

Request for Proposals
Workforce Development Planning Grant Competition 2019-2020
Ohio's Statewide Consortium: Increasing Employment Outcomes through
Inclusive Postsecondary Education Options for
Youth with Intellectual Disabilities

Program Highlights

Proposal Due Date: November 1, 2019
Award Date: December 6, 2019
Funding Period: January 1, 2020–September 15, 2020
Eligible Applicant: Institutions of Higher Education in Ohio who have not received funding from the *Transition to Postsecondary Education for Students with Intellectual Disabilities* (TPSID) grant award program (CFDA/Subprogram No: 84.407A)
Number of Awards: Up to 3 awards
Available Funds: \$150,000 Total (Maximum of \$50,000 per award)
Local Match: \$2,000-4,000 per award from nonfederal funds (may include a percentage of staff salary that is donated-see page 5 for more information)

Purpose of the Program

This RFP is designed to expand and enhance the number of colleges, universities and Ohio technical centers that deliver workforce development through Comprehensive Transition and Postsecondary Programs (CTP) for students with intellectual disabilities (ID) across Ohio. These programs are located on college campuses and promote the successful transition to employment for students with intellectual disabilities (ID) who are seeking to continue academic, career, and independent living instruction that results in competitive integrated employment. Grants awarded to institutions of higher education will develop or expand high-quality, inclusive transition and postsecondary programs for students with ID. Under section 767(d)(6) of the HEA all grant recipients must partner with one or more local educational agencies (LEAs) to support students with ID who are or were recently eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA).

Eligibility

Institutions of Higher Education, including public or private universities, community colleges, and Ohio technical centers are eligible to apply except those IHEs who have received federal funding from the U.S. Department of Education, CFDA Subaward Program No. 84.407A through either a direct award or subcontract from Ohio State University.

For More Information

Jessie Green, M.Ed.
Jessie.Green@osumc.edu
614-685-3189

Shayleigh Holbrook
transitions@osumc.edu
614-685-3185

Program Background

Historically, individuals with intellectual disabilities (ID) have not had the opportunity to widely access postsecondary educational settings. In 2008, Congress signed into law the Higher Education Opportunity Act (PL 110-315) which included provisions regarding the transition of students with ID into institutions of higher education. The Ohio State University Nisonger Center is one of the 25 national recipients of a five-year demonstration grant funded by the Office of Postsecondary Education, U.S. Department of Education, to establish the Transition Options in Postsecondary Settings (TOPS) program for individuals with ID.

In 2015, Ohio's Statewide Consortia was established to develop and expand Comprehensive Transition and Postsecondary Programs (CTP) for individuals with ID as defined in PL 110-315. The ultimate goal of these programs is to develop, expand and refine workforce development and transition services through inclusive college classes, internships and social experiences that result in improved academic, employment and adult living outcomes for students with ID. The Ohio State University Nisonger Center, with funding from the U.S. Department of Education—Office of Postsecondary Education, will award up to three grants to institutions of higher education to develop and expand postsecondary workforce development programs for students with ID.

These postsecondary programs must be highly aligned with the Executive Order signed by Governor John Kasich entitled: *The Establishment of the Employment First Policy and Taskforce to Expand Community Employment Opportunities for Working-Age Ohioans with Developmental Disabilities* on March 19, 2012. Through the Employment First Executive Order, Governor Kasich's administration established community employment and school-to-work transition as priorities, whereas, individuals with developmental disabilities have the right to make informed decisions about where they work, and to have opportunities to attend college classes and obtain community jobs that may result in greater earnings, better benefits, improved health and increased quality of life. In January 2019, Governor Mike DeWine established Ohio as a *Disability Inclusion State and Model Employer of Individuals with Disabilities*. The intent is to expand upon the Employment First Policy by hiring a State ADA Coordinator to address work accessibility needs, create cultures of inclusion and reduce disability-related discrimination in the workplace. Ohio's postsecondary programs support the Employment First initiative and Disability Inclusion State Executive Order and agree to do the following:

1. Review and align policies, procedures, eligibility, enrollment and planning for college services for transition-age adults with ID (ages 18-24), with the objective of increasing opportunities for competitive integrated employment.
2. Identify and implement best practices, effective partnerships, sources of available federal funds, opportunities for shared services among existing providers and county boards of developmental disabilities, and the means to expand workforce development programs, to increase competitive integrated employment opportunities for those with ID.
3. Identify and address areas where sufficient support is not currently available or where additional options are needed to assist those with ID to gain competitive integrated employment.

For this proposal, applicants must develop/enhance adult programs to serve students who are exiting high school and are no longer eligible for special education services. Programs must submit their Comprehensive Transition and Postsecondary (CTP) Program application by August 2020 to the U.S Department of Education, Office of Postsecondary Education (see www.thinkcollege.net for more information about submitting the CTP application through the IHE's financial aid office). All adult programs require students with ID to audit or enroll in college classes for credit, complete internships, and engage socially with students without disabilities. In addition, these postsecondary programs are intended to assist students prepare for and gain competitive integrated employment. Applicants are further encouraged to align services with the Ohio Department of Developmental Disabilities waiver programs and the Opportunities for Ohioans with Disabilities agency's employment programs. Programs should design services to promote inclusion in employment and community settings by improving cognitive, social or behavioral functioning and decreasing dependency on formal support services.

Definitions

The following definitions apply to comprehensive transition and postsecondary programs.

Comprehensive transition and postsecondary (CTP) 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 nondegree program that meets each of the following:

- (A) Is offered by an institution of higher education.
- (B) Is designed to support students with ID 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 ID to participate on not less than a half-time basis as determined by the institution, with such participation focusing on academic and employment components including the following:
 - (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, nondegree courses with nondisabled students;
 - (iv) Participation in internships in settings with nondisabled individuals.
- (E) Requires students with ID to be socially and academically integrated with nondisabled students to the maximum extent possible.
- (F) Optional: Residential Services can be provided if these services will be available on your campus. Costs for residential services can be charged to families and/or other service providers.

Institution of Higher Education (IHE). For the purpose of this Request for Proposals, IHE means an educational institution in Ohio that is legally authorized within Ohio to provide a program of education beyond secondary education; provides an educational program that grants

either an associate's, bachelor's, or industry recognized credential; and is accredited by a nationally recognized accrediting agency or association.

Person-Centered Planning (PCP). Person-Centered Planning is a way of helping people to think about what they want now and in the future. It is about supporting people to plan their lives, work towards their goals and get the right support. It is a collection of tools and approaches based upon a set of shared values that can be used to plan *with* a person – not *for* them. Planning should build the person's circle of support and involve all the people who are important in that person's life. Person-Centered Planning is built on the values of inclusion and looks at what support a person needs to be included and involved in their community. Person-centered approaches offer an alternative to traditional types of planning which are based upon the medical model of disability to assess need, allocate services and make decisions *for* people (<http://www.inclusive-solutions.com/pcplanning.asp>).

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>).

Requirements

A grant recipient must use grant funds to establish a model comprehensive transition and postsecondary program for students with ID that does the following:

1. Serves students with ID who physically attend an IHE in Ohio (no virtual or digital programs will be eligible).
2. Provides individual supports and services for the academic and social inclusion of students with ID 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 through internships that lead to integrated competitive employment.
4. Integrates person-centered planning in the development of the course of study for each student with ID participating in the model program.
5. Participates with Ohio's Statewide Consortia evaluation activities including data collection, analyses, and reporting on both the student and the program level.
6. Engages in scheduled meetings or conference calls sponsored by Ohio's Statewide Consortia coordinated by OSU Nisonger Center.
7. Partners with one or more local educational agencies to facilitate the transition to college for students with ID who are still eligible or were eligible for special education and related services under the IDEA.

8. Partners with adult service agencies such as Opportunities with Ohioans with Disabilities (OOD) and county boards of DD to provide employment and follow-along services including SSA tools: Ticket to Work, PASS plans and other work incentives.
9. Develops and submits the Comprehensive Transition and Postsecondary Program application to U.S. Department of Education by August, 2020 so students with ID who are eligible for financial assistance may receive Federal PELL grants and the Ohio College Opportunity Grant Program (OCOG) to assist with the cost of attending postsecondary education.
10. Offers a meaningful credential for students with ID upon the completion of the model program.
11. Pilots Ohio's Postsecondary Replication Guide to establish Transition Options for Postsecondary Students with ID and provides feedback to improve this publication.
12. Provides a budget that supports start-up costs to establish a program for 4–6 students the first year, and then increase the number of students so the program operates on a cost-recovery basis during the second year and beyond.

Matching Funds

An institution or consortia must provide, from nonfederal funds, a matching contribution equal to at least 25 percent of the cost of the project. Although matching funds can come from a variety of sources, including consortia members, the IHE to whom these funds are obligated will remain the fiscal agent during the project performance period and, therefore, will be responsible for the managing, documenting and reporting activities associated with these matching funds.

Applicants are encouraged to consider the administrative costs associated with maintaining, documenting and reporting activities associated with matching funds. The fiscal agent is responsible for maintaining records on the documented match for three years beyond the life of the grant. For more information about managing U.S. Department of Education funding, see EDGAR rules and regulations (<http://www2.ed.gov/news/fedregister/finrule/index.html>).

Project Narrative Page Limits

The application narrative must be limited to 10 pages, double-spaced. Appendices are limited to 20 pages, single-spaced, and should include letters of collaboration from key partners and two-page resumes that highlight relevant experiences of key personnel. Applicants are encouraged to follow the outline presented in the selection criteria for their narrative section.

Selection Criteria

The selection criteria outlined below will be used to evaluate the quality of applications submitted for funding. The application process requires each applicant to address the selection criteria, including all sub-criteria, in sequential order. The maximum score that an applicant can earn for the selection criteria is 100 points.

- | | |
|-------------------------------------|-------------|
| 1. Significance and Need | (25) |
| 2. Quality of Project Design | (35) |
| 3. Project Personnel | (10) |

4. Adequacy of Resources	(15)
5. Budget	(15)
	100

1. Significance and Need (25)

The extent to which the proposed project is likely to build local capacity to provide, improve or expand workforce development and transition services for transition-age youth with intellectual disabilities, as evidenced by the:

Commitment of partners-Description of partners' roles and responsibilities:

- Institution of Higher Education's commitment of key administrators (i.e.: provide space and support for CTP program staff; review and submit CTP application; etc.); faculty members, (i.e.: welcome students with ID into their classes and assure meaningful engagement); and business liaison(s) (i.e.: sponsor internships on campus or in surrounding community and hire students into integrated competitive employment).
- Local Education Agency's commitment of administrators and teachers (i.e.: discuss CTP program with students with ID and their families; refer students with ID who want to attend college to program; invite CTP staff to share information with high school administrators, students and families).
- County Boards of DD and Opportunities for Ohioans with Disabilities (OOD) commitment of staff (i.e.: to make staff aware of workforce development programs located in IHE for students with ID; provide services and supports for students and graduates).
- How partners will sustain the postsecondary program beyond grant funding.

Geographic Area: A description that indicates the applicant's need for a CTP program in their region of Ohio.

2. Project Design (35)

The extent to which the design of the proposed project will successfully address:

- the use of person-centered planning in the development of the course of study for each student with ID participating in the program;
- the needs of students with ID to gain inclusive college experiences with individualized supports including academic courses and extracurricular activities;
- the development of unpaid and paid internships that lead to customized and integrated competitive employment within the university or the students' home community;
- a meaningful workforce development credential for persons with ID that enhances employment and adult living outcomes; and
- a high-quality plan for project implementation that is designed to build capacity and yield results, as evidenced by increased academic, employment and self-determination outcomes.

3. Project Personnel (10)

- The qualifications, including relevant training and experience, of the project director.
- The qualifications, including relevant training and experience, of key project personnel.

4. Adequacy of Resources (15)

- The adequacy of support, including facilities, equipment, supplies and other resources, from the institution of higher education, county boards of DD and/or LEAs/partners.

5. Budget (15)

- Participate in scheduled meetings and conference calls. All sites are required to budget travel funds to participate in a statewide retreat scheduled on April 6 & 7, 2020, at The Ohio State University Blackwell Inn and Conference Center for at least one site person.
- The extent to which the costs to sustain the program are reasonable in relation to the number of students with ID to be served (indicate estimated number of students served in 2020-21 and 2021-22) and to the anticipated results and benefits.
- The potential for continued support of the project after grant funding ends, including, as appropriate, the commitment of appropriate entities to such support.
- A budget description for each year that explains how the funds will be distributed across the following categories:
 - Personnel (i.e. summer salary for instructor, educational or job coaches);
 - Travel (i.e. include travel to annual retreat at OSU including rooms and mileage);
 - Supplies (i.e. technology, assistive technology, office supplies, etc.);
 - Consultants (i.e. experts to assist with delivering quality services, etc.). A maximum of 8% indirect rate is allowed.

For more information about either Think College, visit the following website:

Think College: <http://www.thinkcollege.net/>

Submission of Applications by Mail or Electronically

If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of your application, on or before the application deadline date, to the Nisonger Center at the following address:

Shayleigh Holbrook
 Ohio State University Nisonger Center
 257 McCampbell Hall
 1581 Dodd Dr.
 Columbus, Ohio 43210-1257

Email applications as one PDF document to Shayleigh Holbrook at transitions@osumc.edu