

## EXECUTIVE SUMMARY

<b>Grant Program</b>	<b>Florida Consortium of Inclusive Higher Education Mini Grant Program</b>						
Status	New - Competitive						
Funds Requested	\$60,000 (awarded)						
Financial Impact Statement	The positive financial impact is \$60,000. The source of funds is the Florida Consortium of Inclusive Higher Education. There is no additional financial impact to the District.						
Schools Included	Atlantic Technical College and Technical High School						
Managing Department/School	Atlantic Technical College and Technical High School						
Source of Additional Information	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">1. Alicia Grigull, Director, Office of Student Affairs – Atlantic Technical College and Technical High School</td> <td style="width: 30%; text-align: right;">754-321-5177</td> </tr> <tr> <td>2. Jose Laverde, Business Analyst – Budget Department</td> <td style="text-align: right;">754-321-2258</td> </tr> <tr> <td>3. Stephanie R. Williams, Director – Grants Administration &amp; Government Programs (GAGP)</td> <td style="text-align: right;">754-321-2260</td> </tr> </table>	1. Alicia Grigull, Director, Office of Student Affairs – Atlantic Technical College and Technical High School	754-321-5177	2. Jose Laverde, Business Analyst – Budget Department	754-321-2258	3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260
1. Alicia Grigull, Director, Office of Student Affairs – Atlantic Technical College and Technical High School	754-321-5177						
2. Jose Laverde, Business Analyst – Budget Department	754-321-2258						
3. Stephanie R. Williams, Director – Grants Administration & Government Programs (GAGP)	754-321-2260						
Project Description	The overarching goal of this program is to facilitate the success of students with Intellectual Disabilities by providing authentic opportunities for training and employment in a high-skill, high-wage technical field. Through a person-centered process, the school will identify the student’s interests, strengths, and weaknesses that will drive the supports necessary for success within the technical college. The intention is that students leave with the skills and technical certification in their field of interest providing opportunities to be employed in an entry-level position. Through a deliberate, prescriptive approach, students will learn self-advocacy, academic, technical, social, employability, and independent living skills to reach their personal goals.						
Evaluation Plan	The school will be collaborating with The Department of Vocational Rehabilitation (VR) who will be providing assessments to assist with the planning process. These assessments will help identify student interests and readiness for the demands of a technical college campus. VR will also assist with internship opportunities within the area of the student’s chosen technical program. Job coaching services will also be provided via VR to ensure a smooth transition into employment and continued empowerment of the student.						
Research Methodology	Typically, students with Intellectual Disabilities are not successful at the postsecondary education level due to the level of rigor, the speed in which the curriculum and skills are presented, and the integrated soft skills required for successful employment. However, approaching the workforce with no practical skills will only end in volunteer opportunities or dead-end jobs. This keeps many students in this category at the poverty level with little chance of improving their quality of life or standard of living. The 2016 data from the Bureau of Labor Statistics supports the statistical lack of employment for those with disabilities. Only 17.9 percent of those with disabilities were employed while in contrast, 65.3 percent of those without disabilities were employed. To close the gap, we need to equip our students with the academic, technical, and related skills to be competitive within the workforce.						
Alignment with Strategic Plan	This grant award is aligned to District Strategic Plan Goal 1: High-Quality Instruction as students make connections between concepts presented in class and real-life application that will strengthen college and career readiness.						
Level of Support provided by GAGP	For the proposal, GAGP staff were responsible for gathering application information from the school, writing the executive summary for the Board agenda, preparing a hard copy of the file for record keeping, and tracking the grant through the eCivis grants management system. For the contract, GAGP staff facilitated collaboration between the partner and our privacy and program evaluation experts, drafted consent paperwork relevant to the program, maintained communication between the school and the district, and oversaw the agreement through the legal routing process and gathering requisite signatures. GAGP will also ensure that all final copies of the agreement are archived in the appropriate departments.						