

**FLORIDA POSTSECONDARY COMPREHENSIVE TRANSITION PROGRAM (FPCTP)
START-UP AND ENHANCEMENT GRANT AGREEMENT**

Between

**THE UNIVERSITY OF CENTRAL FLORIDA BOARD OF TRUSTEES
and**

The School Board of Broward County, Florida

This FPCTP Start-up and Enhancement Grant Agreement ("Agreement") is entered into by and between the University of Central Florida Board of Trustees, a public body corporate of the State of Florida and a member of the State University System of Florida, on behalf of its Florida Center for Students with Unique Abilities at the University of Central Florida ("UCF"), having an address at 12201 Research Parkway, Ste. 501, Orlando, FL 32826, and

The School Board of Broward County, Florida ("Institution"),

having an address at

600 SE Third Avenue, Fort Lauderdale, FL 33001, individually a "party" and collectively the "parties."

WHEREAS, The Florida Postsecondary Comprehensive Transition Program Act ("Act") 1004.6495 (5) Florida Statutes, established the Florida Center for Students with Unique Abilities at the University of Central Florida ("Center") and charged the Center with managing implementation of the Act; and

WHEREAS, the purpose and legislative intent 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, and to provide these students with meaningful postsecondary education credentials and the opportunity to have a meaningful campus experience; and

WHEREAS, the Center is working with higher education institutions across Florida to support implementation of the Act to facilitate approval of their programs that serve students with intellectual disabilities as an FPCTP, provide scholarship awards to qualified students, and provide grant funding to start up new programs or enhance existing ones; and

WHEREAS, the Center issued a Request for Proposals ("FPCTP RFP") soliciting applications from eligible institutions for start-up or enhancement grant funding; and

WHEREAS, Institution submitted a proposal in accordance with the requirements of the FPCTP RFP; and

WHEREAS, Institution is awarded funding and is committed to operating their FPCTP project ("Project") in compliance with all requirements of the Act and the Center

NOW THEREFORE, in consideration of the following and for the good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, UCF and Institution agree as follows:

1. STATEMENT OF WORK AND REPORTING REQUIREMENTS

Institution shall make all reasonable efforts to conduct its work under this Agreement as described in the Institution's grant proposal included in **Attachment A**, and to meeting all deliverable requirements completely and on time in accordance with the information and due dates specified in **Attachment B: Deliverables**.

2. PERIOD OF PERFORMANCE

This Agreement shall begin upon SBBC approval ("Effective Date") and shall not extend beyond 6/30/2022, unless the period is extended by written modification of this Agreement and agreed to by both parties' authorized personnel. Funds for 2020-2022 will not be provided unless Institution submits and receives FPCTP renewal approval by July 1, 2020. Institution shall submit a request for a time extension to the Executive Director of the Florida Center for Students with Unique Abilities no later than ninety (90) days prior to the end date specified herein. In the event Institution submits a request beyond that date, UCF is under no obligation to consider granting the request.

3. FINANCIAL SUPPORT

Institution is hereby awarded \$ 300,000.00 in support of their FPCTP Project. The funds are awarded on a cost-reimbursable basis, to be invoiced quarterly and in accordance with the budget contained in **Attachment C**. Institution may rebudget as necessary to accomplish the scope of work upon prior written approval of the Executive Director of the Florida Center for Students with Unique Abilities. Upon receipt of an acceptable invoice that is approved by UCF, UCF shall pay Institution within thirty (30) days after the invoice date. Invoices shall include:

- a. Agreement number
- b. Invoice period
- c. Description of work
- d. Costs incurred during invoice period, and cumulative costs to date
- e. Institution financial contact
- f. Certification on each invoice as to the truth and accuracy of the invoice

Invoices shall be submitted to:

Subcontract Vendor
Finance & Accounting
University of Central Florida
12424 Research Parkway, Suite 300
Orlando, FL 32826

UCF shall remit payment to Institution's remittance address identified in the Grant Proposal Cover Page in **Attachment A**.

4. NOTICES

All notices given pursuant to this Agreement shall be in writing and delivered personally or sent by email, registered or certified mail, return receipt requested, or be generally recognized, prepaid, overnight air courier services, to the address and individual set forth below.

UCF Technical:

Paula D. Kohler, PhD.
Executive Director and Professor
Florida Center for Students with
Unique Abilities (FCSUA)
University of Central Florida
4000 Central Florida Blvd.
PO Box 161250
Orlando, FL 32816-1250
Phone: 407-823-5225
Email: Paula.Kohler@ucf.edu and fcsua@ucf.edu

Institution Technical:

Christy Bradford
Curriculum Supervisor, CTACE
Broward County Public Schools
600 SE Third Avenue
Fort Lauderdale, FL 33001
Phone: 754-321-8416
Email: christy.bradford@browardschools.com

Superintendent of Schools
The School Board of Broward County, Florida
600 Southeast Third Avenue
Fort Lauderdale, Florida 33301

UCF Administrative:

Arlisia Potter
Assistant Director
University of Central Florida
12201 Research Parkway, Suite 501
Orlando, FL 32826
Phone: 407-882-2018
Email: apotter@ucf.edu/osp@ucf.edu

Institution Administrative:

Enid Valdez, Director
CTACE, Broward County Public Schools
(600 SE Third Avenue
Fort Lauderdale, FL 33001
(address)
Phone: 754-321-8400
Email: enid.valdez@browardschools.com

5. EQUIPMENT AND PROPRIETARY MATERIALS

Institution will be accountable for and hold title to all equipment purchased under this Agreement and will be responsible for employing it for the purpose of the Project. Institution agrees to maintain sufficient records to enable Institution to fulfill its accountability, and to provide reports to UCF on all equipment purchased using FPCTP funds.

6. PUBLICATION

Any project implementation or evaluation results generated in conjunction herewith shall be subject to unrestricted publication or dissemination provided that such publication or dissemination will not compromise copyrights or inadvertently divulge proprietary information of a Party.

7. CONFIDENTIAL INFORMATION

Should it be necessary for either party to receive confidential information that falls under an exemption to Chapter, 119, Florida Statutes, the disclosing party agrees to label in writing at the time of delivery that such information is confidential, or if given orally, reduce to writing, clearly marked as confidential, within fourteen (14) days of the oral disclosure and delivered to the receiving party. The receiving party and its personnel agree to safeguard the confidential material to the same extent it safeguards its own. Confidential information does not include information that is:

- already known to the receiving party at the time of disclosure as evidenced by written record; or
- generally available to the public or becomes available to the public through no fault of the receiving party as evidenced by written record; or
- developed independently of and without reference to the confidential information as evidenced by written record; or
- received from a third party who had a legal right to disclose such information without restriction as evidenced by written record; or
- required by law or valid court order to be disclosed.

Upon written request of the disclosing party, the receiving party shall promptly return all confidential information of the disclosing party, together with all copies thereof provided, however, that anything that constitutes a public record shall be subject to and governed by Chapter 119, Florida Statutes and shall be retained in accordance with Florida State retention requirements.

8. DATA RIGHTS

Institution grants to UCF the right to use any data, reports or deliverables created in the performance of this Agreement solely for the purpose of and only to the extent required to meet UCF's obligations under the Act and for UCF's non-commercial research, teaching and academic purposes.

9. ASSUMPTION OF RISK

Each party assumes any and all risks of personal injury and property damage attributable to the negligent acts or omissions of that party and its officers, employees, servants, and agents thereof while acting within the scope of their employment. UCF warrants and represents that it is self-funded for liability insurance, both public and property, with said protection being applicable to its officers, employees, servants and agents while acting within the scope of their employment by UCF. Institution warrants and represents that it has liability insurance, both public and property, that is adequate to meet its obligations under this Agreement, with said protection being applicable to its officers, employees, servants and agents while acting within the scope of their employment by Institution. The parties further agree that nothing contained herein shall be construed or interpreted as (1) denying to either party any remedy or defense available to such party under the laws of the State of Florida; (2) the consent of the State of Florida or its agents and agencies to be sued; or (3) a waiver of sovereign immunity of the State of Florida beyond the waiver provided in Section 768.28, Florida Statutes.

10. FORCE MAJEURE

Except as otherwise provided herein, neither Party shall be obligated to perform, and neither Party shall be deemed to be in default of its performance, if prevented by: (a) fire, earthquake, hurricane, wind, flood, act of God, riot, or civil commotion or (b) any law, ordinance, rule, regulation, or order of any public or military authority stemming from the existence of economic or energy controls, hostilities, war, terrorism or governmental law and regulation, or (c) labor dispute which results in a strike or work stoppage affecting the performance under this Agreement.

11. GOVERNING LAW

This Agreement is governed and construed in accordance with the laws of the State of Florida without regard to its conflict of laws provisions. The Parties shall bring any action in connection with this Agreement in courts of competent jurisdiction in Florida. The Parties specifically waive the right to any other jurisdiction and venue, and the defense based on inconvenient forum.

12. LIMITATION OF DAMAGES

In no event will either party be responsible for any indirect damages, incidental damages, consequential damages, exemplary damages of any kind, lost goodwill, lost profits, lost business and/or any indirect economic damages whatsoever regardless of whether such damages arise from claims based upon contract, negligence, tort (including strict liability or other legal theory), a breach of any warranty or term of this Agreement, and regardless of whether a Party was advised or had reason to know of the possibility of incurring such damages in advance.

13. ACKNOWLEDGEMENT OF FUNDING

INSTITUTION shall acknowledge funding provided through this Agreement for the project described in Attachment A, in any form of publication, electronic and printed, of project-related materials or manuscripts as follows:

This material was produced in part under Grant No. 14107033-080119-2-13 provided by the Florida Center for Students with Unique Abilities at the University of Central Florida, with funding made available by The Florida Postsecondary Comprehensive Transition Program Act (Fla. Statutes 1004.6495). The views expressed herein do not necessarily represent the positions or policies of UCF or the State of Florida. No official endorsement by the Florida Board of Governors of the State University System or by the Florida Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted.

14. ASSIGNMENT

Neither party may assign or transfer its rights and remedies nor transfer its obligations or subcontract for any of the services to be performed under this Agreement, in whole or part, without the prior written consent of the other party.

15. INDEPENDENT CONTRACTOR

In the performance of all services under this Agreement, each Party shall be deemed to be, and shall be, an independent contractor. This Agreement shall not be deemed to create any other form of employment relationship or business organization between the Parties. Neither Party is authorized or empowered to act as agent for the other for any purpose and shall not, on behalf of the other, enter into any contract, warranty or representation as to any matter. Neither Party shall be bound by the acts or conduct of the other.

16. REMEDIES

The parties understand and agree that a party may suffer irreparable harm in the event of breach of any of the obligations under this Agreement and that monetary damages may be inadequate to compensate for such breach. Accordingly, the parties agree that, in the event of a breach, or

threatened breach by a party, of any of the provisions of this Agreement a party, in addition to any other available rights, remedies or damages, shall be entitled to seek a temporary restraining order, preliminary injunction and permanent injunction in order to prevent or to restrain any such breach by the party, or its employees, servants, agents and any and all persons directly or indirectly acting for the party.

17. TERMINATION

Either Party may terminate this Agreement for convenience upon thirty (30) days written notification to the other. In the event of termination, INSTITUTION will be reimbursed for all costs incurred and any non-cancelable obligations properly incurred through the date of termination.

UCF reserves the right to immediate termination in the event funding provided for the FPCTP grant to the FCSUA becomes unavailable by State of Florida action.

Either Party may terminate this Agreement in the event of failure of the other Party to fulfill any of its obligations under this Agreement. Prior to termination, the terminating Party shall provide to the other Party written notification regarding the reason(s) for termination. If the Parties cannot reach an agreement within fourteen (14) calendar days from notice of termination on the corrective measures to be taken and the schedule for corrective action, the terminating Party may terminate this Agreement by providing an additional fourteen (14) calendar days' written notice to the other. Said notice shall specify the effective time and date of termination.

The parties agree that, in the event that either party is in default of its obligations under this Agreement, the non-defaulting party shall provide to the defaulting party (30) calendar days written notice to cure the default. However, in the event said default cannot be cured within said thirty (30) calendar day period and the defaulting party is diligently attempting in good faith to cure same, the time period shall be (30) additional calendar days to allow the defaulting party additional cure time. Upon the occurrence of a default that is not cured during the applicable cure period, this Agreement may be terminated by the non-defaulting party upon thirty (30) calendar days notice. This remedy is not intended to be exclusive of any other remedy, and each and every such remedy shall be cumulative and shall be in addition to every other remedy now or hereafter existing at law or in equity or by statute or otherwise. No single or partial exercise by any party of any right, power, or remedy hereunder shall preclude any other or future exercise thereof.

18. MODIFICATIONS

Modifications to this Agreement may be made only in writing signed by authorized signatories of both parties.

19. RECORD RETENTION AND AUDIT

Institution shall establish and maintain books, records and documents (including electronic storage media) sufficient to reflect all income and expenditures of funds provided by UCF under this Agreement. Upon prior written notice to Institution, Institution shall make all financial books, accounts and records available to an auditor or audit agency at all reasonable times during normal business hours.

Retention of all Project records, financial records, supporting documents, statistical records, and any other documents (including electronic storage media) pertinent to this Agreement shall be maintained by the Institution during the term of this Agreement and retained for a period of five (5) years after completion of the Agreement or longer when required by law. In the event an audit is required under this Agreement, records shall be retained for three (3) years after the audit report is issued or until resolution of any audit findings or litigation based on the terms of this Agreement, at no additional cost to UCF.

In the event incorrect billings or other improprieties are disclosed by an audit, Institution shall repay UCF promptly for unallowable costs. UCF reserves the right to charge the Institution for the cost of the audit and pursue reimbursement.

These terms shall survive the expiration or termination of this Agreement.

If Institution is a nonstate entity as defined by Section 215.97(2), Florida Statutes, and expends \$500,000 or more in state financial assistance during its fiscal year, Institution must have a State single or project-specific audit conducted in accordance with Section 215.97 Florida Statutes; applicable rules of the Department of Financial Services; and Chapters 10.550 (local governmental entities) or 10.650 (nonprofit and for-profit organizations, Rules of the Auditor General. UCF shall request certification and/or copies of Institution's audits as part of its monitoring requirements.

20. PUBLIC RECORDS

Both parties agree to comply with Florida's Public Records Law, Section 119.0701, Florida Statutes, to the extent required by law.

21. COMPLIANCE WITH STATUTES, RULES AND REGULATIONS

In performing its obligations under this Agreement, Institution shall be aware of and comply with all laws, rules, and regulations relating to its performance under this Agreement as they may be enacted or amended.

22. WAIVER

No failure or delay by a party hereto to insist on the strict performance of any term of this Agreement, or to exercise any right or remedy consequent to a breach thereof, shall constitute a waiver of any breach or any subsequent breach of such term. No waiver of any breach hereunder shall affect or alter the remaining terms of this Agreement, but each and every term of this Agreement shall continue in full force and effect with respect to any other then existing or subsequent breach thereof.

23. SEVERABILITY

If any one or more of the provisions of this Agreement shall be held to be invalid, illegal or unenforceable, the validity, legality or enforceability of the remaining provisions of this Agreement shall not in any way be affected or impaired thereby and shall remain in full force and effect.

24. SBBC DISCLOSURE OF STUDENT INFORMATION

Purpose: Aligned with the requirements outlined in **Attachment B: Deliverables – Annual and Final Performance Report Components**, SBBC will disclose the information listed in this section to UCF to indicate whether the project is being implemented and goals achieved as described in the Scope of

Work (see **Attachment A: Scope of Work**). No identifying student information will be disclosed by SBBC as part of these reports.

SBBC will disclose to UCF formative and summative evaluation findings containing aggregate information regarding students' literacy skills, independent functioning skills, AgriScience skills, and career technical education program skills (see **Attachment A: Scope of Work – Grant Proposal: Formative Evaluation Questions**).

25. EQUAL OPPORTUNITY PROVISION

The parties agree that no person shall be subjected to discrimination because of age, race, color, disability, gender identity, gender expression, marital status, national origin, religion, sex or sexual orientation in the performance of the parties' respective duties, responsibilities and obligations under this Agreement.

26. NO WAIVER OF SOVEREIGN IMMUNITY

Nothing herein is intended to serve as a waiver of sovereign immunity by any agency or political subdivision to which sovereign immunity may be applicable or of any rights or limits to liability existing under Section 768.28, Florida Statutes. This section shall survive the termination of all performance or obligations under this Agreement and shall be fully binding until such time as any proceeding brought on account of this Agreement is barred by any applicable statute of limitations.

27. NO THIRD PARTY BENEFICIARIES

The parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this Agreement. None of the parties intend to directly or substantially benefit a third party by this Agreement. The parties agree that there are no third party beneficiaries to this Agreement and that no third party shall be entitled to assert a claim against any of the parties based upon this Agreement. Nothing herein shall be construed as consent by an agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of any Agreement.

28. BINDING EFFECT

This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns.

29. CAPTIONS

The captions, section designations, section numbers, article numbers, titles and headings appearing in this Agreement are inserted only as a matter of convenience, have no substantive meaning, and in no way define, limit, construe or describe the scope or intent of such articles or sections of this Agreement, nor in any way affect this Agreement and shall not be construed to create a conflict with the provisions of this Agreement.

30. PREPARATION OF AGREEMENT

The parties acknowledge that they have sought and obtained whatever competent advice and counsel as was necessary for them to form a full and complete understanding of all rights and obligations herein and that the preparation of this Agreement has been their joint effort. The language agreed to herein expresses their mutual intent

31. SURVIVAL

All representations and warranties made herein, reporting requirements, and obligations to return public funds shall survive the termination of this Agreement.

32. AGREEMENT ADMINISTRATION

SBBC has delegated authority to the Superintendent of Schools or his/her designee to take any actions necessary to implement and administer this Agreement.

33. COUNTERPARTS AND MULTIPLE ORIGINALS

This Agreement may be executed in multiple originals, and may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same Agreement.

34. AUTHORITY

Each person signing this Agreement on behalf of either party individually warrants that he or she has full legal power to execute this Agreement on behalf of the party for whom he or she is signing, and to bind and obligate such party with respect to all provisions contained in this Agreement.

35. ENTIRE AGREEMENT

This Agreement consists of the following parts:

Articles 1-35

Attachment A: Scope of Work – Grant Proposal

Attachment B: Deliverables

Attachment C: Budget & Budget Justification

and constitutes the entire Agreement of the parties with respect to the subject matter hereof. Any other agreement, written or oral, is hereby superseded.

IN WITNESS WHEREOF, the parties hereto have executed this as of the last date set forth below.

**The University of Central Florida Board of
Trustees**

Name: Jane Gentilini

Title: Associate Director, Contracts & Grants

Date: _____

[THIS SPACE INTENTIONALLY LEFT BLANK; SIGNATURE PAGE FOLLOWS]

(Corporate Seal)

FOR SBBC:


THE SCHOOL BOARD OF BROWARD
COUNTY, FLORIDA

ATTEST:

By _____
Heather P. Brinkworth, Chair

Robert W. Runcie, Superintendent of Schools

Approved as to Form and Legal Content:



Digitally signed by Kathelyn Jacques-Adams, Esq.
- kathelyn.jacques-adams@gbrowardschools.com
Reason: The University of Central Florida Board of
Trustees - Start-Up and Enhancement Grant - No.
14107033-080119-2-13
Date: 2019.09.17 10:30:11 -04'00'

Office of the General Counsel

[THIS SPACE INTENTIONALLY LEFT BLANK]

Florida Postsecondary Comprehensive Transition Program (FPCTP)

Grant Proposal Cover Page: 2018 – 19 Submissions

Institution Name: Broward County Public Schools
Date of Submission: 4/1/2019
Proposal/Program Title: Grow Your Future
Proposal type: Start-up Grant <input type="checkbox"/> Enhancement Grant <input checked="" type="checkbox"/>
Status of FPCTP application: Submitted/approved <input checked="" type="checkbox"/> Submitted/pending <input type="checkbox"/> Attached <input type="checkbox"/>
Total amount requested: \$300,000
Proposed project start date: 8/7/2019
Proposed project end date: 6/30/2022
Proposal/project contact name: Christy Bradford
Proposal/project contact telephone: 754-321-8416
Proposal/project contact email: christy.bradford@browardschools.com
Financial contact name: Wanda Radcliff
Financial contact telephone: 754-321-8421
Financial contact email: wanda.radcliff@browardschools.com
Administrative/contracts contact name: Enid Valdez
Administrative/contracts contact telephone: 754-321-8400
Administrative/contracts contact email: enid.valdez@browardschools.com
Authorized official name: Robert Runcie
Authorized official telephone: 754-321-0000
Authorized official email: r.r@browardschools.com

Table of Contents

Cover Page	Page 1
Table of Contents	Page 2
Proposal Narrative	Page 3 - 17
References	Page 18
Itemized Budget	Page 19 - 20
Budget Justification	Page 21
Institution Agreement Form	Page 22 - 24
Logic Model	Page 25
Appendix	Pages 26 - 32

Proposal Narrative

Abstract

The Grow Your Future Program currently provides adults with intellectual disabilities an opportunity to increase social skills, independent living skills, employability skills, and to participate in a post-secondary inclusive experience within the Culinary Arts program at McFatter Technical College. This enhancement grant request will allow expansion into Sheridan Technical College and into additional Florida Post Secondary Adult Vocational (PSAV) programs such as; Automotive Technology, Early Childhood Education, and Construction. Each PSAV program curriculum is focused on the earning of an Industry Certification in the respective career pathway.

The goal of the Grow Your Future program is to increase students' employability skills and join the local workforce in sustained, non-subsidized employment. With the guidance of college and District staff, students will gain increased levels of independence in targeted areas, such as reading, math, self-determination, self-advocacy, life-readiness, and employability skills.

Students currently receive direct instruction from an Exceptional Student Education (ESE) certified teacher, Career Technical Education (CTE) teachers, and District support staff from the Career, Technical, Adult and Community Education (CTACE) department of BCPS. Additionally, a School-to-Work Facilitator provides students support through career exploration, mock interviews, resume development, job attainment, and job coaching.

Need

i. What is the demand for the program?

Broward County Public Schools (BCPS) provides K-12 programming for students with intellectual disabilities. As students reach the age of 18, they have the option to participate in a variety of community-based employment services and

structured work-study internships. BCPS provides transition services to all students throughout the District's high schools. In collaboration with the District ESE department, the Grow Your Future program at McFatter Technical College aims to target eligible students for post-secondary education. BCPS is seeking to expand the FPCTP to Sheridan Technical College and provide three additional PSAV programs to increase career pathway options.

According to the U.S. Bureau of Labor Statistics, in 2017 only approximately 18.7% of people with disabilities were employed. This compares to 65.7% of the non-disabled population. This trend has remained essentially constant over the last decade and contributes to the fact that people with disabilities are about three times more likely to be classified as living at or below the existing U.S. poverty threshold. Additionally, the current U.S. Census data shows that Broward County has 22.6% of adults that are considered disabled. This statistic is above the National average of 19.3%.

ii. **What's the relationship between employment opportunities in the area and the credential(s) and/ or industry certifications available through the current FPCTP?**

The current FPCTP prepares students to complete the Professional Culinary Arts and Hospitality program and earn the ServSafe Manager Industry Certification and/or ServSafe Food Handlers Certification. This program offers students the opportunity to prepare for employment as pastry, restaurant, hotel and resort cooks, as well as basic management positions in the food service industry. According to O*NET, the Nation's primary source of occupational information, projected job openings for restaurant related positions in the hospitality industry in Florida have risen by 21% with a potential of 17,710 employment opportunities.

To meet the needs of students with interests in other career pathways, the Grow Your Future program is planning to expand into the Automotive Technology,

Early Childhood Education, and Construction career pathways. The Automotive Collision Technology Technician program prepares students for employment in the basic trade skills of auto body collision and repair, ultimately earning the Automotive Service Excellence (ASE) Industry Certification. The projected job openings for Automotive Service Attendants in Florida has risen by 18% with a potential of an additional 820 job openings.

The Early Childhood Education program prepares students for employment as a lead preschool teacher in a private preschool setting. With successful completion of this program, the student will earn the Florida Department of Education Early Childhood Professional Certificate (ECPC) along with the Florida Department of Education Children and Families Staff Credential. Students enrolled in this program will be prepared to pursue the national Child Development Associate (CDA) credential. The demand for childcare workers in Florida has risen by 14% with a potential of an additional 110 job openings.

The Construction program offers several pathways for students such as: Air Conditioning, Refrigeration & Heating; Carpentry; Electrician; and Plumbing Technician. Students will be prepared to take an approved and/or nationally recognized industry certification or licensure exam in their field of study. In Florida, there is a 27% increase in the need for general construction laborers, resulting in approximately 11,160 future job openings.

To provide a variety of options, the Grow Your Future program also offers a local AgriScience certificate. This local certificate is designed to provide students with skills related to job opportunities in local nurseries. In Florida specifically, there is a potential of 4,980 job openings.

iii. How will the program result in meaningful, competitive employment for the students enrolled in the program?

According to Think College, research shows that individuals with an intellectual disability that have completed a post-secondary transition program are more than

three times likely than adults with developmental disabilities in the general population, to achieve employment. In the Grow Your Future program, after students exit their respective program, a School-to-Work Facilitator will support students in job placement and provide work site skills support. For current Culinary Arts program completers, a partnership has formed with BCPS Food and Nutrition Department for potential employment. Also, there is a current demand to fill positions within BCPS Facilities and Construction Management department. Through the Construction pathway, students will be exposed to skills needed to explore these potential employment options. Additional partnerships with other community businesses and District Departments will be explored.

iv. What's the need for grant funding?

The Grow Your Future program is requesting funding to further expand the existing program by offering additional career pathways and expand to Sheridan Technical College.

Goals and Approaches

i. Who will the program serve?

The program will serve approximately 15 adults with intellectual disabilities annually.

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?

The overarching goal of the program is participant employment. The short-term outcomes include the acquisition of skills in the areas of employment, independent functioning, self-determination, and self-advocacy. The intermediate-term outcomes include participating and completing the program course work and earning related Industry Certifications. The long-term outcomes

include gainful employment and maintaining job and independency skills that contribute to a successful life.

iii. What approaches will be used to achieve the program goals and specific outcomes?

In order to achieve program goals and outcomes, the Career, Technical, Adult and Community Education (CTACE) Department will partner with the Broward County Public Schools' ESE Department, McFatter Technical College, Sheridan Technical College, Vocational Rehabilitation, and ARC of Broward. Student recruitment, completion, and student employment goals will be met through District, Community Partnerships, and Technical College collaboration. The Grow Your Future key programmatic approaches are delivered in two phases to monitor Satisfactory Academic Progress (SAP):

Phase one- Students begin the Grow Your Future program by enrolling in an Adult General Education class to increase academic skills. This prerequisite course is a full-time course. Students receive instruction in Adult Basic Education as well as instruction in AgriScience. This course is supported by a classroom teacher who also provides instruction in literacy and employability skills, independent functioning skills, and introductory CTE skills. Students also receive instruction in AgriScience from a part-time BCPS Agriscience teacher. Upon completion, students earn a BCPS local Agriscience certificate identifying competencies for employment in Agriscience (see Appendix). The AgriScience program supports a large student-grown nursery which students maintain and provide plants to district sites. Also, students volunteer weekly at community nursery to reinforce skills and provide Community Based Instruction. Throughout phase one, student activities include: 1) post-secondary transition planning, 2) embed students in chosen career pathway experience, 3) enhance independent functioning skills instruction, 4) target expectations for employment, and 5) emphasize ongoing collaboration among community partners for employment.

Online curriculum resources such as *Work Essentials* and the *Workforce Skills Certification System* program provides students instruction to increase soft skills and positive employment outcomes, while allowing students to work at an

individualized pace to obtain mastery. At the conclusion of each module, students earn a certificate which identifies employment and soft skills areas of mastery. A daily support hour is provided for students immersed in the technical programs to review classwork, homework, and sharpen practice skills for the certification tests. Also, district Curriculum Facilitators provide weekly support to the Grow Your Future program to ensure compliance and offer additional curriculum resources. Upon completion of phase one activities, students are assessed by the classroom teachers utilizing the program rubrics in the following areas: Agriscience, Literacy, Employment, and Independent Functioning. Upon determination of successful SAP for phase one, students are matriculated to a Post Secondary Adult Vocational program for phase two.

Additionally, The Grow Your Future program was awarded a \$60,000 mini-grant from the Florida Consortium of Inclusive Higher Education. The goal of the mini-grant is to facilitate successful employment outcomes for students by funding a BCPS district School-to-Work Facilitator to provide authentic community-based opportunities for training and employment in a chosen career pathway. The School to Work Facilitator provides support for job interviews, resume development, and on the job training and support.

Personnel, Institutional Commitment, and Collaborations

- i. Who are the key program personnel? What is their role in and time commitment to the program? What are their qualifications?**

The enhancement grant for Grow Your Future will fund one full-time, Teacher/Facilitator, one part-time Teacher/Facilitator at Sheridan Technical College, one part-time CTACE Teacher/Facilitator, a part-time AgriScience Teacher/Facilitator, and a part-time School-to-Work Facilitator. The full-time Teacher/Facilitator, a State of Florida certified professional, is responsible for remediating reading and math literacy skills within the pre-requisite course. Additionally, the full-time teacher will work with students to front load information pertaining to the technical course program of choice, Culinary Arts, Automotive

Collision Technology Technician, Construction or Early Childhood Education at McFatter Technical College. To offer additional support, the full-time teacher is available daily in the afternoon for Grow students immersed in the technical programs to review classwork and homework, with a focus on the mastery of skills needed for the certification tests. The two part-time Teacher/Facilitators will both support the expansion to Sheridan Technical College. The AgriScience teacher is certified in Horticulture to provide instruction on agriculture curriculum, ensure mastery of local Agriscience Certification, and lead in community exploration in the South Florida AgriScience industry. Although unfunded by the FPCTP grant, the ESE Specialists at McFatter Technical College and Sheridan Technical College are also instrumental in the expansion and support of the Grow program. Support facilitators through the Career, Technical, Adult and Community Education (CTACE) District Department also support the Grow program.

ii. What is the institutional commitment to the program?

McFatter Technical College has committed to expand their program offerings to include Automotive Collision Technology Technician and Sheridan Technical College has also committed to partnering with the Career, Technical, Adult and Community Education (CTACE) department to offer FPCTP opportunities at another district location. Sheridan Technical College will offer Culinary Arts, Automotive, Construction, and Early Childhood Education programs. The CTACE department will continue to provide on-going support, utilizing staff and resources to ensure success. The CTACE department will submit to The School Board of Broward County an Executive Summary of the Grow Your Future grant proposal to approve for implementation upon award.

iii. How are program and other institutional staff collaborating with local education agencies to recruit students?

Currently, a partnership between the Grow Your Future program and the K-12 ESE District Department and high school ESE Specialists/support facilitators

collaborate to recruit students aging out of high school programming. Grow Your Future staff also collaborates with local agencies, such as Vocational Rehabilitation, and ARC of Broward to recruit and interview potential candidates. Additionally, staff contacts adult students enrolled in BCPS Technical Colleges and Community Schools to discuss interest in the program. During the Spring of 2019, current staff is scheduled to meet with K-12 Post-Graduate Alternatives for Secondary Students (PASS) participants. This program is specifically designed for ESE students ages 16-22 in high school programming. The intent is to present to the FPCTP as a post-secondary planning tool. Finally, staff participates in various transition fairs and community events to advertise Grow Your Future.

Formative and Summative Evaluation Plan

Formative Evaluation Questions

Goal	Formative Evaluation Questions	Summative Evaluation Questions
Literacy Skills	<ul style="list-style-type: none"> ▪ Are students using resources to enhance employment and soft skills? ▪ Are students making SAP in skill areas regarding reading and math? ▪ Are students participating in lesson discussions and activities? ▪ How many students have completed the Workforce Skills Certification System course? • How many students completed the Work Essentials online program? 	
Independent Functioning Skills	<ul style="list-style-type: none"> ▪ Are students making SAP in skill areas regarding time management? ▪ Are students independent on the school campus? ▪ Do students communicate appropriately in regard to being tardy, absent, or acknowledging changes in their schedule? 	
AgriScience Skills	<ul style="list-style-type: none"> ▪ Are students making SAP in AgriScience skills? ▪ How many students have earned the Local AgriScience Certificate? 	
CTE Program Skills	<ul style="list-style-type: none"> ▪ How many students have transitioned from the prerequisite specialized course into the inclusive CTE programs? ▪ Are there accommodations in place for students that need additional assistance? ▪ How many students have maintained SAP? 	<ul style="list-style-type: none"> ▪ Are students earning passing grades within each course? ▪ How many students have earned a Post Secondary Adult Vocational Certificate of Completion? ▪ How many students have earned an Industry Certification? ▪ How many students gained/retained employment in the respected industry?

		<ul style="list-style-type: none"> • How many students gained/retained employment in a related industry?
--	--	---

Formative Evaluation Strategies

i. What are the evaluation questions that will guide your formative evaluation plan?

Formative evaluations are based upon detailed rubrics (see Appendix) in each area of study: (1) Prerequisite Literacy Course, (2) AgriScience, (3) Each PSAV program/course specific goals and skills as outlined in the Florida Department of Education (FDOE) Curriculum Frameworks. Note: Literacy, AgriScience, and the Commercial Foods and Culinary Arts rubrics are available in the Appendix. Early Childhood Education, Construction, and Automotive program rubrics will be developed utilizing the FDOE Curriculum Frameworks upon acceptance of the enhancement grant.

ii. What data or evidence will you collect?

Students are evaluated formatively on an ongoing basis through rubrics and student portfolios. Other formative assessments include progress on online resources such as TABE Academy, Work Essentials, and Workforce Skills Certification System. In the Culinary classroom, students are evaluated on their knowledge and skill performance (cutting, dishwashing, food preparation) daily. Branching into the Automotive Collision Technology Technician field will require skill performance evaluations such as refinishing, welding and mechanical skills, as well as demonstrating the proper use of filters, paint systems and undercoats. The Construction field hosts several different pathways for students including: Air Conditioning, Refrigeration & Heating; Carpentry; Electrician; and Plumbing Technician. Students will be evaluated specifically in their area of content. Performance evaluation skills for the Early Childhood Education field include creating and implementing lesson plans, demonstrating appropriate interpersonal

relations and developmentally appropriate practices, along with exhibiting professionalism and employability skills.

iii. What are your data sources?

Data sources include the rubrics detailing specific learning objectives (see Appendix).

iv. How will you analyze the data?

Data is analyzed daily by program staff. Additional support is available for students not displaying adequate progress.

v. How will you use the data to keep your program on track?

Data is analyzed to determine progression into subsequent courses. Students demonstrating a need for additional support are accommodated with additional support and/or modified performance goals. Students are encouraged to repeat any courses as needed to progress to mastery and completion.

Summary of Formative Evaluation Findings 2017-2019 Grant

I. Targeted outputs: Targeted outputs include quarterly formative assessments targeting education, employment, and independent functioning skills. These skills are determined by skill rubrics, student portfolios, curriculum frameworks, and individual student goals.

II. Targeted outcomes:

- 100% of the enrolled students (14/14) earned the local AgriScience Certificate
- 100% of the enrolled students (14/14) completed the Work Essentials program targeting employability and soft skills
- 86% of the enrolled students (12/14) completed the Workforce Skills Certification System program targeting employability and soft skills
- 100% of the enrolled students (14/14) made SAP in the three targeted areas of employability skills, AgriScience skills, and independent functioning skills
- 71% of the enrolled students (10/14) transitioned into the Commercial Foods and Culinary Arts program (two students just started Grow in

April 2019; they are expected to transition into the Commercial Foods and Culinary Arts program by December 2019).

Summative Evaluation Strategies

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

The overarching goal of the program is participant employment. The short-term outcomes include the acquisition of skills in the areas of employment, independence, self-determination, and self-advocacy. The intermediate-term outcomes include participating and completing the program course work and earning related Industry Certifications. The long-term outcomes include gainful employment and maintaining job and independency skills that contribute to a successful life.

ii. What are the evaluation questions that will guide your summative evaluation plan?

In the Culinary Arts, Automotive, Construction, and Early Childhood Education fields, students receive quarterly grades dependent on summative evaluations. The Curriculum Frameworks for each program is determined by the Florida Department of Education. Additionally, each field has a respective Industry Certification: ServSafe (Culinary), Automotive Service Excellence (Automotive), and both the Florida Department of Education Early Childhood Professional Certificate and the Florida Department of Education Children and Families Staff Credential for the Early Childhood Education program. Furthermore, for the Early Childhood Program completion, students must also pass supplementary on-line assignments, seven Department of Children and Families competency exams, and complete CPR/First Aid Training. In the Construction field, students will be prepared to take an approved and/or nationally recognized industry certification or licensure exam in their specific field of study

iii. What indicators will you use to determine if the outcomes are achieved?

Passing quarterly grades, industry certifications earned, and program completion determine if the intermediate-term outcomes are met. The overall long-term goal

of employment is determined by placement and success in the workplace. Indicators will include employment and wages data. Staff will provide work site skills support, as needed.

iv. What are your data sources?

The Florida Department of Education determines the Curriculum Frameworks for each program/course. Industry certification is a process of program evaluation ensuring that individual programs meet industry standards in the areas of curriculum, teacher qualification, lab specifications, equipment, and industry involvement, thus representing the apex of program quality. Program data will be collected from program participants and then will be verified with the employer. An Employment Verification Form will be used to document participant data.

v. How will you analyze the data?

Data is analyzed according to the level the objective set forth is met. Grades are assigned quarterly based on District prescribed guidelines used to evaluate student performance as follows: A 90-100% B 80-89% C 70-79% D 60-69% F 0-59% I Incomplete.

vi. How will you use the data to improve your program?

Data is analyzed to determine progression into subsequent courses. Students demonstrating a need for additional support are accommodated with additional support and/or modified performance goals. Students are encouraged to repeat any courses as needed to progress to mastery and completion.

Summary of Summative Evaluation Findings 2017-2019 Grant

Summative assessments include the Commercial Foods and Culinary Arts program assessments and completion, final grades, and the ServSafe industry certification.

I. Targeted outputs: Targeted outputs include quarterly summative assessments targeting the curriculum frameworks set by the Florida Department of Education in the Commercial Foods and Culinary Arts program (four courses), completion of the Commercial Foods and Culinary Arts program earning a Post-Secondary Adult Vocational certificate, and obtainment of the ServSafe certificate.

II. Targeted outcomes:

- 100% of the enrolled students (7/7) in the Food Preparation course completed with a passing grade

- 100% of the enrolled students (7/7) in the Restaurant Cook course completed with a passing grade
- 100% of the enrolled students (7/7) in the Chef/Head Cook course completed with a passing grade (one student beginning course in June, expected to pass in August 2019)
- 100% of the enrolled students (3/3) in the Food Service Management course completed with a passing grade (three students beginning course in June, expected to pass in August 2019)
- 57% of the enrolled students that took the ServSafe exam (4/7)
- 40% of the students that have exited (2/5) have obtained/retained employment
 - 1 student obtained employment within the Publix Bakery
 - 1 continued employment at Publix as a bagger
 - 1 exited before completing the Commercial Foods and Culinary Arts program
 - Currently exploring employment options for 2 students while supporting resume writing and interviewing skills

Adequate and Reasonable Budget

i. For what period is the budget proposed?

The budget proposal of \$300,000 will fund the Grow Your Future project for three years, starting August 2019 to June 2022.

ii. Are the proposed costs aligned with typical expenditures and rates at the institution?

Planned expenses for this project include staffing costs, fringe, mileage, travel for Professional Development, project supplies and materials, and marketing/business promotion.

The proposed costs align with Broward County Public Schools rates as determined by the District's Budget Office and Florida Department of Education requirements. Salaries are based on standardized amounts as determined by the

District Budget Office, while fringe, mileage, travel, and indirect rates are based on the district set rates.

- iii. **Is the proposed budget adequate to support the proposed approaches and activities as described in Narrative, Section C?**

Planned expenses such as staffing costs, fringe, mileage, travel, and supplies are within the \$300,000 budget.

- iv. **How will the proposed funding help the institution develop a sustainable program?**

At the close of the grant, plans for a continued School-to-Work facilitator position will be acquired by the District and funded by the CTACE department through additional CTACE grants for the purpose of supporting the Grow Your Future program. The ESE Specialists at McFatter Technical College and Sheridan Technical College and support staff at CTACE will continue to support the Grow Your Future participants.

References

<https://www.bls.gov/news.release/disabl.nr0.htm>

<https://thinkcollege.net/resource/student-outcomes/one-year-after-exit-a-first-look-at-outcomes-of-students-who-completed>

<https://www.onetonline.org/find/bright?b=0&g=Go>

INSTITUTION COMMITMENT FORM

Applicants must complete this form when submitting a Florida Postsecondary Comprehensive Transition Program (FPCTP) grant proposal to the Florida Center for Students with Unique Abilities at UCF. Please complete and return this form with your proposal as indicated in the Request for Proposals. Proposal will not be reviewed without signature of authorized institutional official on page 3.

SECTION A: Institution Information

Legal name of institution	The School Board of Broward County, Florida	
Address	600 SE 3rd Ave	
City, state, zip	Fort Lauderdale, FL 33301	
Federal employer ID number (EIN) 59-6000530	DUNS or DUNS+4 number 0772834710000	Congressional district/s FL-22
Institution Parent Entity Legal Name (if applicable)	Click or tap here to enter text.	
Institution Parent Entity Address	Click or tap here to enter text.	
Parent entity congressional district Click or tap here to enter text.	Parent entity DUNS or DUNS+4 number Click or tap here to enter text.	Parent entity ID number (EIN) Click or tap here to enter text.
Institution's FPCTP grant proposal contact Christy Bradford	Grant proposal contact telephone # 754-321-8416	Grant proposal contact email address Christy.bradford@browardschools.com
Proposal/Project Title Grow Your Future		

SECTION B: Certifications

1. Is the institution registered in the System for Award Management (SAM) (formerly the Central Contractor Registration)?

Yes No

2. Debarment and Suspension

Is the institution's program contact or any other employee or student participating in this project debarred, suspended or otherwise excluded from or ineligible for participation in State or Federal assistance programs or activities?

Yes No

The institution's authorized official certifies that it: *(answer all questions below)*

Is is not presently debarred, suspended, proposed for debarment, or declared ineligible for award of State or Federal contracts.

Is is not presently indicted for, or otherwise criminally or civilly charged by a government entity.

Has has not within three (3) years preceding this proposal submission, been convicted of or had a civil judgment rendered against them for commission of fraud or criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state or local) contract or subcontract; violation of Federal or State antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property.

Has has not within three (3) years preceding this offer, had one or more contracts terminated for default by any federal agency.

3. Retention of Records

The institution's authorized official certifies that the institution maintains the appropriate accounting functions to manage externally-funded grants and contracts and adheres to specific requirements to manage and retain personnel, accounting, and general administration records as specified in Florida's General Records Schedules, such as GS1-5L and GS5.

SECTION C: Conflict of Interest

4. Conflict of Interest Certification (check the appropriate box)

The Institution has an active and enforced COI policy that is consistent with the provisions of FS §112.313. The institution further certifies that, to the best of its knowledge, all financial disclosures have been made related to the activities that may be funded by or through a resulting agreement, and required by its conflict of interest policy; and all identified conflicts of interest have or will have been satisfactorily managed, reduced, or eliminated in accordance with the institution's conflict of interest policy prior to the expenditure of any funds under any resultant agreement.

The Institution has an active and enforced conflict of interest policy that is consistent with the provisions of 42 CFR 50, Subpart F and 45 CFR 94, "Responsibility of Applicants for Promoting Objectivity in Research." The institution further certifies that, to the best of its knowledge, all financial disclosures have been made related to the activities that may be funded by or through a resulting agreement, and required by its conflict of interest policy; and all identified conflicts of interest have or will have been satisfactorily managed, reduced, or eliminated in accordance with the institution's conflict of interest policy prior to the expenditure of any funds under any resultant agreement.

The Institution does not have an active or enforced conflict of interest policy hereby agree(s) to comply with the University of Central Florida's policies and procedures (available at <http://www.coi.ucf.edu>) relating to financial conflicts of interest. In accordance with this commitment, each person identified as responsible for the designing, conducting, or reporting work in this project will submit a conflict of interest disclosure form prior to the expenditure of funds and complete CITI conflict of interest training within 30 calendar days of agreement execution.

SECTION D: Audit Status

5. Audit Status

The institution received a single or program-specific audit for the last fiscal year in accordance with 2 CFR 200 Subpart F.

Yes No

- a. Most recent fiscal year (FY) completed: FY 2017
- b. Were any audit findings reported? Yes No

If YES, list the audit finding(s): Click or tap here to enter text.

SECTION E: Project Information

6. Will research with Human Subjects be involved in this project? Yes No

If yes, Determination of Exemption or IRB Approval Date:
Click or tap here to enter text.

IRB Protocol Number:
Click or tap here to enter text.

If YES, a copy of the determination of exemption or IRB approval must be provided to the FCSUA contact listed on the submission instructions before an award may be issued. If not attached to your proposal, obtain approval as required and forward these documents to the FCSUA contact.

- a) Have all key personnel involved in the project completed human subjects training? N/A Yes No

- 7. If human subjects are involved in this project, does the institution have a Federal Wide Assurance Number? N/A Yes No

FWA Number: Click or tap here to enter text.

- 8. Is Cost Sharing provided? Yes No If yes, amount: \$ Click or tap here to enter text.
Cost sharing is not required. However, if institutional cost share is provided, enter the amount and include it in the budget, budget justification, and the proposal narrative.

SECTION G: APPROVAL

The information, certifications, and representations within this Institution Commitment Form have been read, signed, and made by an authorized official of the institution. The appropriate programmatic and administrative personnel involved in this application are aware of the stipulations regarding institutional responsibilities and student eligibility in the FPCTP Act and provided in the FPCTP Request for Proposals, and are prepared to adhere to such, as well as all other applicable institution, state, and Federal policies relevant to this program. Any work performed and/or expenses incurred prior to execution of a project agreement are at the institution's own risk.

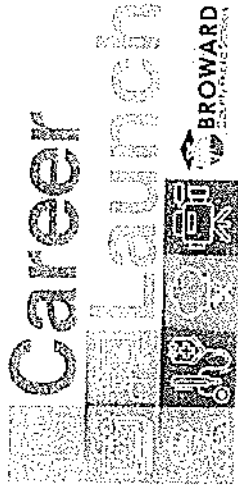
Robert W. Runcie March 12, 2019
Signature of Institution's Authorized Official Date

Robert W. Runcie, Superintendent
Print Name and Title of Authorized Official

754-321-2600 supt_runcie@browardschools.com
Telephone Email address

McFatter Technical College
Grow Your Future Enhancement Logic Model, 2019

1. Students with Intellectual Disabilities will improve Literacy skills in the areas of math, readings, and employment.
2. Students with Intellectual Disabilities will strengthen Independent Functioning skills.
3. Students with Intellectual Disabilities will obtain a Local AgriScience Certificate.
4. Students with Intellectual Disabilities will earn a Post Secondary Adult Vocation program certificate.
5. Students with Intellectual Disabilities will earn the ServSafe Manager Industry Certification.
6. Students with Intellectual Disabilities will obtain/retain employment in the field of study or a related field of study.



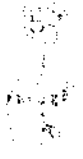
Choose Your Path • Launch Your Future

Inputs	Activities	Outputs	Resources		
<p>Program Staff</p> <p>Institutional Resources</p> <p>FCSUA support, training, and resources</p> <p>Grow Students</p> <p>Community Partners</p> <ul style="list-style-type: none"> • Broward County Public Schools' (BCPS) ESE Department • Vocational Rehabilitation • ARC of Broward • Existing Post Secondary Adult Vocational programs 	<p>Development of program design, skill competencies, and SAP rubrics</p> <p>Faculty/staff trainings and collaboration</p> <p>Academic support through additional daily tutoring</p> <p>Independent Functioning skill practice through community outings</p> <p>Weekly AgriScience volunteer opportunity at a local nursery</p> <p>Soft Skills training and career exploration activities</p>	<p>Collaboration between BCPS Career, Technical, Adult and Community Education (CTACE) Department and McFatter Technical College, along with Sheridan Technical College</p> <p>Trained faculty/staff</p> <p>Intake application and interview</p> <p>Marketing flyers</p> <p>SAP rubrics</p> <p>Florida Department of Education Curriculum Frameworks</p> <p>Work Essentials</p> <p>Workforce Skills Certification System</p> <p>Learn, Grow, Eat & Go textbook</p> <p>TABE Academy</p>	<p>100% of students will complete the Work Essentials curriculum</p> <p>100% of students will earn the Local AgriScience Certificate</p> <p>100% of students will complete the Workforce Skills Certification System</p> <p>80% of the students will transition into a Post Secondary Adult Vocational Program</p>	<p>100% of students will earn a passing grade in their respective Post Secondary Adult Vocational program course</p> <p>100% of students will complete the Post Secondary Adult Vocational program</p> <p>75% of students will earn an Industry Certification in their program of study</p>	<p>100% of program graduates will obtain/retain paid employment in their career-related field within 12 months of graduation</p> <p>85% of program graduates will maintain paid employment for 5 years after program completion</p> <p>100% of program completers will maintain independent functioning skills</p>
		Outcomes – Impact			
		Short-term	Intermediate term	Long-term	



McFatter Technical College
Grow Your Future
AgriScience Competency Rubric

Name:				
Beginning Date:				
AgriScience	Students will demonstrate the following competencies to earn the AgriScience Certificate.			
	AgriScience Competencies	Independent	Supported	Participatory
	Students will demonstrate knowledge of plant parts and functions.			
	Students will identify the essential elements for plant growth.			
	Students will be able to determine light needs for ideal growing conditions.			
	Students will be able to plant seeds.			
	Students will be able to transplant seedlings.			
	Students will be able to water plants efficiently.			
	Students will be able to demonstrate the safe use of proper tools used to cultivate plant growth.			
	Students will be able to control plant growth by pruning.			
	Students will describe the components necessary for photosynthesis.			
	Students will be able to select and apply appropriate fertilizers.			
	Students will be able to manage plant problems, such as insect control.			
	Students will be able to demonstrate knowledge to harvest.			
Students will develop an appreciation of different plants, including fruits and vegetables.				
Date:	<input type="checkbox"/> Goal Achieved <input type="checkbox"/> Goal Not Achieved			



McFatter Technical College
Grow Your Future
Satisfactory Academic Progress (SAP)

Name: _____

Date: _____

Prerequisite Literacy Course

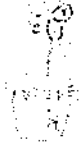
Students will demonstrate supported or independent functioning levels in each area to determine SAP.

- **Independent** – Students at this level can independently function to complete 60% of the indicated tasks.
- **Supported** – Students at this level can generally function and complete 60% of tasks with added supervision.
- **Participatory** – Students at this level can function only with significant and constant assistance.

SAP Goals	Independent	Supported	Participatory
Appropriate management of time and materials			
Active participation including lesson/discussion contribution, enthusiasm, attentiveness			
Completion of the AgriScience Competencies			
Completion of the Work Skills online modules			
Completion of the Workforce Skills Certification System program			

___ SAP Achieved

___ SAP Not Achieved



McFatter Technical College
Grow Your Future
Satisfactory Academic Progress (SAP)

Name: _____

Date: _____

Culinary Course 1: Food Prep

Students will demonstrate supported or independent functioning levels in each area to determine SAP.

- **Independent** – Students at this level can independently function to pass 60% of the indicated standards.
- **Supported** – Students at this level pass 40% of standards with added support/supervision.
- **Participatory** – Students at this level pass less than 40% of the standards and function only with significant and constant assistance.

SAP Goals	Independent	Supported	Participatory
01.0 Appropriate management of time and materials Identify career and employment opportunities.			
02.0 Exhibit the ability to follow state mandated guidelines for food service.			
03.0 Demonstrate and incorporate workplace safety procedures.			
04.0 Demonstrate personal productivity.			
05.0 Utilize operational systems.			
06.0 Use and care for commercial tools and equipment.			
07.0 Describe the basic principles of food service.			
08.0 Demonstrate proficiency in culinary math.			

___ SAP Achieved

___ SAP Not Achieved



McFatter Technical College
Grow Your Future
Satisfactory Academic Progress (SAP)

Name: _____

Date: _____

Culinary Course 2: Cooks, Restaurant

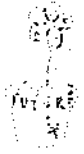
Students will demonstrate supported or independent functioning levels in each area to determine SAP.

- **Independent** – Students at this level can independently function to pass 60% of the indicated standards.
- **Supported** – Students at this level pass 40% of standards with added support/supervision.
- **Participatory** – Students at this level pass less than 40% of the standards and function only with significant and constant assistance.

SAP Goals	Independent	Supported	Participatory
09.0 Describe the basic principles of nutrition.			
10.0 Identify and explain front -of-the-house and back-of-the-house duties.			
11.0 Prepare and present food and beverage items to meet creativity aspects as well as quality standards.			
12.0 Exhibit and utilize safe, secure, and sanitary work procedures.			
13.0 Apply principles of food science in cooking and baking techniques.			
14.0 Apply principles of nutrition in menu planning, cooking, and baking.			
15.0 Perform front-of-the-house duties.			
16.0 Perform back-of-the-house and inventory duties.			
17.0 Research college and career advancement opportunities in professional cooking and baking.			
18.0 Follow food identification, selection, purchasing, receiving, storing, and inventory guidelines.			
19.0 Practice advanced cooking and baking techniques.			
20.0 Apply scientific principles in cooking and baking.			

___ SAP Achieved

___ SAP Not Achieved



McFatter Technical College
Grow Your Future
Satisfactory Academic Progress (SAP)

Name:

Date:

Culinary Course 3: Chefs and Head Cooks

Students will demonstrate supported or independent functioning levels in each area to determine SAP.

- **Independent** – Students at this level can independently function to pass 60% of the indicated standards.
- **Supported** – Students at this level pass 40% of standards with added support/supervision.
- **Participatory** – Students at this level pass less than 40% of the standards and function only with significant and constant assistance.

SAP Goals	Independent	Supported	Participatory
21.0 Demonstrate fruit and vegetable preparation skills.			
22.0 Demonstrate Garde manager and buffet food preparation skills.			
23.0 Demonstrate dairy, egg, and starch by-product preparation skills.			
24.0 Demonstrate stock, soup, and sauce preparation skills.			
25.0 Demonstrate meat, poultry, fish, and seafood preparation skills.			
26.0 Demonstrate bakery goods and dessert presentation skills.			

____ SAP Achieved

____ SAP Not Achieved



McFatter Technical College
Grow Your Future
Satisfactory Academic Progress (SAP)

Name: _____

Date: _____

Culinary Course 4: Food Service Management

Students will demonstrate supported or independent functioning levels in each area to determine SAP.

- **Independent** – Students at this level can independently function to pass 60% of the indicated standards.
- **Supported** – Students at this level pass 40% of standards with added support/supervision.
- **Participatory** – Students at this level pass less than 40% of the standards and function only with significant and constant assistance.

SAP Goals	Independent	Supported	Participatory
27.0 Demonstrate management skills.			
28.0 Comply with laws and regulations specific to the food service and hospitality industry.			
29.0 Develop a business plan.			
30.0 Create and prepare menus for various nutritional needs.			
31.0 Utilize cost-control techniques to maximize profitability.			
32.0 Interpret and incorporate guidelines and policies for food service establishments.			
33.0 Compare and analyze the relationship of nutrition to wellness.			
34.0 Develop and prepare menus for customers on special diets.			
35.0 Compare and analyze menus of food establishments.			

____ SAP Achieved

____ SAP Not Achieved

ATTACHMENT B: DELIVERABLES

INSTITUTION shall perform the work described in:

Proposal entitled _____ and dated _____.

Which documents are hereby incorporated into this Agreement by reference with the same force and effect as if set forth herein in full.

The following deliverable items are required:

Due Date	Deliverable
June 1, 2020	Year 1 Grant Performance Report
June 1, 2021	Year 2 Grant Performance Report
September 1, 2022	Final Grant Performance Report, Final Invoice, and Budget Report

The annual and final performance reports must include, but are not limited to, the following components and must be submitted according to the instructions provided by the Florida Center for Students with Unique Abilities. Modifications to the project's evaluation plan as outlined in the grant proposal, and/or additional reporting elements may be required at the discretion of the FCSUA.

Annual and Final Performance Report Components

1. Cover sheet with institution name, contact information, reporting period, report type, total budget expenditures during reporting period, total budget expenditures to date.
2. Summary of activities during the reporting period. (For final report, summary of activities across project periods.)
 - a. Activities implemented
 - b. Expected activities in next budget period (for annual performance report)
 - c. Request for changes in approved activities and/or implementation timeline (if needed).
3. Summary of evaluation activities, data, and findings during the reporting period by evaluation focus (formative, summative) and for targeted outputs and outcomes. (For final report, summary of evaluation activities, data, and findings by focus and target, across project period.)
 - a. Formative evaluation activities
 - i. Targeted outputs
 - ii. Targeted outcomes

- b. Summative evaluation activities
 - i. Targeted outputs
 - ii. Targeted outcomes
- 4. Budget expenditures
 - a. Description of any slippages
 - b. Expected expenditures during next budget period (for annual report).
 - c. Requested budget changes (if needed)
- 5. Supporting or supplementary information (optional)

Attachment C - Grow Your Future Program Budget & Budget Justification				
Institution:	The School Board of Broward County, Florida			
Project/Program Title:	Grow Your Future Program			
Project Period:	8/7/2019 to 6/30/2022			
# Project Years:	3			
Budget Category (Add categories if needed as needed)	2019-2020	2020-2021	2021-2022	Totals
PERSONNEL				
McFatter Tchr Full-time(1 FTE Yrs 1-3)	54,701	54,701	54,701	164,103
McFatter additional hours (.11 FTE Yrs 1-3)	6,200	5,350	5,350	16,900
Sheridan additional hours (.02 FTE Yrs 1-3)	1,370	1,370	1,370	4,110
CTACE Tchr Facilitator (.16 FTE Yrs 1-3)	5,852	6,840	6,403	19,095
Total Personnel	68,123	68,261	67,824	204,208
FRINGE				
McFatter Tchr Full-time(1 FTE Yrs 1-3)	17,958	17,958	17,958	53,874
McFatter additional hours (.11 FTE Yrs 1-3)	1,101	951	951	3,003
Sheridan additional hours (.02 FTE Yrs 1-3)	244	244	244	732
CTACE Tchr Facilitator (.16 FTE Yrs 1-3)	2,028	2,138	1,977	6,143
Etc				
Total Fringe	21,331	21,291	21,130	63,752
TRAVEL				
FCSUA events				
CTACE	1,500	1,500	1,500	4,500
Other				
CTACE	500	1,000	1,000	2,500
Total travel	2,000	2,500	2,500	7,000
SUPPLIES				
Supplies				0
Sheridan	2,115	310	304	2,729
McFatter	2,115	311	250	2,676
Instructional Materials				
Sheridan	500	500	250	1,250
McFatter	500	500	250	1,250
Tech-Rel Supplies				
Total Supplies	5,230	1,621	1,054	7,905
CONTRACTUAL				
Total Contractual				
EQUIPMENT				
Greenhouse				
Equipment <5,000 herb production				
Total Equipment				

Budget Category (Add categories if needed as needed)	2019-2020	2020-2021	2021-2022	Totals
OTHER				
Printing				
CTACE	100	100	100	300
Tuition				
Sheridan				0
McFatter				0
Tech related rentals-software licensing				
CTACE	250	1,000	1,000	2,250
Total Other	350	1,100	1,100	2,550
Direct costs	97,034	94,773	93,608	285,415
Modified Total Direct Costs = Direct costs - (equip + tuition + part costs)				
Indirect Costs (%) 5.11%	4,958	4,843	4,783	14,585
Total Project Cost	101,992	99,616	98,391	300,000