



Florida Center for Students
with Unique Abilities

FCSUA 2021-22 ANNUAL REPORT





TABLE OF CONTENTS

| | |
|---|-----------|
| Introduction | 1 |
| FCSUA Infrastructure and Workflow | 2 |
| Business Functions | 2 |
| FPCTP Application and Approval Process | 4 |
| FPCTP Scholarship Request and Distribution | 4 |
| FPCTP Grant Proposals and Awards | 5 |
| Accountability and Reporting Procedures | 6 |
| FCSUA Website and Social Media | 7 |
| Technical Assistance, Collaboration, Outreach and Institutes | 10 |
| FCSUA Strategic Planning Tool: Postsecondary Education | 13 |
| Capacity Building 2021 & 2022 Florida Postsecondary Education Program Planning Institute (FLPEPPI) | 15 |
| Continuous Planning, Implementation & Evaluation | 18 |
| College and Career Transition Clubs | 18 |
| Annual Report Elements Specified in the FPCTP Act | 23 |
| Indicators of Satisfactory Academic Progress | 24 |
| Implementation of FPCTPs | 25 |
| FPCTP Scholarships | 27 |
| FPCTP Grants | 27 |
| FPCTP Indicators and Student Demographics | 28 |
| Students Completing FPCTPs | 34 |
| Projected Number of Students Eligible for FPCTP | 45 |
| Education Programs and Services for Students with Disabilities | 46 |
| Summary | 47 |
| References | 49 |



APPENDICES

| | |
|---|--|
| A | Demographic Information for Students Enrolled in FPCTPs in 2021-2022 |
| B | FPCTP Scholarship Assurances and Instructions |
| C | FPCTP Grants Instructions |
| D | 1-FCSUA Report Flow 2-FPCTP Grant Funding Cycle |
| E | Summary of Technical Assistance, Collaboration, and Outreach |
| F | 1-November 2021 Virtual Florida Postsecondary Education Program Planning Institute Agenda 2-July 2022 Florida Postsecondary Education Program Planning Institute Agenda |
| G | Credentials Offered by FPCTPs with Students Enrolled in 2021-2022 |
| H | 1-FPCTP Staff Hours by Institution 2-FPCTP Staff Hours by Role by Institution |
| I | Summary of FCSUA Collaborative Activities with Specific Groups |



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 initial and continuing 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, 2021, through September 30, 2022. We derived the FPCTP data we report regarding student and program characteristics from the approved programs' annual reports, submitted to the Center in August 2022 regarding the 2021-2022 academic year (AY). To provide a context for reviewing progress on implementation of the various components of the Act, we describe the Center's work throughout the reporting period in relation to our primary charges and then provide details 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. Access to the FCSUA Community must be requested and is limited to no more than three personnel per institution. The digital applications streamline revisions and approval processes. Additionally, the FCSUA Community allows for improved accuracy in communication and reporting between Center and FPCTP staff related to each function. The functionalities of the platform include:
 - Submission, revision, and approval processes, including status change notification via automated emails to the involved parties.
 - Comment 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 Student Information reports, and Follow Up reports about completers of FPCTPs.
 - Automatic compilation of the FPCTP Application, Grant Proposal, and Scholarship invoices as PDF files using the Conga Composer integrated solution.
 - Collect electronic signatures using Conga Sign integrated solution.
 - Invoices related to resources for established College and Career Transition Clubs.

Figure 1

FCSUA Community Key Functionalities



- Currently underway and in the final development stage are the following additional components that will enhance functions related to FPCTP grants and annual reporting requirements:
 - FPCTP Grants Quarterly Invoices and Summary of Activities
 - FPCTP Grants Annual and Final Performance Reports
 - Request for modifications and changes to FPCTP Grants
- FCSUA staff provide recorded step-by-step training, offer 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 analyses 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 a FPCTP, as well as other institutions and agencies serving students with disabilities. During this reporting period, an application was created to specifically track information on the 120 eligible institutions across the State. This new feature allows the Center to more readily create targeted informational campaigns to those institutions.

- Integration with the FCSUA Community supports other FCSUA administrative processes. The Events Reporting component tracks staff's technical assistance to eligible postsecondary institutions and approved programs. Also, it enables documenting of onsite and online meetings, webinars, and conference presentations. Other functions will be included as we explore efficient and accurate ways of communicating, documenting, and reporting our work.

FPCTP Application and Approval Process

- Eligible institutions and approved FPCTPs complete all FPCTP Application information in the FCSUA Community. Both Initial and Renewal applications are submitted and approved via the online platform.
- The Executive and Assistant Directors work closely with institutions to complete program applications, whether initial or renewal. All required components are approved by the Executive Director. FPCTP applications are compiled into a PDF, using Conga to acquire authorized officials' signatures, and forwarded to respective divisions of higher education at the Florida Department of Education for additional approval, as required in the Act.
- To facilitate understanding of required components, instructions and sample templates are available on our website; however, completed applications are only accepted in the FCSUA Community.

FPCTP Scholarship Request and Distribution

- FPCTP Scholarship Assurances and Instructions (see Appendix B) are disseminated to all approved FPCTPs. All scholarship processes are completed in the FCSUA Community. Each FPCTP completes a Program Cost Estimator, which includes an estimate of the cost of attendance (such as tuition and fees) by resident type and academic term for the year. A unique cost estimator is created for each concentration/track offered by a FPCTP, particularly if the cost of attendance varies. A Scholarship Request Form is submitted for each eligible student, which includes all terms of anticipated enrollment. Most scholarship requests occur at the beginning of the academic year; however, some FPCTPs have rolling enrollment. Therefore, multiple scholarship requests are submitted throughout the academic year.
- Each term, after scholarships are issued, FPCTPs complete scholarship disbursement reports 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, with enrolled students, completed the required scholarship information.

- In addition to providing a FCSUA Report Flow (see Appendix D) that includes specific dates and procedures regarding scholarship and other procedures, the 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.

FPCTP Grant Proposals and Awards

- FPCTP Grants are available to approved FPCTPs only. IHEs seeking to become an approved FPCTP can simultaneously work on grant proposals until final FPCTP approval is attained. FPCTP Grants support implementation and administration of approved FPCTPs, as noted in the Act.
- The Request for Proposals (RFP) for FPCTP Grants Instructions is available on our [website](#); however, proposals can only be completed in the FCSUA Community (see Appendix C). Additionally, the FPCTP Grant Funding Cycle (see Appendix D) and sample materials related to key grant components are available on our [website](#) to outline the submission process and guide approved FPCTPs, or IHEs seeking to become an approved FPCTP, prior to gaining access to the FCSUA Community.
- Both Initial and Continuing grants are submitted in the FCSUA Community. A rolling submission process is used to assure that proposals are reviewed and awarded at various times during the year (see Appendix D).
- 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, updated grant agreement and invoice templates are in place. These templates have been generally accepted by most of the recipient institutions, although some agreements require minor negotiations before final approval.
- As with the FPCTP Application, the Executive and Assistant Directors work closely with institutions to complete grant proposals, whether initial or continuing. All required components are completed and approved by the Executive Director. Grant proposals are compiled into a PDF, using Conga to acquire authorized officials' signatures. Notification of the award is sent to the president, superintendent, or CEO for final approval and full execution.
- To ensure FPCTPs submit Annual and Final Grant Performance Reports on time, automatic reminders are sent to approved FPCTPs through the FCSUA Community starting 90 days prior to the due date.

Accountability and Reporting Procedures

- As mentioned previously, we disseminate a FCSUA Report Flow (see Appendix D) to facilitate data collection, disbursements, and report submission. We provide this document, 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 Reports, which include program information and individual student information, FPCTPs complete reports in the FCSUA Community. Student reports include information about students enrolled during the academic year and follow-up information about completers of each program. Five years of follow-up information is requested on each student who exits a FPCTP in good standing. Data are provided by the graduates themselves, parents, advocates, or others. Program information is due by July 1, and student information is due by August 1. All FPCTPs submitted the required reports.
- During this reporting year, an additional step was added, which required program information to be approved prior to FPCTPs' ability to access and report individual student information. This process allowed Center staff to more accurately cross reference various data bases within the FCSUA Community specifically related to students. Additional revisions will continue in order to capture the most accurate data and to reflect the unique structure of each FPCTP.
- Reports are designed to collect valid and reliable information regarding program elements, student progress, and outcomes.
- Reports 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.
- 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 1 summarizes the evaluation results for FCSUA webinars, workshops, and institutes (see Technical Assistance, Collaboration, Outreach, and Institutes for more information). We use our evaluation findings to inform our planning and resource development. Using a five-point Likert scale with five being the biggest value, participants' mean ratings with each event indicate they agree that described intended outcomes were met. The mean ratings also indicate that the chosen content was useful, and materials used to convey the information were relevant. Additionally, participants' mean ratings indicate that the overall quality of the features of each event was good.

Table 1
Summary of Evaluations

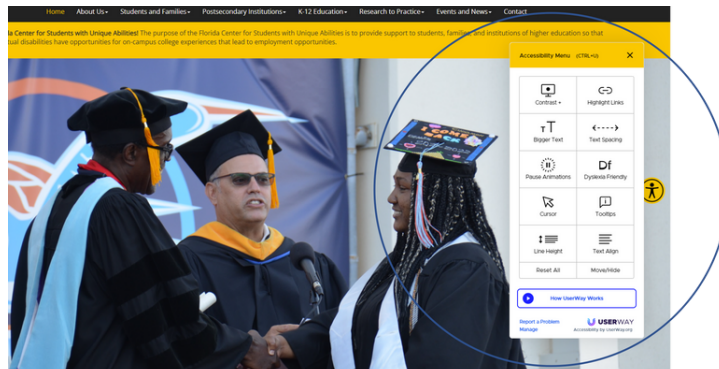
| Event | # Responses | Achieve Intended Outcomes | Usefulness of Content | Relevance of Materials | Quality |
|--|-------------|---------------------------|-----------------------|------------------------|---------|
| Monthly Webinars (8) | 3-12 | 4.26 | 4.47 | 4.76 | 4.8 |
| 2021 Virtual Florida Postsecondary Education Program Planning Institute | | | | | |
| Facilitator preparation workshop | 22 | 4.87 | 4.54 | 4.71 | 4.76 |
| Breakout sessions | 6-75 | - | - | - | 4.31 |
| Overall Institute | 95 | 4.21 | - | 4.34 | - |
| 2022 Florida Postsecondary Education Program Planning Institute | | | | | |
| Facilitator preparation workshop | 26 | 4.77 | 4.51 | 4.77 | 4.77 |
| Breakout sessions | 38-121 | - | - | - | 4.4 |
| Overall Institute | 143 | 4.5 | - | 4.57 | - |

FCSUA Website and Social Media

- We continue to add content to the FCSUA website at 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. As specified in the 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](#)

- Visitors to the website are encouraged to “keep in touch” with an option to sign up for receiving invitations to webinars and institutes. Their contact information is stored in FCSUA Community as part of the Center’s initiative to centralize and improve communication utilizing this platform for marketing. The website is both accessible and mobile friendly.
- FCSUA [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
 - 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



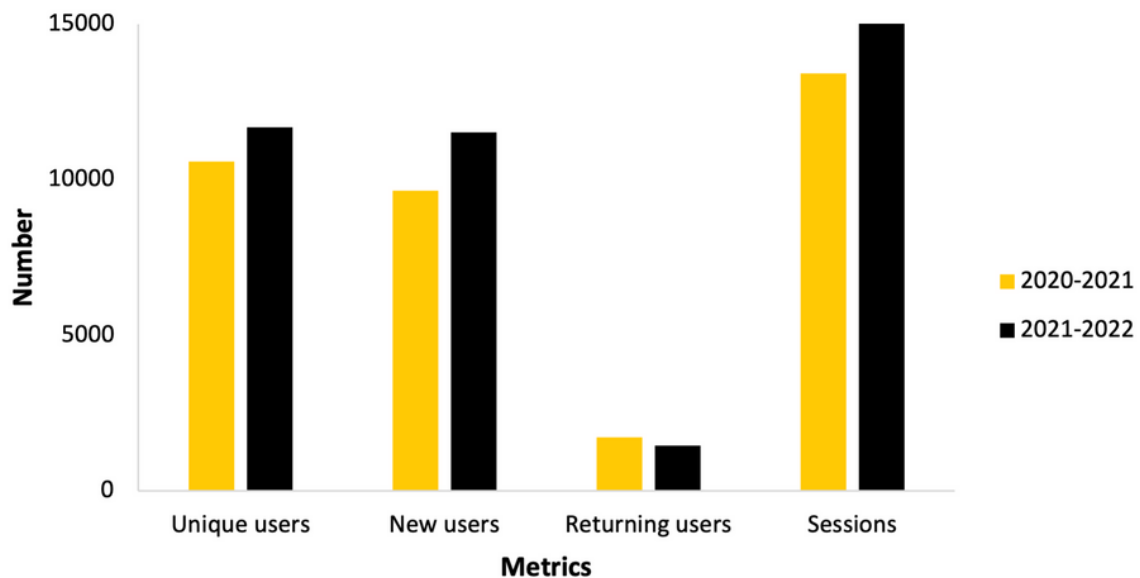
- This year, we added new pages to the FCSUA website:
 - An updated Research to Practice section now includes the [College Matters Florida Learning Modules](#). These modules are a collaboration between the Florida Developmental Disabilities Council (FDDC), the University of South Florida College of Education, and Think College at the University of Massachusetts. The modules include online training materials that address barriers to inclusive higher education program development for individuals with intellectual and developmental disabilities (IDD).

- The [Florida College and Career Transition Club](#) page located under the K-12 Education tab is updated. It now includes an online form that allows high schools across the state to request access to the initial application, housed in a Canvas course.
- Under the Students and Families tab, the Find a Postsecondary Education Program section is updated to include more information about the approved programs. This downloadable document includes the [Explore Going to College and My Notes on Florida Postsecondary Comprehensive Transition Programs](#). Explore Going to College provide a list of questions students can consider when exploring postsecondary education programs. The questions are categorized in four different topics– about the program, employment, extracurricular, and living and getting around. The *My Notes on Florida Postsecondary Comprehensive Transition Programs* section provides the contact information and a place to write notes about what they like and did not like for each FPCTP and prompts the students to select their top three programs and to apply.
- Our website includes functionality to translate the site to different languages using Google Translate Service. Users this year came from 123 countries and translated the site content into 78 different languages including, Chinese (China), French (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. The Google Search Console also reports on mobile usability of the website. As of September 2022, Google Search Console reported 210,127 impressions for fcsua.org, 34,079 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, all numbers and sessions increased, with the exception of returning users.
- We actively use 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 241 followers on Instagram, and 827 followers on Facebook, with 409 Twitter followers. Our Instagram posts reached 1,518 Instagram members. The Facebook posts reached 42,388 members. During this reporting period, our Twitter posts averaged 1,500 profile visits and 2,000 tweet impressions each month. Overall, our Facebook reach increased by 158%; Instagram reach increased 96%; and Tweeter profile visits increased by 100%.

- During Career and Technical Education (CTE) Month, we highlighted students who were enrolled in approved FPCTPs and their career goals. This campaign reached 5,793 in Facebook, 213 in Instagram and received 3,123 Tweet Impressions.
- For Development Disability Awareness Month, we created the “Let Me Re-Introduce Myself” campaign. Students enrolled in FPCTPs volunteered to create video recordings using the following script, “Let me re-introduce myself. I am NOT my disability! I am (name)! I go to college at (Name of FPCTP program). I am studying (their credential). My career goal is ... I am not my disability I am (Name)!” This campaign reached over 7,400 on Facebook, 450 on Instagram and over 10,000 Tweet Impressions.

Figure 3

Metrics for FCSUA Website



Technical Assistance, Collaboration, Outreach and Institutes

- We met onsite with 11 IHEs. The meetings with Florida State College Jacksonville and University of North Florida focused on the processes for addressing FPCTP Application components and FPCTP grant proposal components that are used to support implementation of an approved program. Information was shared about the Act and the role of FCSUA in supporting IHEs in the development and implementation of FPCTPs. Meetings with Orange Technical College – West Campus, McFatter Technical College, Sheridan Technical College, Indian River State College at both the Ft. Pierce and Vero Beach Campuses, Tallahassee Community College, Lively Technical College, Okaloosa Technical College and Santa Fe College were all held on the IHE’s campus. Additionally, we met with a team from Hernando County in

our office to discuss the development of a FPCTP at the new technical college being built in their district. Virtual meetings were held with several IHEs on the program application process and supports available from the FCSUA. Thirteen virtual meetings with established FPCTPs on specific technical assistance needs took place. Additionally, two informational webinars designed specifically for established programs provided targeted information related to program implementation.

- Through FCSUA professional development/capacity building institutes, we provided **42 information/content sessions** across a variety of topics relevant to FPCTP development and sustainability. All established FPCTPs attended along with seven teams from IHEs interested in developing a FPCTP.
- We conducted **52 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. These presentations allow us to accomplish a charge from the Act to disseminate information on postsecondary education opportunities for students with intellectual disabilities, generate interest to increase the demand for FPCTPs, and contribute to research on inclusive postsecondary education. Therefore, presentations continued to target a wide variety of audiences including postsecondary education disability service providers and other IHE staff, administrators and faculty; K-12 educators and administrators; agency personnel; families and students; researchers; and employers. Some presentations provided updates from the Center and FPCTPs.
 - Table displays included: the Florida Parent Educator Association Conference, Family CAFÉ, Florida Council for Administrators of Special Education Conference, FLDOE Administrators Management Meeting, Florida College Access Conference, Florida Association on Career and Technical Education Conference, Florida Career Pathways Network Symposium, the Florida Association on Higher Education and Disability Conference, Institute for Small and Rural Districts (ISR) Superintendents meeting, among others. Information was also shared at the Association on Higher Education and Disabilities Conference, International Council for Exceptional Children Conference, International Division on Autism and Developmental Disabilities Conference, and the International Division on Career Development and Transition Conference, Southeast Postsecondary Education Alliance Conference, and the American Association on Intellectual and Developmental Disabilities Conference. Additionally, virtual presentations included the State of the Art Virtual Conference, and CARD Statewide Virtual Conference.

- This year, three FCSUA News Brief were distributed to over 1,200 contacts through the FCSUA Community and posted on the FCSUA Events page. The issues covered strategies used by programs to increase employment, mental health supports for students, technical assistance with the FCSUA Community, student accomplishments and employer recognitions.
- FPCTP Webinars and FCSUA Informational Webinars continued for potential and approved FPCTPs with information regarding FPCTP program and FCSUA resources, the first Tuesday of each month (except June, July, and August). The FPCTP Webinars, content included technical soundness reports of 2022 strategic plans; using the FCSUA Community to submit scholarship and annual reports information; student recruitment strategies; successful approaches to employment outcomes; and FPCTP updates.
- FCSUA was invited to write an article for the *Association for Career & Technical Education Techniques*, an online Journal for Career Technical Education. This article, "[Postsecondary CTE for students with intellectual disabilities](#)," highlighted the 11 technical and state college FPCTPs and how students are receiving industry certification credentials, and how Florida's FPCTP application process brings together CTE stakeholders in the development process. The goal of the article is to expand opportunities for students with intellectual disabilities in CTE programs across the nation.
- The University of Minnesota Institute on Community Integration's *IMPACT* magazine's Spring 2022 issue featured inclusive higher education for people with intellectual, developmental and other disabilities. FCSUA's article, "[Increasing postsecondary opportunities in Florida](#)," shared the obstacles, challenges, lessons learned, and future directions of the Center's work. Also included in this journal were two personal stories from students enrolled in FPCTPs and the "[Promoting Authentic Diversity in Higher Education: The Eileen Hoffman Hafer U Matter Program at the University of South Florida](#)" article.
- FCSUA continued its partnership with The National Technical Assistance Center on Transition: The Collaborative (NTACT:C). During this reporting year, FCSUA was invited to participate in developing a pilot short course for local educators (nationally) and vocational rehabilitation professionals to work together to learn about and apply information about how to best leverage assessment methods for quality transition planning for students with disabilities primarily in K-12 settings. FCSUA developed and presented materials for "Unit 3: How to assess: Conducting assessments & analyzing results," in the course *Partnering for transition assessment: Putting it into action for youth and young adults with complex support needs*.
- We facilitated virtual meetings to work with individual FPCTPs regarding their program renewal applications and continuing grant proposals to discuss processes and concerns as we guided them through revisions for ultimate approval. We also conducted numerous virtual meetings, using Zoom or Microsoft Teams with FPCTPs

regarding scholarships and data collection. Additionally, we worked with other IHEs, like Emerald Coast Technical College as they worked to complete their FPCTP initial application.

- We continue to provide print materials at in-person conferences and meetings. These include our informational flyer 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. All products direct stakeholders to our website. We also share FPCTP brochures to provide specific information on programs.
- FCSUA expanded its collaboration efforts by establishing an [Advisory Committee](#). The committee meetings coincided with the Florida Postsecondary Education Program Planning Institutes (FLPEPPIs) in November and July. The committee provides feedback on Center activities and outreach to expand inclusive postsecondary education for students with intellectual disabilities throughout Florida. Therefore, at each meeting, FCSUA staff share FPCTP development updates, legislative changes, and progress on committee recommendations.
- The 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: 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), and NTACTION. Engagement with these organizations is reciprocal where their staff and FCSUA staff contribute to each other’s work. A summary of specific collaborative activities is provided in Appendix I. These are also integrated in the overall listing of FCSUA presentations, etc., provided in Appendix E.

FCSUA Strategic Planning Tool: Postsecondary Education

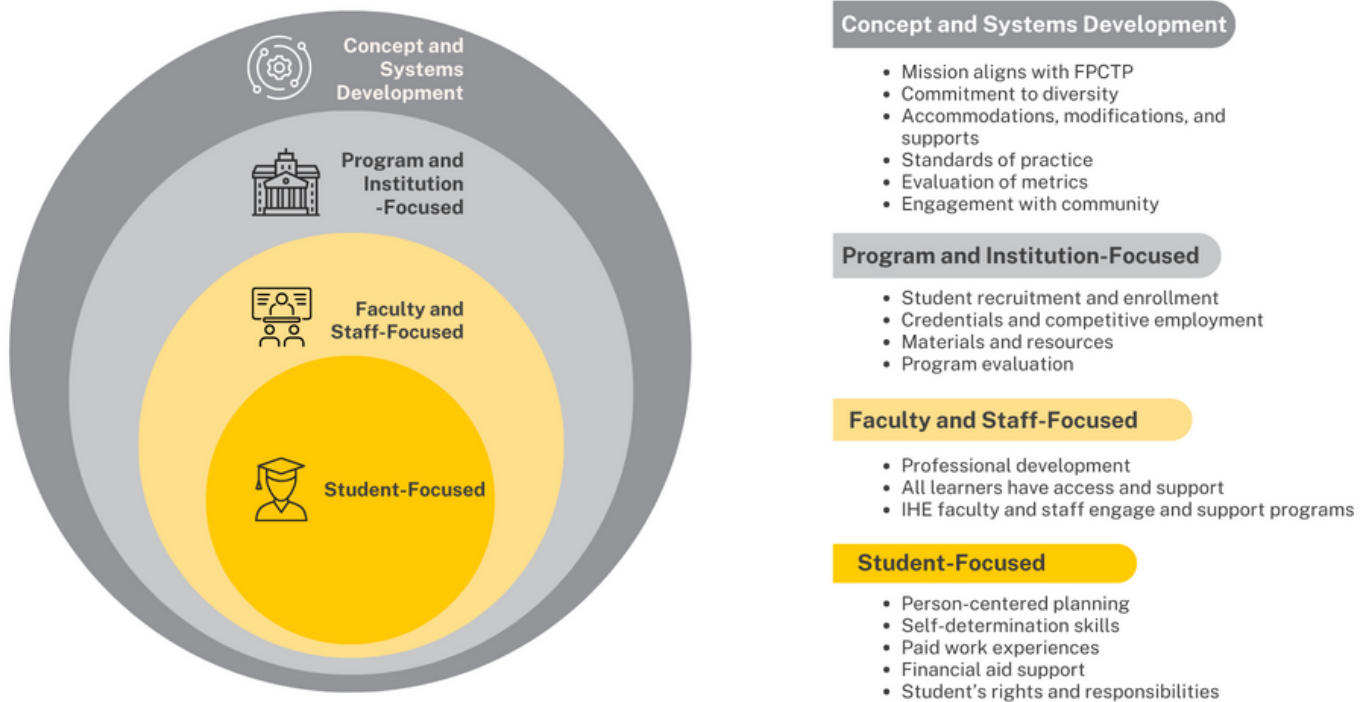
- An integral component of the Center’s work to promote the supply and demand of FPCTPs, built on evidence-based and promising practices (EBPPs), is to facilitate strategic planning through an online system that integrates intervention and implementation science. The FCSUA Strategic Planning Tool: Transition (Kohler, et al., 2016) 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 NTACTION, 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.

- To advance the use of the *FCSUA Strategic Planning Tool: Transition* to benefit use with postsecondary education, the *Taxonomy for Postsecondary Comprehensive Transition Programs (TPCTP)* (Kohler, et al, in press) was established to build a framework of postsecondary EBPPs for FPCTPs to use when strategically planning their postsecondary programs for individuals with intellectual disabilities (ID). Content in the taxonomy is organized into four domains: (1) student-focused, (2) faculty and staff-focused, (3) program and institution-focused, , and (4) concept and systems development. Each domain includes a number of benchmarks which synthesize and represent the constructs from the research (Dukes, et al., 2017; Grigal, et al., 2012; Kohler, et al., 2016). Figure 4 provides a structural overview of the TPCTP and its domains. The development of the *FCSUA Strategic Planning Tool: Postsecondary Education (Planning Tool)* is the result of the TPCTP and is now used to appropriately address strategic planning during our Florida Postsecondary Education Program Planning and MidYear Progress Update Institutes.
- 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, teams develop plans 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, where users are guided through data-driven self-assessment and planning. A paper version of the Planning Tool, which includes content of the TPCTP is also available for use.
- The Planning Tool allows each team, in subsequent years, to pull in their prior year's infrastructure analysis, unfinished goals, and other relevant information, which are important aspects of continuous program improvement. Additionally, continuous programming updates are incorporated, with support from other UCF divisions, based on feedback from users.
- To continue improving the user's experience while in the *Planning Tool*, the online *FCSUA Strategic Planning Tool User's Manual: Postsecondary Education* was updated to include more details on the reporting and technical soundness functionalities recently included. 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](#).

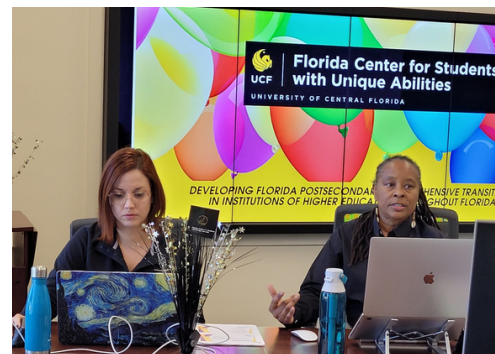
Figure 4

Taxonomy for Postsecondary Comprehensive Transition Programs



Capacity Building: 2021-22 Florida Postsecondary Education Program Planning Institutes

- To further advance the development of FPCTPs across Florida, FCSUA sponsored two 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. IHE team leaders, participating in the FLPEPPI are encouraged to identify team members representing postsecondary education staff, K-12 school districts, service agencies, parents, students, and business/industry.
- In addition to our FCSUA Community marketing strategy, website and other social media, and established networks, we reached out directly to the following constituents to establish and/or join a FPCTP planning team at the FLPEPPI: (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



FCSUA staff leading a session at the 2022 Virtual FLPEPPI

Florida’s higher education leaders in the FLDOE and FLBOG to have them encourage participation by their constituents.

- We celebrated our five-year anniversary during the 2021 Virtual FLPEPPI, November 16–19. Twenty-one IHEs and one school district attended. Teams ranged in size from 2 to 12 members, including IHE faculty and staff, service agency staff, and K–12 educators. A total of 14 Florida Vocational Rehabilitation Services’ staff participated and served on various IHE teams (see the Institute Agenda in Appendix F).
- The 2021 Virtual FLPEPPI content included keynote presentations by Dr. Paula Kohler, former Center Executive Director and a keynote panel on accreditation of inclusive higher education programs with panelist Debra Hart, Think College and Stephanie Smith Lee, National Down Syndrome Congress Senior Policy Advisor. Other presentations included a general session with three of the original FPCTPs sharing reflections over the past five years; 12 breakout sessions from state agency staff; researchers; FPCTP representatives; FCSUA staff; and national “experts” in inclusive postsecondary education.
- Many presenters, as well as Content Resources (experts in their field) were available to meet virtually with individual teams during their team planning time to further discuss presentation content, or address a specific area in which teams required clarification. Through the Whova online events app, the 2021 Virtual FLPEPPI also included: a virtual College Showcase featuring approved FPCTPs; and an Exhibitor Hall that included service and state agencies.
- In addition to the 2021 Virtual FLPEPPI content being 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, with relevant content expertise and experience, prepped for this role through more than six hours of professional development webinars.
- In an effort to improve the timing of effective planning, our 2022 FLPEPPI was moved to the summer to allow planning to occur at the beginning of the academic year. Therefore, the 2022 FLPEPPI was hosted, in-person, July 11–14, 2022. One-hundred ninety-six participants from 28 IHEs were represented, with teams ranging in size from one to seven members.
- The 2022 FLPEPPI content included keynote presentations by Allison Tant, member of the Florida House of Representatives and a keynote panel featuring completers from three FPCTPs; as well as 18 breakout sessions from state agency staff; researchers; FPCTP representatives; FCSUA staff; and national “experts.”



*Representative Allison Tant
2022 FLPEPPI keynote*

- A key feature at each event, whether virtual or in-person, is that presenters are available as Content Resources to meet with individual teams during their team planning time. Similar to the 2021 Virtual FLPEPPI, the 2022 FLPEPPI included an Expo, featuring approved FPCTPs, and service and state agency displays.



*2022 Inclusive Employer.
The Village at Gainesville*

- We celebrated FPCTP business partners by creating FCUSA’s Annual Inclusive Employer Award. FPCTPs nominated businesses who upheld an inclusive work environment, hired and promoted students and graduates. The November 2021 Inclusive Employer was awarded to Unlocking Children’s Potential (UCP) Bailes Academy Charter School in Orlando, nominated by UCF’s IES Program. In July, 2022 the Inclusive Employer Award was given to The Village at Gainesville, A Santa Fe Senior Living Community, nominated by Santa Fe College Project SAINT program.

- During team planning meetings, facilitators guide teams through discussions regarding their status in implementing the practices represented in the Planning Tool. They also review data relevant to implementation effectiveness. Team members articulate their strengths and needs, and set priorities for planning. Subsequently, the team meetings focus on planning improvement or development of a FPCTP. For the 2021 Virtual FLPEPPI, 21 of the 22 teams left with at least a draft plan to either improve, expand, or develop a FPCTP; whereas during the 2022 FLPEPPI, all 28 teams left with developed plans. We attribute this change in plan development to the technical soundness support teams receive that has been implemented since 2020. Since that time, substantial changes have been evident in the way IHE teams write and monitor annual goals.



FGCU FPCTP team planning meeting



Osceola Technical College team initial planning meeting

Continuous Planning, Implementation and Evaluation

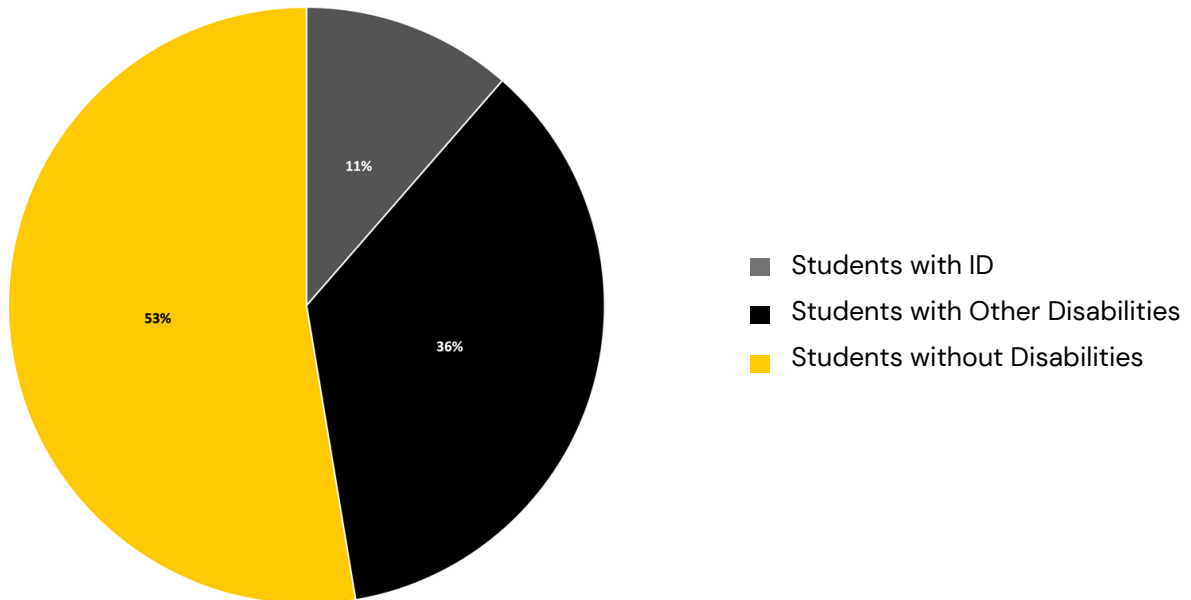
- Our institute model, coupled with the *Planning Tool* work together to foster and support continuous planning, implementation, and evaluation of FPCTPs. Data from the team planning tool identify critical information to the Center’s capacity building and outreach efforts. Through analyses of the self-assessments, 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., credentials).
- We also analyze the team plans developed within the Planning Tool. First, we look at technical soundness to estimate the quality of the plan, such as whether the goal is outcome focused, implementation tasks and deadlines are articulated and assigned to an individual, and specific outputs, outcomes, indicators, and data sources are identified. In our previous research, we have found a significant relationship between “technically sound” plans and achievement of goals.
- Additionally, 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 Progress Update Institute and their use of the Planning Tool.

College and Career Transition Clubs

- The overall mission for FCSUA, is to expand the supply and demand for FPCTPS. Therefore, FCSUA’s work also focuses on preparing students with intellectual disabilities within secondary settings for FPCTPs. To increase awareness of FPCTP opportunities and help students with intellectual disabilities prepare for and access those opportunities, the Center partners with secondary educators to cultivate and implement Florida College and Career Transition Clubs (CCT Clubs) at local schools serving high school students. Like the FPCTPs, we seek to develop CCT Clubs that are inclusive. Membership within CCT Clubs represents students enrolled in grades 9–12 from three groups: (1) students with intellectual disabilities, (2) students with disabilities other than intellectual disabilities, and (3) students without disabilities.
- FCSUA provided CCT Clubs support funds, to public and private schools (operating pursuant to FS § 1002.42). During 2021–2022, FCSUA supported CCT Clubs in 51 high schools across the state. Membership included 2,901 students, of which 331 (11%) were students with intellectual disabilities – which exceeds the proportion of

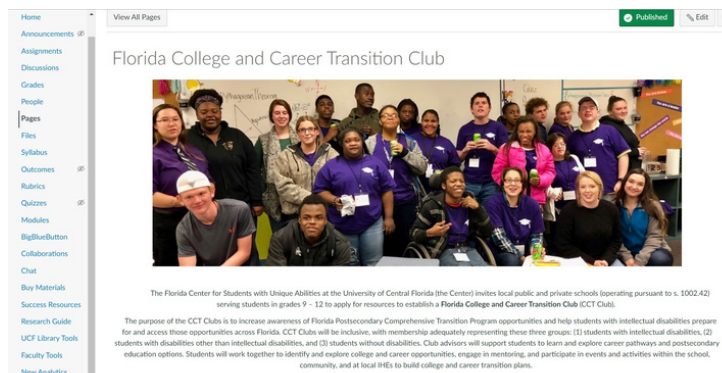
students with intellectual disabilities in the state; 1,043 (36%) students with disabilities other than intellectual disabilities; and 1,527 (53%) without disabilities (see Figure 5).

Figure 5
CCT Club Members



• **Reporting Procedures**

- During this reporting year, CCT Club program applications and reports were completed in a Canvas course. Club advisors and school officials (administrators, financial officers, district personnel, etc.) were given individual access to electronic forms within the course for initial applications, renewal applications, and annual reports. Each application and/or report include an electronic cover page that serves as consent of the school principal agreeing to application and acknowledgment for program resources and assurance that the CCT Club will be implemented and managed per all applicable state and local school board rules and regulations.

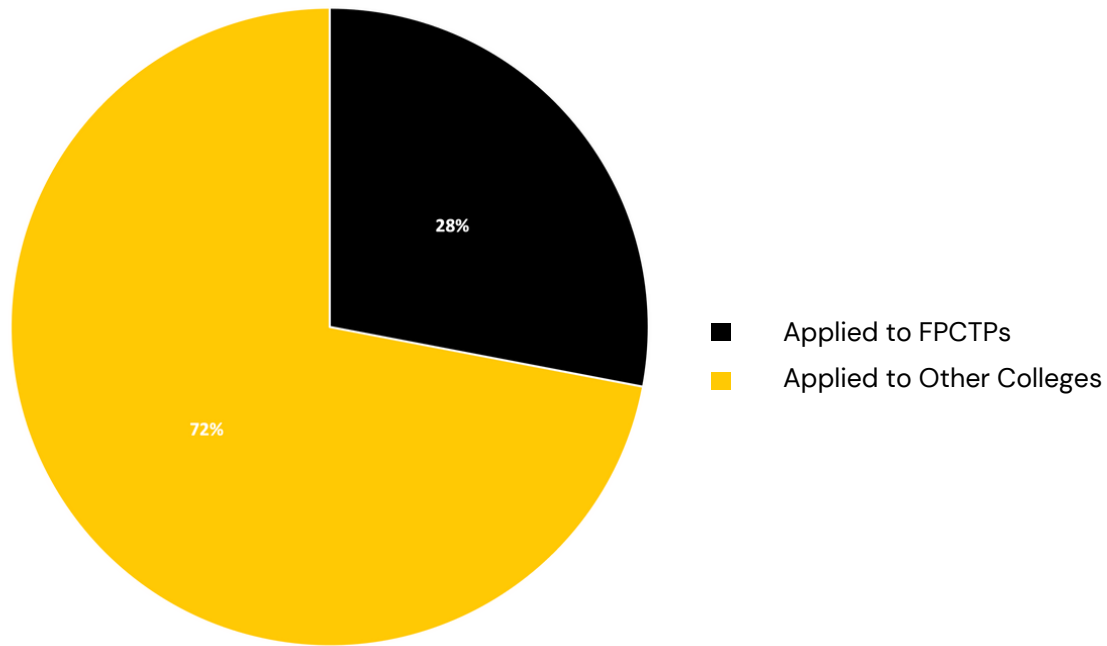


CCT Club Canvas course

- o CCT Club advisors reported a variety of strategies used to support the required student learning outcomes (SLOs) presented below. During this reporting year, CCT Club advisors were asked to report the number of students who applied for college. CCT Club advisors reported that 13% (372) students applied to college (see Figure 6). Of that, 104 students with intellectual disabilities (4% of all members, or 28% applied to a FPCTP). These data align with FCSUA’s initiative of increasing awareness and access to students with intellectual disabilities to postsecondary education opportunities.

Figure 6

Breakdown of Students in CCT Clubs Applying to College



Note: This table is based on the 13% of members who applied to college.

- **CCT Clubs in Action**

- o CCT Clubs meetings are facilitated by CCT Club advisors to support students’ learning and exploration of career pathways and postsecondary education options. Students engaged in supported student learning and exploration of college and career opportunities, mentoring, inclusive activities within school events, and collaboration with local IHEs to build meaningful college and career transition plans. These opportunities are intended to increase FPCTP awareness to parents, students, community stakeholders, and educators of secondary and postsecondary.
- o CCT Clubs participated in several activities related to FPCTPs such as, but not limited to:
 - College and career fairs hosted by school districts, cities, and IHEs with FPCTPs.

- College tours of FPCTPs and local government agencies.
- Guest presenters and community career representatives (geared towards navigating college as an individual with a disability).
- FPCTP enrollment applications and financial aid family nights.
- Other reported activities included: completing career interest surveys, resume writing, mock interviews, teambuilding activities, and the development of presentations to describe a career cluster of interest.
- CCT Clubs are active on their high school campuses! Ponce De Leon High School's CCT Club, hosted "Own It Day" with Brandon White (renowned leadership and character development speaker). "Own It Day" activities included keynote speech, movement workshop on owning your personal strengths, leadership workshop on personal and professional image, and individual life skills coaching for at risk students. Bay High School CCT Club trailblazes on their high school campus with a coffee shop called "Cat 5 Coffee." The CCT club members address every aspect of running this business. Members make the coffee, track finances, take orders, make deliveries, and fully take charge of communications needed for business. These are two of many testimonials of the active work our CCT club members are doing in preparing for successful postsecondary transition.
- **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.



Piper High School CCT Club meeting

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, 2022, from the 19 approved FPCTPs in 2021-2022. Table 2 includes a list of IHEs with approved FPCTPs, along with programs' unique names and location throughout the state.

Table 2

Approved Florida Postsecondary Comprehensive Transition Programs

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

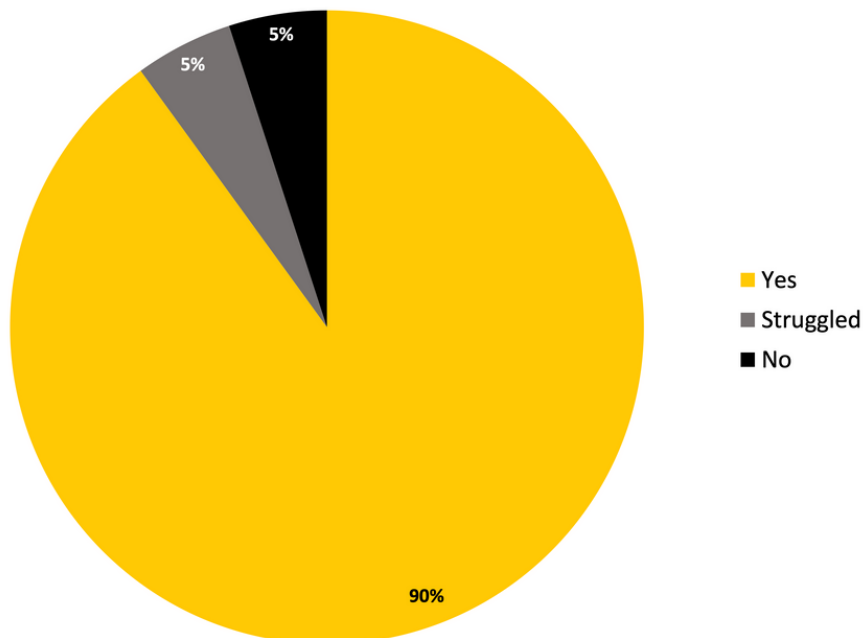
(8)(a) The Center, in collaboration with the Board of Governors and the State Board of Education, shall identify indicators for the satisfactory progress of a student in an FPCTP and for the performance of such programs. Each eligible institution must address the indicators identified by the center in 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 Academic 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 included indicators such as the following in determining SAP: Course performance, independence and support needs, program participation and attendance, and other relevant performance measures.
- During 2021-2022, 195 of 216 (90%) students made SAP across programs.

Figure 7

Students enrolled in FPCTPs Satisfactory Academic Progress



(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

- Orange Technical College–West Campus, Lee County Technical Colleges, and Tallahassee Community College submitted renewal applications and were approved for an additional five years by the FCSUA Executive Director and respective Chancellors of Career, Technical and Adult Education, and State Colleges. No initial applications were submitted during this reporting period.
- In addition to working with approved FPCTPs, we worked with several institutions via virtual and in-person meetings to assist with FPCTP development, including Emerald Coast Technical College, Hernando County School District, Florida State College Jacksonville, Riveroak Technical College, and University of North Florida. Osceola Technical College attended the 2022 FLPEPPI and submitted a draft application. Emerald Coast Technical College submitted an application that is currently going through final review and approval at the school district level.
- Table 3 shows the range of enrollment across six years for each FPCTP. Similar to 2020–21 AY, enrollment fluctuated among programs. During 2021–22, four FPCTPs had a decrease in enrollment, ranging from two to nine less students than the previous year; whereas increased enrollment was evident in eight programs, ranging from two to 13 more students from the previous year. Florida Gulf Coast University, Lively Technical College, and University of South Florida had their first enrollment fall 2021. Okaloosa Technical College’s first group of students began spring 2022. Orange Technical College–West Campus continues to experience the impact of post COVID–19 and personnel changes; however, at the time of this report, they are positioned to begin recruitment efforts spring 2023. Given the unique circumstances impacting delayed recruitment and fluctuating enrollment, FPCTPs, continue to report an overall 28% increase during the 2021–22 AY.
- Of the 216 students enrolled in FPCTPs in 2021–2022, 92 were “continuing” students, who were enrolled in a previous reporting year, 124 were “new”.
- The Act requires that all FPCTP institutions submit a 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 student aid. To date, all programs have submitted applications, while Orange Technical College–West Campus and Okaloosa Technical College await final approval status.

Table 3*FPCTP Enrollment by Institution by Year*

| Institution | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020* | 2020-2021 | 2021-2022 | Total |
|--|-----------|-----------|------------|------------|------------|------------|------------|
| Broward College | - | - | - | - | 12 | 13 | 25 |
| Florida Atlantic University | 22 | 27 | 34 | 38 | 32 | 40 | 193 |
| Florida Gulf Coast University | - | - | - | - | 0 | 9 | 9 |
| Florida International University | - | - | - | 9 | 18 | 26 | 53 |
| Indian River State College | - | 7 | 15 | 17 | 11 | 17 | 67 |
| Lee County Technical Colleges | - | - | - | 6 | 10 | 11 | 27 |
| Lively Technical College | - | - | - | - | 0 | 12 | 12 |
| McFatter Technical College | - | 7 | 12 | 15 | 13 | 7 | 54 |
| Okaloosa Technical College | - | - | - | - | 0 | 5 | 5 |
| Orange Technical College - West Campus | - | - | - | 1 | 4 | 0 | 5 |
| Robert Morgan Educational Center and Technical College | - | 8 | 8 | 5 | 5 | 7 | 33 |
| Santa Fe College | 5 | 10 | 14 | 15 | 13 | 8 | 65 |
| Sheridan Technical College | - | - | - | - | 1 | 6 | 7 |
| Southeastern University | - | - | 4 | 10 | 9 | 9 | 32 |
| St. Petersburg College | - | - | - | 4 | 10 | 8 | 22 |
| Tallahassee Community College | - | - | - | 8 | 9 | 8 | 25 |
| The College of the Florida Keys | 3 | 5 | 10 | 12 | 7 | 13 | 50 |
| University of Central Florida | 18 | 20 | 24 | 16 | 19 | 10 | 107 |
| University of South Florida - St. Petersburg | - | - | - | - | 0 | 7 | 7 |
| TOTAL | 48 | 84 | 121 | 156 | 173 | 216 | 798 |

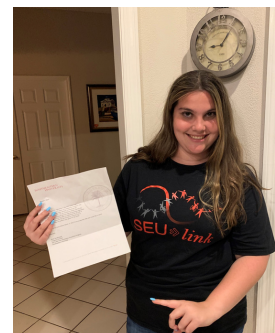
- The 18 institutions serving students in 2021–2022 offered a range of credentialing options across a variety of career clusters, such as agriculture, hospitality, technical, health and medical, and entrepreneurial. Among the 18 FPCTPs, students had 93 program options presented as concentrations/tracks or CTE from which to choose. Included as part of the varied options, are 265 certifications where some are industry–recognized certifications and others are local certifications developed and approved by the institution. In addition to the certifications, among the FPCTPs, they offered 39 approved micro–credentials/badges, which varied from one to seven, depending on the institution. The concentrations/tracks or CTE programs 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 G provides a list of programs in which students were enrolled, along with the associated credentials, including whether those credentials are industry certifications, which does not include all available options and certificates that were available during this reporting year.

(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 is \$7,000 for eligible students, awarded proportionally across terms, based on the program schedule of each FPCTP and student enrollment projections.
- Eighteen FPCTPs were awarded FPCTP Scholarships for eligible students. The request for 212 student scholarships yielded a 29% increase from the number of scholarships (164) requested during 2020–2021. This increase indicates continuous growth and need for supporting students with intellectual disabilities in inclusive postsecondary programs.
- 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 B). 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 in the FCSUA Community.
- A total of 205 students actually received a Scholarship, as some students who had initially enrolled or were expected to enroll did not. A total of \$1,260,000 in scholarship funding was provided to the FPCTPs, of which \$1,100,000 was ultimately disbursed to students. The institutions returned \$153,947 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 the total amount of funds originally awarded were not disbursed to students. While recovery from the COVID–19 pandemic is improving, FPCTPs express an optimistic outlook as they gain stability with personnel, recruitment, and support efforts to increase student enrollment.



Student receives SEU acceptance letter

FPCTP Grants

- Three Continuing grants were awarded during this reporting period, each, for a three–year period with Lee County Technical Colleges (Ft. Myers and Cape Coral) (\$899,605), and Tallahassee Community College (\$935,227). At the time of this report, McFatter Technical College’s grant award is in its final approval stages (\$456,592). Orange Technical College – West Campus, St. Petersburg College, and University of Central Florida requested no cost extensions. Thirteen of the

approved institutions continued with implementation of their previously awarded grants. During 2021–2022, grant awards ranged from \$300,000 to more than \$900,000, encumbering more than \$13,000,000 to implement and administer high-quality inclusive postsecondary programs for students with intellectual disabilities.

- Post COVID–19, FPCTPs continue to adjust implementation and administration activities. Similar to other IHEs across the state and country, several FPCTPs experienced challenges maintaining or hiring desired staff to fully provide all proposed supports to students in their programs.
- Annual Grant Performance Reports are required by the Center which is due July 15 of each year. All FPCTPs submitted their reports. Lee County Technical Colleges, McFatter Technical College, and Tallassee Community College, submitted Final Grant Performance Reports as a requirement for requesting a continuing grant.

(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 2021–2022, 216 students with intellectual disabilities attended 18 of the 19 approved FPCTPs (one program will re-establish enrollment during the next reporting period). Student demographic data are presented in Appendix A and are described more fully here and later in this report.
- Demographic data regarding the 216 students for whom information were reported included the following:
 - 58% of the students were male and 42% female.
 - Of the total, race was reported as 66% White or Caucasian, 26% Black or African American, 1% Asian, 7% reported as other or unknown. Twenty-five percent reported ethnicity as Hispanic or Latino.
 - Of the total, 80% lived with their parents; 14% lived in campus housing associated with an IHE; 6% lived alone, on his or her own with a spouse, domestic partner, roommate(s), or supervised living arrangement.
 - Students' ages prior to entering a FPCTP ranged from 17 to 53 years old. The most common age at entry was 19 years, which aligns with college students without disabilities' age (between 18–24) when entering college in Florida.
 - Students spent between 0 and 27 years out of K–12 before entering a postsecondary education program. Of the total, 154 students were out of K–12 between 0 and 2 years. Most commonly, many students transitioned directly to a FPCTP upon leaving high school.

- Students' most recent K-12 setting at the time of program enrollment, primarily included public school (75%) and private school (17%). The other 8% attended either a charter school, self-contained center school, homeschool, or unknown.
- Before entering FPCTPS, students' career cluster options were varied, with Hospitality and Tourism as the most often noted choice (see Table 4).
- Fifty-nine percent of students had work experience during this reporting period in their FPCTP, while 41% did not (see Figure 15). See Figure 16 for the top five career clusters of work experience.
- Students were enrolled in 193 inclusive courses (see Figure 17) at their institutions among all FPCTPs. This means that of the variety of course enrollment types (i.e., regular enrollment/credit bearing, audit/no credit bearing, non-credit bearing/non-degree, unique FPCTP course, internship, work-experience), students were enrolled in courses, other than those unique to their FPCTP with their peers without disabilities, including integrated work experiences, as an integral part of their postsecondary experience.

The following figures provide visual representations of various student personal characteristics, K-12 education placement and exit information, and other data regarding students' FPCTP enrollment and career interests.

Figure 8

Gender of Students Enrolled in FPCTPs



Figure 9

Race of Students Enrolled in FPCTPs
75

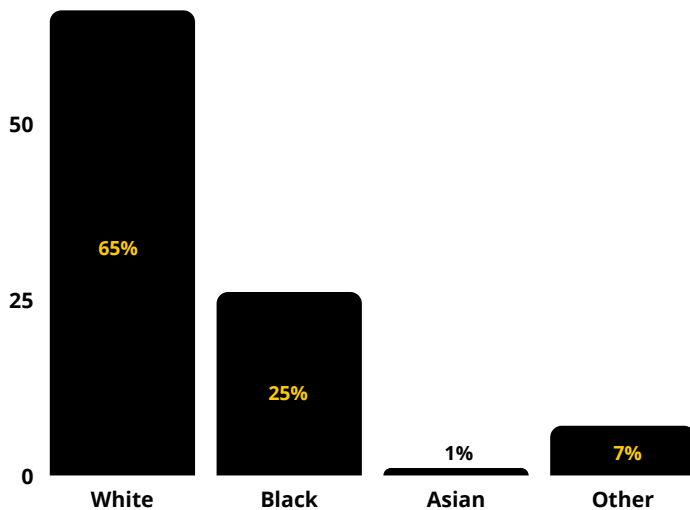
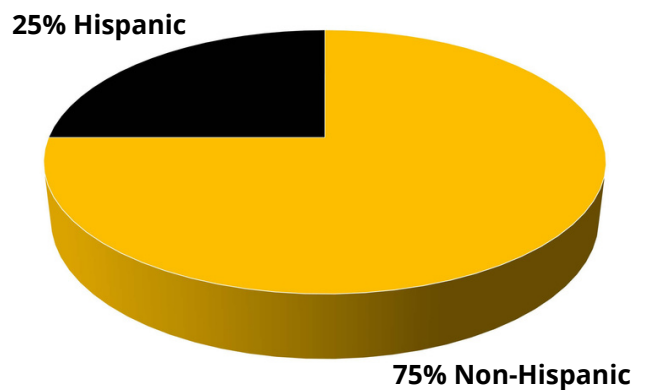


Figure 10

Ethnicity of Students Enrolled in FPCTPs



- During, or at the end of the 2021–2022 reporting year, 17 students left FPCTPs without completing (4 were dismissed, 13 left voluntarily). While FPCTP reports include various reasons for students leaving without completing their programs of study, the majority departures were due to medical or family issues. FPCTPs reported continuing extra measures of support (e.g., uniquely designed online support, increased personal communication, developed hybrid curriculum, extended completion time, increased support personnel). While during this reporting year, FPCTPs maintained a 92% retention rate, program staff continue re-evaluating support procedures to improve retention rates, which also impact unique recruitment efforts.

Figure 11

Living arrangements of Students While Enrolled in FPCTPs.

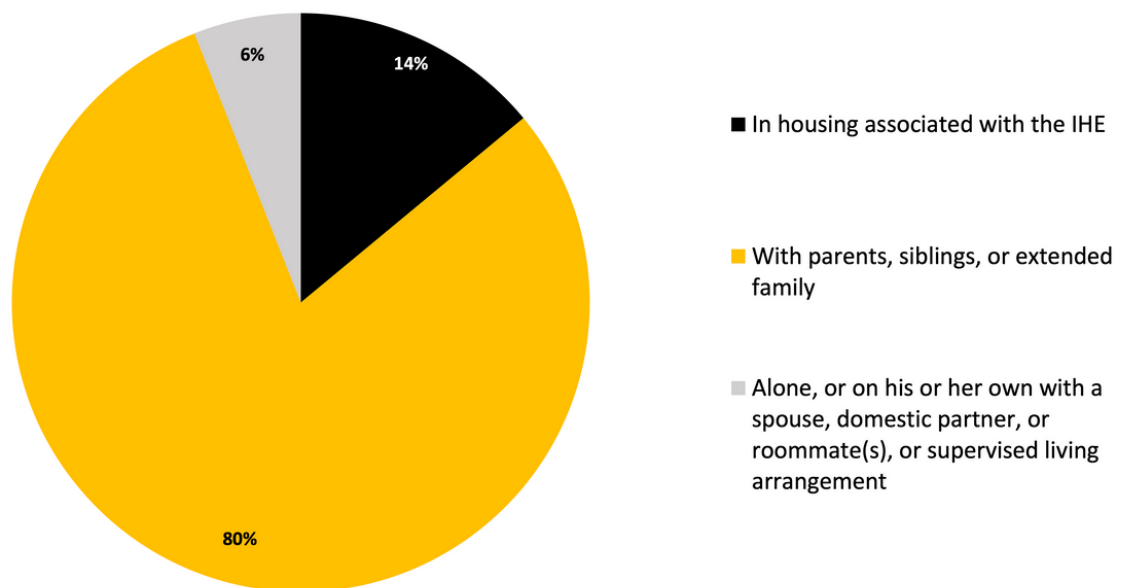


Figure 12
Age of Students Upon Entry into FPCTPs

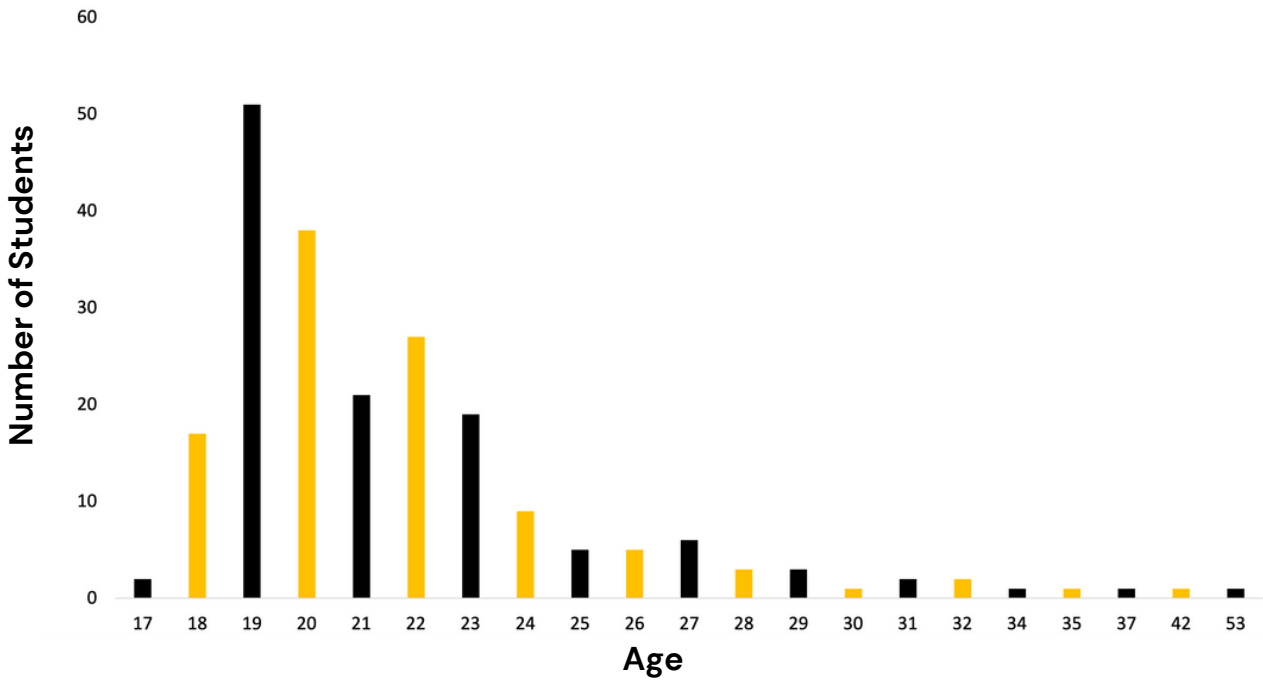


Figure 13
Number of Years Out of K-12 Before Entering FPCTPs

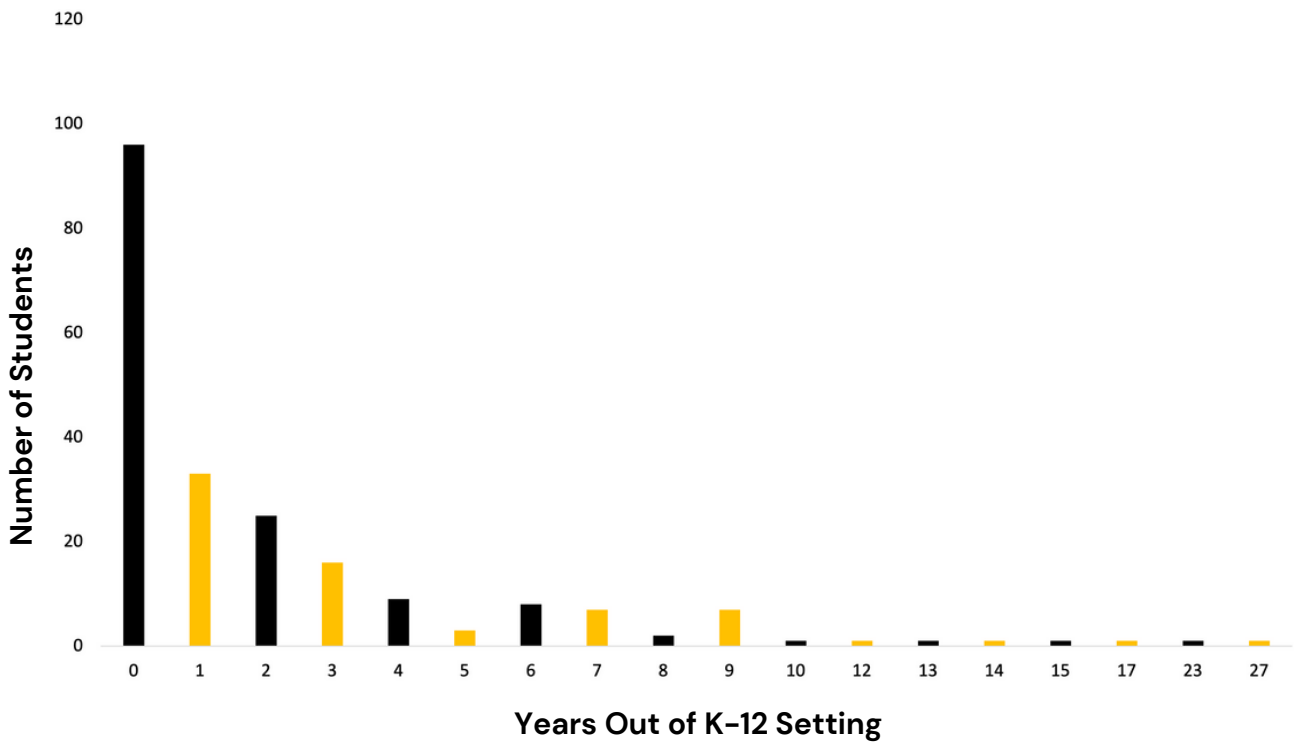


Figure 14

Most Recent K-12 Setting of Students Enrolled in FPCTPs

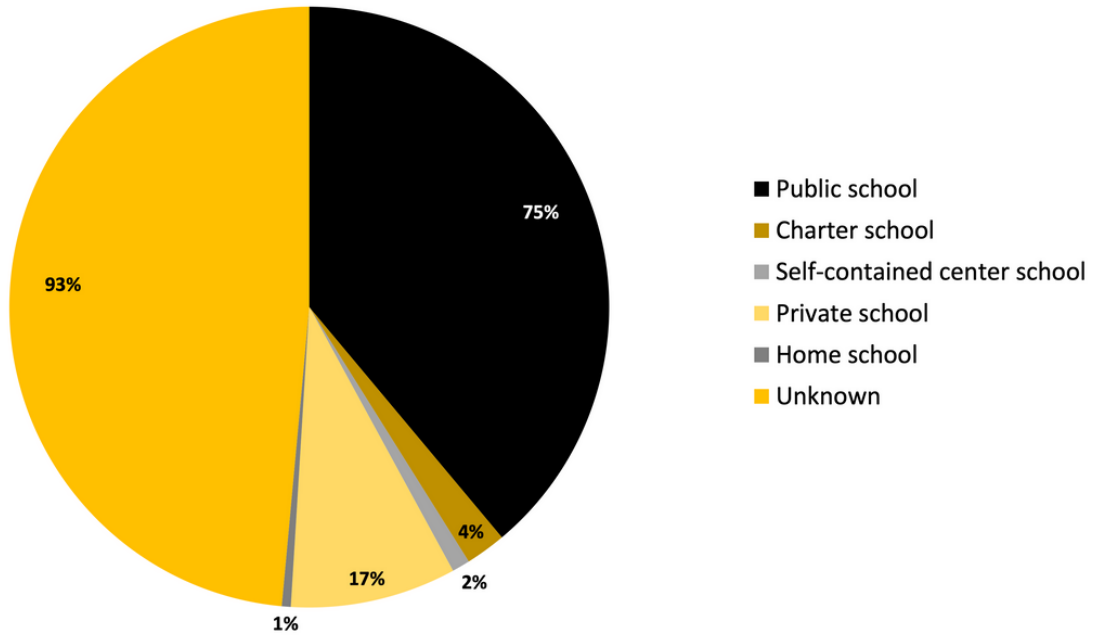


Figure 15

Work Experience of Students Enrolled in FPCTPs

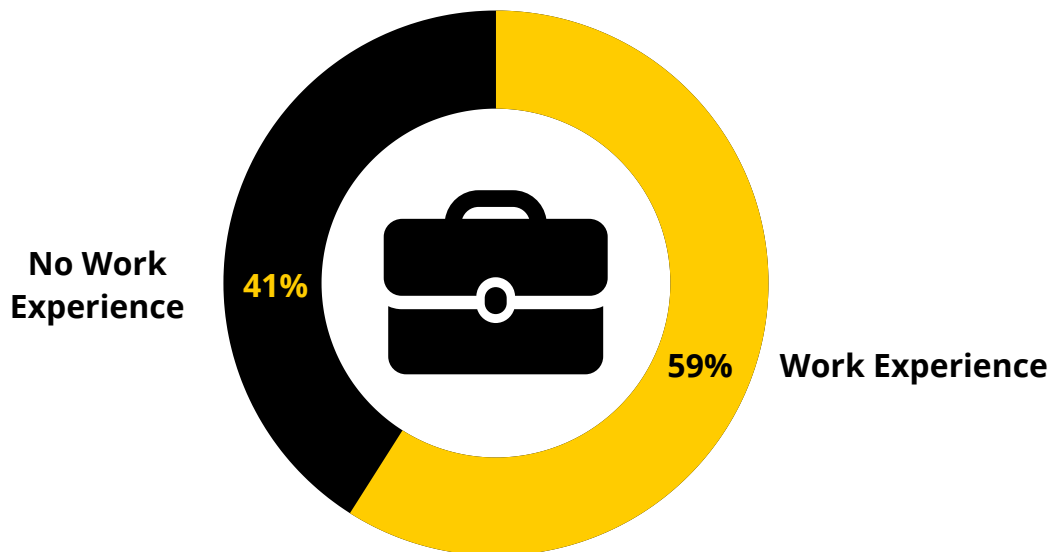


Table 4

Student's Employment Interest by Career Cluster Before Enrollment in FPCTPs

| Career Cluster | Number of Students |
|---|--------------------|
| Hospitality and Tourism | 79 |
| Education and Training | 33 |
| Agriculture, Food, and Natural Resources | 31 |
| Marketing, Sales, and Service | 27 |
| Arts, A/V Technology, and Communication | 25 |
| Business Management and Administration | 24 |
| Engineering and Technology | 9 |
| Information Technology | 8 |
| Transportation, Distribution, and Logistics | 7 |
| Health Science | 6 |
| Law, Public Safety, and Security | 5 |
| Human Services | 4 |
| Other | 4 |
| Architecture and Construction | 2 |
| Finance | 1 |
| Government and Public Administration | 1 |

Figure 16

Top Five Career Clusters Enrollment of Students During FPCTPs

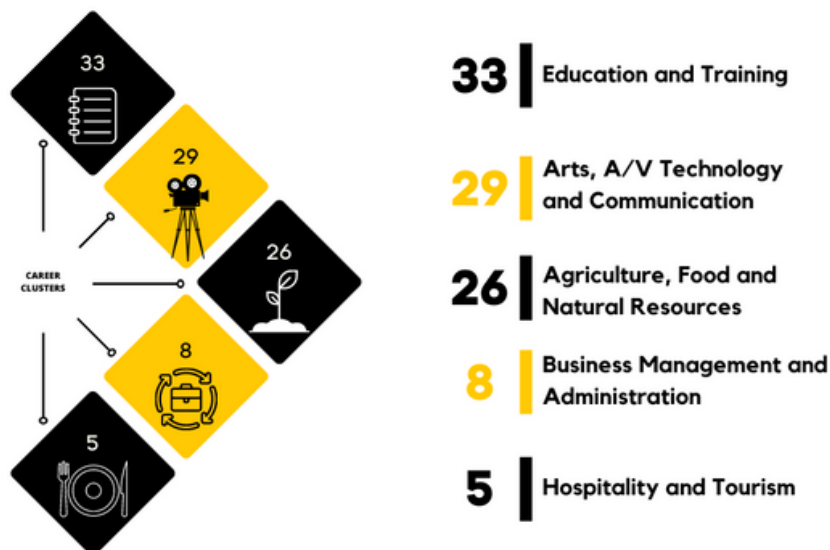
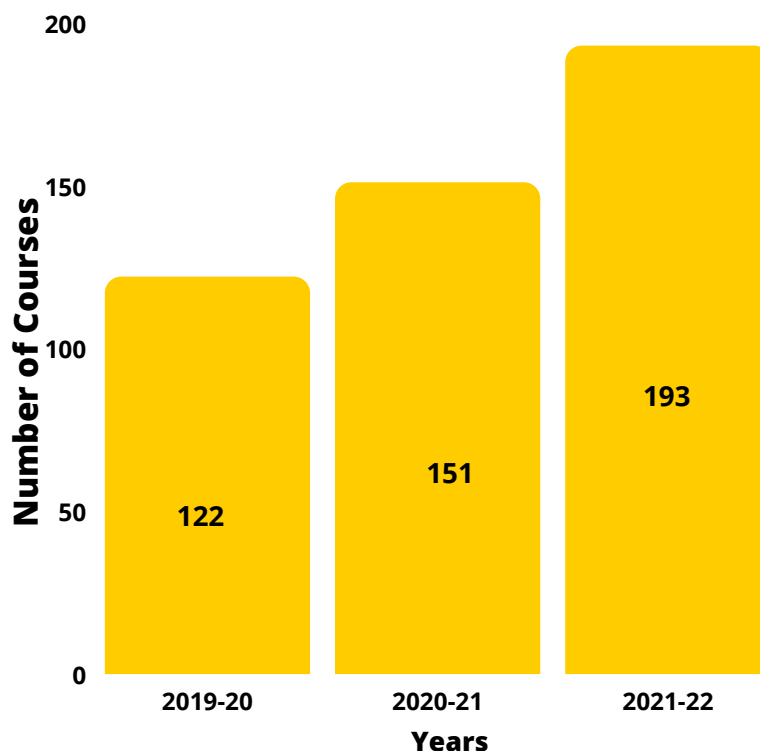


Figure 17

Student Inclusive Course Enrollment in FPCTPs



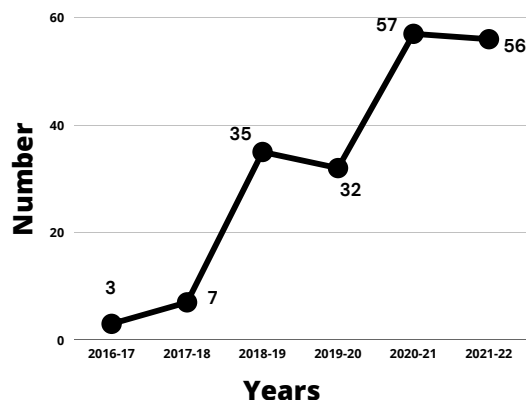
Students Completing FPCTPs

- To date, FPCTPs report a total of 190 program completers (see Figure 18). As FPCTPs maintain high retention rates (92%), the number of reported completers also continue to increase. A 42% increase is noted in the number of reported completers during 2021-22 (190) from 2020-2021 (134). As we refined our reporting procedures, in the FCSUA Community, data were recalculated for reporting years, beginning with 2018-2019 (See Table 5).
 - In the 2021-2022 FPCTP annual student follow-up reports include:
 - 3 students who completed in 2016-2017 were represented in Year 5 follow-up reports.
 - 7 students who completed in 2017-2018 were represented in Year 4 follow-up reports.
 - 35 students who completed in 2018-2019 were represented in Year 3 follow-up reports.
 - 32 students who completed 2019-2020 were represented in Year 2 follow-up reports;
 - 57 students who completed 2020-21 were represented in Year 1 follow-up reports;
 - 56 students who completed this year will not be represented in follow-up reports until 2022-2023.

Table 5*Number of Program Completers by Institution by Year*

| Institution | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020* | 2020-2021 | 2021-2022 | Total |
|--|-----------|-----------|-----------|------------|-----------|-----------|------------|
| Florida Atlantic University | - | 2 | 7 | 6 | 7 | 11 | 33 |
| Florida International University | - | - | - | 0 | 0 | 1 | 1 |
| Indian River State College | - | - | - | 3 | 3 | 1 | 7 |
| Lee County Technical Colleges | - | - | - | 0 | 3 | 5 | 8 |
| Lively Technical College | - | - | - | - | 0 | 8 | 8 |
| McFatter Technical College | - | - | 3 | 6 | 4 | 2 | 15 |
| Orange Technical College - West Campus | - | - | - | 0 | 4 | 0 | 4 |
| Robert Morgan Educational Center and Technical College | - | - | 4 | 0 | 2 | 1 | 7 |
| Santa Fe College | 2 | 4 | 9 | 1 | 7 | 4 | 27 |
| Sheridan Technical College | - | - | - | - | 0 | 1 | 1 |
| Southeastern University | - | - | - | 1 | 4 | 4 | 9 |
| St. Petersburg College | - | - | - | 0 | 4 | 4 | 8 |
| Tallahassee Community College | - | - | - | 4 | 2 | 2 | 8 |
| The College of the Florida Keys | 1 | 1 | 1 | 7 | 5 | 5 | 20 |
| University of Central Florida | - | - | 11 | 4 | 12 | 7 | 34 |
| TOTAL | 3 | 7 | 35 | 32 | 57 | 56 | 190 |

- Figures 16 and 19 show completers' top career cluster areas, during program enrollment, and employment after exiting their FPCTP, respectively. The data indicate evidence of program assessment and student support in preparing students to exit with skills in their chosen employment areas of interest. However, it is interesting to note that while Hospitality & Tourism and Agriculture, Food, and Natural Resources remain among the top career clusters, completers work less hours in these clusters, than in other areas (see Figure 21).

Figure 18*Completers of FPCTPs*

- Based on the annual student follow-up reports:
 - Of the 134 completers, 112 were reached, which was a lower percentage of completers reached this year (84%) than during 2020-2021 reporting year (90%). When follow-up data were collected, of the 112 completers, 55 reported being engaged in competitive integrated employment; 20 reported being engaged in competitive employment with ongoing supported employment services; 3 worked in a sheltered workshop; and 34 were not currently employed.
 - For the 55 completers who were currently in integrated competitive employment, they reported working more than 40 hours per week at a rate between \$6 and \$21 per hour.
 - For the 20 completers who were in competitive integrated employment with ongoing support services, they reported working from as few as 6 to more than 40 hours per week at a rate between \$6 and \$18 per hour.
 - For the 3 who worked in a sheltered workshop they reported working between 18 and 30 hours per week at a rate between \$8 and \$10 per hour.
 - Of the 34 not currently employed, at some time during the year, 2 were engaged in competitive employment; 3 were engaged in competitive employment with ongoing supported employment services; and 13 had unpaid work experience.
 - Completers who were previously employed, in many cases, were not currently working due to health-related issues, or their positions were discontinued.
- Figures 20 and 21 show completers' top career clusters with hourly pay rate and hours per week. It's interesting to note that while Hospitality & Tourism is the top career cluster in which completers are employed, during this reporting year, completers working in the Manufacturing career cluster offered completers more weekly hours of work. This indicates that if completers remain employed in the Manufacturing career cluster, they are more likely to gain independence with 32 hours/week than with the average (median) 22 hours/week in the Hospitality & Tourism career cluster. Additionally, higher hourly rates (\$15.50) were evident in the career cluster of Transportation, Distribution & Logistics, which was not among the top areas of interests, or employment during this reporting period.

Figure 19

Top Three Current Employment Career Clusters of Student Completers

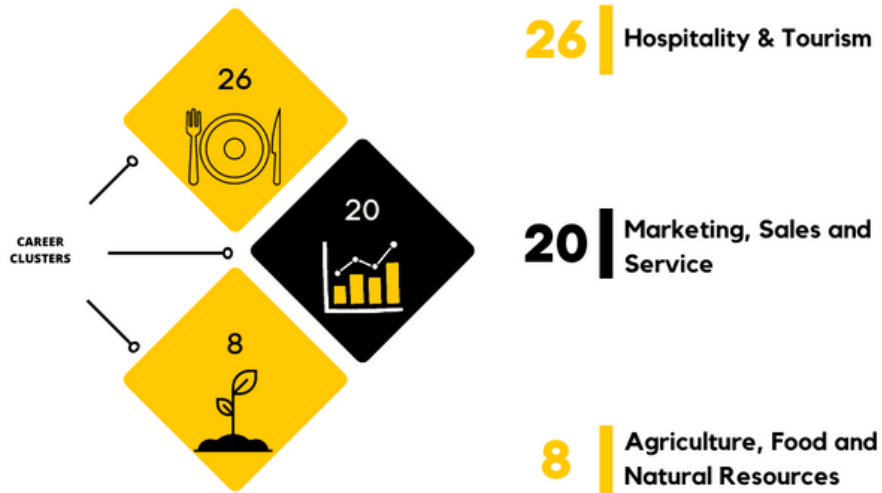


Figure 20

Top Five Career Clusters Hourly Salary for Student Completers

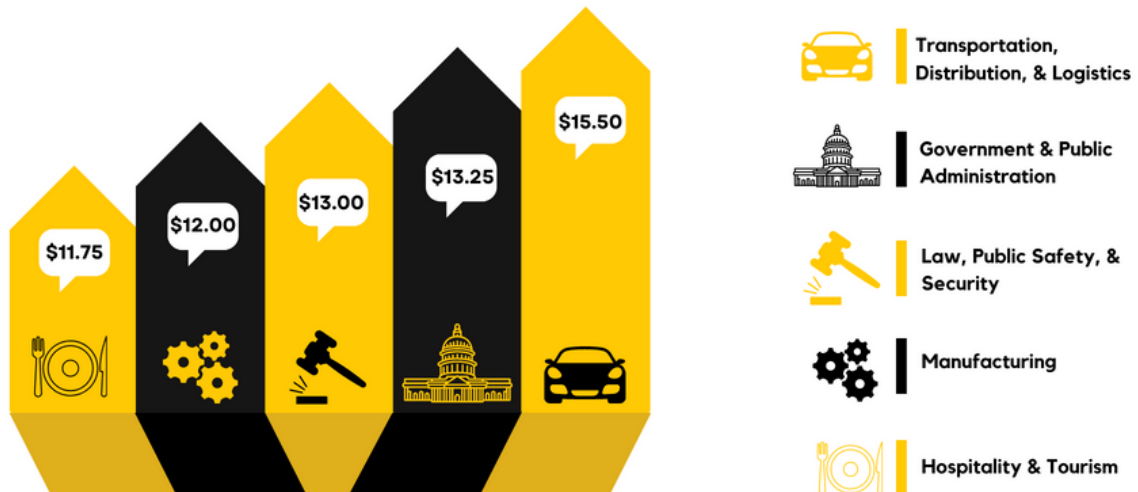
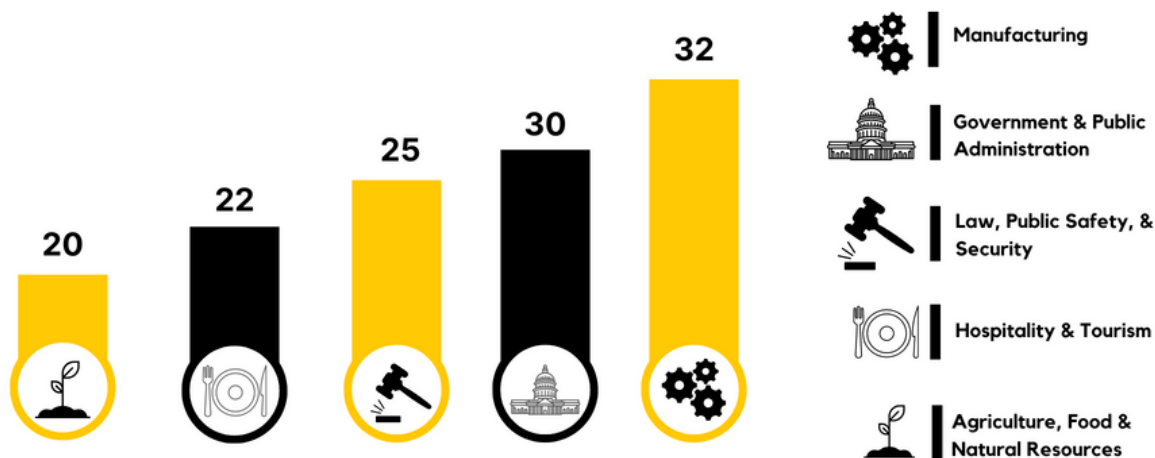


Figure 21

Number of Hours Per Week of Top Five Career Clusters of Student Completers



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 6).
- 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 7 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 6*Program Length, Enrollment Terms, and Enrollment by Institution*

| Institution | Length of Program | Terms of Enrollment | | | Number of Students |
|--|-------------------|---------------------|--------|--------|--------------------|
| | | Fall | Spring | Summer | |
| Broward College | 3 years | X | X | X | 13 |
| Florida Atlantic University | 2-4 years | X | X | X | 40 |
| Florida Gulf Coast University | 2 years | X | X | X | 9 |
| Florida International University | 3 years | X | X | X | 26 |
| Indian River State College | 1-2 years | X | X | X | 17 |
| Lee County Technical Colleges | Varies | X | X | X | 11 |
| Lively Technical College | Varies | X | X | - | 12 |
| McFatter Technical College | 2 years | X | X | X | 7 |
| Okaloosa Technical College | 2 years | - | X | - | 5 |
| Orange Technical College - West Campus | 1 year | - | - | - | - |
| Robert Morgan Educational Center and Technical College | 1-3 years | X | X | X | 7 |
| Santa Fe College | 1-2 years | X | X | - | 8 |
| Sheridan Technical College | 1.5 years | X | X | X | 6 |
| Southeastern University | 2 years | X | X | - | 9 |
| St. Petersburg College | 2 years | X | X | X | 8 |
| Tallahassee Community College | 2 years | X | X | - | 8 |
| The College of the Florida Keys | 1-3 years | X | X | X | 13 |
| University of Central Florida | 2 years | X | X | - | 10 |
| University of South Florida - St. Petersburg | 2 years | X | X | X | 7 |

Table 7*Number of New Students Entering FPCTPs by Institution by Year*

| Institution | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020* | 2020-2021 | 2021-2022 | Total |
|--|-----------|-----------|-----------|------------|-----------|------------|------------|
| Broward College | - | - | - | - | 12 | 1 | 13 |
| Florida Atlantic University | 22 | 7 | 11 | 13 | 0 | 17 | 70 |
| Florida Gulf Coast University | - | - | - | - | 0 | 9 | 9 |
| Florida International University | - | - | - | 9 | 9 | 8 | 26 |
| Indian River State College | - | 7 | 8 | 5 | 6 | 15 | 41 |
| Lee County Technical Colleges | - | - | - | 6 | 5 | 8 | 19 |
| Lively Technical College | - | - | - | - | 0 | 12 | 12 |
| McFatter Technical College | - | 7 | 7 | 7 | 5 | 4 | 30 |
| Okaloosa Technical College | - | - | - | - | 0 | 5 | 5 |
| Orange Technical College - West Campus | - | - | - | 1 | 4 | 0 | 5 |
| Robert Morgan Educational Center and Technical College | - | 8 | 1 | 1 | 0 | 4 | 14 |
| Santa Fe College | 5 | 7 | 8 | 11 | 2 | 4 | 37 |
| Sheridan Technical College | - | - | - | - | 1 | 5 | 6 |
| Southeastern University | - | - | 4 | 6 | 3 | 4 | 17 |
| St. Petersburg College | - | - | - | 3 | 6 | 4 | 13 |
| Tallahassee Community College | - | - | - | 8 | 5 | 3 | 16 |
| The College of the Florida Keys | 3 | 3 | 6 | 4 | 3 | 11 | 30 |
| University of Central Florida | 18 | 3 | 5 | 8 | 7 | 3 | 44 |
| University of South Florida - St. Petersburg | - | - | - | - | 0 | 7 | 7 |
| TOTAL | 48 | 42 | 50 | 82 | 68 | 124 | 414 |

Peer Mentoring

- A primary strategy used to support students in FPCTPs 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 8. For 2021–2022, 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.
- Twelve FPCTPs reported using peer mentors to support their students during this reporting period. All FPCTPs reported using peer mentors to provide social and academic support to students (see Table 9). Four reported using peer mentors to provide residential support; while two reported using peer mentors to provide “other” supports (e.g., soft skill development and campus club participation); and one reported using peer mentors to provide employment support. As FPCTPs continue to adjust their understanding of needed supports for students, use of peer mentors for varied supports are expected to expand, particularly among career and technical colleges.
- Eleven of the 12 FPCTPs compensated their peer mentors in some way. The most common compensation reported was a stipend or hourly wage; in three cases peer mentors received course credit, whereas one FPCTP compensated peer mentors by reducing tuition or fees, or course credit. Additionally, one FPCTP compensated peer mentors with a scholarship for their support (see Table 8).
- Across the programs, peer mentor support ranged from more than 30 minutes to almost 12 hours per student per week. During this reporting year, peer mentors provided support to students in FPCTP almost four hours more than reported during 2020–2021. These changes continue to reflect more needed support in academic and social areas.

Table 8*Characteristics of Peer Mentor Support for Students Enrolled in FPCTPs By Institution*

| Institution | Use of Peer Mentors | Type of Compensation if any | # of Peer Mentors | Total Hours/Week of Peer Mentor Support | # of FPCTP Students | Hours/Week Peer Mentor Support per Student |
|--|---------------------|--|-------------------|---|---------------------|--|
| Broward College | Yes | Stipend or hourly wage | 2 | 40 | 13 | 3.08 |
| Florida Atlantic University | Yes | Stipend or hourly wage | 19 | 75 | 40 | 1.88 |
| Florida Gulf Coast University | Yes | Service learning hours | 6 | 20 | 9 | 2.22 |
| Florida International University | Yes | Stipend or hourly wage | 11 | 12 | 26 | 0.46 |
| Indian River State College | Yes | Stipend or hourly wage | 1 | 10 | 17 | 0.59 |
| Lee County Technical Colleges | No | - | - | - | 11 | - |
| Lively Technical College | No | - | - | - | 12 | - |
| McFatter Technical College | No | - | - | - | 7 | - |
| Okaloosa Technical College | No | - | - | - | 5 | - |
| Orange Technical College - West Campus | No | - | - | - | 0 | - |
| Robert Morgan Educational Center and Technical College | Yes | None | 7 | 30 | 7 | 4.29 |
| Santa Fe College | Yes | Stipend or hourly wage | 6 | 50 | 8 | 6.25 |
| Sheridan Technical College | No | - | - | - | 6 | - |
| Southeastern University | Yes | Reduction in tuition or fees; Academic course credit | 33 | 105 | 9 | 11.67 |
| St. Petersburg College | No | - | - | - | 8 | - |
| Tallahassee Community College | Yes | Stipend or hourly wage; Academic course credit | 6 | 48 | 8 | 6.00 |
| The College of the Florida Keys | Yes | Scholarship | 4 | 10 | 13 | 0.77 |
| University of Central Florida | Yes | Stipend or hourly wage | 6 | 75 | 10 | 7.50 |
| University of South Florida - St. Petersburg | Yes | Stipend or hourly wage; Academic course credit | 50 | 8 | 7 | 1.14 |

Table 9*Type of Peer Mentor Support Provided to Students Enrolled in FPCTPs by Institution*

| Institution | Employment | Residential | Academic | Social | Other |
|--|------------|-------------|----------|--------|-------------------------------|
| Broward College | - | - | X | X | - |
| Florida Atlantic University | - | - | X | X | Book Club, Social/Speech Club |
| Florida Gulf Coast University | - | - | X | X | - |
| Florida International University | - | - | | X | - |
| Indian River State College | - | - | X | X | - |
| Robert Morgan Educational Center and Technical College | - | - | X | X | Soft skills development |
| Santa Fe College | X | - | X | X | - |
| Sheridan Technical College | - | X | X | X | - |
| Southeastern University | - | - | X | X | - |
| Tallahassee Community College | - | X | X | X | - |
| The College of the Florida Keys | - | X | X | X | - |
| University of Central Florida | - | X | X | X | - |
| University of South Florida - St. Petersburg | - | - | X | X | - |

FPCTP Staffing

- FPCTP staffing ranges significantly across the approved programs and represents a primary variable in determining the institution’s capacity to serve students enrolled in FPCTPs. 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 2 and 35 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 41.25. A detailed report of staff member hours by institution is included in Appendix H.
- We calculated an estimate of the hours and FTE worked per student per week from 18 programs with student enrollment, regarding staff hours. When examining reported data collectively, staff members’ weekly hours per week per student ranged from more than 7 to 42 hours, equaling FTEs per student between 0.18 to 1.10.

- This indicates that some FPCTP staff are providing up to 8 hours per week per staff member on student needs and program implementation, whereas other FPCTP staff are providing 30 minutes or less. It is important to note that FPCTP staff and student numbers are uniquely different which 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 H by institution. As indicated in Figure 22, FPCTP staff members dedicate the most work time to instruction (20%) followed by academic support (16%), program coordination (16%), and overseeing the program in leadership (12%). A critical focus for all programs, employment and placement support increased during this reporting year by 36% from 2020–2021. This change may have been impacted by FPCTPs increasing personnel to support employment initiatives during and after program completion.
- 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 10 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 a FPCTP grant (55%), followed by funding directly from the IHE (36%), and other sources (9% throughout the year). In comparison to 2020–2021 program information, the larger portion of support continues to come from FPCTP grants, with a minimal, yet steady increase in institutional funding support for program personnel. This information indicates that the level in funding sources aligns with IHEs commitment to identify and secure funding sources in addition to FPCTP grants.

Figure 22
Percentage of Staff Hours per Week by Role

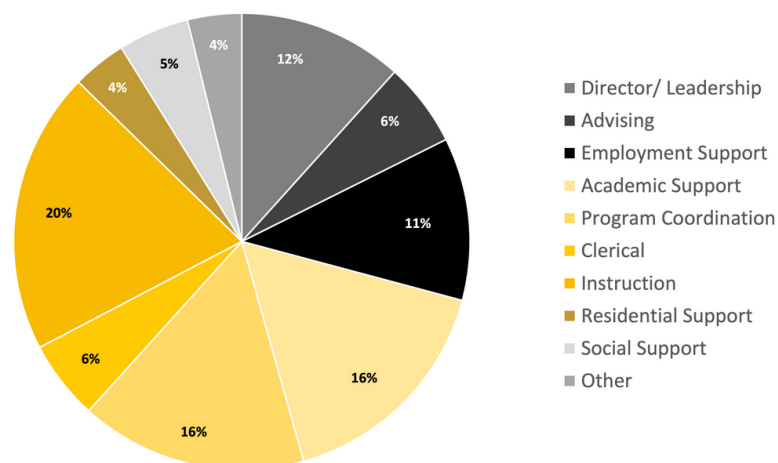


Table 10

FPCTP Staff Hours Per Week by Funding Source and Institution

| Institution | Total Staff Hours per Week | Hours Funded by FPCTP Grants | | Hours Funded Directly by the IHE | | Hours Funded by Other Sources | |
|--|----------------------------|------------------------------|------------|----------------------------------|------------|-------------------------------|-----------|
| | | n | % | n | % | n | % |
| Broward College | 134 | 120 | 90% | 10 | 7% | 4 | 3% |
| Florida Atlantic University | 345 | 140.5 | 41% | 4.5 | 1% | 200 | 58% |
| Florida Gulf Coast University | 99 | 99 | 100% | 0 | 0% | 0 | 0% |
| Florida International University | 918 | 124 | 14% | 794 | 86% | 0 | 0% |
| Indian River State College | 120 | 120 | 100% | 0 | 0% | 0 | 0% |
| Lee County Technical Colleges | 82.5 | 82.5 | 100% | 0 | 0% | 0 | 0% |
| Lively Technical College | 139 | 122 | 88% | 14 | 10% | 3 | 2% |
| McFatter Technical College | 289 | 45.5 | 16% | 217.5 | 75% | 26 | 9% |
| Okaloosa Technical College | 210 | 160 | 76% | 50 | 24% | 0 | 0% |
| Robert Morgan Educational Center and Technical College | 117 | 52 | 44% | 32.2 | 28% | 32.8 | 28% |
| Santa Fe College | 111.25 | 74.25 | 67% | 29 | 26% | 8 | 7% |
| Sheridan Technical College | 54.5 | 16.5 | 30% | 10 | 18% | 28 | 51% |
| Southeastern University | 140 | 140 | 100% | 0 | 0% | 0 | 0% |
| St. Petersburg College | 109 | 109 | 100% | 0 | 0% | 0 | 0% |
| Tallahassee Community College | 89 | 73 | 82% | 16 | 18% | 0 | 0% |
| The College of the Florida Keys | 195 | 146.23 | 75% | 48.77 | 25% | 0 | 0% |
| University of Central Florida | 120 | 120 | 100% | 0 | 0% | 0 | 0% |
| University of South Florida - St. Petersburg | 144.5 | 144.5 | 100% | 0 | 0% | 0 | 0% |
| TOTAL | 3416.75 | 1888.98 | 55% | 1225.97 | 36% | 301.8 | 9% |

(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

- 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. They 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.

- FPCTPs reported eligible student projections ranged from 4 to nearly 20,000. Estimates were made using FLDOE data, local school district data, and data from the National Center for Education Statistics.
- As each FPCTP report their catchment area, it defines the span of their recruitment efforts and helps identify collaboration partners for informing Floridians of inclusive postsecondary programs near them. Additionally, how each FPCTP defines its catchment area approach is uniquely based on what is seen as the program's enrollment capacity to provide high-quality opportunities for individuals with intellectual disabilities.

(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 on our website is linked from both the home page and the Students and Families section. It 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. 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.
- 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 reporting year, the Florida Center for Students with Unique Abilities, at the University of Central Florida, continued to implement the major elements of the Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495). Revisions on the FPCTP applications, scholarships, grants, and annual reports also continued to better ensure accuracy of data collection and reporting. In collaboration with Chancellors of the of Career, Technical and Adult Education, and State Colleges, Divisions of the FLDOE, three FPCTP renewal applications for five additional years were approved. FPCTP Scholarships were issued to more than 200 eligible students in programs. Three FPCTP Continuing Grants were awarded to enhance program development and expansion. Varied avenues of communication were used to maintain communication with stakeholders across the State through webinars, fcsua.org, and other social media, virtual meetings, emails, conference presentations, and workshops. Continued support to FPCTPs, included hosting the 2021 Virtual FLPEPPI in November, the in-person 2022 FLPEPP in July, and monthly 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. Additionally, we continue to benefit from the use of our FCSUA Community to improve FCSUA's infrastructure and data collection procedures about programs and students.

Through the annual program reports, we collect 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 relating to 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; Think College Inclusive Higher Education Network; National Technical Assistance Center on Transition: The Collaborative; and Step Up for Students. Importantly, we work closely with our Advisory

Committee, 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 & Technical and Adult Education, Florida College System, and Division of Vocational Rehabilitation, 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 Emerald Coast Technical College, Osceola Technical College, and Riveroak Technical College among others, are working with us to actively 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 2023 FLPEPPI we will work closely with these stakeholders to start additional FPCTPs in the year to come. Our goal is to continue to realize an increase both in the number of programs and the students served in FPCTPs. 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 II

Drexler B. James, Marketing Communications Specialist II

Iris Neil, Program Manager: Outreach Coordinator

Melanie Lopez, Doctoral Student

Tacy Buie, Graduate Assistant

B. Grant Hayes, PhD., Dean, College of Community Innovation and Education

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. (in press). A nominal group technique study identifying evidenced-based and promising practices: Taxonomy for postsecondary comprehensive transition programs. *Journal of Inclusive Postsecondary Education*
- National Technical Assistance Center on Transition: the Collaborative (NTACT:C) website. <https://transitionta.org/topics/effective-practices/>

Appendix A

Demographic Information for Students Enrolled in FPCTPs in 2021-2022

Demographic Information for Students Enrolled in FPCTPs in 2021-2022

| Variable | Students | |
|---|----------|-----|
| | n | % |
| Personal Characteristics | | |
| Gender | | |
| Female | 90 | 42% |
| Male | 126 | 58% |
| Race | | |
| Asian | 3 | 2% |
| Black or African American | 56 | 26% |
| White or Caucasian | 142 | 66% |
| No Response | 7 | 3% |
| Other or Unknown | 8 | 4% |
| Ethnicity | | |
| Hispanic or Latino | 53 | 25% |
| FL Resident | | |
| Yes | 208 | 96% |
| No | 8 | 4% |
| K-12 Enrollment and Exit Information | | |
| Most recent type of K-12 enrollment | | |
| Public school | 161 | 75% |
| Private school | 37 | 17% |
| Charter school | 9 | 4% |
| Self-contained center school | 4 | 2% |
| Home school | 2 | 1% |
| Unknown | 3 | 1% |
| Type of K-12 diploma | | |
| Special diploma | 58 | 27% |
| Regular high school diploma | 130 | 60% |
| Certificate of attendance or completion | 16 | 7% |
| Unknown | 7 | 3% |
| None | 2 | 1% |
| Other | 3 | 1% |
| Employment Experiences Within the Year Prior to FPCTP Enrollment | | |
| Work experience (other than internship) | | |
| Yes | 80 | 37% |
| No | 136 | 63% |
| Competitive integrated employment | | |
| Yes | 47 | 22% |
| No | 169 | 78% |
| Competitive employment w/supported employment services | | |
| Yes | 19 | 9% |
| No | 197 | 91% |

| Variable | Students | |
|---|----------|-----|
| | n | % |
| Work in a sheltered workshop | | |
| Yes | 3 | 1% |
| No | 213 | 99% |
| Unpaid work experience | | |
| Yes | 24 | 11% |
| No | 192 | 89% |
| Employment Experiences Within the Year During FPCTP Enrollment | | |
| Competitive integrated employment | | |
| Yes | 48 | 22% |
| No | 164 | 76% |
| Unknown | 4 | 2% |
| Competitive employment w/supported employment services | | |
| Yes | 35 | 16% |
| No | 179 | 83% |
| Unknown | 2 | 1% |
| Work in a sheltered workshop | | |
| Yes | 0 | 0% |
| No | 214 | 99% |
| Unknown | 2 | 1% |
| Unpaid work experience | | |
| Yes | 63 | 29% |
| No | 151 | 70% |
| Unknown | 2 | 1% |
| Course Enrollment by Type | | |
| Regular enrollment/credit-bearing | | |
| Yes | 66 | 31% |
| No | 150 | 69% |
| Audit/no credit | | |
| Yes | 92 | 43% |
| No | 124 | 57% |
| Non-credit bearing/non-degree | | |
| Yes | 26 | 12% |
| No | 190 | 88% |
| Unique FPCTP courses | | |
| Yes | 134 | 62% |
| No | 82 | 38% |
| Internship | | |
| Yes | 22 | 10% |
| No | 194 | 90% |

| Variable | Students | |
|--|----------|-----|
| | n | % |
| Housing During Enrollment | | |
| With parents, siblings, or extended family | 173 | 80% |
| In housing associated with the IHE | 30 | 14% |
| Alone, on their own with a spouse, domestic partner, or roommate(s) | 6 | 3% |
| In a group home, assisted living, or other supervised living arrangement | 3 | 1% |
| Other | 4 | 2% |

Appendix B

FPCTP Scholarship Assurances and Instructions

Florida Postsecondary Comprehensive Transition Program (FPCTP) Scholarships

Assurances and Instructions

2021–2022

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

Assurances and Stipulations

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

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

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 FCSUA Community 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) to the Center with their

FPCTP Scholarship documents to provide account information through which the Scholarship funds will be distributed from UCF to the **institution's financial aid office**.

4. Refer to the *FPCTP Timeline for Reports and Distributions* document (FPCTP Report Flow_2021-2022_Issued October 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 FCSUA Community

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 C

FPCTP Grants Instructions

Florida Postsecondary Comprehensive Transition Programs (FPCTP) Grants

Request for Grant Proposals

2021–2022

SECTION 1: INTRODUCTION

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

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

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

407-823-5225

fcsua@ucf.edu

fcsua.org

Institution Eligibility and Responsibilities

Section 6 of the Act specifies:

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

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

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

Student Eligibility

Section 4 of the Act specifies:

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

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

Minimum FPCTP Requirements

The *FPCTP application instructions and application form* are available in the FPCTP Applications section of FCSUA Community and at https://fcsua.org/I_application.php.

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

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

SECTION 2: DESCRIPTION OF THE FPCTP GRANTS

1. Categories of Grants

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

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

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

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

- a. **Annual** funding not to exceed \$500,000 is available, regardless of the grant category. **Maximum** funding of \$1,500,000 for a three-year project period is allowed.
- b. FPCTP grant proposals are accepted and reviewed on a rolling basis, as long as funding is available. To accommodate this approach, we have established a corresponding Grant Funding Cycle that identifies submission periods with corresponding allowable start date, project period, budget period, and annual grant performance report due date (see https://fcsua.org/docs/FPCTP_Grant%20Funding%20Cycle_July%202019.pdf).
- c. Generally, an institution may apply for a **project period** of up to 3 years (36 months); the total award for a three-year project cannot exceed \$1,500,000. That is, an institution may submit a budget and justification for up to \$500,000 per year with planned expenditures to occur in 1, 2, or 3 years, or any part thereof, according to the Grant Funding Cycle.
- d. Grant awards will range from \$100,000-\$500,000 per year. Priority to institutions receiving up to \$500,000 per year will include:
 - i. Number of FPCTP students served
 - ii. Multiple campuses
 - iii. Residential component
- e. Proposed expenses must be itemized by year in the proposal budget. Budget periods shall align with the fiscal year that begins July 1 and ends June 30.
- f. All grant proposal budgets and justifications must be submitted in Salesforce using the FPCTP Grant Budget forms.

3. Allowable and Required Budget Items

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

4. Award Process

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

SECTION 3: PROPOSAL CONTENT AND REVIEW CRITERIA

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

Proposal Scoring

Each section of the Proposal Narrative has been assigned a point value, representing a corresponding percentage of that section's value in relation to an overall score of 100 points. For example, the evaluation section of the proposal has a total value of 20 points. Each proposal will be reviewed for completeness and quality and a score assigned to each section. These values should indicate the attention given within the proposal narrative to each section. FCSUA staff will work directly with those developing a proposal to develop one that is acceptable for funding. Specific details within a proposal are subject to negotiation with the Center's Executive Director, who makes

the final funding decision. When demand for funding exceeds the funding available, awards will be made on a competitive basis, considering the scoring values assigned during the review.

The following forms are required for the grant proposal:

- ▶ Proposal Narrative
 - ▶ References for Citations included in the Narrative (must be uploaded)
 - ▶ Program Logic Model, following the FPCTP Logic Model Example
 - ▶ Evaluation Table, following the FPCTP Evaluation Table Example
 - ▶ Itemized Budget (by budget period)
 - ▶ Budget Justification
 - ▶ Approval by the institution’s representative authorized to submit grant proposals – this information is submitted via electronic signature using the FCSUA Community.
1. Complete the Institutional Information (Sections 1 – 5) in FCSUA Community. This section provides general information about the project, the program and institutional contacts, and accountability requirements.
 2. The **Proposal Narrative** should describe the needs for the program, its major elements, quality of key personnel, and other information that demonstrates the program is high quality, addresses an identified need, and should result in positive employment outcomes for its students with intellectual disabilities.
 - a. **Abstract** (limit 250 words)
Provide a summary of the grant proposal – i.e., the goals, primary activities supported by the funds, and intended outcomes).
 - b. **Need (15 points)**
This section of the proposal addresses the need to either establish or improve a postsecondary comprehensive transition program at the institution. *Using data about the state or local context*, **Initial grant** proposals should address the need to establish the program at the institution. **Grant** proposals for continuation should use data regarding the current program to describe why the existing program needs improving, expanding, and or sustaining. The following questions can be used to outline the need for (a) the FPCTP and (b) the grant funds in particular:
 - i. What is the demand for the program? That is, how many individuals with intellectual disabilities are expected to be served by the program? Do students with intellectual disabilities have access to such programs currently within the institution’s “catchment area”? What is the current employment rate for youth with intellectual disabilities in the area?
 - ii. What’s the relationship between employment opportunities in the area and the credential(s) and/or industry-recognized certifications available through the planned or current FPCTP? That is, what’s the demand for employees who will earn the credentials and/or certifications offered by the program? What job opportunities are available for individuals with the knowledge and skills earned through the program?
 - iii. How will the program result in meaningful, competitive employment for the students enrolled in the program?

- iv. What's the need for grant funding? That is, why is grant funding needed to support an initial program? **Grants for continuation** describe why additional grant funds are needed to improve, enhance, expand and or sustain the program.

c. **Goals and Approaches (40 points)**

This section of the proposal focuses on key program components recognized by the field that are likely to result in improving employment outcomes for youth with intellectual disabilities. **It is not necessary to reproduce the content of the FPCTP application** in this section, but enough information should be provided to adequately describe the goals of the program, the approaches to be used to achieve the goals, and the outcomes you expect to achieve.

To begin this section, **use the *FPCTP Grant Proposal Logic Model Form*** to create the logic model for the project. **Initial grant proposals**, address the program you intend to build and provide a justification for how you are building it; proposals for continuation **grants**, describe and justify the improvements you intend to make. **The Logic Model form must be completed before attempting to fill in the Evaluation Table form in FCSUA Community.** The following questions can be used to outline the programmatic goals, resources and inputs, planned approaches and outputs, and the intended short, intermediate, and long-term outcomes:

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

Use your institution's planning site in the FCSUA's Strategic Planning Tool: Postsecondary component, transitionprogramtool.org, to identify specific areas of focus for program development and/or improvement.

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

- iii. What outputs will be generated to support achievement of the intended outcomes? Identify the outputs and products, materials, processes, procedures, policies, etc. needed to support goal achievement.
- iv. What are the anticipated short-, intermediate-, and long-term outcomes? Expected outcomes are specific, **measurable** results that happen because of your activities and from the production of your products and other outputs. Specific outcomes define what you expect to happen when you accomplish your goal; outcomes describe what will be different, what will happen as a result of your activities and outputs, and what the anticipated impact on or benefit to students will be (e.g., enrollment, skill development, retention, completion, etc.).

d. **Personnel, Institutional Commitment, and Collaborations (15 points)**

In this section, describe the *key personnel* who will lead and implement the proposed or existing program and their primary role in promoting student success. Also describe any

current and/or planned *institutional commitment* and/or support for the program. Finally, describe how program leaders and staff *collaborate* with local education districts and providers, vocational rehabilitation and transition-related service providers, businesses and labor organizations, and other community stakeholders to recruit students, implement program services and activities, and create employment opportunities for program completers. The following questions provide a focus for the information in this section:

- i. Who are the key program personnel? What is their role in and time commitment (in FTE) to the program? What are their qualifications?
- ii. What is the institutional commitment to the program? Has the institution's governing board approved the program? What support, if any, is the institution providing for the program currently and is committing to provide in the future (in terms of personnel, space, other resources)?
- iii. How will/are program and other institutional staff collaborate/collaborating with local education agencies to recruit students? How will/are they reach/reaching out to parents before, during, and after students are admitted to the program? How will/are vocational rehabilitation and other transition-related service providers work/working with program staff to help support students enrolled in the program? How will/are program staff work/working with local businesses and or labor organizations to develop and provide internship and employment opportunities? Are program staff working with local transition councils? How? Is there/will there be a program advisory board?

e. **Formative and Summative Evaluation Plan (20 points)**

Approved Florida Postsecondary Comprehensive Transition Programs must submit an annual report by August 1 as required in the Act and specified by the Center. See https://fcsua.org/docs/FCSUA%20Report%20Flow_FPCTPs_2019-20_Issued%20July%202019.pdf for the reporting timeline and the FPCTP annual report forms for providing program and student information.

In addition, FPCTP grant recipients **must complete an annual *grant performance report***, due on **July 15** each year.

Follow the FPCTP *Grant Proposal Evaluation Table Example* to help develop an evaluation plan aligned with your Logic Model.

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

Specifically, in the **FPCTP annual program and student reports**, you will provide information regarding your program elements and detailed information regarding student demographics, enrollment characteristics, completion status, and post-program employment. For your annual **Grant Performance Report**, you may aggregate the individual student information and combine that with your program description to

summarize your grant activities and student experiences and outcomes. Keep this approach in mind as you describe your formative and summative evaluation strategies.

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

Formative evaluation strategies are used to indicate that the project/program is being implemented as planned and that students participating in the program are progressing as outlined in their plan of study. The following questions can be used to outline your formative evaluation strategies:

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

Follow the FPCTP Grant Evaluation Example and Table Template to help frame the information in items i – iii.

Summative evaluation strategies are used to determine whether or not the targeted program outcomes are achieved. Your program Logic Model will include your program goals and specific outcomes. In this section, describe how you will determine whether each specific outcome and the overall goals of the program are achieved. The following questions can be used to outline your **summative** evaluation strategies:

- i. What are your intended short-term, intermediate, and long-term outcomes?
- ii. What are the evaluation questions that will guide your summative evaluation plan? That is, what questions will you ask to determine whether or not the outcomes have been achieved? What questions do you want your summative evaluation strategies to answer?
- iii. What indicators will you use to determine if the outcomes are achieved? Indicators are used to specify the evidence that will determine if an expected outcome is or is not achieved. In this instance, “indicator” is used to mean “evidence” or “proof.” To determine if an outcome is achieved, you may need to gather information on several indicators from several sources. For example, retention of students in your program may be an important short-term outcome. To determine if your program is effective in retaining students from one year to the next, in addition to identifying the number and % of students who return the next term, you might use % of objectives completed by each student or % of courses completed by each student as indicators relevant to examining retention. These are the data you will collect regarding progress on achieving

your intended outcomes. This kind of information should be a part of your FPCTP annual report data collection; thus for your grant, this information aggregated across students would be useful and meaningful.

- iv. What are your data sources? Where will you find the data? A data source may already exist (e.g., course performance) or it may need to be developed (e.g., a student satisfaction survey). It is from data sources that you gather information for each indicator. Each indicator should have a specific data source, although one data source may provide information regarding several indicators.
- v. How will you analyze the data?
- vi. How will you use the data to improve your program?

Follow the FPCTP Grant Evaluation Example and Table Template to help frame the information in items i – iii.

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

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

- i. For what period is the budget proposed (e.g., number of years)? (Be sure to itemize the budget by year for multi-year projects using the FPCTP Budget Form.)
 - ii. Are the proposed costs aligned with typical expenditures and rates at the institution (e.g., personnel salaries, fringe benefits, travel reimbursement rates, etc.)?
 - iii. Is the proposed budget adequate to support the proposed approaches and activities described in the Narrative section?
 - iv. How will the proposed funding help the institution develop a sustainable program?
 - v. **Complete the FPCTP Grant Budget form** to prepare your budget and outline your proposed expenses. Provide proposed costs in major budget categories (e.g., position/personnel and their FTE, fringe benefits, supplies and materials, printing/copying, travel, other, any F&A recovery and rate, etc.). Provide sufficient detail regarding items within each major category (e.g., type of travel, purpose) so reviewers can understand proposed expenditures in relation to proposed activities
 - vi. **Complete the Budget Justification form**, to briefly explain the proposed expenditures in relation to the proposed activities and in general how the costs are calculated. Describe the basis for each expenditure category (e.g., who is included in personnel category, their % of commitment to the project (FTE), the applicable fringe rate, services to be purchased, travel detail, and other information. The justification explains why and how costs are included in the proposed budget.
3. References for Citations included in the Narrative – Provide the reference for any citations included in the Narrative, preferably in APA style. **Upload** under *Additional Documents* tab.

SECTION 4: PROPOSAL FORMAT AND SUBMISSION INSTRUCTIONS

To expedite review of your proposal, please adhere to the following formatting criteria and submission instructions. Center staff are committed to establishing and implementing a review and award process that results in program funding as described in the Grant Funding Cycle https://fcsua.org/docs/FPCTP_Grant%20Funding%20Cycle_July%202019.pdf.

Proposal Format

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

Submission Instructions

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

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

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

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

Florida Center for Students with Unique Abilities
407-823-5225
fcsua@ucf.edu
www.fcsua.org

Appendix D

- 1 – FCSUA Report Flow
- 2 – FPCTP Grant Funding Cycle

FCSUA Report Flow

| SCHOLARSHIP | |
|---|--|
| <p>Due Date: July 1 or as soon thereafter as possible prior to start of academic term*</p> | <p>Action:</p> <ul style="list-style-type: none"> ▶ FPCTP submits Cost Estimator(s) and Scholarship Request(s) in FCSUA Community. ▶ FPCTP submits UCF's substitute W-9 with transfer account information as instructed on form link: https://ucf.qualtrics.com/jfe/form/SV_9HVXC418brDm1bn (one time only unless changes are needed; ACH option available). <p>Description:</p> <ul style="list-style-type: none"> ▶ FPCTP uses Scholarship Estimator(s) in FCSUA Community to provide: <ul style="list-style-type: none"> ▪ Estimated cost of participation in the FPCTP ▪ Scholarship Requests of students for the upcoming academic year, by term |
| <p>*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.</p> | |
| SCHOLARSHIP | |
| <p>Due Date: July 2–31</p> | <p>Action:</p> <ul style="list-style-type: none"> ▶ FCSUA approves Scholarship Requests and adds scholarship amount awarded by student and semester to Scholarship Request record(s) in FCSUA Community for each institution and creates “short form” of award information. ▶ FCSUA submits FPCTP Scholarship Invoice (as a Scholarship distribution request) to UCF Financial Affairs office for payment processing. ▶ FCSUA issues award notice, via FCSUA Community, to FPCTP's primary contact. <p>Description:</p> <ul style="list-style-type: none"> ▶ FCSUA compiles all requests, determines total requested, total available; prorate scholarship awards as needed. ▶ CCIE budget office assists with approval; FCSUA processes payment request to UCF Financial Affairs office to prepare check or ACH transfer to IHE's financial aid office. |
| SCHOLARSHIP | |
| <p>Due Date: Within 30 days of FCSUA Scholarship Request approvals</p> | <p>Action:</p> <ul style="list-style-type: none"> ▶ UCF Financial Affairs office disburses scholarship funds via check or ACH transfer to IHE's financial aid office or equivalent. ▶ FCSUA sends Scholarship Short Form with list of students and award amount for each student by semester, to FPCTPs with ACH setup. <p>Description:</p> <ul style="list-style-type: none"> ▶ Scholarship funds distributed to IHEs for the year, based on completed Scholarship Requests submitted by the FPCTP and approved by FCSUA in FCSUA Community. |

PROGRAM INFORMATION

| | |
|---------------------|--|
| Due Date: July 1 | <p>Action: FPCTP completes and submits required Program Information of the <i>Annual Report</i> to FCSUA</p> <p>Description:</p> <ul style="list-style-type: none">▸ Enter FCSUA Program Information<ul style="list-style-type: none">▪ Summary of recruitment strategies▪ Projected # of eligible students in FPCTP/IHE “reach” area/catchment area for next academic year▪ Summary of student retention strategies▪ Projections for next year enrollment |
|---------------------|--|

STUDENT INFORMATION

| | |
|-----------------------|--|
| Due Date: August 1 | <p>Action: FPCTP completes and submits required Student Information of the <i>Annual Report</i> to FCSUA</p> <p>Description:</p> <ul style="list-style-type: none">▸ Enter individual FCSUA Student Information<ul style="list-style-type: none">▪ Includes new and continuing students<ul style="list-style-type: none">• Student demographic information• Enrollment status• Target credential• Program length• Target completion date• Credential status• Other relevant information specified in the report▪ 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) |
|-----------------------|--|

SCHOLARSHIP

| | |
|--|--|
| Due Date: Beginning of each term | <p>Action: IHE financial aid office distributes scholarship funds to eligible students according to schedule provided by FCSUA.</p> <p>Description:</p> <ul style="list-style-type: none">▸ Full award for each term disbursed to eligible students at beginning of the applicable term. |
|--|--|

| GRANT | |
|---|---|
| Due Date: September 1 (end of grant project period) | <p>Action: FPCTP grantees submit Final FPCTP Grant Performance Report to FCSUA September 1, or 60 days from end of the project period:</p> <p>Outline for Final Grant Performance Report is detailed in Appendix B – Deliverables, of the Grant Agreement</p> <p>Description:</p> <ul style="list-style-type: none"> ▸ The report includes the same type of information as the Annual Grant 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. |
| GRANT | |
| Due Date: October 1-15 | <p>Action: FPCTP grantees submit Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities for the period of performance in FCSUA Community:</p> <p>Period of Performance: July 1, 2021 – September 30, 2021</p> <p>Description:</p> <ul style="list-style-type: none"> ▸ Use the Quarterly Grant Invoice template, provided by FCSUA, to report expenses previously invoiced, current budget expenditures, and total expenses to date. <ul style="list-style-type: none"> ▪ Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget. ▸ Quarterly Report, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time. ▸ Upon receipt of an acceptable invoice and quarterly report that are approved by FCSUA Executive Director, UCF Financial Affairs office shall pay IHE within (30) days after the invoice date. <ul style="list-style-type: none"> ▪ UCF shall remit payment to IHE’s address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer. |
| SCHOLARSHIP | |
| Due Date: December 1 | <p>Action: FPCTP completes Fall Term Scholarship Disbursement, in FCSUA Community, using the Scholarship Request record of each student, INCLUDING requests for any new students projected to enter the program the next semester (spring or summer).</p> <p>Description:</p> <ul style="list-style-type: none"> ▸ FPCTPs report to FCSUA on scholarship funds issued to their students during fall semester, by entering amount of disbursed funds in the appropriate term on each student’s Scholarship Request. |

| GRANT | |
|---------------------------|---|
| Due Date: January 1-15 | <p>Action: FPCTP grantees submit Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities for the period of performance in FCSUA Community:</p> <p>Period of Performance: October 1, 2021 – December 31, 2021</p> <p>Description:</p> <ul style="list-style-type: none"> ▸ Use the Quarterly Grant Invoice template, provided by FCSUA, to report expenses previously invoiced, current budget expenditures, and total expenses to date. <ul style="list-style-type: none"> ▪ Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget. ▸ Quarterly Report, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time. ▸ Upon receipt of an acceptable invoice and quarterly report that are approved by FCSUA Executive Director, UCF Financial Affairs office shall pay IHE within (30) days after the invoice date. <ul style="list-style-type: none"> ▪ UCF shall remit payment to IHE’s address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer. |
| SCHOLARSHIP | |
| Due Date: March 31 | <p>Action: FPCTP completes Spring Term Scholarship Disbursement, in FCSUA Community, using the Scholarship Request record of each student, INCLUDING requests for any new students projected to enter the program the next semester (summer).</p> <p>Description:</p> <ul style="list-style-type: none"> ▸ FPCTPs report to FCSUA on scholarship funds issued to their students during spring term, by entering amount of disbursed funds in the appropriate term on each student’s Scholarship Request. |
| GRANT | |
| Due Date: April 1-15 | <p>Action: FPCTP grantees submit Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities for the period of performance in FCSUA Community:</p> <p>Period of Performance: January 1, 2022 – March 31, 2022</p> <p>Description:</p> <ul style="list-style-type: none"> ▸ Use the Quarterly Grant Invoice template, provided by FCSUA, to report expenses previously invoiced, current budget expenditures, and total expenses to date. <ul style="list-style-type: none"> ▪ Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget. ▸ Quarterly Report, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time. ▸ Upon receipt of an acceptable invoice and quarterly report that are approved by FCSUA Executive Director, UCF Financial Affairs office shall pay IHE within (30) days after the invoice date. <ul style="list-style-type: none"> ▪ UCF shall remit payment to IHE’s address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer. |

SCHOLARSHIP

Due Date:
June 1-30**

Action:

- ▶ **FPCTP** completes Summer Term Scholarship Disbursement, in FCSUA Community, using the Scholarship Request record of each student.
- ▶ **IHE returns** scholarship funds not disbursed to students to FCSUA no later than June 30.

Description:

- ▶ FPCTPs report to FCSUA on scholarship funds issued to their students during summer term, by entering amount of disbursed funds in the appropriate term on each student's Scholarship Request.
- ▶ The Scholarship Summary in FCSUA Community will include automatic calculations of final # and \$ of scholarships disbursed with total \$ of funds not disbursed.
- ▶ Funds not disbursed to students are returned to FCSUA via check.

Summer Disbursement Report **must be completed before returning non-disbursed funds to FCSUA by June 30.

GRANT

Due Date:
July 1-15

Action:

FPCTP grantees submit **Quarterly Grant Invoice and Quarterly Report with Summary of Grant Activities** for the period of performance in FCSUA Community:

Period of Performance: April 1, 2022 – June 30, 2022

Description:

- ▶ Use the Quarterly Grant Invoice template, provided by FCSUA, to report expenses previously invoiced, current budget expenditures, and total expenses to date.
 - Funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the approved proposed budget.
- ▶ **Quarterly Report**, which includes a summary of grant activities for the period of performance, is also due with the grant invoice at this time.
- ▶ Upon receipt of an acceptable invoice and quarterly report that are approved by FCSUA Executive Director, UCF Financial Affairs office shall pay IHE within (30) days after the invoice date.
 - UCF shall remit payment to IHE's address identified in the Grant Proposal Institutional Commitment Form or via ACH transfer.

GRANT

Due Date:
July 15

Action:

FPCTP 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

Description:

- ▶ Use FPCTP Annual/Final Grant Performance Report, provided by FCSUA, 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.)
 - 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)

Florida Postsecondary Comprehensive Transition Programs (FPCTP)

Grant Funding Cycle

The following chart lays out the schedule for FPCTP initial and continuing grant submission, implementation, and reporting timelines. Grant proposals are accepted on a continuing basis during the fiscal year as long as funding remains available. FPCTP grants are provided to either start new or expand or enhance existing Florida Postsecondary Comprehensive Transition Programs.

The purpose of a **FPCTP Initial Grant** is to facilitate development and initial implementation of an approved but not yet realized FPCTP. That is, the intent of this funding is to spur development of additional postsecondary education programs across Florida. Thus the Start-Up Grants will provide resources to institutions to implement the program described and approved in their FPCTP application. **In this case, the FPCTP application may be submitted either prior to or at the same time as the Initial Grant proposal. Final grant approval will not be provided until the FPCTP is approved.**

The purpose of an **FPCTP Continuing Grant** is to facilitate implementation of planned improvements and or expansion of an existing FPCTP already serving students with intellectual disabilities. The Continuing Grant may be used to expand the capacity or quality of an already approved FPCTP. Thus the Continuing Grant funds will provide resources to an institution that has an already approved FPCTP and wants to either expand the program offerings and or services, or increase the number of students it serves. **In this case, the FPCTP application has been approved previously.**

The timelines identified here are general targets and assume that proposals meet the established criteria outlined in the Grant Proposal Instructions and few, if any, revisions are required. Final grant approvals will not be provided until the FPCTP application is approved.

FPCTP Grant Funding Cycle: Key Timelines in the Rolling Proposal Submission and Award Process

| Proposal Feature | Grant Proposal Submission Date | | | |
|----------------------------------|--------------------------------|-----------------------------|------------------------------|-------------------------------|
| | July 1 - September 30 | October 1 - December 31 | January 1 - March 30 | April 1 - June 30 |
| Earliest project start date | January 1 | April 1 | July 1 | January 1 |
| Maximum allowable project period | 3 years, 6 months | 3 years, 3 months | 3 years | 3 years, 6 months |
| Budget period alignment | Fiscal year, July 1 - June 30 | Fiscal year, July 1-June 30 | Fiscal year, July 1- June 30 | Fiscal year, July 1 - June 30 |
| Grant performance report due | July 15 of start year | July 15 of start year | July 15, end of first year | July 15 of start year |

Appendix E

Summary of Technical Assistance, Collaboration, and Outreach

Summary of FCSUA 2021-2022 Technical Assistance, Collaboration, and Outreach

| Technical Assistance | | | | | |
|----------------------|---|-----------------------------|--|---|--|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 11/30/2021 | Santa Fe College Scholarship Disbursement Reports | Virtual Meeting | Virtual Claudia Bello Punto | Review steps to submit scholarship disbursement reports for Fall 2021 | Santa Fe College Project SAINT Program Director |
| 12/01/2021 | Okaloosa UP | Virtual Meeting | Virtual Drew Andrews, Janice Seabrooks-Blackmore | Scholarship and Financial Aid | Okaloosa Technical College Okaloosa Up Staff |
| 12/02/2021 | Lee County Technical Colleges | Virtual Meeting | Virtual Janice Seabrooks-Blackmore, Drew Andrews | FPCTP Grant Proposal | Lee County Technical Colleges HIRE Program FPCTP staff |
| 12/03/2021 | Emerald Coast Technical College | Virtual Meeting | Virtual Janice Seabrooks-Blackmore, Drew Andrews | FPCTP Application | Emerald Coast Technical College staff |
| 12/07/2021 | Eligibility for Opportunity: How students enter Florida Postsecondary Comprehensive Transition Programs | FCSUA Informational Webinar | Virtual Amanda Warren, Doug Carothers | Determining student eligibility | Leads and FPCTPs |

| Technical Assistance | | | | | |
|----------------------|---|-----------------|---|--|--|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 01/07/2022 | Orange Technical College - West Campus | Onsite Meetings | Orange Technical College - West Campus Janice Seabrooks-Blackmore, Drew Andrews | FPCTP information | Orange Technical College - West Campus administration and staff |
| 01/13/2022 | Home Ownership for Individuals with ID | Email | Virtual Drew Andrews | Home Ownership for Individuals with ID | Family member of person with ID |
| 02/08/2022 | Review and Update of FPCTP Technical Soundness Report of 2022 Strategic Plans | FPCTP Webinar | Virtual Alycia Sterenberg Mahon | Review of a technically sound plan in the Online Strategic Planning Tool | FPCTP administrators and staff |
| 02/22/2022 | McFatter Technical College visit | Onsite Meetings | McFatter Technical College, Davie, FL Drew Andrews, Janice Seabrooks-Blackmore | FPCTP visit | McFatter administration and staff, Broward County administration |
| 02/22/2022 | Sheridan Technical College visit | Onsite Meetings | Sheridan Technical College, Hollywood, FL Drew Andrews, Janice Seabrooks-Blackmore | FPCTP visit | Sheridan Technical College administration and staff |
| 02/23/2022 | Indian River State College visit | Onsite Meetings | IRSC Ft. Pierce campus Drew Andrews, Janice Seabrooks Blackmore | FPCTP visit | IRSC Ft. Pierce administration and staff |

| Technical Assistance | | | | | |
|----------------------|--|-----------------|--|-------------------------------------|--|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 02/23/2022 | Indian River State College visit | Onsite Meetings | IRSC Vero Beach, FL Drew Andrews, Janice Seabrooks-Blackmore | FPCTP visit | IRSC administration and staff |
| 02/24/2022 | Orange Technical College-West Campus Assistance with Annual Report | Virtual Meeting | Virtual Janice Seabrooks-Blackmore, Drew Andrews, Claudia Bello Punto | FPCTP Annual Reports | FCSUA staff and Orange Technical College-West Campus Build Your Future Program staff |
| 03/02/2022 | Tallahassee Community College Eagles Connection visit | Onsite Meetings | Tallahassee Community College, Tallahassee, FL Drew Andrews | FPCTP visit | Tallahassee Community College administration and Eagles Connection staff |
| 03/03/2022 | Lively Technical College Onsite visit | Onsite Meetings | Lively Technical College, Tallahassee, FL Drew Andrews | FPCTP visit | Lively Technical College SOAR program staff |
| 03/28/2022 | Okaloosa: Budget Modification and Adjustments | Virtual Meeting | Virtual Janice Seabrooks-Blackmore, Ashley Bickham | Budget Modification and Adjustments | Okaloosa Technical College Okaloosa UP Program staff |
| 03/29/2022 | Seahawk NEST Scholarship Disbursement Reports | Virtual Meeting | Virtual Claudia Bello Punto | Scholarship Disbursement Reports | Programs Coordinator, Broward College Seahawk NEST Program |

| Technical Assistance | | | | | |
|----------------------|---|-----------------|--|---|---|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 03/30/2022 | UMatter FCSUA Community Overview | Virtual Meeting | Virtual Claudia Bello Punto | FCSUA Community Overview | UMatter Program Director |
| 04/12/2022 | Facilitators Webinar | Virtual Meeting | Virtual Drew Andrews, Janice Seabrooks-Blackmore | Connecting with the FPCTP Team to support the completion of the End of Year Report in the Online Strategic Planning | Facilitators |
| 04/14/2022 | Hernando County School District | Onsite Meetings | Orlando, FL Iris Neil | FPCTP development | ESE Administrators from Hernando County School District |
| 06/08/2022 | FPCTP Development in Polk County Technical Colleges | Virtual Meeting | Virtual Drew Andrews | FPCTP Development in Polk County Technical Colleges | Deputy Superintendent |
| 06/20/2022 | Riveroak Technical College webinar | Virtual Meeting | Virtual Drew Andrews | Steps to Developing a FPCTP | Riveroak Technical College staff and administrators |
| 07/06/2022 | Santa Fe College Students Information | Virtual Meeting | Virtual Janice Seabrooks-Blackmore, Claudia Bello Punto | FPCTP Annual Report- Student Information in the FCSUA Community | Santa Fe College Project SAINT Program Director |
| 07/21/2022 | Project SAINT - Santa Fe College Annual Report | Virtual Meeting | Virtual Claudia Bello Punto | FPCTP Annual Report - Program Information in the FCSUA Community | Santa Fe College Project SAINT Program Director |

| Technical Assistance | | | | | |
|----------------------|---|-----------------|--------------------------------|--|---|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 08/01/2022 | FPCTPs with CTE Focus | Virtual Meeting | Virtual Drew Andrews | CTE in IPSE programs | Bergen Community College, New Jersey - TPSID |
| 08/04/2022 | McFatter Technical College Annual Reports | Virtual Meeting | Virtual Claudia Bello Punto | FPCTP Student Information and Follow-Up Reports in the FCSUA Community | McFatter Technical College Grow You Future Program staff member |

| Collaboration | | | | | |
|-------------------------|---|-----------------|---|--|---|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 10/08/2021 | National Coordinating Center Project Advisory Committee | Virtual Meeting | Virtual Meg Grigal | Think College Advisory meeting | National partners that focus on inclusive postsecondary education |
| 12/01/2021 | Florida VR Program Administrator | Virtual Meeting | Virtual Janice Seabrooks-Blackmore, Drew Andrews | Introduction and future planning | VR administrator |
| 06/23/2022 - 06/25/2022 | Southeastern Postsecondary Education Alliance (SEPSEA) | Conference | Auburn, AL Iris Neil, Janice Seabrooks-Blackmore, Drew Andrews | Collaboration with SE regional comprehensive postsecondary transition programs | Southeast region comprehensive postsecondary transition program staff |
| 07/07/2022 | VR IPSE Liaisons FLPEPPI Overview | Virtual Meeting | Virtual Janice Seabrooks-Blackmore and Drew Andrews | VR IPSE Liaisons FLPEPPI Overview | VR IPSE Liaisons and VR administrators |

| Collaboration | | | | | |
|---------------|--|-----------------|--|---|-------------------------------------|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 07/20/2022 | Think College Network Annual Meeting | Onsite Meetings | Cleveland, OH Drew Andrews | TCN Annual Meeting updates | Think College Network members |
| 07/27/2022 | National Coordinating Center Accreditation Workgroup Meeting | Onsite Meetings | Virtual Drew Andrews | National Coordinating Center accreditation of IPSE programs | NCC Accreditation Workgroup members |
| 08/17/2022 | Able Trust - Florida Center for Students with Unique Abilities | Onsite Meetings | Florida Center for Students with Unique Abilities, UCF Drew Andrews, Iris Neil, Drexler James | Able Trust - Florida Center for Students with Unique Abilities meeting on collaboration | Able Trust and FCSUA |

| Outreach | | | | | |
|------------|---|------------------------------|--|--|---------------------------------------|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 10/05/2021 | FCSUA Monthly Webinar | FCSUA Informational Webinar | Virtual Christine Lamb, Sheridan and McFatter Technical College FPCTP | Seven Recruitment Strategies that will Boost FPCTP Participation | FPCTPs |
| 10/07/2021 | AmeriCorps Volunteer Florida Presentation | Presentation | Embassy suites Lake Buena Vista Orlando Drew Andrews, Iris Neil | Building Inclusive Service Environments | Volunteer Florida AmeriCorps managers |
| 10/13/2021 | DREAMable virtual presentation | Presentation | Virtual Drew Andrews, Iris Neil | Parent information on FCSUA and FPCTP | Parents |
| 10/16/2021 | FPEA College Fair | Conference information table | Rosen Shingle Creek Orlando, FL Iris Neil | FPCTP information and FCSUA resources | Homeschool parents |

| Outreach | | | | | |
|------------|--|------------------------------|--|---|--|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 10/16/2021 | FPEA Special Needs Conference | Conference information table | Rosen Shingles Creek Resort Orlando, FL Drew Andrews, Iris Neil | FPCTP programs and FCSUA resources | Homeschool parents |
| 10/22/2021 | Pasco County School District | Virtual Meeting | Virtual Iris Neil | Overview of FPCTPs | ESE Transition Specialist for school district |
| 10/23/2021 | Polk County FDLRS ESE Parents' Symposium | Presentation | Virtual Drew Andrews | An Overview of the Florida Center for Students with Unique Abilities | Polk County students, parents, and professionals |
| 10/23/2021 | Down Syndrome Foundation of Florida | Presentation | MIRC Janice Seabrooks-Blackmore | Florida Postsecondary Comprehensive Transition Programs: Available College Options | Parents of young adults with Down syndrome |
| 10/27/2021 | UCF EEX 4070 | Presentation | Virtual Drew Andrews | My I Can Is More Important than My IQ: Working with Students with Intellectual Disabilities | UCF Education undergraduates |
| 11/04/2021 | Guest Lecturer UCF EDA 6502 | Presentation | Virtual Drew Andrews | EDA 6502 Organization and Administration of Instructional Programs | UCF Educational Leadership students |

| Outreach | | | | | |
|------------|---|------------------------------|---|--|--|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 11/08/2021 | 2021 State of the Art and Student Leadership Inclusive College Showcase | Presentation | Virtual Drew Andrews, Iris Neil | Showcase of Florida Postsecondary Comprehensive Transition Programs | College students and their families attending SOTA Student Leadership Conference |
| 11/08/2021 | State of the Art (SOTA) College Fair | Conference information table | Virtual Iris Neil | FPCTP Showcase | College students and their families attending SOTA Student Leadership Conference |
| 11/08/2021 | State of the Art Conference | Presentation | Virtual Janice Seabrooks-Blackmore, Drew Andrews, Linda Mussillo, Beverly Stoutamire | Increasing Employment Outcomes for Students with Intellectual Disabilities Through Florida Postsecondary Comprehensive Transition Programs | Inclusive higher education professionals |
| 11/09/2021 | State of the Art Conference | Presentation | Virtual Janice Seabrooks-Blackmore, Drew Andrews, Marisa Hasty, Amanda Warren | Creating Opportunities for Students and Mentors to Thrive and Advocate Together | Inclusive higher education professionals |
| 11/13/2021 | Seminole County Transition Fair | Conference information table | Winter Springs High School Iris Neil | FPCTP information and FCSUA resources | Seminole County high school students, families and teachers. |

Outreach

| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
|-------------------------|--|------------------------------|---|---|--|
| 11/29/2021 | UF Guest Lecturer | Presentation | Virtual Drew Andrews | Preparing for postsecondary education and FPCTPs | UF graduate students |
| 12/14/2021 - 12/16/2021 | AMM (FL BESE - Administrators Management Meeting) | Conference information table | Caribe Royale Resort Orlando, FL Drew Andrews, Iris Neil | FPCTP information and FCSUA resources | Florida ESE Administrators |
| 12/14/2021 | Florida Center for Inclusive Communities Speaker Series 2021 | Presentation | Virtual Iris Neil | Florida College and Career Transition Clubs | FCIC constituents: parents and K12 staff |
| 01/03/2022 - 01/04/2022 | Council for Administrators of Special Education Newsletter | Participation/Information | Virtual Iris Neil | Written Articles: Think College - Florida Center for Students with Unique Abilities partnership to expand CTE | Members of Florida CASE |
| 01/11/2022 | Developing a Florida Postsecondary Comprehensive Transition Program Grant Proposal | FCSUA Informational Webinar | Virtual Jon Williams, Shelly Bell | Funding opportunities for an FPCTP at a technical college | Approved Programs and Eligible IHE educator and administrators |
| 01/12/2022 - 01/14/2022 | Florida Career Pathways Network Symposium | Conference information table | Stuart, FL Iris Neil | FPCTP information and FCSUA resources | FCPN attendees |

| Outreach | | | | | |
|-------------------------|---|------------------------------|--|--|---|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 01/12/2022 - 01/14/2022 | Florida Career Pathways Network Symposium | Presentation | Stuart, FL Iris Neil | Realizing the Dream: Creating Pathways to Success through Postsecondary Education | FCPN attendees |
| 01/14/2022 - 01/16/2022 | CARD Statewide Annual Conference | Conference information table | Virtual Iris Neil | FPCTP information and FCSUA resources | CARD constituents: parents and professionals |
| 01/14/2022 - 01/16/2022 | CARD Annual Conference | Presentation | Virtual Janice Seabrooks-Blackmore, Drew Andrews, Katie Norland | Increasing Employment Outcomes for Students with Intellectual disabilities through Florida Postsecondary Comprehensive Transition Programs | CARD constituents: parents and professionals |
| 01/16/2022 | Council for Exceptional Children International Conference | Presentation | Orlando, FL Janice Seabrooks-Blackmore, Drew Andrews | Celebrating Five Years of the Florida Postsecondary Comprehensive Transition Program Act and Student Employment Outcomes | Council for Exceptional Children Conference attendees |
| 01/16/2022 - 01/19/2022 | CEC International Conference | Conference information table | Orlando FL Iris Neil | FPCTP programs and FCSUA information | CEC members |

Outreach

| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
|-------------------------|---|------------------------------|---|---|--|
| 01/16/2022 - 01/19/2022 | Council for Exceptional Children Conference display table | Conference information table | Orlando, FL Drew Andrews and Iris Neil | Florida Postsecondary Comprehensive Transition Programs and Florida Center for Students with Unique Abilities | CEC Conference attendees |
| 01/27/2022 | DADD Conference presentation | Presentation | Clearwater, FL Drew Andrews, Janice Seabrooks-Blackmore | Examining 5 Years of Florida Postsecondary Comprehensive Transition Programs | DADD attendees |
| 01/31/2022 | Dreamable Launch Reception | Reception | Altamonte Springs, FL Iris Neil | Launch of DreamABLE website - College Opportunities for Students with Disabilities | Families of ASD Adult Achievement Center |
| 02/03/2022 | North East Florida Educational Consortium (NEFEC) College and Career Fair | Conference information table | Starke, FL Iris Neil | FPCTP information and FCSUA resources | Students and teachers in small rural school and districts in Northeast Florida |
| 02/04/2022 | Santa Fe SAINTS program visit | Onsite Meetings | Gainesville, FL Iris Neil | FPCTP visit | Santa Fe College Project SAINTS program staff and students |
| 02/10/2022 | UNF visit | Onsite Meetings | UNF, Jacksonville, FL Drew Andrews, Janice Seabrooks-Blackmore | FPCTP Development | UNF administration |

| Outreach | | | | | |
|------------|---|------------------------------|---|---|---|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 02/15/2022 | NEFEC Guidance Counselor Meeting | Conference information table | Gainesville, FL Iris Neil | Overview of FCSUA and FPCTPs Exhibitor | K12 Guidance Counselors in NEFEC small and rural school districts |
| 02/25/2022 | Florida AHEAD Conference | Onsite Meetings | FAU, Boca Campus Drew Andrews, Janice Seabrooks-Blackmore | Developing Florida Postsecondary Comprehensive Transition Programs | Florida AHEAD members |
| 02/26/2022 | Black Homeschoolers of Central Florida Community Expo | Conference information table | Deland, FL Iris Neil, Melanie Lopez | FPCTP programs and FCSUA information | Parents of children being homeschooled |
| 03/01/2022 | Successful Approaches to Employment Outcomes | FCSUA Informational Webinar | Virtual Linda Musillo, Beverly Stoutamire | Employment outcomes at FPCTPs | Approved FPCTPs and eligible institutions |
| 03/04/2022 | Levy County School Counselors Workshop | Virtual Meeting | Virtual Drew Andrews | Overview of the Florida Center for Students with Unique Abilities and College and Career Transition Clubs | Levy County administration and school counselors |
| 04/05/2022 | Guardianship and the Alternatives | FCSUA Informational Webinar | Virtual Catherine E. Davey, Esq. | Alternative to guardianship | Approved FPCTP and eligible institutions |

| Outreach | | | | | |
|-------------------------|--|------------------------------|--|---|--|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 04/06/2022 - 04/08/2022 | Florida Division of Career Development and Transition Conference | Presentation | Orlando, FL Melanie Lopez | Bringing Student Learning Outcomes to Life | FL DCDT members and K12 transition staff |
| 04/06/2022 - 04/08/2022 | Florida Division of Career Development and Transition Conference | Conference information table | Orlando FL Iris Neil, Drew Andrews, Melanie Lopez, Janice Seabrooks-Blackmore | FPCTP programs and FCSUA information | Florida DCDT members and K12 school district transition services staff |
| 04/06/2022 - 04/08/2022 | Florida Division of Career Development and Transition Conference | Presentation | Orlando, FL Iris Neil, Drew Andrews | Improving Indicator 14: Focusing on Students with Intellectual Disabilities | FL DCDT members and K12 transition staff |
| 04/28/2022 | High School High Tech Conference | Presentation | Orlando, FL Iris Neil, Drew Andrews | Postsecondary Education Opportunities for Students with Disabilities | Florida secondary teachers |
| 04/29/2022 | Hernando County Transition Fair | Conference information table | Spring Hill, FL Iris Neil | FPCTP programs and FCSUA information | ESE students, teachers, and parents |
| 05/05/2022 | TCC Graduation | Reception | Tallahassee, FL Iris Neil | Graduation ceremony/reception | TCC Eagle Connections Program students, families, and administrators |
| 05/06/2022 | Lively Technical College site visit | Onsite Meetings | Tallahassee, FL Iris Neil | FPCTP visit | Lively Tech FPCTP staff |

| Outreach | | | | | |
|-------------------------|--------------------------------|------------------------------|--|---|--|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 05/09/2022 - 05/11/2022 | FCAN Symposium | Presentation | Orlando, FL Iris Neil, Drew Andrews | Postsecondary Pathways for Underrepresented Populations | Leaders and professionals from various sectors — K-12 education, colleges and universities, technical centers, nonprofits, philanthropic foundations, and college students |
| 05/09/2022 - 05/11/2022 | FCAN Symposium | Conference information table | Orlando, FL Iris Neil, Drew Andrews | FPCTPs information and FCSUA resources | Leaders and professionals from various sectors — K-12 education, colleges and universities, technical centers, nonprofits, philanthropic foundations, and college students |
| 05/12/2022 | Lee County Virtual Agency Fair | Virtual Meeting | Virtual Iris Neil | Overview of FPCTPs | Lee County ESE staff, students with disabilities and family members |
| 05/15/2022 - 05/17/2022 | DCDT International Conference | Conference information table | Myrtle Beach, SC Iris Neil, Janice Seabrook-Blackmore, Drew Andrews | FPCTPs information and FCSUA resources | DCDT Conference attendees - K12 and postsecondary education staff |

Outreach

| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
|-------------------------|--|------------------------------|--|---|---|
| 05/15/2022 - 05/17/2022 | DCDT International Conference | Presentation | Myrtle Beach, SC Iris Neil, Janice Seabrooks-Blackmore | Improving Indicator 14 through College and Career Transition Clubs | DCDT Conference attendees - K12 and postsecondary education staff |
| 05/16/2022 | DCDT International Conference | Presentation | Myrtle Beach, SC Janice Seabrooks-Blackmore, Drew Andrews, Linda Mussillo, Beverly Stoutamire | Increasing Employment Outcomes for Students with Intellectual Disabilities Through Florida Postsecondary Comprehensive Transition Programs | DCDT Conference attendees - K12 and postsecondary education staff |
| 05/26/2022 - 05/29/2022 | Family Cafe | Conference information table | Orlando, FL Drew Andrews, Janice Seabrooks-Blackmore | FPCTPs information and FCSUA resources | Families of people with disabilities |
| 05/26/2022 - 05/28/2022 | Florida Parent Educator Association Conference | Conference information table | Orlando, FL Iris Neil, Melanie Lopez | FPCTPs information and FCSUA resources | FPEA members, parents of home-schooled children |
| 05/26/2022 - 05/29/2022 | Family Cafe | Presentation | Orlando, FL Iris Neil, Drew Andrews | The Florida Center for Students with Unique Abilities Celebrates Five Years of the Florida Postsecondary Comprehensive Transition Program Act | Families of people with disabilities |

| Outreach | | | | | |
|-------------------------|--|------------------------------|---|--|---|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 06/02/2022 | FPCTP Development at Florida State College Jacksonville | Onsite Meetings | Florida State College Jacksonville campus Janice Seabrooks-Blackmore, Drew Andrews | FPCTP Development at Florida State College Jacksonville | FSCJ Administration |
| 06/06/2022 - 06/08/2022 | FL Council for Administrators of Special Education (CASE) Conference | Conference information table | Bonita Springs, FL Iris Neil | FPCTPs information and FCSUA resources | Florida Special Education administrators |
| 06/09/2022 | ISRSD Summer Institute for ESE Administrators | Presentation | Bonita Springs FL Iris Neil | Overview of FPCTPs | ESE Directors of small and rural districts in Florida |
| 06/14/2022 | AAIDD International Conference | Presentation | Jacksonville, FL Janice Seabrooks-Blackmore and Drew Andrews | The Florida Center for Students with Unique Abilities Celebrates 5 Years of the Florida Postsecondary Comprehensive Transition Program Act | AAIDD Conference attendees |
| 06/16/2022 | College, Disabilities, and Success Podcast | Presentation | Virtual Drew Andrews | Florida Postsecondary Comprehensive Transition Program Overview | College, Disabilities, and Success Podcast listeners |
| 06/24/2022 | SEPSEA General Session | Presentation | Auburn University, AL Drew Andrews and other TCN members | TCN Career and Technical Education Collaborative Workgroup | Southeastern region IPSE program staff and administrators |

| Outreach | | | | | |
|----------------------------|---|---------------------------------|---|--|---|
| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
| 06/24/2022 | SEPSEA Conference | Presentation | Auburn University, AL Drew Andrews and Liz Getzel | TCN Collaborative Workgroups | Southeastern region IPSE program staff and administrators |
| 07/18/2022 - 07/19/2022 | Florida Association on Career and Technical Education (FACTE) Conference | Conference information table | Ponte Vedra Beach, FL Drew Andrews | FCSUA resources and FPCTP program information | CTE leadership and instructors |
| 07/19/2022 | Florida Association on Career and Technical Education (FACTE) Conference | Presentation | Ponte Vedra Beach, FL Drew Andrews | Postsecondary Pathways for Under Represented Populations | CTE leadership and instructors |
| 07/20/2022 - 07/22/2022 | AHEAD 2022 Equity and Excellence Conference | Presentation | Cleveland, OH Iris Neil, Janice Seabrooks- Blackmore, Craig Levins, Aimee Stubbs | From Research to Practice: Developing Successful Postsecondary Education Programs for Students with Intellectual Disabilities | Disability resource professionals, student affairs personnel, ADA coordinators, diversity officers, AT/IT staff, faculty and other instructional personnel |
| 07/23/2022 | Down Syndrome Association of Jacksonville Annual Inclusive Education Conference | Conference information table | Jacksonville, FL. Melanie Lopez, M.Ed. | Providing information and resources for FPCTPs. | Families and individuals with intellectual disabilities |

Outreach

| Date | Event | Type | Location/Presenter | Focus/Title | Audience |
|-------------------------|--------------------------------|------------------------------|---|---|--|
| 07/28/2022 | Florida Youth Leadership Forum | Presentation | Tallahassee, FL Drew Andrews | Self-Advocacy for College and Career | Florida Youth Leadership Forum delegates, staff, and leaders |
| 07/29/2022 | Florida Youth Leadership Forum | Conference information table | Tallahassee, FL Drew Andrews | FCSUA Resources & FPCTP Programs | Florida Youth Leadership Forum delegates, staff, and leaders |
| 08/04/2022 - 08/06/2022 | Inclusive Impact Initiative | Participation/Information | Orlando, FL. Melanie Lopez, M.Ed. | Providing inclusive resources and practices for families throughout the U.S. who have members with intellectual disabilities. | Families of individuals with intellectual disabilities preparing for IHEs. |
| 09/06/2022 | September Webinar | FCSUA Informational Webinar | Virtual Janice Seabrooks-Blackmore; Drew Andrews | Developing a Florida Postsecondary Comprehensive Transition Program | Institutions interested in starting a FPCTP |

Appendix F

- 1 – November 2021 Virtual Florida Postsecondary Education Program Planning Institute Program
- 2 – July 2022 Florida Postsecondary Education Program Planning Institute Program

🌐 Displaying agenda in event timezone (11:05 AM EDT)



Tuesday, November 16

10:00 AM-12:00 PM

Pre-Institute Workshop: Using the FCSUA Community (Salesforce) to Complete the FPCTP Requirements (Novice Level)

🎥 Recorded Video: [Watch video](#)

Speakers: Janice Seabrooks-Blackmore, Claudia Bello Punto

This pre-institute workshop will provide review access to and use of the FCSUA Community (Salesforce).

1:00 PM-2:45 PM

Pre-Institute Workshop: Using the FCSUA Community (Salesforce) to Complete the FPCTP Requirements (Advanced Level)

🎥 Recorded Video: [Watch video](#)

Speakers: Janice Seabrooks-Blackmore, Claudia Bello Punto

This pre-institute workshop will specifically focus on the FPCTP Grant Proposal in FCSUA Community (Salesforce).

3:00 PM-3:30 PM

2021 Florida Postsecondary Education Program Planning Institute: Welcome and Institute Overview

🎥 Recorded Video: [Watch video](#)

Speaker: Janice Seabrooks-Blackmore

3:30 PM-4:30 PM

Keynote: Florida Postsecondary Comprehensive Transition Program (FPCTP) Act. Our 5 Year Celebration

🎥 Recorded Video: [Watch video](#)

Speaker: Paula D Kohler

In this keynote session, Dr. Kohler will highlight implementation of the FPCTP Act, including both the opportunities and challenges it presented. We will examine the accomplishments of the past five years, with a focus on the questions they present for the future. We will challenge teams to reflect ...

[Read More](#)

Wednesday, November 17

8:00 AM-10:30 AM

Team Planning Time

10:30 AM-12:00 PM

Reflections From Three Initial Florida Postsecondary Comprehensive Transition Programs (FPCTP): Where We Were and Where We are Now

🎥 Recorded Video: [Watch video](#)

Speakers: Michael P. Brady, Linda Mussillo, Christy Bradford

This panel session will highlight reflections the three inaugural FPCTPs from the beginning, present, and to the future, including program development and student accomplishments

12:30 PM-1:30 PM

A Resource to Support Faculty in Inclusive Higher Education: A Faculty Toolkit (Faculty and Staff Focused: Benchmarks 2.1 - 2.4)

🎥 Recorded Video: [Watch video](#)

Speaker: MaryLou Duffy

This session will share an introduction to the Faculty Toolkit, a new resource available to FPCTPs. Topics include Building awareness, Effective Instructional Practices, and Applying Universal Design for Learning.

The session will conclude with questions and discussion with the audience r...

[Read More](#)

12:30 PM-1:30 PM

Evaluation Made Easy (Program and Institution Focused: Benchmark 3.7)

🎥 Recorded Video: [Watch video](#)

Speaker: June Gothberg

This session will highlight design practices with a checklist, templates, and other resources to help you ensure your evaluations are inclusive. The presenter is a long-time supporter of the Florida Center for Students with Unique Abilities and will be available after the session to assist you with ...

[Read More](#)

Wednesday, November 17 (Continued)

12:30 PM-1:30 PM

Tales of a New FPCTP (Not a Fish Tale, Though it Takes Place at the SEA) (Program and Institution Focused)

■ Recorded Video: [Watch video](#)

Speaker: Doug Carothers

This session will provide an overview of the Soaring Eagles Academy at Florida Gulf Coast University from the initial steps from the beginning through becoming an approved Florida Postsecondary Comprehensive Transition Program.

1:30 PM-3:30 PM

Team Planning Time

3:30 PM-4:30 PM

Vocational Rehabilitation: Expanding Students' Entrepreneurship as an Employment Option (Program and Institution Focused: Benchmark 3.4)

■ Recorded Video: [Watch video](#)

Speaker: Horace Brown

This session will discuss Entrepreneurship as an employment option and how VR supports students in Florida Postsecondary Comprehensive Transition Programs. Examples will include what VR clients have done and the skills and supports clients need in order to be self-employed.

12:30 PM-1:30 PM

AmeriCorps Opportunities for FPCTPs (Student Focused: Benchmark 1. 3; Program and Institution Focused: Benchmark 3.4)

■ Recorded Video: [Watch video](#)

Speaker: Sherry Carlin

This session will provide an overview of AmeriCorps and the funding opportunities that could be included in FPCTP implementation.

3:30 PM-4:30 PM

Get the Most Out of the Online Strategic Planning Tool: Using Technical Soundness to Meet Your Program Goals (Program and Institution Focused: Benchmark 3.7)

■ Recorded Video: [Watch video](#)

Speaker: Alycia Sterenberg Mahon

This session will increase participants' knowledge of technical soundness and provide guidelines for how to write technically sound goals. Participants are encouraged to bring their goals from team planning time for the workshop portion of the session to improve goal writing and meet their program g...
[Read More](#)

3:30 PM-4:30 PM

Strategies to Create Equity and Inclusion Across the Campus (Program and Institution Focused: Benchmarks 3.1, 3.2)

■ Recorded Video: [Watch video](#)

Speakers: Kelly Southmayd, Laura Grace Hodupp

The session will share strategies used by the SEU Link program to increase equity and inclusion throughout the university, from marketing to website inclusion, administration and faculty, and student inclusion.

Thursday, November 18

8:00 AM-10:00 AM

Team Planning Time

10:00 AM-11:00 AM

St. Petersburg College Florida Postsecondary Comprehensive Transition Program: Titans UP (Program and Institution Focused)

■ Recorded Video: [Watch video](#)

Speaker: April Ross

This session will provide an overview of St. Petersburg College Titans UP initial steps through becoming an approved Florida Postsecondary Comprehensive Transition Program, including how credentials were chosen and student success stories.

10:00 AM-11:00 AM

ABLE United Accounts (Student Focused: Benchmarks 1.1 - 1.8)

■ Recorded Video: [Watch video](#)

Speakers: John Finch, Rachel Fackender

This session share how ABLE United accounts provide Floridians with disabilities a tax-free way to save money without losing government benefits.

10:00 AM-11:00 AM

Universal Design for Learning (Faculty and Staff Focused: Benchmarks 2.1, 2.2)

■ Recorded Video: [Watch video](#)

Speaker: Dr. Matthew Marino

This session will provide an overview of Universal Design for Learning for students with intellectual disabilities in higher education.

Thursday, November 18 *(Continued)*

10:00 AM-11:00 AM

What's In A Name: Credentials That Speak to Employers (Program and Institution Focused: Benchmark 3.3)

■ Recorded Video: [Watch video](#)

Speaker: Viki Kelchner

This session will focus on connecting the dots while developing FPCTP curriculum. Students enrolled in FPCTPs earn specific credentials by succeeding in a defined program of study through which they develop the competencies associated with employment aligned with their career goals. An important asp...

[Read More](#)

11:00 AM-11:15 AM

Florida Postsecondary Comprehensive Transition Programs Inclusive Employer Award

■ Recorded Video: [Watch video](#)

Speaker: FCSUA Team

This session will recognize our first Inclusive Employer Award recipient.

1:00 PM-2:30 PM

Team Report Out and Next Steps

Speaker: FCSUA Team

This session will feature teams sharing a summary of their plans developed during the FLPEPPI.

10:00 AM-11:00 AM

The CareerSource Florida Network: Your Job Search Partner (Program and Institution Focused: Benchmark 3.4)

■ Recorded Video: [Watch video](#)

Speaker: Adriane Grant

This session will provide an overview of how the CareerSource Florida Network can become your job search partner for students in Florida Postsecondary Comprehensive Transition Programs.

11:15 AM-12:30 PM

Keynote Panel: Update on Accreditation of Inclusive Higher Education Programs

■ Recorded Video: [Watch video](#)

Speakers: Debra Hart, Stephanie Smith Lee

This session provides an update on accreditation standards for inclusive higher education programs from national leaders.

2:30 PM-2:45 PM

FLPEPPI Closing and Evaluation

Speaker: FCSUA Team

Friday, November 19

9:00 AM-12:00 PM

Post-Institute Workshop: College Reading & Learning Association (CRLA) International PEER EDUCATOR Training Program Certification

■ Recorded Video: [Watch video](#)

Speaker: Michael Saenz

This post-institute workshop will share the process of how FPCTPs can include the CRLA International PEER EDUCATOR certification in their programs to support student success.

2022

Florida Postsecondary Education
Program Planning Institute

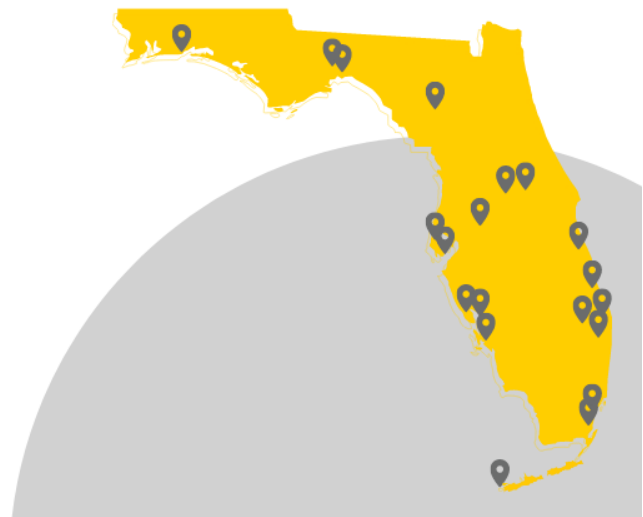
Agenda at a glance



UCF

Florida Center for Students
with Unique Abilities

UNIVERSITY OF CENTRAL FLORIDA



UCF

Florida Center for Students
with Unique Abilities

2022 FLORIDA POSTSECONDARY EDUCATION PROGRAM PLANNING INSTITUTE

MONDAY, JULY 11

10:00 AM - 2:00 PM

FCSUA Advisory Committee Meeting, **POINCIANA**

TUESDAY, JULY 12

9:00 AM - 3:00 PM

FCSUA Pre-FLPEPPI Workshop, **POINCIANA**

9:00 AM - 3:00 PM

Facilitator Preparation Workshop, **MAGNOLIA**

3:30 PM - 4:30 PM

GENERAL SESSION

Welcome and Overview, **GRAND CYPRESS BALLROOM**

4:30 PM - 5:30 PM

KEYNOTE SESSION

Representative Allison Tant, **GRAND CYPRESS BALLROOM**

5:30 PM - 7:30 PM

FLPEPPI Expo and Reception, **PORTICO**
Hor d'oeuvres served - Cash bar

WEDNESDAY, JULY 13

7:30 AM - 8:30 AM

Breakfast, **GRAND CYPRESS BALLROOM**

8:30 AM - 9:15 AM

GENERAL SESSION

Inclusive Employer Award, *Roger Brown*,
GRAND CYPRESS BALLROOM

9:30 AM - 10:30 AM

BREAKOUT CONTENT SESSIONS 1

- ABE to Save! Getting the Information to FPCTP Students and Their Families, *Jenn Sikora*, **GRAND CYPRESS A**
- Team Leader Forum, *Janice Seabrooks-Blackmore*, **GRAND CYPRESS B**
- The Bridge from Credential to Employment: Working with VR Counselors Across the State, *Katie Norland*, **GRAND CYPRESS C**
- Supporting Families While Empowering Students to Increase Self-Determination, *JoAnn Pagano*, *Chantie Snellgrove*, **GRAND CYPRESS G**
- Strategies for Successfully Matching Employment to Students' Credentials, *Katie Curwick*, *Beverly Stoutamire*, *Heather Jordan*, **GRAND CYPRESS H**
- Strategies to Weave FPCTP into the Fabric of the Institution's Mission for Diversity, Equity, Access, and Inclusion, *Bea Awoniyi*, **GRAND CYPRESS I**

10:45 AM - 1:15 PM

FACILITATED TEAM PLANNING TIME

Box lunch pick up at noon

1:30 PM - 2:30 PM

BREAKOUT CONTENT SESSIONS 2

- Creating Institution-Approved Courses and Credentials, *Gwen Carey*, *Diana Valle-Riestra*, **GRAND CYPRESS A**
- Peer Mentoring: Indirect Learning of Social and Employment Soft Skills, *Amanda Warren*, *Tara Rowe*, **GRAND CYPRESS B**
- Mindfulness-Based Self Compassion, *Iris Neil*, *Debbie Reed*, **GRAND CYPRESS C**



WIFI Network: FCSUA Password: flpeppi2022

Providing pathways to postsecondary education with keys to employment success.

- Strengthening the Fabric of Your Institution: Aligning your FPCTP with the Institution Mission and Supporting Students Across the Campus, *Jennette Kilroy, Craig Levins, Aimee Stubbs*, **GRAND CYPRESS G**
- Using Social Media Platforms to Promote Your FPCTP, *Claudia Bello Punto*, **GRAND CYPRESS H**
- College Matters Modules: Benefits for FPCTPs, *Marie Paiewonsky*, **GRAND CYPRESS I**

2:45 AM - 4:45 PM

FACILITATED TEAM PLANNING TIME

THURSDAY, JULY 14

8:00 AM - 9:00 AM

BREAKOUT CONTENT SESSIONS 3

- Embracing Well-Being Throughout the Postsecondary Environment, *Mayte Capo*, **GRAND CYPRESS A**
- The Think College Inclusive Higher Education Network: Expanding Career and Technical Education and Employment Opportunities, *Danie Roberts-Dahm, Susanna Miller-Raines, Drew Andrews*, **GRAND CYPRESS B**
- Work Opportunities with Amazon, *Phil Kwiek, Janae Wicks-Witucki, Helen Candamil*, **GRAND CYPRESS C**
- The Faculty Toolkit: Strengthening Inclusive Participation with Faculty Supports, *Mary Lou Duffy*, **GRAND CYPRESS G**
- Bridging Postsecondary Education to Employment: Working with the Student's VR Counselor and the Employment Services Vendor While the Student Attends a FPCTP, *Peter Shepis, Jesse Riddle*, **GRAND CYPRESS H**
- Are You Taking Advantage of What the CTP Status Offers?, *Clare Papay*, **GRAND CYPRESS I**

9:15 AM - 11:45 PM

FACILITATED TEAM PLANNING TIME

11:45 AM - 12:30 PM

Closing Luncheon, **GRAND CYPRESS BALLROOM**

12:30 PM - 1:30 PM

GENERAL SESSION

FPCTP Student Panel, *Aarushi Pratap, Torey Roberts, Johny Suprice*, **GRAND CYPRESS BALLROOM**

1:45 PM - 3:00 PM

GENERAL SESSION

Teams Report Out and Next Steps, **GRAND CYPRESS BALLROOM**

3:00 PM - 3:15 PM

GENERAL SESSION

Closing and Evaluation, **GRAND CYPRESS BALLROOM**

FRIDAY, JULY 15

9:00 AM - 12:00 PM

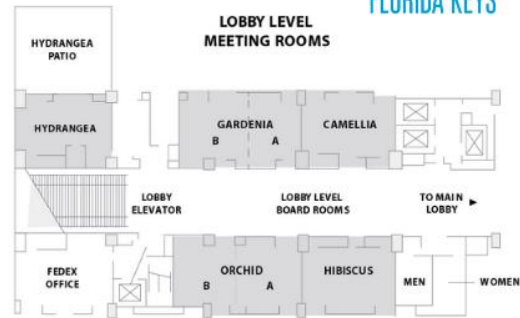
FCSUA Post-FLPEPPI Workshop, **GRAND CYPRESS A**

9:00 AM - 2:00 PM

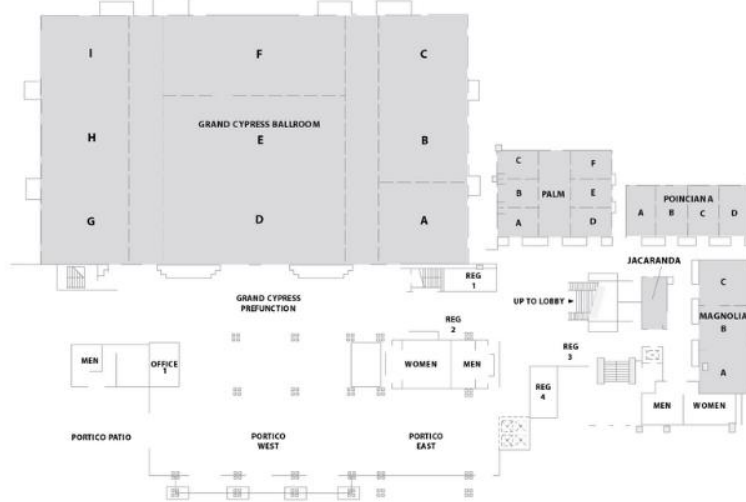
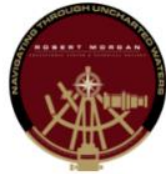
Think College Network - CTE Collaborative Workgroup Meeting, **GRAND CYPRESS C**
Lunch provided



INDIAN RIVER STATE COLLEGE



FLOOR PLAN Convention Level



Appendix G

Credentials Offered by FPCTPs with Students Enrolled in 2020-2021

Credentials Offered by Florida Postsecondary Education Comprehensive Transition Programs (FPCTP) with Students Enrolled in 2021-2022

Universities

Florida Atlantic University (2-4 years)

General Endorsement: Certificate in Supported Employment is earned by all students upon completion. The curriculum aims to teach students to identify and pursue regular community jobs and careers, and to access the support needed to acquire and maintain these jobs. Students may choose to pursue two other credentials in addition to the general endorsement.

Industry Certification—No; Students Enrolled—40

| Credential | Description | Industry Certification | Students Enrolled |
|--|--|------------------------|-------------------|
| Concentration: Supported Community Access Credential: <i>Certificate in Supported Community Access</i> | This concentration provides 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. Students will gain knowledge and skills in self-determination including problem solving, critical thinking skills, goal setting, and self-advocacy. | No | 18 |
| Concentration: Supported Community Living Credential: <i>Certificate of Community Living</i> | Students focus on the practical aspects of selecting and interacting with housemates, attending to personal finances, and promoting personal well-being. Includes a mix of didactic courses and practical training experiences. Students will gain knowledge and skills needed to live in shared community living arrangements, as well as in independent residential community arrangements. | No | 32 |

Florida Gulf Coast University (2 years)

General Endorsement: Credential in Community Employment is earned by all students upon completion and demonstrates enhanced training to work in a community employment environment. It consists of courses in reading and use of technology as well as a series of progressively intensive and individualized field experiences/internships.

Industry Certification—No; **Students Enrolled**—9

Florida International University (3 years)

General Endorsement: The FIU Embrace Education Certificate of Completion is earned by all students upon completion. It is aimed at developing a student's ability to live independently (as defined by the student) upon graduation. The program aims to prepare participants for competitive, integrated, paid employment, and offers students a well-rounded educational experience that enables students to develop skills and competencies in a selected area of specialization.

Industry Certification—No; **Students Enrolled**—26

Micro-credentials/Badges:

***Fundamentals of Corporate Communication** provides a foundational understanding of a corporate/business environment. Students learn how to navigate an office setting and how to effectively communicate with other co-workers, as well as demonstrate an understanding of different organizations and their hierarchies.*

***Basics of Nutrition** explains the basic scientific principles of nutrition and nutritional requirements. Students understand the link between nutrition and good health by completing a dietary analysis and identifying how diet impacts health promotion.*

***Fundamentals of Food, Fundamentals of Dietary Systems Management Part 1, Fundamentals of Dietary Systems Management Part 2:** provides understanding food production, distribution, and sanitation and risk management in a foodservice organization. Students will understand how to manage quality in a foodservice organization.*

***Computing** explains the basics of hardware and software, setup the hardware of a computer, load software and prepare the computer for use, understand cybersecurity when using the internet, and understand the fundamentals of computing.*

| Credential | Description | Industry Certification | Students Enrolled |
|---|---|------------------------|-------------------|
| Concentration: Health and Nutrition | This concentration provides opportunities for enrollment of courses to be taken within the Robert Stempel College of Public Health and Social Work. | | 1 |
| Concentration: Hospitality Operations | This concentration provides opportunities for students to take courses from within the Chaplin School of Hospitality and Tourism Management. | | 10 |
| Concentration: Corporate Communication | This concentration includes courses to be taken within the College of Communication, Architecture, and the Arts. | | 9 |
| Concentration: Digital Communication | This concentration requires courses to be taken within the College of Communication, Architecture, and the Arts. | | 3 |
| Concentration: Digital Communication with AR/VR | This concentration provides opportunities for students to take courses within the College of Communication, Architecture, and the Arts. | | 2 |
| Concentration: Computer Technology | This concentration requires courses to be taken within the College of Engineering and Computing. | | 2 |

Southeastern University (2 years)

General Endorsements: Link Program Certificate of Professional Readiness is earned by all students upon completion. Students also obtain an industry credential in their chosen career field during their second year of study.

Industry Certification—No; **Students Enrolled**—9

Micro-credential/Badge:

*American Safety and Health Institute offers the **CPR/First Aid** (ASHI) training to all students where they practice the techniques and perform a full round of CPR.*

| Credential | Description | Industry Certification | Students Enrolled |
|---|--|------------------------|-------------------|
| Concentration: Business Certifications: <i>SimNet Microsoft Word, Excel PowerPoint White Badge</i> | This concentration is for students who are interested in working in an office or retail setting. Inclusive courses, internships and industry credentials will all be aligned with this goal of working in the business world. Awarded to students completing all tasks indicating basic proficiency in Microsoft Word, Excel, and PowerPoint as determined by the McGraw-Hill SimNet platform (Level 1 White Belt). | Yes | 7 |
| Concentration: Education/ Childcare Certifications: <i>Florida DCF - Licensed Childcare Facility Introductory Training</i> | This concentration is for students who are interested in working in a school or daycare setting. Students complete basic skills and competencies through a series of five courses. | Yes | 2 |

University of Central Florida (2 years)

General Endorsement: Professional Services Credential is earned by all students in one of three areas of specialization upon completion.

Industry Certification—No; **Students Enrolled**—10

| Credential | Description | Industry Certification | Students Enrolled |
|------------------------------------|--|------------------------|-------------------|
| Concentration: Education | Students completing their concentration in education develop skills to work with children with or without disabilities in a variety of educational settings as teaching assistants, transition mentors and specialized instruction assistants (music, dance, sports, art). | | 3 |

| Credential | Description | Industry Certification | Students Enrolled |
|--|---|------------------------|-------------------|
| Concentration: Hospitality | From working at theme parks to helping in resort operations and food services, students who choose the hospitality concentration have found careers working as property/rental management associates, customer service agents, tour guides and other guest-service positions. | | 6 |
| Concentration: Social Services | Students in the social services concentration often find jobs as office assistants, clerks and support staff in nursing homes, community centers, police departments, emergency units and nonprofit agencies. | | 1 |

University of South Florida-St. Petersburg (2 years)

General Endorsement: U Matter Certificate of Completion and Accomplishment is earned by all students upon completion. This credential reflects the acquisition of employability and independent living skills.

Industry Certification—Yes; Students Enrolled—7

Micro-credential/Badge:

Career Readiness Badge at University of South Florida addresses the eight essential skills that employers look for when hiring interns or new employees (career management, communications, critical thinking, global citizenship, leadership, professionalism, teamwork, and technology).

Certifications:

Disney Institute: Owing the Service Moment provide students with knowledge of how to create unique ways to develop emotional connections; define why a purpose is the foundation to a successful, consistent service strategy; and keep a higher purpose top of mind in very task-oriented jobs.

Disney Institute: People Make the Difference training students on utilizing service tools to drive the consistent delivery of customer service; support leaders and/or employees as they use creativity to solve service issues; and uncover the relationship between empowerment and enablement by deeply understanding the Guest experience.

State Colleges

Broward College (3 years)

General Endorsement: Broward College Certificate of Professional Services Credential is earned by students demonstrating competencies essential for productive employment in a professional environment through completion of an area of specialization.

Industry Certification—No; **Students Enrolled**—13

| Credential | Description | Industry Certification | Students Enrolled |
|---|--|------------------------|-------------------|
| <p>Concentration: Arts, Humanities, Communication and Design (AHCD)</p> <p>Credential: <i>Graphic Support Specialist</i></p> | <p>This concentration leads to the Graphic Support Specialist (T1) program.</p> <p>The credential is a T1 (technical Certificate from Broward College) offered to students who complete the courses for credit. This will support students entering the field of Graphic Design, as an entry level person, on small projects or completing a portion of a larger project.</p> | Yes | 2 |
| <p>Concentration: Business: Office</p> <p>Credential: <i>Office Support Specialist Technical Certificate</i></p> | <p>This concentration offers the Office Support Specialist T1 program for Seahawk NEST students. This program will allow students to have a general understanding of an office environment, allowing them to obtain an entry level job in a business/office setting.</p> <p>This certificate allows students to work in an office environment either as an entry level or administration 2 position.</p> | Yes | 6 |
| <p>Concentration: Education</p> | <p>The concentration is available to the students who are interested in taking courses in the Early Childhood. Completion of the program allows students to work in various aspects of childcare, however, if students want to work in an early childcare setting, they will need to complete the state childcare evaluation.</p> | | 4 |

| Credential | Description | Industry Certification | Students Enrolled |
|--|--|------------------------|-------------------|
| Concentration: Science, Technology, Engineering, and Math (STEM) | Students completing this program can be considered for an entry level IT help desk position. | Yes | 1 |
| Credential: <i>Information Technology Support Specialist</i> | Students can work in IT as help desk specialists. Students can also take classes towards and A+ comprehensive certification. | | |

Indian River State College (1-2 years)

General Endorsement: IRSC Employability and Career Exploration Certification is earned by all students completing a Topics in Work Skills class that focuses on employability skills, self-determination, and advocacy skills along with looking at various careers in the four-county area. Students may also choose occupational completion points from a range of specialization areas.

Industry Certification—No; Students Enrolled—17

| Credential | Description | Industry Certification | Students enrolled |
|--|--|------------------------|-------------------|
| CTE Program: Automotive General Service Technician | Students receive training in the theory and practice of automotive systems and components and learn the latest advances in automotive repair and maintenance. | Yes | 1 |
| Credential: <i>Automotive General Service Technician</i> | Upon completion of the credential, students will be able to demonstrate proficiency in the diagnosis, service, and repair of automotive systems. | | |
| CTE Program: Chef's Apprentice | This program offers practical experience in culinary techniques, safety and sanitation, knife skills and cutlery, weights and measurements, and basic food preparation. Upon completion, students can apply their skills in restaurants, catering, banquets, cruise lines, resorts/private clubs, corporates food service establishments, etc. | | 2 |

| Credential | Description | Industry Certification | Students enrolled |
|---|--|------------------------|-------------------|
| <p>Credential: <i>Chef's Apprentice Certificate</i></p> <p>Certification: <i>National Certification in Sanitation Management (ServSafe)</i></p> | <p>Upon completion, students can apply their skills in a variety of industry settings such as restaurants, catering, banquets, cruise lines, resorts/private clubs, corporates food service establishments, etc.</p> <p>This certification assures a food service establishment, that the person has passed a national food safety test and is aware of all food safety standards applicable in the food service industry.</p> | Yes | |
| <p>CTE Program: Guest Services Specialist</p> <p>Certification: <i>Guest Services Specialist Certificate</i></p> | <p>This program introduces students to hotel/motel and food services industries. Students study marketing and cost controls principles, legal responsibilities, and security controls for the industry.</p> <p>This certificate prepares students to seek employment in tourism, public housing management, food service and catering with hotels and lodging, theme parks, cruise ships, fitness centers, retail, customer service, and more.</p> | Yes | 2 |
| <p>CTE Program: Administrative Office Specialist</p> <p>Certifications: <i>Administrative Office Specialist</i></p> | <p>This program provides a broad foundation of knowledge and skills by expanding traditional roles. Content includes the use of technology to develop communication, higher level thinking and decision-making skills, the performance of office tasks specific to the respective environment and the production of quality work in an efficient manner using advanced features of business software applications.</p> <p>Upon completion of the Administrative Office Specialist credential, students will be able to demonstrate the use of technology in the workplace.</p> | Yes | 14 |

Santa Fe College (1-2 years)

General Endorsement: Project SAINT Completion Certificate is earned by all students upon completion; however, to meet that criterion for completion, they must also have earned at least 1 professionally recognized certification through pursuing one or more of the specialized areas.

Industry Certification—Yes; Students Enrolled—8

Micro-credentials/Badges:

***Advanced Computer Skills** will address such topics as advanced use of email, apps, advanced word functions, EXCEL, and the SF "cloud".*

***Cooking Series** allow students to earn this badge either by participating in a UF IFAS free cooking and nutrition course when available, or by completing and documenting monthly nutritious food preparation activities at home. The IFAS course is a research-based nutrition education program that helps eligible participants learn how to: eat a variety of nutritious foods, save time and money grocery shopping, handle food safety, move more every day, cook, and plan healthy meals, and reduce access barriers.*

***Direct Care Topics:** teach about Direct Care careers as companions or home health aides with elderly or disabled people. Topics include duties and responsibilities of the job; confidentiality; cultural diversity; client centered care; working within a team. Certifications are embedded into the course, but in addition students receive a micro-credential for course completion.*

***Hospitality Topics** prepare students for a variety of careers in the hotel industry; they cover the topics of customer service, food service, and housekeeping, with opportunities to participate in hands-on practice with skills. Safe staff certification is recommended, and red-carpet customer service is included.*

***Introduction to Computer Skills** is an Adult Education class. Introduction to Office focuses on basic computer skills, including use of the mouse, Email, safety on the internet, an introduction to the Canvas course system, basic Word editing functions. This is a SAINT required micro-credential.*

***Self-Defense** is offered on campus by the Alachua County police department specifically and only for women. The student must complete three sessions for RAD certification.*

***Virtual Portfolios** credential is required for All SAINT students. Students will compile a robust virtual portfolio documenting their time in SAINT as well as including a resume, copies of certificates earned, photos and video explorations of interests, activities, and achievements. This is presented at graduation.*

Workshop Topics and Life Skills Class is a requirement for ALL SAINT students. Topics include but are not limited to self-advocacy, self-care, self-determination, communication, self-presentation, and job readiness.

Certifications:

American Heart Association First Aid Certification teaches adult and child CPR; critical skills to respond to and manage medical emergencies and general first aid practices. Students must pass written and hands-on tests.

Bloodborne Pathogens Training offered for students interested on Infection control for health care companions and providers. This is an OSHA compliant online Bloodborne Pathogens certification course equivalent to a 6-hour classroom course that the American Heart Association (AHA), American Red Cross (ACR) and several other training providers offer.

DCF Childcare Certification ensures that students in childcare programs have advanced their education and experience to provide developmentally appropriate care. This course is taught in a classroom and online format. Students complete each of the six required modules and prepare for the six exams to meet the basic State of Florida requirements for working in a childcare center.

HIPAA Confidentiality Training is offered as an option for students in the Direct Care or CNA pathways receiving a HIPAA certification. HIPAA compliance for an organization revolves around protecting the privacy and security of Protected Health Information.

Red Carpet Customer Service Training is offered by SF Continuing Education and is designed to teach lessons in customer service for both internal and external customers. Participants learn how to make customers feel important by delivering consistent red-carpet customer service.

SafeStaff Foodhandler offers the Florida Food Handler's card is issued upon successful completion of an approved food safety training program. The SafeStaff Foodhandler Training Program is a requirement for food service employees and teaches students proper food handling for employment and family food safety

| Credential | Description | Industry Certification | Students Enrolled |
|---|--|------------------------|-------------------|
| Concentration: Artist or Business Entrepreneur Pathway | This path is for talented artists or business incubators. Courses emphasize business startup/sales. | | 2 |
| Micro-credential/Badge: <i>Virtual (Business) Portfolios</i> | A portfolio that includes work samples, a business card, an advertising flyer, and an advertising video is created by the student. | | |

| Credential | Description | Industry Certification | Students Enrolled |
|---|--|------------------------|-------------------|
| Concentration: Horticulture Agriculture Program | This is a pathway to entrepreneurship and related employment in associated fields for students interested in horticulture/agriculture. | | 2 |
| Micro-credentials/Badges: <i>Introduction to Tool Training</i> | This micro-credential is awarded to students who have demonstrated learning in proper use of basic hand and power tools for horticulture based on course material and hands on practice. | | |
| Certifications: <i>Red Carpet Customer Service Training</i> | The Red-Carpet Customer Service Training is designed to teach lessons of customer service for both internal and external customers. Participants learn how to make customers feel important by delivering consistent red-carpet customer service. | Yes | |
| <i>Safe Food Handling</i> | The Florida Food Handler's card is issued upon successful completion of an approved food safety training program. The SafeStaff Foodhandler Training Program is a requirement for food service employees and teaches students proper food handling for family food safety. | Yes | |

St. Petersburg College (2 years)

General Endorsement: Certificate of Employment is earned by all students upon completion, along with an area of specialization.

Industry Certification —No; **Student Enrollment** —8

| Credential | Description | Industry Certification | Students Enrolled |
|---|---|------------------------|-------------------|
| <p>CTE Program: Hospitality Pathway</p> <p>Certifications: <i>Food and Beverage Management Specialist Certificate</i></p> | <p>Students learn the basics of great customer service (from interacting with customers to becoming an important partner in your company’s success). Students will learn the important principles of customer service that are the foundation to success in every aspect of hospitality, from rooms to food and beverage, to tourism, travel, and event management.</p> <p>This certificate is designed to prepare students for employment as specialists in the food and beverage sectors of the hospitality industry.</p> | Yes | 3 |
| <p>CTE Program: Digital Media Video Production</p> <p>Certification: <i>Digital Media Video Production Certificate</i></p> | <p>Students learn the basics of scripting and pre-production planning through exposure to hands-on training in several aspects of digital videography.</p> <p>Students are prepared for professional video camera operation, editing, scripting, lighting, directing, and producing.</p> | Yes | 3 |

Tallahassee Community College (2 years)

General Endorsement: Employment Credential is awarded to all students upon completion, along with an area of specialization. It provides a course of study that includes academic enrichment, socialization, and personal and career development designed to promote employment and independence.

Industry Certification—No; **Students Enrolled**—8

Micro-credentials/Badges:

***Dynamics of Leadership Development** provides a certificate to students who complete assignments and projects about personal and group goal setting, decision-making, conflict resolution, communication skills, team building, and theories and styles of leadership.*

***Florida Ready to Work Soft Skills Certificate** is awarded to students who complete four training modules and earn a passing score for each one related to the following topics: conveying professionalism, communicating effectively, promoting teamwork and collaboration, and thinking critically and solving problems.*

***Florida Ready to Work Soft Skills Credential** is a higher level of achievement compared to the Florida Ready to Work Certificate. The credential is awarded to students who complete the certificate requirements and pass an online proctored final cumulative assessment.*

| Credential | Description | Industry Certification | Students Enrolled |
|--|---|------------------------|-------------------|
| Concentration: Business, Industry and Technology | This academic concentration focuses on students preparing for employment involving office work, starting their own business, retail and customer service, marketing, sports management, and/or computers. | | 4 |
| Concentration: Communications and Humanities | This academic concentration focuses on the exchange of thoughts and ideas through reading, writing, speaking, and listening. | | 1 |

| Credential | Description | Industry Certification | Students Enrolled |
|---|--|------------------------|-------------------|
| Concentration: Education Certification: <i>Florida Child Care Professional Credential</i> | <p>This academic concentration focuses on serving and teaching children from birth to five years of age critical social, emotional, and learning skills.</p> <p>This professional Credential provides students with the knowledge base and professional skills necessary to instruct children from birth to five years of age in early education programs such as pre-kindergarten and daycare programs across the state of Florida.</p> | Yes | 1 |

The College of the Florida Keys (1-3 years)

General Endorsement: Certificate of Completion, Project ACCESS is awarded to all students upon completion, in addition to other specialization areas.

Students Enrolled—13

Industry Certifications:

***Retail Industry Fundamentals** - National Retail Federation will help students develop workplace readiness skills and look for a first job.*

***Microsoft Office Specialist Certification** demonstrates students have the mastery in skills needed to secure gainful employment entry level office desk positions.*

| Credential | Description | Industry Certification | Students Enrolled |
|---|---|------------------------|-------------------|
| <p>Concentration: Entrepreneurship</p> <p>Credential: <i>Entrepreneurship College Credit Certificate</i></p> | <p>This concentration is designed to provide students 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.</p> <p>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.</p> | | 1 |
| <p>Concentration: Guest Services Specialist</p> <p>Credential: <i>Guest Services Specialist College Credit Certificate</i></p> | <p>This concentration includes content, but is not limited to, customer service, hospitality attitude, guest experience, communications, human relations, security issues, and front office operations.</p> <p>This technical certificate is a part of the Hospitality and Ecotourism Management A.S. 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.</p> | Yes | 3 |
| <p>Concentration: Rooms Division Specialist</p> <p>Credential: <i>Rooms Division Specialist College Credit Certificate</i></p> | <p>This concentration includes content, but is not limited to, coursework that provides skills required to work in specialist and entry-level positions in the hotel industry such as Front Desk Agent, Guest Relations agent, or Reservations Clerk.</p> <p>This technical certificate is a part of the Hospitality and Ecotourism Management A.S. 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.</p> | Yes | 3 |

Technical Colleges

Lee County Technical Colleges (Varies based on CTE)

General Endorsement: OCP Completion Certificate and/or **Industry Certifications OCP Completion Certificate** indicates that the student has passed all OCP's associated with their program of study. Industry Certifications are attained after a student passes a national Industry Certification Exam (ICE).

Industry Certification—Yes; Students Enrolled—11

| Credential | Description | Industry Certification | Students Enrolled |
|---|--|------------------------|-------------------|
| CTE Program: Automotive Service Technology | The purpose of the Automotive Service Technology program is to prepare students with the necessary skills, knowledge, work habits, and attitudes to successfully enter and advance in the field as an entry-level technician. The program is designed to prepare students to perform repair and service procedures required to maintain an automobile. | | 1 |
| CTE Program: Barbering Certification: <i>Barber's License</i> | Students learn skills such as shaping hair on men, women, and children, performing hairstyles, mustache, and beard design, shaving the face with a straight razor with the appropriate strokes and performing facial massage treatments. Additional training includes hairpieces, wigs, and hair attachments, permanent waves, chemical relaxing, coloring and highlighting, and entrepreneurship. Students who earn this certification have demonstrated competency, ability, and knowledge in the following areas: Safety, Sanitation, and Sterilization, Florida Barber Laws and Rules, Hair Cutting & Hair Styling, Chemical Procedures, Hair Structure and Chemistry, Shaving, Beard, and Mustache Trimming, and Shampooing. | Yes | 1 |

| Credential | Description | Industry Certification | Students Enrolled |
|--|--|------------------------|-------------------|
| <p>CTE Program: Digital Design</p> <p>Certifications: <i>Adobe Photoshop, Adobe Illustrator, and Adobe InDesign</i></p> | <p>This program offers a broad foundation of knowledge and skills that prepare students to be design thinkers. Students fully explore the principles and possibilities of graphic design, creating independent and creative solutions to a series of design problems. Knowledge of and exposure to contemporary design issues and graphic design history will be a key component of this program. Students will become proficient in all aspects of the design process, including planning, conceptualizing, designing, critical thinking, collaboration, and presentation.</p> <p>Students who earn one of these certifications have demonstrated competency, ability, and knowledge in the following areas within their respective Digital Design program: Adobe Photoshop, Illustrator, and/or InDesign, Project setup and interface, Organizing documents, Creating and modifying visual elements, and Publishing digital media.</p> | Yes | 5 |
| <p>CTE Program: Electronic Technology</p> | <p>The content in this program includes training in communication, leadership, human relations, employability skills, and safe, efficient work practices. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the electronic industry: planning, management, finance, technical and product skills, underlying principles of technology, labor issues, and community, health, safety, and environmental issues.</p> | | 1 |

| Credential | Description | Industry Certification | Students Enrolled |
|--|---|------------------------|-------------------|
| <p>CTE Program: Professional Culinary Arts and Hospitality</p> | <p>This program prepares students for entry-level jobs in the commercial foods and culinary arts fields. Training includes identification, selection, preparation, presentation, serving, and storage of a wide variety of foods; communication and leadership skills; mathematical skills; human relations and employability skills; and safe and efficient work practices.</p> | | 3 |
| <p>Certifications: <i>ServSafe Food Protection Manager Certification</i></p> | <p>Students who earn this certification have demonstrated competency, ability, and knowledge in the following areas: Management of Food Safety Practices, Hygiene and Health, Safe Receipt, Storage, Transportation and Disposal of Food, Safe Preparation and Cooking of Food, Safe Service and Display of Food, Cleanliness and Sanitation, Facilities and Equipment.</p> | Yes | |
| <p><i>ServSafe Certified Professional Food Service Handler</i></p> | <p>Students who earn this certification have demonstrated competency, ability, and knowledge in the following areas: Basic food safety, Personal hygiene, Time and temperature, Cross-contamination and allergens, Cleaning and Sanitation.</p> | Yes | |
| <p>CTE Program: Web Application Development and Programming</p> | <p>This program offers a sequence of courses that provides students with technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Information Technology career cluster.</p> | | 1 |
| <p>Certification: <i>Certified Internet Web Professional</i></p> | <p>Students who earn this certification have demonstrated competency, ability, and knowledge in the following areas: Advanced HTML5 and CSS3 Specialist, Web Development Professional, JavaScript Specialist, Perl Specialist, and Database Design Specialist.</p> | Yes | |

Lively Technical College (Varies based on CTE)

General Endorsement: Certificate of Completion is earned upon successful completion completed of the Florida Department of Education identified course work and fulfilled the clock hour requirement for one of six programs of study.

Industry Certification—No; Students Enrolled—12

| Credential | Description | Industry Certification | Students Enrolled |
|---|--|------------------------|-------------------|
| <p>CTE Program: Building Trades and Construction Design Technology</p> <p>Credential: <i>Certificate of Completion</i></p> | <p>This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture and Construction career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Architecture and Construction career cluster.</p> <p>The content includes but is not limited to applying construction techniques; reading plans and specifications; and developing trade skills in carpentry, masonry, electricity, plumbing and air conditioning.</p> | | 1 |
| <p>CTE Program: Facial Specialty</p> <p>Credential: <i>Certificate of Completion</i></p> | <p>This program prepares students for employment as certified facial/skin care specialists. Specialized instruction and practical experience in various facial and skin care procedures, the art of makeup, related chemistry, anatomy, physiology, safety, sanitation, and Florida Cosmetology Law are combined with communication and leadership skills to provide our graduates with a cutting edge in the skin care industry.</p> <p>A student completing the Facials Specialist program is prepared for employment as a licensed Facials/Skin Care Specialist. Instruction is designed to qualify students for employment upon successfully obtaining a Facials Specialty Certification.</p> | | 1 |

| Credential | Description | Industry Certification | Students Enrolled |
|---|---|------------------------|-------------------|
| <p>CTE Program: Fundamental Foodservice Skills</p> <p>Credential: <i>Certificate of Completion</i></p> | <p>This program offers a sequence of courses that provides coherent and relevant commercial food service knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning, general employability skills, technical skills, and occupation-specific hands-on technical skills. In addition, this program prepares students for employment in the food service/hospitality industry in positions such as: steward, prep cook, pantry cook, fry cook, banquet cook, retail, and cafeteria cook and line cook.</p> <p>This coursework prepares students for employment in the food service/hospitality industry in positions such as: steward, prep cook, pantry cook, fry cook, banquet cook, retail and cafeteria cook & line cook.</p> | | 9 |
| <p>CTE Program: Nails Specialty</p> <p>Credential: <i>Certificate of Completion</i></p> | <p>This program prepares students for employment as a licensed Manicurist and Pedicurist. Instruction is designed to qualify students for employment upon successfully obtaining a manicure, pedicure, nail specialist certification from the Department of Professional Regulations Cosmetology Board.</p> <p>Specialized instruction and practical experience in manicuring, pedicuring and various nail extension procedures, related chemistry, anatomy, physiology, safety, sanitation, and Florida Cosmetology Law are combined with communication and leadership skills to provide our graduates with a “cutting edge” in the nail care industry.</p> | | 2 |

| Credential | Description | Industry Certification | Students Enrolled |
|---|--|------------------------|-------------------|
| Certification: <i>Licensed Manicurist and Pedicurist</i> | The content used to prepare students includes, but is not limited to communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the nails specialist and the related chemistry; bacteriology, anatomy and physiology; and development of skills in performing the techniques required in the practice of nails specialist occupations. | Yes | |

McFatter Technical College (2 years)

General Endorsement: Career Certificate of Completion is earned upon completion in addition to specialized areas. For the purpose of CTE requirements, completion is accomplished when a student reaches the final Occupational Completion Point (OCP) and receives a Career Certificate of Completion from the program.

Students Enrolled—7

Certification:

***Local AgScience Certification** is designed to acknowledge the student's participation in the AgScience portion of the Grow Your Future probationary period course linked to the approved original grant proposal (two students enrolled).*

| Credential | Description | Industry Certification | Students Enrolled |
|---|--|------------------------|-------------------|
| Concentration: Professional Culinary Arts and Hospitality | This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster. | | 4 |

| Credential | Description | Industry Certification | Students Enrolled |
|---|---|------------------------|-------------------|
| <p>Credential: <i>Career Certificate of Completion: Professional Culinary Arts & Hospitality</i></p> <p>Certification: <i>ServSafe Manager</i></p> | <p>The content includes but is not limited to preparation, presentation, and serving of a wide variety of foods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered.</p> <p>Accredited by the American National Standards Institute (ANSI) under the Conference for Food Protection Standards. Passing the ServSafe Manager Certification exam shows that the student has "sufficient" knowledge of food safety for preventing foodborne illness and related outbreaks.</p> | <p>Yes</p> <p>Yes</p> | |
| <p>Concentration: Automotive Collision Technology Technician</p> <p>Credential: <i>Career Certificate of Completion: Automotive Collision Technology Technician</i></p> <p>Certification: <i>Automotive Service Excellence</i></p> | <p>This program prepares students for employment in the basic trade skills of auto body collision and repair.</p> <p>ASE is short for the National Institute for Automotive Service Excellence certifying automotive professionals. It includes refinishing skills, sheet metal repair, frame, and unibody squaring and aligning, use of filters, paint systems and undercoats, related welding skills, mechanical skills, trim hardware, maintenance, and glass servicing. To qualify to take an ASE exam students must meet the minimal course lab hours requirement or have at least two years of relevant work experience.</p> <p>Upon passing an ASE Collision Repair & Refinish Certification Tests (B2 – B5), students demonstrate that they possess the knowledge of the skills necessary to properly analyze and repair automotive collision damage and correct paint finish damage.</p> | <p>Yes</p> | <p>1</p> |

Okaloosa Technical College (2 years)

General Endorsement: Certified Okaloosa Unique Professional is earned upon completion, in addition to other specialized areas.

Industry Certification—No; Students Enrolled—5

| Credential | Description | Industry Certification | Students Enrolled |
|---|---|------------------------|-------------------|
| CTE Program: Building Trades and Construction Design Technology | Students learn the proper methods of food and equipment handling. They study recipe management and menu planning. Students practice technique and speed in the kitchen. | | 1 |
| CTE Program: Professional Culinary Arts and Hospitality Certification: <i>ServeSafe</i> | Students learn the proper methods of food and equipment handling. They study recipe management and menu planning. Students practice technique and speed in the kitchen. Students learn the knowledge of basic safe food handling and procedures. | Yes | 4 |

Robert Morgan Educational Center & Technical College (1-3 years)

General Endorsement: Full Career Certificate is earned upon completion and reflects completion of Occupational Completion Points (OCP) A, B, C and D of one three CTE programs.

Industry Certification—No; Students Enrolled—7

| Credential | Description | Industry Certification | Students Enrolled |
|--|---|------------------------|-------------------|
| <p>CTE Program: Professional Culinary Arts and Hospitality (Day or Evening Program)</p> <p>Credential: <i>Full Career Certificate</i></p> <p>Certifications: <i>S/P2 Workplace Safety</i></p> | <p>This program offers a sequence of courses that includes but is not limited to preparation, presentation, and serving of a wide variety of foods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. This coursework prepares students for employment in the food service/hospitality industry.</p> <p>This certificate reflects completion of Occupational Completion Points (OCP) A, B, C and D with at least 1,200 course hours.</p> <p>These certifications verify that a manager or person-in-charge has sufficient food safety knowledge to protect the public from foodborne illness.</p> | Yes | 1 |
| <p>CTE Program: Commercial Art Technology</p> <p>Credential: <i>Full Career Certificate</i></p> | <p>This program prepares students for employment skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency and includes competency-based applied learning.</p> <p>This certificate reflects completion of Occupational Completion Points (OCP) A, B, C and D with at least 1,500 course hours.</p> | | 3 |

| Credential | Description | Industry Certification | Students Enrolled |
|---|---|------------------------|-------------------|
| <p>CTE Program: 3D Animation Technology</p> <p>Credential: <i>Full Career Certificate</i></p> | <p>This program prepares students for employment in the field of 3-D Animation and related career fields. 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.</p> <p>Full Career Certificate reflects completion of Occupational Completion Points (OCP) A, B, C and D with at least 1,050 course hours.</p> | | 1 |
| <p>CTE Program: Baking and Pastry Arts</p> <p>Credential: <i>Full Career Certificate</i></p> <p>Certifications: <i>S/P2 Food Safety, and S/P2 Workplace Safety</i></p> | <p>This program offers a sequence of courses that provides coherent and rigorous content aligned with but 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 are also covered.</p> <p>Full Career Certificate reflects completion of Occupational Completion Points (OCP) A and B with at least 600 course hours.</p> <p>This certification verifies that a manager or person-in-charge has sufficient food safety knowledge to protect the public from foodborne illness.</p> | Yes | 2 |

Sheridan Technical College (1.5 years)

General Endorsement: Career Certificate of Completion is earned upon completion, in addition to specialized areas. For the purpose of CTE requirements, completion is accomplished when a student reaches the final Occupational Completion Point (OCP) and receives a Career Certificate of Completion from the program.

Industry Certification—No; Students Enrolled—6

| Credential | Description | Industry Certification | Students Enrolled |
|---|--|------------------------|-------------------|
| <p>CTE Program: Professional Culinary Arts and Hospitality</p> <p>Credential: <i>Career Certificate of Completion: Professional Culinary and Hospitality</i></p> | <p>This is a full-time program with approximately 1200 hours and is completed in 12 months. The program covers Garde Manger (Cold Foods), Hot Foods, Culinary Baking, Sanitation & Safety, Nutrition, Supervision & Management, and Controlling foodservice costs. The content includes but is not limited to preparation, presentation, and serving of a wide variety of foods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. This coursework prepares students for employment in the food service/hospitality industry.</p> <p>This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster. The content includes but is not limited to preparation, presentation, and serving of a wide variety of foods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. This coursework prepares students for employment in the food service/hospitality industry.</p> | | 1 |

| Credential | Description | Industry Certification | Students Enrolled |
|---|---|------------------------|-------------------|
| <p>CTE Program: Automotive Maintenance and Light Repair program</p> <p>Credential <i>Career Certificate of Completion: Automotive Maintenance & Light Repair</i></p> | <p>This program focuses on the knowledge and skills needed to work on a variety of systems such as engines, drivetrain, brakes, electrical, and steer & suspension. Students learn to conduct basic repairs and maintenance on automobiles and light truck systems. This program is designed for those who wish to be certified in basic entry skills as a service technician.</p> <p>This certificate will aid students in obtaining an entry-level position at either a dealership or an independent repair facility. Upon completion, the goal is to give the technician well-rounded entry-level knowledge in all 8 of the areas that are covered under the industry standard of Automotive Service Excellence (ASE).</p> | Yes | 2 |
| <p>CTE Program: Computer Systems and Information Technology</p> | <p>This program offers a broad foundation of knowledge and skills that prepares students for employment in the Computer/Network/Security fields. The course content includes computer hardware, troubleshooting, repair and maintenance, operating systems and software, networking fundamentals, networking protocols, networking media and topologies, network devices, network requirements, network tools, local area networks, identifying network security threats, WAN links and Wireless technologies.</p> | | 1 |

Appendix H

- 1 – FPCTP Staff Hours by Institution
- 2 – FPCTP Staff Hours by Role by Institution

FPCTP Staff Hours and FTE per Week in 2021-2022 by Institution

| Broward 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 |
| BC Staff 1 | 40 | 1.00 | 40 | 1.00 | 3.08 | 0.08 |
| BC Staff 2 | 37.5 | 1.00 | 10 | 0.27 | 0.77 | 0.02 |
| BC Staff 3 | 40 | 1.00 | 40 | 1.00 | 3.08 | 0.08 |
| BC Staff 4 | 4 | 0.10 | 4 | 0.10 | 0.31 | 0.01 |
| BC Staff 5 | 40 | 1.00 | 40 | 1.00 | 3.08 | 0.08 |
| Total | 161.50 | 4.10 | 134.00 | 3.37 | 10.32 | 0.27 |

| Florida Atlantic University | | | | | | |
|---|-----------------------------|------------------|-------------------------|--------------|-------------------------------------|--------------------------|
| # of students = 40; 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 | 40 | 1.00 | 40 | 1.00 | 1.00 | 0.03 |
| FAU Staff 2 | 40 | 1.00 | 40 | 1.00 | 1.00 | 0.03 |
| FAU Staff 3 | 40 | 1.00 | 40 | 1.00 | 1.00 | 0.03 |
| FAU Staff 4 | 40 | 1.00 | 40 | 1.00 | 1.00 | 0.03 |
| FAU Staff 5 | 40 | 1.00 | 40 | 1.00 | 1.00 | 0.03 |
| FAU Staff 6 | 20 | 1.00 | 20 | 1.00 | 0.50 | 0.03 |
| FAU Staff 7 | 40 | 1.00 | 40 | 1.00 | 1.00 | 0.03 |
| FAU Staff 8 | 40 | 1.00 | 40 | 1.00 | 1.00 | 0.03 |
| FAU Staff 9 | 40 | 1.00 | 40 | 1.00 | 1.00 | 0.03 |
| FAU Staff 10 | 40 | 1.00 | 5 | 0.13 | 0.13 | 0.00 |
| Total | 380.00 | 10.00 | 345.00 | 9.13 | 8.63 | 0.27 |

| Florida Gulf Coast 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 |
| FGCU Staff 1 | 40 | 1.00 | 40 | 1.00 | 4.44 | 0.11 |
| FGCU Staff 2 | 10 | 0.25 | 10 | 0.25 | 1.11 | 0.03 |
| FGCU Staff 3 | 3 | 0.08 | 3 | 0.08 | 0.33 | 0.01 |
| FGCU Staff 4 | 40 | 1.00 | 40 | 1.00 | 4.44 | 0.11 |
| FGCU Staff 5 | 40 | 1.00 | 6 | 0.15 | 0.67 | 0.02 |
| Total | 133.00 | 3.33 | 99.00 | 2.48 | 10.99 | 0.28 |

| Florida International University | | | | | | |
|--|-----------------------------|------------------|-------------------------|--------------|-------------------------------------|--------------------------|
| # of students = 26; 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 | 0.77 | 0.02 |
| FIU Staff 2 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 3 | 40 | 1.00 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 4 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 5 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 6 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 7 | 40 | 1.00 | 10 | 0.25 | 0.38 | 0.01 |
| FIU Staff 8 | 40 | 1.00 | 10 | 0.25 | 0.38 | 0.01 |
| FIU Staff 9 | 40 | 1.00 | 40 | 1.00 | 1.54 | 0.04 |
| FIU Staff 10 | 40 | 1.00 | 40 | 1.00 | 1.54 | 0.04 |
| FIU Staff 11 | 40 | 1.00 | 40 | 1.00 | 1.54 | 0.04 |
| FIU Staff 12 | 40 | 1.00 | 40 | 1.00 | 1.54 | 0.04 |
| FIU Staff 13 | 40 | 1.00 | 34 | 0.85 | 1.31 | 0.03 |

| Staff | Total Hours per Week at IHE | Total FTE at IHE | Hours per Week at FPCTP | FTE at FPCTP | Hours per Week at FPCTP per Student | FTE at FPCTP per Student |
|--------------|-----------------------------|------------------|-------------------------|--------------|-------------------------------------|--------------------------|
| FIU Staff 14 | 40 | 1.00 | 40 | 1.00 | 1.54 | 0.04 |
| FIU Staff 15 | 40 | 1.00 | 34 | 0.85 | 1.31 | 0.03 |
| FIU Staff 16 | 40 | 1.00 | 40 | 1.00 | 1.54 | 0.04 |
| FIU Staff 17 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 18 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 19 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 20 | 40 | 1.00 | 40 | 1.00 | 1.54 | 0.04 |
| FIU Staff 21 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 22 | 40 | 1.00 | 40 | 1.00 | 1.54 | 0.04 |
| FIU Staff 23 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 24 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 25 | 40 | 1.00 | 40 | 1.00 | 1.54 | 0.04 |
| FIU Staff 26 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 27 | 40 | 1.00 | 10 | 0.25 | 0.38 | 0.01 |
| FIU Staff 28 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 29 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 30 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 31 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 32 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 33 | 40 | 1.00 | 40 | 1.00 | 1.54 | 0.04 |
| FIU Staff 34 | 20 | 0.50 | 20 | 0.50 | 0.77 | 0.02 |
| FIU Staff 35 | 40 | 1.00 | 40 | 1.00 | 1.54 | 0.04 |
| Total | 1040.00 | 26.00 | 918.00 | 22.95 | 35.33 | 0.91 |

| Indian River State College | | | | | | |
|--|-----------------------------|------------------|-------------------------|--------------|-------------------------------------|--------------------------|
| # of students = 17; 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 | 2.35 | 0.06 |
| IRSC Staff 2 | 40 | 1.00 | 40 | 1.00 | 2.35 | 0.06 |
| IRSC Staff 3 | 40 | 1.00 | 40 | 1.00 | 2.35 | 0.06 |
| Total | 120.00 | 3.00 | 120.00 | 3.00 | 7.05 | 0.18 |

| Lee County Technical Colleges | | | | | | |
|--------------------------------------|-----------------------------|------------------|-------------------------|--------------|-------------------------------------|--------------------------|
| # of students = 11; 1 FTE = 41.25 | | | | | | |
| 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 |
| SDLC Staff 1 | 41.25 | 1.00 | 41.25 | 1.00 | 3.75 | 0.09 |
| SDLC Staff 2 | 41.25 | 1.00 | 41.25 | 1.00 | 3.75 | 0.09 |
| Total | 82.50 | 2.00 | 82.50 | 2.00 | 7.50 | 0.18 |

| Lively Technical College | | | | | | |
|--|-----------------------------|------------------|-------------------------|--------------|-------------------------------------|--------------------------|
| # of students = 12; 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 | 3.33 | 0.08 |
| LTC Staff 2 | 40 | 1.00 | 5 | 0.13 | 0.42 | 0.01 |
| LTC Staff 3 | 40 | 1.00 | 5 | 0.13 | 0.42 | 0.01 |
| LTC Staff 4 | 3 | 0.08 | 3 | 0.08 | 0.25 | 0.01 |
| LTC Staff 5 | 40 | 1.00 | 2 | 0.05 | 0.17 | 0.00 |
| LTC Staff 6 | 40 | 1.00 | 2 | 0.05 | 0.17 | 0.00 |
| LTC Staff 7 | 40 | 1.00 | 2 | 0.05 | 0.17 | 0.00 |
| LTC Staff 8 | 40 | 1.00 | 40 | 1.00 | 3.33 | 0.08 |
| LTC Staff 9 | 40 | 1.00 | 40 | 1.00 | 3.33 | 0.08 |
| Total | 323.00 | 8.08 | 139.00 | 3.49 | 11.59 | 0.27 |

| McFatter Technical College | | | | | | |
|--|-----------------------------|------------------|-------------------------|--------------|-------------------------------------|--------------------------|
| # 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 |
| MTC Staff 1 | 40 | 1.00 | 5 | 0.13 | 0.71 | 0.02 |
| MTC Staff 2 | 37.5 | 1.00 | 37.5 | 1.00 | 5.36 | 0.14 |
| MTC Staff 3 | 37.5 | 1.00 | 10 | 0.27 | 1.43 | 0.04 |
| MTC Staff 4 | 8 | 0.21 | 8 | 0.21 | 1.14 | 0.03 |
| MTC Staff 5 | 40 | 1.00 | 5 | 0.13 | 0.71 | 0.02 |
| MTC Staff 6 | 40 | 1.00 | 10 | 0.25 | 1.43 | 0.04 |
| MTC Staff 7 | 37.5 | 1.00 | 10 | 0.27 | 1.43 | 0.04 |
| MTC Staff 8 | 37.5 | 1.00 | 6 | 0.16 | 0.86 | 0.02 |
| MTC Staff 9 | 40 | 1.00 | 5 | 0.13 | 0.71 | 0.02 |

| Staff | Total Hours per Week at IHE | Total FTE at IHE | Hours per Week at FPCTP | FTE at FPCTP | Hours per Week at FPCTP per Student | FTE at FPCTP per Student |
|--------------|-----------------------------|------------------|-------------------------|--------------|-------------------------------------|--------------------------|
| MTC Staff 10 | 37.5 | 1.00 | 37.5 | 1.00 | 5.36 | 0.14 |
| MTC Staff 11 | 37.5 | 1.00 | 37.5 | 1.00 | 5.36 | 0.14 |
| MTC Staff 12 | 37.5 | 1.00 | 37.5 | 1.00 | 5.36 | 0.14 |
| MTC Staff 13 | 37.5 | 1.00 | 37.5 | 1.00 | 5.36 | 0.14 |
| MTC Staff 14 | 37.5 | 1.00 | 37.5 | 1.00 | 5.36 | 0.14 |
| MTC Staff 14 | 40 | 1.00 | 5 | 0.13 | 0.71 | 0.02 |
| Total | 545.50 | 14.21 | 289.00 | 7.68 | 41.29 | 1.10 |

| Okaloosa Technical College | | | | | | |
|---------------------------------------|-----------------------------|------------------|-------------------------|--------------|-------------------------------------|--------------------------|
| # of students = 5; 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 | 8.00 | 0.20 |
| OTC Staff 2 | 40 | 1.00 | 40 | 1.00 | 8.00 | 0.20 |
| OTC Staff 3 | 40 | 1.00 | 10 | 0.25 | 2.00 | 0.05 |
| OTC Staff 4 | 40 | 1.00 | 40 | 1.00 | 8.00 | 0.20 |
| OTC Staff 5 | 40 | 1.00 | 40 | 1.00 | 8.00 | 0.20 |
| OTC Staff 6 | 40 | 1.00 | 40 | 1.00 | 8.00 | 0.20 |
| Total | 240.00 | 6.00 | 210.00 | 5.25 | 42.00 | 1.05 |

Robert Morgan Educational Center and Technical College

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 |
|--------------|-----------------------------|------------------|-------------------------|--------------|-------------------------------------|--------------------------|
| RMECTC | 40 | 1.00 | 40 | 1.00 | 5.71 | 0.14 |
| RMECTC | 12 | 1.00 | 12 | 1.00 | 1.71 | 0.14 |
| RMECTC | 40 | 1.00 | 40 | 1.00 | 5.71 | 0.14 |
| RMECTC | 25 | 1.00 | 25 | 1.00 | 3.57 | 0.14 |
| Total | 117.00 | 4.00 | 117.00 | 4.00 | 16.70 | 0.56 |

Santa Fe College

of students = 8; 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 | 2.25 | 0.06 |
| SFC Staff 2 | 20 | 0.50 | 10 | 0.25 | 1.25 | 0.03 |
| SFC Staff 3 | 28.5 | 0.71 | 14.25 | 0.36 | 1.78 | 0.05 |
| SFC Staff 4 | 40 | 1.00 | 8 | 0.20 | 1.00 | 0.03 |
| SFC Staff 5 | 40 | 1.00 | 8 | 0.20 | 1.00 | 0.03 |
| SFC Staff 6 | 40 | 1.00 | 8 | 0.20 | 1.00 | 0.03 |
| SFC Staff 7 | 25 | 0.63 | 15 | 0.38 | 1.88 | 0.05 |
| SFC Staff 8 | 40 | 1.00 | 30 | 0.75 | 3.75 | 0.09 |
| Total | 261.50 | 6.54 | 111.25 | 2.79 | 13.91 | 0.37 |

| Sheridan Technical College | | | | | | |
|--|------------------------------------|-------------------------|--------------------------------|---------------------|--|---------------------------------|
| # of students = 6; 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 | 5 | 0.11 | 5 | 0.11 | 0.83 | 0.02 |
| STC Staff 2 | 40 | 1.00 | 3 | 0.08 | 0.50 | 0.01 |
| STC Staff 3 | 45 | 1.00 | 16.5 | 0.37 | 2.75 | 0.06 |
| STC Staff 4 | 45 | 1.00 | 5 | 0.11 | 0.83 | 0.02 |
| STC Staff 5 | 40 | 1.00 | 25 | 0.63 | 4.17 | 0.10 |
| Total | 175.00 | 4.11 | 54.50 | 1.29 | 9.08 | 0.21 |

| 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 | 15.54 | 0.39 |

| St. Petersburg College | | | | | | |
|-------------------------------------|-----------------------------|------------------|-------------------------|--------------|-------------------------------------|--------------------------|
| # of students = 8; 1 FTE = 40 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 |
| SPC Staff 1 | 40 | 1.00 | 40 | 1.00 | 5.00 | 0.13 |
| SPC Staff 2 | 40 | 1.00 | 40 | 1.00 | 5.00 | 0.13 |
| SPC Staff 3 | 29 | 0.73 | 29 | 0.73 | 3.63 | 0.09 |
| Total | 109.00 | 2.73 | 109.00 | 2.73 | 13.63 | 0.35 |

| Tallahassee Community College | | | | | | |
|---------------------------------------|-----------------------------|------------------|-------------------------|--------------|-------------------------------------|--------------------------|
| # of students = 8; 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 | 5.00 | 0.13 |
| TCC Staff 2 | 40 | 1.00 | 40 | 1.00 | 5.00 | 0.13 |
| TCC Staff 3 | 40 | 1.00 | 1 | 0.03 | 0.13 | 0.00 |
| TCC Staff 4 | 40 | 1.00 | 2 | 0.05 | 0.25 | 0.01 |
| TCC Staff 5 | 40 | 1.00 | 1 | 0.03 | 0.13 | 0.00 |
| TCC Staff 6 | 40 | 1.00 | 5 | 0.13 | 0.63 | 0.02 |
| Total | 240.00 | 6.00 | 89.00 | 2.24 | 11.14 | 0.29 |

| The College of the Florida Keys | | | | | | |
|--|------------------------------------|-------------------------|--------------------------------|---------------------|--|---------------------------------|
| # of students = 13; 1 FTE = 37.5 | | | | | | |
| 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 |
| TCFK Staff 1 | 37.5 | 1.00 | 24.4 | 0.65 | 1.88 | 0.05 |
| TCFK Staff 2 | 37.5 | 1.00 | 37.5 | 1.00 | 2.88 | 0.08 |
| TCFK Staff 3 | 37.5 | 1.00 | 18.75 | 0.50 | 1.44 | 0.04 |
| TCFK Staff 4 | 37.5 | 1.00 | 37.5 | 1.00 | 2.88 | 0.08 |
| TCFK Staff 5 | 37.5 | 1.00 | 5.6 | 0.15 | 0.43 | 0.01 |
| TCFK Staff 6 | 37.5 | 1.00 | 18.75 | 0.50 | 1.44 | 0.04 |
| TCFK Staff 7 | 37.5 | 1.00 | 11.25 | 0.30 | 0.87 | 0.02 |
| TCFK Staff 8 | 37.5 | 1.00 | 11.25 | 0.30 | 0.87 | 0.02 |
| TCFK Staff 9 | 37.5 | 1.00 | 30 | 0.80 | 2.31 | 0.06 |
| Total | 337.50 | 9.00 | 195.00 | 5.20 | 15.00 | 0.40 |

| University of Central Florida | | | | | | |
|---------------------------------------|------------------------------------|-------------------------|--------------------------------|---------------------|--|---------------------------------|
| # of students =10; 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 | 40 | 1.00 | 20 | 0.50 | 2.00 | 0.05 |
| UCF Staff 2 | 40 | 1.00 | 40 | 1.00 | 4.00 | 0.10 |
| UCF Staff 3 | 40 | 1.00 | 20 | 0.50 | 2.00 | 0.05 |
| UCF Staff 4 | 40 | 1.00 | 40 | 1.00 | 4.00 | 0.10 |
| Total | 160.00 | 4.00 | 120.00 | 3.00 | 12.00 | 0.30 |

University of South Florida - St. Petersburg

of students = 7; 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 | 0.45 | 0.01 |
| USF Staff 2 | 40 | 1.00 | 40 | 1.00 | 4.00 | 0.10 |
| USF Staff 3 | 40 | 1.00 | 40 | 1.00 | 4.00 | 0.10 |
| USF Staff 4 | 40 | 1.00 | 20 | 0.50 | 2.00 | 0.05 |
| USF Staff 5 | 20 | 0.50 | 20 | 0.50 | 2.00 | 0.05 |
| USF Staff 6 | 20 | 0.50 | 20 | 0.50 | 2.00 | 0.05 |
| Total | 200.00 | 5.00 | 144.50 | 3.61 | 14.45 | 0.36 |

Staff Hours per Week at the FPCTP in 2021-22 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 | 134 | 19 | 0 | 20 | 55 | 20 | 0 | 10 | 0 | 10 | 0 |
| Florida Atlantic University | 345 | 4 | 20 | 69 | 19 | 40 | 2 | 120 | 0 | 30 | 41 |
| Florida Gulf Coast University | 99 | 10 | 0 | 10 | 0 | 50 | 6 | 15 | 0 | 0 | 8 |
| Florida International University | 918 | 128 | 49 | 69 | 180 | 156 | 50 | 94 | 100 | 60 | 32 |
| Indian River State College | 120 | 20 | 10 | 0 | 12 | 20 | 10 | 32 | 0 | 16 | 0 |
| Lee County Technical Colleges | 82.5 | 10 | 5 | 5 | 52.5 | 10 | 0 | 0 | 0 | 0 | 0 |
| Lively Technical College | 289 | 5 | 5 | 0 | 8 | 36 | 10 | 217.5 | 0 | 7.5 | 0 |
| McFatter Technical College | 210 | 40 | 0 | 80 | 0 | 40 | 10 | 40 | 0 | 0 | 0 |
| Okaloosa Technical College | 117 | 23 | 24 | 3 | 17 | 13 | 11 | 15 | 0 | 11 | 0 |
| Robert Morgan Educational Center and Technical College | 111.25 | 13 | 17.25 | 8 | 12 | 10 | 10 | 34 | 0 | 0 | 7 |
| Santa Fe College | 134 | 19 | 0 | 20 | 55 | 20 | 0 | 10 | 0 | 10 | 0 |

| Hours per Role per Week | | | | | | | | | | | |
|--|-------------------------------------|---------------------|---------------|--------------------|------------------|----------------------|------------|-------------|---------------------|----------------|------------|
| 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 | 54.5 | 8 | 10 | 0 | 5 | 3 | 2 | 21.5 | 0 | 0 | 5 |
| Southeastern University | 140 | 10 | 5 | 9 | 39 | 10 | 10 | 20 | 19 | 8 | 10 |
| St. Petersburg College | 109 | 20 | 10 | 0 | 59 | 5 | 15 | 0 | 0 | 0 | 0 |
| Tallahassee Community College | 89 | 21 | 1 | 17 | 0 | 18 | 14 | 12 | 0 | 0 | 6 |
| The College of the Florida Keys | 195 | 11 | 28.6 | 18 | 52.75 | 30 | 2 | 30 | 2 | 20.65 | 0 |
| University of Central Florida | 120 | 30 | 15 | 20 | 0 | 10 | 20 | 10 | 5 | 5 | 5 |
| University of South Florida – St. Petersburg | 144.5 | 22 | 2.5 | 26 | 10.5 | 38 | 16 | 12 | 5 | 3.5 | 9 |
| TOTAL | 3416.75 | 399 | 203.35 | 394 | 562.75 | 549 | 192 | 683 | 131 | 171.65 | 131 |

Appendix I

Summary of FCSUA Collaborative Activities with Specific Groups

Description of Specific FCSUA Collaborative Activities

Center for Autism and Related Disabilities (CARD)

- FCSUA informational table display at CARD 2022 Conference
- Center for Autism and Related Disabilities (CARD) information shared on Whova app during FLPEPPI 2022
- FCSUA presentations at CARD 2022 Conference:
 - Increasing Employment Outcomes for Students with Intellectual Disabilities Through Florida Postsecondary Comprehensive Transition Programs

Agency for Persons with Disabilities (ADP)

- Agency for Persons with Disabilities information shared on Whova app during FLPEPPI 2022
- FCSUA provides 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 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
- FLDOE invited to have an informational table display at FLPEPPI 2022
- FCSUA informational flyer available to BESE to be distributed at IEP meetings as directed in House Bill 173
- Institute for Small and Rural Districts (ISRDC) presentation to Superintendents meeting to share FPCTP benefit
- NEFEC/ISRDC College Fair
- NEFEC Guidance Forum to share information on FPCTPs and FPCTP Student Scholarships
- FDLRS Polk Parent Symposium presentation on FPCTPs opportunities for students
- Administrators Management Meeting display table FPCTP information and FCSUA resources

Florida Developmental Disabilities Council (FDDC)

- FDDC invited to have an informational table display at FLPEPPI 2022
- FCSUA website hosts FDDC family modules, *[College Matters: What Students, Families, and Professionals Can Do to Support College Access and Success for Students with Intellectual and/or Developmental Disabilities.](#)*

Florida Vocational Rehabilitation (VR)

- Exhibitor at FLPEPPI 2022
- Presenter at FLPEPPI 2022

Florida Youth Leadership Forum (YLF)

- Presentation on planning for postsecondary education
- Youth Leadership Forum Resource Exhibitor 2022

Think College

- Advisory and Standards Update Committee – Dr. Janice Seabrooks-Blackmore
- Accreditation Committee – Dr. W. Drew Andrews
- *Think College Inclusive Higher Education Network: 2022*. A partnership to expand inclusive postsecondary education opportunities for students in career and technical education (CTE) programs

Able Trust

- Presentation and display table at High School High Tech program coordinators meeting

Manuals: Alycia J. Sterenberg Mahon

Sterenberg Mahon, A.J., & Andrews, W.D. (2021). *Facilitator Preparation Manual*. Orlando, Florida: Florida Center for Students with Unique Abilities, University of Central Florida.

Sterenberg Mahon, A.J., & Andrews, W.D. (2022). *Team Leader Preparation Manual*. Orlando, Florida: Florida Center for Students with Unique Abilities, University of Central Florida.

Articles

Seabrooks-Blackmore, J.J., Andrews, W.D., & Neil, F.I. (2022). Increasing postsecondary opportunities in Florida. *IMPACT*, 35(1) <https://publications.ici.umn.edu/impact/35-1/increasing-postsecondary-opportunities-in-florida>

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

Andrews, W. D. & Roberts-Dahm, L.D. (2022, September, 8). Postsecondary CTE for students with intellectual disabilities. *Techniques*. <https://www.acteonline.org/publications/techniques/iaed-in-cte/>

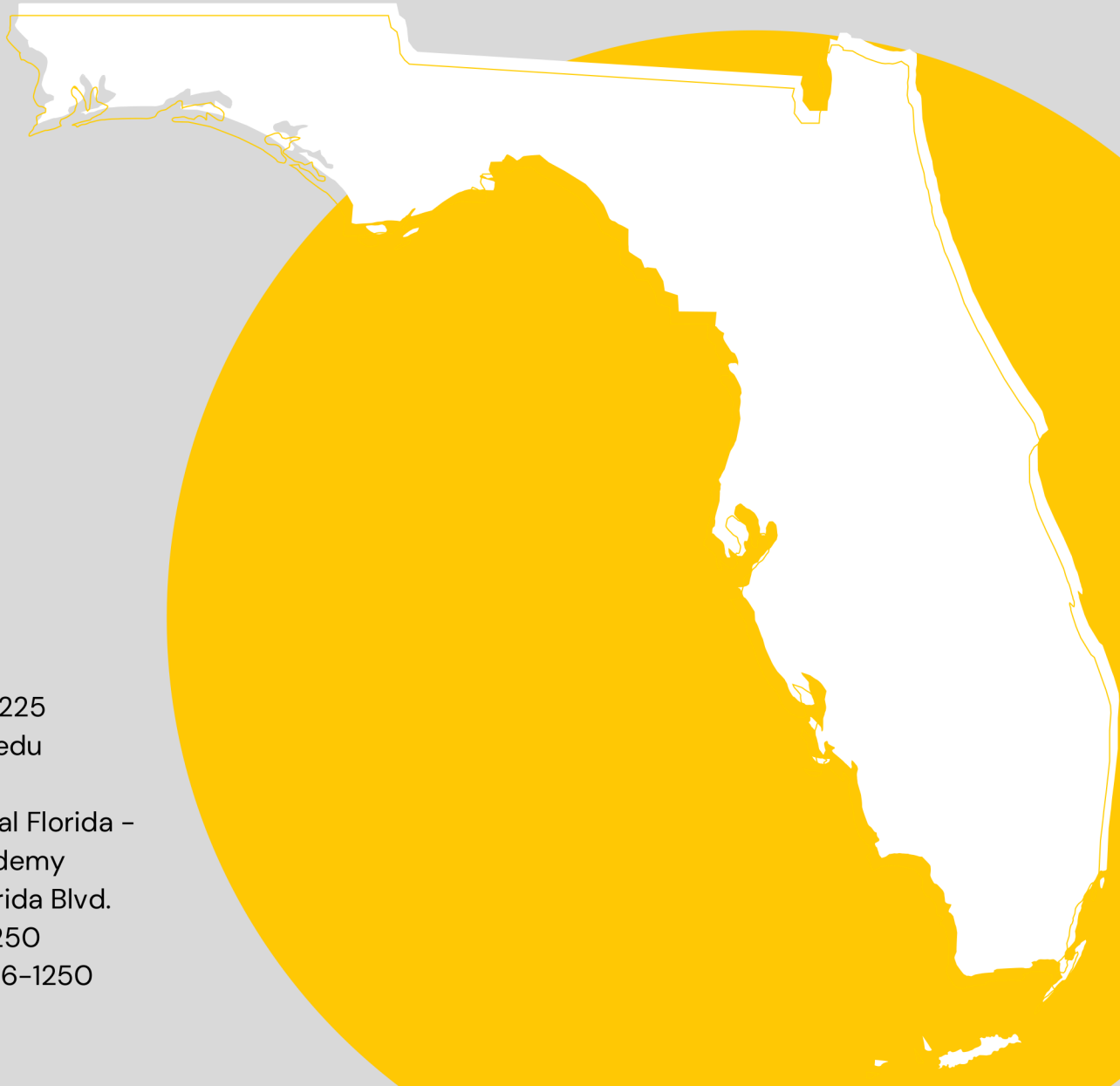
Online Course

Seabrooks-Blackmore, J.J., (2022). Unit 3: How to assess: Conducting assessments & analyzing results. In *NTACT: C short course: Partnering for transition assessment: Putting it into action for youth and young adults with complex support needs*. NTACT:C: Improving Opportunities & Outcomes, University of North Carolina, Charlotte.



Florida Center for Students with Unique Abilities

UNIVERSITY OF CENTRAL FLORIDA



(407)823-5225
fcsua@ucf.edu

University of Central Florida –
Teaching Academy
4000 Central Florida Blvd.
P.O. Box 161250
Orlando, FL 32816-1250