

**From:** Chancellor, Career and Adult Ed.

**Sent:** Thursday, December 01, 2016 12:58 PM

**Subject:** FL Postsecondary Comprehensive Transition Program Grants - Request for Proposals

**Importance:** High

*Statewide E-mail to: Technical Center Directors*

Dear Colleagues:

Earlier this year I sent you information (see memo attached for your reference) about the 2016 enactment of the Florida Postsecondary Comprehensive Transition Program Act (FPCTP) which expands independent living opportunities, inclusive and experiential postsecondary education, and employment opportunities for students with intellectual disabilities through degree, certificate, or non-degree programs.

Today I am forwarding information that was sent on November 30, 2016 from the Florida Center for Students with Unique Abilities to school district directors of exceptional student education and student services about the establishment of the FPCTP start-up and enhancement grants. Your technical center or college may be eligible for this grant program. These funds are intended to increase the number of FPCTPs across the state and expand options in postsecondary education for students with intellectual disabilities.

This forwarded e-mail provides extensive information about the FPCTP Request for Proposal, critical timelines as well as information about a webinar that will be conducted on Tuesday, December 6, 2016 at 11:00 a.m. (Eastern Time).

Should you need additional information, you may contact Dr. Paula Kohler, executive director, Florida Center for Students with Unique Abilities, at [FCSUA@ucf.edu](mailto:FCSUA@ucf.edu) or at 407-823-5225.

Thank you,

Rod Duckworth  
Chancellor  
Division of Career and Adult Education  
325 West Gaines Street, Suite 734  
Tallahassee, Florida 32399-0400  
(850) 245-9047



**From:** Florida Center for Students with Unique Abilities [<mailto:FCSUA@ucf.edu>]

**Sent:** Wednesday, November 30, 2016 5:35 PM

**To:**

**Subject:** FL Postsecondary Comprehensive Transition Program Grants - Request for Proposals

**To Florida Public School Districts – Directors of Exceptional Student Education and Services**

Greetings from the Florida Center for Students with Unique Abilities at the University of Central Florida!

We are pleased to provide the attached information regarding an opportunity to apply for grants to either establish or enhance a postsecondary education program that serves students with intellectual disabilities. This grant opportunity

was provided with enactment of the Florida Postsecondary Comprehensive Transition Program Act and is intended to foster development of Florida Postsecondary Comprehensive Transition Programs across the state.

What a great opportunity this is for your students and their families as they work with you to plan and prepare these young people to seek and achieve their post-school dreams! This grant opportunity can provide resources to develop new or expand existing programs in postsecondary education settings to serve students with intellectual disabilities. As an individual committed to improving post-school outcomes of youth with disabilities, we knew that you would be interested in learning about this grant program. We ask that you and your staff reach out to those colleges, universities, and tech schools in your area to develop relevant programs that will meet the needs of your students.

The maximum grant award is \$300,000, which can be applied across a single or multiple fiscal years. Our Center is committed to reviewing and awarding grants to eligible postsecondary institutions as soon as possible. To do so, we have established December 19, 2016 as the deadline for proposal submissions with a project start date in early 2017. A March 20, 2017 deadline is set for projects to start on July 1, 2017.

All the details are described in the attached Request for Proposals packet. A proposal Cover Page and Institution Commitment Form, documents needed with a proposal submission, are also attached.

To facilitate proposal development, we have scheduled an information webinar as follows:

**Topic:** FCSUA Grant RFP Webinar      **Time:** Dec 6, 2016 11:00 AM (GMT-5:00) Eastern Time (US and Canada)

Join from PC, Mac, Linux, iOS or Android: <https://zoom.us/j/900166204>

Or iPhone one-tap (US Toll): +14086380968,900166204# or +16465588656,900166204#

Or Telephone:

Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)

Meeting ID: 900 166 204

Again, we encourage you to help spread the word about this opportunity! Please join us for the webinar or call, email, or visit our website for additional information. We look forward to working with you!

Paula D. Kohler, Ph.D.

Executive Director



University of Central Florida  
College of Education and Human Performance  
403 Teaching Academy  
4000 Central Florida Blvd.  
P. O. Box 161250  
Orlando, FL 32816-1250  
407-823-5225  
fcsua.org

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**Request for Proposals**  
**Florida Postsecondary Comprehensive Transition Program (FPCTP)**  
**Start-up and Enhancement Grants**

**SECTION 1: INTRODUCTION**

The Florida Postsecondary Comprehensive Transition Program Act (the Act) (FS 1004.6495) established the Florida Center for Students with Unique Abilities at the University of Central Florida (the Center) and charged the Center with managing the Florida Postsecondary Comprehensive Transition Program (FPCTP) application and approval process. The Act also established criteria for FPCTP approval, scholarship awards for eligible students to attend approved programs, grant awards to promote new program development and existing program enhancements, and accountability requirements associated with these opportunities.

As stated in the legislation, the purpose of the ACT is to “increase independent living, inclusive and experiential postsecondary education, and employment opportunities for students with intellectual disabilities through degree, certificate, or nondegree programs and to establish statewide coordination of the dissemination of information regarding programs and services for students with disabilities. It is the intent of the Legislature that students with intellectual disabilities and students with disabilities have access to meaningful postsecondary education credentials and be afforded the opportunity to have a meaningful campus experience.” (FS §1004.6495(2))

The Center is working with higher education institutions across Florida to support implementation of the Act in three primary ways: (a) facilitate application and approval of their program that serves students with intellectual disabilities as a FPCTP, (b) provide scholarship awards to students attending an institution’s approved FPCTP, and (c) provide grant funding to foster starting up new and/or enhancing existing programs. These three components of the Center’s work aim directly at achieving the purpose of the ACT.

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

## Institution Eligibility and Responsibilities

Section 6 of the Act specifies:

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

The Center will provide additional reporting criteria and dates to each approved FPCTP contact listed in the application.

## Student Eligibility

Section 4 of the Act specifies:

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

- (a) Be a "student with an intellectual disability" as that term is defined in 20 U.S.C. s. 1140(2), including, but not limited to, a transitional student.
- (b) Physically attend the eligible institution.

- (c) Submit to the eligible institution documentation regarding his or her intellectual disability. Such documentation may include, but need not be limited to, a current individualized plan for employment associated with a review completed pursuant to s. 413.20(3) or a diagnosis from a physician who is licensed under chapter 458 or chapter 459 or a psychologist licensed under chapter 490.

### **Minimum FPCTP Requirements**

Copies of the FPCTP application instructions and application form are included in Appendix A. Section 5(c)3. of the Act specifies:

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

## **SECTION 2: DESCRIPTION OF THE GRANTS**

### **1. Types of Proposals**

The Center is seeking proposals for two types of projects: Start-up grants and enhancement grants. The purpose of each proposal type follows.

- a. The purpose of a **FPCTP Start-Up Grant** is to facilitate development and initial implementation of an approved but not yet realized FPTCP. That is, the intent of this

funding is to spur development of additional postsecondary education programs across Florida. Thus the Start-Up Grants will provide resources to institutions to implement the program described and approved in their FPCTP application. In this case, the FPCTP application may be submitted either prior to or at the same time as the Start-up Grant proposal.

- b. The purpose of an **FPCTP Enhancement Grant** is to facilitate implementation of planned improvements and or expansion of an existing program already serving students with intellectual disabilities. The Enhancement Grant may be used to establish the program elements needed to move the program from its current state to an *approved* FPCTP or to expand the capacity or quality of an already approved FPCTP. Thus the Enhancement Grant funds will provide resources to an institution that falls into one of the following categories:
  - i. Has an existing program that serves students with intellectual disabilities and has submitted an application for and been approved as a FPCTP. Enhancement Grant funds in this case will be used to implement the program elements described in the application to achieve FPCTP approval; that is, to enhance the program so that it meets the criteria required of FPCTPs. In this case, the FPCTP application may be submitted either prior to or at the same time as the Enhancement Grant proposal.  
OR
  - ii. Has an already approved FPCTP and wants to either expand the program offerings and or services, or increase the number of students it serves. In this case, the FPCTP application has been approved previously.

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

- a. A **maximum** of \$300,000 will be awarded to approved grant applicants, regardless of the grant type (start-up or enhancement). An institution may apply for a grant of each type, but if awarded funds for both types of grants, the total annual award will not exceed \$300,000.
- b. **Except** for those projects beginning in early 2017, an institution may apply for a **project period** of up to 3 years (36 months), but the total award will not exceed \$300,000. That is, an institution may submit a budget and justification for up to \$300,000 with planned expenditures to occur in 1, 2, or 3 years), or any part thereof not to exceed 36 months. Proposed expenses must be itemized by year.
- c. For those institutions submitting a proposal for implementation beginning in early 2017, the maximum project period will be 3.5 years. In this case, expenditures should be itemized for the first budget period (January 1 – June 30, 2017), and then for each proposed budget period thereafter. After the initial 6-month budget period, budget periods shall align with the fiscal year that begins July 1 and ends June 30.
- d. The application deadline for this initial rollout of the FPCTP grants is **December 19, 2016 at 5:00 p.m. EST**. Applications submitted by this deadline will be reviewed and a funding decision made by February 1, 2017. Approved grant proposals will be eligible for funding to start with a January 1 – June 30, 2017 budget period.
- e. The subsequent application deadline for 2016 – 17 is **March 20, 2017**. Approved grant proposals submitted by this date will be eligible to start July 1, 2017.
- f. Announcements for future grant funding opportunities will be made as funds become available.

### **3. Allowable and Required Budget Items**

- a. Funds may be used to support personnel, fringe benefits, supplies and materials, travel, services, and other costs such as telephone, copying and printing, speakers' fees, and other reasonable expenses needed to start-up or enhance the existing or proposed FPCTP.
- b. A minimum of \$3,500 for travel to an annual Center institute and two follow-up "check and connect" meetings must be budgeted from either the grant funds or as costs shared by the institution.
- c. Facilities and administrative costs, up to a rate of 10% of total modified direct costs, may be charged.
- d. Cost sharing is not required. However, institutional staff are encouraged to examine proposed costs and consider where funds might be available in the future to sustain the FPCTP, including resources to be provided by the institution.
- e. A budget justification aligned with proposed budget items must be submitted and will be used to judge as to whether the proposed budget is adequate and reasonable.

### **4. Award Process**

- a. Awards will be made to the institution through the institution's equivalent of an office of research/grants and contracts office, as identified on the proposal cover page.
- b. Upon approval of the grant award, the UCF research contracts office will develop an award agreement which specifies the amount of funding, the budget period(s), the cost reimbursement process, and other pertinent details of the award.

## **SECTION 3: PROPOSAL CONTENT AND REVIEW CRITERIA**

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

### **Proposal Scoring**

Each section of the Proposal Narrative has been assigned a point value, representing a corresponding percentage of that section's value in relation to an overall score of 100 points. For example, the evaluation section of the proposal has a total value of 20 points. Each proposal will be reviewed for completeness and quality and a score assigned to each section. The section scores will be added to produce a total proposal score. During this initial round of grant awards, proposals with a total score of 75 points or greater will be funded until the available funds are exhausted. Center staff will reach out to those institutions with a proposal score less than 75 points to identify the weaknesses and ways to improve the proposal, and to establish a timeline for re-submission.

The following elements are required components of the grant application:

- ▶ Cover Page
- ▶ Table of Contents (with page numbers)

- ▶ Proposal Narrative – limited to a total of **15 pages**
- ▶ References for Citations included in the Narrative
- ▶ Itemized Budget (by budget period)
- ▶ Budget Justification
- ▶ Institution Agreement Form – signed by the individual authorized to submit grant proposals on behalf of the institution

1. Complete the information indicated on the **Cover Page**. The Cover Page provides general information about the project and the program and other institutional function contacts.
2. Provide a **Table of Contents** that lists each required component of the application Narrative and its corresponding page number.
3. The **Proposal Narrative** should describe the needs for the program, its major elements, quality of key personnel, and other information that demonstrates the program is high quality, addresses an identified need, and should result in positive employment outcomes for its students with intellectual disabilities. The **Proposal Narrative** is limited to 15 pages with line spacing no less than 1.5 lines (see Section 4 – Proposal Format).

a. **Abstract** (limit 250 words)

Provide a summary of the grant proposal – i.e., the goals, primary activities supported by the funds, and intended outcomes).

b. **Need (15 points)**

This section of the proposal addresses the need to either establish or improve a postsecondary comprehensive transition program at the institution. *Using data about the state or local context*, **Start-up Grant** proposals should address the need to establish the program at the institution. Enhancement Grant proposals should use data regarding the current program to describe why the existing program needs improving or expanding. The following questions can be used to outline the need for (a) the FPCTP and (b) the grant funds in particular:

- i. What is the demand for the program? That is, how many individuals with intellectual disabilities are expected to be served by the program? Do students with intellectual disabilities have access to such programs currently within the institution’s “catchment area”? What is the current employment rate for youth with intellectual disabilities in the area?
- ii. What’s the relationship between employment opportunities in the area and the credential(s) and/or industry certifications available through the planned or current FPCTP? That is, what’s the demand for employees who will earn the credentials and/or certifications offered by the program? What job opportunities are available for individuals with the knowledge and skills earned through the program?
- iii. How will the program result in meaningful, competitive employment for the students enrolled in the program?
- iv. What’s the need for grant funding? That is, why is grant funding needed to support starting up the program or to enhance an existing program?



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

This section of the proposal focuses on key program components recognized by the field that are likely to result in improving employment outcomes for youth with intellectual disabilities. It is not necessary to reproduce the content of the FPCTP application in this section, but enough information should be provided to adequately describe the goals of the program, the approaches to be used to achieve the goals, and the outcomes you expect to achieve. For **Start-up Grants**, address the program you intend to build and provide a justification for how you are building it; for **Enhancement Grants**, describe and justify the improvements you intend to make. The following questions can be used to outline the programmatic goals, outcomes, and approaches, as well as provide justification:

- i. Who will the program serve?
- ii. What are the overall goals of the program? What are the program objectives for each programmatic goal? What are the anticipated short-, intermediate-, and long-term outcomes? Expected outcomes are specific, *measurable* results that happen because of your activities and from the production of your products and other outputs. Specific outcomes define what you expect to happen when you accomplish your goal; outcomes describe what will be different, what will happen as a result of your activities and outputs, and what the anticipated impact on or benefit to students will be.
- iii. What approaches will be used to achieve the program goals and specific outcomes? That is, what are the key programmatic components and/or activities in which your students will participate that are likely to lead to their success in terms of program completion and subsequent employment? What evidence exists in the transition-related literature to support use of these strategies? Refer to the Think College and/or National Technical Assistance Center on Transition (NTACT) websites for detailed information regarding evidence-based and promising practices at [www.thinkcollege.net](http://www.thinkcollege.net) and [transitionta.org](http://transitionta.org) respectively.

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

In this section, describe the *key personnel* who will lead and implement the proposed or existing program and their primary role in promoting student success. Also describe any current and/or planned *institutional commitment* and/or support for the program. Finally, describe how program leaders and staff *collaborate* with local education districts and providers, vocational rehabilitation and transition-related service providers, businesses and labor organizations, and other community stakeholders to recruit students, implement program services and activities, and create employment opportunities for program completers. The following questions provide a focus for the information in this section:

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

staff to help support students enrolled in the program? How will/are program staff work/working with local businesses and or labor organizations to develop and provide internship and employment opportunities? Are program staff working with local transition councils? How? Is there/will there be a program advisory board?

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

Receipt of a FPCTP grant obligates the institution to provide specific data as requested by the FCSUA. This information will be provided with the grant award. Information regarding such indicators as the following will be required at least annually:

- # students applied and admitted
- Student demographic characteristics
- Student enrollment status
- Target credential
- Credential status
- Industry certification(s)
- Courses and completion status
- Employment status annually for 5 years, including: employment rate, wages, occupation
- Agency services

In this section, outline your general program evaluation strategies. This information should demonstrate that program staff have the capacity to collect, analyze, and report data regarding program implementation and outcomes.

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

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

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

- i. What are your intended short-term, intermediate, and long-term outcomes?

- ii. What are the evaluation questions that will guide your summative evaluation plan? That is, what questions will you ask to determine whether or not the outcomes have been achieved? What questions do you want your summative evaluation strategies to answer?
- iii. What indicators will you use to determine if the outcomes are achieved? Indicators are used to specify the evidence that will determine if an expected outcome is or is not achieved. In this instance, “indicator” is used to mean “evidence” or “proof.” To determine if an outcome is achieved, you may need to gather information on several indicators from several sources. For example, retention of students in your program may be an important short-term outcome. To determine if your program is effective in retaining students from one year to the next, you might use % of objectives completed by each student or % of courses completed by each student as indicators relevant to examining retention. These are the data you will collect regarding progress on achieving your intended outcomes.
- iv. What are your data sources? Where will you find the data? A data source may already exist (e.g., course performance) or it may need to be developed (e.g., a student satisfaction survey). It is from data sources that you gather information for each indicator. Each indicator should have a specific data source, although one data source may provide information regarding several indicators.
- v. How will you analyze the data?
- vi. How will you use the data to improve your program?

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

In this section, describe two basic characteristics of the proposed budget: (a) that the costs are reasonable in relation to what you propose to do and (b) that the budget is adequate in terms of supporting the proposed activities. The following questions can be used to outline the budget explanation:

- i. For what period is the budget proposed (e.g., number of years).
  - ii. Are the proposed costs aligned with typical expenditures and rates at the institution (e.g., personnel salaries, fringe benefits, travel reimbursement rates, etc.)
  - iii. Is the proposed budget adequate to meet the need identified in the Narrative Section B?
  - iv. How will the proposed funding help the institution develop a sustainable program?
4. References for Citations included in the Narrative – Provide the reference for any citations included in the Narrative, preferably in APA style.
  5. Use the enclosed **Itemized Budget** form to provide proposed expenditures, by budget category, and by year (if requesting more than one year).
  6. In the **Budget Justification**, briefly explain the detail of proposed expenditures in relation to the proposed activities and in general how the costs are calculated. Describe the basis for each expenditure category (e.g., who is included in personnel category, their per cent of commitment to the project, the applicable fringe rate, services to be purchased, travel detail, and other information regarding why and how costs are included in the proposed budget.
  7. Complete the **Institutional Agreement Form**, which provides pertinent details regarding the institution’s commitment to the program, fiscal responsibility, and compliance with state and Federal rules and regulations. **This form must be signed by the individual authorized to submit grant proposals on behalf of the institution.**

## SECTION 4: PROPOSAL FORMAT AND SUBMISSION INSTRUCTIONS

To expedite review of your proposal, it is critical that you adhere to the following formatting criteria and submission instructions. Center staff are committed to establishing and implementing a review and award process that results in program funding as early as possible in 2017. Proposals that fail to meet the format requirements and/or page or budget limits, or exceed the allowable time frame will be returned and not reviewed until corrected and re-submitted. Please note that during the UCF holiday break (Friday, December 23 through Monday, January 2) FCSUA staff will not be available.

### Proposal Format

The proposal document must include each of the following components – in the order listed here – and adhere to these specific format requirements:

1. Cover Page – this is a separate Adobe form document, fill in completely
2. Table of Contents – same format requirements as Narrative, indicate page number of each section within the proposal Narrative
3. Proposal Narrative – **limited to a total of 15 pages**
  - ▶ 12-point font or larger
  - ▶ Minimum of 1½ line spacing (1.5 lines)
  - ▶ Black ink
  - ▶ Minimum of 1” margins
  - ▶ Page size = letter (8.5” X 11”)
  - ▶ Printed on one side only
  - ▶ Number each page
  - ▶ Include any tables or figures within the 15-page limit, but single line spacing can be used in tables.
4. References for Citations included in the Narrative – **limited to 2 pages**
  - ▶ Follow same format as Narrative
  - ▶ Preference is for references to be provided in APA style
5. Itemized Budget (by budget period)
  - ▶ Provide proposed costs in major budget categories (e.g., position/personnel and their FTE, fringe benefits, supplies and materials, printing/copying, travel, other, any F&A recovery and rate, etc.)
  - ▶ Provide sufficient detail regarding items within each major category (e.g., type of travel, purpose) so reviewers can understand proposed expenditures in relation to proposed activities
  - ▶ Breakdown by fiscal year (FY, July 1 – December 31 or any part thereof) with annual and cumulative totals if for more than one FY
6. Budget Justification – Follow same format as Narrative
7. Institution Agreement Form – Use the Adobe form provided and provide all information requested. **This form must be signed by the individual authorized to submit grant proposals on behalf of the institution.**

## Submission Instructions

The application deadline for this initial rollout of the FPCTP grants is **December 19, 2016 at 5:00 p.m. EST**. Applications submitted by this deadline will be reviewed and a funding decision made by February 1, 2017. Approved grant proposals will be eligible for funding to start with a January 1 – June 30, 2017 budget period. The subsequent application deadline for 2016 – 17 is **March 20, 2017**. Approved grant proposals submitted by this date will be eligible to start July 1, 2017.

*Proposals without the signature of the official authorized to submit grant proposals on behalf of the institution will be returned.*

### **Submit one hard copy of the completed proposal – with all required components – to:**

Florida Center for Students with Unique Abilities  
Attention: Dr. Lisa Jester  
University of Central Florida – 403 Teaching Academy  
4000 Central Florida Blvd.  
P.O. Box 161250  
Orlando, FL 32816-1250

**AND**

### **Submit an electronic file(s) of the completed proposal – with all required components – to:**

[fcsua@ucf.edu](mailto:fcsua@ucf.edu) and  
[paula.kohler@ucf.edu](mailto:paula.kohler@ucf.edu)

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

Florida Center for Students with Unique Abilities  
Dr. Lisa Jester  
407-823-5225  
[fcsua@ucf.edu](mailto:fcsua@ucf.edu)  
[fcsua.org](http://fcsua.org)

or

Dr. Paula Kohler  
407-823-2848  
[paula.kohler@ucf.edu](mailto:paula.kohler@ucf.edu)

**APPENDIX A:**  
**Florida Postsecondary Comprehensive Transition Program**  
**Application Packet**

## Florida Postsecondary Comprehensive Transition Program

# APPLICATION PACKET FOR ELIGIBLE INSTITUTIONS

*Submit a hard copy of the completed application to:*

Florida Center for Students with Unique Abilities  
Attention: Lisa Jester  
University of Central Florida – 403 Teaching Academy  
4000 Central Florida Blvd.  
P.O. Box 161250  
Orlando, FL 32816-1250

**OR**

*Submit an electronic file of the completed application to:*

[info@fcsua.org](mailto:info@fcsua.org) and  
[paula.kohler@ucf.edu](mailto:paula.kohler@ucf.edu)

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## Florida Postsecondary Comprehensive Transition Program (FPCTP) Application

### INSTRUCTIONS

The Florida Postsecondary Comprehensive Transition Program Act (the Act) (FS 1004.6495) established the Florida Center for Students with Unique Abilities at the University of Central Florida (the Center) and charged the Center with managing the Florida Postsecondary Comprehensive Transition Program (FPCTP) application and approval process. The Act also established criteria for FPCTP approval, scholarship awards for eligible students to attend approved programs, and accountability requirements associated with program renewal and scholarship awards.

This packet includes the following:

- ▶ Institutional eligibility requirements and responsibilities specified in the Act
- ▶ Student eligibility criteria
- ▶ Required FPCTP elements

### Institution Eligibility and Responsibilities

Section 6 of the Act specifies:

*(a) To offer an FPCTP, the president or executive director of an eligible institution, as applicable, must submit to the center, by a date established by the center, the following:*

1. *An application for approval of a comprehensive transition program proposed by the eligible institution, which must be approved by the institution's governing board and must address the requirements of the federal comprehensive transition and postsecondary program under 20 U.S.C. s. 1140 and the requirements of this section.*
2. *Documented evidence that the institution currently offers a federally approved **comprehensive transition and postsecondary program** that is eligible for federal student aid programs, documented evidence of the submission of an application for such federal approval of a program proposed by the institution, or documentation demonstrating the commitment of the institution's governing board to submit an application within the subsequent academic year for federal approval of a program pursuant to 20 U.S.C. s. 1140.*

*(b) An eligible institution may submit an application to the center for approval pursuant to the requirements of this section for implementation of the FPCTP no later than the academic year immediately following the academic year during which the approval is granted. An eligible*



*institution must submit a renewal application to the center no later than 3 years following the year during which the approval is initially granted.*

*(c) By August 1 of each year, an eligible institution that has an FPCTP shall submit an annual report to the center which, at a minimum, for the prior academic year, addresses the following performance indicators:*

- 1. Efforts to recruit students in the FPCTP and the number of students enrolled in the program.*
- 2. Efforts to retain students in the FPCTP and the retention rate of students in the program.*
- 3. The completion rate of students enrolled in the FPCTP and related courses, as applicable.*
- 4. Transition success of students who complete the FPCTP, as measured by employment rates and salary levels at 1 year and 5 years after completion.*
- 5. Other performance indicators identified by the center pursuant to subsection (8).*

*(d) An eligible institution shall notify students with intellectual disabilities and their parents of the student eligibility requirements specified in subsection (4) and the scholarship requirements and eligibility requirements specified in subsection (7).*

The Center will provide additional reporting criteria and dates to each approved FPCTP contact listed in the application.

### **Student Eligibility**

Section 4 of the Act specifies:

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

*(a) Be a "student with an intellectual disability" as that term is defined in 20 U.S.C. s. 1140(2), including, but not limited to, a transitional student.*

*(b) Physically attend the eligible institution.*

*(c) Submit to the eligible institution documentation regarding his or her intellectual disability. Such documentation may include, but need not be limited to, a current individualized plan for employment associated with a review completed pursuant to s. 413.20(3) or a diagnosis from a physician who is licensed under chapter 458 or chapter 459 or a psychologist licensed under chapter 490.*

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.

### **Program Criteria**

The remainder of this packet includes the required program elements to be included in an eligible institution's application for FPCTP approval. Contact the Florida Center for Students with Unique Abilities at 407-823-5225 or [info@fcsua.org](mailto:info@fcsua.org) for assistance in completing your institution's application.

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## Florida Postsecondary Comprehensive Transition Program (FPCTP) Application

### Institutional Information and Contacts

1. Name of institution submitting this FPCTP application:
  
2. Type of institution:
  - University within Florida State University System
  - College within Florida College System
  - Career center
  - Charter technical career center
  - Independent college
  - Independent university
  
3. Proposed FPCT Program name:
  
4. Name of institution's president or executive director submitting this application and certifying that the program has been approved by the institution's governing board:
  
5. Institution's president or executive director contact information:
  - a. Email Address:
  - b. Telephone number:
  - c. Fax number
  - d. Mailing address:
  
6. Date of governing board's approval:

7. Name of program director/responsible party preparing this application:
8. Program director/responsible party contact information:
- a. Email Address:
  - b. Telephone number:
  - c. Fax number
  - d. Mailing address:
9. Select the option that describes the program for which the FPCTP application is being submitted:
- A new program at the institution.
  - An existing program at the institution
10. Enter the number of students enrolled and projected to enroll:
- 2016 – 17 (enter NA if this application is for a new program)
  - 2017 – 18 projected enrollment
11. If available, does the institution intend to apply for either of the following resources (select **one** option)?
- A start-up grant to establish the FPCTP proposed in this application
  - An enhancement grant for an existing program to improve and or expand program options or meet FPCTP requirements as proposed in this application
  - The institution does not intend to seek either of these resources

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## Federal and Florida-Specific Programmatic Requirements for Approval as an FPCTP

One purpose of the Florida Postsecondary Comprehensive Transition Program Act is “that students with intellectual disabilities and students with disabilities have access to meaningful postsecondary education credentials and be afforded the opportunity to have a meaningful campus experience” (FS 1004.6495 S(2)). This part of the application focuses on how the institution will identify and verify eligible students and deliver the programmatic elements required of a FPCTP. Please provide a description of these elements in the following sections.

### A. Student Eligibility and Admission

1. Describe how students with intellectual disabilities are/will be *recruited* to enroll in the proposed FPCT program.
  
2. Identify the process through which student *eligibility will be verified*, including the documentation used to determine eligibility: (a) process and documentation and (b) name and title of the individual who will make the eligibility determination.
  - a. Process and documentation to determine eligibility:
  
  
  
  
  
  
  
  
  
  
  - b. Name and title of individual (or group) who makes eligibility of determination:
  
3. Describe how the final decision to *admit* students with intellectual disabilities to the FPCTP will be made: (a) the criteria used and (b) who makes the final admission decision
  - a. Criteria used to make admission decision:
  
  
  
  
  
  
  
  
  
  
  - b. Name and title of individual (or group) who makes the final admission decision:

**B. Status of Federal Title IV Approval as a Comprehensive Transition and Postsecondary Program Eligible for Federal Student Aid**

1. Please select the option that best describes the status of the institution's application for a federally approved comprehensive transition and postsecondary program (pursuant to 20 U.S.C. s. 1140) (check appropriate response).

\_\_\_\_\_ The institution has received federal approval for the proposed program and the **approved application materials and documentation, including the letter to the institution's accrediting body, are attached** to this application.

\_\_\_\_\_ The institution has submitted an application for a federally approved program and is awaiting a decision. The application, **including the letter to the institution's accrediting body, is attached** to this application, and was submitted for federal approval on this date: \_\_\_\_\_.

\_\_\_\_\_ The institution's application for federal approval is in development and has not yet been submitted. Answer a. below and b. or c.

- a. \_\_\_\_\_ The institution plans to submit the federal application no later than the following date: \_\_\_\_\_
- b. \_\_\_\_\_ The draft federal application is attached to this application.
- c. \_\_\_\_\_ A draft federal application is not yet complete

**C. Florida Specific Requirements for Approval as an FPCTP. These practices must support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction as well as prepare students for gainful employment.**

1. Identify the credential (or credential options if more than one) to be awarded to eligible students upon successful completion of the program.
  
2. Provide a brief summary of the program (like an abstract), including the general aims and approach(es) to prepare students with intellectual disabilities for employment.

3. Describe how **assessment** of students' interests, skills, and needs is conducted and used to identify a student's targeted credential and develop his/her "course of study."
  
4. Describe the program's **advising structure**.
  
5. Describe the program **curriculum**:
  - a. Describe the length of the program.
  
  - b. Do students enrolled in the program have opportunities to earn industry certification(s)? If so, describe.
  
  - c. How is *half-time basis* defined at the institution? How do students enrolled in the program meet the requirement "to participate on not less than a half-time basis"?
  
6. The FPCTP Act requires that students with intellectual disabilities are socially and academically integrated, to the maximum extent possible, with nondisabled students. Describe how students enrolled in your program participate in one or more of the following activities **with nondisabled students**:
  - a. Regular enrollment in **credit-bearing courses**
  
  - b. **Auditing** or participating in courses for which the student does not receive academic credit
  
  - c. Enrollment in **noncredit-bearing, nondegree** courses
  
  - d. **Internships** or work-based learning

7. Describe the program's plan for **partnerships with businesses** to promote experiential training and employment opportunities for students with intellectual disabilities.
  
8. Describe the **employment opportunities** available through the program to students while enrolled in the program.
  
9. Describe how the program connects students to **employment opportunities** upon successful completion of the program.
  
10. What are the **performance indicators** used to determine a student's *satisfactory academic progress*?
  
11. What are the **performance indicators** to be used to measure the FPCTP's success (e.g., # applicants, admissions rate, enrollment, student retention, students meeting satisfactory academic performance, course completion, program completion, increased student skills, post-program employment rate of students who successfully completed the program, wage level of students who successfully completed the program, industry certifications earned)?
  
12. Briefly describe the individual(s) responsible for collecting the data regarding the program's performance indicators, and when and how the data are/will be collected and used for program improvement.
  
13. Briefly describe the institution's 5-year plan for the program regarding:
  - a. Projected enrollment – Does the institution expect enrollment in the FPCTP to increase over the next 5 years? If so, what are the current projections for enrollment **each year** through 2021-22?
  
  - b. Sustainability – How will the institution operate the FPCTP the next 5 years in terms of funding, staff, and other operational expectations?

- c. From what sources of funding will the institution draw upon to sustain the program and support student participation (such as private donations or sponsorships, scholarships, grant funding, etc.).

### Institutional Approvals

Submission of this application indicates institutional commitment to implement the proposed program (or improve an existing program as described herein) aligned with the requirements of the Florida Postsecondary Comprehensive Transition Program Act, no later than the academic year immediately following the academic year during which the FPCTP approval is granted. To maintain approval status and student eligibility to receive FPCTP scholarships, an institution must submit a renewal application to the Florida Center for Students with Unique Abilities no later than 3 years following the year during which the approval is initially granted (FS 1004.6495 s.6[b]).

- 1. Signature of the program director/responsible party preparing the application:

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Signature

Date

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Print name

- 2. Attach a letter from the institution’s president or executive director that indicates agreement with and commitment to the proposed FPCTP application.

**NOTE:** An applicant may add appendices to this application “form” as needed to attach additional materials, including but not limited to the following:

- › President’s or executive director’s letter of commitment
- › Application for federal approval as a comprehensive transition and postsecondary program, including the letter to the institution’s accrediting body
- › Program recruitment and admissions materials
- › Curriculum materials
- › Industry certification materials
- › Agreement with business partners regarding internships and or work-based learning
- › Program evaluation plan
- › Other materials as needed