



**Toni Jennings Exceptional  
Education Institute**

UNIVERSITY OF CENTRAL FLORIDA

# **ANNUAL REPORT**



# **2023-2024**

# TABLE OF CONTENTS

OUR PURPOSE	1	INCLUSIVE EDUCATION SERVICES	16
INSTITUTE OVERVIEW	2	OCPS TRANSITION PROGRAM	20
STRENGTHS	3	DOCTORAL GRADUATES	21
OUR TEAM	4	TJEEI EVENT HIGHLIGHTS	22
NEW AWARDS	5	UCF AFFILIATED FACULTY	25
SERVICE AND INSTRUCTIONAL ACTIVITIES	7	COMMUNITY PARTNERS	26
PROJECTS & FACILITIES	10	PRESENTATIONS, CONFERENCES, & PUBLICATIONS	29
ONGOING PROJECTS	11	SOCIAL MEDIA	30
CIDDL	13	FUTURE OUTLOOK	31
UNLIMITED POTENTIAL INITIATIVE (UPI)	15	CONTACT US!	32



# OUR PURPOSE

The Toni Jennings Exceptional Education Institute (TJEEI) is dedicated to preparing and retaining exceptional student education teachers and related professional educators who serve children and adults with special needs. In collaboration with Central Florida partners, TJEEI provides families of children with disabilities, UCF faculty, students, and educators with access to current information, resources, and opportunities. Through teaching and research clinics, UCF faculty and students associated with the institute offer services to students with disabilities and their families focused on assessment, behavior, reading, mathematics, and community counseling.

**Since 2017, the collaborative efforts and strategic grant writing of TJEEI have culminated in securing:**

**+\$82M**

External funding secured since 2017.

**+\$1.5M**

Scholars benefited from TJEEI's initiatives.

**+25K**

Exceptional education teachers prepared.

**+200**

Families served with screening events since 2017.



# INSTITUTE OVERVIEW

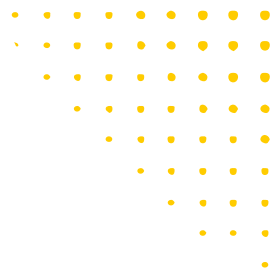
## VISION

The Toni Jennings Exceptional Education Institute (TJEEI) leads in preparing exceptional education professionals for children and adults with special needs. Partnering with Central Florida organizations, TJEEI provides cutting-edge resources and opportunities. Committed to innovative research, teaching, and community service, the institute enhances the lives of individuals with disabilities, fostering an inclusive educational environment for all students to thrive.

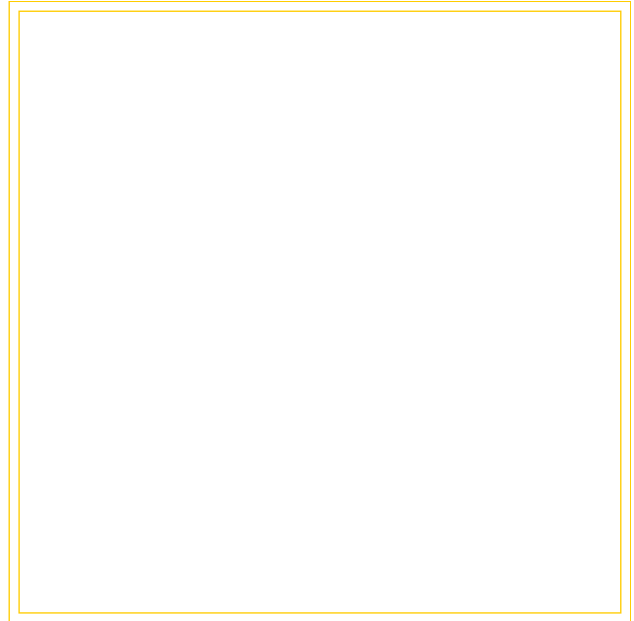
## MISSION

At the heart of TJEEI's mission is a deep passion for students with disabilities. We are dedicated to creating environments where every student can thrive, recognizing their success as the ultimate measure of our impact. Our commitment is reflected in our research, programs, resources, and support systems tailored to meet their diverse needs. By prioritizing their development and well-being, we ensure our students are active participants in shaping a better future.

# STRENGTHS



TJEEI excels in interdisciplinary research aimed at improving the lives of individuals with disabilities. By combining university resources with local, state, national, and private agencies, we develop impactful research, services, and programs. A key strength is our robust network of collaborations, including local school districts, international Welsh Schools, the Center for Community Schools, The Florida Center for Students With Unique Abilities, the Center for Autism and Related Disabilities (CARD), and the College of Communication and Health Sciences. These partnerships have significantly advanced our mission and expanded our impact, enhancing the quality of our research and community programs.



Since 2017, TJEEI's collaborative efforts and strategic grant writing have secured over \$82 million in grants. This impressive achievement underscores our ability to attract substantial funding and demonstrates the confidence that funding bodies have in our work. These grants ensure our financial sustainability, allowing us to invest in cutting-edge research and expand our community impact.

The grant writing capabilities of TJEEI have been exceptional, securing the necessary resources to support our projects and initiatives. This year, we proudly secured a \$50 million grant to enhance the expansion of community schools in Florida. This grant will bolster our efforts to develop innovative educational programs, provide resources to underserved schools, and foster a supportive educational environment.

TJEEI's strengths lie in forming meaningful collaborations, securing substantial funding, and achieving recognized success in our initiatives. Our deep commitment to our students drives every aspect of our work, ensuring a lasting positive impact on the communities we serve and advancing our mission with excellence.

# OUR TEAM



**Eleazar Vasquez, Ph.D., BCBA**  
Director of Toni Jennings Exceptional Education Institute  
Professor



**Kelly Schaffer, Ph.D.**  
Assistant Director



**Christine Parsons, M.S.**  
Program Manager II



**Jamie Best, Ph.D.**  
Director of Inclusive  
Education Services.



**Kiera Anderson, Ph.D, OTR/L**  
Research Associate



**Jonathan Beaty, M.S.**  
Internship Experiences  
Manager



**Tolulope Sulaimon, Ph.D.**  
Post Doctoral Scholar

# NEW AWARDS

## \* UNLIMITED POTENTIAL INITIATIVE

Award Amount **\$50M**

The Unlimited Potential Initiative (UPI) is a partnership between UCF, FIU, and USF to improve educational outcomes in high-needs districts in Florida. UCF's Center for Community Schools provides essential technical assistance, training, and evaluation services to implement and enhance community school programs. The initiative aims to support up to 40 schools statewide with academic, healthcare, and family engagement services, fostering supportive educational environments and improving student success. Legislative support and state funding bolster the initiative's capacity and reach, enhancing community well-being across Florida. U. S. Department of Education, Office of Education and Secondary Education Award Number S215J230052

## \* PROJECT SPARC

Award Amount **\$6.5M**

The Special education teacher education Policy, Practice, and Research doctoral training Consortium (SPARC), funded by the U.S. Department of Education's Office of Special Education Programs, aims to prepare future special education faculty and researchers. This collaborative initiative recruits high-quality doctoral candidates, including those from underrepresented groups, and provides rigorous training in policy, practice, and research. The program emphasizes interdisciplinary collaboration and extensive mentorship to ensure successful completion and transition into professional roles in academia or policy-making. U. S. Department of Education, Office of Special Education Programs (OSEP) Award Number H325H240016.

## \* T-P3

Award Amount **\$2.5M**

The Team-Based Research and Teaching to Prepare Experts in Language, Literacy, and Learning (TP-3) program aims to increase the number of highly qualified doctoral leaders in special education. This initiative, led by Dr. Rebecca Hines and Dr. Eleazar Vasquez from the University of Central Florida and Dr. Carla Wood from Florida State University, focuses on equipping future doctoral leaders in special education with expertise in language, literacy, and learning. Through collaborative research and innovative teaching methods, the program fosters the development of skilled professionals who can make significant contributions to the field. U.S. Department of Education, Office of Special Education Programs (OSEP) Award Number H325D230065

# NEW AWARDS

## **\* ASD-MSI**

Award Amount **\$1.25M**

Project ASD-MSI is a fully funded master's program that provides educators with specialized training in Autism Spectrum Disorder at Minority Serving Institutions. This program offers state-of-the-art research and practical skills, advocacy for inclusive educational practices, and a supportive community dedicated to excellence in special education. Participants will develop leadership skills to inspire positive change in diverse educational settings. The program includes master's degrees in Exceptional Student Education or Communication Sciences and Disorders, and a graduate certificate in Autism Spectrum Disorder with state endorsement, supported by a \$1.25 million grant from the U.S. Department of Education. Through impactful training, graduates are prepared to make significant contributions to special education and speech-language pathology in a diverse and inclusive environment. U. S. Department of Education, Office of Special Education Programs (OSEP) Award Number – AWD00006230.

## **\* PREPARING NEXT-GEN SPECIAL EDUCATION TEACHERS (SET)**

Award Amount **\$1.2M**

This U.S. Department of Education-funded project prepares scholars, including those from diverse backgrounds, to serve children with disabilities from infancy to youth. It aims to recruit 40 graduate-level scholars pursuing master's degrees in Exceptional Student Education, training them to become high-quality, fully credentialed special education teachers. The curriculum is enhanced to provide advanced teaching skills and knowledge. Additionally, the project will establish a Virtual SET Professional Network (VSPN) for advising and peer support to facilitate scholars' induction into the field. U. S. Department of Education, Office of Special Education Programs (OSEP) Award Number XXXXXXXXXXXX

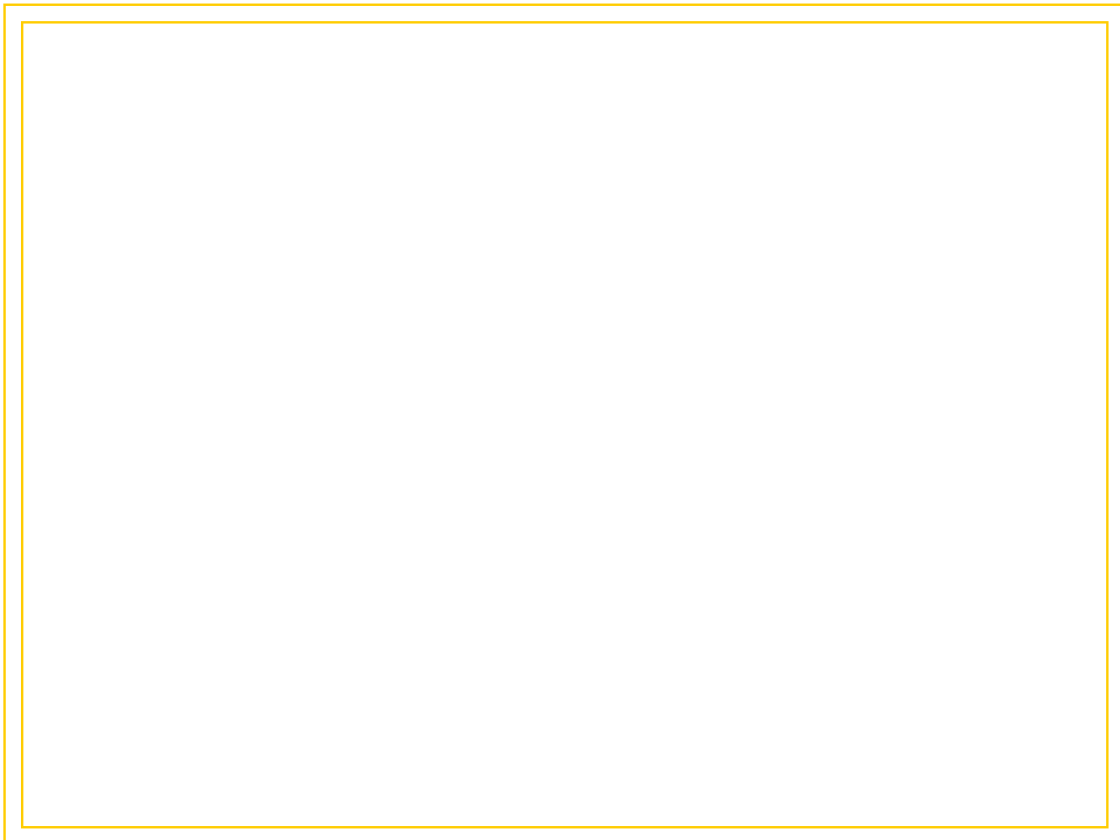


# SERVICE & INSTRUCTIONAL ACTIVITIES

## TAITH PROJECT

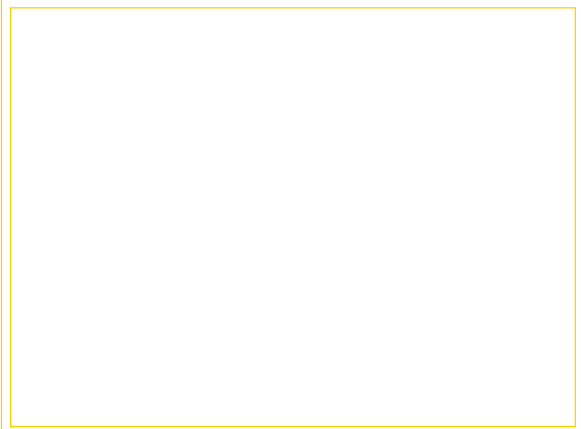
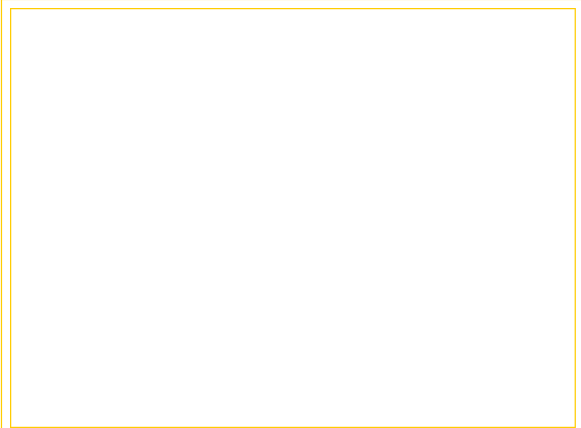
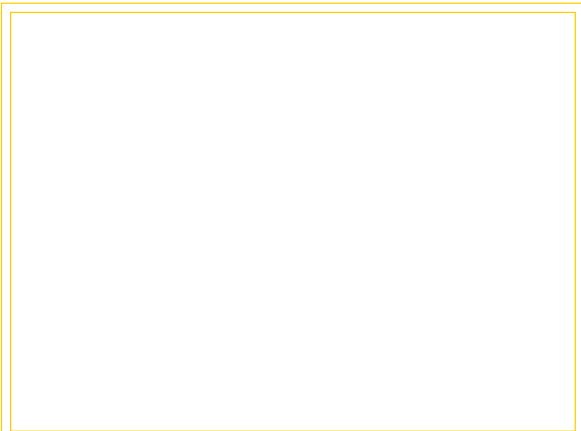
The Taith international learning exchange program offers a unique opportunity for TJEEI to foster a dynamic partnership among Wales Special Schools, Orange County Public Schools (OCPS), and Seminole County Public Schools (SCPS). By participating in Taith, TJEEI facilitated enriching exchange opportunities that provide Welsh and American educators and Welsh students with disabilities the chance to travel internationally and engage in immersive learning experiences, enhancing their educational journey through exposure to diverse cultures and innovative learning environments.

The program promotes inclusivity and global awareness, strengthens educational ties, and fosters mutual growth among the participating regions. Through this initiative, TJEEI underscores its commitment to providing all students equitable access to transformative educational experiences.



## DOWN SYNDROME FOUNDATION

The Down Syndrome Foundation and TJEEI collaborate to present the iCAN Learn series. Children and parents attend simultaneous monthly sessions focusing on skill development for literacy, math, language, and fine motor skills, mindfulness, and college and career prep.



## PROJECT FOCUS

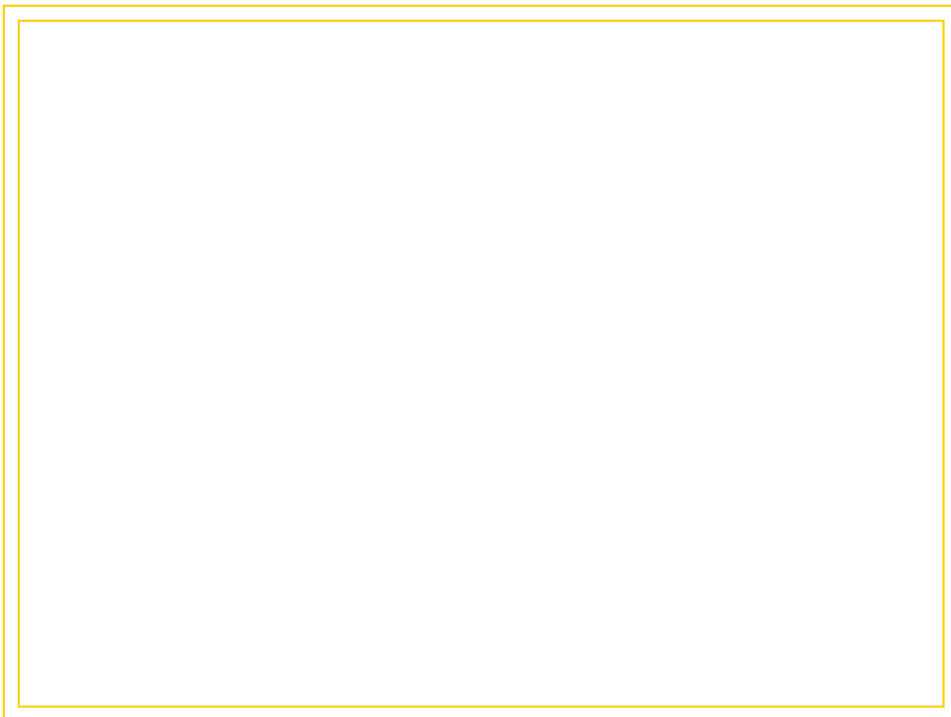
Project FOCUS (Focusing, Organizing, Coaching, Undergraduates for Success) provides coaching sessions including assessments and personalized strategies for success. Assessment sessions are conducted on the UCF campus and coaching sessions are online or in person. Our coaches will work with students to develop a personalized, comprehensive plan to address specific strategies to bolster students' academic performance. TJEEI collaborates with the School of Communications and Disorders to provide opportunities for Masters level students to act as coaches for undergraduate students to improve executive function skills. The graduate students receive supervised hours for their coursework and the undergraduate students receive executive function coaching for a discounted rate.

## **APPLIED BEHAVIOR ANALYSIS CLINIC**

The TJEEI clinical program is designed to combine support for children, student learning, and research. We typically serve children from 0-7 years old presenting with deficits in communication skills. Our targeted practice consists of Applied Behavior Analysis and Verbal Behavior Training. All services are supervised and monitored by Board Certified Behavior Analysts, and several Board Certified Behavior Analysts supervise the overall operations at the doctoral level.

## **PRACTICAL ACCESS PODCAST**

Drs. Lisa Dieker, a professor from the University of Kansas, and Rebecca Hines, a professor at the University of Central Florida in the College of Community Innovation and Education, have worked with schools and parents nationwide. They take a fun and informal look at "practical" situations from teachers, parents, and people with disabilities. Our approach is fast, flexible thinking about "real" life problems. This podcast is not about the "legal" approach but our best advice from personal and professional experience.



# PROJECTS & FACILITIES

## GENEX

ProjectGeNex is a research study focused on identifying effective communication strategies in online job interviews. It examines how cognitive skills like attention and flexibility contribute to success. Using simulated interviews and psychophysiological measures such as eye-tracking, the study aims to uncover behaviors and techniques that enhance virtual communication.

## HOLODECK

The Holodeck lab is equipped with state-of-the-art biometric analysis tools, including facial expression tracking, eye tracking, galvanic skin response, EEG, and ECG monitoring via iMotions software, enabling detailed human interaction studies. It also includes augmented reality systems and AI training desktops for advanced simulations and intensive computational tasks, enhancing immersive experiences and research capabilities.

## 3D PRINTING LAB

Our 3D printing lab features two advanced printers, the Bambu X1 Carbon and the Prusa MK3S. It includes a dedicated computer for efficient job management and a wide range of filament options. Additionally, the lab offers a Cricut machine for custom stickers and iron-on designs, along with various tools and materials to support creative projects, fostering a comprehensive environment for innovation.

## ROSEN RESEARCH PROGRAM

The Toni Jennings Exceptional Education Institute (TJEEI) and the Rosen School of Hospitality Management are enhancing employment opportunities for individuals with intellectual disabilities with support from a Dean-awarded grant. They aim to understand employer, student, and family perceptions of workforce integration through surveys and interviews. The initiative also focuses on developing resources and training for employers to create inclusive workplaces. Findings will inform best practices and policy recommendations, shared to encourage systemic change. By highlighting successful case studies, the project seeks to inspire inclusive hiring and bridge the gap between education and employment.



# ONGOING PROJECTS

## MODEL ME MATH

The Model Me \$2,000,000 NSF Funded Grant is about using AAA (Triple A) quality game design and art combined with NDA to create a game to teach LD students how to conceptualize fractions. The TJEEI development team is working closely with Jessica Hunt, UCF alumni and special education program coordinator from North Carolina State University to begin the next phase of this project to bring cutting edge curriculum and technology to the forefront of special education. OSEP Award #H325D180022



## PROJECT SOCIAL CODE

A collaboration between Georgia State University, University of Central Florida, and the University of North Carolina at Charlotte, Project Social code is a five-year project with the goal of helping teachers integrate STEM (science, technology, engineering, and mathematics) and social skills instruction for learners with autism spectrum disorders (ASD) and intellectual disabilities (ID). This project will be looking for teachers in classrooms to evaluate using the Dash Robot and include lesson plans and support. OSEP Award #AWD00001328



## RISE MAP

This project features an interactive map utilizing RISE (Recruitment through Interactive and Strategic Enrollment) technology, enabling users to quickly locate information on educator preparation programs focused on special education. Whether you are a high school student planning to attend college, a career changer, a current educator looking to relocate, or a policymaker, the profiles offer timely information to help you make the best decision for your needs.



# ONGOING PROJECTS

## PROJECT ASD

Project ASD at the University of Central Florida is a grant-funded initiative, supported by the U.S. Department of Education's Office of Special Education Programs through 2029. Since 2004, it has addressed the critical need for special educators for children with Autism Spectrum Disorders. Over 600 scholars have earned Master's Degrees, full certification in Exceptional Student Education, and State Endorsement in Autism through this program. Its success is due to collaboration among university faculty, school district personnel, agencies, and families. Recent funding has extended support to individuals pursuing Master's Degrees in Exceptional Student Education or Communication Sciences and Disorders, incorporating UCF's Graduate Certificate in Autism Spectrum Disorders. OSEP Award #0000007303



## PROJECT ABA

Project ABA, Preparing a Diverse Cadre of Early Childhood and Special Education Teachers in Applied Behavior Analysis, is a new initiative in UCF's School of Teacher Education. It launched in January 2023 and is funded by the U.S. Department of Education's Office of Special Education Programs. Project ABA supports graduate students for 36 credit hours in Exceptional Student Education and/or Early Childhood Development and Education, leading to a Graduate Certificate in Applied Behavior Analysis (ABA).

The project has three primary goals: recruiting high-quality graduate scholars, including those from underrepresented groups, to become effective ECSE teachers for students with ASD; preparing these scholars through interdisciplinary programs with field experiences in urban low-SES settings; and retaining them through program completion and professional induction with ongoing advisement, financial and academic support, and mentorship. OSEP Award #AWD00005297



# CENTER FOR INNOVATION DESIGN AND DIGITAL LEARNING (CIDDL)

The Center for Innovation, Design, and Digital Learning (CIDDL) serves as the National Center to Improve Faculty Capacity to Use Educational Technology in Special Education, Early Intervention, and Related Services Personnel Preparation and Leadership Personnel Preparation Programs. Our primary focus includes increasing knowledge, adoption, and use of various educational technologies for educator, related service, or leadership preparation programs; enhancing the capacity of faculty at institutions of higher education (IHE) to effectively use these technologies; and sustaining professional learning networks related to educational technology in these fields.



Their mission is to influence change that supports the appropriate use of educational technology in Early Intervention/Early Childhood Special Education (EI/ECSE), related services, and K-12 learning environments to improve outcomes for all students, particularly those with disabilities. Their approach is to empower all special education faculty members to understand and utilize Universal Design for Learning (UDL), educational technology, and innovations through diverse forms and pathways of professional learning and micro-credentialing. They are dedicated to exploring effective ways to translate IHE faculty's capacity for using educational technologies in educator or leadership preparation programs into improved practices that support all students. OSEP Award #AWD00001174



## CIDDL Tech Alliance

Recently, CIDDL received a supplement from the Office of Special Education to establish the CIDDL Tech Alliance, a cohort of faculty from Institutes of Higher Education (IHEs) dedicated to enhancing technology integration in their preparation programs. The inaugural meeting, held this past week, brought together representatives from universities across the United States, including Alabama A&M, Chico State University, Georgia Southern University, Indiana State University, University of Central Missouri, University of Hawaii at Manoa, University of Idaho, University of Maine Orono, University of Southern Mississippi, and the Washington Education Association's Teacher in Residence Program. Participants collaboratively designed a Technology Integration Plan (TIP) for their programs during this meeting.

The Tech Alliance members identified barriers to technology integration, set goals for the coming year, and developed strategies to overcome these challenges. They are now actively working on implementing their Technology Integration Plans and look forward to future collaborations within their cohort.





# UNLIMITED POTENTIAL INITIATIVE (UPI) \$50 MILLION AWARD



The Unlimited Potential Initiative (UPI) is a statewide partnership in Florida involving the University of Central Florida (UCF), Florida International University (FIU), Florida A&M (FAMU), and the University of South Florida (USF). The primary goal of UPI is to enhance educational outcomes for students in high-needs districts by expanding community school programs and providing technical assistance to school partners. The initiative aims to improve student success by offering comprehensive support services, including academic enrichment, healthcare, and family engagement programs.

TJEEI's involvement in UPI is multifaceted and pivotal to the initiative's success. TJEEI will partner with UCF's Center for Community Schools, which is the hub of these efforts, providing technical assistance, training, and evaluation services to community schools across Florida. This support ensures that the Community Partnership Schools model is implemented effectively and continuously improved. UCF is also instrumental in expanding the number of community schools, aiming to impact up to 40 schools statewide, particularly in high-needs districts.

UCF collaborates with various partners, including school districts, universities, nonprofits, and healthcare providers, to deliver multiple services. TJEEI will partner with Orange County Public Schools to provide services. These services include academic support, enrichment programs, and primary medical, dental, and behavioral healthcare for students and their families. This holistic approach addresses academic and non-academic needs, fostering a supportive educational environment. The initiative is supported by legislative champions and state funding, significantly enhancing the capacity and reach of the program. Through these efforts, UCF is helping to create equitable educational environments that ultimately lift student success rates and enhance community well-being across Florida.

# INCLUSIVE EDUCATION SERVICES (IES)

UCF's Inclusive Education Services (IES) program provides an inclusive, comprehensive, non-degree-seeking college experience for adults with intellectual disabilities. This two-year program is designed to help students discover and develop their passions and strengths, ultimately enhancing their prospects for long-term, paid, and fulfilling employment after graduation.

During their time in the IES program, students experience a fully immersive and innovative collegiate life. They live on campus, which allows them to engage fully with the broader UCF student body through participation in sporting events, student organizations, and various campus activities. This integration fosters a sense of community and belonging, which is crucial for their personal and social development.

The program also emphasizes real-world experience through internships within the community. These internships provide practical, hands-on learning opportunities that are essential for preparing students for the workforce. By applying the skills and knowledge gained in their coursework to real-world situations, students are better equipped to secure employment after graduation.

Additionally, the IES program is embedded within the Toni Jennings Exceptional Education Institute. This affiliation highlights the program's commitment to advancing research and scholarship in exceptional student education, ensuring that the educational practices employed are both innovative and evidence-based.

Through a comprehensive approach that includes academic coursework, social engagement, and practical experience, the IES program aims to prepare students not only for employment but also for independent living and active participation in their communities. The program's ultimate goal is to empower students with intellectual disabilities to achieve their full potential and lead fulfilling lives.

**“By Spring 2024, his interests reflected those of a more mature college student. He started picking up work shifts and making independent living plans post-graduation.”**

**Dr. Jaime Best discussing an IES student**



# INCLUSIVE EDUCATION SERVICES (IES)

Inclusive Education Services (IES) made significant strides this year through staff expansion, strategic collaborations, and student success.

## Team Expansion and Collaborations:

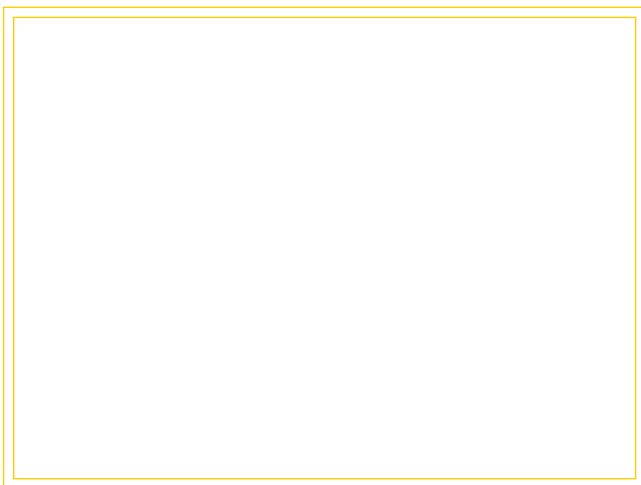
IES hired two full-time staff members, Kiera Anderson as Research Associate and Jonathan Beaty as Internship Experience Manager, along with a part-time Program Support Specialist and Parent Liaison. Additionally, a partnership with the UCF Kinesiology Department was established to support student interns with field hours and provide IES students with personalized nutrition and exercise plans.

## Student Achievements and Outreach:

Four IES students graduated with a professional services credential in Hospitality, with one receiving the \$2500 Knights Exemplar Scholarship. Outreach efforts included eight online information sessions, 19 group tours, six conference presentations, 10 networking events, 10 guest speaker presentations, and participation in eight career fairs.

## Programs and Resources:

The IES Summer Knights Camp had 12 participants in 2023 and seven in 2024, generating \$3000 in revenue. A 10-passenger van donated by the UCF Biology Department now facilitates IES transportation needs.



## Enrollment and Retention:

IES enrolled 16 students in the Florida Postsecondary Comprehensive Transition Program (FPCTP) for 2023-2024 and accepted seven for 2024-2025. To support retention, IES implemented executive function coaching, peer mentors, academic support, and creative workshops.

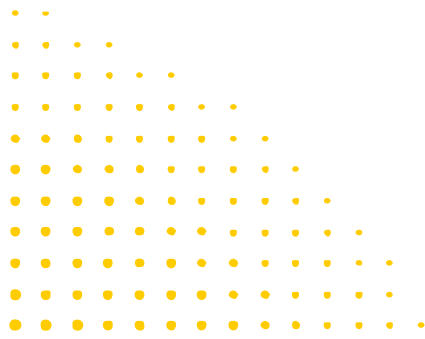
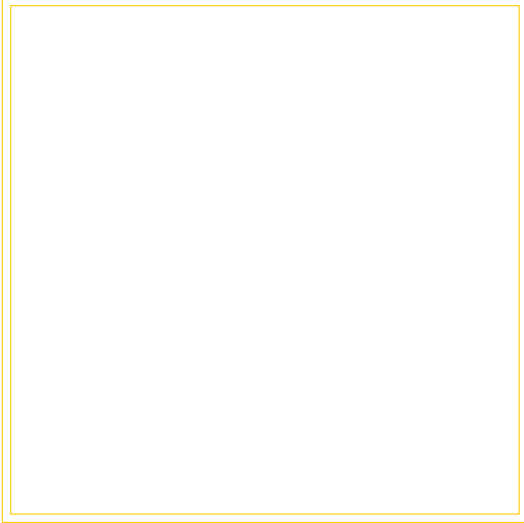
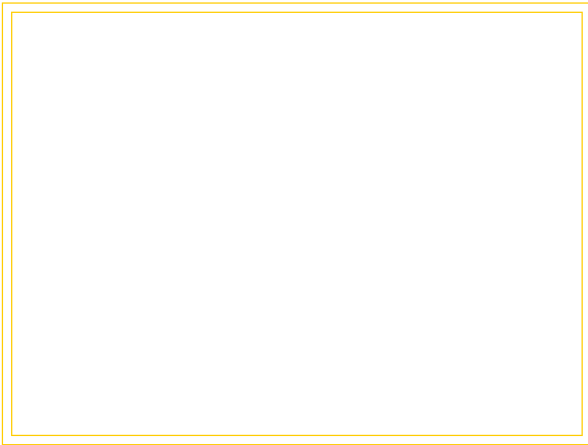
These milestones underscore IES's dedication to enhancing educational opportunities and support for its students.

# KNIGHTS EXEMPLAR

Knights Exemplar is a dedicated registered student organization (RSO) at UCF that supports students in the Inclusive Education Services (IES) program as they work towards completing their Professional Service Credential requirements. The IES program's mission is to provide inclusive learning experiences for young adults with intellectual disabilities, alongside university students, faculty, staff, and community leaders.

Members of Knights Exemplar serve as Involvement Ambassadors (IAs), offering peer mentorship of the highest quality. These IAs act as role models and provide essential support to the IES students they work with. Their responsibilities include assisting in academics through tutoring and scheduling, facilitating campus activities by connecting with other student organizations and resources, and participating in events like football games. They also guide career exploration through career services workshops, resume creation, and career and internship support. Additionally, IAs promote health and wellness by partnering for workouts and lunch meetings.

Through these efforts, IAs help IES students build social skills and develop positive, trusting relationships, contributing significantly to their personal and professional growth.



# OCPS TRANSITION PROGRAM

The collaboration between TJEEI and the OCPS Transition Program is designed to provide students with disabilities valuable work experiences and prepare them for successful transitions into adulthood. Through this partnership, students participate in hands-on work experiences facilitated by the Post High Tech and Project Search programs, which offer specialized training and support in various professional settings. These collaborations enable students to develop critical job skills, gain real-world experience, and build confidence. The highlight of this initiative is the Transition Program Celebration. This event honors the students' achievements and showcases their progress, underscoring the impactful work done by TJEEI and OCPS in fostering inclusive educational and employment opportunities. This event is held in the UCF Student Union and brings over 300 OCPS students together for the celebration.



# DOCTORAL GRADUATES

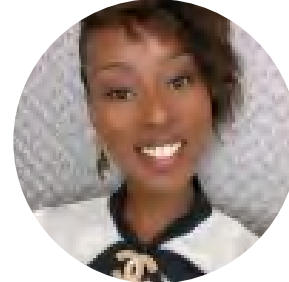
**“I was incredibly fortunate to be part of a cohort of brilliant scholars who became not just colleagues, but friends.”**

**Dr. Tahnee Wilder**



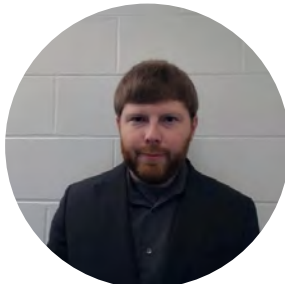
**Dr. Shalece Kohnke**

“The Effect of Extended Reality on the Science Achievement Gap Between Students With and Without Disabilities”



**Dr. Erica Moore**

“An Exploration of the Digital Technology Skills Important in the Workforce and the Digital Technology Preparation of Individuals with Intellectual Disabilities in Inclusive Postsecondary Education Programs”



**Dr. Philip Sasse**

“High School Transition Clubs: Teacher Experiences Leading Clubs”



**Dr. Tahnee Wilder**

“Preparing College Students with ADHD for Online Job Interviews: Self-Regulation & Psychophysiology”



**Dr. Sami Algethami**

“The Effect of Using a Technology Based Self-Monitoring Intervention on On-Task Behavior for Students with Behavioral Issues in an Inclusive Classroom”



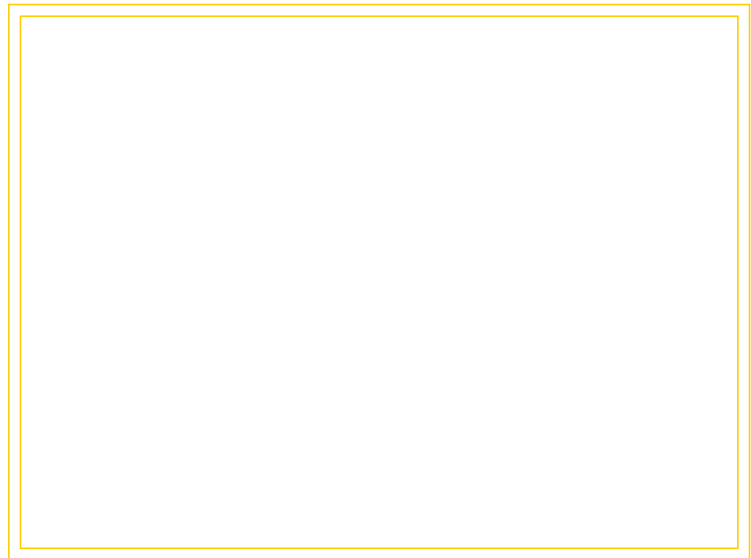
**Dr. Monica Berns-Conner**

“An Exploratory Study of Eye-Tracking on Elementary Children With and Without Reading Disabilities”

# TJEEI EVENT HIGHLIGHTS

Over the past year, the Toni Jennings Exceptional Education Institute (TJEEI) participated in numerous events both at UCF and within the broader educational community. TJEEI won first place for the best theme at the College of Community Innovation and Education's (CCIE) annual winter stroll event!

TJEEI was also host to Crooms Academy of Information Technology, a high school in Seminole Count. The students were able to tour the SUREAL lab and learn about Artificial Intelligence

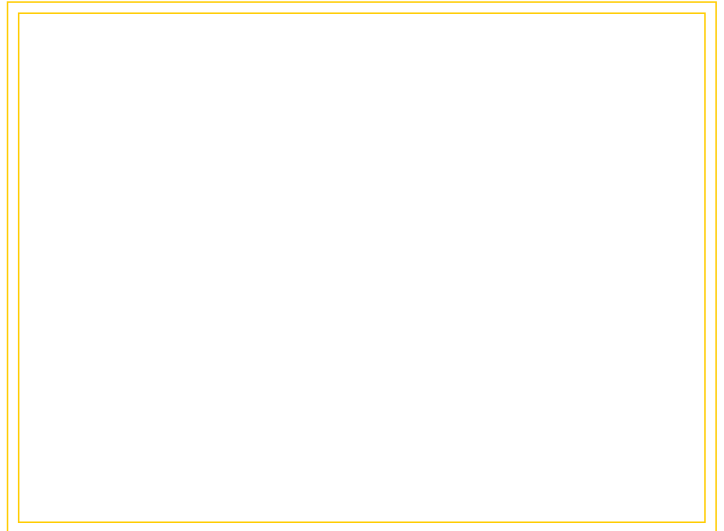


TJEEI also participated in many community events such as Nathaniel's Hope, CARD Safety Day, CARD Festival Events, IES tours, and a variety of TJEEI tours.

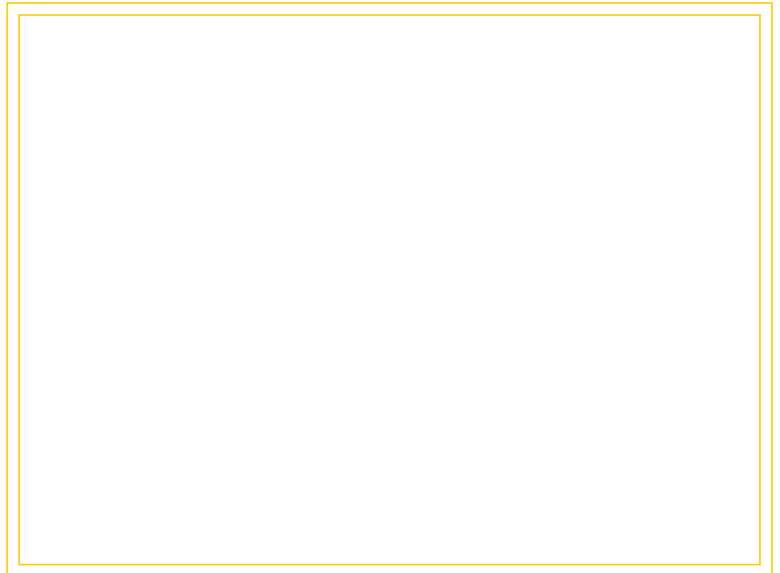


# TJEEI EVENT HIGHLIGHTS

TJEEI director Dr. Vasquez, who attended a White House roundtable on the impact of AI in special education, has been a leading advocate for integrating advanced technologies to enhance learning experiences for students with special needs. During the roundtable, Dr. Vasquez shared insights on the potential of AI to advance the field of special education. His participation underscored the institute's commitment to remaining at the forefront of educational innovation and collaborating with policymakers to shape the future of special education.



**“I was honored to be a small part of the amazing team to transform education with AI and UDL.”  
Dr. Eleazar Vasquez**





# UCF AFFILIATED FACULTY



**Matthew Marino, Ph.D.**  
Exceptional Education



**Jacqueline Towson, Ph.D.**  
Communication Sciences & Disorders



**Soyoung Park, Ph.D.**  
Exceptional Education



**Mark Rapport, Ph.D.**  
Psychology



**Yangie Fu, Ph.D.**  
Learning Sciences



**Rebecca Hines, Ph.D.**  
Exceptional Education



**Amy Ellis Ed.D.**  
Center for Community Schools



**Caroline Marrett, Ph.D.**  
Exceptional Education



**Elizabeth Dooley, Ph.D.**  
Exceptional Education

# COMMUNITY PARTNERS

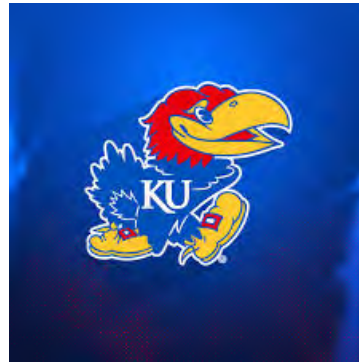




INDIANA STATE UNIVERSITY



University of Idaho



UNIVERSITY of HAWAII®  
MĀNOA



THE UNIVERSITY OF SOUTHERN MISSISSIPPI®

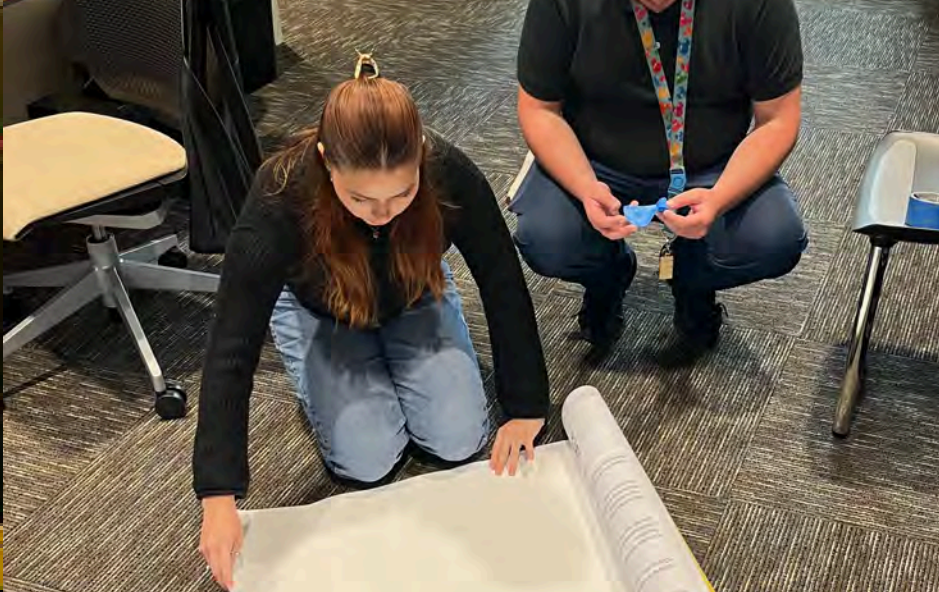


FAMU RATTLEERS®



UNIVERSITY OF CENTRAL MISSOURI  
LEARNING TO A GREATER DEGREE





# PRESENTATIONS, CONFERENCES, PUBLICATIONS

Discover the wealth of knowledge and innovative research from the Toni Jennings Exceptional Education Institute! We'd like to invite you to explore our extensive collection of publications, presentations, and conferences from the past year. Stay informed about the latest advancements in exceptional education and connect with leading experts in the field.

Scan this QR code or visit [www.tjeei.org/202324-pubspresconf](http://www.tjeei.org/202324-pubspresconf) to access these valuable resources and join us in our mission to support and enhance exceptional education practices.



# SOCIAL MEDIA

The Toni Jennings Exceptional Education Institute (TJEEI) has improved its social media presence, contributing to ongoing discussions and the sharing of knowledge within the exceptional education community. Over the past year, our efforts in consistent and targeted social media posting have led to a steady increase in followers, likes, and shares across various platforms. This approach has expanded our reach and enhanced our engagement with educators, researchers, and more.

Looking ahead, TJEEI is committed to further expanding our social media output. We plan to leverage new content strategies and emerging platforms to continue this upward trajectory. By doing so, we aim to create even more opportunities for interaction and knowledge exchange, ultimately enhancing our impact and visibility in the exceptional education sector. Our ongoing dedication to a robust social media strategy is expected to yield even greater results in the coming year, solidifying TJEEI's position as a leading voice in exceptional education.



**TJEEI**



**TJEEI**



**TJEEIOfficial**



**OfficialTJEEI**



**TJEEIOfficial**



# FUTURE OUTLOOK



One of our primary future goals is to increase foundation support to expand our outreach programs, community service programs, scholarships, and student activities. By securing additional funding from foundations and donors, we aim to enhance our capacity to support scholarships, student activities, research, and community schools internationally, nationally, regionally, and locally. This will enable us to provide more comprehensive services and resources to students with disabilities, fostering inclusive educational environments globally.

This goal aligns with the mission of the University of Central Florida (UCF), which is “unleashing the potential within every individual: enriching the human experience through inclusion, discovery, and innovation; and propelling broad-based prosperity for the many communities we serve.” By increasing our foundation support, we will be better equipped to enrich the human experience for students with disabilities through innovative and inclusive educational initiatives, thus fulfilling the mission of promoting broad-based prosperity and potential for all. Our alignment with state educational goals involves contributing to statewide initiatives to improve educational access and outcomes for all students, including those with disabilities.

# CONTACT US



TONI JENNINGS EXCEPTIONAL EDUCATION INSTITUTE

---



UNIVERSITY OF  
CENTRAL FLORIDA