

Five Year Work Plan July, 2020 – June, 2025

Goal 1: To improve access to effective educational supports within inclusive school environments for students with IDD

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
1.1 Provide training and technical assistance to school districts in their implementation of a multi- tiered system of support to promote academic, behavioral and mental health of all students including students with DD.	1.1.1 Facilitate the evolution of district leadership teams and train district teams in scaling-up PBIS with special emphasis on cultural responsiveness and family and community engagement.	OSEP TAC, FLPBIS	1	X	X	X	X	Updated training curriculum across all tiers; At least 10 new technical assistance products each year; Agreements with over 60 FL districts and 6 states. Increase the number of schools trained annually by 100.	Percent of recipients of training or technical assistance that report an increase in knowledge, attitude and skills.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	1.1.2 Provide distance training to trainers on behavior support and coaching strategies with special emphasis on cultural responsiveness and family and community engagement.	OSEP TAC, FLPBIS	1	X	X	X	X	Monthly on-line coaching chats; Quarterly district coordinator webinars; Annual training of trainers webinars; Maintain network of nearly 60 district coordinator, 20 PBIS trainers and over 1000 coaches.	Percent of recipients of training that report an increase in knowledge, attitude and skills.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	1.1.3 Provide relevant and high-quality professional development and family training activities.	CARD, PEPSA, OSEP TAC, FLPBIS	1	X	X	X	X	Over 10,000 professionals and family members trained each year.	Percent of recipients of training that report an increase in knowledge, attitude and skills.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	1.1.4 Partner with local school district(s) to coordinate the annual summer institute.	CARD, PEPSA	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Over 400 professionals registered each year.	Percent of recipients of training that report an increase in knowledge, attitude and skills.
	1.1.5 Provide an annual state conference on the support of individuals with DD including the provision of inclusive schooling and educational strategies.	CARD, PEPSA	1 2 3 4 5			X X X X X		Over 800 professionals, family members and consumers will attend each year.	Percent of recipients of training that report an increase in knowledge, attitude and skills.
	1.1.6 Partner with community stakeholders to provide local, regional or online training for constituents, family members, and professionals on effective strategies to teach skills to individuals with ASD and related disabilities in general education.	CARD	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Develop and disseminate at least one new module each year.	Online and on-site trainings will evaluate percent of recipients of training that report an increase in knowledge, attitude and skills.
	1.1.7 Maintain a <i>Train-the-Trainer Model</i> to assist districts in scale-up and sustainability of a PBIS system.	FLPBIS	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Maintain at least 20 PBIS trainers in the state each year.	% of recipients of training that report an increase in knowledge, attitude and skills.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
1.2 Develop & disseminate materials, tools, and training modules that can be used by schools/school districts to build the capacity of educators to provide a multi-tiered system of support.	1.2.1 Produce 40 or more materials, tools, and training modules each year.	CARD, PEPSA, OSEP TAC, FLPBIS	1	X	X	X	X	Training materials disseminated to over 5000 trainees each year via workshops, conferences, and websites.	Outcomes for products disseminated is not feasible.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	1.2.2 Maintain a state-wide behavioral database to support collection of school-based behavioral and implementation data.	FLPBIS	1	X	X	X	X	RTIB database will gather student, school and district multi-tiered behavioral data; Database will be expanded each year; Over 200 schools will use the database in 2020; At least 100 new schools & two districts will become initial users during the 5 years of funding.	Outcomes for products disseminated is not feasible.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	1.2.3 Maintain/update a website devoted to EB educational approaches for students with DD (Learning Curve).	PEPSA, CARD	1	X	X	X	X	Measure number of hits and downloads to site.	Outcomes for products disseminated is not feasible.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	1.2.5 Develop and disseminate effective on-site and web-based training to educate school districts on MTSS and PBS.	FLPBIS, OSEP TAC	1	X	X	X	X	Maintain array of at least 10 tiered and problem-solving modules; Update modules at least two times each year; Record number of trainees accessing each module.	Outcomes for products disseminated is not feasible.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
1.3 Assist school districts in establishing policies, training programs, and an infrastructure of support that impacts educational outcomes and special education indicators like the use of seclusion & restraint to address student challenging behavior & disproportionality in school discipline.	1.3.1 Actively participate in Florida DOE workgroups responsible for implementation of action plans to establish, support, and address graduation, dropout, disproportionality, and restraint and seclusion issues.	FLPBIS Project	1	X	X	X	X	Meet with workgroups four times each year; Recommend to DOE multi-tiered support strategies to address performance indicators.	Percent of recipients of training and technical assistance that report an increase in knowledge, attitude and skills.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	1.3.2 Facilitate tier 3 redesign activities to address policies, infrastructure, and professional development with reduction in special education indicators as a distal outcome.	OSEP TAC, FLPBIS	1	X	X	X	X	Develop agreements with at least four districts to pilot redesign activities; Engage in designed technical assistance process with each district.	Percent of recipients of training and technical assistance that report an increase in knowledge, attitude and skills.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	1.3.3 Offer seclusion and restraint related professional development via online modules and direct training.	CARD, OSEP TAC, FLPBIS	1	X	X	X	X	Provide online training modules for teachers supporting ASD and EBD students; Measure the number of teachers accessing and completing the module.	Percent of recipients of training that report an increase in knowledge, attitude and skills.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
1.4 Conduct research and program evaluations on the outcomes associated with the implementation of a tiered model of evidence-based interventions; and other pilot interventions.	1.4.1 Provide conference or district presentations regarding PBS, MTSS and other topics at request of district, state, or national inquiries.	OSEP TAC, FLPBIS	1	X	X	X	X	Submit over 40 conference presentations; Present over 30 conference presentations each year to over 1000 participants.	FCIC adopts research findings by modifying activities of core functions and project activities.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	1.4.2 Conduct program evaluations on the outcomes associated with the implementation of a tiered model of evidence based interventions.	OSEP TAC, FLPBIS	1	X	X	X	X	Conduct annual evaluation of each PBIS Project (FLPBS, OSEPTAC); Submit at least 3 manuscripts for review each year.	FCIC adopts research findings by modifying activities of core functions and project activities.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	1.4.3 Measure outcomes such as student behavior change and teacher implementation fidelity and submit research manuscripts to peer reviewed journals.	OSEP TAC, ICIE, FLPBIS,	1	X	X	X	X	Maintain multiple databases to measure outcomes and implementation of multi-tiered support systems; Submit at least 3 manuscripts to journals each year.	FCIC adopts research findings by modifying activities of core functions and project activities; Number of citations in literature to indicate that research findings are confirmed and used to inform new research.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	1.4.4 Submit grants related to research applications of educational support for students with disabilities or problem behavior.	All FCIC educational programs	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	% of grants funded	New funding dedicated to research application for students with DD and challenging behavior.
1.5 Provide screenings, behavioral assessments and other evaluations for special education services and effective intervention strategies and supports for school children with DD and their families	1.5.1 Provide direct support to individuals with DD and their families or support providers on issues related to inclusive schooling, improving academic success, and ameliorating challenging behaviors.	ICEI and CARD	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Provide specialized service for at least 250 students each year in the ICEI; Provide direct support in both ICEI and CARD to 500 families and support providers.	More students with DD receive behavioral and educational supports within educational and family settings. Increase in teacher and family implementation of evidence-based behavioral and academic supports.
1.6 Provide technical assistance and individual support to teachers for the implementation of innovative practices in the support of student with DD.	1.6.1 Provide technical assistance to schools, programs, agencies, or other community providers who wish to build their capacity in the inclusion and support of individuals with DD.	CARD, PEPSA, ICEI	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Provide over 100 district and agency level technical assistance activities each year.	For the ICEI clinic, the reported increase in the capacity of school personnel and family members to implement behavioral interventions with fidelity. For CARD, increased knowledge based on training evaluations and surveys.

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				Q1	Q2	Q3	Q4		
	1.6.2 Support individual teachers to implement effective educational practices through a teacher partnership program where teachers, FCIC staff and state-wide CARD staff collaborate to develop classroom innovations.	CARD, PEPSA	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Teacher recruitment and partnership program developed; Provide support to 28 educators statewide per year.	Percent of recipients of training and technical assistance that report an increase in knowledge, attitude and skills.
	1.6.3 Provide collaborative FBA/BIP process that includes coaching for teachers and families to implement behavior interventions and recommend strategies from diagnostic evaluations.	ICEI	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Tracking of support documents that process is implemented with fidelity; #of teachers/family members receiving coaching through clinic; #of school teams/parents provided with recommended strategies from diagnostic evaluations.	Reported increase in the capacity of school personnel and family members to implement behavioral interventions with fidelity.

Goal 2: To improve access to effective early intervention and early education supports within inclusive settings for young children with and at risk of DD and their families.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
2.1 Provide training and technical assistance to state agencies, local programs, and professionals to establish model inclusive programs that promote child outcomes.	2.1.1 Provide technical assistance state early childhood teams for the scaling-up of evidence-based practices (EBP) within inclusive early education and early intervention programs for young children with or at-risk of developmental disabilities and their families.	Lise Fox, Denise Binder, ECTA and NCPMI project team;	1	X	X	X	X	Technical assistance provided to 5 state teams.	Percentage of TA recipients who report an increased capacity to establish model inclusive early childhood programs that promote child outcomes.
			2	X	X	X	X		
			3	X	X	X	X		
			4						
			5						
	2.1.2 Provide training and technical assistance to program-wide leadership teams for the implementation of the Pyramid Model for promoting social emotional competence in young children within inclusive community early childhood programs.	Lise Fox, Denise Binder, Anna Winneker PW-PBS project; NCPMI team	1	X	X	X	X	Training and technical assistance provided to a minimum of 8 program teams each year.	Percentage of Leadership Team T/TA recipients that report an increased capacity to implement the Pyramid Model; Percentage of programs that show implementation growth on the PW fidelity measure.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	2.1.3 Provide a minimum of 15 professional development events to early childhood educators and early interventionists to promote their implementation of EBP for promoting child engagement in learning and child outcomes.	Lise Fox, Denise Binder, NCPMI project, Anna Winneker, PW-PBS project	1	X	X	X	X	Provide a minimum of 15 training events each year.	Percentage of professionals who report increase in knowledge gained.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	2.1.4 Provide training to practitioners on the implementation of EBP within inclusive early intervention and early care and education programs	Lise Fox, Denise Binder	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Provide a minimum of 2 training events each year.	Percentage of professionals who report increase in knowledge gained.
2.2 Develop and disseminate materials, tools, and training modules that can be used by early intervention and early childhood programs and professionals to implement effective practices that promote child engagement in learning opportunities and child outcomes.	2.2.1 Maintain a national web site for the dissemination of materials, tools, policy guidance, and information on the implementation of the Pyramid Model for promoting social emotional competence in young children within early intervention and early childhood programs.	Lise Fox, Sarah Payton	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Minimum of 50,000 unique visitors to web site each year.	Percentage of respondents that report the web site provides products that are useful, relevant, and high quality

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	2.2.2 Provide an annual national institute to disseminate information on effective intervention strategies for addressing young children's challenging behavior within community programs.	Lise Fox, Carol Eisman, Myrna Veguilla	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Three-day training institute offered each year to 550 participants.	Percentage of participants who report an increase in knowledge and skills related to implementing EBP; Percentage of participants who report on 6-month follow-up evaluation the implementation of EBP.
	2.2.3 Maintain a national newsletter to disseminate information on new tools, materials, and strategies related to promoting young children's social emotional competence and addressing challenging behavior.	Lise Fox, Sarah Payton	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Provide 4 newsletters a year with a reach of 10,000 subscribers.	Percentage of respondents that report the newsletter provides useful and relevant information
	2.2.4 Disseminate data decision-making and fidelity tools for program and practitioner implementation of EBP in early childhood and early intervention programs.	Lise Fox, Denise Binder, Myrna Veguilla	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Provide data decision-making tools to a minimum of 200 programs or professionals per year	Percentage of persons that report the use of the tool is useful and relevant for assessing implementation fidelity related to the use of the Pyramid Model.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	2.2.5 Develop and disseminate training modules for the implementation of the Positive Solutions for Families parent training group.	Lise Fox, NCPMI	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Develop Parent Training Group materials (script, activities, video) in year 1; Conduct training of trainers in year 1; Post for free download	Percentage of trainers that report the Training Materials are useful and relevant to supporting families in implementing EBP in the support of young children's social, emotional, and behavioral skills.
2.3 Conduct research and program evaluations on the outcomes associated with the implementation of EBP in support of children with or at risk of developmental disabilities within inclusive classrooms or community.	2.3.1 Conduct program evaluations on the program-wide implementation of the Pyramid Model for promoting child social emotional competence and addressing challenging behavior within community early care and education programs.	Lise Fox, Anna Winneker Myrna Veguilla	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Conduct a minimum of 8 program evaluations each year.	Number of programs that show increases in their implementation fidelity and associated outcomes for children with or at risk of developmental disabilities.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	2.3.2 Publish two scholarly articles each year related to the implementation of EBP in support of children with or at risk of developmental disabilities within inclusive classrooms or community settings.	Lise Fox, Jolenea Ferro, Denise Binder, Christopher Vatland, Tracy Jordan	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Summarize research findings in 2 scholarly articles each year.	Number of citations in literature to indicate that research findings are confirmed and used to inform new research.
	2.3.3 Conduct research to examine the use of group coaching for promoting practice implementation in preschool classrooms.	Lise Fox, Myrna Veuilla	1 2 3 4 5	X X 	X X 	X X 	X X 	Conduct randomized study with Head Start and Inclusive preschool classrooms.	Research findings are integrated into the training and technical assistance activities of FCIC.
	2.3.4 Submit a minimum of 1 proposal for external funding to enhance the use of EBP within early intervention programs, inclusive classrooms, or community services	Lise Fox, Christopher Vatland, Anna Winneker, Jolenea Ferro, Tracy Jordan	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Application submitted for funding to federal, community, or foundation agency.	Project funded and implemented to enhance the implementation of EBP

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
2.4 Provide a model program that promotes early literacy for young children in poverty and at risk of disabilities through a home visiting program.	2.4.1 Provide training and technical assistance to 16 model programs in in the state.	Tracy Payne Jordan, Florida HIPPY TA team	1	X	X	X	X	Provide 30 training and technical assistance events to guide and support programs throughout the state.	% of programs reporting an increased capacity (skills/knowledge) to deliver the HIPPY program with fidelity.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	2.4.2 Conduct program evaluations on the implementation and outcomes from 12 model programs in the state.	Tracy Payne Jordan, Florida HIPPY TA team	1	X	X	X	X	Conduct 12 program reviews.	% of programs receiving T/TA that are operating at fidelity as measured by program review.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	2.4.3 Deliver the early literacy curriculum for delivery to young children who have developmental disabilities.	Tracy Payne Jordan, HIPPY project team CARD early childhood team	1	X	X	X	X	Deliver the program to 12 families with children who have DD each year.	% of families reporting increased capacity to guide their child's early literacy development.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	2.4.4 Provide an early literacy home visiting program to young children in poverty at risk of developmental disabilities.	Brenda Brinson, Hillsborough HIPPY program	1	X	X	X	X	Deliver direct services to 250 families each year.	% of families reporting increased capacity to guide their child's early literacy development.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		

Goal 3: To increase the number of people with developmental disabilities who are competitively employed in community settings.

Objective	Activities	Person/Project Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
3.1 Provide training and technical assistance to job seekers and employers to increase the number of job seekers with DD who obtain and retain employment.	3.1.1. Provide in-person and/or webinar trainings yearly for jobseekers, family members, and professionals.	Brenda Clark	1	X	X	X	X	Provide 4 trainings each year with minimum attendance of 10.	Percentage of training recipients reporting increase in employment related knowledge and skills.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	3.1.2. Provide training and technical assistance to schools, families, educators and youth on effective transition supports that lead to employment or post-secondary ed opportunities within inclusive settings.	TLA/CARD	1	X	X	X	X	Provide a minimum of 5 training activities yearly on transition topics; Provide a minimum of 5 technical assistance activities yearly on transition topics.	Percentage of training recipients reporting increase knowledge of transition issues; Percentage of technical assistance recipients reporting increased capacity to support transition in students.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	3.1.3 Test and disseminate a training approach for providers in the implementation of customized employment with fidelity.	Tammy Smith	1	X	X	X	X	Train 12 community-based providers, 6 rehabilitation counseling students, 6 VR counselors, and 6 self-advocates/families each year.	Percentage of participants who pass the CE course who are qualified to provide CE strategies. Percentage of other stakeholders who report an increase in competency following CE training.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		

Objective	Activities	Person/Project Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	3.1.4 Provide technical assistance to employers who provide employment and/or internship sites to individuals with DD enrolled in TLA or Employment Services.	TLA-ES/TLA	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Technical assistance provided to 5 employers yearly.	Percentage of recipients reporting increased capacity to support individuals with DD to have work-experience and/or employment in a competitive employment setting.
	3.1.5 Submit a grant proposal focusing on improving outcomes of transition-aged youth with ID/ASD.	Rose Iovannone	1 2 3 4 5	X X				Grant submitted.	New funding for research demonstrating intervention that improves outcomes for youth with IDD/ASD.
3.2 Develop/ disseminate materials for use by jobseekers, their support networks, employers, and employment professionals to increase # of job seekers with DD who obtain/retain employment.	3.2.1 Develop and disseminate checklists or guides that can be used by job seekers and secondary students who enroll in CTE programs to obtain and retain employment that is aligned with person career preference.	Tammy Smith	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	3 checklist and/or guide developed over the 5 year period and posted on FCIC website for widespread dissemination.	# of hits and downloads on website
	3.2.2. Develop factsheets for culturally and linguistically diverse stakeholders about WIPA services and supports.	Brenda Clark Laura Rodriguez, Tammy Smith	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Develop 3 new factsheets over 5-year funding period.	# of hits and downloads on website

Objective	Activities	Person/Project Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	3.2.3 Disseminate best practice materials and information. Provide TA to colleges and universities to enhance inclusion of students with ASD.	TLA	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Dissemination of TLA Manual to 5 colleges and universities	# of colleges and universities that received materials or TA
	3.2.4. Provide annual virtual conference on employment best practices. Provide certificate of completion that may be used for in-service credit.	Brenda Clark, Christopher Vatland, Tammy Smith, Dan Souders	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Virtual conference offered yearly to 100 participants.	# of participants that have increased knowledge of the best practices in employment supports for people with DD.
3.3 Provide a model program that offers students with DD a university-based, post- secondary program (The Learning Academy) with skills training, and experiences that lead to gaining customized employment.	3.3.1 Provide direct supports to students with DD through a model, university-based, post-secondary program that assists students with gaining employment. (The Learning Academy).	TLA	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	The Learning Academy program is offered to 15 students with DD yearly.	# individuals enrolled, # of individuals who become competitively employed at graduation from the program.
	3.3.2 Provide Discovery, Customized Employment and other Employment Services to individuals with DD.	TLA-ES	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Employment supports are provided to 30 jobseekers with DD yearly.	# of participants who are seeking employment in their preferred careers.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
3.4 Conduct research and program evaluations on effective approaches to assist individuals with IDD to obtain and retain employment.	3.4.1 Conduct program evaluation of a model, university-based, post-secondary program that assists youth in gaining employment.	TLA	1	X	X	X	X	Full program evaluation is completed and disseminated. Continue with ongoing analysis, including annual infographic and employment outcomes.	Research findings are integrated into the training and technical assistance activities of FCIC
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	3.4.2 Conduct research and program evaluation on effective approaches for supporting individuals with DD to obtain and retain employment.	Tammy Smith, Christopher Vatland, Rose Iovannone	1	X	X	X	X	Research project and program evaluation developed and conducted; Results disseminated at 2 national conferences.	Research findings are integrated into the training and technical assistance activities of FCIC
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	3.4.3 Submit articles to peer-reviewed scholarly journals related to effective approaches to assist individuals with DD to obtain and retain employment.	Tammy Smith, Christopher Vatland, Rose Iovannone	1	X	X	X	X	1 article is submitted for publication each year.	Three articles published in peer-reviewed journals over 5-year funding period
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	3.4.4 Submit grant proposals to support studies/projects that benefit people with DD in terms of meeting their employment goals.	Tammy Smith, Brenda Clark, Rose Iovannone, TLA	1	X	X	X	X	% of grants funded	New funding dedicated to research or training application to promote individuals with DD in meeting their employment goals.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
3.5 Engage in collaborative community and state partnerships to raise awareness about the employment of individuals with DD.	3.5.1 Promote CARD's Autism Friendly Business Initiative	CARD	1	X	X	X	X	Provide training and technical assistance to a minimum of 2 new businesses per year.	# of businesses, individuals receiving training.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	3.5.3 Develop webinars and give access to APD providers that provide certificate of completion that can be used for in-service credits.	Brenda Clark Dan Souders	1	X	X	X	X	Collaboration planning with various state agencies and develop 1 on-demand webinar per year.	Percentage of participants reporting an increase in knowledge of best practices and strategies.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		

Goal 4: Building the capacity of individuals and organizations to promote and support full community participation by people with developmental disabilities

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
4.1 Provide training, TA, and support to increase the capacity of individual self-advocates, self-advocate associations, and network to promote their choices and needs.	4.1.1 Provide on-going support and technical assistance to the FLSAND and FSAA statewide self- advocacy network.	Brenda Clark	1	X	X	X	X	Engage in collaborative activities including participation on FLSAND advisory panel, planning conference calls, and activities to increase membership.	Percentage of organization leaders reporting increase in capacity to guide their self-advocacy organization.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	4.1.2 Provide on-going support and technical assistance to four regionally located self-advocacy groups.	Brenda Clark	1	X	X	X	X	On-going support and technical assistance provided to 2 self-advocacy groups each year.	Percentage of self-advocates reporting increase in capacity to operate their organization.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	4.1.3 Collaborate with local agencies serving families and communities to develop training and guidance in community support for individuals with DD and their families	Christopher Vatland	1	X	X	X	X	Participate in meetings with agencies in the Tampa Bay area. Collaborate to develop and deliver training for providers and self-advocates	Percentage of participants reporting an increase in knowledge of best practices and strategies.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
4.2 Develop and disseminate materials related to options, rights, and supports needed by people with DD to live in fully inclusive communities.	4.2.1 Produce additional topical pages for the “Inclusion Florida” website as an awareness and information campaign that promotes inclusion in all aspects of community living.	Christopher Vatland, Brenda Clark, Elizabeth Perkins cross-program activity with involvement of all FCIC funded programs	1	X	X	X	X	Develop two new topical pages and new content to existing pages	# of hits and downloads on website
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	4.2.2 Disseminate information and materials at community events, with an emphasis on under-represented and underserved populations in both urban and rural locations to raise awareness of FCIC’s resources.	FCIC staff CARD staff	1	X	X	X	X	Participate in 4 events per year.	Number of FCIC materials disseminated at community events
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	4.2.3 Develop new materials with community partners to facilitate and teach skills related to self-determination and self-advocacy.	Chris Vatland, Laura Rodriguez	1	X	X	X	X	Dissemination of materials to 5 community partners and organizations.	Percentage of participants reporting an increase in knowledge of best practices and strategies
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	4.2.4 Continue web-based and social media awareness campaign to end wait-list for the HCBS Medicaid waiver in collaboration with DD Network partners.	Elizabeth Perkins	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Produce yearly Policy brief; Provide New White Paper; Continued updates to website & social media	Decreased # of people on the HCBS Medicaid Waiver waitlist.
	4.2.5 Develop new relationships with local/state level legislators and policymakers	FCIC Program Leaders	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	FCIC staff visit with 2 local/state legislators per year.	Log of visit and material dissemination.
	4.2.6 To provide training and materials to law enforcement and first responders to appropriately support people with DD in emergency situations.	CARD	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Provide 1 training event per year.	Percentage of training recipients who report increase in knowledge gained.

Goal 5: To enhance the health of people with DD through increased provider knowledge and community health education, and effective interactions within the healthcare system.

Objective	Activities	Person/Project Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
5.1 Provide training to enhance provider knowledge and capacity building to support physical and mental health in people with DD.	5.1.1 Collaborate with USF's Morsani College of Medicine to train Medical Students.	Elizabeth Perkins	1	X	X	X	X	Provide lectures during disability segment of Doctoring 1 class to all first year USF medical students.	Percentage of training recipients reporting increase in knowledge regarding health needs of people with DD.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	5.1.2 Provide training and lectures to students in other allied health disciplines within USF, in other vocational training institutes, and for state agency/health providers.	Elizabeth Perkins	1	X	X	X	X	Lectures provided to a minimum of 100 students in other allied health disciplines and/or health professionals per year.	Percentage of training recipients reporting increase in knowledge regarding health needs of people with DD.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	5.1.3. Support implementation of a multi-tiered system of mental health supports within districts integrated within existing PBIS frameworks.	FLPBIS	1	X	X	X	X	Capacity built for school districts; Increase access of mental health supports for students.	Percentage of student population receiving school-based mental health services; Percent of students referred to community-based services who received services.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measures
				Q1	Q2	Q3	Q4		
	5.1.4 Provide a Community Health and Wellness Symposium	CARD, Elizabeth Perkins	1 2 3 4 5	- - - - -	- X - X -	- - - - -	- - - - -	Symposium provided to a minimum of 100 participants – twice during 5-year period.	Percentage of training recipients reporting increase in knowledge regarding health needs of people with DD.
5.2 Develop and disseminate health advocacy and promotion materials to promote increased awareness of DD health and wellness issues.	5.2.1 Develop new podcast/mini video series on DD health topics that are aligned with existing (and to be developed) Education for Lifelong Health/Mental Health topics, My Health Report/Passport materials.	Elizabeth Perkins	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Develop and disseminate a minimum of 3 topics per year, each year.	# of hits and downloads on website
	5.2.2 Develop new topics for the Education for Lifelong Health series and the Education for Lifelong Mental Health Series, and Spanish translations of My Health Report and How Do I Talk to My Doctor tools.	Elizabeth Perkins	1 2 3 4 5	X X X X X	X X X X X	X X X X X	X X X X X	Develop 1 new factsheet each year.	# of hits and downloads on website

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measures
				Q1	Q2	Q3	Q4		
5.3 Produce research and scholarly work about Health, Aging, & Caregiving.	5.3.1 Conduct research regarding the health, aging caregiving.	Elizabeth Perkins	1	X	X	X	X	Three grants submitted across 5-year funding cycle.	New funding secured for research of services, technical assistance, or training effort for improving outcomes for individuals with DD.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	5.3.2 Submit scholarly articles to peer-reviewed journals, and write 2 scholarly textbooks	Elizabeth Perkins	1	X	X	X	X	1 article is submitted for publication each year.	Three articles published in peer-reviewed journals over 5-year funding period & 2 books published.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		

Goal 6: Increase the diversity, knowledge, and skills of pre-service students/trainees, community members, and professionals/practitioners participating in a program of study (e.g., completing PBS certificate and MS in CABH), mentored by FCIC faculty and/or completing a core curriculum training module.

Objective	Activities	Person/Project Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
6.1 Increase the number and diversity of pre-service students, trainees, and community members participating in training activities.	6.1.1 Engage in marketing and recruitment activities and events such as graduate academic fairs, conferences, presentations, information sessions, social media posts, email blasts, etc.	Laura Rodríguez	1	X	X	X	X	Create/attend a minimum of 10 marketing/recruitment activities/events per year.	Percentage of pre-service students, trainees, and community members participating in training activities that are culturally and linguistically diverse, or from underrepresented or underserved groups.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	6.1.2 Apply for external funding to create a Diversity Pipeline Program aimed at recruiting students and trainees from URMs.	Laura Rodríguez, FCIC Faculty/Staff	1	X	X	X	X	Apply to a minimum of one grant funding opportunity per year, (if applicable grant or funding available).	Diversity Pipeline program is funded
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	6.1.3 Serve as a Vocational Rehabilitation OJT site (Community Scholars program).	Laura Rodríguez, Kimberly Read	1	X	X	X	X	A minimum of one Community trainee per year receives OJT and self-advocacy training.	Percentage of participants reporting an increase in employable skills. Percentage of participants reporting a broader perspective on self-advocacy.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		

Objective	Activities	Person/Project Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
6.2 Provide trainees and students with competency-based university courses, programs, and individual mentoring	6.2.1 Provide an online graduate certificate in Positive Behavior Support	Laura Rodríguez, Christopher Vatland	1	X	X	X	X	A minimum 10 students enrolled yearly; An average 5 students complete the PBS certificate.	Percentage of trainees and students reporting an increase in knowledge about PBS and relevant interventions in school and community settings.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	6.2.2 Provide an online MS in Child & Adolescent Behavioral Health (CABH) with a focus area in DD.	Laura Rodríguez, Christopher Vatland	1	X	X	X	X	A minimum 10 students enroll in the MS in CABH, focus area in DD over 5 years; On average full-time and part-time students will graduate with a degree from the MS in CABH focus area in DD within 2.5 years and 3 years after starting the program, respectively.	Percentage of trainees reporting an increase in knowledge about disabilities, mental health issues, interventions, systems, and policy.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	6.2.3 Provide trainees and students with interdisciplinary, competency-based mentoring and supervision (e.g. internships, practica, and thesis or dissertation).	Laura Rodríguez, Christopher Vatland	1	X	X	X	X	A minimum of 5 trainees and other students participate in mentoring and supervision.	Percentage of students reporting a broader perspective on disability; Percentage of trainees and students reporting an increase in knowledge and leadership skills.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		

Objective	Activities	Person/Project Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
6.3 Increase the number and quality of the core interdisciplinary training curriculum	6.3.1 Develop and launch curriculum modules or webinars for trainees and community members focused on core principles (e.g., self-advocacy, leadership, supported decision-making).	Laura Rodríguez, Brenda Clark	1	X	X	X	X	Develop two core modules in years (1-3); A minimum of 10 trainees and community members complete modules yearly (year 3-5).	Percentage of participants reporting an increase in knowledge; Percentage of participants reporting a broader perspective on core principles.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	6.3.2 Evaluate core curriculum modules.	Laura Rodríguez	1	X	X	X	X	CAC members and participants review core curriculum modules for quality and accuracy.	Percentage of reviewers reporting satisfaction with the quality of the module.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	6.3.3 Provide trainees with access and opportunity to attend interdisciplinary training provided by FCIC projects and external organizations that address individual trainee goals.	Laura Rodríguez, Christopher Vatland FCIC Faculty/Staff	1	X	X	X	X	Provide minimum of two monthly training events or online webinars through the Trainee Commons.	Percentage of trainees reporting the training met their interest.; Percent of trainees reporting increased in knowledge and a broader interdisciplinary perspective.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		
	6.3.4 Offer at least four scholarships/travel grants for trainees.	Laura Rodríguez	1	X	X	X	X	A minimum of four trainees are awarded scholarship/travel grants to attend and/or present conferences.	Percentage of trainees reporting an increase in knowledge and broader perspective on disability.
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		
			5	X	X	X	X		