

Request for Grant Proposals
Florida Postsecondary Comprehensive Transition Programs (FPCTP)
Grants
Effective December 2024

SECTION 1: INTRODUCTION

The Florida Postsecondary Comprehensive Transition Program Act (the Act) (FS 1004.6495) established the Florida Center for Students with Unique Abilities at the University of Central Florida. The Center is working with higher education institutions across Florida to support implementation of the Act in three primary ways: (a) facilitate application and approval of their **postsecondary education** program that serves students with intellectual disabilities as a FPCTP, (b) provide scholarship awards to students attending an institution's approved FPCTP, and (c) provide grant funding to support implementation of an institution's approved FPCTP. These three components of the Center's work aim directly at achieving the purpose of the Act.

This request for proposals (RFP) outlines specific details regarding how to apply for FPCTP grant funds. These funds are intended to increase the number of FPCTPs across the state and expand options in **postsecondary education** for our young people with intellectual disabilities. To ensure that staff at our postsecondary education institutions understand eligibility and programmatic requirements, the institutional and student eligibility criteria in the Act are included here, as well as the required components of a FPCTP. This information specifies the types of institutions eligible to apply for an approved FPCTP, the students they must serve, and the programmatic elements they must include. Since the purpose of the grant awards is to increase the number and availability of FPCTPs in the State, the same institutional eligibility criteria apply to grant awards.

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

407-823-5225

fcsua@ucf.edu

fcsua.org

Institution Eligibility and Responsibilities

Section 6 of the Act specifies:

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

2. Documented evidence that the institution currently offers a federally approved **comprehensive transition and postsecondary program** that is eligible for federal student aid programs, documented evidence of the submission of an application for such federal approval of a program proposed by the institution, or documentation demonstrating the commitment of the institution's governing board to submit an application within the subsequent academic year for federal approval of a program pursuant to 20 U.S.C. s.1140.
- (b) An eligible institution may submit an application to the Center for approval pursuant to the requirements of this section for implementation of the FPCTP no later than the academic year immediately following the academic year during which the approval is granted. An eligible institution must submit a renewal application to the center no later than 3 years following the year during which the approval is initially granted.
 - (c) By **July 1st** and **August 1st** of each year, an eligible institution that has an FPCTP shall submit an FPCTP Program and Student Annual Reports, respectively, in FCSUA Community, which at a minimum, for the prior academic year, addresses the following performance indicators:
 1. Efforts to recruit students in the FPCTP and the number of students enrolled in the program.
 2. Efforts to retain students in the FPCTP and the retention rate of students in the program.
 3. The completion rate of students enrolled in the FPCTP and related courses, as applicable.
 4. Transition success of students who complete the FPCTP, as measured by employment rates and salary levels at 1 year and 5 years after completion.
 5. **Other performance indicators** identified by the Center pursuant to subsection (8).
 - (d) An eligible institution shall notify students with intellectual disabilities and their parents of the student eligibility requirements specified in subsection (4) and the scholarship requirements and eligibility requirements specified in subsection (7).

The required FPCTP Program and Student Annual Report forms for all approved FPCTPs are available in FCSUA Community. Please review these in advance to allow for timely data collection and submission due each year by August 1.

Student Eligibility

Section 4 of the Act specifies:

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

- (a) Be a "student with an intellectual disability" as that term is defined in 20 U.S.C. s. 1140(2), including, but not limited to, a transitional student.
- (b) Physically attend the eligible institution.
- (c) Submit to the eligible institution documentation regarding his or her intellectual disability. Such documentation may include, but need not be limited to, a current individualized plan for employment associated with a review completed pursuant to s. 413.20(3) or a diagnosis from a physician who is licensed under chapter 458 or chapter 459 or a psychologist licensed under chapter 490.

Minimum FPCTP Requirements

The *FPCTP application instructions* are available in the FPCTP Applications section of FCSUA Community and [website](#).

Section 5(c)3. of the Act specifies:

1. An application must, at a minimum:
 - a. Identify a **credential** (emphasis added) associated with the proposed program which will be awarded to eligible students upon completion of the FPCTP.
 - b. Outline the program length and design, including, at a minimum, inclusive and successful experiential education practices relating to curricular, assessment, and advising structure and internship and employment opportunities, which must support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an eligible institution, including, but not limited to, opportunities to earn industry certifications, to prepare students for gainful employment. If an eligible institution offers a credit-bearing degree program, the institution is responsible for maintaining the rigor and effectiveness of a comprehensive transition degree program at the same level as other comparable degree programs offered by the institution pursuant to applicable accreditation standards.
 - c. Outline a plan for students with intellectual disabilities to be integrated socially and academically with nondisabled students, to the maximum extent possible, and to participate on not less than a half-time basis, as determined by the eligible institution, with such participation focusing on academic components and occurring through one or more of the following activities with nondisabled students:
 - (I) Regular enrollment in credit-bearing courses offered by the institution.
 - (II) Auditing or participating in courses offered by the institution for which the student does not receive academic credit.
 - (III) Enrollment in noncredit-bearing, nondegree courses. (IV) Participation in internships or work-based training.
 - d. Outline a plan for partnerships with businesses to promote experiential training and employment opportunities for students with intellectual disabilities.
 - e. Identify performance indicators pursuant to subsection (8) and other requirements identified by the center.
 - f. Outline a 5-year plan incorporating enrollment and operational expectations for the program.

SECTION 2: DESCRIPTION OF THE FPCTP GRANTS

1. Categories of Grants

The Center is seeking proposals for grants to assist approved FPCTPs in the following manner: To facilitate development and implementation of a new FPCTP, institutions seeking funding for the first time are referred to as initial grants. The intent of this funding is to stimulate development of additional **postsecondary education** programs serving students with intellectual disabilities across Florida. Therefore, grant funds will provide resources to

institutions to implement the program described in their FPCTP application. In this case, the FPCTP application may be submitted either prior to or at the same time as the grant proposal.

- b. To facilitate sustainability and implementation of planned improvements and or expansion of an existing program already approved as an FPCTP, requested funds are referred to as continuing grants. The Grant may be awarded to an institution that has an already approved FPCTP to either expand the program offerings and or services, increase the number of students it serves, or continue progress. In this case, the FPCTP application has been approved previously, or an application for renewal approval is being submitted. Institutions that held previous FPCTP grant awards may submit a grant proposal to improve and sustain their FPCTP.
- c. All grantees are **required** to send a core FPCTP project team (at a minimum) to annual Center institutes. Grant funds may be used to cover the associated travel expenses. FPCTP representatives shall provide information regarding their program as requested at these Center events.
- d. In addition to the annual FPCTP Program and Student Annual Reports due **July 1st** and **August 1st**, respectively, **all grantees** are required to submit an annual **grant performance report** by **July 15th** each year.
- e. All grantees are required to submit a **final grant performance close-out report** upon conclusion of the project end date by **September 1st** or 60 days after the end of the grant.

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

- a. **Annual** funding not to exceed \$500,000 is available, regardless of the grant category. **Maximum** funding of \$1,500,000 for a three-year project period is allowed.
- b. FPCTP grant proposals are accepted and reviewed on a rolling basis, as long as funding is available. To accommodate this approach, we have established a corresponding [Grant Funding Cycle](#) that identifies submission periods with corresponding allowable start date, project period, budget period, and annual grant performance report due date.
- c. Generally, an institution may apply for a **project period** of up to 3.5 years (42 months); the exact length of the grant depends on the starting date based on the FCSUA Funding Cycle. The total award for the project cannot exceed \$1,500,000. That is, an institution may submit a budget and justification for up to \$500,000 per year with planned expenditures to occur in 1, 2, or 3 years, or any part thereof, according to the Grant Funding Cycle.
- d. Grant awards will range from \$100,000-\$500,000 per year. Priority to institutions receiving up to \$500,000 per year will include:
 - i. Number of FPCTP students served
 - ii. Multiple campuses
 - iii. Residential component
- e. Proposed expenses must be itemized by year in the proposal budget. Budget periods shall align with the fiscal year that begins July 1 and ends June 30 unless the grant starts on any of the other two allowed dates according to the FCSUA Funding Cycle.
- f. All grant proposal budgets and justifications must be submitted in the FCSUA Community

using the FPCTP Grant Budget forms.

3. Allowable and Required Budget Items

- a. Funds may be used to support personnel, fringe benefits, supplies and materials, travel, services, and other costs such as telephone, copying and printing, speakers' fees, and other reasonable expenses needed to start-up or enhance the existing or proposed FPCTP.
- b. Proposed budget expenditures must be **itemized by year** for multi-year projects.
- c. A minimum of \$1,500 per year (\$4,500 total for a 3-year project) for travel to annual Center institutes must be budgeted from either the grant funds or as cost share by the institution (and so noted in the budget and justification).
- d. Facilities and administrative costs, up to a rate of 10% of total modified direct costs, may be charged.
- e. Cost sharing is not required. However, institutional staff are encouraged to examine proposed costs and consider where funds might be available in the future to sustain the FPCTP, including resources to be provided by the institution.
- f. A budget justification aligned with proposed budget items must be submitted, via the FPCTP template, and will be used to judge as to whether the proposed budget is **adequate and reasonable**.

4. Award Process

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

SECTION 3: PROPOSAL CONTENT AND REVIEW CRITERIA

In general, the grant proposal should align with the institution's application for approval as a FPCTP. Thus, the proposal will provide information regarding the new program to be developed or how an existing program will be continued. Each grant proposal will be reviewed to determine if it meets basic criteria that serve to indicate use of the funds will result in development of high-quality programs likely to increase employment outcomes of their students with intellectual disabilities.

Proposal Scoring

Each section of the Proposal Narrative has been assigned a point value, representing a corresponding percentage of that section's value in relation to an overall score of 100 points. For example, the evaluation section of the proposal has a total value of 20 points. Each proposal will be reviewed for completeness and quality and a score assigned to each section. These values should indicate the attention given within the proposal narrative to each section. FCSUA staff will work

directly with those developing a proposal to develop one that is acceptable for funding. Specific details within a proposal are subject to negotiation with the Center’s Director, who makes the final funding decision. When demand for funding exceeds the funding available, awards will be made on a competitive basis, considering the scoring values assigned during the review.

The following components are required for the grant proposal, which are included in the FCSUA Community:

- ▶ Logic Model
 - ▶ Evaluation
 - ▶ Budget
 - ▶ Budget Justification
 - ▶ Proposal Narrative
 - ▶ Commitment Form
 - ▶ Additional Documents (includes Reference for Citations as a **required** document)
 - ▶ Approval by the institution’s representative authorized to submit grant proposals – this information is submitted via electronic signature using the FCSUA Community.
1. Complete the Institutional **Commitment Form**. This section provides general information about the project, the program and institutional contacts, and accountability requirements. Make sure to update contacts and roles under Institutional Profile before creating the new grant proposal in the FCSUA Community. Updates after the grant proposal is in progress will need to be made by FCSUA staff.
 2. The **Proposal Narrative** should describe the needs for the program, its major elements, quality of key personnel, and other information that demonstrates the program is high quality, addresses an identified need, and should result in positive employment outcomes for its students with intellectual disabilities.
 - a. **Abstract (limit 3500 characters)**
Provide a summary of the grant proposal – i.e., the goals, primary activities supported by the funds, and intended outcomes).
 - b. **Need (15 points)**
This section of the proposal addresses the need to either establish or improve a postsecondary comprehensive transition program at the institution. *Using data about the state or local context*, **Initial grant** proposals should address the need to establish the program at the institution. **Continuing Grant** proposals should use data regarding the current program to describe why the existing program needs improving, expanding, and or sustaining. The following questions are to be answered in the FCSUA Community to outline the need for (a) the FPCTP and (b) the grant funds in particular. Be sure to respond in complete sentences.
 - i. What is the demand for the program? That is, how many individuals with intellectual disabilities are expected to be served by the program?
 - ii. Do students with intellectual disabilities have access to such programs currently within the institution’s “catchment area”?
 - iii. What is the current employment rate for youth with intellectual disabilities in the area?

- iv. What's the relationship between employment opportunities in the area and the credential(s) and/or industry-recognized certifications available through the planned or current FPCTP? That is, what's the demand for employees who will earn the credentials and/or certifications offered by the program?
 - v. What job opportunities are available for individuals with the knowledge and skills earned through the program?
 - vi. How will the program result in meaningful, competitive employment for the students enrolled in the program?
 - vii. What's the need for grant funding? That is, why is grant funding needed to support an initial program? For **Continuing Grants**, describe why additional grant funds are needed to improve, enhance, expand and or sustain the program.
- c. **Goals and Approaches (40 points)**

This section of the proposal focuses on key program components recognized by the field that are likely to result in improving employment outcomes for youth with intellectual disabilities. **It is not necessary to reproduce the content of the FPCTP application** in this section, but enough information should be provided to adequately describe the goals of the program, the approaches to be used to achieve the goals, and the outcomes you expect to achieve. **Initial grant proposals**, address the program you intend to build and provide a justification for how you are building it. For **Continuing Grants** describe and justify the improvements you intend to make.

Use your institution's planning site in the [FCSUA's Online Strategic Planning Tool: Postsecondary](#) to identify specific areas of focus for program development and/or improvement.

The following questions are to be answered in the FCSUA Community to outline the programmatic goals, resources, and inputs, planned approaches and outputs, and the intended short, intermediate, and long-term outcomes. When responding to ii and iii, please write in narrative form. Do not copy and paste information from your Logic Model.

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

Use your institution's planning site in the [FCSUA's Online Strategic Planning Tool: Postsecondary](#), to identify specific areas of focus for program development and/or improvement.

Proposals for continuing grants – Describe the improvements and or enhancements you propose to make. Describe what will be different in your goals and approaches, where appropriate.

- v. What outputs will be generated to support achievement of the intended outcomes? Identify the outputs and products, materials, processes, procedures, policies, etc. needed to support goal achievement.
 - vi. What are the anticipated short-, intermediate-, and long-term outcomes? Expected outcomes are specific, **measurable** results that happen because of your activities and from the production of your products and other outputs. Specific outcomes define what you expect to happen when you accomplish your goal; outcomes describe what will be different, what will happen because of your activities and outputs, and what the anticipated impact on or benefit to students will be (e.g., enrollment, skill development, retention, completion, etc.).
- d. **Personnel, Institutional Commitment, and Collaborations (15 points)**
 In this section, describe the *key personnel* who will lead and implement the proposed or existing program and their primary role in promoting student success. Also describe any current and/or planned *institutional commitment* and/or support for the program. Finally, describe how program leaders and staff *collaborate* with local education districts and providers, vocational rehabilitation and transition-related service providers, businesses and labor organizations, and other community stakeholders to recruit students, implement program services and activities, and create employment opportunities for program completers. The following questions provide a focus for the information in this section:
- i. Who are the key program personnel? What is their role in and time commitment (in FTE) to the program? What are their qualifications?
 - ii. Has the institution's governing board approved the program?
 - iii. What is the institutional commitment to the program? What support, if any, is the institution providing for the program currently and is committing to provide in the future (in terms of personnel, space, other resources)?
 - iv. How will/are program and other institutional staff collaborate/collaborating with local education agencies to recruit students?
 - v. How will/are they reach/reaching out to parents before, during, and after students are admitted to the program?
 - vi. How will/are vocational rehabilitation and other transition-related service providers work/working with program staff to help support students enrolled in the program?
 - vii. How will/are program staff work/working with local businesses and or labor organizations to develop and provide internship and employment opportunities?
 - viii. Are program staff working with local transition councils? How?
 - ix. Is there/will there be a program advisory board?
- e. **Formative and Summative Evaluation Plan (20 points)**
 Approved Florida Postsecondary Comprehensive Transition Programs must submit an **annual grant performance report** by **July 15th** as required in the Act and specified by the Center. Visit FCSUA website for the [reporting schedule](#).

*****Please note: In the FCSUA Community, the Logic Model must be completed**

before you can work on the Evaluation Section***

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

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

Continuing Grant Outcomes Summary is required for existing grant proposals. The following statements/questions are to be answered in the FCSUA Community.

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

Formative evaluation strategies are used to indicate that the project/program is being implemented as planned and that students participating in the program are progressing as outlined in their plan of study. The following questions are to be answered in the FCSUA Community to outline your formative evaluation strategies. When responding, please write in narrative form. Do not copy and paste information in your Logic Model.

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

Summative evaluation strategies are used to determine whether or not the targeted program outcomes are achieved. Your program Logic Model will include your program goals and specific outcomes. In this section, describe how you will determine whether each

specific outcome and the overall goals of the program are achieved. The following questions are to be answered in the FCSUA Community to outline your **summative** evaluation strategies. When responding, please write in narrative form. Do not copy and paste information in your Logic Model.

- i. What are your intended short-term, intermediate, and long-term outcomes?
- ii. What are the evaluation questions that will guide your summative evaluation plan? That is, what questions will you ask to determine whether or not the outcomes have been achieved? What questions do you want your summative evaluation strategies to answer?
- iii. What indicators will you use to determine if the outcomes are achieved? Indicators are used to specify the evidence that will determine if an expected outcome is or is not achieved. In this instance, “indicator” is used to mean “evidence” or “proof.” To determine if an outcome is achieved, you may need to gather information on several indicators from several sources. For example, retention of students in your program may be an important short-term outcome. To determine if your program is effective in retaining students from one year to the next, in addition to identifying the number and % of students who return the next term, you might use % of objectives completed by each student or % of courses completed by each student as indicators relevant to examining retention. These are the data you will collect regarding progress on achieving your intended outcomes. This kind of information should be a part of your FPCTP annual report data collection; thus for your grant, this information aggregated across students would be useful and meaningful.
- iv. What are your data sources? Where will you find the data? A data source may already exist (e.g., course performance) or it may need to be developed (e.g., a student satisfaction survey). It is from data sources that you gather information for each indicator. Each indicator should have a specific data source, although one data source may provide information regarding several indicators.
- v. How will you analyze the data?
- vi. How will you use the data to improve your program?

f. **Adequate and Reasonable Budget (10 points)**

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

- i. For what period is the budget proposed (e.g., number of years)? When responding, please write in narrative form. (In the FCSUA Community, you will itemize the budget by year for multi-year projects in the Budget section.)
- ii. Are the proposed costs aligned with typical expenditures and rates at the institution (e.g., personnel salaries, fringe benefits, travel reimbursement rates, etc.)?
- iii. Is the proposed budget adequate to support the proposed approaches and activities?
- iv. How will the proposed funding help the institution develop a sustainable program?
- v. **Complete the *Budget* tab**, in the FCSUA Community, to prepare your budget and

outline your proposed expenses. Provide proposed costs in major budget categories (e.g., position/personnel and their FTE, fringe benefits, supplies and materials, printing/copying, travel, other, any F&A recovery and rate, etc.). Provide sufficient detail regarding items within each major category (e.g., type of travel, purpose) so reviewers can understand proposed expenditures in relation to proposed activities

- vi. **Complete the *Budget Justification*** tab, in the FCSUA Community, to briefly explain the proposed expenditures in relation to the proposed activities and in general how the costs are calculated. Describe the basis for each expenditure category (e.g., who is included in personnel category, their % of commitment to the project (FTE), the applicable fringe rate, services to be purchased, travel detail, and other information. The justification explains why and how costs are included in the proposed budget.

*****Please note: In the FCSUA Community, the Budget must be completed before you can work on the Budget Justification*****

3. References for Citations included in the Narrative – Provide the reference for any citations included in the Narrative, preferably in APA style. **Upload** under *Additional Documents* tab.

SECTION 4: PROPOSAL FORMAT AND SUBMISSION INSTRUCTIONS

To expedite review of your proposal, please adhere to the following formatting criteria and submission instructions. Center staff are committed to establishing and implementing a review and award process that results in program funding as described in the [Grant Funding Cycle](#).

Proposal Format

All components of your FPCTP Grant Proposal must be completed via FCSUA Community. Submission includes providing information directly in the portal regarding relevant contacts and other institutional information.

Submission Instructions

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

All FPCTP Grant Proposals must be submitted via the FCSUA Community. Some of the information required is entered directly into the system. Other information is uploaded into the system as Word, Excel, and or PDF files.

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

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

Florida Center for Students with Unique Abilities

407-823-5225

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