

# Before you start the webinar...

- ▶ Download or print these items to have on hand during the webinar
  - [FPCT Program Application](#)
  - [FPCT Program Grant proposal](#)
  - FPCT Program Planning Crosswalk for
    - ▲ Program applications
    - ▲ Grant proposals

# Before you start the webinar...

- ▶ Log in to [Postsecondary Education component](#) of the Strategic Planning tool
  - If you don't have a log in, that is okay. You will still be able to see the tool in the webinar.
  - Contact Claudia at [Claudia.BelloPunto@ucf.edu](mailto:Claudia.BelloPunto@ucf.edu) for a login and school site in the tool.
- ▶ Or, download a paper version of the [Team Planning Tool for FPCTP teams](#)

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

# Building and Sustaining Florida Postsecondary Comprehensive Transition Programs

Using FPCT Program  
implementation resources

# Our focus today

- ▶ Explore three FPCT Program implementation resources
  - Strategic Planning Tool: Postsecondary Education component (aka “The Tool”)
  - FPCT Program Application
  - FPCT Program Grant proposal

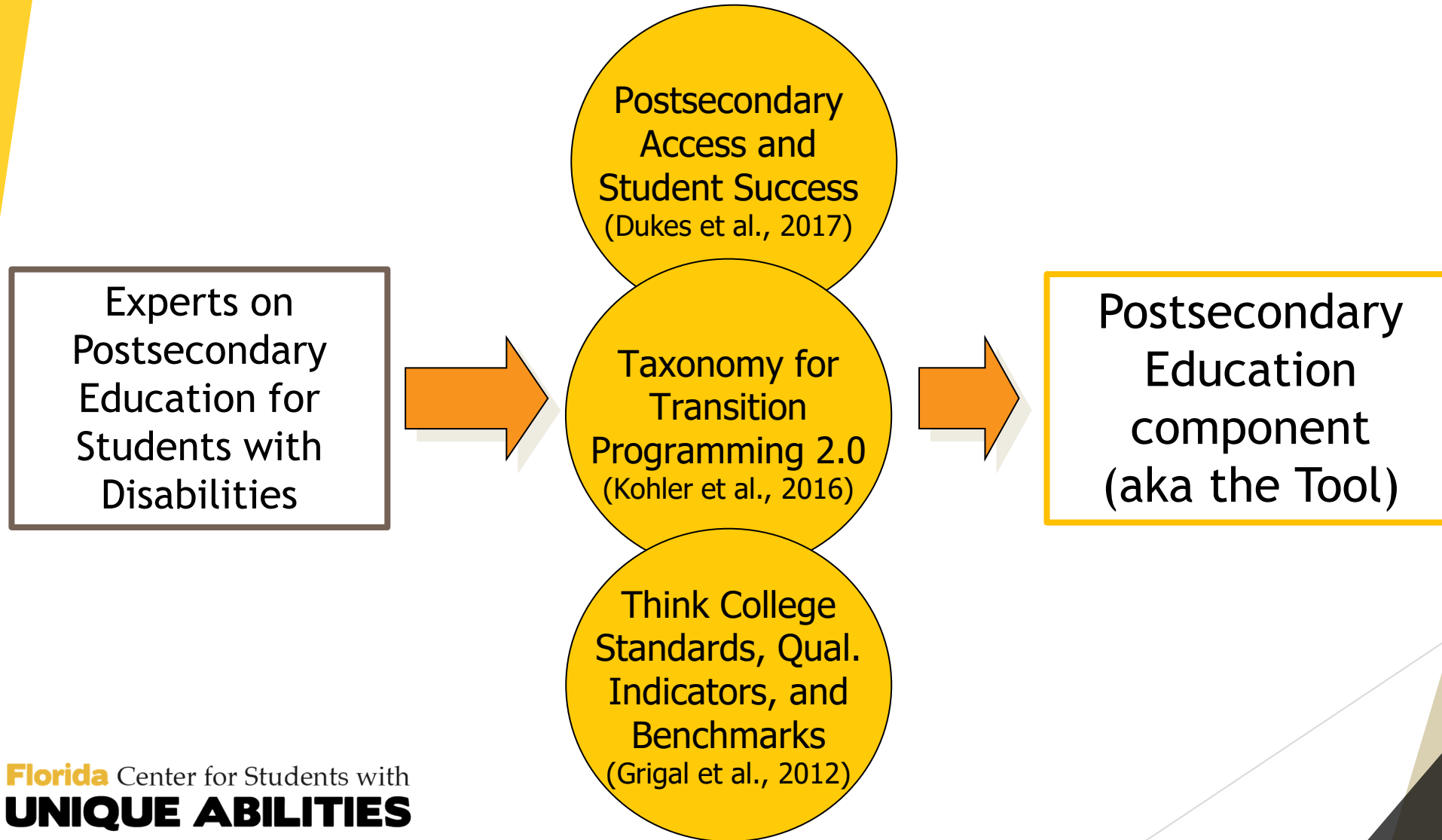
# Our focus today

- ▶ How to use the FPCT Program Planning Crosswalk for:
  - FPCT Program Applications
  - FPCT Program Grant proposals
- ▶ How to use FPCT Program implementation resources and crosswalks to build an intentional postsecondary education program

# Get ready!

- ▶ Log in to the [Postsecondary Education component](#) of the Strategic Planning Tool
- ▶ Or, have the paper version of the [Team Planning Tool for FPCTP teams](#) readily available

# Development of the Tool



# The Tool

- ▶ Evidence-based and promising practices for secondary and postsecondary education settings
- ▶ Planning tool
- ▶ Roadmap
- ▶ Continuous improvement model



# The Tool

- ▶ Domains and benchmarks
  - Student-Focused (8)
  - Faculty and Staff-Focused (4)
  - Program and Institutional-Focused (7)
  - Concepts and System Development (7)

# The Tool

- ▶ Three steps
  - Building your team
  - Self-assessment: Level of implementation, effectiveness, strengths, needs, priorities
  - Planning: Goals, tasks, timelines, outcomes, and evaluation

# The Tool: Let's go!

- [transitionprogramtool.org](https://transitionprogramtool.org)

# Get ready!

- ▶ Have the [FPCT Program Application](#) readily available to look at
- ▶ Have the [FPCT Program Grant proposal](#) readily available to look at

# FPCT Program Application

- ▶ Explicitly linked to the FPCT Program Grant proposal
- ▶ Must include a **credential**
- ▶ Outline of program design
- ▶ **Inclusive integration with peers**

# FPCT Program Application

- ▶ Business partnerships for **employment opportunities**
- ▶ **Performance indicators**
- ▶ Five year plan for enrollment and operational expectations of the FPCT Program

# FPCT Program Application

- ▶ Sections
  - Institution info and contacts
  - **Student eligibility and admission**
  - **Assessment and advising**
  - **Program structure**
  - **Employment opportunities**
  - **Performance indicators**
  - **Sustainability**

# FPCT Program Grant proposal

- ▶ Start up or enhancement grants
- ▶ One, two, or three years
- ▶ Grantees must submit an annual performance report on **performance indicators**
  - # of students enrolled, recruitment and retention efforts, program completion rates, transition success (employment/salary)



# FPCT Program Grant proposal

- ▶ Must include (not an all inclusive list)
  - # of students program will be serving
  - Employment opportunities
  - Overall goals of the program
  - Outputs, outcomes, data sources
  - Logic model

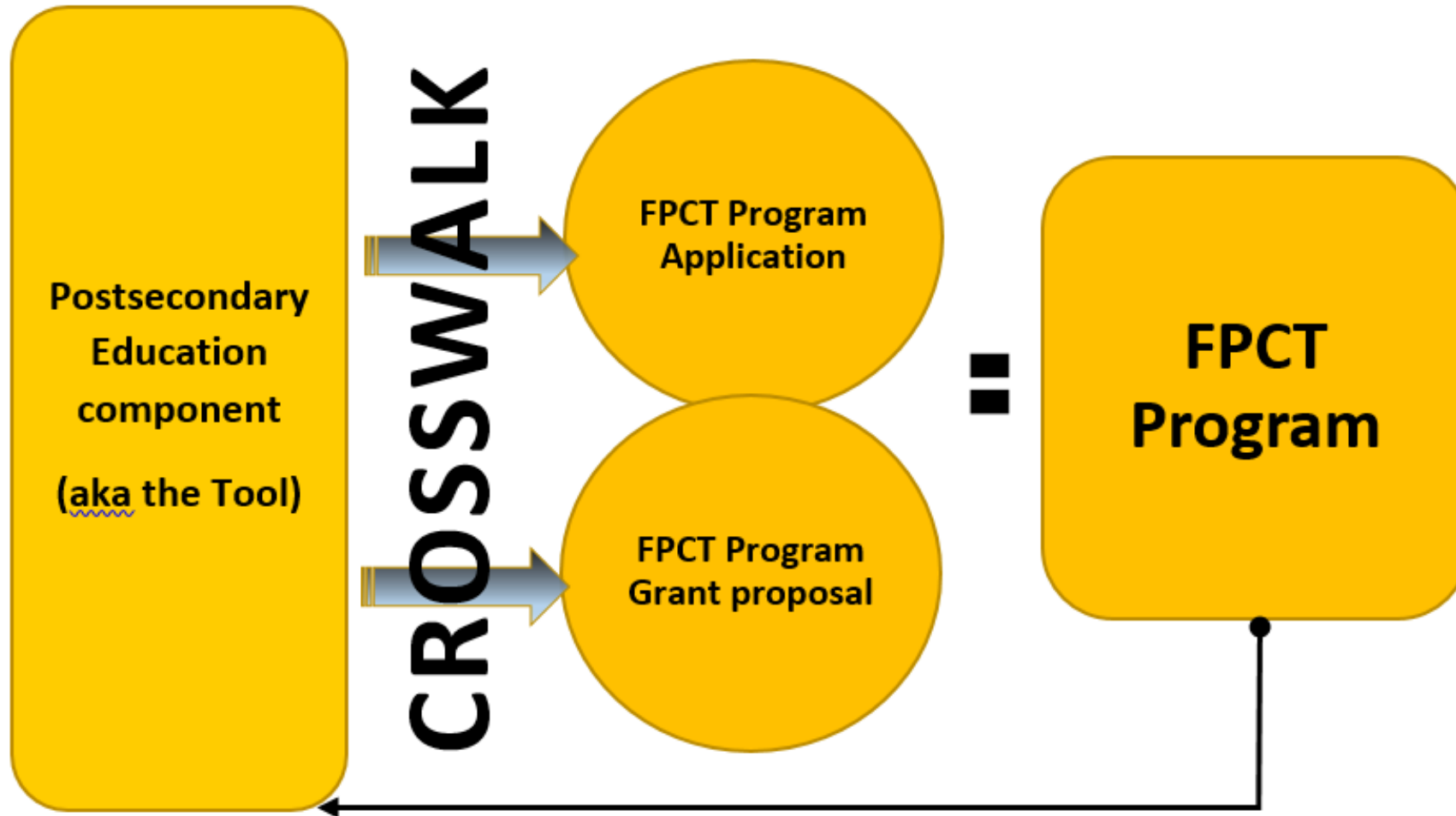
# Get ready!

- Have these FPCT Program Planning Crosswalk readily available to look at:
  - ▲ Program applications
  - ▲ Grant proposals

# The Program Planning Crosswalk

- ▶ Two parts
  - FPCT Program Application
  - FPCT Program Grant proposal
- ▶ Benchmarks from the Tool
- ▶ Direct links
- ▶ Evidenced-based and promising practices

# The Program Planning Crosswalk



Program Planning Crosswalk for FPCT Program Applications

FPCT Program Application Questions from Salesforce	Domains and Benchmarks from the Postsecondary Education Component (aka the Tool)																									
Section 2. Student Eligibility and Admission	Student-focused								Faculty and Staff-focused				Program and Institution-focused							Concept and Systems Development						
1. students...are/will be recruited to enroll	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
2. student eligibility will be verified	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
3. admitting students: criteria and final decision	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
Section 3. Assessment and Advising	Student-focused								Faculty and Staff-focused				Program and Institution-focused							Concept and Systems Development						
1. assessments: conducted, program of study	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
2. advising structure	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
Section 4. Program Structure	Student-focused								Faculty and Staff-focused				Program and Institution-focused							Concept and Systems Development						
5. no less than on a half-time basis	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
6. FPCTP "live" at the institution	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
8a. honor/endorsement/degree	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
8b. length of time	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
8c. unit of time	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
8d. number of hours or credits	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
8g. industry-recognized certificate or certification(s)	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
8h. micro-credential/badges	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
9. scope and sequence	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
10. socially and academically integrated	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
Section 5. Employment Opportunities	Student-focused								Faculty and Staff-focused				Program and Institution-focused							Concept and Systems Development						
1. plan for partnerships with businesses	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
2. employment opportunities while in program	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
3. employment opportunities upon completion	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
Section 6. Performance Indicators	Student-focused								Faculty and Staff-focused				Program and Institution-focused							Concept and Systems Development						
1. student's satisfactory academic progress (SAP)	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
2. additional performance indicators	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
3. data collection: who, when, how	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
Section 7. Sustainability	Student-focused								Faculty and Staff-focused				Program and Institution-focused							Concept and Systems Development						
1. enrollment, program sustainability, funding	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7

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1. students...are/will be recruited to enroll	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
2. student eligibility will be verified	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
3. admitting students: criteria and final decision	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
Section 3. Assessment and Advising	Student-focused							
1. assessments: conducted, program of study	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
2. advising structure	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
Section 4. Program Structure	Student-focused							
5. no less than on a half-time basis	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
6. FPCTP "live" at the institution	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
8a. honor/endorsement/degree	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
8b. length of time	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
8c. unit of time	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
8d. number of hours or credits	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
8g. industry-recognized certificate or certification(s)	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8

**Program Planning Crosswalk for FPCT Program Grant Proposals**

FPCT Program Grant Proposal Narrative Components	Postsecondary Education Component (aka the Tool)																									
	Domains and Benchmarks																									
c. Need	Student-Focused								Faculty and Staff-Focused				Program and Institution-Focused								Concept and Systems Development					
i. demand for program (# of students served)	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
ii. relationship with employment and credentials	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
iii. meaningful, competitive employment	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
iv. need for grant funding	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
d. Goals and Approaches	Student-Focused								Faculty and Staff-Focused				Program and Institution-Focused								Concept and Systems Development					
i. population serving	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
ii. overall goals	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
iii. outputs and products	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
iv. short-, intermediate-, long-term outcomes	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
e. Personnel, Institutional Commitment, and Collaborations	Student-Focused								Faculty and Staff-Focused				Program and Institution-Focused								Concept and Systems Development					
i. key program personnel	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
ii. institutional commitment to program	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
iii. collaboration with staff and LEAs	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
f. Formative and Summative Evaluation Plan	Student-Focused								Faculty and Staff-Focused				Program and Institution-Focused								Concept and Systems Development					
i. Formative: evaluation questions	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
ii. Formative: data or evidence collection	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
iii. Formative: data sources	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
iv. Formative: data analysis	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
v. Formative: data usage	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
i. Summative: outcomes	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
ii. Summative: evaluation questions	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
iii. Summative: indicators	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
iv. Summative: data sources	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
v. Summative: data analysis	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
vi. Summative: use data for program improvement	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
g. Adequate and Reasonable Budget	Student-Focused								Faculty and Staff-Focused				Program and Institution-Focused								Concept and Systems Development					
i. budget proposal - # of years	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
ii. proposed costs aligned with institution costs	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7
iii. adequate budget for approaches and activities	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	4.6	4.7

FPCT Program Grant Proposal Narrative Components									
<b>c. Need</b>		<b>Student-Focused</b>							
i. demand for program (# of students served)		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
ii. relationship with employment and credentials		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
iii. meaningful, competitive employment		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
iv. need for grant funding		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
<b>d. Goals and Approaches</b>		<b>Student-Focused</b>							
i. population serving		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
ii. overall goals		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
iii. outputs and products		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
iv. short-, intermediate-, long-term outcomes		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
<b>e. Personnel, Institutional Commitment, and Collaborations</b>		<b>Student-Focused</b>							
i. key program personnel		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
ii. institutional commitment to program		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
iii. collaboration with staff and LEAs		1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8



# Making the connection

- ▶ Definition of a taxonomy
- ▶ Using the Tool to build a quality FPCT Program application and a FPCT Program *Grant proposal*
- ▶ Evidenced-based and promising practices are a direct link to intentional programs

# Making the connection

- ▶ Common threads through all three program implementation materials
  - Outcomes
  - Performance indicators
  - Program structures
  - Data
  - Students

# Making the connection

- ▶ Continuous improvement model = **progress monitoring**
- ▶ Review, reflect, re-evaluate

# Building an intentional FPCTP: The Tool

- ▶ Do you have 1 - 2 comprehensive goals in the tool?
  - What evidenced-based and best practices are you incorporating into your program?
  - What domain are you starting with? How did you decide?

# Building an intentional FPCTP Application

- ▶ Does your FPCT Program application align with your tool?
- ▶ Does your FPCT Program application align with your grant proposal?

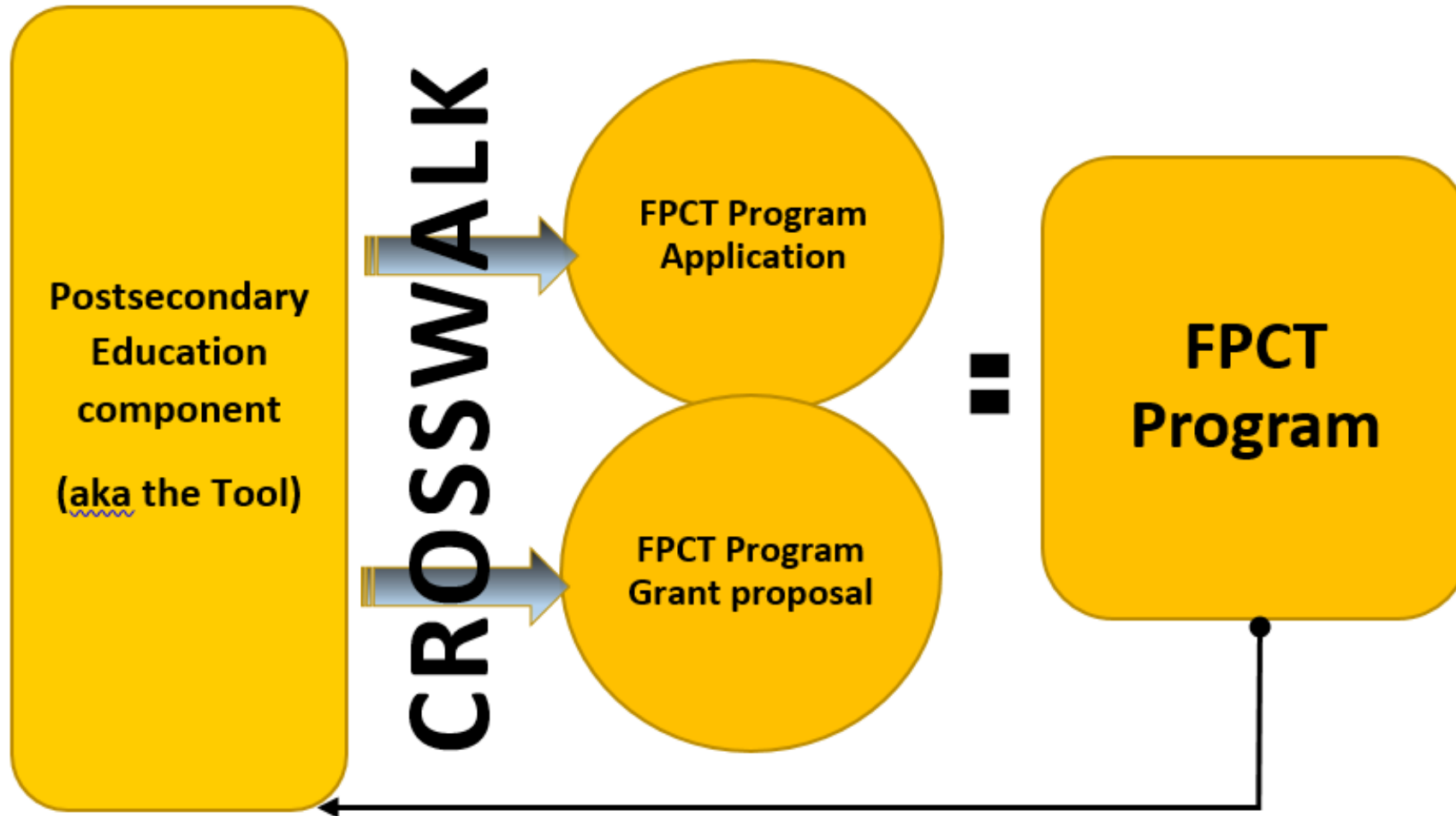
# Building an intentional FPCTP Grant proposal

- ▶ Does your FPCTP grant proposal align with your tool?
  - Use the goals from your tool in your grant proposal
  - Incorporate the outcomes, outputs, indicators, data sources from your plan into your grant application

# Building an intentional FPCT Program

- ▶ Does your postsecondary education program include the evidenced-based and best practices from the tool?
  - Benchmarks = evidenced-based or best practices

# Tying it all together...





# Did you know?

- ▶ You can use all of the “planning equity” in the tool to **save time** when you write your FPCT Program Application and FPCT Program Grant proposal.

# Did you know?

- ▶ You are more likely to be able to start the implementation of your program SOONER when you:

tool ➡ application + grant proposal = FPCTP

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tool ➡ application + grant proposal = FPCTP

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