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## COLLEGE AND CAREER TRANSITION CLUB

Application for Program Resources 2022 - 2023

Due August 31, 2022

### 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* 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 through August 31, 2022. To ensure resources are available for the school at the beginning of the 2022 – 23 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

- ▶ \$ 3000 each 2022-2023 and 2023-2024

## 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 7th of 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; per school
- ▶ 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

## Application Content

Please complete the following steps to submit the Florida College and Career Transition Club application.

### Request Access to Florida College and Career Transition Clubs Canvas Course

- ▶ Visit [FCSUA College and Career Transition Clubs webpage](#) and request access to the Canvas course.
- ▶ Wait to receive the invitation email which includes instructions on how and where to access the Canvas course.
- ▶ Set up your account password

**Note:** School Principal, Financial Contact, and Club Advisor will receive an invitation email to the Canvas course.

### Log into Florida College and career Transition Clubs Canvas Course

- ▶ **Club Advisor** must complete all requested information in the **CCT Club Initial Application Form**
- ▶ **School Principal** must complete and sign the **Cover Page: CCT Club Initial Application Form**
- ▶ Official school letterhead
- ▶ Once the application is completed in the Canvas course, complete the **W-9** information in Qualtrics (in section labeled "Name of contact at UCF", enter "**Melanie Musone, FCSUA**"). The Qualtrics tool can also be used for adding/updating supplier information (address/ name change) and adding or updating **ACH banking information**.

This secure online format for processing will ensure that applications are made quickly and safely.

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

### **Application Narrative**

- ▶ Title of proposed club
- ▶ School population of students in grades 9 - 12, including number of students with disabilities by disability category
- ▶ 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

### **Submission Instructions**

Submit an electronic application form via **Canvas**. Ensure you click submit/done on **W-9 Qualtrics** form. For additional information and/or assistance please see listed contact information below. When sending correspondence, please notate your schools name within the email subject line of the email.

### **Additional Information Contact**

Florida Center for Students with Unique Abilities

407-823-5225  
[fcsua@ucf.edu](mailto:fcsua@ucf.edu)  
[www.fcsua.org](http://www.fcsua.org)

or

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