

Florida Center for Students with
UNIQUE ABILITIES

Developing a Florida Postsecondary Comprehensive Transition Program (FPCTP)

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Florida Center for Students with Unique Abilities



The Florida Postsecondary Comprehensive Transition Program Act

[The Florida Postsecondary Comprehensive Transition Program Act \(FS 1004.6495\)](#) signed into law January 21, 2016 , effective July 1, 2016



Established the Florida Center for Students with Unique Abilities at UCF



Established Florida Postsecondary Comprehensive Transition Programs (FPCTP)



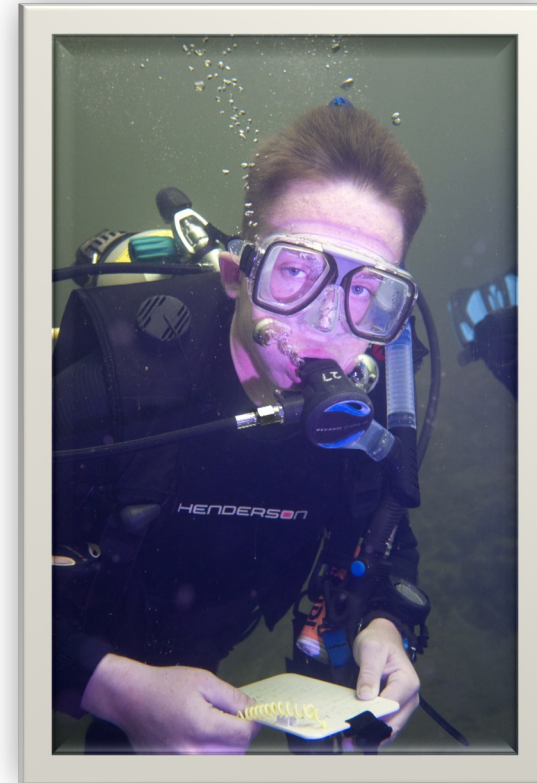
Funds scholarships for students to attend approved programs



Funds initial and continuing grants to IHEs

What is the purpose of an FPCTP?

To increase independent living, inclusive and experiential postsecondary education, and employment opportunities for students with intellectual disabilities through postsecondary education programs.



Eligible Students

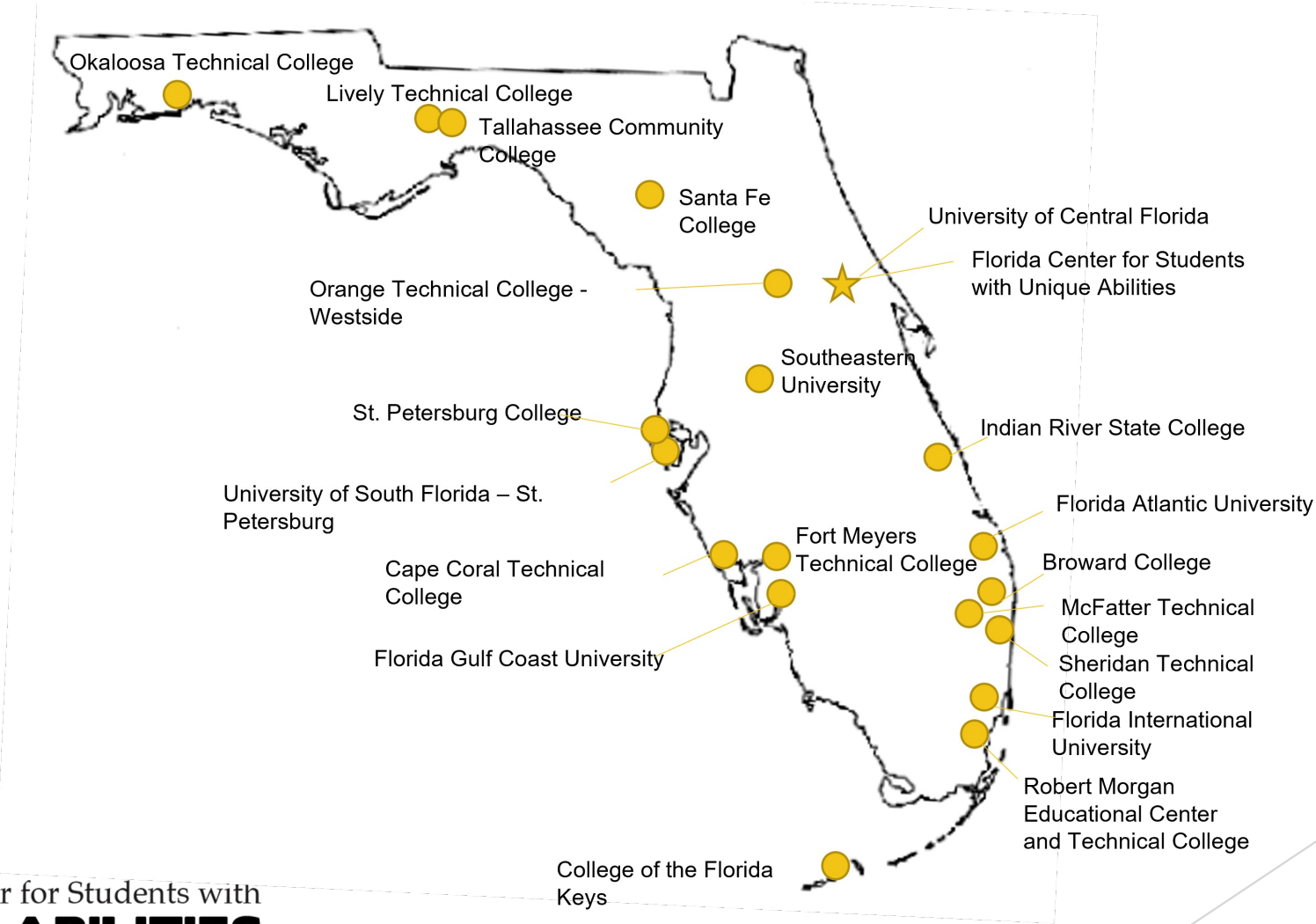
- ▶ Be a "student with an intellectual disability" as that term is defined in 20 U.S.C. s. 1140(2)
- ▶ Physically attend the eligible institution
- ▶ Submit documentation regarding their intellectual disability



Eligible Postsecondary Institutions

- ▶ State university
- ▶ Florida College System institution
- ▶ Career center
- ▶ Charter technical career center
- ▶ An independent college or university that is located and chartered in this state, is not for profit, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and is eligible to participate in the William L. Boyd, IV, Florida Resident Access Grant Program.

FPCT Programs



FPCT Programs - Universities



Jupiter and
Boca Raton



Fort Myers



Miami



Orlando



UNIVERSITY of
SOUTH FLORIDA
ST. PETERSBURG CAMPUS

St. Petersburg

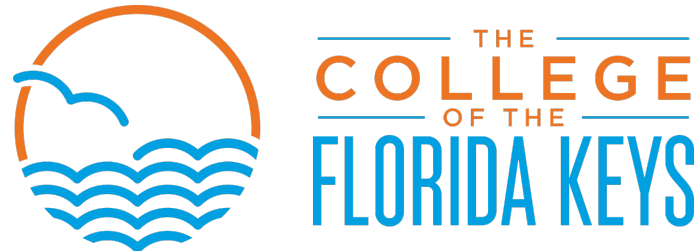


Lakeland

FPCT Programs - State Colleges



Ft. Lauderdale and
Coconut Creek



Key West and Key Largo



INDIAN RIVER
STATE COLLEGE

Fort Pierce and
Vero Beach



St. Petersburg



SANTA FE
COLLEGE

Gainesville



Tallahassee

FPCT Programs - Technical Colleges

Lee County Technical Colleges



Cape Coral



Fort Myers



Tallahassee



Fort Lauderdale



Fort Walton
Beach



Winter Garden



Miami



Hollywood

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Step 1: Establishing the need

Step 2: Assembling a team

Step 3: Program Development & Capacity-Building

Step 4: Strategic Planning Tool

Step 5: FPCTP Application Development / Program Approval

Step 6: FPCTP Grant Proposal Development

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Step 7: Program Initiation / Staffing

Step 8: Enrollment / FPCTP Student Scholarship request

Step 9: Florida Postsecondary Education Program Planning
Institute / MidYear Progress Update Institute

Step 10: Comprehensive Transition and Postsecondary (CTP)
Program (Federal)

Step 11: Reporting

Step 12: Supports to Help you Succeed!

Step 1: Establish the need for an inclusive postsecondary education (IPSE) program for students with intellectual disabilities (SWID) in your area

- ▶ Employment needs in your region
- ▶ Number of K-12 student completers within your catchment area
- ▶ Targeted age group
- ▶ Benefits to employing persons with intellectual disabilities (ID)
- ▶ Data on employment outcomes for adults with intellectual disabilities in Florida
- ▶ Employer relationships

- ▶ Relationship with local agencies
- ▶ Legislation passed and support available to establish a Florida Postsecondary Comprehensive Transition Program (FPCTP)
- ▶ Review CTE-related comprehensive local needs assessments information - as required in Perkins V

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**Step 2: Assemble a team at your institution -
Administrators, Instructors, Support Staff,
Agencies, Families, Students**

Administrators

- ▶ Vice President
- ▶ College Dean
- ▶ Department Chair
- ▶ Grant Administrator
- ▶ Assistant Superintendent
- ▶ CTE Director
- ▶ ESE Director
- ▶ Adult Education

Instructors / Supports

- ▶ Faculty
- ▶ Student Services
- ▶ CTE Instructors
- ▶ Accessibility Services
- ▶ Instructional support
- ▶ Transition Specialist
- ▶ InD Specialist
- ▶ Financial Aid

Agencies / Families / Students

- ▶ Vocational Rehabilitation Counselor
- ▶ CareerSource
- ▶ Chamber of Commerce
- ▶ Agency for Persons with Disabilities
- ▶ Employers
- ▶ Center for Independent Living
- ▶ Family members
- ▶ Students that might benefit from a program
- ▶ Parent advocacy group

Step 3: Florida Postsecondary Comprehensive Transition Program Development

Capacity Building / Program Improvement
Model using the
*Taxonomy for Postsecondary Comprehensive
Transition Programs*

Our Approach

▶ We apply a capacity-building/program improvement model:



- ▶ Extends research to practice
- ▶ Strategic planning informs development, implementation, evaluation
- ▶ A strategic planning system that informs technical assistance and professional development needs

Taxonomy for Postsecondary Comprehensive Transition Programs

- ▶ A guiding framework used to assist IHEs in Florida to develop inclusive postsecondary education programs for students with intellectual disabilities.
- ▶ Serves as part of our capacity building model that helps expand inclusive postsecondary education across the state.
- ▶ Content and domains were established using three research-based frameworks on transition and postsecondary education for students with disabilities (Dukes et al., 2017, Kohler et al., 2016, and Grigal et al., 2012)

Taxonomy for Postsecondary Comprehensive Transition Programs



Concept and Systems Development

- Mission aligns with FPCTP
- Commitment to diversity
- Accommodations, modifications, and supports
- Standards of practice
- Evaluation of metrics
- Engagement with community

Program and Institution-Focused

- Student recruitment and enrollment
- Credentials and competitive employment
- Materials and resources
- Program evaluation

Faculty and Staff-Focused

- Professional development
- All learners have access and support
- IHE faculty and staff engage and support programs

Student-Focused

- Person-centered planning
- Self-determination skills
- Paid work experiences
- Financial aid support
- Student's rights and responsibilities



Student-Focused Domain and Benchmarks

Person-centered planning	Self-determination skills	Paid work experience
1.1 Students pursue an inclusive program of study that aligns with their personal, academic, and career goals and interests as established through person-centered planning that includes the use of existing and or new, relevant assessments.	1.2 Students' programs of study include the development and application of self-determination skills (as indicated by assessment results). 1.8 Students determine how parents and family members are engaged in their postsecondary education experience.	1.3 Students engage in integrated, paid work experiences aligned with career goals and interests (as indicated by assessment results).
Financial aid support	Student's rights and responsibilities	
1.7 Students use financial aid as needed to support their enrollment and participation.	1.4 Students know, request, and use accommodations necessary for full participation. 1.5 Students use technology (e.g., general and assistive technology) to support their engagement in academic, employment, social, and personal environments (as indicated by assessment results). 1.6 Students understand their postsecondary rights and responsibilities as reflected in the IHE's code of conduct.	



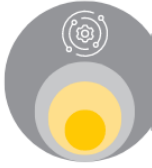
Faculty and Staff-Focused Domain and Benchmarks

Professional development	All learners have access and supports	IHE faculty and staff engage and support programs
2.1 Faculty engage in professional development to adapt teaching practices that meet the needs of all learners.	2.2 Faculty and staff ensure service, learning, social, and academic environments are accessible to support all learners.	2.3 Faculty and staff across campus environments model high expectations and respect for all students. 2.4 Faculty and staff engage with program staff to enhance key college and university services.



Program and Institution-Focused Domain and Benchmarks

Student recruitment & enrollment	Credential and competitive employment	Materials and resources
<p>3.1 Policies and procedures (IHE, program-specific, K-12 outreach) support student recruitment, enrollment, advising, and completion of the FPCTP.</p> <p>3.2 All campus services support student recruitment, enrollment, engagement, completion, and transition to employment.</p>	<p>3.3 The IHE provides a meaningful credential upon completion of the program that leads to integrated, competitive employment.</p> <p>3.4 The FPCTP provides a range of work experiences on and off-campus, relevant to the student's target credential and aligned with the student's career goals and interests (e.g., internships, apprenticeships, and other forms of work experience).</p>	<p>3.5 Sufficient personnel, material, and fiscal resources are provided to support students' completion of their postsecondary education programming.</p> <p>3.6 FERPA-aligned family outreach and engagement strategies support student recruitment, enrollment, engagement, completion, and transition to employment.</p>
Program Evaluation		
3.7 Program evaluation is ongoing and used to inform FPCTP development and improvement		



Concept and Systems Development Domain and Benchmarks

Mission aligns with FPCTP	Commitment diversity	Accommodation, modifications, and supports
4.1 The FPCTP aligns with and or extends the IHE's mission	4.2 The IHE's value for and commitment to a diverse campus community, including students with intellectual disabilities, is demonstrated in institutional communications, strategic plan, mission statement, leadership's messages, and system reviews.	4.3 The IHE uses an agreed upon framework for overall service delivery, including disability services (e.g., accommodations, modifications, academic support). 4.4 The IHE uses an agreed upon framework for assessment and instruction that addresses the needs of all learners.
Standards of practice	Evaluation of metrics	Engagement with community
4.5 The IHE follows agreed upon standards of practice to meet the needs of all learners.	4.6 As part of strategic planning and accreditation, the IHE uses agreed upon metrics or methods to evaluate the outcomes of all learners.	4.7 The IHE engages with the community.

**Step 4: Utilizing the
Florida Center for Students with Unique
Abilities**

***Strategic Planning Tool:*
Postsecondary Education**

Online Strategic Planning Tool

- ▶ transitionprogramtool.org
 - Postsecondary Education
- ▶ Team planning tool
 - Request access from FCSUA
 - Facilitated initial team planning process
 - Plans stay in the tool by year developed

Strategic Planning Tool - Postsecondary Education

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Strategic Planning Tool

Welcome to our web-based system for building capacity and developing programs to provide inclusive and collaborative transition services and postsecondary education.

To log in, select a planning focus below:



Transition

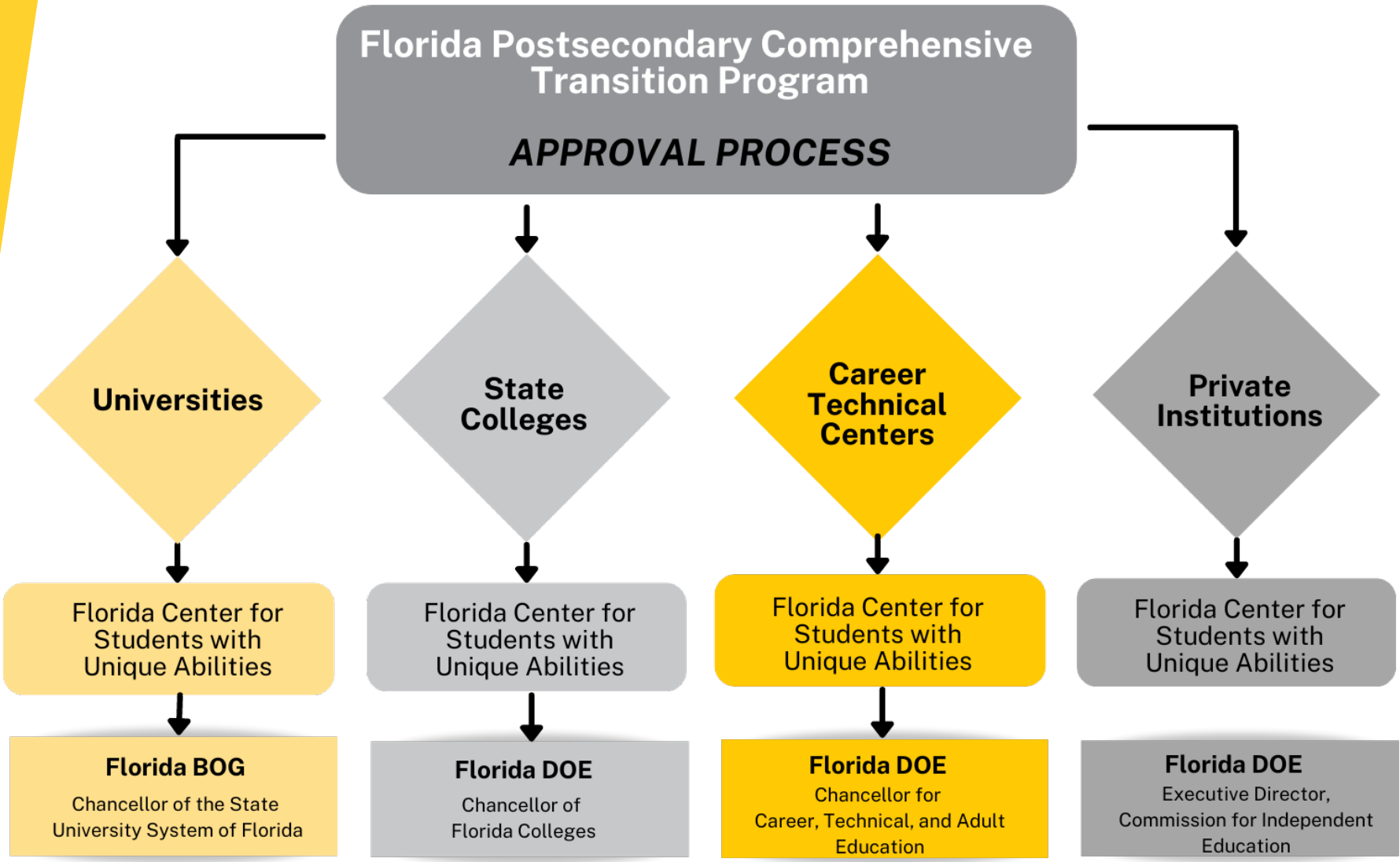


Postsecondary Education

For more information about this tool please contact fcsuasupport@ucf.edu

Step 5: FPCTP Application Development and Approval

Florida Department of Education,
Division of Career and Adult Education,
Division of Florida Colleges
Florida Board of Governors, or
Commission for Independent Education



FPCT Programs Requirements

- ▶ **Meaningful credential, industry certification**
- ▶ **Focus on employment outcomes**
- ▶ ***Inclusive contexts***
- ▶ **No less than *half-time enrollment***
- ▶ **Requires definition of *satisfactory academic progress* (SAP)**
- ▶ **Requires federal comprehensive transition and postsecondary (CTP) program application**

FPCTP Credentials Offered

- ▶ Range from institution to institution
- ▶ Some specialize
- ▶ Others provide a pathway
- ▶ Others identify specific programs
- ▶ Others are the same as available to any student

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FCSUA Community



FCSUA Community (Salesforce)

- ▶ Request a license in the FCSUA Community
 - FPCTP Application tab
- ▶ Type of Application - New or Renewal
- ▶ Sec. 1 - Institutional information and Contacts
- ▶ Sec. 2 - Student Eligibility and Admission
- ▶ Sec. 3 - Assessment and Advising
- ▶ Sec. 4 - Program Description

FCSUA Community (Salesforce)

- ▶ Sec. 5 - Employment Opportunities
- ▶ Sec. 6 - Performance Indicators
- ▶ Sec. 7 - Program Sustainability
- ▶ Sec. 8 - Federal Approval as a Comprehensive Transition and Postsecondary (CTP) Program
 - Status of the institution's federally approved CTP program

FCSUA Community (Salesforce)

- ▶ Sec. 9 - Upload Supplemental Application Materials
 - Copy of meeting minutes when governing board approval was received
 - Superintendent of President's letter of commitment
- ▶ Sec. 10 - Institutional Approvals
 - Institutional commitment

← Back

FPCTP Application

*** If you need to leave this form before finishing, please be sure to press the Save button at the bottom of this form.**

Application Instructions and Institutional Responsibilities

Note : You will not be able to fill application until you click on the following link
[Click here to view Application Instructions and Institutional Responsibilities](#)

Type of FPCTP Application

Type of Application

-- Make Selection --

Section 1 - Institutional Information and Contacts

1. Name of institution submitting this FPCTP application:

Select Account

2. Institution Type

-- Make Selection --

3. Program director or responsible party preparing this application:

a. Name

b. Email

c. Telephone Number

d. Fax Number

e. Mailing Address

Step 6: FPCTP Grant Proposal Development

- Funding to implement the FPCTP
 - Only available to approved FPCTPs
- In FCSUA Community - FPCTP Grants tab

FCSUA Community

- ▶ Proposal Narrative
- ▶ Logic Model
- ▶ Evaluation
- ▶ Budget
- ▶ Budget Justification
- ▶ Commitment Form
- ▶ Additional Documents

FPCTP Grants to IHEs

- ▶ Up to \$500,000 annually
- ▶ Start a new program or extend, expand, improve an existing program
- ▶ Tech colleges are considered an “institution” so multiple colleges within a district can access a grant

FPCTP Grants – Can Cover

Personnel

- Program coordinator
- Instructors - % of assignment or supplement for “overload”
- Support staff
- Mentors

Curriculum materials

- Manuals
- Materials
- Supplies

FPCTP Grants – Can Cover

Equipment

- Program specific
- Staff

Travel

- Off-site (e.g., program development, internship supervision, job placement, etc.)
- Professional development
- FCSUA required events

Other

- Just ask

Step 7: Program Initiation / Staffing

Step 8: Enrollment / FPCTP Student Scholarship request

FPCTP Scholarships

- ▶ Scholarships are available for eligible students attending the approved FPCTPs
- ▶ \$7,000 annual scholarship
- ▶ Can cover costs charged to student accounts



FPCTP Scholarships - Can Cover



Tuition



Fees –
associated
with specific
courses



Fees –
program
specific such
as mentor,
internship



Books



Technology,
equipment



Travel (e.g., to
SkillsUSA
events)



Transportation



Industry
certification
exams

Step 9:

Attend:

**Florida Postsecondary Education Program
Planning Institute (FLPEPPI) - July**

MidYear Progress Update Institute - January



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January 25-27, 2023
MidYear Progress Update Institute
Leaders only

July 10-13, 2023
Florida Postsecondary Education Program
Planning Institute (FLPEPPI)
FPCTP Teams



FPCTP Requirements

- ▶ Each established FPCTP must attend the FLPEPPI
- ▶ Each established FPCTP must attend the MidYear Progress Update Institute
- ▶ A team consist of a team leader and others involved in the FPCTP

Step 10: Comprehensive Transition & Postsecondary (CTP) Program application

- Financial Aid Office submits to Federal Student Aid

Step 11: Reporting

- Annual Program Report
- Annual Student Information Report
- Student Follow-up Report (5 years)
- Quarterly Summary of FPCTP Grant Activities
- Annual FPCTP Grant Performance Report
- Final FPCTP Grant Performance Report

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

Florida Center for Students with
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Annual Report 2020-2021



Florida Center for Students with
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Step 12: Supports:

- Florida Center for Students with Unique Abilities (FCSUA) Team
 - FCSUA Website
 - FCSUA Webinars (YouTube Channel)
 - FCSUA Annual Reports
- Florida Postsecondary Comprehensive Transition Programs (FPCTPs)

The FCSUA Provides

- ▶ Assistance to prepare FPCTP applications and grant proposals, and to request scholarships
- ▶ Assistance to design evaluation plans, and to collect and analyze evaluation data
- ▶ Assistance to develop the Federal CTP proposal
- ▶ Feedback to the State legislators re: funding and policy needs

Major Accomplishments



216

Students enrolled in 2021-2022



190

Students have completed their FPCTP



59%

Students reported employed in June 2021



300+

Post-secondary Pathway to Employment Credentials



6 years

FPCTPs have been sustained



19

Number of FPCTPs

Any Questions?



Contact Us/Follow Us

- ▶ Telephone 407.823.5225
- ▶ www.fcsua.org
- ▶ fcsua@ucf.edu
- ▶ Facebook: @FloridaCSUA
- ▶ Instagram: @floridacsua
- ▶ Twitter: @FloridaCSUA
- ▶ YouTube: <http://bit.ly/FCSUAYoutube>

