club, Social/Speech Club, Summer Residential Mentors
<b>Florida Gulf Coast University</b>	X			X	-
<b>Florida International University</b>	X		X	X	-
<b>Florida State College at Jacksonville</b>	X			X	-
<b>Lively Technical College</b>	X			X	-
<b>Miami Dade College</b>	X			X	-
<b>Orange Technical College - West Campus</b>	X				-
<b>Pinellas Technical College - St. Petersburg</b>	X			X	-
<b>Robert Morgan Educational Center and Technical College</b>	X			X	Supports towards development of soft skills including employment skills, career specific related skills and participation in community based industry events
<b>Santa Fe College</b>	X	X		X	-
<b>School District of Lee County</b>	X			X	-
<b>Southeastern University</b>	X		X	X	-
<b>St. Petersburg College</b>	X			X	-
<b>Tallahassee State College</b>	X			X	-
<b>The College of the Florida Keys</b>	X		X	X	-
<b>University of Central Florida</b>	X	X	X	X	Executive Function Coaching (time management, organizations skills, self-regulation strategies), Self Advocacy clinicals (student supports earning clinical hours through the communications disorders clinic at UCF)
<b>University of North Florida</b>	X			X	-
<b>University of South Florida - St. Petersburg</b>	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; and human and fiscal resources. Programs reported between two (2) and 18 staff members.
- FPCTPs provided information regarding each employee directly connected to the FPCTP, including the number of hours they worked for the institution and the number of hours they worked directly with students associated with the FPCTP. Twenty-six (26) of the 33 FPCTPs reported staffing data. Seven (7) programs do not currently have students enrolled; however, staff have been hired to assist with capacity building, before 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 I.
- The annual program reports also provided information regarding staff member roles and the time they spent in these roles. This information is also presented in Appendix I by the institution. FPCTP staff members dedicated the most work time to instruction (24%), a 2% increase from last year, followed by academic support (15%), program coordination (14%), overseeing the program in a leadership capacity (13%), and employment support/placement (12%). FPCTPs reported incorporating more support from existing agencies, such as Vocational Rehabilitation, to provide employment services before, during, and after program completion.
- FPCTPs also indicated, by staff member, how each of the following sources funded staff hours: (a) FPCTP grant, (b) directly by the IHE, (c) other sources. Table 7, Table 8, and Table 9, respectively, present the total number and percentage of hours per week across all staff at the FPCTP, funded by each source, by technical colleges, state colleges and universities respectively. Staff funding sources varied throughout the year, but consistently, the largest source of staff funding came from an FPCTP grant (72.2%), followed by funding directly from the IHE (23.3%), and other sources (4.4% 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 7***FPCTP Staff Hours per Week by Funding Source and Institution for Technical Colleges*

Technical Colleges							
Institution	Total Staff Hours Per Week	# of Hours Funded by FPCTP Grants	% of Hours Funded by FPCTP Grants	# of Hours Funded Directly by the IHE	% of Hours Funded Directly by the IHE	# of Hours Funded by Other Sources	% of Hours Funded by Other Sources
<b>Emerald Coast Technical College</b>	75	75	100%	0	0%	0	0%
<b>First Coast Technical College</b>	89	84	94%	5	6%	0	0%
<b>Fred K. Marchman Technical College</b>	136	136	100%	0	0%	0	0%
<b>Hillsborough County Public Schools</b>	110	100	91%	10	9%	0	0%
<b>Lively Technical College</b>	220	203	92%	14	6%	3	2%
<b>Manatee Technical College</b>	81	80	99%	1	1%	0	0%
<b>McFatter Technical College</b>	388.50	40	10%	333.50	86%	15	4%
<b>Miami Dade Technical Colleges</b>	179	69.52	39%	109.48	61%	0	0%
<b>Okaloosa Technical College</b>	253	203	80%	50	20%	0	0%
<b>Orange Technical College</b>	75	72	96%	3	4%	0	0%
<b>Oseceola Technical College</b>	25	15	60%	10	40%	0	0%
<b>Pinellas Technical College - St. Petersburg</b>	138	138	100%	0	0%	0	0%
<b>Robert Morgan Educational Center &amp; Technical College</b>	305	186.50	61%	118.50	39%	0	0%
<b>School District of Lee County</b>	123.75	123.75	100%	0	0%	0	0%
<b>Sheridan Technical College</b>	142.50	37.50	26%	75	53%	30	21%

**Table 8***FPCTP Staff Hours per Week by Funding Source and Institution for State Colleges*

State Colleges							
Institution	Total Staff Hours Per Week	Number of Hours Funded by FPCTP Grants	Percentages of Hours Funded by FPCTP Grants	Number of Hours Funded Directly by the IHE	Percentage of Hours Funded Directly by the IHE	Number of Hours Funded by Other Sources	Percentage of Hours Funded by Other Sources
Broward College	200	200	100%	0	0%	0	0%
Florida State College at Jacksonville	191.83	180.83	94%	11	6%	0	0%
Indian River State College	200	180	90%	0	0%	20	10%
Miami Dade College	72.50	37.50	52%	35	48%	0	0%
Polk State College	80	80	100%	0	0%	0	0%
Santa Fe College	179	162	90%	7	3%	10	7%
St. Petersburg College	152	135	89%	17	11%	0	0%
Tallahassee State College	51	40	78%	11	22%	0	0%
The College of the Florida keys	233.62	184.87	79%	45	19%	3.75	1%

**Table 9***FPCTP Staff Hours per Week by Funding Source and Institution for Universities*

Universities							
Institution	Total Staff Hours Per Week	Number of Hours Funded by FPCTP Grants	Percentages of Hours Funded by FPCTP Grants	Number of Hours Funded Directly by the IHE	Percentage of Hours Funded Directly by the IHE	Number of Hours Funded by Other Sources	Percentage of Hours Funded by Other Sources
Florida Atlantic University	325	170.50	52%	4.50	2%	150	46%
Florida Gulf Coast University	183	183	100%	0	0%	0	0%
Florida International University	448	84.60	19%	363.40	81%	0	0%
Southeastern University	180	180	100%	0	0%	0	0%
University of Central Florida	189	189	100%	0	0%	0	0%
University of North Florida	170	170	100%	0	0%	0	0%
University of South Florida - St. Petersburg	124.50	124.50	100%	0	0%	0	0%

***(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 (APD) 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 157 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 comprehensive transition and 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 provides resources to help students with disabilities and their families 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 in finding the best postsecondary option. This section includes the following:

- The Exploring Options showcases the multiple options available for students with disabilities when transitioning from high school to college. It included information on legal protections, services available, accommodations, and dual enrollment.
- 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 map of 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 pinpoint, 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 Maps 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

providing support to 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.

- The Paying for College page compiles information regarding the Free Application for Federal Student Aid (FAFSA), additional funding available through Comprehensive Transition Postsecondary (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 comprehensive transition and postsecondary 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 the types of support needs for students with intellectual and developmental disabilities to succeed in college.



*A Project STAGE completer prepares for the Indian River State College 2025 commencement ceremony.*

## Summary

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

Revisions to the FPCTP applications, scholarships, grants, and annual reports contributed to ensuring accuracy of data collection and reporting. In collaboration with Chancellors of the Divisions of Career and Adult Education, and Florida Colleges, three (3) renewal applications were approved. FPCTP Scholarships were issued to 354 eligible students in programs. Twenty-seven (27) approved FPCTPS utilized FPCTP grant awards to stimulate, enhance, and /or expand program development and implementation. Varied communication channels were used to communicate information with stakeholders across the state through webinars, social media, virtual meetings, emails, conference presentations, and workshops. The 2024 FLPEPPI in July, the 2025 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 benefits of using the FCSUA Community continue to improve FCSUA's infrastructure and data collection procedures for programs and students.

Through the reports submitted by approved programs, 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 Education; Project 10; Agency for Persons with Disabilities; The Able Trust; and student services. 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 St. Thomas University and Pinellas Technical College - Clearwater 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 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 previously mentioned 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 vital work.

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## **Appendix A**

### FPCTP Reporting Schedule



## FPCTP Reporting Schedule

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

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

GRANT	
Due Date: September 1 (end of grant project period)	<p><b>Action:</b>  <b>FPCTP</b> grantees submit <b>Final</b> FPCTP Grant Performance Report to FCSUA September 1, or 60 days from end of the project period:</p> <p><b>Outline for Final Grant Performance Report is detailed in Appendix B – Deliverables, of the Grant Agreement</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>▸ The report includes the same type of information as the Annual Grant Performance Report but spans the entire project period.</li> <li>▸ Final budget summary and invoice for final cost reimbursement are also due with the final report at this time.</li> </ul>
GRANT	
Due Date: October 1-15	<p><b>Action:</b>  <b>FPCTP</b> grantees submit <b>Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities</b> for the period of performance in FCSUA Community:</p> <p><b>Period of Performance: July 1 – September 30</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>▸ 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"> <li>▪ Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget.</li> </ul> </li> <li>▸ <b>Quarterly Report</b>, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time.</li> <li>▸ 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"> <li>▪ UCF shall remit payment to IHE's address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer.</li> </ul> </li> </ul>
SCHOLARSHIP	
Due Date: December 1	<p><b>Action:</b>  <b>FPCTP</b> completes Fall Term Scholarship Disbursement, in FCSUA Community, using the Scholarship Request record of each student, <b>INCLUDING</b> requests for any new students projected to enter the program the next semester (spring or summer).</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>▸ 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.</li> </ul>



GRANT	
Due Date: January 1-15	<p><b>Action:</b> FPCTP grantees submit <b>Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities</b> for the period of performance in FCSUA Community:</p> <p><b>Period of Performance: October 1 – December 31</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>▸ 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"> <li>▪ Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget.</li> </ul> </li> <li>▸ <b>Quarterly Report</b>, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time.</li> <li>▸ 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"> <li>▪ UCF shall remit payment to IHE's address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer.</li> </ul> </li> </ul>
SCHOLARSHIP	
Due Date: March 31	<p><b>Action:</b> FPCTP completes Spring Term Scholarship Disbursement, in FCSUA Community, using the Scholarship Request record of each student, <b>INCLUDING</b> requests for any new students projected to enter the program the next semester (summer).</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>▸ 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.</li> </ul>
GRANT	
Due Date: April 1-15	<p><b>Action:</b> FPCTP grantees submit <b>Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities</b> for the period of performance in FCSUA Community:</p> <p><b>Period of Performance: January 1 – March 31</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>▸ 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"> <li>▪ Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget.</li> </ul> </li> <li>▸ <b>Quarterly Report</b>, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time.</li> <li>▸ 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"> <li>▪ UCF shall remit payment to IHE's address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer.</li> </ul> </li> </ul>

SCHOLARSHIP	
Due Date: June 1-30**	<p><b>Action:</b></p> <ul style="list-style-type: none"> <li>▸ <b>FPCTP</b> completes Summer Term Scholarship Disbursement, in FCSUA Community, using the Scholarship Request record of each student.</li> <li>▸ <b>IHE returns</b> scholarship funds not disbursed to students to FCSUA no later than June 30.</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>▸ 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.</li> <li>▸ The Scholarship Summary in FCSUA Community will include automatic calculations of final # and \$ of scholarships disbursed with total \$ of funds not disbursed.</li> <li>▸ Funds not disbursed to students are returned to FCSUA via check.</li> </ul>
**Summer Disbursement Report <b>must</b> be completed before returning non-disbursed funds to FCSUA by June 30.	
GRANT	
Due Date: July 1-15	<p><b>Action:</b></p> <p><b>FPCTP</b> grantees submit <b>Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities</b> for the period of performance in FCSUA Community:</p> <p><b>Period of Performance: April 1 – June 30</b></p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>▸ 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"> <li>▪ Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget.</li> </ul> </li> <li>▸ <b>Quarterly Report</b>, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time.</li> <li>▸ 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"> <li>▪ UCF shall remit payment to IHE's address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer.</li> </ul> </li> </ul>

GRANT	
Due Date: July 15	<p><b>Action:</b>  <b>FPCTP</b> grantees submit <b>Annual FPCTP Grant Performance Report</b> to FCSUA:</p> <p><b>Outline for Annual Grant Performance Report</b> is detailed in Appendix B – Deliverables, of the Grant Agreement</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>▸ 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.</li> <li>▸ 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"> <li>▪ Activities implemented</li> <li>▪ Expected activities in next budget period (for annual performance report)</li> <li>▪ Request for changes in approved activities and/or implementation timeline (if needed).</li> </ul> </li> <li>▸ 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"> <li>▪ Formative evaluation activities <ul style="list-style-type: none"> <li>• Targeted outputs</li> <li>• Targeted outcomes</li> </ul> </li> <li>▪ Summative evaluation activities <ul style="list-style-type: none"> <li>• Targeted outputs</li> <li>• Targeted outcomes</li> </ul> </li> </ul> </li> <li>▸ Budget expenditures <ul style="list-style-type: none"> <li>▪ Description of any slippages</li> <li>▪ Expected expenditures during next budget period (for annual report).</li> <li>▪ Requested budget changes (if needed)</li> </ul> </li> <li>▸ Supporting or supplementary information (optional)</li> </ul>

## **Appendix B**

### 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 C**

Summary of FCSUA Collaborative Activities with Specific Groups





## Description Of Specific FCSUA Collaborative Activities

### Able Trust

- Disability Employment Awareness Month collaboration
- HS/HT Coordinators Conference presentation
  - Student Success! The Impact of Inclusive Postsecondary Programs for Students with Intellectual Disabilities
- Project Venture competition
- Able Trust Member of FCSUA Advisory Committee
- Collaboration with Center for Public and Nonprofit Management

### Agency for Persons with Disabilities (APD)

- Participated in APD's 20<sup>th</sup> annual Florida Exceptional Employer Awards expo and recognition ceremony at the Florida Capitol
- Member of HB 1517 Interagency Workgroup

### College Reading and Learning Association (CRLA)

- Development of peer mentoring workshop

### Center for Autism and Related Disabilities (CARD)

- FCSUA informational table display at CARD 2025 Conference.
- Presenter at PEPSA Summit at UF Jacksonville
  - *Empowering Futures: Preparing Students with Intellectual Disabilities for Success in Inclusive Postsecondary Education*

### Down Syndrome Association of Florida

- Exhibitor at Adult Down Syndrome Clinic

### Florida Department of Education (FLDOE)

- FCSUA informational flyer available to Bureau of Exceptional Education and Student Services (BEESS) to be distributed at IEP meetings as directed in House Bill 173
- Northeast Florida Educational Consortium (NEFEC)/ISRD College Fair
- Exhibitor at ISRD/Council of Administrators of Special Education (CASE) Summer Institute
- CIP code planning
- FDLRS Network Conference presentation
- Student Success! The Impact of Inclusive Postsecondary Programs for Students with Intellectual Disabilities

### Florida Department of Education Vocational Rehabilitation (VR)

- Exhibitor at FLPEPPI 2024
- Presenter at FLPEPPI 2024

### Florida Developmental Disabilities Council (FDDC)

- 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)**

- Exhibitor at conference

### **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

### **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.

### **Southeast Postsecondary Education Alliance (SEPSEA)**

- Chairperson
- State Representative
- CTE Representative
- Action committee members: Public Policy, Research, Conference Planning, Professional Development

### **Think College**

- Advisory and Standards Update Committee
- 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:
  - Oklahoma
  - Minnesota
  - Santa Clara County, CA

*Think College Think Higher and Inclusive Postsecondary Education (IPSE) recognition day*

## **Appendix D**

Summary of Technical Assistance, Webinars, Collaboration and Outreach



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

Technical Assistance					
Date	Event	Location	Presenter (s)	Focus	Audience
07/16/2024	Marketing Meeting	Virtual	Communications Team	FPCTP Development	Fred K. Marchman Technical College Support Staff
08/16/2024	Grant Assistance	Kissimmee, FL	Technical Assistance Team	FPCTP Grant	Administration and staff from Osceola Technical College
08/19/2024	Grant Assistance	Bartow, FL	Technical Assistance Team	FPCTP Grant	Grant writer and grants manager for Polk County School District
08/22/2024	Grant Assistance	Virtual	Technical Assistance Team	FPCTP Grant	Director of First Coast Technical College
08/22/2024	Grant Assistance	Virtual	Technical Assistance Team	FPCTP Grant	Director of Okaloosa UP FPCTP
10/03/2024	Technical Assistance	Virtual	Technical Assistance Team	CTP Application	Miami-Dade College's FPCTP staff
10/21/2024	Grant Assistance	Virtual	Technical Assistance Team	FPCTP Grant	Instructors and administrator
10/22/2024	Grant Assistance	Bartow, FL	Technical Assistance Team	FPCTP Grant	Instructors and administration from Polk County School District
10/22/2024	Grant Review	Kissimmee, FL	Technical Assistance Team	FPCTP Grant	Instructors and administration from Osceola Technical College.

Technical Assistance					
Date	Event	Location	Presenter (s)	Focus	Audience
11/05/2024	Grant Assistance	Virtual	Technical Assistance Team	FPCTP Grant	Administrators from Miami-Dade Public Schools
11/08/2024	Technical Assistance	Virtual	Technical Assistance Team	FPCTP Application	Administrators from Miami Dade Public Schools
11/14/2024	On-Site Program Visit	Tallahassee, FL	Technical Assistance Team	FPCTP Implementation	Tallahassee State College (TSC) Staff
11/14/2024	On-Site Program Visit	Tallahassee, FL	Technical Assistance Team	FPCTP Implementation	Administrators and FPCTP Coordinator at TSC.
11/15/2024	On-Site Program Visit	Tallahassee, FL	Technical Assistance Team	FPCTP Implementation	Lively Technical College FPCTP Coordinator
12/09/2024	On-Site Program Visit	Key Largo, FL	Technical Assistance Team	FPCTP Implementation	The College of the Florida Keys (TCFK) Dean and FPCTP staff
12/11/2024	On-Site Program Visit	Ft. Walton, FL	Technical Assistance Team	FPCTP Implementation	Director and FPCTP team at Okaloosa Technical College.
12/12/2024	On-Site Program Visit	Defuniak Springs, FL	Technical Assistance Team	FPCTP Implementation	Emerald Coast Technical College (ECTC) Director and FPCTP Coordinator
01/06/2025	Budget Support	Virtual	Technical Assistance Team	FPCTP Grant	TSC Staff
02/03/2025	TSC Budget Support	Virtual	Technical Assistance Team	FPCTP Grant	TSC Staff

Technical Assistance					
Date	Event	Location	Presenter (s)	Focus	Audience
02/11/2025	Technical Assistance	Virtual	Technical Assistance Team	FPCTP Development	Okaloosa Technical College FPCTP staff
02/21/2025	FPCTP Development	Miami Gardens, FL	Technical Assistance Team	FPCTP Development	St. Thomas University (STU) leadership
02/26/2025	Application Development	Virtual	Technical Assistance Team	FPCTP Application	STU Staff
02/26/2025	Budget Assistance	Virtual	Technical Assistance Team	FCSUA Community	Director of First Coast Technical College
02/27/2025	Salesforce Overview	Virtual	Technical Assistance Team	FCSUA Community	Polk State College FPCTP Coordinator
03/03/2025	Salesforce Overview	Virtual	Technical Assistance Team	FCSUA Community	Miami Lakes Technical College Administrators
03/04/2025	Technical Assistance	Virtual	Technical Assistance Team	FPCTP Development	ECTC FPCTP Coordinator
03/06/2025	Technical Assistance	Virtual	Technical Assistance Team	FPCTP Application	Miami-Dade Public Schools (MDPS) Administrators
03/10/2025	FPCTP Grant Proposal	Jacksonville, FL	Technical Assistance Team	FPCTP Implementation	MDPS Administrators
03/12/2025	On-Site Program Visit	Jacksonville, FL	Technical Assistance Team	FPCTP Implementation	Florida State College at Jacksonville (FSCJ) FPCTP Staff



Technical Assistance					
Date	Event	Location	Presenter (s)	Focus	Audience
03/12/2025	Lindsey Hopkins Grant discussion	Virtual	Technical Assistance Team	FPCTP Grant	MDPS Administration
03/12/2025	On-Site Program Visit	Jacksonville, FL	Technical Assistance Team	FPCTP Implementation	University of North Florida (UNF) FPCTP Staff
03/13/2025	FPCTP Application Development Update	Virtual	Technical Assistance Team	FPCTP Application	STU Staff
03/18/2025	FPCTP Application Development Update	Virtual	Technical Assistance Team	FPCTP Application	STU staff
03/20/2025	FPCTP Application Development Update	Virtual	Technical Assistance Team	FPCTP Application	STU Staff
03/24/2025	Final Report Review	Virtual	Technical Assistance Team	FCSUA Community	Sheridan Technical College FPCTP team
03/27/2025	FPCTP Application Support	Virtual	Technical Assistance Team	FPCTP Application	TCFK Staff
03/27/2025	FPCTP Application Development Update	Virtual	Technical Assistance Team	FPCTP Application	STU Staff
04/03/2025	FPCTP renewal application	Virtual	Technical Assistance Team	FPCTP Application	ECTC FPCTP Coordinator
04/07/2025	FPCTP Application Development Update	Virtual	Technical Assistance Team	FPCTP Application	STU Program Staff

Technical Assistance					
Date	Event	Location	Presenter (s)	Focus	Audience
04/15/2025	School District of Lee County	Onsite Meetings	Ft. Myers, FL FCSUA Technical Assistance Team;	FPCTP Implementation	Superintendent of CTE for SDLC.
04/15/2025	Grant Modification Support	Virtual	Technical Assistance Team	FPCTP Grant	Polk State College Staff
04/17/2025	FCSUA Reporting Review	Virtual	Technical Assistance Team	FCSUA Community	Erwin Technical College (ETC) new FPCTP coordinator
04/22/2025	Next steps meeting	Virtual	Technical Assistance Team	FCSUA Community	Ridge Technical College Team
04/23/2025	On-Site Program Visit	St. Petersburg, FL	Technical Assistance Team	FPCTP Implementation	St. Pete College FPCTP staff
04/24/2025	On-Site Program Visit	St. Petersburg, FL	Technical Assistance Team	FPCTP Implementation	University of South Florida - St. Petersburg (USF-St. Pete) FPCTP Staff
04/28/2025	FPCTP visit to Orange Technical College	Ocoee, FL	Technical Assistance Team;	FPCTP Implementation	FPCTP coordinator, students, staff, and administrators.
05/01/2025	Miami Dade grant review	Virtual	Technical Assistance Team	FPCTP Implementation	MDPS Administration
05/05/2025 - 05/08/2025	Content Resource Expert at NTACTION	Charlotte, NC	Technical Assistance Team	Online Strategic Planning Tool	State leaders from across the country

Technical Assistance					
Date	Event	Location	Presenter (s)	Focus	Audience
05/05/2025	Renewal Application Review	Gainesville, FL	Technical Assistance Team	FPCTP Application	Santa Fe College Staff
05/07/2025	Application Development Update	Virtual	Technical Assistance Team	FPCTP Application	STU Staff
05/15/2025	FIU/UCF Agreements	Virtual	Technical Assistance Team	FPCTP Grant	Florida International University (FIU) Staff
05/15/2025	Grant assistance	Virtual	Technical Assistance Team	FPCTP Grant	Pinellas County School District Administrative staff
05/16/2025	FPCTP Technical Assistance	Virtual	Technical Assistance Team	FCSUA Community	Ridge Technical College FPCTP team
05/20/2025	Application Review Input	Virtual	Technical Assistance Team	FPCTP Application	Indian River State College (IRSC) program staff
05/20/2025	Renewal application	Virtual	Technical Assistance Team	FPCTP Application	IRSC Program Team
05/21/2025	Application Development Update	Virtual	Technical Assistance Team	FPCTP Application	STU Program Staff
05/21/2025	Annual Report assistance	Virtual	Technical Assistance Team	FCSUA Community	First Coast Technical College FPCTP Coordinator
05/23/2025	Application Development Update	Virtual	Technical Assistance Team	FPCTP Application	STU Staff
05/27/2025	Technical Assistance	Virtual	Technical Assistance Team	FCSUA Community	Ridge Technical College FPCTP team

Technical Assistance					
Date	Event	Location	Presenter (s)	Focus	Audience
05/28/2025	Application Development Update	Virtual	Technical Assistance Team	FPCTP Application	STU staff
05/29/2025	FCSUA Reporting Q&A	Virtual	Technical Assistance Team	FCSUA Community	Ridge Technical College FPCTP coordinator
06/06/2025	Technical Assistance Student Follow Up report	Virtual	Technical Assistance Team;	FCSUA Community	UCF FPCTP Coordinator
06/09/2025	Technical Assistance	Virtual	Technical Assistance Team	FCSUA Community	FPCTP Coordinators
06/11/2025	Technical Assistance	Virtual	Technical Assistance Team	FPCTP Development	Orange Technical College FPCTP Coordinator
06/16/2025	Technical Assistance	Virtual	Technical Assistance Team	FCSUA Community	IRSC program staff
06/17/2025	Classification of Instructional Programs (CIP) Code Implementation	Virtual	Technical Assistance Team	FPCTP Implementation	State College FPCTP Coordinators
06/19/2025	Technical Assistance	Virtual	Technical Assistance Team	FCSUA Community	IRSC Staff
06/23/2025	Application Development Update	Virtual	Technical Assistance Team	FPCTP Application	STU Program Staff
06/24/2025	Facilitator Strategic Planning Workshop	Virtual	Technical Assistance Team	FCSUA Community	Strategic Planning Facilitators
06/27/2025	Application Development Update	Virtual	Technical Assistance Team;	FPCTP Application	STU Staff

Webinars					
Date	Title	Focus	Presenter(s)	Audience	Number of Participants
09/03/2024	Spreading the News: Resources Available for Disability Employment Awareness Month (DEAM) and Disability History Month	FCSUA Informational Webinar	FCSUA Outreach Team; FCSUA Communications Team	FPCTPs, agencies, school districts, parents	54
09/17/2024	FCSUA Annual Report: How Your Data Is Used	FCSUA Informational Webinar	FCSUA Technical Assistance Team	FPCTPs, agencies, school districts, parents	23
10/01/2024	Making the Connection with Businesses to Get Students Hired	FCSUA Informational Webinar	FCSUA Communications Team	FPCTPs, agencies, school districts, parents	66
11/05/2024	The Impact Attending An FPCTP has on Students Lives	FCSUA Informational Webinar	FCSUA Outreach Team; Parents of students in programs	FPCTPs, agencies, school districts, parents	55
11/21/2024	Focusing on Results: Step 4 Report Progress	FCSUA Webinar	FCSUA Technical Assistance Team;	FPCTPS	34
12/4/2024	Using the Family2Family Toolkit	FCSUA Informational Webinar	Kris Webb and Joey McKinley	FPCTPs, agencies, school districts, parents	49

Webinars					
Date	Title	Focus	Presenter (s)	Audience	Number of Participants
02/04/2025	Linking Career Pathways for Students with Intellectual Disabilities in Florida Postsecondary Comprehensive Transition Programs	FCSUA Webinar	FCSUA Technical Assistance Team; UCF Career and Workforce Development Dept.	FPCTPs	46
03/04/2025	Building Relationships that Foster Employment for Students with Intellectual Disabilities	FCSUA Informational Webinar	Rachel Ludwig Talent Development for the Future of Work Florida Chamber Foundation	FPCTPs, agencies, school districts, parents	66
04/01/2025	Program Information in the Annual Report: Completing with Accuracy	FCSUA Webinar	FCSUA Technical Assistance Team;	FPCTPs	20
05/06/2025	Student Information in the Annual Report - Completing with Accuracy	FCSUA Webinar	FCSUA Technical Assistance Team;	FPCTPs	20
05/20/2025	Graduate Follow Up Reports: Strategies for Following Students and Reporting with Accuracy	FCSUA Webinar	FCSUA Technical Assistance Team;	FPCTPs	22

Webinars					
Date	Title	Focus	Presenter (s)	Audience	Number of Participants
06/10/2025	Technical Soundness for Strategic Planning Sessions at FLPEPPI	FCSUA Webinar	Everett Evaluation Research & Consulting	FPCTPs	40
06/19/2025	FPCTP Student Scholarship 101	FCSUA Webinar	FCSUA Technical Assistance Team;	FPCTPs	18

Collaboration				
Date	Event	Type	Location/Presenter (s)	Audience
07/02/2024	Oklahoma IPSE Alliance TA	Virtual Meeting	FCSUA Technical Assistance Team	Director of Oklahoma IPSE Alliance
08/15/2024 - 08/19/2024	Minnesota State University	Virtual Meeting	FCSUA Technical Assistance Team	Faculty from Minnesota State University.
09/11/2024	CIP code planning	Virtual Meeting	FCSUA Technical Assistance Team	FLDOE State College System staff
09/30/2024	FES-UA Purchasing Guidelines Translation	Virtual Meeting	FCSUA Technical Assistance Team	Spanish translator
10/03/2024 - 10/04/2024	Assist parent with finding an FPCTP for their son	Virtual Meeting	FCSUA Technical Assistance Team	Parent of student with an intellectual disability.
12/02/2024	Lead Facilitators Meeting	Virtual Meeting	FCSUA Technical Assistance Team	Lead Facilitators
12/04/2024	Meeting with technical college in Santa Clara County, CA	Virtual Meeting	FCSUA Technical Assistance Team	administrators and community liaisons
12/16/2024	Technical Assistance-Oklahoma	Virtual Meeting	Virtual FCSUA Technical Assistance Team	Oklahoma Department of Education
12/17/2024	CIP code planning	Virtual Meeting	FCSUA Technical Assistance Team	FLDOE Career and Adult Education and state college system staff



Collaboration				
Date	Event	Type	Location/Presenter (s)	Audience
01/16/2025	CIP code planning	Virtual Meeting	FCSUA Technical Assistance Team	FLDOE Career and Adult Education staff and state college system staff
01/24/2025	SEPSEA Regional Alliance Meeting	Virtual Meeting	FCSUA Technical Assistance Team	Regional alliance members from across the country.
01/29/2025	Collaboratory workgroup meeting	Virtual Meeting	FCSUA Technical Assistance Team	Collaboratory Workforce for People with Unique Abilities members.
02/10/2025	Collaboratory Persistence and Completion Meeting	Onsite Meetings	Ft. Myers, FL FCSUA Technical Assistance Team	Collaboratory's Persistence and Completion members, Lee County elected officials, and school district administrators
02/19/2025	Lead Facilitators Meeting	Virtual Meeting	Virtual	Lead Facilitators
02/20/2025	Workforce with Unique Abilities meeting	Virtual Meeting	FCSUA Technical Assistance Team	Collaboratory, local employers
02/24/2025	SEPSEA Board Meeting	Virtual Meeting	FCSUA Technical Assistance Team	SEPSEA board members
2/25/2025	ACTE National Policy Summit meeting	Virtual Meeting	FCSUA Technical Assistance Team	ACTE
02/27/2025	Oklahoma DOE Follow up	Virtual Meeting	FCSUA Technical Assistance Team	Stakeholders from the Oklahoma Dept of Education

Collaboration				
Date	Event	Type	Location/Presenter (s)	Audience
02/27/2025	FLPEPPI/VR collaboration	Virtual Meeting	FCSUA Technical Assistance Team	Division of Vocational Rehabilitation
03/14/2025	ACTE Leadership Meeting	Onsite Meetings	New Orleans, LA/ FCSUA Technical Assistance Team	ACTE leadership
03/20/2025	Collaboration with Lead Facilitators	Virtual Meeting	FCSUA Technical Assistance Team	Lead facilitators
03/26/2025	FES-UA Purchasing Guidelines Development	Virtual Meeting	FCSUA Technical Assistance Team	FLDOE Office of School Choice, Florida Senate, and Florida House staff
03/27/2025	Collaboratory Workforce with Unique Abilities	Virtual Meeting	FCSUA Technical Assistance Team;	Collaboratory workgroup members
03/31/2025	FES-UA Purchasing Guidelines Development - Parent Focus Group	Virtual Meeting	FCSUA Technical Assistance Team	parents of students receiving FES-UA Scholarship
04/02/2025	FES-UA Purchasing Guidelines Development	Virtual Meeting	FCSUA Technical Assistance Team	FLDOE Office of School Choice Staff, Florida Senate Staff, Florida House Staff
04/03/2025	FES-UA Purchasing Guidelines Development - Parent Focus Group	Virtual Meeting	FCSUA Technical Assistance Team;	Parents of students receiving FES-UA Scholarship

Collaboration				
Date	Event	Type	Location/Presenter (s)	Audience
04/03/2025	FES-UA Purchasing Guidelines Development - Parent Focus Group	Virtual Meeting	FCSUA Technical Assistance Team	Parents of students receiving FES-UA Scholarship - in Spanish
04/21/2025	FPCTP CIP Code	Virtual Meeting	FCSUA Technical Assistance Team	FPCTP Technical College Staff; FLDOE CTE staff; FLDOE State College System staff
04/21/2025	National Occupational Competency Testing Institute (NOCTI)	Virtual Meeting	FCSUA Technical Assistance Team	NOCTI staff
04/29/2025	Develop Peer Mentoring Workshop	Virtual Meeting	FCSUA Staff	UNF Staff, SEU Staff, CRLA Staff
05/07/2025	FES-UA Purchasing Guidelines Revision	Virtual Meeting	FCSUA Technical Assistance Team	Step Up for Students Staff
05/08/2025	CTE in Virginia	Onsite Meetings	Charlotte, NC FCSUA Technical Assistance Team	Stakeholders from James Madison University and Virginia Dept. Of Education.
05/12/2025	Promising People	Virtual Meeting	FCSUA Technical Assistance Team	Promising People
05/12/2025	Futuremakers Q2	Virtual Meeting	FCSUA Technical Assistance Team	Futuremakers
05/13/2025 - 05/23/2025	Minnesota Grant Review	Virtual Meeting	FCSUA Technical Assistance Team	Minnesota Department of Education

Collaboration				
Date	Event	Type	Location/Presenter (s)	Audience
05/15/2025	Workforce with Unique Abilities meeting	Virtual Meeting	FCSUA Technical Assistance Team	Futuremakers and Collaboratory members.
05/16/2025	FES-UA Purchasing Guidelines Revision	Virtual Meeting	FCSUA Technical Assistance Team	DOE Office of School Choice, Florida Senate Staff. Florida House Staff
05/19/2025	ACTE Policy	Virtual Meeting	FCSUA Technical Assistance Team	ACTE's PACE division team
06/03/2025 - 06/05/2025	Minnesota Grant Review Q&A sessions	Virtual Meeting	FCSUA Technical Assistance Team	Members of Central Lake College, Lake Superior College, Normandale College, Metro State University
06/23/2025 - 06/26/2025	Technical Assistance-Minnesota	Virtual Meeting	FCSUA Technical Assistance Team	Institution on Community Inclusion staff

Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
07/14/2024 - 07/17/2024	2024 Florida Association of Career and Technical Education	Conference information table	Ponte Vedra Beach, FL FCSUA Technical Assistance Team	FPCTP Development	Florida Career and technical educators and administrators
07/19/2024	Family Cafe	Conference information table; Presentation	Orlando, Florida FCSUA Staff	FPCTP Development	Families attending the event
07/20/2024	Florida PTA Leadership Conference	Conference information table	Championsgate, FL FCSUA Outreach Team	FPCTP Development	Parents
07/23/2024 - 07/25/2024	Institute for Small and Rural Districts Principals Conference	Conference information table; Presentation;	Orlando, FL FCSUA Staff	FPCTP Development	Principals of Small and Rural Districts
08/13/2024	FAU Orientation	Presentation	Jupiter, FL FCSUA Outreach Team	FPCTP Development	New FPCTP students, parents at FAU ACI
10/15/2024	Lee County Transition Council	Virtual Meeting	FCSUA Technical Assistance Team	FPCTP Development	Lee County School District administrators and transition specialists
10/17/2024 - 10/19/2024	DCDT International Conference	Conference information table; Presentation	Chantilly, VA FCSUA Outreach Team	Online Strategic Planning Tool	International faculty and staff from K12 and IHEs

Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
10/28/2024 - 10/30/2024	State of the Art Conference	Conference information table; Presentation	Chapel Hill, NC FCSUA Outreach Team	Outreach development	National CPT faculty and staff
11/04/2024	Hernando County ESE Advisory Committee	Presentation	Virtual FCSUA Outreach Team	FPCTP Development	ESE faculty, staff, and parents
11/09/2024	Seminole County Transition Fair	Conference information table	Winter Springs, FL FCSUA Outreach Team;	FPCTP Development	Parents and teachers
11/09/2024	Adult Down Syndrome Clinic	Conference information table	Orlando, Florida FCSUA Outreach Team	FPCTP Development	parents and agencies
11/18/2024 - 11/21/2024	Minnesota CTE Summit	Onsite Meetings; Conference	Minneapolis, MN FCSUA Staff	Think College Network CTE Collaborative Workgroup	Minnesota state CTE administrators and the Institute on Community Inclusion
11/19/2024	HSHT Conference	Presentation	Kissimmee, FL FCSUA Outreach Team	FPCTP Development	HSHT Coordinators
12/03/2024 - 12/04/2024	FDLRS Institute	Presentation	Orlando, FL FCSUA Outreach Team	FPCTP Development	FDRLS Staff

Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
01/07/2025 - 01/10/2025	Florida Career Pathways Network	Onsite Meetings	Stuart, FL FCSUA Technical Assistance Team; FCSUA Staff	FPCTP Development	Postsecondary and Secondary Career and Technical Education administrators, instructors, and staff.
01/08/2025 - 01/10/2025	FCPN	Conference information table; Presentation	Jensen Beach, FL FCSUA Outreach Team	FPCTP Development	HS and IHE faculty and staff
02/01/2025	Volusia County Transition Event	Conference information table; Presentation	Daytona Beach, FL FCSUA Technical Assistance Team	FPCTP Development	Volusia County School District faculty and families
02/12/2025 - 02/13/2025	Miami-Dade Career Expo	Presentation	Miami, FL FCSUA Technical Assistance Team	FPCTP Development	Miami Dade County school district faculty and parents
02/14/2025	St. Johns County Agency Fair	Conference information table; Presentation	St. Augustine, FL FCSUA Outreach Team	FPCTP Development	parents and staff
02/18/2025	Goodwill Industries of SWFL	Virtual Meeting	FCSUA Technical Assistance Team	Outreach Development	Goodwill Industries of SWFL

Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
02/19/2025 - 02/21/2025	FL APSE	Conference information table; Presentation	Orlando, FL FCSUA Outreach Team	FPCTP Development	VR vendors, community agencies
02/22/2025	Citrus County Transition Fair	Participation/Information	Lecanto, FL FCSUA Technical Assistance Team	FPCTP Development	Citrus County parents.
02/27/2025	Osceola County Transition Fair	Conference information table	Kissimmee, FL FCSUA Outreach Team	FPCTP Development	parents and teachers
03/10/2025	Introduction to FPCTP Development	Presentation	Virtual FCSUA Technical Assistance Team	FPCTP Development	Eckerd College
03/11/2025	Citrus County Transition Council Meeting	Virtual Meeting	FCSUA Technical Assistance Team	FPCTP Development	Citrus County staffing specialist and other district personnel.
03/11/2025	Developmental Disabilities Awareness Day	Participation/Information	Tallahassee, FL FCSUA Staff	FPCTP Development	Agencies
03/16/2025 - 03/19/2025	National Policy Summit	Conference	Washington D.C. FCSUA Technical Assistance Team	FPCTP Development	Senators, members of Congress, and ACTE members.



Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
03/24/2025	NCCSD Presentation	Presentation	Virtual FCSUA Technical Assistance Team	FPCTP Development	K-12, IHE Educators and Administrators; state and federal representatives; Vocational Rehabilitation
03/24/2025	FCSUA/AHEAD meeting	Virtual Meeting	FCSUA Technical Assistance Team	FPCTP Development	Member from AHEAD
03/25/2025	Lee County Transition Council	Virtual Meeting	FCSUA Technical Assistance Team	FPCTP Development	Lee County School District ESE staff
03/27/2025	Manatee County Transition Fair	Conference information table	Bradenton, FL FCSUA Outreach Team	FPCTP Development	parents and teachers
04/01/2025	Hernando County Transition Fair	Conference information table	Brooksville, FL FCSUA Outreach Team	FPCTP Development	parents and teachers
04/04/2025	Build-A-Bridge event	Presentation	Lakeland, FL FCSUA Technical Assistance Team	FPCTP Development	Southeastern University's LINK program parents, administrators, faculty and students

Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
04/08/2025	Florida DCDT Visions Conference	Conference information table; Presentation	Orlando, FL FCSUA Staff;	FPCTP Development	Florida School District ESE teachers and administrators
04/15/2025	Lee County Transition Council Meeting	Virtual Meeting	FCSUA Technical Assistance Team;	FPCTP Development	Staffing specialist and ESE teachers from Lee County.
04/24/2025	FL-PASS Presentation	Conference information table; Presentation	Orlando, FL FCSUA Technical Assistance Team; FCSUA Outreach Team;	FPCTP Development	Staffing specialists from across the state of FL.
04/25/2025	St. Lucie County Agency Fair	Conference information table	Port St. Lucie, FL FCSUA Outreach Team;	FPCTP Development	parents and teachers
04/29/2025	Broward College Graduation Luncheon	Reception	Coconut Creek, FL FCSUA Staff;	FPCTP Implementation	Broward College FPCTP Graduates and Families
05/13/2025	Lively Tour	Onsite Meetings	Tallahassee, FL FCSUA Technical Assistance Team;	FPCTP Development	Gadsden County administrators, new FPCTP coordinator from First Coast Technical College, and lobbyist.

Outreach					
Date	Event	Type	Location/Presenter (s)	Focus	Audience
05/13/2025	Lively Tour	Onsite Meetings	Tallahassee, FL FCSUA Technical Assistance Team;	FPCTP Development	Gadsden County administrators, new FPCTP coordinator from First Coast Technical College, and lobbyist.
05/20/2025	Lee County Transition Council	Virtual Meeting	FCSUA Technical Assistance Team	FPCTP Development	Lee County School District ESE staff
05/21/2025 - 05/24/2025	SEPSEA Conference	Conference information table; Presentation	Asheville, NC FCSUA Staff;	Outreach Development	IHE faculty and staff
06/13/2025 - 06/14/2025	Family Cafe	Conference information table	Orlando, FL FCSUA Outreach Team;	FPCTP Development	parents and agencies
06/15/2025 - 06/18/2025	FL CASE	Conference information table	Bonita Springs, FL FCSUA Outreach Team;	FPCTP Development	ESE administrators
06/18/2025 - 06/21/2025	FL CEC	Conference information table; Presentation	Gainesville, FL FCSUA Outreach Team;	FPCTP Development	ESE teachers and faculty

## **Appendix E**

- 1- July 2024 Florida Postsecondary Education Program Planning Institute (FLPEPPI) Agenda
- 2- January 2025 MidYear Progress Update Agenda



# 2024

## Florida Postsecondary Education Program Planning Institute (FLPEPPI)

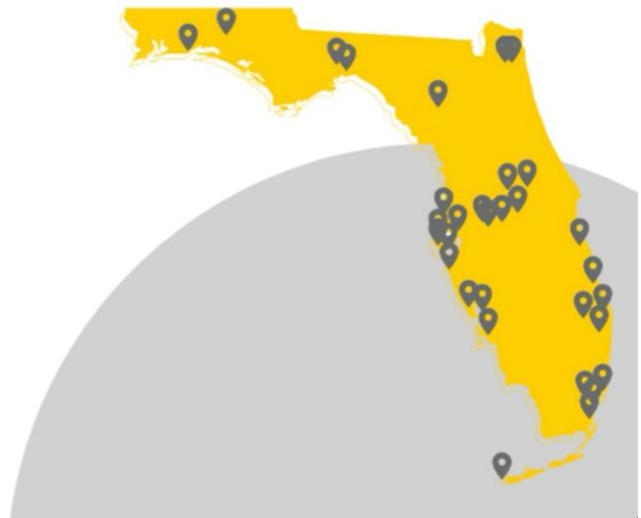
*Agenda at a glance*



UCF

**Florida Center for Students  
with Unique Abilities**

UNIVERSITY OF CENTRAL FLORIDA



## 2024 FLORIDA POSTSECONDARY EDUCATION PROGRAM PLANNING INSTITUTE (FLPEPPI)

### MONDAY, JULY 8

8:00 AM - 3:00 PM

#### Pre-institute Workshop

Facilitator Preparation:

**GRAND CYPRESS BALLROOM GH**

*Breakfast and Lunch provided*

8:00 AM - 3:00 PM

#### Pre-institute Workshop

Developing New and Renewal Florida Postsecondary Comprehensive Transition Program Applications:

**GRAND CYPRESS ABC**

*Breakfast and Lunch provided*

3:30 PM - 4:15 PM

#### Florida Postsecondary Education Program Planning Institute

**Welcome** - Fred Kittinger, Senior Associate Vice President, Government & Community Relations, UCF

**Introduction and Overview** - Drew Andrews, Director, Florida Center for Students with Unique Abilities:

**GRAND CYPRESS BALLROOM**

4:15 PM - 5:30 PM

Student Panel - Salena Montalvo, Olivia Gaspard, Deena Chachkes

Inclusive Employer Award:

**GRAND CYPRESS BALLROOM**

5:30 PM- 6:00 PM

First-time Participants Orientation:

**GRAND CYPRESS BALLROOM**

5:30 PM - 7:30 PM

FLPEPPI Expo and Reception:

**PORTICO**

*Light hors d'oeuvres and cash bar*

### TUESDAY, JULY 9

7:30 AM - 8:30 AM

#### Breakfast:

**PORTICO**

8:30 AM - 9:30 AM

#### BREAKOUT CONTENT SESSIONS 1

- Strategic Planning Tool 101  
*Florida Center for Students with Unique Abilities: **GRAND CYPRESS A***
- Unique Employment Opportunities for Florida Postsecondary Comprehensive Transition Program Students  
*Florida Center for Students with Unique Abilities: **GRAND CYPRESS B***
- Florida Alliance for Assistive Services and Technology (FAAST) Services and Trainings Available for Florida Postsecondary Comprehensive Transition Programs  
*Eric Reed: **GRAND CYPRESS C***
- Specialized Career Instruction  
*Ryan White: **GRAND CYPRESS G***
- National Inclusive Postsecondary Education Program Accreditation  
*Mary Judge Diegert, Martha Mock: **GRAND CYPRESS H***
- The Benefits of Peer Mentoring  
*Tara Frazier, Katie Norland: **GRAND CYPRESS I***
- New Facilitator Session (**Facilitators Only**)  
*Jill Brookner, Susan Loving, Alycia Mahon, Patrick Mulvihill, Stephan Smith, Jeanne Repetto, Kris Webb, Gwen Williams, Bea Awoniyi: **GRAND CYPRESS F***

9:45 AM - 11:45 AM

#### FACILITATED TEAM PLANNING TIME 1

11:45 AM - 1:15 PM

#### TYPE-ALIKE SESSIONS

- Universities: **GRAND CYPRESS BALLROOM I**
- State Colleges: **GRAND CYPRESS BALLROOM C**
- Technical Colleges: **GRAND CYPRESS BALLROOM DE**

*Lunch will be served inside Type-Alike session rooms*



**WIFI Network: FCSUA**

*Brick by Brick: Building Strong Florida Postsecondary Comprehensive Transition Programs*

1:15 PM - 2:15 PM

**BREAKOUT CONTENT SESSIONS 2**

- Florida Postsecondary Comprehensive Transition Program Application 101  
*Florida Center for Students with Unique Abilities: GRAND CYPRESS A*
- Strategies for Supporting Staff Retention and Turnover  
*Craig Levins, Bea Awoniyi: GRAND CYPRESS B*
- Next Steps - Independent Living and Job Placement:  
Agency for Persons with Disabilities  
*Kathryn Whitehurst, Lorena Fulcher: GRAND CYPRESS C*
- Student Recruitment  
*Gwen Carey, Cheryl Rushing, JoAnn Pagano: GRAND CYPRESS G*
- Building Entrepreneurial Opportunities  
*Linda Mussillo, Travis Couillette, Beverly Stoutamire: GRAND CYPRESS H*
- Florida Postsecondary Comprehensive Transition Program Timeline and Expectations  
*Florida Center for Students with Unique Abilities: GRAND CYPRESS I*

2:30 PM - 4:15 PM

**FACILITATED TEAM PLANNING TIME 2**

4:30 PM - 5:30 PM

**BREAKOUT CONTENT SESSIONS 3**

- Florida Postsecondary Comprehensive Transition Program Grant 101  
*Florida Center for Students with Unique Abilities: GRAND CYPRESS A*
- Student Retention and Difficult Behaviors  
*Judith Husband: GRAND CYPRESS B*
- Building Employer Partnerships that Lead to Sustainable Employment  
*Jill Brookner: GRAND CYPRESS C*
- Financial Literacy  
*Kiera Anderson, Shaun Collings: GRAND CYPRESS G*
- Using Artificial Intelligence to Support Your Team  
*Florida Center for Students with Unique Abilities: GRAND CYPRESS H*
- Partnering with Vocational Rehabilitation  
*Nicole Attong, Peter Shepis: GRAND CYPRESS I*

**WEDNESDAY, JULY 10**

7:30 AM - 8:30 AM

**Breakfast:**  
**PORTICO**

8:30 AM - 10:30 AM

**FACILITATED TEAM PLANNING TIME 3**

10:45 AM - 12:15 PM

**TEAM REPORT OUT**

- Universities & State Colleges: **GRAND CYPRESS AB**
- Technical Colleges: **GRAND CYPRESS DE**

12:15 PM - 1:00 PM

Lunch and Closing: **GRAND CYPRESS BALLROOM**

1:00 PM - 4:00 PM

**Post-institute Workshop**

Florida Postsecondary Comprehensive Transition Program  
Initial and Continuing Grant Proposals:  
**GRAND CYPRESS BALLROOM AB**

1:00 PM - 4:00 PM

**Post-institute Workshop**

Florida Postsecondary Comprehensive Transition Program  
Grant Invoices, Adjustments and Modifications:  
**GRAND CYPRESS BALLROOM GH**

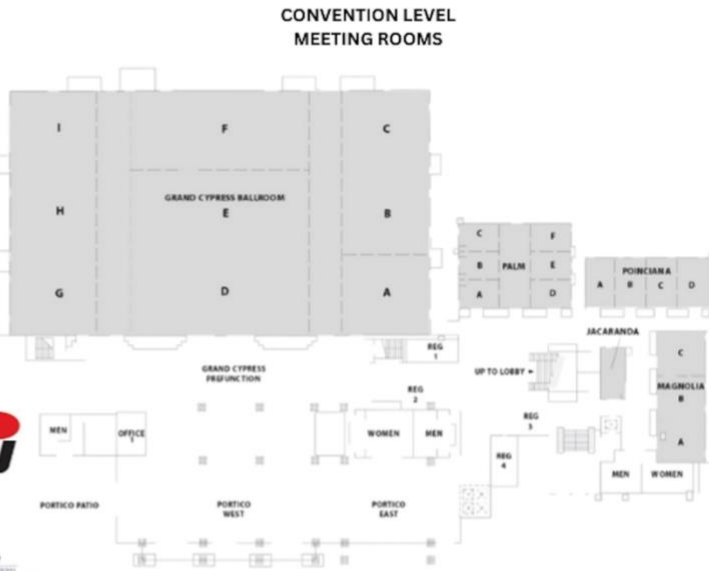
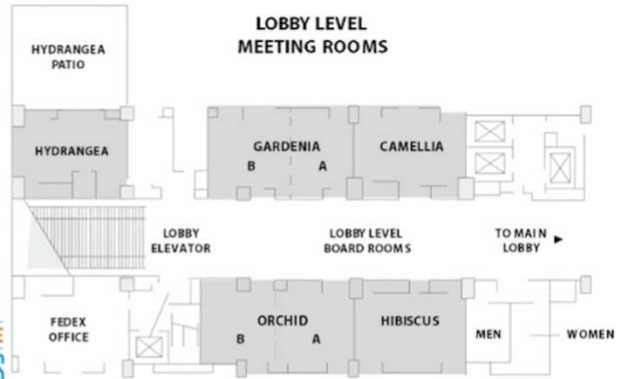
**THURSDAY, JULY 11**

8:00 AM - 2:00 PM

Florida Center for Students with Unique Abilities  
Advisory Committee Meeting:  
**POINCIANA A-D**  
*Breakfast and Lunch provided*

**Password: *flpeppi2024***







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**Florida Postsecondary Comprehensive Transition Programs (FPCTP)  
MidYear Progress Update Institute  
January 22 – 24, 2025**

**Wednesday, January 22, 2025**

8:00 a.m. – 5:00 p.m.	Registration
8:00 a.m. - 9:00 a.m.	Breakfast
10:00 a.m. – 11:45 a.m.	Step 4: Progress Report Completion with Support of Lead Facilitators
11:45 a.m. – 12:45 p.m.	Luncheon
12:45 p.m. – 1:15 p.m.	Welcome, Introduction, and Overview
1:15 p.m. – 1:30 p.m.	Break
1:30 p.m. – 3:00 p.m.	Strategic Planning Tool Crosswalk to FPCTP Application and FPCTP Grant
3:00 p.m. – 3:30 p.m.	Break
3:30 p.m. – 4:00 p.m.	CIP Codes
4:00 p.m. – 5:00 p.m.	Introduction to Slack: A Tool for FPCTP Communication

**Thursday, January 23, 2025**

7:30 a.m. – 4:30 p.m.	Registration
7:30 a.m. – 8:15 a.m.	Networking Breakfast
8:15 a.m. – 9:15 a.m.	FPCTP Reporting: Expectations
9:15 a.m. – 9:35 a.m.	Break
9:35 a.m. – 10:45 a.m.	Cloning Reports: To Clone or Not to Clone, That is the Question
10:45 a.m. – 11:00 a.m.	Break
11:00 a.m. – 12:00 p.m.	FPCTP Reporting: Common Discrepancies with Reports
12:00 p.m. – 1:00 p.m.	Lunch
1:00 p.m. – 2:15 p.m.	FPCTP Reporting: Barriers/Solutions
2:15p.m. – 2:30 p.m.	Break
2:30 p.m. – 3:15 p.m.	Requirements of Employment
3:15 p.m. – 3:30 p.m.	Break
3:30 p.m. – 4:15 p.m.	FPCTP Reporting: Student Follow-Up
4:30 p.m. – 5:00 p.m.	FCSUA Updates

**Friday, January 24, 2025**

7:30 a.m. – 8:00 a.m.	Breakfast
8:00 a.m. - 8:45 a.m.	Type-Alike Reflections

8:45 a.m. – 9:00 a.m.	Break
9:00 a.m. – 10:00 a.m.	Invoices, Modifications, and Adjustments
10:00 a.m. – 10:15 a.m.	Closing & Evaluation
10:15 a.m. – 12:00 p.m.	FPCTP Renewal Program Applications

## **Appendix F**

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
First Coast Technical College	Building Opportunities for Occupational Success Together (BOOST)	St. Augustine
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
Hillsborough County Public School	Erwin Supported Education and Training (ESET)	Tampa
Indian River State College	Project Students Transitioning to Academics and Gainful Employment (STAGE)	Ft. Pierce and Vero Beach
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
Miami Dade Technical College	Project BRIDGE	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
Polk State College	Empower to Employ	Winter Haven
Ridge Technical College	Specific Training Empowering Exceptional Learners (STEEL)	Winter Haven
Robert Morgan Educational Center & Technical College	Project Transitions to Postsecondary institutions (TOPS)	Miami
Santa Fe College	Project Student Access and INclusion Together (SAINT)	Gainesville
School District of Lee County	How I Reach Employment (HIRE)	Ft. Myers and Cape Coral
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 G**

Demographic Information for Students Enrolled in FPCTPs





## Demographic Information for Students Enrolled in FPCTPs

Variable	Students	
	n	%
<b>Personal Characteristics</b>		
<b>Sex</b>		
Female	130	36%
Male	228	63%
No Response	2	<1%
<b>Race</b>		
Asian	10	3%
Black or African American	119	33%
Native Hawaiian or Pacific Islander	1	< 1%
White or Caucasian	202	56%
No Response	1	<1%
Other or Unknown	27	7%
<b>Ethnicity</b>		
Hispanic or Latino	80	22%
<b>FL Resident</b>		
Yes	347	96%
No	13	4%
<b>K-12 Enrollment and Exit Information</b>		
<b>Most recent type of K-12 enrollment</b>		
Public school	283	79%
Private school	57	16%
Charter school	9	2%
Virtual School	2	<1%
Home school	5	1%
Unknown	1	<1%
Other	3	<1%
<b>Type of K-12 diploma</b>		
Special diploma	55	15%
Regular high school diploma	281	78%
Certificate of attendance or completion	13	4%
Unknown	2	1%
Other	7	2%
None	1	<1%
No Response	1	<1%

Variable	Students	
	n	%
<b>Employment Experiences Within the Year During FPCTP Enrollment</b>		
Competitive integrated employment		
Yes	108	30%
No	248	69%
Unknown	4	1%
Competitive employment w/supported employment services		
Yes	37	10%
No	319	89%
Unknown	4	1%
Work in a sheltered workshop		
Yes	0	0%
No	357	99%
Unknown	3	1%
Unpaid work experience		
Yes	113	31%
No	247	69%
<b>Course Enrollment by Type</b>		
Regular enrollment/credit-bearing		
Yes	116	32%
No	244	68%
Audit/no credit		
Yes	147	41%
No	120	33%
No Response	93	26%
Non-credit bearing/non-degree		
Yes	35	10%
No	209	58%
No Response	116	32%
Unique FPCTP courses		
Yes	192	53%
No	78	22%
No Response	90	25%
Internship		
Yes	55	15%
No	196	55%
No Response	109	30%
Work experience (other than internship)		
Yes	58	16%

Variable	Students	
	n	%
No	174	48%
No Response	128	36%
<b>Housing During Enrollment</b>		
With parents, siblings, or extended family	287	80%
In housing associated with the IHE	46	13%
Alone, on their own with a spouse, domestic partner, or roommate(s)	9	3%
In a group home, assisted living, or other supervised living arrangement	5	1%
Other	9	2%
Unknown	4	1%



## **Appendix H**

Credentials Offered by FPCTPs with Students Enrolled



Broward College			
<b>General Endorsement:</b> <b>Broward College Certificate of Professional Services:</b> Through academic coursework, badging, workforce training, and internships, students will demonstrate competencies essential for productive employment in a professional environment.			
Credential	Type	Micro-credentials	Certifications
Broward College Certificate of Professional Services	General Endorsement		T1-Graphic Design Support
Broward College Certificate of Professional Services	General Endorsement	Florida Ready to Work Essential Soft Skills	
Business	Concentration		Technical Certificate in Office Support
Hospitality	Concentration		Technical Certificate in Guest Services

Emerald Coast Technical College			
<b>General Endorsement:</b> <b>ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study):</b> All students will earn the ECTC Pathways Academy Certificate of Professional Readiness credential upon completion of one year of instruction in Adult Basic Education focusing on employment skills and career exploration. Students who complete year two, will earn the ECTC Pathways Academy Certificate of Professional Readiness certificate with a concentration in one of four CTE programs.			
Credential	Type	Micro-credentials	Certifications
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	Keyboarding	



Credential	Type	Micro-credentials	Certifications
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	S/P2 Sexual Harassment Training – Harassment Awareness for Employees	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	S/P2 Active Shooter Situations	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	S/P2 Violence in the Workplace	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	Essential Ed: Job Keeping	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	The Florida Ready to Work - Digital Skills	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	The Florida Ready to Work - Soft Skills	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	Florida Ready to Work: Academic Employability Skills Training	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	Essential Education Living Online	

Credential	Type	Micro-credentials	Certifications
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	Essential Education Key Applications and Information	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	Essential Education Computing Fundamentals	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	Essential Education Job Ready	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	Essential Education Workforce	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	S/P2 Telephone Skills for Today's Professional World	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	S/P2 Be a Pro! Life Skills for Professional Success	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	S/P2 Developing Effective Communication Skills	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	S/P2 Anger in the Workplace	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	S/P2 Substance Abuse Awareness and Management	

Credential	Type	Micro-credentials	Certifications
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	S/P2 Bullying in the Workplace	
ECTC Pathways Academy Certificate of Professional Readiness: (specific to area of study)	General Endorsement	S/P2 Creating a Customer-Centered Culture	
Specialized Career Instruction - Comprehensive	Concentration		
Specialized Career Instruction - Comprehensive: Plumbing	Concentration		OSHA-10 Construction
Specialized Career Instruction - Comprehensive: Plumbing	Concentration		Core: Introduction to Basic Construction Skills

### First Coast Technical College

#### General Endorsement:

**Career Certificate:** Students who earn their Certification in Landscape and Turf Management maintain landscapes, athletic fields and manage professional golf course grounds. These professionals use advanced techniques and equipment to grow and maintain sustainable landscapes. Completers of this program design, construct and manage all aspects of landscaping, and turf management and they are employed at professional golf courses, resorts, and landscape architectural firms.

Industry Certifications: FNGLA-FCHP (Florida Nursery, Growers and Landscape Association-Certified Horticulture Professional) FDEP-BMP (Federal Department of Environmental Protection-Best Management Practices)

Employment Opportunities: Business Owner, Grounds Maintenance, Golf Courses, Landscape Development, Lawn Service Industry, Local Attractions, National Parks, Private Housing Communities, Turf Grass Industry, Design, Install, Maintain and Pricing

Students who earn their Certification in Nursery Management Work with experts in the field of Agri-science to propagate, manage and create a wide variety of plants. Completers of this program apply creative design elements and use advanced techniques and equipment to grow and maintain plants for employment and/or management in a full-service greenhouse.

Industry Certifications: FNGLA-FCHP (Florida Nursery, Growers and Landscape Association-Certified Horticulture Professional) FDEP-BMP (Federal Department of Environmental Protection-Best Management Practices)

Employment Opportunities: Garden Centers, Hardware Stores/Department Stores, Local Attractions, National Parks, Nurseries, Wholesale and Retail, Landscape Industry, Golf Industry.

Credential	Type	Micro-credentials	Certifications
Landscape & Turf Management	Concentration		
Nursery Management	Concentration		

### Florida Atlantic University

**General Endorsement:**

**Certificate in Supported Employment:** All students admitted to the ACI will enroll in courses leading to a certificate in Supported Employment. The curriculum for this certificate aims to teach students to identify and pursue regular community jobs and careers, and to access the supports 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 students' access to non-course based college opportunities.

Credential	Type	Micro-credentials	Certifications
Certificate in Supported Employment	General Endorsement	Animal Care	
Supported Community Access	Concentration		
Supported Community Living	Concentration	CPR and Basic First Aid	

### Florida Gulf Coast University

**General Endorsement:**

**Credential in Community Employment:** Students will 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.

### Florida International University

**General Endorsement:**

**Professional Readiness, Community Engagement, and Inclusive Living:** The certificate ensures that students have acquired the needed skills in their chosen area of specializations 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.

Credential	Type	Micro-credentials	Certifications
Professional Readiness, Community Engagement, and Inclusive Living	General Endorsement	Fundamentals of Cosmology and Cosmogony	
Professional Readiness, Community Engagement, and Inclusive Living	General Endorsement	Certified Student Leader	
Professional Readiness, Community Engagement, and Inclusive Living	General Endorsement	Fundamental of Financial Literacy	
Professional Readiness, Community Engagement, and Inclusive Living	General Endorsement	Resilience	
Professional Readiness, Community Engagement, and Inclusive Living	General Endorsement	Foundations of Workplace Collaboration	
Professional Readiness, Community Engagement, and Inclusive Living	General Endorsement	Public Speaking	

Credential	Type	Micro-credentials	Certifications
Allied Health	Concentration	Principles of Aseptic Technique and Decontamination	
Allied Health	Concentration	Principles of Patient Transporter Role	
Digital Arts	Concentration	Introduction to Graphic Design	
Digital Arts	Concentration	Introduction to 2D Animation	
Digital Arts	Concentration	Fundamentals of Digital Imaging	
Health and Nutrition	Concentration	Basics of Nutrition	
Health and Nutrition	Concentration	Fundamentals of Dietary Systems Management	
Health and Nutrition	Concentration	Fundamentals of Food	
Hospitality	Concentration		ACF - Certified Culinarian
Hospitality	Concentration		SafeStaff - Foodhandler Training Program
Hospitality	Concentration		SafeStaff - Food Protections Manager
Hospitality	Concentration		ACF - Certified Fundamentals Cook
Hospitality	Concentration		ACF - Certified Fundamentals Pastry Cook

Credential	Type	Micro-credentials	Certifications
Hospitality	Concentration		ACF - Certified Pastry Culinarian
Hospitality	Concentration	Hospitality Operations	
Hospitality	Concentration	Fundamentals of Food Production, Safety and Sanitation	
Hospitality	Concentration	Event Operations - South Beach Food and Wine Festival	
Professional Studies	Concentration	Fundamentals of Corporate Communication	
Professional Studies	Concentration		Health and Nutrition
Technology	Concentration		Coursera - Google Cybersecurity Professional Certificate
Technology	Concentration		Certiport - Apple App Developments with Swift Associate
Technology	Concentration		Coursera - Google Digital Marketing and E-commerce Certificate
Technology	Concentration		Coursera - Google IT Support Certificate
Technology	Concentration	Fundamentals of Digital Communication	
Technology	Concentration		Certiport - IC3 Digital Literacy Global Standard 5
Technology	Concentration		Certiport - Unity Certified User Artist
Technology	Concentration		Certiport - Microsoft Office Specialist (MOS)
Technology	Concentration		Certiport - Adobe Certified Professional

Florida State College at Jacksonville			
<b>General Endorsement:</b> <b>FSCJ VERTICAL Employment Readiness Certificate:</b> The FSCJ VERTICAL Employment Readiness Certificate is awarded when the student has passed both OCP's in the 900-clock-hour career certificate. The goal is to integrate competitive employment in the student's chosen occupation. The program is individualized for each student and documented in the VERTICAL Transition Plan. In Year One, all program participants will complete one or more OCPS in the Specialized Career Instruction Comprehensive Career Certificate. Year One Benchmarks include OCP A Specialized Career Instruction Basic completed in 450 clock hours, and OCP B Specialized Career Instruction Advanced, completed in 450 clock hours.			
Credential	Type	Micro-credentials	Certifications
FSCJ VERTICAL Employment Readiness Certificate	General Endorsement	FSCJ Experiential Learning Credential	
FSCJ VERTICAL Employment Readiness Certificate	General Endorsement		CPR/AED
FSCJ VERTICAL Employment Readiness Certificate	General Endorsement		Guest Services Gold Tourism
FSCJ VERTICAL Employment Readiness Certificate	General Endorsement		Front Desk Services
FSCJ VERTICAL Employment Readiness Certificate	General Endorsement		OSHA 10
FSCJ VERTICAL Employment Readiness Certificate	General Endorsement		Florida Ready to Work-Digital Skills
FSCJ VERTICAL Employment Readiness Certificate	General Endorsement		Florida Ready to Work -Soft Skills
FSCJ VERTICAL Employment Readiness Certificate	General Endorsement		Career Readiness II (Specialized Career Education-Comprehensive (C.C.)



Credential	Type	Micro-credentials	Certifications
FSCJ VERTICAL Employment Readiness Certificate	General Endorsement		SafeStaff/ServSafe Food Handler
Automotive Service Technician	Concentration		
Certified Nursing Assistant	Concentration		Certified Nursing Assistant
Certified Nursing Assistant	Concentration		Certified Nursing Assistant (CNA)
Digital Media Foundations	Concentration		
Information Technology Foundations	Concentration		
Office Administration Foundations	Concentration		
Office Specialist College Credit Technical Certificate	Concentration		
Welding Technology	Concentration		

**Fred K. Marchman Technical College**

**General Endorsement:**

**Specialized Career Instruction - Comprehensive:** All students will earn a certificate of completion when they complete the 900 clock hour Specialized Career Instruction - Comprehensive career certificate program.

Credential	Type	Micro-credentials	Certifications
Specialized Career Instruction - Comprehensive	General Endorsement	Telephone Skills for Today's Professional World	
Specialized Career Instruction - Comprehensive	General Endorsement		OSHA 10 - General Industry

Credential	Type	Micro-credentials	Certifications
Specialized Career Instruction - Comprehensive	General Endorsement		ETA Customer Service Specialist
Specialized Career Instruction - Comprehensive	General Endorsement		First Aid/CPR
Specialized Career Instruction - Comprehensive	General Endorsement	Certus SP/2	
Specialized Career Instruction - Comprehensive	General Endorsement	Running successful Team Meetings	
Specialized Career Instruction - Comprehensive	General Endorsement	Developing Effective Communication Skills	
Specialized Career Instruction - Comprehensive	General Endorsement	Creating a Customer-Centered Culture	
Specialized Career Instruction - Comprehensive	General Endorsement	Successful Meeting Management for Managers and Business Owners	
Specialized Career Instruction - Comprehensive	General Endorsement	Life Skills for professional Success	
Cosmetology	Concentration		Florida Board Cosmetology License
Early Childhood Education	Concentration		ECPC Staff Credential
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)	Concentration		NCCER HVAC Level 1

Credential	Type	Micro-credentials	Certifications
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)	Concentration		NATE-ICE
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)	Concentration		EPA 608 - Universal
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)	Concentration		NCCER HVAC Level II
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)	Concentration		NCCER HVAC Core
Patient Care Technician	Concentration		National Certified Patient Care Technician
Patient Care Technician	Concentration		Home Health Aide
Patient Care Technician	Concentration		Phlebotomy Technician
Patient Care Technician	Concentration		Medical Administrative Assistant
Patient Care Technician	Concentration		ECG Aide/Monitor Technician
Patient Care Technician	Concentration		Florida CNA License
Professional Culinary Arts and Hospitality	Concentration		National Registry of Food Service Professionals
Professional Culinary Arts and Hospitality	Concentration		Food Safety Management Principles Certification Exam
Professional Culinary Arts and Hospitality	Concentration		ServSafe Certified Professional Food Service Handler

Hillsborough County Public Schools			
<b>General Endorsement:</b> <b>OCP Completion Certificate and ESET Completion Certificate:</b> An OCP Completion Certificate indicates that the student has passed an OCP associated with their program of study that can lead to employment and that students have completed workforce skills in the area of study.			
Credential	Type	Micro-credentials	Certifications
Building Construction Technologies	Concentration		National Center for Construction Education and Research: NCCER201-Carpentry Level 1
Building Construction Technologies	Concentration		National Center for Construction Education and Research: NCCER2022-Carpentry Level 2
Building Construction Technologies	Concentration		National Center for Construction Education and Research: NCCER016-Carpentry Level 3
Building Construction Technologies	Concentration		National Center for Construction Education and Research: NCCER243 Painting Level 1
Cloud Computing & Virtualization	Concentration		Microsoft Azure Administrator
Cloud Computing & Virtualization	Concentration		AWS Cloud Practitioner
Cloud Computing & Virtualization	Concentration		Comp TIA Security+
Cloud Computing & Virtualization	Concentration		Microsoft Azure Fundamentals
Cloud Computing & Virtualization	Concentration		CompTIA Cloud Essentials+
Fundamental Foodservice Skills	Concentration		NRAEF003- Certified Food Protection Manager (ServSafe)
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)	Concentration		HVACE003- HVAC Excellence Light Commercial Air
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)	Concentration		HVACE001- HVAC Excellence Heat Pump

Credential	Type	Micro-credentials	Certifications
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)	Concentration		HVACE004- HVAC Excellence Electric Heat
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)	Concentration		HVACE002- Excellence Air Conditioning
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)	Concentration		HVACE005- HVAC Excellence Light Commercial Refrigeration
Welding Technology	Concentration		AWELD003-AWS Certified Welder-FCAW Plate
Welding Technology	Concentration		ASELD005- CTAW Pipe (Carbon Steel)
Welding Technology	Concentration		AWELD004-ASE Certified Welder GMAW Plate

### Lively Technical College

**General Endorsement:**

**Certificate of Completion (specific to area of study):** A Program 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.

Credential	Type	Micro-credentials	Certifications
Building Trades & Construction Design Technology: Program C100100	Concentration		
Facial Specialty: Program I120425	Concentration		Licensed Facials/Skin Care Specialist
Fundamental Foodservice Skills: Program N100520	Concentration		ServSafe® Food Protection Manager Certification

Credential	Type	Micro-credentials	Certifications
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) 1: Program C400410	Concentration		HVAC Employment Read Heat Pump Certification
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) 1: Program C400410	Concentration		HVAC Employment Ready Air Conditioning Certification
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) 1: Program C400410	Concentration		HVAC Employment Ready Electrical Certification
Master Automotive Service Technology 1: Program T400700	Concentration		ASE Suspension & Steering
Master Automotive Service Technology 1: Program T400700	Concentration		ASE Electrical/Electronic Systems
Master Automotive Service Technology 1: Program T400700	Concentration		ASE Brakes
Master Automotive Service Technology 1: Program T400700	Concentration		ASE Engine Repair
Nails Specialty: Program I120415	Concentration		Licensed Manicurist and Pedicurist
Specialized Career Instruction - Comprehensive (S990007)	Concentration		Florida Ready to Work Soft Skills
Specialized Career Instruction - Comprehensive (S990007)	Concentration		Florida Ready to Work Digital Skills

Manatee Technical College			
<b>General Endorsement:</b> <b>Project EDGE Career Readiness Certificate:</b> At minimum when a student chooses to exit the Project Edge program, they will be leaving with First Aid/CPR, ServSafe and Microsoft Office Certifications. The EDGE Career Readiness Certificate informs potential employers that students have additional training in time management, critical thinking and collaboration, oral communication skills, customer service skills, and self-advocacy. Based upon the program they choose to enroll in, additional certificates may be earned.			
Credential	Type	Micro-credentials	Certifications
Project EDGE Career Readiness Certificate	General Endorsement		ServSafe Food Handler
Project EDGE Career Readiness Certificate	General Endorsement		Microsoft Office
Project EDGE Career Readiness Certificate	General Endorsement		American Heart Association Friends & Family CPR
Advanced Automotive Service Technology	Concentration		Automotive Engine Performance Technician
Advanced Automotive Service Technology	Concentration		Automotive Brake System Technician
Advanced Automotive Service Technology	Concentration		ASE Automatic Transmission/Transaxle
Advanced Automotive Service Technology	Concentration		Manual Drivetrain and Axle Technician
Advanced Automotive Service Technology	Concentration		Automotive Electrical/Electronic System Technician
Advanced Automotive Service Technology	Concentration		Automotive Heating and Air Conditioning Technician

Credential	Type	Micro-credentials	Certifications
Advanced Automotive Service Technology	Concentration		Automotive Suspension and Steering Technician
Advanced Automotive Service Technology	Concentration		Engine Repair Technician
Advanced Automotive Service Technology	Concentration		Automobile Services Assistor
Advanced Manufacturing and Production Technology	Concentration		Certified SolidWorks Associate (CSWA)
Advanced Manufacturing and Production Technology	Concentration		Certified SolidWorks Professional (CSWP)
Baking & Pastry Arts	Concentration		ServSafe Certified Food Handler
Building Construction Technologies	Concentration		NCCER Electrical and Plumbing
Building Construction Technologies	Concentration		NCCER Carpentry and Masonry
Building Construction Technologies	Concentration		NCCER A/C, Painting, and Construction Equipment
Building Construction Technologies	Concentration		NCCER Core
Building Construction Technologies	Concentration		NCCER Cabinetmaking
Electrician	Concentration		National Center for Construction Education & Research (NCCER) Electrical Level 3



Credential	Type	Micro-credentials	Certifications
Electrician	Concentration		National Center for Construction Education & Research (NCCER) Electrical Level 2
Electrician	Concentration		National Center for Construction Education & Research (NCCER) Electrical Level 1
Electrician	Concentration		National Center for Construction Education & Research (NCCER) Electrical Level 4
Electrician	Concentration		Home Builders Institute (HBI) Pre-Apprenticeship Certificate Training Electrical
Electrician	Concentration		National Center for Construction Education & Research (NCCER) CORE
Professional Culinary Arts & Hospitality	Concentration		ServSafe Certified Food Handler

### McFatter Technical College

**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.

Credential	Type	Micro-credentials	Certifications
Career Certificate of Completion	General Endorsement		ServSafe Food Handler
Career Certificate of Completion	General Endorsement		ServSafe Manager
Career Certificate of Completion	General Endorsement		AWS Certified Welder

Credential	Type	Micro-credentials	Certifications
Career Certificate of Completion	General Endorsement	Job Ready Certified	
Career Certificate of Completion	General Endorsement		NCCER Electrical
Career Certificate of Completion	General Endorsement		I-CAR
Automotive Collision Technology Technician	Concentration		Automotive Service Excellence
Baking & Pastry Arts	Concentration		ServSafe Food Handler
Baking & Pastry Arts	Concentration		ServSafe Manager
Culinary Vegetarian & Plant Based Specialty	Concentration		ServSafe Food Handler
Culinary Vegetarian & Plant Based Specialty	Concentration		ServSafe Manager
Electricity	Concentration		Broward County Electrical Journeyman License exam
Professional Culinary Arts & Hospitality	Concentration		ServSafe Manager
Professional Culinary Arts & Hospitality	Concentration		ServSafe Food Handler
Welding Technology	Concentration		American Welding Society (AWS) Certified Welder

### Miami Dade College

**General Endorsement:**

**Essential Employability Skills Endorsement:** Year 1; The Essential Employability Skills Endorsement will convey that students are prepared with essential power skills for the workplace including, but not limited to, critical thinking related to self-awareness and self-determination in the workplace, disposition at work, and connecting job knowledge to personal efficacy in a work setting.

Year 2; Culinary Arts Management Operations Certifications or Rooms Divisions Operations

Credential	Type	Micro-credentials	Certifications
Essential Employability Skills Endorsement	General Endorsement	Essential Employability Skills Endorsement	
Essential Employability Skills Endorsement	General Endorsement		SafeStaff Food Handler
Essential Employability Skills Endorsement	General Endorsement	Florida Ready to Work Credential	
Culinary Arts	Concentration	Florida Ready to Work Credential	
Culinary Arts	Concentration		SafeStaff Food Handler
Culinary Arts	Concentration	Essential Employability Skills Endorsement	
Hospitality	Concentration		SafeStaff Food Handler
Hospitality	Concentration	Florida Ready to Work Credential	
Hospitality	Concentration	Essential Employability Skills Endorsement	

Miami Lakes Technical College			
<b>General Endorsement:</b> <b>Certificate of Completion (specific to area to study):</b> Program Certificate of Completion awarded to students after the satisfaction of all OCP requirements for the enrolled CTE program.			
Credential	Type	Micro-credentials	Certifications
Automotive Service Technology	Concentration		NIASE001
Automotive Service Technology	Concentration		NIASE058
Electronic Systems Technician	Concentration		NIASE058
Facials Specialty	Concentration		DBPR COSMO 4-A
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)	Concentration		HVACE002
Medical Assisting	Concentration		AMAMA001
Medical Assisting	Concentration		NCFCT005
Nutrition and Dietetic Clerk - Culinary	Concentration		ServSafe
Nutrition and Dietetic Clerk - Culinary	Concentration		CDREG001
Patient Care Assistant	Concentration		NCFCT008
Patient Care Assistant	Concentration		NATHA006
Phlebotomy	Concentration		AMSPT002
Phlebotomy	Concentration		NCFCT003
Phlebotomy	Concentration		AMEDT005
Phlebotomy	Concentration		NATHA007

Okaloosa Technical College			
<b>General Endorsement:</b> <b>Certified Okaloosa Unique Professional:</b> 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)			
Credential	Type	Micro-credentials	Certifications
Certified Okaloosa Unique Professional	General Endorsement	Florida Ready to Work Soft Skills Credential	
Building Trades and Construction Design Technology	Concentration		OSHA 10
Building Trades and Construction Design Technology	Concentration		NCCER
Professional Culinary Arts and Hospitality	Concentration		ServeSafe (NRAEF003)
Professional Culinary Arts and Hospitality	Concentration		Safe Staff Food Handler Certificate

Orange Technical College – West Campus			
<b>General Endorsement:</b> <b>Specialized Career Education Certificate:</b> An assistant level certificate for the program enrolled; such as, Welding Helper, Building Construction Helper, Electrician Helper, Salon Assistant			
Credential	Type	Micro-credentials	Certifications
Building Construction Helper	Concentration		OSHA 10, Building Construction Helper
Cosmetology	Concentration		Cosmetology Certificate
Electrician Helper	Concentration		OSHA 10, NCCER Electrician-Level 1
Welding Helper	Concentration		OSHA 10, Welding Certificate

Osceola Technical College			
<b>General Endorsement:</b> <b>Certified oTECH ACCESS:</b> This credential certifies that a student has completed the OTECH ACCESS program and will delineate individual certifications obtained from the program of a student (OSHA 10 General, ServSafe, ETA Customer Service Specialist)			
Credential	Type	Micro-credentials	Certifications
Professional Culinary Arts and Hospitality	Concentration		ServSafe Food Handler
Specialized Career Instruction - Comprehensive	Concentration	OSHA 10 General	
Specialized Career Instruction - Comprehensive	Concentration	S/P2 Professional Skills Training for Career-Technical Education	

Pinellas Technical College_St. Petersburg Campus			
<b>General Endorsement:</b> <b>PTC UP Certificate of Employment Readiness (Specific Program):</b> 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.			
Credential	Type	Micro-credentials	Certifications
Child Care Associate	Concentration		CPR/First Aid
Construction Assistant	Concentration		CPR
Construction Assistant	Concentration		OSHA 10
CSIT	Concentration		ITF+

Credential	Type	Micro-credentials	Certifications
CSIT	Concentration	My Florida Ready to Work Digital Skills	
Food Service Associate	Concentration		ServSafe Food Handler
PTC UP Specialized	Concentration		
Public Works Associate	Concentration		FEMA
Public Works Associate	Concentration		OSHA 10
Public Works Associate	Concentration		CPR
Salon Assistant Specialist	Concentration		HIV and AIDS
Salon Assistant Specialist	Concentration		Barbacide

### Polk State College

#### General Endorsement:

**Polk State College Empower to Employ Certificate of Completion:** The Empower to Employ Certificate of Completion is earned when a student completes 25 academic units and a Level 4 Internship. Each Empower to Employ Program course, elective course, and the Level 4 Internship qualifies as one academic unit. Students complete five units each term by taking two Empower to Employ Program courses with two elective Pathway courses. In the final term students complete two Empower to Employ courses, two elective Pathway courses, and a Level 4 Internship. The credential signifies to employers the graduate has completed studies in independent living skills, NACE employability skills, self-determination, and self-advocacy skills. Through academic coursework, workforce training, and internships, students have demonstrated the competencies essential for productive employment in professional settings. Students may also obtain industry credentials in their selected Pathway.

Credential	Type	Micro-credentials	Certifications
Polk State College Empower to Employ Certificate of Completion	General Endorsement		Disney Institute: People Make the Difference

Credential	Type	Micro-credentials	Certifications
Polk State College Empower to Employ Certificate of Completion	General Endorsement		Florida Ready to Work Soft Skills Certificate
Polk State College Empower to Employ Certificate of Completion	General Endorsement		Florida Ready to Work Digital Skills Certificate
Polk State College Empower to Employ Certificate of Completion	General Endorsement		Disney Institute: Owning the Service Moment
Polk State College Empower to Employ Certificate of Completion	General Endorsement	American Heart Association First Aid CPR AED Completion Card	
Art & Design	Concentration		
Business & Entrepreneurship	Concentration		National Retail Federation Rise Up Retail Industry Fundamentals
Business & Entrepreneurship	Concentration		SimNet Microsoft Office Excel, Word, PowerPoint, and Outlook Level 1 White Belt
Business & Entrepreneurship	Concentration		National Retail Federation Rise Up Customer Service & Sales
Business & Entrepreneurship	Concentration		National Healthcareer Association Certified Medical Administrative Assistant
Business & Entrepreneurship	Concentration	SIMnet White Belt Microsoft Office Suite	
Business & Entrepreneurship	Concentration		Polk State Corporate College Veterinary Assistant
Digital Media & Gaming	Concentration		GameMaker Studio 2
Education & Childcare	Concentration		Level 1 - Florida Department of Children and Families Child Care Provider



Credential	Type	Micro-credentials	Certifications
Education & Childcare	Concentration	American Heart Association Pediatric First Aid CPR AED Completion Card	
Hospitality & Tourism	Concentration		American Hotel & Lodging Educational Institute START Certified Restaurant Server
Hospitality & Tourism	Concentration		American Hotel & Lodging Educational Institute START Certified Front Desk Representative
Hospitality & Tourism	Concentration		American Hotel & Lodging Educational Institute Certified START Guestroom Attendant
Hospitality & Tourism	Concentration		ServSafe Food Handler
Hospitality & Tourism	Concentration		American Hotel & Lodging Educational Institute Certified Guest Services Professional

### Ridge Technical College

**General Endorsement:**

**Career Certificate:** The Career Certificate is able to be earned by any student who is enrolled into a CTE program and demonstrates the skills necessary to complete the OCP(s) in which the student is studying within a specific Career Technical Education program. The Career Certificate indicates that the student has demonstrated successful understanding of the concepts required to perform the specific skill.

Credential	Type	Micro-credentials	Certifications
Career Certificate	General Endorsement		Serve Safe Food Manager Certification
Career Certificate	General Endorsement		CCNA
Network Support Services	Concentration		A+ Certification
Professional Culinary Arts & Hospitality	Concentration		ServSafe Food Handler

Robert Morgan Educational Center & Technical College			
<b>General Endorsement:</b> There is no specific institution general honor/endorsement or degree awarded to FPCTP students upon completion of the program.: Not Applicable			
Credential	Type	Micro-credentials	Certifications
Baking & Pastry Arts	Concentration	SP/2 – Fusion: Sexual Harassment	
Baking & Pastry Arts	Concentration		ServSafe
Baking & Pastry Arts	Concentration		SP/2 – Fusion: Food Safety
Baking & Pastry Arts	Concentration		SP/2 – Fusion: Workplace Safety
Baking & Pastry Arts	Concentration		Certificate 4: SP/2 – Fusion: Ethics and You in the Culinary Industry
Baking & Pastry Arts	Concentration	SP/2 – Fusion: Land that Job! Building a Resume	
Baking & Pastry Arts	Concentration	SP/2 – Fusion: Developing Effective Communication	
Baking & Pastry Arts	Concentration	SP/2 – Fusion: Creating Customer Centered Culture	
Baking & Pastry Arts	Concentration	SP/2 – Fusion: Bullying	
Baking & Pastry Arts	Concentration	SP/2 – Fusion: Land that Job! Interview skills in the Culinary Industry	
Baking & Pastry Arts	Concentration	SP/2 – Fusion: Be a Pro! Life Skills for Professional Success	

Credential	Type	Micro-credentials	Certifications
Commercial Art Technology	Concentration	CyberSecurity	
Commercial Art Technology	Concentration	Fatigue Management	
Commercial Art Technology	Concentration	Disability Law and Accommodations	
Commercial Art Technology	Concentration	Behavior Based Safety	
Commercial Art Technology	Concentration	Emergency Preparedness	
Commercial Art Technology	Concentration	Common Worksite Injuries	
Commercial Art Technology	Concentration	SP/2 – Fusion: Creating Customer Centered Culture	
Commercial Art Technology	Concentration	SP/2 – Fusion: Be a Pro! Life Skills for Professional Success	
Commercial Art Technology	Concentration	SP/2 – Fusion: Developing Effective Communication	
Commercial Art Technology	Concentration	SP/2 – Fusion: Land that Job! Building a Resume	
Commercial Art Technology	Concentration	Fire Safety	
Commercial Art Technology	Concentration		Photoshop - Adobe Certified Professional (ACP)
Early Childhood Education	Concentration	CPR Certification (Cardiopulmonary Resuscitation)	
Early Childhood Education	Concentration		Early Childhood Professional Certificate (ECPC) Program

Credential	Type	Micro-credentials	Certifications
Professional Culinary Arts & Hospitality	Concentration		S/P2 Workplace Safety
Professional Culinary Arts & Hospitality	Concentration		S/P2 Food Safety
Professional Culinary Arts & Hospitality	Concentration		ServSafe manager

Santa Fe College			
<b>General Endorsement:</b> <b>Project SAINT completion certificate with at least 1 professionally recognized certification.:</b> Students completing Project SAINT receive a general certificate of completion; however, in order to meet that criteria for completion, they must also have earned at least 1 professionally recognized certification through pursuing one or more of the “tracks” described below.			
Credential	Type	Micro-credentials	Certifications
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement		SafeStaff Foodhandler
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement	Advanced Computer Skills	
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement	Retail Topics	
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement	Child Care Topics	

Credential	Type	Micro-credentials	Certifications
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement	Financial Literacy	
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement	Greenhouse Methods	
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement	Hospitality Topics	
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement	Direct Care Topics	
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement	Building for Others/Introduction to Construction	
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement	Zookeeper for a Day	
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement	Self-Defense	
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement	Introduction to Computer Skills	

Credential	Type	Micro-credentials	Certifications
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement	Driver's Permit Preparation	
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement	Cooking Series	
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement		First Aid for Seizures
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement		National Retail Federation Fundamentals
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement		AHLEI American Hotel and Lodging Educational Institute Certification
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement		Driver's Permit (received) and/or license
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement		Bloodborne Pathogens Training
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement		HIPAA Confidentiality Training
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement		Introduction to Construction (OSHA 10 training)

Credential	Type	Micro-credentials	Certifications
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement		Red Carpet Customer Service Training
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement		DCF Childcare Certification
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement		American Heart Association CPR/BLS
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement		Certified Nursing Assistant (CNA)
Project SAINT completion certificate with at least 1 professionally recognized certification.	General Endorsement		American Heart Association First Aid Certification
Artist or Business Entrepreneur Pathway (one-year program fall and spring terms).	Concentration	Virtual (Business) Portfolios	
Artist or Business Entrepreneur Pathway (one-year program fall and spring terms).	Concentration		Red Carpet Customer Service Training For Artists/Business Entrepreneurs
Horticulture Agriculture Program (one-year program, fall and spring terms).	Concentration	Greenhouse Methods for HAP pathway	
Horticulture Agriculture Program (one-year program, fall and spring terms).	Concentration	Introduction to Tool Training	
Horticulture Agriculture Program (one-year program, fall and spring terms).	Concentration		Red Carpet Customer Service Training-Horticulture

School District of Lee County			
<b>General Endorsement:</b> <b>OCP Completion Certificate and/or Industry Certifications:</b> An 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).			
Credential	Type	Micro-credentials	Certifications
Automotive Collision Technology Technician	Concentration		ASE certification in the Refinishing B-2
Automotive Service Technology	Concentration		Automotive Service Excellence Certification
Carpentry	Concentration		NCCER Core: Introduction to Basic Construction Skills
Carpentry	Concentration		NCCER Carpentry Level 1
Cosmetology	Concentration		Cosmetology License
Culinary Arts	Concentration		Servsafe - Certified Professional Food Service Handler
Culinary Arts	Concentration		ServSafe® - Certified Food Protection Manager
Digital Design	Concentration		Adobe Certified Professional in Print & Digital Media Publication using Adobe InDesign
Digital Design	Concentration		Adobe Certified Professional in Visual Design using Adobe Photoshop
Digital Design	Concentration		Adobe Certified Professional in Graphic Design & Illustration using Adobe Illustrator
Electricity	Concentration		NCCER Core & Electrical Level 1 Certifications
Electronic Technology	Concentration		International Society of Certified Electronics Technicians certification
Electronic Technology	Concentration		Electronics Technicians Association certification



Credential	Type	Micro-credentials	Certifications
Major Appliance & Refrigeration Technician	Concentration		EPA Section 608 CFC Certification
Major Appliance & Refrigeration Technician	Concentration		PSA Graduate Certified Appliance Professional (GCAP)
Mechatronics Technology	Concentration		Certified Electronic Technician Associate; Industrial Technician from Electronics Technicians Association
Medical Administrative Specialist	Concentration		Certified Medical Administrative Assistant
Medical Administrative Specialist	Concentration	Microsoft Office Specialist	
Nursing Assistant Articulated	Concentration		Florida State Nursing Certification
Nursing Assistant Articulated	Concentration	Nurse Aide and Orderly (Articulated)	
Nursing Assistant Articulated	Concentration	Basic Life Support (BLS)	
Nursing Assistant Articulated	Concentration	Basic Healthcare Worker	
Plumbing	Concentration		NCCER Core & Plumbing Level 1
Specialized Career Instruction	Concentration		OSHA 10 General Industry
Specialized Career Instruction	Concentration		Customer Service Specialist (CSS)
Specialized Career Instruction	Concentration	S/P2 Professional Skills Training package	
Veterinary Assisting	Concentration		Certified Veterinary Assistant
Welding Technology	Concentration	First Aid and CPR	

Credential	Type	Micro-credentials	Certifications
Welding Technology	Concentration		AWS (American Welding Society)
Welding Technology	Concentration	OSHA	
Welding Technology	Concentration	Fire Safety and Fire Extinguisher Training	

### Sheridan Technical College

**General Endorsement:**

**Certificate of Program Completion:** Career 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 Certificate of Program Completion.

Credential	Type	Micro-credentials	Certifications
Certificate of Program Completion	General Endorsement		Micro Credentials
Certificate of Program Completion	General Endorsement	Job Ready Certified	
Automotive Maintenance and Light Repair program	Concentration		Automotive Service Excellence (ASE)
Computer Systems & Information Technology	Concentration	CompTiaa+	
Computer Systems & Information Technology	Concentration	Security +	
Computer Systems & Information Technology	Concentration	Network+	
Cosmetology	Concentration		Florida Cosmetology License

Credential	Type	Micro-credentials	Certifications
Early Childhood Education	Concentration		Early Childhood Education Professional Certificate (ECPC)
Heating, Ventilation, Air-Conditioning / Refrigeration (HVAC/R)	Concentration		EPA 608
Professional Culinary Arts and Hospitality	Concentration		ServSafe Manager

### Southeastern University

#### General Endorsement:

**Link Program Certificate of Professional Readiness:** The Link Program Certificate of Professional Readiness is earned when a student completes 16 units over the course of 4 semesters (2 academic years). Students earn 1 unit for each course they complete. Two courses are taken every semester in the Link Program, which are focused on employability skills, independent living, and self-advocacy. Link-specific courses are graded in a traditional manner. Students must maintain a C- or better to achieve SAP. The other two courses every semester are inclusive courses with traditional SEU faculty and students. These courses are graded on a pass/fail basis with a modified syllabus (if necessary). Students must pass to maintain SAP. During three semesters, the students take an Internship class. In addition to the class meeting, students participate in internships during the week. The students also obtain an industry credential in their chosen career field during their second year of study.

Credential	Type	Micro-credentials	Certifications
Link Program Certificate of Professional Readiness	General Endorsement	American Safety and Health Institute: CPR/ First Aid	
Link Program Certificate of Professional Readiness	General Endorsement	Florida Ready to Work Soft Skills	
Link Program Certificate of Professional Readiness	General Endorsement		Serv-Safe Food Handler
Art/ Design	Concentration		Lightroom
Art/ Design	Concentration		Photoshop
Business	Concentration		Simnet - Microsoft Excel

Credential	Type	Micro-credentials	Certifications
Business	Concentration		SimNet - Microsoft Word
Business	Concentration		Simnet - Microsoft Powerpoint
Education/ Childcare	Concentration		Florida Paraprofessional
Fitness	Concentration		Special Strong
Tourism and Hospitality	Concentration		Certified Front Desk Professional
Tourism and Hospitality	Concentration		Certified Guest Service Professional

**St. Petersburg College**

**General Endorsement:**

**Certificate of Employment--Hospitality:** Students complete 4 courses along the Hospitality Pathway, complete 4 electives, and complete work-related seminars and workshops for Hospitality endorsement.

Credential	Type	Micro-credentials	Certifications
Certificate of Employment--Hospitality	General Endorsement		Food and Beverage Management Certificate (FBS-CT) industry certification
Childcare Pathway	Concentration		Early Childcare Certification
Digital Media Pathway	Concentration		Digital Photography Certificate
Entrepreneurship Pathway	Concentration		Red carpet Customer Service Training
Hospitality Pathway	Concentration		Rooms Division Operation Certificate
Hospitality Pathway	Concentration		Food & Beverage Management Specialist Certificate (FBS-CT)

Tallahassee State College			
<b>General Endorsement:</b> <b>Employment Credential:</b> 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.			
Credential	Type	Micro-credentials	Certifications
Employment Credential	General Endorsement	Dynamics of Leadership Development	
Employment Credential	General Endorsement	Florida Ready to Work Soft Skills Certificate	
Employment Credential	General Endorsement	Florida Ready to Work Soft Skills Credential	
Business Entrepreneurship	Concentration		
Florida Child Care Professional Credential	Concentration		
Graphic Design Support Certificate	Concentration		
Infant and Toddler Certificate	Concentration		
Microsoft Office Suite	Concentration		Microsoft Office Specialist Powerpoint
Microsoft Office Suite	Concentration		Microsoft Office Specialist Excel
Microsoft Office Suite	Concentration		Microsoft Office Specialist Word
Microsoft Office Suite	Concentration		Microsoft Access
Office Support Certificate	Concentration		Certification 1 : Microsoft Office Specialist Word
Preschool Specialization Certificate	Concentration		

The College of the Florida Keys			
<b>General Endorsement:</b> <b>Certificate of Completion, Project ACCESS:</b> 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.			
Credential	Type	Micro-credentials	Certifications
Certificate of Completion, Project ACCESS	General Endorsement	Florida Ready to Work-Digital Skills Credential	
Certificate of Completion, Project ACCESS	General Endorsement		Retail Industry Fundamentals - National Retail Federation
Certificate of Completion, Project ACCESS	General Endorsement	Florida Ready to Work-Soft Skills Credential	
Certificate of Completion, Project ACCESS	General Endorsement	Micro-credential/Bade 3: Academic Employability Skills	
Business Operations	Concentration		
Business Operations Specialist	Concentration		
Chef's Apprentice	Concentration		ServeSafe Manager
Culinary Arts	Concentration		ServeSafe Manager
Culinary Arts Management	Concentration		ServeSafe Manager
Diving Medical Technician	Concentration		American Academy of Underwater Sciences Scientific Diver
Diving Medical Technician	Concentration		Divers Alert Network Basic Life Support CPR & First Aid Provider
Diving Medical Technician	Concentration		Divers Alert Network Diving Emergency Management Provider
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Open Water Diver

Credential	Type	Micro-credentials	Certifications
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Underwater Navigator
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Underwater Naturalist
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Search and Recovery Diver
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Rescue Diver
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Peak Performance Buoyancy Diver
Diving Medical Technician	Concentration		Divers Alert Network Emergency Oxygen for Scuba Diving Injuries Provider
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Wreck Diver
Diving Medical Technician	Concentration		Divers Alert Network First Aid for Hazardous Marine Life Injuries Provider
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Underwater Photographer
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Divemaster
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Enriched Air Diver
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Equipment Specialist
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Multi-level Diver
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Night and Limited Visibility Diver
Diving Medical Technician	Concentration		Professional Association of Dive Instructors DSAT Gas Blender
Diving Medical Technician	Concentration		Divers Alert Network On Site Neurological Assessment for Divers Provider
Diving Medical Technician	Concentration		Emergency First Response Care for Children Provider

Credential	Type	Micro-credentials	Certifications
Diving Medical Technician	Concentration		Emergency First Response CPR and AED Provider
Diving Medical Technician	Concentration		Emergency First Response Primary and Secondary Care Provider
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Advanced Open Water Diver
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Assistant Instructor
Diving Medical Technician	Concentration		Professional Association of Dive Instructors AWARE Fish Identification
Diving Medical Technician	Concentration		Professional Association of Dive Instructors Deep Diver
Entrepreneurship	Concentration		
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Underwater Photographer
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Wreck Diver
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Search and Recovery Diver
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Rescue Diver
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Peak Performance Buoyancy Diver
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Night and Limited Visibility Diver
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Multi-level Diver
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Equipment Specialist
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Open Water Diver
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Enriched Air Diver



Credential	Type	Micro-credentials	Certifications
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors AWARE Fish Identification
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Deep Diver
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Divemaster
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors DSAT Gas Blender
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Underwater Naturalist
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Underwater Navigator
Fundamentals of Professional Diving	Concentration		American Academy of Underwater Sciences Scientific Diver
Fundamentals of Professional Diving	Concentration		Divers Alert Network Basic Life Support CPR & First Aid Provider
Fundamentals of Professional Diving	Concentration		Divers Alert Network Diving Emergency Management Provider
Fundamentals of Professional Diving	Concentration		Divers Alert Network Emergency Oxygen for Scuba Diving Injuries Provider
Fundamentals of Professional Diving	Concentration		Divers Alert Network First Aid for Hazardous Marine Life Injuries Provider
Fundamentals of Professional Diving	Concentration		Divers Alert Network On Site Neurological Assessment for Divers Provider
Fundamentals of Professional Diving	Concentration		Emergency First Response Care for Children Provider
Fundamentals of Professional Diving	Concentration		Emergency First Response CPR and AED Provider
Fundamentals of Professional Diving	Concentration		Emergency First Response Primary and Secondary Care Provider
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Advanced Open Water Diver
Fundamentals of Professional Diving	Concentration		Professional Association of Dive Instructors Assistant Instructor

Credential	Type	Micro-credentials	Certifications
Guest Services Specialist	Concentration		ServSafe Food Manager
Guest Services Specialist	Concentration		American Hotel & Lodging Association Certified Guest Service Professional
Guest Services Specialist	Concentration		American Hotel & Lodging Association Certified Maintenance Employee
Guest Services Specialist	Concentration		American Hotel & Lodging Association Certified Guestroom Attendant
Guest Services Specialist	Concentration		American Hotel & Lodging Association Certified Front Desk Representative
Marine Technology	Concentration		Yamaha Introduction to Outboard Engines Certification
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors Enriched Air Diver
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors Multi-level Diver
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors Night and Limited Visibility Diver
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors Open Water Diver
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors Peak Performance Buoyancy Diver
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors Rescue Diver
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors Search and Recovery Diver
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors Underwater Naturalist
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors Underwater Navigator
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors Underwater Photographer
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors Wreck Diver

Credential	Type	Micro-credentials	Certifications
Professional Dive Instructor	Concentration		Divers Alert Network Emergency Oxygen for Scuba Diving Injuries Provider
Professional Dive Instructor	Concentration		Divers Alert Network First Aid for Hazardous Marine Life Injuries Provider
Professional Dive Instructor	Concentration		Divers Alert Network On Site Neurological Assessment for Divers Provider
Professional Dive Instructor	Concentration		Emergency First Response Primary and Secondary Care Provider
Professional Dive Instructor	Concentration		Emergency First Response Care for Children Provider
Professional Dive Instructor	Concentration		Emergency First Response CPR and AED Provider
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors Advanced Open Water Diver
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors DSAT Gas Blender
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors AWARE Fish Identification
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors Deep Diver
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors Divemaster
Professional Dive Instructor	Concentration		Professional Association of Dive Instructors Equipment Specialist
Professional Dive Instructor	Concentration		Divers Alert Network Diving Emergency Management Provider
Professional Dive Instructor	Concentration		American Academy of Underwater Sciences Scientific Diver
Professional Dive Instructor	Concentration		Divers Alert Network Basic Life Support CPR & First Aid Provider
Professional Research Diving	Concentration		Emergency First Response Primary and Secondary Care Provider

Credential	Type	Micro-credentials	Certifications
Professional Research Diving	Concentration		Divers Alert Network Basic Life Support CPR & First Aid Provider
Professional Research Diving	Concentration		Divers Alert Network Emergency Oxygen for Scuba Diving Injuries Provider
Professional Research Diving	Concentration		American Academy of Underwater Sciences Scientific Diver
Professional Research Diving	Concentration		Divers Alert Network Diving Emergency Management Provider
Professional Research Diving	Concentration		Divers Alert Network On Site Neurological Assessment for Divers Provider
Professional Research Diving	Concentration		Divers Alert Network Diving Emergency Management Provider
Professional Research Diving	Concentration		Emergency First Response Care for Children Provider
Professional Research Diving	Concentration		Emergency First Response CPR and AED Provider
Professional Research Diving	Concentration		Divers Alert Network First Aid for Hazardous Marine Life Injuries Provider
Professional Research Diving	Concentration		Professional Association of Dive Instructors Advanced Open Water Diver
Professional Research Diving	Concentration		Professional Association of Dive Instructors Assistant Instructor
Professional Research Diving	Concentration		Professional Association of Dive Instructors AWARE Fish Identification
Professional Research Diving	Concentration		Professional Association of Dive Instructors Deep Diver
Professional Research Diving	Concentration		Professional Association of Dive Instructors Divemaster
Professional Research Diving	Concentration		Professional Association of Dive Instructors DSAT Gas Blender
Professional Research Diving	Concentration		Professional Association of Dive Instructors Enriched Air Diver

Credential	Type	Micro-credentials	Certifications
Professional Research Diving	Concentration		Professional Association of Dive Instructors Equipment Specialist
Professional Research Diving	Concentration		Professional Association of Dive Instructors Multi-level Diver
Professional Research Diving	Concentration		Professional Association of Dive Instructors Night and Limited Visibility Diver
Professional Research Diving	Concentration		Professional Association of Dive Instructors Open Water Diver
Professional Research Diving	Concentration		Professional Association of Dive Instructors Peak Performance Buoyancy Diver
Professional Research Diving	Concentration		Professional Association of Dive Instructors Underwater Navigator
Professional Research Diving	Concentration		Professional Association of Dive Instructors Underwater Naturalist
Professional Research Diving	Concentration		Professional Association of Dive Instructors Underwater Photographer
Professional Research Diving	Concentration		Professional Association of Dive Instructors Search and Recovery Diver
Professional Research Diving	Concentration		Professional Association of Dive Instructors Rescue Diver
Professional Research Diving	Concentration		Professional Association of Dive Instructors Wreck Diver
Professional Welder	Concentration		
Rooms Division Management	Concentration		ServSafe Food Manager
Rooms Division Operations	Concentration		American Hotel & Lodging Association Certified Guestroom Attendant
Rooms Division Operations	Concentration		American Hotel & Lodging Association Certified Guest Service Professional
Rooms Division Operations	Concentration		ServSafe Food Manager
Rooms Division Operations	Concentration		American Hotel & Lodging Association Certified Front Desk Representative

Credential	Type	Micro-credentials	Certifications
Rooms Division Operations	Concentration		American Hotel & Lodging Association Certified Maintenance Employee
Rooms Division Specialist	Concentration		American Hotel & Lodging Association Certified Guest Service Professional
Rooms Division Specialist	Concentration		American Hotel & Lodging Association Certified Maintenance Employee
Rooms Division Specialist	Concentration		American Hotel & Lodging Association Certified Guestroom Attendant
Rooms Division Specialist	Concentration		American Hotel & Lodging Association Certified Front Desk Representative
Rooms Division Specialist	Concentration		ServSafe Food Manager
Tropical Ornamental Mariculture	Concentration		

### University of Central Florida

#### General Endorsement:

**Professional Services Credential awarded through the Division of Continuing Education:** Upon successful completion of 42 credential units over the span of this four-semester opportunity, students will earn a Professional Services Credential in one of three tracks, Hospitality, Education or Social Services. Each track includes 15 units specific to the chosen concentration. The three tracks with the plan of study is provided in an attachment entitled Two-Year IES Course Sequence (Spring 2020).

Credential	Type	Micro-credentials	Certifications
Professional Services Credential awarded through the Division of Continuing Education	General Endorsement		First Aid and Heartsaver CPR/AED Training
Education	Concentration		
Hospitality	Concentration		
Social Services	Concentration		

University of North Florida			
<b>General Endorsement:</b> <b>USoar Certificate of Career Development:</b> Students will earn a Certificate of Career Development (COCD) that reflects completion of courses and program of study, available to all USoar program participants, in addition to any matriculating student who elects to complete the requirements. The USoar COCD will include a minimum of 39 hours of core coursework in order to meet requirements of COCD. Upon completion and receiving a COCD, students have met and demonstrated mastery of vocational skills needed for gainful employment in their chosen fields. All students will complete a digital portfolio that can be used to demonstrate to potential employers skills developed during their time in the program.			
Credential	Type	Micro-credentials	Certifications
USoar Certificate of Career Development	General Endorsement	Communication	
USoar Certificate of Career Development	General Endorsement	Technology	
USoar Certificate of Career Development	General Endorsement	Teamwork	
USoar Certificate of Career Development	General Endorsement	Leadership	
USoar Certificate of Career Development	General Endorsement	Critical Thinking	
USoar Certificate of Career Development	General Endorsement	Career & Self-Development	
USoar Certificate of Career Development	General Endorsement	Professionalism	
USoar Certificate of Career Development	General Endorsement		Career Readiness Certificate
USoar Certificate of Career Development	General Endorsement	Equity & Inclusion	

**University of South Florida - St. Petersburg**

**General Endorsement:**

**Employment Readiness Certificate from the Eileen Hoffman Hafer U Matter Program issued by USF's Division of Innovative Education:**

Completion of the Eileen Hoffman Hafer U Matter Program issued by USF's Division of Innovative Education and various micro-credentials that reflect the acquisition of employability and independent living skills that will convey to employers they fulfilled the minimum requirements for U Matter. For example, students will earn a career field micro-credential when they have successfully met satisfactory academic progress in all program coursework and program internships. Additionally, students will earn skill-specific micro-credentials in the areas of Campus and Community engagement, independent living, and workforce readiness skills including communication, critical thinking, global citizenship, leadership, professionalism, teamwork, and professional technology skills.

Credential	Type	Micro-credentials	Certifications
Employment Readiness Certificate from the Eileen Hoffman Hafer U Matter Program issued by USF's Division of Innovative Education	General Endorsement		Front Desk Representative
Employment Readiness Certificate from the Eileen Hoffman Hafer U Matter Program issued by USF's Division of Innovative Education	General Endorsement	Employment Readiness Badge at University of South Florida	
Employment Readiness Certificate from the Eileen Hoffman Hafer U Matter Program issued by USF's Division of Innovative Education	General Endorsement		Guestroom Attendant
Employment Readiness Certificate from the Eileen Hoffman Hafer U Matter Program issued by USF's Division of Innovative Education	General Endorsement		National Retail Federation - Retail Industry Fundamentals Specialist



Credential	Type	Micro-credentials	Certifications
Employment Readiness Certificate from the Eileen Hoffman Hafer U Matter Program issued by USF's Division of Innovative Education	General Endorsement		National Retail Federation - Business of Retail Certified Specialist
Employment Readiness Certificate from the Eileen Hoffman Hafer U Matter Program issued by USF's Division of Innovative Education	General Endorsement		Maintenance Employee
Employment Readiness Certificate from the Eileen Hoffman Hafer U Matter Program issued by USF's Division of Innovative Education	General Endorsement		Guest Service Gold Tourism
Employment Readiness Certificate from the Eileen Hoffman Hafer U Matter Program issued by USF's Division of Innovative Education	General Endorsement		Breakfast Attendant
Employment Readiness Certificate from the Eileen Hoffman Hafer U Matter Program issued by USF's Division of Innovative Education	General Endorsement		National Retail Federation - Customer Service & Sales Certified Specialist

## **Appendix I**

1 – FPCTP Staff Hours by Institution

2 – FPCTP Staff Hours by Role by Institution

## FPCTP Staff Hours and FTE Per Week by Institution

Broward College						
# of students = 38; 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	1.05	0.03
Staff 2	40	1	40	1	1.05	0.03
Staff 3	40	1	40	1	1.05	0.03
Staff 4	40	1	40	1	1.05	0.03
Staff 5	40	1	40	1	1.05	0.03
<b>Total</b>	<b>200</b>	<b>5</b>	<b>200</b>	<b>5</b>	<b>5.25</b>	<b>0.15</b>

Emerald Coast Technical College						
# of students = 1; 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	37.5	1	37.5	1	37.50	1.00
Staff 2	37.5	1	37.5	1	37.50	1.00
<b>Total</b>	<b>75</b>	<b>2</b>	<b>75</b>	<b>2</b>	<b>75</b>	<b>2</b>

<b>First Coast Technical College</b> # 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	20	0.5	0	0
Staff 2	40	1	20	0.5	0	0
Staff 3	40	1	40	1	0	0
Staff 4	40	1	3	0.08	0	0
Staff 5	40	1	2	0.05	0	0
Staff 6	40	1	4	0.1	0	0
<b>Total</b>	<b>240</b>	<b>6</b>	<b>89</b>	<b>2.23</b>	<b>0</b>	<b>0</b>

<b>Florida Atlantic University</b> # of students = 32; 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	1.25	0.03
Staff 2	40	1	40	1	1.25	0.03
Staff 3	40	1	40	1	1.25	0.03
Staff 4	40	1	5	0.13	0.16	0.00
Staff 5	40	1	40	1	1.25	0.03
Staff 6	40	1	40	1	1.25	0.03
Staff 7	40	1	40	1	1.25	0.03
Staff 8	40	1	40	1	1.25	0.03
Staff 9	40	1	40	1	1.25	0.03
<b>Total</b>	<b>360</b>	<b>9</b>	<b>325</b>	<b>8.13</b>	<b>10.16</b>	<b>0.24</b>

<b>Florida Gulf Coast University</b> # 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	20	1	20	1	2.00	0.10
Staff 2	40	1	40	1	4.00	0.10
Staff 3	40	1	40	1	4.00	0.10
Staff 4	40	1	40	1	4.00	0.10
Staff 5	40	1	3	0.08	0.30	0.01
Staff 6	40	1	40	1	4.00	0.10
<b>Total</b>	<b>220</b>	<b>6</b>	<b>183</b>	<b>5.08</b>	<b>18.3</b>	<b>0.51</b>

<b>Florida International University</b> # 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
Staff 3	40	1	40	1	1.90	0.05
Staff 4	40	1	34	0.85	1.62	0.04
Staff 5	40	1	40	1	1.90	0.05
Staff 6	40	1	40	1	1.90	0.05
Staff 7	40	1	10	0.25	0.48	0.01
Staff 8	40	1	10	0.25	0.48	0.01
Staff 9	40	1	10	0.25	0.48	0.01
Staff 10	40	1	20	0.5	0.95	0.02
Staff 11	40	1	40	1	1.90	0.05

<b>Florida International University</b> # 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 12	40	1	40	1	1.90	0.05
Staff 13	40	1	40	1	1.90	0.05
Staff 14	40	1	34	0.85	1.62	0.04
Staff 15	40	1	10	0.25	0.48	0.01
<b>Total</b>	<b>600</b>	<b>15</b>	<b>448</b>	<b>11.2</b>	<b>21.31</b>	<b>0.54</b>

<b>Florida State College at Jacksonville</b> # 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	20.83	0.52	3.47	0.09
Staff 2	5	0.13	5	0.13	0.83	0.02
Staff 3	40	1	40	1	6.67	0.17
Staff 4	40	1	40	1	6.67	0.17
Staff 5	40	1	6	0.15	1.00	0.03
Staff 6	40	1	40	1	6.67	0.17
Staff 7	40	1	40	1	6.67	0.17
<b>Total</b>	<b>245</b>	<b>6.13</b>	<b>191.83</b>	<b>4.8</b>	<b>31.98</b>	<b>0.82</b>

Fred K. Marchman 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	8	0.2	0	0
Staff 2	37.5	1	7.5	0.2	0	0
Staff 3	40	1	8	0.2	0	0
Staff 4	35	1	35	1	0	0
Staff 5	40	1	40	1	0	0
Staff 6	37.5	1	37.5	1	0	0
<b>Total</b>	<b>230</b>	<b>6</b>	<b>136</b>	<b>3.6</b>	<b>0</b>	<b>0</b>

Hillsborough County Public Schools # of students = 2; 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	1	0.03	0.50	0.01
Staff 2	40	1	8	0.2	4.00	0.10
Staff 3	40	1	1	0.03	0.50	0.01
Staff 4	40	1	40	1	20.00	0.50
Staff 5	40	1	40	1	20.00	0.50
Staff 6	20	1	20	1	10.00	0.50
<b>Total</b>	<b>220</b>	<b>6</b>	<b>110</b>	<b>3.26</b>	<b>55</b>	<b>1.62</b>

<b>Indian River State College</b> # of students = 30; 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	1.33	0.03
Staff 2	20	0.5	20	0.5	0.67	0.02
Staff 3	20	0.5	20	0.5	0.67	0.02
Staff 4	40	1	40	1	1.33	0.03
Staff 5	40	1	40	1	1.33	0.03
Staff 6	20	0.5	20	0.5	0.67	0.02
Staff 7	20	0.5	20	0.5	0.67	0.02
<b>Total</b>	<b>200</b>	<b>5</b>	<b>200</b>	<b>5</b>	<b>6.67</b>	<b>0.17</b>

<b>Lively Technical College</b> # of students = 30; 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	1.33	0.03
Staff 2	40	1	40	1	1.33	0.03
Staff 3	40	1	5	0.13	0.17	0.00
Staff 4	40	1	5	0.13	0.17	0.00
Staff 5	40	1	40	1	1.33	0.03
Staff 6	3	0.08	3	0.08	0.10	0.00
Staff 7	40	1	2	0.05	0.07	0.00
Staff 8	40	1	3	0.08	0.10	0.00
Staff 9	40	1	2	0.05	0.07	0.00
Staff 10	40	1	40	1	1.33	0.03



Lively Technical College # of students = 30; 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 11	40	1	40	1	1.33	0.03
<b>Total</b>	<b>403</b>	<b>10.08</b>	<b>220</b>	<b>5.52</b>	<b>7.33</b>	<b>0.15</b>

Manatee Technical 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	40	1	4.00	0.10
Staff 3	40	1	1	0.03	0.10	0.00
<b>Total</b>	<b>120</b>	<b>3</b>	<b>81</b>	<b>2.03</b>	<b>8.1</b>	<b>0.2</b>

McFatter Technical College # of students = 11; 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	3	0.08	0.27	0.01
Staff 2	37.5	1	37.5	1	3.41	0.09
Staff 3	40	40	9	9	0.82	0.82
Staff 4	40	1	5	0.13	0.45	0.01
Staff 5	45	1	45	1	4.09	0.09
Staff 6	40	1	5	0.13	0.45	0.01
Staff 7	40	1	5	0.13	0.45	0.01

<b>McFatter Technical College</b> # of students = 11; 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 8	40	1	40	1	3.64	0.09
Staff 9	40	1	5	0.13	0.45	0.01
Staff 10	40	1	10	0.25	0.91	0.02
Staff 11	37.5	1	10	0.27	0.91	0.02
Staff 12	40	40	9	9	0.82	0.82
Staff 13	40	40	40	40	3.64	3.64
Staff 14	40	40	40	40	3.64	3.64
Staff 15	40	40	40	40	3.64	3.64
Staff 16	40	40	40	40	3.64	3.64
Staff 17	37.5	37.5	5	5	0.45	0.45
Staff 18	40	40	40	40	3.64	3.64
<b>Total</b>	<b>717.5</b>	<b>327.5</b>	<b>388.5</b>	<b>227.12</b>	<b>35.32</b>	<b>20.65</b>

<b>Miami Dade College</b> # 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	37.5	1	5	0.13	0.63	0.02
Staff 2	37.5	1	19	0.51	2.38	0.06
Staff 3	37.5	1	6	0.16	0.75	0.02
Staff 4	37.5	1	5	0.13	0.63	0.02
Staff 5	37.5	1	37.5	1	4.69	0.13
<b>Total</b>	<b>187.5</b>	<b>5</b>	<b>72.5</b>	<b>1.93</b>	<b>9.08</b>	<b>0.25</b>

Miami Lakes Technical College # of students = 2; 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	8	1	8	1	4.00	0.50
Staff 2	25	1	25	1	12.50	0.50
Staff 3	36.5	1	36.5	1	18.25	0.50
Staff 4	36.5	1	36.5	1	18.25	0.50
Staff 5	36.5	1	36.5	1	18.25	0.50
Staff 6	36.5	1	36.5	1	18.25	0.50
<b>Total</b>	<b>179</b>	<b>6</b>	<b>179</b>	<b>6</b>	<b>89.5</b>	<b>3</b>

Okaloosa Technical College # of students = 9; 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	4.44	0.11
Staff 2	40	1	40	1	4.44	0.11
Staff 3	40	1	10	0.25	1.11	0.03
Staff 4	40	1	40	1	4.44	0.11
Staff 5	40	1	40	1	4.44	0.11
Staff 6	40	100	3	7.5	0.33	0.83
Staff 7	40	1	40	1	4.44	0.11
Staff 8	40	1	40	1	4.44	0.11
<b>Total</b>	<b>320</b>	<b>107</b>	<b>253</b>	<b>13.75</b>	<b>28.08</b>	<b>1.52</b>

Orange Technical College – West Campus # 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	37.5	0.94	37.5	0.94	6.25	0.16
Staff 2	37.5	1	37.5	1	6.25	0.17
<b>Total</b>	<b>75</b>	<b>1.94</b>	<b>75</b>	<b>1.94</b>	<b>12.5</b>	<b>0.33</b>

Osceola 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	15	0.38	0	0
Staff 2	40	1	5	0.13	0	0
Staff 3	40	1	5	0.13	0	0
<b>Total</b>	<b>120</b>	<b>3</b>	<b>25</b>	<b>0.64</b>	<b>0</b>	<b>0</b>

Pinellas Technical College_St. Petersburg Campus # 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	30	1	30	1	2.31	0.08
Staff 2	37.5	1.14	33	1	2.54	0.08
Staff 3	37.5	1	37.5	1	2.88	0.08
Staff 4	37.5	1	37.5	1	2.88	0.08
<b>Total</b>	<b>142.5</b>	<b>4.14</b>	<b>138</b>	<b>4</b>	<b>10.61</b>	<b>0.32</b>

Polk State 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	40	1	40	1	0	0
<b>Total</b>	<b>80</b>	<b>2</b>	<b>80</b>	<b>2</b>	<b>0</b>	<b>0</b>

Robert Morgan Educational Center & Technical College # of students = 11; 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	3.64	0.09
Staff 2	40	1	40	1	3.64	0.09
Staff 3	25	1	25	1	2.27	0.09
Staff 4	15	0.6	15	0.6	1.36	0.05
Staff 5	10	0.4	10	0.4	0.91	0.04
Staff 6	25	1	25	1	2.27	0.09
Staff 7	15	1	15	1	1.36	0.09
Staff 8	40	1	40	1	3.64	0.09
Staff 9	40	1	40	1	3.64	0.09
Staff 10	40	1	40	1	3.64	0.09
Staff 11	15	1	15	1	1.36	0.09
<b>Total</b>	<b>305</b>	<b>10</b>	<b>305</b>	<b>10</b>	<b>27.73</b>	<b>0.9</b>

<b>Santa Fe College</b> # 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	30	0.75	3.00	0.08
Staff 2	40	1	3	0.08	0.30	0.01
Staff 3	40	1	40	1	4.00	0.10
Staff 4	40	1	30	0.75	3.00	0.08
Staff 5	40	1	4	0.1	0.40	0.01
Staff 6	20	0.5	20	0.5	2.00	0.05
Staff 7	32	0.8	32	0.8	3.20	0.08
Staff 8	20	1	20	1	2.00	0.10
<b>Total</b>	<b>272</b>	<b>7.3</b>	<b>179</b>	<b>4.98</b>	<b>17.9</b>	<b>0.51</b>

<b>School District of Lee County</b> # of students = 26; 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	41.25	1	41.25	1	1.59	0.04
Staff 2	41.25	1	41.25	1	1.59	0.04
Staff 3	41.25	1	41.25	1	1.59	0.04
<b>Total</b>	<b>123.75</b>	<b>3</b>	<b>123.75</b>	<b>3</b>	<b>4.77</b>	<b>0.12</b>

<b>Sheridan Technical College</b> # of students = 7; 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	37.5	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
Staff 4	37.5	1	37.5	1	5.36	0.14
Staff 5	40	1	5	0.13	0.71	0.02
Staff 6	45	1	5	0.11	0.71	0.02
Staff 7	40	1	5	0.13	0.71	0.02
Staff 8	40	1	5	0.13	0.71	0.02
Staff 9	40	1	5	0.13	0.71	0.02
<b>Total</b>	<b>355</b>	<b>9</b>	<b>142.5</b>	<b>3.76</b>	<b>20.34</b>	<b>0.54</b>

<b>Southeastern University</b> # of students = 11; 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	10	0.25	0.91	0.02
Staff 2	40	1	10	0.25	0.91	0.02
Staff 3	40	1	40	1	3.64	0.09
Staff 4	40	1	40	1	3.64	0.09
Staff 5	40	1	40	1	3.64	0.09
Staff 6	40	1	40	1	3.64	0.09
<b>Total</b>	<b>240</b>	<b>6</b>	<b>180</b>	<b>4.5</b>	<b>16.38</b>	<b>0.4</b>

<b>St. Petersburg College</b> # of students = 5; 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	8.00	0.20
Staff 2	40	1	40	1	8.00	0.20
Staff 3	40	1	40	1	8.00	0.20
Staff 4	15	1	15	1	3.00	0.20
Staff 5	17	1	17	1	3.40	0.20
<b>Total</b>	<b>152</b>	<b>5</b>	<b>152</b>	<b>5</b>	<b>30.4</b>	<b>1</b>

<b>Tallahassee State College</b> # of students = 7; 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	1	0.03	0.14	0.00
Staff 2	40	1	2	0.05	0.29	0.01
Staff 3	40	1	1	0.03	0.14	0.00
Staff 4	40	1	2	0.05	0.29	0.01
Staff 5	40	1	40	1	5.71	0.14
Staff 6	40	1	5	0.13	0.71	0.02
<b>Total</b>	<b>240</b>	<b>6</b>	<b>51</b>	<b>1.29</b>	<b>7.28</b>	<b>0.18</b>



<b>The College of the Florida Keys</b> # of students = 11; 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	37.5	1	18.75	0.5	1.70	0.05
Staff 2	37.5	1	12.75	0.34	1.16	0.03
Staff 3	37.5	1	37.5	1	3.41	0.09
Staff 4	37.5	1	9.37	0.25	0.85	0.02
Staff 5	37.5	1	12.75	0.34	1.16	0.03
Staff 6	37.5	1	37.5	1	3.41	0.09
Staff 7	37.5	1	37.5	1	3.41	0.09
Staff 8	37.5	1	37.5	1	3.41	0.09
Staff 9	37.5	1	18.75	0.5	1.70	0.05
Staff 10	37.5	1	11.25	0.3	1.02	0.03
<b>Total</b>	<b>375</b>	<b>10</b>	<b>233.62</b>	<b>6.23</b>	<b>21.23</b>	<b>0.57</b>

<b>University of Central Florida</b> # 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	40	1	2.50	0.06
Staff 3	40	1	40	1	2.50	0.06
Staff 4	40	1	40	1	2.50	0.06
Staff 5	20	0.5	20	0.5	1.25	0.03
Staff 6	31	0.78	9	0.23	0.56	0.01
<b>Total</b>	<b>211</b>	<b>5.28</b>	<b>189</b>	<b>4.73</b>	<b>11.81</b>	<b>0.28</b>

<b>University of North Florida</b> # of students = 5; 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	8.00	0.20
Staff 2	40	1	10	0.25	2.00	0.05
Staff 3	40	1	0	0.0	0.00	0.00
Staff 4	40	1	40	1	8.00	0.20
Staff 5	40	1	40	1	8.00	0.20
Staff 6	40	1	40	1	8.00	0.20
<b>Total</b>	<b>240</b>	<b>6</b>	<b>170</b>	<b>4.25</b>	<b>34</b>	<b>0.85</b>

<b>University of South Florida - St. Petersburg</b> # of students = 20; 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	4.5	0.11	0.23	0.01
Staff 2	40	1	40	1	2.00	0.05
Staff 3	40	1	40	1	2.00	0.05
Staff 4	40	1	40	1	2.00	0.05
<b>Total</b>	<b>160</b>	<b>4</b>	<b>124.5</b>	<b>3.11</b>	<b>6.23</b>	<b>0.16</b>

## 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	44	68	15	0	18	0	25	0
Emerald Coast Technical College	75	27.5	0	0	0	10	0	37.5	0	0	0
First Coast Technical College	89	4	0	20	0	40	3	20	0	0	2
Florida Atlantic University	325	14	21	94	20	1	2	90	0	23	60
Florida Gulf Coast University	183	35	0	10	20	25	20	35	5	20	13
Florida International University	448	88	28	23	0	154	30	43	20	0	62
Florida State College at Jacksonville	191.83	30	10	22	20	23	30	30	0	0	26.83
Fred K. Marchman Technical College	136	0	8	7.5	35	37.5	0	48	0	0	0
Hillsborough County Public Schools	110	8	5	11	13	15	35	0	7	16	0
Indian River State College	200	12	22	32	32	40	11	40	0	6	5
Lively Technical College	220	5	1	40	82	40	4	40	0	0	8
Manatee Technical College	81	0	0	0	1	40	0	40	0	0	0
McFatter Technical College	388.5	10	0	0	40	25	8	272.5	0	9	24
Miami Dade College	72.5	6	12	6	7.5	36	5	0	0	0	0
Miami Lakes Technical College	179	0	10	0	0	15	8	146	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
Okaloosa Technical College	253	40	0	120	0	0	10	80	0	3	0
Orange Technical College – West Campus	75	2	0	0	37.5	5	10.5	20	0	0	0
Osceola Technical College	25	10	5	5	0	5	0	0	0	0	0
Pinellas Technical College – St. Petersburg Campus	138	0	0	37.5	30	33	37.5	0	0	0	0
Polk State College	80	40	0	0	0	40	0	0	0	0	0
Robert Morgan Educational Center & Technical College	305	23	21	3	139	10	21	42	0	33	13
Santa Fe College	179	13	48	43	3	10	15	33	0	0	14
School District of Lee County	123.75	10	10	15	78.75	10	0	0	0	0	0
Sheridan Technical College	142.5	20	5	0	0	5	0	112.5	0	0	0
Southeastern University	180	0	5	16	16	40	10	35	23	20	15
St. Petersburg College	152	42	28	0	55	10	2	15	0	0	0
Tallahassee State College	51	22	0	5	0	18	0	0	0	0	6
The College of the Florida Keys	233.62	26.5	19	25.75	70.37	31.5	12	30	2	16.5	0
University of Central Florida	189	35	15	30	0	15	25	20	0	0	49
University of North Florida	170	120	0	20	0	0	0	0	0	0	30
University of South Florida – St. Petersburg	124.5	20	10.5	18	20.5	37	5	7	5	0.5	1
<b>TOTAL</b>	<b>5,320.20</b>	<b>693</b>	<b>283.5</b>	<b>647.75</b>	<b>788.62</b>	<b>786</b>	<b>304</b>	<b>1254.5</b>	<b>62</b>	<b>172.00</b>	<b>328.83</b>

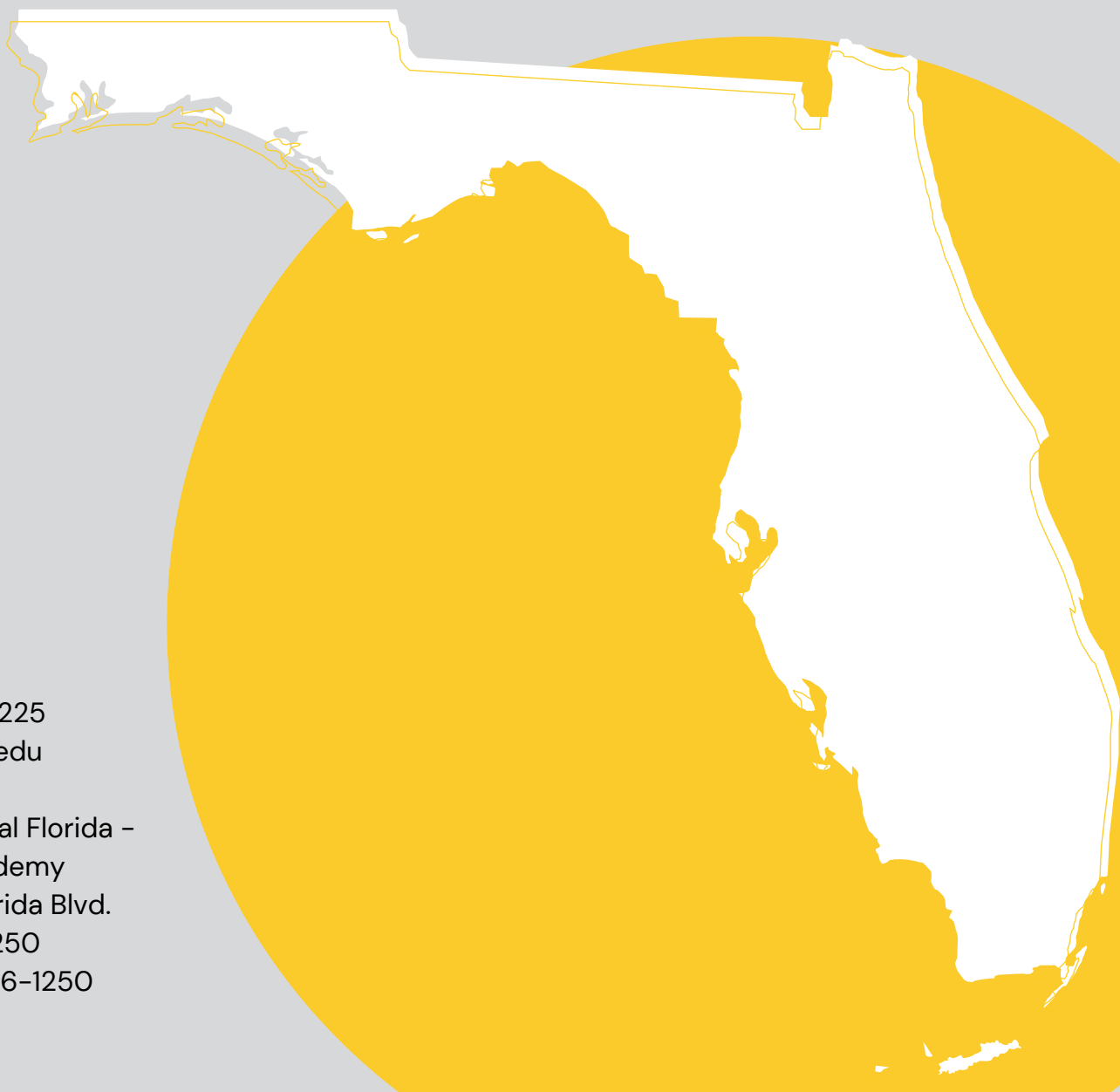




# Florida Center for Students with Unique Abilities

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