



Florida Consortium on Inclusive Higher Education

Application for 2017 TPSID Mini-Grant Funding

The following is an application for the TPSID Mini Grant, offered through the Florida Consortium on Inclusive Higher Education and funded by the US Department of Education.

Eligibility: Institutions of Higher Education (IHEs) as defined by the Federal TPSID criteria (see FAQs).

Due Date: This is an open application process. Applications may be received at any time throughout the fiscal year 10.1.2016 -9.30.2017. For those who apply for and receive the Mini-grant near the end of the funding cycle, they may request a no-cost extension with a simple email and explanation.

Electronic application must be submitted to:

Kathleen Becht
Kathleen.Becht@ucf.edu
University of Central Florida

All applications must include a cover page with the following information:

- Applying entity
- Primary contact person (name, address, phone and fax number, and e-mail)
- Contractual contact person (name, address, phone and fax number, and e-mail)
- Fiscal contact (name, address, phone and fax number, and e-mail)
- Federal I.D. #
- Amount of funding requested (up to \$24,999)
- Original signature(s) of accountable officer for the funds

Please direct any questions or completed mini-grant applications:
Kathleen Becht Ph.D., Director: Kathleen.Becht@ucf.edu

TPSID Grants Background

The TPSID Mini Grant represented in this application is funded through the ***Florida Consortium on Inclusive Higher Education*** (FCIHE), a TPSID Demonstration grant. The following is background information on the **FCIHE** Demonstration Grant that funds the TPSID Mini Grants.

The **Higher Education Opportunities Act** (HEOA) signed into law on August 14, 2008, authorizes the following:

- Students with intellectual disabilities (ID) to enroll in programs and to access work-study jobs, Pell grants and Supplemental Educational Opportunity Grants;
- Inclusive model comprehensive transition and postsecondary program grants for students with intellectual disabilities (TPSIDs); and
- A new national coordinating center.

On June 30, 2010 and again on October 1, 2015, the U. S. Department of Education, Office of Postsecondary Education, released five-year federal grant applications under the ***Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID)***. Programs funded under these grants were awarded up to \$500,000 per year for five years.

The Florida Consortium on Inclusive Higher Education (FCIHE or The Consortium) has been awarded the Florida TPSID grant to support the enhancement and creation of postsecondary educational opportunities for individuals with intellectual disabilities throughout the state of Florida. To form the ***Florida Consortium on Inclusive Higher Education***, the University of Central Florida (UCF) partnered with the University of South Florida St. Petersburg (USFSP), Florida International University (FIU), and the Florida State College of Jacksonville (FSCJ). The **Consortium** was awarded \$500,000 annually and may be renewed each year through September 30, 2020

Florida Consortium Objectives:

1. Expansion of the number of inclusive postsecondary education programs on campuses across Florida for young adults with intellectual disabilities and their families.
2. Collaboration with all Florida postsecondary programs for students with intellectual disabilities and other key stakeholders to facilitate alignment of curriculum and credentialing among the institutions.
3. Development of a base of meaningful research in this area and to disseminate the research through peer-reviewed articles, conference presentations, and training.

Florida Consortium Action Items:

To achieve these TPSID grant objectives, the **Consortium** is partnering with the Florida Department of Education's Division of Vocational Rehabilitation, Bureau of Exceptional Education and Student Services, and other appropriate partners to design and deliver:

- professional development,
- the annual Hartwick Symposium,
- strategic program evaluation, and
- to ensure reporting to and collaboration with the national Transition Programs for Students with Intellectual Disabilities (TPSID) Coordinating Center (Think College).

A Model Comprehensive Transition and Postsecondary Program for Students with Intellectual Disabilities as defined by HEOA is one that:

- (1) serves students with intellectual disabilities (ID);
- (2) provides individual supports and services for the academic and social inclusion of students with intellectual disabilities (ID) in academic courses, extracurricular activities, and other aspects of the institution of higher education's regular postsecondary program;
- (3) integrates person-centered planning in the development of the course of study for each student with an intellectual disability participating in the model program;
- (4) participates with the coordinating center established under section 777(b) in the evaluation of the model program; and
- (5) with respect to the students with intellectual disabilities participating in the model program, provides a focus on --
 - (A) academic enrichment;
 - (B) socialization;
 - (C) independent living skills, including self-advocacy skills; and
 - (D) integrated work experiences and career skills that lead to gainful employment.



Florida
Consortium
on Inclusive
Higher Education

Request for Mini-Grant Application

This request for application serves to support the expansion or enhancement of existing inclusive postsecondary transition education programs (IPSE) within IHEs, or to support the development of new programs. Funding provided through this mini-grant opportunity may be used to provide:

- individual student supports within the academic, social, and independent living domains or
- to support building an infrastructure for new programs which could include personnel costs, though
- may not be used as financial assistance for students, including tuition, books, or institutional fees.

Program Requirements:

In accord with the Federal TPSID grant, the FCIHE, supporting this mini-grant application, applicants must indicate how they will establish a comprehensive inclusive transition and postsecondary education program (IPSE) for students with intellectual disabilities that meets the statutory definition of such program and that meets all of the requirements below. *For clarity in grant review, create a sub-header for each requirement below within the narrative section.*

1. Serve students with intellectual disabilities;
2. Provide individual supports and services;
3. Focus on academic and social integration that lead to gainful employment;
4. Integrate person- centered planning;
5. Participate with the Coordinating Center - (project evaluation/technical assistance activities);
6. Partner with LEA to address IDEA eligible students;
7. Plan for sustainability; and
8. Offer a meaningful credential.

- I. **Project Abstract:** The abstract should include information about the project's goals and objectives, the activities that will be implemented during the grant period, the number of students to be served, and a list of partners who will participate in the grant. (Please provide a one-page, single spaced abstract of your application. The abstract is not included in the page count.)

Please direct any questions regarding this mini-grant application in writing to:

II. Project Narrative: Please address the 6 criteria below and include the 8 TPSID Project Requirements (above) as they relate to the development or enhancement of your existing or proposed IPSE program.

- The Project Narrative must include the 13 criteria and requirements, as sub-headers, be double-spaced, and may not exceed 12 pages.

1) Need for Project

Address the following in this section of the application:

- Magnitude of the Need for Services/Activities
- Project Objectives – identify at least 3 measurable objectives for the grant
- How Objectives Address Stated Needs

2) Project Description and Quality of Services

Address the following in this section of the application:

- Services to be Provided to Meet the Needs of the Recipients (identify number and disability of the population to be served)
- Services to be Provided that Lead to Improvements in Employment & Independent Living Outcomes (identify the completion credential)
- Strategies Proposed to Support Recipients (including individual supports and services)
- Identify the projected program of study (clarify expected number of academically inclusive and, if applicable, academically specialized courses)

3) Quality of Project Personnel

Address the following in this section of the application:

- Qualifications & Relevant Experience of all Key Project Personnel
- Include CVs & Resumes in Appendix

4) Program Evaluation

Address the following in this section of the application:

- Outline an Evaluation Framework
- Measures/Instruments for Data Collection

5) Plan for Sustainability:

Identify how the use of community and institutional systems and supports will facilitate the sustainability of the program. Include positions and services being paid for by the institution or other community agencies.

III. Budget and Budget Justification:

Provide the following, utilizing the template on the following page:

- A detailed budget with narrative
- A Narrative Budget Summary outlining the total budget requested and budget justification,
- Period of Performance (not more than one year)

Examples of individual student supports include costs associated with paying academic or social mentors, tutors, independent living coaches, and employment supports. The total budget amount requested may not exceed \$24,999.

Please direct any questions regarding this mini-grant application in writing to:

Budget

This budget is designed for <IHE's name here> Mini-Grant activities as funded by the **Florida Consortium on Inclusive Higher Education** to create or expand high quality, inclusive models of comprehensive postsecondary transitions programs for students with intellectual disabilities.

Summary: (Identify in Narrative form a one paragraph summary of the Budget expenditures and expected outcomes here).

Mini Grant Budget and Narrative	
Instructions: Provide a brief narrative of each of the Project affiliated and Personnel Costs. Include FCIHE grant dollars. This is a Direct-Cost only grant. (You may add rows as necessary to this chart).	Grant Funding
PERSONNEL	
FRINGE BENEFITS (identify %)	
TOTAL SALARIES	
TOTAL FRINGE BENEFITS	
TOTAL SALARIES & FRINGE BENEFITS	
TRAVEL (Employee Domestic)	
TOTAL TRAVEL	
TOTAL PROJECT BUDGET (Direct Costs)	

No Cost-Sharing is associated with this Mini-Grant.

Please direct any questions regarding this mini-grant application in writing to:
 Kathleen Becht Ph.D., Director: Kathleen.Becht@ucf.edu

Frequently Asked Questions (FAQs)

Notice: Some of this information has been adapted from the Federal FAQ issued with the original TPSID grant application.

Eligible Applicants

What is the criteria for an IHE?

All applicants for this mini-grant award must meet the definition of Institution of Higher Education (IHE) as defined by the Federal government in the original TPSID application. This includes non-profit, private, degree conferring institutions of higher education, and community and state colleges.

Institution of Higher Education. For purposes of this Act, other than title IV, the term 'institution of higher education' means an educational institution in any State that--

- (1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate or persons who meet the requirements of section 484(d)(3);
- (2) is legally authorized within such State to provide a program of education beyond secondary education;
- (3) provides an educational program for which the institution awards a bachelor's degree or provides not less than a two-year program that is acceptable for full credit toward such a degree or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;
- (4) is a public or other nonprofit institution; and
- (5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association ***that has been recognized by the Secretary for the granting of pre accreditation status***, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

(b) ADDITIONAL INSTITUTIONS INCLUDED.—For purposes of this Act, other than title IV, the term “institution of higher education” also includes—

(1) any school that provides not less than a one-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a); and

(2) a public or nonprofit private educational institution in any State that, in lieu of the requirements in subsection (a)(1), admits as regular students individuals—

(A) who are beyond the age of compulsory school attendance in the State in which the institution is located; or

(B) who will be dually or concurrently enrolled in the institution and a secondary school. (Sec 101. General Definition of an Institution of Higher Education

http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ315.110).

Are proprietary schools (IHEs) eligible to participate in the TPSID program mini-grant?

No.

Term and Amount of Awards

The mini-grant awards can range from \$1,000 to \$20,000. The maximum award will be \$20,000. This is a one year grant.

What is the page limitation for the TPSID program mini-grant application?

*The page limit for the project narrative portion of the application for the FY 2016 mini-grant competition is **10** pages.*

How many letters of support should one include in their application?

Three (3) letters of support are required.

Use of Grant Funds

Are there expectations on how different dollars (IDEA, vs. grant vs. IHE) are spent?

*The mini-grant budget is not intended to supplant existing program resources that are being used if the institution already has a comprehensive transition and postsecondary program in place. Rather, the mini-grant is used to extend the scope, breath, or depth of the existing comprehensive transition and postsecondary program. **There is a requirement for grantees to build sustainable programs** – this can best be accomplished if institutions contribute and support the program early in its development.*

What are the Budget Requirement for IHEs?

Funding from the U.S. Office of Postsecondary Education, and specifically, these comprehensive transition and postsecondary program grants are required to follow the rules of allowable and unallowable expenses directed by EDGAR. Reviewers will likely look for sufficient resources dedicated to activities that facilitate the students participation in the academic, social, work experience, and independent living sectors of a higher education setting. Applications will also be examined to determine whether the proposed work for this program is aligned with the intent of the TPSID priority. Please refer to EDGAR for information regarding “allowable” costs. You may access EDGAR at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

You may also refer to OMB circulars for such guidance via the following website:

<http://www.whitehouse.gov/omb/circulars/>.

The following circulars cited are also utilized to assist in determining allowable costs: A-87-Cost Principles for State, Local and Indian Tribes, A-21-Cost Principles for Educational Institutions and A-122-Cost Principles for Non-Profit Agencies.

What is the Federal definition of a “Student with an Intellectual Disability” for the purpose of the TPSID Program?

The term ‘student with an intellectual disability’ means a student—(A) with mental retardation or a cognitive impairment, characterized by significant limitations in—(i) intellectual and cognitive functioning; and(ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and(B) who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act (section 760 (20 U.S.C. 1140 sec 760(2)http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ315.110.pdf). This definition was defined more fully in the final regulations which clarified proposed rules for the Title IV, Federal Student Aid Process.

Additionally, the U.S. Department of Education recognizes that disabilities other than mental retardation, such as certain forms of autism and traumatic brain injury, may be considered intellectual disabilities, under Sec. 668.233(c) , a student with an intellectual disability is eligible to receive Federal Pell, FSEOG, and FWS program assistance under subpart O of part 668 (Financial Assistance for Students with Intellectual Disabilities) if the institution that offers the eligible comprehensive transition and postsecondary program obtains a record from a local educational agency (LEA) that the student is or was eligible for special education and related services under the IDEA.

Additionally, if that record does not specifically identify the student as having an intellectual disability, the institution must review all documentation obtained, such as a documented comprehensive and individualized psycho-educational evaluation and diagnosis of an intellectual disability by a psychologist or other qualified professional; or a record of the disability from an LEA or State educational agency (SEA), or government agency, such as the Social Security Administration or a vocational rehabilitation agency, that identifies the intellectual disability. Ultimately, the institution determines whether a student meets the definition of a student with an intellectual disability for the purpose of this subpart.

The U.S. Department of Education interprets the statute as providing that a student who has not gone through the formal IDEA eligibility process does not meet the definition of a student with an intellectual disability. Specifically, section 760(2) states that a student with an intellectual disability means a student who “is currently, or was formerly, eligible for a FAPE under the IDEA.” While the U.S. Department of Education states it does not wish to exclude students who have not gone through this process, it states it does not believe the statutory language permits the Department to make these students eligible.

Does the definition of ID include individuals with ASD?

The comprehensive transition and postsecondary program is targeted at providing access to postsecondary education to those students who traditionally have been unable to participate in higher education. If a student with ASD has a significant cognitive impairment with significant limitation in cognitive functioning, and limitations in adaptive behavior, and who was formerly or currently eligible for IDEA services, that student does meet the definition of an eligible student.

If a student with ASD does not meet this definition, and their disability does not present any significant intellectual or cognitive functioning or adaptive behavior, the student may be admitted to the institution, and may be considered a student with a disability, and thus entitled to disability support services and/or accommodations consistent with other Federal policy such as Section 504 of the Rehabilitation Act or the American with Disabilities Act.

How does one assess “Inclusiveness” as it relates to the model comprehensive transition and postsecondary programs applicants are developing for the TPSID program?

In an amended regulation – “(E) Requires students with intellectual disabilities to be socially and academically integrated with non-disabled students to the maximum extent possible (section 760 (20 U.S.C. 1140)”.

If you are trying to assess the "inclusiveness" of a student's program - IHEs may also want to consider questions like: whether there is any potential least restrictive environment in which the content of the course can be delivered? Whether or not an existing course can be adapted to address the knowledge/content delivered in a segregated setting? Has the program considered all possible less segregated options in which the student can learn the course content - instead of being placed in a segregated class or experience?

Each applicant must utilize the information provided to shape how they plan to address “inclusiveness” as it relates to comprehensive transition and postsecondary programs for students with intellectual disabilities you are in the process of developing or expanding.

What is Integration of Person Centered Planning?

Person centered planning facilitates a student’s self-determined decision making toward the development of an action plan to achieve their desired goals. This planning process includes an advising and curriculum structure in which academic advisors carefully listen, ask questions, and engage the students in identifying and expressing information related to their academic, credential, and career goals. Integration across programs and collaborative academic advising efforts, coupled with information about each student’s individualized strengths and areas of

growth, help students with intellectual disabilities to make informed decisions about their individualized course of study plans and the supports needed to attain their goals.

What is the definition of comprehensive transition and postsecondary program?

The term “comprehensive transition and postsecondary program for students with intellectual disabilities” (section 760(1) of the HEA) means a degree, certificate, or non-degree program that meets each of the following:

(A) Is offered by an institution of higher education.

(B) Is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment.

(C) Includes an advising and curriculum structure.

(D) Requires students with intellectual disabilities to participate on not less than a half-time basis as determined by the institution, with such participation focusing on academic components, and occurring through one or more of the following activities:

(i) Regular enrollment in credit-bearing courses with nondisabled students offered by the institution.

(ii) Auditing or participating in courses with nondisabled students offered by the institution for which the student does not receive regular academic credit.

(iii) Enrollment in noncredit-bearing, non-degree courses with nondisabled students.

(iv) Participation in internships or work-based training in settings with nondisabled individuals.

(E) Requires students with intellectual disabilities to be socially and academically integrated with non-disabled students to the maximum extent possible.

TPSID program participant information

Can students who have been home schooled and/or who have gone to private school participate in TPSID programs?

Yes. However, these students must have been or in the future, would have to go through an IDEA eligibility determination process and determined to be eligible for IDEA services, regardless of whether they actually did receive or will receive services under IDEA.

What is the age range of the students with intellectual disabilities who are to be served via TPSID programs?

The federal legislation does not specify the age range of the students with intellectual disabilities. Applicants' comprehensive transition and postsecondary programs are to serve students with intellectual disabilities who are currently, or were formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act (section 760 (20 U.S.C. 1140 sec 760 (2)).

Is there an age limit for students who participate in the model comprehensive transition and postsecondary programs for students with intellectual disabilities?

Although the program legislation does not specify an age limit for students with ID, enrolled in the model comprehensive transition and postsecondary programs, please keep in mind that individual IHEs may have their own enrollment requirements.

How many years are required for a model comprehensive transition and postsecondary program for students with intellectual disabilities served through a TPSID program?

The program legislation does not specify the number of years considered to be appropriate for a model program.

May non-traditional/older students with ID participate in the TPSID program?

The program regulations do not prohibit, non-traditional/older adult students with ID from participating in the TPSID programs.

Applicants who may be considering targeting adult students with ID may also want to consider that IHEs must have written, verifiable documentation that the adult students with ID were deemed eligible for IDEA (the students are currently or were formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act (section 760 (20 U.S.C. 1140 sec 760 (2)).).

Why is employment an anticipated outcome for students with intellectual disabilities who enroll in eligible comprehensive transition and postsecondary programs?

Gainful employment is an important outcome for students with intellectual disabilities participating in comprehensive transition and postsecondary programs. In fact, the U.S. Department of Education has a long history of providing national leadership for, and administration of, programs that develop and implement comprehensive and coordinated programs of vocational rehabilitation, supported employment and independent living for individuals with disabilities, through services, training and economic opportunities, in order to maximize their employability, independence and integration into the workplace and the community.

The U.S. Department of Education states that it believes that the regulations sufficiently ensure that the comprehensive transition and postsecondary programs approved by the Department will focus on ensuring that enrolled students will be prepared for gainful employment. Specifically, in the definition of the term comprehensive transition and postsecondary program in Sec. 668.231, paragraph (a)(3) provides that the program is one that is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and

independent living instruction at an institution of higher education in order to prepare for gainful employment. Under Sec. 668.232(a), an institution applying to offer a comprehensive transition and postsecondary program as an eligible program under Title IV of the HEA must provide to the Secretary a detailed description of that program, including a description that addresses all of the components of the program, as defined in Sec. 668.231. Because Sec. 668.231(a)(3) specifically references that a comprehensive transition and postsecondary program is one that is designed to prepare enrolled students for gainful employment, the detailed description required under Sec. 668.232(a) must include a description of how the program meets this definitional requirement. We, therefore, believe that the regulations sufficiently ensure that any comprehensive transition and postsecondary program will focus on the outcome of gainful employment for students participating in these programs.

Where can I find the Higher Education Opportunity Act

For additional information, please consult the Higher Education Opportunity Act Statute (<http://www2.ed.gov/policy/highered/leg/hea08/index.html>), and the final regulations, which include clarifying language related to institutional participation in title IV Federal student aid programs <http://edocket.access.gpo.gov/2009/E9-25373.htm>.

What is the CTP application?

Readers should be aware of the differing application requirements under the TPSID program (the application above) and the requirements for institutions interested in applying to the US Office of Federal Student Aid (FSA), to obtain certification as a comprehensive transition and postsecondary program (CTP) and thus deemed eligible to participate in title IV Federal student aid programs. For more information about the CTP application process and requirements related to Federal student aid, please read the electronic announcement posted to the FSA Information for Financial Aid Professionals website at <http://www.ifap.ed.gov/ifap/index.jsp>.