

Five Year Work Plan
Goals, Objectives, Activities, Timelines, Outcomes

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 PBS.	PBS, PBIS, AWARE and SCT grants	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.	PBS, PBIS, and SCT grants	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 PBS 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, PBS Projects	1	X	X	X	X	Over 10,000 professionals 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		
	1.1.4 Partner with local school district(s) to coordinate the annual summer institute.	CARD, PEPSA	1	X			X	Over 400 professionals registered each year.	Percent of recipients of training that report an increase in knowledge, attitude and skills.
			2	X			X		
			3	X			X		
			4	X			X		
			5	X			X		
	1.1.5 Provide an annual state conference on the	CARD, PEPSA	1			X		Over 800 professionals, family members and	Percent of recipients of training that report an
			2			X			

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	support of individuals with DD including the provision of inclusive schooling and educational strategies.		3 4 5			X X X		consumers will attend each year.	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 STEM academic 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 PBS system.	FLPBS Project, SCT grant	1 2 3 4 5	X X X X X			X X X X X	Maintain at least 20 PBS trainers in the state each year; Maintain a list of at least 30 active YMHFA trainers each year.	Percent of recipients of training that report an increase in knowledge, attitude and skills.
1.2: Develop and disseminate materials, tools, and training modules that can be used by schools and 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, PBS Projects	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	Training materials disseminated to over 5000 trainees each year via workshops, conferences, and websites.	Outcomes for products disseminated is not feasible.
	1.2.2 Maintain a state-wide behavioral database to support collection of school-based behavioral and implementation data.	FLPBS Project, SCT grant	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	RTIB database will gather student, school and district multi-tiered behavioral data; Database will be expanded each year; Over 200 schools will	Outcomes for products disseminated is not feasible.

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				Q1	Q2	Q3	Q4		
								use the database in 2015; At least 100 new schools and two districts will become initial users each year.	
	1.2.3_ Maintain and update a web site devoted to evidence-based educational approaches for students with DD (Learning Curve).	PEPSA, 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	Measure number of hits and downloads to site	Outcomes for products disseminated is not feasible.
	1.2.4 Assist DOE/BEES in the development of technical assistance documents on PBS.	FLPBS Project, SCT grant	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 at least 5 documents or web resources for FLDOE each year; Documents posted on PBS or State Website; At least 500 documents disseminated via web or directly.	Outcomes for products disseminated is not feasible.
	1.2.5 Develop and disseminate effective on-site and web-based training to educate school districts on MTSS and PBS.	FLPBS and SCT	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 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.
1.3: Assist school districts in establishing policies, training programs, and an infrastructure of support that impacts educational outcomes and special education indicators such as the use of seclusion and restraint to address student challenging behavior and disproportionality	1.3.1 Actively participate in the Florida DOE's <i>Student Engagement and Positive Behavior workgroup</i> responsible for implementation of an action plan to establish, support, and address disproportionality and restraint and seclusion issues.	FLPBS Project	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	Meet with and facilitate workgroup 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.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
in school discipline.									
	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.	FLPBS, SCT	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 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.
	1.3.3 Offer seclusion and restraint related professional development via online modules and direct training.	CARD, FLPBS	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 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.
1.4: Conduct research and program evaluations on the outcomes associated with the implementation of a tiered model of evidence based interventions.	1.4.1 Provide conference or district presentations regarding PBS, MTSS and other topics at request of district, state, or national inquiries.	FLPBS, AWARE, SCT, PBIS,	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	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,
	1.4.2_Conduct program evaluations on the outcomes associated with the implementation of a tiered model of evidence based interventions.	FLPBS, AWARE, SCT, PBIS	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 annual evaluation of each PBS Project (FLPBS, AWARE, SCT, PBIS); Submit at least 3 manuscripts for review each year.	FCIC adopts research findings by modifying activities of core functions and project activities,
	1.4.3 Measure outcomes such as student behavior change and teacher implementation fidelity and submit research manuscripts to peer reviewed journals.	PBS projects, ICIE,	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 multiple databases to measure outcomes and implementation of multi-tiered support systems; Submit at least 3	FCIC adopts research findings by modifying activities of core functions and project activities; Number of citations in literature to

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
								manuscripts to journals each year.	indicate that research findings are confirmed and used to inform new research
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.	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.
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.
	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 processes that includes coaching for teachers and families to implement behavior interventions and recommended strategies	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	Reported increase in the capacity of school personnel and family members to implement behavioral interventions with fidelity.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	from diagnostic evaluations.							school teams/parents provided with recommended strategies from diagnostic evaluations.	

Goal 2: To improve access to effective early intervention and early education supports within inclusive settings for young children at risk for and with 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 early education and early intervention programs for young children with or at-risk of developmental disabilities and their families.	Lise Fox, Denise Binder, ECTA project team	1	X	X	X	X	Technical assistance provided to 4 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				
			3						
			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 community early childhood programs.	Lise Fox, Denise Binder, Rochelle Leninti PW-PBS project	1	X	X	X	X	Training and technical assistance provided to a minimum of 4 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	Lise Fox, Denise Binder, Rochelle Leninti 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
			2	X	X	X	X		
			3	X	X	X	X		
			4	X	X	X	X		

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	early interventionists to promote their implementation of EBP for promoting child engagement in learning and child outcomes.		5	X	X	X	X		gained
	2.1.4 Provide training and technical assistance to leadership teams for the implementation of the Division for Early Childhood (DEC) of the Council for Exceptional Children Recommended Practices (RP) within programs that provide early intervention and early childhood special education services	Lise Fox, Denise Binder	1 2 3 4 5	X X	X X	X	X	Provide training and technical assistance to 7 program leadership teams from July, 2015 – October, 2016	Percentage of Leadership Team T/TA recipients that report an increased capacity to implement DEC RP; Percentage of programs with implementation growth on the PW fidelity measure
	2.1.5 Provide training to practitioners on the implementation of DEC RP within 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, Bob Lutz	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	

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	2.2.2 Provide an annual national training institute to disseminate information on effective intervention strategies for addressing young children's challenging behavior within community programs	Lise Fox, Donna Casella, 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, Katy Fostier	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	
	2.2.4 Develop and disseminate fidelity tools for the program and practitioner implementation of DEC RP for promoting child engagement in learning.	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	Develop fidelity tool (year 1-2); Disseminate tool and analytic spread sheet to 10 programs each year (year 3-5)	Percentage of persons that report the use of the tool to assess implementation fidelity related to the use of DEC RP
	2.2.5 Develop and disseminate training modules for classroom and home visiting professionals on DEC RP.	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	Develop 4 training modules (script, activities, video) in year 1 and 2; Disseminate to 50 trainers each year; years 3-5	Percentage of trainers using modules to build capacity of classroom teachers and home visitors in using DEC RP.
2.3: Conduct research and program evaluations on the outcomes associated with the implementation of EBP in support of children	2.3.1 Conduct program evaluations on the program-wide implementation of the Pyramid Model for promoting child social emotional competence and addressing challenging	Lise Fox, Rochelle Lentini 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 4 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

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
with or at risk of developmental disabilities within inclusive classrooms.	behavior within community early care and education programs.								disabilities
	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.	Lise Fox, Jolene Ferro, Denise Binder, Christopher Vatland	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 develop an implementation fidelity tool for use by programs to measure program-wide implementation.	Lise Fox, Christopher Vatland, 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	Develop revised program-wide tool (year 1); Conduct psychometric analysis on tool (year 2); Use tool in randomized study (year 3)	
	2.3.4 Conduct a randomized study 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, Denise Binder, Christopher Vatland, Myrna Veguilla	1 2 3 4 5		X X X X X	X X X X X	X X X X X	Research project activities are implemented with 16 early childhood programs	Research findings are integrated into the training and technical assistance activities of FCIC
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 20 model programs in the state.	Mary Lindsey, Florida HIPPPY TA team	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 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 HIPPPY program with fidelity
	2.4.2 Conduct program evaluations on the implementation and outcomes from 20 model	Mary Lindsey, Florida HIPPPY TA team	1 2 3 4	X X X X	X X X X	X X X X	X X X X	Conduct 20 program reviews	% of programs receiving T/TA that are operating at fidelity as measured by program review

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	programs in the state.		5	X	X	X	X		
	2.4.3 Adapt and deliver the early literacy curriculum for delivery to young children who have identified developmental disabilities	Mary Lindsey, HIPPY project team CARD early childhood team	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	Deliver the program to 8 families with children who have developmental disabilities each year	% of families reporting increased capacity to guide their child's early literacy development; field test findings are integrated into Florida HIPPY and disseminated to programs nationally
	2.4.4 Provide an early literacy home visiting program to young children in poverty at risk of developmental disabilities.	Mary Lindsey and Hillsborough HIPPY program	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	Deliver direct services to 250 families each year	% of families reporting increased capacity to guide their child's early literacy development

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

Objective	Activities	Person/Projects 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 webinar trainings yearly for jobseekers in collaboration with self-advocacy organizations.	Brenda Clark	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 webinars each year.; Provide 4 in-person trainings each year.	Percentage of training recipients reporting increase in employment related knowledge and skills.
	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 education opportunities within inclusive settings.	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 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.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	3.1.3 Provide FCIC Employment webinar series that improve the capacity of professionals to support job seekers in obtaining and retaining employment.	Brenda Clark	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 webinars yearly.	Percentage of training recipients reporting increase in employment related knowledge and skills.
	3.1.4 Provide state-wide online training and technical assistance to certify vocational rehabilitation providers in the use of the Discovery person-centered planning process in their support of job seekers with DD to obtain customized employment.	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	Online course is offered 3 times per year, with a minimum yearly enrollment of 45 students.; Technical assistance provided to a minimum of 45 enrolled students	Percentage of training recipients reporting increased knowledge of the discovery process; Percentage of technical assistance recipients reporting increased capacity to implement discovery process.
	3.1.5 Provide technical assistance to employers who provide employment and/or internship sites to individuals with DD enrolled in The Learning Academy.	CARD-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.
3.2 Develop and disseminate materials for use by jobseekers, employers, and employment professionals to increase the number of job seekers with DD who obtain and retain employment.	3.2.1 Develop and disseminate checklists or guides that can be used by job seekers to obtain and retain employment that is aligned with personal 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	1 checklist and/or guide developed each year and posted on FCIC website for widespread dissemination.	
	3.2.2 Collaborate with WIPA professionals to develop and disseminate fact sheets for jobseekers with	Brenda Clark	1 2 3 4	 x x x	 x x x	 x x x	 x x x	Development (yr 2) of 2 new factsheets and post on FCIC and related web sites.	

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	DD that provide information on the services and supports provided by Work Incentive Programs and Assistance (WIPA) programs.		5	x	x	x	x		
	3.2.3 Develop and disseminate materials to promote and guide other organizations to replicate The Learning Academy program.	CARD-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	Production of replication guide; Target dissemination to 5 organizations with capacity to replicate The Learning Academy.	# of organizations that replicate TLA program.
	3.2.4 Develop employment awareness factsheets, on strategies that can be used to hire and support employees with DD.	Brenda Clark	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	Production of 2 new factsheets each year for FCIC web posting and dissemination at the virtual conference.	
	3.2.5. Develop and disseminate materials and guides for family members to learn about employment, discovery process, and customized employment.	Christopher Vatland, Brenda Clark	1 2 3 4 5		x x x x x	x x x x x	x x x x x	Development of 1 new product in year 2 and 1 new product in year 3; Dissemination of each resource to 150 family members attending Family Cafe.	
	3.2.6 Provide annual virtual conference on employment best practices.	Brenda Clark, Christopher Vatland, Tammy Smith	1 2 3 4 5				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 youth with DD a university-based, post-secondary program (The Learning Academy) with skills	3.3.1 Provide direct supports to youth with DD through a model, university-based, post-secondary program that assists youth with gaining employment. (The Learning Academy).	CARD-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.	# of participants who become competitively employed after completion of the program.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
training, and experiences that lead to gaining customized employment.									
	3.3.2 Provide discovery process and customized employment supports to youth with DD.	CARD-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 10 jobseekers with DD yearly.	# of participants who are seeking employment in their preferred careers.
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 effectiveness of a model, university-based, post-secondary program that assists youth in gaining employment.	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	Program evaluation is completed and disseminated.	Research findings are integrated into the training and technical assistance activities of FCIC
	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	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	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
	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	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	1 article is submitted for publication each year.	Three articles published in peer-reviewed journals over 5 year funding period
3.5 Engage in collaborative community and state partnerships to raise awareness about the employment of individuals with DD.	3.5.1 Collaborate with the business community in Disability Employment Awareness Month activities, and other community teams that encourage employment of people with DD.	Brenda Clark	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	Collaboration planning for a minimum of 2 events per year.	Increased # of Floridians with DD who are competitively employed.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	3.5.2 Promote CARD's Autism Friendly Business Initiative including hosting employer networking and recognition events.	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 training and technical assistance to a minimum of 5 new businesses per year. b. Provide periodic recognition/peer-networking event.	# of businesses that are comfortable providing services to people with DD.

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, technical assistance, and support to increase the capacity of individual self-advocates, self-advocate associations, and the self-advocate 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 2 3 4 5	x x x x x	x x x x x	x x x x x	x x x x x	A minimum of 30 hours provided per year in 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.
	4.1.2 Provide on-going support and technical assistance to four regionally located self-advocacy groups.	Brenda Clark	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	On-going support and technical assistance provided to 4 self-advocate groups each year.	Percentage of self-advocates reporting increase in capacity to operate their organization.
	4.1.3 Develop and provide self-advocacy training to self-advocates (focus at personal self-advocacy, local level).	Brenda Clark	1 2 3 4 5		x x x x x	x x x x x	x x x x x	Training provided 4 times per year (from yr 2).	Percentage of self-advocates reporting increase in knowledge and skills relating to self-advocacy.
	4.1.4 Collaboration with Family Network on	Jolenea Ferro	1 2				x	Conference offered in 2017 to a target of 100	Percentage of professionals and family

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	Disabilities to provide PBS Across the Lifespan conference.		3 4 5					participants.	members reporting increase in knowledge and skills in PBS.
4.2: Develop and disseminate materials for self-advocates, allies, legislators, professionals, and the general public regarding the options, rights, and supports needed by people with DD to live in fully inclusive communities.	4.2.1 Produce an “INclusive Community” product series as an awareness and information campaign that promotes all aspects of community living (e.g. post-secondary options, housing, recreation, employment).	Elizabeth Perkins, Christopher Vatland, cross-program activity with involvement of all FCIC funded programs/projects	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	2 topics per year each with a video profile, and a how-to-get-started guide; Products will be disseminated via website with a minimum of 1000 unique visitors and/or downloads per year.	
	4.2.2 Disseminate information and materials at community events, with an emphasis on under-represented and underserved populations in both urban/rural locations to raise awareness of FCIC’s resources.	FCIC staff/CARD staff	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	Participate in 4 events per year.	
	4.2.3 Develop and disseminate policy briefs with DD network partners for high priority issues including (ending HCBS Medicaid Waiver waitlist, seclusion and restraint, education, employment).	Christopher Vatland in collaboration with FDDC; Trainees	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 2 policy briefs per year; Dissemination to all state legislators.	
	4.2.4 Develop web-based awareness campaign to end wait-list for the HCBS Medicaid waiver in collaboration with DD	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 website as portal for campaign.	Decreased # of people on the HCBS Medicaid Waiver waitlist.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	Network partners.								
	4.2.5 Develop new relationships with local/state level legislators and policymakers.	FCIC staff	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.	
	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 improve health of people with DD through enhanced provider knowledge, health promotion, and effective interaction within the healthcare system.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
5.1 Provide training and technical assistance to enhance healthcare 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 1st and 3rd year Medical Students.	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	Provide lectures and participate in panels discussions during disability segment of Doctoring classes to all 1 st and 3 rd year medical students.	Percentage of training recipients reporting increase in knowledge regarding health needs of people with DD.
	5.1.2 Provide lectures to Nurse Practitioners in Adult/Family and Geriatric Nurse Practitioner, and RN programs at USF's College of Nursing.	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	Lectures provided to a minimum of 50 NP and BSN students per year.	Percentage of training recipients reporting increase in knowledge regarding health needs of people with DD.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
	5.1.3 Provide lectures to students in other allied health disciplines within USF, and in other vocational training institutes, including outreach to HCBU's .	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	Lectures provided to a minimum of 50 students in other allied health disciplines per year.	Percentage of training recipients reporting increase in knowledge regarding health needs of people with DD.
	5.1.4 Develop new online disability awareness web training for Office/Reception Staff in Health Facilities	Elizabeth Perkins	1 2 3 4 5	 x x x x	 x x x x	 x x x x	 x x x x	Online training developed (yr 2); Web training disseminated to 50 health care organizations (yr 3-5).	Percentage of training recipients reporting increase in knowledge regarding health needs of people with DD.
	5.1.5 Provide statewide health/mental health symposium for health providers.	CARD	1 2 3 4 5	x 	x 	x 	x 	Symposium offered to 100 participants (yr 1).	Percentage of health professionals reporting increase in knowledge regarding health needs of people with DD.
	5.1.6 Build capacity by facilitating State Management Team and workgroups to review and develop state-wide policies and strategies improve the provision of mental health supports.	AWARE	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	Capacity built for 3 school districts.; Facilitation of State Management Team workgroups, and online meetings.	# of individuals referred to mental health and/or other services by a trained First Aider; # of statewide policy changes that are made as a result of the project.
	5.1.7 Train Youth Mental Health First Aid (YMHFA) instructors who will train YMHFA "First Aiders".	AWARE	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	15 instructors will be trained in yr 1.; additional instructors will be trained yearly (yrs 2-5).; 375 first aiders will be trained during each of the 5 years.	# of individuals referred to mental health and/or other services by a trained First Aider.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
5.2 Develop and disseminate health advocacy and promotion materials to promote increased awareness of system access, lifespan health and wellness issues.	5.2.1 Develop and disseminate new fact sheets for health professionals regarding specific health issues of persons with DD.	Elizabeth Perkins	1					3 new fact sheets developed (yr 3); Fact sheets disseminated to 25 health-related organizations/resource websites (yr 4-5)	
			2						
			3	x	x	x	x		
			4	x	x	x	x		
			5	x	x	x	x		
	5.2.2 Revise and disseminate <i>My Health Passport</i> health advocacy document.	Elizabeth Perkins	1	x	x	x	x	Produce revision of <i>My Health Passport</i> (year 1); Disseminate <i>My Health Passport</i> to 25 health-related organizations/resource websites (yr 1-5).	
			2	x	x	x	x		
			3	x	x	x	x		
			4	x	x	x	x		
			5	x	x	x	x		
	5.2.3 Develop new materials to help prepare people with DD and their caregivers for medical appointments, and increase their knowledge of the healthcare system.	Elizabeth Perkins	1					Materials developed (yr 2).; Dissemination to 25health-related organizations/resource websites/self-advocate organizations (yr 3 – 5)	
			2	x	x	x	x		
			3	x	x	x	x		
			4	x	x	x	x		
			5	x	x	x	x		
	5.2.4 Develop new factsheets for the Education for Lifelong Health series and the Education for Lifelong Mental Health series (e.g. grief, coping with stress, promoting general mental health wellness).	Elizabeth Perkins	1	x	x	x	x	Develop 3 new factsheets each year (yr 1-2; 4-5).; Dissemination to 25 health-related organizations/resource websites/self-advocate organizations	
			2	x	x	x	x		
			3	x	x	x	x		
			4	x	x	x	x		
			5	x	x	x	x		
5.3 Conduct research regarding health related quality of life for people with DD and their families.	5.3.1 Conduct research regarding the health/aging/quality of life issues for people with DD and their caregivers.	Elizabeth Perkins	1	x	x	x	x	a. Research project developed and conducted.; Results disseminated at 2 national conferences.	
			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		
	5.3.2 Submit scholarly articles to peer-reviewed journals on topics including aging/health/caregiver quality of life.	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	1 article is submitted for publication each year.	Three articles published in peer-reviewed journal over 5 year funding period

Goal 6: To increase the knowledge and skills of professionals and practitioners in the provision of services supporting the self-determination, independence, productivity, and inclusion of individuals with disabilities.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
6.1 Increase the knowledge and skills of professionals and practitioners related to policy issues and core principles (e.g., self-determination etc.) in DD	6.1.1 Develop and launch at least four modules, webinars or training events, two on policy issues related to DD and two on core principles, that provide continuing education credits.	Jolenea Ferro, Christopher Vatland	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 a minimum of two FCIC modules or events on policy issues in DD (year 1 - 3); A minimum of 100 persons complete training yearly (year 2-5)	Percentage of participants/viewers reporting an increase in knowledge and broader perspective on disability
	6.1.2 Develop and integrate video/audio stories from the perspectives of self-advocates and families into training modules.	Jolenea Ferro, Christopher Vatland	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 a minimum of four video or audio stories to integrate into 4 modules or events	Percentage of those recording stories report satisfaction with input, the process, and the completed product.

Goal 7: Increase the diversity, knowledge, and skills of Pre-service students and trainees participating in or completing a program of study (e.g., completing PBS certificate and MS in CABH) and/or mentored by FCIC faculty (e.g., practica, internship, dissertation and master's thesis committees, etc.)

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
7.1 Increase the number and diversity of trainees	7.1.1 Recruit trainees and other students for academic	Michelle Kobus, Jolenea Ferro	1 2	X X	X X	X X	X X	Recruitment information distributed to a minimum	Percentage of students applying and accepted that

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
and other students recruited for and completing academic programs	programs from historically black colleges, ethnically and linguistically diverse student organizations, and undergraduate programs using materials that recognize the diversity of the audience.		3 4 5	X X X	X X X	X X X	X X X	of 15 diverse organizations, colleges, and/or programs per year	are culturally and linguistically diverse, and/or from underrepresented groups (including individuals with DD and family members)
	7.1.2 Offer at least two scholarships yearly to FCIC sponsored conferences for long-term trainees who are culturally and linguistically diverse and underrepresented	Jolenea Ferro, Michelle Kobus	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	a. A minimum of two trainees are awarded a scholarship to attend conferences and complete presentations to post on FCIC website	Percentage of trainees reporting an increase in knowledge and broader perspective on disability;
	7.1.3 Offer at least four travel grants yearly to external conferences for long-term trainees who are culturally and linguistically diverse and underrepresented.	Jolenea Ferro, Michelle Kobus	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	A minimum of four trainees are awarded a travel grant to attend conferences and complete presentations to be posted on FCIC website	a. Percentage of trainees reporting an increase in knowledge and broader perspective on disability;
7.2 Provide trainees and students with competency-based university courses, programs, and individual mentoring	7.2.1 Provide an online graduate certificate in Positive Behavior Support	Jolenea Ferro, Michelle Kobus	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	A minimum 25 students enrolled yearly; An average 12 students complete the PBS Certificate program yearly; A minimum 90% of students receive a portfolio rating of 80% or higher	Percentage of trainees and students reporting an increase in knowledge about PBS and relevant interventions in school and community settings.
	7.2.2 Provide an online MS in Child & Adolescent Behavioral Health (CABH) with a concentration in DD.	Jolenea Ferro, Michelle Kobus	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	A minimum 10 students enroll in the MS in CABH, concentration in DD program yearly; An average 5 students graduate with a degree from the MS in CABH concentration in DD yearly	Percentage of trainees reporting an increase in knowledge about disabilities, mental health issues, interventions, systems, and policy.

Objective	Activities	Person/Projects Responsible	Year	Timeline				Outputs	Outcome Measure
				Q1	Q2	Q3	Q4		
								(years 2-5)	
	7.2.3 Provide trainees and students with interdisciplinary, competency-based mentoring and supervision (e.g. internships, practica, and thesis or dissertation).	Jolenea Ferro, Michelle Kobus	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	A minimum of 10 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
	7.2.4 Develop and integrate into courses video/audio stories from the perspectives of self-advocates and families.	Jolenea Ferro, FCIC faculty	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 integrate a minimum of one video or audio story into each pre-service course offered by FCIC faculty	Percentage of students completing course that report the story impacted their understanding of the lesson and increased their knowledge of DD
7.3 Increase the number and quality of the core interdisciplinary training curriculum	7.3.1 Develop and launch at least two core curriculum modules or webinars for trainees focused on core principles.	Jolenea Ferro	1 2 3 4 5		X X X X	X X X X	X X X X	Develop two core curriculum modules for trainees; A minimum of 20 trainees complete modules yearly (year 3 – 5)	Percentage of participants reporting an increase in knowledge; Percentage of participants reporting a broader perspective on disability
	7.3.2 Evaluate core curriculum modules.	Jolenea Ferro	1 2 3 4 5		X X X X	X X X X	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.
	7.3.3 Provide trainees with access and opportunity to attend interdisciplinary training provided by FCIC projects and external organizations that address individual trainee goals.	Jolenea Ferro, FCIC faculty	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 minimum of two training events or online webinars monthly; A minimum of 10 trainees complete at least one training opportunity per semester.	Percentage of trainees reporting the training met their interest.; Percent of trainees reporting increased in knowledge and a broader interdisciplinary perspective