Developing a Florida Postsecondary Comprehensive Transition Program (FPCTP)

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Florida Center for Students with Unique Abilities
The Florida Postsecondary Comprehensive Transition Program Act

The Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495) signed into law January 21, 2016, effective July 1, 2016

Established the Florida Center for Students with Unique Abilities at UCF

Established Florida Postsecondary Comprehensive Transition Programs (FPCTP)

Funds scholarships for students to attend approved programs

Funds initial and continuing grants to IHEs
What is the purpose of an FPCTP?

To increase independent living, inclusive and experiential postsecondary education, and employment opportunities for students with intellectual disabilities through postsecondary education programs.
Eligible Students

► Be a "student with an intellectual disability" as that term is defined in 20 U.S.C. s. 1140(2)

► Physically attend the eligible institution

► Submit documentation regarding their intellectual disability
Eligible Postsecondary Institutions

► State university
► Florida College System institution
► Career center
► Charter technical career center
► An independent college or university that is located and chartered in this state, is not for profit, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and is eligible to participate in the William L. Boyd, IV, Florida Resident Access Grant Program.
FPCT Programs

Florida Center for Students with Unique Abilities
FPCT Programs - Universities

- Jupiter and Boca Raton
- Fort Myers
- Miami
- Orlando
- St. Petersburg
- Lakeland
FPCT Programs - State Colleges

Broward College - Ft. Lauderdale and Coconut Creek

College of the Florida Keys - Key West and Key Largo

Indian River State College - Fort Pierce and Vero Beach

St. Petersburg College - St. Petersburg

Santa Fe College - Gainesville

Tallahassee Community College - Tallahassee

Florida Center for Students with Unique Abilities
FPCT Programs - Technical Colleges

Lee County Technical Colleges
- Cape Coral
- Fort Myers
- Tallahassee
- Fort Lauderdale

Fort Walton Beach
- Winter Garden
- Miami
- Hollywood

Florida Center for Students with Unique Abilities
Step 1: Establishing the need
Step 2: Assembling a team
Step 3: Program Development & Capacity-Building
Step 4: Strategic Planning Tool
Step 5: FPCTP Application Development / Program Approval
Step 6: FPCTP Grant Proposal Development
Step 7: Program Initiation / Staffing
Step 8: Enrollment / FPCTP Student Scholarship request
Step 9: Florida Postsecondary Education Program Planning Institute / MidYear Progress Update Institute
Step 10: Comprehensive Transition and Postsecondary (CTP) Program (Federal)
Step 11: Reporting
Step 12: Supports to Help you Succeed!
Step 1: Establish the need for an inclusive postsecondary education (IPSE) program for students with intellectual disabilities (SWID) in your area.
► Employment needs in your region
► Number of K-12 student completers within your catchment area
► Targeted age group
► Benefits to employing persons with intellectual disabilities (ID)
► Data on employment outcomes for adults with intellectual disabilities in Florida
► Employer relationships
Relationship with local agencies

Legislation passed and support available to establish a Florida Postsecondary Comprehensive Transition Program (FPCTP)

Review CTE-related comprehensive local needs assessments information - as required in Perkins V
Step 2: Assemble a team at your institution - Administrators, Instructors, Support Staff, Agencies, Families, Students
Administrators

- Vice President
- College Dean
- Department Chair
- Grant Administrator

- Assistant Superintendent
- CTE Director
- ESE Director
- Adult Education
Instructors / Supports

- Faculty
- Student Services
- CTE Instructors
- Accessibility Services
- Instructional support
- Transition Specialist
- InD Specialist
- Financial Aid
Agencies / Families / Students

- Vocational Rehabilitation Counselor
- CareerSource
- Chamber of Commerce
- Agency for Persons with Disabilities
- Employers
- Center for Independent Living
- Family members
- Students that might benefit from a program
- Parent advocacy group
Step 3: Florida Postsecondary Comprehensive Transition Program Development

Capacity Building / Program Improvement Model using the Taxonomy for Postsecondary Comprehensive Transition Programs
Our Approach

- We apply a capacity-building/program improvement model:
  - Extends research to practice
  - Strategic planning informs development, implementation, evaluation
  - A strategic planning system that informs technical assistance and professional development needs
Taxonomy for Postsecondary Comprehensive Transition Programs

► A guiding framework used to assist IHEs in Florida to develop inclusive postsecondary education programs for students with intellectual disabilities.

► Serves as part of our capacity building model that helps expands inclusive postsecondary education across the state.

► Content and domains were established using three research-based frameworks on transition and postsecondary education for students with disabilities (Dukes et al., 2017, Kohler et al., 2016, and Grigal et al., 2012)
Taxonomy for Postsecondary Comprehensive Transition Programs

**Concept and Systems Development**
- Mission aligns with FPCTP
- Commitment to diversity
- Accommodations, modifications, and supports
- Standards of practice
- Evaluation of metrics
- Engagement with community

**Program and Institution-Focused**
- Student recruitment and enrollment
- Credentials and competitive employment
- Materials and resources
- Program evaluation

**Faculty and Staff-Focused**
- Professional development
- All learners have access and support
- IHE faculty and staff engage and support programs

**Student-Focused**
- Person-centered planning
- Self-determination skills
- Paid work experiences
- Financial aid support
- Student’s rights and responsibilities
# Student-Focused Domain and Benchmarks

<table>
<thead>
<tr>
<th>Person-centered planning</th>
<th>Self-determination skills</th>
<th>Paid work experience</th>
</tr>
</thead>
</table>
| 1.1 Students pursue an inclusive program of study that aligns with their personal, academic, and career goals and interests as established through person-centered planning that includes the use of existing and or new, relevant assessments. | 1.2 Students’ programs of study include the development and application of self-determination skills (as indicated by assessment results).  
1.8 Students determine how parents and family members are engaged in their postsecondary education experience. | 1.3 Students engage in integrated, paid work experiences aligned with career goals and interests (as indicated by assessment results). |

<table>
<thead>
<tr>
<th>Financial aid support</th>
<th>Student’s rights and responsibilities</th>
</tr>
</thead>
</table>
| 1.7 Students use financial aid as needed to support their enrollment and participation. | 1.4 Students know, request, and use accommodations necessary for full participation.  
1.5 Students use technology (e.g., general and assistive technology) to support their engagement in academic, employment, social, and personal environments (as indicated by assessment results).  
1.6 Students understand their postsecondary rights and responsibilities as reflected in the IHE’s code of conduct. |
## Faculty and Staff-Focused Domain and Benchmarks

<table>
<thead>
<tr>
<th>Professional development</th>
<th>All learners have access and supports</th>
<th>IHE faculty and staff engage and support programs</th>
</tr>
</thead>
</table>
| 2.1 Faculty engage in professional development to adapt teaching practices that meet the needs of all learners. | 2.2 Faculty and staff ensure service, learning, social, and academic environments are accessible to support all learners. | 2.3 Faculty and staff across campus environments model high expectations and respect for all students.  
2.4 Faculty and staff engage with program staff to enhance key college and university services. |
## Program and Institution-Focused Domain and Benchmarks

<table>
<thead>
<tr>
<th>Student recruitment &amp; enrollment</th>
<th>Credential and competitive employment</th>
<th>Materials and resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Policies and procedures (IHE, program-specific, K-12 outreach) support student recruitment, enrollment, advising, and completion of the FPCTP.</td>
<td>3.3 The IHE provides a meaningful credential upon completion of the program that leads to integrated, competitive employment.</td>
<td>3.5 Sufficient personnel, material, and fiscal resources are provided to support students’ completion of their postsecondary education programming.</td>
</tr>
<tr>
<td>3.2 All campus services support student recruitment, enrollment, engagement, completion, and transition to employment.</td>
<td>3.4 The FPCTP provides a range of work experiences on and off-campus, relevant to the student’s target credential and aligned with the student’s career goals and interests (e.g., internships, apprenticeships, and other forms of work experience).</td>
<td>3.6 FERPA-aligned family outreach and engagement strategies support student recruitment, enrollment, engagement, completion, and transition to employment.</td>
</tr>
</tbody>
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### Program Evaluation

3.7 Program evaluation is ongoing and used to inform FPCTP development and improvement.
### Concept and Systems Development Domain and Benchmarks

<table>
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<tr>
<th>Mission aligns with FPCTP</th>
<th>Commitment diversity</th>
<th>Accommodation, modifications, and supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 The FPCTP aligns with and or extends the IHE’s mission</td>
<td>4.2 The IHE’s value for and commitment to a diverse campus community, including students with intellectual disabilities, is demonstrated in institutional communications, strategic plan, mission statement, leadership’s messages, and system reviews.</td>
<td>4.3 The IHE uses an agreed upon framework for overall service delivery, including disability services (e.g., accommodations, modifications, academic support). 4.4 The IHE uses an agreed upon framework for assessment and instruction that addresses the needs of all learners.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Standards of practice</th>
<th>Evaluation of metrics</th>
<th>Engagement with community</th>
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<tr>
<td>4.5 The IHE follows agreed upon standards of practice to meet the needs of all learners.</td>
<td>4.6 As part of strategic planning and accreditation, the IHE uses agreed upon metrics or methods to evaluate the outcomes of all learners.</td>
<td>4.7 The IHE engages with the community.</td>
</tr>
</tbody>
</table>
Step 4: Utilizing the Florida Center for Students with Unique Abilities

Strategic Planning Tool: Postsecondary Education
Online Strategic Planning Tool

- transitionprogramtool.org
  - Postsecondary Education

- Team planning tool
  - Request access from FCSUA
  - Facilitated initial team planning process
  - Plans stay in the tool by year developed
Strategic Planning Tool – Postsecondary Education

Welcome to our web-based system for building capacity and developing programs to provide inclusive and collaborative transition services and postsecondary education.

To log in, select a planning focus below:

- Transition
- Postsecondary Education

For more information about this tool please contact fcsusupport@ucf.edu

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Step 5: FPCTP Application Development and Approval
Florida Department of Education,
Division of Career and Adult Education,
Division of Florida Colleges
Florida Board of Governors, or
Commission for Independent Education
Florida Postsecondary Comprehensive Transition Program

APPROVAL PROCESS

Universities
- Florida Center for Students with Unique Abilities
  - Florida BOG
    - Chancellor of the State University System of Florida

State Colleges
- Florida Center for Students with Unique Abilities
  - Florida DOE
    - Chancellor of Florida Colleges

Career Technical Centers
- Florida Center for Students with Unique Abilities
  - Florida DOE
    - Chancellor for Career, Technical, and Adult Education

Private Institutions
- Florida Center for Students with Unique Abilities
  - Florida DOE
    - Executive Director, Commission for Independent Education
FPCT Programs Requirements

► Meaningful credential, industry certification
► Focus on employment outcomes
► Inclusive contexts
► No less than half-time enrollment
► Requires definition of satisfactory academic progress (SAP)
► Requires federal comprehensive transition and postsecondary (CTP) program application
FPCTP Credentials Offered

- Range from institution to institution
- Some specialize
- Others provide a pathway
- Others identify specific programs
- Others are the same as available to any student
FCSUA Community
FCSUA Community (Salesforce)

- Request a license in the FCSUA Community
  - FPCTP Application tab
- Type of Application - New or Renewal
- Sec. 1 - Institutional information and Contacts
- Sec. 2 - Student Eligibility and Admission
- Sec. 3 - Assessment and Advising
- Sec. 4 - Program Description
FCSUA Community (Salesforce)

- Sec. 5 - Employment Opportunities
- Sec. 6 - Performance Indicators
- Sec. 7 - Program Sustainability
- Sec. 8 - Federal Approval as a Comprehensive Transition and Postsecondary (CTP) Program
  - Status of the institution’s federally approved CTP program
FCSUA Community (Salesforce)

- Sec. 9 - Upload Supplemental Application Materials
  - Copy of meeting minutes when governing board approval was received
  - Superintendent of President’s letter of commitment

- Sec. 10 - Institutional Approvals
  - Institutional commitment
FPCTP Application

* If you need to leave this form before finishing, please be sure to press the Save button at the bottom of this form.

**Application Instructions and Institutional Responsibilities**

Note: You will not be able to fill application until you click on the following link

Click here to view Application Instructions and Institutional Responsibilities

**Type of FPCTP Application**

Type of Application

-- Make Selection --

**Section 1 - Institutional Information and Contacts**

1. Name of Institution submitting this FPCTP application:
   Select Account

2. Institution Type
   -- Make Selection --

3. Program director or responsible party preparing this application:
   a. Name
   b. Email
   c. Telephone Number
   d. Fax Number
   e. Mailing Address
Step 6: FPCTP Grant Proposal Development

- Funding to implement the FPCTP
- Only available to approved FPCTPs
In FCSUA Community - FPCTP Grants tab
FCSUA Community

- Proposal Narrative
- Logic Model
- Evaluation
- Budget
- Budget Justification
- Commitment Form
- Additional Documents
FPCTP Grants to IHEs

► Up to $500,000 annually
► Start a new program or extend, expand, improve an existing program
► Tech colleges are considered an “institution” so multiple colleges within a district can access a grant
FPCTP Grants – Can Cover

Personnel
- Program coordinator
- Instructors - % of assignment or supplement for “overload”
- Support staff
- Mentors

Curriculum materials
- Manuals
- Materials
- Supplies
FPCTP Grants – Can Cover

**Equipment**
- Program specific
- Staff

**Travel**
- Off-site (e.g., program development, internship supervision, job placement, etc.)
- Professional development
- FCSUA required events

**Other**
- Just ask
Step 7: Program Initiation / Staffing
Step 8: Enrollment / FPCTP Student Scholarship request
FPCTP Scholarships

- Scholarships are available for eligible students attending the approved FPCTPs
- $7,000 annual scholarship
- Can cover costs charged to student accounts
FPCTP Scholarships - Can Cover

- **Tuition**
- **Books**
- **Transportation**
- **Fees – associated with specific courses**
- **Technology, equipment**
- **Industry certification exams**
- **Fees – program specific such as mentor, internship**
- **Travel (e.g., to SkillsUSA events)**
Step 9:
Attend:
Florida Postsecondary Education Program Planning Institute (FLPEPPI) - July

MidYear Progress Update Institute - January
Gather team and assess evidence of current practices

Create yearly plan with data collections methods

Execute yearly plan and collect data

Identify what worked and what didn't work

Use data collected to evaluate outcomes

Plan

Act

Evaluate

Florida Center for Students with UNIQUE ABILITIES
January 25-27, 2023
MidYear Progress Update Institute
Leaders only

July 10-13, 2023
Florida Postsecondary Education Program Planning Institute (FLPEPPI)
FPCTP Teams
FPCTP Requirements

- Each established FPCTP must attend the FLPEPPI
- Each established FPCTP must attend the MidYear Progress Update Institute
- A team consist of a team leader and others involved in the FPCTP
Step 10: Comprehensive Transition & Postsecondary (CTP) Program application

- Financial Aid Office submits to Federal Student Aid
Step 11: Reporting
- Annual Program Report
- Annual Student Information Report
- Student Follow-up Report (5 years)
- Quarterly Summary of FPCTP Grant Activities
- Annual FPCTP Grant Performance Report
- Final FPCTP Grant Performance Report
Step 12: Supports:
- Florida Center for Students with Unique Abilities (FCSUA) Team
- FCSUA Website
- FCSUA Webinars (YouTube Channel)
- FCSUA Annual Reports
- Florida Postsecondary Comprehensive Transition Programs (FPCTPs)
The FCSUA Provides

- Assistance to prepare FPCTP applications and grant proposals, and to request scholarships
- Assistance to design evaluation plans, and to collect and analyze evaluation data
- Assistance to develop the Federal CTP proposal
- Feedback to the State legislators re: funding and policy needs
Major Accomplishments

- 216 Students enrolled in 2021-2022
- 190 Students have completed their FPCTP
- 59% Students reported employed in June 2021
- 300+ Post-secondary Pathway to Employment Credentials
- 6 years FPCTPs have been sustained
- 19 Number of FPCTPs
Any Questions?
Contact Us/Follow Us

- Telephone 407.823.5225
- www.fcsua.org
- fcsua@ucf.edu
- Facebook: @FloridaCSUA
- Instagram: @floridacsua
- Twitter: @FloridaCSUA