Request for Application for the PIHEC Mini-Grant Funding

The following is a mini-grant application offered through the Pennsylvania Inclusive Higher Education Consortium.

Institutions of Higher Education as defined by the Federal TPSID criteria are eligible to apply.

Due Date: April 15, 2016

One signed, hard copy application must be submitted to:

Pennsylvania Inclusive Higher Education Consortium (PIHEC)
Millersville University
P.O. Box 1002
Millersville, PA 17551-0302
Attn: Dr. Ann Marie Licata, Director

All applications must include a cover page with the following information:
- Applying entity
- 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
- Original signature(s) of accountable officer for the funds

Please direct any questions regarding this mini-grant application in writing using the “Questions Form” located on the PIHEC.com website. All questions that are submitted will be posted on the website along with the corresponding answer.
Request for Application for PIHEC Mini-Grant Funding

Background

The Higher Education Opportunities Act (HEOA) was signed into law on August 14, 2008. The provisions of the HEOA authorize the following:

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

The HEOA defines a Comprehensive Transition and Postsecondary Program for Students with Intellectual Disabilities as:

- A degree, certificate, or non-degree program that -
  - is offered by an institution of higher education;
  - 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;
  - includes an advising and curriculum structure.

In June 2010, the U. S. Department of Education, Office of Postsecondary Education, released a five-year federal grant application under the Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID) and reauthorized the grant in 2015.

Millersville University through Career and Life Studies (CLS), collaborated with Penn State University-Harrisburg and Mercyhurst University as well as the DREAM Partnership of UCP Central Pennsylvania (DREAM), to create the Pennsylvania Inclusive Higher Education Consortium (PIHEC) and was awarded this grant. The grant is funded for five years.

The aim of PIHEC is to further develop a model of postsecondary education for students with intellectual disabilities (ID) and to encourage program development among other Pennsylvania Institutions of Higher Education (IHEs).
PIHEC has three major objectives:

1. To further develop an inclusive state of the art, research-based, inclusive postsecondary program of study at Millersville University, Career and Life Studies. This program serves as a model of evidenced-based best practices in inclusive higher education and residential campus life, complemented with the development of strong social and employment networks for young adults with intellectual disabilities.

2. To build upon the efforts of recent collaborations with the Pennsylvania Office of Vocational Rehabilitation.

3. To serve as providers of technical assistance and support to existing and developing inclusive postsecondary programs across the Commonwealth of Pennsylvania.

These objectives will be accomplished through technical assistance and training of related program staff and IHE personnel, an annual symposium of stakeholders, and pilot demonstration sites designed to meet the unfunded support needs of students entering newly developed programs. PIHEC will enable Pennsylvania to expand inclusive postsecondary experiences modeled after Millersville University’s Career and Life Studies, through the development of sites located within IHEs that provide access for students with intellectual disabilities to postsecondary programs focused on academics and instruction, social activities, employment, and independent living.

Application

This request for application serves to support individual student needs within the development or expansion of postsecondary transition programs within IHEs. Funding provided through this mini-grant opportunity may be used to provide individual Educational Support Services within inclusive and culturally valued academic, vocational, social, and independent living settings. This funding cannot be used as financial assistance for students, including tuition, books, or institutional fees. This funding cannot be used for expenses related to program planning and development such as travel, meeting costs, food, etc.
Project Abstract

Please provide a one-page, single-spaced abstract of your application. 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. Pay particular attention to the expectations of inclusion and culturally valued means.

Project Narrative

Describe in detail the scope of your proposed program, which reflects an individual support model, based on culturally valued principles, person-centered planning, and full inclusion. The proposed program should provide evidence for the following:

1) Fully inclusive education that leads to a meaningful degree, certificate, or non-degree program;

2) Longitudinal curriculum that demonstrates inclusivity and belonging;

3) Campus residential life, which includes the use of existing resources;

4) Peer coaching that supports individual student needs in everyday campus life; and

5) Community-based work experiences of interest within integrated competitive work settings, leading to successful employment.

Successful narratives will by design address the U.S. Department of Educations’ requirements for meeting a Comprehensive Transition and Programs (CTP).

Budget/Budget Narrative

Please provide a detailed budget and budget narrative outlining the total budget requested and itemized expenses associated with individual Educational Support Services.

Examples of individual educational support services include costs associated with paying academic or social mentors, tutors, independent living coaches, and employment supports. The total budget amount requested may not exceed $60,000, per year.
Program Requirements

In accord with the Federal TPSID grant supporting this mini-grant application, applicants must indicate how they will establish a Comprehensive Transition and Program (http://www.thinkcollege.net/topics/becoming-a-comprehensive-transition-program) for students with intellectual disabilities that meets the statutory definition of such program and that meets all of the following requirements:

1) Serves students with intellectual disabilities;

2) Provides individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the IHE’s regular postsecondary program;

3) Provides a focus on academic enrichment, socialization, independent living skills, including self-advocacy, and integrated work experiences and career skills that lead to competitive employment where all focus components are accomplished under the umbrella of a culturally valued analog, wherein individuals with ID are treated with the same respect and care as their peers without disabilities.

4) Integrates person-centered planning based on culturally valued principles and full inclusion in the development of the course of study for each student with an intellectual disability participating in the program;

5) Participates with PIHEC including data collection and reporting;

6) Engages in regular meetings or conference calls sponsored by PIHEC;

7) Partners with one or more local educational agencies to support students with intellectual disabilities participating in the model program who maintain eligibility for special education and related services under the IDEA;

8) Plans for the sustainability of the program after the end of the grant period;

9) Collaborates with PIHEC to define and offer a meaningful degree, certificate, or non-degree program; for students with intellectual disabilities upon the completion of the program; and

10) Demonstrates a model that is coherent with the expectations of establishing an inclusive
postsecondary program within the context of and using means that are analogous with what is culturally valued for the typical university or college student. An example of this is to incorporate, as much as possible, already existing university or college supports and services as opposed to creating specialized, segregated, or congregate services or supports.
Frequently Asked Questions (FAQs) and other Pertinent Information

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

Eligible Applicants

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, two-year colleges, community, and state colleges.

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

No.

Number of Awards and Amount of Awards

The maximum award will be $60,000 for one year.

PIHEC mini-grant page limitation information

The page limit for the project narrative portion of the application for the FY 2016 mini-grant competition is 15 pages.

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

Letters of support are encouraged, but not required for this mini-grant application.

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.

**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.


You may also refer to OMB circulars for such guidance via the following website: [http://www.whitehouse.gov/omb/circulars/](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.

**Federal definition of a "Student With An Intellectual Disability" for the purpose of the TPSID Program – This definition was defined more fully in the final regulations which clarified proposed rules for the Title IV, Federal Student Aid Process.**

**Student with an Intellectual Disability.** 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=llO_cong_public_laws&docid=f:publ315_1.10.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=llO_cong_public_laws&docid=f:publ315_1.10.pdf))
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 on the 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.

Assessing "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.

Determining the meaning of "half-time basis". The requirements for program participation in Title IV may be different, thus, readers are encouraged to review the FSA program requirements at http://www.ifap.ed.gov/ifap/index.jsp.

In determining the meaning of half-time participation in designing a comprehensive transition and postsecondary program, it may be reasonably based on real hours, credit hours, or a combination of the two. It may be calculated across the span of the program or by term, as long as an institution clearly explains in its application to add an eligible program how this will be determined. Half-time participation may be calculated per semester or across the length of the comprehensive transition and postsecondary program.
Without speaking on behalf of the authors of the TPSID legislation, it is believed not stating an exact number of college credits needed by students who are ID to successfully complete a model comprehensive transition postsecondary program was done intentionally to enable applicants a bit more flexibility in this area because, each program will be offering different course work/curriculum to its student participants. The amount of time it may take for the students to complete each applicant's respective program, will also vary.

**Definition of comprehensive transition and postsecondary program**

**Comprehensive transition and postsecondary program for students with intellectual disabilities** (section 760(1) of the HEA). The term "comprehensive transition and postsecondary program for students with intellectual disabilities" 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.

Age range of the students with intellectual disabilities who are to be served via TPSID programs

The program 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).

Age limit for ID 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.

Number of years of the model comprehensive transition and postsecondary program for students with intellectual disabilities being served under the TPSID program

The program legislation does not specify the number of years that may be 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:

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).) ;

The importance of employment as an 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.


Readers should be aware of the differing application requirements under the TPSID program and the requirements for institutions that are interested in applying to the US Office of Federal Student Aid (FSA), to have their comprehensive transition and postsecondary program deemed eligible to participate in title IV Federal student aid programs. For more information about the 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/dex.jsp.

**What is the Culturally Valued Analogue?**

Culturally valued analogue is defined as “a societal practice (a) which can be encountered with at least regular frequency in the valued sector of society, (b) with which most members of the society would be familiar, (c) of which most members of the society would hold positive expectations and images, (d) which constitutes a valued parallel to a practice performed by or with devalued people” (Wolfensberger & Thomas, 2007, 30). The following resource “Think Typically” provides further clarity.