

## Annual Report 2018 - 2019



**Respectfully submitted to:**

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

**Submitted by:**

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Executive Director

**October 1, 2019**



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**ANNUAL REPORT: OCTOBER 1, 2019**

**Executive Summary**

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

This report covers FCSUA's work during the period **October 1, 2018 through September 30, 2019**. The Florida Postsecondary Comprehensive Transition Program (FPCTP) data we report regarding student and program characteristics derive from the approved programs' annual reports, submitted to the Center in August 2019 regarding the 2018 - 19 academic year (July 1, 2018 – June 30, 2019). In this report, we describe our progress on implementation of the Act and then provide detail in each of the required reporting areas specified in the Act. In this executive summary, we provide highlights of the Center's work and FPCTP and student characteristics.

**FCSUA Infrastructure and Workflow**

- ▶ We continued to update the *FPCTP Application Packet for Eligible Institutions* to facilitate FPCTP application submission, review, and approval. We have more than tripled the number of approved FPCTPs since the Center kicked off three years ago and have several in the draft approval stage. Currently there are 13 FPCTPs, which provide services at 15 postsecondary education institutions (3 at universities, 5 at state colleges, and 7 at career technical colleges). Three other institutions have submitted draft proposals, and another three are actively developing their programs.
- ▶ We continued to update and disseminate the *FPCTP Scholarship Request Packet* to all approved FPCTPs which includes an estimate of the cost of attendance, list of eligible students, and anticipated attendance by academic term. Eight of the FPCTPs requested FPCTP Scholarships for their eligible students (4 of the programs did not begin admitting students until the 2019-20 AY. We awarded 120 scholarships during 2018-19, adding 50% more awards than in the 2017-18 AY. As the new programs admit students, this number will continue to increase significantly.
- ▶ We revised and disseminated the *Request for Proposals for FPCTP Start-up and Enhancement Grants* and continued to implement an ongoing, continuous grant proposal submission schedule. We awarded three new start-up grants (OCPS for Orange Technical College, LCPS for Ft. Myers Tech and Cape Coral Tech, and Tallahassee Community College). We also awarded two enhancement grants (BCPS for McFatter and Sheridan Technical Colleges, and M-DCPS for Robert Morgan Technical College). All grants were awarded for the maximum amount of \$300,000; four of the grants were for a period of three years, the fifth for two years. Seven of the approved institutions continued with implementation of their grants previously awarded. All institutions submitted their Annual Grant Performance Reports as required and reported varying

levels of implementation. None required any modification to their scope of work, other than an adjustment to their proposed timelines.

- ▶ We further refined our *FPCTP Timeline for Reports and Distributions* to facilitate data collection, disbursements, and report submission. Based on review of previous year's submissions, we also revised and disseminated the *Annual Report Templates* to approved FPCTPs to facilitate submission of their required annual reports due August 1 each year. All the institutions with FPCTP students enrolled during 2018 - 19 submitted an annual report. As for 2017 – 18, we did not receive an annual report from Florida Panhandle Technical College (FPTC).
- ▶ We continued to expand the FCSUA website at [www.fcsua.org](http://www.fcsua.org), adding information and enhanced features to improve usability and accessibility. The website is designed to meet the needs of the Center's primary stakeholders, including students and families, postsecondary education institutions, K-12 educators, and community partners. This past year, over 6,700 unique users viewed our website (1,956 more than last year); of which over 5,000 were new users (1,760 more than last year). They made over 8,500 visits to the site (2,027 more than last year), with over 23,600 pageviews (1,243 more than last year).
- ▶ We actively used our social media accounts with Twitter, Facebook, YouTube, and Instagram to assure FPCTP information is widely disseminated. We issued over 400 tweets, 550 Facebook posts, and 260 Instagram posts to disseminate information about FCSUA webinars, presentations, and events. Our YouTube channel features 13 webinar presentations and was visited 1,468 times – an almost 900% increase over 2017-18!
- ▶ To inform stakeholders of the Center's services and promote the supply and demand for new and expanded FPCTPs, we conducted 37 conference and meeting presentations (some including information tables/booths as well) and 12 webinars. In addition, although not presenting, we provided a FCSUA/FPCTP information table/booth at 10 conferences and/or meetings. Conference presentations included those for Florida State College System events, disability organizations, parents and families, career and technical education (CTE), K-12 education, and higher education (such as the Association on Higher Education and Disability). Through 39 on-site meetings, we engaged with IHEs across the State, as well as with relevant organizations and agencies. Among others, these included site visits to support FPCTP development at the following: University of Florida, Florida A & M University, Florida International University, Tallahassee Community College, Daytona State College, Seminole State College, Broward College, Beacon College, Immokalee Technical College, and Marion Technical College. Through our professional development and capacity building events, we provided 36 content sessions across a variety of topics relevant to FPCTP development and sustainability.
- ▶ To further advance the development of FPCTPs across Florida, we sponsored our second annual Florida Postsecondary Education Program Planning Institute for IHE teams, January 22 – 25, 2019. Currently approved FPCTPs were required to attend the Institute and budget funds in their grant proposals for travel. Twenty-four IHEs were represented, with teams ranging in size from 1 to 9 members, including IHE faculty and staff, service agency staff, and K-12 educators. A total of 18 Florida vocational rehabilitation services staff participated and served on various IHE teams. Institute content included keynote presentations by FPCTP students and Florida education leaders, 18 breakout sessions, and 6 hours of facilitated team planning time. Of the 24 IHE teams, 21 left the Institute with at least a draft plan to either improve, expand, or develop a FPCTP.
- ▶ During our Mid-Year Check and Connect Institute (June 25 – 28, 2019), 117 participants

attended, representing teams from 22 IHEs. Through the Mid-Year Institute, we provide specific content identified as needed by participants in the January Institute. This year's content included engaging with parents and families, instructional strategies and approaches, and engaging other campus units to provide services to FPCTP students. The Institute also provided time for a facilitated team meeting, and was followed by a post-institute workshop on developing a certified peer tutoring program.

- ▶ An integral component of the Center's work to promote the supply and demand of FPCTPs, built on **evidence-based practices**, is to facilitate strategic planning through the Institute using an online system that integrates intervention and implementation science. Previously we developed a paper version of an online system which includes content in four domains: (1) student-focused, (2) program and institution-focused, (3) faculty and staff-focused, and (4) concept and systems development. Each domain includes a number of benchmarks that synthesize and represent the constructs from the research regarding postsecondary education programs for students with disabilities. Institute teams used this tool during their facilitated planning sessions and subsequently to implement a continuous development and improvement process that applies data-driven decision making to FPCTP development.
- ▶ We launched the **online** strategic planning system in June for use by teams during our Mid-Year Institute. Of the 22 teams attending, 17 developed or modified team plans using the online Postsecondary Education Strategic Planning Tool. Fifteen of these teams had developed or modified "paper" plans during previous institutes; 2 teams developed plans for the first time at the June event.

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

Of the nine FPCTPs serving students in 2018-2019, eight submitted program- and student-level reports, accounting for 121 students enrolled in FPCTPs in 2018-19. Student demographic information is highlighted in Table 1 and described more fully here and in later sections of this report.

- ▶ These FPCTPs indicated regular, ongoing assessment of student progress and included indicators regarding the following in determining satisfactory academic progress (SAP): communication skills, content knowledge, course performance, critical thinking, employability skills, independence and support needs, life skills, participation in the development of and progress related to person-centered plans, and program participation and attendance. Of the 121 students for whom data were reported, 113 made SAP in 2018 – 19.
- ▶ In collaboration with the Florida Department of Education, we approved an additional 3 programs for a total of 13 FPCTPs:
  - Academy for Community Inclusion, Florida Atlantic University, Jupiter, FL (34 students)
  - Build Your Future, Orange Technical College – Westside Campus, Orlando, FL (accepting students spring 2020)
  - Eagle Connections, Tallahassee Community College, Tallahassee, FL (accepted 9 students in fall 2019)
  - Grow Your Future, Broward County Public Schools/McFatter Technical College, Davie, FL (12 students, 10 awarded scholarships)
  - How I Reach Employment (HIRE), Ft. Myers and Cape Coral Technical Colleges, Lee County Public Schools (accepting students spring 2020)

- Inclusive Education Services, University of Central Florida, Orlando, FL (22 students)
  - Project ACCESS (Accessing Community College Educational Experiences, Social Experiences, and Skills for Careers), Florida Keys Community College (College of the Florida Keys), Key West, FL (10 students)
  - Project SAINT (Student Access and INclusion Together), Santa Fe College, Gainesville, FL (14 students)
  - Project Independence, Washington County Public Schools/Florida Panhandle Technical College, Chipley, FL (no report)
  - Project TOPS (Transition to Postsecondary Institutions), Miami-Dade County Public Schools/Robert Morgan Education Center and Technical College, Miami, FL (8 students)
  - STAGE (Students Transitioning to Academics and Gainful Employment) Project, Indian River State College, Ft. Pierce, FL (15 students)
  - The LINK Program, Southeastern University, Lakeland, FL (4 students)
  - Titans UP (Unique Partnership) Program, St. Petersburg College, St. Petersburg, FL (accepting students spring 2020)
- ▶ As required in the Act, all FPCTP institutions submitted their Federal comprehensive transition program (CTP) applications to the U. S. Department of Education within the required timeframe; all submissions have been approved, which makes their students eligible for federal financial aid. St. Pete College, Orange Tech, and Lee County have until June 30, 2020 to submit their Federal CTP applications.
  - ▶ The annual FPCTP Scholarship award was \$7,000 for eligible students, awarded proportionally across terms, based on the program schedule of each FPCTP and student enrollment projections. Eight of the nine FPCTPs serving students in 2018-2019 requested and were awarded FPCTP Scholarships for their eligible students (requests for a total of 120 students). A total of 117 students actually received a Scholarship, as some students who had initially enrolled or were expected to enroll did not. A total of \$733,715 in scholarship funding was provided to the FPCTPs, of which \$676,132 was ultimately disbursed to students. The institutions returned \$57,583 to the FCSUA, accounting for those students who did not enroll or did not remain eligible. In such cases, students did not enroll as projected or failed to make SAP, thus funds originally awarded were not disbursed to students.
  - ▶ Demographic data regarding the 121 students for whom information was reported included the following:
    - 55% of the students were male and 45% female.
    - Of the total, 56% were White or Caucasian, 17% Black or African American, 23% Hispanic or Latino, and the remainder other or unknown.
    - Of the total, 93% lived with their parents and 5% lived alone, on his or her own with a spouse, domestic partner, or roommate(s).
    - Students' age prior to entering the postsecondary education program ranged from 19 to 53 years old. The most common age at entry was 22 years.
    - Students spent between 0 and 33 years out of K-12 before entering a postsecondary education program. Of the total, 84 students were out of K-12 between 0 and 6 years. Most commonly, students were out of K-12 zero years before entering a program, indicating many students transitioned directly to a postsecondary education program upon leaving high



school (at age 22).

- Students' most recent K-12 setting at the time of program enrollment included public school (78%) and private school (12%). Students also attended self-contained center school, as well as home school.
  - Students' type of K-12 exit included special diploma (74%), regular high school diploma (18%), and certificate of attendance or completion (5%).
  - Students entered their postsecondary education program having had a variety of employment experiences in the year prior to program entry including competitive employment (20%), competitive employment with supported employment services (11%), sheltered workshop (7%), and or volunteer work or unpaid internship (18%).
  - The FPCTPs reported that during or at the end of 2018-2019, 5 students left their FPCTP without completing the program; 3 were dismissed and 2 left voluntarily. This number is the same as reported for 2017-18. Given that the number of students in FPCTPs increased by almost 50% from 2017-18 to 2018-19, these data indicate that the proportion of students leaving the FPCTP without completing is decreasing.
  - To date, 46 students have completed their FPCTP, 3 at the conclusion of 2016-17; 7 by the conclusion of 2017-18; and 36 in 2018-19. As required, follow-up data have been collected regarding the students who completed prior to 2018-19 and are reported elsewhere in this report.
- As required in the Act, the Center charged each FPCTP to identify the number of students with intellectual disabilities within their program catchment area who may be eligible to enroll in their program within the next academic year. Projections ranged from 10 to over 6,000 (one institution included the state of Florida as the catchment area). Estimates were made using FL DOE data and local school district data.
  - Our website at [fcsua.org](http://fcsua.org) includes an interactive map of Florida that features the locations of currently approved FPCTPs, other postsecondary education programs in the State for students with intellectual disabilities, and a list of the institutions eligible to establish a FPCTP. As specified in the FPCTP Act, we also include a table of **all** postsecondary education institutions in the State and the services and/or programs they provide for students with disabilities, including those designed specifically to serve students with autism spectrum disorder (ASD).

Table 1  
*Demographic Information for Students Enrolled in FPCTPs in 2018-2019 (n=121)*

Variable	Students	
	<i>n</i>	%
<b>Personal Characteristics</b>		
Gender		
Male	67	55%
Female	54	45%
Ethnicity		
American Indian or Alaskan Native	1	1%
Asian	1	1%
Black or African American	21	17%
Hispanic or Latino	28	23%
Native Hawaiian or Other Pacific Islander	0	0%
White or Caucasian	68	56%
Two or more	1	1%
Other or Unknown	1	1%
FL Resident		
Yes	118	98%
No	3	2%
<b>K-12 Enrollment and Exit Information</b>		
Living arrangements (prior to enrollment)		
With parents, siblings, or extended family	113	93%
Alone, on his or her own with a spouse, domestic partner, or roommate(s)	6	5%
In military housing, job training program facility, or a college dormitory	0	0%
In a group home, assisted living, or other supervised living arrangement	2	2%
In a health, mental health, or correctional facility	0	0%
Other	0	0%
Most recent type of K-12 enrollment		
Public school	94	78%
Self-contained center school	3	2%
Private school	14	12%
Virtual school	0	0%
Home school	3	2%
Unknown	7	6%

Variable	<i>n</i>	%
Type of K-12 diploma		
Special diploma	90	74%
Regular high school diploma	22	18%
Certificate of attendance of completion	6	5%
Other	1	1%
None	1	1%
Unknown	1	1%

### Course Enrollment by Type

Regular enrollment/credit-bearing		
Yes	35	29%
No	86	71%
Audit/no credit		
Yes	45	37%
No	76	63%
Non-credit bearing/non-degree		
Yes	33	27%
No	88	73%
Unique FPCTP courses		
Yes	77	64%
No	44	36%
Internship		
Yes	30	25%
No	91	75%

### Employment Experiences Within the Year Prior to FPCTP Enrollment<sup>1</sup>

Work experience (other than internship)		
Yes	6	5%
No	115	95%
Competitive integrated employment		
Yes	36	20%
No	76	63%
Unknown	9	7%
Competitive employment w/supported employment services		
Yes	13	11%
No	98	81%
Unknown	10	8%
Work in a sheltered workshop		
Yes	8	7%
No	103	85%
Unknown	10	8%

Variable	<i>n</i>	%
Unpaid work experience		
Yes	22	18%
No	88	73%
Unknown	11	9%
<b>Employment Experiences During FPCTP Enrollment<sup>1</sup></b>		
Competitive integrated employment		
Yes	33	27%
No	88	73%
Competitive employment w/supported employment services		
Yes	22	18%
No	99	82%
Work in a sheltered workshop		
Yes	3	2%
No	118	98%
Unpaid work experience		
Yes	41	34%
No	80	66%

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

**ANNUAL REPORT: OCTOBER 1, 2019**

**Introduction**

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

This report covers work of the Center during the period of October 1, 2018 through September 30, 2019. We derived the FPCTP data we report regarding student and program characteristics from the approved programs' annual reports, submitted to the Center in August 2019 regarding the 2018-19 academic year (AY). To provide a context for reviewing progress on implementation of the various components of the Act, we describe the Center's work throughout the reporting period in relation to our primary charges and then provide detail in each of the required reporting areas specified in the Act.

**FCSUA Infrastructure and Workflow**

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

**Business Functions**

- ▶ We have continued to work within UCF, and with Salesforce and EMS consulting staff, to integrate and operationalize all our business functions into the Salesforce framework, including the following:
  - FPCTP application, review, and approval processes.
  - FPCTP cost estimate and scholarship request, award, and disbursement reporting processes.
  - FPCTP grant proposal, review, and approval processes.
  - Annual program and student reporting.
- ▶ The FCSUA business function integration into Salesforce will enable us to automate many procedures and functions, efficiently store information in relevant databases (vs flat files), generate reports, and communicate effectively regarding expectations, timelines, and status of various applications, proposals, and reports.

## **FPCTP Application and Approval Process**

- ▶ We refined the *FPCTP Application Packet for Eligible Institutions* as we prepared it for integration into our web portal. All future new and renewal applications will be submitted via the portal.
- ▶ Three institutions submitted applications and were approved during this reporting period. The Tallahassee Community College Eagle Connections program was approved by the FCSUA Director and the Florida Commissioner of Education; the Lee County HIRE program for implementation in Ft. Myers and Cape Coral Technical Colleges, and the Orange Technical College Build Your Future program, were approved by the FCSUA Director and recommended for approval to the Florida Department of Education. The Department did not act on approval for over 30 days, thus the programs were approved by default based on the Director's recommendation.
- ▶ In addition to working with those institutions whose programs were approved, we worked directly with several institutions via on-site and web meetings to assist with FPCTP development, including the University of Florida, Florida A & M University, Florida International University, Florida Gulf Coast University, Daytona State College, Seminole State College, Florida Gateway College (in collaboration with the Florida Department of Corrections), Valencia College, Broward College, Beacon College, Immokalee Technical College, Emerald Coast Technical College, and Marion Technical College.
- ▶ Florida International University, Daytona State College, Florida Gateway College (in collaboration with the Florida Department of Corrections), Broward College, Immokalee Technical College, and Marion Technical College have either submitted draft applications or are working actively to prepare FPCTP applications and grant proposals.

## **FPCTP Scholarship Request and Distribution**

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

## **FPCTP Grant Proposals and Awards**

- ▶ We updated the *Request for Proposals for FPCTP Start-up and Enhancement Grants* and continued to use a rolling submission process to assure that proposals could be reviewed and awarded at various times during the year (see fcsua.org).
- ▶ Florida Atlantic University, University of Central Florida, Miami-Dade County Public Schools (Robert Morgan Educational Center and Technical College), Broward County Public Schools (William T. McFatter Technical College), Indian River State College, Santa Fe College, and Florida Keys Community College (College of the Florida Keys) continued to implement their

grants awarded originally July 1, 2017. Southeastern University, St. Petersburg College, and Lee County Public Schools (Ft. Myers and Cape Coral Technical Colleges) began implementation of their grant awards (\$300,000 each) during 2018-19. Tallahassee Community College and Orange Technical College began implementation of their awards July 1, 2019.

- ▶ Both M-DCPS and BCPS submitted enhancement grant proposals for funding to begin in 2019-20. Their initial start-up grants had been proposed and funded for a two-year grant period and have now been completed. The TOPS program at Robert Morgan Technical College is building in program improvements and the M-DCPS Grow Your Future program is expanding to Sheridan Technical College.
- ▶ The RFP for FPCTP Grant proposals continues to include the following elements: Need; goals and approaches; personnel, institutional commitment, and collaboration; formative and summative evaluation plan; and adequate and reasonable budget and justification. To improve the quality of the proposals we receive, we require institutions to use the logic model, evaluation table, budget, and budget justification templates we provide. We've found the use of these templates helps institutional staff to clearly articulate these important elements of their proposals.
- ▶ FPCTP grants are awarded on a cost-reimbursement basis, to be invoiced quarterly. In consultation with UCF's legal team, we updated our grant agreement and invoice templates. These templates have been accepted generally by most of the recipient institutions, although some agreements required substantive negotiations before final approval, which slows the approval process.
- ▶ All grantees submitted their Annual Grant Performance Reports as required by the Center and reported varying levels of implementation. Few required any modification to their scope of work, other than an adjustment to their proposed timelines.
- ▶ The due date for the annual Grant Performance Report was moved from August 1 to June 1 beginning in 2019. This date change allowed the Center to review grant performance prior to the start of a new budget cycle on July 1. (Note that the Grant Performance Report is in addition to the FPCTP annual reports required of all approved FPCTPs.)

### **Accountability and Reporting Procedures**

- ▶ As mentioned previously, we disseminate a *FPCTP Timeline for Reports and Distributions* (see Appendix B) to facilitate data collection, disbursements, and report submission. We provide this document, which is available on our website, to FPCTP staff when issuing their initial program approval and when we award their FPCTP Scholarships. We also provide it during the year when we send reminder notifications regarding their various report deadlines.
- ▶ Based on our review and follow-up on last year's FPCTP annual reports, we made minor revisions to and disseminated the *Annual Report Templates* to approved FPCTPs to facilitate submission of their required annual reports due August 1 each year (see Appendix C). Analysis of this year's reports appeared to indicate that the revisions clarified many of the items for the FPCTP responders and resulted in better data collection.
  - Templates are designed to collect valid and reliable information regarding program elements and student progress and outcomes.
  - The templates include a range of variables, including those specified in the Act, as well as indicators identified by Center staff. These variables help us identify common and unique program elements, and student characteristics and outcomes; for cohorts of students and

across years, as well as within types of institutions. We detail specific information on these variables later in this report.

- Annual report templates are available at [fcsua.org](http://fcsua.org) on the FPCTP Evaluation and Reporting page under the Postsecondary Institutions heading.
- ▶ Next year’s data collection will occur through our Salesforce framework.
- ▶ In addition, as standard practice, we evaluate FCSUA media use and capacity building events. We describe some of our social media findings below. Table 2 summarizes the evaluation results for FCSUA webinars, workshops and institutes. We use our evaluation findings to inform our planning and resource development.

Table 2

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

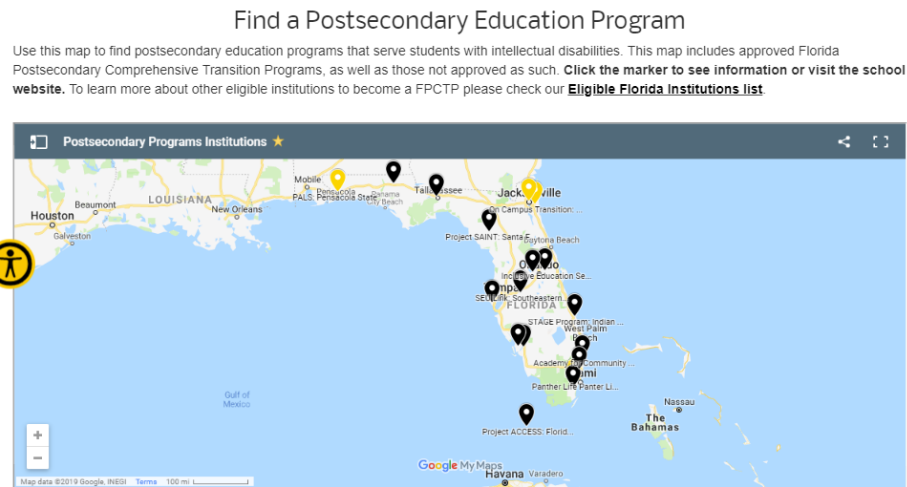
Event	# Responses	Achieved Intended Outcomes	Usefulness of Content	Relevance of Materials	Quality
<b>Monthly webinars (8)</b>	49	4.26	4.47	4.64	4.68
<b>Florida Postsecondary Education Program Planning Institute – January 23-25, 2019</b>					
Facilitator prep workshop	9	4.72	4.74	-	4.69
Pre-institute workshop	29	4.28	4.17	4.53	4.50
Breakout sessions	89	4.39	-	-	-
Overall institute	89	4.34	-	-	4.43
<b>Mid-Year Check and Connect Institute – June 25 – 28, 2019</b>					
CCT Club Annual Meeting	47	4.45	4.46	-	4.59
Mid-Year Institute	69	4.40	4.30	4.39	4.58
Post-institute workshop	22	4.37	4.36	4.72	4.67

### FCSUA Website and Social Media

- ▶ We continue to add content to the FCSUA website at [www.fcsua.org](http://www.fcsua.org) and use this medium to provide resources for our primary audiences.
  - Descriptive headers on the website’s homepage direct students and families, postsecondary education institution staff, K-12 educators, and community partners to resources aligned with their specific interests.
- ▶ An interactive map of Florida on the Find a Postsecondary Education Program page, linked from both our home page and under the Students and Families heading, allows users to explore FPCTPs (black points) and other postsecondary education programs for students with intellectual disabilities (gold points) in the state (see Figure 1). As specified in the FPCTP Act, we also post a pdf file of **all** FPCTP-eligible postsecondary education institutions in the State and the services and/or programs they provide for students with disabilities, including those designed specifically to serve students with autism spectrum disorder (ASD).



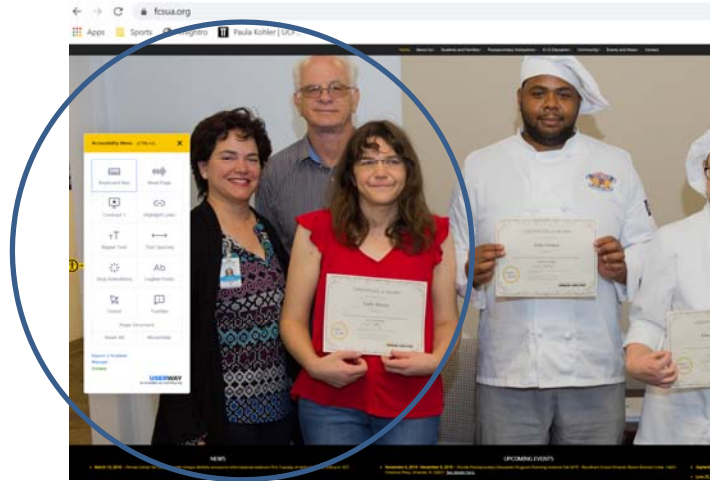
- ▶ To extend the Center’s reach and web presence we also use the following social media accounts, in general and specifically targeted around Center events. These media direct users back to the Center’s website:
  - Twitter, username: @FloridaCSUA
  - YouTube, channel: Florida Center for Students with Unique Abilities
  - Facebook address: @FloridaCSUA
  - Instagram: @floridacsua



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

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

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



- ▶ In addition, our website includes functionality to translate the site to different languages using Google Translate Service (<https://translate.google.com/>). Users this year came from 46 countries and translated the site content into 26 different languages including, but not limited to, English (United States), French (Standard), Portuguese (Brazil), Italian (Standard), European Portuguese (Portugal), Spanish (Latin America), and Chinese (Taiwan).
- ▶ Starting in February 2018, we began using Google Search Console, a free service offered by Google to help monitor, maintain, and troubleshoot a website. The main objectives of this tool is to optimize visibility of a site in Google Search results and keep webmasters up to date on performance statistics. Google Search Console also reports on mobile usability of the website. Through September 25, 2019 Google Search Console reports **93,600 impressions** for *fcsua.org*. This number represents how many times a user saw a link to the FCSUA website in Google Search results.
- ▶ As indicated in Figure 3, the number of unique users, new users, returning users, and sessions all increased over 2017-18.

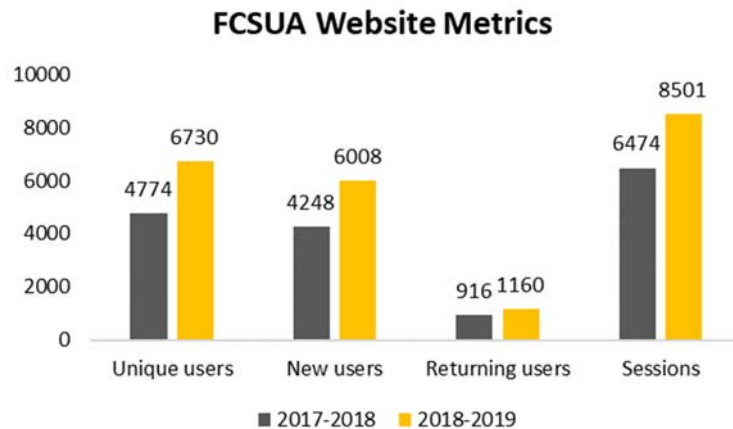


Figure 3: FCSUA website metrics comparison between 2017-18 and 2018-19

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

### **Presentations, Outreach, and Collaborations (see Appendix D)**

- ▶ Through **39 on-site meetings**, we engaged with IHEs across the State, as well as with relevant organizations and agencies. Among others, these included site visits to support FPCTP development at the following: University of Florida, Florida A & M University, Florida International University, Tallahassee Community College, Daytona State College, Seminole State College, Broward College, Beacon College, Immokalee Technical College, and Marion Technical College.
- ▶ Through FCSUA professional development/capacity building institutes, we provided **36 information/content sessions** across a variety of topics relevant to FPCTP development and sustainability.
- ▶ We conducted **49 presentations and/or conference displays** at events other than FCSUA events) regarding the Center's work, resources available to establish FPCTPs, and supports for students. To stimulate both the supply of FPCTPs and demand for these programs, we directed these presentations to a wide variety of stakeholders including postsecondary education disability service providers and other IHE staff, administrators, and faculty; K-12 educators and administrators; agency personnel; families; and students.
- ▶ Through **4 webinars**, we provided potential and approved FPCTPs with information regarding FPCTP program and FCSUA resources. Our webinar series included **8 topic-specific webinars**, featured on the first Tuesday of each month (except June, July, and August), from 3:00 – 4:00 p.m. (Eastern time). Content included program sustainability, the Federal comprehensive transition program (CTP) process, agency services available to postsecondary education students, and state perspectives regarding FPCTP approval.
- ▶ In addition, we continued to use web meetings to work with individual sites regarding their program applications and grant proposals to discuss any issues and guide the revision process to move them forward in the approval process. For example, we conducted numerous web-based meetings with the previously approved FPCTPs regarding scholarships and data collection, as well as Lee County technical colleges, St. Petersburg College, Broward College, Tallahassee Community College, and others as they worked to develop their programs. Of the total **68 web meetings** we provided, a sampling is included in Appendix D. The technology in which we invested helps us effectively address a variety of topics and issues through web-based meetings, thus reducing the number of on-site visits.
- ▶ In addition, based on information we gather from our constituents as they communicate perceived barriers and pose their questions, we have developed and are developing materials and resources that provide strategies and solutions. In essence, all our work is directed to this end. Measuring student learning outcomes, engaging with families and faculty, and building institutional capacity are among specific areas in which we are developing various resources (see Appendix E).
- ▶ We also provide print materials at face-to-face conferences and meetings. These include postcards directed at (1) a general audience and (2) more specifically at postsecondary educators (both in English and Spanish). Our brochure provides a bit more information about FPCTPs

and the Center, via a medium easy to disseminate in face-to-face settings. All these products direct stakeholders to our website. Our “follow us” postcards provide information about our social media sites both generally and specifically. For example, our #FloridaPEPPI and #FCSUAMidYear promote actively sharing information during our Florida Postsecondary Education Program Planning and Mid-Year Check and Connect Institutes.

- ▶ We also support capacity building directly with FPCTP staff. For example, we provide the opportunity for FPCTP developers to visit existing FPCTP sites through which they gain significant information regarding program implementation in specific college contexts.
- ▶ The FPCTP Act charges the FCSUA to collaborate with stakeholders and organizations relevant to our mission, such as the Federally-funded Think College national center and the Centers for Autism and Related Disabilities (CARD). We do so in a variety of ways to promote the expansion of FPCTPs, increase awareness of the opportunities they provide, and expand services available to students and their families. We continue to work with the following through conference presentations, webinars, information tables and displays, and meetings to address issues and/or conduct planning: Florida Department of Education (CTE, State Colleges, BEESS, VR), Florida Board of Governors, Florida Senate higher education and budget staff, CARD at UCF and UF, College Reading and Learning Association, Agency for Persons with Disabilities, Florida Developmental Disabilities Council, Florida Youth Leadership Forum, Florida Association on Higher Education and Disability (AHEAD), Think College, the National Technical Assistance Center of Transition, and the Florida Consortium on Inclusive Higher Education. Engagement with these organizations is a “two-way street” where their staff and FCSUA staff contribute to the work of each. A summary of specific collaborative “events” is provided in Appendix E. These are also integrated in the overall listing of FCSUA presentations, etc. provided in Appendix D.

### **Team Planning Tool for Florida Postsecondary Comprehensive Transition Programs**

- ▶ An integral component of the Center’s work to promote the supply and demand of FPCTPs – built on evidence-based practices – is to facilitate strategic planning through an online system that integrates intervention and implementation science. This system, built by Dr. Kohler and colleagues, is used in over half of the states in the U.S and hundreds of local school districts to improve college and career readiness of students with disabilities in K-12 systems, currently through the work of the National Technical Assistance Center on Transition (NTACT), and for 10 years previously through the National Secondary Transition Technical Assistance Center (NSTTAC), national TA&D centers funded by the U.S. Department of Education. Through this system, stakeholder teams participate in infrastructure analysis using relevant data to summarize implementation levels and effectiveness, identify strengths and needs, and prioritize their needs. From this information, the team develops a plan to address their needs – through evidence-based practices – including goals, strategies, tasks, designated responsibility, timeframe, outputs, outcomes, indicators, and data sources. This system represents *implementation science* through which change is planned, implemented, and evaluated.
- ▶ As reported previously, we convened a panel of nine experts in postsecondary education and transition for students with disabilities from Florida and around the United States for an in-person meeting in July 2017. The panel applied their collective expertise to identify the basis on which postsecondary education programs for students with intellectual disabilities should be built, using content from three research-based frameworks on transition and postsecondary education for students with disabilities: (1) Postsecondary Access and Student Success (PASS)

taxonomy for postsecondary education and students with disabilities (Dukes, Madaus, Faggella-Luby, Lombardi, & Gelbar, 2017); (2) Taxonomy of Transition Programming 2.0 (Kohler, Gothberg, Coyle, & Fowler, 2016); and (3) Think College Standards, Quality Indicators, and Benchmarks for Inclusive Higher Education (Grigal, Hart, & Weir, 2012).

- ▶ This content was organized into four domains: (1) student-focused, (2) program and institution-focused, (3) faculty and staff-focused, and (4) concept and systems development. Each domain includes a number of benchmarks which synthesize and represent the constructs from the research. We developed a paper version of an online strategic planning system, representing both implementation and intervention science, which includes content in the four domains, and piloted and expanded its use in our January 2018 and 2019 Florida Postsecondary Education Program Planning Institutes, respectively (see the next section).
- ▶ Our web applications programmer re-programmed the primary system (transitionprogramtool.org), with support from other UCF divisions, to add a postsecondary education program component to the currently existing components (state-level capacity building and local program improvement) based on the content of the paper version. The online system allows each team, in subsequent years, to pull in their prior year's infrastructure analysis, unfinished goals, and other relevant information, an important aspect of continuous program improvement. Through the online system, we integrate the latest evidence-based and promising practices, and guide users through data-driven self-assessment and planning.
- ▶ We launched the online strategic planning system in June 2019 for use by teams during our Mid-Year Check and Connect Institute (described in the following section) (see Figure 4).

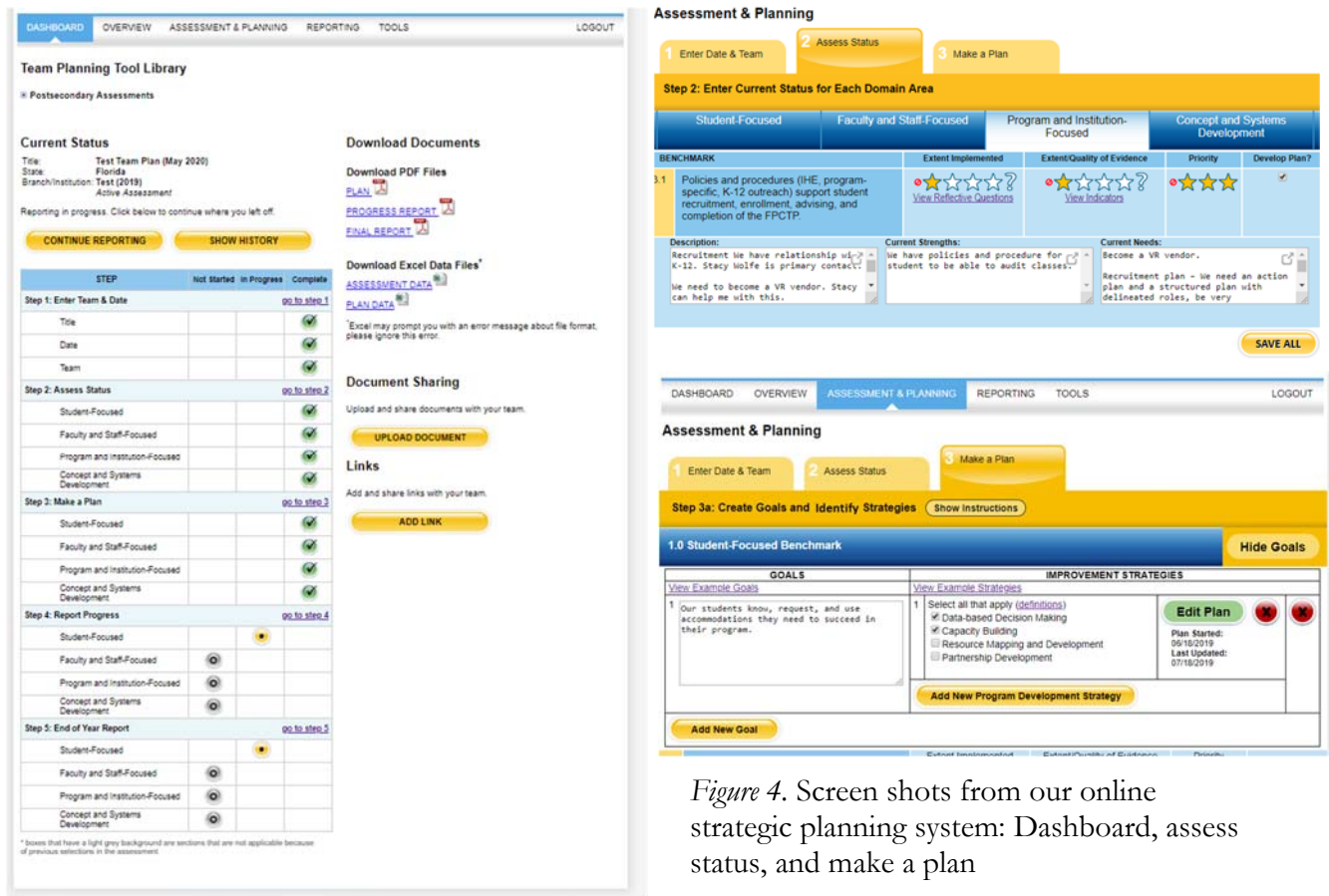
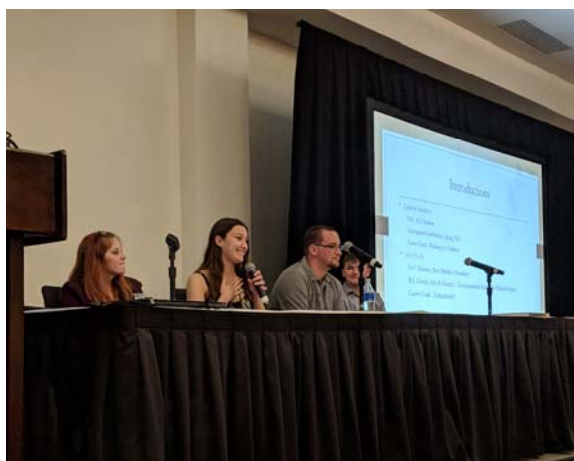


Figure 4. Screen shots from our online strategic planning system: Dashboard, assess status, and make a plan

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

- ▶ To further advance the development of FPCTPs across Florida, FCSUA sponsored our second annual Florida Postsecondary Education Program Planning Institute for IHE teams, January 23 – 25, 2019; 135 participants attended (see the Institute program in Appendix F).
- ▶ The Institute was open to any planning team, led by an institute of higher education, interested in developing or enhancing a FPCTP. Currently approved FPCTPs were required to attend the Institute and budget travel funds in their grant proposals.
- ▶ There was no charge for Institute registration. To encourage participation by comprehensive teams, the Center covered the lodging for eligible participants. The institutions were responsible for other costs.
- ▶ In addition to our listserv, website and other social media, and established networks, we reached out directly to the following to establish and/or join a FPCTP planning team at the Institute: (a) State university directors of disability services, (b) State college directors of disability services, (c) special education directors in all Florida school districts, (d) secondary transition contacts, and (e) CTE directors in all Florida school districts. In addition, we worked with Florida’s higher education leaders in the FLDOE and BOG to have them encourage participation by their constituents.
- ▶ Once an IHE stepped up to send a team, we encouraged the IHE leads to identify team members representing postsecondary education staff, K-12 districts, service agencies, parents, students, and business/industry. Twenty-four IHEs were represented, with teams ranging in size from 1 to 9 members, including IHE faculty and staff, service agency staff, and K-12 educators. A total of 18 Florida vocational rehabilitation services staff participated and served on various IHE teams.
- ▶ Institute content included keynote presentations by FPCTP students and Florida education leaders and 18 breakout sessions provided by state agency staff, researchers, FPCTP representatives, FCSUA staff, and national “experts.”



*Mentors and mentees from Florida Keys Community College and Florida Atlantic University spoke about the supports they provide each other*

- ▶ Many content presenters were available to meet with individual teams during their team planning time to provide additional information regarding the presentation content. The Institute also included a poster session, featuring approved FPCTPs, service agency, and State agency displays.



*Collette Divitto spoke about her experience in Clemson's comprehensive transition program and becoming a successful entrepreneur*

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

*Representatives from St. Petersburg College engaged in more than 6 hours of facilitated team meetings as they planned details of their new FPCTP.*



- ▶ During the team planning meetings, facilitators guided their teams through discussion regarding their status in implementing the practices represented in the Team Planning Tool for Florida Postsecondary Comprehensive Transition Programs. They also reviewed their data relevant to implementation effectiveness. From there, team members articulated their strengths and needs, and set priorities for planning. Subsequently, the team meetings focused on planning either development or improvement of their FPCTP, based on their context. Of the 24 IHE teams, 21 left the Institute with at least a draft plan to either improve, expand, or develop a FPCTP.
- ▶ We re-convened the IHE teams at our second annual Mid-Year Check-and-Connect Institute June 25 – 28, 2019; 117 participants attended, representing teams from 22 IHEs (a 50% increase over 2018). Through the Mid-Year, we provide specific content identified as needed by participants in the January Institute. This year's content included engaging with parents and families, instructional strategies and approaches, and engaging other campus units to provide services to FPCTP students (see Appendix F). The Mid-Year also provided time for a facilitated team meeting – using the online strategic planning system – and was followed by a post-institute workshop on developing a certified peer tutoring program. Of the 22 IHE teams that

participated in the Mid-Year Institute, 17 developed or modified team plans using the online system. Fifteen of these teams had developed or modified “paper” plans during previous institutes; 2 teams developed plans for the first time at the June event.



*The Mid-Year Institute included a panel of program staff and family members representing Indian River State College, Santa Fe College, and Florida Atlantic University, as well as team planning using the online strategic planning system.*

### **Continuous Planning, Implementation, and Evaluation**

- ▶ Our institute model, coupled with the online strategic planning system work together to foster and support continuous planning, implementation, and evaluation of FPCTPs. Data from the team planning tool provided by the IHE teams provides information critical to the Center’s capacity building and outreach efforts. Through analysis of the self-assessments, we identify the implementation and effectiveness status of the various benchmarks at institutions across the state, as well as their perceived strengths and needs. We use the information from the needs section to develop webinar topics, institute content sessions, and other resources. We use information regarding strengths to identify those IHEs that might help provide technical assistance or professional development regarding their areas of strength (e.g., certified student mentors). Information derived from our analyses of the team planning documents is presented in Appendix G, including a summary of their self-assessments and goals by domain. We purposefully use the information regarding their needs to plan the Mid-Year institute content and workshop, as well as our monthly webinars and resources.
- ▶ We also analyze the team plans developed within the team planning tool. First we look at technical soundness to estimate the quality of the plan, such as whether the goal is outcome focused, implementation tasks and deadlines are articulated and assigned to an individual, and specific outputs, outcomes, indicators, and data sources are identified. In our previous research, we have found a significant relationship between “technically sound” plans and achievement of goals.
- ▶ In addition, we use the plan content as a jumping off place, or starting point, to work with IHE teams to move them forward in their FPCTP development or improvements. Again, since the tool content represents the “state-of-the art” of evidence-based and promising practices in this area, our goal is for IHEs to incorporate this content into their programs and subsequently to



evaluate whether their students are achieving employment. Our work with the IHEs with new programs is directly connected to their participation in our annual and mid-year institutes and use of the team planning tool/online system.

## College and Career Transition Clubs

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

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



*Students from Western High School's CCT Club visited McFatter Technical College's FPCTP, Grow Your Future.*

We provided CCT Club start-up funds (from the Center's operating budget) to local public and private schools (operating pursuant to FS § 1002.42). These schools must serve students in grades 9 – 12, including students with intellectual disabilities. A designated school administrator must provide oversight to the CCT Club, as with any other club sponsored and/or operated by the school. A club advisor must be assigned to oversee club activities and expenditures. The school principal must approve the Application for Program Resources and in so doing assures that the College and Career Transition Club will be implemented and managed per all applicable state and local school board rules and regulations. During 2018-2019, we supported CCT Clubs in 49 high schools across to state, with a membership of 1,374 students, of which 175 (13%) were students with intellectual disabilities – a proportion that typically represents *all* students with a disability. Clubs funded during 2018-19 are currently in the second year and are responsible for sustaining their club in the future. Clubs beginning in the 2019-20 year will receive funds for this year and next (at a

rate reduced from the initial clubs). They, too, will be responsible for sustaining their work and funding after their second year. Our operating budget will not have the capacity to further support the clubs as our carry-forward funds from our start-up period have been depleted.



*Students from Wakulla High School visited the University of Central Florida's FPCTP, Inclusive Education Services, and stopped by the FCSUA for information regarding other programs and scholarships.*

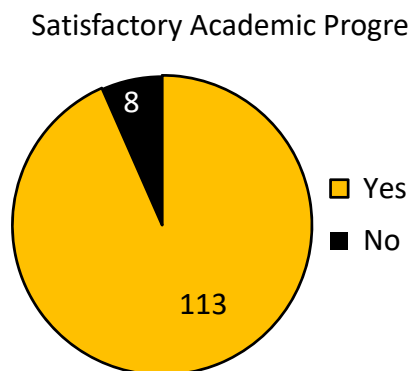
- ▶ Student Learning Outcomes – The Center's expectations for the CCT Clubs include development of (but not limited to) the following student competencies. Club activities are planned with these in mind, and include ways to document whether club participants achieve these student learning outcomes, relevant and appropriate for their grade level.
  - Students will identify **three** careers or career fields in which they are interested and the competencies (i.e., knowledge and skills) needed to pursue those careers.
  - Students will identify a pathway(s) to each career through secondary and postsecondary education, training, and/or other experiences.
  - Students will identify postsecondary education institutions that offer programs aligned with the specified careers and compare the characteristics of each.
  - Students will identify the individual supports, if any, they need to access and succeed in:
    - Each career.
    - Postsecondary education associated with each career.
  - Students will identify the three most important characteristics to them in choosing:
    - A career (such as the work environment, availability of jobs, salary or wages, ability to advance in the field, etc.).
    - A postsecondary education program (such as reputation of the program, supports available, location, class size, costs, etc.).
  - Students will demonstrate the following: (a) accurate completion of a postsecondary education application, (b) preparation of a resume and/or summary of performance relevant to college and career applications, and (c) effective interviewing skills.
  - Development and application of employability and leadership skills, aligned with their academic and other curricula, such as but not limited to the following: teamwork, timeliness, goal-setting, organization, planning, task completion, decision-making, self-advocacy, and communication.
- ▶ An annual CCT Club report is due to FCSUA June 15 each year.

## 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, 2019, from eight of the nine FPCTPs serving students in 2018-2019. (St. Petersburg College, Tallahassee Community College, Ft. Myers and Cape Coral Technical Colleges, and Orange Technical College will admit students during 2019 - 2020.) This year's annual reporting was completed using digital versions of the reporting templates (see Appendix C).

(8)(a) The center, in collaboration with the Board of Governors and the State Board of Education, shall identify indicators for the satisfactory progress of a student in an FPCTP and for the performance of such programs. Each eligible institution must address the indicators identified by the center in its application for the approval of a proposed program and for the renewal of an FPCTP and in the annual report that the institution submits to the center.

- ▶ Rather than add additional indicators to each program's standards, we provide guidance on implementation of a *process* to assess student progress and needs. The approved FPCTPs range in focus, credentials available, timeframe for program completion, and other contextual variables. Thus rather than applying a specific indicator(s) across every program, program staff need to assure they have a process in place for ongoing assessment of student progress, students' needs and supports, and a response system to address areas of concern across academic, employment, and independent living domains.
- ▶ In its application for approval as a FPCTP, the institution provides its indicators and process for determining SAP. All approved programs indicated regular, ongoing assessment of student progress and include indicators such as the following in determining SAP: Course performance, independence and support needs, program participation and attendance, and other relevant performance measures.
- ▶ During 2018-2019, 113 of 121 students made SAP across.



*Figure 5.* Number of FPCTP students who made satisfactory academic progress during 2018-19.

- ▶ Of the 8 students who did not make SAP, 2 moved to probationary status and 6 left the program.

(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.

- ▶ Three institutions submitted applications and were approved during this reporting period. The Tallahassee Community College Eagle Connections program was approved by the FCSUA Director and the Florida Commissioner of Education; the Lee County HIRE program for implementation in Ft. Myers and Cape Coral Technical Colleges, and the Orange Technical College Build Your Future program, were approved by the FCSUA Director and recommended for approval to the Florida Department of Education. The Department did not act on approval for over 30 days, thus the programs were approved by default based on the Director's recommendation. No applications were denied.
- ▶ Southeastern University's Link program (approved during 2017-18) accepted their first 4 students in 2018-19, and increased this number to 10 by fall 2019. As indicated in Table 3, All but one of the other programs have grown their enrollments as well. Overall enrollment across the State increased by close to 50% this past year.
- ▶ Of the 121 students enrolled in FPCTPs in 2018-2019, 71 were "continuing" students, who were enrolled in a previous reporting year, 50 were "new" for 2018-2019.
- ▶ In addition to working with those institutions whose programs were approved, we worked directly with several institutions via on-site and web meetings to assist with FPCTP development, including the University of Florida, Florida A & M University, Florida International University, Florida Gulf Coast University, Daytona State College, Seminole State College, Florida Gateway College (in collaboration with the Florida Department of Corrections), Valencia College, Broward College, Beacon College, Immokalee Technical College, Emerald Coast Technical College, and Marion Technical College.
- ▶ Each approved FPCTP is listed below, including their 2018-19 enrollment if available.
  - Academy for Community Inclusion, Florida Atlantic University, Jupiter, FL (34 students)
  - Build Your Future, Orange Technical College – Westside Campus, Orlando FL (accepting students spring 2020)
  - Eagle Connections, Tallahassee Community College, Tallahassee, FL (accepted 9 students in fall 2019)
  - Grow Your Future, Broward County Public Schools/McFatter Technical College, Ft. Lauderdale, FL (12 students, 10 awarded scholarships)
  - How I Reach Employment (HIRE), Ft. Myers and Cape Coral Technical Colleges, Lee County Public Schools, Ft. Myers, FL (accepting students spring 2020)
  - Inclusive Education Services, University of Central Florida, Orlando, FL (24 enrolled, 2 dropped for net 22)

- Project ACCESS (Accessing Community College Educational Experiences, Social Experiences, and Skills for Careers), Florida Keys Community College (College of the Florida Keys), Key West, FL (10 students)
- Project SAINT (Student Access and INclusion Together), Santa Fe College, Gainesville, FL (14 students)
- Project Independence, Washington County Public Schools/Florida Panhandle Technical College, Chipley, FL (no report)
- Project TOPS (Transition to Postsecondary Institutions), Miami-Dade County Public Schools/Robert Morgan Education Center and Technical College, Miami, FL (8 students)
- STAGE (Students Transitioning to Academics and Gainful Employment) Project, Indian River State College, Ft. Pierce, FL (15 students)
- The LINK Program, Southeastern University, Lakeland, FL (4 students)
- Titans UP (Unique Partnership) Program, St. Petersburg College, St. Petersburg, FL (accepting students spring 2020)

Table 3  
*FPCTP Enrollment by Institution by Year*

Institution	2016-2017	2017-2018	2018-2019
Florida Atlantic University	22	27	34
Florida Keys Community College	3	5	10
Florida Panhandle Technical College <sup>1</sup>	2	No report	No report
Indian River State College	-	7	15
McFatter Technical College (BCPS)	-	7	12
Robert Morgan Educational Center and Technical College (M-DCPS)	-	8	8
Santa Fe College	5	10	14
Southeastern University	-	-	4
University of Central Florida	18	20	24
<b>Total<sup>1</sup></b>	<b>50</b>	<b>84</b>	<b>121</b>

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

- ▶ As required in the Act, all FPCTP institutions submitted their Federal comprehensive transition program (CTP) applications to the U. S. Department of Education within the required timeframe; all submissions have been approved, which makes their students eligible for federal financial aid. St. Pete College, Orange Tech, and Lee County have until June 30, 2020 to submit their Federal CTP applications.
- ▶ The eight institutions serving students in 2018 – 2019 offer a range of credentials to their FPCTP students, across a variety of career clusters, such as agriculture, hospitality, technical,

health and medical, and entrepreneurial. In some instances, the credential is unique to the institution's FPCTP, while in other cases, the credential is an industry certification available to any student at the institution. The credential programs also vary in length of time and are generally calculated in either clock or credit hours. Some programs provide a range of exit points, typically represented by Occupational Completion Points (OCPs), where each OCP is aligned with specific occupations. Appendix H provides a complete list of the credentials available to FPCTP students, whether they are an industry certification, and they types of occupations with which they are aligned. As we develop this information further and students begin to complete their programs, we will be able to assess the relationship between a student's credential and their employment outcomes.

(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).

- ▶ The annual FPCTP Scholarship award was \$7,000 for eligible students, awarded proportionally across terms, based on the program schedule of each FPCTP and student enrollment projections.
- ▶ Eight of the nine FPCTPs serving students in 2018-2019 requested and were awarded FPCTP Scholarships for their eligible students (requests for a total of 120 students).
- ▶ A total of 117 students actually received a Scholarship, as some students who had initially enrolled or were expected to enroll did not. A total of \$733,715 in scholarship funding was provided to the FPCTPs, of which \$676,132 was ultimately disbursed to students. The institutions returned \$57,583 to the FCSUA, accounting for those students who did not enroll or did not remain eligible. In such cases, students did not enroll as projected or failed to make SAP, thus funds originally awarded were not disbursed to students.
- ▶ Student scholarship funds are disbursed to each FPCTP institution, based on their submission of the *FPCTP Scholarship Request Form* and the instructions we provide (see Appendix A). FPCTP staff are charged with working within the institution to disburse these funds as intended and to provide a disbursement report at the end of each term to FCSUA.

(8)(b)2. Indicators identified by the center pursuant to paragraph (a) and the performance of each eligible institution based on the indicators identified in paragraph (6)(c). *Note – we have identified program and student-level indicators on which each program is asked to report.*

### Information Regarding FPCTP Students

- ▶ In 2018-2019, 121 students with intellectual disabilities attended 8 FPCTPs (no data are available for FPTC). Using the previously described student information template (see Appendix C), we requested demographic data on each FPCTP student. Eight FPCTPs provided data regarding a total of 121 students. Student demographic information is presented in Table 1.
- ▶ The following figures provide visual representation of various student personal characteristics, K-12 education placement and exit information, and other data regarding students' FPCTP enrollment and career interests.

Figure 6. Gender of students enrolled in FPCTPs during 2018-2019.

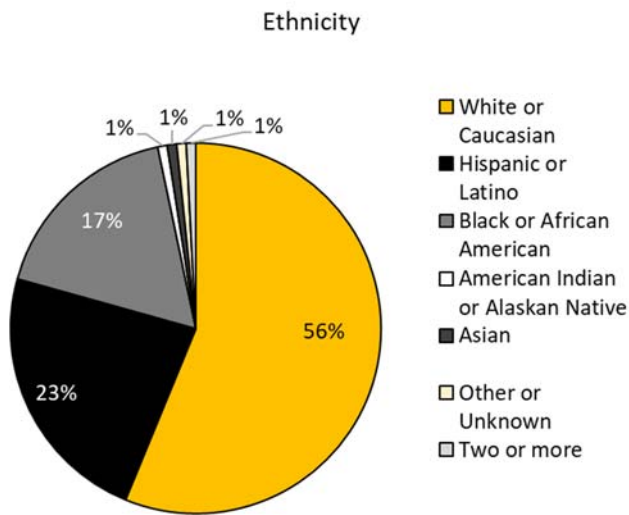


Figure 7. Ethnicity of students enrolled in FPCTPs during 2018-19

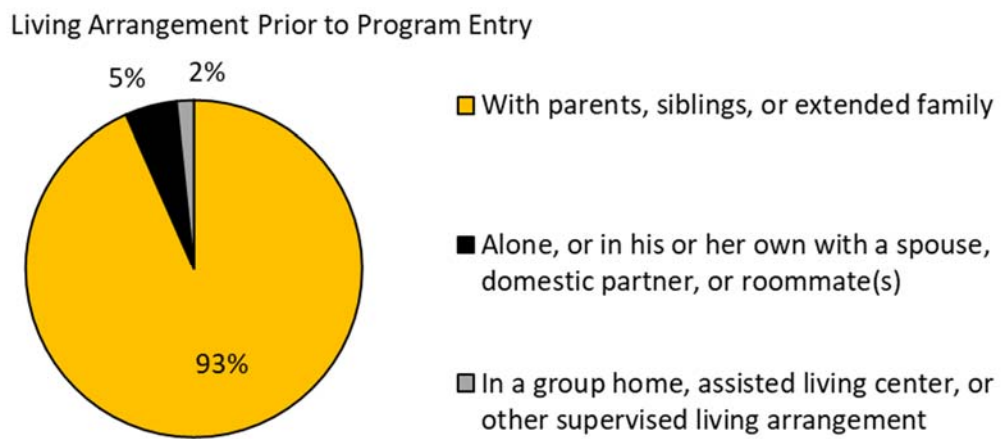


Figure 8. Living arrangements of students enrolled in a FPCTP in 2017-2018 prior to program entry.

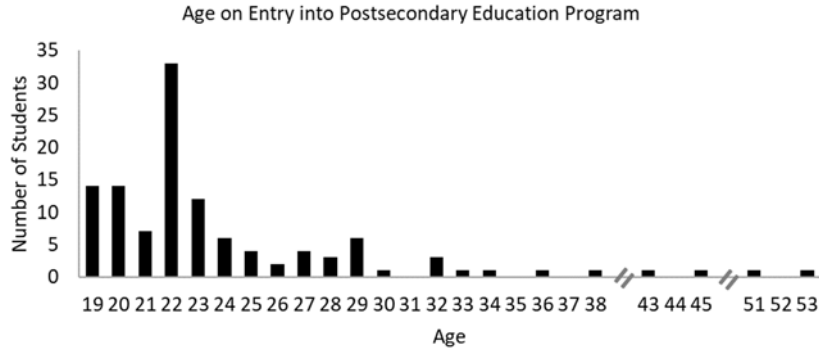


Figure 9. Age of students enrolled in a FPCTP during 2018-2019 on entry into the FPCTP. Some students were enrolled in a postsecondary education program before it was approved as a FPCTP, these data reflect age at time of FPCTP enrollment.

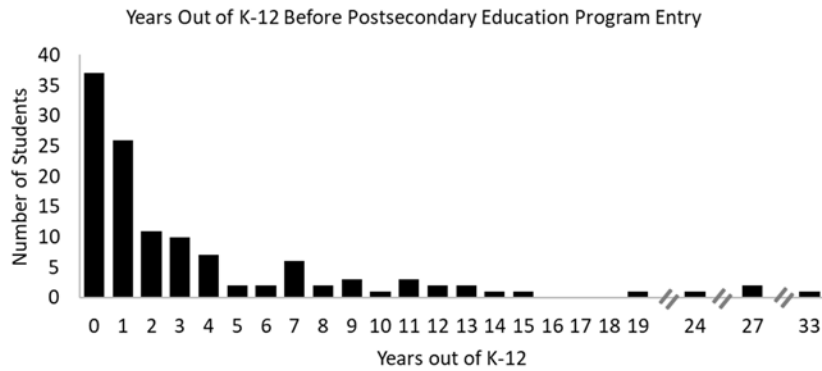
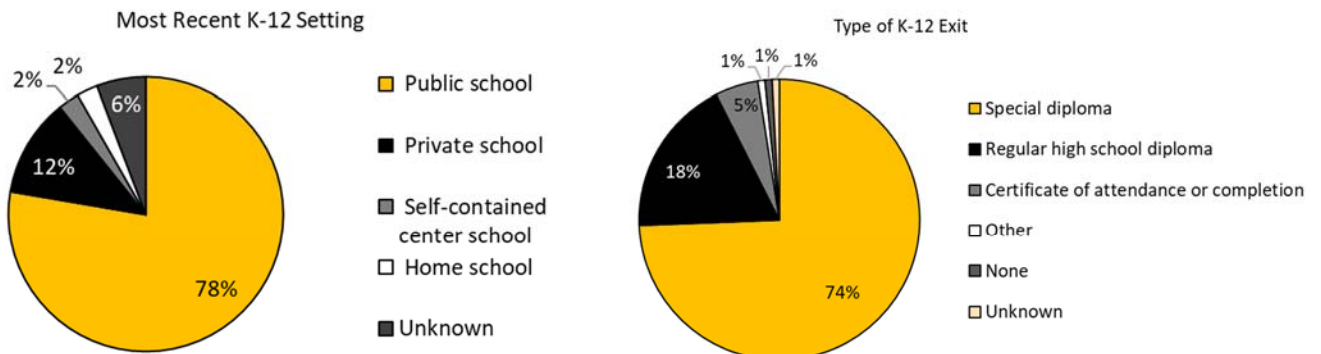


Figure 10. Number of years students enrolled in a FPCTP in 2018-2019 spent out of K-12 before entering a postsecondary education program. Some students were enrolled in a postsecondary education program before the program was approved as a FPCTP, thus these data reflect time out of K-12 at time of initial enrollment.



Figures 11 and 12. Most recent K-12 setting and type of K-12 exit of students enrolled in a FPCTP during 2018-2019.



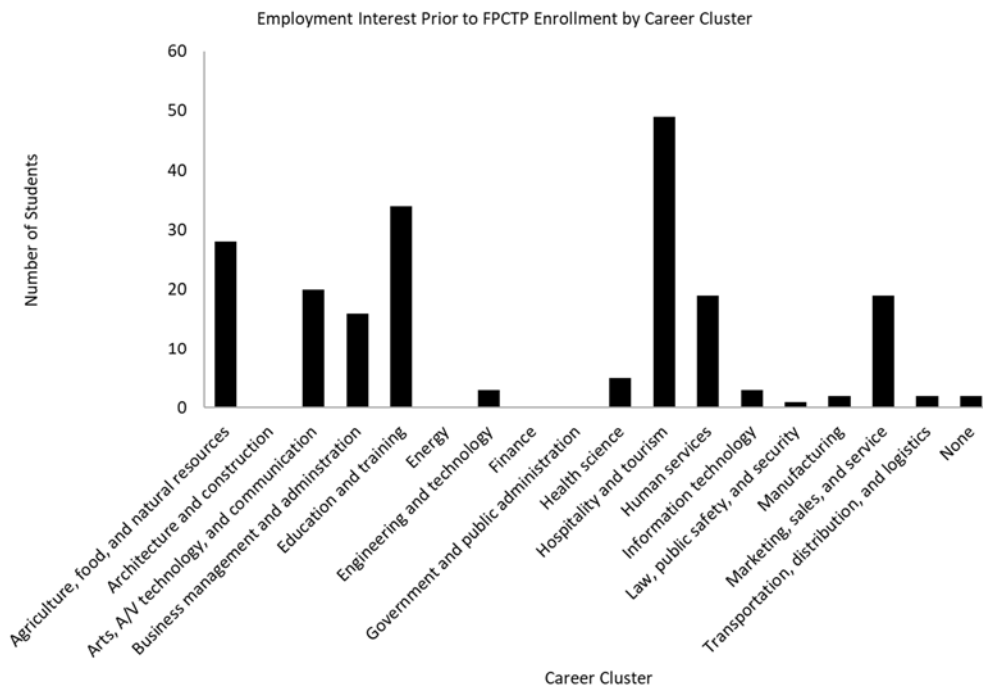


Figure 13. Students' employment interests prior to entering their FPCTP by Florida DOE CTE career cluster. Students were able to identify multiple clusters.

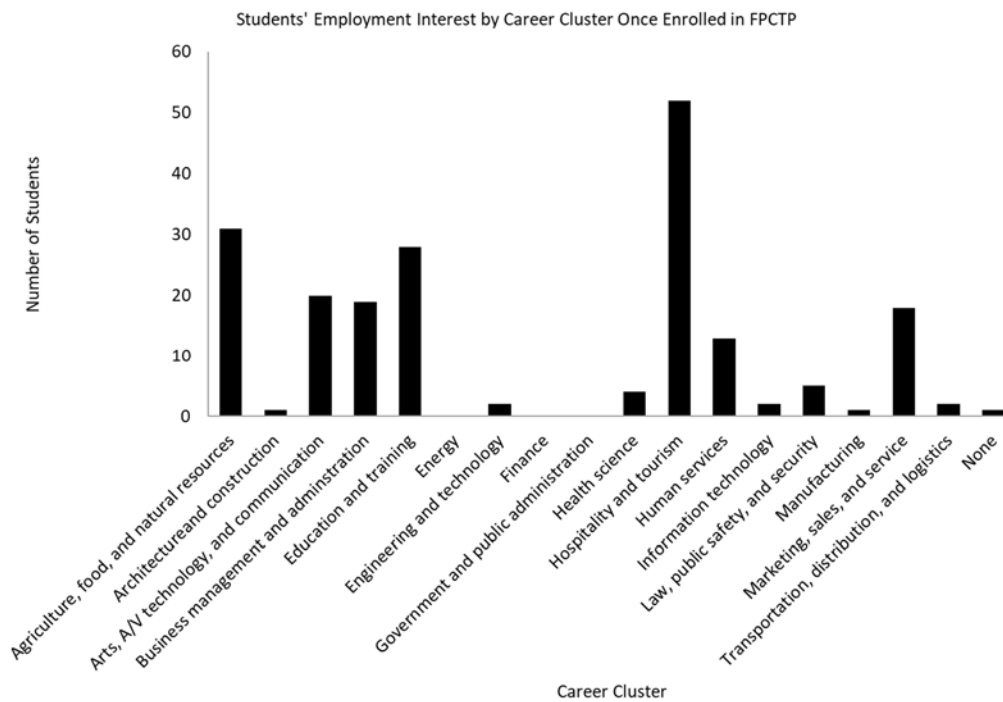


Figure 14. Students' employment interests after entering their FPCTP by Florida DOE CTE career cluster. Students were able to identify multiple clusters.

- ▶ During or at the end of the 2018-2019 reporting year, 5 students left FPCTPs without completing (3 were dismissed, 2 left voluntarily). In 2017-2018 3 students left (2 were dismissed, 1 left voluntarily); in 2016-2017, 3 students left (2 were dismissed, 1 left voluntarily).
- ▶ To date, FPCTPs have reported a total of 46 program completers.
  - In the 2018-19 annual reports, the 3 students who completed in 2016-2017 were represented in Year 2 follow-up reports; the 7 students who completed in 2017-2018 were represented in Year 1 follow-up reports; the remaining 36 students who completed this year will not be represented in follow-up reports until 2019-2020.
    - Based on 2018-2019 follow-up reports for the 10 completers, 5 completers reported being engaged in competitive integrated employment when follow-up data were collected, 3 reported being engaged in competitive employment with ongoing supported employment services, and 2 were not currently employed.
    - For the 5 completers currently in integrated competitive employment completers reported working 12-20 hours per week at a rate between \$8.46 and \$12 per hour.
    - Of the 3 completers who were in competitive integrated employment when follow-up data were collected, wage data were not obtained for one. The other two earned \$8.46 per hour working 5-6 hour per week, and \$10.00 per hour working 10 hours per week, respectively.
    - Of those not currently employed, one had been engaged in competitive employment with ongoing supported employment services in the last year, one had not been employed in any capacity in the past year.
- ▶ Detailed information regarding students who completed their FPCTP prior to 2018-19 is provided in Appendix I.

Table 4  
*Number of Program Completers by Institution by Year*

<b>Institution</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>Total</b>
Florida Atlantic University	-	2	7	<b>9</b>
Florida Keys Community College	1	1	1	<b>3</b>
Florida Panhandle Technical College	No report	No report	No report	
Indian River State College	-	-	-	-
McFatter Technical College (BCPS)	-	-	3	<b>3</b>
Robert Morgan Technical College (M-DCPS)	-	-	4	<b>4</b>
Santa Fe College	2	4	9	<b>15</b>
Southeastern University	-	-	-	-
University of Central Florida	-	-	12	<b>12</b>
<b>Total</b>	<b>3</b>	<b>7</b>	<b>36</b>	<b>46</b>

## 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. We provided this information for 2017-2018 in an Annual Report Addendum, issued March 15, 2019. Current information is included within this 2018-2019 Annual Report. These data help tell the story about the how the FPCTPs deliver instruction and services to their students, who is involved with service delivery, and how they fund their staff.

### *Program Capacity, Structure, and Enrollment*

- ▶ FPCTPs are implemented in universities, state colleges, and career technical colleges in various regions of the State. Because of the diversity of their contexts, each of these programs differs in terms of program length, content of the curriculum, and the terms in which students enroll (see Table 5).
- ▶ The capacity of these institutions also varies significantly in terms of staff, facilities, and other resources, which directly affects the number of students they admit to their FPCTP. Table 5 indicates new student enrollment by FPCTP by year. These numbers are influenced by the length of the program, student retention and completion, and program capacity.

*Table 5*

*Program Length, Enrollment Terms, and Enrollment in 2018-19 by Institution*

Institution	Length of Program	Terms of Enrollment			Number Students
		Fall	Spring	Summer	
Florida Atlantic University	2+ years	X	X	X	34
Florida Keys Community College	1-3 years	X	X	X	10
Florida Panhandle Technical College	No report				
Indian River State College	2 years	X	X	X	15
McFatter Technical College (BCPS)	2 years	X	X	X	12
Robert Morgan Tech College (M-DCPS)	Varies	X	X	X	8
Santa Fe College	2 years	X	X		14
Southeastern University	2 years	X	X		4
University of Central Florida	2.5 years	X	X	X <sup>1</sup>	24

<sup>1</sup>UCF students attend summer during the last term of their program.

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

<b>Institution</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>Total</b>
Florida Atlantic University	22	7	11	<b>40</b>
Florida Keys Community College	3	3	6	<b>12</b>
Florida Panhandle Technical College	No report	No report	No report	
Indian River State College	-	7	8	<b>15</b>
McFatter Technical College (BCPS)	-	7	7	<b>14</b>
Robert Morgan Tech College (M-DCPS)	-	8	1	<b>9</b>
Santa Fe College	5	7	8	<b>20</b>
Southeastern University	-	-	4	<b>4</b>
University of Central Florida	18	3	5	<b>26</b>
<b>Total</b>	<b>48</b>	<b>42</b>	<b>50</b>	<b>140</b>

### ***Peer Mentoring***

- ▶ A primary strategy used to support FPCTP students is through peer mentors and peer tutoring. We ask FPCTP staff to report if peer mentors are part of their program, if and how they are compensated, how many participate, and for how many hours per week. This information is summarized in Table 7. For 2018-19, 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.
- ▶ Six of the eight institutions that reported program information for 2018-2019 used peer mentors to support their students in four primary focus areas: Employment, residential, academic, and social (see Table 8). All FPCTPs using peer mentors reported they provide social support to FPCTP students. Five reported peer mentors provide academic support. Two FPCTPs reported peer mentors provide employment support, three reported peer mentors provide residential support, and one reported peer mentors provide “other” support (helping students participate in SkillsUSA regional and state competitions).
- ▶ Five of the six institutions compensated their peer mentors in some way. The most common compensation reported was a stipend or hourly wage; in one case peer mentors received a reduction in tuition or fees; in another, peer mentors received a scholarship for their work (see Table 7).
- ▶ Across the programs, peer mentor support ranged from 2.00 to 6.40 hours per student per week.

Table 7

*Characteristics of Peer Mentor Support for FPCTP Students in 2018-19 by Institution*

Institution	Use Peer Mentors	Type of Compensation if Any	# Peer Mentors	Total Hours /Week of Peer Mentor Support	# FPCTP Students	Hours/Week Peer Mentor Support per Student
FAU	Yes	Stipend or hourly wage	17	68	34	2.00
FKCC	Yes	Scholarship	8	64	10	6.40
FPTC	-					
IRSC	No				15	
McFatter	No				12	
RMECTC	Yes	None	6	30	8	3.75
SFC	Yes	Stipend or hourly wage	6	56	14	4.00
SEU	Yes	Reduction in tuition or fees	7	23	4	5.75
UCF	Yes	Stipend or hourly wage	13	150	24	6.25

Table 8

*Types of Support Peer Mentors Provided to FPCTP Students in 2018-19 by Institution*

Institution	Employment	Residential <sup>1</sup>	Academic	Social	Other
FAU	X		X	X	
FKCC		X	X	X	
RMECTC			X	X	Support participation in SkillsUSA competitions
SFC	X		X	X	
SEU		X		X	
UCF		X	X	X	

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

### ***FPCTP Staffing***

- ▶ FPCTP staffing ranges significantly across the approved programs and represents a primary variable in determining the institution's capacity to serve FPCTP students. A variety of factors influence staffing patterns, such as size and type of the institution, perceived catchment area for student recruitment, program composition and curriculum opportunities, and human and fiscal

resources among others. Programs reported between 3 and 10 staff members.

- ▶ We ask FPCTPs to provide information regarding each employee directly connected to the FPCTP regarding the number of hours they work for the institution and the number of hours they work directly with the FPCTP. Staff member hours per week working directly on the FPCTP ranged from 2 to 40. A detailed report of staff member hours by institution is included in Appendix J.
- ▶ Using the FPCTP-specific data regarding staff hours, we calculated an estimate of the hours and FTE worked per week per student. By FPCTP, staff member hours per week ranged from .16 to .57 hours per student.
- ▶ The annual program reports also provide information regarding staff member roles and the time they spend in these roles. This information is also presented in Appendix J by institution. As indicated in Figure 15, Across FPCTPs, staff members dedicate the most work time to instruction (27%) followed by employment support and/or placement (13%), program coordination (12%), and academic support (12%).

Percentage of FPCTP Staff Hours per Week by Role in 2018-19 (n = 1135.1)

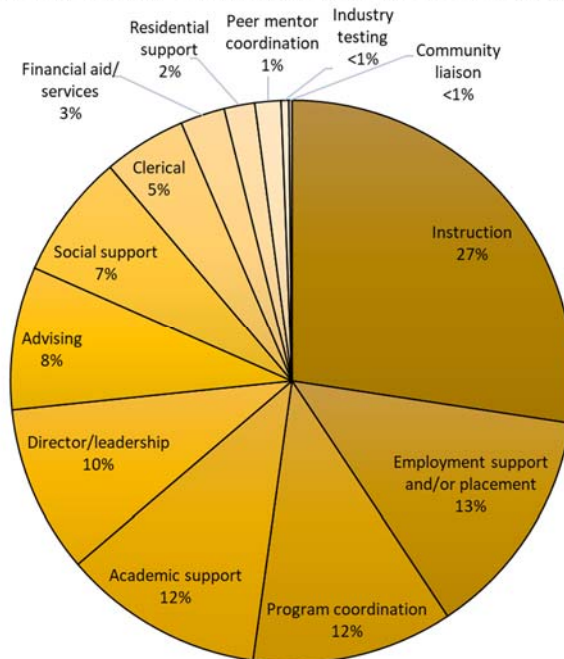


Figure 15. Percentage of total staff hours, across the eight FPCTPs that submitted annual reports, dedicated to each role in 2018-19.

- ▶ We also ask FPCTPs to indicate, by staff member, how staff hours are funded by each of the following sources: (a) FPCTP grant, (b) directly by the IHE, (c) other sources. Table 9 presents the total number and percentage of hours per week across all staff at the FPCTP funded by each source. Again, staff funding sources varied throughout the year, but consistently the largest source of staff funding came from an FPCTP grant (45% or 50% depending on time of year), followed by other sources (31% or 26%), and funding directly from the IHE (24% throughout the year).

Table 9  
*FPCTP Staff Hours per Week in 2018-19 by Funding Source and Institution*

Institution	Total Staff Hours per Week	Hours Funded by FPCTP Grant		Hours Funded Directly by the IHE		Hours Funded by Other Sources	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
FAU	295.0	41.0	14%	4.5	1%	249.5	85%
FPIC	No report						
IRSC	110.0	60.0	55%	50.0	45%	0.0	0%
McFatter	113.5	78.5	69%	35.0	31%	0.0	0%
RMECTC							
June - Dec 2018	171.0	112.0	65%	32.0	19%	27.0	16%
Dec 2018 - Jul 2019	same	58.0	34%	32.0	19%	81.0	47%
SFC	91.0	52.0	57%	28.0	31%	11.0	12%
SEU	90.0	75.0	83%	15.0	17%	0.0	0%
FKCC	96.6	68.1	70%	20.0	21%	8.5	9%
UCF	168.0	80.6	48%	87.4	52%	0.0	0%
<b>Total</b>							
<b>June - Dec 2018</b>	<b>1135.1</b>	<b>513.2</b>	<b>45%</b>	<b>271.9</b>	<b>24%</b>	<b>350.0</b>	<b>31%</b>
<b>Dec 2018-Jul 2019</b>	<b>same</b>	<b>567.2</b>	<b>50%</b>	<b>271.9</b>	<b>24%</b>	<b>296.0</b>	<b>26%</b>

<sup>1</sup> During 2018-19, the funding sources for Robert Morgan staff changed. Six staff positions, totaling 54 hours per week were funded with resources from the FPCTP Grant between late June 2018 and late December 2018. The same positions were funded with resources from the Florida Development Disabilities Council (FDDC) from late December 2018 through July 2019.

(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.

- ▶ Programs were asked to consider the catchment area of their IHE in general, the scope of their program, and the characteristics of students at the K-12 districts within their catchment area.
- ▶ The Center charged each FPCTP to identify the number of students with intellectual disabilities within their program catchment area who may be eligible to enroll in their program within the next academic year. Projections ranged from 10 to over 6,000 (one institution included the state of Florida as the catchment area). Estimates were made using FL DOE data and local school district data.
- ▶ Catchment area approaches are somewhat unique to each institution, based on what they see as their program capacity, as well as their targeted recruitment area.

(8)(b)4. Education programs and services for students with intellectual disabilities which are available at eligible institutions.

- ▶ The Find a Postsecondary Education Program page at fcsua.org, linked from both the home page and the Students and Families section, includes several resources to help students with disabilities and their families find postsecondary education programs to meet their needs, including the following.
  - An interactive map of Florida shows the locations of currently approved FPCTPs as well as other postsecondary education programs in Florida serving students with intellectual disabilities (see Figure 16). Color-coded points on the map indicate to users if a program is a FPCTP (black points), or is not an approved FPCTP (gold points).
  - Users can click on any postsecondary education program featured on the map to reveal a side bar showing the program's name, its FPCTP status, and its location. Because the map is powered by Google Maps users can easily navigate from the listing to driving directions to the program from a location of their choosing.

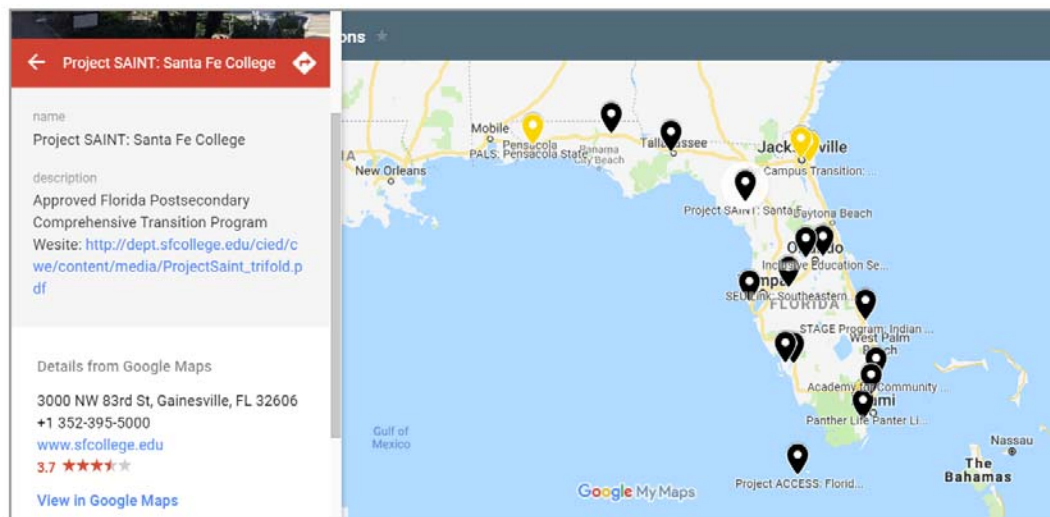


Figure 16. Interactive map of postsecondary education programs for students with intellectual disabilities in Florida from fcsua.org.

- ▶ Further, we also include a table of **all** FPCTP-eligible postsecondary education institutions in the State and the services and/or programs they provide for students with disabilities. Programs designed to serve students with autism spectrum disorder (ASD) specifically are noted. See <https://fcsua.org/docs/Services%20and%20Programs%20Available%20for%20Students%20with%20Disabilities%20at%20Florida%20Postsecondary%20Education%20Institutions%202008-2019.pdf>



## Summary

The University of Central Florida has developed significant infrastructure, through which Center staff have implemented the major elements of the Florida Postsecondary Comprehensive Transition Program Act (FS 1004.6495). We have established Center leadership, developed and rolled out the FPCTP application and approval process, worked with BOG and SBE staff to approve 13 programs, developed and rolled out the FPCTP Scholarship program, and awarded 12 FPCTP Start-up and Enhancement Grants to stimulate program development and expansion. We have communicated with stakeholders across the State through site visits, webinars, our website and other social media, telephone calls, emails, conference presentations, and workshops. We have developed and implemented a research-to-practice, data-driven, strategic planning model through which IHE teams reflect on, plan for, and evaluate new and existing postsecondary education programs that serve students with intellectual disabilities. As indicated herein, this work is substantial, but our implementation of the Salesforce framework will enable us to conduct and track this work more efficiently, thus increase our capacity to pursue our mission.

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

To increase knowledge of and support for FPCTP development, we have and will continue to collaborate with such organizations as the Centers for Autism and Related Disabilities; Florida Independent Living Council; Florida Parent Educator Association; Florida Association on Higher Education and Disability; Florida Developmental Disabilities Planning Council; Florida Division on Career Development and Transition; Florida Association for Career and Technical Education; Florida Association of Student Financial Aid Administrators; Florida Consortium on Inclusive Higher Education; Think College; National Technical Assistance Center on Transition; Step Up for Students; and the Central Florida Disability Chamber of Commerce. Importantly, we work closely with state education and other agency staff to identify and understand relevant policies and initiatives to facilitate the development of FPCTPs, such as the Board of Governors; Florida Department of Education, including the Career and Adult Education, State College, and Vocational Rehabilitation Divisions, and the Bureau of Exceptional Education and Student Services and Project 10; Agency for Persons with Disabilities; the Able Trust; and Florida Senate staff. The relationships we have built with organization and agency staff are important to our understanding the many variables and factors regarding student recruitment and enrollment, student supports and success, infrastructure and sustainability, and other aspects involved in realizing the intent of the Florida Postsecondary Comprehensive Transition Program Act.

Institutions such as the University of Florida (Gainesville and Jacksonville), Florida A & M University, Florida International University, Daytona State College, Seminole State College, Eastern Florida State College, Broward College, Valencia College, Immokalee Technical College, and Marion Technical College, among others, are working with us actively to plan for and prepare a FPCTP application and grant proposal. Further, K-12 educators have reached out from numerous districts

to join postsecondary education teams such as these, as partners in program development. Through our monthly webinar series, outreach efforts, and next Annual Florida Postsecondary Education Program Planning Institute (November 6 – 8, 2019 in Orlando), we will work closely with these stakeholders to start additional FPCTPs in 2019 – 2020. Our goal is to increase significantly both the number of programs and the number of students served. With continued support for FCSUA operations, and FPCTP grant and scholarship funds, this goal is achievable. We are proud of our accomplishments to date and appreciate the opportunity to lead this important work.

*Respectfully submitted:*

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## **Appendix A**

### FPCTP Scholarship Assurances and Instructions

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

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

**Assurances and Stipulations**

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

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

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

### **Recovering Program Costs**

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

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

### Instructions

1. Use the FPCTP Cost Estimator worksheet (in the Excel *FPCTP Cost Est and Scholarship Request\_2019-20\_TEMPLATE\_Issued July 2019*) to determine the estimated cost of attending the institution's FPCTP per student, per term. The worksheet is set up to calculate program costs when the relevant data are entered. Enter information in the cells shaded green. The cells with gray shading will be automatically calculated. To complete this worksheet, you will need the following information:
  - ▶ Institutional information: Academic/program year, institution name, FPCTP name, name of individual preparing and submitting the worksheet, and his/her contact information.
  - ▶ Estimated general costs (such as tuition and fees) of participating in the institution's FPCTP, by resident type (resident, non-resident), per term.
  - ▶ Itemized extra unique costs of participation in the institution's FPCTP over and above the estimated general costs of attendance, for services and or experiences designed to meet the needs of students with intellectual disabilities specifically.
2. Use the Scholarship Request Form worksheet (in the same Excel file) to identify the eligible students for whom you are requesting a FPCTP Scholarship. The worksheet is set up to calculate specific fields when the relevant data are entered. Enter information in the cells shaded green. The cells with gray shading will automatically calculate. **Leave the columns labeled Scholarship Amount Awarded blank, as the Center will complete this portion of the worksheet.** To complete the Scholarship Request Form worksheet, you will need the following information:
  - ▶ Institutional information: Academic/program year, institution name, FPCTP name, name of individual preparing and submitting the worksheet, and his/her contact information.
  - ▶ Name, institutional identification number, and residency status of each student for whom a Scholarship is requested.
  - ▶ Number of terms each student is expected to be enrolled (**use a capital X to designate expected enrollment in a term**).
  - ▶ The estimated cost per each term from the FPCTP Cost Estimator worksheet for each student's residency type.
3. Institutions requesting Scholarships for the first time, must submit **UCF Form\_41-990** to the Center with their FPCTP Scholarship documents to provide account information through which the Scholarship funds will be distributed from UCF to the **institution's financial aid office**.



4. Refer to the FCSUA *Timeline for Reports and Distributions* document (FCSUA Report Flow\_FPCTPs\_2019-20\_Issued July 2019) for a schedule of dates and reports associated with submitting Scholarship requests; end-of-term, annual, and grant performance reports, and the Center's disbursement process. Use the *FPCTP Cost Est and Scholarship Request\_2019-20 TEMPLATE\_Issued July 2019* to report scholarship disbursements to students by term by the designated due dates.
5. The individual submitting the FPCTP Scholarship cost and request documents attests that she/he is authorized to do so by the institution.

**Submit completed worksheets electronically to:**

Paula D. Kohler, Ph.D., Executive Director  
Florida Center for Students with Unique Abilities  
[paula.kohler@ucf.edu](mailto:paula.kohler@ucf.edu)

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

407-823-5225  
[fcsua@ucf.edu](mailto:fcsua@ucf.edu)  
[www.fcsua.org](http://www.fcsua.org)

## Appendix B

### FPCTP Timeline for Reports and Distributions

### Timeline for Reports and Distributions

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

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

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

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

\* If not received by July 1, the FCSUA will process scholarship requests and disbursements as they are received from eligible institutions and process the awards as soon thereafter as possible.

## **Appendix C**

1 – FPCTP Annual Report Template: Program Information

2 – FPCTP Annual Report Template: Student Information

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**Florida Postsecondary Comprehensive Transition Program (FPCTP)  
Annual Report Template – Program Information  
Reporting Year: 2018-2019**

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

**General Program Information**

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



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

- Fall
- Spring
- Summer

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

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

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

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

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

## FPCTP Staffing

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

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

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

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

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

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

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

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

**External Service Providers**

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

*If yes:*

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

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

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

## FPCTP Credentials

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

Example:

*Technology Assistant Credential*

Length of study for credential: 30 credit hours

**Credential(s) offered by the FPCTP:**

**Credential 1:**

- a. Name of credential
  - b. Length of study for credential: amount unit
  - c. Describe the credential:
  - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
  - e. *If yes*, describe the levels or benchmarks:
  - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
  - g. How many students enrolled in the FPCTP in 2018-2019 are **expected to earn** this credential upon program completion?
  - h. How many students **completed** this credential during 2018-2019?
- 

**Credential 2:**

- a. Name of credential
  - b. Length of study for credential: amount unit
  - c. Describe the credential:
  - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
  - e. *If yes*, describe the levels or benchmarks:
  - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
  - g. How many students enrolled in the FPCTP in 2018-2019 are **expected to earn** this credential upon program completion?
  - h. How many students **completed** this credential during 2018-2019?
-

**Credential 3:**

- a. Name of credential
  - b. Length of study for credential: amount unit
  - c. Describe the credential:
  - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
  - e. *If yes*, describe the levels or benchmarks:
  - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
  - g. How many students enrolled in the FPCTP in 2018-2019 are **expected to earn** this credential upon program completion?
  - h. How many students **completed** this credential during 2018-2019?
- 

**Credential 4:**

- a. Name of credential
  - b. Length of study for credential: amount unit
  - c. Describe the credential:
  - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
  - e. *If yes*, describe the levels or benchmarks:
  - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
  - g. How many students enrolled in the FPCTP in 2018-2019 are **expected to earn** this credential upon program completion?
  - h. How many students **completed** this credential during 2018-2019?
-

**Credential 5:**

- a. Name of credential
  - b. Length of study for credential: amount unit
  - c. Describe the credential:
  - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
  - e. *If yes*, describe the levels or benchmarks:
  - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
  - g. How many students enrolled in the FPCTP in 2018-2019 are **expected to earn** this credential upon program completion?
  - h. How many students **completed** this credential during 2018-2019?
- 

**Credential 6:**

- a. Name of credential
  - b. Length of study for credential: amount unit
  - c. Describe the credential:
  - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
  - e. *If yes*, describe the levels or benchmarks:
  - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
  - g. How many students enrolled in the FPCTP in 2018-2019 are **expected to earn** this credential upon program completion?
  - h. How many students **completed** this credential during 2018-2019?
-



**Credential 7:**

- a. Name of credential
  - b. Length of study for credential: amount unit
  - c. Describe the credential:
  - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
  - e. *If yes*, describe the levels or benchmarks:
  - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
  - g. How many students enrolled in the FPCTP in 2018-2019 are **expected to earn** this credential upon program completion?
  - h. How many students **completed** this credential during 2018-2019?
- 

**Credential 8:**

- a. Name of credential
  - b. Length of study for credential: amount unit
  - c. Describe the credential:
  - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
  - e. *If yes*, describe the levels or benchmarks:
  - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
  - g. How many students enrolled in the FPCTP in 2018-2019 are **expected to earn** this credential upon program completion?
  - h. How many students **completed** this credential during 2018-2019?
-

**Credential 9:**

- a. Name of credential
  - b. Length of study for credential: amount unit
  - c. Describe the credential:
  - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
  - e. *If yes*, describe the levels or benchmarks:
  - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
  - g. How many students enrolled in the FPCTP in 2018-2019 are **expected to earn** this credential upon program completion?
  - h. How many students **completed** this credential during 2018-2019?
- 

**Credential 10:**

- a. Name of credential
  - b. Length of study for credential: amount unit
  - c. Describe the credential:
  - d. Is there more than one level or benchmark within the credential at which students may exit? Please select
  - e. *If yes*, describe the levels or benchmarks:
  - f. Is the credential an industry certification, or is there an opportunity for a student who earns the credential to earn an associated industry certification? Please select
  - g. How many students enrolled in the FPCTP in 2018-2019 are **expected to earn** this credential upon program completion?
  - h. How many students **completed** this credential during 2018-2019?
- 

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

**FPCTP Recruitment, Enrollment, and Retention**

**Eligibility and Recruitment**

- 14. a. How many **eligible students** (potential FPCTP enrollees) do you estimate were within the FPCTP’s target recruitment area for this reporting year: **2018-2019**?
- b. Describe the source(s) of information from which this estimate is made:

--

15. What was the **enrollment capacity** of the FPCTP for **2018-2019**?          students

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


17. Describe your efforts to **recruit** students for **enrollment in 2018-2019**:

--

## FPCTP Enrollment in This Reporting Year: 2018-2019

In this section, if a student was enrolled at your institution prior to 2018-2019, **but first participated in the FPCTP in 2018-2019**, count that student as: (1) a **new applicant** and (2) a **new enrollee** for 2018-2019.

18. a. Number of FPCTP **applicants** for 2018-2019:
- b. Of these applicants, how many were Florida residents?
  - c. Of these applicants, how many were non-Florida residents?
19. a. Number of new FPCTP students **accepted** for 2018-2019:
- b. Of these students, how many were Florida residents?
  - c. Of these students, how many were non-Florida residents?
20. a. Number of students **enrolled** in the FPCTP across 2018-2019:
- b. Of these students, how many were **new** to the FPCTP?
  - c. Of these students, how many were **returning** to the FPCTP in 2018-2019 (enrolled in the FPCTP in previous year(s))?
21. Of the students **enrolled** in the FPCTP in 2018-2019:
- a. How many students **completed the FPCTP** in 2018-2019?
  - b. How many students are **expected to return** to the FPCTP in 2019-2020?
  - c. How many students left during 2018-2019 **without completing** the FPCTP?
22. a. Which of the following supports, strategies, and services did you use in efforts to **retain** FPCTP students during **2018-2019**? (select all that apply)
- Advising and/or increased advising session frequency
  - Peer mentors
  - Program support meetings
  - Tutoring
- b. Describe any additional supports, strategies, or services used to **retain** FPCTP students during **2018-2019**:

### Projected FPCTP Enrollment for 2019-2020

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

23. a. How many **eligible students** (potential FPCTP enrollees) do you estimate are within the FPCTP's target recruitment area for **2019-2020**?

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

24. What is the FPCTP's **anticipated enrollment capacity** for **2019-2020**? \_\_\_\_\_ students

25. Number of **new FPCTP applicants** you expect for **2019-2020**:

26. Number of **new FPCTP students** you expect to **accept** for **2019-2020**:

27. a. **Total number** of FPCTP students you expect to **enroll** in **2019-2020**:

b. Of these students how many do you expect to be **new** to the FPCTP in **2019-2020**?

c. Of these students how many do you expect to **return** to the FPCTP in **2019-2020** (enrolled in the FPCTP in previous year(s))?

### Future FPCTP Enrollment Projections

28. a. How many **eligible students** (potential FPCTP enrollees) do you estimate will be within the FPCTP's target recruitment area for **2020-2021**?

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

29. What is the FPCTP's **anticipated enrollment capacity** for **2020-2021**? \_\_\_\_\_ students

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

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

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

**Peer Mentors**

32. a. Did the FPCTP include support provided by **peer mentors** as a program service during **2018-2019**? Please select

*If yes:*

b. Number of peer mentors who provided support to your students during 2018-2019:

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

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

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

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

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

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



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**Florida Postsecondary Comprehensive Transition Program (FPCTP)  
Annual Report Template – Student Information  
Reporting Year: 2018-2019**

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

**Instructions**

- ▶ Complete **Section 1: General Student Information** for each student who **entered** the FPCTP during 2018-2019. Upon your request, we will complete this information for students for whom you submitted a 2017-2018 report. **Please notify us by May 28** if you want us to do this. Otherwise you can copy and paste the relevant information from last year's report to this year's. In either case, please verify that content, edit as needed, and continue with other relevant sections.
- ▶ Complete **Section 2: Annual Student Information** for each student **enrolled** in the FPCTP during this reporting year (those who continued from last year and those who entered new this year): 2018-2019.
- ▶ Complete **Section 3: Student Exit Information** for each student who **exited** the FPCTP **during or at the end of this reporting year** (2018-2019), regardless of reason for exit.
- ▶ **Every year for five years** after a student completes the FPCTP, the institution must report the student's employment and wage data. Complete **Section 4: FPCTP Completer Follow-Up Information** for each student who **completed** your FPCTP between one and five years ago. For this reporting year (2018-2019), enter this information for any student who completed your FPCTP during or at the end of 2016-2017 or 2017-2018.



## Glossary

### **Competitive integrated employment**

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

### **FPCTP**

Florida Postsecondary Comprehensive Transition Program

### **IHE**

Institution of higher education

### **PSE**

Postsecondary education

### **Self-employment**

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

### **Sheltered workshop**

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

### **Supported employment**

Competitive employment while receiving ongoing support services.

### **Unpaid work experience**

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

## Section 1: General Student Information

Complete this section for each student who **entered** the FPCTP during 2018-2019. Upon your request, we will complete this information for students for whom you submitted a 2017-2018 report. **Please notify us by May 28** if you want us to do this. Otherwise you can copy and paste the relevant information from last year's report to this year's. In either case, please verify that content, edit as needed, and continue with other relevant sections.

Institution name:

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

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

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

Name of credential

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

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

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

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

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

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

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

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

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

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

*If yes:*

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

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

*If yes:*

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

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

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

*If yes:*

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

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

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

*If yes:*

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

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

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

**Section 2: Annual Student Information – All FPCTP Enrollees**

Complete this section for each student **enrolled** in the FPCTP during this reporting year (those who continued from last year and those who entered new this year): 2018-2019.

Institution name:

First initial and last name of student:

Example: *J. Smith*

1. What was this student’s enrollment status in 2018-2019? If this student **entered** the FPCTP during 2018-2019 select “New”. Please select

2. a. Which of the following best describes this student’s status regarding Satisfactory Academic Progress (SAP) **at the end** of 2018-2019? (**select only one**)

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

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

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

- Fall 2018
- Spring 2019
- Summer 2019

4. a. Did this student receive a FPCTP Scholarship in 2018-2019? Please select

*If yes:*

b. What was the total FPCTP Scholarship amount disbursed to this student in **2018-2019**?  
\$

5. Where did this student live in 2018-2019? (choose one)

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

6. What was this student’s status for each credential track at the **end** of 2018-2019?  
 If you entered credentials in Section 1-Question 12, the information should appear below. If this does not display, or you did not complete Section 1-Question 12, type each credential name in the “Name of credential” field.

Name of credential	Status at end of 2018-2019
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select
Name of credential	Please select

**Continue on next page.**

7. Please use the table below to describe this student’s 2018-2019 enrollment in each **course type**. Include **only** enrollment that is represented by a **course name and number**, regardless of the course type (e.g., CS 1021).

Course type	Did this student enroll in this course type in 2018-2019?	<i>If yes: Indicate the number of instances of this course type in which this student enrolled in 2018-2019.</i>	<i>If yes: Indicate the number of total credits or clock hours this student earned in this course type in 2018-2019.</i>
Regular enrollment/ credit bearing*	Please select		Please select
Audit/ no credit*	Please select		Please select
Non-credit bearing/ non-degree*	Please select		Please select
Unique FPCTP course	Please select		Please select
Internship course	Please select		Please select
Work experience course other than internship	Please select		Please select
Other Please describe	Please select		Please select

\* IHE courses not unique to the FPCTP.

8. Total number of **courses** in which this student enrolled in 2018-2019:

**Continue on next page.**



9. Which of the following career clusters best represent this student's employment interests during 2018-2019? (choose all that apply)

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

10. a. **At any time** during 2018-2019, was this student in **competitive integrated employment** at or above minimum wage, not receiving ongoing supported employment services? Please select

*If yes:*

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

c. **During what time** in 2018-2019 did this competitive integrated employment take place? Please select

d. How many hours per week was this student in competitive integrated employment in 2018-2019?

e. What **career cluster** most accurately represents this student's primary competitive integrated employment in 2018-2019? Please select

11. a. **At any time** during 2018-2019, was this student in competitive employment **and** receiving ongoing **supported employment** services? Please select

*If yes:*

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

c. **During what time** in 2018-2019 did this supported employment take place? Please select

d. How many hours per week was this student in supported employment in 2018-2019?

e. What **career cluster** most accurately represents the primary field in which this student was in supported employment in 2018-2019? Please select

12. a. **At any time** during 2018-2019, was this student working in a **sheltered workshop**?  
Please select

*If yes:*

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

c. **During what time** in 2018-2019 did this student work in the sheltered workshop?  
Please select

d. How many hours per week was this student working in a sheltered workshop in 2018-2019?

e. What **career cluster** most accurately represents the primary field in which this student was working in a sheltered workshop in 2018-2019? Please select

13. a. **At any time** during 2018-2019, was this student engaged in an **unpaid work experience**?  
Please select

*If yes:*

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

c. **During what time** in 2018-2019 did this unpaid work experience take place? Please select

d. How many hours per week was this student engaged in an unpaid work experience in 2018-2019?

e. What **career cluster** most accurately represents the primary field in which this student was engaged in an unpaid work experience in 2018-2019? Please select

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

### Section 3: Student Exit Information

Complete this section for each student who **exited** the FPCTP **during or at the end of this reporting year** (2018-2019), regardless of reason for exit.

Institution name:

First initial and last name of student:

Example: *J. Smith*

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

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

*If yes:*

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

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

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

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

**IMPORTANT**

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

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

## Section 4: Completer Follow-Up Information

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

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

**Institution name:**

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

**Date student completed the FPCTP: mm/dd/yyyy**

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

*If no:*

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

*If yes:*

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

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



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

**PAUSE:**

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

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

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

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

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

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

*If yes:*

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

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

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

*If yes:*

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

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

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

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

**Thank you for providing this information!**



## **Appendix D**

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

**Summary of FCSUA Staff 2018-2019 Onsite and Online Meetings Workshops, Webinars, Conference Presentations**

Onsite Meetings					
Date	Event	Type	Location/ Presenter	Focus	Audience
10/4/2018	Broward College and FCSUA at Santa Fe College	Onsite meeting	Gainesville, FL Santa Fe team, Drew Andrews	FPCITP development	BC team
10/18/2018	FL Department of Education Interagency Council Meeting	Onsite meeting	Tallahassee, FL Drew Andrews	Agency supports for postsecondary education students	Postsecondary and K-12 educators, agency personnel and area business leaders
10/31/2018	College of Community Education and Innovation, UCF and Valencia College	Onsite meeting	University of Central Florida (UCF), Drew Andrews	Collaboration between UCF and Valencia College	UCF and VC faculty, staff, and leadership
11/2/2018	Beacon College Meeting	Onsite meeting	Leesburg, FL. Paula Kohler, Drew Andrews	FPCITP development	BC faculty, staff, and leadership
11/5/2018- 11/7/2018	Individual Meetings with: <ul style="list-style-type: none"> <li>▶ FL Senate Staff</li> <li>▶ BOG and FAMU staff</li> <li>▶ FDDC staff</li> <li>▶ State College and CTE leadership</li> <li>▶ State College, CTE, VR, and BEES staff</li> <li>▶ TCC leadership and staff</li> </ul>	Onsite meeting	Tallahassee, FL Paula Kohler	FPCITP data, issues, and cross-agency collaboration	FL Senate staff, BOG and FAMU staff, FDDC staff, State College and CTE leadership, State College, CTE, VR, and BEES staff, TCC leadership and staff

Date	Event	Type	Location/Presenter	Focus	Audience
11/13/2018	John Hopkins: Guiding Students & Institutions toward the Future Cross Sector Data Systems and Visualizations – Workgroup (Funded by Gates Foundation)	Meeting	Baltimore, MD Paula Kohler	Early warning systems and postsecondary success indicators	K-12 and postsecondary educators, administrators, and agency personnel
11/27/2018	Florida Atlantic University Academy for Inclusive Communities Meeting	Onsite meeting	Jupiter, FL Drew Andrews	FPCITP programs and FCSUA resources	Postsecondary educators and agency personnel, students with intellectual disabilities and families
11/28/2018	Seminole State College Meeting	Onsite meeting	Lake Mary, FL Paula Kohler	FPCITP development	SSC faculty, staff, and leadership
11/29/2018	Broward College Meeting	Onsite meeting	Ft. Lauderdale, FL Drew Andrews	FPCITP development	BC faculty, staff, and leadership
11/29/2018	Indian River State College Meeting	Onsite meeting	Ft. Pierce, FL Drew Andrews	FPCITP development	IRSC faculty, staff, and leadership
12/11/2018-12/13/2018	Florida Exceptional Education Directors and Administrators	Onsite meeting	St. Petersburg, FL Drew Andrews	FPCITP programs and FCSUA resources	K-12 and postsecondary educators, administrators, and agency personnel
12/12/2018	Seminole State College Meeting	Onsite meeting	Lake Mary, FL Paula Kohler	FPCITP development	SSC faculty, staff, and leadership
12/18/2018	University of Florida Meeting	Onsite meeting	Gainesville, FL Paula Kohler, Drew Andrews	FPCITP development	UF faculty, staff, and leadership
1/7/2019	Volusia County Public Schools, College and Career Transition Club (CCT)	Onsite meeting and presentation	Daytona, FL Paula Kohler, Drew Andrews	FPCITP development	DSC faculty, staff, and leadership
1/15/2019	Daytona State College Meeting	Onsite meeting	Daytona, FL Paula Kohler	FPCITP development	DSC faculty, staff, and leadership

Date	Event	Type	Location/Presenter	Focus	Audience
1/17/2019	Volusia County ESE Advisory Committee Meeting	Onsite meeting and presentation	Daytona, FL Drew Andrews	FPCITP programs and FCSUA resources	K-12 educators, agency personnel
3/8/2019	Putnam County Public Schools, College and Career Transition Club (CCT)	Onsite Meeting	Palatka, FL Drew Andrews	FPCITP programs and FCSUA resources	K-12 educators, agency personnel, CCT Club members
3/15/2019	SOARS CCT Club, Wakulla High School visit to FCSUA at UCF	Hosted meeting	Orlando, FL Paula Kohler, Drew Andrews	FPCITP programs and FCSUA resources	CCT Club to visit FCSUA and tour UCF
3/19/2019	Florida International University Meeting	Onsite meeting	Miami, FL Paula Kohler, Drew Andrews	FPCITP development	FIU faculty, staff, and leadership
3/19/2019	Robert Morgan Educational Center and Think College Meeting	Onsite meeting	Miami, FL Paula Kohler, Drew Andrews	FPCITP programs and FCSUA resources	K-12 and postsecondary educators, administrators, and agency personnel
3/20/2019	Florida State University Meeting	Onsite meeting	Tallahassee, FL Drew Andrews	FPCITP development	FSU faculty, staff, and leadership, and Dr. J.R. Harding
3/20/2019-3/21/2019	Florida Senate Budget Staff Meeting	Onsite meeting	Tallahassee, FL Florida Senate Budget Office and AED staff Paula Kohler, Drew Andrews, Janet Owen	FCSUA Annual Report Addendum data	Florida Senate staff
4/8/2019	Flagler County & Daytona State Community College Meeting	Onsite meeting	Bunnell, FL Drew Andrews	FPCITP development	Flagler County & DSC faculty, staff, and leadership

Date	Event	Type	Location/ Presenter	Focus	Audience
4/30/2019 - 5/2/2019	John Hopkins, Everyone Graduates Center – Pathway to Administrative Success Meeting ( Funded by Gates Foundation)	Meeting	Baltimore, MD Paula Kohler	Early warning systems and past success indicators	K-12 and postsecondary educators, administrators, and agency personnel
5/12/2019	Immokalee Technical College	Onsite meeting	Immokalee, FL Paula Kohler, Drew Andrews	FPCITP development	ITC faculty, staff, and leadership
5/21/2019	Duval County Transition Leads meeting to discuss College & Career transition Clubs	Onsite meeting	Jacksonville, FL Drew Andrews	FPCITP programs and FCSUA resources	K-12 educators, agency personnel
5/23/2019	Florida Division of Vocational Rehabilitation	Onsite meeting	Tallahassee, FL Paula Kohler, Drew Andrews	Vocational rehabilitation support for FPCITP students and FTCTP development	FL DVR leadership
7/1/2019	Marion Technical College Meeting	Onsite meeting	Ocala, FL Paula Kohler, Drew Andrews	FPCITP development	MTC faculty, staff, and leadership
7/18/2019	Tallahassee Community College Meeting	Onsite meeting	Tallahassee, FL Paula Kohler	FPCITP development	TCC faculty, staff, and leadership
7/22/2019	Valencia College West Campus Meeting	Onsite meeting	Orlando, FL Paula Kohler	FPCITP development	VC faculty, staff, and leadership
8/13/2019	Regional Meeting of APD Providers	Onsite meeting	Bartow, FL Drew Andrews	FCSUA and FPCITP information and resources	APD providers



Date	Event	Type	Location/Presenter	Focus	Audience
8/28/2019	Daytona State College Meeting	Onsite meeting	Daytona, FL Paula Kohler Drew Andrews Janice Seabrooks-Blackmore	FPCITP development	DSC faculty, staff, and leadership
9/12/2019	Emerald Coast Technical College Meeting	Onsite meeting	DeFuniak Springs, FL Paula Kohler, Drew Andrews, Janice Seabrooks-Blackmore	FPCITP development	ECTC faculty, staff, and leadership
9/26/2019	Abilities Workshop	Onsite meeting	Longwood, FL Drew Andrews	FC SUA and FPCITP information and resources	Family members of children with intellectual disabilities
<b>Online/Web and Phone Meetings</b>					
10/1/2018	Florida Department of Education Postsecondary Steering Committee Meeting	Web meeting	Drew Andrews	FPCITP programs and FCSUA resources	FLDOE Postsecondary Steering Committee members
10/2/2018	Tallahassee Community College Technical Assistance Meeting	ZOOM meeting	Paula Kohler, Drew Andrews	FPCITP development	TCC faculty, staff, and leadership
10/2/2018	Southeastern University Meeting	ZOOM meeting	Paula Kohler, Drew Andrews	FPCITP development	SEU faculty, staff, and leadership
10/17/2018	Ft. Myers Technical College Meeting	ZOOM meeting	Drew Andrews	FPCITP development	FMTC faculty, staff, and leadership
10/25/2018	Southeastern University Meeting	ZOOM meeting	Paula Kohler, Drew Andrews	FPCITP development	SEU faculty, staff, and leadership

Date	Event	Type	Location/Presenter	Focus	Audience
11/26/2018	Florida Consortium on Inclusive Higher Education credential committee meeting	ZOOM meeting	Drew Andrews	FPCITP development	FCIHE and TPSID members
12/4/2018	Southeastern University Meeting	ZOOM meeting	Drew Andrews	FPCITP development	SEU faculty, staff, and leadership
12/5/2018	Florida Keys Community College (FKCC) Meeting	ZOOM meeting	Drew Andrews	FPCITP development	FKCC faculty, staff, and leadership
12/10/2018	St. Petersburg College Meeting	ZOOM meeting	Paula Kohler, Drew Andrews	FPCITP development	SPC faculty, staff, and leadership
12/10/2018	Broward County Public Schools Meeting	ZOOM meeting	CTACE staff Paula Kohler	BCPS CTP submission	BCPS staff
12/10/2018	McFatter Technical College Meeting	ZOOM meeting	Drew Andrews	FPCITP development	MTC faculty, staff, and leadership
12/17/2018	Lee County Public Schools Meeting	ZOOM meeting	Drew Andrews	FPCITP development	FMTC and CCTC faculty, staff, and leadership
1/31/19	Briefing for Florida House Higher Education Appropriations Committee	Web meeting	HEAC Staff Paula Kohler	FCSUA annual report and various data	Florida House Higher Education Appropriations Committee staff
3/13/2019	Orange Technical College Meeting	ZOOM meeting	Drew Andrews	FPCITP development	OT faculty, staff, and leadership
3/14/2019	Parent Phone Call	Phone	Drew Andrews	FPCITP programs and FCSUA resources	Parent of student with intellectual disabilities
3/29/2019	Product Development Meeting	ZOOM meeting	Drew Andrews	Product Development	Dr. Williams and Dr. Martin
4/24/2019	FLDOC & Florida Gateway College Meeting	ZOOM meeting	Drew Andrews	Product Development	FLDOC & FGC faculty, staff, and leadership

Date	Event	Type	Location/Presenter	Focus	Audience
4/25/2019	Parent Phone Call	Phone meeting	Drew Andrews	FPCITP programs and FCSUA resources	Parent of student with intellectual disabilities
5/13/2019	FL Department of Corrections, and Florida Gateway College	Web meeting	FL Department of Corrections and FGC staff, Paula Kohler, Drew Andrews	FPCITP development	DOC and FGC faculty, staff, and leadership
5/14/2019	Florida Department of Education Director's Call	ZOOM meeting	Drew Andrews	FPCITP programs and FCSUA resources	Florida Special Education administrators
5/30/2019	McFatter Technical College Meeting	ZOOM meeting	Drew Andrews	FPCITP development	MTC faculty, staff, and leadership
7/25/2019	Southeastern University Meeting	ZOOM meeting	Drew Andrews	FPCITP development	SEU faculty, staff, and leadership
8/28/2019	Daytona State College Meeting	Zoom meeting	Paula Kohler	FPCITP development	DSC faculty, staff, and leadership
9/9/2019	Florida Gulf Coast University	Web meeting	FCSUA staff, Paula Kohler, Drew Andrews, Janice Seabrooks-Blackmore	FPTCP development	FGCU faculty, staff, and leadership
<b>Webinars</b>					
10/1/2018	October FLDOE Postsecondary Steering Committee Meeting	Webinar	FLDOE, Paula Kohler, Drew Andrews	FPCITP programs and FCSUA resources	FLDOE Postsecondary Steering Committee members
1/10/2019	Florida Postsecondary Education Program Planning Institute – facilitator preparation webinar	Webinar	FLPEPEPPI Facilitators Paula Kohler, Drew Andrews, Claudia Bello Punto	FLPEPPI facilitator preparations	FLPEPPI facilitators

Date	Event	Type	Location/Presenter	Focus	Audience
1/10/2019	Florida Postsecondary Education Program Planning Institute – team leader preparation webinar	Webinar	FLPEPEPPI Team Leaders, Paula Kohler, Drew Andrews, Claudia Bello Punto	FLPEPPI team leader preparations	FLPEPPI team leaders
9/3/2019	Overview of the Online Strategic Planning Tool: Postsecondary Education Programs Component	Webinar	Claudia Bello-Punto	FPCTP programs and FCSUA resources	Postsecondary educators and agency personnel
<b>FCSUA Monthly Webinars</b>					
10/2/2018	Perspectives from FLDOE: What the Florida College System and Career and Adult Education Look for When Reviewing Florida Postsecondary Comprehensive Transition Program Applications Approval.	FCSUA monthly webinar	Stephanie Leland and Kathleen Taylor	FPCTPs in state technical colleges	Postsecondary and K-12 educators, agency personnel
11/6/18	Three Approaches to Program Development and Program Structure at State Colleges	FCSUA monthly webinar	Linda Mussillo, Marria Partee, Susan Chiappone	FPCTPs in state technical colleges	Postsecondary and K-12 educators, agency personnel
12/4/2018	College Reading and Learning Association (CRLA) International Mentor Training Program Certification (IMTIP)	FCSUA monthly webinar	Michael Saenz	FPCTP mentor program development	Postsecondary and K-12 educators, agency personnel

Date	Event	Type	Location/Presenter	Focus	Audience
2/5/2019	Program Development and Structures at Florida Atlantic University	FCSUA monthly webinar	Mary Lou Duffy, Gwen Carey	FPCITP programs, Academy for Community Inclusion (ACI) and FCSUA resources	Postsecondary and K-12 educators, agency personnel
3/5/2019	Measuring Student Learning Outcomes	FCSUA monthly webinar	Viki Kelchner	FPCITP programs and FCSUA resources	Postsecondary educators and agency personnel
4/2/2019	A Quality Summary of Performance (SOP) and how Postsecondary Programs use the Information they Contain	FCSUA monthly webinar	Jim Martin, Gwen Williams	FPCITP programs and FCSUA resources	Postsecondary educators and agency personnel
5/7/2019	Sexuality, Personal Safety, and Sex Education for Students with Intellectual Disabilities at the Postsecondary Level	FCSUA monthly webinar	Kimberly Spence	FPCITP programs and FCSUA resources	Postsecondary educators, agency personnel and parents
9/3/2019	Overview of the Online Strategic Planning Tool: Postsecondary Education Programs Component	FCSUA monthly webinar	Paula Kohler, Claudia Bello Punto	FPCITP programs and FCSUA resources	Postsecondary educators and agency personnel
<b>Conference/Meeting Information Table/Booths</b>					
10/19/2018	THRIVE Transition to Success Conference	Conference information table	Jacksonville, FL Drew Andrews, Phillip Sasse	FCSUA and FPCITP information and resources	Family members, students with disabilities, educators and agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
11/1/2018- 11/3/2018	Florida School Counselor Conference	Conference information table	Orlando, FL Drew Andrews, Phillip Sasse	FCSUA and FPCPTP information and resources	Florida school counselors
11/16/2018	Special Needs Homeschool Conference	Conference information table	Orlando, FL Drew Andrews, Phillip Sasse	FCSUA and FPCPTP information and resources	Family members, students with disabilities, educators and agency personnel
11/17/2018	FL Parent Educators Association College Fair	Conference information table	Orlando, FL Drew Andrews, Phillip Sasse	FCSUA and FPCPTP information and resources	Family members, students with disabilities, educators and agency personnel
1/12/2019	Florida Down Syndrome Foundation Parent Event	Conference information table	Orlando, FL Drew Andrews	FCSUA and FPCPTP information and resources	Family members, students with disabilities, educators and agency personnel
1/18/2019 - 1/20/2019	26 <sup>th</sup> Annual Statewide CARD conference	Conference information table	Orlando, FL Drew Andrews, Phillip Sasse	FCSUA and FPCPTP information and resources	Family members, students with disabilities, educators and agency personnel
3/20/2019	Developmental Disabilities Awareness Day at the State Capitol	Conference information table	Tallahassee, FL Drew Andrews	FCSUA and FPCPTP information and resources	Public, advocates and legislators
4/2/2019	Easter Seals of North Florida	Conference information table	Daytona, FL Drew Andrews	FCSUA and FPCPTP information and resources	Family members, students with disabilities, educators and agency personnel

<b>Date</b>	<b>Event</b>	<b>Type</b>	<b>Location/ Presenter</b>	<b>Focus</b>	<b>Audience</b>
4/10/2019 - 4/12/2019	VISIONS Annual Conference	Conference information table	St. Augustine, FL Drew Andrews, Phillip Sasse	FCSUA and FPCPTP information and resources	Family members, students with disabilities, educators and agency personnel
8/2/2019 – 8/3/2019	The 12 <sup>th</sup> Annual Youth Summit	Conference information table	Orlando, FL Drew Andrews, Phillip Sasse	FCSUA and FPCPTP information and resources	Family members and students with disabilities
<b>Presentations at Conferences and Meetings</b>					
10/3/2018	Central Florida Disability Chamber: Disabilities and Unique Abilities in the Workplace Panel Discussion	Presentation	Orlando, FL Paula Kohler	FCSUA and FPCPTP information and resources	K-12 and postsecondary educators, administrators, agency personnel and area business leaders
10/3/2018	Central FL Disability Chamber of Commerce Panel Discussion regarding Disabilities & Unique Abilities in the Workplace	Panel presentation	Orlando, FL Paula Kohler	Employment	Postsecondary and K-12 educators, agency personnel and area business leaders
10/5/2018	State Advisory Committee for the Educators of Exceptional Students	Presentation	The Capitol, Tallahassee, FL Paula Kohler	FCSUA and FPCPTP information and resources	K-12 and postsecondary educators, administrators, and agency personnel
10/9/2018- 10/11/2018	State of the Art (SOTA) Conference	Conference presentation	Syracuse, NY Drew Andrews	FCSUA and FPCPTP information and resources	Postsecondary educators and agency personnel
10/16/2018	Florida Council for Exceptional Children	Conference presentation	Ponte Vedra, FL Paula Kohler, Drew Andrews	FCSUA and FPCPTP information and resources	K-12 and postsecondary educators, administrators, and agency personnel

Date	Event	Type	Location/Presenter	Focus	Audience
10/19/2018	University of North Florida THRIVE conference	Conference presentation and information table	Jacksonville, FL Drew Andrews	FCSUA and FPCITP information and resources	K-12 and postsecondary educators, administrators, and agency personnel
10/26/2018	Division on Career Development and Transition International Conference	Conference presentation	Cedar Rapids, IA Paula Kohler, Drew Andrews	Evidence based and promising practices for FPCITPs	K-12 and postsecondary educators, administrators, and agency personnel
10/30/2018- 11/1/2018	American Evaluation Association (AEA) Conference	Conference presentation	Cleveland, OH Paula Kohler	Strategy planning	K-12 and postsecondary educators, administrators, and researchers
11/5/2018	UF COE intern class	Course presentation	Gainesville, FL Drew Andrews	FPCITP programs and FCSUA resources	UF COE interns
11/8/2018	Florida Association on Higher Education and Disability (AHEAD)	Informal presentation	Stetson University DeLand, FL Drew Andrews	FPCITP programs and FCSUA resources	Postsecondary administration and disability service providers
11/9/2018	Florida Consortium on Inclusive Higher Education	Informal presentation	UCF, Orlando, FL Paula Kohler, Drew Andrews	FPCITP programs and FCSUA resources	Consortium members from FIU, FSCJ, UCF, USF-SP
11/16/2018	FL Department of Education (FLDOE) Parent Information Group	Presentation	Tallahassee, FL Drew Andrews	FPCITP programs and FCSUA resources	Postsecondary administration and parents of students with intellectual disabilities
1/18/2019- 1/20/2019	Florida CARD Conference	Conference presentation and information table	Orlando, FL Drew Andrews	FCSUA and FPCITP information and resources	K-12 and postsecondary educators, administrators, and agency personnel



Date	Event	Type	Location/ Presenter	Focus	Audience
2/1/2019	Tools for Success Conference: Nassau and Duval County Public Schools	Conference presentation and information table	Jacksonville, FL Drew Andrews	FCSUA and FPCITP information and resources	Family members, students with disabilities, educators and agency personnel
2/20/2019	Hartwick Symposium	Attend conference	Tampa, FL Drew Andrews	Information gathering	Family members, K-12 educators, postsecondary educators, support and agency personnel
3/12/2019	Family Care Council Workshop	Presentation, and information table	Clermont FL, Lake Sumter State College Drew Andrews	FPCITP programs and FCSUA resources	Postsecondary administration, agency personnel, family members and students with intellectual disabilities
3/20/2019	Developmental Disabilities Awareness Day at the State Capitol	Conference presentation	Tallahassee, FL Drew Andrews	FCSUA and FPCITP information and resources	K-12 and postsecondary educators, administrators, and agency personnel
3/26/2019	University of Central Florida ESE Doctoral Seminar	Presentation	Orlando, FL Paula Kohler	Connecting strategic planning and evaluation	UCF doctoral students
4/4/2019	Florida Association on Higher Education and Disability (AHEAD): Narrowing the Gulf	Conference presentation	Clearwater, FL Drew Andrews	FCSUA and FPCITP information and resources	Postsecondary disability service providers
4/5/2019 – 4/9/2019	American Educational Research Association (AERA) Annual Meeting	Conference presentation	Toronto, Canada Paula Kohler	Strategic planning	K-12 and postsecondary educators, administrators, and researchers

Date	Event	Type	Location/ Presenter	Focus	Audience
4/11/2019	Division on Career Development and Transition (DCDT) VISIONS Conference	Conference presentation and information table	St. Augustine, FL Drew Andrews	FCSUA and FPCTP information and resources	K-12 and postsecondary educators, administrators, and agency personnel
4/23/2019	Florida Consortium on Inclusive Higher Education	Informal presentation	UCF, Orlando, FL Paula Kohler, Drew Andrews	FPCTP programs and FCSUA resources	Consortium members from FIU, FSCJ, UCF, USF-SP
5/16/2019 – 5/17/2019	Southeastern Postsecondary Education Alliance Conference	Attend conference	Charleston, SC Drew Andrews	Information gathering	Postsecondary educators, administrators, and agency personnel
6/7/2019 – 6/9/2019	The 21 <sup>st</sup> Annual Family Café	Conference presentation and information table	Orlando, FL Drew Andrews, Phillip Sasse	FCSUA and FPCTP information and resources	Family members, students with disabilities, educators and agency personnel
6/9/2019 – 6/12/2019	Florida Council of Administrators of Special Education Summer Institute	Conference presentation and information table	Bonita Springs, FL Paula Kohler, Drew Andrews	FCSUA and FPCTP information and resources	Postsecondary educators, administrators, and agency personnel
6/12/2019- 6/13/2019	Institute for Small and Rural Districts Summer Institute	Conference presentation and information table	Bonita Springs, FL Paula Kohler, Drew Andrews	FCSUA and FPCTP information and resources	K-12 and postsecondary educators, administrators, and agency personnel
7/9/2019 – 7/13/2019	Florida Association on Higher Education and Disability Conference (AHEAD)	Attend conference	Boston, MA Paula Kohler, Drew Andrews, Janice Seabrooks-Blackmore	FCSUA and FPCTP information and resources	K-12 and postsecondary educators, administrators, and agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
7/15/2019 – 7/17/2019	Florida Association for Career and Technical Education Conference	Conference presentation and information table	Orlando, FL Paula Kohler, Drew Andrews, Janice Seabrooks-Blackmore	FCSUA and FPCITP information and resources	K-12 and postsecondary educators, administrators, and agency personnel
7/21/2019	Florida Youth Leadership Forum	Conference presentations	Tallahassee, FL Drew Andrews	FCSUA and FPCITP information and resources	K-12 youth with disabilities
7/22/2019- 7/23/2019	Panhandle Area Educational Consortium Summer Leadership Conference	Conference presentations	Sandestin, FL Drew Andrews	FCSUA and FPCITP information and resources	Panhandle administrators
8/1/2019- 8/3/2019	Family Café Florida Youth Summit	Conference presentation and information table	Orlando, FL Janice Seabrooks-Blackmore, Phillip Sasse	FCSUA and FPCITP information and resources	Family members, students with disabilities, educators and agency personnel
9/16/2019- 9/18/2019	Florida Council of Administrators of Special Education Fall Institute	Conference presentation and information table	Altamonte Springs, FL Drew Andrews	FCSUA and FPCITP information and resources	Florida exceptional education directors and administrators
<b>FCSUA Institute and Midyear</b>					
1/23/2019	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Paula Kohler	Overview of the Florida Postsecondary Education Program Planning Institute	K-12 and postsecondary educators, administrators, and agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
1/23/2018	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Heyden Fenney, Katie Norland and Susan Chiappone, Lauren Sanders, Sibel Bode, Mary Lou Duffy and Gwen Carey	Mentors and Mentees Talk About College Success	K-12 and postsecondary educators, administrators, and agency personnel
1/24/2019	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Kristine Webb	Faculty strategies for Teaching Students with Intellectual Disabilities in Postsecondary Education	K-12 and postsecondary educators, administrators, and agency personnel
1/24/2019	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Janice Seabrooks-Blackmore	Strategies for Enhancing Students' Self Determination	K-12 and postsecondary educators, administrators, and agency personnel
1/24/2019	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Jim Martin	Strategies for Assessing Students' Interests, Skills and Limits	K-12 and postsecondary educators, administrators, and agency personnel
1/24/2019	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Bea Awonyi	Strategies for Accessing Services Through Your Disability Services Office	K-12 and postsecondary educators, administrators, and agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
1/24/2019	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Margo Izzo	Strategies for Student Employment	K-12 and postsecondary educators, administrators, and agency personnel
1/24/2019	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Terri Daly Burns	Improving Postsecondary Education Outcomes for Hispanic/Latino Youth with Autism Spectrum Disorders	K-12 and postsecondary educators, administrators, and agency personnel
1/24/19	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Patti Langford	Providing Pre-Employment Transition Services	K-12 and postsecondary educators, administrators, and agency personnel
1/24/19	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Carmen Dupont	Vocational Rehabilitation Supports for Inclusive Postsecondary Education Programs	K-12 and postsecondary educators, administrators, and agency personnel
1/24/19	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Linda Mussillo	Improving Employment Outcomes	K-12 and postsecondary educators, administrators, and agency personnel
1/24/19	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Stephanie Leland and Jane Silveria	Perspectives from the Florida Department of Education	K-12 and postsecondary educators, administrators, and agency personnel

<b>Date</b>	<b>Event</b>	<b>Type</b>	<b>Location/ Presenter</b>	<b>Focus</b>	<b>Audience</b>
1/24/19	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Viki Kelchner	Credentials, Student Learning Outcomes, and Satisfactory Academic Progress	K-12 and postsecondary educators, administrators, and agency personnel
1/24/19	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Erica Walters	Clemson Life: Learning is for Everyone	K-12 and postsecondary educators, administrators, and agency personnel
1/24/19	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Kristine Webb	Faculty Strategies for Teaching Students with Intellectual Disabilities in Postsecondary Education	K-12 and postsecondary educators, administrators, and agency personnel
1/24/19	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Debra Hart	Programs and Outcomes of Inclusive Postsecondary Programs Around the Country	K-12 and postsecondary educators, administrators, and agency personnel
1/24/19	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Katie Norland, Marria Partee, and Linda Mussillo	Program Development and Structure of FPCITP in State Colleges (Part I)	K-12 and postsecondary educators, administrators, and agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
1/24/19	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Vivian Vieta and Christy Bradford	Program Development & Structure of FPCITP in Technical Colleges	K-12 and postsecondary educators, administrators, and agency personnel
1/24/19	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Cat Keen	Volunteer Florida and AmeriCorps Opportunities and Resources	K-12 and postsecondary educators, administrators, and agency personnel
1/24/19	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Janice Seabrooks-Blackmore	Strategies for Enhancing Students' Self-Determination and Engagement	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2019	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Katie Norland, Marria Partee, and Linda Mussillo	Program Development and Structure of FPCITP in State Colleges (Part II)	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2019	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Claudia Bello Punto	Marketing Your program: Strategies for Using Social Media for Student recruitment and Community Outreach	K-12 and postsecondary educators, administrators, and agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
1/25/2019	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Jim Martin and Gwendolyn Williams	Assessing Students' Interests, Skills, and Aptitudes: Using the Summary of Performance and other Assessment Resources to Inform Student Program Development	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2019	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Kathleen Becht, Danielle Roberts-Dahm, and Denise Giarrusso	Florida Consortium on Inclusive Higher Education	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2019	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Brian Freedman	Emphasizing Employment in Your Postsecondary Education Programs	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2019	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Gwen Carey and Mary Lou Duffy	Integrating Experiential Learning in your FPCTP	K-12 and postsecondary educators, administrators, and agency personnel
1/25/2019	Second Annual Florida Postsecondary Education Program Planning Institute (FLPEPPI)	Institute presentation	Lake Buena Vista, FL Collette Divitto	Colletty's Cookies	K-12 and postsecondary educators, administrators, and agency personnel



Date	Event	Type	Location/ Presenter	Focus	Audience
6/25/2019	Florida Postsecondary Comprehensive Transition Programs (FPCITP) Midyear Check & Connect Institute – Plus!	Midyear presentation	Altamonte Springs, FL Paula Kohler	Overview of the Florida Postsecondary Education Program Midyear Check & Connect	K-12 and postsecondary educators, administrators, and agency personnel
6/25/2019	Florida Postsecondary Comprehensive Transition Programs (FPCITP) Midyear Check & Connect Institute – Plus!	Midyear presentation	Altamonte Springs, FL Camille Falconer (Putnam County), Drew Andrews	CCT Clubs Highlights from Bay and Putnam Counties	K-12 and postsecondary educators, administrators, and agency personnel
6/25/2019	Florida Postsecondary Comprehensive Transition Programs (FPCITP) Midyear Check & Connect Institute – Plus!	Midyear presentation	Altamonte Springs, FL Iris Neil	Developing Mindfulness	K-12 and postsecondary educators, administrators, and agency personnel
6/25/2019	Florida Postsecondary Comprehensive Transition Programs (FPCITP) Midyear Check & Connect Institute – Plus!	Midyear presentation	Altamonte Springs, FL Paula Kohler	Takeaway ideas and FPCITP introductions	K-12 and postsecondary educators, administrators, and agency personnel
6/26/2109	Florida Postsecondary Comprehensive Transition Programs (FPCITP) Midyear Check & Connect Institute – Plus!	Midyear presentation	Altamonte Springs, FL Angela and Linda Long, with Maria Peak	Pursuing a Dream: One Person's Story	K-12 and postsecondary educators, administrators, and agency personnel
6/26/2019	Florida Postsecondary Comprehensive Transition Programs (FPCITP) Midyear Check & Connect Institute – Plus!	Midyear presentation	Altamonte Springs, FL Maria Peak, with Angela and Linda Long	Building a Dream: Make it Yours!	K-12 and postsecondary educators, administrators, and agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
6/26/2109	Florida Postsecondary Comprehensive Transition Programs (FPC'IP) Midyear Check & Connect Institute – Plus!	Midyear presentation	Altamonte Springs, FL Kris Webb and Tosha Little	Communicating with students and their families: Experiences, issues, and concerns from the IHE perspective	K-12 and postsecondary educators, administrators, and agency personnel
6/26/2109	Florida Postsecondary Comprehensive Transition Programs (FPC'IP) Midyear Check & Connect Institute – Plus!	Midyear presentation	Altamonte Springs, FL Kris Webb, Tosha Little, and Linda Mussillo, and Arlene Smilov (SFC), Marria Partee, and Marie Solide (IRSC), Gwen Cary and Jeffery Sattler (FAU)	Family perspectives on experiences with postsecondary education: What helps and what doesn't	K-12 and postsecondary educators, administrators, and agency personnel
6/26/2109	Florida Postsecondary Comprehensive Transition Programs (FPC'IP) Midyear Check & Connect Institute – Plus!	Midyear presentation	Altamonte Springs, FL Kris Webb and Tosha Little	Communicating with students and their families: Strategies and solutions	K-12 and postsecondary educators, administrators, and agency personnel
6/27/2019	Florida Postsecondary Comprehensive Transition Programs (FPC'IP) Midyear Check & Connect Institute – Plus!	Midyear presentation	Altamonte Springs, FL Paula Kohler, Katie Norland, and Kristina Neilhouse (CFK), Emily Rattini-Reich, and Amanda Warren, (TCC) David Grant, and Joshua Breed (SEU), Michael Brady, and Heather Graeve (FAU)	Engaging the broader campus community: Who's doing what and how you get them to do it	K-12 and postsecondary educators, administrators, and agency personnel

Date	Event	Type	Location/ Presenter	Focus	Audience
6/27/2019	Florida Postsecondary Comprehensive Transition Programs (FPC'IP) Midyear Check & Connect Institute – Plus!	Midyear presentation	Altamonte Springs, FL Janice Seabrooks-Blackmore, Vivian Vieta, Chef Starvaggi, Tim Martin (Robert Morgan Tech), Linda Mussillo, and Beverly Stoutamire (SFC), Shakonda Diggs, Patrick McDermott (TCC), Carley Blades Myszkowski, and Rick Florsheim (UCF)	Delivering your curriculum: Program and faculty perspective	K-12 and postsecondary educators, administrators, and agency personnel
6/27/2019-6/28/2019	Florida Postsecondary Comprehensive Transition Programs (FPC'IP) Midyear Check & Connect Institute – Plus!	Midyear presentation	Altamonte Springs, FL Michael Saenz (UT Dallas)	The College Reading and Learning Association (CRLA) Peer Tutor Program Certification Workshop	K-12 and postsecondary educators, administrators, and agency personnel



## **Appendix E**

1 – Resources in Development

2 – Summary of FCSUA Collaborative Activities

## Resources in Development

### ▸ Faculty Strategies

- *FCSUA Toolkit: Faculty Strategies for Teaching Students with Intellectual Disabilities in Postsecondary Education*
- FLPEPPI 2019 presentation: *Faculty Strategies for Teaching Students with Intellectual Disabilities in Postsecondary Education* – Dr. Kristine Webb

### ▸ Family Engagement

- *FCSUA Toolkit: Engaging Families in Your FPCTP*
- FPCTP Midyear Check and Connect presentation: *Family perspectives on Experiences with Postsecondary Education: What helps and What Doesn't* – Dr. Kristine Webb and Tosha Little
- FPCTP Mid-Year Check and Connect presentation: *Communicating with Students and Their Families: Strategies and Solutions* – Dr. Kristine Webb and Tosha Little

### ▸ Student Learning Outcomes

- *FCSUA Toolkit: Measuring Student Learning Outcomes*
- FCSUA monthly informational webinar: *Measuring Student Learning Outcomes* – Dr. Viki Kelchner
- FLPEPPI 2019 presentation: *Credentials, Student Learning Outcomes, and Satisfactory Academic Progress* – Dr. Viki Kelchner

### ▸ Summary of Performance

- *FCSUA Toolkit: Assessing Students' Interests, Skills, and Aptitudes – Using the Summary of Performance (SOP) and Other Assessment Resources to Inform Student Program Development*
- FCSUA monthly informational webinar: *A Quality Summary of Performance (SOP) and How Postsecondary Programs Use the Information They Contain* – Drs. James Martin and Gwendolyn Williams
- FLPEPPI 2019 presentation: *Assessing Students' Interests, Skills, and Aptitudes: Using the Summary of Performance (SOP) and Other Assessment Resources to Inform Student Program Development* – Drs. James Martin and Gwendolyn Williams



### Description of Specific FCSUA Collaborative Activities

- ▶ **Center for Autism and Related Disabilities (CARD)**
  - FCSUA monthly informational webinar: *Sexuality, Personal Safety, and Sex Education for Students with Intellectual Disabilities at the Postsecondary Level* – Dr. Kim Spence
  - FCSUA informational table display at CARD 2019 Conference
  - UCF CARD informational table display at FLPEPPI 2019
  - UCF CARD presentation at FLPEPPI 2019: *Improving Postsecondary Education Outcomes for Hispanic/Latino Youth with Autism Spectrum Disorders (ASD)*
- ▶ **College Reading and Learning Association (CRLA)**
  - 2018 College Reading and Learning Association (CRLA) Summer Institute for Tutor and Mentor Trainers, St. Louis, MO, July 2018. International Mentor Training Program Certification. FPCTP programs participating included UCF, SEU, FKCC, and IRSC
  - FCSUA monthly informational webinar: *College Reading and Learning Association (CRLA) International Mentor Training Program Certification (IMTPC) Overview* – Michael Saenz, UT Dallas
  - FPCTP Midyear Check and Connect Workshop: *International Tutor Training Program Certification (ITTPC) workshop* – Michael Saenz, UT Dallas
- ▶ **Agency for Persons with Disabilities (ADP)**
  - FPCTP Midyear Check and Connect panel presentation: *Agency Panel: Vocational Rehabilitation, Agency for Persons with Disabilities, Florida Developmental Disabilities* – Debra Noel – APD, Rick Lockenbach – FDDC, Carmen Dupoint – VR
  - Informational table display at FPCTP Midyear Check and Connect 2018
  - Informational table display at FLPEPPI 2019
  - FCSUA monthly informational webinar: *Agency Supports for Florida Postsecondary Comprehensive Transition Programs* – Debra Noel
- ▶ **Florida Association for Career and Technical Education (FACTE)**
  - FCSUA Information table display at FACTE Conference, July 2019
  - Presentation on the development of a Florida Postsecondary Comprehensive Transition Program at FACTE Conference, July 2019
- ▶ **Florida Consortium for Inclusive Higher Education (FCIHE)**
  - Attended Hartwick Symposium to network with inclusive postsecondary programs, February 2019
  - Participated in FCIHE leadership meetings to provide information from the FCSUA
  - FCSUA Technical Assistance Coordinator served as a member of the Credentials Committee
- ▶ **Florida Council for Administrators of Exceptional Education (FL-CASE)**
  - FCSUA informational table display at FL-CASE Summer Institute, June 2019
  - Presentation at FL-CASE Summer Institute, June 2019
  - FCSUA informational table display at FL-CASE Fall Institute, September 2019
  - Presentation at FL-CASE Fall Institute, September 2019



▸ **Florida Department of Education (FLDOE)**

- FCSUA Executive Director presented at October Postsecondary Steering Committee Webinar
- FCSUA Technical Assistance Coordinator is a member of the FLDOE Bureau of Exceptional Education and Student Services (BEESS) State Secondary Transition Interagency Council (SSTIC) and the Post-School Outcomes Subcommittee
- FCSUA presentation to families at FLDOE BEESS Interagency Collaboration: Everything You Need to Know, November 2018
- Attended Administrators Management Meeting to network with school district exceptional education administrators, December 2018
- FCSUA presentation on FLDOE BEESS Directors' Call, May 2019
- FCSUA monthly informational webinar: *Perspectives from FLDOE: What the Florida College System and Career and Adult Education Look for When Reviewing Florida Postsecondary Comprehensive Transition Program (FPCTP) Applications for Approval* – Kathleen Taylor and Stephanie Leland
- FLPEPPI 2019 presentation: *Perspectives from FLDOE: What the Florida College System and Career and Adult Education Look for When Reviewing Florida Postsecondary Comprehensive Transition Program (FPCTP) Applications for Approval* – Stephanie Leland and Jane Silveria
- FLDOE invited to have an informational table display at FPCTP Midyear Check and Connect 2018
- FLDOE invited to have an informational table display at FLPEPPI 2019, January and November

▸ **Florida Developmental Disabilities Council (FDDC)**

- FPCTP Midyear Check and Connect panel presentation: *Agency Panel: Vocational Rehabilitation, Agency for Persons with Disabilities, Florida Developmental Disabilities* – Rick Lockenbach
- FDDC invited to have an informational table display at FPCTP Midyear Check and Connect 2018
- FDDC invited to have an informational table display at FLPEPPI 2019, January and November

▸ **Florida Vocational Rehabilitation (VR)**

- FPCTP Midyear Check and Connect 2018 presentation: *Agency Panel: Vocational Rehabilitation, Agency for Persons with Disabilities, Florida Developmental Disabilities* – Carmen Dupoint
- Informational table display at FPCTP Midyear Check and Connect 2018
- FCSUA provided financial support for VR counselors and VR Inclusive Postsecondary Education Liaisons to attend FPCTP Midyear Check and Connect 2018
- FLPEPPI 2019 presentation: *Vocational Rehabilitation Supports for Inclusive Postsecondary Education Programs: Strategies for Accessing Resources* – Carmen Dupoint
- Informational table display at FLPEPPI 2019
- FCSUA provided financial support for VR counselors and VR Inclusive Postsecondary Education Liaisons to attend FLPEPPI 2019
- FCSUA and VR meeting to discuss VR support for students attending FPCTPs and alignment with student's Individual Plan for Employment, May 23, 2019

▶ **Florida Youth Leadership Forum (YLF)**

- FCSUA provided support for students with intellectual disabilities to attend Florida Youth Leadership Forum in Tallahassee, July 2018 and July 2019
- FCSUA presentation at Youth Leadership Forum 2018: *Realizing the Dream: Opportunities for Youth with Intellectual and other Disabilities in Postsecondary Education*
- FCSUA presentation at Youth Leadership Forum 2019: *The Florida Center for Students with Unique Abilities*

▶ **Think College**

- FLPEPPI 2019 presentation: *A National Report: Programs and Outcomes of Inclusive Postsecondary Programs Around the Country* – Debra Hart
- *Expanding Inclusive Higher Education Options for Students with Intellectual and Developmental Disabilities in Florida: 2018-TRS-300 Postsecondary Models*. A collaborative team from the University of South Florida St. Petersburg, College of Education and Think College at the Institute for Community Inclusion at the University of Massachusetts Boston, with funding from the Florida Developmental Disabilities Council, exploring how Florida colleges, universities, and career and technical education institutes are or are not able to support students with intellectual and developmental disabilities (IDD) in going to college. Grant supported with FCSUA graduate assistant, scheduling and identifying focus groups during FLPEPPI 2019, draft list of higher education programs in Florida that lack inclusive programs.



## **Appendix F**

1 – Florida Postsecondary Education Program Planning Institute Program – January 2019

2 – FPCTP Mid-Year Check-and-Connect Institute Agenda – June 2019



**FLORIDA POSTSECONDARY  
EDUCATION PROGRAM  
PLANNING INSTITUTE**

**2019**

**Florida** Center for Students with  
**UNIQUE ABILITIES**

# Welcome to our Second Annual Florida Postsecondary Education Program Planning Institute!

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

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

## TIPS

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



**“Have a great Institute!”**

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

# SCHEDULE AT-A-GLANCE

## WEDNESDAY, JANUARY 23, 2019

8:00 a.m.	-	7:00 p.m.	Registration/check-in   <b>OUTSIDE MAJESTIC I</b>
10:00 a.m.	-	4:00 p.m.	Pre-institute workshop - <i>Developing a Certified Mentoring Program</i> (lunch provided)   <b>MAJESTIC I</b>
5:30 p.m.	-	7:00 p.m.	Welcome, Institute overview, and keynote   <b>MAJESTIC I, II, III</b>

## THURSDAY, JANUARY 24, 2019

7:30 a.m.	-	7:00 p.m.	Registration/check-in continues   <b>OUTSIDE GRAND III, IV, V</b>
7:45 a.m.	-	8:45 a.m.	Discussion tables by topic and breakfast   <b>GRAND III, IV, V</b>
8:45 a.m.	-	9:00 a.m.	Overview of the day   <b>GRAND III, IV, V</b>
9:15 a.m.	-	10:30 a.m.	Breakout content sessions round 1 <b>See schedule</b>
10:45 a.m.	-	1:00 p.m.	Facilitated team meeting 1 <b>See schedule for location</b>
		11:30 a.m.	Pick up lunch and continue team meetings
1:15 p.m.	-	2:30 p.m.	Breakout content sessions round 2 <b>See schedule</b>
2:45 p.m.	-	4:30 p.m.	Facilitated team meeting 2 <b>See schedule for location</b>
5:00 p.m.	-	7:00 p.m.	Networking reception with FPCTP and agency information tables   <b>GRAND I, II</b>

## FRIDAY, JANUARY 25, 2019

7:30 a.m.	-	2:30 p.m.	Registration/check-in continues   <b>OUTSIDE GRAND III, IV, V</b>
7:30 a.m.	-	8:30 a.m.	Breakfast on your own
8:30 a.m.	-	9:45 a.m.	Breakout content sessions round 3 <b>See schedule</b>
10:00 a.m.	-	Noon	Facilitated team meeting 3 <b>See schedule for location</b>
Noon	-	1:15 p.m.	Keynote and luncheon   <b>GRAND I, II</b>
1:15 p.m.	-	2:30 p.m.	Team report out, FCSUA resources, closing   <b>GRAND I, II</b>



**Welcome, overview, and keynote**  
**Wednesday, January 23, 2019**  
**5:30 p.m. – 7:00 p.m.**

MAJESTIC  
I,II,III

**Welcome and Institute overview**

Pamela “Sissi” Carroll, Dean  
*College of Community Innovation and Education, University of Central Florida*  
Paula D. Kohler, Executive Director  
*Florida Center for Students with Unique Abilities, University of Central Florida*

**Keynote**

**Florida Postsecondary Comprehensive Transition Program  
Mentors and Mentees Talk About College Success**

Logan Bullins, Mentor and Heyden Fenney, Mentee  
Katie Norland and Susan Chiappone  
*Project ACCESS, Florida Keys Community College*

Lauren Sanders, Mentor and Sibel Bode, Mentee  
Mary Lou Duffy and Gwen Carey  
*Academy for Community Inclusion, Florida Atlantic University*



**Breakfast discussion tables**  
**Thursday, January 24, 2019**  
**7:45 a.m. – 8:45 a.m.**

TABLE 1

**Faculty Strategies for Teaching Students with Intellectual  
Disabilities in Postsecondary Education**

Kristine Wiest Webb, *Distinguished Professor Emerita – University of North Florida*

TABLE 2

**Strategies for Enhancing Students’ Self Determination**

Janice Seabrooks-Blackmore, *Professor and Chair, Exceptional, Deaf, and  
Interpreter Education - University of North Florida*

TABLE 3

**Strategies for Assessing Students’ Interests, Skills, and Limits**

Jim Martin, *Emeritus Professor of Ed Psychology, Retired Center Chair and  
Director, Zarrow Center - University of Oklahoma*

Gwendolyn Williams, *Associate Professor, Interim Chair, Department of  
Educational, Multicultural and Exceptional Studies - Jackson State University*

TABLE 4

**Strategies for Accessing Services Through Your Disability Services  
Office**

Bea Awoniyi, *Assistant Vice President of Student Affairs – Santa Fe College*  
Stephan Smith, *Executive Director - Association on Higher Education And  
Disability*

TABLE 5

**Strategies for Student Employment**

Margo Izzo, *Program Director, Transition Services, Nisonger Center - Ohio  
State University*

TABLE 6

**Improving Postsecondary Education Outcomes for Hispanic/Latino  
Youth with Autism Spectrum Disorders (ASD)**

Terri Daly Burns, *Director, Center for Autism and Related Disabilities (CARD) -  
University of Central Florida*



**Breakout content sessions round 1**  
**Thursday, January 24, 2019**  
**9:15 a.m. – 10:30 a.m.**



**MAJESTIC II**

**Providing Pre-Employment Transition Services (PreETS) to Prepare Students for Postsecondary Education**

**Patti Langford**, Exceptional Student Education Transition Specialist  
**Donna Thompson**, Vocational Rehabilitation Employment Specialist  
*Nassau County School District*

This session will focus on Pre-Employment Transition Services and Work-Based Learning Experiences (WBLEs) provided to students in Nassau County School District. With the enhancement of these program offerings, Nassau County has impacted positive post-school outcomes for youth in this rural school district. Participants in this session will be able to identify the benefits of Pre-ETS and WBLE and identify the student improvement outcome benefits, as well as district monetary benefits when school districts become VR Vendors.

**GRAND III**

**Vocational Rehabilitation Supports for Inclusive Postsecondary Education Programs: Strategies for Accessing Resources**

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

The Florida Division of Vocational Rehabilitation (VR) is committed to ensuring the success of Florida's Inclusive Postsecondary Education Programs. This presentation will demystify VR support and describe the types of support that VR can and cannot provide for students participating in these programs. It will also help program staff understand how to maximize access to VR resources.

**GRAND IV**

**Improving Employment Outcomes at Florida Postsecondary Comprehensive Transition Programs with the Support of an Employment Specialist**

**Linda Mussillo**, Adults with Disabilities Specialist, Program Administrator  
**Beverly Stoutamire**, Employment Specialist  
*Project SAINT, Santa Fe College*

Employment is central to the mission of Florida Postsecondary Comprehensive Transition Programs - a mission that can be met more successfully through employing a dedicated job developer as part of the team. Santa Fe College's Project SAINT will describe the role of their Job Developer and the various activities and tools being used to support students with their vocational goals.

## GRAND V

### **Perspectives from the Florida Department of Education: What the Divisions of Florida Colleges and Career and Adult Education Look for When Reviewing Florida Postsecondary Comprehensive Transition Program Applications**

**Stephanie Leland**, Director, Equity and Civil Rights Compliance  
*Division of Florida Colleges*

**Jane Silveria**, State Supervisor, Programs for Special Population Students  
*Division of Career and Adult Education*  
*Florida Department of Education*

FDOE Staff discuss the review process for applications. This process is required for approval to become a Florida Postsecondary Comprehensive Transition Program.

## MAJESTIC III

### **Credentials, Student Learning Outcomes, and Satisfactory Academic Progress**

**Viki Kelchner**, Assistant Professor and Internship Field Placement Coordinator  
*College of Community Innovation and Education, University of Central Florida*

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 aspect of student success is defining and measuring the expected student learning outcomes embedded in the program of study so that students are on track to successfully complete the program. All students must demonstrate Satisfactory Academic Progress (SAP) to receive financial aid, including the FPCTP Scholarship. Aligning expected student learning outcomes, SAP standards, and programs of study that result in meaningful employment-related credentials are fundamental steps in providing a successful FPCTP.

## MAJESTIC I

### **ClemsonLIFE**

**Erica Walters**, Program Coordinator  
*ClemsonLIFE, Clemson University*

This discussion will provide insights into ClemsonLIFE (Learning is for Everyone), a post-secondary education (PSE) program designed to promote employment and independent living skills for young adults with intellectual disabilities. Participants will explore one iOS app designed to help individuals with Intellectual Disabilities (ID) maintain gainful employment and live independently. The session provides an opportunity to ask questions about PSE programs regarding curriculum, job skills training, social skills development, and community integration into a traditional college campus.

**Breakout content sessions round 2**  
**Thursday, January 24, 2019**  
**1:15 p.m. – 2:30 p.m.**



**GRAND III**

**Faculty Strategies for Teaching Students with Intellectual Disabilities in Postsecondary Education (PSE)**

**Kristine Wiest Webb**, Distinguished Professor Emerita  
*University of North Florida*

This session will describe ideas for ensuring that all students are included in instruction and learning, planning assessments that allow students to demonstrate learning, and increasing the likelihood of all students achieving satisfactory academic progress (SAP). Attendees will participate in discussions and activities that include differentiated instruction, universal design for learning (UDL), and available resources. Attendees will describe differentiated instruction and provide at least one example of differentiated instruction in a postsecondary environment, explain UDL and provide at least one example in a postsecondary environment, and identify at least one online or print resource for faculty in postsecondary settings.

**GRAND IV**

**A National Report: Programs and Outcomes of Inclusive Postsecondary Programs Around the Country**

**Debra Hart**, Principal Investigator  
*Think College, UMass Boston*

College-based transition services for students with intellectual disability continue to grow. This session offers participants an overview of national data on college-based transition services and descriptions of strategies and resources that support program development and implementation.

**MAJESTIC I**

**Program Development and Structure of Florida Postsecondary Comprehensive Transition Programs at State Colleges (Part I)**

**Katie Norland**, Director of Student Success Services  
*Project ACCESS, Florida Keys Community College*

**Marria Partee**, Program Director  
*Project STAGE, Indian River State College*

**Linda Mussillo**, Adults with Disabilities Specialist, Program Administrator  
*Project SAINT, Santa Fe College*

Students in Santa Fe's SAINT, IRSC's STAGE, and FKCC's ACCESS programs pursue a range of credentials with support from a variety of campus units. Directors of these Florida Postsecondary Comprehensive Transition Programs (FPCTPs) at Florida State Colleges will share characteristics of their programs and the infrastructure that supports opportunities for their students. Peer mentors, employment specialists, and program staff assist students to identify career goals, navigate campus services, and excel in their coursework as they work to earn both institutional and industry certifications.

**MAJESTIC II****Program Development and Structure of Florida Postsecondary Comprehensive Transition Programs at Technical Colleges**

**Vivian C. Vieta**, Director

*Project TOPS, Robert Morgan Education Center and Technical College*

**Christy L. Bradford**, Curriculum Supervisor

*Career, Technical, Adult, and Community Education, Broward County Schools*

This session will provide information on the program development and structures at McFatter Technical College (Broward County) and Robert Morgan Educational Center and Technical College (Miami Dade County). The session will describe how two technical colleges developed Florida Postsecondary Comprehensive Transition Programs, the structures which have been established, and how they are planning to continue growing. Participants are encouraged to ask questions and seek answers for their own unique academic environments.

**MAJESTIC III****Volunteer Florida and AmeriCorps Opportunities and Resources**

**Cat Keen**, Director

*National Service Programs*

AmeriCorps service provides tangible benefits for students with intellectual disabilities and the postsecondary campus community. This interactive session will engage participants in brainstorming an AmeriCorps program design in support of the Florida Postsecondary Comprehensive Transition Programs. Participants will learn about AmeriCorps service activities, grant guidelines, and how to apply for AmeriCorps funding. Participants will explore how AmeriCorps can elevate the campus experience for persons with disabilities and the entire campus community. Let this be the year that you apply for AmeriCorps funding!

**GRAND V****Strategies for Enhancing Students' Self-Determination and Engagement in Their Postsecondary Education**

**Janice Seabrooks-Blackmore**, Professor and Chair

*Exceptional, Deaf, and Interpreter Education, College of Education and Human Services, University of North Florida*

During this interactive session, Janice will share an instructional strategy used at the university level that supports students' knowledge, skills, and dispositions about their disability. A major focus will address how students advocate in various situations in the university environment to ensure their needs are met. Participants will discuss ways in which they can modify a self-advocacy instructional strategy to be used in other education and community settings. Additionally, participants will engage in a role-play that will help them identify ways in which they can use the instructional strategy in their settings.

**Breakout content sessions round 3**  
**Friday, January 25, 2019**  
**8:30 a.m. - 9:45 a.m.**

**MAJESTIC I**

**Program Development and Structure of Florida Postsecondary Comprehensive Transition Programs at State Colleges (Part II)**

**Katie Norland**, Director of Student Success Services  
*Project ACCESS, Florida Keys Community College*

**Marria Partee**, Program Director  
*Project STAGE, Indian River State College*

**Linda Mussillo**, Adults with Disabilities Specialist, Program Administrator  
*Project SAINT, Santa Fe College*

Students in Santa Fe's SAINT, IRSC's STAGE, and FKCC's ACCESS programs pursue a range of credentials with support from a variety of campus units. Directors of these Florida Postsecondary Comprehensive Transition Programs (FPCTPs) at Florida State Colleges will share characteristics of their programs and the infrastructure that supports opportunities for their students. Peer mentors, employment specialists, and program staff assist students to identify career goals, navigate campus services, and excel in their coursework as they work to earn both institutional and industry certifications.

**GRAND II**

**Marketing Your Program: Strategies for Using Social Media for Student Recruitment and Community Outreach**

**Claudia Bello Punto**, Web Developer  
*Florida Center for Students with Unique Abilities, University of Central Florida*

This presentation will provide resources to create and evaluate content on social media platforms to increase student engagement and community outreach.

**GRAND I**

**Assessing Students' Interests, Skills, and Aptitudes: Using the Summary of Performance (SOP) and Other Assessment Resources to Inform Student Program Development**

**Jim Martin**, Emeritus Professor of Ed Psychology, Retired Chair and Director, *Zarrow Center, University of Oklahoma*

**Gwendolyn Williams**, Associate Professor, Interim Chair  
*Department of Educational, Multicultural and Exceptional Studies, Jackson State University*

The Summary of Performance of students exiting K-12 should support students' success in postsecondary education. This presentation will give guidance on how the process should work and what information the document should contain.

**GRAND V****Florida Consortium on Inclusive Higher Education**

**Kathleen Becht, Director**

*Florida Consortium on Inclusive Postsecondary Education,  
University of Central Florida*

**Danielle Roberts-Dahm, Director**

*Project 10 STING RAY, University of South Florida St. Petersburg*

**Denise Giarrusso, Associate Director of Student Success**

*Florida State College Jacksonville*

This session provides an overview of the Consortium and its work in Florida to foster inclusive higher education for students with intellectual disabilities. We'll also provide an overview of our efforts regarding guidelines and resources for developing inclusive higher education credential programs.

**GRAND III****University of Delaware: Emphasizing Employment in Your Postsecondary Education Programs**

**Brian Freedman, Associate Director**

*Center for Disabilities Studies , University of Delaware*

Since it was established in 2010, the University of Delaware's Career and Life Studies Certificate program has ensured that students with intellectual disabilities are engaged in career-oriented discussions and activities throughout their time in higher education. This presentation will share our approach to building career development activities into our program curriculum, and how the students' experiences, combined with a strong collaborative relationship with Vocational Rehabilitation, have led to positive student outcomes.

**GRAND IV****Integrating Experiential Learning in Your FPCTP: Using Course Assignments to Increase Student Awareness of Community Resources**

**Gwen Carey, Curriculum and Training Specialist**

**Mary Lou Duffy, Professor and Project Coordinator**

*Academy for Community Inclusion, Florida Atlantic University*

This session will provide information about how students at FAU identified community resources and services as an assignment in their curriculum.

## **CLOSING KEYNOTE**

# **Collette Divitto**

## ***Colletley's Cookies***

Collette, a young woman born in 1990 with Down Syndrome, began creating her own recipe for cookies for fun!

Collette was determined to open her own business and try to earn a living on her own. A very tenacious young woman despite any disability, Collette was off to show her own abilities, as well as how others like her can be of great value to their community. Collette has created a successful business and global movement and is known by many throughout the world.

Her response to all this new unintentional fame is, “Why are people so surprised?” Collette travels around the country to share her inspiring story and constantly encourage people to focus on their abilities, rather than what they can’t do.

She speaks to audiences of hundreds to thousands and has decided she needs to use her platform to create change and to help the non-disabled population see abilities and start including and employing people with disabilities more and more. It pains Collette to know 82% of people with a disability that are capable of work cannot find paying jobs, which means they cannot live independently.

With every cookie sale Colletley’s has, Collette is one step closer to offering yet another employment opportunity in her company, as well as one step closer to achieving her ultimate “Call to Action” plan: representing her community in Washington, D.C. with a written employment incentive policy for adoption and to request the elimination of the sub minimum wage.

Collette is working with interested partners for production locations across the country, all of which are culinary training organizations for people with disabilities whose graduates cannot find jobs. It’s a win-win!



# Available after the Institute and anytime at [www.fcsua.org](http://www.fcsua.org)

## COLLEGE AND CAREER TRANSITION CLUBS

To increase awareness of postsecondary opportunities, FCSUA is providing resources for the development of College and Career Transition Clubs at secondary schools across Florida. Application instructions and materials are available in the K-12 Education section.

## FLORIDA POSTSECONDARY COMPREHENSIVE TRANSITION PROGRAM APPLICATION

FPCTP applications are accepted on an ongoing basis. Application materials are available in the Postsecondary Institutions section at [fcsua.org](http://fcsua.org).

## FLORIDA POSTSECONDARY COMPREHENSIVE TRANSITION PROGRAM GRANT OPPORTUNITIES

Start-up and Enhancement Grants are available to support FPCTPs. Grant proposal packets can be downloaded from the Postsecondary Institutions section at [fcsua.org](http://fcsua.org).

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

## UPCOMING WEBINARS

- Florida Atlantic University FPCTP Development and Structure
- Measuring Student Learning Outcomes
- A Quality Summary of Performance (SOP) and How Postsecondary Programs Use the Information They Contain
- Sexuality, Personal Safety, and Sex Education for Students with Disabilities at the Postsecondary Level

## ARCHIVED WEBINARS

- Available anytime on our Youtube Channel: [bit.ly/FCSUAYoutube](http://bit.ly/FCSUAYoutube)



**Florida College and Career Transition Clubs (CCT Clubs) Annual Meeting  
FPCTP Midyear Check and Connect Institute +  
Developing a Certified Peer Tutoring Program Workshop  
June 25 – 28, 2019**

Embassy Suites – Orlando North, 225 Shorecrest Drive, Altamonte Springs, FL 32701

**AGENDA**

**College and Career Transition Clubs Annual Meeting: Regency Ballroom**

***Tuesday, June 25, 2019***

- 8:30 a.m. - 7:00 p.m. Registration/check in
- 1:00 p.m. - 1:45 p.m. CCT Club display set up – Seminole/Osceola
- 1:45 p.m. - 2:15 p.m. Introduction and overview – Dr. Paula Kohler
- 2:15 p.m. - 3:00 p.m. CCT Club highlights, presentations – Dr. Drew Andrews
- Tornado College and Career Transition Club, Bay High School, Panama City
  - College and Career Transition Club, E. H. Miller School, Palatka
- 3:00 p.m. - 4:00 p.m. Developing Mindfulness – Iris Neil
- 4:00 p.m. - 4:45 p.m. Takeaway ideas and FPCTP introductions – Dr. Paula Kohler
- 5:00 p.m. - 6:30 p.m. CCT Club and FPCTP displays and reception with buffet dinner

***Wednesday, June 26, 2019***

- 8:00 a.m. - 5:00 p.m. Registration/check in
- 7:30 a.m. - 8:30 a.m. Breakfast (in breakfast area) and FPCTP displays (Seminole/Osceola)
- 8:45 a.m. - 9:45 a.m. Pursuing a Dream: One Person's Story – Dr. Drew Andrews
- Angela and Linda Long
  - Maria Peak, ASPPIRE of MidMichigan
- 9:45 a.m. - 10:00 a.m. Break
- 10:00 a.m. - 11:30 a.m. Building a Dream: Make it Yours! – Dr. Drew Andrews
- Maria Peak, ASPPIRE of MidMichigan
  - Angela and Linda Long
- 11:30 a.m. - noon Takeaways, wrap up, and adjourn CCT Club Annual Meeting – Dr. Drew Andrews

**Florida Postsecondary Comprehensive Transition Programs (FPCTP):  
Midyear Check and Connect Institute**

**Focus on Engaging Students, Families, Faculty, and the Broader Campus Community**

*Team Planning Tool sections: 1.8, 2.1-2.4, 3.1, 3.2, 3.5, 3.6*

***Wednesday, June 26, 2019***

- 1:30 p.m. - 2:00 p.m. Welcome, introductions, and overview – Dr. Paula Kohler
- 2:00 p.m. - 2:45 p.m. Communicating with students and their families: Experiences, issues, and concerns from the IHE perspective – Dr. Kris Webb and Tosha Little
- 2:45 p.m. - 3:00 p.m. Break
- 3:00 p.m. - 4:00 p.m. Family perspectives on experiences with postsecondary education: What helps and what doesn't – Dr. Kris Webb and Tosha Little
- ▶ Linda Mussillo and Arlene Smillov, Santa Fe College
  - ▶ Marria Partee and Marie Solide, Indian River State College
  - ▶ Dr. Gwen Carey and Jeffrey Sattler, Florida Atlantic University
- 4:00 p.m. - 4:45 p.m. Communicating with students and their families: Strategies and solutions – Dr. Kris Webb and Tosha Little
- 4:45 p.m. - 5:00 p.m. Wrap up
- 5:00 p.m. Adjourn for the day – dinner on your own

***Thursday, June 27, 2019***

- 7:30 a.m. - 8:30 a.m. Breakfast on your own (provided, breakfast area)
- 8:30 a.m. - 9:45 a.m. Delivering your curriculum: Program and faculty perspectives – Dr. Janice Seabrooks-Blackmore
- ▶ Dr. Vivian Vieta, Chef Starvaggi, Tim Martin, Robert Morgan Technical College
  - ▶ Linda Musillo and Beverly Stoutamire, Santa Fe College
  - ▶ Drs. Shakonda Diggs and Patrick McDermott, Tallahassee Community College
  - ▶ Carley Blades Myszkowski and Rick Florsheim, University of Central Florida
- 9:45 a.m. - 10:00 a.m. Break
- 10:00 a.m. - 11:15 a.m. Engaging the broader campus community: Who's doing what and how you get them to do it – Dr. Paula Kohler
- ▶ Katie Norland and Kristina Neihouse, Florida Keys Community College
  - ▶ Emily Rattini-Reich and Amanda Warren, Tallahassee Community College
  - ▶ Dr. David Grant and Joshua Breed, Southeastern University
  - ▶ Dr. Michael Brady and Heather Graeve, Florida Atlantic University

- 11:15 a.m. - 11:30 p.m. Find assigned team meeting space
- 11:30 a.m. - 1:30 p.m. Lunch and facilitated team discussions: Status updates and start/continue planning
- 1:30 p.m. - 2:00 p.m. Report out, group discussion – Issues and strategies to address them
- 2:00 p.m. - 2:30 p.m. Wrap up and evaluation
- 2:30 p.m. Adjourn

## Workshop: Developing a CRLA-Certified Peer Tutoring Program

### ***Thursday, June 27, 2019***

- 3:00 p.m. - 5:00 p.m. The College Reading and Learning Association (CRLA) Peer Tutor Program Certification Workshop – Michael Saenz, University of Texas at Dallas
- ▶ Characteristics of a CRLA certified peer tutoring program
  - ▶ Challenges in peer tutoring
  - ▶ Strategic learning
  - ▶ Evaluating your peer tutoring program
- 5:00 p.m. Adjourn for the day – dinner on your own

### ***Friday, June 28, 2019***

- 7:00 a.m. - 8:00 a.m. Breakfast on your own (provided, breakfast area)
- 8:00 a.m. - noon Workshop continues
- Noon Adjourn



## **Appendix G**

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

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

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

<b>Domain 1: Student-Focused</b>			
<b>Benchmark 1.1</b> Students pursue an inclusive program of study that aligns with their personal, academic, and career goals and interests as established through person-centered planning that includes the use of existing and or new, relevant assessment.			
<b>Assessments Submitted:</b> 8			
<b>Average Rating of Extent Implemented</b> 2.83 (1-4 stars) (6 responses)	<b>Average Rating of Quality of Evidence</b> 2.63 (1-4 stars) (6 responses)	<b>Average Rating of Priority</b> 2.20 (1-3 stars) (5 responses)	<b>Number of "Develop Plan?" Selections</b> 4
<b>Benchmark 1.2</b> Students' programs of study include development and application of self-determination skills (as indicated by assessment results).			
<b>Assessments Submitted:</b> 6			
<b>Average Rating of Extent Implemented</b> 2.40 (1-4 stars) (5 responses)	<b>Average Rating of Quality of Evidence</b> 2.00 (1-4 stars) (5 responses)	<b>Average Rating of Priority</b> 3.00 (1-3 stars) (5 responses)	<b>Number of "Develop Plan?" Selections</b> 4

<p><b>Benchmark 1.3</b> Students engage in integrated, paid work experiences aligned with career goals and interests (as indicated by assessment results).</p>			
<p><b>Assessments Submitted:</b> 6</p>			
<p><b>Average Rating of Extent Implemented</b> 2.20 (1-4 stars) (5 responses)</p>	<p><b>Average Rating of Quality of Evidence</b> 2.00 (1-4 stars) (5 responses)</p>	<p><b>Average Rating of Priority</b> 3.00 (1-3 stars) (3 responses)</p>	<p><b>Number of “Develop Plan?” Selections</b> 2</p>
<p><b>Benchmark 1.4</b> Students know, request, and use accommodations necessary for full participation.</p>			
<p><b>Assessments Submitted:</b> 6</p>			
<p><b>Average Rating of Extent Implemented</b> 2.60 (1-4 stars) (5 responses)</p>	<p><b>Average Rating of Quality of Evidence</b> 1.60 (1-4 stars) (5 responses)</p>	<p><b>Average Rating of Priority</b> 2.00 (1-3 stars) (3 responses)</p>	<p><b>Number of “Develop Plan?” Selections</b> 4</p>
<p><b>Benchmark 1.5</b> Students use technology (e.g., general and assistive technology) to support their engagement in academic, employment, social, and personal environments (as indicated by assessment results).</p>			
<p><b>Assessments Submitted:</b> 3</p>			
<p><b>Average Rating of Extent Implemented</b> 4.00 (1-4 stars) (2 responses)</p>	<p><b>Average Rating of Quality of Evidence</b> 3.50 (1-4 stars) (2 responses)</p>	<p><b>Average Rating of Priority</b> 2.00 (1-3 stars) (2 responses)</p>	<p><b>Number of “Develop Plan?” Selections</b> 0</p>
<p><b>Benchmark 1.6</b> Students understand their postsecondary rights and responsibilities as reflected in the IHE's code of conduct.</p>			
<p><b>Assessments Submitted:</b> 3</p>			

<b>Average Rating of Extent Implemented</b> 3.50 (1-4 stars) (2 responses)	<b>Average Rating of Quality of Evidence</b> 3.00 (1-4 stars) (2 responses)	<b>Average Rating of Priority</b> 2.50 (1-3 stars) (2 responses)	<b>Number of “Develop Plan?” Selections</b> 1
<b>Benchmark 1.7</b> Students use financial aid as needed to support their enrollment and participation.			
<b>Assessments Submitted:</b> 3			
<b>Average Rating of Extent Implemented</b> 3.00 (1-4 stars) (2 responses)	<b>Average Rating of Quality of Evidence</b> 2.50 (1-4 stars) (2 responses)	<b>Average Rating of Priority</b> 3.00 (1-3 stars) (2 responses)	<b>Number of “Develop Plan?” Selections</b> 2
<b>Benchmark 1.8</b> Students determine how parents and family members are engaged in their postsecondary education experience.			
<b>Assessments Submitted:</b> 4			
<b>Average Rating of Extent Implemented</b> 4.00 (1-4 stars) (3 responses)	<b>Average Rating of Quality of Evidence</b> 4.00 (1-4 stars) (3 responses)	<b>Average Rating of Priority</b> 3.00 (1-3 stars) (3 responses)	<b>Number of “Develop Plan?” Selections</b> 3
<b>Domain 2: Faculty and Staff-Focused</b>			
<b>Benchmark 2.1</b> Faculty engage in professional development to adapt teaching practices that meet the needs of all learners.			
<b>Assessments Submitted:</b> 5			
<b>Average Rating of Extent Implemented</b> 3.00 (1-4 stars) (2 responses)	<b>Average Rating of Quality of Evidence</b> 4.00 (1-4 stars) (1 responses)	<b>Average Rating of Priority</b> 2.75 (1-3 stars) (4 responses)	<b>Number of “Develop Plan?” Selections</b> 2



<b>Benchmark 2.2</b>			
Faculty and staff ensure service, learning, social, and academic environments are accessible to support all learners.			
<b>Assessments Submitted:</b> 1			
<b>Average Rating of Extent Implemented</b> 2.00 (1-4 stars) (1 responses)	<b>Average Rating of Quality of Evidence</b> 2.00 (1-4 stars) (1 responses)	<b>Average Rating of Priority</b> 3.00 (1-3 stars) (1 responses)	<b>Number of “Develop Plan?” Selections</b> 1
<b>Benchmark 2.3</b>			
Faculty and staff across campus environments model high expectations and respect for all students.			
<b>Assessments Submitted:</b> 1			
<b>Average Rating of Extent Implemented</b> 4.00 (1-4 stars) (1 responses)	<b>Average Rating of Quality of Evidence</b> 4.00 (1-4 stars) (1 responses)	<b>Average Rating of Priority</b> 1.00 (1-3 stars) (1 responses)	<b>Number of “Develop Plan?” Selections</b> 0
<b>Benchmark 2.4</b>			
Faculty and staff engage with program staff to enhance key college and university services.			
<b>Assessments Submitted:</b> 3			
<b>Average Rating of Extent Implemented</b> 2.50 (1-4 stars) (2 responses)	<b>Average Rating of Quality of Evidence</b> 1.50 (1-4 stars) (2 responses)	<b>Average Rating of Priority</b> 2.00 (1-3 stars) (2 responses)	<b>Number of “Develop Plan?” Selections</b> 2
<b>Domain 3: Program and Institution-Focused</b>			
<b>Benchmark 3.1</b>			
Policies and procedures (IHE, program-specific, K-12 outreach) support student recruitment, enrollment, advising, and completion of the FPCTP.			
<b>Assessments Submitted:</b> 13			

<b>Average Rating of Extent Implemented</b> 1.77 (1-4 stars) (9 responses)	<b>Average Rating of Quality of Evidence</b> 2.57 (1-4 stars) (6 responses)	<b>Average Rating of Priority</b> 2.71 (1-3 stars) (8 responses)	<b>Number of “Develop Plan?” Selections</b> 11
<b>Benchmark 3.2</b> All campus services support student recruitment, enrollment, engagement, completion, and transition to employment.			
<b>Assessments Submitted:</b> 7			
<b>Average Rating of Extent Implemented</b> 2.25 (1-4 stars) (4 responses)	<b>Average Rating of Quality of Evidence</b> 2.66 (1-4 stars) (3 responses)	<b>Average Rating of Priority</b> 2.00 (1-3 stars) (4 responses)	<b>Number of “Develop Plan?” Selections</b> 2
<b>Benchmark 3.3</b> The IHE provides a meaningful credential upon completion of the program that leads to integrated, competitive employment.			
<b>Assessments Submitted:</b> 6			
<b>Average Rating of Extent Implemented</b> 2.40 (1-4 stars) (5 responses)	<b>Average Rating of Quality of Evidence</b> 3.00 (1-4 stars) (5 responses)	<b>Average Rating of Priority</b> 2.60 (1-3 stars) (5 responses)	<b>Number of “Develop Plan?” Selections</b> 4
<b>Benchmark 3.4</b> The FPCTP provides a range of work experiences on and off campus, relevant to the student’s target credential and aligned with the student’s career goals and interests (e.g., internships, apprenticeships and other forms of work experience).			
<b>Assessments Submitted:</b> 5			
<b>Average Rating of Extent Implemented</b> 2.00 (1-4 stars) (4 responses)	<b>Average Rating of Quality of Evidence</b> 2.66 (1-4 stars) (3 responses)	<b>Average Rating of Priority</b> 3.00 (1-3 stars) (4 responses)	<b>Number of “Develop Plan?” Selections</b> 4

<p><b>Benchmark 3.5</b> Sufficient personnel, material, and fiscal resources are provided to support students' completion of their postsecondary education programming.</p>			
<p><b>Assessments Submitted:</b> 8</p>			
<p><b>Average Rating of Extent Implemented</b> 2.40 (1-4 stars) (5 responses)</p>	<p><b>Average Rating of Quality of Evidence</b> 1.50 (1-4 stars) (2 responses)</p>	<p><b>Average Rating of Priority</b> 2.60 (1-3 stars) (5 responses)</p>	<p><b>Number of "Develop Plan?" Selections</b> 2</p>
<p><b>Benchmark 3.6</b> FERPA-aligned family outreach and engagement strategies support student recruitment, enrollment, engagement, completion, and transition to employment.</p>			
<p><b>Assessments Submitted:</b> 7</p>			
<p><b>Average Rating of Extent Implemented</b> 2.20 (1-4 stars) (5 responses)</p>	<p><b>Average Rating of Quality of Evidence</b> 2.33 (1-4 stars) (3 responses)</p>	<p><b>Average Rating of Priority</b> 2.50 (1-3 stars) (4 responses)</p>	<p><b>Number of "Develop Plan?" Selections</b> 2</p>
<p><b>Benchmark 3.7</b> Program evaluation is ongoing and used to inform FPCIP development and improvement.</p>			
<p><b>Assessments Submitted:</b> 5</p>			
<p><b>Average Rating of Extent Implemented</b> 2.00 (1-4 stars) (5 responses)</p>	<p><b>Average Rating of Quality of Evidence</b> 2.33 (1-4 stars) (3 responses)</p>	<p><b>Average Rating of Priority</b> 3.00 (1-3 stars) (3 responses)</p>	<p><b>Number of "Develop Plan?" Selections</b> 2</p>
<p><b>Domain 4: Concept and Systems Development</b></p>			
<p><b>Benchmark 4.1</b> The FPCIP aligns with and or extends the IHE's mission.</p>			

<b>Assessments Submitted:</b> 5				
<b>Average Rating of Extent Implemented</b> 2.25 (1-4 stars) (4 responses)	<b>Average Rating of Quality of Evidence</b> 1.00 (1-4 stars) (2 responses)	<b>Average Rating of Priority</b> 1.00 (1-3 stars) (3 responses)	<b>Number of “Develop Plan?” Selections</b> 0	
<b>Benchmark 4.2</b> The IHE’s value for and commitment to a diverse campus community, including students with intellectual disabilities, is demonstrated in institutional communications, strategic plan, mission statement, leadership’s messages, and system reviews.				
<b>Assessments Submitted:</b> 5				
<b>Average Rating of Extent Implemented</b> 1.50 (1-4 stars) (4 responses)	<b>Average Rating of Quality of Evidence</b> 2.33(1-4 stars) (3 responses)	<b>Average Rating of Priority</b> 1.75 (1-3 stars) (4 responses)	<b>Number of “Develop Plan?” Selections</b> 1	
<b>Benchmark 4.3</b> The IHE uses an agreed upon framework for overall service delivery, including disability services (e.g., accommodations, modifications, academic support).				
<b>Assessments Submitted:</b> 5				
<b>Average Rating of Extent Implemented</b> 3.00 (1-4 stars) (4 responses)	<b>Average Rating of Quality of Evidence</b> 3.50 (1-4 stars) (2 responses)	<b>Average Rating of Priority</b> 1.66 (1-3 stars) (3 responses)	<b>Number of “Develop Plan?” Selections</b> 2	
<b>Benchmark 4.4</b> The IHE uses an agreed upon framework for assessment and instruction that addresses the needs of all learners.				
<b>Assessments Submitted:</b> 4				

<b>Average Rating of Extent Implemented</b> 2.25 (1-4 stars) (4 responses)	<b>Average Rating of Quality of Evidence</b> 2.00 (1-4 stars) (3 responses)	<b>Average Rating of Priority</b> 1.33 (1-3 stars) (3 responses)	<b>Number of “Develop Plan?” Selections</b> 0
<b>Benchmark 4.5</b> The IHE follows agreed upon standards of practice to meet the needs of all learners.			
<b>Assessments Submitted: 5</b>			
<b>Average Rating of Extent Implemented</b> 2.00 (1-4 stars) (4 responses)	<b>Average Rating of Quality of Evidence</b> 2.00 (1-4 stars) (3 responses)	<b>Average Rating of Priority</b> 1.33 (1-3 stars) (3 responses)	<b>Number of “Develop Plan?” Selections</b> 0
<b>Benchmark 4.6</b> As part of strategic planning and accreditation, the IHE uses agreed upon metrics or methods to evaluate the outcomes of all learners.			
<b>Assessments Submitted: 4</b>			
<b>Average Rating of Extent Implemented</b> 2.75 (1-4 stars) (4 responses)	<b>Average Rating of Quality of Evidence</b> 2.66 (1-4 stars) (3 responses)	<b>Average Rating of Priority</b> 1.00 (1-3 stars) (3 responses)	<b>Number of “Develop Plan?” Selections</b> 0
<b>Benchmark 4.7</b> The IHE engages with the community.			
<b>Assessments Submitted: 7</b>			
<b>Average Rating of Extent Implemented</b> 3.00 (1-4 stars) (4 responses)	<b>Average Rating of Quality of Evidence</b> 2.33 (1-4 stars) (3 responses)	<b>Average Rating of Priority</b> 1.33 (1-3 stars) (3 responses)	<b>Number of “Develop Plan?” Selections</b> 2

Note: In the event that a self-assessment rating from a team for a specific benchmark differed between the team’s January 2019 submission and June 2019 submission the more recent rating (June 2019) was used to inform this table; 12 instances.

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

**Domain 1: Student-Focused**

- Students determine how parents and family members are engaged in their postsecondary education experience.
- By the end of the first semester, all incoming students will participate in the person-centered planning to align the students personal; academic and career goals; and interest.
- APPLICATION, ELIGIBILITY and PATHWAY GOAL (Model after Panhandle Tech) By January 2019 the planning team will create, establish and implement a Lee County Comprehensive Transition Program (CTP) pathway for enrollment into post-secondary education.
- Students access financial aid as needed to support programs of study including development and application of self-determination and self-advocacy skills through the integration of technical skills, related to the students individual plan of employment which can lead to gainful employment. Original goal met. Revised January 2019: Program will continue development with the following components: request for FPCTP grant extension, implementation of mentoring program, review of current program services and fees, consider new requirement of self-advocacy course and continue partnerships with industry leaders and community members willing to offer support towards employment outcomes.
- Our students know, request, and use accommodations they need to succeed in their program.
- Program redesign focused on three programs of study.

**Domain 2: Faculty and Staff-Focused**

- Developing a collaborative relationship with FAU College of Medicine.
- Faculty buy-in
- Encourage faculty participation in hosting Link students in inclusive SEU courses.
- Develop IHE training series on varying disabilities.
- Identify IHEs who are willing to collaborate and co-develop programs necessary to start an approved FPCTP.

**Domain 3: Program and Institution-Focused**

- Develop policies and procedures that support a 2-campus model.
- Develop a program description which will include the relevant resources on campus.
- Obtain Approval for Program Application.
- Establishing Partnership with an IHE
- Our program will develop a peer mentor program by September/October, 2019.
- To increase the number of seamless transitions to employment for every Project SAINT student completing the program.
- To increase outreach to local community (parents, families, schools, community based

organizations/VR, etc.).

- Establish and ensure Policies & Procedures are in place.
- Establish credential and ways to translate credential to meaningful employment opportunities.
- Establish and develop the HIRE screening, application, and selection process. (Note: Team has identified 13 students w/ InD currently enrolled in CTE courses).
- Orange Technical College will collect the information necessary for a successful FPCTP in the Architecture and Construction field.
- Implement credentialing program into existing 4-year and new 2-year curriculum.
- Establish admissions and enrollment process for students (residential and commuter) entering SEUs Link CTP.
- Create a training for student mentors.
- Establish a sound plan to solidify program fiscal responsibility and self-subsistence; to be at cost recovery by January 2020.
- To establish plan to become a VR vendor and increase student VR connections.
- The IHE provides a meaningful credential upon completion of the program that leads to integrated, competitive employment.
- Sufficient personnel, material, and fiscal resources are provided to support students completion of their postsecondary education programming. Comment: "Priority #2"
- The IHE provides a meaningful credential upon completion of the program that leads to integrated, competitive employment.
- Identify sufficient personnel, material, and fiscal resources are provided to support students completion of their postsecondary education programming.

#### **Domain 4: Concept and Systems Development**

- Reach out to Case managers and other department leaders to increase engagement for great transition to workforce.
- Transition planning for ESOL to GED program, GED program to Vocational Certificates
- Retention between the ESOL and GED program. To grow this area, work with DCPS, City Mission, and others.
- Prepare a concept proposal for establishing a Postsecondary Comprehensive Transition Program.
- Obtain VR Pre-ETS status (Pre-Employment Transition Services).
- Investigate AmeriCorps partnership.

## **Appendix H**

Credentials Offered through the Florida Postsecondary Comprehensive Transition Programs



**Credentials Offered by Florida Postsecondary Comprehensive Transition Programs in 2018 – 2019**

UNIVERSITIES				
Florida Atlantic University (2+ years)				
Credentials Offered	Length	Industry Certification (yes/no)	Number of 2018-2019 FPCTP Students Expected to Earn Credential	Careers and/or Occupations Aligned with the Credential
Supported Community Employment	28 credit hours	No	34	Leads to employment based on student interests and goals. For example: hospitality, customer service, technology, and office support
Supported Community Employment is the primary credential earned by students who complete FAU's Academy for Community Inclusion. Students may choose to pursue the following credentials beyond the credential listed above.				
Supported Community Access	28 credit hours	No	26	Builds self-determination skills
Supported Community Living	28 credit hours	No	13	Increases independent living skills

Southeastern University (2 years)					
Credentials Offered	Length	Industry Certification (yes/no)	Number of 2018-2019 FPCTP Students Expected to Earn Credential	Careers and/or Occupations Aligned with the Credential	
Technology	1 unit	Yes	4	Business industry, technology industry, field of education, retail sales industry	
Technology is the primary credential earned by students who complete Southeastern University's LINK Program. Students may pursue the one of the following credentials beyond the credential listed above.					
Hospitality	1 unit	Yes	1	Food service industry, hospitality industry	
Healthcare	1 unit	Yes	0	Entry-level patient care, medical facilities, healthcare education, medical office, medical administration	
University of Central Florida (2.5 years)					
Credential Offered	Length	Industry Certification (yes/no)	Number of 2018-2019 FPCTP Students Expected to Earn Credential	Careers and/or Occupations Aligned with the Credential	
Professional Services Credential with concentrations: <ul style="list-style-type: none"> <li>▶ Hospitality</li> <li>▶ Education</li> <li>▶ Social Services</li> <li>▶ General Studies – available only for students enrolled prior to Fall 2018</li> </ul>	42 units	No	24	<b>Hospitality</b> – Resort reception, theme park (multiple positions), property/rental management associate, retail sales, resort industry (multiple positions), food service (seated dining) customer service associate (multiple industries) events associate, tourism destination associate, tour guide, hotel associate, food services, event set-up associate, customer service and guest service positions and anything that is centered in working with people in some sort of business transaction format.	

UCF Credential Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2018-2019 FPCTP Students Expected to Earn Credential	Careers and/or Occupations Aligned with the Credential
(cont'd) Professional Services Credential with concentrations: <ul style="list-style-type: none"> <li>▶ Hospitality</li> <li>▶ Education</li> <li>▶ Social Services</li> <li>▶ General Studies – available only for students enrolled prior to Fall 2018</li> </ul>				<p><b>Education</b> – Day care worker, camp assistant, teaching assistant, transition mentor, child care front desk, specialized instruction assistant (music, dance, sports, art), library assistant, school transportation monitor, and working with children with or without disabilities in child care settings, in charter schools or in other places (such as a nursery at a YMCA).</p> <p><b>Social Services</b> – Office assistant, clerical work, general assistants and aides in “helping” fields (such as working as an assistant in a nursing home or as an assistant at a YMCA working with a trainer), assistant or aide work with police or other emergency units and personnel, and non-profit agency support positions.</p> <p><b>General Studies</b> – This is currently a one-time concentration for students who started IES prior to the credential change, which was effective July 1, 2018. Students can apply the credential to occupations of interest, which may align with any of the three new concentrations listed above. This concentration is no longer available to students entering IES.</p>

STATE COLLEGES						
Indian River State College (2 years)						
Credentials Offered	Length	Industry Certification (yes/no)	Number of 2018-2019 FPCTP Students Expected to Earn Credential	Careers and/or Occupations Aligned with the Credential		
IRSC Certificate for Transition to College, Employability and Career Exploration; Wellness, Transportation Access, Career Readiness, and Financial Readiness	165 clock hours	No	15	Depends on the student's area of interest. Certification is for learning to advocate for accommodations in the job setting and exploring different type of jobs to find the student's interest area.		
Occupational Completion Point (OCP) A, Information and Technology Assistant	150 clock hours	Yes	15	Receptionist, front desk receptionist		
OCP A, Specialized Career Ed, Basic	450 clock hours	Yes	15	Depends on the student's area of interest, as this is an individualized plan of study developed with the student.		
IRSC Certificate for Transition to College, Employability and Career Exploration; Wellness, Transportation Access, Career Readiness, and Financial Readiness, Occupational Completion Point (OCP) A, Information and Technology Assistant, and OCP A, Specialized Career Ed, Basic are the primary credentials earned by students who complete IRSC's STAGE Program. Based on the selected CTE program, students may pursue the following credentials beyond the credentials listed above.						
OCP B, Front Desk Specialist	450 clock hours	Yes	1	Administrative assistant, coding, front desk scheduler, office specialist		
OCP A, AC, Refrigeration, & Heating Helper	600 clock hours	Yes	0	Entry-level helper, rough-in installer		
OCP A, Automotive Service Assistor	600 clock hours	Yes	3	Car detailer, entry-level helper		
40-hour Statewide Childcare Certificate	503 clock hours	Yes	3	Child care aide, child care assistant, child care attendant, child care worker		

<b>IRSC Credentials Offered (cont'd)</b>	<b>Length</b>	<b>Industry Certification (yes/no)</b>	<b>Number of 2018- 2019 FPCTP Students Expected to Earn Credential</b>	<b>Careers and/or Occupations Aligned with the Credential</b>
OCP A, Basic Healthcare Worker	415 clock hours	Yes	1	Healthcare aide
OCP B, Nurse Aide & Orderly	590 clock hours	Yes	0	Nurse's aide, orderly, medical assistant, nursing assistant, home health aide
OCP A, Private Security Guard	40 clock hours	Yes	1	Private Security Guard for malls, residence, etc. (Not armed)
<b>Santa Fe College (2 years)</b>				
<b>Credentials Offered</b>	<b>Length</b>	<b>Industry Certification (yes/no)</b>	<b>Number of 2018- 2019 FPCTP Students Expected to Earn Credential</b>	<b>Careers and/or Occupations Aligned with the Credential</b>
Safestaff Food Handler	1 semester	Yes	13	Restaurant, cafeteria, health/nutrition, dishwasher
American Heart Association CPR/BLS and First Aid Certification	1 semester	Yes	10	Health fields, educational settings, construction/horticulture/agriculture
Florida DCF 40-Hour Child Care Training	6 modules	Yes	0	Child care workers
Red Carpet Service Training	3 hours	Yes	9	Sales, retail, business, customer service
RAD: Rape Aggression Defense	12 hours	No	2	Security
Certified Nursing Assistant	165 hours	Yes	0	Diverse health care settings
Introduction to Office	90 hours	No	6	Office assistant, clerical, reception
Horticulture Agriculture Pathway (HAP)	12 hours weekly, 30 weeks	Yes	6	Garden shops, greenhouses, landscapers, independent entrepreneur/sales person

<b>SFC Credentials Offered (cont'd)</b>	<b>Length</b>	<b>Industry Certification (yes/no)</b>	<b>Number of 2018-2019 FPCTP Students Expected to Earn Credential</b>	<b>Careers and/or Occupations Aligned with the Credential</b>
Artist Entrepreneur Pathway (AEP)	12 hours weekly, 30 weeks	Yes	3	Independent artist, retail, sales
<b>St. Petersburg College (1-3 years, depending on program of study and student progress)</b>				
<b>Credentials Offered</b>	<b>Length</b>	<b>Industry Certification (yes/no)</b>	<b>Number of 2018-2019 FPCTP Students Expected to Earn Credential</b>	<b>Careers and/or Occupations Aligned with the Credential</b>
Rooms Division Operation Certificate	19 credits		0*	Hospitality, hotel facilities
Food and Beverage Specialist Certificate	12 credits		0*	Food services
Microsoft Productivity Suite		Yes	0*	Information technology, data entry, web development
Customer Service			0*	Retail, inventory, customer relations
* Students are expected to enroll in Titans UP in Spring 2020, no students were enrolled in 2018-2019 therefore no students were expected to earn the credentials offered. The information described above was obtained from the FPCTP's program application.				

Tallahassee Community College (4-6 semesters)

Credentials Offered	Length	Industry Certification (yes/no)	Number of 2018-2019 FPCTP Students Expected to Earn Credential	Careers and/or Occupations Aligned with the Credential
<p>Employment Credential with concentration in a College Pathway:</p> <ul style="list-style-type: none"> <li>▶ Arts, Humanities, Communication, and Design</li> <li>▶ Business</li> <li>▶ Science, Technology, Engineering, and Math</li> <li>▶ Behavioral Sciences and Human Sciences</li> <li>▶ Education</li> </ul>	33 units	No	0*	<p><i>From TCC's FPCTP Program Application:</i></p> <p>“According to the Florida Department of Economic Opportunity, the major job fields with posted vacancies within the Capital Region include healthcare practitioners and technical occupations; office and administrative support occupations; sales and related occupations; and computer and mathematical occupations (2018)... The courses in the Employment Credential were selected based on the identified skills related to career readiness listed above, with the intention of preparing students for employment postgraduation.”</p>
<p>* Students are expected to enroll in Eagle Connections in Fall 2019, no students were enrolled in 2018-2019 therefore no students were expected to earn the credential offered. The information described above was obtained from the FPCTP's program application.</p>				

The College of the Florida Keys (1-3 years, depending on program of study)

CREDENTIALS OFFERED		LENGTH	INDUSTRY CERTIFICATION (yes/no)	NUMBER OF 2018-2019 FPCTP STUDENTS EXPECTED TO EARN CREDENTIAL	CAREERS AND/OR OCCUPATIONS ALIGNED WITH THE CREDENTIAL
Project ACCESS Certificate of Completion (includes National Retail Federation Customer Service and Sales Certification)	16 credit hours	Yes	10	Retail sales associate, inventory, cashier, customer service	
Project ACCESS Certificate of Completion is the primary credential earned by students who complete FKCC's Project ACCESS. Students may choose to pursue one of the following credentials beyond the credential listed above.					
Business Operations	18 credit hours	No	0	Intermediate business positions, administrative assistant, executive assistant	
Business Specialist	12 credit hours	No	0	Entry level in business planning office, marketing assistant, accounting office assistant, public relations office assistant, front office positions	
Chef's Apprentice (includes ServeSafe Certification)	12 credit hours	Yes	1	Restaurant and industry kitchen chef assistant	
Culinary Arts (includes ServeSafe Certification)	35 credit hours	Yes	0	Menu planner, baker or chef's assistant, food and beverages services operations assistant, event planner assistant	
Culinary Arts Management (includes ServeSafe Certification)	18 credit hours	Yes	0	Food and beverage management, sous chef, event planner, menu planner, baking and pastry manager	
Fundamentals of Professional Diving	17 credit hours	Yes	0	Research scientist, underwater photographer, equipment specialist, gas blender, rescue diver	
Introduction to Commercial/Work Diving	10 credit hours	Yes	0	Commercial diver, recovery diver	
Professional Dive Instructor	15 credit hours	Yes	0	Dive facility manager, divemaster, open water dive instructor	



CFC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2018- 2019 FPCTP Students Expected to Earn Credential	Careers and/or Occupations Aligned with the Credential
Professional Research Diving	14 credit hours	Yes	0	Research scientist, research diver, marine data research assistant, coral reef biology assistant
Entrepreneurship	12 credit hours	No	0	Create marketing plans for e-commerce and in person small business, small business administrative assistant
Guest Services Specialist	15 credit hours	No	5	Customer service, front desk assistant, front office assistant, administrative assistant, hospitality guide and customer service, tour guide
Marine Technology	34 credit hours	Yes	0	Engine repair, marine welder, marine transmission specialist, marine engine troubleshooter, outboard motor repair technician
Marine Mammal Behavior and Training	15 credit hours	No	0	Marine animal trainer, marine animal behavior specialist, marine animal research technician, marine animal educator and presenter, marine animal rescue technician
Paramedic	42 credit hours	Yes	0	Paramedic
Professional Welder	16 credit hours	Yes	0	Welding, fabrication, underwater welder, marine welder, pipe welder, electric welder
Rooms Division Management	30 credit hours	Yes	0	Guest service agent, customer service specialist, front desk manager, housekeeping manager, hospitality marketing specialist, resort manager, ecotourism manager, food and beverage manager
Room Division Operations (includes Sanitation Certificate)	19 credit hours	Yes	0	Front desk supervisor, guest relations supervisor, housekeeping manager and assistant manager, resort manager, eco-tourism marketing
Room Division Specialist	13 credit hours	Yes	6	Reservation clerk, front desk agent, guest services agent
Tropical Ornamental Mariculture Technician	30 credit hours	Yes	0	Aquarist, aquarium science technician, fish culturist, environmental technician

**TECHNICAL CENTERS/COLLEGES**

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

<b>Credentials Offered</b>		<b>Length</b>	<b>Industry Certification (yes/no)</b>	<b>Number 2018-2019 FPCTP Students Expected to Earn Credential</b>	<b>Careers and/or Occupations Aligned with the Credential</b>
Administrative Office Specialist	1050 hours	Yes	0*	Business, management, and administration	
Air Conditioning, Refrigeration, and Heating Technology	1350 hours	Yes	0*	Architecture and construction	
Automotive Collision Technology Technician	1400 hours	Yes	0*	Transportation, distribution, and logistics	
Automotive Service Technology	1800 hours	Yes	0*	Transportation, distribution, and logistics	
Barbering	1200 hours	Yes	0*	Human services	
Carpentry	1200 hours	Yes	0*	Architecture and construction	
Cosmetology	1200 hours	Yes	0*	Human services	
Culinary Arts	1200 hours	Yes	0*	Hospitality and tourism	
Digital Design	1200 hours	Yes	0*	Arts, A/V, technology, and communication	
Early Childhood Education	600 hours	Yes	0*	Education and training	
Electricity	1200 hours	Yes	0*	Architecture and construction	
Electronics Technology	1400 hours	Yes	0*	Manufacturing	
Major Appliance and Refrigeration Technician	1200 hours	Yes	0*	Manufacturing	
Marine Service Technologies	1350 hours	Yes	0*	Transportation, distribution, and logistics	

LCPS Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number 2018-2019 FPCTP Students Expected to Earn Credential	Careers and/or Occupations Aligned with the Credential
Mechanics Technology	1550 hours	Yes	0*	Manufacturing
Medical Administrative Specialist	1050 hours	Yes	0*	Business, management, and administration
NET Application Development and Programming	1050 hours	Yes	0*	Information technology
Plumbing Technology	1080 hours	Yes	0*	Architecture and construction
Veterinary Assisting	750 hours	Yes	0*	Agriculture, food, and natural resources
Web Application Development and Programming	1050 hours	Yes	0*	Information technology
Welding	1050 hours	Yes	0*	Manufacturing
* Students are expected to enroll in the HIRE Program in Spring 2020, no students were enrolled in 2018-2019 therefore no students were expected to earn the credentials offered. The information described above was obtained from the FPCTP's program application.				
<b>Florida Panhandle Technical College</b>				
Credentials Offered	Length	Industry Certification (yes/no)	Number of 2018- 2019 FPCTP Students Expected to Earn Credential	Careers and/or Occupations Aligned with the Credential
Florida Panhandle Technical College did not submit a 2017-2018 or 2018-2019 FPCTP program or student report; these credentials were reported in 2016-2017.				
Commercial Food and Culinary Arts	1800 hours	Industry certification info not received.	Information on expected credentials was not received.	Information on careers and occupations aligned with credentials not received.

FP/TC Credentials Offered (cont'd)	Length	Industry Certification (yes/no)	Number of 2018- 2019 FP/CTP Students Expected to Earn Credential	Careers and/or Occupations Aligned with the Credential
Administrative Office Specialist	1575 hours	Industry certification info not received.	Information on expected credentials was not received.	Information on careers and occupations aligned with credentials not received.
Welding Technology & Advanced Welding	1050 hours			
Assistant Digital Designer	1800 hours			
The following credentials were described in Florida Panhandle Technical College's FPCTP application, but not described in 2016-2017 annual reporting.				
Digital Media/Multimedia Specialist	1050 hours, 35 weeks			
Carpentry 1	600 hours, 20 weeks			
Carpentry 2	600 hours, 20 weeks			
Drafting	1500 hours, 50 weeks			
Electrician	1500 hours, 50 weeks			

McFatter Technical College, Broward County (2 years)					
Credentials Offered	Length	Industry Certification (yes/no)	Number of 2018-2019 FPCTP Students Expected to Earn Credential	Careers and/or Occupations Aligned with the Credential	
ServeSafe Manager	1200 hours	Yes	12	Hospitality and tourism	
Local AgriScience Certification	16 weeks (8 hours per week)	No	12	Agriculture, food, and natural resources	
Commercial Foods and Culinary Arts program completion	1200 hours	Yes	12	Hospitality and tourism	
Orange Technical College, Orange County (1 year)					
Credentials Offered	Length	Industry Certification (yes/no)	Number 2018-2019 FPCTP Students Expected to Earn Credential	Careers and/or Occupations Aligned with the Credential	
Specialized Career Education Certificate with primary focus of study: ▶ Electricity ▶ Welding	900 hours	Yes	0*	Careers in the construction industry	
* Students are expected to enroll in Build Your Future in Spring 2020, no students were enrolled in 2018-2019 therefore no students were expected to earn the credential offered. The information described above was obtained from the FPCTP's program application.					

**Robert Morgan Educational Center and Technical College, Miami-Dade County**  
(length varies depending on the program and students' progress)

<b>Credentials Offered</b>		<b>Length</b>	<b>Industry Certification (yes/no)</b>	<b>Number 2018-2019 FPCTP Students Expected to Earn Credential</b>	<b>Careers and/or Occupations Aligned with the Credential</b>
Baking and Pastry Arts Certificate or OCP Completer Certificate*	600 clock hours	See note below	1	Standard Occupational Classification (SOC) 51-3011: Bakers 35-1011: Chefs and head cooks	
Commercial Foods and Culinary Arts/Professional Culinary Arts and Hospitality Certificate or OCP Completer Certificate*	1,200 clock hours	See note below	3	35-2021: Food preparation workers 35-2014: Cooks, restaurant 35-1011: Chefs and head cooks 11-9051: Food service managers	
Commercial Art Technology Certificate or OCP Completer Certificate*	1,500 clock hours	See note below	3	27-1014: Multimedia artists and animators 27-1029: Designers all others 27-1024: Graphic designers	
3D Animation Technology Certificate or OCP Completer Certificate*	1,050 clock hours	See note below	1	27-1014: Multimedia artists and animators	
Other OCP Certificate (based on student selection)	Varies by CTE program.	Yes	0	Varies by CTE program.	
<p>* A "Certificate" represents a full program completer: (1) earning all the programs' OCPs and (2) passing the Test of Adult Basic Education (TABE) or having the TABE waived. An "OCP Completer Certificate" represents: (1) the specific OCPs completed and (2) TABE was not passed nor waived.</p> <p>Project TOPS students earning Baking and Pastry Arts or Professional Culinary Arts and Hospitality are recommended to pursue these industry certifications: Employee Food-handler Training Certification and Food Safety Manager Training/Certification (ServSafe).</p> <p>Project TOPS students earning 3D Animation Technology or Commercial Art Technology are recommended to pursue this industry certification: Adobe Certified Associate (ACA) for Photoshop.</p>					

## **Appendix I**

Followup information regarding FPCTP Completers

**Individual Completer Follow-Up Information for Students Completing Prior to 2018-2019**

<b>Florida Atlantic University</b>						
<b>Completer Number</b>	<b>Exit Date</b>	<b>Credentials and Industry Certifications Earned</b>	<b>Industry Cert. (Y/N)</b>	<b>Employment Status at 2018-2019 Follow-Up</b>	<b>Hours per Week</b>	<b>Wage</b>
1	Dec. 2017	<ul style="list-style-type: none"> <li>▶ Certificate of Supported Employment</li> <li><i>Aligned careers:</i> hospitality, customer service, technology, and office support</li> </ul>	No	Competitive integrated employment: Dishwasher	20	\$12.00/hour + tips
2	May 2018	<ul style="list-style-type: none"> <li>▶ Certificate of Supported Employment</li> <li><i>Aligned careers:</i> hospitality, customer service, technology, and office support</li> </ul>	No	Competitive employment with ongoing supported employment services: Lobby attendant (retail service)	10	\$10.00/hour
<b>Florida Keys Community College</b>						
<b>Completer Number</b>	<b>Exit Date</b>	<b>Credentials and Industry Certifications Earned</b>	<b>Industry Cert. (Y/N)</b>	<b>Employment Status at 2018-2019 Follow-Up</b>	<b>Hours per Week</b>	<b>Wage</b>
1	May 2017	<ul style="list-style-type: none"> <li>▶ Project ACCESS Workforce Ready Certificate</li> <li>▶ Project ACCESS Customer Service</li> <li>▶ Guest Service Gold Professional Certification</li> <li><i>Aligned careers:</i> Retail sales associate, inventory, cashier, customer service</li> </ul>	Yes	Competitive employment with ongoing supported employment services: Customer service (retail)	20	unknown



FKCC Completer (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status at 2018-2019 Follow-Up	Hours per Week	Wage
2	May 2018	<ul style="list-style-type: none"> <li>▶ Culinary Arts Management</li> <li>▶ Chef's Apprentice</li> </ul> <p><i>Aligned careers:</i> Food and beverage management, sous chef, event planner, menu planner, baking and pastry manager, restaurant and industry kitchen chef assistant</p>	Yes	Competitive integrated employment: Deli cook and bagger (grocery)	20	\$12.00/hour
<b>Santa Fe College</b>						
Completer Number	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status at 2018-2019 Follow-Up	Hours per Week	Wage
1	May 2017	<ul style="list-style-type: none"> <li>▶ ServeSafe Food Handler</li> </ul> <p><i>Aligned careers:</i> Restaurant, cafeteria, health/nutrition, dishwasher</p>	Yes	Competitive integrated employment: Counter personnel (restaurant)	12-15	\$8.46/hour
2	April 2017	<ul style="list-style-type: none"> <li>▶ ServeSafe Food Handler</li> <li>▶ First Aid CPR</li> </ul> <p><i>Aligned careers:</i> Restaurant, cafeteria, health/nutrition, dishwasher, health fields, educational settings, construction/horticulture/agriculture</p>	Yes	Not currently employed: No employment within the past year.		
3	Dec. 2017	<ul style="list-style-type: none"> <li>▶ ServeSafe Food Handler</li> <li>▶ Red Carpet Customer Service</li> <li>▶ RAD Self-Defense</li> </ul> <p><i>Aligned careers:</i> Restaurant, cafeteria, health/nutrition, dishwasher, sales, retail, business, customer service, security</p>	Yes	Not currently employed: Competitive employment with ongoing supported employment services within the past year.		\$2,166.00 in the past year

SFC Completers (cont'd)	Exit Date	Credentials and Industry Certifications Earned	Industry Cert. (Y/N)	Employment Status at 2018-2019 Follow-Up	Hours per Week	Wage
4	April 2018	<ul style="list-style-type: none"> <li>▶ Artist Entrepreneur</li> <li>▶ Red Carpet Customer Service</li> <li>▶ <i>Aligned careers:</i> Independent artist, sales, retail, business, customer service</li> </ul>	Yes	Competitive integrated employment: Kitchen porter	16	\$8.46/hour
5	Dec. 2017	<ul style="list-style-type: none"> <li>▶ Red Carpet Customer Service</li> <li>▶ <i>Aligned careers:</i> Sales, retail, business, customer service</li> </ul>	Yes	Competitive integrated employment: Bagger (grocery)	20	\$10.00/hour + tips
6	May 2018	<ul style="list-style-type: none"> <li>▶ Red Carpet Customer Service,</li> <li>▶ RAD Self-Defense</li> <li>▶ <i>Aligned careers:</i> Sales, retail, business, customer service, security</li> </ul>	Yes	Competitive employment with ongoing supported employment services: Office assistant (medical)	5-6	\$8.46/hour



## Appendix J

1 – FPCTP Staff Hours by Institution

2 – FPCTP Staff Hours by Role by Institution

**FPCTP Staff Hours and FTE per Week in 2018-19 by Institution**

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
<b>Florida Atlantic University</b>						
# of students = 34, 1 FTE = 40.0 hours						
FAU Staff 1	40.0	1.00	5.0	0.13	0.1	<0.01
FAU Staff 2	40.0	1.00	20.0	0.50	0.6	0.01
FAU Staff 3	40.0	1.00	40.0	1.00	1.2	0.03
FAU Staff 4	40.0	1.00	40.0	1.00	1.2	0.03
FAU Staff 5	30.0	0.75	24.0	0.60	0.7	0.02
FAU Staff 6	40.0	1.00	40.0	1.00	1.2	0.03
FAU Staff 7	40.0	1.00	40.0	1.00	1.2	0.03
FAU Staff 8	40.0	1.00	40.0	1.00	1.2	0.03
FAU Staff 9	40.0	1.00	6.0	0.15	0.2	<0.01
FAU Staff 10 <sup>1</sup>	40.0	1.00	40.0	1.00	1.2	0.03
<b>Total</b>	<b>390.0</b>	<b>9.75</b>	<b>295.0</b>	<b>7.38</b>	<b>8.8</b>	<b>0.21</b>
<b>Florida Panhandle Technical College</b>						
No report						
<b>Indian River State College</b>						
# of students = 15, 1 FTE = 40.0 hours						
IRSC Staff 1	40.0	1.00	40.0	1.00	2.7	0.07
IRSC Staff 2	40.0	1.00	40.0	1.00	2.7	0.07
IRSC Staff 3	20.0	0.50	15.0	0.38	1.0	0.03
IRSC Staff 4	15.0	0.38	15.0	0.38	1.0	0.03
<b>Total</b>	<b>115.0</b>	<b>2.88</b>	<b>110.0</b>	<b>2.76</b>	<b>7.4</b>	<b>0.20</b>

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPC/TP	FTE at FPC/TP	Hours per Week at FPC/TP per Student	FTE at FPC/TP per Student
<b>McFatter Technical College/Career, Technical, Adult, Community Education (CTACE)<sup>2</sup> (BCPS)</b> # of students = 12, FTE varies by staff						
MTC/CTACE Staff 1 1 FTE = 37.5 hours	37.5	1.00	37.5	1.00	3.13	0.08
MTC/CTACE Staff 2 1 FTE = 37.5 hours	37.5	1.00	10.0	0.27	0.83	0.02
MTC/CTACE Staff 3 1 FTE = 37.5 hours	10.0	0.27	10.0	0.27	0.83	0.02
MTC/CTACE Staff 4 1 FTE = 40.0 hours	40.0	1.00	5.0	0.13	0.42	0.01
MTC/CTACE Staff 5 1 FTE = 40.0 hours	40.0	1.00	10.0	0.25	0.83	0.02
MTC/CTACE Staff 6 1 FTE = 40.0 hours	37.5	1.00	10.0	0.27	0.83	0.02
MTC/CTACE Staff 7 1 FTE = 37.5 hours	37.5	1.00	10.0	0.27	0.83	0.02
MTC/CTACE Staff 8 1 FTE = 37.5 hours	37.5	1.00	19.0	0.51	1.58	0.04
MTC/CTACE Staff 9 1 FTE = 40.0 hours	40.0	1.00	2.0	0.05	0.17	<0.01
<b>Total</b>	<b>317.5</b>	<b>8.27</b>	<b>113.5</b>	<b>3.02</b>	<b>9.45</b>	<b>0.23</b>
<b>Robert Morgan Educational Center and Technical College (M-DCPS)</b> # of students = 8, 1 FTE = 40.0 hours						
RMEC/TC Staff 1 <sup>3</sup>	48.0	1.20	48.0	1.20	6.0	0.15
RMEC/TC Staff 2	5.0	0.13	5.0	0.13	0.6	0.02
RMEC/TC Staff 3	5.0	0.13	5.0	0.13	0.6	0.02
RMEC/TC Staff 4	6.0	0.15	6.0	0.15	0.8	0.02
RMEC/TC Staff 5	12.0	0.30	12.0	0.30	1.5	0.04

Staff	Total Hours per Week at IHE	Total FTE at IHE	Hours per Week at FPCTP	FTE at FPCTP	Hours per Week at FPCTP per Student	FTE at FPCTP per Student
RMECTC Staff 6	5.0	0.13	5.0	0.13	0.6	0.02
RMECTC Staff 7 <sup>3</sup>	65.0	1.55	65.0	1.55	8.1	0.19
RMECTC Staff 8	25.0	0.63	25.0	0.63	3.1	0.09
<b>Total</b>	<b>171.0</b>	<b>4.22</b>	<b>171.0</b>	<b>4.22</b>	<b>21.3</b>	<b>0.55</b>
<b>Santa Fe College</b>						
# of students = 14, 1 FTE = 40.0 hours						
SFC Staff 1	40.0	1.00	20.0	0.50	1.4	0.04
SFC Staff 2	28.5	0.71	12.0	0.30	0.9	0.02
SFC Staff 3	20.0	0.50	10.0	0.25	0.7	0.02
SFC Staff 4	20.0	0.50	10.0	0.25	0.7	0.02
SFC Staff 5	40.0	1.00	8.0	0.20	0.6	0.01
SFC Staff 6	40.0	1.00	8.0	0.20	0.6	0.01
SFC Staff 7	20.0	0.50	6.0	0.15	0.4	0.01
SFC Staff 8	28.5	0.71	6.0	0.15	0.4	0.01
SFC Staff 9	40.0	1.00	8.0	0.20	0.6	0.01
SFC Staff 10	39.0	0.98	3.0	0.08	0.2	0.01
<b>Total</b>	<b>316.0</b>	<b>7.90</b>	<b>91.0</b>	<b>2.28</b>	<b>6.5</b>	<b>0.16</b>
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
<b>Southeastern University</b>						
# of students = 4, 1 FTE = 40.0 hours						
SEU Staff 1	40.0	1.00	30.0	0.75	7.5	0.19
SEU Staff 2	40.0	1.00	40.0	1.00	10.0	0.25
SEU Staff 3	40.0	1.00	20.0	0.50	5.0	0.13
<b>Total</b>	<b>120.0</b>	<b>3.00</b>	<b>90.0</b>	<b>2.25</b>	<b>22.5</b>	<b>0.57</b>

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
<b>The College of the Florida Keys</b>						
# of students = 10, 1 FTE = 37.5 hours						
CFK Staff 1	37.5	1.00	16.0	0.43	1.6	0.04
CFK Staff 2	37.5	1.00	10.7	0.29	1.1	0.03
CFK Staff 3	37.5	1.00	31.9	0.85	3.2	0.09
CFK Staff 4	20.0	0.53	5.0	0.13	0.5	0.01
CFK Staff 5	10.0	0.27	10.0	0.27	1.0	0.03
CFK Staff 6	18.0	0.48	18.0	0.48	1.8	0.05
CFK Staff 7	37.5	1.00	5.0	0.13	0.5	0.01
<b>Total</b>	<b>198.0</b>	<b>5.28</b>	<b>96.6</b>	<b>2.58</b>	<b>9.7</b>	<b>0.26</b>
<b>University of Central Florida</b>						
# of students = 24, 1 FTE = 40.0 hours						
UCF Staff 1	40.0	1.00	20.0	0.50	0.83	0.02
UCF Staff 2	40.0	1.00	40.0	1.00	1.67	0.04
UCF Staff 3	40.0	1.00	20.0	0.50	0.83	0.02
UCF Staff 4	40.0	1.00	40.0	1.00	1.67	0.04
UCF Staff 5	40.0	1.00	40.0	1.00	1.67	0.04
UCF Staff 6	40.0	1.00	8.0	0.20	0.33	0.01
<b>Total</b>	<b>240.0</b>	<b>6.00</b>	<b>168.0</b>	<b>4.20</b>	<b>7.0</b>	<b>0.17</b>

<sup>1</sup> One staff member joined Florida Atlantic University (Academy for Community Inclusion) in January 2019.

<sup>2</sup> Staff from both McFatter Technical College and Broward County Public Schools Career, Technical, Adult, Community Education (CTACE) support the McFatter Technical College (Grow Your Future) program. Base FTE varies for these employees.

<sup>3</sup> Two staff members at Robert Morgan Educational Center and Technical College (Project TOPS) held part-time appointments in addition to their full-time appointments resulting in greater than 40 hours of employment per week.



**Staff Hours per Week at the FPCTP in 2018-19 by Role and Institution**

Institution	Total Staff Hours per Week at FPCTP	Hours per Role per Week												
		Director/ Leadership	Program Coordination	Clerical	Advising	Instruction	Employment Support and/or Placement	Residential Support	Academic Support	Social Support	Community Liaison	Financial Aid/Services	Industry Testing	Peer Mentor Coordination
FAU	295.0	6.0	27.0	7.0	29.0	103.0	71.0		21.0	20.0	2.0	9.0		
FKCC	96.6	8.0	19.0	5.0	16.9	18.0	5.7	2.0	17.0	5.0				
FPCTC	No report													
IRSC	110.0	5.0	8.0	10.0	12.0	25.0	5.0		25.0	20.0				
McFatter	113.5	5.0	23.0		1.0	37.0	12.0		19.0	16.5				
RMECTC	171.0	35.0	14.0	9.0	16.0	47.0			28.0	17.0			5.0	
SFC	91.0	3.0	8.0	5.0	17.0	44.0	7.0		1.0	1.0				5.0
SEU	90.0	12.0	12.0	5.0	2.0	12.0		5.0	20.0	2.0		20.0		
UCF	168.0	35.0	20.0	13.0		25.0	50.0	13.0						12.0
<b>Total</b>	<b>1135.1</b>	<b>109.0</b>	<b>131.0</b>	<b>54.0</b>	<b>93.9</b>	<b>311.0</b>	<b>150.7</b>	<b>20.0</b>	<b>131.0</b>	<b>81.5</b>	<b>2.0</b>	<b>29.0</b>	<b>5.0</b>	<b>17.0</b>

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

