

TITANS UP!

PROGRAM HANDBOOK

REV 12/05/2023



PROGRAM HANDBOOK

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ABOUT TITANS UP

Program Description

The Titans UP program is a resource and support program offered to Students with Intellectual Disabilities at the Seminole and Clearwater campuses of St. Petersburg College (SPC). Students choose from one of three pathways to earn a certificate in Hospitality, Digital Photography, or Sustainable Construction (Building Arts).

Mission

To provide services that *empower*

students with unique abilities ...

to achieve personal, career and academic success ...

and to get a job and keep it

while enjoying a well-rounded on-campus and college experience.

Purpose

To provide students and faculty with resources and supports to help participants meet with success on campus and in the workplace.

Included Services

- Academic Advisement
- Peer Mentoring
- Career Counseling
- Life Skills Workshops
- Employability Trainings
- Faculty Support
- Reasonable Accommodations based on documented need (if qualified)
- 24 weeks of Supported Employment through Arc of Tampa Bay for help with work evaluation and finding a job

Benefits

Students who use these services tend to have

- Higher GPAs
- Fewer Withdrawals from Courses
- Better Graduation Rates
- Higher Employability
- Higher Paying Jobs

Eligibility for Applicants

To enroll in the Titans UP Program, students must:

- have recent documentation from a licensed psychologist or an IEP or 504 Plan from their high school (a list of local psychologists will be provided to students who do not have documentation)
- have an IQ of 70 or below
- have a desire to study along a chosen certificate pathway

Eligibility to Remain in the Titans UP Program

- credit-bearing students must maintain a Grade Point Average (GPA) of 2.0 or greater (see pages 6 and 7 for more details)
- auditing students must complete a Modified Learning Contract ([Appendix A](#)) and must maintain a Satisfactory Academic Progress standard of “Expected” or better ([Appendix B](#))
- must abide by rules and regulations established for all SPC students
Visit www.spcollege.edu/studentconduct/

THE TITANS UP APPLICATION PROCESS

Titans UP Contact Information

April Ross

Titans UP Project Coordinator

Office: 727-394-6160

Email: Ross.April@spcollege.edu

- Hospitality pathway is Located on SPC Seminole Campus
9200 113th St. N., Room LI-107
- Digital Photography and Sustainable Construction pathways are located on SPC Clearwater Campus
2465 Drew St., Room LA-108

The Application Process

Step One:

Students interested in pursuing a Titans UP Certificate of Employment and in being employed must submit three forms to the Titans UP Program Coordinator:

1. Documentation of an intellectual disability (as described in Eligibility above)
2. the *Pathway at UCLA Skill and Behavior Assessment* ([Appendix C](#))
3. the *Titans UP Application* form ([Appendix D](#))

Step Two:

The Program Coordinator will review eligibility when all forms are received, and will meet with selected applicants for a personal, in-depth interview. Selected applicants will be notified of an interview invitation within fifteen days.

Step Three:

Applicant in-depth interview appointments usually take one to one and a half hours. During the interview session, students should be prepared to discuss their answers on the original application, and to respond using several reading and writing assessments.

The interview process will be person-centered. Unique abilities students who are transitioning into college programs will have a voice in expressing personal preferences, beliefs, interests and abilities; and will have the opportunity to plan their own future with the support and encouragement of other adults in their lives. Parents and caregivers are welcome at appointments by the student's invitation.

Step Four:

All interviewed applicants will be notified of decision within fifteen days following the interview.

Final Decisions will be based upon:

1. proper documentation of intellectual disability which meets criteria
2. an interest in attending college, earning a certificate, and being employed
3. maturity and safety levels
4. the amount of support needed
5. suggested reading level of 4th grade or above

TITANS UP STUDENT ASSESSMENTS

Initial Assessments will include but may not be limited to:

1. ***The UCLA Skill and Behavior Assessment.***

To be completed and submitted at time of application. ([Appendix C](#))

A self-reporting checklist that uses a rating scale to measure independence in five common areas: (1) Daily Routines and Hygiene; (2) Safety Skills; (3) Money Management; (4) Appliances and Technology; and (5) Social Skills.

2. ***The AIR Self-Determination Profile Assessment***

This assessment was chosen to measure gains in self-determination to be administered to every student. A self-reporting questionnaire, a pre-test is given during the student's beginning semester, and a self-reporting questionnaire post-test is given during the student's last semester. Administrators will review both questionnaires and compare the results. We will be looking for a 3% gain to meet our program goal. From the administration manual, "The AIR Self-Determination test is designed to be an easy-to-use tool for assessing skills and behaviors that will enable students to become more in charge of their own destinies, achieve maximum independence, and plan and fulfill their desired goals in life."

3. ***The Students Transitioning to Adult Roles (STAR) Person-Centered Planning (PCP) process.***

This interactive, collaborative assessment activity is designed to ensure that students with disabilities, who are transitioning into postsecondary programs, have the opportunity to plan their own futures with the support and encouragement of other adults in their lives. The STAR Chart planning process collects student information across five domains: academic enrichment, independent living, self-determination, campus and community engagement, and career development and employment. Each student participates in creating a personalized 21" x 34" poster to reflect their individual feelings and goals regarding the five domains. The group members celebrate the milestone with drinks and snacks. Students really enjoy the reflective process and being the focus of attention.

4. ***The Titans UP Experience Satisfaction Survey (TESS)***

The Titans UP program worked with our Institutional Research & Effectiveness team to design and administer the original Titans UP Experience Satisfactory survey (TESS) to query parents, students, and faculty regarding satisfaction with different aspects of the program. The TESS is administered at the end of the calendar year between the spring and summer semesters.

Financial Aid

Titans UP Scholarship

The Titans UP program is based on four semesters of 6 credit hours each. The estimated cost per semester is \$3,500.00, which includes tuition, textbooks, and lab, tech and program fees. Actual cost will be determined each semester. All students accepted and enrolled in the Titans UP program qualify for and will receive a scholarship for the program. Any funds not used will be refunded to the student each semester.

To maintain eligibility for the Titans UP scholarship, students must go to class, participate in class assignments, and complete their homework. This is called Satisfactory Academic Progress, or *SAP*.

Additional Funding

In addition to the Titans UP Scholarship, students may qualify for additional aid based on individual circumstances. Students are encouraged to schedule individual appointments to meet one-on-one with a financial aid advisor prior to enrollment. Additional information and financial aid applications are available at www.spc.edu/getfunds/.

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress for Titans UP Certificate of Employment

Goals for Titans UP students auditing course work will be established together with the student, professor, and Program Coordinator; and will be documented on the Modified Learning Agreement ([Appendix A](#)) which will represent a modified syllabus.

A Satisfactory Academic Progress Report will be used to measure student progress in three categories: attendance, participation, and assignment completion. Each category will be rated as: Much Less than Expected, Less than Expected, Expected, More than Expected, and Much More than Expected ([Appendix B](#)). Individualized expectations will be.

Students with a rating of “Much Less than Expected” will be placed on probation and will be expected to improve grades in the next semester in order to continue participation in the Titans UP program and to continue receiving the Titans UP Scholarship. Probation is only offered for one semester. If the student does not improve on the probationary plan, they will be dropped from Titans UP and will lose their scholarship.

Satisfactory Academic Progress for Credit-Seeking Students

Titans UP Students with Intellectual Disabilities who are taking core course work *for credit* will be expected to achieve objectives at the same level and will be graded on the same scale as non-disabled peers. As required by law, Students with Intellectual Disabilities who require reasonable accommodations will receive them as long as these accommodations do not change the course content or grading standards.

For credit-earning students, SAP is measured in three ways:

1. *Minimum Cumulative Financial Aid Grade Point Average*
Students must maintain a minimum cumulative Financial Aid Program GPA of 2.0 in order to maintain financial assistance eligibility.
2. *Completion Ratio*
Completion Ratio (Pace) is defined as the rate at which students are progressing (moving) through their program of study.
3. *Maximum Time Frame*
Maximum Time Frame is a cumulative review of college-level credit hours attempted that are applicable to a student’s current degree or certificate program of study.

For complete SAP details visit <https://go.spcollege.edu/sap/>.

Titans UP Curriculum

Program Design & Curriculum

While working toward earning a Certificate of Employment and progressing through one of the three pathways, students will:

- experience strength-based programming
 - attend integrated classes
 - participate in clubs and campus events
 - and build relationships with peer mentors

All Titans UP students will take The College Experience course *SLS 1101* as an elective. This course is designed to strengthen skills essential to success in college, with further applications to post-college plans. Included are study and test-taking strategies, effective interpersonal skills, time management techniques, creative and critical thinking skills, college services and library resources, research strategies, and information skills for online, blended, and traditional learning environments.

All courses included in pathways for the Titans UP program are existing courses in the SPC catalog and are open *to all* students. Titans UP students attend classes with non-disabled peers. Other electives include Introduction to Speech Communications (SPC1017), Humanities (HUM1020), and Computer Applications (CGS1100).

All Titans UP students are also required to complete additional non-credit coursework which includes weekly workshops, during which students will interact with peers and guest speakers to explore life at home, on campus, and in the workplace. Topics will be guided by the Students Transitioning to Adult Roles (STAR) assessment tool. Lessons will be focused across five domains:

1. Independent Living (IL)
2. Self-Determination (SD)
3. Career Development and Employment (CDE)
4. Academic Enrichment (AE)
5. Campus and Community Engagement (CCE)

DIGITAL PHOTOGRAPHY PATHWAY

Program Duration: 4 Semesters (2 Years)

Total Credits: 24 (6 Credits Per Semester)

SEMESTER 1 (2023-2024)	SEMESTER 2 (2023-2024)	SEMESTER 3 (2024-2025)	SEMESTER 4 (2024-2025)
HUM1020 Intro to Humanities 3 Credits	CGS1100 Computer Applications 3 Credits	SLS1101 The College Experience 3 Credits	SPC1017 Intro to Speech Communication 3 Credits
PGY 2800C Digital Photography (3 credits)	PGY 2404C Intermediate Photography (3 credits)	PGY 2201C Photography Studio Lighting (3 credits)	PGY 2470 Themes for Photographers (3 credits)
Soft Skills Training MacDonald Training Center Students with Disabilities Only No Credits ONLINE CLASS	Titans UP Wednesday Workshop STAR Notebook Topics Students with Disabilities Only No Credits	Supported Employment Phase 1 Meet Job coach at home or at nearby Arc of Tampa Bay office For Discovery lessons	Supported Employment Phase 2 Meet Job coach at home or at nearby Arc of Tampa Bay office For Employment lessons

HOSPITALITY PATHWAY

Program Duration: 4 Semesters (2 Years)

Total Credits: 24 (6 Credits Per Semester)

SEMESTER 1 (2023-2024)	SEMESTER 2 (2023-2024)	SEMESTER 3 (2024-2025)	SEMESTER 4 (2024-2025)
SLS1101 The College Experience 3 Credits	SPC1017 Intro to Speech Communication 3 Credits	CGS1100 Computer Applications 3 Credits	HUM1020 Intro to Humanities 3 Credits
MAN2340 Supervisory Management 3 Credits	HFT1000 Intro to Hospitality and Tourism 3 Credits	HFT1941 Operations and Service Practicum 2 Credits MNA1751 Customer Service 1: Developing a Spirit of Customer Service 1 Credit	HFT 2750 The Event Industry 3 Credits
Soft Skills Training MacDonald Training Center Students with Disabilities Only No Credits ONLINE CLASS	Titans UP Wednesday Workshop STAR Notebook Topics Students with Disabilities Only No Credits	Supported Employment Phase 1 Meet Job coach at home or at nearby Arc of Tampa Bay office For Discovery lessons	Supported Employment Phase 2 Meet Job coach at home or at nearby Arc of Tampa Bay office For Employment lessons

SUSTAINABLE CONSTRUCTION PATHWAY

Program Duration: 4 Semesters (2 Years)
Total Credits: 24 (6 Credits Per Semester)

SEMESTER 1 (2023-2024)	SEMESTER 2 (2023-2024)	SEMESTER 3 (2024-2025)	SEMESTER 4 (2024-2025)
HUM1020 Intro to Humanities 3 Credits	CGS1100 Computer Applications 3 Credits	SLS1101 The College Experience 3 Credits	SPC1017 Intro to Speech Communication 3 Credits
ARC 2461 Materials & Methods of Construction I 3 credits	BCN 1597 An Intro to Solar Energy in Residential Construction 3 credits	BCN 1596 Environmental Technology for Building Construction 2 credits (Possibly add MNA1751 Customer Service 1 credit)	BCN 1592 Energy Efficient Building Construction for Florida's Climate 3 credits
Soft Skills Training MacDonald Training Center Students with Disabilities Only No Credits ONLINE CLASS	Titans UP Wednesday Workshop STAR Notebook Topics Students with Disabilities Only No Credits	Supported Employment Phase 1 Meet Job coach at home or at nearby Arc of Tampa Bay office For Discovery lessons	Supported Employment Phase 2 Meet Job coach at home or at nearby Arc of Tampa Bay office For Employment lessons

COLLEGE LIFE

Recreation and Leisure-time Activities

Student Life & Leadership provides students the opportunity to become more involved within their school and community to develop leadership skills, have access to more scholarships, and meet new friends through clubs available at different campuses. Students can locate events on their Titans Hub calendar using their dashboard widgets.

Students can also participate in or enjoy being a spectator in the following sports: Basketball, Table Tennis, Bowling, Flag Football, Volleyball or Soccer

Advisement

Advising in the Titans UP program will be conducted 1:1 between the Academic Coach and individual participants. During the initial weeks of the program, individual academic advising will take place a minimum of once per week to ensure that the student is acclimating to the college environment and is having his or her needs/barriers addressed immediately upon identification. While advising sessions will be available at all times, the advising schedule will move to once monthly, and then to an as-needed basis.

Student Mentors

Current SPC students will be hired as Peer Mentors to assist the Program Coordinator in serving Students with Intellectual Disabilities within the Titans UP Program. Mentors will work with students on a 1:1 ratio, providing assistance in college and life skills learning, socialization, and academic success.

Peer mentors will support Titans UP participants so they may successfully attend classes, engage in social and recreational activities, become involved in student organizations, and develop natural friendships and relationships. All mentors must participate in an orientation session and training to learn the most appropriate ways to interact with participants. Mentors will complete a mentor questionnaire at the end of each planned interaction.

Completion

The Titans UP *Certificate of Attendance* with a focus in the student's specialty will be awarded to students who complete four semesters of course work, are involved in social activities, and participate in Supported Employment sessions.



Appendix

Titans UP! Modified Learning Agreement for Auditing Students

SEMESTER	
STUDENT(S)	
COURSE	
INSTRUCTOR	

Student will complete the following tasks or meet the following performance goals:

1.	The student will attend all classes with coach/mentor support.
2.	The student will interact with their peers, coach, and instructor in a variety of classroom situations.
3.	The student (auditing) will attempt all assignments which may include support from peers, coach, and instructor.
4.	The student will be exempt from participation in online discussion forums.
5.	
6.	

Instructor's Signature: _____ Date: _____

Titans UP Signature: _____ Date: _____

Titans UP!

Satisfactory Academic Progress (SAP) for Auditing Students

SEMESTER	
STUDENT	
COURSE	
INSTRUCTOR	

	GOAL ATTAINMENT SCALING (GAS)
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<i>STUDENT GOALS</i>	Poor	Below Average	Average	Above Average	Excellent
PLEASE MARK YOUR RATING WITH AN X					
<i>Goal #1: Attendance</i>					
<i>Goal #2: Participation in Class</i>					
<i>Goal # 3: Completion of Assignments</i>					

ADDITIONAL NOTES OR COMMENTS	
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Instructor's Signature: _____ Date: _____

Titans UP Signature: _____ Date: _____

Pathway at UCLA Extension

10995 Le Conte Avenue, Los Angeles, CA 90024 ~ (310) 794-1235 ~ Pathway@uclaextension.edu

www.uclaextension.edu/Pathway

Skill and Behavior Assessment (to be filled out by the applicant and/or guardian)

Name of Applicant: _____

Name of Person Completing this Form: _____

Relationship to Applicant: _____

Daily Routine & Hygiene	With No Assistance	Little Assistance	Significant Assistance	With No Reminders	Few Reminders	Many Reminders	Is Still Learning	N/A
Sets and uses an alarm to wake up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes bed daily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares simple meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates healthy meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets the table	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cleans dishes after eating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands and uses public transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carries enough money to pay for necessities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes grocery lists and shops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans leisure activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goes to sleep at a reasonable time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps bedroom clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does laundry each week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a vacuum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showers independently on a daily basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercises positive grooming behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a hair dryer/curling iron safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shaves regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX C – SKILL AND BEHAVIOR ASSESSMENT

Safety Skills	With No Assistance	Little Assistance	Significant Assistance	With No Reminders	Few Reminders	Many Reminders	Is Still Learning	N/A
Understands emergency procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a key to enter/exit house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distinguishes between friends and strangers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can use basic self-defense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carries identification in public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is able to stay home alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibits safe fire behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows safe smoking habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can make calls for assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Money Management	With No Assistance	Little Assistance	Significant Assistance	With No Reminders	Few Reminders	Many Reminders	Is Still Learning	N/A
Is able to save money for larger purchases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses a bank account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is aware of monthly spending	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows monthly income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses personal money for spending	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Realizes the difference between needs and wants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is able to create and follow a weekly/daily budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Ability to use:	With No Assistance	Little Assistance	Significant Assistance	With No Reminders	Few Reminders	Many Reminders	Is Still Learning	N/A
Coffee pot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stove/Oven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toaster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Microwave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can opener	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dishwasher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Iron	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washing machine/dryer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DVD player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CD player	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telephone/cell phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Social Skills	With No Assistance	Little Assistance	Significant Assistance	With No Reminders	Few Reminders	Many Reminders	Is Still Learning	N/A
Has friends at own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plans social events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains positive relationships with adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a best friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a boyfriend/girlfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invites friends to go on outings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in social events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enjoys spending time alone with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has ability to problem solve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional Comments:

Titans UP! Application Form

Student Name:	Date Completed:
Address:	
Student Phone:	Student Email:
Parent/Caregiver Phone:	Parent Email:

1. Describe student's personal strengths, interests, abilities:
2. Does the student like school work/ homework? Work well independently?
3. Why does this student want to continue their educational studies?
4. Does the student have any paid or unpaid work experience? Describe.
5. Are you already working with a Vocational Rehabilitation (VR) Counselor? Who?
6. Describe this student's communication skills.
7. Does the student use any assistive technology?
8. How does this student handle stress?
9. Does the student have any close friends? Who? What relationship?
10. Does the student have any hobbies?
11. Does the student have any health concerns or allergies?

12. Please list any other notes:

[Empty rectangular box for notes]

Please use this **sample** to help you fill in personal information about the student’s strengths, concerns, and any observations for each topic in the table. Use the blank form on the following page to complete the **Assessment of Student’s Life Skills**.

Assessment of Student’s Life Skills	
Please assess student’s level of each independent-living skill listed below.	
Self-Determination (Domain 1)	
strengths	will stick up for herself, speaks out, not shy
concerns	doesn’t always wait for instructions
observations	wants to do it herself, “let me”
Functional Academics (Domain 2)	
strengths	strong in writing and reading at 6 th grade level
concerns	math is difficult
observations	gives up when she thinks math is too hard
Financial Planning and Money Management (Domain 3)	
strengths	has a debit card she is learning to use
concerns	can’t count change
observations	interested in learning about money
Socialization, Relationships, Self-Esteem (Domain 4)	
strengths	has many friends
concerns	none
observations	likes to go to best friend’s house
Employment (Domain 5)	
strengths	is curious about work
concerns	how and where to apply
observations	wants to get a job
Travel and Mobility (Domain 6)	
strengths	knows her way around neighborhood
concerns	wants to get her driver’s license
observations	is reading practice book for DL
Community Living (Domain 7)	
strengths	likes to go to church & grocery store
concerns	could learn more about money and prices
observations	enjoys food shopping for cooking
Home Living (Domain 8)	
strengths	likes to cook and shop, does her own laundry
concerns	doesn’t like to use dishwasher because it flooded once
observations	helpful with chores around house
Personal Care (Domain 9)	
strengths	takes total care of herself
concerns	none
observations	none
Health and Safety (Domain 10)	
strengths	can stay home alone, knows safety rules
concerns	worries about hurricanes
observations	she is safe in kitchen and bathroom practices

Assessment of Student's Life Skills

Please assess student's level of each independent-living skill listed below.

Self-Determination (Domain 1)		
strengths		
concerns		
observations		
Functional Academics (Domain 2)		
strengths		
concerns		
observations		
Financial Planning and Money Management (Domain 3)		
strengths		
concerns		
observations		
Socialization, Relationships, Self-Esteem (Domain 4)		
strengths		
concerns		
observations		
Employment (Domain 5)		
strengths		
concerns		
observations		
Travel and Mobility (Domain 6)		
strengths		
concerns		
observations		
Community Living (Domain 7)		
strengths		
concerns		
observations		
Home Living (Domain 8)		
strengths		
concerns		
observations		
Personal Care (Domain 9)		
strengths		
concerns		
observations		
Health and Safety (Domain 10)		
strengths		
concerns		
observations		

