



Florida Consortium on Inclusive Higher Education

Application for 2019-2020 FCIHE Mini-Grant Funding

The Mini Grant represented in this application is funded through the *Florida Consortium on Inclusive Higher Education* (FCIHE), a TPSID Demonstration grant (HEOA, 2008). Information on the Federal TPSID Demonstration Grants is found on pages 6 and 7 of this document. 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>).

This document includes five sections;

- 1) Program Requirements
- 2) Mini Grant Application
- 3) FCIHE Grant Background
- 4) FAQs, and
- 5) Mini-Grant Scoring Rubric.

This request for application (RFA) serves to support the enhancement of existing inclusive postsecondary transition education programs (IPSE) within IHEs and expansion through newly developing programs.

This mini-grant opportunity (up-to \$60,000) 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.

The Mini-Grant funds may not be used as financial assistance for students, including tuition, books, programmatic or institutional fees.

Program Requirements:

In accord with the Federal TPSID grant, and 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.

1. **Student Population:** students with *intellectual disabilities* who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education to prepare for gainful employment;
2. **Individual Academic and Social Supports and Services** provided;
3. **Academic and Social integration** leading to paid employment;
4. **Advising and Curriculum Structure** including person- centered planning processes, more than ½ time enrollment in on-campus courses with peers without disabilities;
5. **Think College Coordinating Center Participation:** - (project evaluation through IPSE program data collection and technical assistance activities);
6. **LEA Partnership:** Partner with LEA to address IDEA eligible students;
7. **IPSE Program Sustainability Plan;** and
8. **Outcomes** of meaningful credential and paid employment.

Grant Eligibility: Institutions of Higher Education (IHE) as defined by the HEOA (see FAQ section).

Intent to Submit: Send emails identifying *intent to submit* an FCIHE Mini-Grant application to Kathleen.Becht@ucf.edu no later than **4.15.2019**. Please include the IHE name and the sender's position and contact information. This intent is also an invitation to ask questions and receive support in the application development process.

Grant Year: FCIHE's fiscal grant year is **10.1.2019 - 9.30.2020**. The mini-grants' fiscal year will be effective upon the date of Agreement Execution.

Grant Award: Funds may be requested up to \$60,000 for one fiscal year. Awardees will receive notification no later than **6.20.2019**.

Grant Deliverables: Biannual programmatic reports and quarterly invoices, annual student data (aggregate) report and student data submission to Think College Coordinating Center (exempt, non-human subjects research).

Applications Due: 5.15.2019. No late applications will be accepted.

Submit Electronic Application to: Kathleen Becht, PhD, Director Florida Consortium on Inclusive Higher Education at Kathleen.Becht@ucf.edu, University of Central Florida.

Cover Page: 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. #
- Type of grant application: **Enhancement** (of an existing program) or **Expansion** (creation of a new program)
- Amount of funding requested (up to \$60,000)
- Original signature(s) of accountable officer for the funds

Formatting: Application may include up to, but no more than, 15 double-spaced, 12-point font, pages (inclusive of Abstract, Cover Page, Project Narrative, and Budget). Appendices are not included in the page count.



Florida Consortium on Inclusive Higher Education

Please indicate the type of application

- ☐ Start-Up Mini-Grant
☐ Enhancement Mini-Grant

Mini-Grant Application

Completed Mini-Grant Application must be no more than 15 double-spaced pages, 12-point font, and include all bold headers listed below.

I. PROJECT TITLE:

II. PROJECT ABSTRACT: The abstract should include the project's *Start-Up or Enhancement* goal and general activities to support the goal, a description of the IPSE program including the number and type of students served, and the community and institutional partners who will participate in the grant. The Abstract should be single-spaced and limited to one page).

III. PROJECT NARRATIVE: Include References at the end of the Narrative.

1) Need for Project:

Address the following in this section of the application:

- Magnitude of the Need for *Start-Up or Enhancement* Services/Activities
- *Start Up or Enhancement* Project Objectives – identify 2- 3 measurable objectives that support the goal stated in the project abstract.
 - Reference how each objective addresses the stated needs.

2) Project Description and Quality of Services:

Start Up Mini-Grants should address each of the 7 IPSE program areas below.

Enhancement Mini-Grants should describe the *projected enhancement* and briefly describe how the enhancement bolsters or impacts one or more of the IPSE program areas (a-g) below.

- a. **IPSE Program Structure/Sustainability:** Identify where program/staff is housed within the IHE, size of staff and positions responsible, and the colleges/departments partnered or aligned with the program. Identify the plan for IPSE program sustainability upon completion of the grant (where will the funding support come from to maintain the program?). Identify the number and disability type (s) of the population being served.
- b. **Program of Study:** Outline the *current or projected* program length and design, including, at a minimum, inclusive and successful experiential education practices relating to curricular, assessment, and advising structure, and internship and employment opportunities.
Clarify expected number and courses/electives of academically inclusive and, if applicable, academically specialized courses. Identify how students will participate on not less than a half-time basis on academic components, occurring through one or more of the following activities with nondisabled students:
 - i. Regular enrollment in credit-bearing courses offered by the institution.

- ii. Auditing or participating in courses offered by the institution for which the student does not receive academic credit.
 - iii. Enrollment in noncredit-bearing, non-degree courses.
 - iv. Participation in internships or work-based training.
- c. **Advising Structure:** Outline the Advising structure the students will follow, including the integration of person-centered-planning and transition to, or maintenance of, employment upon completion.
- d. **Individualized Support:** Identify the methods, practices, and strategies, by which students with intellectual disabilities will be supported to participate socially and academically in campus courses and activities with nondisabled students. This may include, but not be limited to mentors, tutoring, assistive technology hardware/software, and academic accommodations and modifications.
- e. **Program Completion Outcomes:** Identify the expected outcomes for student completers including
 - i. Credential awarded to eligible students (credential name, department/college awarding credential and any industry certifications earned),
 - ii. Employment status of student completers – will the students be employed upon graduation through the IHE or transitioned to an employment agency (be specific)?
 - iii. Increase in independent living – How will this be identified or measured and what activities lead to this?
- f. **Think College Coordinating Center:** Describe how the IHE will collaborate with the TCCC in project evaluation, including submission of program data to the Coordinating Center and participate in technical assistance activities, including, but not limited to webinars.
- g. **LEA Partnership:** Partner with LEA to address IDEA eligible students.

3) Quality of Project Personnel:

- Identify the Qualifications & Relevant Experience of Key Project Personnel.
- Include CVs & Resumes in Appendix.

4) Program Evaluation:

- Outline the Evaluation Framework specific to project objectives, student increase in independent life skills, and employment outcomes.
- Identify the Measures/Instruments used for Data Collection.

IV. BUDGET AND 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 (a 12 month span).

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 \$60,000.

See FAQs (pages 9-10) for budget restrictions.

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: <i>Provide a brief narrative of each of the Project affiliated and Personnel Costs. Include FCIHE grant dollars. This is a Direct-Cost only grant. (add rows as necessary).</i>	Grant Funding
PERSONNEL <i>(identify what positions and percentage of those positions is being funded. Identify the core tasks for each position.)</i>	
FRINGE BENEFITS <i>(identify %)</i>	
TOTAL SALARIES	
TOTAL FRINGE BENEFITS	
TOTAL SALARIES & FRINGE BENEFITS	
TRAVEL <i>(Employee Domestic: Identify what positions will be supported by travel and why.)</i>	
TOTAL TRAVEL	
TOTAL PROJECT BUDGET (Direct Costs)	

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

FCIHE Grant Background

The 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 TPSID Demonstration Grant that funds the 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.

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 on Inclusive Higher Education

To achieve the grant objectives, the **Consortium** partners 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 conferences,
- 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).

More information regarding *FCIHE, updates, webinars, conferences, resources, technical assistance and funding support* may be found at www.FCIHE.com.

A Model Comprehensive Transition and Postsecondary Program for Students with Intellectual Disabilities as defined by HEOA (2008) is a program that:

- (1) serves students with intellectual disabilities (ID) seeking to continue academic, career, and technical;
- (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.

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 \$10,000 to \$60,000. The maximum award will be \$60,000. 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 15 pages.

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.*

Are the mini-grants renewable annually through the end of 2020?

Unfortunately, the mini-grants are not renewable, per se. However, if you were rewarded a mini-grant in one year, you may apply in a subsequent year for a second mini-grant for additional program enhancements.

What are the Budget Requirements 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 also 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.

The Florida Consortium on Inclusive Higher Education TPSID grant mini-grant funds were specifically allocated for use in two areas.

1. Funds may be **allocated for services and supports for students** to attend these programs, but not for traditional program costs, (e.g., student tuition, faculty, facility usage).
 - a. The “**services and supports for students**” should represent those cost that are extraordinary to what an institution provides all students, such as mentors trained to support students with ID, faculty training to understand how to assimilate students with ID in their courses including training that might include universal design for learning, normalcy of disability, expectations of students with ID in courses, assignments, grading, and assignment modifications (where appropriate).
 - b. “**not traditional program costs**” - One of the core foci of the mini-grants is systemic change and sustainability. So, while these grants are to support institutions in their development and enhancement of IPSE programs, the Consortium also wants to be sure that the IPSE program being funded is solidly supported by the institution in a sustainable and systemic (embedded into the institution instead of an add-on program – easily cut) fashion. Therefore the institution should be supporting this program of study as they do any other, through student tuition, and funded faculty and facilities. The grant should not be supplanting the institution's purpose – educating students with and without disabilities.

- 2) *Funds may also be allocated for stipends for student mentors until these positions can be filled through degree-seeking students, volunteerism, or natural supports.*
- a. **Student mentors** is a generic term, also called *resource facilitators, coaches*, etc. These individuals may be undergraduate or graduate students, in any field of study, who are either being paid (generally about \$10/hour) to provide 2-20 hours a week of support to one or more students with ID. The eventual goal is to ‘fade’ the mentor from the students with ID as the students become more independent, acclimated to the institution, processes, coursework, and expectations.
 - b. **Degree-seeking student** is the same as described in the bullet above, though as IPSE programs become more established, the hope is that programs of study in social work, psychology, education, and similar fields of study, would require a service-learning component, for their degree-seeking students, to spend a set number of hours as mentors, tutors, or some type of support for students with ID.
 - c. **Volunteerism and natural supports** may be similar, but not exactly the same. These types of supports often take time to build up and thus you might hire mentors until you were able to garner and train a group of volunteers to support students with ID in their studies, independent living, and social activities.
 - d. **Natural supports** is a ‘best practice’ in the sense that we work to inform our environments (faculty, staff, coworkers, and supervisors) to provide the support which enables a student with ID to be successful – as they would any student. However, we often find that society needs to be given permission to treat a person with ID with normative expectations in academics, independence and social engagement as well as with typical consequences for choices made *AND* to provide the supports the student needs to succeed in the present environment.

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 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 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 clarify title IV Federal student aid language <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>.

TPSID Applicable EDGAR Regulations

(a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 82, 84, 86, 97, 98, and 99. (b) The OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement) in 2 CFR 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted in 2 CFR part 3474 (USDOE, 2015. *Federal Register*, 80, 123)

§ 75.702 Fiscal control and fund accounting procedures.

A grantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

§ 75.703 Obligation of funds during the grant period.

A grantee may use grant funds only for obligations it makes during the grant period. (Authority: 20 U.S.C. 1221e-3 and 3474)

§ 75.707 When obligations are made. The following table shows when a grantee makes obligations for various kinds of property and services.

If the obligation is for—	The obligation is made—
(a) Acquisition of real or personal property.	On the date the grantee makes a binding written commitment to acquire the property.
(b) Personal services by an employee of the grantee.	When the services are performed.
(c) Personal services by a contractor who is not an employee of the grantee.	On the date on which the grantee makes a binding written commitment to obtain the services.
(d) Performance of work other than personal services.	On the date on which the grantee makes a binding written commitment to obtain the work.
(e) Public utility services	When the grantee receives the services.
(f) Travel	When the travel is taken.
(g) Rental of real or personal property.	When the grantee uses the property.
(h) A pre-agreement cost that was properly approved by the Secretary under the cost principles identified in 34 CFR 74.171 or 80.22.	

RECORDS

§ 75.730 Records related to grant funds.

A grantee shall keep records that fully show:

- (a) The amount of funds under the grant;
- (b) How the grantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

§ 75.731 Records related to compliance. A grantee shall keep records to show its compliance with program requirements. (Authority: 20 U.S.C. 1221e-3 and 3474)

§ 75.732 Records related to performance.

- (a) A grantee shall keep records of significant project experiences and results.
- (b) The grantee shall use the records under paragraph (a) to:
 - (1) Determine progress in accomplishing project objectives; and
 - (2) Revise those objectives, if necessary. (Approved by the Office of Management and Budget under control number



Florida Consortium on Inclusive Higher Education MINI GRANT RUBRIC

Institution: _____

Date: _____

Reviewer: _____

Final Score: _____

Directions: The scoring rubric is comprised of five sections. Sections are scored for the degree of criteria met; through a range of points earned. Upon scoring each section, sum the column(s) and place the total in the yellow square for that section. When all sections are scored, total the yellow squares for the Total Project score. Use the Comments sections as needed.

Mini Grant Eligibility Criteria: Applicant meets the definition of Institution of Higher Education (IHE) as defined in the TPSID application package and including non-profit, private, degree conferring and two-year colleges and IHEs.

Pts.	
I. PROJECT ABSTRACT: Assign 1 point for each criteria met or 0 where descriptor is not met.	
1. One-page, single spaced.	
2. Project's goals and objectives are identified.	
3. Grant period activities are identified.	
4. Number of students to be served.	
5. Participating partners are identified.	
Sum section points in yellow box.	Abstract Score /5
Comments:	
Pts.	
II. PROJECT NARRATIVE: Assign 5 points for criteria met or 4 to 0 points for partial to unmet criteria.	
1. Complete description of the magnitude of the problem to be addressed by the proposed project.	
2. Complete description of need for the identified services or activities to be carried out by the proposed project.	
3. Gaps or weaknesses in services, infrastructure, or opportunities have been identified and addressed in proposed project, including the nature and magnitude of those gaps or weaknesses.	
4. The proposed project shows evidence of potential to build local capacity to provide, improve, or expand services that address the needs of the target population.	
5. The likely usefulness in multiple settings of the IHE's proposed products (such as information, materials, processes, or techniques).	
6. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.	
7. The project design and implementation plan is sufficiently detailed toward objective achievement.	
8. The project evaluation design uses appropriate methodological tools to ensure objective achievement.	
9. The project is designed to build capacity and yield results in the area of employment.	
10. The project design reflects current knowledge from research and effective practice.	
Sum section points in yellow box.	Narrative Score /50
Comments:	

Assessing "Inclusiveness" 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)".

III. Inclusiveness: <i>Assign 5 points for criteria met or 4 to 0 points for partial to unmet criteria.</i>		Pts.
1. The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that traditionally have been underrepresented based on race, color, national origin, gender, age, or disability.		
2. The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.		
3. The likelihood that the proposed project leads to skill improvements necessary to gain employment.		
4. The likelihood that the proposed project leads to skill improvements necessary to build capacity for independent living.		
5. The enrollment of SwIDs in the IHE social activities and college courses with their peers w/o disabilities.		
6. Rationale for courses or social activities in which only SwIDs are enrolled or members.		
Sum section points in yellow box.	Score	/30
Comments:		
		Pts.
IV. BUDGET REQUIREMENT: <i>Assign 5 points for criteria met or 4 to 0 points for partial to unmet criteria.</i>		
1. Follows the rules of allowable and unallowable expenses directed by EDGAR (see page 3).		
2. Adequacy of support from the applicant's organization of facilities, supplies, and other resources.		
3. Adequacy of the budget to support the proposed project and project services/activities.		
4. Reasonableness of costs in relation to the number of SwIDs served and anticipated results & benefits.		
5. Adequacy of project sustainability, including, identified commitment of appropriate entities.		
Sum section points in yellow box.	Score:	/25
Comments:		
		Pts.
V. PROGRAM REQUIREMENTS- <i>Assign 10 points for criteria met or 9 to 0 points for partial to unmet criteria.</i>		
1. Serves students with intellectual disabilities (SwIDs), <i>as defined in attached FAQs pp 5-6</i>		
2. Provides individual supports and services for the academic inclusion of SwIDs in academic courses where students without intellectual disabilities are also enrolled.		
3. Provides individual supports and services for the social inclusion of SwIDs in extracurricular or other activities of the IHE, in which students without intellectual disabilities are members.		
4. Focuses on core transition skills (academic, social, independent living, career, and self-advocacy) including integrated paid work experiences.		
5. Collaborates with community agencies toward seamless transition to paid employment upon program completion.		
6. Integrates person-centered planning in development of each participating student's course of study.		
7. Partners with one or more LEAs AND agencies/stakeholders to support SwIDs eligible for special education and related services under IDEA (2004).		
8. Identifies plans for the sustainability of the enhancement project or inclusive postsecondary education (IPSE) program after the end of the grant period.		
9. Identify the credential name, requirements of, and the awarding agency/department/college.		
Sum section points in yellow box.	Score	/90
Comments:		
Suggested Amendments for Acceptance:	Award Recommendation _____	
Sum points in all yellow boxes.	Total Score _____/200	