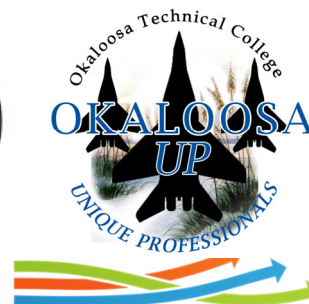




Developing a Florida Postsecondary Comprehensive Transition Program Grant Proposal



1



Background Information:

Senate Bill 672 was passed during the 2016 legislative session and signed into law on January 21, 2016.

The bill creates section 1004.6495, Florida Statutes (F.S.), entitled the “Florida Postsecondary Comprehensive Transition Program Act” which expands independent living opportunities, inclusive and experiential postsecondary education, and employment opportunities for students with intellectual disabilities through degree, certificate, or non-degree programs.



2



Background Information:

Specifically the bill includes two key components:

- A process through which eligible postsecondary institutions (including career centers and charter career centers) in Florida can voluntarily seek approval to offer a FPCTP for students with intellectual disabilities; and
- Establishes the Florida Center for Students with Unique Abilities for the statewide coordination of information regarding programs and services for students with disabilities and their parents.



3



Background Information:

In order to assist with the implementation of FPCTPs, the bill establishes requirements for students to enroll in an FPCTP and receive financial assistance in the form of an FPCTP Scholarship; requirements for eligible institutions seeking voluntary approval to offer FPCTPs; funding for start-up and enhancement grants; and duties and responsibilities for the Florida Center for Students with Unique Abilities to implement the bill provisions.

Approved postsecondary institutions must support students with intellectual disabilities who are seeking opportunities in: academic, career and technical instruction, independent living skills, and industry certifications, in preparation for gainful employment.



4



Goals of All FPCTP's

- 1** Expand inclusive postsecondary opportunities that includes pathways to career credentials and competitive integrated employment.
- 2** Prepare students to lead a full and inclusive life in the community of their choosing.



5



Five Strategies to Writing Your Grant

#1: Create a Team

When creating a team think about knowledge necessary for all aspects of the grant:

- Leadership – Director/Assistant for grant writing
- Contact Person – Administrative Assistant
- Budget – Representative from the Billing Department
- Accommodations – Representative from Student Services
- Scholarships – Representative from Financial Aid
- Recruitment – Representative from the School District
- Community Partners – Representative from agencies who serve individuals with intellectual disabilities
- Business Partners – Representative from local employers
- Authorization – School Board Member/Superintendent/other Authoritative figure
- FCSUA – Team members to assist and answer questions



6



Five Strategies to Writing Your Grant

#2: Research

- Research success rates of compatible programs and meet and discuss how they achieved success.
- Work with community partners to get their input on what they know about their adult clients.
- Review which programs, courses, or potential certifications will be offered.
- Determine needed materials and equipment.
- Obtain comparable grants that have been submitted and approved.
- Review and highlight information that is best suited for your institution.
- Pinpoint components that will work for your program.
- Ask questions about funding and other possible funding sources.
- Find out how many personnel you will need to hire.
- Work with district staff on salary and benefit information.



7



Five Strategies to Writing Your Grant

#3: Write as a Team

Abstract (Overview)

- Initiative (including a name for your program)
- What the program will provide
- Training and supports that will be provided
- Programs/opportunities offered

Need (Discuss why your program should be approved)

- Low %age of students with disabilities are employed
- Need for entry level technicians
- Discuss the need for each of the programs that you would like to offer
- List your enrollment plan (how many students you plan to serve each year)
- Grant funding to assist with staffing, curriculum, and staff training
- List programs and their specifics (course number, course title, length, credential)



8



Five Strategies to Writing Your Grant

#3: Write as a Team (continued)

Goals and Approaches

- Background
 - Include research on need for programs for students with intellectual disabilities
 - Goals should include enrollment, certifications and credentials, and job placement

Personnel, Institution Commitment and Collaboration

- Who will you hire?
 - Coordinator
 - Student Case Specialist
 - Job Coach
 - Mentors/Tutors
- Advisory Council Meetings
- Utilization of space on campus for the program
- Work with the school board, stakeholders and outside agencies (VR, Career Source, APD, etc.)



9



Five Strategies to Writing Your Grant

#3: Write as a Team (continued)

Formative and Summative Evaluation

- The role of the Council on Occupational Education (COE)
- How will you evaluate and monitor:
 - Enrollment
 - Completion
 - Industry Certification
 - Placement



10



Five Strategies to Writing Your Grant

#3: Write as a Team (continued)

Budget

- Include everything that you will need for the program and outline in the summary. Create a budget for the amount of time that you are requesting funding and include:
 - Personnel (anticipate annual raises)
 - Fringe Benefits (anticipate an annual increase)
 - Travel
 - Supplies
 - Equipment
 - Consulting/Contractual
 - Other

Appendix – Discuss additional information that should be included



11



Five Strategies to Writing Your Grant

#4: Approval, Hiring & Initiating Plan

Approval

- Approval from school district
- Approval from FCSUA

Hiring

- Start by hiring a Coordinator
- Hire the additional staff member(s)

Initiating the Plan

- Recruit students
- Create a website, publish materials, get some program swag!
- Meet with ESE teachers, district staff and community partners



12



Five Strategies to Writing Your Grant

#5: Follow-Up & On Going Monitoring

- Follow what you wrote in the grant!
- Check in with staff and monitor expenditures.
- Have an open line of communication with FCSUA!
- Be flexible
- Make changes to the grant if new goals arise
- Continue to work with your team



13



Contact Information:

Lively Technical College

Shelly L. Bell

Director

bells@leonschools.net

850.487.7418

Judith Husband

SOAR Program Coordinator

husbandj@leonschools.net

850.487.7456

Okaloosa Technical College

Jon R. Williams

Assistant Director

williamsj2@okaloosaschools.com

850.833.3130

Jo Grice

Okaloosa Up Program Coordinator

joanna.grice@okaloosaschools.com

850.833.3500



14