

Annual Report 2019 - 2020



Respectfully submitted to:

Governor Ron DeSantis
Florida Senate President Bill Galvano
Florida Speaker of the House of Representatives José R. Oliva
State University System of Florida Chancellor Marshall Criser III
Florida Commissioner of Education Richard Corcoran

Submitted by:

Janice Seabrooks-Blackmore, PhD.
Executive Director

October 1, 2020

Table of Contents

Executive Summary	1
FCSUA Infrastructure and Workflow	1
Annual Report Elements Specified in the FPCTP Act: Data from FPCTP Annual Reports.....	4
Introduction.....	10
FCSUA Infrastructure and Workflow.....	10
Business Functions	10
FPCTP Application and Approval Process.....	12
FPCTP Scholarship Request and Distribution.....	13
FPCTP Grant Proposals and Awards.....	13
Accountability and Reporting Procedures.....	14
FCSUA Website and Social Media	15
Presentations, Outreach, and Collaborations.....	18
Team Planning Tool for FPCTPs.....	20
Capacity Building: Florida Postsecondary Education Program Planning Institute and Mid-Year Check-and-Connect Institute	22
Continuous Planning, Implementation, and Evaluation.....	24
College and Career Transition Clubs	25
Annual Report Elements Specified in the Act.....	28
Indicators of Satisfactory Progress	28
Implementation of FPCTPs	29
FPCTP Scholarships	31
FPCTP Indicators and Student Demographics.....	32
Projected Number of Students Eligible for FPCTPs	42
Education Programs and Services for Students with Disabilities	42
Summary	44
References.....	46

Appendices

Appendix A	FPCTP Scholarship Assurances and Instructions
Appendix B	FPCTP Timeline for Reports and Distributions
Appendix C	1 – FPCTP Annual Report Template – Program Information 2 – FPCTP Annual Report Template – Student Information
Appendix D	Table of FCSUA Presentations, Webinars, and Meetings
Appendix E	1 – Resources in Development 2 – Summary of FCSUA Collaborative Activities with Specific Groups
Appendix F	1 – Florida Postsecondary Education Program Planning Institute Program 2 – FPCTP Mid-Year Check-and-Connect Institute Agenda
Appendix G	1 – IHE Team Self-Assessments from the Team Planning Tool for FPCTPs 2 – Goals Identified by IHE Teams from the Team Planning Tool
Appendix H	Credentials Offered through FPCTPs
Appendix I	Followup Information Regarding FPCTP Completers
Appendix J	1 – FPCTP Staff Hours by Institution 2 – FPCTP Staff Hours by Role by Institution

ANNUAL REPORT: OCTOBER 1, 2020

Executive Summary

The Florida Postsecondary Comprehensive Transition Program Act (the Act; FS 1004.6495), effective July 1, 2016, created the Florida Center for Students with Unique Abilities at the University of Central Florida (FCSUA, the Center) and charged the Center and its executive director with implementation of the Act. Further, the Act charged the Center with meeting the accountability requirements specified therein, including submission of an annual report by October 1 of each year.

This report covers FCSUA's work during the period **October 1, 2019 through September 30, 2020**. The Florida Postsecondary Comprehensive Transition Program (FPCTP) data we report regarding student and program characteristics derive from the approved programs' annual reports, submitted to the Center in August 2020 regarding the 2019 - 20 academic year (July 1, 2019 – June 30, 2020). In this report, we describe our progress on implementation of the Act and then provide detail in each of the required reporting areas specified in the Act. In this executive summary, we provide highlights of the Center's work and FPCTP and student characteristics.

FCSUA Infrastructure and Workflow

- ▶ We continued to update the *FPCTP Application Packet for Eligible Institutions* to facilitate FPCTP application submission, review, and approval. Our number of approved FPCTPs and interested institutions continue to grow since the Center beginning in 2016. Currently there are 19 FPCTPs, which provide services on 24 postsecondary education institution campuses (7 at universities, 9 at state colleges, and 8 at career technical colleges). One other institution has submitted a draft proposal, and another four are actively developing their programs.
- ▶ We continued to update and disseminate the *FPCTP Scholarship Request Packet* to all approved FPCTPs which includes an estimate of the cost of attendance, list of eligible students, and anticipated attendance by academic term. Twelve of the FPCTPs requested FPCTP Scholarships for their eligible students (5 of the programs did not begin admitting students until the 2020-21 AY, and 1 will admit students during 2021-22 AY). We awarded 129 scholarships during 2019-20, adding 7% more awards than in the 2018-19 AY, which should be expected based on length of programs. As the new programs admit students, this number will continue to increase significantly.
- ▶ We revised and disseminated the *Request for Proposals for FPCTP Start-up and Enhancement Grants* and continued to implement an ongoing, continuous grant proposal submission schedule. We awarded four new start-up grants (Broward County Public Schools for Sheridan Technical College (Begins 2021), Florida Gulf Coast University, University of South Florida-St. Petersburg, Broward College). We also awarded six enhancement grants (Florida Atlantic University, The College of the Florida Keys, Indian River State College, Santa Fe College, and University of Central Florida, and Miami-Dade County Public Schools for Robert Morgan Technical College). Grant awards ranged from more than \$400,000 to the maximum amount of \$900,000; nine of

the grants were for a period of three years and one for two years. Six of the approved institutions continued with implementation of their grants previously awarded. With the exception of one, all institutions submitted their Annual Grant Performance Reports as required and reported varying levels of implementation. Requested modifications included adjustment to proposed timelines and increase in funding amount through the completion of their remaining project period.

- ▶ We further refined our *FPCTP Timeline for Reports and Distributions* to facilitate data collection, disbursements, and report submission. Based on review of previous year's submissions, we also revised and disseminated the *Annual Report Templates* to approved FPCTPs to facilitate submission of their required annual reports due August 1 each year. All the institutions with FPCTP students enrolled during 2019 - 20 submitted an annual report.
- ▶ We continued to expand the FCSUA website at www.fcsua.org adding information and enhanced features to improve usability and accessibility. The website is designed to meet the needs of the Center's primary stakeholders, including students and families, postsecondary education institutions, K-12 educators, and community partners. This past year, over 6,791 unique users viewed our website (61 more than last year); of which over 6,066 were new users (58 more than last year and 1,310 were returning users (1,50 more than last year). They made over 9,059 visits to the site (558 more than last year), with over 28103 pageviews (4479 more than last year).
- ▶ Our YouTube channel features 21 webinar presentations and was visited 1,138 times – a 700% increase over 2018-2019.
- ▶ We actively used our social media accounts with Twitter, Facebook, YouTube, and Instagram to assure FPCTP information is widely disseminated. We currently have 319 followers on Twitter, 164 followers on Instagram, and 475 followers on Facebook. We issued over 200 tweets, 122 Facebook posts, and 46 Instagram posts to disseminate information about FCSUA webinars, presentations, and events. During the past year, our Twitter posts averaged 37 profile visits and had an average of 76 impressions each month. Each of the posts on Instagram reached an average of 36 followers and have had 22 profile visits. The 122 posts on Facebook had a total of 2388 “post clicks” engagements. Our Facebook ads for the FLPEPPI 2019, Virtual Mid-Year Check and Connect 2020 and currently for 2020 Virtual FLPEPPI have reached 9,349.
- ▶ To inform stakeholders of the Center's services and promote the supply and demand for new and expanded FPCTPs, we conducted 27 conference and meeting presentations (some including information tables/booths as well) and 16 webinars. Conference presentations included those for Florida State College System events, disability organizations, parents and families, career and technical education (CTE), K-12 education, and higher education (such as the Association on Higher Education and Disability). While we maintained an active agenda working with institutions across the state, inquiring about the approval process, once COVID-19, stay-at-home mandates were enforced, the majority of our 24 meetings with IHEs became Zoom meetings and continue to be at the time of this report. We conducted three on-site visits to support FPCTP development at the following institutions: Florida A & M University-Hernando County, Florida International University, and Lively Technical College. Through our professional development and capacity building events, we provided 26 content sessions across a variety of topics relevant to FPCTP development and sustainability.
- ▶ To further advance the development of FPCTPs across Florida, we sponsored our third annual Florida Postsecondary Education Program Planning Institute for IHE teams, November 6 – 8,

2019. Currently approved FPCTPs were required to attend the Institute and budget funds in their grant proposals for travel. One-hundred twenty-nine participants attended. Twenty-three IHEs, and one school district were represented, with teams ranging in size from 2 to 13 members, including IHE faculty and staff, service agency staff, and K-12 educators. A total of 12 Florida vocational rehabilitation services staff participated and served on various IHE teams. Institute content included keynote presentations by colleagues from Vocational Rehabilitation, FPCTP program directors, disability specialists, and Florida education leaders, 17 breakout sessions, and 6 hours of facilitated team planning time. Of the 24 IHE teams, in which one included a school district, 20 teams left the Institute with at least a draft plan to either improve, expand, or develop a FPCTP.

- ▶ Immediate changes were made to host a Virtual Mid-Year Check and Connect Institute (June 17 – 26, 2020), 134 participants attended, representing teams from 23 IHEs and two school districts ranging in size from 2-9 members. Considering that the state and country had been making adjustments to offering complete online instructional delivery and services for only three months, due to the pandemic, we designed the virtual format to require participants to spend no more than four hours per day engaged in the Institute. Therefore, content offerings were reduced from previous years. To maintain the level of professional development content typically offered, we provided a week of pre-recorded content sessions and resource webinars. The main focus of the Institute was to allow for more networking among like-type institutions, which was a request from the participants at the November Institute. Another request was to have continued discussions on sustainability of FPCTPs beyond current FPCTP grant support. The Institute also provided time for a facilitated team meeting.
- ▶ An integral component of the Center’s work to promote the supply and demand of FPCTPs, built on **evidence-based practices**, is to facilitate strategic planning through the Institute using an online system that integrates intervention and implementation science. The *Postsecondary Education Strategic Planning Tool*, is known as *the Team Planning Tool for Florida Postsecondary Comprehensive Transition Programs*. The online system includes content in four domains: (1) student-focused, (2) program and institution-focused, (3) faculty and staff-focused, and (4) concept and systems development. Each domain includes a number of benchmarks that synthesize and represent the constructs from the research regarding postsecondary education programs for students with disabilities. Teams participating in the Institute used this tool during their facilitated planning sessions and subsequently to implement a continuous development and improvement process that applies data-driven decision making to FPCTP development. Of the 25 teams attending, 20 developed or modified team plans using the online Postsecondary Education Strategic Planning Tool. Sixteen of these teams had developed or modified plans during previous institutes; the 2 school district teams developed plans using the paper version of the planning tool, with a focus in only one area. We launched the FCSUA Salesforce Community in February 2020. This solution allows to integrate and operationalize the FPCTP Application and Grant Proposal revision and approval processes including electronic signature through Conga. The FPCTP cost estimate and scholarship request, award and disbursement reporting processes along with the annual program and student reporting are currently under development. Salesforce also allows to automate internal administrative procedures such as invoicing and reports.

Annual Report Elements Specified in the FPCTP Act: Data from FPCTP Annual Reports

Of the 13 FPCTPs serving students in 2019-2020, twelve submitted program- and student-level reports, accounting for 158 students enrolled in FPCTPs in 2019-20. Student demographic information is highlighted in Table 1 and described more fully here and in later sections of this report.

- ▶ These FPCTPs indicated regular, ongoing assessment of student progress and included indicators regarding the following in determining satisfactory academic progress (SAP): communication skills, content knowledge, course performance, critical thinking, employability skills, independence and support needs, life skills, participation in the development of and progress related to person-centered plans, and program participation and attendance. Of the 158 students for whom data were reported, 139 made SAP in 2019 – 20.
- ▶ In collaboration with the Florida Department of Education, we approved an additional 6 programs for a total of 19 FPCTPs:
 - Academy for Community Inclusion, Florida Atlantic University, Jupiter, FL (42 students, expanding to Boca Raton)
 - Build Your Future, Broward County Public Schools/Sheridan Technical College, Hollywood, FL (accepting students spring 2021)
 - Build Your Future, Orange Technical College – Westside Campus, Winter Garden, FL (1 student)
 - Eagle Connections, Tallahassee Community College, Tallahassee, FL (8 students)
 - FIU Embrace Education, Florida International University, Miami, FL (*9 students in program prior to approval; accepting new students spring 2021)
 - Grow Your Future, Broward County Public Schools/McFatter Technical College, Davie, FL (15 students)
 - How I Reach Employment (HIRE), Ft. Myers and Cape Coral Technical Colleges, Lee County Public Schools (6 students)
 - Inclusive Education Services, University of Central Florida, Orlando, FL (16 students)
 - Project ACCESS (Accessing Community College Educational Experiences, Social Experiences, and Skills for Careers), The College of the Florida Keys, Key West, FL (12 students, expanding to the Upper Keys)
 - Project SAINT (Student Access and INclusion Together), Santa Fe College, Gainesville, FL (15 students)
 - Project Independence, Washington County Public Schools/Florida Panhandle Technical College, Chipley, FL (no report)
 - Project TOPS (Transition to Postsecondary InstitutionS), Miami-Dade County Public Schools/Robert Morgan Education Center and Technical College, Miami, FL (5 students)
 - Seahawk NEST (Navigating Education for Student Transition), Broward College, Ft. Lauderdale, FL (accepting students spring 2021, North and South campuses)
 - Soaring Eagle Academy, Florida Gulf Coast University, Ft. Meyers, FL (accepting students fall 2021)
 - STAGE (Students Transitioning to Academics and Gainful Employment) Project, Indian River State College, Ft. Pierce, FL (15 students, expanding to Muller campus)
 - The LINK Program, Southeastern University, Lakeland, FL (10 students)
 - The SOAR Program (Success for Occupational Area Readiness), Lively Technical College,

- Tallahassee, FL (accepting students spring 2021)
 - Titans UP (Unique Partnership) Program, St. Petersburg College, St. Petersburg, FL (8 students)
 - U-Matter, University of South Florida-St. Petersburg, St. Petersburg, FL (accepting students spring 2021)
- ▶ As required in the Act, FPCTP institutions submitted their Federal Comprehensive Transition and Postsecondary (CTP) Program applications to the U. S. Department of Education within the required timeframe. With the exception of two institutions (i.e., Lee County Public Schools, Orange Technical College), all submissions have been approved, which makes their students eligible for federal financial aid. Pandemic related issues impacted Lee County Public Schools' submission, which will be submitted by the time of this report. Orange Technical College needed to update their program codes and will resubmit during the 2020-21 academic year. Broward College, Florida Gulf Coast University, Florida International University, Lively Technical College, Sheridan Technical College, and University of South Florida-St. Petersburg have until June 30, 2021 to submit their Federal CTP applications.
- ▶ The annual FPCTP Scholarship award was \$7,000 for eligible students, awarded proportionally across terms, based on the program schedule of each FPCTP and student enrollment projections. Twelve of the thirteen FPCTPs serving students in 2019-2020 requested and were awarded FPCTP Scholarships for their eligible students (requests for a total of 129 students). A total of 128 students actually received a Scholarship, as some students who had initially enrolled or were expected to enroll did not. A total of \$870,265 in scholarship funding was provided to the FPCTPs, of which \$800,402 was ultimately disbursed to students. Seven institutions returned \$69,363 to the FCSUA, accounting for those students who did not enroll or did not remain eligible. In such cases, students did not enroll as projected or failed to make SAP, thus funds originally awarded were not disbursed to students.
- ▶ Demographic data regarding the 158 students for whom information was reported included the following:
 - 54% of the students were male, 44% female, and 1% unknown.
 - Of the total, 48% were White or Caucasian, 23% Black or African American, 22% Hispanic or Latino, and the remainder 4% other or unknown, 2% Asian, and 1% mixed race.
 - Of the total, 92% lived with their parents and 6% lived alone, on his or her own with a spouse, domestic partner, or roommate(s).
 - Students' age prior to entering the postsecondary education program ranged from 19 to 60 years old. The most common age at entry was 21 years.
 - Students spent between 0 and 40 years out of K-12 before entering a postsecondary education program. Of the total, 115 students were out of K-12 between 0 and 2 years. Most commonly, students were out of K-12 zero years before entering a program, indicating many students transitioned directly to a postsecondary education program upon leaving high school (at age 21).
 - Students' most recent K-12 setting at the time of program enrollment included public school (82%) and private school (11%). Students also attended self-contained center school, as well as home school.
 - Students' type of K-12 exit included special diploma (60%), regular high school diploma (26%), and certificate of attendance or completion (4%).
 - Students entered their postsecondary education program having had a variety of employment experiences in the year prior to program entry including competitive

employment (21%), competitive employment with supported employment services (88%), sheltered workshop (4%), and or volunteer work or unpaid internship (20%).

- The FPCTPs reported that during or at the end of 2019-2020, 12 students left their FPCTP without completing the program; 2 were dismissed and 10 left voluntarily. While the number of students in FPCTPs increased by almost 31% from 2018-19 to 2019-20, these data indicate that the proportion of students leaving the FPCTP without completing also increased. Program reports account various reasons for departure ranging from finding a secure employment to health-related concerns to relocation.
- To date, 107 students have completed their FPCTP, 3 at the conclusion of 2016-17; 7 by the conclusion of 2017-18; 36 by the conclusion of 2018-19, and 61 at the conclusion of 2019-20. As required, follow-up data have been collected regarding the students who completed prior to 2019-2019 and are reported elsewhere in this report.
- ▶ As required in the Act, 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. Projections ranged from 10 to over 330,000 (two institutions included the state of Florida of which one also included entire country as catchment areas). Estimates were made using FL DOE data, local school district data, and data from the National Center for Education Statistics
- ▶ Our website at www.fcsua.org includes an interactive map of Florida that features the locations of currently approved FPCTPs, other postsecondary education programs in the State for students with intellectual disabilities, and a list of the institutions eligible to establish a FPCTP. As specified in the FPCTP Act, we also include a table of **all** postsecondary education institutions in the State and the services and/or programs they provide for students with disabilities, including those designed specifically to serve students with autism spectrum disorder (ASD). This information is also stored in Salesforce allowing for immediate access to institutions and better dissemination of information about the Center's work on a daily basis.

Table 1
Demographic Information for Students Enrolled in FPCTPs in 2019-2020 (n=158)

Variable	Students	
	<i>n</i>	%
Personal Characteristics		
Gender		
Male	86	54%
Female	70	44%
No Response	2	1%
Ethnicity		
American Indian or Alaskan Native	0	0%
Asian	4	2%
Black or African American	39	23%
Hispanic or Latino	35	22%
Native Hawaiian or Other Pacific Islander	0	0%
White or Caucasian	106	48%
Two or more	2	1%
Other or Unknown	5	4%
FL Resident		
Yes	154	97%
No	4	3%
K-12 Enrollment and Exit Information		
Living arrangements (prior to enrollment)		
With parents, siblings, or extended family	145	92%
Alone, on his or her own with a spouse, domestic partner, or roommate(s)	10	6%
In military housing, job training program facility, or a college dormitory	0	0%
In a group home, assisted living, or other supervised living arrangement	2	1%
In a health, mental health, or correctional facility	0	0%
Other	0	0%
Most recent type of K-12 enrollment		
Public school	129	82%
Self-contained center school	4	3%
Private school	17	11%
Virtual school	1	1%
Home school	3	2%
Unknown	4	3%

Variable	<i>n</i>	%
Type of K-12 diploma		
Special diploma	95	60%
Regular high school diploma	41	26%
Certificate of attendance of completion	6	4%
Other	2	1%
None	3	2%
Unknown	11	7%
Course Enrollment by Type		
Regular enrollment/credit-bearing		
Yes	33	21%
No	125	79%
Audit/no credit		
Yes	64	41%
No	94	59%
Non-credit bearing/non-degree		
Yes	29	18%
No	129	82%
Unique FPCTP courses		
Yes	117	74%
No	41	26%
Internship		
Yes	30	19%
No	128	81%
Employment Experiences Within the Year Prior to FPCTP Enrollment¹		
Work experience (other than internship)		
Yes	49	31%
No	109	69%
Competitive integrated employment		
Yes	33	21%
No	110	70%
Unknown	15	9%
Competitive employment w/supported employment services		
Yes	12	8%
No	128	81%
Unknown	18	11%

Variable	<i>n</i>	%
Work in a sheltered workshop		
Yes	6	4%
No	137	87%
Unknown	15	9%
Unpaid work experience		
Yes	31	20%
No	111	70%
Unknown	16	10%
Employment Experiences During FPCTP Enrollment¹		
Competitive integrated employment		
Yes	49	31%
No	109	69%
Competitive employment w/supported employment services		
Yes	18	11%
No	140	89%
Work in a sheltered workshop		
Yes	3	2%
No	155	98%
Unpaid work experience		
Yes	60	38%
No	98	62%

¹ Students may have had more than one employment experience prior to and during FPCTP enrollment.

ANNUAL REPORT: OCTOBER 1, 2020

Introduction

The Florida Postsecondary Comprehensive Transition Program Act (the Act; FS 1004.6495), effective July 1, 2016, created the Florida Center for Students with Unique Abilities at the University of Central Florida (FCSUA, the Center), established criteria for approval as a Florida Postsecondary Comprehensive Transition Program (FPCTP), established the Florida Postsecondary Comprehensive Transition Program Scholarship, and authorized Florida Postsecondary Comprehensive Transition Program start-up and enhancement grants. The Act also charged the Center and its executive director with managing the application and approval process for FPCTP designation, Scholarships, and grant awards. Further, the Act charged the Center with meeting the accountability requirements specified therein, including submission of an annual report by October 1st of each year.

This report covers work of the Center during the period of October 1, 2019 through September 30, 2020. We derived the FPCTP data we report regarding student and program characteristics from the approved programs' annual reports, submitted to the Center in August 2020 regarding the 2019-20 academic year (AY). To provide a context for reviewing progress on implementation of the various components of the Act, we describe the Center's work throughout the reporting period in relation to our primary charges and then provide detail in each of the required reporting areas specified in the Act.

FCSUA Infrastructure and Workflow

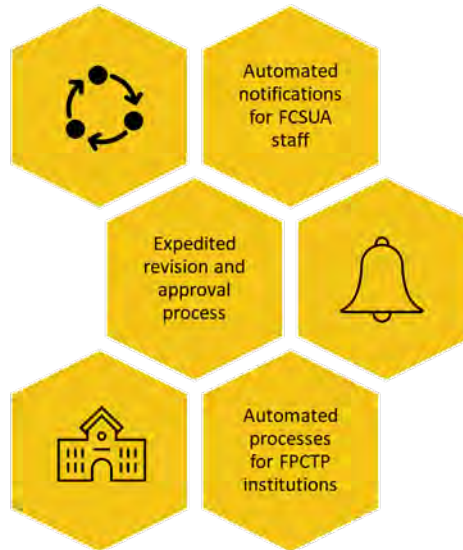
As we continue our work as charged in the Act, we continued to refine and establish a durable infrastructure through which the FCSUA operates. In this section, we describe these major activities and framework through which we work.

Business Functions

- ▶ FCSUA Salesforce Community was launched in February 2020. This Community allows postsecondary institutions to work on their FPCTP Application and Grant Proposal in an online and secure environment. The transition to digital applications streamlines revisions and approval processes. The functionalities of the platform include the following:
 - Notification of FPCTP Application and Grant Proposal status via automated emails to the involved parties.
 - Comments area in every section of the FPCTP Application and Grant Proposal where feedback is provided to the postsecondary institutions, which expedites the revision and approval process.
 - Automatic reminders to postsecondary institutions of the timeframes to submit application revisions based on feedback provided by the Center in compliance with the Act.
 - Automatic reminders to the FCSUA staff of the timeframes to provide the postsecondary institutions with responses about the FPCTP application status in compliance with the Act.

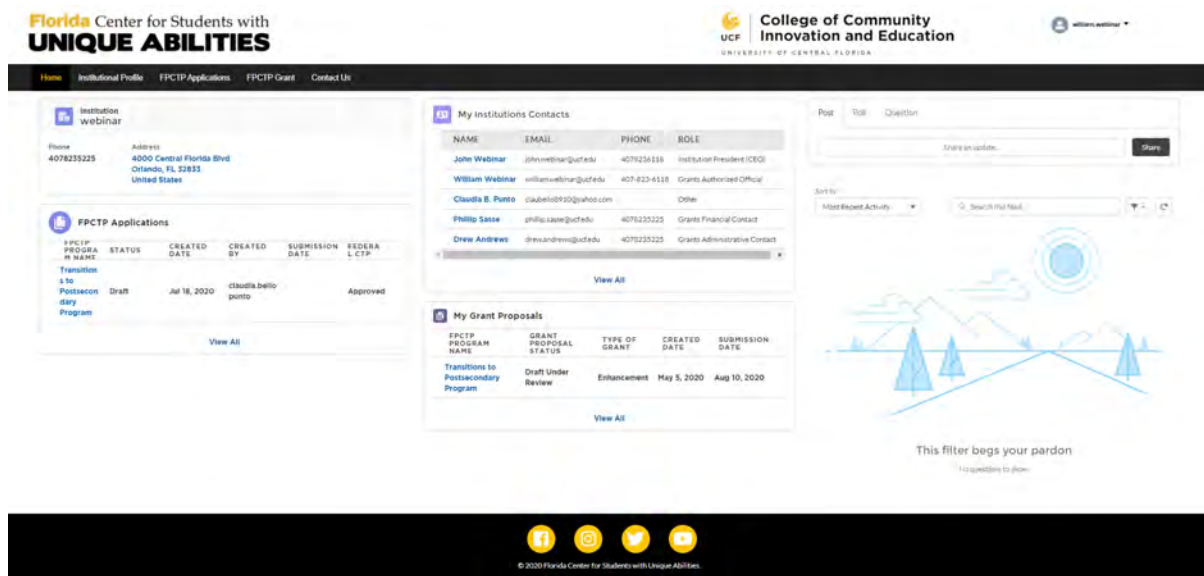
- Automatic creation of FPCTP Application and Grant Proposal documents to be send out for electronic signature utilizing Conga.

FCSUA Salesforce Community Functionalities



- ▶ The remaining business functions are currently in development and will be included in the FCSUA Salesforce Community by the end of the year. These functions are:
 - FPCTP cost estimate and scholarship request, award, and disbursement reporting processes.
 - Annual program and student reporting.
 - Invoicing of requests for resources for established College and Career Transition Clubs.
- ▶ Salesforce platform enables us to automate many procedures and business functions, efficiently store information in a well-structured database (vs flat files) to generate reports, and conduct data analysis on the implementation and development of approved programs and their students.
- ▶ Through this platform the marketing process is accelerated allowing ease of disseminating information about the Center's work. Additionally, communication can be quickly and professionally conveyed to eligible postsecondary institutions across the state to establish a FPCTP, as well as to other institutions and agencies serving students with disabilities.

- Integration with Salesforce supports other FCSUA administrative processes of the Center. These processes include the FCSUA Events Manager which allows the ability to monitor participants, facilitators and presenters during the Mid-Year Check and Connect Institute and the Florida Postsecondary Education Program Planning Institute. Additionally, this application expedites the creation of invoices and digital signatures on documents utilizing Conga. As we continue to explore efficient and accurate ways of communicating, documenting, and reporting our work, other functions will be included as needed.



FPCTP Application and Approval Process

We refined the *FPCTP Application Packet for Eligible Institutions* as the FPCTP application process was integrated into FCSUA Salesforce Community. Since February 2020, new and renewal applications are submitted and approved via the FCSUA Salesforce Community.

- Six institutions submitted applications and were approved during this reporting period. Broward College (BC) Seahawk NEST program was approved by the FCSUA Executive Director and the Chancellor, Division of Florida Colleges. Lively Technical College (LTC) SOAR and Sheridan Technical College (STC) Build Your Future programs were approved by the FCSUA Executive Director and the Chancellor of Career and Adult Education. Florida Gulf Coast (FGCU) Soaring Eagle Academy, Florida International University FIU Embrace Education, and University of South Florida –St. Petersburg (USF-SP) U Matter programs were approved by the FCSUA Executive Director and Chancellor of the Board of Governors State University System.
- Seven of the eight approved programs from the 2016-2019 timeframe, submitted renewal applications and were approved for an additional five years. Florida Atlantic University (FAU) Academy for, Community Inclusion, and the University of Central Florida (UCF) Inclusive Education Services programs were approved by the FCSUA Executive Director and the Chancellor of the Board of Governors State University System. Indian River State College (IRSC) Project STAGE, Santa Fe College SAINTS, and The College of the Florida Keys (CFK) Project ACCESS programs were approved by the FCSUA Executive Director and the Chancellor, Division of Florida Colleges. Broward County Public Schools for McFatter Technical College Grow Your Future, Miami-Dade Public Schools for Robert Morgan Educational Center and Technical College TOPS programs were approved by the FCSUA

Executive Director and the Chancellor of Career and Adult Education, In addition to working with those institutions whose programs were approved, we worked directly with several institutions via on-site and web meetings to assist with FPCTP development, including the Florida A & M University-Hernando County, University of North Florida, Florida State College-Jacksonville, Okaloosa Technical College, and Immokalee Technical College. Okaloosa Technical College has submitted a draft application and is working actively to prepare a FPCTP grant proposal.

FPCTP Scholarship Request and Distribution

- ▶ We updated and disseminated the *FPCTP Scholarship Request Instructions* (see Appendix A) to all approved FPCTPs. The scholarship request form includes an estimate of the cost of attendance for the FPCTP, list of eligible students, and anticipated attendance by academic term. This same file is used by the FPCTP staff to report scholarship disbursements to students by academic term, and at the end of the year to calculate any undisbursed funds to be returned to the Center. As required by the Act, all programs submitted the required reports.
- ▶ We continued to work with individual FPCTP staff to answer questions and troubleshoot any disbursement issues. Several of the IHEs continue to modify their disbursement procedures to assure that students received their full award and that awards were made on schedule.
- ▶ We also provided a *FPCTP Timeline for Reports and Distributions* to provide specific dates and procedures regarding scholarship requests, end of term disbursement reporting, and end of year annual reports (see Appendix B).

FPCTP Grant Proposals and Awards

- ▶ We updated the *Request for Proposals for FPCTP Start-up and Enhancement Grants* and continued to use a rolling submission process to assure that proposals could be reviewed and awarded at various times during the year (see www.fcsua.org). The revision and approval processes are now conducted online utilizing FCSUA Salesforce Community.
- ▶ Florida Atlantic University, University of Central Florida, Indian River State College, Santa Fe College, and Florida Keys Community College (The College of the Florida Keys) continued to implement their grants awarded originally July 1, 2017. Each institution submitted enhancement proposals and were approved for another three years, with the exception of University of Central Florida, which requested and was funded an additional two years. Implementation of the institutions' enhancement grants varied to begin from July 1, 2020 to November 1, 2020 due to no cost extensions, primarily requested due to each institution's needed adjustments related to the COVID-19 pandemic. Southeastern University, St. Petersburg College, and Lee County Public Schools (Ft. Myers and Cape Coral Technical Colleges) continued implementation of their grant awarded during 2018-19. Tallahassee Community College and Orange Technical College implemented their grants awarded July 1, 2019. Broward College and Florida Gulf Coast University began implementation of their start-up awards July 1, 2020. Whereas, University of South Florida-St. Petersburg began implementation of its award August 15, 2020. Lively Technical College and Sheridan Technical College will begin implementation of their start-up awards January 1, 2021. Florida International University are requesting funds during the next reporting period.
- ▶ Both Southeastern University and St. Petersburg College requested modification to their funding amount. Each institution initially requested and was funded \$300,000 for three years. However, with clarification from the staff of the Senate Appropriations Sub-Committee on Education that

the maximum amount of funding not exceed \$300,000 per year (up to \$900,000 for three years), each institution were able to make desired adjustments and requested additional funds for the remainder of their start-up grant period. The RFP for FPCTP Grant proposals continues to include the following elements: Need; goals and approaches; personnel, institutional commitment, and collaboration; formative and summative evaluation plan; and adequate and reasonable budget and justification. To improve the quality of the proposals we receive, we require institutions to use the logic model, evaluation table, budget, and budget justification templates we provide. The revision and approval processes are now conducted online utilizing FCSUA Salesforce Community. FPCTP grants are awarded on a cost-reimbursement basis, to be invoiced quarterly. In consultation with UCF's legal team, we updated our grant agreement and invoice templates. These templates have been accepted generally by most of the recipient institutions, although some agreements required minor negotiations before final approval.

- ▶ At the time of this report, All, but one grantee submitted their Annual Grant Performance Reports as required by the Center and reported varying levels of implementation. Few required any modification to their scope of work, other than an adjustment to their proposed timelines. The College of the Florida Keys Report is delayed due to significant Internet instability and technical challenges.
- ▶ The due date for the annual Grant Performance Report is June 1. This date allows the Center to review grant performance prior to the start of a new budget cycle on July 1. Automatic reminders are sent to the approved FPCTPs through Salesforce starting at 90 days out, so the reports are submitted on schedule. (Note that the Grant Performance Report is in addition to the FPCTP annual reports required of all approved FPCTPs.)

Accountability and Reporting Procedures

- ▶ As mentioned previously, we disseminate a *FPCTP Timeline for Reports and Distributions* (see Appendix B) to facilitate data collection, disbursements, and report submission. We provide this document, which is available on our website, to FPCTP staff when issuing their initial program approval and when we award their FPCTP Scholarships. We also provide it during the year when we send automatic reminder notifications through FCSUA Salesforce Community regarding their various report deadlines.
- ▶ Based on our review and follow-up on last year's FPCTP annual reports, we disseminated the *Annual Report Templates* to approved FPCTPs to facilitate submission of their required annual reports due August 1 each year (see Appendix C). Analysis of this year's reports appeared to indicate that the previous revisions clarified many of the items for the FPCTP responders and resulted in better data collection. However, additional revisions will need to be made to help capture even better data.
 - Templates are designed to collect valid and reliable information regarding program elements and student progress and outcomes.
 - The templates include a range of variables, including those specified in the Act, as well as indicators identified by Center staff. These variables help us identify common and unique program elements, and student characteristics and outcomes; for cohorts of students and across years, as well as within types of institutions. We detail specific information on these variables later in this report.
 - Annual report templates are available at www.fcsua.org on the FPCTP Evaluation and Reporting page under the Postsecondary Institutions heading.
- ▶ Next year's data collection will occur through our FCSUA Salesforce Community.

- ▶ In addition, as standard practice, we evaluate FCSUA media use and capacity building events. We describe some of our social media findings below. Table 2 summarizes the evaluation results for FCSUA webinars, workshops, and institutes. We use our evaluation findings to inform our planning and resource development.

Table 2

Summary of Evaluation Means for FCSUA Webinars, Institutes, and Workshops (means calculated from a 5-point scale, with 5 the highest value)

Event	# Responses	Achieved Intended Outcomes	Usefulness of Content	Relevance of Materials	Quality
Monthly webinars (8)	47	4.27	4.38	4.39	4.53
Florida Postsecondary Education Program Planning Institute – November 6-8, 2019					
Facilitator prep workshop	16	4.650	4.37	-	4.64
Pre-institute workshop	29	4.28	4.17	4.54	4.50
Breakout sessions	76	4.174	-	-	4.59
Overall institute	76	4.29	-	-	4.58
Mid-Year Check and Connect Institute – June 17 – 26, 2020					
Mid-Year Institute	59	4.37	4.26	4.32	4.39

FCSUA Website and Social Media

- ▶ We continue to add content to the FCSUA website at www.fcsua.org and use this medium to provide resources for our primary audiences.
 - Descriptive headers on the website’s homepage direct students and families, postsecondary education institution staff, K-12 educators, and community partners to resources aligned with their specific interests.
- ▶ An interactive map of Florida on the Find a Postsecondary Education Program page, linked from both our home page and under the Students and Families heading, allows users to explore FPCTPs (black points) and other postsecondary education programs for students with intellectual disabilities (gold points) in the state (see Figure 1). As specified in the FPCTP Act, we also post a pdf file of **all** FPCTP-eligible postsecondary education institutions in the State and the services and/or programs they provide for students with disabilities, including those designed specifically to serve students with autism spectrum disorder (ASD).
- ▶ To extend the Center’s reach and web presence we also use the following social media accounts, in general and specifically targeted around Center events. These media direct users back to the Center’s website:
 - Twitter, username: @FloridaCSUA
 - YouTube, channel: Florida Center for Students with Unique Abilities
 - Facebook address: @FloridaCSUA
 - Instagram: @floridacsua

Find a Postsecondary Education Program

Use this map to find postsecondary education programs that serve students with intellectual disabilities. This map includes approved Florida Postsecondary Comprehensive Transition Programs, as well as those not approved as such. **Click the marker to see information or visit the school website.** To learn more about other eligible institutions to become a FPCTP please check our [Eligible Florida Institutions list](#).

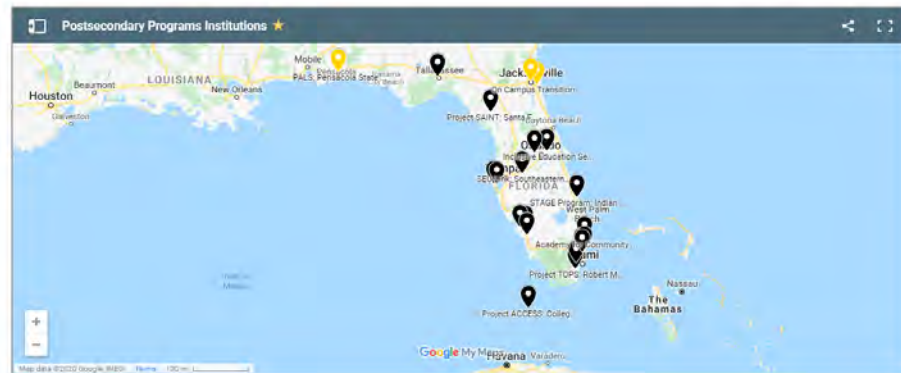
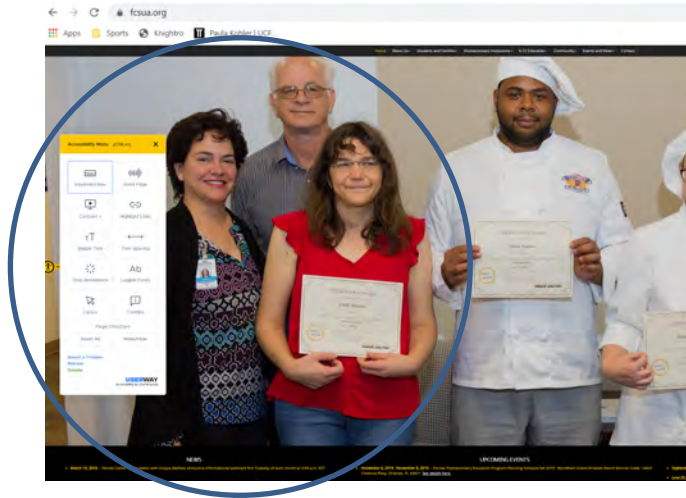


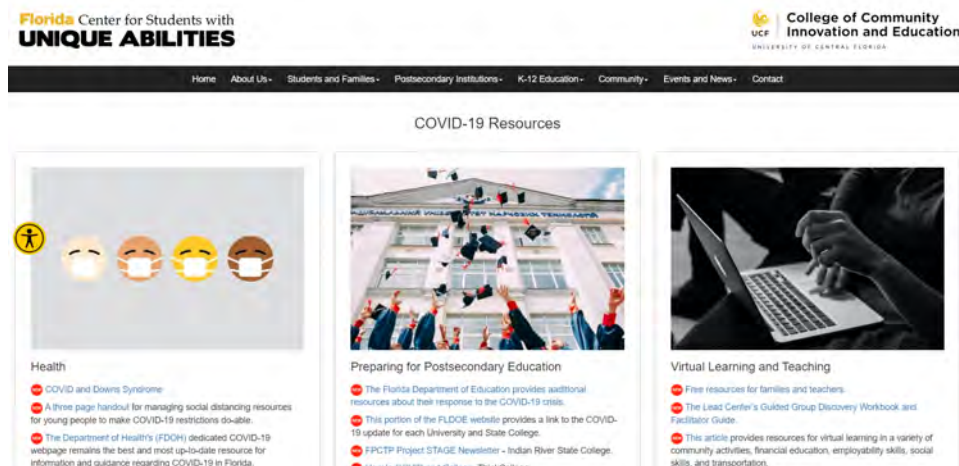
Figure 1. Interactive map on the FCSUA website Find a Postsecondary Program page.

- ▶ Visitors to the website are encouraged to “keep in touch” with an option to sign up for receiving invitation to webinars and institutes. Their contact information is now stored in Salesforce as part of the Center’s initiative to centralize and improve communication utilizing this platform potential for marketing.
- ▶ The website is both accessible and mobile friendly. Internet usage on mobile devices has surpassed internet usage on desktop computers worldwide (“Mobile and tablet internet usage exceeds desktop for first time worldwide,” 2016) making mobile accessibility key to address the Center’s charge to disseminate information, and to promote FPCTP supply and demand.
- ▶ In particular, our website provides a number of accessibility features that address the needs of our constituents with disabilities (see Figure 2). By clicking a universal icon, an accessibility menu loads on the front page. In this way, our website complies with Section 508 of the Department of Justice's ADA Standards for Accessible Design, the Web Content Accessibility Guidelines (WCAG) 2.1, and the Authoring Tool Accessibility Guidelines (ATAG) 2.0. The menu includes the following functionalities:
 - Keyboard navigation
 - Screen reader
 - Color contrast
 - Highlight links
 - Legibility and font size enlargement
 - Text spacing
 - Stop animation
 - Cursor enlargement
 - Reading guide

Figure 2. Accessibility menu on the *fcsua.org* front page.



- ▶ This year the website includes three new pages, the Florida Postsecondary Education Program Planning Institute Fall 2019 and the Florida Postsecondary Comprehensive Transition Programs Virtual Mid-Year Check and Connect Institute pages, compiling all pre-recorded content sessions, slides and additional materials shared during both events, and the COVID-19 Resources page, a summary of resources to help postsecondary institutions, students with intellectual disabilities and their families navigate these uncertain times of COVID-19. This page includes topics like Health, Virtual Learning and Teaching, Preparing for Postsecondary Education, Career and Employment, Social Skills and Activities, and Mental Health Strategies.



- ▶ In addition, our website includes functionality to translate the site to different languages using Google Translate Service . Users this year came from 63 countries and translated the site content into 30 different languages including, English (United States), French (Standard), Portuguese (Brazil), Italian (Standard), European Portuguese (Portugal), Spanish (Latin America), German (Germany), and Chinese (Taiwan).
- ▶ FCSUA continued to use Google Search Console, a free service offered by Google to help monitor, maintain, and troubleshoot a website. The main objective of this tool is to optimize visibility of a site in Google Search results and keep webmasters up to date on performance statistics. Google Search Console also reports on mobile usability of the website. Through September 2020 Google Search Console reports 99,688 impressions for www.fcsua.org, 6,088

impressions more than last year. This number represents how many times a user saw a link to the FCSUA website in Google Search results.

- ▶ As indicated in Figure 3, the number of unique users, new users, returning users, and sessions all increased over 2018-19.

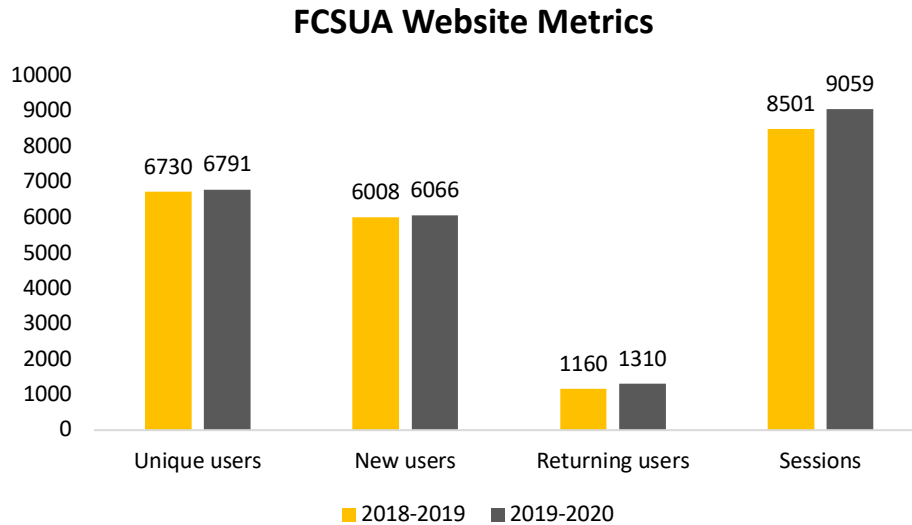


Figure 3: FCSUA website metrics comparison between 2018-2019 and 2019-2020.

- ▶ In all cases, every website user visited three or more pages during a session, indicating that the website content encourages new and returning users to stay on site and look for information. These data also indicate that returning users are more engaged with the website since the number of pages per session for returning users (4 pages per session) are greater than the number of pages per session for new users (3 pages per session).

Presentations, Outreach, and Collaborations (see Appendix D)

- ▶ Due to the COVID-19 pandemic, our on-site meetings reduced greatly. Through 3 on-site meetings, prior to the pandemic, we engaged with IHEs across the State, as well as with relevant organizations and agencies. Among others, these included site visits to support FPCTP development at the following: Florida A & M University, Florida International University, and Lively Technical College. Florida International University, and Lively Technical College now have approved programs.
- ▶ Through FCSUA professional development/capacity building institutes, we provided 26 information/content sessions across a variety of topics relevant to FPCTP development and sustainability.
- ▶ We conducted 27 presentations and/or conference displays at events other than FCSUA events) regarding the Center’s work, resources available to establish FPCTPs, and supports for students. To stimulate both the supply of FPCTPs and demand for these programs, we directed these presentations to a wide variety of stakeholders including postsecondary education disability service providers and other IHE staff, administrators, and faculty; K-12 educators and administrators; agency personnel; families; and students.

- ▶ Through 3 webinars, we provided potential and approved FPCTPs with information regarding FPCTP program and FCSUA resources. Our webinar series included 8 topic-specific webinars, featured on the first Tuesday of each month (except June, July, and August), from 3:00 – 4:00 p.m. (Eastern time). Content included international peer mentoring training, virtual work-based resources, COVID supports and resources, mental health and wellness, college and career transition clubs, and featured development and structure of an existing FPCTP. Five webinars were specifically provided to approved FPCTPs to assist and further discuss the use of the FCSUA Salesforce Community related to applications and grants.
- ▶ In addition, we continued to use web meetings to work with individual sites regarding their program applications and grant proposals to discuss any issues and guide the revision process to move them forward in the approval process. For example, we conducted numerous web-based meetings with the previously approved FPCTPs regarding scholarships and data collection, as well as Broward College, Lively Technical College, Sheridan Technical College, Florida Gulf Coast University, Florida International University and University of South Florida-St. Petersburg, and others as they worked to develop their programs. Of the total 19 web meetings we provided, a sampling is included in Appendix D. The technology in which we invested helps us effectively address a variety of topics and issues through web-based meetings, thus reducing the number of on-site visits.
- ▶ We continued to listen to our constituents as they communicate perceived barriers and pose their questions about resources and implementation of highly effective programs. We have developed and are developing materials and resources that provide strategies and solutions. In essence, all our work is directed to this end. Measuring student learning outcomes, engaging with families and faculty, and building institutional capacity are among specific areas in which we are developing various resources (see Appendix E).
- ▶ We also provide print materials at face-to-face conferences and meetings. These include postcards directed at (1) a general audience and (2) more specifically at postsecondary educators (both in English and Spanish). Our brochure provides more information about FPCTPs and the Center, via a medium easy to disseminate in face-to-face settings. All these products direct stakeholders to our website. Our “follow us” postcards provide information about our social media sites both generally and specifically. For example, our #FloridaPEPPI and #FCSUAMidYear promote actively sharing information during our Florida Postsecondary Education Program Planning and Mid-Year Check and Connect Institutes.
- ▶ We also support capacity building directly with FPCTP staff. For example, we provide travel funding opportunities for FPCTP developers to visit existing FPCTP sites through which they gain significant information regarding program implementation in specific college contexts.
- ▶ The FPCTP Act charges the FCSUA to collaborate with stakeholders and organizations relevant to our mission, such as the federally-funded Think College national center and the Centers for Autism and Related Disabilities (CARD). We do so 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. We continue to work with the following through conference presentations, webinars, information tables and displays, and meetings to address issues and/or conduct planning: Florida Department of Education (CTE, State Colleges, Bureau of Exceptional Education Student Service, Vocational Rehabilitation), Florida Board of Governors, Florida Senate higher education and budget staff, UCF and University of Florida Center for Autism and Related Disabilities, College Reading and Learning Association, Agency for Persons with Disabilities, Florida Developmental Disabilities Council, Florida Youth

Leadership Forum, Florida Association on Higher Education and Disability (AHEAD), Think College, the National Technical Assistance Center on Transition, and the Florida Consortium on Inclusive Higher Education. Engagement with these organizations is a “two-way street” where their staff and FCSUA staff contribute to the work of each. A summary of specific collaborative “events” is provided in Appendix E. These are also integrated in the overall listing of FCSUA presentations, etc. provided in Appendix D.

Team Planning Tool for Florida Postsecondary Comprehensive Transition Programs

- ▶ An integral component of the Center’s work to promote the supply and demand of FPCTPs – built on evidence-based practices – is to facilitate strategic planning through an online system that integrates intervention and implementation science. This system, built by Dr. Kohler and colleagues, is used in over half of the states in the U.S and hundreds of local school districts to improve college and career readiness of students with disabilities in K-12 systems, currently through the work of the National Technical Assistance Center on Transition (NTACT), and for 10 years previously through the National Secondary Transition Technical Assistance Center (NSTTAC), national TA&D centers funded by the U.S. Department of Education. Through this system, stakeholder teams participate in infrastructure analysis using relevant data to summarize implementation levels and effectiveness, identify strengths and needs, and prioritize their needs. From this information, the team develops a plan to address their needs – through evidence-based practices – including goals, strategies, tasks, designated responsibility, timeframe, outputs, outcomes, indicators, and data sources. This system represents *implementation science* through which change is planned, implemented, and evaluated.
- ▶ As reported previously, we convened a panel of nine experts in postsecondary education and transition for students with disabilities from Florida and around the United States for an in-person meeting in July 2017. The panel applied their collective expertise to identify the basis on which postsecondary education programs for students with intellectual disabilities should be built, using content from three research-based frameworks on transition and postsecondary education for students with disabilities: (1) Postsecondary Access and Student Success (PASS) taxonomy for postsecondary education and students with disabilities (Dukes, Madaus, Faggella-Luby, Lombardi, & Gelbar, 2017); (2) Taxonomy of Transition Programming 2.0 (Kohler, Gothberg, Coyle, & Fowler, 2016); and (3) Think College Standards, Quality Indicators, and Benchmarks for Inclusive Higher Education (Grigal, Hart, & Weir, 2012).
- ▶ This content was organized into four domains: (1) student-focused, (2) program and institution-focused, (3) faculty and staff-focused, and (4) concept and systems development. Each domain includes a number of benchmarks which synthesize and represent the constructs from the research. We developed a paper version of an online strategic planning system, representing both implementation and intervention science, which includes content in the four domains, and piloted and expanded its use in our January 2018 and 2019 Florida Postsecondary Education Program Planning Institutes, respectively (see the next section).
- ▶ Our web applications developer re-programmed the primary system (transitionprogramtool.org), with support from other UCF divisions, to add a postsecondary education program component to the currently existing components (state-level capacity building and local program improvement) based on the content of the paper version. The online system allows each team, in subsequent years, to pull in their prior year’s infrastructure analysis, unfinished goals, and other relevant information, an important aspect of continuous program improvement. Through the online system, we integrate the latest evidence-based and promising practices, and guide users through data-driven

self-assessment and planning. The online strategic planning system was launched in June 2019.

- ▶ To continue improving the user’s experience while using the system, our web developer and Dr. Kohler created the Online Strategic Planning Tool User’s Manual: Postsecondary Education Component. This manual includes instruction and detailed steps for helping users navigate the system during the self-assessment, planning and reporting process. The manual was presented during the Florida Postsecondary Education Program Planning Institute in November 2019 and it is available to download on our website.
- ▶ To help teams easily access their data in the system, new functionalities were developed. These functionalities are designed to run reports on:
 - Team members
 - Self-assessment
 - Strengths and needs
 - Goals
 - Requests for additional resources and technical assistance

These reports will run across the four domains and are available to download by the team on PDF and Excel formats.

- ▶ Another functionality developed this year is the Assessment Reports. This functionality is only available to administrators and users with a higher role in the system to create reports filtering by institution and time period. The Assessment Reports allows users to narrow the focus of information to include in a report as well as the format of the resulting file. This new functionality helps the Center staff to compile the information to analyze the progress of the IHEs during the planning and implementation of their approved programs, or the steps towards the approval process. Additionally, a review of the Reports positions Center staff to rapidly assist postsecondary institutions when technical assistance or additional resources are requested.

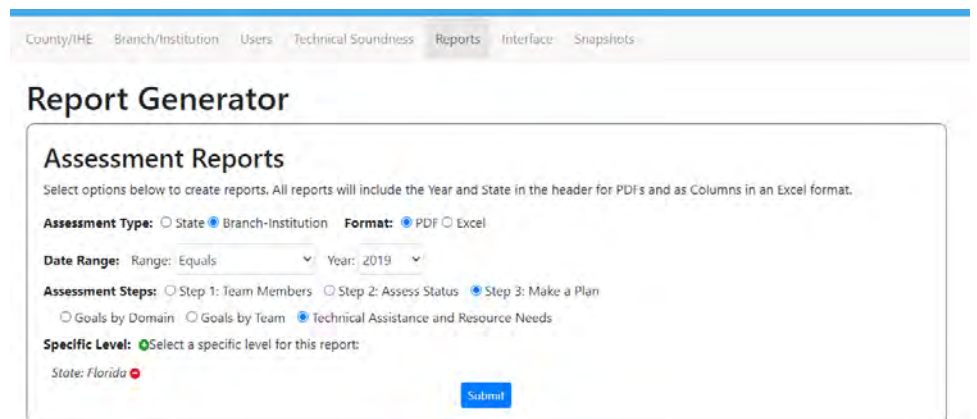


Figure 4. Screen shots from our online strategic planning system: Dashboard with opportunity to download reports across every step.

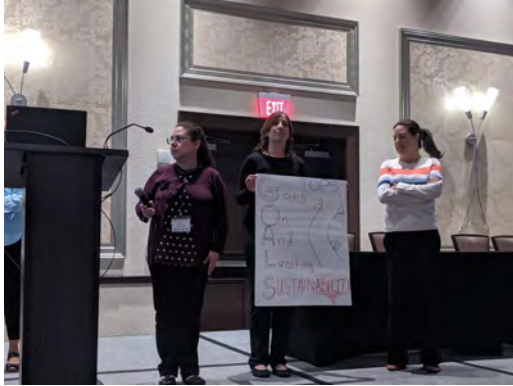
Capacity Building: Florida Postsecondary Education Program Planning Institute and Mid-Year Check-and-Connect Institute

- ▶ To further advance the development of FPCTPs across Florida, FCSUA sponsored our third annual Florida Postsecondary Education Program Planning Institute for IHE teams, November 6 – 8, 2019; 129 participants attended (see the Institute program in Appendix F).
- ▶ The Institute was open to any planning team, led by an institute of higher education, interested in developing or enhancing a FPCTP. Currently approved FPCTPs were required to attend the Institute and budget travel funds in their grant proposals.
- ▶ There was no charge for Institute registration. To encourage participation by comprehensive teams, the Center covered the lodging for eligible participants. The institutions were responsible for other costs.
- ▶ In addition to our Salesforce marketing strategy, website and other social media, and established networks, we reached out directly to the following to establish and/or join a FPCTP planning team at the Institute: (a) State university directors of disability services, (b) State college directors of disability services, (c) special education directors in all Florida school districts, (d) secondary transition contacts, and (e) CTE directors in all Florida school districts. In addition, we worked with Florida’s higher education leaders in the FLDOE and BOG to have them encourage participation by their constituents.
- ▶ Once an IHE decided to send a team, we encouraged the IHE leads to identify team members representing postsecondary education staff, K-12 districts, service agencies, parents, students, and business/industry. Twenty-three IHEs and one school district were represented, with teams ranging in size from 2 to 13 members, including IHE faculty and staff, service agency staff, and K-12 educators. A total of 12 Florida vocational rehabilitation services staff participated and served on various IHE teams.
- ▶ Institute content included keynote presentations by FPCTP students and Florida education leaders and 17 breakout sessions provided by state agency staff, researchers, FPCTP representatives, FCSUA staff, and national “experts.”
- ▶ Many content presenters were available to meet with individual teams during their team planning time to provide additional information regarding the presentation content. The Institute also included a Networking reception, featuring approved FPCTPs, service agency, and State agency displays.



Allison Flanagan, Director, Division of Vocational Rehabilitation spoke about how FPCTPs can use Vocational Rehabilitation services and resources to build careers for program participants

- ▶ In addition to Institute content delivered through keynote and breakout sessions, IHE teams engaged in 6 hours of facilitated strategic planning across the three days to develop or enhance their FPCTP. Team facilitators were individuals with relevant content expertise and experience, prepped for this role through a total of 8 hours of professional development via a webinar and a face-to-face workshop.



*Robert Morgan Educational Center and Technical College
program planning team Report Out, FLPEPPI 2019*

- ▶ During the team planning meetings, facilitators guided their teams through discussion regarding their status in implementing the practices represented in the *Team Planning Tool for Florida Postsecondary Comprehensive Transition Programs*. They also reviewed their data relevant to implementation effectiveness. From there, team members articulated their strengths and needs, and set priorities for planning. Subsequently, the team meetings focused on planning either development or improvement of their FPCTP, based on their context. Of the 24 teams, 20 left the Institute with at least a draft plan to either improve, expand, or develop a FPCTP. We reconvened the IHE teams at our third annual Virtual Mid-Year Check-and-Connect Institute June 17 – 19, 2020; 134 participants attended, representing teams from 23 IHEs and two school districts. Through the Mid-Year, we provide specific content identified as needed by participants in the November Institute. This year’s focus was like-type institutions collaboration and sustainability beyond FPCTP grant support, (see Appendix F). To maintain the level of professional development content typically offered, we provided a week of pre-recorded content sessions and resource webinars. The Mid-Year also provided time for a facilitated team meeting – using the online strategic planning system. Of the 25 teams that participated in the Mid-Year Institute, 17 developed or modified team plans using the online system. Sixteen of these teams had developed or modified “paper” plans during previous institutes; the 2 school district teams developed plans using the paper version of the planning tool, with a focus in only one domain. Their primary focus was to understand the resources, application and approval processes, so that they could identify an IHE willing to partner with them to establish a program in their area.



Table Discussion on Guardianship; Team planning session; Pre-workshop on online portal

Continuous Planning, Implementation, and Evaluation

- ▶ Our institute model, coupled with the online strategic planning system work together to foster and support continuous planning, implementation, and evaluation of FPCTPs. Data from the team planning tool provided by the IHE teams provide information critical to the Center's capacity building and outreach efforts. Through analysis of the self-assessments, we identify the implementation and effectiveness status of the various benchmarks at institutions across the state, as well as their perceived strengths and needs. We use the information from the needs section to develop webinar topics, institute content sessions, and other resources. We use information regarding strengths to identify those IHEs that might help provide technical assistance or professional development regarding their areas of strength (e.g., certified student mentors). Information derived from our analyses of the team planning documents is presented in Appendix G, including a summary of their self-assessments and goals by domain. We purposefully use the information regarding their needs to plan the Mid-Year institute content and workshop, as well as our monthly webinars and resources.
- ▶ We also analyze the team plans developed within the team planning tool. First we look at technical soundness to estimate the quality of the plan, such as whether the goal is outcome focused, implementation tasks and deadlines are articulated and assigned to an individual, and

specific outputs, outcomes, indicators, and data sources are identified. In our previous research, we have found a significant relationship between “technically sound” plans and achievement of goals.

- ▶ In addition, we use the plan content as a starting point, to work with IHE teams to move forward in their FPCTP development or improvements. Again, since the tool content represents the “state-of-the art” of evidence-based and promising practices in this area, our goal is for IHEs to incorporate this content into their programs and subsequently to evaluate whether their students are achieving employment. Our work with IHEs with new programs is directly connected to their participation in our annual and mid-year institutes and use of the team planning tool/online system.

College and Career Transition Clubs

FCSUA’s mission is to both to expand the supply of FPCTPs and create the demand for these programs. Our work with IHEs focuses on the supply of programs, while our outreach to K-12 educators and parents and students focuses on stimulating knowledge of and demand for such programs. To increase awareness of FPCTP opportunities and help students with intellectual disabilities prepare for and access those opportunities across Florida, the Center partnered with secondary educators to develop and implement Florida College and Career Transition Clubs (CCT Clubs) at local schools serving high school students. Like the FPCTPs we seek to develop, CCT Clubs that are inclusive, with membership adequately representing students enrolled in grades 9 – 12 from these three groups: (1) students with intellectual disabilities, (2) students with disabilities other than intellectual disabilities, and (3) students without disabilities.

Club advisors support students to learn and explore career pathways and postsecondary education options. Students work together to identify and explore college and career opportunities, engage in mentoring, and participate in events and activities within the school, community, and at local IHEs to build college and career transition plans. These activities are designed to increase awareness of students, parents, and educators of postsecondary education opportunities – *particularly those available for students with intellectual disabilities* – and how to prepare for and access them. We expect this awareness to generate demand for local FPCTP development where none exist, thus increasing postsecondary education opportunities for students with intellectual disabilities.



Students from Wakulla High School’s CCT Club SOAR

We provided CCT Clubs start-up funds to local public and private schools (operating pursuant to FS § 1002.42). A designated school administrator must provide oversight to the CCT Club, as with any other club sponsored and/or operated by the school. A club advisor must be assigned to oversee club activities and expenditures. The school principal must approve the Application for Program Resources and in so doing assures that the College and Career Transition Club will be implemented and managed per all applicable state and local school board rules and regulations. During 2019-2020, we supported CCT Clubs in 88 high schools across the state, with a membership of 2,275 students (a 40% increase from 2018-19), of which 438 (19%) were students with intellectual disabilities – which exceeds the proportion of students with intellectual disabilities in the state; 780 (34%) students with disabilities other than intellectual disabilities; and 1,062 (47%) without disabilities. Aligned with FCSUA’s initiative of inviting schools to develop clubs to increase awareness of FPCTP opportunities, the current clubs’ enrollment indicate that they are making great strides to include students with intellectual disabilities prepare for those inclusive postsecondary education. Clubs funded during 2019-20 are currently in the second year and are responsible for identifying ways in which they can sustain their clubs in the future. Clubs beginning in the 2020-21 year will receive funds for this year and next. Approved clubs from 2018-19, were invited to submit renewal applications for the 2020-2022 support cycle. As part of the renewal process, clubs must summarize their accomplishments during the two-year period and provide documentation and evidence of how students were assessed in meeting the student learning outcomes (SLO). Additionally, they must address lessons learned and needed improvements, particularly in recruitment and inclusive student learning outcomes (SLO) activities. SLOs are derived from evidenced-based and promising practices that lead to successful postschool outcomes ([NTACT website https://transitionta.org/evidencepractices](https://transitionta.org/evidencepractices)). They were established to guide club activities and practices towards helping members achieve success in their transition goals.



Students from Key West High School; EH Miller and Palatka High School gather at a Putnam County CCT Club meeting with Dr. Drew Andrews as guest speaker sharing about FPCTPs.

- ▶ Student Learning Outcomes – The Center’s expectations for the CCT Clubs include development of (but not limited to) the following student competencies. Club activities are planned with these in mind, and include ways to document whether club participants achieve these student learning outcomes, relevant and appropriate for their grade level.

- Students will identify three 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(s) 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.
 - Postsecondary education associated with each career.
 - Students will identify the three most important characteristics to them in choosing:
 - A career (such as the work environment, availability of jobs, salary or wages, ability to advance in the field, etc.).
 - A postsecondary education program (such as reputation of the program, supports available, location, class size, costs, etc.).
 - Students will demonstrate the following: (a) accurate completion of a postsecondary education application, (b) preparation of a resume and/or summary of performance relevant to college and career applications, and (c) effective interviewing skills.
 - Development and application of employability and leadership skills, aligned with their academic and other curricula, such as but not limited to the following: teamwork, timeliness, goal-setting, organization, planning, task completion, decision-making, self-advocacy, and communication.
- An annual CCT Club report is due to FCSUA June 15 each year. This year, CCT Clubs reported activities included college campus tours, completing career interest inventories, touring companies for employment opportunities, resume building, mock interviews, and volunteer work. Student Learning Outcomes were established to guide club activities and practices towards helping members achieve success in their transition goals. Allocated budgets for the clubs were used on expenses such as transportation, employee stipends, speaker fees, and supplies. Due to schools in Florida moving to remote learning practices in March 2020 from the COVID-19 pandemic, schools reported that many planned club activities and events for the remainder of the 2019-2020 school year were delayed and/or canceled.

Annual Report Elements Specified in the FPCTP Act

In this section, we provide a description of our findings to date regarding each accountability element included in the Act (FS 1004.6495 Section (8) Accountability). We gathered much of this information through the program and student-level annual reports due August 1, 2020, from twelve of the thirteen FPCTPs serving students in 2019-2020. Florida International University had an existing program when they became an approved FPCTP. Therefore, they included limited data based on their current student enrollment. (Broward College, Lively Technical College, Florida Gulf Coast University, Sheridan Technical College, and University of South Florida-St. Petersburg will admit students during 2020 - 2021.) This year's annual reporting was completed using digital versions of the reporting templates (see Appendix C).

(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 Progress

- ▶ Rather than add additional indicators to each program's standards, we provide guidance on implementation of a *process* to assess student progress and needs. The approved FPCTPs range in focus, credentials available, timeframe for program completion, and other contextual variables. Thus rather than applying a specific indicator(s) across every program, program staff need to assure they have a process in place for ongoing assessment of student 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 a FPCTP, the institution provides its indicators and process for determining SAP. All approved programs indicated regular, ongoing assessment of student progress and include indicators such as the following in determining SAP: Course performance, independence and support needs, program participation and attendance, and other relevant performance measures.
- ▶ During 2019-2020, 139 of 158 students made SAP across programs.
- ▶ Of the 8 students who did not make SAP, 7 left the program.

Satisfactory Academic Progress

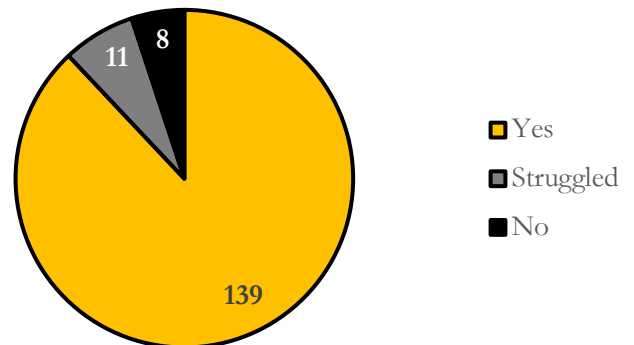


Figure 5. Number of FPCTP students who made satisfactory academic progress during 2019-2020.

(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

- ▶ Six institutions (Broward College, Florida Gulf Coast University, Florida International University, Lively Technical College, Sheridan Technical College and University of South Florida-St. Petersburg) submitted applications and were approved during this reporting period. All were approved by the FCSUA Director and respective Chancellors of each system. No applications were denied.
- ▶ As indicated in Table 3, enrollment dropped in only one program (Robert Morgan Educational Center and Technical College) of those approved prior to this year. Otherwise, programs' enrollment was at maximum capacity (Santa Fe College) or continuing to grow. Overall enrollment across the State increased by close to 23% this past year.
- ▶ Of the 158 students enrolled in FPCTPs in 2019-2020, 82 were “continuing” students, who were enrolled in a previous reporting year, 76 were “new” for 2019-2020.
- ▶ In addition to working with those institutions whose programs were approved, we worked directly with several institutions via on-site and web meetings to assist with FPCTP development, including Florida A & M University-Hernando County, Florida International University, and Lively Technical College.
- ▶ Each approved FPCTP is listed below, including their 2019-20 enrollment if available.
 - Academy for Community Inclusion, Florida Atlantic University, Jupiter, FL (42 students, expanding to Boca Raton)
 - Build Your Future, Broward County Public Schools/Sheridan Technical College, Hollywood, FL (accepting students spring 2021)
 - Build Your Future, Orange Technical College – Westside Campus, Winter Garden, FL (1 student)
 - Eagle Connections, Tallahassee Community College, Tallahassee, FL (8 students)
 - FIU Embrace Education, Florida International University, Miami, FL (*9 students in program prior to approval; accepting new students spring 2021)
 - Education, Florida International University, Miami, FL (*9 students in program prior to approval; accepting new students spring 2021)
 - Grow Your Future, Broward County Public Schools/McFatter Technical College, Davie, FL (15 students)
 - How I Reach Employment (HIRE), Ft. Myers and Cape Coral Technical Colleges, Lee County Public Schools, Ft. Myers, FL (6 students)
 - Inclusive Education Services, University of Central Florida, Orlando, FL (16)

- Project ACCESS (Accessing Community College Educational Experiences, Social Experiences, and Skills for Careers), The College of the Florida Keys, Key West, FL (12 students, expanding to Upper Keys)
- Project SAINT (Student Access and INclusion Together), Santa Fe College, Gainesville, FL (15 students)
- Project Independence, Washington County Public Schools/Florida Panhandle Technical College, Chipley, FL (no report)
- Project TOPS (Transition to Postsecondary InstitutionS), Miami-Dade County Public Schools/Robert Morgan Education Center and Technical College, Miami, FL (5 students)
- Seahawk NEST (Navigating Education for Student Transition), Broward College, Ft. Lauderdale, FL (accepting students spring 2021, North and South campuses)
- Soaring Eagle Academy, Florida Gulf Coast University, Ft. Meyers, FL (accepting students fall 2021)
- STAGE (Students Transitioning to Academics and Gainful Employment) Project, Indian River State College, Ft. Pierce, FL (15 students, expanding to Muller campus)
- The LINK Program, Southeastern University, Lakeland, FL (10 students)
- The SOAR Program (Success for Occupational Area Readiness), Lively Technical College, Tallahassee, FL (accepting students spring 2021)
- Titans UP (Unique Partnership) Program, St. Petersburg College, St. Petersburg, FL (8 students)
- U-Matter, University of South Florida-St. Petersburg, St. Petersburg, FL (accepting students spring 2021)

Table 3
FPCTP Enrollment by Institution by Year

Institution	2016-2017	2017-2018	2018-2019	2019-2020
College of the Florida Keys	3	5	10	12
Florida Atlantic University	22	27	34	42
Florida International University	-	-	-	9*
Indian River State College	-	7	15	15
Lee County Technical Colleges	-	-	-	6
McFatter Technical College (BCPS)	-	7	12	15
Orange Technical College	-	-	-	1
Robert Morgan Educational Center and Technical College (M-DCPS)	-	8	8	5
Santa Fe College	5	10	14	15
Southeastern University	-	-	4	10
St. Petersburg College	-	-	-	4
Tallahassee Community College	-	-	-	8
University of Central Florida	18	20	24	16
Total¹	50	84	121	158

*Students from Florida International University were enrolled prior to the university being an FPCTP.

¹ For 2016-2017, Florida Panhandle Technical College indicated having two students enrolled in the FPCTP during an annual reporting follow-up discussion. We requested student annual reports for those students but did not receive them; thus we received annual report information for a total of 48 students rather than 50 students.

- ▶ The Act requires that all FPCTP institutions submit their Federal Comprehensive Transition and Postsecondary (CTP) program applications to the U. S. Department of Education within one year of program implementation. St. Petersburg College submitted their application and was approved, which makes their students eligible for federal financial aid. Two institutions approved during the 2018-19 reporting year (Lee County Technical Colleges and Orange Technical College-Westside) did not get CTP approval. Orange Technical College applied within the required timeframe and were informed that program codes needed to be updated in order to receive federal approval. They will resubmit their application during the 2020-21 academic year. Pandemic related issues impacted Lee County Technical Colleges' submission, which is in the process of being submitted at the time of this report. Broward College, Florida Gulf Coast University, Florida International University, Lively Technical College, Sheridan Technical College, and University of South Florida-St. Petersburg have until June 30, 2020 to submit their Federal CTP applications.
- ▶ The twelve institutions serving students in 2019 – 2020 offer a range of credentials to their FPCTP students, across a variety of career clusters, such as agriculture, hospitality, technical, health and medical, and entrepreneurial. In some instances, the credential is unique to the institution's FPCTP, while in other cases, the credential is an industry certification available to any student at the institution. The credential programs also vary in length of time and are generally calculated in either clock 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 occupations. Appendix H provides a complete list of the credentials available to FPCTP students, whether they are an industry certification, and types of occupations with which they are aligned. Figures 13 through 15 show completers career cluster areas prior to, during program enrollment, and upon employment. The data indicate evidence of program assessment and student support in preparing students to exit with skills in their chosen employment areas of interest. More important, is evidence of the use of promising practices where students' agency is at the core of program development and offerings.

(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 Scholarships

- ▶ The annual FPCTP Scholarship award was \$7,000 for eligible students, awarded proportionally across terms, based on the program schedule of each FPCTP and student enrollment projections.
- ▶ Twelve FPCTPs serving students in 2019-2020 requested and were awarded FPCTP

Scholarships for their eligible students (requests for a total of 129 students).

- ▶ A total of 128 students actually received a Scholarship, as some students who had initially enrolled or were expected to enroll did not. A total of \$870,265 in scholarship funding was provided to the FPCTPs, of which \$800,402 was ultimately disbursed to students. The institutions returned \$69,363 to the FCSUA, accounting for those students who did not enroll or did not remain eligible. In such cases, students did not enroll as projected or failed to make SAP, thus funds originally awarded were not disbursed to students.
- ▶ Student scholarship funds are disbursed to each FPCTP institution, based on their submission of the *FPCTP Scholarship Request Form* and the instructions we provide (see Appendix A). FPCTP staff are charged with working within the institution to disburse these funds as intended and to provide a disbursement report at the end of each term to FCSUA.

(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 program and student-level indicators on which each program is asked to report.*

FPCTP Indicators and Student Demographics

- ▶ In 2019-2020, 158 students with intellectual disabilities attended 12 FPCTPs (no data are available for FPTC). Using the student information template (see Appendix C), we requested demographic data on each FPCTP student. Twelve FPCTPs provided data regarding a total of 158 students. Student demographic information is presented in Table 1.
- ▶ The following figures provide visual representation of various student personal characteristics, K-12 education placement and exit information, and other data regarding students' FPCTP enrollment and career interests.

Figure 6. Race and ethnicity of students enrolled in FPCTPs during 2019-2020.

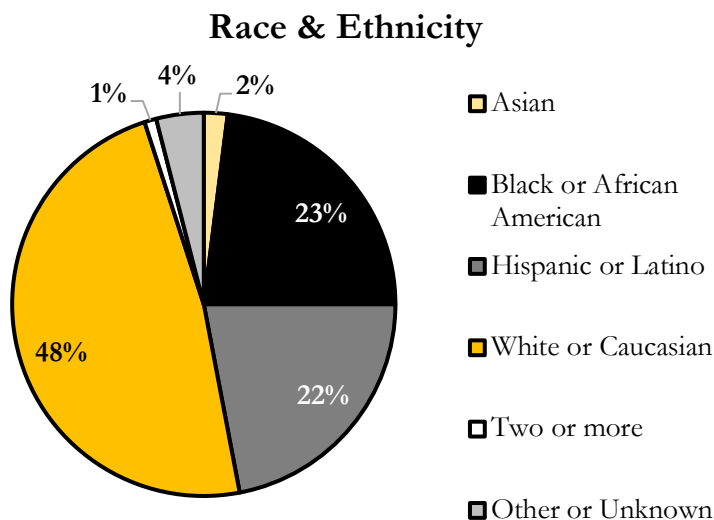


Figure 7. Gender of students enrolled in FPCTPs during 2019-2020.

Living Arrangement Prior to Program Entry

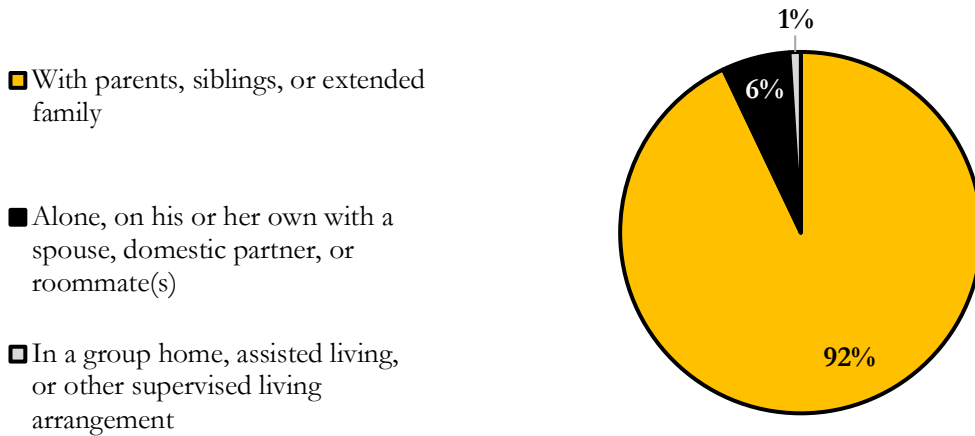


Figure 8. Living arrangements of students enrolled in a FPCTP in 2019-2020 prior to program entry.

Age on Entry into Postsecondary Education Program

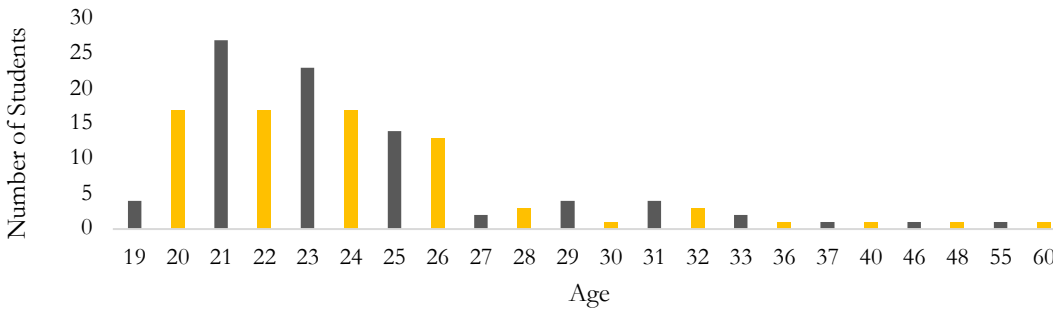


Figure 9. Age of students enrolled in a FPCTP during 2019-2020 on entry into the FPCTP. Some students were enrolled in a postsecondary education program before it was approved as a FPCTP, these data reflect age at time of FPCTP enrollment.

Years of Students out of K-12

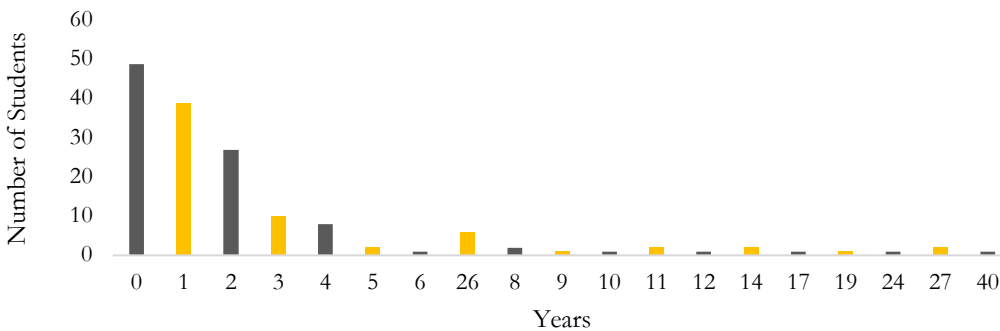
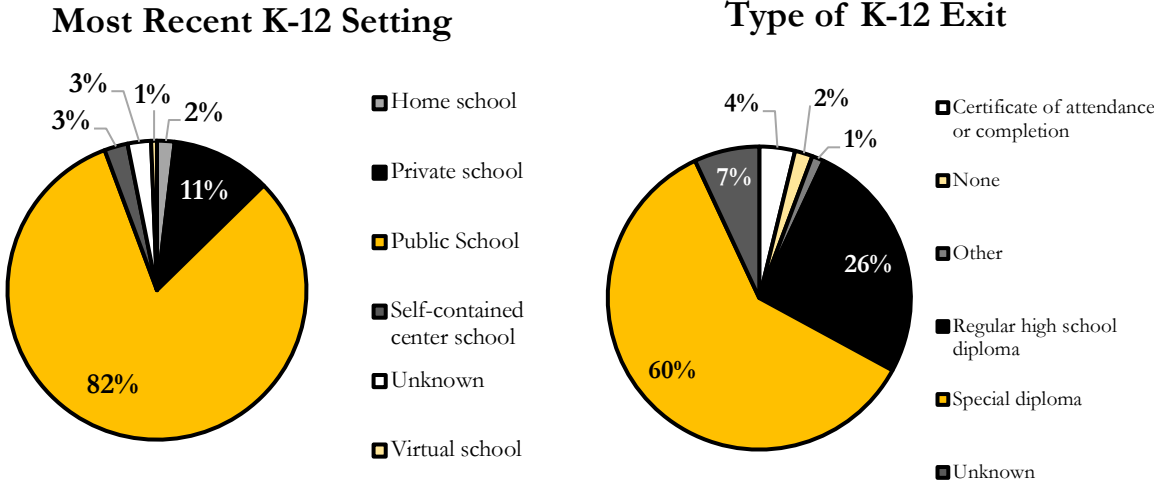


Figure 10. Number of years students enrolled in a FPCTP in 2019-2020 spent out of K-12 before

entering a postsecondary education program. Some students were enrolled in a postsecondary education program before the program was approved as a FPCTP, thus these data reflect time out of K-12 at time of initial enrollment.



Figures 11 and 12. Most recent K-12 setting and type of K-12 exit of students enrolled in a FPCTP during 2019-2020.

Students' Employment Interest by Career Cluster Before Enrollment in FPCTP (enrolled in 2019-20)

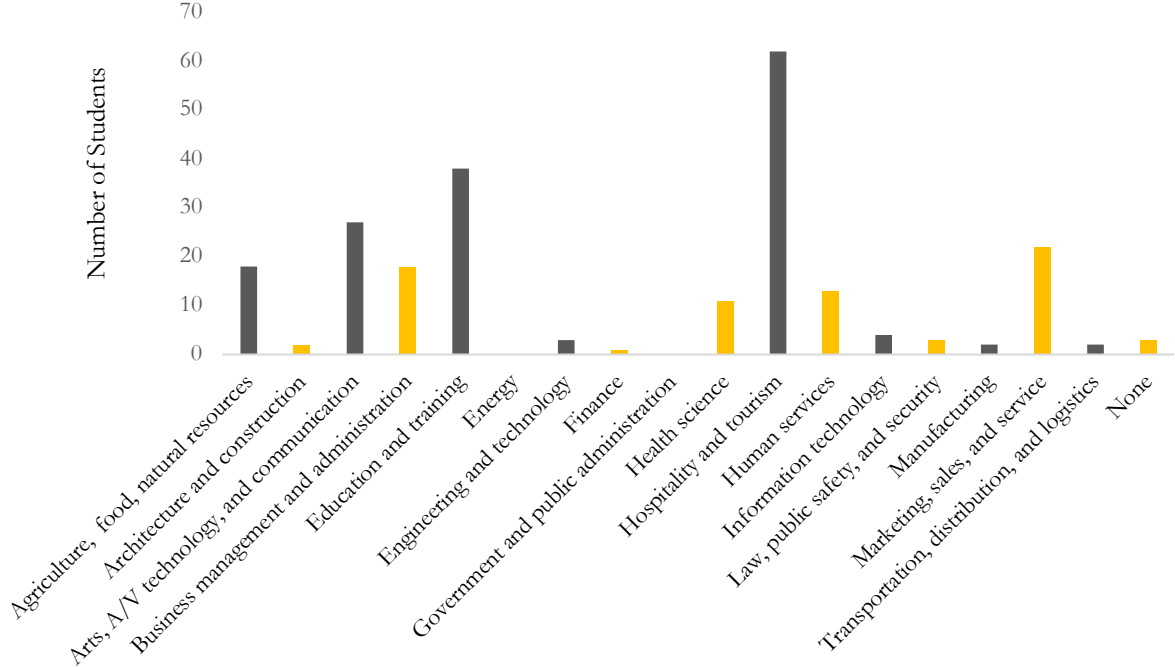


Figure 13. Students' employment interests prior to entering their FPCTP by Florida DOE CTE career cluster. Students were able to identify multiple clusters.

Students' Employment Interest after Entering FPCTP by Career Cluster (only 2019-20 enrolled students)

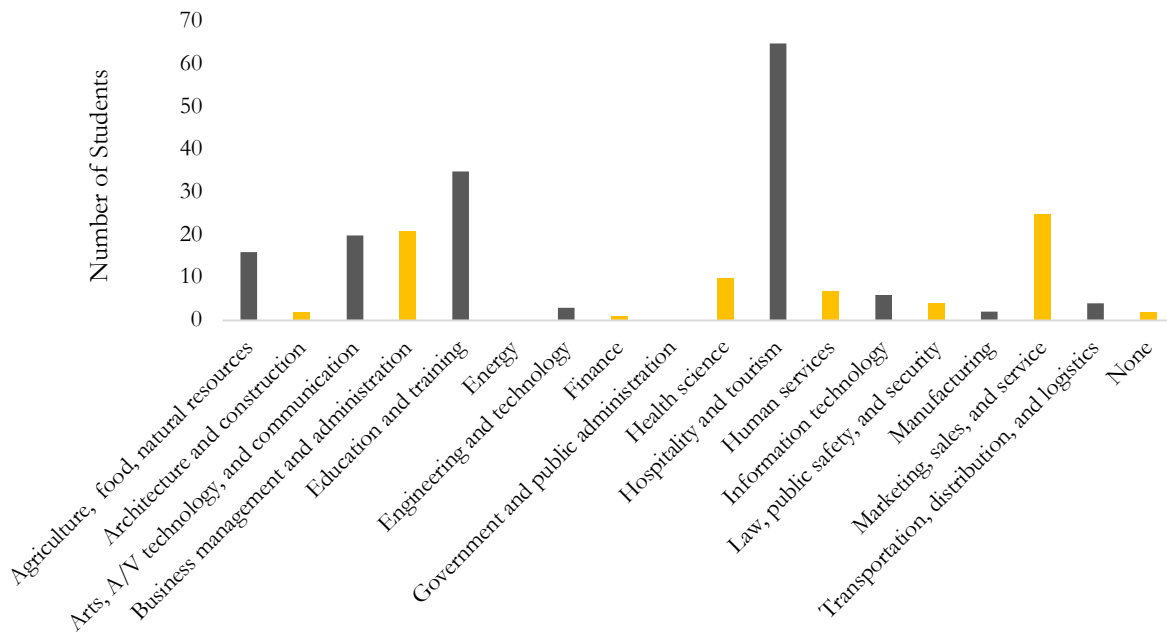


Figure 14. Students' employment interests after entering their FPCTP by Florida DOE CTE career cluster. Students were able to identify multiple clusters.

Students Who Completed Current Employment Career Clusters

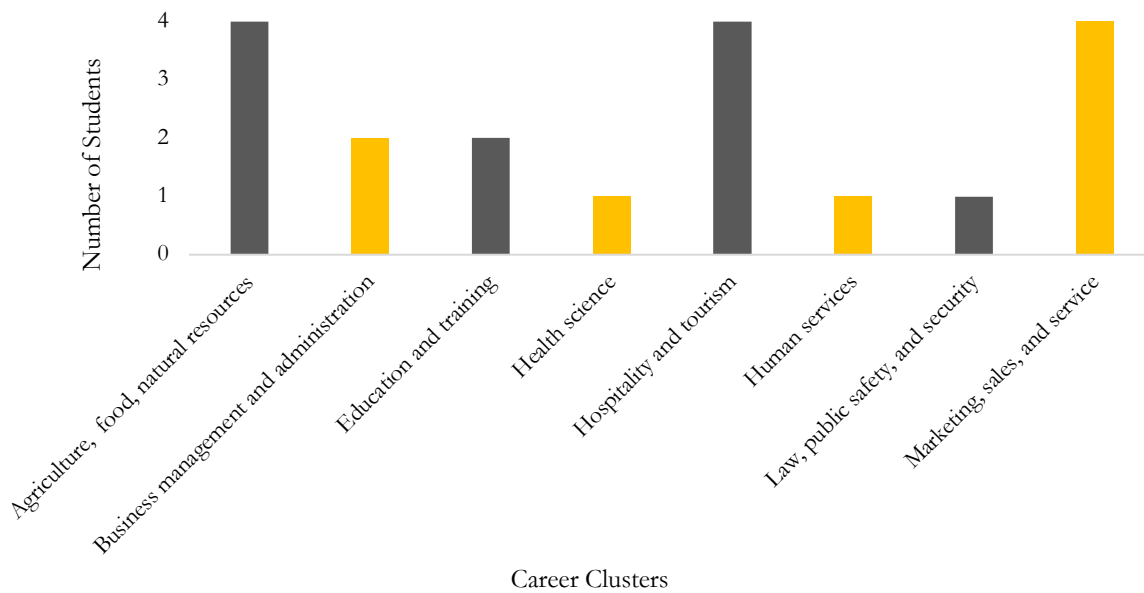
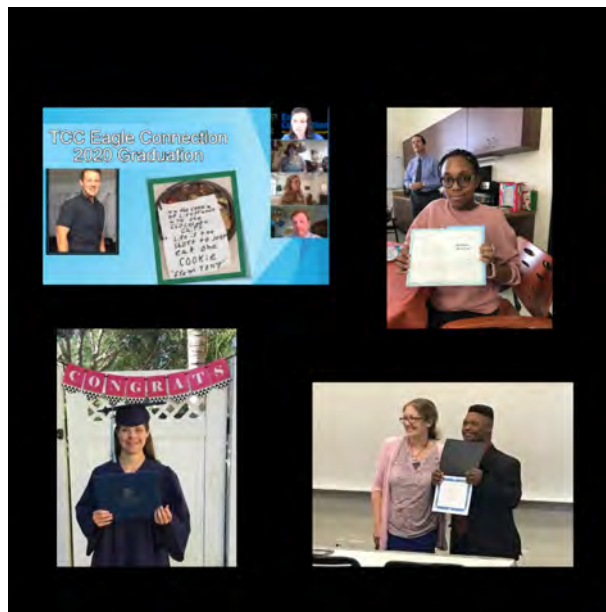


Figure 15. Students' employment areas upon employment after exiting their FPCTP by Florida DOE CTE career cluster.

- ▶ During or at the end of the 2019-2020 reporting year, 12 students left FPCTPs without completing (2 were dismissed, 10 left voluntarily). In 2018-2019, 5 students left (3 were dismissed, 2 left voluntarily); in 2017-2018, 3 students left (2 were dismissed, 1 left voluntarily); in 2016-2017, 3 students left (2 were dismissed, 1 left voluntarily).
- ▶ To date, FPCTPs have reported a total of 107 program completers, which is a 33% increase from last year
 - In the 2019-20 annual reports, the 3 students who completed in 2016-2017 were represented in Year 3 follow-up reports; the 7 students who completed in 2017-2018 were represented in Year 2 follow-up reports; 36 students who completed 2018-2019 were represented in Year 1 follow-up reports; 61 students who completed this year will not be represented in follow-up reports until 2020-2021.
 - Follow-up data were difficult to obtain due the COVID-19 pandemic, based on 2019-2020 follow-up reports. Of the 46 completers, only 33 were reached. Of the follow-up reports for the 33 completers, 8 completers reported being engaged in competitive integrated employment when follow-up data were collected, 3 reported being engaged in competitive employment with ongoing supported employment services, 15 were not currently employed, 6 were unknown, and one student is deceased.
 - For the 8 completers currently in integrated competitive employment completers reported working 6-20 hours per week at a rate between \$8.46 and \$12 per hour.
 - For the 3 completers who were in competitive integrated employment with ongoing support services completers reported working between 5 and 40 hours per week at a rate between \$11 and \$12 per hour.
 - Of those not currently employed, 9 had been engaged in competitive employment during the last year; 3 had been engaged in competitive employment with ongoing supported employment services; and 3 had not been employed in any capacity during the past year.
 - Completers who were previously employed, in many cases, are not currently working due to social distancing requirements and health-related issues associated with the pandemic. Once the restrictions are mitigated, these completers are looking forward to returning to work.
- ▶ Detailed information regarding students who completed their FPCTP prior to 2019-20 is provided in Appendix I.

Table 4
Number of Program Completers by Institution by Year

Institution	2016-2017	2017-2018	2018-2019	2019-2020	Total
College of the Florida Keys	1	1	1	6	9
Florida Atlantic University	-	2	7	14	23
Florida International University	-	-	-	0	0
Indian River State College	-	-	-	3	3
Lee County Technical Colleges	-	-	-	0	0
McFatter Technical College (BCPS)	-	-	3	6	9
Orange Technical College	-	-	-	0	0
Robert Morgan Technical College (M-DCPS)	-	-	4	4	8
Santa Fe College	2	4	9	11	26
Southeastern University	-	-	-	1	1
Tallahassee Community College	-	-	-	4	4
University of Central Florida	-	-	12	12	24
Total	3	7	36	61	107



FPCTP completers from FAU, TCC, IRSC, and RMECTC

Information Regarding Program Characteristics and Infrastructure

In addition to information regarding students enrolled in each FPCTP, we also collect information regarding program characteristics. These data include information regarding program activities, funding, staffing, and student support strategies. The data help tell the story about the how the FPCTPs deliver instruction and services to their students, who is 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 differs in terms of program length, content of the curriculum, and the terms in which students enroll (see Table 5).
- ▶ The capacity of these institutions also varies significantly in terms of staff, facilities, and other resources, which directly affects the number of students they admit to their FPCTP. Table 6 indicates new student enrollment by FPCTP by year. These numbers are influenced by the length of the program, student retention and completion, and program capacity.

Table 5

Program Length, Enrollment Terms, and Enrollment in 2019-2020 by Institution

Institution	Length of Program	Terms of Enrollment			Number Students
		Fall	Spring	Summer	
College of the Florida Keys	1-3 years	X	X	X	12
Florida Atlantic University	3-4 years	X	X	X	42
Florida International University	3 years	X	X	X	9*
Indian River State College	2-3 years	X	X	X	15
Lee County Technical Colleges	Varies	X	X	X	6
McFatter Technical College (BCPS)	2 years	X	X	X	15
Orange Technical College	1 year	X	X		1
Robert Morgan Tech College (M-DCPS)	Varies	X	X	X	5
Santa Fe College	1-2 years	X	X		15
Southeastern University	2-4 years	X	X		10
St. Petersburg College	4 Semesters		X	X	4
Tallahassee Community College	3 years	X	X	X	8
University of Central Florida	1-4 years	X	X	X ¹	16

¹UCF students attend summer during the last term of their program.

*FIU students were enrolled in the program before it was a FPC

Table 6
Number of New Students Entering the FPCTP by Institution by Year

Institution	2016-2017	2017-2018	2018-2019	2019-2020	Total
College of the Florida Keys	3	3	6	4	16
Florida Atlantic University	22	7	11	13	53
Indian River State College	-	7	8	6	21
McFatter Technical College (BCPS)	-	7	7	7	21
Lee County Technical Colleges	-	-	-	6	6
Orange Technical College	-	-	-	1	1
Robert Morgan Educational Center and Technical College (M-DCPS)	-	8	1	1	10
Santa Fe College	5	7	8	12	32
Southeastern University	-	-	4	6	10
St. Petersburg College	-	-	-	4	4
Tallahassee Community College	-	-	-	8	8
University of Central Florida	18	3	5	8	34
Total	48	42	50	76	216

Peer Mentoring

- ▶ A primary strategy used to support FPCTP students is through peer mentors and peer tutoring. We ask FPCTP staff to report if peer mentors are part of their program, if and how they are compensated, how many participate, and for how many hours per week. This information is summarized in Table 7. For 2019-20, using the total peer mentoring hours per week and the number of students enrolled, we calculated an estimate of the number of hours of peer mentor support provided by each FPCTP per student.
- ▶ Eight of the twelve institutions that reported program information for 2019-2020 used peer mentors to support their students in four primary focus areas: Employment, residential, academic, and social (see Table 8). All FPCTPs using peer mentors reported they provide social support to FPCTP students. Five reported peer mentors provide academic support. Two FPCTPs reported peer mentors provide employment support, three reported peer mentors provide residential support, and one reported peer mentors provide “other” support (helping students participate in SkillsUSA regional and state competitions).
- ▶ Seven of the eight institutions compensated their peer mentors in some way. The most common compensation reported was a stipend or hourly wage; in one case peer mentors received a reduction in tuition or fees; in another, peer mentors received a scholarship for their work (see Table 7).
- ▶ Across the programs, peer mentor support ranged from 6 minutes (.1 hours) to 6.40 hours per student per week. This was IRSC’s first time using peer mentors, during this reporting period. They started out very cautiously to ensure proper and adequate future use in the program on a regular basis.

Table 7

Characteristics of Peer Mentor Support for FPCTP Students in 2019-2020 by Institution

Institution	Use Peer Mentors	Type of Compensation if any	# Peer Mentors	Total Hours /Week of Peer Mentor Support	# FPCTP Students	Hours/Week Peer Mentor Support per Student
CFK	Yes	Scholarship	7	56	12	4.7
FAU	Yes	Stipend or hourly wage	22	68	42	1.6
IRSC	Yes	Course Credit	4	2	15	0.1
RMECTC	Yes	None	8	44	5	8.8
SFC	Yes	Stipend or hourly wage	6	60	15	4.0
SEU	Yes	Reduction in tuition or fees	11	25	10	2.5
TCC	Yes	Stipend or hourly wage	11	48	8	6
UCF	Yes	Stipend or hourly wage	6	150	16	9.4

Table 8

Types of Support Peer Mentors Provided to FPCTP Students in 2019-2020 by Institution

Institution	Employment	Residential ¹	Academic	Social	Other
CFK	X	X	X	X	
FAU	X		X	X	
IRSC			X	X	
OTC				X	
RMECTC			X	X	Support participation in SkillsUSA competitions
SFC	X		X	X	
SEU	X	X	X	X	
TCC			X	X	
UCF		X	X	X	

¹ Only Southeastern University (LINK), The College of the Florida Keys (Project ACCESS), and the University of Central Florida (IES) provide residential services for students attending the FPCTP.

FPCTP Staffing

- ▶ FPCTP staffing ranges significantly across the approved programs and represents a primary variable in determining the institution's capacity to serve FPCTP students. A variety of factors influence staffing patterns, such as size and type of the institution, perceived catchment area for student recruitment, program composition and curriculum opportunities, and human and fiscal resources among others. Programs reported between 1 and 15 staff members.
- ▶ We ask FPCTPs to provide information regarding each employee directly connected to the

FPCTP regarding the number of hours they work for the institution and the number of hours they work directly with the FPCTP. Staff member hours per week working directly on the FPCTP ranged from 1 to 40. A detailed report of staff member hours by institution is included in Appendix J.

- ▶ Using the FPCTP-specific data regarding staff hours, we calculated an estimate of the hours and FTE worked per week per student. By FPCTP, staff member hours per week ranged from .15 to 1.60 hours per student.
- ▶ The annual program reports also provide information regarding staff member roles and the time they spend in these roles. This information is also presented in Appendix J by institution. As indicated in Figure 16, across FPCTPs, staff members dedicate the most work time to instruction (35%) followed by academic support (13%), program coordination (11%), and employment and/or placement support (10%).

**Percentage of FPCTP Staff Hours per Week by Role in 2019-2020
(n=1487.25)**

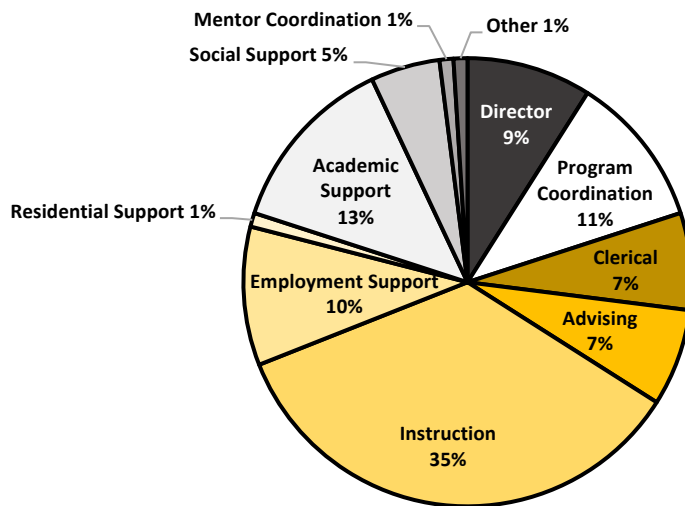


Figure 16. Percentage of total staff hours, across the eight FPCTPs that submitted annual reports, dedicated to each role in 2019-2020.

- ▶ We also ask FPCTPs to indicate, by staff member, how staff hours are funded by each of the following sources: (a) FPCTP grant, (b) directly by the IHE, (c) other sources. Table 9 presents the total number and percentage of hours per week across all staff at the FPCTP funded by each source. Again, staff funding sources varied throughout the year, but consistently the largest source of staff funding came from an FPCTP grant (50%), followed by funding directly from the IHE (30.3%), and other sources (19.7% throughout the year).

Table 9
 FPCTP Staff Hours per Week in 2019-2020 by Funding Source and Institution

Institution	Total Staff Hours per Week	Hours Funded by FPCTP Grant		Hours Funded Directly by the IHE		Hours Funded by Other Sources	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
CFK	81.5	65.08	79.9	16.42	20.1	0.0	0.0
FAU	251	40.5	16.2	4.5	1.8	206	82
IRSC	115	60	52.17	40	34.78	15	13.04
LCFC	76.25	76.25	100.0	0.0	0.0	0.0	0.0
McFatter	263.5	53.5	20.3	210	79.7	0	0.0
OTC	37.5	37.5	100.0	0.0	0.0	0.0	0.0
RMECTC	139	46.0	33.09	36.7	26.4	56.3	40.5
SFC	110.5	74.5	67.42	20	18.1	16	14.48
SEU	78	50	64.1	28	35.9	0.0	0.0
SPC	80	80	100	0.0	0.0	0.0	0.0
TCC	87	80	92	7	8.0	0.0	0.0
UCF	168	80.28	47.79	87.72	52.21	0.0	0.0
Total	1487.25	743.61	50%	450.34	30.3%	293.3	19.7%

(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

- Programs 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 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. Projections ranged from 10 to over 300,000 (two institutions included the state of Florida, and one included the entire country as the catchment areas). Estimates were made using FL DOE data, local school district data, and data from the National Center for Education Statistics.
- Catchment area approaches are somewhat unique to each institution, based on what they see as their program capacity, as well as their targeted recruitment area.

(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 Find a Postsecondary Education Program page at www.fcsua.org, linked from both the home page and the Students and Families section, includes several resources to help students

with disabilities and their families find postsecondary education programs to meet their needs, including the following.

- An interactive map of Florida shows the locations of currently approved FPCTPs as well as other postsecondary education programs in Florida serving students with intellectual disabilities (see Figure 17). Color-coded points on the map indicate to users if a program is a FPCTP (black points), or is not an approved FPCTP (gold points).
- Users can click on any postsecondary education program featured on the map to reveal a side bar showing the program’s name, its FPCTP status, and its location. Because the map is powered by Google Maps users can easily navigate from the listing to driving directions to the program from a location of their choosing.

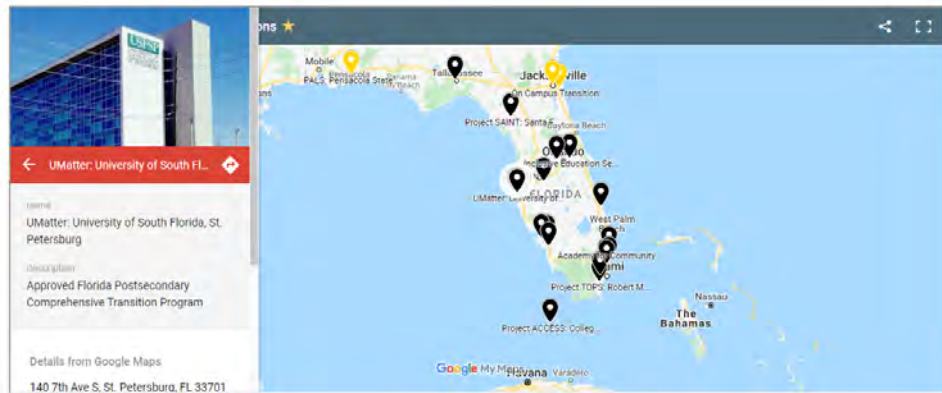


Figure 17. Interactive map of postsecondary education programs for students with intellectual disabilities in Florida from fcsua.org.

- Further, we also include a table of all FPCTP-eligible postsecondary education institutions in the State and the services and/or programs they provide for students with disabilities. [See Eligible Florida Institutions list.](#)

Summary

During this unprecedented year, in the face of the COVID-19 pandemic, the Florida Center for Students with Unique Abilities, at the University of Central Florida, has continued to implement the major elements of the Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495). Center staff and leadership, updated the FPCTP application and approval process where submissions now occur in an online portal. In collaboration with the Board of Governors and the State Board of Education six new programs were approved and seven existing programs renewed. We continued to issue FPCTP Scholarships to eligible students in the programs, and awarded 18 FPCTP Start-up and Enhancement Grants to stimulate program development and expansion. We have communicated with stakeholders across the State through site visits, webinars, our website and other social media, telephone calls, emails, conference presentations, and workshops. With travel restrictions beginning in March, 2020 and the stay-at-home mandate, Center staff made immediate adjustments to remote work. To support FPCTPs, we conducted a Virtual Mid-Year Check and Connect Institute June, 2020 and hosted regular webinars for professional development and resources that would typically have been offered face to face. We continue to implement our 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. As indicated herein, this work is substantial. Additionally, our implementation of the FCSUA Salesforce Community has made tremendous strides. Many of our business functions are now being tracked through this platform, which will allow us to work more efficiently, thus increase our capacity to pursue our mission.

Through the annual program reports, we have collected information valuable for working with other institutions as they plan and implement their FPCTPs. The information regarding mentoring, program staffing, funding approaches, recruitment and support strategies, credentials, and other relevant information regarding program infrastructure is important information sought by higher education leaders who ask us, “What does it look like?” and “How do we sustain it?” The information generated through our collaboration with Think College and the Florida Developmental Disabilities Planning Council regarding barriers to program development have been useful in planning future program development strategies and resources.

To increase knowledge of and support for FPCTP development, we will continue to collaborate with such organizations as the Centers for Autism and Related Disabilities; Florida Independent Living Council; Florida Parent Educator Association; Florida Association on Higher Education and Disability; Florida Developmental Disabilities Planning Council; Florida Division on Career Development and Transition; Florida Association for Career and Technical Education; Florida Association of Student Financial Aid Administrators; Florida Consortium on Inclusive Higher Education; Think College; National Technical Assistance Center on Transition; Step Up for Students; and the Central Florida Disability Chamber of Commerce. Importantly, we work closely with 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 and Adult Education, State College, and Vocational Rehabilitation Divisions, and the Bureau of Exceptional Education and Student Services and Project 10; Agency for Persons with Disabilities; The Able Trust; and Florida Senate staff. The relationships we have built with organization and agency staff are important to our understanding of the 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 Florida Postsecondary Comprehensive Transition Program Act.

Institutions such as the University of Florida (Jacksonville), Florida A & M University-Hernando County, University of North Florida, Florida State College-Jacksonville, Okaloosa Technical College, and Immokalee Technical College, among others, are working with us actively to plan for and prepare a FPCTP application and grant proposal. Further, K-12 educators have reached out from numerous districts to join postsecondary education teams such as these, as partners in program development. Through our monthly webinar series, outreach efforts, and next Annual Virtual Florida Postsecondary Education Program Planning Institute (November 17 – 20, 2020), we will work closely with these stakeholders to start additional FPCTPs in 2020 – 2021. Our goal is to increase significantly both the number of programs and the number of students served. With continued support for FCSUA operations, and FPCTP grant and scholarship funds, this goal is achievable. We are proud of our accomplishments to date and appreciate the opportunity to lead this important work.

Respectfully submitted:

Janice Seabrooks-Blackmore, PhD., Executive Director

With support from:

Drew Andrews, EdD., Technical Assistance Coordinator

Claudia Bello-Punto, Web Applications Programmer

Iris Neil, Program Manager: Outreach Coordinator

Melanie Musone, Administrative Services Coordinator

Ashley Bickham, Administrative Services Coordinator

Phillip Sasse, Doctoral Student

Pamela “Sissi” Carroll, PhD., Dean, College of Community Innovation and Education

Special thanks to colleagues at Western Michigan University for their contributions:

Liz Gordillo, MSW

June E. Gothberg, PhD.

Jennifer Coyle, EdD.

References

- Dukes, L., III, Madaus, J. W., Faggella-Luby, M., Lombardi, A., & Gelbar, N. (2017). PASSing college: A taxonomy for students with disabilities in postsecondary education. *Journal of Postsecondary Education and Disability*, 30(2), 111–122.
- Grigal, M., Hart, D., & Weir, C. (2012). *Think College standards, quality indicators, and benchmarks for inclusive higher education*. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.
- Kohler, P. D., Gothberg, J. E., Fowler, C. H., & Coyle, J. (2016). *Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs*. Western Michigan University. Retrieved from [transitionTA.org](http://transitionta.org)
- Mobile and tablet internet usage exceeds desktop for first time worldwide. (2016, November 1). Retrieved from <http://gs.statcounter.com/press/mobile-and-tablet-internet-usage-exceeds-desktop-for-first-time-worldwide>
- National Technical Assistance Center on Transition (NTACT) website. Retrieved from (<https://transitionta.org/evidencepractices>)

Appendix A

FPCTP Scholarship Assurances and Instructions

Florida Postsecondary Comprehensive Transition Program (FPCTP) Scholarships
Assurances and Instructions
2019 – 2020
(Issued July 2019)

The Florida Postsecondary Comprehensive Transition Program Act (the Act) (FS 1004.6495) established the Florida Postsecondary Comprehensive Transition Program Scholarship for eligible students to attend approved Florida Postsecondary Comprehensive Transition Programs (FPCTPs). The Act also created the Florida Center for Students with Unique Abilities at the University of Central Florida (the Center) and charged the Center with managing the FPCTP Scholarship awards and accountability requirements associated with the awards.

Assurances and Stipulations

The following stipulations are established in regards to FPCTP Scholarship requests, awards, accounting, and reporting. By requesting Scholarship funds, eligible institutions provide assurance that they will comply with the stipulations outlined here, in accompanying documents, and with the provisions of the Act (FS 1004.6495).

1. The FPCTP Scholarship funds administered by the Center are not funded as a grant from the State, nor are Scholarship funds awarded to eligible students via the approved FPCTP to be considered as grant funds by the participating postsecondary education institution. The FPCTP Scholarship is financial aid for the student.
2. Scholarships are available only to eligible students, defined as a student with an intellectual disability, who has provided required documentation regarding his or her intellectual disability; who physically attends the eligible institution; and is enrolled in the FPCTP. Eligible students are not receiving services that are funded through the Florida Education Finance Program or a scholarship under part III of Chapter 1002 (the Gardiner Scholarship).
3. To maintain eligibility to receive a scholarship, a student must continue to meet the requirements outlined in item 2, and demonstrate *satisfactory academic progress* (SAP) in the FPCTP as defined by the eligible institution and described in its approved FPCTP application.
4. The eligible institution is responsible for determining the student's initial and continuing eligibility to receive a FPCTP scholarship; and for defining, in keeping with the Center's guidelines and requirements, *satisfactory academic progress* for its FPCTP students.
5. The eligible institution will comply with the request process and reporting requirements specified by the Center and outlined in the *Timelines for Reports and Distributions* document (available at fcsua.org), including submission of end-of-term and annual scholarship disbursement reports, FPCTP cost estimates, and student demographic and eligibility information requested by the Center.

6. Currently, the **annual** FPCTP Scholarship award is \$7,000 per student. The FPCTP Scholarship is a flat rate award, prorated by academic term, aligned with the terms described in the institution's FPCTP application. For example, if the FPCTP is developed as a program that students attend three terms in the year, the Scholarship will be prorated across the three terms. If the program occurs across two terms, the scholarship will be prorated across two terms. Individual student awards from the Center will be made for those terms for which the Institution has indicated the student is scheduled to attend (in the FPCTP Scholarship Request Form).
7. FPCTP Scholarships are financial aid to the students and may be used for the following type expenses, directly associated with the students' participation in the FPCTP: Tuition, academic fees, textbooks, uniforms, supplies (such as consumable academic supplies and software subscriptions), mentor fee, transportation/bus fee, other such related fees, and general expenses associated with participating in postsecondary education.
8. As long as the student remains eligible, the flat rate awarded by the Center for the student will be disbursed by the institution to the student's account.
9. By June 1, eligible institutions will return to the Center any FPCTP Scholarship funds not disbursed to students during the academic year.

Recovering Program Costs

1. As indicated in item 7 above, the FPCTP Scholarship is intended to help pay for a student's expenses associated with the student's participation in the FPCTP such as the following: Tuition, academic fees, textbooks, uniforms, supplies (such as consumable academic supplies and software subscriptions), mentor fee, transportation/bus fee, other such related fees, and general expenses associated with participating in postsecondary education.
2. The expectation is that students with intellectual disabilities will most likely need supports from the FPCTP and the Institution *over and above* the standard supports provided for college students without these disabilities.
3. The FPCTP Scholarship Request Form submitted by the FPCTP to the Center includes an estimate of the costs of FPCTP participation by student by term for two reasons: First, to help the institution calculate the costs of participation in the FPCTP, such as tuition, fees, books, etc. shared by all students PLUS the specialized costs associated with specific supports, experiences, materials, etc. unique to students with intellectual disabilities in the FPCTP over and above general shared costs *so that revenue streams can be identified and/or developed to help cover these TOTAL program costs*. Second, the Center gathers this information so that we may advise the Legislature as to whether or not the FPCTP Scholarship funds are adequate to cover the costs of participation in the approved FPCTPs.
4. FPCTP-specific costs for services and supports *over and above* those generally provided might include, but are not limited to, costs to provide student mentors, job coaches, transportation, technology, and other curriculum components or services.

5. Using the information regarding total FPCTP costs, the institution can identify how these costs should be allocated per student and fully or partially recovered via course tuition, general fees, specific course fees, specific service fees, etc. These types of fees can be assessed and billed per student, then recovered via application of the student's FPCTP Scholarship funds provided to the institution by the Center via the financial aid office.
6. The services described in the institution's FPCTP application and subsequently included in the FPCTP approval by the Center and relevant State agency (BOG or FDOE) would thus be considered program components relevant to student success and appropriate for "cost recovery" as would such costs as lab fees for students enrolling in engineering or science courses.

Instructions

1. Use the FPCTP Cost Estimator worksheet (in the Excel *FPCTP Cost Est and Scholarship Request_2019-20_TEMPLATE_Issued July 2019*) to determine the estimated cost of attending the institution's FPCTP per student, per term. The worksheet is set up to calculate program costs when the relevant data are entered. **Enter information in the cells shaded green.** The cells with gray shading will be automatically calculated. To complete this worksheet, you will need the following information:
 - ▶ Institutional information: Academic/program year, institution name, FPCTP name, name of individual preparing and submitting the worksheet, and his/her contact information.
 - ▶ Estimated general costs (such as tuition and fees) of participating in the institution's FPCTP, by resident type (resident, non-resident), per term.
 - ▶ Itemized extra unique costs of participation in the institution's FPCTP over and above the estimated general costs of attendance, for services and or experiences designed to meet the needs of students with intellectual disabilities specifically.
2. Use the Scholarship Request Form worksheet (in the same Excel file) to identify the eligible students for whom you are requesting a FPCTP Scholarship. The worksheet is set up to calculate specific fields when the relevant data are entered. **Enter information in the cells shaded green.** The cells with gray shading will automatically calculate. **Leave the columns labeled Scholarship Amount Awarded blank, as the Center will complete this portion of the worksheet.** To complete the Scholarship Request Form worksheet, you will need the following information:
 - ▶ Institutional information: Academic/program year, institution name, FPCTP name, name of individual preparing and submitting the worksheet, and his/her contact information.
 - ▶ Name, institutional identification number, and residency status of each student for whom a Scholarship is requested.
 - ▶ Number of terms each student is expected to be enrolled **(use a capital X to designate expected enrollment in a term).**
 - ▶ The estimated cost per each term from the FPCTP Cost Estimator worksheet for each student's residency type.
3. Institutions requesting Scholarships for the first time, must submit **UCF Form_41-990** to the Center with their FPCTP Scholarship documents to provide account information through which the Scholarship funds will be distributed from UCF to the **institution's financial aid office.**

4. Refer to the FCSUA *Timeline for Reports and Distributions* document (FCSUA Report Flow_FPCTPs_2019-20_Issued July 2019) for a schedule of dates and reports associated with submitting Scholarship requests; end-of-term, annual, and grant performance reports, and the Center's disbursement process. Use the *FPCTP Cost Est and Scholarship Request_2019-20 TEMPLATE_Issued July 2019* to report scholarship disbursements to students by term by the designated due dates.
5. The individual submitting the FPCTP Scholarship cost and request documents attests that she/he is authorized to do so by the institution.

Submit completed worksheets electronically to:

Paula D. Kohler, Ph.D., Executive Director
Florida Center for Students with Unique Abilities
paula.kohler@ucf.edu

Please do not hesitate to contact the Center if you have questions or need additional information:

407-823-5225
fcsua@ucf.edu
www.fcsua.org

Appendix B

FPCTP Timeline for Reports and Distributions

Timeline for Reports and Distributions

Date	Report/Action	Description
July 1 or as soon thereafter as possible prior to start of academic term*	<ul style="list-style-type: none"> ▶ FPCTP/IHE submits FPCTP Cost Estimate and Scholarship Request Worksheets to FCSUA (Excel file workbook) ▶ IHE submits UCF Form_41-990 to Center with transfer account information as instructed on form (one time only unless changes are needed). 	<ul style="list-style-type: none"> ▶ FPCTP/IHE uses worksheet to provide <ul style="list-style-type: none"> ▪ Estimated cost of participation in the FPCTP ▪ List of students for whom IHE requests FPCTP Scholarships for the upcoming academic year, by term
July 2 – 31*	<ul style="list-style-type: none"> ▶ FCSUA adds scholarship amount awarded, by student and term, to Scholarship Request Worksheet for each institution and creates “short form” of award information. ▶ FCSUA submits FPCTP Scholarship Invoice (as a Scholarship distribution request) to UCF College of Community Innovation and Education (CCIE) budget office for approval and to finance and accounting for payment. ▶ FCSUA issues award notice to IHE’s FPCTP primary contact 	<ul style="list-style-type: none"> ▶ FCSUA compiles all requests, determines total requested, total available; prorate scholarship awards as needed. ▶ CCIE budget office assists with approval; FCSUA processes payment request to UCF accounting office to prepare EFT distribution to IHE’s financial aid office.
Aug 1	<p>FPCTP/IHE submits required <i>Annual Report</i> to FCSUA:</p> <p>Use the FPCTP Annual Report templates located at fcsua.org</p>	<ul style="list-style-type: none"> ▶ Use FCSUA <i>program</i> and <i>student report</i> TEMPLATES <ul style="list-style-type: none"> ▪ Includes new and continuing students ▪ Student demographic information, enrollment status, target credential, program length, target completion date, credential status, and other relevant information specified in the templates. ▶ Summary of recruitment strategies ▶ Summary of student retention strategies ▶ Summary of progress assessment

Date	Report/Action	Description
		<p><i>Continued:</i></p> <ul style="list-style-type: none"> ▶ Projections for next year enrollment ▶ Summary of student program completion ▶ Summary of student credential completion ▶ Employment status and data for completers as they exit the program ▶ Employment rates and data for completers years 1 through 5 (subsequent to program completion) ▶ Projected # of eligible students in FPCTP/IHE “reach” area/catchment area for next academic year
August 15*	<ul style="list-style-type: none"> ▶ UCF finance and accounting office disburses scholarship funds via EFT transfer to IHE financial aid office or equivalent, with list of students and award amount for each student by term. 	<ul style="list-style-type: none"> ▶ Scholarship funds distributed to IHEs for the year, based on scholarship worksheet submitted by the FPCTP and approved by FCSUA.
Beginning of each term	<ul style="list-style-type: none"> ▶ IHE financial aid office distributes scholarship funds to eligible students according to schedule provided by FCSUA/UCF. 	<ul style="list-style-type: none"> ▶ Full award for each term disbursed to eligible students at beginning of the applicable term.
Oct 1	FCSUA submits required Annual Report	<ul style="list-style-type: none"> ▶ FCSUA report due to Governor, President of the Senate, Speaker of the House of Representatives, Commissioner of Education, Chancellor of State University System, Board of Governors ▶ Status of statewide coordination of FPCTPs <ul style="list-style-type: none"> ▪ # applications, # approved, # not approved w/ reasons, # no action by BOG and DOE ▪ # and \$ of scholarships, undisbursed advances ▪ IHE performance on indicators ▪ Projected # of students eligible for next academic year ▪ Programs and services at eligible IHEs
Dec 1	FCSUA submits legislative and budget recommendations	<ul style="list-style-type: none"> ▶ Regarding statutory and budgetary changes based on August 1 reports and projections. ▶ Submit to the Governor, Senate President, and the Speaker of the House

Date	Report/Action	Description
Dec 1	IHE approved FPCTP submits Fall Term Scholarship Disbursement Report to FCSUA (using Scholarship/award spreadsheet), INCLUDING requests for any new students projected to enter the program the next term (spring or summer).	<ul style="list-style-type: none"> ▶ FPCTP/IHEs report to FCSUA on scholarship disbursements made to their students during fall term (same spreadsheet as used to request scholarships, received from FCSUA with award amount).
April 30	IHE FPCTP submits Spring Term Scholarship Disbursement Report to FCSUA (using Scholarship/award spreadsheet).	<ul style="list-style-type: none"> ▶ FPCTP/IHEs report to FCSUA on scholarship disbursements made to their students during spring AND summer terms (same spreadsheet as used to request scholarships and to provide fall report) ▶ Calculate final # and \$ of scholarships disbursed with total \$ of funds not disbursed (same spreadsheet as used to request scholarships and to provide fall report)
June 1	IHE returns scholarship funds not disbursed to students to FCSUA no later than June 1.	<ul style="list-style-type: none"> ▶ Funds not disbursed to students are returned to FCSUA via EFT transfer.
June 1	<p>FPCTP/IHE grantees submit Annual FPCTP Grant Performance Report to FCSUA:</p> <p>Outline for Annual Grant Performance report is detailed in Appendix B – Deliverables, of the Grant Agreement</p>	<ul style="list-style-type: none"> ▶ Use FPCTP Annual/Final Grant Performance Report cover page TEMPLATE, which includes institution name, contact information, reporting period, report type, total budget expenditures during reporting period, total budget expenditures to date. ▶ Performance/final report narrative includes summary of activities during the reporting period. (For final report, summary of activities across project periods.) <ul style="list-style-type: none"> ▪ Activities implemented ▪ Expected activities in next budget period (for annual performance report ▪ Request for changes in approved activities and/or implementation timeline (if needed). ▶ Summary of evaluation activities, data, and findings during the reporting period by evaluation focus (formative, summative) and for targeted outputs and outcomes. (For final report, summary of evaluation activities, data, and findings by focus and target, across project period)

Date	Report/Action	Description
		<p><i>Continued</i></p> <ul style="list-style-type: none"> ▪ Formative evaluation activities <ul style="list-style-type: none"> • Targeted outputs • Targeted outcomes ▪ Summative evaluation activities <ul style="list-style-type: none"> • Targeted outputs • Targeted outcomes ▶ Budget expenditures <ul style="list-style-type: none"> ▪ Description of any slippages ▪ Expected expenditures during next budget period (for annual report). ▪ Requested budget changes (if needed) ▶ Supporting or supplementary information (optional)
Sept 1 (end of grant project period)	<p>FPCTP/IHE grantees submit <i>Final</i> FPCTP Grant Performance Report to FCSUA September 1, or 60 days from end of the project period:</p> <p>Outline for Final Grant Performance report is detailed in Appendix B – Deliverables, of the Grant Agreement</p>	<ul style="list-style-type: none"> ▶ The report includes the same type of information as the annual performance report but spans the entire project period. ▶ Final budget summary and invoice for final cost reimbursement are also due with the final report at this time.

* 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.

Appendix C

1 – FPCTP Annual Report Template: Program Information

2 – FPCTP Annual Report Template: Student Information

**Florida Postsecondary Comprehensive Transition Program (FPCTP)
Annual Report Template – Program Information
Reporting Year: 2019-2020**

This report requires you to provide some information that may have been included in a previous FPCTP report. If that information has not changed, feel free to copy it over from a previous document.

General Program Information

1. Institution name:
2. FPCTP name:
3. a. Name of primary FPCTP contact person:
b. Position:
c. Contact phone:
d. Contact email:
4. a. Name of person completing annual report (*if different from 3a*):
b. Position:
c. Contact phone:
d. Contact email:
5. a. At approximately what date did your **approved FPCTP** first enroll postsecondary education students with intellectual disabilities? mm/dd/yyyy
b. Did the program serve postsecondary education students with intellectual disabilities (i.e., those who have exited K-12) prior to FPCTP approval? Please select
If yes:
c. At approximately what date did the program first serve postsecondary education students with intellectual disabilities (i.e., those who have exited K-12)? mm/dd/yyyy

6. Please select the terms in which your students participate in the FPCTP:

- Fall
- Spring
- Summer

7. Are students in the FPCTP issued the same ID cards issued to other students on campus?
Please select

8. What is the Federal CTP Program status of your approved FPCTP? (select one)

- Application in development, not yet submitted
- Application submitted, not yet approved; date of submission: mm/dd/yyyy
- Application approved; date of approval mm/dd/yyyy

Note: Please send a copy of your Federal CTP Program application to FCSUA **when submitted** and notify FCSUA **upon Federal CTP Program approval**.

Use the space below to provide any needed clarification related to General Program Information:

FPCTP Staffing

Please complete Questions 9-11 to describe the staff members who work on the FPCTP, the number of hours they work, their function, and how staff member salaries are funded. Do not include peer mentors in this section.

- › **Question 10-Column B:** Identify each staff member who works on the FPCTP (noted by their initials), regardless of how they are funded.
- › **Question 10-Column C:** Enter the number of hours per week that equals 1.00 FTE for each staff member's position (e.g., 40 hours, 37.5 hours).
- › **Question 10-Column D:** Enter the number of hours per week the staff member works **for the IHE in any capacity.**
- › **Question 10-Column E:** Enter the number of hours per week the staff member works **specifically for the FPCTP.** When reporting staff hours do so based on a **typical week.**
- › **Question 10-Columns F-P:** Enter the number of hours the staff member functions in each (or any) of the roles.

9. How many staff members work directly on the FPCTP?

10. Use one row for each staff member. Please **calculate totals** in Column Q and the bottom row. If you have more than 10 staff members call the FCSUA at (407) 823-5225.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
Staff mem #	Staff member initials	Hours in 1 FTE for this position	Hours per week at IHE	Hours per week with FPCTP	Roles											Total hours across roles
					Director/ leadership	Program coordination	Clerical	Advising	Instruction	Employment support and/or placement	Residential support	Academic Support	Social Support	Other	Other	
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
Total hours																

11. Enter the number of hours for each FPCTP staff member funded by each source listed in Columns A-C. Please **calculate totals** in the bottom row of Columns A-C.

Staff mem #	Staff member initials	Hours per week with FPCTP (from Question 10-Column E)	A	B	C
			# of hours on the FPCTP funded by FPCTP Grant	# of hours on the FPCTP funded directly by the IHE	# of hours on the FPCTP funded by other source(s)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
Total hours					

Use the space below to provide any needed clarification related to FPCTP Staffing:

External Service Providers

12. a. Do agencies or organizations external to the institution provide services and/or program-related experiences to the students in the FPCTP? Please select

If yes:

- b. Please select the appropriate agency or organization and describe the type of service or experience provided.

Agency or organization	Type of service or experience
Please select	
Please select	
Please select	
Please select	
Please select	
Please select	
Please select	

Use the space below to provide any needed clarification related to External Service Providers:

FPCTP Credentials

13. This section focuses on the credential(s) available to students enrolled in the FPCTP. Please create one entry for each credential offered. If your FPCTP offers more than 10 credentials please call the FCSUA at (407) 823-5225.

Example:

Technology Assistant Credential

Length of study for credential: 30 credit hours

Credential(s) offered by the FPCTP:

Credential 1:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
 - g. How many students enrolled in the FPCTP in 2019-2020 are **expected to earn** this credential upon program completion?
 - h. How many students **completed** this credential during 2019-2020?
-

Credential 2:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
 - g. How many students enrolled in the FPCTP in 2019-2020 are **expected to earn** this credential upon program completion?
 - h. How many students **completed** this credential during 2019-2020?
-

Credential 3:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
 - g. How many students enrolled in the FPCTP in 2019-2020 are **expected to earn** this credential upon program completion?
 - h. How many students **completed** this credential during 2019-2020?
-

Credential 4:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
 - g. How many students enrolled in the FPCTP in 2019-2020 are **expected to earn** this credential upon program completion?
 - h. How many students **completed** this credential during 2019-2020?
-

Credential 5:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
 - g. How many students enrolled in the FPCTP in 2019-2020 are **expected to earn** this credential upon program completion?
 - h. How many students **completed** this credential during 2019-2020?
-

Credential 6:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
 - g. How many students enrolled in the FPCTP in 2019-2020 are **expected to earn** this credential upon program completion?
 - h. How many students **completed** this credential during 2019-2020?
-

Credential 7:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
 - g. How many students enrolled in the FPCTP in 2019-2020 are **expected to earn** this credential upon program completion?
 - h. How many students **completed** this credential during 2019-2020?
-

Credential 8:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
 - g. How many students enrolled in the FPCTP in 2019-2020 are **expected to earn** this credential upon program completion?
 - h. How many students **completed** this credential during 2019-2020?
-

Credential 9:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
 - g. How many students enrolled in the FPCTP in 2019-2020 are **expected to earn** this credential upon program completion?
 - h. How many students **completed** this credential during 2019-2020?
-

Credential 10:

- a. Name of credential
 - b. Length of study for credential: amount unit
 - c. Describe the credential:
 - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
 - e. *If yes*, describe the levels or benchmarks:
 - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
 - g. How many students enrolled in the FPCTP in 2019-2020 are **expected to earn** this credential upon program completion?
 - h. How many students **completed** this credential during 2019-2020?
-

Use the space below to provide any needed clarification related to FPCTP Credentials:

FPCTP Recruitment, Enrollment, and Retention

Eligibility and Recruitment

14. a. How many **eligible students** (potential FPCTP enrollees) do you estimate were within the FPCTP’s target recruitment area for this reporting year: **2019-2020**?

b. Describe the source(s) of information from which this estimate is made:

--

15. What was the **enrollment capacity** of the FPCTP for **2019-2020**? students

16. List the local K-12 school districts, private schools, and other entities with which your FPCTP collaborates regarding **student recruitment**:

17. Describe your efforts to **recruit** students for **enrollment in 2019-2020**:

--

FPCTP Enrollment in This Reporting Year: 2019-2020

In this section, if a student was enrolled at your institution prior to 2019-2020, **but first participated in the FPCTP in 2019-2020**, count that student as: (1) a **new applicant** and (2) a **new enrollee** for 2019-2020.

18. a. Number of FPCTP **applicants** for 2019-2020:
- b. Of these applicants, how many were Florida residents?
 - c. Of these applicants, how many were non-Florida residents?
19. a. Number of new FPCTP students **accepted** for 2019-2020:
- b. Of these students, how many were Florida residents?
 - c. Of these students, how many were non-Florida residents?
20. a. Number of students **enrolled** in the FPCTP across 2019-2020:
- b. Of these students, how many were **new** to the FPCTP?
 - c. Of these students, how many were **returning** to the FPCTP in 2019-2020 (enrolled in the FPCTP in previous year(s))?
21. Of the students **enrolled** in the FPCTP in 2019-2020:
- a. How many students **completed the FPCTP** in 2019-2020?
 - b. How many students are **expected to return** to the FPCTP in 2019-2020?
 - c. How many students left during 2019-2020 **without completing** the FPCTP?
22. a. Which of the following supports, strategies, and services did you use in efforts to **retain** FPCTP students during **2019-2020**? (select all that apply)
- Advising and/or increased advising session frequency
 - Peer mentors
 - Program support meetings
 - Tutoring
- b. Describe any additional supports, strategies, or services used to **retain** FPCTP students during **2019-2020**:

Projected FPCTP Enrollment for 2020-2021

In this section, if a student was enrolled at your institution prior to 2020-2021 but **is expected to first participate in the FPCTP in 2020-2021** count that student as: (1) a **new applicant** and (2) a **new enrollee** for 2020-2021.

23. a. How many **eligible students** (potential FPCTP enrollees) do you estimate are within the FPCTP's target recruitment area for **2020-2021**?
- b. Describe the source (s) of information from which this estimate is made (*if different from 14b*):

24. What is the FPCTP's **anticipated enrollment capacity** for **2020-2021**? _____ students

25. Number of **new FPCTP applicants** you expect for **2020-2021**:

26. Number of **new FPCTP** students you expect to **accept** for **2020-2021**:

27. a. **Total number** of FPCTP students you expect to **enroll** in **2020-2021**:

b. Of these students how many do you expect to be **new** to the FPCTP in **2020-2021**?

c. Of these students how many do you expect to **return** to the FPCTP in **2020-2021** (enrolled in the FPCTP in previous year(s))?

Future FPCTP Enrollment Projections

28. a. How many **eligible students** (potential FPCTP enrollees) do you estimate will be within the FPCTP's target recruitment area for **2021-2022**?

b. Describe the source(s) of information from which this estimate is made (*if different from 14b*):

29. What is the FPCTP's **anticipated enrollment capacity** for **2021-2022**? _____ students

30. Number of **new FPCTP** students you expect to **accept** for **2021-2022**:

31. **Total number** of FPCTP students you expect to **enroll** in **2021-2022**:

Use the space below to provide any needed clarification related to FPCTP Recruitment, Enrollment, and Retention:

Peer Mentors

32. a. Did the FPCTP include support provided by **peer mentors** as a program service during **2019-2020**? Please select

If yes:

b. Number of peer mentors who provided support to your students during 2019-2020:

c. Were peer mentors compensated or credited in some manner for their services? Please select

d. *If yes:* How were peer mentors compensated? Please select

e. Please identify the kinds of support peer mentors provided to your students (check all that apply):

- Employment support
- Residential support
- Academic support
- Social support
- Other Please describe

f. In a **typical week**, how many **total hours** of peer support were provided to the FPCTP students? hours per week

Use the space below to provide any needed clarification related to Peer Mentors:

**Florida Postsecondary Comprehensive Transition Program (FPCTP)
Annual Report Template – Student Information
Reporting Year: 2019-2020**

Complete a Student Information Report **for each student** in your FPCTP. Refer to the instructions below to determine which sections apply to which students. The instructions also appear at the beginning of each section. Every section does not apply to every student. If a section is not applicable to a specific student leave it blank.

Instructions

- ▶ Complete **Section 1: General Student Information** for each student who **entered** the FPCTP during 2019-2020. Upon your request, we will complete this information for students for whom you submitted a 2018-2019 report. **Please notify us by May 29** if you want us to do this. Otherwise you can copy and paste the relevant information from last year's report to this year's. In either case, please verify that content, edit as needed, and continue with other relevant sections.
- ▶ Complete **Section 2: Annual Student Information** for each student **enrolled** in the FPCTP during this reporting year (those who continued from last year and those who entered new this year): 2019-2020.
- ▶ Complete **Section 3: Student Exit Information** for each student who **exited** the FPCTP **during or at the end of this reporting year** (2019-2020), regardless of reason for exit.
- ▶ **Every year for five years** after a student completes the FPCTP, the institution must report the student's employment and wage data. Complete **Section 4: FPCTP Completer Follow-Up Information** for each student who **completed** your FPCTP between one and five years ago. For this reporting year (2019-2020), enter this information for any student who completed your FPCTP during or at the end of 2016-2017, 2017-2018 or 2018-2019.

Glossary

Competitive integrated employment

Employment in which the employee receives competitive earnings, works in an integrated location, and has opportunities for advancement. In this report, competitive integrated employment does not include the receipt of ongoing supported employment services.

FPCTP

Florida Postsecondary Comprehensive Transition Program

IHE

Institution of higher education

PSE

Postsecondary education

Self-employment

A type of competitive integrated employment in which an individual operates a business as a sole proprietor, partner in a partnership, independent contractor, or consultant.

Sheltered workshop

A supervised, work setting where the majority of people have a disability.

Supported employment

Competitive employment while receiving ongoing support services.

Unpaid work experience

Any type of work for which the individual does not receive any direct compensation.

Section 1: General Student Information

Complete this section for each student who **entered** the FPCTP during 2019-2020. Upon your request, we will complete this information for students for whom you submitted a 2018-2019 report. **Please notify us by May 29** if you want us to do this. Otherwise you can copy and paste the relevant information from last year's report to this year's. In either case, please verify that content, edit as needed, and continue with other relevant sections.

Institution name:

1. First name:
2. Last name:
3. Middle initial:
4. Date of birth: mm/dd/yyyy
5. Student ID #:
6. Gender: Please select
7. Is this student Hispanic or Latino? Please select
8. Race (choose one or more that apply):
 - American Indian or Alaskan Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White or Caucasian
 - Other or unknown
 - No response
9. Is this student a Florida resident? Please select
10. When did this student first begin the FPCTP? mm/dd/yyyy
11. a. Was this student enrolled at your institution before becoming a FPCTP student? Please select
 - If yes:*
 - b. What was the nature of this student's **most recent** enrollment? Please select

c. Was this student still enrolled in K-12 education while attending your institution?
Please select

12. Please list all credential programs in which this student is enrolled (i.e., all credentials he or she is anticipated to earn by the time of FPCTP completion).

Name of credential

13. How long is it expected to take this student to complete the FPCTP (e.g., 2 years)? Note, if a student was enrolled in your program **before** it was approved as a FPCTP and was **fulfilling requirements toward FPCTP completion** during that time, include that period in this response.
amount unit of time

14. When is this student expected to complete the FPCTP? mm/dd/yyyy

15. What type of K-12 school did this student most recently attend? Please select

16. When did this student exit from K-12 education? mm/dd/yyyy

17. What did this student earn upon exit from K-12 education? Please select

18. Prior to entering the FPCTP, where did this student live? (choose one)

- With parents, siblings, or extended family
- Alone, or on his or her own with a spouse, domestic partner, or roommate(s)
- In military housing, job training program facility, or a college dormitory
- In a group home, assisted living center, or other supervised living arrangement
- In a health, mental health, or correctional facility
- Other Please describe

19. Which of the following career clusters best represent this student's employment interests upon entering the FPCTP? (choose all that apply)

- Agriculture, food, and natural resources
- Architecture and construction
- Arts, A/V technology, and communication
- Business management and administration
- Education and training
- Energy
- Engineering and technology
- Finance
- Government and public administration
- Health science
- Hospitality and tourism
- Human services
- Information technology
- Law, public safety, and security
- Manufacturing
- Marketing, sales, and service
- Transportation, distribution, and logistics
- None

20. a. **At any time** within the year preceding FPCTP entry, was this student in **competitive integrated employment** at or above minimum wage, not receiving ongoing supported employment services? Please select

If yes:

- b. How many hours per week was this student in competitive integrated employment in the year preceding FPCTP entry?
- c. What **career cluster** most accurately represents this student's primary competitive integrated employment in the year preceding FPCTP entry? Please select

21. a. **At any time** within the year preceding FPCTP entry, was this student in competitive employment **and** receiving ongoing **supported employment** services? Please select

If yes:

b. How many hours per week was this student in supported employment in the year preceding FPCTP entry?

c. What **career cluster** most accurately represents the primary field in which this student was in supported employment in the year preceding FPCTP entry?
Please select

22. a. **At any time** within the year preceding FPCTP entry, was this student working in a **sheltered workshop**? Please select

If yes:

b. How many hours per week was this student working in a sheltered workshop in the year preceding FPCTP entry?

c. What **career cluster** most accurately represents the primary field in which this student was working in a sheltered workshop in the year preceding FPCTP entry? Please select

23. a. **At any time** within the year preceding FPCTP entry, was this student engaged in an **unpaid work experience**? Please select

If yes:

b. How many hours per week was this student engaged in an unpaid work experience in the year preceding FPCTP entry?

c. What **career cluster** most accurately represents the primary field in which this student was engaged in an unpaid work experience in the year preceding FPCTP entry?
Please select

Use the space below to provide any needed clarification related to Section 1: General Student Information:

Section 2: Annual Student Information – All FPCTP Enrollees

Complete this section for each student **enrolled** in the FPCTP during this reporting year (those who continued from last year and those who entered new this year): 2019-2020.

Institution name:

First initial and last name of student:

Example: *J. Smith*

1. What was this student's enrollment status in 2019-2020? If this student **entered** the FPCTP during 2019-2020 select "New". Please select

2. a. Which of the following best describes this student's status regarding Satisfactory Academic Progress (SAP) **at the end** of 2019-2020? (**select only one**)

Made SAP, progressing as planned. Student remains eligible for FPCTP Scholarship.

Struggled to make SAP, advising and additional supports are planned (*please describe below*). Student remains eligible for FPCTP Scholarship.

Did not make SAP, moved to probationary status, advising and additional supports are planned (*please describe below*). Student is not eligible for FPCTP Scholarship the following semester.

Did not make SAP, leaving FPCTP. Student is not eligible for FPCTP Scholarship the following semester.

b. If this student **struggled to make SAP** or **did not make SAP** and is **not leaving the FPCTP**, describe the plan for advising and additional supports:

3. In what semesters did this student enroll in the FPCTP this year? (choose all that apply)

Fall 2019

Spring 2020

Summer 2020

4. a. Did this student receive a FPCTP Scholarship in 2019-2020? Please select

If yes:

b. What was the total FPCTP Scholarship amount disbursed to this student in **2019-2020**?

\$

5. Where did this student live in 2019-2020? (choose one)

- In housing associated with the IHE
- With parents, siblings, or extended family
- Alone, or on his or her own with a spouse, domestic partner, or roommate(s)
- In military housing or a job training program facility
- In a group home, assisted living center, or other supervised living arrangement
- In a health, mental health, or correctional facility
- Other (please describe)

6. What was this student’s status for each credential track at the **end** of 2019-2020?

If you entered credentials in Section 1-Question 12, the information should appear below. If this does not display, or you did not complete Section 1-Question 12, type each credential name in the “Name of credential” field.

Name of credential	Status at end of 2019-2020
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select

Continue on next page.

7. Please use the table below to describe this student's 2019-2020 enrollment in each **course type**. Include **only** enrollment that is represented by a **course name and number**, regardless of the course type (e.g., CS 1021).

Course type	Did this student enroll in this course type in 2019-2020?	<i>If yes: Indicate the number of instances of this course type in which this student enrolled in 2019-2020.</i>	<i>If yes: Indicate the number of total credits or clock hours this student earned in this course type in 2019-2020.</i>
Regular enrollment/ credit bearing*	Please select		Please select
Audit/ no credit*	Please select		Please select
Non-credit bearing/ non-degree*	Please select		Please select
Unique FPCTP course	Please select		Please select
Internship course	Please select		Please select
Work experience course other than internship	Please select		Please select
Other Please describe	Please select		Please select

* IHE courses not unique to the FPCTP.

8. Total number of **courses** in which this student enrolled in 2019-2020:

Continue on next page.

9. Which of the following career clusters best represent this student's employment interests during 2019-2020? (choose all that apply)

- Agriculture, food, and natural resources
- Architecture and construction
- Arts, A/V technology, and communication
- Business management and administration
- Education and training
- Energy
- Engineering and technology
- Finance
- Government and public administration
- Health science
- Hospitality and tourism
- Human services
- Information technology
- Law, public safety, and security
- Manufacturing
- Marketing, sales, and service
- Transportation, distribution, and logistics
- None

10. a. **At any time** during 2019-2020, was this student in **competitive integrated employment** at or above minimum wage, not receiving ongoing supported employment services? Please select

If yes:

b. Was this competitive integrated employment a **formal component** of this student's FPCTP? Please select

c. **During what time** in 2019-2020 did this competitive integrated employment take place? Please select

d. How many hours per week was this student in competitive integrated employment in 2019-2020?

e. What **career cluster** most accurately represents this student's primary competitive integrated employment in 2019-2020? Please select

11. a. **At any time** during 2019-2020, was this student in competitive employment **and** receiving ongoing **supported employment** services? Please select

If yes:

b. Was this supported employment a **formal component** of this student's FPCTP?
Please select

c. **During what time** in 2019-2020 did this supported employment take place? Please select

d. How many hours per week was this student in supported employment in 2019-2020?

e. What **career cluster** most accurately represents the primary field in which this student was in supported employment in 2019-2020? Please select

12. a. **At any time** during 2019-2020, was this student working in a **sheltered workshop**?
Please select

If yes:

b. Was this sheltered work a **formal component** of this student's FPCTP? Please select

c. **During what time** in 2019-2020 did this student work in the sheltered workshop?
Please select

d. How many hours per week was this student working in a sheltered workshop in 2019-2020?

e. What **career cluster** most accurately represents the primary field in which this student was working in a sheltered workshop in 2019-2020? Please select

13. a. **At any time** during 2019-2020, was this student engaged in an **unpaid work experience**?
Please select

If yes:

b. Was this unpaid work experience a **formal component** of this student's FPCTP?
Please select

c. **During what time** in 2019-2020 did this unpaid work experience take place? Please select

d. How many hours per week was this student engaged in an unpaid work experience in 2019-2020?

e. What **career cluster** most accurately represents the primary field in which this student was engaged in an unpaid work experience in 2019-2020? Please select

Use the space below to provide any needed clarification related to Section 2: Annual Student Information:

Section 3: Student Exit Information

Complete this section for each student who **exited** the FPCTP **during or at the end of this reporting year** (2019-2020), regardless of reason for exit.

Institution name:

First initial and last name of student:

Example: *J. Smith*

1. What date was this student last was enrolled in the FPCTP? (e.g., last day of semester, date when this student left the FPCTP, etc.) mm/dd/yyyy
2. a. Why did this student leave the FPCTP? Please select
 b. If applicable, explain reason for student exit:

3. a. Did this student earn one or more credentials while enrolled in, or upon completion of, the FPCTP? Please select

If yes:

- b. List all credentials this student **earned**, whether the student also earned an industry certification as part of or in association with each credential, and *if yes*, the name of each industry certification:

Name of credential	Industry certification (yes/no)	Name of industry certification
	Please select	
	Please select	
	Please select	
	Please select	
	Please select	
	Please select	
	Please select	
	Please select	
	Please select	
	Please select	
	Please select	

4. What are this student's plans for the **12 months** following exit from the FPCTP?
(select multiple if applicable)
- Competitive integrated employment, not** receiving ongoing supported employment services
 - Full-time
 - Part-time
 - Competitive employment **with** ongoing **supported employment** services
 - Full-time
 - Part-time
 - Enter a postsecondary education degree program (e.g., AA, AS, BS, etc.)
 - Enter a postsecondary education certificate or industry certification program
 - Enter another FPCTP
 - Enter a postsecondary education program for students with ID (not a FPCTP)
 - Enter an adult education program
 - Other Please describe

5. What are this student's plans **beyond one year** from FPCTP exit?

IMPORTANT

Be sure to collect and retain the most recent student contact information. You will need this each year to collect the required follow-up information regarding employment status and wages.

Use the space below to provide any needed clarification related to Section 3: Student Exit Information:

Section 4: Completer Follow-Up Information

Every year for five years after a student completes the FPCTP, the institution must report the student's employment and wage data (FS §1004.6495).

Complete this section for each student who **completed** your FPCTP between one and five years ago. For this reporting year (2019-2020), enter this information for any student who completed your FPCTP during or at the end of 2016-2017, 2017-2018 or 2018-2019. Note that each year, you will report on all completers for five years after their exit from your FPCTP, **even if you couldn't contact them the previous year.**

Institution name:

First initial and last name of student (e.g., J. Smith):

Date student completed the FPCTP: mm/dd/yyyy

1. a. Were you able to reach someone who could provide the information needed to complete this section? Please select

If no:

- b. Please describe your efforts to contact someone for this information. Note, you are responsible for obtaining follow-up information for every completer **every** year for five years after completion.

If yes:

- c. How was this follow-up information obtained (e.g., phone, e-mail, in-person meeting)?
- d. Who provided the information (e.g., student, parent, other family member, advocate, etc.)?
- e. When was this follow-up information collected? mm/dd/yyyy
2. Where does this former student currently live? (choose one)
- With parents, siblings, or extended family
- Alone, or on his or her own with a spouse, domestic partner, or roommate(s)
- In military housing, job training program facility, or a college dormitory
- In a group home, assisted living center, or other supervised living arrangement
- In a health, mental health, or correctional facility
- Other Please describe

3. a. Which of the following best describes this former student's **current employment status**? (choose one)
- Competitive integrated employment, not** receiving ongoing supported employment services
 - Competitive employment **with** ongoing **supported employment** services
 - Self-employed Please describe
 - Working in a sheltered workshop
 - Not currently employed (**skip to Question 5**)
- b. On average, how many hours per week does this former student currently work?
- c. What is the basis for this former student's earnings? (choose one)
- Hourly wage Enter rate
 - Hourly wage + tips Enter rate
 - Fixed salary (such as annual) Enter rate
 - Daily rate Enter rate
 - Piece rate Enter rate
 - Commission Enter rate
 - Other (e.g., by the job) Please describe Enter rate
- d. Based on the average number of hours worked (Item b) and the basis for his or her earnings (Item c), how much does this former student currently earn **per week**?
\$
- e. What career cluster most accurately represents this former student's current employment? Please select
- f. Former student's current job title:
- g. Former student's current employer:
- h. Which benefits, if any, does this former student receive from his or her current employer? (choose all that apply)
- Health insurance
 - Vision insurance
 - Dental insurance
 - Paid annual/ vacation leave
 - Paid sick leave
 - Other Please describe

4. **Across all jobs and employment types**, what is the **estimated amount** this former student earned during the past year? \$

PAUSE:

If this former student is currently employed, skip to Question 6 and continue.

If this former student is not currently employed, continue with Question 5 on.

5. a. Did this former student work in any of the following contexts at **any time during the past year?** (choose all that apply)

- Competitive integrated employment, not** receiving ongoing supported employment services
- Competitive employment **with** ongoing **supported employment** services
- Self-employed Please describe
- Sheltered workshop
- Unpaid work experience

- b. If this former student engaged in any paid work, what is the **estimated amount** he or she earned during the past year? \$

6. a. Was this former student enrolled in any postsecondary education or training classes **during the past year?** Please select

If yes:

- b. Which of the following best describes the nature of this postsecondary education enrollment? (choose all that apply)

- Degree-seeking (e.g., AA, AS, BS, etc.)
- Certificate or industry certification program
- Another FPCTP
- PSE program for students with ID (not a FPCTP)
- Adult education
- Other Please describe
- Unknown

7. a. Did this former student earn any additional degrees, credentials, or certifications **in the past year** (this does not include credentials and certifications earned in your FPCTP)? Please select

If yes:

- b. Name of degree(s), credential(s), and/or certification(s):

8. Did this former student receive any of the following benefits **in the past year?**
(choose all that apply)

- SSI - Supplemental Security Income
- SSDI - Social Security Disability Insurance
- Medicaid
- Reemployment Assistance Benefits (unemployment compensation)
- Other Please describe
- None

Use the space below to provide any needed clarification related to Section 4: Completer Follow-Up Information:

Thank you for providing this information!

Appendix D

Table of FCSUA Presentations at Conferences, Institutes, Workshops, and Onsite Meetings

Summary of FCSUA Staff 2019-2020 Onsite and Online Meetings Workshops, Webinars, Conference Presentations

Onsite Meetings					
Date	Event	Type	Location/ Presenter	Focus	Audience
12/10/2019	FAMU – Hernando County FPCTP Development Meeting	Onsite Meeting	FAMU Chinsegut, Brooksville, FL Drew Andrews	FPCTP Development	FAMU faculty and staff, Hernando County School District personnel, FCSUA staff
1/1/2020	FIU EMBRACE FPCTP Development Meeting	Onsite Meeting	FIU Miami, FL Janice Seabrooks-Blackmore, Drew Andrews	FPCTP Development	FIU faculty, FCSUA
2/12/2020	Lively Technical College FPCTP Development Meeting	Onsite Meeting	Lively Tech, Tallahassee, FL Janice Seabrooks-Blackmore, Paula Kohler	FPCTP Development	Lively Tech administration and staff, FCSUA
Online/Web and Phone Meetings					
10/24/2019	Florida Senate presentation	Presentation via Zoom	Paula Kohler	FPCTP information and resources	Florida Senate committee
11/14/2019	Florida International University meeting / FPCTP	Zoom meeting	Paula Kohler, Janice Seabrooks-Blackmore, Drew Andrews	FPCTP programs and FCSUA resources	FIU and FCSUA personnel
11/21/2019	Florida Gulf Coast University meeting / FPCTP	Zoom meeting	Paula Kohler, Janice Seabrooks-Blackmore, Drew Andrews	FPCTP programs and FCSUA resources	FGCU and FCSUA personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
11/22/2019	FCSUA and Think College	Zoom meeting	Paula Kohler, Janice Seabrooks-Blackmore, Drew Andrews	FCSUA and Think College collaboration	FCSUA and Think College personnel
12/4/2019	FCSUA and Immokalee Technical College	Zoom meeting	Paula Kohler, Janice Seabrooks-Blackmore, Drew Andrews	FPCTP development	I-Tech and FCSUA staff
12/12/2019	FCSUA and Senate Appropriations Committee	Zoom meeting	Paula Kohler, Janice Seabrooks-Blackmore, Drew Andrews	FPCTP update	FCSUA staff and Senate Appropriations Committee
12/20/2019	FCSUA and Orange Technical College	Zoom meeting	Drew Andrews	FPCTP questions	FCSUA staff and OCT-W staff
1/7/2020	FCSUA and Florida International University	Zoom meeting	Drew Andrews	FPCTP questions	FCSUA staff and FIU staff
1/28/2020	FCSUA and YLF Planning Team	Zoom Meeting	Drew Andrews	FCSUA support to Florida YLF	FCSUA, Florida YLF team, and agency staff
2/20/2020	FCSUA and Okaloosa Technical College	Zoom Meeting	Janice Seabrooks-Blackmore, Drew Andrews	FPCTP development	Okaloosa Tech staff and FCSUA staff
3/5/2020	FCSUA, Think College, and FDDC planning meeting	Zoom Meeting	Janice Seabrooks-Blackmore, Drew Andrews	Expanding postsecondary education in Florida	FCSUA, FDDC, Think College
3/10/2020	USF, FPCTP development discussion	Zoom Meeting	Janice Seabrooks-Blackmore, Drew Andrews	FCSUA	FCSUA staff, USF
3/11/2020	FIU, FPCTP development discussion	Zoom Meeting	Janice Seabrooks-Blackmore, Drew Andrews	FCSUA	FCSUA staff, FIU

Date	Event	Type	Location/ Presenter	Focus	Audience
3/27/2020	Florida YLF 2020 planning	Zoom Meeting	Drew Andrews	FCSUA participation in FL YLF	FCSUA, Florida YLF Planning team
3/30/2020	FCSUA and Lively Technical College	Zoom Meeting	Janice Seabrooks-Blackmore, Drew Andrews	FPCTP development	Lively Tech staff and FCSUA staff
4/3/2020	FGCU, FPCTP development discussion	Zoom Meeting	Janice Seabrooks-Blackmore, Drew Andrews	FCSUA	FCSUA staff, FGCU staff
4/23/2020	FAU FPCTP Grant Proposal	Zoom Meeting	Janice Seabrooks-Blackmore, Drew Andrews	FPCTP Enhancement Grant development	FAU staff and FCSUA staff
4/24/2020	FCSUA, Think College, FDDC	Zoom Meeting	Janice Seabrooks-Blackmore, Drew Andrews	Family Modules for website	FCSUA staff, Think College staff, FDDC staff
4/30/2020	Bureau of Exceptional Education and Student Services (BEESS) State Secondary Transition Interagency Council (SSTIC)	Zoom Meeting	Drew Andrews	BEESS SSTIC, FCSUA Mid-Year Virtual Meeting	FCSUA, SSTIC
6/4/2020	Santa Fe SAINTS	Zoom Meeting	Janice Seabrooks-Blackmore, Drew Andrews	FCSUA reporting questions	FCSUA, Santa Fe SAINTS staff
6/5/2020	University of North Florida / On Campus Transition	Zoom Meeting	Janice Seabrooks-Blackmore, Drew Andrews	FPCTP development requirements	FCSUA, UNF, OCT staff

Date	Event	Type	Location/ Presenter	Focus	Audience
6/23/2020	Robert Morgan Technical College	Zoom Meeting	Janice Seabrooks-Blackmore, Drew Andrews	FPCTP Annual Report requirements	FCSUA staff, RMTC staff
6/30/2020	Florida International University / EMBRACE	Zoom Meeting	Janice Seabrooks-Blackmore, Drew Andrews	FPCTP reporting requirements	FCSUA, FIU EMBRACE staff
7/29/2020	Florida State College Jacksonville	Zoom Meeting	Janice Seabrooks-Blackmore, Drew Andrews	FPCTP development requirements	FCSUA staff, FSCJ staff
8/4/2020	Broward College	Zoom Meeting	Janice Seabrooks-Blackmore, Drew Andrews	FPCTP COVID planning	FCSUA, Broward College – Seahawk NEST
8/21/2020	Okaloosa Technical College	Zoom Meeting	Janice Seabrooks-Blackmore, Drew Andrews	FPCTP development requirements	FCSUA, Okaloosa Technical College, Okaloosa UP
Webinars					
Date	Event	Type	Location/ Presenter	Focus	Audience
10/1/2019	Florida Postsecondary Education Program Planning Institute – team leader preparation webinar	Webinar	FLPEPEPPI Team Leaders, Paula Kohler, Drew Andrews, Claudia Bello Punto	FLPEPPI team leader preparations	FLPEPPI team leaders
10/8/2019	Florida Postsecondary Education Program Planning Institute – facilitator preparation webinar	Webinar	FLPEPEPPI Facilitators Paula Kohler, Drew Andrews,	FLPEPPI facilitator preparation	FLPEPPI facilitators
5/19/2020	Florida Postsecondary Comprehensive Transition Program Annual Program and Student Reports	Webinar	Janice Seabrooks-Blackmore, Claudia Bello Punto, Drew Andrews	Submitting the FPCTP Annual Program and Student reports	FPCTP directors, coordinators, and staff

Date	Event	Type	Location/ Presenter	Focus	Audience
6/2/2020	Virtual Mid-Year Check and Connect Institute – facilitator preparation webinar	Webinar	Facilitators Janice Seabrooks-Blackmore, Drew Andrews	Mid-Year Check and Connect facilitator preparation	Mid-Year Check and Connect facilitators
6/9/2020	Virtual Mid-Year Check and Connect Institute – team leader preparation webinar	Webinar	Janice Seabrooks-Blackmore, Drew Andrews	Mid-Year Check and Connect team leader preparation	Mid-Year Check and Connect team leaders
6/16/2020	Virtual Mid-Year Check and Connect Institute – Virtual Overview webinar	Webinar	Janice Seabrooks-Blackmore, Drew Andrews	Mid-Year Check and Connect virtual overview	Mid-Year Check and Connect participants
9/1/2020	Continued Conversation on COVID Supports and Resources	Webinar	Janice Seabrooks-Blackmore, Iris Neil, Drew Andrews	COVID supports and resources available	FPCTP directors, coordinators, and staff
9/16/2020	College and Career Transition Club Sponsor Support and Strategies Meeting	Webinar	Iris Neil, Phillip Sasse, Janice Seabrooks-Blackmore,	CCT Club sponsor supports and strategies	College and Career Transition Club sponsors
FCSUA Monthly Webinars					
Date	Event	Type	Location/ Presenter	Focus	Audience
10/1/2019	Preparing for the Florida Postsecondary Education Program Planning Institute – Fall 2019: Using the Online Strategic Planning Tool to Summarize Your Work and Prepare for the Future	FCSUA monthly webinar	Paula Kohler	Using the online Postsecondary Program Planning Tool	Postsecondary and K-12 educators, agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
12/3/2019	Florida Shines / My Career Shines	FCSUA monthly webinar	Maggie Miller	Florida Shines / My Career Shines	Postsecondary and K-12 educators, agency personnel
1/7/2020	Completing and Submitting the International Mentor Training Program Certification (IMTPC) Documentation to the College Reading and Learning Association (CRLA)	FCSUA monthly webinar	Michael Saenz, UT Dallas	Becoming a certified mentor program	Postsecondary and K-12 educators, agency personnel
2/4/2020	Project TOPS (Transitions to PostSecondary InstitutionS): FPCTP Development and Structure at Robert Morgan Educational Center and Technical College	FCSUA monthly webinar	Dr. Vivian Vieta, RMTC	FPCTP Project TOPS, RMTC	Postsecondary and K-12 educators, agency personnel
3/3/2020	Updates on Florida Postsecondary Comprehensive Transition Program Application and Grant Proposals	FCSUA monthly webinar	Janice Seabrooks-Blackmore, Drew Andrews	Updates on FPCTP Program Applications and Grant Proposals	Postsecondary and K-12 educators, agency personnel
4/7/2020	Mental Health and Wellness – Meeting the Needs of Students in Florida Postsecondary Comprehensive Transition Programs	FCSUA monthly webinar	Dr. Debbie Reed	Mental health and wellness	Postsecondary and K-12 educators, agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
4/21/2020	We are in This Together – Supports for New Programs in Submitting Florida Postsecondary Comprehensive Transition Program Applications	FCSUA monthly webinar	Dr. Janice Seabrooks-Blackmore	FCSUA portal - FPCTP Applications submission process	Postsecondary and K-12 educators, agency personnel
5/5/2020	FCSUA Portal – FPCTP Start-Up and Enhancement Grants	FCSUA monthly webinar	Dr. Janice Seabrooks-Blackmore	FCSUA portal - FPCTP Grant Proposal submission process	Postsecondary and K-12 educators, agency personnel
Conference/Meeting Information Table/Booths					
Date	Event	Type	Location/ Presenter	Focus	Audience
10/13-15 /2019	Florida Council for Exceptional Children Conference	Conference information table	Daytona, FL Drew Andrews, Janice Seabrooks-Blackmore	FCSUA and FPCTP information and resources	Family members, students with disabilities, educators and agency personnel
10/23-26 /2019	Division on Career Development and Transition International Conference	Conference information table	Seattle, WA Drew Andrews, Janice Seabrooks-Blackmore	FCSUA and FPCTP information and resources	Transition stakeholders
11/9/2019	DSFF Adults with Down Syndrome Clinic	Conference information table	Orlando, FL Drew Andrews	FCSUA and FPCTP information and resources	Adults with Down Syndrome, family members, professionals
11/12/2019	State of the Art Conference / Student College Fair	Information table	Reno, NV Janice Seabrooks-Blackmore, Drew Andrews	FCSUA and FPCTP information and resources	Students

Date	Event	Type	Location/ Presenter	Focus	Audience
11/18/2019	APD Providers Workshop	Onsite meeting	Wildwood Community Center, Wildwood, FL Drew Andrews	FPCTP programs and FCSUA resources	APD Providers
1/17-19/2020	Florida CARD	Conference information table	Orlando, FL Janice Seabrooks-Blackmore, Drew Andrews	FCSUA and FPCTP information and resources	Family members, students with disabilities, educators and agency personnel
1/25/2020	Volusia County ESE Family Event	Family conference	Daytona, FL Drew Andrews	FCSUA and FPCTP information and resources	Family members, students with disabilities, educators and agency personnel
2/11/2020	Developmental Disabilities Awareness Day at the Capitol	Awareness Day	Tallahassee, FL Paula Kohler, Janice Seabrooks-Blackmore, Drew Andrews	FCSUA and FPCTP information and resources	Advocates from around Florida
Presentations at Conferences and Meetings					
Date	Event	Type	Location/ Presenter	Focus	Audience
10/14/2019	Florida Council for Exceptional Children Conference	Presentation	Daytona Beach, FL Paula Kohler, Janice Seabrooks-Blackmore, Drew Andrews	FCSUA and FPCTP information and resources	K-12 and postsecondary educators, administrators, agency personnel and family members
10/17/2019	Florida AHEAD Accessibility Conference	Presentation	Ft. Lauderdale, FL Paula Kohler, Janice Seabrooks-Blackmore, Drew Andrews	FPCTP Development	Postsecondary educators, disability services office personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
10/24/2019	Division on Career Development and Transition International Conference	Presentation	Seattle, WA Paula Kohler, Janices Seabrooks-Blackmore, Drew Andrews	FPCTP information and resources	K-12 and postsecondary educators, administrators, and agency personnel
11/12/2019	State of the Art Conference / Student College Fair	Information table	Reno, NV Janice Seabrooks-Blackmore, Drew Andrews	FPCTP information and resources	Students
11/13/2019	State of the Art Conference	Presentation	Reno, NV Paula Kohler, Janice Seabrooks-Blackmore, Drew Andrews	FPCTP information and resources	Postsecondary educators, administrators, and agency personnel
11/18/2019	APD Providers Workshop	Onsite meeting	Wildwood Community Center, Wildwood, FL	FPCTP programs and FCSUA resources	APD Providers
12/18/19	FLDOE Administrators Management Meeting	Conference	St. Petersburg, FL Paula Kohler, Janice Seabrooks-Blackmore, Drew Andrews	Preparing for and Choosing the Right Florida Postsecondary Comprehensive Transition Program	Florida Public School ESE Administrators
1/19/2020	Florida CARD Conference	Conference	Janice Seabrooks-Blackmore, Drew Andrews	Inclusive Postsecondary Education: Strategies for Choosing the Right FPCTP	K-12 administrators, families, and agency personnel
1/22/2020	Institute for Small and Rural Districts Winter Institute	Institute	Janice Seabrooks-Blackmore, Drew Andrews	Strategies for Choosing the Right FPCTP	K-12 administrators, staffing specialists, and rural educators

Date	Event	Type	Location/ Presenter	Focus	Audience
1/25/2020	Volusia County School Parent Event	Parent Conference	Drew Andrews	FPCTP and FCSUA Resources	Volusia County educators, students and families
1/27/2020	Florida CEC Legislative Advocacy Meeting	Conference	Janice Seabrooks-Blackmore, Drew Andrews	FPCTP and FCSUA Resources	Florida CEC members
2/7/2020	Palatka High School College and Career Transition Club Meeting	Club meeting	Drew Andrews	FPCTPs and FCSUA Resources	Palatka High School students and staff
2/18/2020	Hartwick Symposium	Conference	Janice Seabrooks-Blackmore	FCIHE Meeting with IPSE, FCSUA updates	Students, families, IPSE faculty and staff, and community agency stakeholders
2/28/2020	Duval County Schools – Tools for Success Conference	Family Conference	Drew Andrews	Choosing the right FPCTP	Duval County families and school district staff
3/6/2020	Florida AHEAD at FAU	Disability Services conference	Drew Andrews	FPCTP development and FCSUA resources	Postsecondary disability services staff
6/5/2020	Family CAFE	Family Conference	Janice Seabrooks-Blackmore, Drew Andrews	Choosing the right FPCTP	Families and students
7/21/2020	Florida Youth Leadership Forum	Student Leadership Conference	Drew Andrews	Self-Determination	Student Leaders
7/21/2020	Florida Youth Leadership Forum	Student Leadership Conference	Drew Andrews	Choosing the right FPCTP	Student Leaders

Date	Event	Type	Location/ Presenter	Focus	Audience
7/29/2020	South Eastern Postsecondary Education Alliance (SEPSEA) Virtual Conference	Inclusive Postsecondary Education Conference	Janice Seabrooks-Blackmore, Drew Andrews	From Research to Practice: A Strategic Planning System for Postsecondary Education Programs	South eastern inclusive postsecondary education professionals and staff
FCSUA Institute and Midyear					
Date	Event	Type	Location/ Presenter	Focus	Audience
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Paula Kohler	Overview	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Allison Flanagan	Building Careers: Vocational Rehabilitation Services and Resources	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Reception	Lake Buena Vista, FL FPCTPs, agencies	Networking reception with FPCTPs and agencies	K-12 and postsecondary educators, administrators, and agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakfast Discussion Tables	Lake Buena Vista, FL Catherine Davey, Amanda Warren, Andrew Quigley, Kris Webb, Tara Rowe, Danie Roberts-Dahm, Debra Hart, Clare Papay	Discussion on Financial Aid, Guardian Advocacy, Mentoring Programs, Family Engagement, Person Centered Planning, Federal CTP application	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Paula Kohler, Roger Barnhart, Alicia Keaton, Victoria Saraceno	FPCTP Scholarships	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Debra Hart, Lyman Dukes, Rick Lockenbach	Barriers to establishing inclusive postsecondary programs	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Iris Neil	Incorporating Mindfulness in your FPCTP curriculum	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Kris Webb	Engaging Families in your FPCTP: How to Make it Happen	K-12 and postsecondary educators, administrators, and agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Horace Brown	Working with Vocational Rehabilitation to Support Students in FPCTPs	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Cole Eskridge	Universal Design: Applying Principals to Disability Services and Practices	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Carol Britton-Laws, Erika Walters	Variations on a Theme 1: CTPs from Other States	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Catherine Davey	Guardian Advocacy	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Michael Brady	Building Institutional Engagement	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Paula Kohler	Building Infrastructure to Sustain Programs for Students with Intellectual Disabilities	K-12 and postsecondary educators, administrators, and agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Susanna Miller-Raines	Variations on a Theme 2: CTPs From Other States	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Michele Castanos	Strategies for Providing Sexual Wellbeing with Your FPCTP Students	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Danie Roberts-Dahm, Tara Rowe	Approaches for Person Centered Planning Through Your FPCTP	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Kathy Becht	Florida Consortium on Inclusive Higher Education	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Callie Rhoades-Lackey	Providing Support for Mental Wellness	K-12 and postsecondary educators, administrators, and agency personnel
11/6-8/2019	Third Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Breakout Session	Lake Buena Vista, FL Andrew Quigley, Amanda Warren, Linda Mussillo	Providing Student Supports Through Peer Mentors	K-12 and postsecondary educators, administrators, and agency personnel
6/17-19/2020	2020 Virtual Mid-Year Check and Connect Institute	Pre-recorded Session	Virtual, Janice Seabrooks-Blackmore, Drew Andrews	FPCTPs 101	K-12 and postsecondary educators, administrators, and agency personnel
6/17-19/2020	2020 Virtual Mid-Year Check and Connect Institute	Pre-recorded Session	Virtual, Paula Kohler	Using the FPCTP Planning Tool	K-12 and postsecondary educators, administrators, and agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
6/17-19/ 2020	2020 Virtual Mid-Year Check and Connect Institute	Pre-recorded Keynote	Virtual, Harry Dido and Bud Buckhout, Syracuse University InclusiveU Completer and Director	Syracuse University Program Completer	K-12 and postsecondary educators, administrators, and agency personnel
6/17-19/ 2020	2020 Virtual Mid-Year Check and Connect Institute	General Session	Virtual, Janice Seabrooks-Blackmore	Mid-Year Check and Connect Overview	K-12 and postsecondary educators, administrators, and agency personnel
6/17-19/ 2020	2020 Virtual Mid-Year Check and Connect Institute	General Session	Virtual, Bud Buckhout	Building Financial Stability in Inclusive Higher Education Programs: A Framework	K-12 and postsecondary educators, administrators, and agency personnel
6/17-19/ 2020	2020 Virtual Mid-Year Check and Connect Institute	Type Alike Collaboration	Virtual, University, State College, and Technical College	University, State College, and Technical College Facilitated Discussions	K-12 and postsecondary educators, administrators, and agency personnel

Appendix E

1 – Resources in Development

2 – Summary of FCSUA Collaborative Activities

Resources in Development

▸ Summary of Performance

- The *Meaningful Postsecondary Education Summary of Performance (SOP) Toolkit* is being created for students, program staff, and families. The toolkit will provide young adults with intellectual disabilities, in post-high school settings, tools to use to identify, summarize and articulate their dreams, abilities, needs, strengths, and supports across all levels of their communities in age appropriate postsecondary environments that foster independence, productivity, and integration. (Sample environments: Educational, Social, Recreational, Employment, Living) Components will include: 1) a user-friendly format with accessible information, 2) exercises, activities and checklists to support students as they make critical decisions about their needs for success in postsecondary programs, 3) video vignettes of Student Directed SOP development, SOP Scripts, and practice in postsecondary settings. This toolkit will be completed by the end of 2020.

▸ Family2Family Toolkit

- The *Family2Family Toolkit* is a product being developed by the Florida Center for Students with Unique Abilities to guide families and students as they are planning for postsecondary education. The Toolkit, written in language that is accessible to students and their families, provides a catalyst or means to begin discussions about postsecondary education options after high school. Available resources for families of students who want to attend postsecondary education programs are highlighted. Families will (a) be introduced to a brief history and background of postsecondary education programs, (b) become familiarized with general information about programs, (c) be able to consider and identify the importance of student-centered and family-centered choices, and (d) gain greater understanding of how family roles may be defined once students enter postsecondary education. The web-based toolkit includes checklists and surveys which can be downloaded with the individual's responses. Interspersed throughout the toolkit are video recordings of families giving tips to parents considering college programs for their young adult with intellectual disabilities. Families will be to access the Toolkit on the FCSUA website in November, 2020.

▸ Think College

- *Secondary Student and Parent Preparation for Inclusive Higher Education and Student and Parent Supports in Inclusive Higher Education* are two online modules under development with a collaborative team from the University of South Florida St. Petersburg, College of Education and Think College at the Institute for Community Inclusion at the University of Massachusetts Boston, with funding from the Florida Developmental Disabilities Council. FCSUA will host the modules developed through this project on the FCSUA website.

Description of Specific FCSUA Collaborative Activities

- ▶ **Center for Autism and Related Disabilities (CARD)**
 - FCSUA informational table display at CARD 2020 Conference
 - FCSUA presentation at CARD 2020 Conference: *Inclusive Postsecondary Education: Strategies for Choosing the Right FPCTP*
 - UCF CARD informational table display at FLPEPPI 2020
- ▶ **College Reading and Learning Association (CRLA)**
 - FCSUA monthly informational webinar: *Completing and Submitting the International Mentor Training Program Certification (IMTPC) Documentation to the College Reading and Learning Association (CRLA)* – Michael Saenz, UT Dallas
- ▶ **Agency for Persons with Disabilities (ADP)**
 - Informational table display at Florida Postsecondary Education Program Planning Institute 2019
 - FCSUA presentation at Regional APD Providers Workshop
- ▶ **Florida Consortium for Inclusive Higher Education (FCIHE)**
 - Florida Postsecondary Education Program Planning Institute 2019 presentation: *Florida Consortium on Inclusive Higher Education* – Kathy Becht, FCIHE Director
 - Attended Hartwick Symposium to network with inclusive postsecondary programs, February 2020
 - Participated in FCIHE leadership meetings to provide information from the FCSUA
- ▶ **Florida Department of Education (FLDOE)**
 - FCSUA Assistant Director and Technical Assistance Coordinator is a member of the FLDOE Bureau of Exceptional Education and Student Services (BEESS) State Secondary Transition Interagency Council (SSTIC) and the Post-School Outcomes Subcommittee
 - Attended Administrators Management Meeting to network with school district exceptional education administrators, December 2019
 - Presentation at Administrators Management Meeting December 18, 2019: *Preparing for and Choosing the Right Florida Postsecondary Comprehensive Transition Program*
 - FLDOE invited to have an informational table display at FLPEPPI 2019
 - Institute for Small and Rural Districts (ISRD) - Presentation at ISRD Winter Institute, January 2020: *Strategies for Choosing the Right Florida Postsecondary Comprehensive Transition Program*
- ▶ **Florida Developmental Disabilities Council (FDDC)**
 - Florida Postsecondary Education Program Planning Institute 2019 presentation: *Barriers to Establishing Inclusive Postsecondary Programs*
 - FDDC invited to have an informational table display at FLPEPPI 2019
 - FCSUA to host FDDC family modules on website
- ▶ **Florida Vocational Rehabilitation (VR)**
 - Florida Postsecondary Education Program Planning Institute Keynote: *Building Careers: Vocational Rehabilitation Services and Resources* – Allison Flanagan, State VR Director

- Florida Postsecondary Education Program Planning Institute presentation: *Working with Vocational Rehabilitation to Support Students in Florida Postsecondary Comprehensive Transition Programs* – Horace Brown, State VR Transition Service Coordinator
 - Informational table display at FLPEPPI 2019
 - FCSUA provided financial support for VR counselors and VR Inclusive Postsecondary Education Liaisons to attend FLPEPPI 2019
- ▶ **Florida Youth Leadership Forum (YLF)**
- FCSUA provided support for students with intellectual disabilities to attend Florida Youth Leadership Forum in Tallahassee, July 2018, July 2019, and July 2020
 - FCSUA presentation at Youth Leadership Forum 2020: *Postsecondary Education: Choosing the Right Program*
 - FCSUA presentation at Youth Leadership Forum 2020: *Transition to College and Career: Improving Student Outcomes*
 - FCSUA presentation at Youth Leadership Forum 2020: *College and Career Transition Clubs: Preparing Students for Postsecondary Education Programs*
- ▶ **Think College**
- *Expanding Inclusive Higher Education Options for Students with Intellectual and Developmental Disabilities in Florida: 2018-TRS-300 Postsecondary Models.* A collaborative team from the University of South Florida St. Petersburg, College of Education and Think College at the Institute for Community Inclusion at the University of Massachusetts Boston, with funding from the Florida Developmental Disabilities Council, exploring how Florida colleges, universities, and career and technical education institutes are or are not able to support students with intellectual and developmental disabilities (IDD) in going to college. Grant supported with FCSUA graduate assistant, scheduling and identifying focus groups during FLPEPPI 2019, draft list of higher education programs in Florida that lack inclusive programs. FCSUA to host the modules developed through this project on the FCSUA website.

Appendix F

1 – Florida Postsecondary Education Program Planning Institute Program

2 – FPCTP Mid-Year Check-and-Connect Institute Agenda

Florida Center for Students with
UNIQUE ABILITIES

Fall 2019

**FLORIDA
POSTSECONDARY
EDUCATION
PROGRAM
PLANNING
INSTITUTE**



Welcome to our Third Annual Florida Postsecondary Education Program Planning Institute!

The purpose of this Institute is to increase understanding of resources available for and facilitate planning and implementation of Florida Postsecondary Comprehensive Transition Programs (FPCTP) for students with intellectual disabilities in all types of postsecondary education institutions: universities, state and community colleges, and career tech centers. We have postsecondary education institutions from across Florida represented here today. They are joined by colleagues from our K - 12 districts, VR counselors from Florida's Division of Vocational Rehabilitation, state leaders representing secondary and higher education, and numerous other stakeholders dedicated to improving post-school outcomes of our young people with unique abilities.

To help fulfill the vision of the Florida Postsecondary Comprehensive Transition Program Act, the Institute provides keynote sessions with postsecondary education leaders, breakout content sessions, facilitated team planning meetings, opportunities for your team to meet one-on-one with national and state content experts, and networking with colleagues from across the state whose innovative programs are serving students with intellectual disabilities and preparing them for employment.

TIPS

- **Encourage teammates to attend as many different content sessions as possible to get the most benefit from all the resources available.**
- **Use your data to identify goals, tasks, outputs, and outcomes, and fully engage in the team planning process.**
- **Build relationships with colleagues from other areas and organizations.**
- **Ask questions, learn new things, and have a good time!**



“Have a great Institute!”

**Paula D. Kohler, PhD.
*Executive Director***

SCHEDULE AT-A-GLANCE

WEDNESDAY, NOVEMBER 6, 2019

8:00 a.m.	-	6:00 p.m.	Registration/check-in REGISTRATION DESK
8:30 a.m.	-	2:30 p.m.	Facilitator preparation (FCSUA facilitators) VOYAGE
9:00 a.m.	-	2:30 p.m.	Pre-institute workshop - <i>Preparing a FPCTP Application and FPCTP Grant Proposal</i> (lunch provided) JOURNEY
3:30 p.m.	-	5:30 p.m.	Welcome, Institute overview, and keynote PONCE I-III
5:30 p.m.	-	7:00 p.m.	Networking reception with FPCTP and agency information tables TESORO COVE

THURSDAY, NOVEMBER 7, 2019

7:30 a.m.	-	6:00 p.m.	Registration/check-in continues REGISTRATION DESK
7:45 a.m.	-	8:45 a.m.	Discussion tables by topic and breakfast PONCE I-III
8:45 a.m.	-	9:00 a.m.	Overview of the day PONCE I-III
9:15 a.m.	-	10:30 a.m.	Breakout content sessions round 1 See schedule
10:45 a.m.	-	11:30 a.m.	Facilitated team meeting 1, with lunch at 11:30 See schedule for location
11:30 a.m.	-	1:00 p.m.	Pick up lunch and continue team meeting
1:15 p.m.	-	2:30 p.m.	Breakout content sessions round 2 See schedule
2:45 p.m.	-	4:45 p.m.	Facilitated team meeting 2 See schedule for location
5:00 p.m.	-	5:30 p.m.	Facilitator de-brief (FCSUA facilitators) VOYAGE

FRIDAY, NOVEMBER 8, 2019

7:30 a.m.	-	2:30 p.m.	Registration/check-in continues REGISTRATION DESK
7:00 a.m.	-	8:00 a.m.	Breakfast on your own
8:15 a.m.	-	9:30 a.m.	Breakout content sessions round 3 See schedule
9:45 a.m.	-	11:45 a.m.	Facilitated team meeting 3 See schedule for location
Noon	-	1:30 p.m.	Keynote and luncheon PONCE I-III
1:30 p.m.	-	2:30 p.m.	Team report out, FCSUA resources, closing PONCE I-III



Welcome, overview, and keynote
Wednesday, November 6, 2019
3:30 p.m. – 5:30 p.m.

PONCE
I-III

Welcome and Institute overview

Pamela “Sissi” Carroll, Dean

College of Community Innovation and Education, University of Central Florida

Paula D. Kohler, Executive Director

Florida Center for Students with Unique Abilities, University of Central Florida

Keynote

Building Careers: Vocational Rehabilitation Services and Resources that Support Students in Florida Postsecondary Comprehensive Transition Programs

Allison Flannigan

Director, Division of Vocational Rehabilitation, Florida Department of Education



Breakfast discussion tables
Thursday, November 7, 2019
7:45 a.m. – 8:45 a.m.

TABLE 1

Guardianship

Catherine Davey

Attorney and Counselor at Law – Davey Law Group

TABLE 2

Family Engagement

Kristine Wiest Webb

Distinguished Professor Emerita – University of North Florida

TABLE 3

Mentor Programs

Amanda Warren

Program Coordinator – Eagle Connections, Tallahassee Community College

Andrew Quigley

Accessibility Consultant – University of Central Florida

TABLE 4

Person-Centered Planning

Tara Rowe

Director – THRIVE, University of North Florida

TABLE 5

Ins and Outs of Preparing Your CTP Application

Debra Hart

Educational Coordinator – University of Massachusetts Boston

Claire Papay

Senior Research Associate – University of Massachusetts Boston

Breakout content sessions round 1
Thursday, November 7, 2019
9:15 a.m. – 10:30 a.m.



PONCE I-II

Managing The FPCTP Student Scholarships in the Broader Context of Financial Aid (Part 1)

Paula D. Kohler, Executive Director
Florida Center for Students with Unique Abilities, University of Central Florida

Roger Barnhart, Student Affairs Director
McFatter Technical College

Victoria Saraceno, Director
Financial Aid, College of the Florida Keys

Alicia Keaton, Director
Office of Student Financial Assistance, University of Central Florida

This panel will provide insights from financial aid directors regarding the Florida Postsecondary Comprehensive Transition Program (FPCTP) Scholarships. Topics will include disbursement of funds, recovering program costs, relationship of the scholarship to other financial aid sources, and the submission of the Federal Comprehensive Transition Program (CTP) application.

VOYAGE

Engaging Families in your FPCTP: How to Make it Happen!

Kristine Wiest Webb, Distinguished Professor Emerita
University of North Florida

This session will provide a sneak preview of the Florida Center for Students with Unique Abilities *Family Toolkit*, a publication to offer students and their families information about postsecondary programs. Participants will review the format and content of the Toolkit and offer feedback and guidance for the finished product.

JOURNEY B

Providing Support for Mental Wellness

Callie Rhoades-Lackey, Executive Director
Hope Street, Inc.

This session will include information regarding issues facing students with intellectual disabilities in postsecondary education settings. Strategies from a trauma-informed framework and lens will be shared to inform ways to increase awareness and inclusion in your FPCTP.

JOURNEY A

Barriers to Inclusive Postsecondary Programs and Strategies to Address Them

Debra Hart, Educational Coordinator
Institute for Community Inclusion, University of Massachusetts - Boston

Lyman Dukes, Professor
University of South Florida - St. Petersburg

Rick Lockenbach, Manager
Programs and Contracts, Florida Developmental Disabilities Council

This presentation will provide a summary of findings from a Florida Developmental Disabilities Council study regarding barriers to establishing inclusive postsecondary education programs.

PONCE III

Working with Vocational Rehabilitation to Support Students in Florida Postsecondary Comprehensive Transition Programs

Carmen Dupoint, Senior Consultant
Horace Brown, Senior Consultant
Employment Programs Unit, Division of Vocational Rehabilitation

The Florida Division of Vocational Rehabilitation (VR) is committed to ensuring the success of Florida's Postsecondary Comprehensive Transition Programs. This presentation will demystify VR support and describe the types of support that VR can and cannot provide for students participating in these programs.

DISCOVERY

Universal Design: Applying Principles to Disability Services and Practices (Part 1)

Cole Eskridge, Universal Design Consultant
Disability Resource Center, University of Arizona

It has been difficult to make the constructs of Universal Design (UD) actionable in terms of changing the way we provide accommodations. In these sessions, participants will apply UD principles to challenges they face in providing accommodations to students in their Florida Postsecondary Comprehensive Transition Programs.

Breakout content sessions round 2
Thursday, November 7, 2019
1:15 p.m. – 2:30 p.m.



PONCE I-III

Managing The FPCTP Student Scholarships in the Broader Context of Financial Aid (Part 2)

Paula D. Kohler, Executive Director
Florida Center for Students with Unique Abilities, University of Central Florida

Roger Barnhart, Student Affairs Director
McFatter Technical College

Victoria Saraceno, Director
Financial Aid, College of the Florida Keys

Alicia Keaton, Executive Director
Office of Student Financial Assistance, University of Central Florida

As a continuation of Part I, this session will provide an opportunity for participants to engage with panel members regarding financial aid for students in Florida Postsecondary Comprehensive Transition Programs.

JOURNEY B

Incorporating Mindfulness in Your FPCTP Curriculum

Iris Neil

During this session, participants will be guided through various meditation techniques as strategies to empower students to effectively communicate feelings, thought, and bodily sensations in ways that avoid judgment of personal expression.

DISCOVERY

Universal Design: Applying Principles to Disability Services and Practices (Part 2)

Cole Eskridge, Universal Design Consultant
Disability Resource Center, University of Arizona

As a continuation of Part I, this session will provide an opportunity to further develop Universal Design (UD) strategies in accommodating Florida Postsecondary Comprehensive Transition Program students.

JOURNEY A

Variations on a Theme 1: Comprehensive Transition Programs (CTPs) From Other States

Carol Britton Laws, Associate Clinical Professor and Coordinator of Interdisciplinary Pre-Service Education
Destination Dawgs, University of Georgia

Erica Walters, Coordinator
ClemsonLIFE, Clemson University

Presenters from the ClemsonLIFE and Destination Dawgs programs will describe how they serve students with intellectual disabilities in postsecondary education.

PONCE III

Guardian Advocacy

Catherine Davey, Attorney and Counselor at Law
Davey Law Group

Catherine Davey will explain the similarities and differences between Guardianship, Guardian Advocacy, and Supported Decision Making. She will discuss triggering events, rights that can be retained, and those that can be taken away by the court. She will assist participants to understand the potential costs of each choice and when an attorney is required by the courts.


VOYAGE

Building Institutional Engagement

Michael Brady, Professor and Chair
Department of Exceptional Student Education, Florida Atlantic University

FAU faculty and staff will describe how barriers and facilitators were addressed to assimilate the Institute for Community Inclusion, a Florida Postsecondary Comprehensive Transition Program, into the fabric of the University.

Breakout content sessions round 3
Friday, November 8, 2019
8:15 a.m. - 9:30 a.m.



PONCE III

Building Infrastructure to Sustain Florida Postsecondary Comprehensive Transition Programs

Paula D. Kohler, Executive Director

Florida Center for Students with Unique Abilities, University of Central Florida

This session will focus on findings from 13 Florida Postsecondary Comprehensive Transition Programs (FPCTPs) regarding program infrastructure across a range of institutions: universities, state and community colleges, and technical colleges. Through FPCTP applications and required annual reports, we have gathered details pertaining to the services provided to their students, who's providing the services, staff roles, and program funding.

JOURNEY A

Variations on a Theme 2: Comprehensive Transition Programs (CTPs) From Other States

Susanna Miller-Raines, Operations Coordinator

Center for Leadership in Disability, Georgia State University

This session will provide information on the Georgia State IDEAL program. Susanna will also discuss the Southeastern Postsecondary Education Alliance (SEPSEA) and their work to expand postsecondary education options.

VOYAGE

Approaches for Person Centered Planning Through Your Florida Postsecondary Comprehensive Transition Program

Tara Rowe, Director

THRIVE, University of North Florida

Dr. Rowe will describe approaches for using person centered planning (PCP) to identify student interests and support needs as they prepare for and engage in postsecondary education. She will also provide information on a variety of resources regarding PCP.

PONCE I-II

Strategies for Providing Sexual Wellbeing with Your FPCTP Students

Michelle Castanos, Founder
South Florida Center for Behavioral Health

This session will address sexual behavior issues and provide examples of how sexual behavior education can be included in your Florida Postsecondary Comprehensive Transition Program curriculum.

JOURNEY B

Florida Consortium on Inclusive Higher Education

Kathy Becht, Director
Florida Consortium for Inclusive Higher Education, University of Central Florida

This session provides an overview of the Consortium and its work in Florida to foster inclusive higher education for students with intellectual disabilities. Dr. Becht will also provide information regarding resources for developing inclusive higher education credentials.

PONCE I-II

Providing Student Supports Through Peer Mentors

Andrew Quigley, Accessibility Consultant
University of Central Florida

Amanda Warren, Program Coordinator
Eagle Connections, Tallahassee Community College

Linda Mussillo, Adult Education Program Administrator
Project SAINT, Santa Fe College

Panel presenters will describe how peer mentors provide essential student supports in their Florida Postsecondary Comprehensive Transition Program. They will also provide information on mentor recruiting and compensation.

KEYNOTES

Allison Flanagan



Since September 2017, Allison Flanagan has served as the Director of the Florida Division of Vocational Rehabilitation. She moved to Florida from Kentucky in May 2017 to serve as the Deputy Director of the Florida Division of Blind Services (DBS). At DBS she oversaw the operations and updated policies to include changes regarding the Workforce Innovation and Opportunities Act (WIOA), among other responsibilities. Before joining DBS, she was the Executive Director of the Kentucky Office for the Blind for five years. Prior to that, she served in various leadership positions, as well as a rehabilitation counselor with the Kentucky Office of Vocational Rehabilitation.

This year, Director Flanagan is serving as President-Elect for the Council of State Administrators of Vocational Rehabilitation. This council is composed of the chief administrators of the public rehabilitation agencies serving individuals with physical and mental disabilities in the States, District of Columbia and the territories. These agencies constitute the state partners in the State-Federal program of rehabilitation services provided under the Rehabilitation Act of 1973, as amended.

Mildred Coyne

Dr. Mildred Coyne serves as the Senior Vice President, Workforce Education and Innovation overseeing Broward College's workforce initiatives focused on building the talent supply to meet employer demand. The division includes certificate and associate career programs, continuing education, career centers, internships, apprenticeships, customized corporate programming, and career planning and placement services. She is also responsible for the administration of multiple grant programs that support students' success in workforce education. Additionally, Dr. Coyne oversees the offices for grants development, institutional research, institutional planning and effectiveness, and Broward UP, a neighborhood-centric movement focused on addressing the educational needs of local communities with the highest unemployment rates and lowest education attainment levels.

Dr. Coyne joined Broward College in 2013 from Brevard Community College. As a 25-year professional in the Florida College System, she has focused her career on guiding students to make educational choices mapped to careers that improve both the students' quality of life and the local economy.

Dr. Coyne earned her doctorate in Leadership and Management and her Master of Science in higher education administration from Capella University. She is a member of the Leadership Florida Cornerstone Class XXXVII, Leadership Broward Class XXXIII, serves on several boards including Career Source Broward, YMCA of South Florida, Urban League of Broward County and is Co-Chair for the Florida College System's Council for Workforce Education.



Available after the Institute and anytime at www.fcsua.org

2020 MIDYEAR CHECK AND CONNECT

The date for our 2020 Midyear Check and Connect has been announced! Please save the date to join us June 23-26, 2020. Stay tuned to our website for announcement of the venue and additional details in the upcoming weeks.

FLORIDA POSTSECONDARY COMPREHENSIVE TRANSITION PROGRAM APPLICATION

FPCTP applications are accepted on an ongoing basis. Application materials are available in the Postsecondary Institutions section at fcsua.org.

FLORIDA POSTSECONDARY COMPREHENSIVE TRANSITION PROGRAM GRANT OPPORTUNITIES

Start-up and Enhancement Grants are available to support FPCTPs. Grant proposal packets can be downloaded from the Postsecondary Institutions section at fcsua.org.

Sign up for FCSUA Listserv on our website or use the page attached to your institute evaluation to receive emails with the latest FCSUA news and events.

Florida Center for Students with
UNIQUE ABILITIES

UPCOMING WEBINARS

- FloridaShines – Student Hub for Innovative Educational Services
- Engaging Families in FPCTPs Toolkit
- Completing the College Reading & Learning Association (CRLA) International Mentor Training Program Certification (IMTPC) and International Tutor Training Program Certification (ITTPC) application process

ARCHIVED WEBINARS

- Available anytime on our Youtube Channel:
bit.ly/FCSUAYoutube

CONTACT US

- 4221 Andromeda Loop
Orlando, FL 32816
407-823-5225
www.fcusa.org

Institute Agenda



[INSTITUTE HOME](#) [WELCOME AND INTRO](#) [INSTITUTE AGENDA](#) [FPCTP DOCUMENT RESOURCES](#) [FCSUA WEBINARS](#)

Institute Agenda

The Virtual Mid-Year Check and Connect Institute 2020

Pre-recorded: Available June 17-26.
Keynote: Syracuse University Inclusive U completer Harry Dydo

Pre-recorded: Available June 17-26.
Florida Postsecondary Comprehensive Transition Programs 101
 Drs. Janice Seabrooks-Blackmore and Drew Andrews, Florida Center for Students with Unique Abilities

Pre-recorded: Available June 17-26.
Using the Florida Postsecondary Comprehensive Transition Program Planning Tool
 Dr. Paula Kohler, Former Executive Director, and Claudia Bello Punto, Web Developer, Florida Center for Students with Unique Abilities

Live: June 24 10:00-10:30 am.
2020 Mid-Year Check and Connect Virtual Institute Welcome
 Dr. Janice Seabrooks-Blackmore, Executive Director, Florida Center for Students with Unique Abilities

Live: June 24 10:30-11:30 am.
Building Financial Stability in Inclusive Higher Education Programs: A Framework
 Bud Buckhout, Director, InclusiveU Program, Associate Director, Taishoff Center for Inclusive Higher Education, Syracuse University

Live: June 25, 9:00-10:30 am.
Networking and learning opportunities:

- University FPCTP teams
- State College FPCTP teams
- Technical College FPCTP teams

Live: June 26, 10:00-10:30 am.
FPCTP Team Report Out and Next Steps
 Dr. Janice Seabrooks-Blackmore, Dr. Drew Andrews, Iris Neil, M.Ed., Florida Center for Students with Unique Abilities

Live: June 26, 11:30-noon
Mid-Year Check and Connect Closing and Evaluation
 Drs. Janice Seabrooks-Blackmore and Drew Andrews, Florida Center for Students with Unique Abilities

Facilitated Online Team Planning

Two hours of facilitated team planning time between June 24 and 26, 2020 via Zoom. (To be scheduled by the team leader and team facilitator and can be divided into more than one session).

- [Online Strategic Planning Tool: Postsecondary Component](#)
- [Online Strategic Planning Tool: Postsecondary Component User's Manual](#)

FOLLOW US



Welcome and Introduction



[INSTITUTE HOME](#)
 [WELCOME AND INTRO](#)
 [INSTITUTE AGENDA](#)
 [FPCTP DOCUMENT RESOURCES](#)
 [FCSUA WEBINARS](#)

Welcome and Introduction

Welcome to the Florida Postsecondary Comprehensive Transition Program Virtual Mid-Year Check and Connect Institute! We are excited you are able to join us for our third annual Mid-Year Check and Connect. During these last few months, we made immediate changes, in the presence of COVID-19. You have made commendable changes in the way you continued to offer high quality programs to students with intellectual disabilities while all education systems transformed to online environments. The Florida Center for Students with Unique Abilities (FCSUA) Team is here for you and is looking forward to celebrating your AMAZING accomplishments in the presence of these uncertain times!

During these next three days, you will share program progress since the Florida Postsecondary Education Program Planning Institute held in November 2019. We will celebrate student and program success.

Three of our primary goals during this time together are to: 1) increase knowledge about available resources; 3) increase networking opportunities; and 2) facilitate each team to leave with a progress update or action plan for moving forward throughout the year.

As you move through these next few days, here are few key reminders:

Need help with Zoom? [Click here to view our guide!](#)

INSTITUTE AGENDA

Live: June 24 10:00-10:30 am.

2020 Mid-Year Check and Connect Institute Welcome

Dr. Janice Seabrooks-Blackmore, Executive Director, Florida Center for Students with Unique Abilities

Live: June 25, 9:00-10: am.

Networking and learning opportunities:

- University FPCTP teams
- State College FPCTP teams
- Technical College FPCTP teams

Technical Support is available by reaching out to dce-it@ucf.edu



Use Slack for quick access (optional)

What we'll talk about

<div style="background-color: #ffc107; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold; margin-bottom: 10px;">1</div> <p style="margin: 0;">DAY 1</p> <ul style="list-style-type: none"> • FCSUA Midyear Check & Connect Institute Welcome • Building Financial Stability in Inclusive Higher Education Programs <div style="background-color: #ffc107; padding: 5px; margin-top: 10px; text-align: center; font-weight: bold;">LET'S GO</div>	<div style="background-color: #ffc107; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold; margin-bottom: 10px;">2</div> <p style="margin: 0;">DAY 2</p> <ul style="list-style-type: none"> • Networking and learning opportunities <div style="background-color: #ffc107; padding: 5px; margin-top: 10px; text-align: center; font-weight: bold;">LET'S GO</div>	<div style="background-color: #ffc107; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold; margin-bottom: 10px;">3</div> <p style="margin: 0;">DAY 3</p> <ul style="list-style-type: none"> • FPCTP Team Report Out and Next Steps • Mid-Year Check and Connect Closing and Evaluation <div style="background-color: #ffc107; padding: 5px; margin-top: 10px; text-align: center; font-weight: bold;">LET'S GO</div>
--	---	---

FOLLOW US



Florida Postsecondary Comprehensive Transition Programs (FPCTP) Virtual Mid-Year Check and Connect Institute 2020

- [View Course Stream](#)
- [View Course Calendar](#)
- [View Course Notifications](#)

To Do
Nothing for now

Florida Center for Students with **UNIQUE ABILITIES**

Welcome to the Florida Postsecondary Comprehensive Transition Programs (FPCTP) Virtual Mid-Year Check and Connect Institute 2020

June 24 - 26, 2020

- [INSTITUTE HOME](#)
- [WELCOME AND INTRO](#)
- [INSTITUTE AGENDA](#)
- [FPCTP DOCUMENT RESOURCES](#)
- [FCSUA WEBINARS](#)

Pre-recorded Sessions



Harry Dydo
Syracuse University
Inclusive U completer



FPCTPs 101
Dr. Janice Seabrooks-Blackmore
Dr. Drew Andrews



FPCTP Online Planning Tool
Dr. Paula Kohler

START HERE TODAY

What we'll talk about

<div style="background-color: #f0e68c; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto; font-size: 24px; font-weight: bold;">1</div> <p>DAY 1</p> <ul style="list-style-type: none"> • FCSUA Midyear Check & Connect Institute Welcome • Building Financial Stability in Inclusive Higher Education Programs <div style="background-color: #f0e68c; padding: 5px; margin-top: 10px; font-weight: bold;">LET'S GO</div>	<div style="background-color: #f0e68c; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto; font-size: 24px; font-weight: bold;">2</div> <p>DAY 2</p> <ul style="list-style-type: none"> • Networking and learning opportunities <div style="background-color: #f0e68c; padding: 5px; margin-top: 10px; font-weight: bold;">LET'S GO</div>	<div style="background-color: #f0e68c; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto; font-size: 24px; font-weight: bold;">3</div> <p>DAY 3</p> <ul style="list-style-type: none"> • FPCTP Team Report Out and Next Steps • Mid-Year Check and Connect Closing and Evaluation <div style="background-color: #f0e68c; padding: 5px; margin-top: 10px; font-weight: bold;">LET'S GO</div>
--	---	---

FOLLOW US





Account



Dashboard



Courses



Calendar



Inbox



Help

Home

People

Announcements

Modules

Discussions

FPCTP Document Resources page



[INSTITUTE HOME](#)

[WELCOME AND INTRO](#)

[INSTITUTE AGENDA](#)

[FPCTP DOCUMENT
RESOURCES](#)

[FCSUA WEBINARS](#)

FPCTP Document Resources

FPCTP Application

- [FPCTP Application Instructions](#)
- [FPCTP Application for Initial Approval as a FPCTP](#)
- [FPCTP Application for Renewal as a FPCTP](#)

FPCTP Grants

- [FPCTP Grant Proposals Instructions](#)
- [FPCTP Grant Funding Cycle](#)
- [FPCTP Grant Proposal Packet](#)

FPCTP Scholarships

- [FPCTP Student Scholarships](#)

FPCTP Reporting

- [FPCTP Reporting schedule](#)
- [Annual Report - Program Information](#)
- [Annual Report - Students Information](#)
- [FCSUA 2018-2019 Annual Report](#)

Planning Process

- [Introduction and Resources for the Planning Process](#)
- [Team Planning Tool for Florida Postsecondary Comprehensive Transition Programs](#)
- [Online Strategic Planning Tool: Postsecondary Component User's Manual](#)

CTP

- [Think College - Becoming a Comprehensive Transition Program](#)

FOLLOW US



FCSUA Informational Webinars



[INSTITUTE HOME](#) [WELCOME AND INTRO](#) [INSTITUTE AGENDA](#) [FPCTP DOCUMENT RESOURCES](#) [FCSUA WEBINARS](#)

Webinars on FCSUA YouTube Channel

First Steps



FCSUA Portal - FPCTP Grants Start-up and Enhancement Grants

[Download Slides](#)



We're in This Together - Supports for New Programs in Submitting Florida Postsecondary Comprehensive Transition Program Applications

[Download Slides](#)



Perspectives From FLDOE: What the Florida College System and Career and Adult Education Look for When Reviewing Florida Postsecondary Comprehensive Transition Program (FPCTP) Applications for Approval

[Download Slides](#)



Completing your Federal Comprehensive Transition and Postsecondary Program Application

[Download Slides](#)



Building and Sustaining Florida Postsecondary Comprehensive Transition Programs

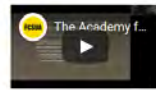
[Download Slides](#)

FPCTPs



Project TOPS (Transitions to PostSecondary Institutions): Florida Postsecondary Comprehensive Transition Program Development and Structure at Robert Morgan Educational Center and Technical College

[Download Slides](#)



The Academy for Community Inclusion: Florida Postsecondary Comprehensive Transition Program Development and Structure at Florida Atlantic University

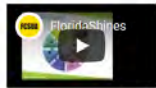
[Download Slides](#)

Program Supports



Mental Health and Wellness - Meeting the Needs of Students in Florida Postsecondary Comprehensive Transition Programs

[Download Slides](#)



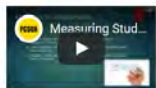
MyCareerShines

[Download Slides](#)



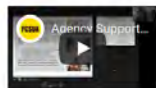
Sexuality, Personal Safety, and Sex Education for Students with Intellectual Disabilities at the Postsecondary Level

[Download Slides](#)



Measuring Student Learning Outcomes

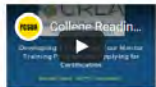
[Download Slides](#)



Agency Supports for Florida Postsecondary Comprehensive Transition Programs: The Agency for Persons with Disabilities (APD)

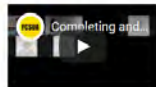
[Download Slides](#)

Mentoring



College Reading and Learning Association (CRLA) International Mentor Training Program Certification (IMTPC) Overview

[Download Slides](#)



Completing and Submitting the International Mentor Training Program Certification (IMTPC) documentation to the College Reading and Learning Association (CRLA)

Subscribe to our channel



Appendix G

- 1 – Summary of IHE Team Self-Assessments from the Team Planning Tool for FPCTPs
- 2 – Summary of Goals Identified by IHE Teams Using the Team Planning Tool for FPCTPs

Summary of IHE Team Self-Assessments from the Team Planning Tool for FPCTPs

This table represents the content of planning tools submitted by IHE teams following the FCSUA’s November 2019 team planning institute. Benchmarks are organized within the four domains of the planning tool: (1) student-focused, (2) faculty and staff-focused, (3) program and institution-focused, and (4) concept and systems development. The number of teams that completed a self-assessment regarding a specific benchmark is indicated by benchmark. The table includes the average ratings by benchmark across the assessments for extent implemented, quality of evidence, and priority; average ratings are based on the number of responses (indicated in parentheses). A summary from all assessments submitted is also provided for description, current strengths, and needs by benchmark.

Domain 1: Student-Focused			
Benchmark 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 assessment.			
Assessments Submitted: 5			
Average Rating of Extent Implemented 2.00 (1-4 stars) (5 responses)	Average Rating of Quality of Evidence 3.33 (1-4 stars) (3 responses)	Average Rating of Priority 2.60 (1-3 stars) (6 responses)	Number of “Develop Plan?” Selections 2
Benchmark 1.2 Students' programs of study include development and application of self-determination skills (as indicated by assessment results).			
Assessments Submitted: 1			
Average Rating of Extent Implemented 4.00 (1-4 stars) (1 responses)	Average Rating of Quality of Evidence 4.00 (1-4 stars) (1 responses)	Average Rating of Priority 1.00 (1-3 stars) (1 responses)	Number of “Develop Plan?” Selections 0

<p>Benchmark 1.3 Students engage in integrated, paid work experiences aligned with career goals and interests (as indicated by assessment results).</p> <p>Assessments Submitted: 2</p>			
<p>Average Rating of Extent Implemented 3.00 (1-4 stars) (2 responses)</p>	<p>Average Rating of Quality of Evidence 4.00 (1-4 stars) (1 responses)</p>	<p>Average Rating of Priority 2.00 (1-3 stars) (1 responses)</p>	<p>Number of “Develop Plan?” Selections 1</p>
<p>Benchmark 1.4 Students know, request, and use accommodations necessary for full participation.</p> <p>Assessments Submitted: 0</p>			
<p>Average Rating of Extent Implemented 0.00 (1-4 stars) (0 responses)</p>	<p>Average Rating of Quality of Evidence 0.00 (1-4 stars) (0 responses)</p>	<p>Average Rating of Priority 0.00 (1-3 stars) (0 responses)</p>	<p>Number of “Develop Plan?” Selections 0</p>
<p>Benchmark 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).</p> <p>Assessments Submitted: 1</p>			
<p>Average Rating of Extent Implemented 2.00 (1-4 stars) (1 responses)</p>	<p>Average Rating of Quality of Evidence 1.00 (1-4 stars) (1 responses)</p>	<p>Average Rating of Priority 3.00 (1-3 stars) (1 responses)</p>	<p>Number of “Develop Plan?” Selections 0</p>
<p>Benchmark 1.6 Students understand their postsecondary rights and responsibilities as reflected in the IHE's code of conduct.</p> <p>Assessments Submitted: 0</p>			

Average Rating of Extent Implemented 0.00 (1-4 stars) (0 responses)	Average Rating of Quality of Evidence 0.00 (1-4 stars) (0 responses)	Average Rating of Priority 0.00 (1-3 stars) (0 responses)	Number of “Develop Plan?” Selections 0
Benchmark 1.7 Students use financial aid as needed to support their enrollment and participation.			
Assessments Submitted: 3			
Average Rating of Extent Implemented 1.00 (1-4 stars) (1 responses)	Average Rating of Quality of Evidence 0.00 (1-4 stars) (0 responses)	Average Rating of Priority 3.00 (1-3 stars) (1 responses)	Number of “Develop Plan?” Selections 1
Benchmark 1.8 Students determine how parents and family members are engaged in their postsecondary education experience.			
Assessments Submitted: 0			
Average Rating of Extent Implemented 0.00 (1-4 stars) (0 responses)	Average Rating of Quality of Evidence 0.00 (1-4 stars) (0 responses)	Average Rating of Priority 0.00 (1-3 stars) (0 responses)	Number of “Develop Plan?” Selections 0
Domain 2: Faculty and Staff-Focused			
Benchmark 2.1 Faculty engage in professional development to adapt teaching practices that meet the needs of all learners.			
Assessments Submitted: 4			
Average Rating of Extent Implemented (1.75 (1-4 stars) (4 responses)	Average Rating of Quality of Evidence 2.00 (1-4 stars) (2 responses)	Average Rating of Priority 2.66 (1-3 stars) (3 responses)	Number of “Develop Plan?” Selections 4
Benchmark 2.2			

Faculty and staff ensure service, learning, social, and academic environments are accessible to support all learners.			
Assessments Submitted: 1			
Average Rating of Extent Implemented 4.00 (1-4 stars) (1 responses)	Average Rating of Quality of Evidence 4.00 (1-4 stars) (1 responses)	Average Rating of Priority 3.00 (1-3 stars) (1 responses)	Number of “Develop Plan?” Selections 0
Benchmark 2.3 Faculty and staff across campus environments model high expectations and respect for all students.			
Assessments Submitted: 1			
Average Rating of Extent Implemented 3.00 (1-4 stars) (1 responses)	Average Rating of Quality of Evidence 2.00 (1-4 stars) (1 responses)	Average Rating of Priority 1.00 (1-3 stars) (1 responses)	Number of “Develop Plan?” Selections 0
Benchmark 2.4 Faculty and staff engage with program staff to enhance key college and university services.			
Assessments Submitted: 2			
Average Rating of Extent Implemented (1.00 (1-4 stars) (2 responses)	Average Rating of Quality of Evidence 1.50 (1-4 stars) (2 responses)	Average Rating of Priority 2.00 (1-3 stars) (2 responses)	Number of “Develop Plan?” Selections 1
Domain 3: Program and Institution-Focused			
Benchmark 3.1 Policies and procedures (IHE, program-specific, K-12 outreach) support student recruitment, enrollment, advising, and completion of the FPCTP.			
Assessments Submitted: 8			

Average Rating of Extent Implemented 2.38 (1-4 stars) (8 responses)	Average Rating of Quality of Evidence 3.00 (1-4 stars) (6 responses)	Average Rating of Priority 2.71 (1-3 stars) (7 responses)	Number of “Develop Plan?” Selections 3
Benchmark 3.2 All campus services support student recruitment, enrollment, engagement, completion, and transition to employment. Assessments Submitted: 7			
Average Rating of Extent Implemented 2.71 (1-4 stars) (7 responses)	Average Rating of Quality of Evidence 2.42 (1-4 stars) (7 responses)	Average Rating of Priority 2.20 (1-3 stars) (5 responses)	Number of “Develop Plan?” Selections 3
Benchmark 3.3 The IHE provides a meaningful credential upon completion of the program that leads to integrated, competitive employment. Assessments Submitted: 8			
Average Rating of Extent Implemented 2.75 (1-4 stars) (8 responses)	Average Rating of Quality of Evidence 2.71 (1-4 stars) (7 responses)	Average Rating of Priority 2.83 (1-3 stars) (6 responses)	Number of “Develop Plan?” Selections 3
Benchmark 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). Assessments Submitted: 5			
Average Rating of Extent Implemented 2.20 (1-4 stars) (5 responses)	Average Rating of Quality of Evidence 2.00 (1-4 stars) (5 responses)	Average Rating of Priority 2.33 (1-3 stars) (3 responses)	Number of “Develop Plan?” Selections 2

<p>Benchmark 3.5 Sufficient personnel, material, and fiscal resources are provided to support students' completion of their postsecondary education programming.</p> <p>Assessments Submitted: 4</p>			
<p>Average Rating of Extent Implemented 1.50 (1-4 stars) (4 responses)</p>	<p>Average Rating of Quality of Evidence 1.66 (1-4 stars) (3 responses)</p>	<p>Average Rating of Priority 2.66 (1-3 stars) (3 responses)</p>	<p>Number of "Develop Plan?" Selections 1</p>
<p>Benchmark 3.6 FERPA-aligned family outreach and engagement strategies support student recruitment, enrollment, engagement, completion, and transition to employment.</p> <p>Assessments Submitted: 3</p>			
<p>Average Rating of Extent Implemented 2.00 (1-4 stars) (3 responses)</p>	<p>Average Rating of Quality of Evidence 2.33 (1-4 stars) (3 responses)</p>	<p>Average Rating of Priority 2.50 (1-3 stars) (2 responses)</p>	<p>Number of "Develop Plan?" Selections 2</p>
<p>Benchmark 3.7 Program evaluation is ongoing and used to inform FPCTP development and improvement.</p> <p>Assessments Submitted: 3</p>			
<p>Average Rating of Extent Implemented 2.00 (1-4 stars) (3 responses)</p>	<p>Average Rating of Quality of Evidence 1.00 (1-4 stars) (1 responses)</p>	<p>Average Rating of Priority 3.00 (1-3 stars) (1 responses)</p>	<p>Number of "Develop Plan?" Selections 1</p>
<p>Domain 4: Concept and Systems Development</p>			
<p>Benchmark 4.1 The FPCTP aligns with and or extends the IHE's mission.</p>			

Assessments Submitted: 3			
Average Rating of Extent Implemented 2.33 (1-4 stars) (3 responses)	Average Rating of Quality of Evidence 2.33 (1-4 stars) (3 responses)	Average Rating of Priority 2.33 (1-3 stars) (3 responses)	Number of “Develop Plan?” Selections 2
Benchmark 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.			
Assessments Submitted: 3			
Average Rating of Extent Implemented 1.66 (1-4 stars) (3 responses)	Average Rating of Quality of Evidence 2.00 (1-4 stars) (2 responses)	Average Rating of Priority 2.33 (1-3 stars) (3 responses)	Number of “Develop Plan?” Selections 1
Benchmark 4.3 The IHE uses an agreed upon framework for overall service delivery, including disability services (e.g., accommodations, modifications, academic support).			
Assessments Submitted: 3			
Average Rating of Extent Implemented 1.33 (1-4 stars) (3 responses)	Average Rating of Quality of Evidence 1.00 (1-4 stars) (1 responses)	Average Rating of Priority 2.33 (1-3 stars) (3 responses)	Number of “Develop Plan?” Selections 2
Benchmark 4.4 The IHE uses an agreed upon framework for assessment and instruction that addresses the needs of all learners.			
Assessments Submitted: 1			
Average Rating of Extent Implemented 3.00 (1-4 stars)	Average Rating of Quality of Evidence 3.00 (1-4 stars)	Average Rating of Priority 3.00 (1-3 stars) (1 responses)	Number of “Develop Plan?” Selections 1

(1 responses)	(1 responses)		
Benchmark 4.5 The IHE follows agreed upon standards of practice to meet the needs of all learners.			
Assessments Submitted: 0			
Average Rating of Extent Implemented 0.00 (1-4 stars) (0 responses)	Average Rating of Quality of Evidence 0.00 (1-4 stars) (0 responses)	Average Rating of Priority 0.00 (1-3 stars) (0 responses)	Number of “Develop Plan?” Selections 0
Benchmark 4.6 As part of strategic planning and accreditation, the IHE uses agreed upon metrics or methods to evaluate the outcomes of all learners.			
Assessments Submitted: 4			
Average Rating of Extent Implemented 0.00 (1-4 stars) (0 responses)	Average Rating of Quality of Evidence 0.00 (1-4 stars) (0 responses)	Average Rating of Priority 0.00 (1-3 stars) (0 responses)	Number of “Develop Plan?” Selections 0
Benchmark 4.7 The IHE engages with the community.			
Assessments Submitted: 1			
Average Rating of Extent Implemented 0.00 (1-4 stars) (0 responses)	Average Rating of Quality of Evidence 0.00 (1-4 stars) (0 responses)	Average Rating of Priority 3.00 (1-3 stars) (1 responses)	Number of “Develop Plan?” Selections 1

**Summary of Goals by Domain Identified by IHE Teams Using the
Team Planning Tool for FPCTPs (PEPPI, November 2019)**

Domain 2: Faculty and Staff-Focused

- Faculty engaged with the pilot program demonstrate teaching practices that meet the needs of the Titans-UP students.
- Re-evaluate mentor program
- Get on the Welcome Back agenda for trainings such as UDL, accessibility, disability etiquette, Eagle Connections and mentors.
- Faculty buy-in
- Our faculty and staff hold high expectations and treat all students with respect.

Domain 3: Program and Institution-Focused

- Identify and implement credentials specifically aligned to each area of concentration.
- Students will complete leveled job experiences related to their selected concentration.
- The IHE provides a meaningful credential upon completion of the program that leads to integrated, competitive employment.
- Develop a timeline, job description, training and recruitment plan required for Project STAGE mentors.
- Recruit and enroll 6 students by Jan 30.
- Program Code for EC Students
- Program evaluation pieces (faculty evaluate mentors, mentees evaluate mentors, student academics, graduate survey for data collection 1-5 years to compare Completers and Credential students)
- To further clarify eligibility criteria and communicate it effectively.
- To increase technology skills necessary for remote learning and complete assignments.
- To continue the number of seamless transitions to employment for every Project SAINT student completing the program.
- To increase outreach to local community (parents, families, schools, community based organizations/VR, etc.)
- To add increased SF web presence, disseminate news brief, meetings with VR and local EXCEL team.
- Fort Myers Technical College will develop policies and procedures to identify processes for HIRE student recruitment, enrollment, support, advisement, and completion for our HIRE students.
- Cape Coral Technical College programs provide a range of work experiences on and off campus, relevant to our students target credential(s) and aligned with their career goals and interests (e.g., internships, apprenticeships, co-op and other forms of work experience).
- Meet with the President of the University.

Domain 4: Concept and Systems Development

- We support student enrollment and success through our engagement with other educational partners, community businesses, and organizations.
- We will develop a sustainable funding model.
- We support student success through the alignment of our FPCTP with our institutional mission.
- Develop curricular options that promote healthy relationships, improvements in hygiene, and sexual health.
- Orient students on behavior and code of conduct upon admission.
- We support student success by using an agreed upon framework for overall service delivery, including disability services (e.g., accommodations, modifications, academic support).
- We support student success by demonstrating our commitment to a diverse campus community, including students with unique disabilities, in institutional communications, strategic plan, mission statement, leaderships messages, and system reviews.
- Develop a framework for overall service delivery(e.g., accommodations, modifications, academic support) for a postsecondary program at OTC.

Appendix H

Credentials Offered through the Florida Postsecondary Comprehensive Transition Programs

Credentials Offered by Florida Postsecondary Comprehensive Transition Programs (FPCTP) in 2019 – 2020

UNIVERSITIES				
Florida Atlantic University (3-4 years)				
Credentials Offered	Length	Industry Certification (yes/no)	Number 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Supported Community Employment	28 credit hours	No	31	Leads to employment based on student interests and goals. For example: hospitality, customer service, technology, and office support
Supported Community Employment is the primary credential earned by students who complete FAU's Academy for Community Inclusion. Students may choose to pursue the following credentials beyond the credential listed above.				
Supported Community Access	28 credit hours	No	18	A combination of community and campus-based activities help students to increase their awareness and skills in communicating their strengths, challenges and strategies for success.
Supported Community Living	28 credit hours	No	24 (25 Total)	Coursework includes personal finance, life-long reading skills, using technology, and staying well.

Florida International University (3 years)

Credentials Offered	Length	Industry Certification (yes/no)	Number 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Micro Credential - Technology	12 courses	Yes	1	The student must complete three core courses, five courses from the School of Computing and Information Sciences, and four electives. In order to earn the micro credential, the student must complete all required technology courses and complete a culminating reflection that demonstrated the student's understanding of the competencies.
Micro credential - Digital Communication	12 courses	No	2	The student must complete three core courses, three courses from the College of Communication Architecture+ The Arts, and six electives. In order to earn the micro credential, the student must complete all required technology courses and complete a culminating reflection that demonstrated the student's understanding of the competencies.

FIU Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Digital Credential - Corporate Communication	12 courses	No	4	The student must complete three core courses, three courses from the College of Communication Architecture+ The Arts, and six electives. In order to earn the micro credential, the student must complete all required technology courses and complete a culminating reflection that demonstrated the student's understanding of the competencies.
Micro Credential - Animation	12 courses	Yes	2	The student must complete three core courses, three courses from the College of Communication Architecture+ The Arts, and six electives. In order to earn the micro credential, the student must complete all required technology courses and complete a culminating reflection that demonstrated the student's understanding of the competencies.
Micro Credential - Hospitality Operations	12 courses	Yes	0	The student must complete three core courses, three courses from Chaplin School of Hospitality & Tourism Management, and six electives. In order to earn the micro credential, the student must complete all required technology courses and complete a culminating reflection that demonstrated the student's understanding of the competencies.

FIU Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Micro Credential - Food production	12 courses	Yes	0	The student must complete three core courses, three courses from Chaplin School of Hospitality & Tourism Management, and six electives. In order to earn the micro credential, the student must complete all required technology courses and complete a culminating reflection that demonstrated the student's understanding of the competencies.
Micro Credential - Health and Nutrition	12 courses	Yes	1	The student must complete three core courses, six courses from Robert Stempel College of Public Health & Social Work, and three electives. In order to earn the micro credential, the student must complete all required technology courses and complete a culminating reflection that demonstrated the student's understanding of the competencies.

Southeastern University (2-4 years)				
Credentials Offered	Length	Industry Certification (yes/no)	Number 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Technology - Microsoft Office Level 1 Badge	16 hours	No	1	This is Level 1 White Badges for Excel and Microsoft Word.
Technology is the primary credential earned by students who complete Southeastern University's LINK Program. Students may pursue one of the following credentials beyond the credential listed above.				
Hospitality - Certified Guest Services Professional - Tourism	4 hours	Yes	0	The Guest Service Gold® Tourism online program features seven elements: Recovery: Turn It Around, Personalization: Provide an Individualized Experience, Knowledge: Be in the Know, Passion: Inspire Others, Commitment: Be All In, Inclusion: Include Everyone, and Personality: Be Yourself. Participants view video segments of real tourism employees who model the traits, engage in interactive exercises, and test their knowledge through review questions. The online program includes access to a participant workbook in PDF format.

SEU Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Hospitality - Certified Guest Services Professional - Golden Opportunities	4 hours	Yes	0	The Guest Service Gold®: Golden Opportunities online program features these seven elements: Recovery: Turn it Around!, Personalization: Provide an Individualized Experience!, Knowledge: Be in the Know!, Passion: Inspire Others!, Commitment: Be All In!, Inclusion: Include Everyone! and Personality: Be Yourself!
Hospitality - Certified Guest Services Professional - Making Connections	4 hours	Yes	0	The Guest Service Gold®: Making Connections online program features stories designed to motivate and inspire hotel employees to go for the gold and provide service above and beyond the call of duty. Based on true stories of award-winning guest service, this program focuses on: authenticity, intuition, empathy, delight, delivery, initiative and being a champion.

University of Central Florida (2.5 years)				
Credentials Offered	Length	Industry Certification (yes/no)	Number 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Professional Services Credential with concentrations: <ul style="list-style-type: none"> ▸ Hospitality ▸ Education ▸ Social Services 	42 units	No	8	<p>Hospitality – Resort reception, theme park (multiple positions), property/rental management associate, retail sales, resort industry (multiple positions), food service (seated dining) customer service associate (multiple industries) events associate, tourism destination associate, tour guide, hotel associate, food services, event set-up associate, customer service and guest service positions and anything that is centered in working with people in some sort of business transaction format.</p> <p>Education – Day care worker, camp assistant, teaching assistant, transition mentor, child care front desk, specialized instruction assistant (music, dance, sports, art), library assistant, school transportation monitor, and working with children with or without disabilities in child care settings, in charter schools or in other places (such as a nursery at a YMCA).</p>

UCF Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
(cont'd) Professional Services Credential with concentrations: <ul style="list-style-type: none"> ▸ Hospitality ▸ Education ▸ Social Services 				Social Services – Office assistant, clerical work, general assistants and aides in “helping” fields (such as working as an assistant in a nursing home or as an assistant at a YMCA working with a trainer), assistant or aide working with police or other emergency units and personnel, and non-profit agency support positions.

STATE COLLEGES				
College of the Florida Keys (1-3 years)				
Credentials Offered	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Project ACCESS Certificate of Completion (includes National Retail Federation Customer Service and Sales Certification)	16-22 credit hours	Yes	12	Project ACCESS will prepare students with intellectual disabilities, over a 1 to 3-year period, to complete an individualized, vocational, and technical-based curriculum that results in Certificate of Completion from the College. This program is designed to meet the growing need to provide postsecondary educational opportunities to students with these disabilities and prepare them for gainful employment in the community.
Project ACCESS Certificate of Completion is the primary credential earned by students who complete CFK's Project ACCESS. Students may choose to pursue one of the following credentials beyond the credential listed above.				

CFK Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Chef's Apprentice (includes ServSafe Certification)	12 credit hours	Yes	1	This program is designed for students interested in the culinary industry, focusing on the fundamental knowledge and skills one needs to work safely and efficiently in a culinary setting. Learners develop skills in sanitation and safety, recognition and identification of foods, proper storage of foods, methods of preparation, and food and beverage purchasing.
Entrepreneurship	12 credit hours	No	1	This program is designed to provide individuals with the skills and knowledge necessary to start, operate, maintain, and improve their own business. Students will develop a portfolio of assignments throughout the coursework that will culminate in a business plan presentation to community members. To prepare for this capstone event, students will first learn the fundamentals of the business environment. Subsequently, this knowledge will provide a foundation for students to create a marketing plan and pro forma financial statements. Additionally, students will gain a working knowledge of E-Commerce and related electronic business enhancement.

CFK Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Fundamentals of Professional Diving	17 credit hours	Yes	1	This program is designed for those students who want training in diving business and technology without immediately pursuing the Associate in Applied Science degree (A.A.S.). These courses may also apply to the Associate in Applied Science degree in Diving Business & Technology if a student later decides on that option. Students are encouraged to take the Fundamentals of Professional Diving and then choose a specialization area. If a student wishes to take a specialization area certificate independently there may be some prerequisite coursework required.
Guest Services Specialist	15 credit hours	Yes	5	This technical certificate is a part of the Hospitality and Ecotourism Management AS Degree program and is designed to prepare students for immediate employment in the hospitality industry in the guest services area of hotels, resorts, and other hospitality and ecotourism related sites. The content includes but is not limited to customer service, hospitality attitude, guest experience, communications, human relations, security issues, and front office operations.

CFK Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Rooms Division Specialist	13 credit hours	Yes	6	This technical certificate is a part of the Hospitality and Ecotourism Management AS Degree program and is designed to prepare students for immediate employment in the hospitality industry in the guest services area of hotels, resorts, and other hospitality and ecotourism related sites. The content includes but is not limited to employability and customer service skills, marketing techniques in the hospitality industry, laws that affect the hospitality industry, and management operations for hotels.

Indian River State College (2 years)				
Credentials Offered	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
IRSC Certificate for Transition to College, Employability and Career Exploration; Wellness, Transportation Access, Career Readiness, and Financial Readiness	150 clock hours	No	15	This certification is presented to the Project STAGE student for completing a Topics in Work Skills class that focuses on employability skills, self-determination, and advocacy skills along with completing an exploration of various careers in the four-county area.
Occupational Completion Point (OCP) A, Information and Technology Assistant	150 clock hours	Yes	14	Upon completion of the Administrative Office Specialist credential, students will be able to demonstrate the use of technology in the workplace.
OCP A, Specialized Career Ed, Basic	1 year	No	10	Upon completion, students will be able to demonstrate self-advocacy and self-determination skills. They will be able to describe the rights, responsibilities and benefits to employment as well as describe the duties and responsibilities of an employee. Additionally, students will demonstrate job seeking skills (resume writing, interviewing, etc.) and employability skills.
IRSC Certificate for Transition to College, Employability and Career Exploration; Wellness, Transportation Access, Career Readiness, and Financial Readiness, Occupational Completion Point (OCP) A, Information and Technology Assistant, and OCP A, Specialized Career Ed, Basic are the primary credentials earned by students who complete IRSC's STAGE Program. Based on the selected CTE program, students may pursue the following credentials beyond the credentials listed above.				

IRSC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
OCP B, Front Desk Specialist	450 clock hours	Yes	2	Completion of 150 clock hours, students can exit with an Information Technology Assistant Certificate. Completion of 450 clock hours, students can exit with a Front Desk Specialist Certificate.
OCP A, Heating Ventilation, Air Conditioning/Refrigeration	1350 clock hours	Yes	0	Completion of 250 clock hours, students can exit with an Introduction to HVC/R Certificate. Completion of 500 clock hours, students can exit with a HVAC/R Fundamentals Certificate. Completion of 750 clock hours, students can exit with a HVAC/R Service Practices Certificate. Completion of 900 clock hours, students can exit with a HVAC/R Advanced Service Practices Certificate.

IRSC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
OCP A, Automotive General Service Technician Certificate	1050 clock hours	Yes	0	Completion of 300 clock hours, students can exit with an Introduction to Automotive Service Assistor Certificate. Completion of 450 clock hours, students can exit with an Automotive Brake System Technician Certificate. Completion of 600 clock hours, students can exit with an Automotive Suspension and Steering Technician Certificate. Completion of 900 clock hours, students can exit with an Automotive Electrical/Electronic System Technician Certificate. Completion of 1050 clock hours, students can receive the Engine Repair Technician.

IRSC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Child Care Worker 1	150 clock hours	Yes	2	At the completion of this certification, student will be able to: define the early childhood education profession; identify rules and regulations governing child care. plan a safe, clean, and healthy learning environment; plan food service and nutrition education; identify and describe the procedures for reporting child abuse and neglect in accordance with state regulations; identify principles of typical and atypical development (birth through age eight); identify various observation and recording methods; recognize appropriate methods of guidance; identify how nutrition, environment, heredity, and health status influence the development of the child; and demonstrate appropriate use of technology for the child care profession.

IRSC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
OCP B, Nurse Aide & Orderly	120 clock hours	No	0	At the completion of this certification, student will be able to: demonstrate mathematics and science knowledge and skills; demonstrate the ability to communicate and use interpersonal skills effectively; demonstrate legal and ethical responsibilities specific to nurse assisting; use information technology tools; recognize and practice safety and security procedures; demonstrate employability skills; provide emergency care; describe the anatomy and physiology of the human body; perform physical comfort and safety functions specific to nurse assisting; provide personal patient care; perform patient care procedures; apply principles of nutrition; provide care for geriatric patients; apply the principles of infection control specific to nursing assisting; provide biological, psychological, and social support; perform organizational skills following the patient plan of care; assist with restorative (rehabilitative) activities; and demonstrate knowledge of blood borne diseases, including HIV/AIDS.

Santa Fe College (1-2 years)				
Credentials Offered	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
SafeStaff Food Handler	1 semester	Yes	10	The Florida Food Handler's card is issued upon successful completion of an approved food safety training program. The SafeStaff Food handler Training Program is a requirement for food service employees and teaches students proper food handling for family food safety.
American Heart Association CPR/BLS and First Aid Certification	1 semester	Yes	11	Heart Saver CPR AED teaches adult and child CPR; Heart Saver First Aid teaches critical skills to respond to and manage medical emergencies and general first aid practices. Students must pass written and hands-on tests.
Florida DCF 40-Hour Child Care Training	1 year	Yes	0	The purpose of the early childhood staff credential is to ensure that individuals in child care programs have advanced their education and experience in order to provide developmentally appropriate care. This course is taught in a classroom and online format. Students complete each of the six required classes and prepare for the exams to meet the basic State of Florida requirements for working in a childcare center.

SFC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Red Carpet Service Training	3 hours	Yes	15	The Red Carpet customer service Training and Certification Program is designed to teach the lessons of customer service for both internal and external customers. Participants learn how to make customer feel important by delivering consistent "red carpet" customer service through a combination of presentation and hands-on role playing activities. Students are provided with the module in book form to keep.
RAD: Rape Aggression Defense	12 hours, 3 days	No	4	Self-defense training for women, offered by the Alachua County Police Force on campus, includes confrontation options and principles of self-defense, and results in RAD certification. Certificate recipients complete all sections and successfully utilize strategies to the satisfaction of Alachua County Police trainers.

SFC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Certified Nursing Assistant	165 hours	Yes	0	C.N.A. certification upon passing Prometric exam.
Introduction to Office	90 hours	No	9	Students earning this credential complete 1 or more detailed modules from the GCFlearnfree.org website with guided instruction. The modules include Microsoft Word, PowerPoint, and Excel. All completers earn a GCF Certificate of Completion for each module completed. Programs to improve typing speed and accuracy are also included in this pathway.
Horticulture Agriculture Pathway (HAP)	12 hours weekly, 30 weeks	Yes	5	This is a pathway to entrepreneurship and related employment in associated fields for students interested in horticulture/agriculture. Coursework includes hands-on internships as well as certification in safe food handling and first aid (both industry certifications). Food preparation and nutrition classes are also a required part of this program/pathway. Red carpet customer service training is also now required.

SFC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Artist Entrepreneur Pathway (AEP)	12 hours weekly, 30 weeks	Yes	6	This is a pathway to entrepreneurship for talented artists, makers, and creators. Courses incorporate contextualized learning, presentations, and use of technology that address the business of developing and promoting one's art/creations online and in the community. Students participate in and profit from sales opportunities in the community, and are required to complete Red Carpet Customer Service training certification, recognized by industries locally.
Building for Others: Introduction to Construction-general, Plumbing, Electrical, Carpentry, renewable Energy	1 semester	Yes	1	Building for Others modules are based primarily on the NCCER Core Curriculum-- Introductory Craft skills.
St. Petersburg College (4 semesters)				
Credentials Offered	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Food and Beverage Specialist Certificate	4 semesters	Yes	4	Take four classes along the Hospitality Pathway regarding introduction to hospitality, customer service, supervisory management, and operations practicum.

SPC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Digital Innovation Pathway	4 semesters	Yes	0	The Digital Innovation Pathway includes: Swift coding language; Unmanned Aircraft Systems and Drones training; Adobe In Design, Photoshop and Illustrator; and basic video editing coursework.
Tallahassee Community College (3 years)				
Credentials Offered	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Employment Credential with concentration in a College Pathway: Arts, Humanities, Communication, and Design Business Science, Technology, Engineering, and Math Behavioral Sciences and Human Sciences Education	33 units	No	8	The Employment Credential consists of required core classes and electives chosen by the student based on their career interests within a pathway. Courses are College-approved and listed in the academic catalog.

TECHNICAL CENTERS/COLLEGES

Cape Coral and Ft. Myers Technical College, Lee County Technical Colleges (length varies based on program of study)

Credentials Offered	Length	Industry Certification (yes/no)	Number 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Administrative Office Specialist	1050 hours	Yes	1	The Administrative Office Specialist program is designed to prepare students for employment as an information technology assistant, front desk specialist, assistant digital production designer, and assistant digital production designer.
Major Appliance & Refrigeration Technician	1200 clock hours	Yes	1	The Major Appliance and Refrigeration Technician program offers a broad foundation of knowledge and skills to prepare students for employment in appliance and refrigeration repair.
Digital Design	1200 hours	Yes	1	The Digital Design program focuses on transferrable skills and stresses understanding and demonstration of all areas of graphic design.
Medical Administrative Specialist	1050 hours	Yes	1	The Medical Administrative Specialist program is designed to prepare students for employment as an information technology assistant, front desk specialist, medical office technologist, and medical administrative specialist.

Technical Centers/Colleges Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Nursing Assistant – Articulated	165 clock hours	Yes	1	The Nursing Assistant Articulated program offers a broad foundation of knowledge and skills, expanding the traditional role of the nursing assistant for both acute and long-term care settings.
Web Application Development and Programming	1050 hours	Yes	1	The Web Application Development and Programming program is designed to prepare students for employment as a computer programmer assistant, computer programmer, or web programmer.

McFatter Technical College, Broward County (2 years)

Credentials Offered	Length	Industry Certification (yes/no)	Number 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
ServSafe Manager	1200 hours	Yes	13	The ServSafe Manager Certification verifies that a manager or person-in-charge has sufficient food safety knowledge to protect the public from foodborne illness.
Local AgriScience Certification	128 hours	No	15	Basic understanding of the essential elements for plant growth/ideal growing conditions and the students' ability to apply appropriate plant management strategies for employment opportunities.
Commercial Foods and Culinary Arts program completion	1200 hours	Yes	13	This ACF accredited program offers students the opportunity to prepare for employment as pastry, restaurant, hotel and resort cooks, as well as basic management positions in the food service industry. Through combination of classroom academics and hands-on culinary procedures, students will learn and demonstrate competencies in: introduction to the hospitality and food service industry, Garde-manger, food production, baking/pastry. Central to the program is hands-on learning in state-of-the-art kitchens, where students are directed in a wide range of food preparation from stocks, soups and sauces to baked goods and desserts. General housekeeping and equipment operation skills necessary for success are also part of the curriculum.

Orange Technical College, Orange County (1 year)				
Credentials Offered	Length	Industry Certification (yes/no)	Number 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Specialized Career Education Certificate with primary focus of study: Electricity Welding	1 year	No	1	Demonstrated mastery of required skills in welding or electricity.
Robert Morgan Educational Center and Technical College, Miami-Dade County (length varies depending on the program and students' progress)				
Credentials Offered	Length	Industry Certification (yes/no)	Number 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Baking and Pastry Arts Certificate or OCP Completer Certificate*	600 clock hours	Yes	1	Certificate represents the students completed 600 clock hours or more and earned Occupational Completion Certificate (OCP) A and B.
Commercial Art Technology Certificate	1,500 clock hours	Yes	3	Certificate represents the students completed 1,500 clock hours or more and earned OCP A, B, C and D.
3D Animation Technology Career Certificate credential	1,050 clock hours	Yes	1	Certificate represents the students completed 1,050 clock hours or more and earned OCP A, B, C and D.

RMECTC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2019-2020 FPCTP Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
OCP A, B, C, and D.	Varies by CTE program.	Yes	1	The credential is specific to which OCP level a student may complete. It signifies the student did not complete the full program and will list which OCP(s) the student earned.
<p>*A “Certificate” represents a full program completer: (1) earning all the programs’ OCPs and (2) passing the Test of Adult Basic Education (TABE) or having the TABE waived. An “OCP Completer Certificate” represents: (1) the specific OCPs completed and (2) TABE was not passed nor waived.</p> <p>Project TOPS students earning Baking and Pastry Arts or Professional Culinary Arts and Hospitality are recommended to pursue these industry certifications: Employee Food-handler Training Certification and Food Safety Manager Training/Certification (ServSafe).</p> <p>Project TOPS students earning 3D Animation Technology or Commercial Art Technology are recommended to pursue this industry certification: Adobe Certified Associate (ACA) for Photoshop.</p>				

Appendix I

Follow up information regarding FPCTP Completers

Individual Completer Follow-Up Information for Students Completing Prior to 2019-2020

College of the Florida Keys						
Completer Number	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status at 2019-2020 Follow-Up	Hours per Week	Wage
1	May 2017	Project ACCESS Workforce Ready Certificate Project ACCESS Customer Service Guest Service Gold Professional Certification <i>Aligned careers:</i> Retail sales associate, inventory, cashier, customer service	Yes	Unknown	-	-
2	May 2018	<ul style="list-style-type: none"> ▶ Culinary Arts Management ▶ Chef's Apprentice <i>Aligned careers:</i> Food and beverage management, sous chef, event planner, menu planner, baking and pastry manager, restaurant and industry kitchen chef assistant	Yes	Competitive integrated employment: Deli cook and bagger (grocery)	15	\$12.00/hour
3	May 2019	<ul style="list-style-type: none"> ▶ Project ACCESS Workforce Ready Certificate ▶ <i>Aligned careers:</i> Customer services 	Yes	Unknown	-	-

Florida Atlantic University

Completer Number	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status at 2019-2020 Follow-Up	Hours per Week	Wage
1	Dec. 2017	<ul style="list-style-type: none"> ▸ Certificate of Supported Employment <i>Aligned careers:</i> hospitality, customer service, technology, and office support	No	Competitive integrated employment: Dishwasher	20	\$12.00/hour + tips
2	May 2018	<ul style="list-style-type: none"> ▸ Certificate of Supported Employment <i>Aligned careers:</i> hospitality, customer service, technology, and office support	No	Competitive employment with ongoing supported employment services: Lobby attendant (retail service)	10	\$10.00/hour
3	Dec. 2018	<ul style="list-style-type: none"> ▸ Certificate of Supported Employment <i>Aligned careers:</i> hospitality, customer service, technology, and office support	No	Not currently employed: Employed in competitive employment within the past year		
4	May 2019	<ul style="list-style-type: none"> ▸ Certificate of Supported Employment <i>Aligned careers:</i> hospitality, customer service, technology, and office support	No	Not currently employed: Employed in competitive employment within the past year		
5	May 2019	<ul style="list-style-type: none"> ▸ Certificate of Supported Employment <i>Aligned careers:</i> hospitality, customer service, technology, and office support	No	Competitive employment with ongoing supported employment services: Housekeeper	40	\$11.00/hour

McFatter Technical College						
Completer Number	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status at 2019-2020 Follow-Up	Hours per Week	Wage
1	Mar. 2018	▸ AgriScience Certification <i>Aligned careers:</i> Horticulture/agriculture	No	Competitive integrated employment: Bagger	6	\$9.50/hour
2	Aug. 2018	▸ AgriScience Certification <i>Aligned careers:</i> Horticulture/agriculture		Unknown	-	-
3	Oct. 2018	▸ AgriScience Certification <i>Aligned careers:</i> Horticulture/agriculture	No	Unknown	-	-
Robert Morgan Educational Center & Technical College						
Completer Number	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status at 2019-2020 Follow-Up	Hours per Week	Wage
1	Dec. 2018	▸ Baking & Pastry Arts <i>Aligned careers:</i> Baking and pastry manager	No	Not currently employed: No employment within the past year	-	-
Santa Fe College						
Completer Number	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status at 2019-2020 Follow-Up	Hours per Week	Wage
1	May 2017	▸ ServSafe Food Handler <i>Aligned careers:</i> Restaurant, cafeteria, health/nutrition, dishwasher	Yes	Competitive integrated employment: Counter personnel (restaurant)	12-15	\$8.46/hour

SFC Completers (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status at 2019-2020 Follow-Up	Hours per Week	Wage
2	April 2017	ServSafe Food Handler First Aid CPR <i>Aligned careers:</i> Restaurant, cafeteria, health/nutrition, dishwasher, health fields, educational settings, construction/horticulture/agriculture	Yes	Not currently employed: No employment within the past year.	-	-
3	Dec. 2017	ServSafe Food Handler Red Carpet Customer Service RAD Self-Defense <i>Aligned careers:</i> Restaurant, cafeteria, health/nutrition, dishwasher, sales, retail, business, customer service, security	Yes	Not currently employed: Competitive employment with ongoing supported employment services within the past year.		\$2,166.00 in the past year
4	April 2018	Artist Entrepreneur Red Carpet Customer Service <i>Aligned careers:</i> Independent artist, sales, retail, business, customer service	Yes	Competitive integrated employment: Kitchen porter	16	\$8.46/hour
5	Dec. 2017	Red Carpet Customer Service <i>Aligned careers:</i> Sales, retail, business, customer service	Yes	Competitive integrated employment: Bagger (grocery)	20	\$10.00/hour +tips

SFC Completers (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status at 2019-2020 Follow-Up	Hours per Week	Wage
6	May 2018	Red Carpet Customer Service, RAD Self-Defense <i>Aligned careers:</i> Sales, retail, business, customer service, security	Yes	Competitive employment with ongoing supported employment services: Office assistant (medical)	5-6	\$8.46/hour
7	May 2019	Red Carpet Customer Service, SafeStaff Food Handler, Artist Entrepreneur <i>Aligned careers:</i> Customer services, sales, restaurant, cafeteria, health/nutrition, dishwasher, business	Yes	Unknown	-	-
8	May 2019	SafeStaff Food Handler, Red Cross First Aid, Red Carpet Customer Service Training, Introduction to Microsoft <i>Aligned careers:</i> Customer services, sales, restaurant, cafeteria, health/nutrition, dishwasher, business	Yes	Not currently employed: Competitive employment within the past year.	-	-
9	Dec. 2018	SafeStaff Food Handler, Red Cross First Aid, Horticulture Agriculture <i>Aligned careers:</i> Customer services, sales, restaurant, cafeteria, health/nutrition, dishwasher, horticulture/agriculture	Yes	The student passed away this year.	-	-

SFC Completers (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status at 2019-2020 Follow-Up	Hours per Week	Wage
10	May 2019	<ul style="list-style-type: none"> ▸ Red Carpet Customer Service, ▸ SafeStaff Food Handler, ▸ Introduction to Office, ▸ Red Cross First Aid <p><i>Aligned careers:</i> Customer services, sales, restaurant, cafeteria, health/nutrition, dishwasher, business</p>	Yes	Competitive integrated employment: Classroom Aide	17	\$10.00/hour
11	Dec. 2018	<ul style="list-style-type: none"> ▸ SafeStaff Food Handler, ▸ Red Cross First Aid, ▸ Horticulture Agriculture <p><i>Aligned careers:</i> Customer services, sales, restaurant, cafeteria, health/nutrition, dishwasher, horticulture/agriculture</p>	Yes	Not currently employed: Competitive integrated employment within the past year	-	-
12	May 2019	<ul style="list-style-type: none"> ▸ SafeStaff Food Handler, ▸ Red Carpet Customer Service, ▸ Red Cross First Aid, ▸ RAD Self-Defense <p><i>Aligned careers:</i> Sales, retail, business, customer service, security, restaurant, cafeteria, health/nutrition, dishwasher</p>	Yes	Competitive integrated employment: Server/Companion Memory Unit	9.5	\$8.75/hour

SFC Completers (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status at 2019-2020 Follow-Up	Hours per Week	Wage
13	Dec. 2018	SafeStaff Food Handler, Red Cross First Aid, Horticulture Agriculture <i>Aligned careers:</i> Customer services, sales, restaurant, cafeteria, health/nutrition, dishwasher, horticulture/agriculture	Yes	Not currently employed: Not employed within the past year	-	-
University of Central Florida						
Completer Number	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status at 2019-2020 Follow-Up	Hours per Week	Wage
1	May 2019	Professional Services Credential <i>Aligned careers:</i> Hospitality, education, social services	No	Not currently employed: Competitive integrated employment within the past year	-	-
2	May 2019	Professional Services Credential <i>Aligned careers:</i> Hospitality, education, social services	No	Not currently employed: Unpaid employment within the past year	-	-
3	May 2019	Professional Services Credential <i>Aligned careers:</i> Hospitality, education, social services	No	Not currently employed: Competitive supported employment within the past year	-	-
4	May 2019	Professional Services Credential <i>Aligned careers:</i> Hospitality, education, social services	No	Not currently employed: Unpaid employment within the past year	-	-

UCF Completers (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status at 2019-2020 Follow-Up	Hours per Week	Wage
5	May 2019	Professional Services Credential <i>Aligned careers:</i> Hospitality, education, social services	No	Unknown	-	-
6	May 2019	Professional Services Credential <i>Aligned careers:</i> Hospitality, education, social services	No	Not currently employed: Competitive integrated employment within the past year	-	-
7	May 2019	Professional Services Credential <i>Aligned careers:</i> Hospitality, education, social services	No	Not currently employed: Unpaid employment within the past year	-	-
8	May 2019	Professional Services Credential <i>Aligned careers:</i> Hospitality, education, social services	No	Not currently employed: Competitive supported employment within the past year	-	-

Appendix J

1 – FPCTP Staff Hours by Institution

2 – FPCTP Staff Hours by Role by Institution

FPCTP Staff Hours and FTE per Week in 2019-20 by Institution

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
College of the Florida Keys # of students = 12, 1 FTE = 40.0 hours						
CFK Staff 1 1 FTE = 37.5 hours	37.5	1.00	16.0	0.43	1.33	0.04
CFK Staff 2 1 FTE = 37.5 hours	37.5	1.00	37.5	1.00	3.13	0.08
CFK Staff 3 1 FTE = 37.5 hours	37.5	1.00	5.0	0.13	0.42	0.01
CFK Staff 4 1 FTE = 18 hours	18.0	1.00	18.0	1.00	1.50	0.08
CFK Staff 5 1 FTE = 37.5 hours	37.5	1.00	5.0	0.13	0.42	0.01
Total	168.0	5.00	82.0	2.69	6.79	0.22
Florida Atlantic University # of students = 42, 1 FTE = 40.0 hours						
FAU Staff 1	40.0	1.00	5.0	0.13	0.12	0.00
FAU Staff 2	40.0	1.00	40.0	1.00	0.95	0.02

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
FAU Staff 3	40.0	1.00	40.0	1.00	0.95	0.02
FAU Staff 4	40.0	1.00	40.0	1.00	0.95	0.02
FAU Staff 5	40.0	1.00	40.0	1.00	0.95	0.02
FAU Staff 6	40.0	1.00	40.0	1.00	0.95	0.02
FAU Staff 7	40.0	1.00	40.0	1.00	0.95	0.02
FAU Staff 8	40.0	1.00	6.0	0.15	0.14	0.00
Total	320.0	8.00	251.0	6.28	5.98	0.15
Indian River State College # of students = 15, 1 FTE = 40.0 hours						
IRSC Staff 1	40.0	1.00	40.0	1.00	2.67	0.07
IRSC Staff 2	40.0	1.00	40.0	1.00	2.67	0.07
IRSC Staff 3	20.0	0.50	20.0	1.00	1.33	0.07
IRSC Staff 4	20.0	0.50	15.0	0.75	1.0	0.05
Total	120.0	3.00	115.0	3.75	7.67	0.25
Lee County Technical College # of students = 6, 1 FTE = varies by staff						
LCTC Staff 1 1 FTE = 41.25 hours	41.25	1.00	41.25	1.00	6.88	0.17
LCTC Staff 2 1 FTE = 35.0 hours	35.0	1.00	35.0	1.00	5.83	0.17
Total	76.25	2.00	76.0	2.00	12.71	0.33

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
McFatter Technical College # of students = 15, 1 FTE = varies by staff						
MTC Staff 1 1 FTE = 37.5 hours	37.5	1.00	37.5	1.00	2.5	0.07
MTC Staff 2 1 FTE = 37.5 hours	37.5	1.00	10.0	0.27	0.67	0.02
MTC Staff 3 1 FTE = 37.5 hours	37.5	1.00	10.0	0.27	0.67	0.02
MTC Staff 4 1 FTE = 40.0 hours	40.0	1.00	5.0	0.13	0.33	0.01
MTC Staff 5 1 FTE = 40.0 hours	40.0	1.00	10.0	0.25	0.67	0.02
MTC Staff 6 1 FTE = 37.5 hours	37.5	1.00	10.0	0.27	0.67	0.02
MTC Staff 7 1 FTE = 37.5 hours	37.5	1.00	6.0	0.16	0.4	0.01
MTC Staff 8 1 FTE = 40.0 hours	40.0	1.00	5.0	0.13	0.33	0.01
MTC Staff 9 1 FTE = 37.5 hours	37.5	1.00	10.0	0.27	0.67	0.02
MTC Staff 10 1 FTE = 40.0 hours	40.0	1.00	5.0	0.13	0.33	0.01
MTC Staff 11 1 FTE = 37.5 hours	37.5	1.00	37.5	1.00	2.5	0.07
MTC Staff 12 1 FTE = 37.5 hours	37.5	1.00	37.5	1.00	2.5	0.07

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
MTC Staff 13 1 FTE = 37.5 hours	37.5	1.00	37.5	1.00	2.5	0.07
MTC Staff 14 1 FTE = 37.5 hours	37.5	1.00	37.5	1.00	2.5	0.07
MTC Staff 15 1 FTE = 40.0 hours	40.0	1.00	5.0	0.13	0.33	0.01
Total	575.0	15.00	263.50	6.98	17.57	0.47
Orange Technical College # of students = 1, 1 FTE = 37.5 hours						
OTC Staff 1 1 FTE = 37.5 hours	37.5	1.00	37.5	1.00	37.5	1.00
Total	37.5	1.00	37.5	1.00	37.50	1.00
Robert Morgan Educational Center and Technical College (M-DCPS) # of students = 5, 1 FTE = varies by staff						
RMECTC Staff 1 1 FTE = 40 hours	40.0	1.00	40.0	1.00	8.0	0.20
RMECTC Staff 2 1 FTE = 6 hours	6.0	1.00	6.0	1.00	1.2	0.20
RMECTC Staff 3 1 FTE = 6 hours	6.0	1.00	6.0	1.00	1.2	0.20
RMECTC Staff 4 1 FTE = 4 hours	4.0	1.00	4.0	1.00	0.8	0.20
RMECTC Staff 5 1 FTE = 12 hours	12.0	1.00	12.0	1.00	2.4	0.20
RMECTC Staff 6 1 FTE = 6 hours	6.0	1.00	6.0	1.00	1.2	0.20

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
RMECTC Staff 7 1 FTE = 40 hours	40.0	1.00	40.0	1.00	8.0	0.20
RMECTC Staff 8 1 FTE = 25 hours	25.0	1.00	25.0	1.00	5.0	0.20
Total	139.0	8.00	139.0	8.00	27.8	1.60
Santa Fe College # of students = 15, 1 FTE = 40.0 hours						
SFC Staff 1	40.0	1.00	30.0	0.75	2.0	0.05
SFC Staff 2	28.5	0.71	10.0	0.25	0.67	0.02
SFC Staff 3	20.0	0.50	10.0	0.25	0.67	0.02
SFC Staff 4	28.5	0.71	14.50	0.36	0.97	0.02
SFC Staff 5	40.0	1.00	8.0	0.20	0.53	0.01
SFC Staff 6	40.0	1.00	8.0	0.20	0.53	0.01
SFC Staff 7	20.0	0.50	6.0	0.15	0.4	0.01
SFC Staff 8	28.5	0.71	6.0	0.15	0.4	0.01
SFC Staff 9	40.0	1.00	8.0	0.20	0.53	0.01
SFC Staff 10	20.0	0.50	10.0	0.25	0.67	0.02
Total	305.50	7.64	110.50	2.76	7.37	0.18
Southeastern University # of students = 10, 1 FTE = varies by staff						
SEU Staff 1 1 FTE = 40 hours	40.0	1.00	40.0	1.00	4.0	0.10
SEU Staff 2 1 FTE = 15 hours	15.0	1.00	15.0	1.00	1.5	0.10

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
SEU Staff 3 1 FTE = 10 hours	40.0	4.00	10.0	0.25	1.0	0.03
SEU Staff 4 1 FTE = 40 hours	40.0	1.00	3.0	0.08	0.30	0.01
SEU Staff 5 1 FTE = 40 hours	40.0	1.00	10.0	0.25	1.0	0.03
Total	175.0	8.00	78.0	2.58	7.8	0.26
St. Petersburg College # of students = 4, 1 FTE = 40.0 hours						
SPC Staff 1	40.0	1.00	40.0	1.00	10.0	0.25
SPC Staff 2	40.0	1.00	40.0	1.00	10.0	0.25
Total	80.0	2.00	80.0	2.00	20.0	0.50
Tallahassee Community College # of students = 8, 1 FTE = 40.0 hours						
TCC Staff 1	0.0	0.00	40.0	1.00	5.0	0.13
TCC Staff 2	0.0	0.00	40.0	1.00	5.0	0.13
TCC Staff 3	37.0	0.93	3.0	0.08	0.38	0.01
TCC Staff 4	38.0	0.95	2.0	0.05	0.25	0.01
TCC Staff 5	39.0	0.98	1.0	0.03	0.13	0.0
TCC Staff 6	39.0	0.98	1.0	0.03	0.13	0.0
Total	153.0	3.83	87.0	2.18	10.88	0.27
University of Central Florida # of students = 16, 1 FTE = 40.0 hours						
UCF Staff 1	40.0	1.00	20.0	0.50	1.25	0.03
UCF Staff 2	40.0	1.00	40.0	1.00	2.5	0.06
UCF Staff 3	40.0	1.00	20.0	0.50	1.25	0.03

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
UCF Staff 4	40.0	1.00	40.0	1.00	2.5	0.06
UCF Staff 5	40.0	1.00	40.0	1.00	2.5	0.06
UCF Staff 6	40.0	1.00	8.0	0.20	0.5	0.01
Total	240.0	6.00	168.0	4.20	10.50	0.25

Staff Hours per Week at the FPCTP in 2019-20 by Role and Institution

Institution	Hours per Role per Week													
	Total Staff Hours per Week at FPCTP	Director/ Leadership	Program Coordination	Clerical	Advising	Instruction	Employment Support and/or Placement	Residential Support ¹	Academic Support	Social Support	Community Liaison	Financial Aid/Services	Other	Peer Mentor Coordination
CFK	81.5	9.0	23.0	2.0	12.0	18.0	6.0	2.0	5.0	4.5	0.0	0.0	0.0	0.0
FAU	251.0	4.0	11.0	7.0	26.0	85.0	71.0	0.0	19.0	18.0	1.0	9.0	0.0	0.0
IRSC	115.0	5.0	8.0	10.0	12.0	27.0	5.0	0.0	27.0	21.0	0.0	0.0	0.0	0.0
LCTC	76.25	10.0	10.0	0.0	0.0	0.0	0.0	0.0	56.25	0.0	0.0	0.0	0.0	0.0
McFatter	263.5	5.0	28.0	10.0	5.0	182.0	6.0	0.0	20.0	7.5	0.0	0.0	0.0	0.0
OTC	37.5	0.0	10.0	0.0	0.0	14.5	13.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
RMECTC	139.0	15.0	12.0	9.0	16.0	47.0	0.0	0.0	26.0	14.0	0.0	0.0	0.0	0.0
SFC	110.5	3.0	16.0	10.0	16.5	54.0	6.0	0.0	0.0	0.0	0.0	0.0	0.0	5.0
SEU	78.0	5.0	4.0	9.0	3.0	42.0	2.0	2.0	6.0	2.0	0.0	3.0	0.0	0.0

Institution	Hours per Role per Week													
	Total Staff Hours per Week at FPCTP	Director/ Leadership	Program Coordination	Clerical	Advising	Instruction	Employment Support and/or Placement	Residential Support	Academic Support	Social Support	Community Liaison	Financial Aid/Services	Other	Peer Mentor Coordination
SPC	80.0	20.0	5.0	15.0	10.0	0.0	0.0	0.0	30.0	0.0	0.0	0.0	0.0	0.0
TCC	87.0	23.0	18.0	14.0	1.0	12.0	13.0	0.0	0.0	0.0	0.0	2.0	4.0	0.0
UCF	168.0	35.0	20.0	13.0	10.0	45.0	20.0	10.0	0.0	10.0	0.0	0.0	0.0	5.0
Total	1487.25	134.0	165.0	99.0	111.5	526.5	142.0	14.0	189.25	77.0	1.0	14.0	4.0	10.0