

**RENEWAL APPLICATION FOR PROGRAM RESOURCES:
COLLEGE AND CAREER TRANSITION CLUB**

Introduction

Established by the Florida Postsecondary Comprehensive Transition Program Act (FS §1004.6495), the Florida Center for Students with Unique Abilities at the University of Central Florida (the Center) facilitates collaboration between institutions of higher education (IHEs), school districts, eligible private schools, and students with intellectual disabilities and their parents to plan for the transition of students into Florida Postsecondary Comprehensive Transition Programs (FPCTPs).

As stated in the legislation, the purpose of the ACT is to “increase independent living, inclusive and experiential postsecondary education, and employment opportunities for students with intellectual disabilities through degree, certificate, or non-degree programs and to establish statewide coordination of the dissemination of information regarding programs and services for students with disabilities. It is the intent of the Legislature that students with intellectual disabilities and students with disabilities have access to meaningful **postsecondary education credentials** (emphasis added) and be afforded the opportunity to have a meaningful campus experience” (FS §1004.6495(2)).

The Center is working with higher education institutions across Florida to support implementation of the Act in three primary ways: (a) facilitate application and approval of their **postsecondary education** program that serves students with intellectual disabilities as a FPCTP, (b) provide scholarship awards to students attending an institution’s approved FPCTP, and (c) provide grant funding to foster starting up new and/or enhancing existing **postsecondary education** programs.

To increase awareness of FPCTP opportunities and help students with intellectual disabilities prepare for and access those opportunities across Florida, the Center is partnering with secondary educators to develop and implement *Florida College and Career Transition Clubs* (CCT Club) at local schools serving high school students. Clubs will be inclusive, with membership adequately representing students enrolled in grades 9 – 12 from these three groups: (1) students with intellectual disabilities, (2) students with disabilities other than intellectual disabilities, and (3) students without disabilities. Club advisors will support students to learn and explore career pathways and postsecondary education options. Students will work together to identify and explore college and career opportunities, engage in mentoring, and participate in events and activities within the school, community, and at local IHEs to build college and career transition plans and expand inclusive postsecondary education opportunities.

This application packet outlines specific details regarding how to apply for program resources to establish and implement a College and Career Transition Club.

Institution Eligibility and Responsibilities

Local public and private schools (operating pursuant to FS § 1002.42) may apply for program resources to establish and implement a *College and Career Transition Club*. To be eligible, the school must serve students in grades 9 – 12, including students with intellectual disabilities.

A designated school administrator must provide oversight to the CCT Club, as with any other club sponsored and/or operated by the school. A club advisor must be assigned to manage club activities and expenditures. The school principal must approve the Application for Program Resources and in so doing assures that the College and Career Transition Club will be implemented and managed per all applicable state and local school board rules and regulations.

Student Learning Outcomes

The Center’s expectations include development of (but not limited to) the following student competencies. Club activities should be planned with these in mind, and include ways to document whether club participants achieve these student learning outcomes, relevant and appropriate for their grade level.

1. Students will identify **three** careers or career fields in which they are interested and the competencies (i.e., knowledge and skills) needed to pursue those careers.
2. Students will identify a pathway(s) to each career through secondary and postsecondary education, training, and/or other experiences.
3. Students will identify postsecondary education institutions that offer programs aligned with the specified careers and compare the characteristics of each.
4. Students will identify the individual supports, if any, they need to access and succeed in:
 - a. Each career.
 - b. Postsecondary education associated with each career.
5. Students will identify the three most important characteristics to them in choosing:
 - a. A career (such as the work environment, availability of jobs, salary or wages, ability to advance in the field, etc.).
 - b. A postsecondary education program (such as reputation of the program, supports available, location, class size, costs, etc.).
6. Students will demonstrate the following: (a) accurate completion of a postsecondary education application, (b) preparation of a resume and/or summary of performance relevant to college and career applications, and (c) effective interviewing skills.
7. Students will develop and apply employability and leadership skills, aligned with their academic and other curricula, such as but not limited to the following: teamwork, timeliness, goal-setting, organization, planning, task completion, decision-making, self-advocacy, and communication.

Timeline, Available Resources, Reporting

Application Deadlines

- Applications are accepted on a rolling basis. To insure resources are available for the school at the beginning of the 2020 – 21 school year, please submit your request as far in advance of the school year start as possible. Applications will be reviewed as received and funding processed upon approval.

Funding Available

- ▶ \$3,000 each 2020-21 and 2021-2022

Use of Funds

- ▶ CCT Club advisor stipend, per school board rules
- ▶ Supplies
- ▶ Transportation/travel to field trips or college visits
- ▶ Speaker fees
- ▶ Educational materials

Reporting Requirements

- ▶ Annual CCT Club report to FCSUA due June 15 each year
- ▶ Student enrollment (including number of students from each of these groups: (1) students with intellectual disabilities, (2) students with disabilities other than intellectual disabilities, and (3) students without disabilities, by grade)
- ▶ Summary of CCT Club activities
- ▶ Summary of CCT Club expenditures, showing any balance remaining
- ▶ Summary of methods to assess and results regarding achievement of student learning outcomes.
- ▶ Preliminary plan for the next year's Club activities

RENEWAL Application Content

The College and Career Transition Club application must provide the following information and meet the specified formatting instructions.

Application Cover Page

- ▶ Complete all requested information
- ▶ Must be signed by school principal
- ▶ Current [W-9](#) (No earlier than October, 2018)
- ▶ Official school letterhead

Application Narrative

- ▶ Title of club
- ▶ School population of students in grades 9 - 12, including number of students with disabilities by disability category
- ▶ Program history and lessons learned. Provide a summary of your club's major accomplishments. Describe lessons learned during its two years. Also, include needed changes that could ensure club participants achieve expected student learning outcomes, relevant and appropriate for their grade levels.
- ▶ Summary and documentation of Student Learning Outcomes
 - Evidence or documentation of student learning outcomes Include samples of recruitment materials, agendas, sample portfolios, college and university campus visits, etc. How you

have prepared students to explore college and career opportunities? Provide enough detail and evidence to present a clear picture of how your CCT Club has prepared students to explore career pathways and postsecondary education options.

- ▶ Recruitment strategies to adequately represent students with and without disabilities, including students with intellectual disabilities
- ▶ CCT Club structure, such as meeting schedule (e.g., weekly), meeting time(s) (e.g., before, during, after school), meeting context (e.g., part of a course), etc.
- ▶ CCT Club governance
- ▶ Sample of proposed club activities (e.g., use of “college day absence” to visit postsecondary education institutions), including strategies to establish student mentoring
 - How the student learning outcomes will be achieved
 - How the student learning outcomes will be assessed, demonstrated
- ▶ Plans to sustain the CCT Club after funding provided by the FCSUA ends

Proposal Budget and Description

- ▶ General budget showing amount of advisor stipend and general budget categories, with explanation of proposed items

Format

- ▶ Application content, excluding cover page and budget, should not exceed three 8.5” X 11.5” pages
- ▶ No less than 1.5 line spacing
- ▶ 12 point font
- ▶ Use black font color

Submission Instructions

Submit an electronic file(s) of the completed application – cover page signed by principal, narrative, budget and description – to:

fcsua@ucf.edu

Additional Information Contact

Florida Center for Students with Unique Abilities
407-823-5225
fcsua@ucf.edu
www.fcsua.org

or

Iris Neil
407-823-6130
Iris.Neil@ucf.edu

**APPLICATION FOR PROGRAM RESOURCES:
COLLEGE AND CAREER TRANSITION CLUB
Renewal Application Cover Page: 2020 - 2021**

School Information

Date of application:	Club start date:
District name:	School name:
School address:	Grades within school (e.g., 9 – 12, 7 – 12):

Proposed Teacher/Club Advisor

Name:	Position:
Email:	Telephone:

School Financial Contact

Name:	Telephone:
Email:	

School Principal

Name:	Telephone:
Email:	Signature:

Completion Checklist

<input type="checkbox"/> Application cover page (completed and signed)	<input type="checkbox"/> School's W9 (must be on IRS form revised Oct 2018)
<input type="checkbox"/> Official school letterhead	<input type="checkbox"/> Narrative to include: ___ Title of proposed club ___ School population w/# of SWD by disability ___ Program history and lessons learned ___ Summary and documentation of SLOs ___ Recruitment strategies ___ CCT structure ___ CCT governance ___ New proposed club activities