Perspectives from FLDOE: What the Division of Career & Adult Education (DCAE) Looks for When Reviewing Florida Postsecondary Comprehensive Transition Program Applications for approval?

Kathleen Taylor, Bureau Chief for Adult Education, Apprenticeship and CTE
Kathleen.taylor@fldoe.org
850-245-9062
DCAE Application Review Process

1. **District submits application to FCSUA**
2. **FCSUA reviews application and routes substantially approvable application to FDOE (or returns to District to address application deficiencies)**
3. **DCAE Bureau Chief and team review district application and route to DCAE Chancellor’s office for approval or routes back to FCSUA to address questions, concerns, deficiencies**
4. **DCAE Chancellor is briefed on the application by staff**
5. **DCAE Chancellor briefs Commissioner of Education and recommends approval**
6. **DCAE sends notice of approval to FCSUA**
Application Review

- Staff in DCAE review all applications from School District Technical Centers/Colleges
  - Recruitment
  - Eligibility
  - Admission
  - What assessments are used
  - Number of students to be served
  - Credential(s) awarded
  - Possibility of industry certification
  - Advisement available
  - Length of program
  - Integration
    - Socially
    - Academically
  - Credit bearing or non-credit courses
  - Internships
  - Employment opportunities
  - Business partnerships
  - Performance indicators
  - Program sustainability
  - Federal approval for CTP program
Recruitment

• Who and How are students recruited?
  • Parents
  • Counselors
  • Employers
  • Students themselves
  • Social Media Outlets

• Does the program serve students in the entire district?
• Is transportation provided?
Eligibility

• Does the institution meet the eligibility requirements?
• Do all students have an intellectual disability?
  • How is eligibility determined?
  • What documentation is required?
  • Who makes the decision?
• Are there pre-requisites before being admitted into the program?
• Do they need a referral to the program and if so, who can refer potential students?
Admission

• What is the projected number of students to be served?
• What is the admission process?
• Are students assessed?
  • Basic skills
  • Learning styles
  • Aptitude
  • Interests
• Is the program full-time or part-time?
Credentials

• Local credential
  • Awarding of OCPs

• Industry certification
  • Will they have an opportunity to earn?
  • Can accommodations be made by the credentialing agency?
Advisement

• Dedicated counselors or job coaches
• One-on-one advisement
• Self-determination
• Involvement of parents/caregivers
• Support system for lead teacher
Type and Length of Program

• What programs are part of the application?
• If there are multiple programs, how will you determine the students’ interests and appropriate program placement?
• Will they be able to complete entire program?
• How will the program prepare the student for employment?
Integration

• Social
  • CTSO
  • Other extracurricular clubs
  • Intramural athletics

• Academic
  • Class integration
  • Credit-bearing courses
  • Non-credit courses
Internship/Employment

- Internship or work-based learning (paid or unpaid?)
- Business involvement
- Assistance from Vocational Rehabilitation
Business Partnerships

• Experiential training

• Employment opportunities
  • While enrolled
  • After completion
Performance Indicators

- Definition of satisfactory academic progress (SAP)
- Credential offered
- Recruitment strategies
- Employment outcomes
- Retention
- Program completion
- Wage level
- Industry certifications earned
- Student demographics
**Sustainability**

- 5-year plan
- Projected enrollments
- Sustainability funding, staff and other operational expenses
- Other possible funding sources
Agenda

- Definition of discrimination based on disability
- Definition of intellectual disability
- Civil rights obligations
- Civil rights elements of an inclusive program
- Benefits of inclusive programs
Definition of disability discrimination

- Disability discrimination occurs when a disabled person, or a person perceived to have a disability, or a person associated with the disabled person, is subjected to different or unequal treatment when it is based on the individual's disability.

Source: http://www.ada.gov/cguide.htm
Definition of intellectual disability

- Intellectual disability is characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills.

Source: http://www.aaidd.org/intectual-disability/definition
Civil rights laws prohibit discrimination on the basis of disability at the institutions that receive federal funding

- Section 504
- Section 508
- Americans with Disabilities Amendment Act of 1990
- Assistive Technology Act of 2004
- Title II
- The Architectural Barriers Act (ABA)
Minimum Elements of Inclusive Programs

- How the institution will identify, verify and admit eligible students to be enrolled in the proposed FPCTP
- Identification of credential upon completion
- Provision of technical assistance
- Integration of students with intellectual disabilities with other students
- Tools used to assess interest, skills and needs of participants
- Performance indicators used to determine the student’s progress
Minimum Elements of Inclusive Programs (cont’d)

- Be enrolled at least half-time:
  - Regular enrollment in credit-bearing courses offered by the institution.
  - Auditing or participating in courses offered by the institution for which the student does not receive academic credit.
  - Enrollment in noncredit-bearing, non-degree courses.
Benefits of inclusive education

- Develops Academic skills
- Desires for independency
- Builds relationship
- Shapes character
- Develop a positive understanding of themselves and others
- Prepared for employment
Inclusive education is a right, not a privilege

For additional information, contact Stephanie.Leland@fldoe.org or by phone 850 245 9468