College of Community Innovation and Education
University of Central Florida
420 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

Florida Center for Students with
UNIQUE ABILITIES

Annual Report
2020-2021

Respectfully submitted to:

Governor Ron DeSantis
Florida Senate President Wilton Simpson
Florida Speaker of the House of Representatives Chris Sprowls
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, 2021

Table of Contents

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	Summary of Technical Assistance, Collaboration, Outreach, and Institutes
Appendix E	1 – Resources in Development 2 – Summary of FCSUA Collaborative Activities with Specific Groups
Appendix F	1 – Florida Postsecondary Education Program Planning Institute Agenda 2 – FPCTP MidYear Institute and CCT Club Sponsors Annual Meeting
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 by FPCTPs with Students Enrolled in 2020-2021
Appendix I	Follow-Up Information regarding FPCTP Completers
Appendix J	1 – FPCTP Staff Hours by Institution 2 – FPCTP Staff Hours by Role by Institution

Florida Center for Students with
UNIQUE ABILITIES

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, 2020, through September 30, 2021.** 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 2021 regarding the 2020-2021 academic year (AY) of July 1, 2020, to June 30, 2021. 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 updated the *FPCTP Application Packet for Eligible Institutions* to facilitate FPCTP application submission, review, and approval. Applications are now submitted in the FCSUA Community virtual platform. Our number of approved FPCTPs and interested institutions continue to grow. Currently there are 19 FPCTPs, which provide services on 24 campuses (6 at universities, 6 at state colleges, and 7 at career technical colleges) to 169 students. Two other institutions have submitted draft proposals.

‣ We updated the *FPCTP Scholarship Request Information* to reflect use in the FCSUA Community to all approved FPCTPs which includes an estimate of the cost of attendance, list of eligible students, and anticipated attendance by academic term. Fifteen FPCTPs requested FPCTP Scholarships for their eligible students (4 programs will not begin admitting students until the 2021-2022 AY). We awarded 164 scholarships during 2020-2021, adding 8% more awards than in the 2019-2020 AY. As the new programs admit students, this number will continue to increase.

‣ We revised the *Request for Proposals for FPCTP Initial and Continuing Grants* for use in the FCSUA Community and continued to implement an ongoing, continuous grant proposal submission schedule. During this year, we awarded the following: four initial grants, each, for a three-year period; two continuing grants; and one no-cost extension. Twelve of the approved institutions continued with implementation of their previously awarded grants. 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 submissions. Based on previous year's submissions, we revised the *Annual Report* forms to facilitate ease and accuracy of submission of the required annual reports due August 1 each year. Program and Student Information Forms are now submitted in our virtual FCSUA Community. All institutions with FPCTP students enrolled during 2020-2021 submitted an annual report, with the exception of one.

‣ 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 inform the Center's primary stakeholders, including students and families, postsecondary education institutions, K-12 educators, and community partners. Over 10,587 unique users viewed our website (3,796 more than last year); of which over 9,658 were new users (3,592 more than last year); and 1,730 were returning users (420 more than the previous year). Users made over 13,414 visits to the site (4,355 more than last year), with over 38,643 pageviews (10,540 more than last year).

‣ Our YouTube channel features 29 webinar presentations, including seven guided trainings on how to use the online FCSUA Community. FCSUA YouTube channel also includes the recordings from live and pre-recorded sessions corresponding to the 2020 Virtual Florida Postsecondary Education Program Planning Institute and the 2021Virtual FPCTP MidYear Institute and CCT Club Annual Sponsors Meeting, both hosted virtually. Additionally, the channel includes 19 FPCTP info videos. During 2020-2021, the channel was visited 2,763 times (1,625 more than 2019-2020).

‣ We actively used our social media accounts in Twitter, Facebook, YouTube, and Instagram to assure FPCTP information is widely disseminated. Our tweets and posts included information about FCSUA webinars, presentations, events, and activities at FPCTP programs. We currently have 175 Instagram followers, 632 Facebook followers, and 359 Twitter followers. Our Instagram posts reached 674 Instagram members. The Facebook posts reached 10,765 members. During the past year, our tweets averaged 96 profile visits and had an average of 1,327 impressions each month.

‣ To increase outreach, we added a bi-monthly newsletter. The FCSUA News Brief covers relevant topics that include activities at and professional development for FPCTPs. The newsletter is distributed to over 1,100 contacts through Salesforce and posted on the FCSUA Events page.

‣ To inform stakeholders of the Center's services and promote the supply and demand for FPCTPs, we conducted 28 conference and meeting presentations (some including information tables/booths as well) and 13 webinars. Conference presentations included those for Florida State College System events, disability organizations, parents and families, career and technical education (CTE), and K-12 education. In light of the COVID-19 pandemic, with remote work and restricted travel, we maintained an active agenda working with institutions across the state inquiring about the approval process. We hosted 47 meetings with institutions of higher education (IHE) with the majority conducted as virtual meetings using Zoom or Microsoft Teams. We made an onsite visit to support FPCTP development at North Florida Technical College in Bradford County. Additionally, we shared information about the Act and FPCTPs at the Leon County Schools Adult and Community Education Summer Institute in Tallahassee at Lively Technical College. Through our professional development and capacity building events, we provided 19 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 fourth annual Florida Postsecondary Education Program Planning Institute (FLPEPPI) for IHE teams, November 17–20, 2020. This was a virtual event. Two-hundred eight participants attended. Twenty-four IHEs, and one school district were represented, with teams ranging in size from 2 to 12 members, including IHE faculty and staff, service agency staff, and K-12 educators. A total of 13 Florida Vocational Rehabilitation services staff participated and served on various IHE teams. Institute content included presentations by colleagues from FPCTPs, FPCTP graduates, disability specialists, disability advocates, and Florida career education specialists. There were 13 content sessions, and 6 hours of facilitated team planning time. Of the 25 IHE teams, in which one included a school district, 22 teams left the Institute with at least a draft plan to either improve, expand, or develop a FPCTP.

‣ We also hosted our second Virtual FPCTP MidYear Institute (June 15–18, 2021) with 176 participants representing teams from 23 IHEs ranging in size from 2-11 members. This year, a College and Career Transition (CCT) Club Sponsors Annual Meeting was included at the beginning of the MidYear Institute. The main focus of the Institute was to allow for more networking among like-type institutions, and for teams, particularly approved FPCTPs to focus on annual plan progress reports. The MidYear Institute included five content sessions, one post-institute workshop, and two hours of facilitated team planning time.

‣ An integral component of the Center's work to increase the supply and demand of FPCTPs, built on evidence-based and promising practices (EBPPs), is to facilitate strategic planning through the Institute using an online system that integrates intervention and implementation science. 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 each Institute used this tool during their facilitated planning sessions and subsequently to implement a development and continuous improvement process that applies data-driven decision making to FPCTP development.

‣ Required processes related to FPCTP Applications, Scholarships, Grants, and Annual Reports are now fully integrated and operationalized, including electronic signatures with Conga within the FCSUA Community using the Salesforce platform. Additionally, FCSUA Community allows for automation of internal administrative procedures such as invoicing and reports.

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

Of the 19 FPCTPs serving students in 2020-2021, 18 submitted program and student information reports, accounting for 169 students enrolled in FPCTPs in 2020-2021. Orange Technical College-Westside did not submit an Annual Report. There was a 2% increase in enrollment from 2019-2020 to 2020-2021. The COVID-19 pandemic posed enrollment challenges to each FPCTP in different ways. Some chose to move forward with admission of new students during fall semester/term, while others delayed admitting new students until spring, or summer of 2021, and others extended enrollment to existing students to allow them to complete their programs of study and delayed accepting new students until fall 2021. One FPCTP decided to delay enrollment until spring of 2022. 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 169 students for whom data were reported, 154 (91%) made SAP in 2020–2021.

▸ In collaboration with the Florida Department of Education, one new FPCTP (Okaloosa Technical College) was approved during 2020-2021. One previously approved program (Florida Panhandle Technical College) did not apply for renewal status; therefore, keeping the total approved FPCTPs at 19. Additionally, to better serve their catchment area, two FPCTPs (St. Petersburg College and University of South Florida) are expanding to other campuses. Students will then have 26 campuses of approved FPCTPS from which to choose across the state in the coming year. The 19 approved FPCTPs are:

- ACI (Academy for Community Inclusion), Florida Atlantic University (FAU), Jupiter and Boca Raton, FL
- Build Your Future, Sheridan Technical College (STC), Hollywood, FL
- Build Your Future, Orange Technical College–Westside Campus (OTC-W), Winter Garden, FL
- Eagle Connections, Tallahassee Community College (TCC), Tallahassee, FL
- FIU Embrace Education, Florida International University (FIU), Miami, FL
- Grow Your Future, McFatter Technical College (MTC), Davie, FL
- HIRE (How I Reach Employment), Lee County Technical Colleges (LCTC), Ft. Myers and Cape Coral, FL
- IES (Inclusive Education Services), University of Central Florida (UCF), Orlando, FL
- Okaloosa UP (Unique Professionals), Okaloosa Technical College (OTC), Ft. Walton Beach, FL
- Project ACCESS (Accessing Community College Educational Experiences, Social Experiences, and Skills for Careers), The College of the Florida Keys (CFK), Key West and Key Largo, FL
- Project SAINT (Student Access and INclusion Together), Santa Fe College (SFC), Gainesville, FL
- Project TOPS (Transition tO Postsecondary InstitutionS), Robert Morgan Educational Center and Technical College (RMECTC), Miami, FL
- Seahawk NEST (Navigating Education for Student Transition), Broward College (BC), Pembroke Pines and Coconut Creek, FL
- SEA (Soaring Eagle Academy), Florida Gulf Coast University (FGCU), Ft. Meyers, FL
- STAGE (Students Transitioning to Academics and Gainful Employment) Project, Indian River State College (IRSC), Ft. Pierce and Vero Beach, FL
- SEU Link Program, Southeastern University (SEU), Lakeland, FL
- SOAR (Success for Occupational Area Readiness) Program, Lively Technical College (LTC), Tallahassee, FL
- Titans UP (Unique Partnership) Program, St. Petersburg College (SPC), St. Petersburg, FL (expanding to Clearwater)
- UMatter, University of South Florida (USF), St. Petersburg, FL (expanding to Tampa)

▸ 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. Six institutions (i.e., Broward College, Florida International University, Orange Technical College-Westside, Sheridan Technical College, University of South Florida),

do not have CTP approval status and are scheduled to submit applications by the end of 2021. Orange Technical College-Westside is currently awaiting approval status. The remaining 13 FPCTPs have CTP approval status, which makes their students eligible for federal financial aid.

‣ 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. Fifteen of the 19 FPCTPs serving students in 2020-2021 requested and were awarded FPCTP Scholarships for their eligible students (requests for a total of 164 students), which was a 27% increase from 2019-2020. A total of 161 students actually received a scholarship, as some students who had initially enrolled or were expected to enroll did not. A total of $920,959 in scholarship funding was provided to the FPCTPs, of which $839,516.72 was ultimately disbursed to students. Ten institutions returned $81,442.28 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 169 students for whom information was reported included the following:

  · 50% of the students were male and 50% female.

  · Of the total, race was reported as 65% White or Caucasian, 25% Black or African American, 3% Asian, 7% reported as other or unknown. Twenty-two percent reported ethnicity as Hispanic or Latino.

  · Of the total, 79% lived with their parents; 14% lived in campus housing associated with an IHE; 7% lived alone, on his or her own with a spouse, domestic partner, roommate(s), or supervised living arrangement.

  · Students' ages prior to entering the postsecondary education program ranged from 18 to 59 years old. The most common age at entry was 19 years.

  · Students spent between 0 and 40 years out of K-12 before entering a postsecondary education program. Of the total, 116 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.

  · Students' most recent K-12 setting at the time of program enrollment, primarily included public school (76%) and private school (15%). However, some also attended charter schools (4%) self-contained center school (4%), as well as home school (1%). One percent was reported as unknown.

  · Students' type of K-12 exit included special diploma (46%), regular high school diploma (39%), certificate of attendance or completion (7%), and (8%) other or unknown.

  · Students entered their postsecondary education program with a variety of employment experiences the year prior to program entry, including competitive employment (20%), competitive employment with supported employment services (8%), and or volunteer work or unpaid internship (31%), while 41% reported no work experience prior to entering a FPCTP.

  · FPCTPs reported that during, or at the end of 2020-2021, 22 students left their FPCTP without completing the program; 15 were dismissed and 7 left voluntarily. The number of students in FPCTPs increased by almost 7% from 2019-2020 to 2020-2021. These data indicate that the proportion of students leaving the FPCTP without completing also increased. Program reports account for various reasons for departure ranging from finding

secure employment to relocation. However, the majority left because they did not maintain SAP.

- To date, 132 students have completed their FPCTP, 3 at the conclusion of 2016-2017; 7 by the conclusion of 2017-2018; 36 by the conclusion of 2018-2019; 32 at the conclusion of 2019-2020; and 55 at the conclusion of 2020-2021. As required, follow-up data have been collected regarding the students who completed prior to 2020-2021 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 14 to over 19,000 (two institutions included the state of Florida of which one also included the entire country as catchment areas). Estimates were made using FLDOE 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. See Figure 1 for all approved FPCTPs and contact information. 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 FCSUA Community 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 2020-2021 (n=169)

Variable	Students n	%
Personal Characteristics		
Gender		
Female	84	50%
Male	85	50%
No Response		
Race		
American Indian or Alaska Native	0	0%
Asian	5	3%
Black or African American	43	25%
Native Hawaiian or Other Pacific Islander	0	0%
White or Caucasian	110	65%
Two or more	0	0%
Other or Unknown	11	7%
Ethnicity		
Hispanic or Latino	37	22%
FL Resident		
Yes	165	98%
No	4	2%

Variable	n	%
K-12 Enrollment and Exit Information		
Living arrangements (prior to enrollment)		
With parents, siblings, or extended family	157	93%
Alone, on their own with a spouse, domestic partner, or roommate(s)	8	5%
In a group home, assisted living, or other supervised living arrangement	2	1%
Other	2	1%
In a health, mental health, or correctional facility	0	0%
In military housing, job training program facility, or college dormitory	0	0%
Most recent type of K-12 enrollment		
Public school	128	76%
Private school	25	15%
Charter school	6	4%
Self-contained center school	6	4%
Virtual school	0	0%
Home school	2	1%
Unknown	2	1%
Type of K-12 diploma		
Special diploma	77	46%
Regular high school diploma	66	39%
Certificate of attendance or completion	12	7%
Unknown	10	6%
None	3	2%
Other	1	1%
Employment Experiences Within the Year Prior to FPCTP Enrollment[1]		
Work experience (other than internship)		
Yes	35	21%
No	131	78%
Unknown	3	2%
Competitive integrated employment		
Yes	34	20%
No	135	80%
Competitive employment w/supported employment services		
Yes	14	8%
No	155	92%
Work in a sheltered workshop		
Yes	0	0%
No	169	100%
Unpaid work experience		
Yes	53	31%
No	116	69%

Variable	n	%
Employment Experiences Within the Year During FPCTP Enrollment[1]		
Competitive integrated employment		
Yes	34	20%
No	135	80%
Competitive employment w/supported employment services		
Yes	14	8%
No	155	92%
Work in a sheltered workshop		
Yes	0	0%
No	169	100%
Unpaid work experience		
Yes	53	31%
No	116	69%
Course Enrollment by Type		
Regular enrollment/credit-bearing		
Yes	33	20%
No	136	80%
Audit/no credit		
Yes	88	52%
No	81	48%
Non-credit bearing/non-degree		
Yes	23	14%
No	146	86%
Unique FPCTP courses		
Yes	110	65%
No	59	35%
Internship		
Yes	36	21%
No	133	79%
Housing During Enrollment		
With parents, siblings, or extended family	134	79%
In housing associated with the IHE	24	14%
Alone, on their own with a spouse, domestic partner, or roommate(s)	7	4%
In a group home, assisted living, or other supervised living arrangement	3	2%
Other	1	1%

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

ANNUAL REPORT: OCTOBER 1, 2021

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, 2020, through September 30, 2021. We derived the FPCTP data we report regarding student and program characteristics from the approved programs' annual reports, submitted to the Center in August 2021 regarding the 2020-2021 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 continue 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

‣ The FCSUA Community allows postsecondary institutions to work on their FPCTP Applications, Grant Proposals, Scholarship Requests, and Annual Reports in an online and secure environment. The transition to digital applications streamlines revisions and approval processes. The functionalities of the platform include:

- Submission, revision, and approval processes, including status change notification via automated emails to the involved parties.

- Comments areas in all components to provide feedback, 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.

- Time-based reminders to notify approved programs about upcoming FPCTP Applications, Grants, Scholarship renewals, Scholarship disbursement reports, Program, and Students Information reports, and Follow Up reports for FPCTP completers.
- Automatic compilation of the FPCTP Application, Grant Proposal, and Scholarship invoices as PDF files using the Conga Composer integrated solution.
- Collect electronic signature using Conga Sign integrated solution.
- Invoicing of requests for resources for established College and Career Transition Clubs.

FCSUA Salesforce Community Functionalities
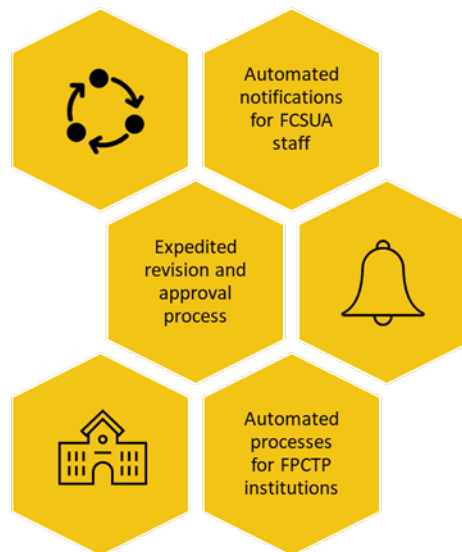
- ‣ Because of the platform's potential and FPCTP's staff positive feedback, we have decided to include:
  - FPCTP Grants Quarterly Invoices and Summary of Activities.
  - FPCTP Grants Annual and Final Performance Reports.
  - Request for modifications and changes to the FPCTP Grants.
- ‣ FCSUA staff have recorded step-by-step training, offered hands-on workshops and one-on-one assistance to navigate the FCSUA Community accurately and efficiently.
- ‣ FCSUA is in the process of implementing the FCSUA Help Center. It will be a Salesforce Knowledge Base site embedded in the FCSUA Community with detailed guidance and examples to navigate the community and submit accurate information.
- ‣ FCSUA Community 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.
- ‣ The marketing process is accelerated through this platform, 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 an FPCTP and other institutions and agencies serving students with disabilities.

‣ Integration with Salesforce supports other FCSUA administrative processes. These processes include the FCSUA Events Manager which allows the ability to monitor facilitators and presenters during the 2020 Virtual Florida Postsecondary Education Program Planning Institute and the 2021 Virtual FPCTP MidYear Institute and CCT Club Sponsors Annual Meeting. Additionally, this application expedites the creation of invoices and digital signatures on documents utilizing the Conga integrated solution. The most recent addition to this application is the Events Reporting component. It allows for tracking the Center's staff technical assistance to eligible postsecondary institutions and approved programs. Also, it enables us to record onsite and online meetings, webinars, and conference presentations. 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 Community. As of February 2020, new and renewal applications are submitted and approved via the online platform.

‣ Okaloosa Technical College applied and was approved by the FCSUA Executive Director and the Chancellor of Career and Adult Education during the reporting period.

‣ In addition to working with Okaloosa Technical College's approval, we worked directly with several institutions to assist with FPCTP development, via virtual meetings, hosted in Zoom and Microsoft Teams, including Emerald Coast Technical College, Ridge Technical College, and University of North Florida. Emerald Coast Technical College and University of North Florida submitted draft applications.

FPCTP Scholarship Request and Distribution

‣ We updated and disseminated the *FPCTP Scholarship Request Instructions* (see Appendix A) to all approved FPCTPs. Beginning fall 2020, all scholarship processes were completed in the FCSUA Community. The *Program Cost Estimator* includes an estimate of the cost (such as tuition and fees) of each FPCTP, by resident type and academic term for the year. A *Scholarship Request Form* is

submitted for each eligible student, which includes all terms of anticipated enrollment. Each term, after scholarships are issued, FPCTPs complete scholarship disbursement report to account for all disbursed funds. To maintain accurate records, a *Scholarship Summary* is included in the scholarship processes and maintains a running count of the number of students issued scholarships, amount issued, by terms, and total amount of undisbursed funds due to FCSUA by June 1 of each year. As required by the Act, all programs completed the required scholarship information.

‣ 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 receive their full award and those awards are made on schedule.

‣ In addition to providing a *FPCTP Timeline for Reports and Distributions* (see Appendix B) that includes specific dates and procedures regarding scholarship and other procedures, FCSUA Community sends reminders to FPCTPS one month prior to when each is due. FPCTPs continue to receive reminders until all submissions are complete and approved. Refer to Appendix A for *Scholarship Request Instructions.*

FPCTP Grant Proposals and Awards

‣ In accordance with the latest legislative update (2021) of the Act (s. 1004.6495, F.S.) We updated the *Request for Proposals* (RFP) *for FPCTP Grants* to reflect the removal of "*Start-up*" and "*Enhancement*" grant terms to "*Initial*" and "*Continuing*" grants. This allowed for flexibility in how FPCTP grant funds can be awarded to support existing programs. More specifically, the legislative update removes the restriction that FPCTP grant funds be used only for grant costs and removes the $300,000 maximum value per institution, per year, for FPCTP grants. A rolling submission process is used to assure that proposals are reviewed and awarded at various times during the year (www.fcsua.org). The revision and approval processes are now conducted online utilizing FCSUA Community. During the reporting year of 2021-2022, all grant processes will be completed in the FCSUA Community, including grant adjustments, quarterly reports with a summary of activities, and Annual and Final Grant Performance Reports.

‣ 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. In consultation with UCF's legal team, we updated our grant agreement and invoice templates. These templates have been generally accepted by most of the recipient institutions, although some agreements required minor negotiations before final approval.

‣ We awarded four initial grants, each, for a three-year award period with Florida International University ($900,000); Lively Technical College ($740,026); Okaloosa Technical College ($899,883); and Sheridan Technical College ($433,565). We also awarded two continuing grants with the Robert Morgan Educational Center and Technical College ($900,000) and Southeastern University ($900,000). Lee County Technical Colleges (Ft. Myers and Cape Coral) requested a no cost extension to December 31, 2021. Thirteen of the approved institutions continued with implementation of their previously awarded grants. During 2020-2021, grant awards ranged from $300,000 to $900,000, encumbering more than $9,000,000 to implement high-quality inclusive postsecondary programs for students with intellectual disabilities.

‣ Grant funds are used to support the implementation of approved FPCTPs. The emergence of COVID-19 led several programs to adjust implementation services. Similar to other institutions of higher education (IHEs) across the country, many IHEs in Florida closed campuses, requiring

in-person learning to quickly transition to online or virtual instruction. While shelter in place, and restricted travel mandates occurred mid-March of 2020, they continued until mid-June 2021 for many IHEs where FPCTPs are housed. Therefore, programs reported not only a need for increasing virtual and online support for students in their programs, but also for increased professional development and support for faculty and staff who were critical to the implementation of the programs. Several programs were not able to hire anticipated staff, and many experienced major personnel turnovers, and loss. Affected FPCTPs included: Broward College, Indian River State College, St. Petersburg College, University of Central Florida, Lee County Technical Colleges (Ft. Myers and Cape Coral), and University of South Florida. The College of the Florida Keys requested a budget modification to support resources at the Key Largo campus.

‣ At the time of this report, all FPCTPs have submitted their Annual Grant Performance Reports as required by the Center and reported varying levels of implementation. Florida Atlantic University, Indian River State College, Santa Fe College, The College of the Florida Keys, and University of Central Florida submitted their Final Grant Performance Reports as a requirement for requesting a continuing grant.

‣ The due date for the Annual Grant Performance Report was June 1. This date allowed the Center to review grant performances prior to the start of a new budget cycle on July 1. However, many FPCTPs requested extended due dates to July 15 to present a more accurate account of expenditures at the end of the year. Therefore, beginning 2021-2022 reporting year, Annual Grant Performance Reports will be due July 15. Automatic reminders are sent to the approved FPCTPs through FCSUA Community starting at 90 days prior, 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 (www.fcsua.org), to FPCTP staff when issuing their initial program approval and when we award their FPCTP Scholarships.

‣ To continue improving accuracy and efficiency of the required *FPCTP Annual Report*, all approved FPCTPs completed reports in the FCSUA Community, due August 1 each year (see Appendix C). Analyses of this year's reports indicate that suggested revisions, including submission through the FCSUA Community, clarified many of the items for the FPCTP responders and resulted in more accurate data collection. Additional revisions will be made to capture even better data.

▪ Forms are designed to collect valid and reliable information regarding program elements, student progress, and outcomes.

▪ Forms 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, 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.

‣ *FPCTP Annual Report* Program and Student Information forms are only available in the FCSUA Community.

‣ In addition, as standard practice, we evaluate FCSUA media use and FPCTP 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 (7)	59	4.44	4.51	4.52	4.71
Florida Postsecondary Education Program Planning Institute - November 10-17, 2020					
Facilitator prep workshop	18	4.82	4.73	-	4.87
Breakout sessions	29-34	4.22	4.25	4.28	-
Overall institute	77	4.25	-	4.59	4.51
MidYear Institute - June 15-18, 2021					
Facilitator prep workshop	14	4.96	4.76	-	5.00
Sessions	17-27	4.18	-	4.38	4.32
Overall Institute	57	4.23	-	-	-

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

Locate the FPCTPs

Use this map to find postsecondary education programs that serve students with intellectual disabilities. This map includes approved Florida Postsecondary Comprehensive Transition Programs (black markers), as well as those not approved as such (yellow markers). 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.
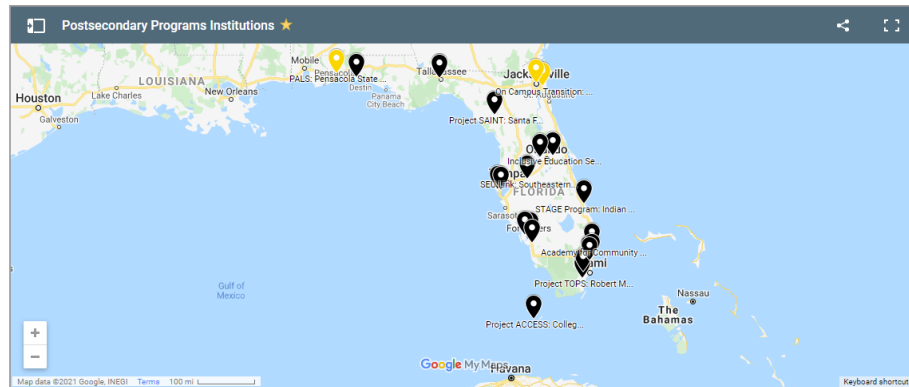

Figure 1. *Interactive map on the FCSUA website Find a Postsecondary Program page*

‣ 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 increase FPCTP supply and demand.

‣ Our website provides several 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
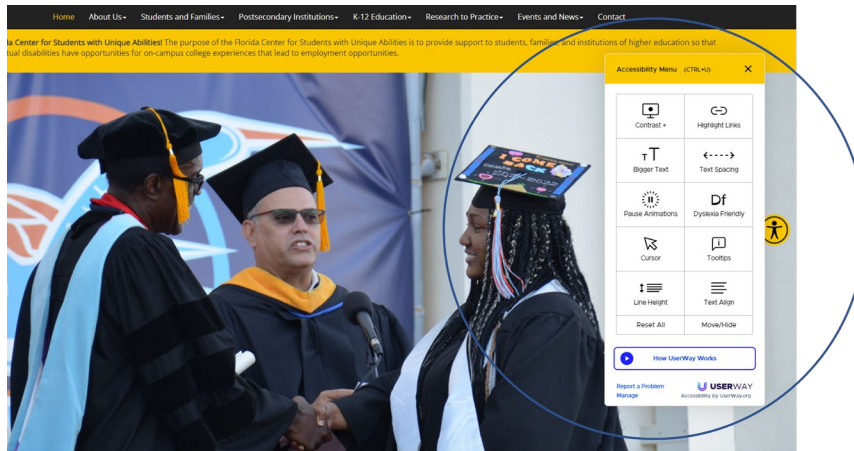
Figure 2. *Accessibility menu on the fcsua.org front page*

‣ This year, we added six new pages to the FCSUA website:

· The 2020 <u>Virtual Florida Postsecondary Education Program Planning Institute.</u>

· The 2021 <u>Virtual FPCTP MidYear Institute and CCT Club Sponsors Annual Meeting</u>. This page compiles all pre-recorded content sessions, slides and additional materials shared during both events.

· The <u>College Showcase Welcome</u> and <u>College Showcase</u> pages, both created for the FPCTP College Showcase hosted on January 27, 2020.

· A Research to Practice section was added in the main navigation bar. This section currently includes the new <u>CTP Trends</u> page, a research bulleting for programs that serve students with intellectual disabilities and developed by professionals at the FPCTP Academy for Community Inclusion (ACI) at the Florida Atlantic University. Bulletins are issued bi-monthly and are available for download.

· The K-12 Education section was updated with a new page for the <u>College Matters</u> series. This series is a five-part series of one-hour conversations for secondary and postsecondary education personnel focusing on postsecondary education for students with intellectual disabilities. The videos are also available on the FCSUA YouTube channel.

· The Students and Families tab that includes <u>Find a Postsecondary Education Program </u> was updated to include more information about the approved programs. In addition to the interactive map and Florida eligible institutions list, the page now includes info videos, brochures and flyers, FPCTP website URLs, social media accounts, and contact information. Downloadable program guides to be used to help potential students make decisions about which programs aligned with their personal goals are available on this page. The *Guiding Questions* document includes a list of questions students can consider when speaking with staff at postsecondary education programs. *The Florida Postsecondary Comprehensive Transition Programs Directory and Notes* section provides each FPCTP's contact information and a place to write notes about each program. Additionally, included in this document is a table of all approved FPCTPs listed by institution and type, program name, location, housing options, and annual academic costs.
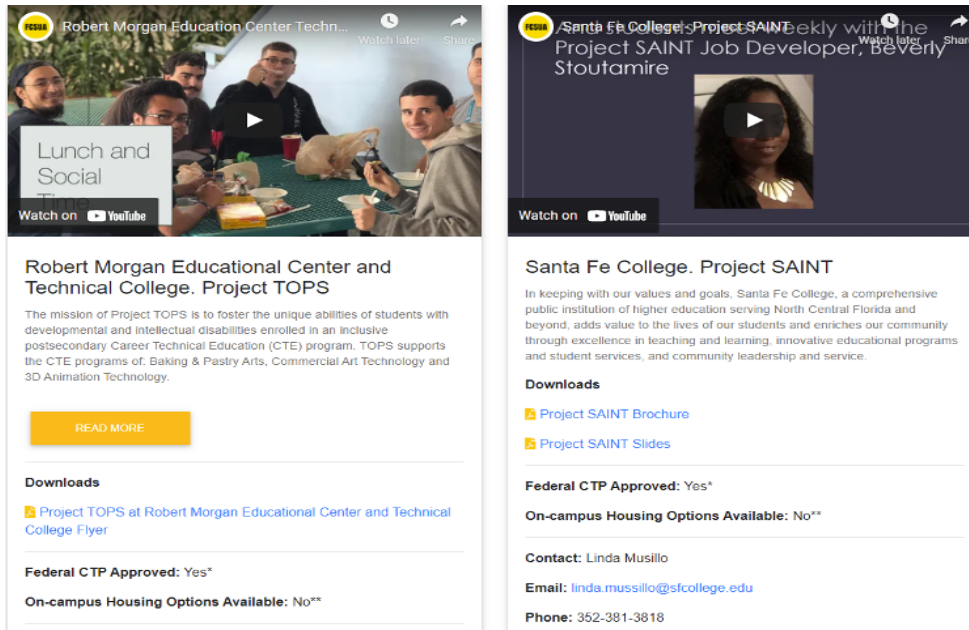
‣ Our website includes functionality to translate the site to different languages using Google Translate Service. Users this year came from 94 countries and translated the site content into 53 different languages including, Chinese (China), French (Standard), Portuguese (Brazil), Italian (Standard), Turkish (Turkey), Spanish (Latin America), German (Germany), and Russian (Russia).

‣ FCSUA continues 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 176,048 impressions for www.fcsua.org, 76,360 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 2019-2020.
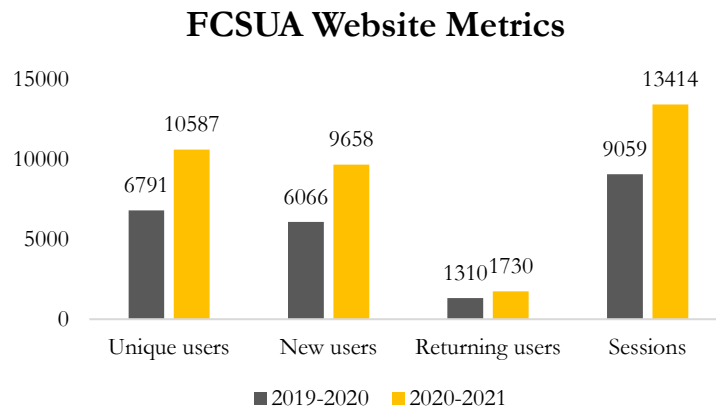
Figure 3. *FCSUA website metrics comparison between 2019-2020 and 2020-2021*

Let's Celebrate!

CONGRATULATIONS FPCTP GRADUATES!

"I've been learning to do things on my own by myself because I know what it takes for me to do what I need to do to succeed." Jordan, TCC Graduate

SEU Commencement 2021

Southeastern University celebrated four graduates, Abby, Tiffany, Jolina, and Mary obtaining The Link Certificate of Acheivement. These young women are pursuing careers in childcare, working in a ministry setting and in tourism and hospitality.

Nashaira and Jordan were awarded the Tallahassee Community College Eagle Connections Employment Credential. Nashaira's credential focused on arts, humanities, communication and design. Jordan will be pursuing a career in sports broadcasting in Miami.

Christian and Marcel graduating from Santa Fe College's Project SAINT Program

College of the Florida Keys Project ACCESS

Monae shaking hands with President Dr. Jonathan Gueverra

Conner with Monroe County Mayor, Michelle Coldiron

Jalyssa with CFK President Dr. Jonathan Gueverra

Isabelle, Michael, Austin, Jeremiah, Pablo, Julianna, and Sabrina graduated from UCF Inclusive Education Services

Emily with President Dr. Jonathan Gueverra
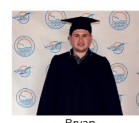
Bryan

AJ with President Dr. Jonathan Gueverra

FAU President Kelly shakes hands with Tyler as he graduates from the Academy for Community Inclusion.

Kyla with President Dr. Jonathan Gueverra
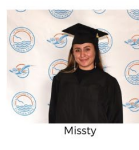
Missty

Joshua with President Dr. Jonathan Gueverra

In May 2021, the news brief highlighted FPCTP graduates

‣ We actively used our social media accounts in Twitter, Facebook, YouTube, and Instagram to assure FPCTP information is widely disseminated. Our tweets and posts included information about FCSUA Information webinars, presentations, events, and activities at FPCTP programs. We currently have 178 followers on Instagram, and 639 followers on Facebook. January posts highlighted all programs and available credentials to encourage attendance at the Virtual FPCTP College Showcase. During Career and Technical Education Month (CTE) we shared information about the FPCTPs located at technical colleges.

‣ Our Instagram posts reached 706 Instagram members. The Facebook posts reached 10,786 members. Our top performing ads on Facebook were for the 2020 Virtual Florida Postsecondary Education Program Planning Institute, CTP Virtual College Showcase, CTE Month, and 2021 Virtual FPCTP MidYear Institute and CCT Club Sponsors Annual Meeting.

‣ We currently have 359 followers on Twitter. During the past year, our tweets averaged 96 profile visits and had an average of 1,327 impressions each month.

Technical Assistance, Collaboration, Outreach, and Institutes

‣ Travel restrictions continued for most of this reporting year, due to the COVID-19 pandemic. Therefore, onsite meetings remained minimal. We had the opportunity to make three onsite meetings. The first visit was with North Florida Technical College, Bradford County School District, Starke, FL, to discuss the processes for addressing FPCTP application components and FPCTP grant proposal components, that are used to support implementation of an approved program. The two other visits included participating in two informational meetings with the FLDOE State Secondary Transition Interagency Council and the Leon County Schools Adult & Community Education Summer Institute at Lively Technical College, both in Tallahassee. Information was shared about the Act and the role of FCSUA in supporting IHEs in the development and implementation of FPCTPs. These meetings were critically important to join because they help leverage resources with colleagues and stakeholders who are instrumental in advocating and educating others about ways to increase postsecondary options for students with intellectual disabilities, and students with disabilities in general.

‣ Through FCSUA professional development/capacity building institutes, we provided 29 virtual **information/content sessions** across a variety of topics relevant to FPCTP development and sustainability.

‣ We conducted 28 **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. Onsite presentations and a table display of FPCTPs in Florida were shared with the Florida Council of Administrators of Special Education Summer Institute in Bonita Springs and at the Family CAFÉ in Orlando. We shared updates from the Florida Center for Students with Unique Abilities and Florida Postsecondary Comprehensive Transition Programs.

‣ To expand our virtual outreach, we added a bi-monthly newsletter. The FCSUA News Brief covers relevant topics for the month's distributed, professional development for FPCTPs, and sharing of activities at FPCTPs. The newsletter is distributed to over 1,100 contacts through Salesforce and posted on the <u>FCSUA Events page</u>.

‣ Through FPCTP Webinars and FCSUA Informational Webinars, we provided potential and approved FPCTPs with information regarding FPCTP program and FCSUA resources. Seven topic-specific FCSUA Informational Webinars, (for general audiences) were featured on the first Tuesday of each month (except June, July, and August), from 3:00 to 4:00 p.m. (Eastern time). Eight FPCTP Webinars were hosted that included only approved FPCTPs. The FPCTP Webinars, content included evaluation; using the FCSUA Community to submit scholarship and annual reports information; peer mentoring for student success; and FPCTP updates.

‣ We continued to use virtual meetings to work with individual IHEs regarding their program applications and grant proposals to discuss processes and concerns as we guided them through revisions for ultimate approval. For example, we conducted numerous virtual meetings, using Zoom or Microsoft Teams with the previously approved FPCTPs regarding scholarships and data collection, as well as with Okaloosa Technical College, and others as they worked to develop their programs.

‣ We continued to listen to our constituents as they communicate perceived barriers and pose their questions about resources and implementation of highly effective programs. Based on their feedback, we have developed and are developing materials and resources that provide strategies and solutions. In essence, all our work is directed to this end. In addition to previous resources under development, a faculty toolkit is being developed to support and provide resources for faculty with varied experiences working with students with intellectual disabilities in inclusive higher education (see Appendix E).

‣ We continue to provide print materials at in-person conferences and meetings. These include our brochure which provides information about FPCTPs and the Center, via a medium easy to disseminate in face-to-face settings (both in English and Spanish). 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 FLPEPPI and MidYear Institutes. All these products direct stakeholders to our website. Additionally, we share current FPCTP brochures to provide specific information on programs.

‣ 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 state 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 Student Education, Vocational Rehabilitation), Florida Board of Governors, Florida Senate higher education and budget staff, UCF and Centers 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, and the National Technical Assistance Center on Transition: The Collaborative (NTACT:C). Engagement with these organizations is a reciprocal 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.

FCSUA Strategic Planning Tool: Postsecondary Education

‣ An integral component of the Center's work to promote the supply and demand of FPCTPs, built on EBPPs, is to facilitate strategic planning through an online system that integrates intervention and implementation science. This system, built by Paula 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 NTACT:C, and previously through the National Technical Assistance Center on Transition (NTACT), 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 EBPPs, 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.

‣ The Center determined that conducting a nominal group technique (NGT) study was needed to build a framework of postsecondary EBPPs for FPCTPs to use when strategically planning their postsecondary programs for individuals with intellectual disabilities (ID). A total of 13 content experts participated, 10 external experts and three internal experts. Participants spent two days working through the NGT process to identify and define core strategies and practices that postsecondary programs would need to establish for students to experience successful outcomes. Represented were the Association on Higher Education and Disability (AHEAD), the Career Connection Research Center (CCRC) at Western Michigan University, Division on Career Development and Transition (DCDT), the National Technical Assistance Center on Transition (NTACT), the Nisonger Center at The Ohio State University, Postsecondary Education Programs Network (PEPNet2), Think College, and individuals representing Florida postsecondary institutions of higher education from the Florida Department of Education, Santa Fe College, University of Central Florida, University of North Florida, and University of South Florida. In addition, the Center felt it was important to include a diverse set of content experts, thus several experts were from minority populations including Black, Hispanic, Native American, and English additional language and three were individuals with documented disabilities including a person who was Deaf/Hard of Hearing one with dyslexia, and one with a significant learning disability. 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, et al., 2017); (2) Taxonomy of Transition Programming 2.0 (Kohler, et al., 2016); and (3) Think College Standards, Quality Indicators, and Benchmarks for Inclusive Higher Education (Grigal, et al., 2012).

‣ As a result, the *Taxonomy for Postsecondary Comprehensive Transition Programs* (Kohler, et al, unpublished) was established. Content in the taxonomy 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 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 EBPPs, and guide users through data-driven self-assessment and planning.

‣ To continue improving the user's experience while using the system, our web developer has updated the online *FCSUA Strategic Planning Tool User's Manual: Postsecondary Education* to include the new functionalities added at the end of last year. This manual includes instruction and detailed steps for helping users navigate the system during the self-assessment, planning and reporting process. The manual 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 from the Dashboard.

‣ The Assessment Report is a functionality 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 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*

- Technical Soundness analysis is a new functionality developed this year in the online *FCSUA Strategic Planning Tool: Postsecondary Education*. This functionality is available only to administrators and users with a higher role to analyze the accuracy of the postsecondary institutions' strategic plans leading to their FPCTP Applications process, Grant proposal writing, or implementation of the approved program. It allows to download blank Technical Soundness spreadsheet files, in bulk, to enable an offline quality check of individual plans. After the analysis is complete, the Technical Soundness spreadsheet files are uploaded, in bulk, with the quality check performed of the individual assessment plans. The massive download and upload capabilities streamline the process and improve FCSUA technical assistance capacity. Once complete, files are available for teams to download the results from the Dashboard.

Figure 5. *Strategic Plans Technical Soundness Analysis Tool*

Capacity Building: 2020 Virtual Florida Postsecondary Education Program Planning Institute (FLPEPPI) and 2021 Virtual FPCTP MidYear Institute and CCT Club Sponsors Annual Meeting

- To further advance the development of FPCTPs across Florida, FCSUA sponsored our fourth annual Florida Postsecondary Education Program Planning Institute (FLPEPPI) for IHE teams, November 17–20, 2020; 208 participants attended (see the Institute Agenda in Appendix F). Although this was a virtual event, there was a 61% increase from the in-person 2019-2020 FLPEPPI.

- The FLPEPPI is open to any planning team, led by an institute of higher education, interested in developing or enhancing a FPCTP. Currently, approved FPCTPs are required to attend.

- 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 FLBOG to have them encourage participation by their constituents.

- Once an IHE decides to participate, we encourage IHE leads to identify team members representing postsecondary education staff, K-12 districts, service agencies, parents, students, and business/industry. Twenty-four IHEs and one school district were represented, with teams ranging in size from 2 to 12 members, including IHE faculty and staff, service agency staff, and K-12 educators. A total of 13 Florida Vocational Rehabilitation services staff participated and served on various IHE teams.

- FLPEPPI content included keynote presentations by Senator and Mrs. Gardiner, FPCTP students, and Florida education leaders. Five breakout sessions were provided by state agency staff, researchers, FPCTP representatives, FCSUA staff, and national "experts."

- Many content presenters were available to meet virtually with individual teams during their team planning time to provide additional information regarding the presentation content. The FLPEPPI also included a College Showcase, featuring approved FPCTPs, an Exhibitor Hall that included service and State agency displays.
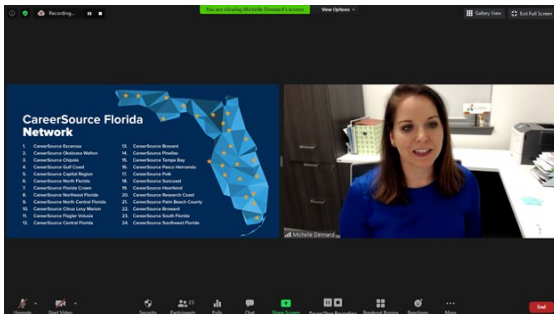
Michelle Dennard, CEO CareerSource Florida speaks at the 2020 FLPEPPI about how CareerSource can be a collaborative partner in finding employment for FPCTP graduates

- In addition to FLPEPPI content delivered through keynote and breakout sessions, IHE teams engaged in six hours of facilitated strategic planning across the four days to develop or enhance their FPCTP. Team facilitators were individuals with relevant content expertise and experience, prepped for this role through more than six hours of professional development webinars.
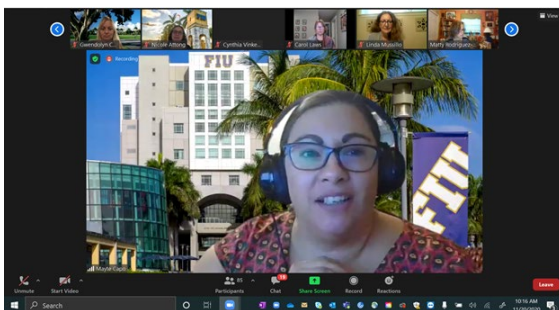
FIU Embrace program planning team Report Out, 2020 FLPEPPI

- During team planning meetings, facilitators guided their teams through discussion regarding their status in implementing the practices represented in the online *FCSUA Strategic Planning Tool: Postsecondary Education*. 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 25 teams, 22 left the Institute with at least a draft plan to either improve, expand, or develop a FPCTP.

‣ We re-convened the IHE teams at our third annual 2021 Virtual FPCTP MidYear Institute and CCT Club Sponsors Annual Meeting, June 15–18, 2021; 176 participants attended, representing teams from 23 IHEs. Through the MidYear, we provide specific content identified as needed by participants in the November Institute. There were four areas of focus for this year: (1) networking and collaboration; (2) update of national inclusive higher education; (3) overview of national accreditation standards for inclusive higher education programs; and (4) progress report updates of annual plans (see Appendix F). To support submission of progress reports of annual plans developed during the FLEPPI, teams were provided two hours of facilitated team meeting time using the *FCSUA Strategic Planning Tool: Postsecondary Education*. An added component to this year's MidYear Institute was the inclusion of an annual meeting for College and Career Transition (CCT) Club sponsors. Since the onset of the pandemic, many schools expressed concern related to implementation of club activities during 2020-2021. Therefore, in addition to staying connected and providing professional development and technical assistance to high school professionals, this meeting focused on celebrating club and student accomplishments, in the face of many challenges.
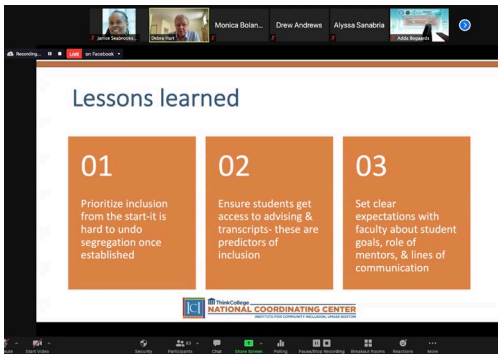
Debra Hart from Think College presents on the National Status of CTPs at the 2021 MidYear
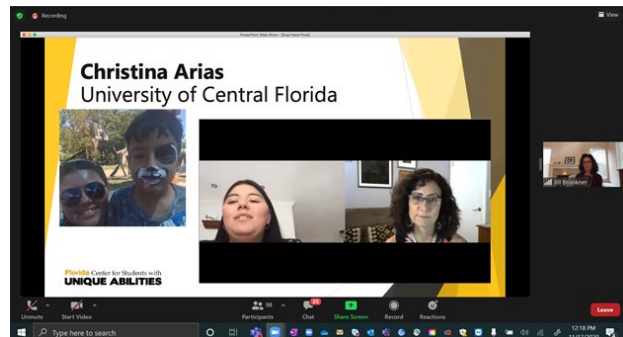
Jill Brookner interviews five recent graduates for the Graduate Panel at the 2020 FLPEPPI

Steven Bianco, Accessibility Coordinator at Florida SouthWestern State College, presents at the 2021 CCT Club Annual Sponsors Meeting
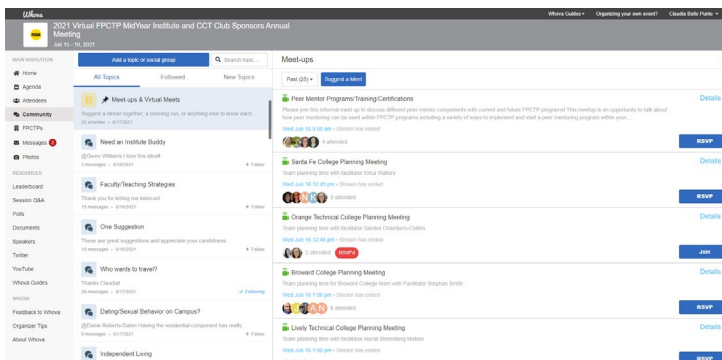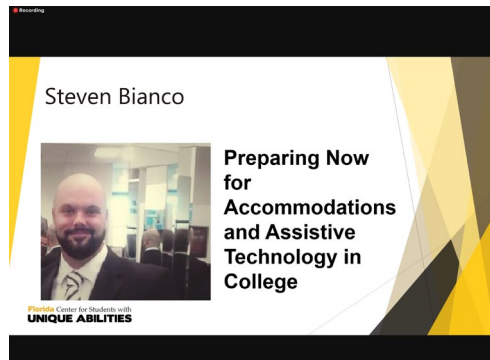
Whova community allowed participants to discuss specific topics and schedule Meet-ups and Planning Meetings

Continuous Planning, Implementation, and Evaluation

‣ Our institute model, coupled with the *FCSUA Strategic Planning Tool: Postsecondary Education* work together to foster and support continuous planning, implementation, and evaluation of FPCTPs. Data from the team planning tool identify critical information 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 FLPEPPI and MidYear Institute content and workshop, as well as our FCSUA monthly informational webinars series and needed resources.

‣ We also analyze the team plans developed within the *FCSUA Strategic Planning Tool: Postsecondary Education*. 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 EBPPs 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 FLPEPPI and MidYear institutes and use of the *FCSUA Strategic Planning Tool: Postsecondary Education.*

College and Career Transition Clubs

‣ FCSUA's mission is 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 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.
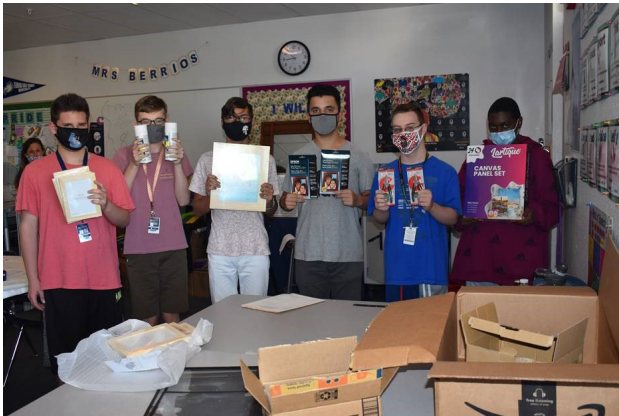
Students from Northport High School's CCT Club

‣ We provided CCT Clubs support 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 CCT Club will be implemented and managed per all applicable state and local school board rules and regulations. During 2020-2021, we supported CCT Clubs in 51 high schools across the state, with a membership of 989 students, of which 180 (18%) were students with intellectual disabilities – which exceeds the proportion of students with intellectual disabilities in the state; 256 (26%) students with disabilities other than intellectual disabilities; and 560 (56%) without disabilities. Figure 6 shows the number and location of schools by district across the state.
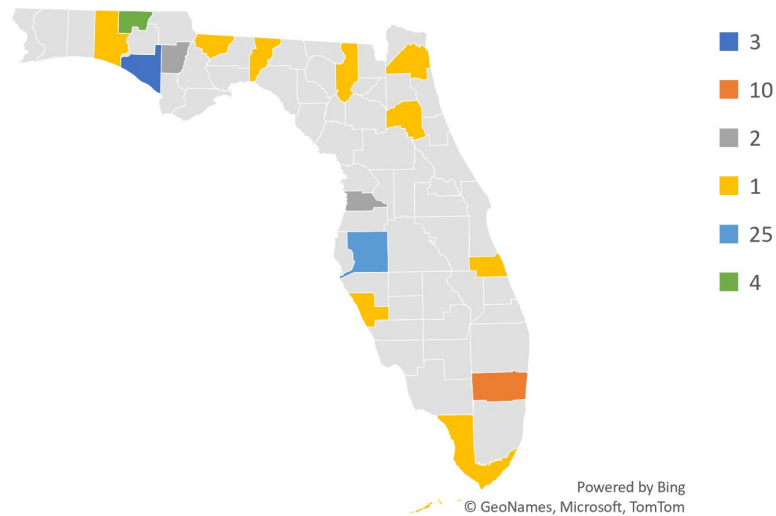
Figure 6. *Number and location of high schools in each district with CCT Clubs during 2020-2021 school year*

- 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 prepare students with intellectual disabilities for inclusive postsecondary education. Clubs supported during 2020-2021 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 2021-2022 school year will receive funds for this year and next. Approved clubs from 2019-2020, were invited to submit renewal applications for the 2021-2023 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 SLO activities. SLOs are derived from EBPPs that lead to successful postschool outcomes (NTACT: The Collaborative). They were established to guide club activities and practices towards helping members achieve success in their transition goals.

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 SLOs, 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. The report includes number of students participating, recruitment strategies used, SLO activities and student achievement of the goals, and activity plans for next year. 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 2020-2021 school year were delayed and/or canceled.

‣ Clubs used varied recruitment strategies to increase student membership. Advertisement of the clubs were delivered through parent/student newsletters, school social media accounts, guidance counselors, career centers, fliers, school announcements, and club week.

Students Participating in CCT Clubs

Student with Intellectual Disabilities (180) 18%

Students with no known disability (560) 56%

Students with Other Disabilities (256) 26%
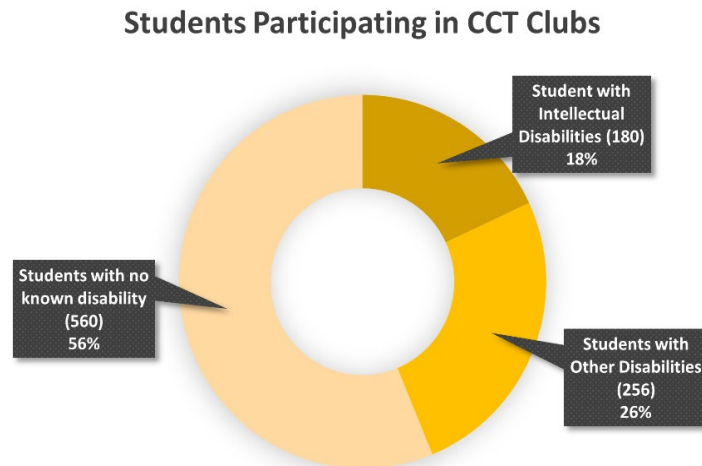
Figure 7. *Students participating in CCT Clubs during 2020-2021 school year*

‣ CCT Club activities consisted mostly of virtual meetings due to the COVID-19 remote learning mandates by school districts. Activities included completing career interest inventories, locating college programs aligned with career interest, completing applications for colleges and employment, creating, and running school/club businesses, learning to write resumes, participating in virtual mock interviews, building employability skills, and attending virtual FPCTP College Showcase. Through these activities student learning outcomes were achieved.

‣ To support CCT Club with resources to address SLOs, FCSUA hosted a Virtual College Showcase and two sponsor meetings, as well as included an annual meeting for club sponsors at the 2021 Virtual FPCTP MidYear Institute and CCT Club Sponsors Annual Meeting. The FPCTP College Showcase was held on January 27, 2021, from 4:00 to 6:00 pm. All FPCTPs provided a three-to-five-minute video of their program. These videos along with a Zoom link were posted on the website. Advertisements were distributed to CCT Club Sponsors and Principals, Project 10, FLDOE Bureau of Exceptional Student Education (BESE), District Exceptional Student Education Directors and Transition Contacts, The Florida Council for Exceptional Children and the Division of Career Development and Transition board members, Florida Network on Disabilities, Able Trust, Florida Developmental Disabilities Council (FDDC), CARD, Florida Downs Syndrome Association, Florida Panhandle Area Education Consortium (PAEC), and Florida Institute for Small and Rural Districts (ISRD). We also had posts on Think College and State of the Art Student conference websites. Additionally, we maintained an active campaign on social media accounts, two weeks prior to the event.

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, 2021, from 18 of the 19 FPCTPs serving students in 2020-2021. This year's annual reporting was completed and submitted in the FCSUA Community virtual platform. Information included in the Annual Reports includes program and student information. See Appendix C, for examples of content included in program and student information forms.

> (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. Therefore, 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 satisfactory academic progress (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 2020-2021, 154 of 169 (91%) students made SAP across programs.

‣ Of the 22 students who did not make SAP, 15 left the program.

Satisfactory Academic Progress

Figure 8. *Number of FPCTP students who made satisfactory academic progress during 2020-2021*

Legend: Yes, Struggled, No
Values shown: 15, 8, 146
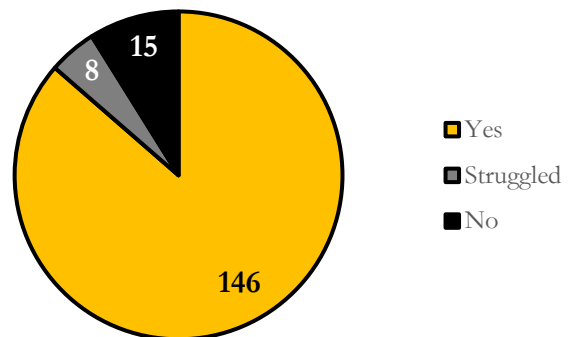
> (8)(b) By October 1 of each year, the center shall provide to the Governor, the President of the Senate, the Speaker of the House of Representatives, the Chancellor of the State University System, and the Commissioner of Education a report summarizing information including, but not limited to:
>
> 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

‣ Okaloosa Technical College submitted an application and was approved during this reporting period. This program was approved by the FCSUA Director and Chancellor, Career and Adult Education. No applications were denied.

‣ As indicated in Table 3, enrollment dropped in six FPCTPs, ranging from two to six less than the previous year. Increased enrollment ranged from one to nine additional students in five programs. The new programs began enrollment during spring (Sheridan Technical College) and summer terms (Broward College of the year). Robert Morgan Educational Center and Technical College enrollment remained the same, while Orange Technical College-Westside had no report. Given the fluctuation of enrollment, across FPCTPs, and operating under the COVID-19 pandemic, increase in the enrollment continue to climb, even if only by 8%.

‣ Of the 169 students enrolled in FPCTPs in 2020-2021, 105 were "continuing" students, who were enrolled in a previous reporting year, 64 were "new" for 2020-2021.

‣ In addition to working with those institutions whose programs were approved, we worked directly with several institutions via virtual meetings to assist with FPCTP development, including Emerald Coast Technical College, University of Florida, and University of North Florida.

‣ Each approved FPCTP is listed below, including their 2020-2021 enrollment if available.
  - ACI (Academy for Community Inclusion), Florida Atlantic University, Jupiter and Boca Raton, FL (32 students)
  - Build Your Future, Sheridan Technical College, Hollywood, FL (1 student)
  - Build Your Future, Orange Technical College–Westside Campus, Winter Garden, FL (No Report)
  - Eagle Connections, Tallahassee Community College, Tallahassee, FL (9 students)
  - FIU Embrace Education, Florida International University, Miami, FL (18 students)
  - Grow Your Future, McFatter Technical College, Davie, FL (13 students)
  - HIRE (How I Reach Employment), Ft. Myers and Cape Coral Technical Colleges, Lee County Technical Colleges (10 students)
  - IES (Inclusive Education Services), University of Central Florida, Orlando, FL (19 students)
  - Okaloosa UP (Unique Professionals), Okaloosa Technical College, Ft. Walton Beach, FL (accepting students spring 2022)

- Project ACCESS (Accessing Community College Educational Experiences, Social Experiences, and Skills for Careers), The College of the Florida Keys, Key West, and Key Largo, FL (7 students)
- Project SAINT (Student Access and INclusion Together), Santa Fe College, Gainesville, FL (13 students)
- Project TOPS (Transition tO Postsecondary InstitutionS), Robert Morgan Educational Center and Technical College, Miami, FL (5 students)
- Seahawk NEST (Navigating Education for Student Transition), Broward College, Pembroke Pines and Coconut Creek, FL (12 students)
- SEA (Soaring Eagle Academy), Florida Gulf Coast University, Ft. Meyers, FL (accepting students fall 2021)
- SEU Link Program, Southeastern University, Lakeland, FL (9 students)
- SOAR (Success for Occupational Area Readiness) Program, Lively Technical College, Tallahassee, FL (accepting students fall 2021)
- STAGE (Students Transitioning to Academics and Gainful Employment) Project, Indian River State College, Ft. Pierce and Vero Beach, FL (11 students)
- Titans UP (Unique Partnership) Program, St. Petersburg College, St. Petersburg, FL (10 students, expanding to Clearwater)
- UMatter, University of South Florida, St. Petersburg, FL (accepting students fall 2021, expanding to Tampa)

Table 3

FPCTP Enrollment by Institution by Year

Institution	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
BC	-	-	-	-	12
CFK	3	5	10	12	7
FAU	22	27	34	38	32
FIU	-	-	-	9	18
IRSC	-	7	15	17	11
LCTC	-	-	-	6	10
MTC	-	7	12	15	13
OTC-W	-	-	-	1	N/R
RMECTC	-	8	8	5	5
SEU	-	-	4	10	9
SFC	5	10	14	15	13
SPC	-	-	-	4	10
STC	-	-	-	-	1
TCC	-	-	-	8	9
UCF	18	20	24	16	19
TOTAL	**48**	**84**	**121**	**156**	**169**

- 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, which makes their students eligible for federal financial aid. Broward College, Florida International University, Orange Technical College-Westside, Sheridan Technical College, and University of South Florida, do not have CTP approval status and are scheduled to submit applications by the end of 2021. Orange Technical College-Westside is currently awaiting approval status.

- The 19 institutions serving students in 2020–2021 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. Among the 19 FPCTPs, students have 93 concentrations/tracks or career technical education (CTE) programs from which to choose. Included as part of the varied options, there are 317 certifications where some are industry-recognized certification and others are local certifications developed and approved by the institution. The number available varies by institution. In addition to the certifications, FPCTPs offer 45 approved micro-credentials/badges, which varies from one to 29, depending on 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 list of credentials, in which FPCTP students were enrolled, including whether they are an industry certification, and types of occupations with which they are aligned. Figures 16 through 18 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 the use of EBPPs 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.

- Fifteen FPCTPs serving students in 2020-2021 requested and were awarded FPCTP Scholarships for their eligible students (requests for a total of 164 students). This is a 27% increase from the number of scholarships requested during 2019-2020, which shows continuous growth and need for supporting students with intellectual disabilities in inclusive postsecondary programs.

- A total of 161 students actually received a Scholarship, as some students who had initially enrolled or were expected to enroll did not. A total of $920,959 in scholarship funding was provided to the FPCTPs, of which $839,517 was ultimately disbursed to students. The institutions returned $81,442 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 Community.

---

(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 2020-2021, 169 students with intellectual disabilities attended 15 of the 19 approved FPCTPs (four programs will begin enrollment during the next reporting period). Using the student information template (see Appendix C), we requested demographic data on each FPCTP student. 15 FPCTPs provided data regarding a total of 169 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.

50%
Female

50%
Male

Figure 9. *Gender of students enrolled in FPCTPs during 2020-2021*

Race

- ☐ Asian
- ☐ Black or African American
- ☐ No Response
- ■ Other or Unknown
- ☐ White or Caucasian

3%

25%

65%

2%

5%

Hispanic or Latino

22%

78%

- ☐ No
- ☐ Yes
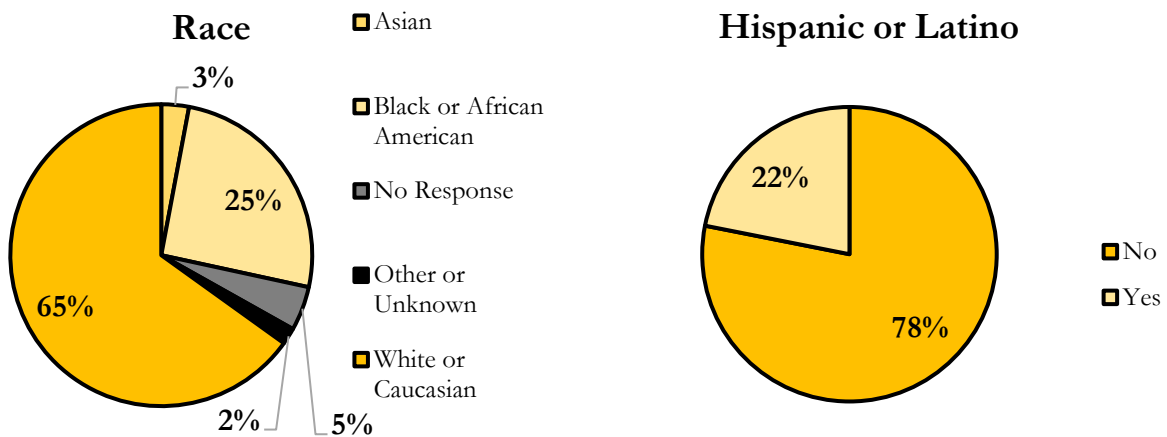
Figure 10. *Race and ethnicity (Hispanic/Latino) of students enrolled in FPCTPs during 2020-2021*

Living Arrangements While Attending FPCTP
for 2020-2021 Students

- ☐ Alone, or on his or her own with a spouse, domestic partner, or roommate(s)
- ▣ In a group home, assisted living center, or other supervised living arrangement
- ■ In housing associated with the IHE
- ☐ Other
- ☐ With parents, siblings, or extended family

4%

2%

14%

1%

79%
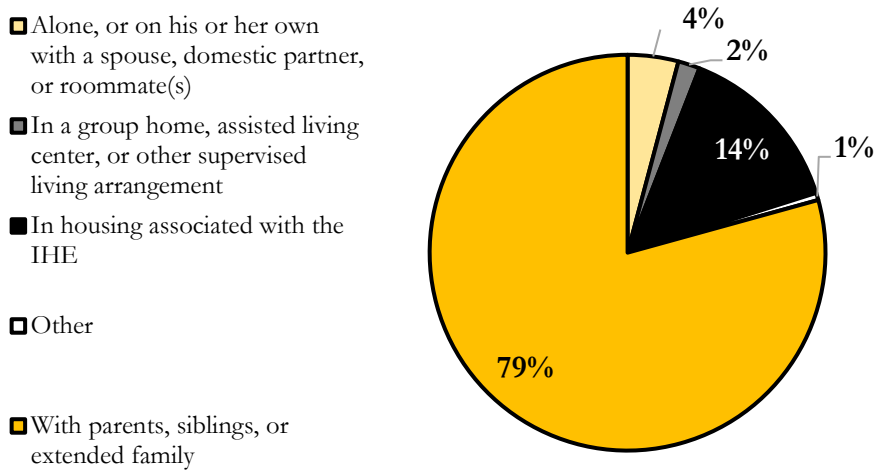
Figure 11. *Living arrangements of students enrolled in a FPCTP during 2020-2021*

Age on Entry into Postsecondary Education Program
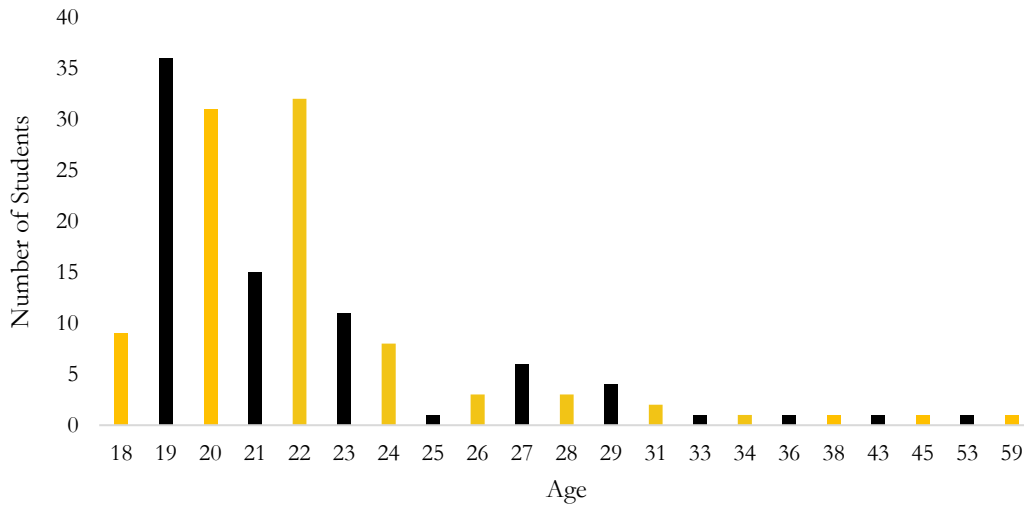
Figure 12. *Age of students enrolled in a FPCTP during 2020-2021 on entry into the FPCTP. Some students were enrolled in a postsecondary education program before it was approved as a FPCTP, these data reflect age at time of FPCTP enrollment*

Years of Students out of K-12
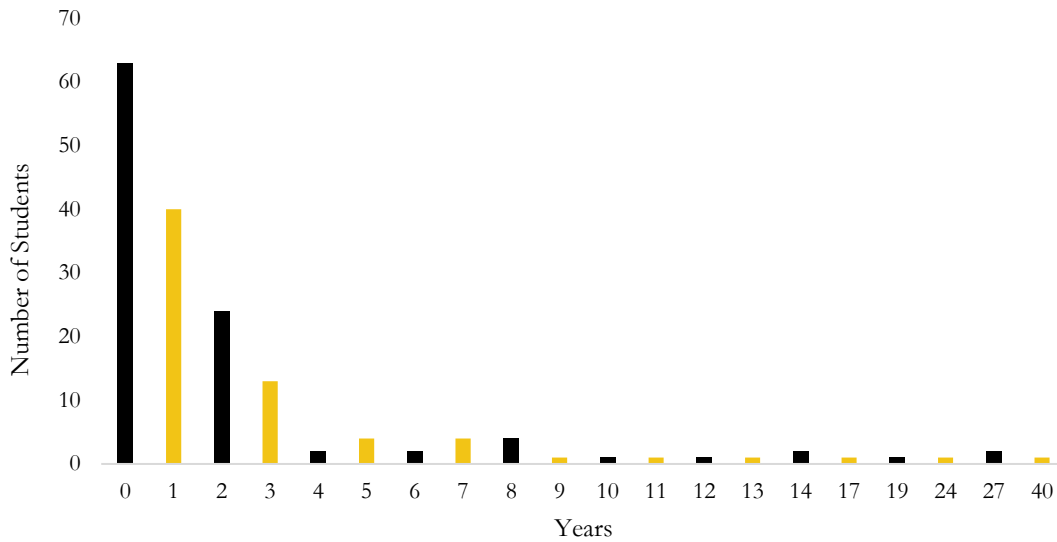
Figure 13. *Number of years students enrolled in a FPCTP in 2020-2021 spent out of K-12 before entering a postsecondary education program. Some students were enrolled in a postsecondary education program before the program was approved as a FPCTP, thus these data reflect time out of K-12 at time of initial enrollment*

Most Recent K-12 Setting

Charter school
Home school
Private school
Public school
Self-contained center school
Unknown

Type of K-12 Exit

Special diploma
Regular high school diploma
Certificate of attendance or completion
Unknown
None
Other
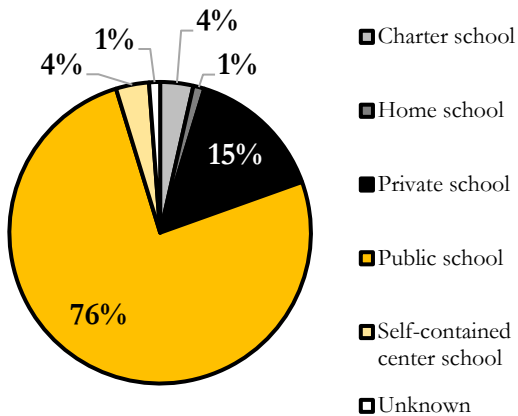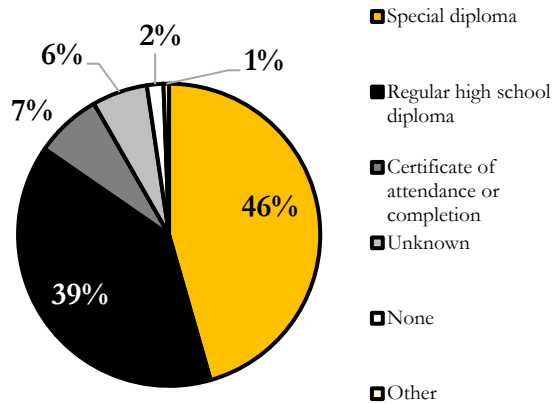
Figures 14 and 15. *Most recent K-12 setting and type of K-12 exit of students enrolled in a FPCTP during 2020-2021*

Students' Employment Interest by Career Cluster Before Enrollment in FPCTP (enrolled in 2020-2021)
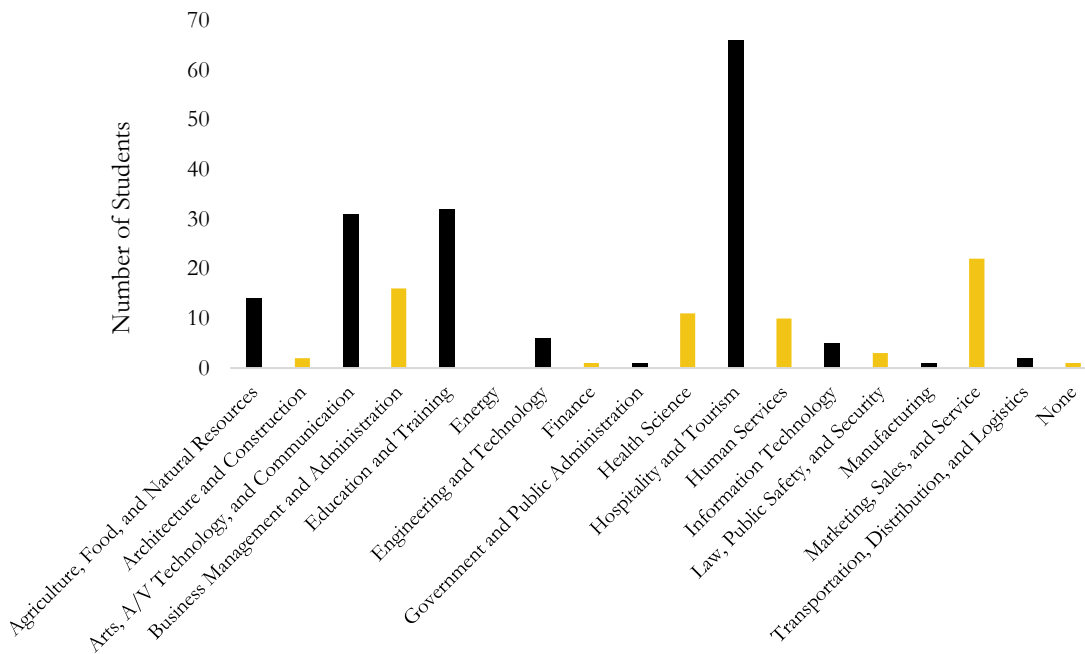
Figure 16. *Students' employment interests prior to entering their FPCTP by FLDOE CTE Career Cluster. Students were able to identify multiple clusters*

Students' Employment Interest after Entering FPCTP by Career Cluster (2020-2021 enrolled students)
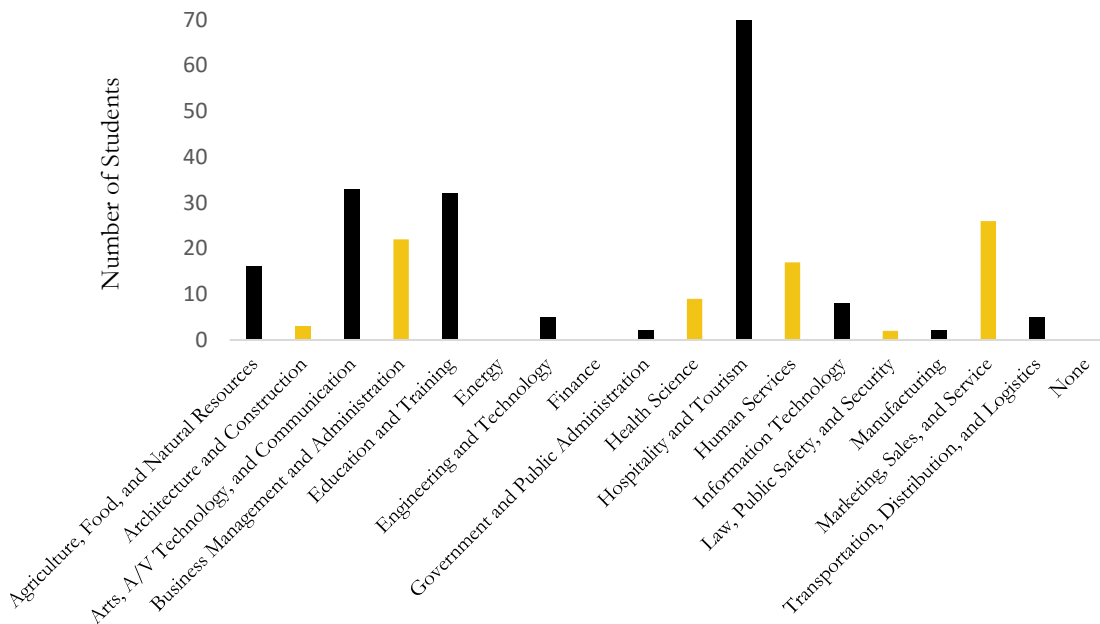
Figure 17. *Students' employment interests after entering their FPCTP by FLDOE CTE Career Cluster. Students were able to identify multiple clusters*

Students Who Completed Current Employment
Career Clusters
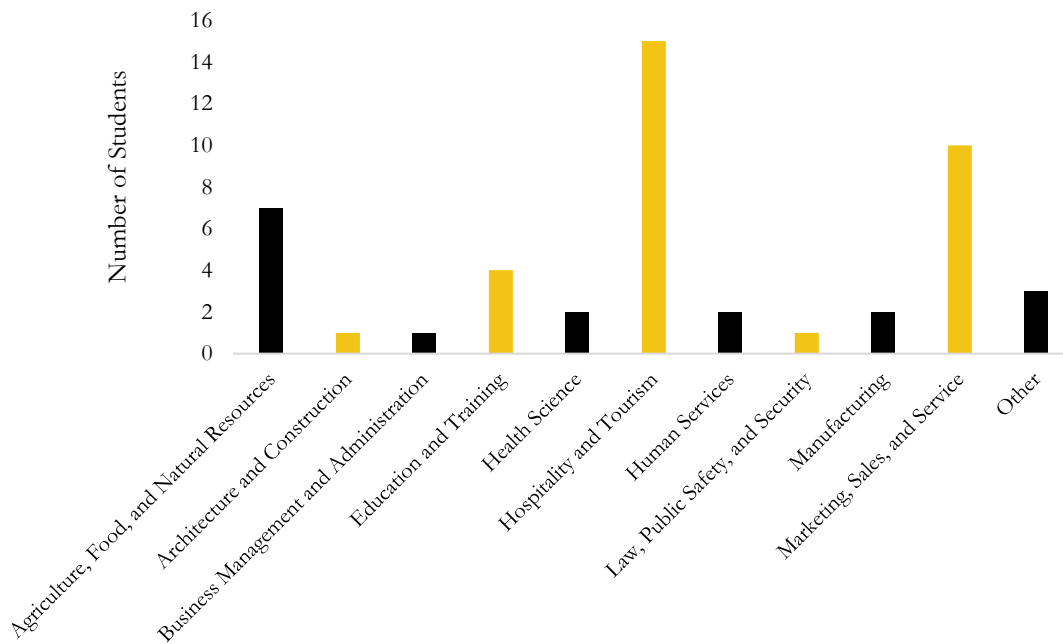
Figure 18. *Students' employment areas upon employment after exiting their FPCTP by FLDOE CTE Career Cluster*

‣ During, or at the end of the 2020-2021 reporting year, 22 students left FPCTPs without completing (15 were dismissed, 7 left voluntarily). In 2019-2020, 12 students left (2 were dismissed, 10 left voluntarily); 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). While FPCTP reports include various reasons for students leaving without completing their programs of study, the majority departures were due to failure to maintain SAP. During the COVID-19 pandemic, FPCTPs reported including extra measures of support (e.g., uniquely designed online support, increased personal communication, developed hybrid curriculum, extended completion time), some students' personal needs outweighed support provided. This led program staff re-evaluating other measures, not previously considered to maintain acceptable retention rates, while also seeking innovative recruitment efforts.

‣ To date, FPCTPs have reported a total of 132 program completers. Data from 2018-2019 and 20219-2020 were recalculated. Actual completers during 2018-2019 were 35 instead of 36, and in 2019-2020 there were 32 completers instead of 61 (See Table 4). Therefore, there was a 72% increase from last year 2019-2020.

　• In the 2020-2021 annual reports:
　　3 students who completed in 2016-2017 were represented in Year 4 follow-up reports;
　　7 students who completed in 2017-2018 were represented in Year 3 follow-up reports;
　　35 students who completed in 2018-2019 were represented in Year 2 follow-up reports;
　　32 students who completed 2019-2020 were represented in Year 1 follow-up reports;

55 students who completed this year will not be represented in follow-up reports until 2021-2022.

‣ Based on the annual follow-up reports:

- Of the 77 completers, only 69 were reached, which was a higher percentage of completers reached this year than during 2019-2020 (90% vs. 72%). Of the follow-up reports for the 69 completers, 37 completers reported being engaged in competitive integrated employment when follow-up data were collected, 10 reported being engaged in competitive employment with ongoing supported employment services, 1 was self-employed, 3 worked in a sheltered workshop, and 18 were not currently employed.

- For the 37 completers currently in integrated competitive employment completers reported working 3-45 hours per week at a rate between $8 and $15 per hour.

- For the 10 completers who were in competitive integrated employment with ongoing support services completers reported working between 10 and 30 hours per week at a rate between $8 and $12 per hour.

- For the 3 worked in a sheltered workshop completers reported working 15 hours per week at a rate of $8 per hour.

- Of those not currently employed, 3 were engaged in competitive employment during the last year; 2 were engaged in competitive employment with ongoing supported employment services; and 5 had unpaid work experience during the past year.

- Completers who were previously employed, in many cases, were not currently working due to social distancing requirements and health-related issues associated with the pandemic.

‣ Detailed information regarding students who completed their FPCTP prior to 2020-2021 is provided in Appendix I.

Table 4

Number of Program Completers by Institution by Year

Institution	2016-2017	2017-2018	2018-2019	2019-2020*	2020-2021	Total
Florida Atlantic University	-	2	7	6	7	**22**
Indian River State College	-	-	-	3	3	**6**
Lee County Technical Colleges	-	-	-	0	3	**3**
McFatter Technical College	-	-	3	6	4	**13**
Robert Morgan Educational Center and Technical College	-	-	4	0	2	**6**
Santa Fe College	2	4	9	1	7	**23**
Southeastern University	-	-	-	1	4	**5**
St. Petersburg College	-	-	-	0	4	**4**
Tallahassee Community College	-	-	-	4	2	**6**
The College of the Florida Keys	1	1	1	7	5	**15**
University of Central Florida	-	-	11	4	14	**29**
TOTAL	**3**	**7**	**35**	**32**	**55**	**132**

*Corrected Value

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 2020-2021 by Institution

Institution	Length of Program	Terms of Enrollment			Number of Students
		Fall	Spring	Summer	
Broward College	3 years	-	-	X	12
Florida Atlantic University	3-5 years	X	X	X	32
Florida International University	3 years	X	X	X	18
Indian River State College	2-3 years	X	X	X	11
Lee County Technical Colleges	Varies	X	X	X	10
McFatter Technical College	2 years	X	X	X	13
Robert Morgan Educational Center and Technical College	2-4 years	X	X	X	5
Santa Fe College	1-3 years	X	X	-	13
Sheridan Technical College	1.5 years	X	X	-	1
Southeastern University	2 years	X	X	-	9
St. Petersburg College	Varies	X	X	X	10
Tallahassee Community College	3 years	X	X	X	9
The College of the Florida Keys	1-3 years	X	X	X	7
University of Central Florida	1-5 semesters	X	X	-	19

Table 6

Number of New Students Entering the FPCTP by Institution by Year

Institution	2016-2017	2017-2018	2018-2019	2019-2020*	2020-2021	Total
Broward College	-	-	-	-	12	**12**
Florida Atlantic University	22	7	11	13	0	**53**
Florida International University	-	-	-	-	9	**9**
Indian River State College	-	7	8	5	6	**26**
Lee County Technical Colleges	-	-	-	6	5	**11**
McFatter Technical College	-	7	7	7	5	**26**
Orange Technical College	-	-	-	1	-	**1**
Robert Morgan Educational Center and Technical College	-	8	1	1	0	**10**
Santa Fe College	5	7	8	11	2	**33**
Sheridan Technical College	-	-	-	-	1	**1**
Southeastern University	-	-	4	6	3	**13**
St. Petersburg College	-	-	-	3	6	**9**
Tallahassee Community College	-	-	-	8	5	**13**
The College of the Florida Keys	3	3	6	4	3	**19**
University of Central Florida	18	3	5	8	7	**41**
TOTAL	**48**	**42**	**50**	**73**	**64**	**277**

*Corrected Value

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 2020-2021, 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.

‣ Nine FPCTPs reported using peer mentors to support their students during 2020-2021. The primary focus areas included academic and social support (see Table 8). All FPCTPs using peer mentors continue to report they provide social support to FPCTP students. Seven reported peer mentors provide academic support. Three reported peer mentors provide residential support, two reported peer mentors provide "other" support (Soft skill development and campus club participation); and one reported using peer mentors to provide employment support. Peer mentors for residential and employment support shifted as the social distancing mandates were required. Therefore, fewer peer mentors were needed for those areas.

‣ Eight of the nine FPCTPs compensated their peer mentors in some way. The most common compensation reported was a stipend or hourly wage; in two cases peer mentors received course credit; in another, peer mentors received reduction in tuition or fees, or course credit. Additionally, one FPCTP compensated peer mentors with a scholarship for their work (see Table 7).

- Across the programs, peer mentor support ranged from less than 30 minutes to almost 8 hours per student per week. During this year, peer mentors provided support to FPCTP students from 20 minutes to almost 2 hours more than reported during 2019-2020. These changes reflect more needed support in academic and social areas.

Table 7

Characteristics of Peer Mentor Support for FPCTP Students in 2020-2021 by Institution

Institution	Use of 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
BC	No	-	-	-	12	-
CFK	Yes	Scholarship	3	10	7	1.4
FAU	Yes	Stipend or hourly wage	31	155	32	4.8
FGCU	No	-	-	-	0	-
FIU	Yes	Stipend or hourly wage	8	10	18	0.6
IRSC	Yes	Stipend or hourly wage	2	4	11	0.4
LCTC	No	-	-	-	10	-
LTC	No	-	-	-	0	-
MTC	No	-	-	-	13	-
OTC-W	No	-	-	-	0	-
RMECTC	Yes	None	7	30	5	6.0
SEU	Yes	Reduction in tuition or fees; Academic course credit	11	70	9	7.8
SFC	Yes	Stipend or hourly wage	5	50	13	3.8
SPC	No	-	-	-	10	-
STC	No	-	-	-	1	-
TCC	Yes	Stipend or hourly wage; Academic course credit	8	58	9	6.4
UCF	Yes	Stipend or hourly wage	6	75	19	3.9
USF	No	-	-	-	0	-

Table 8

Types of Support Peer Mentors Provided to FPCTP Students in 2020-2021 by Institution

Institution	Employment	Residential[1]	Academic	Social	Other
CFK	-	X	X	X	-
FAU	-	-	X	X	Book Club, Performing Arts Club, Drawing Club
FIU	-	-	-	X	-
IRSC	-	-	-	X	-
RMECTC	-	-	X	X	Soft skill development
SEU	-	X	X	X	-
SFC	X	-	X	X	-
TCC	-	-	X	X	-
UCF	-	X	X	X	-

[1] Only Southeastern University (SEU Link), The College of the Florida Keys (Project ACCESS), and the University of Central Florida (IES) provide residential services.

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 institution, number of campuses served, perceived catchment area for student recruitment, program composition and curriculum opportunities, and human and fiscal resources among others. Programs reported between 1 and 25 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. Eighteen of the 19 FPCTPs reported staff data. Individual staff member hours per week working directly on the FPCTP ranged from 1 to 40.25. A detailed report of staff member hours by institution is included in Appendix J.

‣ Using the FPCTP-specific data from 14 programs with student enrollment, regarding staff hours, we calculated an estimate of the hours and FTE worked per week per student. When examining reported data collectively, staff members' weekly hours per week per student ranged from more than 7 to almost 40 hours, equaling FTEs between .17 to 1.00. It is important to note that FPCTP staff and student numbers are uniquely different that impact the range of dedicated staff time.

‣ 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 19, FPCTP staff members dedicate the most work time to instruction (23%) followed by academic support (19%), program coordination (14%), and overseeing the program as director (13%). A critical focus for all programs, employment and placement support decreased during this reporting year by 25% from 2019-2020. This change may have been impacted by social distancing mandates imposed due to the COVID-19 pandemic.

**Percentage of FPCTP Staff Hours per Week by Role in 2020-2021
(n=2679.25 hours per week)**
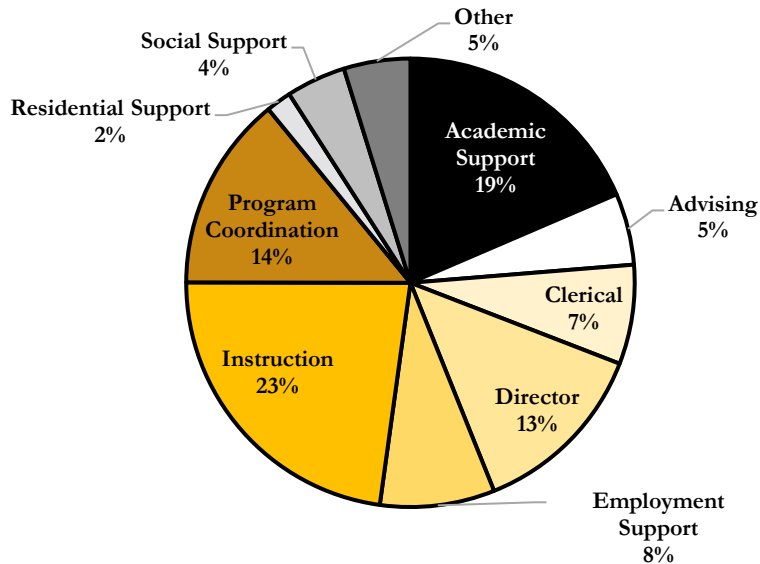
Figure 19. *Percentage of total staff hours, across the eight FPCTPs that submitted annual reports, dedicated to each role in 2020-2021*

‣ 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 (52%), followed by funding directly from the IHE (35%), and other sources (13% throughout the year). In comparison to 2019-2020 program information, while a larger portion of support comes from FPCTP grants, IHEs have increased their level of funding support of program personnel. This information indicates that this change in funding sources aligns with IHEs commitment, when applying to become an approved FPCTP, to identify and secure funding sources in addition to FPCTP grants.

Table 9

FPCTP Staff Hours per Week in 2020-2021 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	
		n	%	n	%	n	%
BC	121.5	107.5	88%	10	8%	4	3%
CFK	124.25	100.5	81%	23.75	19%	0	0%
FAU	394	144	37%	0	0%	250	63%
FGCU	99	99	100%	0	0%	0	0%
FIU	618	81	13%	537	87%	0	0%
IRSC	80	80	100%	0	0%	0	0%
LCTC	76.25	76.25	100%	0	0%	0	0%
LTC	58	40	69%	15	26%	3	5%
MTC	284	45.5	16%	217.5	77%	21	7%
OTC	40	0	0%	40	100%	0	0%
RMECTC	142	64.5	45%	32.2	23%	45.3	32%
SEU	140	140	100%	0	0%	0	0%
SFC	111.25	74.25	67%	29	26%	8	7%
SPC	80	80	100%	0	0%	0	0%
STC	39.5	16.5	42%	0	0%	23	58%
TCC	87	73	84%	14	16%	0	0%
UCF	130	124	95%	6	5%	0	0%
USF	54.5	54.5	100%	0	0%	0	0%
TOTAL	**2679.25**	**1400.5**	**52%**	**924.45**	**35%**	**354.3**	**13%**

> (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 14 to over 19,000 (two institutions included the state of Florida, and one included the entire country as the catchment areas). Estimates were made using FLDOE 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 20). 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.
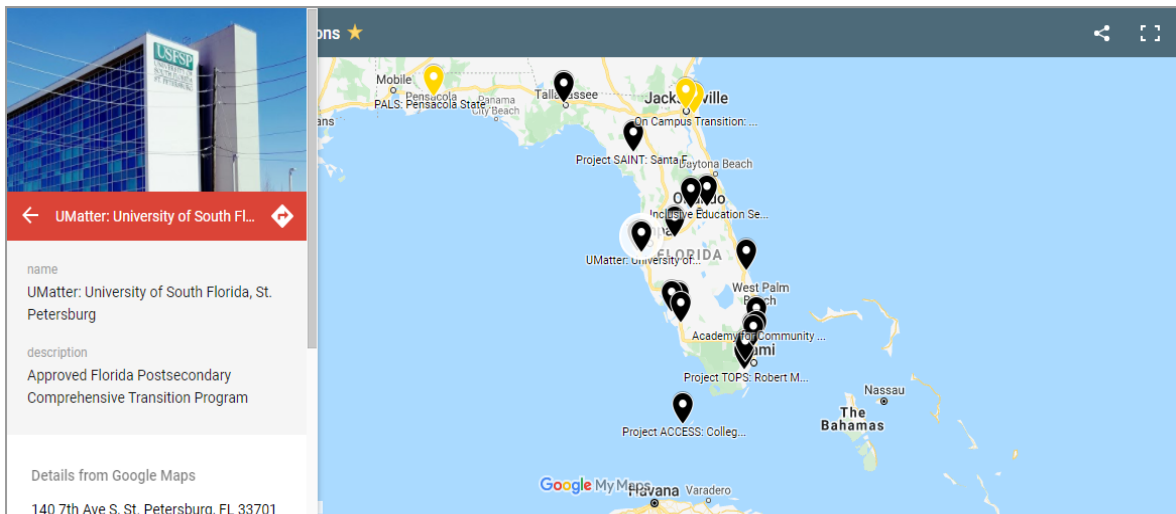
Figure 20. *Interactive map of postsecondary education programs for students with intellectual disabilities in Florida from fcsua.org*

‣ 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.

Summary

During this 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 applications, scholarships, grants, and annual reports to be fully executed in FCSUA Community. In collaboration with the State Board of Education one new FPCTP was approved, and two existing programs renewed. We continued to issue FPCTP Scholarships to eligible students in programs and awarded six FPCTP Initial and Continuing Grants to stimulate program development and expansion. We have communicated with stakeholders across the State through webinars, our website and other social media, telephone calls, emails, conference presentations, and workshops. To support FPCTPs, we hosted the 2020 Virtual Florida Postsecondary Education Program Planning Institute, the 2021 Virtual FPCTP MidYear Institute and CCT Club Sponsors Annual Meeting in June, and hosted regular webinars for professional development and resources. 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 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 increasing 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?"

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 Association of Centers for Independent Living; Florida Parent Educator Association; Florida Association on Higher Education and Disability; Florida Developmental Disabilities Council; Florida Division on Career Development and Transition; Florida Association for Career and Technical Education; Florida Association of Student Financial Aid Administrators; Think College; National Technical Assistance Center on Transition: The Collaborative; and Step Up for Students. 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 Student Education 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 North Florida, Traviss Technical College, Ridge Technical College and Emerald Coast 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 the 2021 Virtual Florida Postsecondary Education Program Planning Institute (November 16–19, 2021), we will work closely with these stakeholders to start additional FPCTPs in 2021–2022. 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:
W. Drew Andrews, EdD., Assistant Director and Technical Assistance Coordinator
Claudia Bello Punto, Web Applications Developer
Iris Neil, Program Manager: Outreach Coordinator
Ashley Bickham, Administrative Coordinator II
Melanie Musone, Administrative Coordinator II
Melanie Lopez, Doctoral Student
Christopher Lewis, Student Assistant
Pamela "Sissi" Carroll, EdD., Dean, College of Community Innovation and Education

Special thanks to Liz Gordillo, MSW for her contributions

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. https://transitionta.org/topics/effective-practices/

Kohler, P.D., Gothberg, J.E., Mahon, A. J., Andrews, W. D., & Seabrooks-Blackmore, J. J. (unpublished). *A nominal group technique study identifying evidenced-based and promising practices: Taxonomy for postsecondary comprehensive transition programs.*

Mobile and tablet internet usage exceeds desktop for first time worldwide. (2016, November 1). http://gs.statcounter.com/press/mobile-and-tablet-internet-usage-exceeds-desktop-for-first-time-worldwide

National Technical Assistance Center on Transition: The Collaborative (NTACT:C) website. https://transitionta.org/topics/effective-practices/

Appendix A

FPCTP Scholarship Assurances and Instructions

University of Central Florida
College of Community Innovation and Education
420 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

Florida Center for Students with
UNIQUE ABILITIES

Florida Postsecondary Comprehensive Transition Program (FPCTP) Scholarships

Assurances and Instructions

2020 – 2021
(Issued August 2020)

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 regard 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 Program Cost Estimator form, in Salesforce to determine the estimated cost of attending the institution's FPCTP per student, per term. The form is set up to calculate program costs when the relevant data are entered. Enter information in each field. The fields automatically calculate. When completing this form for the first time, select New. Some program FPCTP information will automatically load. However, always confirm and edit where needed. You will need to complete the following information:

   ‣ Institutional information: Academic/program year, institution name, FPCTP name, name of individual preparing and submitting the Program Cost Estimator, 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.

   ‣ You can generate as many Program Scholarship Cost Estimators as needed to address each concentration/track in which students will enroll.

   ‣ If you have a Residential component included in your FPCTP, you will need to create On-Campus and Off-Campus Program Scholarship Cost Estimators. In this way, fees can be differentiated for each student's living situation within a concentration/track.

   ‣ You have the option to save at any time and come back later to complete.

   ‣ Save and submit form for approval when all information is complete.

   ‣ Once approved by the Center, you can begin working on Scholarship Request Forms for each student.

2. Use the Scholarship Request Form to identify the eligible students for whom you are requesting a FPCTP Scholarship. The form is set up to calculate specific fields when the relevant data are entered. For each student, enter the residency status. Only the Center can enter the amount of the Scholarship Award. The following information will automatically load based on the Program Scholarship Cost Estimator you choose for each student:

   ‣ Institutional information: Academic/program year, institution name, FPCTP name, name of individual preparing and submitting the Program Cost Estimator, and his/her contact information.

- ‣ Name and institutional identification number, of each student for whom a Scholarship is requested.
- ‣ If student is continuing from a previous year and has not been identified as a completer, the name will automatically load once you begin typing the student's name.
- ‣ Click on the New Student icon to add new students.
- ‣ Number of terms each student is expected to be enrolled **(select enrollment projection for each term a student will be enrolled, which is based on the length of the concentration/track associated with each** Program Scholarship Cost Estimator**)**.

3. Institutions requesting Scholarships for the first time, must submit **UCF Form_41-990** (https://ucf.qualtrics.com/jfe/form/SV_9HVXC418brDm1bn) 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_2021-2022_Issued July 2021) 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. Complete the *Scholarship Amount Disbursed fields* to report scholarship disbursements to students by term by the designated due dates.

5. The individual submitting the Program Cost Estimator and Scholarship Requests forms attests that she/he is authorized to do so by the institution.

All submissions are completed in Salesforce

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

University of Central Florida
College of Community Innovation and Education
420 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

Florida Center for Students with
UNIQUE ABILITIES

Timeline for Reports and Distributions

Date	Report/Action	Description
July 1 or as soon thereafter as possible prior to start of academic term*	‣ **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).	‣ FPCTP/IHE uses worksheet to provide ▪ 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	‣ **FCSUA** adds scholarship amount awarded, by student and semester, 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.	‣ 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	**FPCTP/IHE** submits required *Annual Report* to FCSUA: **Use the FPCTP Annual Report templates located at fcsua.org**	‣ Use FCSUA *program* and *student report* **TEMPLATES** ▪ 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
		Continued: ‣ 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*	‣ **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 semester.	‣ Scholarship funds distributed to IHEs for the year, based on scholarship worksheet submitted by the FPCTP and approved by FCSUA
Beginning of each term	‣ **IHE** financial aid office distributes scholarship funds to eligible students according to schedule provided by FCSUA/UCF.	‣ Full award for each term disbursed to **eligible** students at beginning of the applicable term
Oct 1	**FCSUA** submits required Annual Report	‣ 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 　▪ # 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**	‣ 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 semester (spring or summer).	‣ FPCTP/IHEs report to FCSUA on scholarship disbursements made to their students during fall semester (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).	‣ FPCTP/IHEs report to FCSUA on scholarship disbursements made to their students during spring semester **AND** summer term (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.	‣ Funds not disbursed to students are returned to FCSUA via EFT transfer
June 1	**FPCTP/IHE** grantees submit **Annual FPCTP Grant Performance Report** to FCSUA: **Outline for Annual Grant Performance report** is detailed in Appendix B – Deliverables, of the Grant Agreement	‣ 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) ▪ 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
		Continued - Formative evaluation activities - Targeted outputs - Targeted outcomes - Summative evaluation activities - Targeted outputs - Targeted outcomes - Budget expenditures - 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)	**FPCTP/IHE** grantees submit **Final** FPCTP Grant Performance Report to FCSUA September 1, or 60 days from end of the project period: **Outline for Final Grant Performance report is detailed in Appendix B – Deliverables, of the Grant Agreement**	- 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

University of Central Florida
College of Education and Human Performance
420 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

Florida Center for Students with
UNIQUE ABILITIES

Florida Postsecondary Comprehensive Transition Program (FPCTP)
Annual Report Template – Program Information

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 **# of hours on the FPCTP funded by FPCTP Grant**	B **# of hours on the FPCTP funded directly by the IHE**	C **# 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:

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 the current reporting year are **expected to earn** this credential upon program completion?

    h. How many students **completed** this credential during the current reporting year?

    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 the current reporting year are **expected to earn** this credential upon program completion?

    h. How many students **completed** this credential during the current reporting year?

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 the current reporting year are **expected to earn** this credential upon program completion?

h. How many students **completed** this credential during the current reporting year?

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 the current reporting year are **expected to earn** this credential upon program completion?

h. How many students **completed** this credential during the current reporting year?

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 the current reporting year are **expected to earn** this credential upon program completion?

h. How many students **completed** this credential during the current reporting year?

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 the current reporting year are **expected to earn** this credential upon program completion?

h. How many students **completed** this credential during the current reporting year?

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 the current reporting year are **expected to earn** this credential upon program completion?

h. How many students **completed** this credential during the current reporting year?

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 the current reporting year are **expected to earn** this credential upon program completion?

h. How many students **completed** this credential during the current reporting year?

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 the current reporting year are **expected to earn** this credential upon program completion?

h. How many students **completed** this credential during the current reporting year?

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 the current reporting year are **expected to earn** this credential upon program completion?

h. How many students **completed** this credential during the current reporting year?

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 current reporting year?

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

15. What was the **enrollment capacity** of the FPCTP for current reporting year?   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 current reporting year:

FPCTP Enrollment in This Reporting Year

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

18. a. Number of FPCTP **applicants** for this reporting year:

 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 this reporting year:

 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 this reporting year:

 b. Of these students, how many were **new** to the FPCTP?

 c. Of these students, how many were **returning** to the FPCTP in this reporting year (enrolled in the FPCTP in previous year(s))?

21. Of the students **enrolled** in the FPCTP in this reporting year:

 a. How many students **completed the FPCTP** in this reporting year?

 b. How many students are **expected to return** to the FPCTP in this reporting year?

 c. How many students left during this reporting year **without completing** the FPCTP?

22. a. Which of the following supports, strategies, and services did you use in efforts to **retain** FPCTP students during this reporting year? (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 this reporting year:

Projected FPCTP Enrollment for Next Reporting Year

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

23. a. How many **eligible students** (potential FPCTP enrollees) do you estimate are within the FPCTP's target recruitment area for the next reporting year?

    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 the next reporting year?

        students

25. Number of **new** FPCTP **applicants** you expect for the next reporting year:

26. Number of **new** FPCTP students you expect to **accept** for the next reporting year:

27. a. **Total number** of FPCTP students you expect to **enroll** in the next reporting year:

    b. Of these students how many do you expect to be **new** to the FPCPT in the next reporting year?

    c. Of these students how many do you expect to **return** to the FPCTP in the next reporting year (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 the year after next reporting year?

    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 year after next reporting year?
        students

30. Number of **new** FPCTP students you expect to **accept** for year after next reporting year:

31. **Total number** of FPCTP students you expect to **enroll** in year after next reporting year:

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 this reporting year? Please select

If yes:

b. Number of peer mentors who provided support to your students during this reporting year:

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:

University of Central Florida
College of Education and Human Performance
420 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

Florida Center for Students with
UNIQUE ABILITIES

Florida Postsecondary Comprehensive Transition Program (FPCTP)
Annual Report Template – Student Information

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 this reporting year.

‣ 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).

‣ Complete **Section 3: Student Exit Information** for each student who **exited** the FPCTP **during or at the end of this reporting year** this reporting year 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.

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 this reporting.

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).

Institution name:
First initial and last name of student:
Example: *J. Smith*

1. What was this student's enrollment status this reporting year? If this student **entered** the FPCTP during this reporting year 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 this reporting year? **(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

   ☐ Spring

   ☐ Summer

4. a. Did this student receive a FPCTP Scholarship in this reporting year? Please select

   If yes:

   b. What was the total FPCTP Scholarship amount disbursed to this student in this reporting year? $

5. Where did this student live this reporting year? (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 this reporting year? 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 this reporting year
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 this reporting year 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 this reporting year?	*If yes*: Indicate the number of instances of this course type in which this student enrolled in this reporting year.	*If yes:* Indicate the number of total credits or clock hours this student earned in this course type in this reporting year.
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 this reporting year:

Continue on next page.

9. Which of the following career clusters best represent this student's employment interests during this reporting year? (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 this reporting year, 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 this reporting year did this competitive integrated employment take place? Please select

   d. How many hours per week was this student in competitive integrated employment in this reporting year?

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

11. a. **At any time** during this reporting year, 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 this reporting year did this supported employment take place? Please select

d. How many hours per week was this student in supported employment in this reporting year?

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

12. a. **At any time** during this reporting year, 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 this reporting year 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 this reporting year?

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

13. a. **At any time** during this reporting year, 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 this reporting year 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 this reporting year?

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

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

Complete this section for each student who **exited** the FPCTP **during or at the end of this reporting year**, 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	

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:

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. 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

Summary of FCSUA 2020-2021 Technical Assistance, Collaboration, Outreach, and Institutes

University of Central Florida
College of Community Innovation and Education
420 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

Florida Center for Students with
UNIQUE ABILITIES

Summary of FCSUA 2020-2021 Technical Assistance, Collaboration, Outreach, and Institutes

Technical Assistance					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
12/01/2020	FPCTP Student Scholarships	FPCTP Webinar	Virtual Janice Seabrooks-Blackmore, Drew Andrews, Claudia Bello Punto, Iris Neil	FPCTP Student Scholarships in Salesforce	FPCTP administrators and staff
03/01/2021	NTACT: The Collaborative	Virtual Meeting	Virtual Janice Seabrooks-Blackmore, Claudia Bello Punto	Technical Assistance	NTACT: The Collaborative Staff
03/02/2021	Using Salesforce to Complete Program Information of the Annual Report	FPCTP Webinar	Virtual Claudia Bello Punto, Janice Seabrooks-Blackmore	Using Salesforce to Enter Program Information of Annual Reports	Approved FPCTPs
03/03/2021	NTACT: The Collaborative	Virtual Meeting	Phone call Catherine Fowler, Janice Seabrooks-Blackmore	TA and support of K-12 Online Strategic Planning Tool	NTACT: The Collaborative Staff
04/06/2021	Using Salesforce to Complete Student Information of the Annual Report	FPCTP Webinar	Virtual Janice Seabrooks-Blackmore, Claudia Bello Punto	Using Salesforce to Complete Student Information of the Annual Report	FPCTP administrators, FPCTP staff, K-12, agency personnel, stakeholders

	Technical Assistance				
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
04/20/2021	Hillsborough County School District - FPCTP Development and Basic Information	Virtual Meeting	Virtual Drew Andrews, Janice Seabrooks-Blackmore	FPCTP development and basic information	Hillsborough County School District
05/11/2021	Scholarship Requests Using FCSUA Salesforce Portal 2	FPCTP Webinar	Virtual Janice Seabrooks-Blackmore, Claudia Bello Punto	Overview of Salesforce Platform, Cost Estimators, Scholarship Request Forms, Disbursement Reports, Connection to Annual Reports	FPCTP administrators and staff
05/11/2021	Breaking Down the Walls: Support Healthy Sexuality for LGBTQ People with I/DD	Participation/ Information	Virtual Florida Developmental Disabilities Council	Support Healthy Sexuality for LGBTQ People with I/DD	Professionals supporting individuals with intellectual disabilities
08/12/2021	Broward College Meeting	Virtual Meeting	Virtual Drew Andrews	FPCTP program questions	Broward College FPCTP Administration
09/07/2021	FPCTP Updates	FPCTP Webinar	Virtual Janice Seabrooks-Blackmore, Claudia Bello Punto	FPCTP Updates	FPCTP Programs

Technical Assistance					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
09/08/2021	Project 10 Regional Representative FPCTP Information	Virtual Meeting	Virtual Drew Andrews	Steps to becoming an FPTCP, including the FPCTP Application, FPCTP Grant, and FPCTP Student Scholarship	Project TEN Regional Representative
09/16/2021	Emerald Coast Technical College - FPCTP Application Development	Virtual Meeting	Virtual Janice Seabrooks-Blackmore, Drew Andrews	Emerald Coast Technical College FPCTP Development	ECTC Staff

Collaboration					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
10/05/2020 - 06/01/2021	FDDC: College Matters Online Module scheduled discussions	Virtual Meeting	Virtual Janice Seabrooks-Blackmore, Drew Andrews, Claudia Bello Punto, Iris Neil, Rick Lockenbach	Resources to be posted on FCSUA website	FCSUA Team, FDDC Staff
01/21/2021	Think College State Alliances Affinity Group	Virtual Meeting	Virtual Janice Seabrooks-Blackmore, Drew Andrews	Think College State Alliances Affinity Group	Think College partners

			Collaboration		
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
01/27/2021	FCSUA and Step Up For Students Update	Virtual Meeting	Virtual Drew Andrews	Overview of the Florida Center for Students with Unique Abilities' Implementation of the Florida Postsecondary Comprehensive Transition Program Act	FCSUA Staff and SUFS Staff
02/04/2021	National Coordinating Center Accreditation Workgroup meeting	Virtual Meeting	Virtual Drew Andrews	Inclusive Higher Education program accreditation	National Coordinating Center Accreditation Workgroup members
02/08/2021	TCC	Virtual Meeting	Virtual Janice Seabrooks-Blackmore, Drew Andrews	Legislative feedback	TCC FPCTP Staff
02/08/2021	FAU	Virtual Meeting	Virtual Janice Seabrooks-Blackmore, Drew Andrews	Legislative Updates	FAU FPCTP Staff
02/09/2021	FACIL, Step Up For Students, FCSUA, Florida YLF - Collaboration Meeting	Virtual Meeting	Virtual Drew Andrews	Collaboration for Florida YLF	FACIL, Step Up For Students, FL-YLF leadership

Collaboration					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
02/26/2021	National Coordinating Center Accreditation Workgroup - Subgroup meeting	Virtual Meeting	Virtual Drew Andrews	Review of accrediting agencies	National Coordinating Center Accreditation Workgroup Subgroup members
03/01/2021	UMatter / FDDC / Think College collaboration	Virtual Meeting	Virtual Drew Andrews, Janice Seabrooks-Blackmore	Catalogue of practices, CCTC success, Communities of Practice, Public Awareness, Facebook groups	USF, FDDC, Think College, FCSUA
03/02/2021	FDDC	Virtual Meeting	Virtual Janice Seabrooks-Blackmore, Drew Andrews, Iris Neil	Agency partnership	FDDC Staff
03/04/2021	FLDOE State Secondary Transition Interagency Council - Post School Outcomes subcommittee meeting	Virtual Meeting	Virtual Drew Andrews	FLDOE Post school outcomes focus	FLDOE State Secondary Transition Interagency Council - Post School Outcomes subcommittee
03/04/2021	National Coordinating Center Accreditation Workgroup meeting	Virtual Meeting	Virtual Drew Andrews	Inclusive Higher Education program accreditation	National Coordinating Center Accreditation Workgroup members

Collaboration					
Date	Event	Type	Location/Presenter	Focus/Title	Audience
03/08/2021	USF/Think College	Virtual Meeting	Virtual Janice Seabrooks-Blackmore, Drew Andrews, Iris Neil	Partnership with focus on expanding PSE for individuals with IDD	FDDC Consultants
03/25/2021	Think College Advisory Committee Meeting	Virtual Meeting	Virtual Claudia Bello-Punto	FDDC - Think College modules	FDDC-Think College Advisory Board
04/12/2021	FLDOE BESE Transition Contact Meeting	Presentation	Virtual Janice Seabrooks-Blackmore, Drew Andrews, Iris Neil	Update on FCSUA to statewide ESE Transition staff	Transition Contacts
05/07/2021	FAU Research Bulletin	Virtual Meeting	Virtual Janice Seabrooks-Blackmore, Drew Andrews, Iris Neil	Upcoming research bulletin by FAU on current inclusive postsecondary education research	FAU FPCTP Team and FCSUA Team
05/18/2021	FLDOE State Secondary Transition Interagency Council	Onsite Meetings	Virtual Drew Andrews	FLDOE state secondary transition resources	State agency representatives and FLDOE
05/26/2021	Lake County Interagency Council Meeting	Virtual Meeting	Virtual Drew Andrews	FCSUA and FPCTP information	Lake County Transition staff and agency staff
06/02/2021	National Coordinating Center Accreditation Workgroup meeting	Virtual Meeting	Virtual Drew Andrews	Inclusive Higher Education accreditation	National Coordinating Center Accreditation Workgroup members

Collaboration					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
06/09/2021	Able Trust Update	Virtual Meeting	Virtual Joseph D'Souza, Allison Chase	Young Professionals Network	FCSUA Staff
09/15/2021	National Coordinating Center Accreditation Workgroup meeting	Virtual Meeting	Virtual Drew Andrews	Inclusive Higher Education program accreditation	Think College Accreditation Workgroup members

Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
10/07/2020	State of the Art - College Fair	Presentation	Virtual Janice Seabrooks-Blackmore, Drew Andrews, Iris Neil	FPCTPs available to students with intellectual disabilities in Florida	Students with intellectual disabilities and their families interested in attending FPCTPs
10/07/2020	Florida College Access Network Summit: Better Together 2020 / From Research to Practice: Planning Inclusive Supports for Students with Intellectual Disabilities	Presentation	Virtual Janice Seabrooks-Blackmore, Drew Andrews	FPCTP Online Strategic Planning Tool	Florida Colleges staff and personnel

Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
10/24/2020	Division on Career Development and Transition Regional Conference: Preparing Students for Inclusive Postsecondary Education	Presentation	Virtual Janice Seabrooks-Blackmore, Drew Andrews, Iris Neil	Preparing students with intellectual disabilities for inclusive higher education	Transition professionals
10/26/2020	University of Florida graduate level interns	Presentation	Virtual Drew Andrews	Transition to postsecondary education	Pre-service teachers
11/05/2020	Florida Department of Education, Bureau of Exceptional Student Education: State Secondary Transition Interagency Council (SSTIC) meeting	Participation/ Information	Virtual Drew Andrews	FCSUA and FPCTP information and resources	Florida Department of Education, Bureau of Exceptional Student Education: State Secondary Transition Interagency Council (SSTIC) members
11/13/2020	Putnam County College and Career Club Meeting	Virtual Meeting	Virtual Drew Andrews	Inclusive Postsecondary Education: Preparing for and Choosing the Right Program	Putnam County College and Career Transition

			Outreach		
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
01/15/2021	Florida CARD Conference	Presentation	Virtual Janice Seabrooks-Blackmore, Drew Andrews, Iris Neil, Phillip Sasse	Overview of the Florida Center for Students with Unique Abilities' Implementation of the Florida Postsecondary Comprehensive Transition Program Act	Florida CARD Conference attendees
01/15/2021 - 01/17/2021	Florida CARD Conference	Conference information table	Virtual Drew Andrews, Iris Neil, Janice Seabrooks-Blackmore	FCSUA and FPCTP information	Students, parents and professionals with an interest in ASD
01/16/2021	Florida CARD Conference	Presentation	Virtual Janice Seabrooks-Blackmore, Kris Webb, Joey Garrett, Iris Neil	Introducing Family2Family Toolkit: A Springboard for Students and Families to Explore Postsecondary Education Options. Presenters	Florida CARD Conference attendees
01/16/2021	Florida CARD Conference	Presentation	Virtual Drew Andrews, Iris Neil, Phillip Sasse	Preparing Students for Inclusive Postsecondary Education at Florida Postsecondary Comprehensive Transition Programs	Florida CARD Conference attendees

Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
01/20/2021	DADD Conference	Presentation	Virtual Janice Seabrooks-Blackmore, Drew Andrews	Developing Postsecondary Opportunities for Students with Intellectual Disabilities: Using an Online Strategic Planning Tool	DADD Conference attendees
01/26/2021	Project 10 Winter Institute	Presentation	Virtual Drew Andrews, Iris Neil	Florida Center for Students with Unique Abilities Updates and Upcoming Events	K-12 Transition Specialists, Special Education Administrators, Project 10 Staff
02/02/2021	Creating and Maintaining On-Campus Residential Living Opportunities for FPCTP Students	FCSUA Informational Webinar	Virtual Adam Myer and Katie Norland		
02/05/2021	Legislative Update	Virtual Meeting	Virtual Janice Seabrooks-Blackmore	Legislative Updates	Janet Owen
02/08/2021	Legislative Update	Virtual Meeting	Phone call Janice Seabrooks-Blackmore, Drew Andrews	FPCTP Act Legislative Updates	Tim Elwell
02/15/2021	University of North Florida	Virtual Meeting	Phone call Janice Seabrooks-Blackmore	FPCTP Application Development	UNF Staff

Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
02/23/2021	North Florida Technical College FPCTP Information	Virtual Meeting	Virtual Drew Andrews	Florida Center for Students with Unique Abilities' Implementation of the Florida Postsecondary Comprehensive Transition Program Act	Bradford County Superintendent and staff member
02/25/2021	Step Up For Students Advisory Board Meeting	Virtual Meeting	Virtual Drew Andrews	Overview of the Florida Center for Students with Unique Abilities Implementation of the Florida Postsecondary Comprehensive Transition Program Act	Step Up For Students Advisory Board and parents
02/25/2021	Step Up For Students Webinar	Presentation	Virtual Drew Andrews	FPCTP Update / FCSUA Implementation	Step Up For Students, parents, students
03/01/2021	Abilities Workshop / FCSUA - FPCTP Update	Virtual Meeting	Virtual Drew Andrews	FCSUA- FPCTP Update	Jeannetta Bryant
03/15/2021	Bradford County - North Florida Technical College FPCTP Information	Onsite Meetings	Starke, FL Drew Andrews	Florida Postsecondary Comprehensive Transition Program Application development and FPCTP Grant Proposal information	Bradford County District Administration, ESE Department, District VR Counselors

Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
03/19/2021	North Florida Technical College Director meeting	Virtual Meeting	Virtual Drew Andrews	Florida Postsecondary Comprehensive Transition Program Application development and FPCTP Grant proposal	North Florida Technical College Director
03/29/2021	Polk County Technical Colleges	Virtual Meeting	Virtual Janice Seabrooks-Blackmore, Drew Andrews	Florida Postsecondary Comprehensive Transition Program Act overview and development	Polk County ESE Department and FDLRS
03/30/2021	Florida Developmental Disabilities Awareness Day at the Capitol	Presentation	Virtual Drew Andrews, Iris Neil	Overview of the Florida Center for Students with Unique Abilities Implementation of the Florida Postsecondary Comprehensive Transition Program Act	Developmental Disabilities Awareness Day participants
04/01/2021	Nova Southeastern University course presentation	Presentation	Virtual Drew Andrews	Overview of the Florida Center for Students with Unique Abilities Implementation of the Florida Postsecondary Comprehensive Transition Program Act	Nova Southeastern University students in Dr. Kabot's course
04/13/2021	VISIONS Conference	Presentation	Virtual Janice Seabrooks-Blackmore, Iris Neil, Drew Andrews	Preparing Students for Inclusive Postsecondary Education	Florida Transition professionals

Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
04/14/2021	VISIONS Conference	Presentation	Virtual Drew Andrews, Iris Neil	Improving Indicator 14: FPCTP Student and Program Outcomes	VISIONS Conference participants
04/26/2021	Duval County Lead Teacher Meeting	Virtual Meeting	Virtual Drew Andrews	College and Career Transition Club application and development	Duval County High School Lead Teachers
04/27/2021	Lake County Agency Fair	Conference information table	Virtual Drew Andrews	Florida Postsecondary Comprehensive Transition Programs	Lake County students and parents
04/27/2021	Using Peer Mentors to Support Student Success	FCSUA Informational Webinar	Virtual Dr. Tara Rowe (UNF) and Dr. Gwen Carey (FAU)	Using peer mentors to support student success using the College Reading and Learning Association (CRLA) International Peer Educator Training Program Certification Framework	FPCTP administrators and staff
05/14/2021	Virtual College Fair with Crossing Points at The University of Alabama	Institute presentation	Virtual Drew Andrews	Available Florida Postsecondary Comprehensive Transition Programs	Students and families
05/20/2021	Southeastern Postsecondary Education Alliance Conference	Presentation	Virtual Janice Seabrooks-Blackmore, Drew Andrews	On A Roll: Expanding Transition Options, IPE, and Employment Opportunities	Southeastern inclusive postsecondary education program staff

Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
05/21/2021	SEPSEA Conference	Presentation	Virtual Iris Neil, Claudia Bello Punto	Creating and Marketing a Statewide College Showcase	Southeastern inclusive postsecondary education program staff
05/27/2021 - 05/29/2021	Florida Parent Educator Association Conference	Conference information table	Orlando, FL Drew Andrews	FCSUA and FPCTP program information	Florida parent educators
06/07/2021 - 06/09/2021	Florida Council for Administrators of Special Education Summer Institute	Conference information table	Bonita Springs, FL Drew Andrews	FPCTP information	Florida administrators of Special Education
06/08/2021	Florida Council for Administrators of Special Education Summer Institute	Presentation	Bonita Springs, FL Drew Andrews	An Overview of the Florida Center for Students with Unique Abilities	Florida administrators of Special Education
06/11/2021 - 06/13/2021	Family CAFE Conference	Conference information table	Orlando, FL Drew Andrews, Iris Neil	FPCTP information	Students and families
06/13/2021	Family CAFE Conference	Presentation	Orlando, FL Drew Andrews, Iris Neil	An Overview of the Florida Center for Students with Unique Abilities	Students and families
06/22/2021	American Association on Intellectual and Developmental Disabilities Annual Meeting	Presentation	Virtual Janice Seabrooks-Blackmore	Florida Postsecondary Comprehensive Transition Program Act: Addressing Workforce Challenges Through Policy and Practice	AAIDD members

Outreach					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
07/13/2021	Leon County Schools Adult & Community Ed Summer Institute	Onsite Meetings	Tallahassee, FL - Lively Technical College Drew Andrews	Adult and Community Education	Adult and Community Educators
07/19/2021 - 07/21/2021	Florida Association on Career and Technical Education Conference	Presentation	Orlando, FL Drew Andrews	Students with Intellectual Disabilities Preparing for Employment in Career Technical Programs	Career Technical Center/ Technical College staff and administration
07/19/2021 - 07/21/2021	Florida Association on Career and Technical Education Conference	Conference information table	Orlando, FL Drew Andrews	Florida Center for Students with Unique Abilities resources & Florida Postsecondary Comprehensive Transition Program information	Florida Technical Colleges staff and administration
07/28/2021	Polk County	Virtual Meeting	Virtual Drew Andrews, Janice Seabrooks-Blackmore	FPCTP Development	Polk County CTE Administration
09/21/2021	Unicorn Foundation - Special Needs Committee	Presentation	Virtual Janice Seabrooks-Blackmore, Drew Andrews	An Overview of the Florida Center for Students with Unique Abilities	Unicorn Foundation - Special Needs Committee

Institutes					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
10/06/2020	Using the Florida Postsecondary Comprehensive Transition Program Planning Tool	FCSUA Informational Webinar	Virtual Janice Seabrooks-Blackmore, Drew Andrews, Claudia Bello Punto, Iris Neil	Using the FCSUA Postsecondary Planning Tool	FPCTP administrators and staff
11/02/2020	FPCTP Planning Tool Crosswalk: Building and Sustaining Florida Postsecondary Comprehensive Transition Programs	FCSUA Informational Webinar	Virtual Janice Seabrooks-Blackmore, Drew Andrews, Claudia Bello Punto, Iris Neil	FLPEPPI team members preparations	FLPEPPI team members
11/04/2020	FLPEPPI Team Leaders Prep Webinar	FPCTP Webinar	Virtual Janice Seabrooks-Blackmore, Drew Andrews, Claudia Bello Punto, Iris Neil	FLPEPPI Team Leaders Preparation	FLPEPPI team leaders
11/09/2020	FPCTP Strategic Planning Tool Crosswalk Practice	FPCTP Webinar	Virtual Janice Seabrooks-Blackmore, Drew Andrews, Jennifer Coyle	FLPEPPI Facilitator preparation	FLPEPPI Facilitators
11/10/2020	FLPEPPI Virtual Overview for all Participants	FCSUA Informational Webinar	Virtual Janice Seabrooks-Blackmore, Drew Andrews, Claudia Bello Punto, Iris Neil	FLPEPPI Virtual Overview	FLPEPPI registered participants

Institutes					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
11/17/2020	2020 Virtual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Virtual Janice Seabrooks-Blackmore	Welcome and Overview	K-12 and postsecondary educators, administrators, and agency personnel
11/17/2020	2020 Virtual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Virtual FPCTP Students Completers Panel	General session	K-12 and postsecondary educators, administrators, and agency personnel
11/17/2020	2020 Virtual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Virtual Senator Andy Gardiner and Camille Gardiner	Keynote	K-12 and postsecondary educators, administrators, agency personnel
11/18/2020	2020 Virtual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Virtual State University	State University Type-Alike session	K-12 and postsecondary educators, administrators, and agency personnel
11/18/2020	2020 Virtual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Virtual State College	State College Type-Alike session	K-12 and postsecondary educators, administrators, and agency personnel
11/18/2020	2020 Virtual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Virtual Technical College	Technical College Type-Alike session	K-12 and postsecondary educators, administrators, and agency personnel

Institutes					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
11/19/2020	2020 Virtual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Virtual Maggie Miller, Lead Florida Trainer, Kuder, Inc.	My Career Shines: "Helping Students Dream Big and Plan Accordingly" Online Postsecondary planning tools	K-12 and postsecondary educators, administrators, and agency personnel
11/19/2020	2020 Virtual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Virtual Craig Levins, Associate Vice President, Institutional Accessibility and ADA Coordinator at Broward College	Integrating The Social Model of Disability into FPTCP Programs: Promoting Culture Change and Increasing Access, Equity, and Inclusion	K-12 and postsecondary educators, administrators, and agency personnel
11/19/2020	2020 Virtual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Virtual Michelle Dennard, President and CEO CareerSource Florida	Inclusive Talent: Collaborating with Career Source Florida to Connect People with Disabilities to Employment Opportunities	K-12 and postsecondary educators, administrators, and agency personnel
11/19/2020	2020 Virtual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Virtual Nicole Attong, LMHC and Director FIU Embrace	Taking Care of the "Total Me" - A Mental Health Journey: Addressing mental health in a postsecondary environment	K-12 and postsecondary educators, administrators, and agency personnel

			Institutes		
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
11/20/2020	2020 Virtual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Virtual Janice Seabrooks-Blackmore	Report out on progress and closing session	K-12 and postsecondary educators, administrators, and agency personnel
12/08/2020	Evaluation: Begin with the End in Mind	FCSUA Informational Webinar	Virtual June Gothberg	FPCTP evaluation	FPCTP administrators and staff
05/04/2021	2021 MidYear Institute Facilitator Prep Webinar	Workshop	Virtual Drew Andrews	2021 MidYear Institute Facilitator Preparation	2021 MidYear Institute facilitators
05/04/2021	2021 MidYear Institute Facilitator Prep Webinar	Workshop	Virtual Drew Andrews	Facilitator Preparation	FCSUA Facilitators
06/01/2021	2021 MidYear Team Leader Webinar	FPCTP Webinar	Virtual Janice Seabrooks-Blackmore, Drew Andrews, Claudia Bello Punto	FCSUA MidYear Team Leader Orientation	FPCTPs and IHEs Planning Team Leaders
06/03/2021	2021 MidYear Whova Practice	FCSUA Informational Webinar	Virtual Claudia Bello Punto, Iris Neil	Whova Practice and Orientation for MidYear Institute	K-12 and postsecondary educators, administrators, and agency personnel
06/08/2021	2021 MidYear Overview	FCSUA Informational Webinar	Virtual Janice Seabrooks-Blackmore	2021 MidYear Orientation	K-12 and postsecondary educators, administrators, and agency personnel

	Institutes				
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
06/15/2021	2021 Virtual MidYear Institute	Institute presentation	Virtual Horace Brown	Vocational Rehabilitation Supports for Students to Prepare and Attend Florida Postsecondary Comprehensive Transition Programs	K-12 and postsecondary educators, administrators, and agency personnel
06/15/2021	2021 Virtual MidYear Institute	Institute presentation	Virtual Jill Brookner	Graduate Panel	K-12 and postsecondary educators, administrators, and agency personnel
06/15/2021	2021 Virtual MidYear Institute	Institute presentation	Virtual Drew Andrews, Iris Neil	CCT Club Sponsor Annual Meeting Welcome and Overview	K-12 and postsecondary educators, administrators, and agency personnel
06/15/2021	2021 Virtual MidYear Institute	Institute presentation	Virtual Steve Bianco	Preparing Now for Accommodations and Assistive Technology in College	K-12 and postsecondary educators, administrators, and agency personnel
06/16/2021	2021 Virtual MidYear Institute	Institute presentation	Virtual Debra Hart	National Accreditation Standards for Inclusive Higher Education Programs	K-12 and postsecondary educators, administrators, and agency personnel

Institutes					
Date	**Event**	**Type**	**Location/Presenter**	**Focus/Title**	**Audience**
06/16/2021	2021 Virtual MidYear Institute	Institute presentation	Virtual Debra Hart	National Update on Inclusive Higher Education	K-12 and postsecondary educators, administrators, and agency personnel
06/16/2021	2021 Virtual MidYear Institute	Institute presentation	Virtual Janice Seabrooks-Blackmore	FCSUA Welcome, Introduction, and Overview to FPCTP MidYear Institute	K-12 and postsecondary educators, administrators, and agency personnel
06/17/2021	2021 Virtual MidYear Institute	Institute presentation	Virtual Janice Seabrooks-Blackmore	Team Report Out and Evaluation	K-12 and postsecondary educators, administrators, and agency personnel
06/17/2021	2021 Virtual MidYear Institute	Institute presentation	Virtual Universities, State and Technical Colleges	Type Alike Sessions	K-12 and postsecondary educators, administrators, and agency personnel
06/18/2021	2021 Virtual MidYear Institute	Institute presentation	Virtual Janice Seabrooks-Blackmore, Claudia Bello Punto	Workshop: FPCTP Annual Reports in Salesforce	Approved FPCTPs

Appendix E

1 – Resources in Development

2 – Summary of FCSUA Collaborative Activities

Resources in Development

‣ **Faculty Toolkit**

- The Center is developing a resource toolkit for faculty support. This toolkit is linked to domain number two in the *FCSUA Strategic Planning Tool: Education*. Program developers and administrators will be able to find resources for increasing awareness related to individuals with intellectual disabilities, application of universal design for learning to program instruction, effective research-based teaching strategies, and career development techniques that can be integrated across curricula.

- Presently, research on each topic is underway. Added to the research is feedback from participants attending the 2021 Virtual FPCTP MidYear Institute and CCT Club Sponsors Annual Meeting related to their perceived needed support. The next step in the development process is drafting preliminary content for the website and sharing ideas at the 2021 Virtual FLPEPPI in November 2021. Completion of content for the Faculty Support Toolkit is anticipated in March 2022.

‣ **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, 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 2021 Conference
- FCSUA presentations at CARD 2021 Conference:
  - Family to Family Toolkit: A Springboard for Students
  - Families to Explore Postsecondary Education Options
- UCF CARD informational table display at Virtual FLPEPPI 2021

‣ **Agency for Persons with Disabilities (ADP)**
- Informational table display at Florida Postsecondary Education Program Planning Institute 2020
- FCSUA provided FCSUA informational flyer to be distributed to individuals applying for Medicaid Home and Community-Based Services (HCBS) Waiver services as directed in Senate Bill 714

‣ **Florida Consortium for Inclusive Higher Education (FCIHE)**
- Collaboration with transferring website information on Florida Postsecondary Comprehensive Transition Programs

‣ **Florida Department of Education (FLDOE)**
- FCSUA Assistant Director and Technical Assistance Coordinator is a member of the FLDOE Bureau of Exceptional Student Education (BESE) State Secondary Transition Interagency Council (SSTIC) and the Post-School Outcomes Subcommittee
- SSTIC Collection of Local Transition-Related Resources: FCSUA provided FCSUA resources and FPCTP information
- FLDOE invited to have an informational table display at FLPEPPI 2020
- FLDOE Bureau of Exceptional Student Education (BESE) Transition Contact Meeting 2021 presentation: *Updates for FCSUA*
- FLDOE Project TEN Regional Meetings 2021 Presentation: *FCSUA Updates and Upcoming Events*
- FLDOE Project TEN Topical Brief May 2021: *Florida College and Career Transition Clubs: Supporting Positive Postsecondary Outcomes for Students*
- FCSUA informational flyer sent to BESE to be distributed at IEP meetings as directed in House Bill 173

‣ **Florida Developmental Disabilities Council (FDDC)**
  ▪ FDDC invited to have an informational table display at FLPEPPI 2020
  ▪ FCSUA FDDC Developmental Disabilities Day 2021 presentation: *Florida Center for Students with Unique Abilities' Implementation of the Florida Postsecondary Comprehensive Transition Program Act*
  ▪ FCSUA website hosts FDDC family modules, <u>*College Matters: What Students, Families, and Professionals Can Do to Support College Access and Success for Students with Intellectual and/ or Developmental Disabilities*</u>.
  ▪ FCSUA updated information in <u>FYI Transition</u> website to include supports provided by FCSUA and current FPCTP information.

‣ **Florida Vocational Rehabilitation (VR)**
  ▪ Virtual exhibitor at the virtual FLPEPPI
  ▪ FCSUA MidYear Institute and College and Career Transition Club Sponsors Annual Meeting 2021 presentation: *Using Vocational Rehabilitation's Individual Plan for Employment to Continue Education*

‣ **Florida Youth Leadership Forum (YLF)**
  ▪ Virtual Youth Leadership Forum Resource Round Robin 2021participant

‣ **Think College**
  ▪ Advisory and Standards Update Committee Janice
  ▪ Accreditation Committee Drew
  ▪ *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 institutions 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.

‣ **FloridaShines**
  ▪ Added information about Florida Postsecondary Comprehensive Transition Programs (FPCTPs) on the <u>FloridaShines</u> website on the "<u>Discover Programs</u>" page.
  ▪ Added FPCTP scholarship information on the "<u>Pay for College</u>" page.

‣ **Able Trust**
  ▪ Provided College and Career Transition Club information for High School High Tech program coordinators meeting
  ▪ Florida Grantor September 2021 agency spotlight article: *FCSUA Overview*

Appendix F

1 – Florida Postsecondary Education Program Planning Institute Agenda

2 – FPCTP MidYear Institute and CCT Club Sponsors Annual Meeting Agenda

🌐 Displaying agenda in event timezone (1:19 PM EDT)

Tuesday, November 17

9:00 AM-10:00 AM
Florida Postsecondary Comprehensive Transition Programs 101
🎥 Recorded Video: Watch video

Speakers: Janice Seabrooks-Blackmore, Drew Andrews

Provides background information about the Florida Postsecondary Comprehensive Transition Program Act (The Act), the Florida Center for Students with Unique Abilities' charge in the implementation of the Act, and information on how institutions can become an approved Florida Postsecondary Comprehensi...Read More

9:00 AM-10:00 AM
Using the Florida Postsecondary Comprehensive Transition Program Planning Tool
🎥 Recorded Video: Watch video

Speaker: Janice Seabrooks-Blackmore

Whether you are planning an inclusive Florida Postsecondary Comprehensive Transition Program that serves students with intellectual disabilities or just seeking to improve your services, this web-based planning system applies a framework for using data to refl...
Read More

9:00 AM-10:00 AM
Family2Family Toolkit: A Springboard for Students and Families to Explore Postsecondary Education Options
🎥 Recorded Video: Watch video

Speakers: Kristine (Kris) Webb, Joey Garrett

This session will target key features of the *Family2Family Toolkit*, a product offered by the Florida Center for Stu...

Read More

9:00 AM-10:00 AM
FPCTP Planning Tool Crosswalk: Building and Sustaining Florida Postsecondary Comprehensive Transition Programs
🎥 Recorded Video: Watch video

Speaker: Jennifer Coyle

Provides information about three FPCT Program resources: a) Strategic Planning Tool: Postsecondary education component (aka the Tool), b) FPCT Program application, and c) FPCT Program grant proposal, and how to use these resources to create a comprehensive road map from planning to implementin...Read More

10:00 AM-10:30 AM
Welcome and overview
🎥 Recorded Video: Watch video

Speaker: Janice Seabrooks-Blackmore

Welcome from Executive Director and overview of key features during the FLPEPPI.

10:30 AM-11:30 AM
Why FPCTPs? Our Vision and Goals for Inclusive Postsecondary Education
🎥 Recorded Video: Watch video

Speakers: Camille Gardiner, Senator Gardiner

Senator and Mrs. Gardiner will share their advocacy and political journey in the realization of the FPCTP Act and how they envision postsecondary education for people with unique abilities in Florida. As parents of a teenager with D...
Read More

11:30 AM-12:45 PM
Program Graduate Panel
🎥 Recorded Video: Watch video

Speaker: Jill Brookner

5 graduates share experiences from their college programs, their current employment or course work, and plans for the future.

1:00 PM-4:30 PM
Optional Facilitated Team Planning Time

Wednesday, November 18

7:00 AM-8:00 AM
Florida Postsecondary Comprehensive Transition Programs 101
🎥 Recorded Video: Watch video

Speakers: Janice Seabrooks-Blackmore, Drew Andrews

Provides background information about the Florida Postsecondary Comprehensive Transition Program Act (The Act), the Florida Center for Students with Unique Abilities' charge in the implementation of the Act, and information on how institutions can become an approved Florida Postsecondary Comprehensi...Read More

7:00 AM-8:00 AM
Using the Florida Postsecondary Comprehensive Transition Program Planning Tool
🎥 Recorded Video: Watch video

Speaker: Janice Seabrooks-Blackmore

Whether you are planning an inclusive Florida Postsecondary Comprehensive Transition Program that serves students with intellectual disabilities or just seeking to improve your services, this web-based planning system applies a framework for using data to refl...
Read More

7:00 AM-8:00 AM
Family2Family Toolkit: A Springboard for Students and Families to Explore Postsecondary Education Options
🎥 Recorded Video: Watch video

Speakers: Kristine (Kris) Webb, Joey Garrett

This session will target key features of the *Family2Family Toolkit*, a product offered by the Florida Center for Stu...

Read More

7:00 AM-8:00 AM
FPCTP Planning Tool Crosswalk: Building and Sustaining Florida Postsecondary Comprehensive Transition Programs
🎥 Recorded Video: Watch video

Speaker: Jennifer Coyle

Provides information about three FPCT Program resources: a) Strategic Planning Tool: Postsecondary education component (aka the Tool), b) FPCT Program application, and c) FPCT Program grant proposal, and how to use these resources to create a comprehensive road map from planning to implementin...Read More

8:00 AM-10:00 AM
Optional Facilitated Team Planning Time

10:00 AM-12:00 PM
Type - Alike FPCTP Program Facilitated Collaboration

Facilitated networking sessions where institutions discuss programmatic issues and concerns. A major focus is to learn from each other about what is and is not working.

3 Subsessions

1:00 PM-4:30 PM
Optional Facilitated Team Planning Time

Thursday, November 19

7:00 AM-8:00 AM

Florida Postsecondary Comprehensive Transition Programs 101

📹 Recorded Video: Watch video

Speakers: Janice Seabrooks-Blackmore, Drew Andrews

Provides background information about the Florida Postsecondary Comprehensive Transition Program Act (The Act), the Florida Center for Students with Unique Abilities' charge in the implementation of the Act, and information on how institutions can become an approved Florida Postsecondary Comprehensi...Read More

7:00 AM-8:00 AM

Using the Florida Postsecondary Comprehensive Transition Program Planning Tool

📹 Recorded Video: Watch video

Speaker: Janice Seabrooks-Blackmore

Whether you are planning an inclusive Florida Postsecondary Transition Program that serves students with intellectual disabilities or just seeking to improve your services, this web-based planning system applies a framework for using data to refl...
Read More

7:00 AM-8:00 AM

Family2Family Toolkit: A Springboard for Students and Families to Explore Postsecondary Education Options

📹 Recorded Video: Watch video

Speakers: Kristine (Kris) Webb, Joey Garrett

This session will target key features of the *Family2Family Toolkit*, a product offered by the Florida Center for Stu...

Read More

7:00 AM-8:00 AM

FPCTP Planning Tool Crosswalk: Building and Sustaining Florida Postsecondary Comprehensive Transition Programs

📹 Recorded Video: Watch video

Speaker: Jennifer Coyle

Provides information about three FPCT Program resources: a) Strategic Planning Tool: Postsecondary education component (aka the Tool), b) FPCT Program application, and c) FPCT Program grant proposal, and how to us...Read More

8:00 AM-10:00 AM

Optional Facilitated Team Planning Time

10:00 AM-11:00 AM

Break-out sessions: MyCareerShines: Helping Students Dream Big and Plan Accordingly

📹 Recorded Video: Watch video

Speaker: Maggie Miller

This session will provide an overview of Florida's MyCareerShines, powered by Kuder, Florida's free online education and career planning system

Read More

10:00 AM-11:00 AM

Taking Care of the "Total Me" - A Mental Health Journey

📹 Recorded Video: Watch video

Speakers: Nicole Attong, Mayte Capo

This session shares mental health wellness from the student and staff perspective.

11:00 AM-11:15 AM

Mini Mindfulness Stretch and De-stress

Speaker: Iris Neil

We offer you a few minutes to pause with this self-guided mindfulness moment. No zoom link needed.
Take in five deep breaths – Breathing in through the ...

Read More

11:15 AM-12:15 PM

Break-out session: Integrating The Social Model of Disability into FPCTP Programs: Promoting Culture Change and Increasing Access, Equity and Inclusion.

📹 Recorded Video: Watch video

Speaker: Craig Levins

Read More

11:15 AM-12:15 PM

Break-out session: Inclusive Talent: Collaborating with CareerSource Florida to Connect People with Disabilities to Employment Opportunities

📹 Recorded Video: Watch video

Speakers: Michelle Dennard, Adriane G. Grant

Florida's workforce resilience amidst an economic recovery due to the COVID-19 pandemic will depend on how well we work collaboratively to ensure the state has an inclusive and skilled talent pool. CareerSourc...

Read More

12:30 PM-4:30 PM

Optional Facilitated Team Planning Time: Progress Reports

Friday, November 20

7:00 AM-8:00 AM
Florida Postsecondary Comprehensive Transition Programs 101
🎥 Recorded Video: Watch video

Speakers: Janice Seabrooks-Blackmore, Drew Andrews

Provides background information about the Florida Postsecondary Comprehensive Transition Program Act (The Act), the Florida Center for Students with Unique Abilities' charge in the implementation of the Act, and information on how institutions can become an approved Florida Postsecondary Comprehensi...Read More

7:00 AM-8:00 AM
Family2Family Toolkit: A Springboard for Students and Families to Explore Postsecondary Education Options
🎥 Recorded Video: Watch video

Speakers: Kristine (Kris) Webb, Joey Garrett

This session will target key features of the *Family2Family Toolkit*, a product offered by the Florida Center for Stu...
Read More

8:00 AM-10:00 AM
Optional Facilitated Team Planning Time

12:00 PM-12:15 PM
FLPEPPI Closing and Evaluation
🎥 Recorded Video: Watch video
Closing remarks.

We need and value your input. Complete the FLPEPPI's evaluation now!

7:00 AM-8:00 AM
Using the Florida Postsecondary Comprehensive Transition Program Planning Tool
🎥 Recorded Video: Watch video

Speaker: Janice Seabrooks-Blackmore

Whether you are planning an inclusive Florida Postsecondary Comprehensive Transition Program that serves students with intellectual disabilities or just seeking to improve your services, this web-based planning system applies a framework for using data to refl...
Read More

7:00 AM-8:00 AM
FPCTP Planning Tool Crosswalk: Building and Sustaining Florida Postsecondary Comprehensive Transition Programs
🎥 Recorded Video: Watch video

Speaker: Jennifer Coyle

Provides information about three FPCT Program resources: a) Strategic Planning Tool: Postsecondary education component (aka the Tool), b) FPCT Program application, and c) FPCT Program grant proposal, and how to us...Read More

10:00 AM-12:00 PM
Team Report Out and Next Steps
🎥 Recorded Video: Watch video
Have Fun watching and listening to each team share, in 90-seconds, their team's goals and progress addressed during planning.

12:30 PM-4:00 PM
Alternate Facilitated Team Planning Time
Alternate Facilitated Team Planning Time for those having conflicts on Tuesday, Wednesday or Thursday.

Displaying agenda in event timezone (12:54 PM EDT)

Tuesday, June 15

9:00 AM-9:15 AM
CCT Club Sponsor Annual Meeting Welcome and Overview
Recorded Video: Watch video

9:15 AM-10:00 AM
Vocational Rehabilitation Supports for Students to Prepare and Attend Florida Postsecondary Comprehensive Transition Programs.
Recorded Video: Watch video

Speaker: Horace Brown

Horace Brown will share how VR's Transition Youth Services and STAR Program can help CCT Clubs prepare students with disabilities for postsecondary education opportunities and how the Individual Plan for Education can include postsecondary education, inclu...

Read More

10:00 AM-10:45 AM
Preparing Now for Accommodations and Assistive Technology in College
Recorded Video: Watch video

Speaker: Steven Bianco

Steven Bianco will provide CCT Clubs updates on accommodations and current assistive technology used in colleges can be easily applied in secondary education for students with disabilities, including students with intellectual disabilities interested in attendin...

Read More

10:45 AM-12:00 PM
FPCTP Graduate Panel
Recorded Video: Watch video

Speaker: Jill Brookner

Jill Brookner will facilitate a discussion with five graduates from FPCTPs sharing t...Read More

12:00 PM-12:30 PM
Using the FPCTP College Showcase Guides and CCT Club Sponsor Meeting Closing
Recorded Video: Watch video

Wednesday, June 16

10:00 AM-10:30 AM
FCSUA Welcome, Introduction, and Overview to FPCTP MidYear Institute
Recorded Video: Watch video

Speaker: Janice Seabrooks-Blackmore

10:30 AM-11:30 AM
National Update on Inclusive Higher Education
Recorded Video: Watch video

Speaker: Debra Hart

11:30 AM-11:45 AM
Break

11:45 AM-12:45 PM
National Accreditation Standards for Inclusive Higher Education Programs
Recorded Video: Watch video

Speaker: Debra Hart

12:45 PM-4:30 PM
Facilitated Team Planning (2 hour session)

Thursday, June 17

10:00 AM-11:00 AM
University Type Alike Session

10:00 AM-11:00 AM
State College Type Alike Session

10:00 AM-11:00 AM
Technical College Type Alike Session

11:00 AM-3:00 PM
Facilitated Team Planning Session (2 hours)

3:00 PM-4:30 PM
Team Report Out and Evaluation
Recorded Video: Watch video

Speaker: Janice Seabrooks-Blackmore

Friday, June 18

10:00 AM-12:00 PM
Workshop: FPCTP Annual Reports in Salesforce
Recorded Video: Watch video

Speaker: Janice Seabrooks-Blackmore

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

University of Central Florida
College of Community Innovation and Education
420 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

Florida Center for Students with
UNIQUE ABILITIES

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 2020 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:** 15			
Average Rating of Extent Implemented 3.17 (1-4 stars) (12 responses)	**Average Rating of Quality of Evidence** 3.50 (1-4 stars) (10 responses)	**Average Rating of Priority** 2.38 (1-3 stars) (6 responses)	**Number of "Develop Plan?" Selections** **6**
Benchmark 1.2 Students' programs of study include development and application of self-determination skills (as indicated by assessment results). **Assessments Submitted:** 12			
Average Rating of Extent Implemented 3.00 (1-4 stars) (9 responses)	**Average Rating of Quality of Evidence** 3.25 (1-4 stars) (8 responses)	**Average Rating of Priority** 2.29 (1-3 stars) (7 responses)	**Number of "Develop Plan?" Selections** 7

Benchmark 1.3 Students engage in integrated, paid work experiences aligned with career goals and interests (as indicated by assessment results). **Assessments Submitted:** 8			
Average Rating of Extent Implemented 2.67 (1-4 stars) (3 responses)	**Average Rating of Quality of Evidence** 3.00 (1-4 stars) (2 responses)	**Average Rating of Priority** 2.75 (1-3 stars) (4 responses)	**Number of "Develop Plan?" Selections** 0
Benchmark 1.4 Students know, request, and use accommodations necessary for full participation. **Assessments Submitted:** 9			
Average Rating of Extent Implemented 3.00 (1-4 stars) (6 responses)	**Average Rating of Quality of Evidence** 3.00 (1-4 stars) (6 responses)	**Average Rating of Priority** 2.25 (1-3 stars) (4 responses)	**Number of "Develop Plan?" Selections** 4
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). **Assessments Submitted:** 8			
Average Rating of Extent Implemented 3.33 (1-4 stars) (6 responses)	**Average Rating of Quality of Evidence** 2.50 (1-4 stars) (6 responses)	**Average Rating of Priority** 2.33 (1-3 stars) (3 responses)	**Number of "Develop Plan?" Selections** 2
Benchmark 1.6 Students understand their postsecondary rights and responsibilities as reflected in the IHE's code of conduct. **Assessments Submitted:** 8			

Average Rating of Extent Implemented 3.20 (1-4 stars) (5 responses)	Average Rating of Quality of Evidence 3.00 (1-4 stars) (4 responses)	Average Rating of Priority 1.75 (1-3 stars) (4 responses)	Number of "Develop Plan?" Selections 2
Benchmark 1.7 Students use financial aid as needed to support their enrollment and participation. **Assessments Submitted:** 8			
Average Rating of Extent Implemented 4.00 (1-4 stars) (3 responses)	**Average Rating of Quality of Evidence** 2.67 (1-4 stars) (3 responses)	**Average Rating of Priority** 2.50 (1-3 stars) (2 responses)	**Number of "Develop Plan?" Selections** 2
Benchmark 1.8 Students determine how parents and family members are engaged in their postsecondary education experience. **Assessments Submitted:** 8			
Average Rating of Extent Implemented 3.60 (1-4 stars) (5 responses)	**Average Rating of Quality of Evidence** 3.40 (1-4 stars) (5 responses)	**Average Rating of Priority** 2.67 (1-3 stars) (6 responses)	**Number of "Develop Plan?" Selections** 3
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:** 10			
Average Rating of Extent Implemented (2.38 (1-4 stars) (8 responses)	**Average Rating of Quality of Evidence** 2.63 (1-4 stars) (8 responses)	**Average Rating of Priority** 3.00 (1-3 stars) (6 responses)	**Number of "Develop Plan?" Selections** 7
Benchmark 2.2			

Faculty and staff ensure service, learning, social, and academic environments are accessible to support all learners.

Assessments Submitted: 9

Average Rating of Extent Implemented 3.00 (1-4 stars) (5 responses)	**Average Rating of Quality of Evidence** 2.60 (1-4 stars) (5 responses)	**Average Rating of Priority** 2.00 (1-3 stars) (5 responses)	**Number of "Develop Plan?" Selections** 4

Benchmark 2.3
Faculty and staff across campus environments model high expectations and respect for all students.

Assessments Submitted: 8

Average Rating of Extent Implemented 2.60 (1-4 stars) (5 responses)	**Average Rating of Quality of Evidence** 3.00 (1-4 stars) (5 responses)	**Average Rating of Priority** 1.80 (1-3 stars) (5 responses)	**Number of "Develop Plan?" Selections** 3

Benchmark 2.4
Faculty and staff engage with program staff to enhance key college and university services.

Assessments Submitted: 10

Average Rating of Extent Implemented 3.20 (1-4 stars) (5 responses)	**Average Rating of Quality of Evidence** 3.00 (1-4 stars) (4 responses)	**Average Rating of Priority** 2.00 (1-3 stars) (4 responses)	**Number of "Develop Plan?" Selections** 4

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: 10

Average Rating of Extent Implemented 2.71 (1-4 stars) (7 responses)	Average Rating of Quality of Evidence 2.67 (1-4 stars) (6 responses)	Average Rating of Priority 2.67 (1-3 stars) (6 responses)	Number of "Develop Plan?" Selections 5

Benchmark 3.2
All campus services support student recruitment, enrollment, engagement, completion, and transition to employment.

Assessments Submitted: 8

Average Rating of Extent Implemented 3.00 (1-4 stars) (6 responses)	Average Rating of Quality of Evidence 3.33 (1-4 stars) (6 responses)	Average Rating of Priority 2.33 (1-3 stars) (3 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: 9

Average Rating of Extent Implemented 3.60 (1-4 stars) (5 responses)	Average Rating of Quality of Evidence 3.67 (1-4 stars) (6 responses)	Average Rating of Priority 3.00 (1-3 stars) (3 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: 8

Average Rating of Extent Implemented 2.75 (1-4 stars) (4 responses)	Average Rating of Quality of Evidence 2.25 (1-4 stars) (4 responses)	Average Rating of Priority 2.67 (1-3 stars) (3 responses)	Number of "Develop Plan?" Selections 2

Benchmark 3.5
Sufficient personnel, material, and fiscal resources are provided to support students' completion of their postsecondary education programming.
Assessments Submitted: 11

Average Rating of Extent Implemented 3.00 (1-4 stars) (5 responses)	**Average Rating of Quality of Evidence** 2.60 (1-4 stars) (5 responses)	**Average Rating of Priority** 3.00 (1-3 stars) (5 responses)	**Number of "Develop Plan?" Selections** 7

Benchmark 3.6
FERPA-aligned family outreach and engagement strategies support student recruitment, enrollment, engagement, completion, and transition to employment.
Assessments Submitted: 5

Average Rating of Extent Implemented 4.00 (1-4 stars) (2 responses)	**Average Rating of Quality of Evidence** 3.00 (1-4 stars) (2 responses)	**Average Rating of Priority** 2.00 (1-3 stars) (2 responses)	**Number of "Develop Plan?" Selections** 1

Benchmark 3.7
Program evaluation is ongoing and used to inform FPCTP development and improvement.
Assessments Submitted: 5

Average Rating of Extent Implemented 3.00 (1-4 stars) (3 responses)	**Average Rating of Quality of Evidence** 2.67 (1-4 stars) (3 responses)	**Average Rating of Priority** 2.00 (1-3 stars) (2 responses)	**Number of "Develop Plan?" Selections** 1

Domain 4: Concept and Systems Development

Benchmark 4.1
The FPCTP aligns with and or extends the IHE's mission.

Assessments Submitted: 6			
Average Rating of Extent Implemented 4.00 (1-4 stars) (2 responses)	**Average Rating of Quality of Evidence** 3.50 (1-4 stars) (2 responses)	**Average Rating of Priority** 2.00 (1-3 stars) (2 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: 5

Average Rating of Extent Implemented 2.00 (1-4 stars) (1 responses)	**Average Rating of Quality of Evidence** 2.00 (1-4 stars) (1 responses)	**Average Rating of Priority** 3.00 (1-3 stars) (1 responses)	**Number of "Develop Plan?" Selections** 2

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: 4

Average Rating of Extent Implemented 4.00 (1-4 stars) (1 responses)	**Average Rating of Quality of Evidence** 2.00 (1-4 stars) (1 responses)	**Average Rating of Priority** 2.0 (1-3 stars) (3 responses)	**Number of "Develop Plan?" Selections** 0

Benchmark 4.4
The IHE uses an agreed upon framework for assessment and instruction that addresses the needs of all learners.

Assessments Submitted: 4

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** 1.00 (1-3 stars) (1 responses)	**Number of "Develop Plan?" Selections** 0

(1 responses)	(1 responses)		

Benchmark 4.5
The IHE follows agreed upon standards of practice to meet the needs of all learners.

Assessments Submitted: 4

Average Rating of Extent Implemented 4.00 (1-4 stars) (1 responses)	**Average Rating of Quality of Evidence** 3.00 (1-4 stars) (1 responses)	**Average Rating of Priority** 1.00 (1-3 stars) (1 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 2.00 (1-4 stars) (1 responses)	**Average Rating of Quality of Evidence** 3.00 (1-4 stars) (1 responses)	**Average Rating of Priority** 2.00 (1-3 stars) (1 responses)	**Number of "Develop Plan?" Selections** 0

Benchmark 4.7
The IHE engages with the community.

Assessments Submitted: 6

Average Rating of Extent Implemented 3.67 (1-4 stars) (3 responses)	**Average Rating of Quality of Evidence** 3.33 (1-4 stars) (3 responses)	**Average Rating of Priority** 3.00 (1-3 stars) (2 responses)	**Number of "Develop Plan?" Selections** 3

University of Central Florida
College of Community Innovation and Education
420 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

Florida Center for Students with
UNIQUE ABILITIES

Summary of Goals by Domain Identified by IHE Teams Using the Team Planning Tool for FPCTPs

Domain 1: Student-Focused

‣ By the end of the student's prerequisite course they will complete a CTE interest survey.

‣ Seahawk NEST students will demonstrate improvement in independence and self-determination skills.

‣ Seahawk NEST students will develop self- advocacy skills and be able to request classroom and work accommodations.

‣ Seahawk NEST students will increase access and use of Assistive technology as identified on their individual student career plans

‣ Students admitted into the Seahawk NEST academy will work with staff to create a Student Career Plan.

‣ Students will go through an onboarding process to prepare them to work toward the BC Professional Services Credential beginning in Summer, 2021.

‣ Deliver and evaluate executive functioning skills courses for future implications and improvements in courses.

‣ Examine current ACI courses to identify existing executive functioning skills.

‣ Identify the executive functioning skills content knowledge that will be implemented in the ACI coursework.

‣ Implementation of the Person Centered Thinking program as evidenced by each student having a completed Essential Lifestyle Plan by end of the Summer 2021 semester.

‣ Implementation of the STEP Program with incoming parents for the Spring 2021 semester, as the first cohort.

‣ Develop a mentorship program for alumni students to mentor current students who are interested in a career path that an alumni student is currently employed in.

‣ Establish an FIU Embrace Alumni Group, with a specific assigned staff to support the group.

‣ Identify a faculty champion in the School of Psychology (CASE) in order to develop a micro-credential in Child Care. 2) Identify within the county government, a possible WBLE opportunity for internship for those students interested in politics/government as an AOS.

‣ Establish curriculum for STEP Program.

‣ By the end of each semester, all incoming students will participate in person-centered planning to align the student's personal; academic and career goals; and interests.

‣ Support the self-advocacy, self-determination, and decision making of the students by providing continuing parent support and education.

‣ Our students will complete an appropriate career assessment (from a selection), based on their interest and abilities.

‣ Our students will participate in an inclusive hybrid program.

- Our students will participate in community-based internships/apprenticeships.
- Our students will live in apartments and demonstrate successful independent living skills
- Provide additional parent orientation which includes research and testimonials to increase the student's independence in relation to completion of academic work
- Students will utilize strategies for overcoming behaviors in order to be fully engaged in classroom learning
- Our students demonstrate improvement in self-determination skills.
- Our students use technology to support their engagement in academic, employment, social, and personal environments.
- Our students enroll in a program of study aligned with their goals, developed through a person-centered planning process.

Domain 2: Faculty and Staff-Focused

- Broward College faculty and staff will create environments that support all student learners on the BC campus
- The faculty and staff at Broward College will map student progress through a goal attainment scale mapping process.
- The NEST staff will increase interactions with faculty members across the Broward North and South Campus
- The Seahawk NEST Academy will develop a faculty leadership program that will include intensive training for identified faculty members in each NEST identified pathway.
- Hire a full-time College Success Faculty member, Assistant Director, Student Success Services, Coordinator, Student Success Services and Coordinator, Student Support
- Develop a proposal for multiple presentations during the Spring 2021 semester at the Lucas Center for Faculty Development by the end of the fall 2020 semester.
- Our faculty and staff hold high expectations and treat all students with respect.
- 2.2.1 - Implement UDL across the university campus.
- By August 2021 the SOAR Program will be up and running.
- Seek and network to find a replacement for existing program coordinator for upcoming school year.
- Create a Canvas shell or Faculty/Staff forum to award certificate of completion as CEUs. Topics- SAS, disability etiquette, UDL, role of EC mentor, etc.
- On-going faculty support- tip of the month, newsletters, infographic, etc.
- Revitalize the Workforce training on disability for community members, businesses, faculty/staff, etc.
- Our faculty demonstrate teaching practices that meet the needs of all learners.
- Our faculty and staff provide service, learning, social, and academic environments that are accessible to all learners.
- Our faculty and staff hold high expectations and treat all students with respect.
- Our faculty and staff engage with program staff to enhance key college and university services.

Domain 3: Program and Institution-Focused

- Use of scholarship funding on an as-needed basis for transportation needs.
- Broward College will identify specific personnel to provide support to student enrolled in the

NEST Academy.

- Our campus services support student recruitment, enrollment, engagement, completion, and transition to employment.
- The NEST students earn a meaningful credential(s) upon completion of their program that leads to integrated, competitive employment.
- The Seahawk NEST Academy will develop specific policies and procedures in working with community members, advising, and enrollment.
- Identify and disseminate the principles of instructional practices for PSE programs [infographic].
- Literature review on existing instructional strategies for PSE programs.
- Meet with the President of the University.
- Continue advising services to students supporting the development of short- and long-term goals. Documentation will be kept (Take Action and Project STAGE Plan of Study).
- Finalize timeline, job description, training and recruitment plan required for Project STAGE mentors.
- We want to complete and submit the enhancement grant for the FPCTP/HIRE program at Lee County Technical College (Fort Myers and Cape Coral campuses).
- Work with legal counsel to develop a release of information form specific to SOAR students.
- We provide sufficient personnel, material, and fiscal resources to support students' completion of their postsecondary education program.
- Determine the need for job coach as related to student enrollment, varying choices of student program, and individual student needs.
- Increase the percentage of students (2 out of 4 enrolled students) who participate in unpaid and/or paid internships on campus and/or paid employment off campus in CTE field of study from 50% to 60%
- Project SAINT students will meet minimum expectations for completion of all assignments.
- We will investigate a possible plan for students to take inclusive courses for college credit
- Develop off-campus internship
- Explore Workforce Development certificates and partnership opportunities
- Start on-campus internship
- Our campus services will virtually support students by engaging in co-curricular/extracurricular activities to help with the transition to inclusive employment.
- Our campus services support student recruitment, enrollment, and engagement.
- Long-term goal: Our campus services support all of the above plus completion and transition to employment.

Domain 4: Concept and Systems Development

- Evaluate the existing MOUs and analyze for replication for new partnership development.
- Finalize framework allowing for increased access to the program.
- Investigate offering HVAC training as another option to our students. Confer with staff, ask for input from them, seek additional input from administration regarding this endeavor.
- To increase program promotion and visibility.
- EC Student Graduation Inclusion

- ‣ Faculty/Staff Awareness and collaboration (social change model)
- ‣ Increased visibility that express the value of and commitment to high expectations and respect for all learners
- ‣ We support student enrollment and success through our engagement with other educational partners, community businesses, and organizations.

Appendix H

Credentials Offered by FPCTPs with Students Enrolled in 2020-2021

University of Central Florida
College of Community Innovation and Education
420 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

Florida Center for Students with
UNIQUE ABILITIES

Credentials Offered by Florida Postsecondary Comprehensive Transition Programs (FPCTP)
with
Students Enrolled in 2020-2021

UNIVERSITIES				
Florida Atlantic University (3-4 years)				
Credentials Offered	**Length**	**Industry Certifi-cation (yes/no)**	**Students Expected to Earn Credential**	**Credential Description and/or Careers/Occupations Aligned with the Credential**
Supported Community Employment	30 credit hours	No	32	This certificate aims to teach students to identify and pursue regular community jobs, careers, and how to access supports needed to acquire and maintain equitable jobs. It leads to employment based on student interests and goals. Careers/Occupation(s): Hospitality, Customer Service, Technology, and Office Support.
General Endorsement: Academy for Community Inclusion (ACI) Supported Community Employment is the general credential earned by students upon completion. Students may choose to pursue two other credentials in addition to the Supported Community Employment credential.				
Supported Community Access	20 credit hours	No	16	This area of specialization focuses opportunities for students to focus on the practical aspects of personal development, community recreation and leisure skills, community participation and safety, citizenship, and life planning.
Supported Community Living	20 credit hours	No	23	This area of specialization focuses on the practical aspects of selecting and interacting with housemates, attending to personal finances, and promoting personal well-being.

Florida International University (3 years)				
Credentials Offered	**Length**	**Industry Certifi-cation (yes/no)**	**Students Expected to Earn Credential**	**Credential Description and/or Careers/Occupations Aligned with the Credential**
FIU Embrace Education Certificate of Completion	3 years	No	18	This is a 3-year certificate aimed at developing students' ability to live independently (as defined by the student) upon graduation.
General Endorsement: FIU Embrace Education Certificate of Completion is the general credential earned by students upon completion. It aims to prepare participants for competitive, integrated, paid employment, and offers a well-rounded educational experience that enables students to develop skills and competencies in a selected area of specialization.				
Computer Technology	12 courses	Yes	2	This certificate requires students to complete three core courses, five courses from the School of Computing and Information Sciences, and four electives. Careers/Occupation(s): Microsoft Office Specialist and Information Technology (IT).
Digital Communication	12 courses	No	3	This certificate requires students to complete three core courses, three courses from the College of Communication Architecture+ The Arts, and six electives. Careers/Occupation(s): Adobe Certified Expert (ACE)-Photoshop, Animation, and Web Design.
Corporate Communication	12 courses	No	5	This certificate requires students to complete three core courses, three courses from the College of Communication Architecture+ The Arts, and six electives. Careers/Occupation(s): Office Administration, Office Specialist, Bookkeeping, Accounting, and Auditing Clerks

FIU Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Health and Nutrition	12 courses	Yes	2	This certificate requires students to complete three core courses, six courses from Robert Stempel College of Public Health & Social Work, and three electives. Careers/Occupation(s): Medical Secretaries, Community Health Worker, and Healthcare Support Workers
Hospitality Operations	12 courses	No	6	This certificate requires students to complete three core courses, three courses from Chaplin School of Hospitality & Tourism Management, and six electives. Careers/Occupation(s): Lodging Managers, Hotel, Motel, and Resort Desk Clerks

Southeastern University (2-4 years)				
Credentials Offered	Length	Industry Certification (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Link Postsecondary Program Certificate of Professional Readiness Includes: *Various Micro-credential/Badges*	2 years	No	9	This 2-year certificate focuses on employability skills, independent living, and academic achievement. Micro-credentials/Badges: *American Safety and Health Institute: CPR/ First Aid, Continuing Education courses for Hospitality Industry from Typsy*
General Endorsement: Link Postsecondary Program Certificate of Professional Readiness is the general credential earned by students upon completion. It provides students with a person-centered-planning model to determine an area of specialization.				

SEU Credentials Offered (cont'd)	Length	Industry Certifi-cation (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Education/ Childcare	24 credit hours	Yes	1	This area of specialization prepares students to demonstrate a knowledge of educating young children in a childcare setting. Careers/Occupation(s): Childcare Workers, Childcare Front Desk, and Preschool Instructional Assistant
Business	24 credit hours	Yes	7	This area of specialization includes, but is not limited to, competencies in office skills, retail, hospitality, communication skills, leadership skills, business ethics, human resources and management issues, and office software applications. Careers/Occupation(s): General and Operations Managers, and Computer User Support Specialist.
University of Central Florida (2 years)				
Credentials Offered	Length	Industry Certifi-cation (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Professional Services Credential	2 years	No	19	This structured credential is designed to help students gain the confidence and network to find and maintain employment while attending and completing the IES program.
General Endorsement: Professional Services Credential is the general credential earned by students upon completion. Students may choose between three areas of specialization.				

UCF Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Education	2 years	No	3	This specialization is designed to prepare students for employment in working with children with and without disabilities in childcare settings, charter schools, or other places such as nursery at a YMCA. education related career fields. Areas may include, but are not limited to, social and emotional development in young children, early childhood children's literature, curriculum activities in early childhood, and parent involvement. Careers/Occupation(s): Daycare worker, camp assistant, teaching assistant, transition mentor, childcare front desk, specialized instruction assistant (music, dance, sports, art), library assistant, school transportation monitor, and working with children with or without disabilities in childcare settings, etc.
Social Services	2 years	No	2	This specialization focuses on preparing students to enter careers in the helping fields. Careers/Occupation(s): Office assistant, clerical work, general assistants and aides (e.g., assistant in a nursing home, or 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.

UCF Credentials Offered (cont'd)	Length	Industry Certifi-cation (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Hospitality	2 years	No	14	This specialization focuses on skill development in customer and guest services areas centered around working with people. Students are prepared in event industry, guest service management, hospitality management and leadership skills. Careers/Occupation(s): 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, etc.

STATE COLLEGES				
Broward College (3 years)				
Credentials Offered	**Length**	**Industry Certifi-cation (yes/no)**	**Students Expected to Earn Credential**	**Credential Description and/or Careers/Occupations Aligned with the Credential**
Broward College Certificate of Professional Services	3 years	Yes	12	This credential prepares students to demonstrate competencies essential for productive employment in a professional environment.
General Endorsement: Broward College Certificate of Professional Services is the general credential earned by students upon completion. Students may choose among five areas of specialization.				
Business	3 years	Yes	3	This area of specialization focuses on students learning how to effectively run and assist in business operations. Students gain knowledge of equitable office skills: filing, secretarial duties, etc. Careers/Occupation(s): Receptionist, Front Desk Clerk, and Office Personnel
Education	3 years	Yes	3	This area of specialization prepares students to demonstrate a knowledge of educating young children in a childcare setting. Careers/Occupation(s): VPK Teacher, Teacher's Assistant, and Preschool Personnel
Industry, Manufacturing, Construction, and Transportation	3 years	Yes	1	This area of specialization provides knowledge within the electronic/technology/aviation field. Students are prepared to assist within aviation repairs, informational technology, as well as mechanical knowledge. Careers/Occupation(s): Construction Site Worker, Transportation, Manufacturing Assistant, and Electrician

BC Credentials Offered (cont'd)	Length	Industry Certifi-cation (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Arts, Humanities, Communication and Design	3 years	Yes	5	This area of specialization focuses on preparing students to enter careers in graphic software technical support. Careers/Occupation(s): IT support, Graphic Design, and Website Design

Indian River State College (2 years)				
Credentials Offered	**Length**	**Industry Certifi-cation (yes/no)**	**Students Expected to Earn Credential**	**Credential Description and/or Careers/Occupations Aligned with the Credential**
IRSC Employability & Career Exploration Certification	150 hours	No	11	This certification is focused on employability skills, self-determination, and advocacy skills, along with completing an exploration of various careers in the four-county area. Careers/Occupation(s): Childcare Center, Gym, Clerical/Office Work, Receptionist, etc.
General Endorsement: IRSC Employability & Career Exploration Certification is the primary credential earned by students who complete IRSC's STAGE Program (Students Transitioning to Academics and Gainful Employment), along with occupational completion points (OCP) in other areas of specialization.				
Early Childhood Education Includes: *Various Occupational Completion Points*	600 clock hours	No	1	This area of specialization prepares students to demonstrate a knowledge of educating young children in a childcare setting. Careers/Occupation(s): Childcare, Teacher's Assistant, and School Personnel

IRSC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Administrative Office Specialist Includes: *Various Occupational Completion Points*	1050 hours	No	7	This area of specialization focuses on preparing students to use technology in the workplace and demonstrate entry level office skills. Careers/Occupation(s): Front Desk Clerk, IT, and Communication/ Office Receptionist
Specialized Career Instruction Includes: *Various Occupational Completion Points*	900 hours	No	7	The area of specialization prepares students to demonstrate self-advocacy and self-determination skills. Students 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 be able to demonstrate job seeking skills (resume writing, interviewing, etc.), and employability skills. Careers/Occupation(s): Varies Based on Student Interests- Teacher's Aide, Office Personnel, etc.

Santa Fe College (1-2 years)				
Credentials Offered	**Length**	**Industry Certification (yes/no)**	**Students Expected to Earn Credential**	**Credential Description and/or Careers/Occupations Aligned with the Credential**
Project SAINT Completion Certificate	1-2 years	Yes	13	This certificate focuses on a combination of weekly inclusive academic, vocational, social, and recreational, self-determination and independent living activities, classes, workshops, internships, and other opportunities on and off campus and by an overriding structure with flexibility, that stipulates key requirements while allowing for individual choice.

SFC Credentials Offered (cont'd)	Length	Industry Certifi-cation (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
(cont'd) Includes: Industry Certifications: *American Heart Association First Aid Certification, HIPAA Confidentiality Training, Introduction to Construction (OSHA training), Introduction to Office/Business Skills, Red Carpet Customer Service Training, SafeStaff Foodhandler*				
Includes: *Various Micro-credentials/Badges*				Micro-credentials/Badges: *Workshop Topics and Life Skills Class, Virtual Portfolios, Self-Defense, Office Skills: Introduction to Office, Driver's Permit Preparation, Cooking Series*

General Endorsement: Project SAINT Completion Certificate is the primary credential earned by students who complete Project SAINT's (Student Access and INclusion Together) program; however, students must also earn at least 1 professionally recognized certification by pursuing one or more of the available areas of specialization.

SFC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Horticulture Agriculture Pathway (HAP)	1 year	No	4	This area of specialization focuses on 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.
Artist Entrepreneur Pathway (AEP)	1 year	No	5	This area of specialization prepares students to embark on entrepreneurship for talented artists, makers, and creators. Courses contextualized around art topics incorporate reading, language, computer technology, and business math. Students participate in and profit from sales opportunities in the community. Students also are required to complete the Red Carpet Customer Service training certification, recognized by industries locally.

St. Petersburg College (1-3 years)				
Credentials Offered	Length	Industry Certification (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Titans UP: Certificate of Employment	24 credit hours	Yes	10	The Titans UP Certificate of Employment will be awarded to students upon completion. Careers/Occupation(s): Hotel/Motel/Resort Desk Clerks, Reservation and Sales Agent, Meeting Convention/Event Planner

General Endorsement: Titans UP Certificate of Employment is the general credential earned by students upon completion. Students may choose between two areas of specialization.

SPC Credentials Offered (cont'd)	Length	Industry Certifi-cation (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Hospitality Includes: Industry Certifications: *Food and Beverage Management Specialist Certificate*	24 credit hours	Yes	10	This area of specialization focuses on an introduction to skills in hospitality, supervisory management, customer service, and business operations.

Tallahassee Community College (4-6 semesters)				
Credentials Offered	**Length**	**Industry Certifi-cation (yes/no)**	**Students Expected to Earn Credential**	**Credential Description and/or Careers/Occupations Aligned with the Credential**
TCC Eagle Connections Employment Credential Includes: *Various Micro-credentials/Badges*	4-6 semesters	No	9	This credential prepares students for entry into paid employment opportunities and increased independence. Micro-credentials/Badges: *Dynamics of Leadership Development*
General Endorsement: TCC Eagle Connections Employment Credential is the primary credential earned by students upon completion. Students may choose among five selected areas of specialization.				
Arts, Humanities, Communication and Design	4-6 semesters	No	4	This area of specialization focuses on preparing students to enter careers in artistic expressions and communication.

TCC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Business, Industry and Technology	4-6 semesters	No	1	This area of specialization focuses on the areas of business and entrepreneurship, computer technology, digital media, and engineering technology.
Education	4-6 semesters	Yes	1	This area of specialization prepares students to demonstrate a knowledge of educating young children in a childcare setting. Careers/Occupation(s): Childcare Workers
Science, Technology, Engineering and Math (STEM)	4-6 semesters	No	3	This area of specialization focuses introduction to skills related to environmental sciences, computer technology, and web page design.

The College of the Florida Keys (1-3 years)				
Credentials Offered	**Length**	**Industry Certification (yes/no)**	**Students Expected to Earn Credential**	**Credential Description and/or Careers/Occupations Aligned with the Credential**
Project ACCESS Certificate of Completion Includes: Industry Certifications: *Customer Service and Sales - National Retail Federation*	1 year	Yes	7	This certificate focuses on life skills, college readiness, and career preparation. Students complete an individualized, vocational, and technical-based curriculum. Careers/Occupations: Business Operations Specialist, Culinary Arts, Fundamentals of Professional Diving, Entrepreneurship, Guest Services Specialist, Professional Welder, Rooms Division Management, Tropical Ornamental Mariculture, etc.

CFK Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
General Endorsement: Project ACCESS (Accessing Community College Educational experiences, Social experiences and Skills for careers) Certificate of Completion is the primary credential earned by students upon completion. After completion, students may exit, or select a College Credit Certificate that aligns with their stated employment goal.				
Entrepreneurship	12 credit hours	Yes	1	This certificate is designed to provide individuals with the skills and knowledge necessary to start, operate, maintain, and improve their own businesses. 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. Careers/Occupation(s): General and Operations Managers
Rooms Division Specialist	13 credit hours	Yes	1	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. Careers/Occupation(s): Front Desk Agent, Guest Relations Agent, and Reservations Clerk.

TECHNICAL CENTERS/COLLEGES				
Lee County Technical Colleges (length varies based on program of study)				
Credentials Offered	**Length**	**Industry Certifi-cation (yes/no)**	**Students Expected to Earn Credential**	**Credential Description and/or Careers/Occupations Aligned with the Credential**
Administrative Office Specialist CTE Includes: *Various Occupational Completion Points*	1050 hours	Yes	1	The certificate is designed to prepare students for employment with entry level office skills and to use technology in the workplace. Careers/Occupation(s): Information Technology Assistant, Front Desk Specialist, Assistant Digital Production Designer, and Assistant Digital Production Designer
Digital Design CTE Includes: Industry Certification- *Adobe Photoshop, InDesign, Illustrator* Includes: *Various Occupational Completion Points*	1200 Hours	Yes	4	The certificate focuses on transferrable skills and stresses understanding and demonstration of all areas of graphic design. Careers/Occupation(s): Graphic Designers, Desktop Publishers, and Computer User Support Specialists

LCTC Credentials Offered (cont'd)	Length	Industry Certifi-cation (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Culinary Arts CTE Includes: Industry Certification- *ServSafe Food Manager Certification* Includes: *Various Occupational Completion Points*	1200 hours	Yes	1	This certification provides 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. Careers/Occupation(s): Food Preparation Workers, Combined Food Preparation & Serving Workers, Fast Food/Restaurant Cooks, and Food Service Managers.
Medical Administrative Specialist CTE Includes: Industry Certification- *Certified Medical Administrative Assistant* Includes: *Various Occupational Completion Points*	1050 hours	Yes	1	This certificate is designed to prepare students to demonstrate entry level skills in a medical environment. Careers/Occupation(s): Information Technology Assistant, Front Desk Specialist, Medical Office Technologist, and Medical Administrative Assistant

LCTC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Nursing Assistant – Articulated Includes: *Various Occupational Completion Points*	165 hours	Yes	1	This certificate offers a broad foundation of knowledge and skills, expanding the traditional role of the nursing assistant for both acute and long-term care settings. Careers/Occupation(s): Nursing Assistants and Healthcare Support Workers
Early Childhood Education CTE Includes: Industry Certification- *Florida Department of Education Early Childhood Professional Certificate* Includes: *Various Occupational Completion Points*	600 hours	Yes	1	This area of specialization prepares students to demonstrate a knowledge of educating young children in a childcare setting. Careers/Occupation(s): Voluntary Prekindergarten (VPK) and Childcare Worker

LCTC Credentials Offered (cont'd)	Length	Industry Certifi- cation (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Major Appliance and Refrigeration Technician CTE Includes: Industry Certification- *Professional Service Association's Graduate Certified Appliance Professional, EPA Section 608; Gas Provider, State of FL 40* Includes: *Various Occupational Completion Points*	1200 hours	Yes	2	This certificate offers a broad foundation of knowledge and skills to prepare students for employment in appliance and refrigeration repair. Careers/Occupation(s): Home Appliance Repairers

McFatter Technical College (2 years)				
Credentials Offered	**Length**	**Industry Certifi-cation (yes/no)**	**Students Expected to Earn Credential**	**Credential Description and/or Careers/Occupations Aligned with the Credential**
Career Certificate of Completion Includes: *Local AgScience Certification*	9-16 weeks	No	13	This certificate is focuses on teaching technical competencies and related academic skills that prepare students to enter a variety of career fields. designed for students to gain literacy and employability skills, independent functioning skills, AgScience (gardening), and introductory CTE skills, such as Professional Culinary Arts & Hospitality related skills/vocabulary and Automotive Collision Technology Technician skills/vocabulary. Upon completion, students are matriculated to one of the following Post-Secondary Adult Vocational programs below:
General Endorsement: Career Certificate of Completion is the primary credential earned by students upon completion. After completion, students may choose between two selected career areas.				
Professional Culinary Arts & Hospitality CTE Includes: Industry Certification- *ServSafe Manager* Includes: *Various Occupational Completion Points*	1200 hours	Yes	8	This certificate provides 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. Careers/Occupation(s): Food Preparation Workers, Restaurant Cooks, Chefs and Head Cooks, and Food Service Managers

MTC Credentials Offered (cont'd)	Length	Industry Certifi-cation (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Automotive Collision Technology Technician CTE Includes: Industry Certification- *Automotive Service Excellence* Includes: *Various Occupational Completion Points*	1400 hours	Yes	1	This certificate prepares students for employment in the basic trade skills of auto body collision and repair. Careers/Occupation(s): Automotive Body and Related Repairers

<table>
<tr><td colspan="5" align="center">Robert Morgan Educational Center and Technical College
(length varies depending on the program and students' progress)</td></tr>
</table>

Credentials Offered	Length	Industry Certifi-cation (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Commercial Art Technology CTE Includes: *Various Occupational Completion Points*	1,500 clock hours	Yes	3	This certificate focuses on preparing students for employment as artists and related workers, illustrators, and commercial designers. The content includes, but is not limited to, basic art skills, lettering skills, preparation of layouts and illustrations, preparation of camera-ready paste-up, and development of specialized skills. Careers/Occupation(s): Graphic Designer, Digital Designer, Web Designer, and Print-Media Artist

RMECTC Credentials Offered (cont'd)	Length	Industry Certifi- cation (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
3-D Animation Technology CTE Includes: *Various Occupational Completion Points*	1,050 clock hours	Yes	1	This certificate prepares students for employment in 3-D Animation and related career fields. design and production. The content includes, but is not limited to, practical experiences in 3-D Animation design and production. Specialized skills such as video editing, audio production, and the utilization of animation and authoring software are used to produce a variety of multimedia productions. Careers/Occupation(s): Multimedia Artists and Animators
Baking and Pastry Arts CTE Includes: Industry Certifications- *S/P2 Food Safety, S/P2 Workplace Safety* Includes: *Various Occupational Completion Points*	600 clock hours	Yes	1	The certificate prepares students who pursue careers within the Baking and Pastry Arts Career field. Instruction includes but is not limited to preparation, presentation, and serving of a wide variety of baked and dessert goods; leadership, communication skills, employability skills, and safe/efficient work practices. Careers/Occupation(s): Bakers, Chefs and Head Cooks.

Sheridan Technical College (2 years)				
Credentials Offered	Length	Industry Certifi-cation (yes/no)	Students Expected to Earn Credential	Credential Description and/or Careers/Occupations Aligned with the Credential
Professional Culinary Arts and Hospitality CTE Includes: Industry Certification-*ServSafe Manager* Includes: *Various Occupational Completion Points*	1200 hours	Yes	1	This certificate offers a sequence of courses that provides knowledge and skills needed to prepare for careers in the Hospitality & Tourism career field. Students engage in preparation, presentation, and serving of a wide variety of foods; leadership, communication skills, employability skills, and safe/efficient work practices. Careers/Occupation(s): Food Preparation Worker, Restaurant Cooks, Chef & Head Cooks, and Food Service Management

Appendix I

Follow-Up Information regarding FPCTP Completers

University of Central Florida
College of Community Innovation and Education
420 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

Florida Center for Students with
UNIQUE ABILITIES

Follow-Up Information for Students Completing Prior to 2020-2021

Florida Atlantic University						
Completer Number	**Exit Date**	**Credentials and Industry Certifications Earned**	**Industry Cert. (Y/N)**	**Employment Status 2020-2021 Follow-Up**	**Hours per Week**	**Wage**
1	Dec. 2017	‣ Certificate of Supported Employment	No	Competitive integrated employment, not receiving ongoing supported employment services: Dishwasher	25	$9/hour
2	May 2018	‣ Certificate of Supported Employment	No	Working in a sheltered workshop: Maintenance	15	$8/hour
3	Dec. 2018	‣ Certificate of Supported Employment	No	Unknown	Unknown	Unknown
4	May 2019	‣ Certificate of Supported Employment	No	Competitive employment with ongoing supported employment services: Bagger	Unknown	$10/hour
5	May 2019	‣ Certificate of Supported Employment	No	Not currently employed	-	-
6	Aug. 2019	‣ Certificate of Supported Employment ‣ Certificate of Supported Living	No	Competitive employment with ongoing supported employment services: Unknown	-	-

FAU Completers (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status 2020-2021 Follow-Up	Hours per Week	Wage
7	Aug. 2019	‣ Certificate of Supported Employment ‣ Certificate of Supported Living	No	Competitive integrated employment, not receiving ongoing supported employment services: Courtesy Clerk	15	$10/hour
8	Aug. 2019	‣ Certificate of Supported Employment ‣ Certificate of Supported Living	No	Unknown	Unknown	Unknown
9	Aug. 2019	‣ Certificate of Supported Employment ‣ Certificate of Supported Living	No	Competitive integrated employment, not receiving ongoing supported employment services: Courtesy Clerk	15	$10/hour
10	Aug. 2019	‣ Certificate of Supported Employment ‣ Certificate of Supported Living	No	Competitive integrated employment, not receiving ongoing supported employment services: Bagger	Unknown	$9/hour
11	Aug. 2019	‣ Certificate of Supported Employment ‣ Certificate of Supported Living	No	Competitive integrated employment, not receiving ongoing supported employment services: Customer Service	Unknown	Unknown
12	Aug. 2019	‣ Certificate of Supported Employment ‣ Certificate of Supported Living	No	Unknown	Unknown	Unknown
13	May 2020	‣ Certificate of Supported Employment ‣ Certificate of Supported Living	No	Competitive integrated employment, not receiving ongoing supported employment services: Courtesy Clerk	Unknown	Unknown

FAU Completers (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status 2020-2021 Follow-Up	Hours per Week	Wage
14	May 2020	‣ Certificate of Supported Employment ‣ Certificate of Supported Living	No	Competitive integrated employment, not receiving ongoing supported employment services: Bagger	Unknown	Unknown
15	May 2020	‣ Certificate of Supported Employment ‣ Certificate of Supported Living	No	Competitive integrated employment, not receiving ongoing supported employment services: Unknown	Unknown	$8,000/yr.

Indian River State College						
Completer Number	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status 2020-2021 Follow-Up	Hours per Week	Wage
1	Dec. 2019	‣ Specialized Career Education, Basic ‣ IRSC Employability & Career Exploration ‣ Early Childhood Education	Yes	Competitive employment with ongoing supported employment services: Childcare worker	30	$10/hour
2	Dec. 2019	‣ Public Security Guard ‣ Specialized Career Education, Basic	Yes	Competitive employment with ongoing supported employment services: Security Guard	20	$11/hour
3	Dec. 2019	‣ Specialized Career Education, Basic ‣ IRSC Employability & Career Exploration	Yes	Not currently employed: Unpaid work experience in the last year	-	-

McFatter Technical College						
Completer Number	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status 2020-2021 Follow-Up	Hours per Week	Wage
1	Mar. 2019	‣ AgriScience	No	Not currently employed	-	-
2	Jun. 2019	‣ AgriScience	No	Not currently employed	-	-
3	Jun. 2019	‣ AgriScience	No	Competitive integrated employment, not receiving ongoing supported employment services: Grocery Clerk	30	$10/hour
4	Aug. 2019	‣ ServSafe Manager ‣ Commercial Foods and Culinary Arts ‣ Local AgriScience	Yes	Not currently employed	-	-
5	Aug. 2019	‣ ServSafe Manager ‣ Commercial Foods and Culinary Arts ‣ Local AgriScience	Yes	Not currently employed	-	-
6	Aug. 2019	‣ ServSafe Manager ‣ Commercial Foods and Culinary Arts ‣ Local AgriScience	Yes	Competitive integrated employment, not receiving ongoing supported employment services: Helper	8	$10/hour

MTC Completers (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status 2020-2021 Follow-Up	Hours per Week	Wage
7	Dec. 2019	‣ ServSafe Manager ‣ Commercial Foods and Culinary Arts ‣ Local AgriScience	Yes	Unknown	Unknown	Unknown
8	Mar. 2020	‣ ServSafe Manager ‣ Commercial Foods and Culinary Arts ‣ Local AgriScience	Yes	Competitive integrated employment, not receiving ongoing supported employment services: Sales Associate	12	$11/hour
9	Aug. 2020	‣ ServSafe Manager ‣ Commercial Foods and Culinary Arts ‣ Local AgriScience	Yes	Competitive integrated employment, not receiving ongoing supported employment services: Team Member	25	$10/hour

Robert Morgan Educational Center and Technical College						
Completer Number	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status 2020-2021 Follow-Up	Hours per Week	Wage
1	Dec. 2018	‣ Baking & Pastry Arts	No	Competitive employment with ongoing supported employment services: Assistant Prep Cook	25	$10/hour
2	Apr. 2019	‣ Commercial Foods & Culinary Arts	No	Competitive integrated employment, not receiving ongoing supported employment services: Bagger	34	$11/hour

RMECTC Completers (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status 2020-2021 Follow-Up	Hours per Week	Wage
3	Apr. 2019	‣ Commercial Foods & Culinary Arts	No	Competitive integrated employment, not receiving ongoing supported employment services: Park Service Aide and Food Prep	45	$11/hour
4	Jul. 2019	‣ Commercial Foods & Culinary Arts	No	Competitive integrated employment, not receiving ongoing supported employment services: Bagger	20	$11/hour

Santa Fe College						
Completer Number	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status 2020-2021 Follow-Up	Hours per Week	Wage
1	May 2017	‣ ServSafe Food Handler ‣ RAD Self-Defense	Yes	Not currently employed	-	-
2	May 2017	‣ ServSafe Food Handler	Yes	Competitive integrated employment, not receiving ongoing supported employment services: Food Prepper	7	$9/hour
3	Dec. 2017	‣ Red Carpet Customer Service	Yes	Not currently employed: Employed within the past year	-	-
4	Dec. 2017	‣ ServSafe Food Handler ‣ Red Carpet Customer Service ‣ RAD Self-Defense	Yes	Not currently employed: Competitive employment with ongoing supported employment services within the past year	-	-

SFC Completers (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status 2020-2021 Follow-Up	Hours per Week	Wage
5	May 2018	‣ Red Carpet Customer Service ‣ RAD Self-Defense	Yes	Competitive integrated employment, not receiving ongoing supported employment services: Office Aide	6	$9/hour
6	Dec. 2018	‣ ServSafe Food Handler ‣ Red Cross First Aid ‣ Horticulture Agriculture	Yes	Self-employed: Beekeeping	Unknown	Unknown
7	Dec. 2018	‣ ServSafe Food Handler ‣ Red Cross First Aid ‣ Horticulture Agriculture	Yes	Not currently employed	-	-
8	Dec. 2018	‣ ServSafe Food Handler ‣ Red Cross First Aid ‣ Horticulture Agriculture	Yes	Not currently employed	-	-
9	Apr. 2018	‣ Red Carpet Customer Service ‣ Artist Entrepreneur	Yes	Competitive integrated employment, not receiving ongoing supported employment services: Kitchen Porter	16	$10/hour
10	Dec. 2018	‣ ServSafe Food Handler ‣ Red Cross First Aid ‣ Horticulture Agriculture	Yes	The student passed away in 2019	-	-
11	Dec. 2018	‣ ServSafe Food Handler ‣ Red Cross First Aid ‣ Horticulture Agriculture	Yes	Not currently employed: Unpaid work experience in the past year	-	-

SFC Completers (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status 2020-2021 Follow-Up	Hours per Week	Wage
12	May 2019	‣ ServSafe Food Handler ‣ Red Cross First Aid ‣ Red Carpet Customer Service ‣ Introduction to Office	Yes	Competitive integrated employment, not receiving ongoing supported employment services: Classroom Aide	3	$10/hour
13	May 2019	‣ Red Carpet Customer Service ‣ Artist Entrepreneur ‣ ServSafe Food Handler	Yes	Not currently employed: Employed within the past year	-	-
14	May 2019	‣ ServSafe Food Handler ‣ Red Cross First Aid ‣ Red Carpet Customer Service ‣ Introduction to Office	Yes	Competitive integrated employment, not receiving ongoing supported employment services: Sales Associate	20	$11/hour
15	May 2019	‣ ServSafe Food Handler ‣ Red Cross First Aid ‣ Red Carpet Customer Service ‣ RAD Self-Defense	Yes	Competitive integrated employment, not receiving ongoing supported employment services: Food Server	12	$10/hour
16	Dec. 2019	‣ SafeStaff Food Handler ‣ American Heart Association First Aid ‣ Introduction to Construction (OSHA training) ‣ Introduction to Office ‣ Certified Nursing Assistant ‣ American Hear Association CPR/BLS ‣ DCF Childcare Certification ‣ Red Carpet Customer Service	Yes	Competitive integrated employment, not receiving ongoing supported employment services: Kitchen Porter	6	$10/hour

Southeastern University						
Completer Number	**Exit Date**	**Credentials and Industry Certifications Earned**	**Industry Cert. (Y/N)**	**Employment Status 2020-2021 Follow-Up**	**Hours per Week**	**Wage**
1	Apr. 2020	‣ MS Word ‣ MS Excel	No	Not currently employed: Competitive integrated employment, not receiving ongoing supported employment services in the past year	-	-
Tallahassee Community College						
Completer Number	**Exit Date**	**Credentials and Industry Certifications Earned**	**Industry Cert. (Y/N)**	**Employment Status 2020-2021 Follow-Up**	**Hours per Week**	**Wage**
1	May 2020	‣ TCC Eagle Connections Employment Credentials with concentration in Arts, Humanities, Communication, and Design	No	Competitive integrated employment, not receiving ongoing supported employment services	24	-
2	May 2020	‣ TCC Eagle Connections Employment Credentials	No	Competitive integrated employment, not receiving ongoing supported employment services	20	$9/hour
3	May 2020	‣ TCC Eagle Connections Employment Credentials with concentration Science, Technology, Engineering and Math (STEM)	No	Competitive integrated employment, not receiving ongoing supported employment services	8	$14/hour
4	May 2020	‣ TCC Eagle Connections Employment Credentials	No	Competitive employment with ongoing supported employment services	12	$10/hour

		The College of the Florida Keys				
Completer Number	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status 2020-2021 Follow-Up	Hours per Week	Wage
1	May 2017	‣ Project ACCESS Workforce Ready ‣ Project ACCESS Customer Service ‣ Guest Service Gold Professional	Yes	Unknown	Unknown	Unknown
2	May 2018	‣ Culinary Arts Management ‣ Chef's Apprentice	Yes	Competitive integrated employment, not receiving ongoing supported employment services: Deli Cook and Bagger	15	$14/hour
3	May 2019	‣ Project ACCESS Workforce Ready	Yes	Unknown	Unknown	Unknown
4	Apr. 2020	‣ Project ACCESS Customer Service	Yes	Unknown	Unknown	Unknown
5	Apr. 2020	‣ Project ACCESS Customer Service ‣ Guest Services Specialist ‣ Rooms Division Specialist	Yes	Competitive employment with ongoing supported employment services: Kayak and Paddleboard Assistant	15	$12/hour
6	Apr. 2020	‣ Project ACCESS Customer Service ‣ Guest Services Specialist ‣ Rooms Division Specialist	Yes	Competitive integrated employment, not receiving ongoing supported employment services: Laundry Attendant	40	$13/hour
7	Jun. 2020	‣ Project ACCESS Customer Service ‣ Rooms Division Specialist	Yes	Competitive employment with ongoing supported employment services: Hospitality Intern	15	$12/hour

CFK Completers (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status 2020-2021 Follow-Up	Hours per Week	Wage
8	Aug. 2020	‣ Project ACCESS Customer Service	Yes	Working in a sheltered workshop: Plant House Sales	15	$8/hour
9	Aug. 2020	‣ Project ACCESS Customer Service	Yes	Competitive employment with ongoing supported employment services: Bagger	20	$12/hour
10	Aug. 2020	‣ Project ACCESS Customer Service ‣ Guest Services Specialist ‣ Rooms Division Specialist	Yes	Working in a sheltered workshop: Plant House Sales	15	$8/hour
University of Central Florida						
Completer Number	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status 2020-2021 Follow-Up	Hours per Week	Wage
1	May 2019	‣ IES Professional Services	No	Competitive integrated employment, not receiving ongoing supported employment services: Administrative Assistant	40	$12/hour
2	May 2019	‣ IES Professional Services	No	Competitive integrated employment, not receiving ongoing supported employment services: Educator	40	$10/hour
3	May 2019	‣ IES Professional Services	No	Competitive employment with ongoing supported employment services: Unknown	10	$8/hour

UCF Completers (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status 2020-2021 Follow-Up	Hours per Week	Wage
4	May 2019	‣ IES Professional Services	No	Competitive integrated employment, not receiving ongoing supported employment services: Unknown	6	$8/hour
5	May 2019	‣ IES Professional Services	No	Not currently employed: Unpaid work experience in the last year	-	-
6	May 2019	‣ IES Professional Services	No	Not currently employed: Unpaid work experience in the last year	-	-
7	May 2019	‣ IES Professional Services	No	Not currently employed: Competitive employment with ongoing supported employment services in the last year	-	-
8	May 2019	‣ IES Professional Services	No	Competitive integrated employment, not receiving ongoing supported employment services: Food Service	24	$9/hour
9	May 2019	‣ IES Professional Services	No	Competitive integrated employment, not receiving ongoing supported employment services: Teaching Assistant	40	$14/hour
10	May 2019	‣ IES Professional Services	No	Competitive employment with ongoing supported employment services: Administrative Assistant	10	$8/hour

UCF Completers (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status 2020-2021 Follow-Up	Hours per Week	Wage
11	Aug. 2019	‣ IES Professional Services	No	Competitive integrated employment, not receiving ongoing supported employment services: Manufacturing	15	$10/hour
12	Apr. 2020	‣ IES Professional Services	No	Competitive integrated employment, not receiving ongoing supported employment services: Greeter	26	$14/hour
13	Apr. 2020	‣ IES Professional Services	No	Not currently employed: Competitive integrated employment, not receiving ongoing supported employment services in the last year	-	-
14	Apr. 2020	‣ IES Professional Services	No	Competitive integrated employment, not receiving ongoing supported employment services: Rider Operator	40	$15/hour
15	Aug. 2020	‣ IES Professional Services	No	Not currently employed: Unpaid work experience in the last year	-	-

Appendix J

1 – FPCTP Staff Hours by Institution

2 – FPCTP Staff Hours by Role by Institution

University of Central Florida
College of Community IInnovation and Education
420 Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250

Florida Center for Students with
UNIQUE ABILITIES

FPCTP Staff Hours and FTE per Week in 2020-2021 by Institution

Broward College # of students = 12; 1 FTE = varies by staff						
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
BC Staff 1 1 FTE = 40 hours	40	1.00	40	1.00	3.33	0.08
BC Staff 2 1 FTE = 37.5 hours	37.5	1.00	10	0.25	0.83	0.02
BC Staff 3 1 FTE = 40 hours	40	1.00	40	1.00	3.33	0.08
BC Staff 4 1 FTE = 27.5 hours	27.5	1.00	27.5	0.69	2.29	0.06
BC Staff 5 1 FTE = 40 hours	4	0.10	4	0.10	0.33	0.01
Total	149	4.10	121.50	3.04	10.13	0.25

	Florida Atlantic University					
	# of students = 32; 1 FTE = varies by staff					
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 1 1 FTE = 40 hours	40	1.00	8	0.20	0.25	0.01
FAU Staff 2 1 FTE = 40 hours	40	1.00	40	1.00	1.25	0.03
FAU Staff 3 1 FTE = 40 hours	40	1.00	40	1.00	1.25	0.03
FAU Staff 4 1 FTE = 40 hours	40	1.00	40	1.00	1.25	0.03
FAU Staff 5 1 FTE = 40 hours	40	1.00	40	1.00	1.25	0.03
FAU Staff 6 1 FTE = 40 hours	40	1.00	40	1.00	1.25	0.03
FAU Staff 7 1 FTE = 40 hours	40	1.00	40	1.00	1.25	0.03
FAU Staff 8 1 FTE = 40 hours	40	1.00	6	0.15	0.19	0.00
FAU Staff 9 1 FTE = 20 hours	20	1.00	20	1.00	0.63	0.03
FAU Staff 10 1 FTE = 40 hours	40	1.00	40	1.00	1.25	0.03
FAU Staff 11 1 FTE = 40 hours	40	1.00	40	1.00	1.25	0.03
FAU Staff 12 1 FTE = 40 hours	40	1.00	40	1.00	1.25	0.03
Total	460.00	12.00	394.00	10.35	12.31	0.32

Florida Gulf Coast University # of students = 0; 1 FTE = 40.0 hours						
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**
FGCU Staff 1	6	0.15	6	0.15	-	-
FGCU Staff 2	40	1.00	40	1.00	-	-
FGCU Staff 3	10	0.25	10	0.25	-	-
FGCU Staff 4	3	0.08	3	0.08	-	-
FGCU Staff 5	40	1.00	40	1.00	-	-
Total	**99.00**	**2.48**	**99.00**	**2.48**	**-**	**-**
Florida International University # of students = 18; 1 FTE = 40.0 hours						
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**
FIU Staff 1	20	0.50	20	0.50	1.11	0.03
FIU Staff 2	20	0.50	20	0.50	1.11	0.03
FIU Staff 3	20	0.50	20	0.50	1.11	0.03
FIU Staff 4	20	0.50	20	0.50	1.11	0.03
FIU Staff 5	20	0.50	20	0.50	1.11	0.03
FIU Staff 6	20	0.50	20	0.50	1.11	0.03
FIU Staff 7	20	0.50	20	0.50	1.11	0.03
FIU Staff 8	20	0.50	20	0.50	1.11	0.03
FIU Staff 9	20	0.50	20	0.50	1.11	0.03
FIU Staff 10	20	0.50	20	0.50	1.11	0.03
FIU Staff 11	20	0.50	20	0.50	1.11	0.03
FIU Staff 12	20	0.50	20	0.50	1.11	0.03
FIU Staff 13	20	0.50	20	0.50	1.11	0.03

FIU Staff (cont'd)	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
FIU Staff 14	40	1.00	10	0.25	0.56	0.01
FIU Staff 15	40	1.00	10	0.25	0.56	0.01
FIU Staff 16	40	1.00	10	0.25	0.56	0.01
FIU Staff 17	40	1.00	40	1.00	2.22	0.06
FIU Staff 18	40	1.00	40	1.00	2.22	0.06
FIU Staff 19	40	1.00	40	1.00	2.22	0.06
FIU Staff 20	40	1.00	40	1.00	2.22	0.06
FIU Staff 21	40	1.00	34	0.85	1.89	0.05
FIU Staff 22	40	1.00	40	1.00	2.22	0.06
FIU Staff 23	40	1.00	34	0.85	1.89	0.05
FIU Staff 24	40	1.00	40	1.00	2.22	0.06
FIU Staff 25	40	1.00	20	0.50	1.11	0.03
Total	**740.00**	**18.50**	**618.00**	**15.45**	**34.33**	**0.86**

Indian River State College # of students = 11; 1 FTE = 40.0 hours						
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
IRSC Staff 1	40	1.00	40	1.00	3.64	0.09
IRSC Staff 2	40	1.00	40	1.00	3.64	0.09
Total	**80.00**	**2.00**	**80.00**	**2.00**	**7.27**	**0.18**

Lee County Technical Colleges
of students = 10; 1 FTE = varies by staff

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
LCTC Staff 1 1 FTE = 41.25	41.25	1.00	41.25	1.00	4.13	0.10
LCTC Staff 2 1 FTE = 35	35	1.00	35	1.00	3.50	0.10
Total	**76.25**	**2.00**	**76.25**	**2.00**	**7.63**	**0.20**

Lively Technical College
of students = 0; 1 FTE = 40.0 hours

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
LTC Staff 1	40	1.00	40	1.00	-	-
LTC Staff 2	40	1.00	5	0.13	-	-
LTC Staff 3	40	1.00	5	0.13	-	-
LTC Staff 4	3	0.08	3	0.08	-	-
LTC Staff 5	40	1.00	5	0.13	-	-
Total	**163.00**	**4.08**	**58.00**	**1.45**	**-**	**-**

McFatter Technical College
of students = 13; 1 FTE = varies by staff

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 1 1 FTE = 40 hours	40	1.00	5	0.13	0.38	0.01
MTC Staff 2 1 FTE = 37.5 hours	37.5	1.00	37.5	1.00	2.88	0.08
MTC Staff 3 1 FTE = 37.5 hours	37.5	1.00	10	0.27	0.77	0.02

MTC Staff (cont'd)	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 4 1 FTE = 37.5 hours	8	0.21	8	0.21	0.62	0.02
MTC Staff 5 1 FTE = 40 hours	40	1.00	5	0.13	0.38	0.01
MTC Staff 6 1 FTE = 40 hours	40	1.00	10	0.25	0.77	0.02
MTC Staff 7 1 FTE - 37.5 hours	37.5	1.00	10	0.27	0.77	0.02
MTC Staff 8 1 FTE = 37.5 hours	37.5	1.00	6	0.16	0.46	0.01
MTC Staff 9 1 FTE = 40 hours	40	1.00	5	0.13	0.38	0.01
MTC Staff 10 1 FTE = 37.5 hours	37.5	1.00	37.5	1.00	2.88	0.08
MTC Staff 11 1 FTE = 37.5 hours	37.5	1.00	37.5	1.00	2.88	0.08
MTC Staff 12 1 FTE = 37.5 hours	37.5	1.00	37.5	1.00	2.88	0.08
MTC Staff 13 1 FTE = 37.5 hours	37.5	1.00	37.5	1.00	2.88	0.08
MTC Staff 14 1 FTE = 37.5 hours	37.5	1.00	37.5	1.00	2.88	0.08
Total	**505.50**	**13.21**	**284.00**	**7.53**	**21.85**	**0.58**

Okaloosa Technical College # of students = 11; 1 FTE = 40.0 hours						
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
OTC Staff 1	40	1.00	40	1.00	-	-
Total	**40.00**	**1.00**	**40.00**	**1.00**	**-**	**-**

Robert Morgan Educational Center and Technical College
of students = 5; 1 FTE = varies by staff

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 1 1 FTE = 40 hours	40	1.00	40	1.00	8.00	0.20
RMECTC Staff 2 1 FTE = 12 hours	12	1.00	12	1.00	2.40	0.20
RMECTC Staff 3 1 FTE = 40 hours	40	1.00	40	1.00	8.00	0.20
RMECTC Staff 4 1 FTE = 25 hours	25	1.00	25	1.00	5.00	0.20
RMECTC Staff 5 1 FTE = 25 hours	25	1.00	25	1.00	5.00	0.20
Total	**142.00**	**5.00**	**142.00**	**5.00**	**28.40**	**1.00**

Santa Fe College
of students = 13; 1 FTE = 40.0 hours

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
SFC Staff 1	28	0.70	18	0.45	1.38	0.03
SFC Staff 2	20	0.50	10	0.25	0.77	0.02
SFC Staff 3	28.5	0.71	14.25	0.36	1.10	0.03
SFC Staff 4	40	1.00	8	0.20	0.62	0.02
SFC Staff 5	40	1.00	8	0.20	0.62	0.02
SFC Staff 6	40	1.00	8	0.20	0.62	0.02
SFC Staff 7	25	0.63	15	0.38	1.15	0.03
SFC Staff 8	40	1.00	30	0.75	2.31	0.06
Total	**261.50**	**6.54**	**111.25**	**2.78**	**8.56**	**0.21**

Sheridan Technical College # of students = 1; 1 FTE = varies by staff						
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
STC Staff 1 1 FTE = 45 hours	10	0.22	10	0.22	10.00	0.22
STC Staff 2 1 FTE = 40 hours	5	0.13	5	0.13	5.00	0.13
STC Staff 3 1 FTE = 40 hours	40	1.00	3	0.08	3.00	0.08
STC Staff 4 1 FTE = 45 hours	45	1.00	5	0.11	5.00	0.11
STC Staff 5 1 FTE = 45 hours	45	1.00	16.5	0.37	16.50	0.37
Total	**145.00**	**3.35**	**39.50**	**0.90**	**39.50**	**0.90**
Southeastern University # of students = 9; 1 FTE = 40.0 hours						
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 1	40	1.00	40	1.00	4.44	0.11
SEU Staff 2	40	1.00	10	0.25	1.11	0.03
SEU Staff 3	40	1.00	10	0.25	1.11	0.03
SEU Staff 4	40	1.00	40	1.00	4.44	0.11
SEU Staff 5	40	1.00	40	1.00	4.44	0.11
Total	**200.00**	**5.00**	**140.00**	**3.50**	**15.56**	**0.39**

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
SPC Staff 1	40	1.00	40	1.00	4.00	0.10
SPC Staff 2	40	1.00	40	1.00	4.00	0.10
Total	**80.00**	**2.00**	**80.00**	**2.00**	**8.00**	**0.20**

Tallahassee Community College
# of students = 9; 1 FTE = 40.0 hours

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
TCC Staff 1	40	1.00	40	1.00	4.44	0.11
TCC Staff 2	40	1.00	40	1.00	4.44	0.11
TCC Staff 3	40	1.00	3	0.08	0.33	0.01
TCC Staff 4	40	1.00	2	0.05	0.22	0.01
TCC Staff 5	40	1.00	1	0.03	0.11	0.00
TCC Staff 6	40	1.00	1	0.03	0.11	0.00
Total	**240.00**	**6.00**	**87.00**	**2.18**	**9.67**	**0.24**

The College of the Florida Keys
# of students = 7; 1 FTE = varies by staff

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
CFK Staff 1 1 FTE = 37.5 hours	37.5	1.00	24.4	0.65	3.49	0.09
CFK Staff 2 1 FTE = 37.5 hours	37.5	1.00	37.5	1.00	5.36	0.14
CFK Staff 3 1 FTE = 37.5 hours	37.5	1.00	5	0.13	0.71	0.02

CFK Staff (cont'd)	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
CFK Staff 4 1 FTE = 18 hours	18	1.00	18	1.00	2.57	0.14
CFK Staff 5 1 FTE = 37.5 hours	37.5	1.00	5.6	0.15	0.80	0.02
CFK Staff 6 1 FTE = 37.5 hours	37.5	1.00	11.25	0.30	1.61	0.04
CFK Staff 7 1 FTE = 37.5 hours	37.5	1.00	11.25	0.30	1.61	0.04
CFK Staff 8 1 FTE = 37.5 hours	37.5	1.00	11.25	0.30	1.61	0.04
Total	**280.50**	**8.00**	**124.25**	**3.83**	**17.75**	**0.55**

University of Central Florida
# of students =19; 1 FTE = 40.0 hours

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 1	10	0.25	10	0.25	0.53	0.01
UCF Staff 2	40	1.00	40	1.00	2.11	0.05
UCF Staff 3	40	1.00	20	0.50	1.05	0.03
UCF Staff 4	40	1.00	40	1.00	2.11	0.05
UCF Staff 5	40	1.00	20	0.50	1.05	0.03
Total	**170.00**	**4.25**	**130.00**	**3.25**	**6.84**	**0.17**

	University of South Florida - St. Petersburg # of students =0; 1 FTE = 40.0 hours					
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
USF Staff 1	40	1.00	4.5	0.11	-	-
USF Staff 2	40	1.00	40	1.00	-	-
USF Staff 3	40	1.00	40	1.00	-	-
Total	**120.00**	**3.00**	**84.50**	**2.11**	**-**	**-**

Florida Center for Students with
UNIQUE ABILITIES

Staff Hours per Week at the FPCTP in 2020-21 by Role and Institution

Institution	Hours per Role per Week										
	Total Staff Hours per Week at FPCTP	Director/ Leadership	Advising	Employment Support	Academic Support	Program Coordination	Clerical	Instruction	Residential Support	Social Support	Other
Broward College	121.5	19	0	20	15	20	27.5	10	0	10	0
Florida Atlantic University	394	6	20	101	19	41	7	120	0	30	50
Florida Gulf Coast University	99	10	0	10	0	50	6	15	0	0	8
Florida International University	618	88	12	23	240	61	42	80	20	20	32
Indian River State College	80	20	10	0	12	0	5	22	0	11	0
Lee County Technical Colleges	76.25	10	0	0	56.25	10	0	0	0	0	0
Lively Technical College	58	5	0	0	0	40	5	0	0	0	8
McFatter Technical College	284	5	5	0	8	31	10	217.5	0	7.5	0
Okaloosa Technical College	40	40	0	0	0	0	0	0	0	0	0
Robert Morgan Educational Center and Technical College	142	23	24	3	22	13	11	35	0	11	0
Santa Fe College	111.25	13	17.25	8	12	10	10	34	0	0	7

Institution	Total Staff Hours per Week at FPCTP	Director/ Leadership	Advising	Employment Support	Academic Support	Program Coordination	Clerical	Instruction	Residential Support	Social Support	Other
Sheridan Technical College	39.5	8	7	0	5	3	0	16.5	0	0	0
Southeastern University	140	10	5	9	39	10	10	20	19	8	10
St. Petersburg College	80	20	10	0	30	5	15	0	0	0	0
Tallahassee Community College	87	23	1	13	0	18	14	12	0	0	6
The College of the Florida Keys	124.25	11	14.6	8	36.15	25	2	18	2	7.5	0
University of Central Florida	130	30	10	25	0	15	25	10	5	5	5
University of South Florida – St. Petersburg	54.5	8.5	2.5	1.5	2.5	24.5	2.5	2	3	5	2.5
TOTAL	**2679.25**	**349.5**	**138.35**	**221.5**	**496.9**	**376.5**	**192**	**612**	**49**	**115**	**128.5**

Hours per Role per Week