

U.S. Department of Education Office of Postsecondary Education

FY 2015 TPSID (84.407A) Funded Abstracts

P407A150066 - Jacksonville State University Jacksonville, Alabama

Project Title: On to Jacksonville State University (JSU)

Project Director: Janet Bavonese-jbavonese@jsu.edu

This proposal describes a Transition Program for Students with Intellectual Disabilities (TPSID). The proposed program, *On To JSU* will offer students with intellectual disabilities an opportunity to transition to higher education and practice life-skills to help prepare them for a career in food service or business jobs. On To JSU answers a need identified through Jacksonville State University's work in an existing program, Transition University (TU). The existing TU program represents a partnership between JSU's College of Education and Professional Studies and Local Education Partners (LEA). Through the work in this program, JSU special education teacher candidates and their professors interacted with high schools students with disabilities to provide a transition program that takes place on the university campus. High school students with intellectual disabilities desire the same career and socialization that their nondisabled peers can access. Noting the need for a postsecondary option for students with intellectual disabilities, JSU proposes the On To JSU program as a possible option for improving the economic and independent lifestyle options for students with intellectual disabilities. Six goals/objectives have been identified as guideposts for the On To JSU program:

1. Provide an on-campus postsecondary higher education experience for students with ID
2. Students with ID will participate in academic classes with nondisabled peers (audit, credit)
3. Students with ID will actively participate in campus social events with nondisabled peers.
4. Students with ID will reside on campus.
5. Students with ID will complete an internship one of two areas: food service or business basics
6. Institutionalize stand-alone support services for students with intellectual disabilities

On To JSU Activities Implemented

1. On To JSU Program Manager will administrate program, including liaison with internal/external partners
2. Transition University will continue and expand with On To JSU activities
3. Special education teacher candidates will participate in both the original TU and the On To JSU program
4. Students with intellectual disabilities will be matched with a Peer Mentor for academic and social support and participate in an on-campus experience while earning one of two certificate options (food service, business basics)
5. Monthly On To JSU support meetings will be conducted and social events organized for participants and nondisabled peers
6. Special education teacher candidates will organize regular On To JSU campus-wide education programs to recruit peer mentors and teach others about students with intellectual disabilities

Overall, the success of On To JSU will depend on internal and external partnerships. Jacksonville State University regularly partners with a number of external agencies that will be relevant to this program: Opportunity Center-Easter Seal, Alabama Department of Rehabilitative Services, Alabama Council on Developmental Disabilities, Vocational Rehabilitation Services, Calhoun County Schools, Cleburne County Schools, Piedmont City Schools, Anniston City Schools, Gadsden City Schools, Etowah County Schools, Oxford City Schools, Arc of Calhoun/Cleburne Counties, City of Jacksonville AL, Disability Employment Initiative, and others.

P407A150078 - University of Alabama Tuscaloosa, Alabama

Project Title: CrossingPoints: A Crimson Tide Model and Pipeline for Inclusive Higher Education

Project Director: Kagendo Mutua-kmutua@ua.edu

The overarching purpose of the proposed CrossingPoints Model Project is to *enhance and extend the scope of services and opportunities* for accessing higher education by students with intellectual disabilities within an existing high quality inclusive transition and postsecondary program at The University of Alabama. The proposed CrossingPoints Model will be a *two-tier program* providing inclusive comprehensive transition and postsecondary education to college age students with intellectual disabilities. The Department of Special Education and Multiple Abilities in the College of Education at The University of Alabama will carry out the project. To support students with intellectual disabilities who are still eligible for special education and related services under IDEA to participate in the model, The University of Alabama will partner with the Tuscaloosa City Schools (TCS) and the Tuscaloosa County School System (TCSS).

Tier 1 of the CrossingPoints Model will serve students with significant intellectual disabilities ages 18-21 years who are still eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA). Tier 1 participants will be recruited exclusively from TCS and TCSS. Tier 1 services will be provided during the regular Academic Year. On the other hand, CrossingPoints Model Tier 2 will comprise a pipeline program for students with intellectual disabilities age 18+years formerly eligible for special education services under IDEA who wish to pursue postsecondary education in a two-year, four-year or comprehensive IHE. They will participate in an intensive summer bridge program that will be an opportunity to deepen and hone their self-advocacy and self-determination skills in order to function with a greater degree of independence in areas of independent living, employment, social integration, and academics in one of three local IHEs of their choice with follow-along services provided by CrossingPoints personnel. An approximate grand total of 120 students with intellectual disabilities (~70 from Tier 1 and 50 from Tier 2) will be served over the five-year project duration.

The specific goals of the project are as follows:

Goal 1: To enhance and implement a model inclusive comprehensive transition and postsecondary program for students intellectual disabilities.

Goal 2: To establish and maintain interagency collaboration in order to secure essential linkages and systems of support for students with intellectual disabilities and their families

Goal 3: To facilitate the achievement by students with intellectual disabilities and their families of desired postsecondary educational and quality of life post-school outcomes that reduce school drop-out rate, create opportunities for productive community participation, develop independent living skills, and promote integrated employment

Goal 4: To contribute to the professional knowledge base and improve transition practices by determining the effectiveness of the program and its components through the use of multiple measures, and producing detailed procedures that will enable other professionals to replicate the model.

P407A150076 - University of South Alabama Mobile, Alabama

Project Title: PASSAGE USA: Preparing All Students Socially and Academically for Gainful Employment at the University of South Alabama

Project Director: Deborah Musgrove-dmusgrove@southalabama.edu

PASSAGE USA has three objectives: improve the transition process and expectations for employment and postsecondary education for K-12 students with ID in local school districts through the engagement of parents, teachers, and students in the transition planning process; provide an inclusive, college residential, certificate program for young adults with ID focused on improving independent living and gainful employment; and build capacity at USA and in the Mobile community to meet the needs of young adults with ID. PASSAGE USA staff will include three faculty in special education (PI and Co-PIs) and a Project, Community, and Employment Coordinators (all full-time) and three half-time graduate assistants. An Advisory Board will be formed and will meet regularly.

PASSAGE USA will improve of high school transition in multiple public school systems in south Alabama through the use of person-centered planning, training on postsecondary outcomes, and improved participation of students with intellectual disabilities and their parents in the transition process.

PASSAGE USA will also create a two-year college certificate program for young adults with intellectual disabilities at the University of South Alabama. The two-year certificate program will lead to the PASSAGE USA Certificate, a credential which will be recognized by local employers. In the certificate program person-centered planning will be used to develop an Adult Education Plan which will contain academic, social, self-advocacy, self-determination, independent living, community engagement, and vocational skills. Certificate program participants will work on these individual goals, take academic and non-academic classes at the University, live on-campus, and participate in extracurricular activities in the university and Mobile communities. Competency-based assessment will be used to ascertain the accomplishment of individualized goals. Attainment of individualized goals, successful completion of at least seven classes (credit or non-credit bearing) and successful extended internship and work experiences will lead to awarding of the PASSAGE USA Certificate at commencement exercises. PASSAGE USA Certificate Program participants will be supported by multiple peer mentors in academic, residential, employment, and community integration environments. During the funding period at least 40 young adults will participate in the certificate program. By the end of the funding period, 30 of them will have earned the PASSAGE USA Certificate. PASSAGE USA will also provide training on supporting individuals with intellectual disabilities to peer mentors and on using universal design for learning university faculty. PASSAGE USA will also build capacity at the University and in our community to meet the needs of individuals with intellectual disabilities. PASSAGE USA will also involve the Mobile business community as well as many individuals within our community.

PASSAGE USA partners include:

- University of South Alabama
- Mobile County Public School System,
- Alabama Department of Rehabilitation Services' Vocational Rehabilitation Service
- Mobile ARC

P407A150050 - California State University-Fresno Fresno, California

Project Title: The Wayfinders Program

Project Director: Shail Lopez-Ortiz-slopezortiz@csufresno.edu

The Fresno State campus with 21,500 students and 1138 faculty serves the six counties of the San Joaquin Valley of California (24,603 square miles) - an area almost the size of the State of South Carolina. It is both a Minority Institution of Higher Education with a cumulative 65.2 percent minority student enrollment and a Hispanic Serving Institution with 34.6 percent Hispanics.

Wayfinders Program

The goal of this project is to enhance and expand the Wayfinders program that promotes successful transition of students with intellectual disabilities into higher education, independent living, and finally into the workplace through person centered planning.

Wayfinders is a collaborative effort between California State University and California DDS agencies, to establish a postsecondary educational and independent living program. Over the past five years it has successfully focused on individuals, from ages 18 to 28 with intellectual disabilities. Currently there are 30 students enrolled in the program. Wayfinders has partnered with several departments on campus to provide an inclusive educational and independent living program focusing on leadership abilities, academic enrichment and vocational training.

Objective #1 – The project will partner with the Regional Center of California provide outreach of services, recruitment of students with intellectual disabilities, and will admit 100 students over the five year grant cycle.

Objective #2 – The project will through person centered planning provide 100 percent support services, credentialed education and enrichment, social integration, and career development for the 100 students.

Objective #3 – The project will partner, collaborate, and coordinate evaluation and activities with the Coordinating Center.

Objective #4 – The project will fund raise, submit grants, and will acquire local and corporate sponsorship to sustain the project upon completion of this funding.

Wayfinders prepares the student for adult transition into an environment of their choosing where they will live as independently as possible and be gainfully employed. A proposal is in the final review stage at Fresno State to provide credentialing for the Certificate of Special Study in Academic and Career Advancement to be awarded to our students upon completion of the two-year program.

The program utilizes peers from different schools on campus to serve as mentors for their students and promote full inclusion. Students reside in on-campus apartments consisting of four- bedroom, four bath units, with a common kitchen and living area. As apartment tenants the students utilize the large common student lounge area, conference rooms, and recreational facilities.

Wayfinders students are able to fully participate in and use other resources on campus, including the use of the health center, recreational and sports facilities, the library, numerous food service outlets, plus the computer and learning resource labs. Students with intellectual disabilities are referred to Wayfinders by the Regional Centers of California.

P407A150048 - Colorado State University Fort Collins, CO

Project Title: Creating Higher-education Opportunities for Individualized Career and Employment Success CHOICES

Project Director: Cathy Schelly-Catherine.Schelly@colostate.edu

The CHOICES Project will be implemented by the Center for Community Partnerships (CCP) in the Department of Occupational Therapy at Colorado State University (CSU). CHOICES will build on the CCP's highly successful TPSID Opportunities for Postsecondary Success (OPS) program, by significantly expanding the scope of inclusive postsecondary transition programming for a large continuum of students with intellectual disabilities (ID) who "are or were formerly eligible for a Free and Appropriate Public Education under the IDEA." A priority of the CHOICES project will be to ensure that students with ID and their families understand and proactively plan for their postsecondary education options, beginning as early as middle school. The CHOICES project will also offer a year-long, credit-bearing Empowerment Course for students with ID, providing postsecondary education and training through the CSU Division of Continuing Education. The Empowerment Course will include academic enrichment, person-centered planning, inclusive socialization and relationships, self-advocacy and leadership skill development, career exploration, and ultimately gainful employment that match each participant's interests and unique abilities. For students attending Front Range Community College or CSU, a Bridge Program will be developed to help students with ID transition into those institutions. The Bridge Program will also feature employment and career skill building, which will help these students prepare for employment after college graduation.

As a national leader in Universal Design for Learning (UDL), the CCP will incorporate UDL principles throughout the Empowerment Curriculum, the Bridge Program, and in employment settings. A strong, thirty-year partnership with key collaborators, including the Poudre School District, CSU Division of Student Affairs, CSU Resources for Disabled Students, CSU Counseling Center, CSU Career Center, Front Range Community College, and the CO Department of Education, as well as longstanding contracts with the CO Division for Developmental Disabilities and the CO Division of Vocational Rehabilitation, will ensure success and sustainability as students with ID pursue their postsecondary educational goals and receive meaningful credentials, certificates, and recognition for completing this model transition and postsecondary education program.

CHOICES project goals include:

1. Increase postsecondary education enrollment and persistence for students with intellectual disabilities through transition planning and orientation to higher education.
2. Provide increased postsecondary education and employment opportunities for 50 or more students with intellectual disabilities per year.
3. Evaluate the effectiveness of grant activities at meeting the CHOICES goals and objectives, and implement program improvements based on evaluation findings.
4. Promote far-reaching expansion of the CHOICES model and sustainability of project initiatives after grant funding has ended.

P407A150068 - University of Central Florida Orlando, Florida

Project Title: The Florida Consortium on Inclusive Higher Education

Project Director: Adam Meyer-Adam.Meyer@ucf.edu

The University of Central Florida (UCF) is partnering with the University of South Florida St. Petersburg (USFSP), Florida International University (FIU), and the Florida State College of Jacksonville (FSCJ) to form the ***Florida Consortium on Inclusive Higher Education***, hereinafter referred to as the “***Consortium.***” With UCF as the lead institution, the ***Consortium*** is applying for this federal grant to accomplish three major objectives. First, the ***Consortium*** will expand the number of inclusive postsecondary education programs on campuses across Florida for young adults with intellectual disabilities and their families. The ***Consortium*** will provide targeted technical assistance, professional development, initial funding support, and shared resources and strategies reflecting research-based methodologies and field best practices in the first year to over 100 students with additional students and programs added each year. Secondly, the ***Consortium*** plans to collaborate with all Florida postsecondary programs for students with intellectual disabilities and other key stakeholders to facilitate alignment of curriculum and credentialing among the institutions. The third major objective of the ***Consortium*** is to develop a base of meaningful research in this area and to disseminate the research through peer-reviewed articles, conference presentations, and training. To achieve these objectives, the ***Consortium*** is partnering with the Florida Department of Education’s Division of Vocational Rehabilitation, and its Bureau of Exceptional Education and Student Services. The ***Consortium*** will also collaborate with other appropriate partners to design and deliver professional development, an annual symposium, strategic program evaluation, and to ensure reporting to and collaboration with the national Transition Programs for Students with Intellectual Disabilities (TPSID) Coordinating Center.

P407A150079 - Georgia State University Research Foundation, Inc. Atlanta, Georgia

Project Title: Building a Network of Sustainable TPSIDs in Georgia

Project Director: Daniel Crimmins- dcrimmins@gsu.edu

The Center for Leadership in Disability (CLD) at Georgia State University (GSU) proposes to lead a consortium of institutions of higher education (IHEs) in our state to support the creation and expansion of inclusive postsecondary education programs (IPSEs) that meet the highest standards for students with intellectual disabilities. Groundwork for this project began five years ago when CLD and its partners began to meet and formed what would become the Georgia Inclusive Postsecondary Education Consortium (GaIPSEC). Since then, the consortium has convened and provided technical assistance to IHEs interested in developing IPSEs, served as a conduit for development grants and feasibility studies, conducted awareness-level training, and advocated for legislative and relevant state agency funding.

The Model Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) funding requested will provide for a predictable but relatively modest level of support for program development that will greatly enhance our efforts to date. Funds will be used to significantly enhance the capacity of two programs at Columbus State University (CSU) and East Georgia State College (EGSC) (both of which admitted their first students in spring semester of 2015). In addition, CLD proposes to utilize the TPSID funding to support the establishment of four new programs within the first two years of the project at the University of Georgia (spring 2016), GSU (fall 2016), and Albany Technical College (spring 2016), and Georgia Southern University (spring 2017). In addition, GaIPSEC's preliminary plans include supporting the establishment of two additional programs by the third year of the project at University of West Georgia and one other university (to be named). We also plan to support CSU in also developing a dual-enrollment IPSE program with the Muscogee County School District as their LEA partner in the third year. During the course of the project, GaIPSEC will collaborate with our state's two-year and technical college system and their local educational agencies to develop a statewide model for dual-enrollment IPSE programs in at least two additional colleges. Our goal is to increase capacity from the current level of five new students served last year at CSU and ECGS to as many as 100 new students per year in ten different IHEs programs by the end of the TPSID project funding cycle.

GaIPSEC will use an implementation science strategy to support all partnering IPSE programs to establish model comprehensive transition and postsecondary programs as defined in the funding announcement. Additionally, all will work with the National Coordinating Center to contribute to the broad national evaluation strategy and participate in the national student database. Further, IPSEs have committed to regular program self-assessment using the Think College Standards and have agreed to the goal of becoming Certified Transition Programs as described in the authorizing statute.

TPSID funding will also be used to support GaIPSEC as a state-level project lead. As such, GaIPSEC will continue to convene the participating programs, facilitate ongoing mutual support, conduct an annual capacity building conference, and provide technical assistance on topics such as person-centered planning, inclusive academic course, and integrated work experiences. CLD will also work with the NCC to ensure that Georgia programs connect with national resources. Finally, GaIPSEC and its partners will support the sustainability of participating postsecondary programs within Georgia through coordination with state agencies (including the Georgia Vocational Rehabilitation Agency), work with advocacy organizations, and policy analysis to support the inclusion of students in existing funding streams or developing new streams to ensure that programs are available to interested students from all racial, ethnic, geographic, and socioeconomic backgrounds.

P407A150067 - University of Hawaii Honolulu, Hawaii

Project Title: Hawaii/Pacific TPSID, The DEIS Model Comprehensive Transition and Postsecondary Program

Project Director: Kelly Roberts- robertsk@hawaii.edu

Purpose: Applying the principles of inclusion and self-determination, the Center on Disability Studies (CDS) at the University of Hawai‘i at Mānoa (UHM) proposes to enhance and expand the highly successful model demonstration project “Dual Enrollment with Individualized Supports (DEIS) Comprehensive Transition and Postsecondary Program (CTPP). The proposed project will enhance the inclusive support model demonstrated during the past TPSID funding cycle by introducing additional components and further demonstrating the efficacy/effectiveness of the model. We propose to expand and scale-up the promising transition services and supports within the campuses of the University of Hawai‘i system and outer Pacific, resulting in improved employment and independent living outcomes for individuals with intellectual disabilities (ID).

Project Services: The Hawai‘i/Pacific Basin proposal has been designed by the CDS and its consortium partners, to enhance and further expand and scale-up a sustainable, comprehensive transition model supporting eligible students with ID. Students will receive assistance within an inclusive support structure while pursuing a postsecondary education program of study, that: 1) includes individualized supports and services for the academic and social inclusion of students with ID in academic courses, extracurricular activities, and other aspects of PSE; 2) offers opportunities for academic enrichment, socialization, independent living skills, including self-determination, and integrated work experiences and career skills that lead to gainful employment; and 3) integrates person centered planning in the development of the course of study specific to each student. The interagency partnership protocol will guide the participation, role definition, and fiscal/service provision alignment of each of the three primary partners (DOE, PSE/CC, DVR) and the person centered planning protocol will guide the individual student planning and service delivery aspects of the model.

Project Goals: Goal I: Refine and Enhance strategies that indicated promise during the past five year TPSID model demonstration; Goal II: Expand and Scale-up promising model strategies with the addition of four new sites within the University of Hawai‘i Community College system (UHCC) (ensured statewide coverage with a total of seven sites) and provide technical assistance to two sites in the outer Pacific Basin (Northern Marianas College and American Samoa Community College); Goal III: Establish Pacific Technical Assistance Center on Transition (PTACT) and provide technical assistance and training to support 150 students with ID and their families over five project years; Provide Training and Technical Assistance to scale-up demonstration model components and strategies at three existing sites, and four new sites within the UHCC system and within two potential sites in the outer Pacific. Goal IV: Conduct a rigorous evaluation to determine the effectiveness/efficacy of the training and TA approach and materials to support scaling-up, using valid qualitative and quantitative process and outcome measures of post-school success. Goal V: Disseminate and replicate project materials and products.

Participants: Participants in the model demonstration include: 150 students with ID ages 18-26. Each project year, the project will enroll 30 students with ID from feeder high schools (i.e., 15 students/site/year), who have not exited high school with same-age peers and who continue to be eligible for IDEA services, while indicating a desire to pursue postsecondary education.

Primary Consortium Partners: Educational Partners: UHCC system and campuses, Hawai‘i Department of Education, HIDOE State and District Transition offices, Hawai‘i Division of Vocational Rehabilitation, Hawai‘i Department of Human Services Developmental Disabilities Division, and Hawaii Department of Health.

P407A150017 - University of Kansas Center for Research, Inc. Lawrence, Kansas

Project Title: The KU Transition to Postsecondary Education for Youth with Intellectual Disabilities (KU-TPE) program

Project Director: Mary Morningstar- mmorningstar@ku.edu

The KU Transition to Postsecondary Education for Youth with Intellectual Disabilities (KU-TPE) model demonstration program is designed to ensure that students with ID have the opportunity to experience an inclusive PSE program which involves participating in all campus academic and student life activities. KU-TPE will ensure that students with ID experience high quality and fully inclusive work-based learning for successful inclusive employment outcomes. Core to all activities of KU-TPE is the emphasis on extending, and enhancing existing KU student educational support programs to include youth with ID, rather than creating new programs only for youth with ID. We will work closely with local school districts as well as KU Academic Affairs, Academic Achievement and Access Center, the Center for Educational Opportunity Programs, Student Involvement and Leadership Center, and other KU student programs. KU-TPE will ensure that youth with ID are fully included with the supports needed to participate in the KU experience. From this frame of reference, we propose to:

1. Enhance the individual supports and services available at KU to ensure inclusion across academic and student life of students with ID based upon a person-centered career planning approach. Students will participate in a first semester of career planning through the University Career Center and KU First Year Experience to identify academic courses, extracurricular activities, and other programs and services at KU and the broader community that align with the student's career pathway and program of study.
2. Expand upon KU's rich student supports currently available to accommodate the unique learning, communication, and interpersonal needs of students with ID. We will expand existing faculty and student peer mentor and tutoring supports offered throughout KU (ie., Center for Teaching Excellence, Supplemental Instruction Leaders) incorporating a UDL framework to support academic engagement, learning processes, critical thinking, interpersonal engagement, integrated employment, and adult roles and responsibilities, including self-advocacy, health and wellness, transportation, community access, financial literacy, and community and civic engagement. The Office of Student Diversity and Inclusion will collaborate to develop a student-centered ability awareness program for all KU students.
3. Partner with two school districts with existing community transition (18-21) programs to support students with ID in KU-TPE, as well as expand services in years 2-5 to include young adults with ID from the Kansas City metropolitan area.
4. Use existing KU course and program options to offer inclusive and meaningful credential, KU's Experiential Learning Certificate for students who complete the KU-TPE program.
5. Plan for sustainability of enhanced services through multiple avenues including a summer high school recruitment modeled and aligned with KU TRIO programs (such as Talent Search)
6. to outreach to Kansas City metropolitan and surrounding areas to recruit young adults with ID who have exited special education services, and expand family expectations.
7. Solidify sustained and meaningful partnerships with community agencies serving Kansans with ID including KS Rehabilitation Services, centers for independent living, developmental disabilities organizations, and supported employment agencies to ensure youth exit KU-TPE with integrated employment and the supports they need to work and live in their community.
8. Participate with the TPSID coordinating center in the evaluation of components.

P407A150069 - Bergen Community College Paramas, New Jersey

Project Title: The Bergen Community College TPSID 2 project

Project Director: Tracy Rand-trand@bergen.edu

The Bergen Community College *TPSID 2* project is a model comprehensive transition and postsecondary education program conducted in collaboration with the College of New Jersey. It will help students maximize potential to achieve personal and financial independence by integrating academic and social skills with vocational training options leading to gainful employment. A person-centered approach will help students to identify their personal academic and career goals, develop benchmarks for monitoring their own progress, and earn meaningful (i.e., national or industry recognized) credentials that can aid in attainment of gainful employment. The initiative integrates hands-on involvement from a range of supportive service agencies, employers, peer mentors, college faculty and advisors, and students themselves to help participants achieve individual development goals, continue their education, and obtain paid internships, apprenticeships, and jobs.

This proposed program builds upon the highly successful TPSID Turning Points project implemented by Bergen and its partners over the past five years. TPSID 2-Pathways to Independence extends that previous effort and builds a comprehensive transition model by attaining four key goals: 1) to provide students with ID a strong foundation of essential (including literacy, high school equivalence, and work readiness) skills and competencies needed to secure and retain jobs in high demand occupational areas within New Jersey; 2) to assist ID students in earning meaningful credentials to help advancement along a career Pathway towards higher-skill, higher-wage opportunities in areas of high demand industry sectors; 3) to engage employer partners, supportive services and families in collaborating with consortium members to identify occupational knowledge/skill/ability needs and address critical workforce shortages by actively supporting the initiative and hiring ID student participants; and 4) to develop a formal network of post-secondary and college programs within the tri-state region for the purposes of sharing information, conducting research in new practices, problem-solving issues of implementation, and synergistically expanding resources.

The project's blended training program integrates intrusive student support services, incorporates "essential skills (academic, social, and workforce readiness) and aligns industry specific skills programming needed for employment in high growth industry sectors identified by the State of New Jersey Department of Labor and Workforce Development. Key student outcomes are stackable credentials and nationally recognized certificates, including Certified Nurse Assistant, Child Development Assistant, Certified Production Assistant, Culinary Certification, as well as other industry demand-driven emerging fields, as appropriate to individual student career interests.

The partnership includes Bergen Community College as lead agency, The College of New Jersey, NJ Department of Labor and Workforce Development Division of Vocational Rehabilitation; Bergen County Special Services, Bergen County Division of Special Services, secondary school districts, and employers.

Fifteen students will be enrolled and successfully complete the program for each of five years, for a total of 75. Program capacity will strengthen over the grant funded period to allow for self-sustained continued growth following federal support.

P407A150057 - The Curators of the University of Missouri on behalf of UMKC Kansas City, MO

Project Title: UMKC Pathways: Inclusion, Self-Determination, and Employment for People with Intellectual Disabilities

Project Director: [Alexis N. Petri-petria@umkc.edu](mailto:Alexis.N.Petri-petria@umkc.edu)

The overall goal of the UMKC Pathways Project is “To enhance self-determination and career outcomes for individuals with intellectual and developmental disabilities through the creation of an inclusive, comprehensive postsecondary program at the University of Missouri Kansas City.” The proposed UMKC Pathways Program will be an academically inclusive postsecondary education program for people with IDD that fosters self-determination and broadens participation of people of color and diverse ethnic backgrounds. UMKC has many existing structures that provide a strong foundation from which to grow this program. These existing resources in combination with additional program components developed through this initiative will create an infrastructure that will facilitate desired outcomes and sustain the program into the future.

UMKC Pathways will provide a two-year credential program that includes student learning outcomes across academic, vocational, social, and independent living domains with a particular emphasis on self-determination and employment. In addition, the project will provide a Bridge to College program to prepare high school students with IDD for successful transition to post-secondary education. Through their college experience, Pathways students will build capacity to set and work toward personal goals; build friendships; live independently; seek competitive employment; use technology; and navigate resources. Their families will have increased knowledge of how to support their family member with IDD through college, in finding employment, building self-determination, and supporting their community participation.

The target population is individuals with IDD, especially minority or economically disadvantaged individuals in the Kansas City urban core. The project will serve an estimated 90 students through the Bridge component and 60 students in the certificate program. Participating partners include the UMKC - Institute for Human Development (Missouri’s UCEDD), the UMKC College of Arts & Sciences, the UMKC Psychology Department, UMKC Student Affairs, EITAS (the Jackson County DD agency), Missouri Vocational Rehabilitation, three local school districts, and local organizations including the YMCA and EXCEL (a local foundation). Project objectives are as follows:

1. To develop internal partnerships within UMKC and external partnerships with local educational agencies, agencies serving individuals with IDD, and community organizations which will provide ongoing guidance and support to the program.
2. To enhance self-determination and career outcomes through a program that focuses on the core domains of academics, employment, independent living, and socialization.
3. To develop a person-centered life plan with each program participant that creates a vision for the individual’s future and engages their family and personal support networks in working toward their goals.
4. To provide academic and social mentoring that supports the inclusion of students with IDD within academic courses and extracurricular activities.
5. To create a meaningful credential through a transcribed program certificate that is endorsed by UMKC and the Missouri Department of Higher Education.
6. To conduct program evaluations and develop/disseminate products that support program improvement and implementation at both the local and national levels.
7. To develop a financial and programmatic plan that provides for the ongoing support and sustainability of the program.

**P407A150026 - Syracuse University
Syracuse, New York**

Project Title: InclusiveU: Increasing Access to Higher Education for Students with ID

Project Director: Beth Meyers- Bemyers@syr.edu

For six years the Taishoff Center has transitioned students with intellectual disabilities (ID) into an individually designed inclusive education program at Syracuse University (SU). Building on the successes of this program and SU’s international leadership in inclusive education, SU proposes a comprehensive TPSID plan called InclusiveU, which will build capacity and expand participation, creating a demonstration program that will serve as a model across the nation.

INCLUSIVEU GOALS AND OBJECTIVES	
Project Goal: Establish a model comprehensive transition and postsecondary program for students with ID at SU’s Lawrence B. Taishoff Center for Inclusive Higher Education.	
Objective 1: Create service capacity for students with ID through new programming with an enhanced <u>person-centered planning</u> process focused on <u>academic</u> courses and academic enrichment	Activities: Create programming for InclusiveU to emphasize person-centered planning, self-direction, inclusive higher education, work-based learning, and transition services.
Objective 2: Increase student enrollment capacity each year of the five-year period; students will work toward a <u>certificate</u> in a specialized area of study according to their individual interests.	Activities: Increase enrollment capacity for students with ID pursuing meaningful certification in self-determined inclusive academic and work-based learning programs.
Objective 3: Expand social and extracurricular <u>opportunities</u> for students thorough the Peer-to-Peer Project and inclusion in student activities.	Activities: Emphasizing self-determination, build upon Peer-to-Peer and develop other resources in tandem, including on-campus housing.
Objective 4: Provide employment preparation through an integrated career development and internship model.	Activities: Establish an internship and work-based model within the programs and facilities of Syracuse University.
Objective 5: Strengthen the established partnership with the Syracuse City School District and <u>expand that OnCampus partnership to include 3 other school districts</u> in Central New York.	Activities: Outreach to area school districts and establishment of three new partnerships will, by the end of the five-year project, quadruple the number of OnCampus students in InclusiveU.
Objective 6: Offer inclusive dorm experience in which Inclusive U students live and study amongst their university peers.	Students with ID will have the option of living in campus housing, supported by an Inclusive Housing Director and annual training of resident advisors and roommates.
Objective 7: Strengthen established partnerships with service agencies and <u>expand partnerships to include new community agencies</u> ; blend and braid local, state, and federal resources to <u>make the program sustainable</u> after the grant period.	Activities: Build interagency systems for transitioning students from secondary school to higher education and from higher education to community-based adult programs and services; establish shared resources and procedures to make InclusiveU sustainable.

P407A150042 - University of Rochester Rochester, New York

Project Title: The Institute for Innovative Transition (IIT) at the University of Rochester (UR)

Project Director: Mock, Martha-mmock@Warner.Rochester.edu

The Institute for Innovative Transition (IIT) at the University of Rochester (UR) responds to the **Absolute Priority** by organizing a consortium of five institutions of higher education (IHE) at City University of New York — *Borough of Manhattan Community College (BMCC)*, *College of Staten Island (CSI)*, *Hostos Community College (HCC)*, *Kingsborough Community College (KBCC)* and *Queens College (QC)*—that will establish five model demonstration projects to promote the success of students with intellectual disabilities. The initiative responds to the **Invitational Priority** by extending and enhancing existing programs at four of these institutions, and building a program at one institution. Each IHE will partner with a DD agency (AHRC New York City) and with a Local Education Agency (NYCDE District 75).

The model demonstration projects developed by the New York City TPSID Consortium (NYCTC) at the five colleges will improve employment outcomes by increasing access to higher education for students with intellectual disabilities; however, each of the five projects will take a unique direction in developing an inclusive and meaningful college program. (1) *BMCC* will establish a program and provide access to noncredit- and credit-bearing courses, career internships and campus activities through the support of undergraduate student mentors and develop a meaningful credential. (2) *CSI* will increase access to noncredit- and credit bearing college courses, career internships, and campus activities through the support of graduate and undergraduate student mentors and develop a meaningful credential. (3) *HCC* will increase access to noncredit- and credit-bearing courses, career internships, and campus activities through the support of undergraduate student mentors and develop a meaningful credential. (4) *KBCC* will increase access to noncredit- and credit bearing courses, career internships, and campus activities through the support of undergraduate student mentors and develop a meaningful credential. (5) *QC* will increase access to credit-bearing college courses, career internships, and campus activities through the support of graduate and undergraduate student mentors, and develop a meaningful credential. *All* will increase employment outcomes by providing inclusive paid and nonpaid career internships on the campuses. All five TPSID model demonstration projects will align administrative and academic practices on the campuses to implement initiatives and ensure sustainability after completion of the grant period. The NYCTC will utilize best practices and strategies implemented by the Western NY TPSID Consortium implemented by IIT at UR. The NYCTC will *serve at least 75 students annually, ages 18-28 with intellectual disabilities*.

The consortium addresses **Competitive Priority 1** through all five model demonstration TPSID projects by partnering with the Office for People with Developmental Disabilities (OPWDD, state DD agency) and ACCESS-VR (vocational rehabilitation agency). OPWDD will continue providing supports to students it currently funds and will fund newly eligible students. ACCESS-VR or OPWDD will provide employment supports to eligible students enrolled in a model demonstration TPSID project as resources allow. The consortium addresses **Competitive Priority 2** through housing pilots at College of Staten Island and Queens College, the only two IHEs to offer on-campus housing. The consortium addresses **Competitive Priority 3** through all five projects, by involving students who are studying special education, general education, assistive technology, vocational rehabilitation, and related fields on every campus.

During the five-year grant period, the IIT at UR will provide leadership, planning assistance, training, technical assistance, coordination, data management and project evaluation to the five model demonstration projects. The request of \$500,000 per year for each of five years will support the five model demonstration TPSID projects. The consortium will provide the required 25 percent (\$166,666) annual cost share.

P407A150046 - Appalachian State University Boone, North Carolina

Project Title: Appalachian State University Scholars with Diverse Abilities Program (SDAP)

Project Director: Anna Ward- sdap@appstate.edu

Purpose: The purpose of the Scholars with Diverse Abilities Program is to provide a meaningful college experience for students with intellectual disabilities and to empower them to achieve gainful employment within their home community.

Target Population to Be Served: Individuals with intellectual disabilities are the target population. The program currently serves six students and efforts are to expand that number to ten students served by year five of the funded program.

Project Goals: Our goals are to: (a) continue the Scholars with Diverse Abilities Program; (b) build university and community capacity through partnerships; (c) award meaningful certificates upon program completion; (d) provide high quality transition services to employment; (e) conduct continuous evaluation and quality improvement; and (e) establish program sustainability.

Activities to be Implemented: Over the five year grant performance period, the following activities will be implemented: (a) recruit potential applicants through community and LEA partnerships; (b) conduct person-centered planning to determine career, personal, academic, and social goals for each SDAP student; (c) deliver research based curriculum for academic enrichment, independent living skills, and career development; (d) incorporate university students as mentors; (e) expand upon university housing options for students; (f) establish program sustainability; and (g) conduct continuous program evaluation.

Project Outcomes: Significant project outcomes include: (a) SDAP students: increased employability, broader understanding of careers and necessary soft skills, enhanced academic skills, improved self-determination, improved self-sufficiency, expanded social relationships, increased participation in recreational and leisure activities; (b) Appalachian State University: increased understanding of diversity, expanded sense of community, and (c) State and region: established PSE option for eligible students, improved candidate pool for employment.

Participating Partners: Partners in the Scholars with Diverse Abilities Program include: Avery County Schools, Watauga County Schools, Caldwell Community College and Technical Institute, the Carolina Institute for Developmental Disabilities, Parent to Parent Family Support Network, Watauga Opportunities Inc, NC Division of Vocational Rehabilitation Services, Reich College of Education and the Department of Reading and Special Education.

P407A150053 - Minot State University Minot, North Dakota

Project Title: Pennsylvania Inclusive Higher Education Consortium

Project Director-Amy Armstrong- amy.armstrong@minotstateu.edu

Absolute Priority: Establish a model comprehensive transition and postsecondary program for students with intellectual disabilities.

Competitive Preference Priority 1: Form sustained and meaningful partnerships with relevant agencies serving students with intellectual disabilities.

Competitive Preference Priority 2: Provide institutionally owned or operated housing for students attending the institution integrating students with intellectual disabilities into the housing offered to all students.

Competitive Preference Priority 3: Involve in the program undergraduate and graduate students who are special education, social work, or related fields.

Invitational Priority: To enhance an existing program.

Millersville University of Lancaster, Pennsylvania (MU) is proposing to collaborate with Penn State University-Harrisburg and Mercyhurst University to build the Pennsylvania Inclusive Higher Education Consortium, hereinafter referred to as the “Consortium.” The goal of this partnership to create a statewide consortium of postsecondary institutions of higher education dedicated to the mission of inclusive education for young adults with intellectual disabilities. The vision is to design and support postsecondary campus settings in which education, training, authentic social experiences, independent living and integrated and competitive employment can be accessed by young adults with intellectual disabilities within inclusive and supportive environments.

On behalf of the Consortium, MU is applying for this federal grant to accomplish three major objectives. First, the Consortium further develops a state of the art, research- based, inclusive postsecondary program of study at MU, the Career and Life Studies program. This program serves as a model of 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. The second major objective builds upon the efforts of recent collaborations with the Pennsylvania Office of Vocational Rehabilitation. This collaboration has resulted in seed money funding to institutions of higher education and a statewide symposium to support postsecondary program development for young adults with intellectual disabilities. The final major objective of the Consortium will be to serve as providers of technical assistance and support to existing and developing inclusive postsecondary programs across the Commonwealth of Pennsylvania.

The Career and Life Studies (CLS) program at Millersville is projected to serve 65 students over five years. A collaborative partnership of Millersville, Penn State Harrisburg, and Mercyhurst College is projected to serve an additional 48 for a total of 113 students at these institutions. However, as these institutions work together and with the DREAM partnership of UCP of central PA, the partnership is expected to serve hundreds of students when new programs are implemented at other IHEs.

P407A150080 - The Ohio State University Columbus, Ohio

Project Title: Ohio's Statewide Consortia: Enhancing Employment Outcomes for Postsecondary Students with Intellectual Disabilities

Project Director: Izzo, Margo-Margo.Izzo@osumc.edu

The goal of Ohio's Statewide Consortia (OSC) is to build, extend, enhance, and sustain existing programs that deliver inclusive postsecondary options to students with intellectual disabilities (SwID) in different urban and rural areas of Ohio – options such as participation in college classes, internships, housing, and social experiences that result in improved employment and independent living outcomes (Invitational Priority).

Objectives: 1) Facilitate Ohio's Postsecondary Advisory Council (PAC) with state agency and consortia partners to guide the project. This group will collaborate with an interdisciplinary team of special educators, rehabilitation counselors, occupational therapists, and parents to provide needed supports to maximize employment and independent living outcomes. 2) Implement quality academic, employment, and independent living services to a minimum of 180 SwID across the OSC. 3) Pilot Vocational Fit Assessment (VFA) job matching system and technology interventions to maximize employment outcomes. 4) Evaluate program components and students outcomes in collaboration with the TPSID Coordinating Center to determine evidence-based practices. 5) Disseminate products and findings through websites, articles, conferences, and an open-source digital repository.

Number of Students: Approximately 180 SwID between ages 18 and 26, will be served at the following college campus sites: Ohio State University (OSU), Marietta College (MC), University of Cincinnati (UC), University of Toledo (UT), Youngstown State University (YSU), and three additional IHEs to be recruited through an RFP process as replication sites.

Partners: The project will convene a statewide Postsecondary Advisory Council (PAC) to include both of Ohio's University Centers of Excellence (Nisonger Center and University of Cincinnati), Ohio's vocational rehabilitation (VR) services agency called Opportunities for Ohioans with Disabilities (OOD), Ohio Department of Developmental Disabilities (DoD), local county developmental disability (DD) boards, representatives from each institution in the Consortia, local education agencies (LEAs), and additional advocacy groups (Competitive Priority 1).

Innovative Activities: OSC will deliver transition-to-college, employment, and housing services for students with ID using college students who are studying special education, occupational therapy (OT), and other related fields (Competitive Priorities 2 and 3). Students with ID will exit the program with an electronic portfolio credential that exhibits skills and competencies obtained through video resumes and digital portfolios. College students majoring in disability-related disciplines will gain authentic experiences that will enhance their professional development. Creating and testing these services and activities in age-appropriate postsecondary settings is aligned with Ohio's Employment First (EF) Initiative and offers alternatives to sheltered workshops, currently the only option available in many Ohio communities for persons with ID.

Outcomes: At completion, eight postsecondary programs that are designed to increase academic and community employment outcomes for students with ID in different urban and rural areas of Ohio will be sustained through cost-sharing and cost-recovery models involving multi-site partners.

P407A150062 - Portland State University Portland, Oregon

Project Title: Think College Inclusion Oregon at Portland State University

Project Director: Ann Fullerton- bdaf@pdx.edu

Think College Inclusion Oregon at Portland State University (TCIO) will offer a model Comprehensive Transition and Post-Secondary Program for students with intellectual disabilities (ID). Outcomes of the TCIO Program will include:

1. At least 35 post-secondary students (aged 18 and older) who have ID will complete inclusive academic, career, and independent living instruction, leading to progress on individual goals, gainful employment, and self-determination (Absolute Priority[AP]1).
 - a. Person-centered plans will develop a course of study for each student with individualized goals and inclusive academic, employment, social and independent living experiences that lead to the student's goals, gainful employment, and self-determination. (AP3 and 4).
 - b. Individualized supports and services, (e.g., faculty development, peer mentors, PSU interns/practicum students, use of UDL and assistive technology), will result in successful inclusion of students with ID in academic courses, extracurricular activities, campus housing, work experiences, and other aspects of the PSU program (AP2, Competitive Priorities [CP]2 and 3).
 - c. Upon completion of the student's individual course of study, a digital portfolio will certify skills and competencies which are meaningful to potential employers (AP8).
 - d. The TCIO model program will be continuously improved through formative and summative evaluation and participation in evaluation with the TPSID Coordinating Center (AP5).
 - e. Dissemination of components of the TCIO model will lead toward development of postsecondary education programs at other Oregon Institutions of Higher Education.
2. Partnerships will support and sustain the TCIO Program.
 - a. PSU Enrollment Management & Student Affairs, Academic Affairs, and other units will provide recruitment, admissions, advising, and financial aid services for TCIO students that are integrated with PSU systems and practices to support sustainability (AP7).
 - b. Oregon Department of Vocational Rehabilitation will provide and sustain support for TCIO students' achievement of employability and gainful employment (CP1).
 - c. PSU Enrollment Management & Student Affairs, Academic Affairs, University Studies, and the Community Vision Self-Directed Living Program will make inclusive university housing available to all TCIO students (CP1 and 2).
 - d. Undergraduate and graduate students of the PSU University Studies, Graduate School of Education, School of Community Health, School of Business, and other academic units will be involved as mentors, interns, and practicum students in the TCIO program (CP3).
 - e. Portland Public Schools (PPS) and PSU will extend and enhance the existing Community Transition Program to provide and sustain inclusive academic, social and work experiences for TCIO students who are dually enrolled in PPS and PSU (Invitational Priority).
 - f. The TCIO Coalition/Northwest Down Syndrome Association/All Born In and the Think College Inclusion Prep Cohort will engage youth and families in TCIO leadership and evaluation.

P407A150023 - Millersville University of Pennsylvania Millersville, Pennsylvania

Project Title: Pennsylvania Inclusive Higher Education Consortium

Project Director: Thomas Neuville-Thomas. Neuville@millersville.edu

Millersville University of Lancaster, Pennsylvania is proposing to collaborate with Penn State University-Harrisburg and Mercyhurst University to build the Pennsylvania Inclusive Higher Education Consortium, hereinafter referred to as the “Consortium.” It is the goal of this partnership to create a statewide consortium of postsecondary institutions of higher education dedicated to the mission of inclusive education for young adults with intellectual disabilities. The overarching vision is to design and support postsecondary campus settings in which education, training, authentic social experiences, independent living and integrated and competitive employment can be accessed by young adults with intellectual disabilities within inclusive and supportive environments.

On behalf of the Consortium, Millersville University is applying for this federal grant to accomplish three major objectives. First, the Consortium will further develop a state of the art, research-based, inclusive postsecondary program of study at Millersville University, the Career and Life Studies program. This program will serve as a model of 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. The second major objective will be to build upon the efforts of recent collaborations with the Pennsylvania Office of Vocational Rehabilitation. This collaboration has resulted in seed money funding to institutions of higher education and a statewide symposium to support postsecondary program development for young adults with intellectual disabilities. The final major objective of the Consortium will be to serve as providers of technical assistance and support to existing and developing inclusive postsecondary programs across the Commonwealth of Pennsylvania.

The Career and Life Studies (CLS) program at Millersville is projected to serve 65 students over five years. A collaborative partnership of Millersville, Penn State Harrisburg, and Mercyhurst College is projected to serve an additional 48 for a total of 113 students at these institutions. However, as these institutions work together and with the DREAM partnership of UCP of central PA, the partnership is expected to serve hundreds of students when new programs are implemented at other IHEs.

P407A150013 - Rhode Island College Providence, Rhode Island

Project Title: Rhode Island College TPSID Project

Project Director: Anthony Antosh-aantosh@ric.edu

In January 2013, the US Department of Justice found that the State of Rhode Island had violated Title II of the Americans with Disabilities Act (ADA) through its operation of a day activity service system, including employment, vocational and day services for individuals with Intellectual and Developmental Disabilities (I/DD). Findings indicated that “the State frequently fails to present transition-aged youth with intellectual disabilities (ID) viable alternatives and fails to provide the appropriate services necessary to inform the recommendations in the students’ post-secondary planning documents (January 6, 2014).” Currently, there are approximately 960 adolescents and adults with ID who are eligible to participate in a “Comprehensive Transition Program,” yet no colleges or universities in Rhode Island offer such a program. Further, data collected by the RI Department of Education (RIDE) indicate that only 3 percent of students with ID are engaged in higher education and 20 percent are engaged in competitive employment one year after exiting Special Education Services. These data document a critical need for a comprehensive transition and postsecondary program for students with ID in RI. The proposed project consists of five goals to serve the needs of students with ID in RI, including: (1) Refine and expand the existing program at Rhode Island College (RIC) and to submit the program to the US Department of Education for approval as a Comprehensive Transition Program (CTP), (2) Support 50-60 adolescents and young adults (five cohorts of 10-12 students) to obtain a “Certificate of Community Studies” at RIC, (3) Increase participants’ breadth of knowledge, interest and competence across a variety of domains including academics, independent living and community participation, career discovery and development, social competence and self-determination, (4) Provide each participant with a structured set of experiences that will facilitate a career path of the student’s choice, and (5) Establish the supports needed to sustain the RIC program beyond grant funding and to increase the capacity of other higher education facilities to establish similar programs.

To address these goals, the proposed project will expand upon existing opportunities at RIC through the development of an academic credential: Certificate in Community Studies. The certificate will be formalized by the College Curriculum Committee and submitted to the US Department of Education for approval as a CTP. The project will recruit five cohorts of 10 students to complete the program. The certificate will be aligned to the Think College standards based conceptual framework and include an individualized course of study comprised of (a) academic access and enrichment – courses taken in general education and major areas of interest, (b) participation in campus life, (c) participation in a Self-Determination Learning Model of Instruction (SDLMI), and (d) involvement in the RI Career Development model consisting of meaningful vocational assessment, person centered planning, and integrated internships. To ensure opportunities at RIC will be sustained, the certificate will become part of the college’s general curriculum and integrated with existing services. Further, RIC will provide outreach and technical assistance to any college in the state interested in developing a similar program.

This application is being submitted by Rhode Island College (RIC) in collaboration with the Paul V. Sherlock Center on Disabilities at RIC and the RIC Disability Services Center. Project Partners include three state agencies - the RI Department of Education (RIDE), the RI Office of Rehabilitation Services (ORS), the RI Department of Behavioral Health, Developmental Disabilities, Hospitals (BHDDH); two school districts – Providence, Central Falls; several other school districts as documented through the partnership letter from the Association of RI Administrators of Special Education (ARIASE); and several adult agencies. The Sherlock Center will serve as the administrative lead for the project.

P407A150063 - Lipscomb University Nashville, Tennessee

Project Title: IDEAL (Igniting the Dream of Education and Access at Lipscomb) Project Director: Misty Parsley- misty.parsley@lipscomb.edu

IDEAL (Igniting the Dream of Education and Access at Lipscomb) is a SACS-accredited certificate program at Lipscomb University that is designed to encourage and support students with intellectual and developmental disabilities (ID/DD) to experience college as their peers do. IDEAL provides education and career development to students with ID/DD while encouraging friendships and increased independent skills that lead to a better quality of life. IDEAL began in January 2014 and will have 19 students with ID/DD enrolled in the fall of 2015. This proposal seeks to expand IDEAL. The program plans to add eight new students per year to serve a total of 48 students over the course of the project. An additional 60 secondary and postsecondary students may be served through the proposed IDEAL Summer Academy. The goals of this project include:

1. Exploring Lipscomb-owned residential opportunities for IDEAL students
2. Providing additional support for participants in off-campus internships through the addition of peer job coaches
3. Creating a third year intensive job training option for participants in partnership with Goodwill Industries of Middle Tennessee
4. Enhancing partnerships with LEAs and other service providers to provide professional development and assist with transition planning for eligible students
5. Expanding the person-centered planning process to assist in the development of students' self-determination skills
6. Expanding involvement of traditional students in the undergraduate and graduate special education programs, as well as the graduate level Applied Behavior Analysis program
7. Creating a summer academy to allow more students to experience the IDEAL program Partnerships have been, or will be, developed with the following entities:
8. Lipscomb faculty
9. Lipscomb campus departments
10. Metro Nashville Public Schools
11. Surrounding middle TN school districts
12. Lipscomb Academy
13. Goodwill Industries
14. Tennessee Department of Vocational Rehabilitation
15. Tennessee Council on Developmental Disabilities
16. The Arc of Tennessee
17. The Tennessee Alliance for Postsecondary Opportunities for Students With Intellectual Disabilities
18. Community businesses, disability service providers, and nonprofit organizations

To meet these goals, IDEAL seeks funding for the following staff roles and program activities:

1. A resident director for the IDEAL program
2. A job placement coordinator
3. A transition coordinator
4. Five peer job coaches
5. A person-centered planning facilitator
6. Staff and materials for the IDEAL Summer Academy
7. Job placement services with Goodwill Industries of Middle TN
8. Travel expenses to an annual conference for IDEAL students and new staff

P407A150041 - University of Memphis Memphis, Tennessee

Project Title: Building Resources for persons with Intellectual Disabilities towards Gainful Employment: The BRIDGE Project for Inclusive Transition to Integrated Employment.

Project Director: Janet Wiens-jawiens@memphis.edu

Person-centered transition for individuals with intellectual disabilities, from high school to integrated employment, has been a topic of interest for educators and vocational rehabilitation specialists for decades (Schiro-Geist, 1990), but the strongest path to seamless transition has not always been easy to identify. The University of Memphis Institute on Disability (UMID) proposes in this application for federal funding to build a BRIDGE to span the fault between secondary education and inclusive gainful employment. UMID has had Inclusive Post-Secondary Education (IPSE) transitional service delivery and research in conjunction with our LEA (Shelby County Schools) since January 2012 and began an open-enrollment inclusive program, TigerLIFE (Learning Independence-Fostering Education and Employability) in January 2013. UMID has partnered with the State of Tennessee Division of Vocational Rehabilitation as a Community Rehabilitation Service Provider (CRP) since 2013. The UMID currently has the largest IPSE program in Tennessee and the largest percentage of minority students (62 percent) in the state.

The program included in this proposal will facilitate building an even sturdier BRIDGE from special education, with its learning priorities, to the vocational rehabilitation side of transition, with its integrated work priorities, for young adults with intellectual disabilities. Using an inclusive college environment, BRIDGE builds work skills, soft skills and improved self- efficacy and esteem, necessary for maintaining competitive employment. To that goal, UMID will create and investigate appropriate research on inclusive transition models, develop tools and resources to improve diverse participation, increase independent living and certificate attainment, increase involvement of faculty and non-disabled students on campus with an inclusive programming, and advise partners at the county, and regional (Mid-South) levels.

The University of Memphis is a minority-serving institution of higher education and will bring its "toolkit" to other such institutions in the region, including Historically Black Colleges, community colleges and rural partners. UMID will use its diverse staff and community Advisory Board to keep the project on track as we cross those Bridges, with our goals of Enhancement, Sustainability and Capacity Building. This proposal will meet all eight Absolute Priorities, all three Competitive Priorities and the Invitational Priority, as we build the BRIDGE to inclusion for this population of young adults with intellectual disabilities.

The State of Tennessee is an EPSCOR State. The theoretical model that UMID uses is the Systems Approach to Placement (Geist and Calzaretta, 1982). This theoretical model is used to create an individual plan for employment for each participant, and has led to placement rates for participants significantly above state and national levels for persons with disabilities. UMID will take this successful model and use it to create options for increased capacity in West Tennessee and the rest of the Mid-South. Over 850 young adults with Intellectual Disabilities (ID) will be served during the five years of the project. Program evaluation will be completed by researchers from Southern University in Baton Rouge, an Historically Black University (HBU), whose faculty have extensive experience in evaluation and capacity building.

TigerLIFE has always used a sustainable model, based on a sound business plan, in conjunction with its partners in the Shelby County Schools, University of Tennessee – BCDD in Memphis, Tennessee, Southern University, and the Tennessee Division of Vocational Rehabilitation as its basic plan for action and growth. That model will now be used as a BRIDGE to the future.

P407A150058 - Vanderbilt University Nashville, Tennessee

Project Title: Next Steps at Vanderbilt University

Project Director: Erik Carter-erik.carter@Vanderbilt.Edu

Next Steps at Vanderbilt University is a high-quality, two-year model comprehensive transition and postsecondary program for young adults with intellectual disability designed to equip students with the skills, relationships, experiences, and supports needed to achieve personally valued outcomes during and after college. Since our launch in 2010, we have delivered individualized and inclusive educational experiences to 23 students marked by a commitment to person-centered practices, evidence-based supports, strong social connections, and integrated work experiences. Our employment rate for program graduates is 88 percent. We are requesting TPSID funding to extend and enhance the rigor, relevance, relationships, and reach of our program. We meet all three competitive priorities and the invitational priority.

We have set five primary goals for this project. First, we will expand to a four-year program. Related objectives include (a) refining our program pathways to ensure a sequenced experience, (b) expanding the range and depth of on- and off-campus internship and work experiences, and (c) refining our supplemental seminars to address additional critical skills, and (d) deepening our partnership with local LEAs and state agencies. Second, we will develop a unique portfolio of inclusive on- and off-campus housing options. Related objectives include (a) making on-campus options available for students during their first two years, (b) partnering with innovative community programs to support off-campus options for students during later years, and (c) building the Friendship House model at Vanderbilt. Third, we will increase access to all of the experiences and supports available to any Vanderbilt student. Related objectives include (a) doubling the number of courses students take, (b) expanding involvement in a wider array of campus clubs and activities, and (c) building the capacity of the full range of Vanderbilt student services to meet the needs of students with ID. Fourth, Peabody College will become a national leader in research on postsecondary supports for students with ID. Related objectives include (a) coordinating a program of research addressing aspects of inclusive higher education experiences, (b) engaging graduate students and faculty from Peabody and the Vanderbilt Kennedy Center in this work, and (c) partnering with Tennessee's other programs to conduct larger-scale studies. Fifth, we will invest heavily in the growth of additional PSE programs throughout Tennessee. Related objectives include (a) leading new capacity building activities through our Tennessee Alliance for Postsecondary Opportunities; (b) partnering with the state to develop resources and advocacy efforts to raise awareness of and commitment to PSE opportunities among legislators, educators, families, and individuals with disabilities; (c) collaborating with the Tennessee Community College system to develop new programs in unreached corners of the state; and (d) creatively packaging elements of our program (e.g., seminar materials, peer partner training, summer institute) to make them accessible to others in the state and country.

These collective efforts will enable us to more than double the number of students we serve across cohorts—from 13 students in Fall 2015 (2 cohorts) to nearly 40 students beginning Fall 2018 (four cohorts). To carry out this work, we will extend our existing partnerships with the *Tennessee Department of Vocational Rehabilitation (VR)*, the *Tennessee Department of Education (DOE)*, the *TennesseeWorks Partnership*, *Vanderbilt's Department of Special Education*, the *Nashville IDD Housing Group*, the *Vanderbilt Kennedy Center and UCEDD*, four diverse school districts (LEAs), the *Tennessee Alliance for Postsecondary Opportunities for Students with Intellectual Disabilities*, the *Tennessee Developmental Disabilities Network*, the *Friendship House Partners*, a community network of organizations (e.g., *Arc TN*, *Autism TN*, *Down Syndrome Association of Middle Tennessee*), and the *Next Steps Steering Committee*.

P407A150010 - Utah State University Logan, Utah

Project Title: Aggies Elevated at Utah State University: Expansion of a Postsecondary Education Program for Students with Intellectual Disability

Project Director: Robert Morgan-bob.morgan@usu.edu

This grant application addresses the second round of transition programs for students with intellectual disabilities (TPSID) programs sponsored by the Office of Postsecondary Education and authorized by HEA Section 767(d)(6). The project, called Aggies Elevated at Utah State University, addresses the Absolute Priorities and Competitive Priorities 1, 2, and 3. Additionally, the project addresses the Invitational Priority.

One college-based postsecondary education (PSE) program for young adults with ID now operates in Utah. Students in Utah State University's Aggies Elevated program began coursework in Fall 2014. To date, seven students have successfully completed their first year of full-time inclusive courses and on-campus residential living experience. Four new students were admitted to start Fall Semester 2015. Current students have developed a person-centered plan with a career path, goals, and two-year courses of study and employment/internship experiences leading to the career path. Concurrently, staff of this proposed project has begun discussions with other institutions of higher education in Utah, including Utah Valley University (Orem, UT) and Weber State University (Ogden, UT) to develop an infrastructure supporting PSE programs for students with ID and other developmental disabilities. These efforts have involved partnership with the Utah State Office of Education and Utah State Office of Rehabilitation.

This project proposes to expand the Aggies Elevated program at Utah State University, develop partnerships at the state and local levels, educate consumers on the value of a PSE experience for students with ID, develop and coordinate efforts to establish additional PSE programs across the state of Utah and the region, and evaluate activities and outcomes. Goals include the following:

(I) Build, extend, and enhance Aggies Elevated in phases from 11 to 18 students enrolled in fulltime college courses (a total of 47 students will participate); (II) Support students with ID in the program towards academic, employment, and independent living success; (III) Develop and maintain partnerships with consortia consisting of the state education agency (SEA: Utah State Office of Education), local education agencies (LEAs: Cache and Ogden Districts), Utah State Office of Rehabilitation, youth, parents, and families; (IV) Maintain existing relationships with USU Housing and Residential Life Office to ensure integrated housing with necessary supports for all students living on campus; (V) Develop and maintain involvement of USU undergraduate and graduate students in special education and rehabilitation counseling; (VI) Support efforts of other IHEs to establish additional PSE programs across the Mountain Time Zone by sharing of information on the Aggies Elevated program; and (VII) Evaluate program activities and outcomes, including post-school follow-up of student employment and independent living.

Evaluation data will include numbers of students admitted to/graduated from the two-year certificate program; student performance in courses; student support from mentors; roles and responsibilities of partners; students in integrated on-campus housing; numbers of undergraduate/graduate students involved as supports for program students; and numbers of developed PSE programs in other IHEs who receive assistance from project staff. Outcomes will include a sustainable model program at Utah State University, and young adults with ID and other developmental disabilities engaged in careers and independent living.

P407A150035 - Highline College Des Moines, IA

Project Title: Highline College proposes to build capacity and enhance its high-quality, inclusive model comprehensive transition and postsecondary program for students with intellectual disabilities.

Project Directors: Jenni Sandler and Julie Jine: jsandler@highline.edu; jjine@highline.edu

Through its ACHIEVE program, the college will fulfill these goals and objectives:

Goal One: To increase post-school employment outcomes, skill development and the career trajectory of ACHIEVE students.

Objective 1.0: Each year, 100 percent of students enrolled in year one of ACHIEVE's Comprehensive Transition Certificate Program (CTP) will complete at least one quarter long, paid internship in a specific career pathway. Paid internships will average 5 to 15 hours per week and will focus on skill development and practice. Internships will be developed by the Career Specialist and will be supported by Educational Coaches and the Community Employment Services (CES) Employment team.

Objective 2.0: Create a paid internship program in seven industries that offer the most opportunities for employment and career advancement.

Goal Two: To increase the number of economically disadvantaged, students of color with intellectual disabilities who are prepared to enter and succeed in postsecondary education and career.

Objective 1.0: Increase the number of multi-year, dually enrolled students by five students per year.

Objective 2.0: Host and deliver college preparation and readiness academy for students with intellectual disabilities, ages 14-17, with a specific emphasis on students from underrepresented immigrant and ethnic communities. The focus of these academies will be to increase preparation and readiness for postsecondary education and career. Specifically, students will increase awareness of postsecondary options, develop leadership skills to use in school and work, and learn strategies to better prepare for the rigors of college and career. **Objective 3.0:** Increase access and readiness for college and career for underrepresented students with ID through expanded outreach and professional development to parents and professionals.

Activities and number of students and others served:

- Increase access to the college's comprehensive transition program, adding 25 dually enrolled students to the ACHIEVE program.
- Develop quarter-long inclusive, paid internship experiences for 100 percent of first-year students including opportunities for job shadowing, skill development, and skill practice (15 a year).
- Create an advisory board to expand industry specific career pathways. Create at least one paid internship in each of seven pathways on campus and in the community (14 sites).
- Partner with Open Doors for Multicultural Families to host at least 75 secondary students from diverse backgrounds for a summer college and career readiness experience.
- Hold regional college and career readiness academies for at least 250 middle school students with ID. Academies will focus on college and career preparation for low-income, first generation students, including those from underrepresented immigrant/ethnic communities.
- Partner with Local Education Agencies (LEAs) and others to replicate and expand upon Highline's 2014 Postsecondary Readiness Summit to increase professional development opportunities for at least 500 K-12 educators, adult service providers, and college faculty.

**P407A150025 - WA State Community College District 17-
Spokane Community College
Spokane, WA**

Project Title: People Accessing Careers and Education Services (PACE)

Project Director: Linda DeFord-Linda.DeFord@scc.spokane.edu

Funding is sought to develop a model comprehensive transition and postsecondary program that will provide academic enrichment, person centered planning, community engagement, individualized supports, and vocational related experiences that will ultimately lead to gainful employment for individuals with intellectual disabilities. The program will strengthen and expand existing PACE Services to create a national model for serving people with intellectual disabilities in post-secondary education.

PACE Services project objectives include:

Develop program capacity to serve the following number of students each year: year one-10, year two-15, year three-20, year four-25, and year five-30

Expand natural supports with degree seeking students through peer mentoring, social networks, internships, college functions, and practicum experiences

Provide person centered planning involving who the student identifies as their support team to develop an individualized plan that will include academic, vocational, social, self-determination, advocacy, and personal skill development.

Expand the program to provide opportunities to individuals with intellectual disabilities in the Community Colleges of Spokane outlying service areas

Work closely with Disability Support Services to provide accommodations as needed and financial aid department to provide financial assistance if eligible

Develop a plan to ensure parents, guardians, and support staff are informed of the program

Involve and train faculty on Universal Design Learning to allow students to fully participate in course activities
Strengthen current partnerships with Division of Vocational Rehabilitation (DVR), Developmental Disabilities Administration (DDA), and local school districts.

Develop means to become self-sustaining by applying to become a Comprehensive Transition Program