

**MODEL COMPREHENSIVE TRANSITION AND POSTSECONDARY PROGRAMS FOR STUDENTS WITH
INTELLECTUAL DISABILITIES**

(TPSID PROGRAM) Peer Reviewer Orientation 2010

Program Overview

The TPSID Program awards grants to institutions of higher education (IHEs) or consortia of (IHEs) to enable them to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities.

TPSID Program

Program Authorization

Title VII of the Higher Education Act of 1965 as amended (HEA) 20 U.S.C. 1140G

TPSID Program

Program Regulations

Education Department General Administrative Regulations (EDGAR)
In 34 CFR parts 74, 75, 77, 79, 82, 84,85, 86, 97, 98, and 99.

TPSID Program

Grant Project Period

(5) Five Years

TPSID Program

2010 Program Estimates

Estimated Range of Awards:

\$100,000-\$500,000 per year

Estimated Average Size of Awards:

\$422,532 per year

Estimated Number of New Awards:

25

***The U.S. Department of Education is not bound by these estimates.**

TPSID Program
2010 Program Estimates

Applications to be Evaluated:
40

Amount Available for New Awards:
\$10,563,300

Estimated Award Date:
October 1, 2010

***The U.S. Department of Education is not bound by these estimates.**

TPSID Program
Application Submission Requirements

Requirements concerning the content and format of applications under the TPSID program, together with the forms that must be submitted, are in the application package.

TPSID Program
Application Page Limitation

Applicants must limit the application narrative, Part III, to no more than **40** pages, using the standards outlined in the TPSID application.

TPSID Program
Eligible Applicants

*Institutions of Higher Education (IHEs)

*Consortia of IHEs

TPSID Program
Eligible Applicants

All applicants must meet the definition of Institution of Higher Education (IHE), as it is defined in the TPSID application package. Non-profit, private, degree conferring institutions are allowed to be a part of the consortium of IHEs (This includes two-year colleges and community colleges).

TPSID Program
Eligible Applicants

All grant recipients must partner with one or more local educational agency (LEA) to support students with intellectual disabilities, who are still eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA).

TPSID Program
Eligible Applicants
Local Educational Agency (LEA)

Applicants must clearly describe the contributions of LEA partners to the project. Additionally, although for the duration of the project, the IHE to whom TPSID funds are obligated will remain the fiscal agent for the project, applicants must describe the fiscal contribution that LEA partners will make in each budget year.

TPSID Program
Eligible Applicants
Consortia of IHEs

Proposed consortia IHE members must meet the same definition of an IHE as indicated in the TPSID application package. Applicants must clearly describe the contributions of IHE consortia members to the project.

TPSID Program
Budget Request Limitation

Applicants requesting a budget exceeding **\$500,000** for a single budget period of 12 months, will be rejected.

TPSID Program
Allowed uses of grant funds

Grant recipients must use grant funds to establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that:

- 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 gainful employment;
- 4) Integrates person-centered planning in the development of the course of study for each student with an intellectual disability participating in the model program
- 5) Participates with the coordinating center established under section 777(b) of the HEA in the evaluation of the components of the model program and budgets \$4,000 annually for evaluation expenses incurred by the coordinating center including data collection, storage, analyses, and reporting;

The coordinating center will provide technical assistance to IHEs that offer comprehensive transition and postsecondary programs for students with intellectual disabilities, and will work with these programs to evaluate program components and recommend standards for such programs.

- 6) Engages in regular meetings or conference calls sponsored by the coordinating center and, on an annual basis, and in consultation with the Federal Project Officer, contributes \$500 annually and must ensure that they have allocated one project personnel to support conference planning 5% of the time.
- 7) Partners with one or more local educational agencies to support students with intellectual disabilities participating in the model program who are still eligible for special education and related services under the IDEA;
- 8) Plans for the sustainability of the model program after the end of the grant period; and
- 9) Creates and offers a meaningful credential for students with intellectual disabilities upon the completion of the model program.

TPSID Program Competitive Priorities

The TPSID program has three competitive priorities. They are as follows:

Competitive Priority #1

Priority to applicants that form a sustained and meaningful partnership with any relevant agency serving students with intellectual disabilities, such as a vocational rehabilitation agency.

Competitive Priority #2

Priority to institutions of higher education that provide institutionally owned or operated housing for students attending the institution that integrate students with intellectual disabilities into the housing offered to all students.

Competitive Priority #3

Priority to applicants that involve students attending the institution of higher education who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program.

Under 34 CFR 75.105 (c)(2)(i), applicants responding to one or more of the previously mentioned priorities will receive up to **an additional nine points** (up to three points for each priority addressed) depending upon how well the application meets the priorities. The description of all or some of the priorities is not to exceed one page.

TPSID Program Selection Criteria

Please note that the selection criteria are different from the selection criteria given under the FY '08 Demonstration Program. Please be sure to review the TPSID program selection criteria carefully before addressing them.

TPSID Program Selection Criteria

Selection Criteria	
Need for Project	(10)
Significance	(15)
Quality of Project Design	(20)
Quality of Project Services	(15)
Quality of Project Personnel	(10)
Adequacy of Resources	(15)
Quality of Project Evaluation	(15)
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Total	100 points

Applicants must indicate in the selection criteria how they will establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that meets all of the following requirements:

- *Serves students with intellectual disabilities;
- *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;
- *Provides a focus on academic enrichment, socialization, independent living skills, including self advocacy, and integrated work experiences and career skills that lead to gainful employment;
- *Integrates person-centered planning in the development of the course of study for each student with an intellectual disability participating in the model program;
- * Participates with the coordinating center established under section 777(b) of the HEA in the evaluation of the components of the model program and budgets \$4,000 annually for evaluation expenses incurred by the coordinating center including data collection, storage, analyses, and reporting;
- *Engages in regular meetings or conference calls sponsored by the coordinating center and, on an annual basis, and in consultation with the Federal Project Officer, contributes \$500 annually and must ensure that they have allocated one project personnel to support conference planning 5% of the time;
- *Partners with one or more local educational agencies to support students with intellectual disabilities participating in the model program who are still eligible for special education and related services under the IDEA;
- *Plans for the sustainability of the model program after the end of the grant period; and
- *Creates and offers a meaningful credential for students with intellectual disabilities upon the completion of the model program.

Included in the TPSID application package are the selection criteria that will be used by peer reviewers to evaluate the applications. The selection criteria were extracted from EDGAR 34 CFR part 75 sections 75.210.

You may access EDGAR electronically by going to the following link:

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

TPSID Program

Matching Requirement

In the FY 2010 competition, an institution or consortia must provide, from non-federal funds, a matching contribution equal to at least 25 percent of cost of the project. An applicant will not receive additional points for exceeding the 25 percent match, and will be expected to sustain the match, regardless of whether the match exceeds the 25 percent requirement throughout the grant performance period. The matching requirement **may not** be met with federal funds.

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.

Matching Requirement Consortia of IHEs.

Consortia members can contribute to the matching funds requirement in this priority, however, the IHE to whom funds are obligated will remain the primary fiscal agent responsible for maintaining, documenting, and reporting activities associated with matching funds.

For the duration of the project, the IHE to whom TPSID funds are obligated will remain the fiscal agent for the project, applicants must describe the fiscal contribution that consortia members will make in each budget year.

TPSID Program

Budget/Budget Narrative

Budgets are reviewed objectively. Funds should correspond with the activities outlined in the application. Applicants are asked to describe their proposed multi-year project activities and present a multiyear budget. 34 CFR 75.112 (b) requires applicants to present “a narrative that describes how and when, in each budget period of the project, the applicant plans to meet each objective of the project.”

When addressing the budget section, applicants were asked to utilize the 524 instructions that were included in the TPSID application package. Applicants must submit Form SF 524 that includes budget information for each project year of the five-year performance period.

TPSID Program
Indirect Cost Rates

The indirect cost rate for TPSID awards is limited to eight percent or the applicant's negotiated rate, whichever is lower. Those applicants not interested in claiming indirect costs, and who do not include proof of a current indirect cost rate agreement, will still be reviewed. Points should not be deducted if an applicant does not have a current indirect cost rate agreement included in their application package.

TPSID Program
Government Performance and Results Act (GPRA)

The Government Performance and Results Act (GPRA) of 1993 directs Federal departments and agencies to improve the effectiveness of their programs by engaging in strategic planning, setting outcome-related goals for programs, and measuring program results against those goals. The goal of the TPSID program is to promote the successful transition of students with intellectual disabilities into higher education.

Grantees will be required to submit annual performance reports to the Secretary and will be required to participate in evaluation activities conducted by the coordinating center authorized under section 777(b) of the Higher Education Act of 1965, as amended.

TPSID Program
Government Performance and Results Act (GPRA)

Evaluation activities as they relate to the TPSID Program Coordinating Center. As part of these reports and evaluation activities, it is expected that grantees will work closely with the coordination center funded under sec. 777(b) to develop performance measures most closely aligned with this work.

It is anticipated that grantees will be asked to provide:

- (1) a description of the population of students targeted to receive assistance under this grant;
- (2) evidence of 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) a description of how the model program addresses individualized student needs and improvement through person-centered planning, academic enrichment, socialization, independent living skills, and integrated work experiences and career skills;

(4) a description of how the program leads to gainful employment and data systems used to track student outcomes;

(5) A description of how the model program's partnership with one or more LEAs supports students with intellectual disabilities participating in the model program who are still eligible for funds under the IDEA;

(6) Plans for program sustainability beyond the grant period;

(7) A detailed description of the meaningful credential offered to students with intellectual disabilities;

(8) data regarding the change in enrollment of students with intellectual disabilities at the IHE;

(9) Data regarding persistence and completion regarding students with intellectual disabilities;

(10) a detailed description of measurable goals for the individual project, planned methods of achieving those goals, and progress towards meeting the goals; and

(11) if applicable, a description of how the grantee continues to address the competitive preference priorities described in this notice related to sustained and meaningful partnerships with relevant agencies, the participation of students with intellectual disabilities in institutionally owned or operated housing, and the involvement of students attending the IHE who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program.

Applicants were to include baseline data and benchmarks to monitor progress toward meeting specific project objectives based on this program's performance indicators.

In the application, applicants were also asked to include:

***The types of data that would be collected;**

***When various types of data would be collected;**

***What methods would be used;**

***What instruments would be developed and when;**

***How the data would be analyzed;**

***When reports and outcomes would be available**

***How they would use the information collected through their project evaluation to monitor the progress of their funded grant;**

For e-Reader related inquiries:

Helpdesk at 1-888-336-8930
(TTY: 1-866-697-2696, local 202-401-8363)
or mail to: edcaps_user@ed.gov.

TPSID Program

Contact Information

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