Sub-committee: Postsecondary Education Date: 4/18/13

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal: Improve Postsecondary Education options for Students with Disabilities | | | | | |
| Action Step | Lead | To be Done by (Date) | Assistance Needed | Partners and Resources | Expected Outcomes |
| 1. Additional discrete data that indicates by exceptionality students receiving services at Disability Resource Centers at State Colleges and Universities. Also number of students with disabilities by exceptionality enrolled in Career/Technical Courses | Patrick Mulvihill | Status of request for additional data by June 2013 | Wanda Young  Jane Siveria  Lynda Page | Florida Education and Training Placement Information Program report sorted by state college and university with breakdown by exceptionality | Knowledge of department data requirements and to establish baseline data |
| 2. Develop webinar to explain the Test of Adult Basic Education Exemption criteria/rules | April Katine | Status update by June 2013 | Support of Developmental Disabilities Council to include activity in their state plan | Florida Developmental Disabilities Council | Webinar developed for use by Career Technical Education Administrators and Instructors as well as students and parents |
| 3. Review of current Dual Enrollment Statue | Cathy Einhorn and Yolanda Herrera | June 2013 | Jane Siveria provided statue number (1007.271) and website to access: [www.flsenate.gove/statues](http://www.flsenate.gove/statues) |  | Knowledge of potential barrier for student participating in dual enrollment programs. Need to understand if statue language is barrier or implementation rule is barrier |
| 4. Create greater access to transition information for students/families by posting Project 10 information social network sites (facebook, twitter, pinterest, etc.) | Patrick Mulvihill | Status update by June 2013 | Co-Directors of Project 10, Lori Garcia and Mary Podmostko | IT assistance provided by Linear Jones at Project 10 | Providing more transition information to students with disabilities, especially the importance of self-advocacy skills at the postsecondary level. |

Data Request:

* Number of students with disabilities who have graduated with either a standard diploma (w06) or special diploma (w07 and w27) since 2008.
* Number of students with disabilities participating in dual enrollment courses (postsecondary courses would appear on student schedule as alphanumeric)