

SPB 7004 by **HE**; OGSR/Commission for Independent Education

The Florida Senate
COMMITTEE MEETING EXPANDED AGENDA

HIGHER EDUCATION
Senator Stargel, Chair
Senator Sachs, Vice Chair

MEETING DATE: Tuesday, January 20, 2015
TIME: 3:30 —5:00 p.m.
PLACE: *Pat Thomas Committee Room, 412 Knott Building*

MEMBERS: Senator Stargel, Chair; Senator Sachs, Vice Chair; Senators Benacquisto, Braynon, Gaetz, Joyner, Legg, Negrón, and Simmons

TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
<p>A proposed committee substitute for the following bill (SPB 7004) is expected to be considered:</p>			
1	SPB 7004	OGSR/Commission for Independent Education ; Amending provisions relating to exemptions from public records and meeting requirements for investigatory records held by and portions of meetings conducted by the Commission for Independent Education in disciplinary proceedings; saving the exemptions from repeal under the Open Government Sunset Review Act, etc.	Submitted as Committee Bill Yeas 8 Nays 0
2	Florida Prepaid College Program Update		Discussed
3	Discussion of Policy Options Related to Florida Implementation of Comprehensive Transition Programs as Postsecondary Options for Students with Intellectual Disabilities		Discussed
Other Related Meeting Documents			

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Higher Education

BILL: SPB 7004

INTRODUCER: For consideration by the Committee on Higher Education

SUBJECT: OGSR/Commission for Independent Education

DATE: January 16, 2015 REVISED: _____

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. <u>Scott</u>	<u>Klebacha</u>		<u>Pre-meeting</u>

I. Summary:

SPB 7004 removes a statutory provision providing for repeal of exemptions for investigatory records and meetings relating to disciplinary proceedings conducted by the Commission for Independent Education.

The bill takes effect July 1, 2015.

II. Present Situation:

Public Records and Open Meetings Requirements

The State Constitution affords every person access to public records made or received in association with the official business of any governmental entity.¹ Meetings during which such official business is discussed must be noticed and open to the public.² However, the Legislature may pass a general law by two-thirds vote exempting public records and meetings, if the law specifically identifies a public necessity for the exemptions and is narrowly tailored to achieve the purpose of the exemptions.³ State law broadly defines a public record to include “[...] documents, papers, letters, maps, books, tapes, photographs, films, sounds recordings, data processing software, or other material [...]” associated with the official business of any agency.⁴ An agency must produce such records for inspection and copying by any person who requests to do so, unless an exemption applies.⁵

¹ FLA. CONST., art. I, s. 24(a); s. 119.07(1), F.S.

² FLA. CONST., art. I, s. 24(b); s. 286.011(1), F.S.

³ FLA. CONST., art. I, s. 24(c).

⁴ Section 119.011(12), F.S.

⁵ Section 119.07(1)(a), F.S.

Open Government Sunset Review Act

The Open Government Sunset Review Act (the Act) provides for legislative repeal or reenactment of public records and meetings exemptions from the requirements in s. 24, Article I of the State Constitution.⁶ The Act requires that any exemption created, or an existing exemption that is substantially amended, be repealed 5 years after enactment, unless the Legislature reenacts the exemption.⁷ The Legislature must consider a series of factors as part of its review of an exemption scheduled for repeal.⁸ Furthermore, the Act requires that “[a]n exemption may be created, revised, or maintained only if it serves an identifiable public purpose, and the exemption may be no broader than is necessary to meet the public purpose it serves.”⁹ The Legislature must determine whether creating, revising, or maintaining an exemption:

- Permits an agency to conduct its business without significant impairment;
- Protects the personally identifying information of an individual, the disclosure of which would damage, defame, or jeopardize the individual’s name, reputation, or safety; or
- Protects confidential business information that is essential to an entity’s commercial interests.¹⁰

Commission for Independent Education

Disciplinary Proceedings

The Commission for Independent Education¹¹ (Commission) created within the Florida Department of Education approves applications submitted by independent postsecondary educational institutions for licensure to operate in the state and to award diplomas and degrees.¹² The Commission is authorized to deny, revoke, or place on probation any license that it has granted and to investigate and initiate disciplinary proceedings against licensed institutions suspected of violating chapter 1005, Florida Statutes, or Commission rule.¹³ The results of an investigation are reported to a panel to determine whether there is probable cause.¹⁴

Investigatory Records and Panel Meetings

During the investigatory process and disciplinary proceedings, any records or meetings held by the Commission, including the recordings and minutes of meetings, are confidential and exempt from disclosure for no longer than 10 days after a probable cause panel makes its determination.¹⁵

⁶ Section 119.15, F.S.

⁷ *Id.* at (3).

⁸ Section 119.15(6)(a), F.S.

⁹ Section 119.15(6)(b), F.S.

¹⁰ *Id.*

¹¹ Seven members are appointed by the Governor to serve on the Commission, subject to Senate confirmation. s. 1005.21(2), F.S.

¹² Sections 1005.05 and 1005.21(1) and (2), F.S. See also, ss. 1005.06 and 1005.31(1)(a), F.S. An independent postsecondary educational institution that is not within the Commission’s jurisdiction is not required to obtain licensure.

¹³ Section 1005.38(1) and (6), F.S.

¹⁴ Section 1005.38(6)(a), F.S.

¹⁵ Section 1005.38(6)(b), F.S.

Legislative Review of Exemptions

Identifiable Public Purpose

In 2005 and 2010, the Legislature found that the exemptions for investigatory records and disciplinary proceedings (e.g., probable cause panel meetings) serve a public purpose by “prevent[ing] unfounded complaints and investigations from being used to damage the good name of an institution or persons associated with the institution” and ensuring that the discussions and findings of the probable cause panel are unimpeded.¹⁶ The Legislature also found that the “temporary nature” of the exemptions maintains “public oversight.”¹⁷

Scheduled for Repeal Unless Reenacted

As required by the Open Government Sunset Review Act, the exemptions are scheduled for repeal on October 2, 2015, unless reenacted by the Legislature.¹⁸ If the exemptions are not reenacted by the Legislature before October 2, 2015, the investigatory records and probable cause hearings held by the Commission will be subject to public disclosure.¹⁹

III. Effect of Proposed Changes:

SPB 7004 amends s. 1005.38(6), F.S., by maintaining the existing public records and meeting exemptions for investigatory records and probable cause panel meetings associated with disciplinary proceedings initiated by the Commission for Independent Education’s (Commission) against nonpublic postsecondary educational institutions suspected of violating state law or Commission rule. Existing law will remain in effect; hence, maintaining the confidentiality of the records and meetings during the investigatory process for no longer than 10 days after a probable cause panel makes its determination.

The bill does not substantially amend the existing exemptions and, thus, does not require subsequent repeal under the Open Government Sunset Review Act. Any records or portions of meetings containing a student’s education records or other personal identifying information would remain confidential and exempt under state or federal law upon release of the records by the Commission.²⁰ Such information would be redacted by the Commission before release of the records.²¹

The bill takes effect July 1, 2015.

¹⁶ Section 2, ch. 2005-203 and s. 2, ch. 2010-77, L.O.F.

¹⁷ *Id.*

¹⁸ Section 1005.38(6)3., F.S.

¹⁹ The Commission for Independent Education recommends in its response to an Open Government Sunset Review Questionnaire that the Legislature reenact the public records and meetings exemptions, stating that “it is foreseeable that an investigation could be compromised” if the records and meetings were open to the public (received December 18, 2014; on file with the Senate Committee on Higher Education). Also, in a letter addressed to the chairs of the Senate Committee on Governmental Oversight and Accountability and the House State Affairs Committee, the First Amendment Foundation does not object to reenactment of the exemptions as written, stating that the exemptions are “sufficiently narrow.” (dated August 22, 2014; on file with the Senate Committee on Higher Education).

²⁰ See 20 U.S.C. s. 1232g, Family Educational Rights and Privacy Act (FERPA).

²¹ Section 119.07(1)(d), F.S.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

The bill does not create or expand the scope of the existing exemptions; therefore, it does not require a two-thirds vote of each house of the Legislature for passage.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

None.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

The bill amends section 1005.38 of the Florida Statutes.

IX. Additional Information:

- A. **Committee Substitute – Statement of Changes:**
(Summarizing differences between the Committee Substitute and the prior version of the bill.)

None.

- B. **Amendments:**

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.

FOR CONSIDERATION By the Committee on Higher Education

589-00456-15

20157004pb

1 A bill to be entitled
 2 An act relating to a review under the Open Government
 3 Sunset Review Act; amending s. 1005.38, F.S., relating
 4 to exemptions from public records and meeting
 5 requirements for investigatory records held by and
 6 portions of meetings conducted by the Commission for
 7 Independent Education in disciplinary proceedings;
 8 saving the exemptions from repeal under the Open
 9 Government Sunset Review Act; providing an effective
 10 date.
 11
 12 Be It Enacted by the Legislature of the State of Florida:
 13
 14 Section 1. Paragraph (b) of subsection (6) of section
 15 1005.38, Florida Statutes, is amended to read:
 16 1005.38 Actions against a licensee and other penalties.—
 17 (6) The commission may conduct disciplinary proceedings
 18 through an investigation of any suspected violation of this
 19 chapter or any rule of the commission, including a finding of
 20 probable cause and making reports to any law enforcement agency
 21 or regulatory agency.
 22 (b)1. All investigatory records held by the commission in
 23 conjunction with an investigation conducted pursuant to this
 24 subsection are exempt from s. 119.07(1) and s. 24(a), Art. I of
 25 the State Constitution for a period not to exceed 10 days after
 26 the panel makes a determination regarding probable cause.
 27 2.a. Those portions of meetings of the probable cause panel
 28 at which records made exempt pursuant to subparagraph 1. are
 29 discussed are exempt from s. 286.011 and s. 24(b), Art. I of the

Page 1 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

589-00456-15

20157004pb

30 State Constitution. The closed portion of a meeting must be
 31 recorded and no portion of the closed meeting may be off the
 32 record. The recording shall be maintained by the commission.
 33 b. The recording of a closed portion of a meeting and the
 34 minutes and findings of such meeting are exempt from s.
 35 119.07(1) and s. 24(a), Art. I of the State Constitution for a
 36 period not to exceed 10 days after the panel makes a
 37 determination regarding probable cause.
 38 ~~3. This paragraph is subject to the Open Government Sunset~~
 39 ~~Review Act in accordance with s. 119.15 and shall stand repealed~~
 40 ~~on October 2, 2015, unless reviewed and saved from repeal~~
 41 ~~through reenactment by the Legislature.~~
 42 Section 2. This act shall take effect July 1, 2015.

Page 2 of 2

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

Use of Florida Prepaid & Savings Plans by Disabled Students

presented by
Kevin Thompson, Executive Director

January 20, 2015

Senate Committee on Higher Education

Overview of Prepaid Plans

▶ *Starting is Believing*

- Pays for future cost of college in advance
- Scope and duration of benefits very specific
 - Tuition
 - Tuition Differential Fee
 - Local Fees
 - 10 years
- Guaranteed by the state

Use by Students with Disabilities

▶ *Starting is Believing*

- Normal usage
 - Covers costs included in master contract
- Scholarship refund or waiver
 - Value of the plan (“what we would pay a Florida school”) refunded in semester installments
- Total disability refund
 - Unable to attend school
 - Value of the plan refunded in lump-sum

- 1009.98 (11) Transfer Of Benefits To Programs Designed For Students With Disabilities

A qualified beneficiary may apply the benefits of an advance payment contract toward the program fees of a program designed for students with disabilities conducted by a state postsecondary institution. A transfer authorized under this subsection may not exceed the redemption value of the advance payment contract at a state postsecondary institution or the number of semester credit hours contracted on behalf of a qualified beneficiary.

Florida 529 Savings Plan

▶ *Starting is Believing*

- Allows you to save for college at your own pace
 - Invest your savings in investment options we offer
 - Earnings are tax-free if spent on qualified higher education expenses
 - Not guaranteed like the Prepaid Plan

Contact Information

▶ *Starting is Believing*

- Kevin Thompson, Executive Director
kevin.thompson@myfloridaprepaid.com

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1-20-15

Meeting Date

Bill Number (if applicable)

Topic Use of Florida Prepaid Plans & Savings Plans by Disabled Students

Amendment Barcode (if applicable)

Name Kevin Thompson

Job Title Executive Director

Address 1801 Hermitage Boulevard, Suite 210

Phone 850-488-8514

Street

Tallahassee

Florida

32308

Email kevin.thompson@myfloridaprepaid.com

City

State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Florida Prepaid

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

A photograph of the Florida State Capitol building, showing its white facade, columns, and a dome with a flag on top. The image is partially obscured by a dark blue curved graphic element on the left side of the slide.

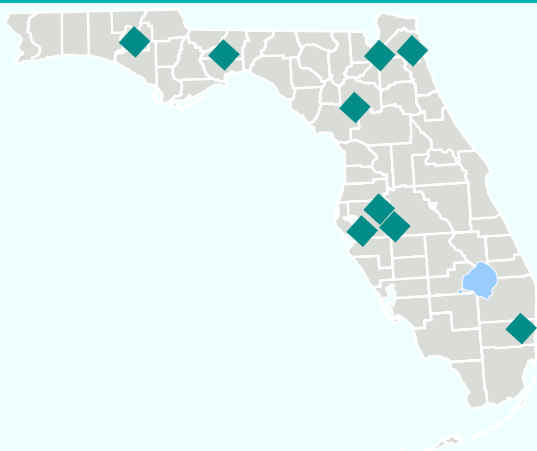
OPPAGA Follow-up to the January 5th Meeting of the Senate Committee on Higher Education

Senate Committee on Higher Education
January 20, 2015

Emily Sikes, Chief Legislative Analyst

Summary Information on Postsecondary Programs for Students with Developmental Disabilities

Programs Available for Students with Developmental Disabilities Who Are No Longer Enrolled in District ESE Programs



Snapshot

Number of Programs: 9

Institutions: 3 universities (1 private), 3 colleges, 2 technical centers

Fall 2014 Enrollment: 201

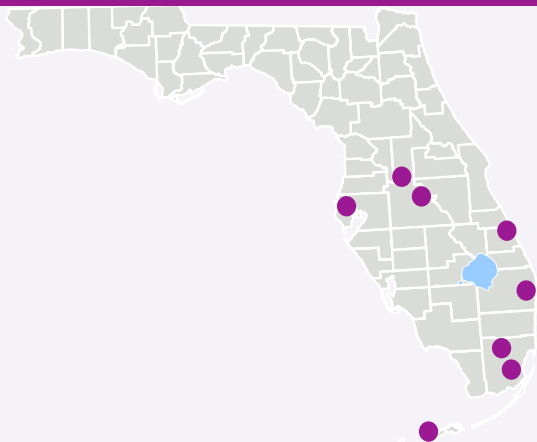
2013-14 Student

Outcomes: 41 of 125 Employed

2013-14 Student Costs: \$0 to \$10,000/year

2013-14 Funding: \$48,850 to \$805,793

Programs Available for Students with Developmental Disabilities Who Are Still Receiving District ESE Services



Snapshot

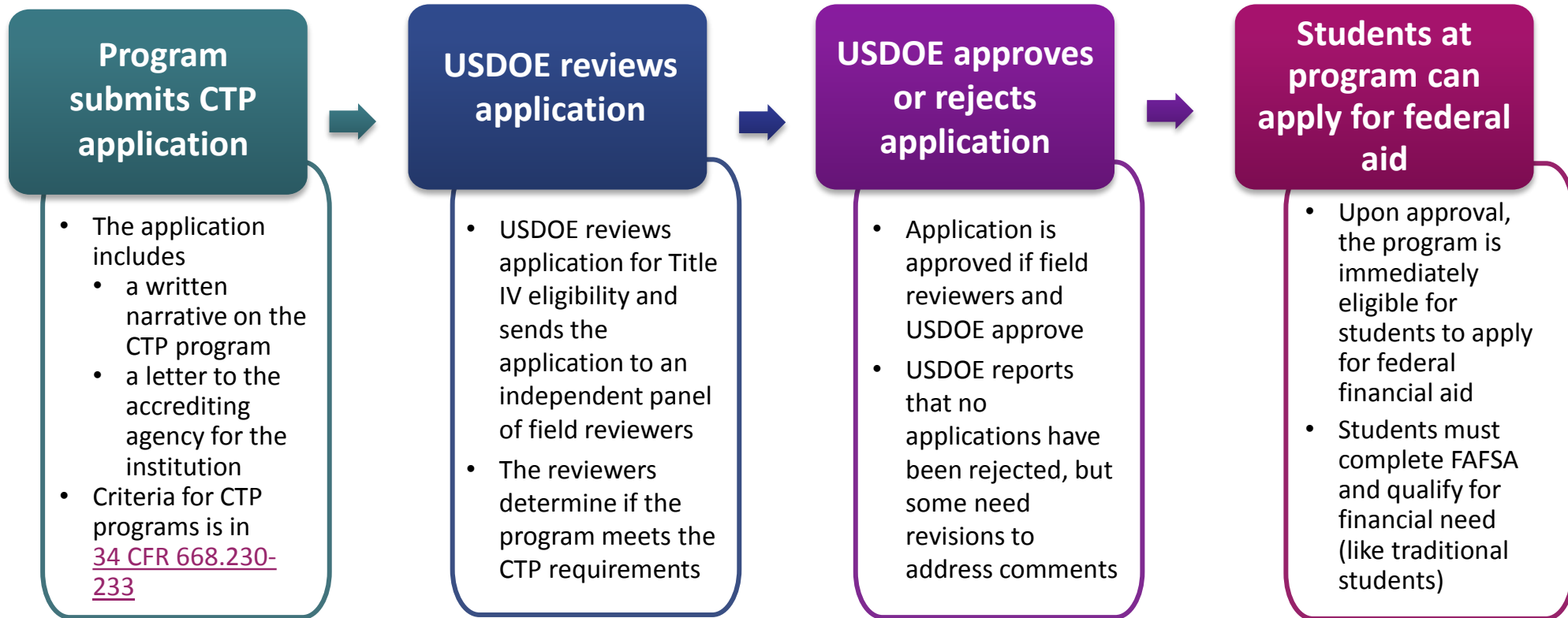
Number of Programs: 8

Institutions: 3 state universities, 1 private university, 4 colleges

Fall 2014 Enrollment: 71

Comprehensive Transition and Postsecondary Programs (CTP) Application Process

What is the process for applying for the CTP?



USDOE estimates that this process takes between 3-6 months depending on the quality of the application.

Program Options in Other States

How does the University of Alabama's Crossing Points Program work?

Program Background

- Program is a partnership between the University of Alabama and Tuscaloosa City and County School Systems
- Serves students ages 18-21 still enrolled in the local school districts with moderate to severe disabilities (IQ of 65 and below)
- 2014-15 enrollment of 18 students

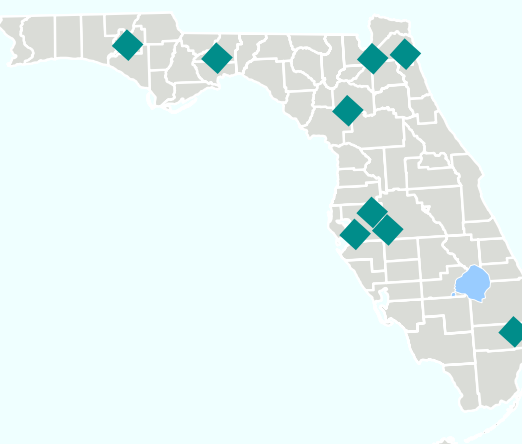
Program Activities

- University has created job opportunities throughout the university for students in this program, students work in these positions and receive a stipend; program staff help students budget the stipend amounts
- Students can participate in campus events and activities

Program Funding

- School district funds students enrolled in the program and provides instructors
- Program fundraises and receives private donations to provide stipends for students working at job sites
- No costs to students
- Institution provides classroom space, technology, utilities, and a graduate assistant
- Institution is currently applying to become a CTP program

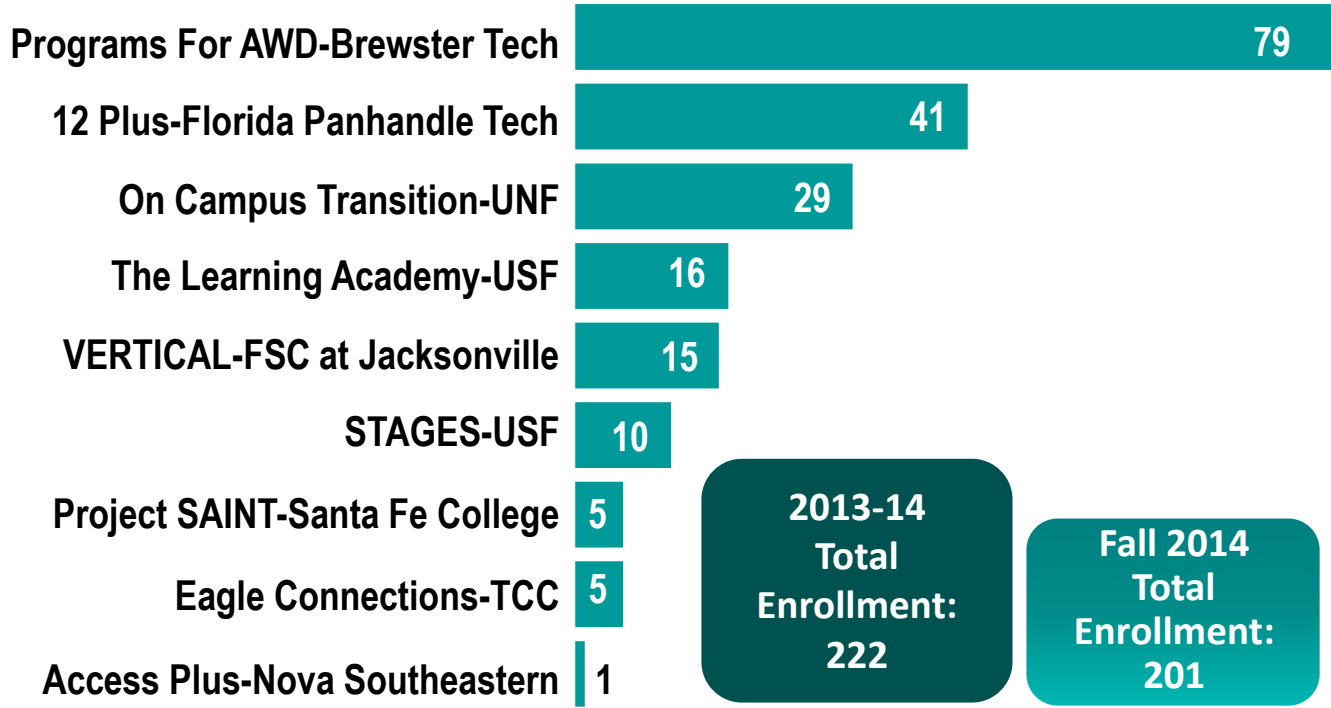
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Fall 2014 Enrollment

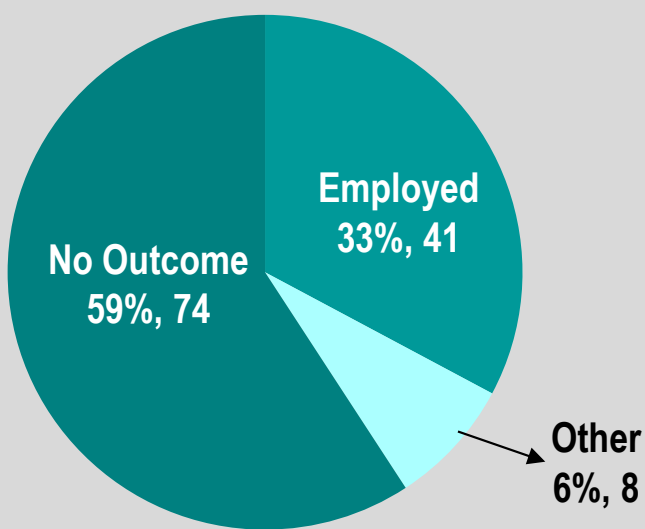


Students

Students

Outcomes

Outcomes

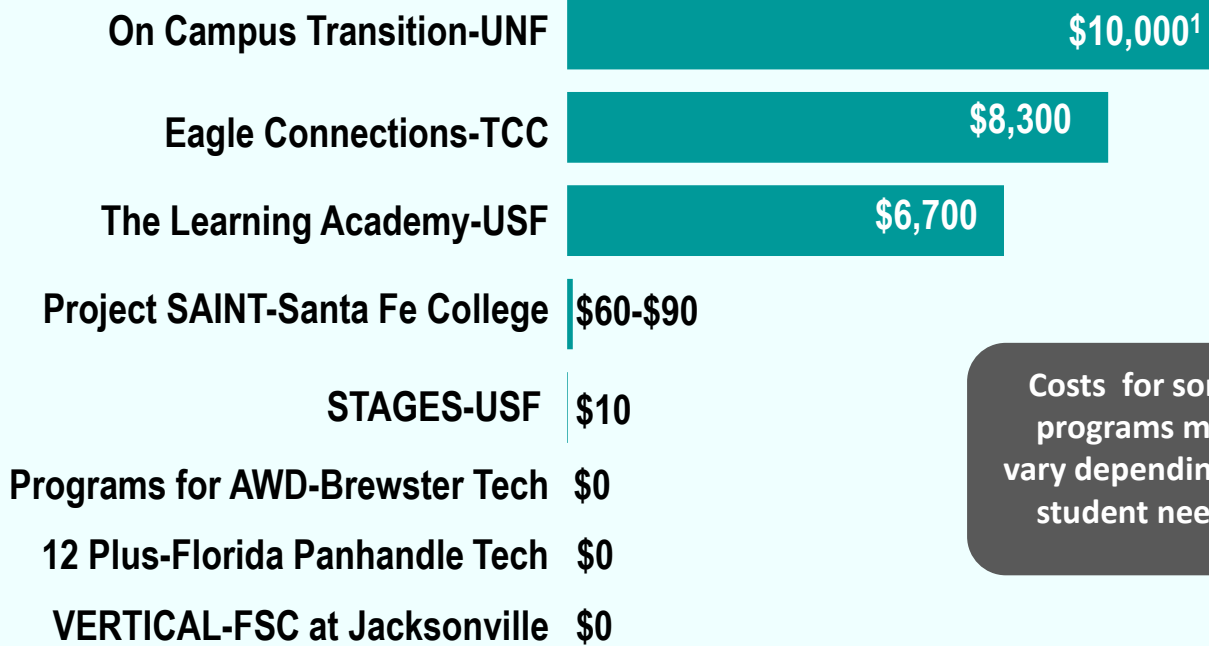


Graduates 2013-14

There were 125 graduates in 6 of the 9 programs

Other includes graduates who received their industry certification, went on other postsecondary options, or pursue a GED

Student Costs 2013-14

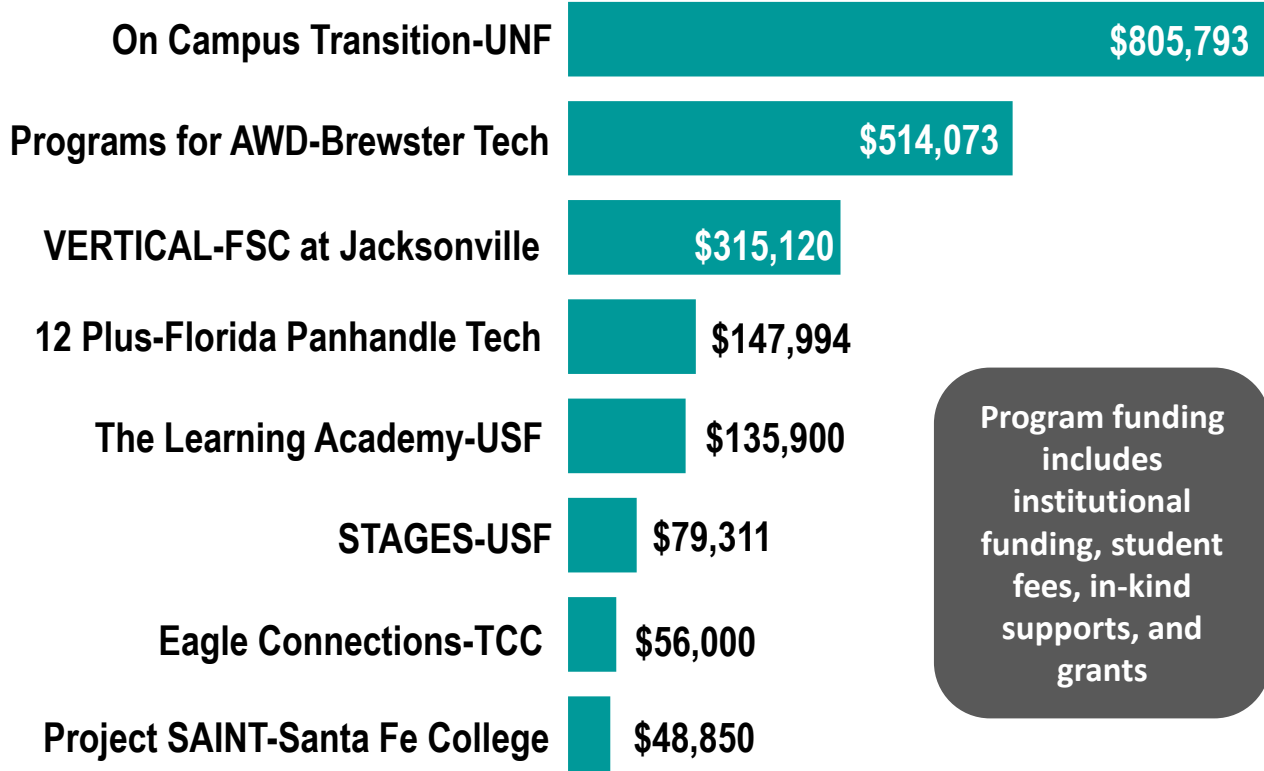


Costs for some programs may vary depending on student needs

¹This is the cost of base tuition only and does not include the cost of the residential option for the program which ranges from \$11,000-\$14,000 per year in addition to tuition.

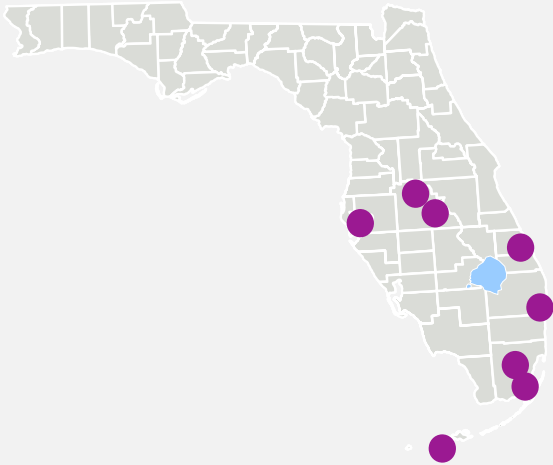
Total Funding 2013-14 = \$2,102,992

Funding 2013-14



Program funding includes institutional funding, student fees, in-kind supports, and grants

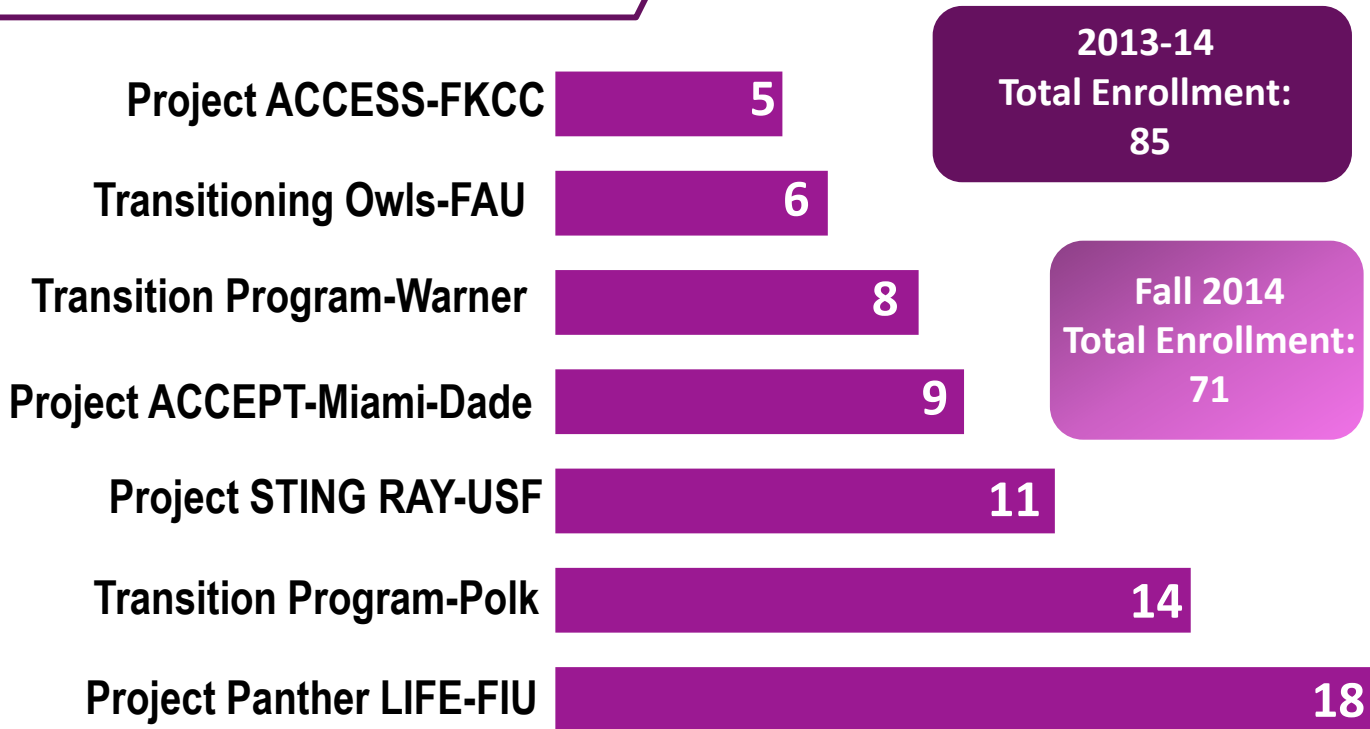
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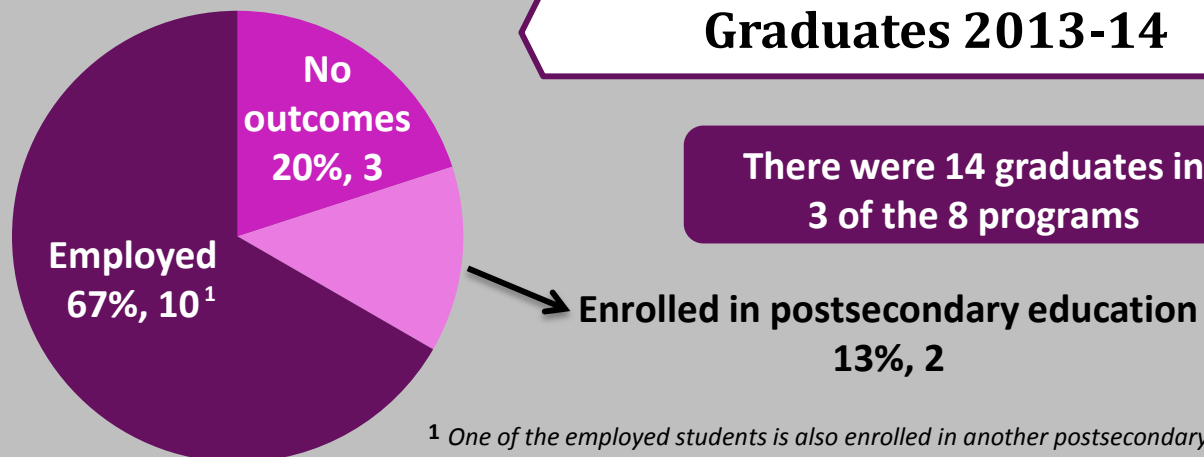
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Fall 2014 Enrollment*



*The Employment Institute at Indian River State College did not report their Fall 2014 Enrollment

Graduates 2013-14



¹ One of the employed students is also enrolled in another postsecondary program

Students

Students

Outcomes

Outcomes



think III COLLEGE!

Changing Expectations.
Increasing Opportunities.



Debra Hart
Director Education & Transition
Institute for Community Inclusion
University of Massachusetts,
Boston

Senate Committee on Higher Education
January 20, 2015

**Postsecondary Education
for Students with
Intellectual Disabilities:
The National Picture**

Think College is a national organization dedicated to developing, expanding, and improving research and practice in inclusive higher education for people with intellectual disability.

www.ThinkCollege.net

The Think College website is a trusted source for information, training, and resources related to inclusive higher education for students with intellectual disability.

The website includes:

- A searchable program directory to learn more about available college options
- A resource library that includes published research as well as field-created tools and resources
- Online learning modules on a variety of topics
- Research to practice briefs, e-newsletters, and journal articles
- Topical information on the critical issues
- A policy and legislation clearinghouse



The term “student with an intellectual disability” means a student:



- with intellectual disability or a cognitive impairment, characterized by significant limitations in intellectual and cognitive functioning; and adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and
- who is currently, or was formerly, eligible for a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act.

Think college is not for you?

Watch "Rethinking College".
It may change your mind.

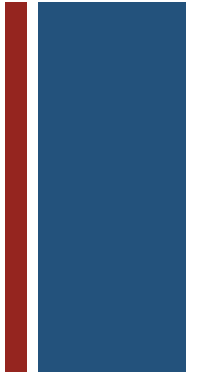
www.thinkcollege.net/training/rethinking-college-the-movie

Types of Higher Education Programs

- Dual enrollment — students still in high school
- Adults only age 18+ who have exited high school
- Both dual enrollment & adults 18+ who have exited high school
- Individual students & families



Categories of College Programs



- **Transition and Postsecondary Programs for Students with Intellectual Disabilities (44)**
 - Model Demonstration projects funded by the US Department of Education, Office of Postsecondary Education
- **Comprehensive Transition Programs (34)**
 - Programs that have been through an approval process and can offer access to federal financial aid

*Some programs are both (13)

Most programs today are neither

+ CTP Requirements:

- Students physically attend IHE
- IHE participates in Title IV Federal Student Aid
- Includes an advising structure
- Preparation for gainful employment
- Provide *at least* 50% of program time in inclusive academics (college courses for credit or for audit) with other students without intellectual disabilities
- Satisfactory Academic Progress Policy
- Must offer a credential or have identified outcomes for students
- Have an established program length in weeks of instructional time and equivalent clock or credit hours

All students are members of a heterogeneous student body in a college of their choice. They are welcomed campus members, active participants in academic instruction, experience reciprocal social relationships, learn academics in typical college courses and develop skills necessary for living an inclusive life in the community through learning experiences on campus. Supports are provided to students and faculty to enable everyone to be successful.

ACADEMIC ACCESS



CAREER DEVELOPMENT



CAMPUS MEMBERSHIP



SELF-DETERMINATION



As new postsecondary education options for people with ID are developed, errors of the past may be repeated, as segregated practices are developed that succeeding generations will have to struggle to alter. Postsecondary environments are highly valued, and many individuals and their families are thrilled to simply be allowed on campus. This sense of gratitude may lead to the acceptance of segregation at college, and slow or halt the advancement of authentic inclusion. (Uditsky and Hughson, 2012)

COLLEGE OPTIONS FOR PEOPLE WITH INTELLECTUAL DISABILITIES, October 2014 (N=228)



WWW.THINKCOLLEGE.NET



TPSID Snapshot



- Yr 1- 470 students at 42 IHE
- Yr 2- 787 students at 43 IHE
- Yr 3- 865 students at 44 IHE
- 64 % provide residential
- 90+ use mentors/coaches

865

STUDENTS



MEDIAN AGE=20

STUDENT AGES RANGED FROM 18 TO 53

 59% MALE  39% FEMALE

22% PERCENTAGE OF STUDENTS WHO WERE STILL RECEIVING TRANSITION SERVICES THROUGH THEIR LOCAL K-12 SCHOOL DISTRICT.

STUDENTS

STUDENTS TOOK AN
AVERAGE OF

8 COURSES
DURING THE YEAR.



COLLEGE COURSES TAKEN BY STUDENTS:

ACTING FUNDAMENTALS
MARKETING PRINCIPLES
INTRODUCTION TO BUSINESS
TECHNOLOGY
SUSTAINABLE LANDSCAPING
WORLD MUSIC CULTURE
WORLD HISTORY 1500-PRESENT
CHILD PSYCHOLOGY

ACADEMICS

EMPLOYMENT

70%

PERCENTAGE OF STUDENT EMPLOYED AND/OR PARTICIPATING IN OTHER CAREER DEVELOPMENT ACTIVITIES

36%

PERCENTAGE OF STUDENTS WHO HELD 424 PAID JOBS

89%

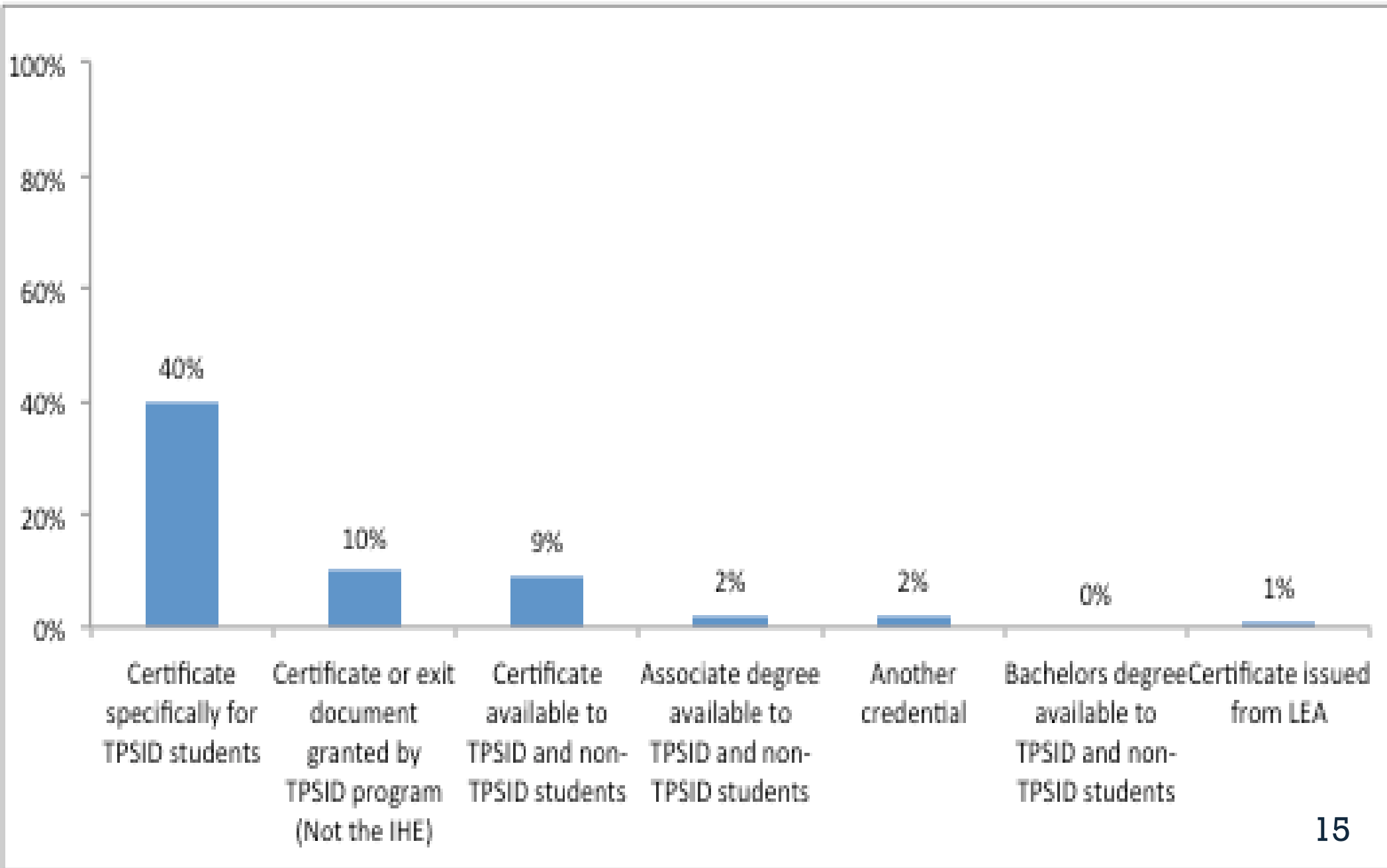
PERCENTAGE OF STUDENT JOBS THAT PAID AT OR ABOVE MINIMUM WAGE

JOBS HELD BY STUDENTS:

FITNESS CENTER LIFEGUARD
AQUARIUM EXHIBIT GUIDE INTERN
VFW SPECIAL EVENTS STAFF
CLOTHING STORE ASSOCIATE
AUTO BODY SHOP MECHANIC
COLLEGE LIBRARY WORK STUDY
ADMISSION OFFICE INTERN
HEALTHCARE FACILITY MARKETING INTERN



Credentials Earned 2012–2013 (N=297)



Questions?

+ Debra Hart
Director Education & Transition
Institute for Community Inclusion
University of Massachusetts,
Boston

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617.590.8082



Inclusive Education Program at UCF

presentation should be to our higher education committee

Adam Meyer

Director, Student Disability Services
Chair, Inclusive Education Committee
University of Central Florida

adam.meyer@ucf.edu

Presentation to the Florida Senate Committee on
Higher Education
January 20, 2015

Vision

- Maximize opportunities for all students with disabilities, including students with intellectual disabilities
- Pilot 5 students in Fall 2015 or Spring 2016 with plans to grow
- Meaningful credentials
 - Legitimate degree or certificate options to be explored



Think College Guidance

- Debra Hart visit on January 8th
- Inclusive and Sustainable is key
- Incorporate strong employment focus
- Excellent peer mentor resource
- Seek Comprehensive Transition Program (CTP) designation from outset



Next Steps

Inclusive Education Committee

- UCF Faculty and Staff
- Valencia
- QUEST
- Center for Independent Living
- Orange County Public Schools
- Project 10

Focus of our Work

- Exploring the CTP process
- Beginning a director search
- Mission statement
- Defining our target population
- Admissions process
- Collaborating with campus departments
- Creating faculty support



Special Thanks

- Crystal Makowski
 - UNF On Campus Transition Program
- Danielle Roberts-Dahm
 - USF STING RAY Program





Florida Panhandle
TECHNICAL COLLEGE



CAREER IN A YEAR!



Project Independence

Students served:

- Adults with disabilities (AWD)
- Students with disabilities (SWD) – Dually Enrolled
 - 18 – 22 years of age (12+ Students)
 - 16 – 18 years of age

Disabilities served since 2013:


- Intellectual Disability
- Severely Emotionally Disturbed
- Autism Spectrum Disorder
- Hearing Impaired

* Students served by the Proposed CTP Program:

- Adults with disabilities (AWD)
 - Students ages 16 and above, enrolled as adults
 - 12+ students when they reach the age of 22

Student Performance Outcomes

- 41 TOTAL Students enrolled
 - 28 AWD
 - 12 SWD (12+)
- 12 + student Results
 - 8 Completers
 - 2 Patient Care Program
 - 3 Commercial Foods & Culinary Arts
 - 1 Applied IT
 - 2 Administrative Assistance
 - 8 Industry Certifications
 - 2 Certified Nursing Assistant (CNA)
 - 3 Food Handler
 - 1 CompTIA A+
 - 2 Microsoft Office
 - Placements
 - 2 - Employment
 - Local Nursing Homes
 - Fast Food Restaurants
 - 1 - Job Shadowing
 - Local School Board Office
 - 2 - Continued Post-Secondary Training
 - Additional Program at FPTC
 - 3 - Not available for employment
 - Transportation Issues
 - Other issues



Parent & Student Feedback Want More!

Organizational Partnerships


- Florida Division of Vocational Rehabilitation

Local Business Partnerships

- Contacts have been made with limited responses

Topics Considered in Program Design:

- Enrollment Requirements
- Council on Occupational Education Program Requirements



Comprehensive Transition and Postsecondary (CTP) program

A CTP program for students with intellectual disabilities means a degree, certificate, or nondegree program that

- is offered by a college or technical college/Center and approved by the U.S. Department of Education;
- is designed to support students with intellectual disabilities who want to continue academic, career, and independent living instruction to prepare for gainful employment;
- offers academic advising and a structured curriculum; and
- requires students with intellectual disabilities to participate, for at least half of the program, in
 - regular enrollment in credit-bearing courses with nondisabled students,
 - auditing or participating (with nondisabled students) in courses for which the student does not receive regular academic credit,
 - enrollment in noncredit-bearing, nondegree courses with nondisabled students, or
 - internships or work-based training with nondisabled individuals.

LINK: <https://studentaid.ed.gov/eligibility/intellectual-disabilities>

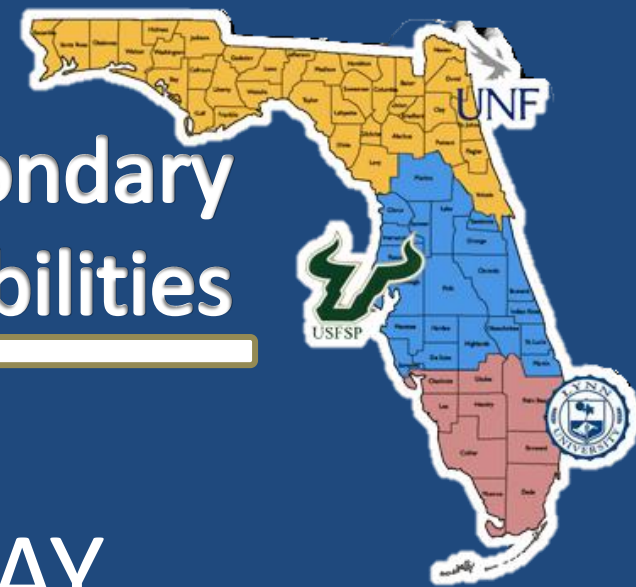


Process for Title IV Approval of a CTP Program

If an institution wishes to have a Comprehensive Transition and Postsecondary (CTP) program determined to be an eligible program for the Federal student aid programs, it must:

- Submit an updated Electronic Application for Approval to Participate in the Title IV Federal Student Aid Programs (E-App) to the Department (34 CFR 600.20). The E-App can be accessed at (<http://eligcert.ed.gov/>).
- Mail the signed signature page to the US Department of Education
- Email a detailed description of the program
 - Not to exceed thirty pages
 - Indicate how the program meets all of the definitional components of a CTP program
- Email a description of the educational credential offered (e.g., certificate) or identified outcome or outcomes established by the institution for all students enrolled in the program
- Email a copy of the letter or notice sent to the institution's accrediting agency informing the agency of its comprehensive transition and postsecondary program

The Florida Consortium on Postsecondary Education and Intellectual Disabilities



Project 10 STING RAY University of South Florida St. Petersburg

Florida Senate Committee on Higher Education

January 20, 2015

STING RAY

GOALS



- Develop a Curriculum Framework with an end goal of substantial, gainful employment and mastery of independent living skills.
- Develop a sustainable and replicable model that can be utilized anywhere across the state and with any existing postsecondary institution.



STING RAY Program Curriculum

The STING RAY curriculum is individualized, person-centered, and adaptive, based on the student's individual needs, strengths, and interests, while providing instruction in the following areas:

Five Domain Clusters:

I. Career Development and Employment



II. Academic Enrichment



III. Campus and Community Engagement



IV. Self-Determination



V. Independent Living



The Florida Consortium
on Postsecondary Education
& Intellectual Disabilities

FL Consortium Objectives

Federal Funding 2010-2015

OBJECTIVE 1

Expand existing transition programs at 3 campuses & fully align with criteria established for Comprehensive Transition Programs for Students with Intellectual Disabilities into Higher Education

OBJECTIVE 2

Work with 9 existing postsecondary transition programs to align them with the Comprehensive Transition Programs for Students with Intellectual Disabilities into Higher Education

OBJECTIVE 3

Develop additional postsecondary transition programs for students with intellectual disabilities across Florida



The Florida Consortium
on Postsecondary Education
& Intellectual Disabilities

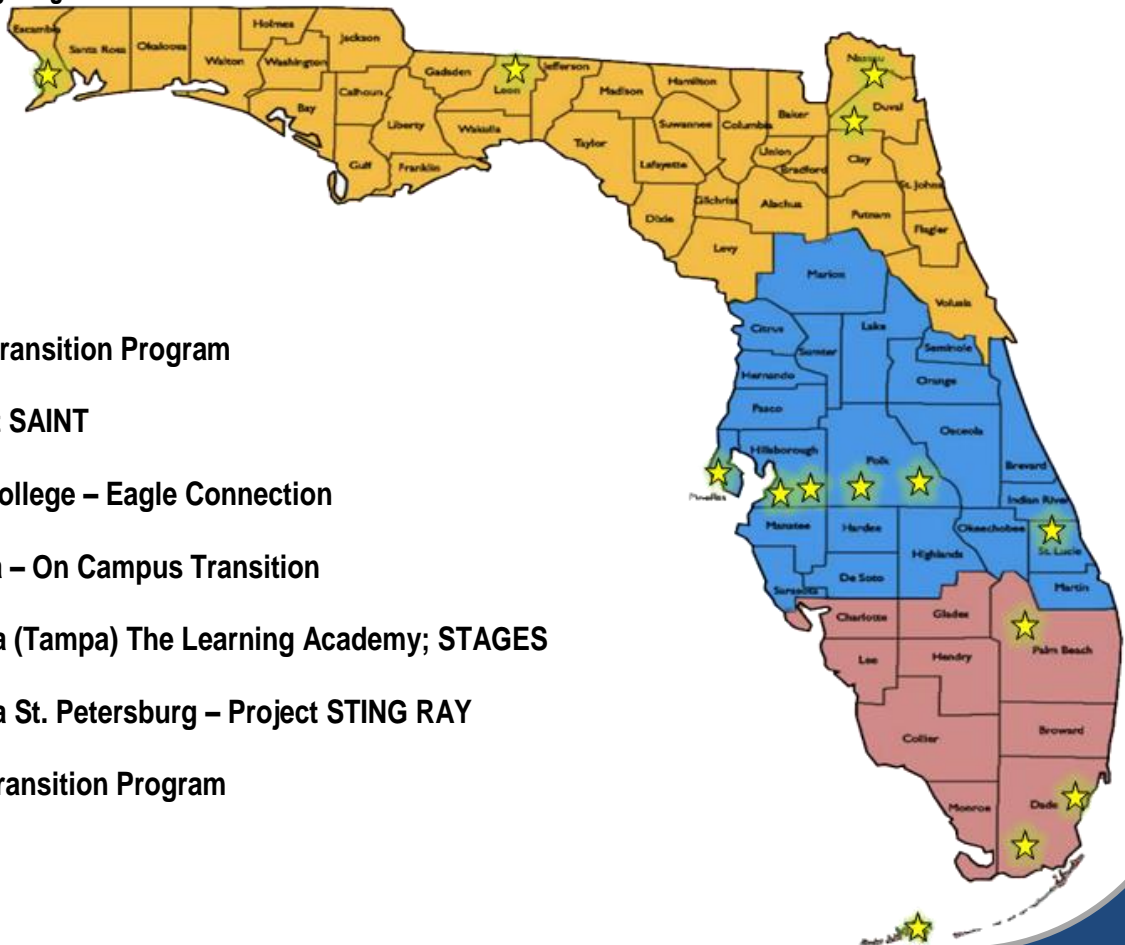
Strategies

- Annual Hartwick Symposium of Stakeholders
- Technical Assistance and Training
 - Communication/Website
 - Relevant Products
- Mini-grants for site development



Providing Financial and/or Technical Assistance to:

- Florida International University – Project Panther LIFE (two programs)
- Florida Keys Community College – Project A.C.C.E.S.S.
- Florida State College at Jacksonville – Vertical Training Program
- Indian River State College – Employment Institute
- Lynn University – The ACCESS Program
- Miami-Dade College – Project A.C.C.E.P.T.
- Pensacola State College Project REAL
 - Polk State College – The Transition Program
 - Santa Fe College – Project SAINT
 - Tallahassee Community College – Eagle Connection
 - University of North Florida – On Campus Transition
 - University of South Florida (Tampa) The Learning Academy; STAGES
 - University of South Florida St. Petersburg – Project STING RAY
 - Warner University – The Transition Program



The Florida Consortium
on Postsecondary Education
& Intellectual Disabilities

Questions?

Jordan T Knab, Ed. S.

Principal Investigator, Florida Consortium on
Postsecondary Education and

Intellectual Disabilities

University of South Florida

St. Petersburg

jknab@mail.usf.edu

813-361-1076

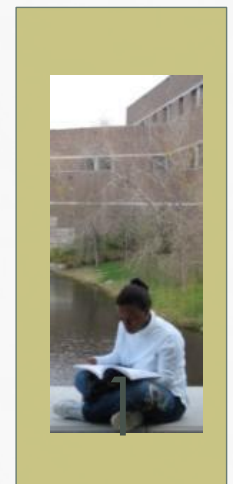


FLORIDA SENATE COMMITTEE ON HIGHER EDUCATION PRESENTATION
JANUARY 20, 2015
THE ARC JACKSONVILLE
ON CAMPUS TRANSITION
UNIVERSITY OF NORTH FLORIDA

A POSTSECONDARY TRANSITION PROGRAM (IN OPERATION FOR NINE YEARS)



- Individual Program of Study
 - Audit college classes
 - Service learning, volunteer experience, internship, paid employment
 - Social/Emotional Development
 - Self determination
 - Independence
- Participate in student clubs and organizations
- Experience Sports/Culture/Arts and other opportunities on Campus



Currently serving 29 Students with Intellectual Disabilities (some have additionally a diagnosis of Autism, Cerebral Palsy, Spina Bifida, Down Syndrome) – with residential services provided to 23 students (dorm or student suites housing)

PROVIDING COMPREHENSIVE SERVICES

Mission: To provide an innovative college experience for you adults with in intellectual disabilities, while providing transformational learning experiences to university students, college educators, and community leaders.

The Arc Jacksonville, Inc.

Goal: To provide OCT students with comprehensive and innovative services in a university setting and provide UNF students with transformational learning opportunities

**Academic
Enhancement**

**Career
Development**

Self-Determination

UNF

Goal: To provide OCT students with an authentic college experience and promote integration and inclusion within the campus

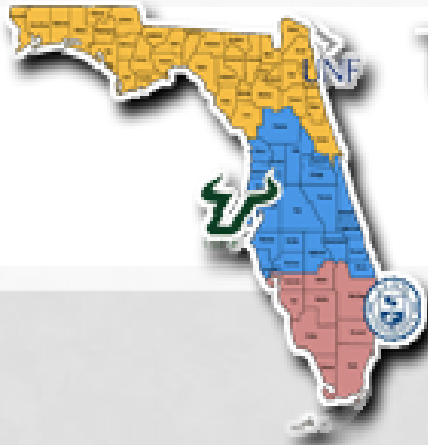
Wellness

Socio-emotional

Independent Living

COLLABORATION/FUNDING

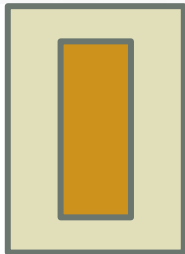
- State Department of Education
 - Bureau of Exceptional Education and Student Services
 - Project Transition Education Network
 - Florida Inclusion Network
 - Centers for Autism and Related Disabilities (CARD)
 - Step Up for Students
 - Division of Vocational Rehabilitation
 - Division of Blind Services
- Agency for Persons with Disabilities
- Florida Developmental Disabilities Council
- Independent Living Resource Center (CIL)
- Veterans Affairs
- Career Source
 - Disability Navigator
- Business Leadership Network
- Florida Alliance for Assistive Services and Technology
- City of Jacksonville
- Jacksonville Transportation Authority
- Volunteer Florida – AmeriCorps
- National Disability Institute
- Think College
- Private Foundations
- Local Businesses



The Florida Consortium on Postsecondary Education & Intellectual Disabilities

TIPSID Collaboration with USF/St. Pete and (FAU)

- UNF provides technical assistance across North Florida to developing PSE programs
- Advising Curriculum
- Development of a Certificate for postsecondary transition graduates (currently OCT graduates receive a diploma signed by UNF and The Arc Jacksonville)
- Sharing resources of how to obtain financial aid eligibility
- Obtaining continuing education on how to strengthen relationships with government entities (APD, VR, etc.)
- HEOA Consultant (funded by grant)
- Think College standards and OCT
- Attempt to become a federally recognized comprehensive transition program



Finally I am recognized as a college student, my wants and desires count – Cameron (Student)

I am not moving to New Zealand with my family, I proved I could live on my own at OCT - Lauren

OCT opened my eyes to all my child could achieve, beyond my wildest dreams! - Parent

My internship at UNF child development center changed my mind about childcare. I am glad I changed my program of study. I love my job at Baptist Health- Charla (student)

Dr. Crystal Makowski
Charlotte Temple
The Arc Jacksonville
1050 North Davis Street
Jacksonville, Florida 32209
904.358.1200
ctemple@arcjacksonville.org
www.arcjacksonville.org

Current employment outcome data for graduating students is 86%
Eleven graduates have exited residential to experience independent living.

January 20, 2015

Florida Senate Higher Education Committee

***Project Panther LIFE:
Learning Is For Everyone***

Delia C. Garcia, Ed.D.
Dean, College of Education
garciad@fiu.edu

Diana Martinez Valle-Riestra, Ph.D.
Program Director
Office of Community Engagement, College of Education
riestrad@fiu.edu

Program Description

- Comprehensive postsecondary transition program led by FIU's College of Education
- Partners include Miami-Dade County Public Schools and Parent to Parent of Miami.
- Goal is to prepare students for *integrated* and *competitive paid employment*
- System of support ensures students' retention and success in the program
 - Academic Mentors, Peer Coaches, Faculty Advisors, Resident Assistants, Job Coaches
- Certificate of Completion

Program Funding

- Year 1 (2011-2012) & Year 2 (2012-2013) - \$15,000 each year from the Florida Consortium on Postsecondary Education and Intellectual Disabilities
- State Funding for FY 2013-2014 - \$300,000 non-recurring
- State Funding for FY 2014-2015 - \$300,000 non-recurring
- Requesting \$500,000 recurring for FY 2015-2016

Partnerships & Contributions

MDCPS

- Project Coordinators
- Full-time Assistants
- Transition Specialist
- Travel Training/Driver's Education
- Social Worker
- Job Coaches

FIU College of Education

- Faculty Advisors/Academic Mentors/Peer Coaches
- Access to Courses and Campus Events
- Job Shadowing
- Community Internships
- Tech Trainings & Support
- Money Management Workshops
- Summer Residential Program

Parent to Parent

- Needs Assessment Survey
- Family Perspective Statement
- Family/Student Seminars
- Student Vision Board/Roadmap



Students Served & Program Activities

- *Panther LIFE* is currently serving 18 students with intellectual disabilities
- Demand is growing but space is limited; 26 applicants for 2013-2014.
- Select Program Activities:
 - Job Shadowing
 - Community Employment Internship
 - Summer Residential Program
 - Professional Conferences
 - Special Olympics

Program & Student Outcomes

- ❑ The recruitment, preparation, and program delivery to students with ID that meet project eligibility criteria.
- ❑ Ongoing evaluation of the program leading to revisions and modifications in program development, functioning, implementation, and requirements.
- ❑ Advising, academic mentoring, peer coaching, and job shadowing/job coaching.
- ❑ Development of self-determination and advocacy skills for students and their families.
- ❑ Development and generalization of independent living skills in the community.
- ❑ Successful completion and potential for paid employability.

Employment after Completion

- 6 students have completed the program
- 5 of those students have secured paid employment after completion
- 5 current students have also secured paid employment

Student Feedback

- *“Project Panther LIFE is an awesome program. I have learned a lot and have met a lot of great friends. It is also helping me become more independent and social. I love this program and the opportunity to be able to go to college.”*
- *“After my first semester job shadowing here I have learned to come out from my shell and build more self-confidence.”*

Parent Feedback

- *“Project Panther LIFE is one of the most comprehensive and successful programs I have ever come across. When I am not here, I am encouraged that he will be able to take care of himself and not depend on anyone else or any agency. We need to expand this very needed program. Our community needs this and our world requires it. Any money granted will be well used and paid forward.”*
- *“My expectations of where he thought he could go mentally have heightened. It is as if he is a whole different kid.”*

Future Plans

- Continue to seek external funding to build capacity and sustain the program.
- Become a College Transition Program (CTP) to secure access to federal financial aid.
- Continue to secure community employment internship opportunities and build a database of sites.
- Design a program manual outlining policies and procedures
- Extend the Summer Residential Program (SRP) and its curriculum and supporting activities.
- Establish an Advisory Board.
- Establish a 22+ program (*BEYOND Panther LIFE*).

“*Project Panther LIFE* and its partners provide an invaluable opportunity to young adults with disabilities. The growth of this program will improve the lives of the individuals participating, their families and the community. Nothing is more valuable than providing youth of all abilities in our community with tools and knowledge for a brighter future; *Project Panther LIFE* is spearheading this type of a goal in Miami.”



THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1.20.15

Meeting Date

Bill Number (if applicable)

Topic Postsecondary Education for Students with Intellectual Disability

Amendment Barcode (if applicable)

Name Debra Hart

Job Title Director Education & Transition, Institute for Community Inclusion, UMB

Address 100 Morrissey Blvd

Phone 617.590.8082

Street

Boston

MA

02125

Email debra.hart@umb.edu

City

State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing _____

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

01-20-2015
Meeting Date

Bill Number (if applicable)

Topic Martha Compton - Students with _____
Name Martha Compton Disabilities _____
Amendment Barcode (if applicable)

Job Title Director Florida Panhandle Technical College

Address 757 Hoyt Street Phone 850-638-1180 ext. 301
Street

Chipley FL 32428 Email Martha.Compton@fpte.edu
City State Zip

Speaking: For Against Information
Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Florida Panhandle Technical College

Appearing at request of Chair: Yes No
Lobbyist registered with Legislature: Yes No

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S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

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01-20-2015
Meeting Date

Bill Number (if applicable)

Topic Students with Disabilities

Amendment Barcode (if applicable)

Name KATHLEEN NELSON

Job Title Adults with Disabilities Coordinator/Adult Ed. Teacher

Address 757 Hoyt Street

Phone (850) 638-1180 ext. 372

Chipley Florida 32428
City State Zip

Email Kathy.Nelson@fptc.edu

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing FLORIDA PANHANDLE TECHNICAL COLLEGE

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

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S-001 (10/14/14)

THE FLORIDA SENATE

APPEARANCE RECORD

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Meeting Date

Bill Number (if applicable)

Topic Students with Disabilities

Amendment Barcode (if applicable)

Name Hunter T. Crews

Job Title Student FPTC

Address 305 E PENN AVE

Phone 850-768-2252

Street

Bonifay

City

Fl.

State

32425

Zip

Email huntercrews@hotmail.com

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Florida Panhandle Tech College

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE
APPEARANCE RECORD

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January 20, 2015

Meeting Date

Bill Number (if applicable)

Topic Postsecondary Education and Students with Intellectual Disabilities

Amendment Barcode (if applicable)

Name Jordan T Knab

Job Title Faculty/Principal Investigator

Address 1509 NE 24th Street

Phone 813-361-1076

Street

Wilton Manors

FL

33305

Email jknab@usfsp.edu

City

State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing University of South Florida St. Petersburg Sting Ray program and Florida Consortium

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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S-001 (10/14/14)

THE FLORIDA SENATE

APPEARANCE RECORD

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1/20/15
Meeting Date

Bill Number (if applicable)

Topic Postsec. Educ. for Indiv. with Disabilities Amendment Barcode (if applicable)

Name JORDAN T. KNAB

Job Title Faculty / Principal Investigator

Address 1509 N.E. 24th St.
Street

Phone 813-361-1076

Wilton Manors FL 33305
City State Zip

Email jknab@ustf.edu

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing VSEIP

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE

APPEARANCE RECORD

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January 20, 2015

Meeting Date

Bill Number (if applicable)

Topic Postsecondary Opportunities for Students with Intellectual Disabilities

Amendment Barcode (if applicable)

Name Charlotte Temple

Job Title VP Advocacy, The Arc Jacksonville - Principal, OCT

Address 1050 N. Davis Street

Phone (904)358-1200

Street

Jacksonville

FL

32209

Email ctemple@arcjacksonville.org

City

State

Zip

Speaking: [] For [] Against [x] Information

Waive Speaking: [] In Support [] Against (The Chair will read this information into the record.)

Representing The Arc Jacksonville On Campus Transition UNF

Appearing at request of Chair: [x] Yes [] No

Lobbyist registered with Legislature: [] Yes [x] No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE
APPEARANCE RECORD

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January 20, 2015

Meeting Date

Bill Number (if applicable)

Topic Postsecondary Opportunities for Students with Intellectual Disabilities

Amendment Barcode (if applicable)

Name Crystal Makowski, C.R.C., Ed.D.

Job Title VP Arc Village - HEOA Grant Consultant, UNF - Past Director, OCT

Address 1050 N. Davis Street

Phone (941)524-4504

Street

Jacksonville

FL

32209

Email crystal.makowski@unf.edu

City

State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing The Arc Jacksonville On Campus Transition UNF

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

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S-001 (10/14/14)

THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

Meeting Date _____ Bill Number (if applicable) _____
Topic Post Secondary Transition Program Amendment Barcode (if applicable) _____
Name Delia C. Garcia Parthesife
Job Title Dean, College of Education
Address FIU - MMCampus Phone 305-348-3202
Miami Email garcia@fiu.edu
City State Zip

Speaking: For Against Information Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing Parthesife - FIU

Appearing at request of Chair: Yes No Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE

APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/20/15
Meeting Date

Bill Number (if applicable)

Topic Postsecondary Transition Programs (Panther LIFE)

Amendment Barcode (if applicable)

Name Dianca M. Valle-Riestra

Job Title Director of Panther LIFE

Address 11200 SW 8th Street 247-B ZEB Phone 305-348-3783

Street
Miami, FL 33199

City

State

Zip

Email riestrad@fiu.edu

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing FIU - Panther LIFE

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

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THE FLORIDA SENATE
APPEARANCE RECORD

(Deliver BOTH copies of this form to the Senator or Senate Professional Staff conducting the meeting)

1/20/2015

Meeting Date

Bill Number (if applicable)

Topic Postsecondary Options for Students with Disabilities

Amendment Barcode (if applicable)

Name Emily Sikes

Job Title Chief Legislative Analyst

Address 111 W. Madison Street, Suite 312

Phone 850-717-0531

Street

Tallahassee

FL

32399

Email sikes.emily@oppaga.fl.gov

City

State

Zip

Speaking: For Against Information

Waive Speaking: In Support Against
(The Chair will read this information into the record.)

Representing OPPAGA

Appearing at request of Chair: Yes No

Lobbyist registered with Legislature: Yes No

While it is a Senate tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this meeting. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard.

This form is part of the public record for this meeting.

S-001 (10/14/14)

CourtSmart Tag Report

Room: KN 412

Caption: Senate Committee on Higher Ed

Case:

Judge:

Type:

Started: 1/20/2015 3:33:20 PM

Ends: 1/20/2015 4:58:09 PM

Length: 01:24:50

3:33:22 PM Quorum Present - Meeting called to order, Chair Stargel
3:33:36 PM Roll call
3:33:48 PM Sen. Legg is excused
3:34:00 PM Chair Stargel, advises Senators and audience of protocols
3:34:27 PM Tab 3 - Discussion of Policy Options Related to Florida Implementation of Comprehensive Transition Programs as Postsecondary Options for Students with Intellectual Disabilities
3:35:13 PM Webinar (Skype) with Ms. Debra Hart, Director, Education & Transition, Institute for Community Inclusion, UMB, Boston, Mass.
3:51:35 PM Questions - Sen. Gaetz
3:52:24 PM Answer by Ms. Hart
3:52:39 PM Follow up question - Sen. Gaetz
3:53:43 PM Answer by Ms. Hart
3:54:23 PM Chair
3:55:13 PM Mr. Adam Meyer, Director, Student Disability Services, UCF, Orlando. To speak on Inclusive Disability Programs in Higher Ed
4:00:47 PM Chair
4:01:58 PM Question - Sen. Benacquisto
4:02:20 PM Adam Meyer in response
4:02:33 PM Follow up Sen. Benacquisto
4:02:47 PM Adam Meyer in response
4:02:55 PM Sen. Gaetz
4:03:52 PM Adam Meyer in response
4:04:40 PM Chair
4:05:42 PM Ms. Martha Compton, Director, Florida Panhandle Technical College, Chipley, FL, to speak on Students with Disabilities
4:17:43 PM Chair
4:17:48 PM Sen. Gaetz question
4:18:25 PM Martha Compton in response
4:18:34 PM Chair
4:18:42 PM Jordan T. Knab, Faculty/Principal Investigator, USF, Sting Ray program and Florida Consortium, to speak on Postsecondary Education and Students with Intellectual Disabilities
4:29:18 PM Chair - question
4:29:42 PM Jordan Knab in response
4:30:44 PM Sen. Sachs, question
4:31:10 PM Jordan Knab in response
4:31:34 PM Sen. Sachs continuing
4:32:08 PM Jordan Knab in response
4:32:35 PM Chair
4:33:14 PM Charlotte Temple, VP Advocacy, The ARC Jacksonville - Principal, OCT to speak on Postsecondary Opportunities for Students with Intellectual Disabilities
4:33:49 PM chair
4:33:54 PM Charlotte Temple
4:37:10 PM Crystal Makowski, C.R.C., Ed. D, VP Arc Village, HEOA Grant Consultant, UNF, Past Director, OCT,
4:40:13 PM Charlotte Temple
4:41:43 PM Sen. Sachs, question
4:42:44 PM Charlotte Temple in response
4:42:57 PM Crystal Makowski
4:43:38 PM Charlotte Temple
4:43:50 PM Chair
4:44:19 PM Dr.. Delia Garcia, Dean, College of Education, FIU MMCampus, to speak on Post Secondary Transition Programs, Panther LIFE
4:45:40 PM Dr. Diana Valle-Riesha, Director FIU Panther LIFE

4:49:11 PM chair
4:50:00 PM Gavel to Vice Chair, Sen. Sachs
4:50:14 PM Tab 1 SB 7004
4:50:28 PM Sen. Stargel on the bill
4:50:40 PM Chair Sachs
4:50:45 PM Sen.Gaetz, question
4:51:24 PM Sen. Stargel
4:51:30 PM Sen. Sachs - no questions, no debate Move on SB 7004 as a Committee Bill
4:52:05 PM Roll Call on SB 7004
4:52:29 PM Sen. Sachs, bill reported favorably as a Committee Bill
4:52:47 PM Gavel exchange - Back to Sen. Stargel in chair
4:53:06 PM Tab 2 -Kevin Thompson, ED, Florida Prepaid, to speak on Use of Florida Prepaid Plans & Savings Plans
by Disabled Students
4:55:36 PM Chair Stargel
4:56:37 PM Sen. Benacquisto - question
4:57:07 PM Kevin Thompson in response
4:57:29 PM Chair - Sen. Simmons move to rise