

FY 2020 TPSID PROGRAM GRANTEE ABSTRACTS

P407A200020

FY 2020 TPSID (84.407A) and TPSID-CC

Organization Name	The Board of Trustees of the University of Illinois		City/State:	Chicago, IL
Project Title		The UIC Certificate in Co-Operative Career Experience (Co-Op program)		
Competitive Preference Priority (CPP)		CPP1 - Meeting the Unique Needs of Students and Children CPP2 -Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

Background: The University of Illinois at Chicago’s (UIC) Department of Disability and Human Development (DHD) proposes to create The UIC Certificate in Co-Operative Career Experience (Co-Op program), a model postsecondary education (PSE) certificate program for individuals with intellectual disabilities (ID) in preparation for, and in promotion of, integrated and competitive employment opportunities. DHD has long been a national leader in the field of Disability Studies and has a fitting culture and the capacity to build a sustainable program. Goals: DHD plans to provide an adult inclusive PSE program based on Disability Studies principles that is participatory, emancipatory, and benefits the community (Barton, 2006; Goodley, 2016; Stone & Priestley, 1996), and serves approximately 10 students with ID per cohort and 15 in Years 4 and 5. Our goal is for each student to graduate the program and achieve and maintain competitive, integrated employment aligned with their personal interests and ambitions. Also, DHD aims to develop and refine the program such that it is eligible for University accreditation by the end of the grant period.

Program Activities: The proposed two-year program, resulting in a certificate in Co-Operative Career Experience draws from empirical based practice of established programs, as well as co-operative educational models. With full student status, students with ID will enjoy full access to UIC student centers, campus organizations, and health facilities. All coursework would be inclusive with non-disabled peers. Core Co-Op courses would include making the transition to college, building capacity and skills, and career pathways. Students could also choose a specialty track consisting of inclusive elective classes that draws upon our faculty’s expertise, existing programs, and community partners. Students can audit any undergraduate classes of interest alongside other UIC students. They will gain experience with structured networking within these programs and with our partners. Students will build a minimum of 60 hours of class and 10-20 hours/week of internship and work experience over the two-year program. These experiences would lead towards their final semester capstone by participating in a competitive job placement that could lead to employment after graduation. Students would have formal supports throughout the program from mentors and peer mentors, a dedicated academic advisor and career coach, and disability accommodations. Students would be encouraged to develop informal supports and relationships through engagement with campus organizations, sports, and partnering organizations.

Program Partners: Campus partners such as the Great Lakes ADA Center, Institute on Disability and Human Development, the Illinois LEND program, Coalition of Autistic and Neurodivergent Students, the Disability Resource Center, Bodies of Works, the Chicagoland Entrepreneurship Education for People with Disabilities, and the Disability, Cultural Center will benefit the program implementation and participant transitions. Community partners, including Chicago and other school districts, state (DD, VR, Board of Education, DD Council, Equip for Equality) and community agencies, the Chicagoland Business Leadership Network, the Mayor’s Office on Disability and advocacy organizations, will participate in a Leadership Advisory Council, run in sync with our established Community Advisory Committee, to guide program development, recruit students, and connect students with career opportunities.

Evaluation: Data will be collected during and after program participation yearly. Materials would include the annual Think College Standards, Quality Indicators, and Benchmarks for Inclusive Higher Education, Longitudinal Postsecondary Outcome Assessment, Advisory Team Feedback, and the Adolescent Self-Determination Assessment-Short Form, quarterly reports from students, and weekly reports from career coaches and mentors. UIC intends to collect both cross-sectional and longitudinal data to continue to build, strengthen and expand this program for years to come.

Organization Name	Texas A&M University-San Antonio	City/State:	San Antonio, TX
Project Title	TU CASA: Transition University for Career Advancement and Successful Adulthood		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

Priorities: Establishment of a model comprehensive transition and postsecondary program for students with intellectual disabilities (ID) that meets all of the requirements of the absolute priority; that meets the unique needs of students with disabilities; that fosters knowledge and promotes the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens; and that spurs investment in qualified opportunity zones.

Project Description: The TU CASA model will address the critical needs in the community by establishing a sustainable program that: (a) provides 18 months fully inclusive PSE opportunities with access to typical and specialized A&M-SA services and supports; (b) offers a meaningful credential upon completion that addresses academic, employment, and independent living domains; (c) utilizes a person-centered approach to meet unique student needs and enhance their quality of life; (d) employs comprehensive program evaluation; and (e) includes a plan for replication on regional and state levels.

This project invests in 13 Qualified Opportunity Zones (QOZ) as it seeks to create a pipeline for transition of individuals with ID from high school to a higher education program. The program will support a minimum of 25 students over the course of 5 years. It will provide access to PSE, improve employment, independent living outcomes, and social engagement among individuals with ID in the immediate community and across the state of Texas.

Project Goals, Objectives, and Outcomes: The project has eight goals and 32 related objectives that are designed around the development of an evidence-based, higher education transition program for students with ID. The goals are:

- Recruit and admit students
- Develop infrastructure and implement Person-Centered Planning
- Develop a plan for TU CASA students to efficiently utilize A&M-SA resources
- Develop and integrate an inclusive higher education model
- Promote independent living and other critical skills
- Implement integrated work-based learning and career
- Support A&M-SA with training on inclusive PSE practices; and 8) Overall effective project management

Key Partners:

- Edgewood Independent School District and the other six South Bexar County school districts in San Antonio, Texas
- Business operators in the Greater San Antonio area
- University of Kansas Center on Developmental Disabilities
- Beach Center on Disability; and North Carolina Central University

Organization Name	Washington State University	City/State:	Pullman, WA
Project Title	WSU ROAR CTP + TPSID: A Comprehensive Transition Program for students with intellectual disabilities at Washington State University.		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

Program Description. WSU ROAR CTP is young and vibrant Comprehensive Transition Program (CTP) recognized by U.S. Department of Education. WSU ROAR CTP is the only residential CTP in the Pacific Northwest. The proposed WSU ROAR CTP + TPSID project builds on our existing strengths with eight key expansion objectives. Our project addresses the absolute priority and each of the three competitive priorities. The expanded services in this proposal enhance our ability to provide appropriately for student needs and maintain our alignment to CTP criteria. Students served by the WSU ROAR CTP + TPSID will benefit from the follow key program features: (1) sustained person-centered planning; (2) at least two WSU audit courses with peers without disabilities per semester; (3) WSU ROAR CTP courses; (4) individualized employment services; and (5) inclusive on campus, community, and residential experiences. The total costs for WSU ROAR CTP + TPSID are aligned to the goals of the project and are reasonable in relation to the number of students served and expansion of services.

Goals and Objectives. We are requesting TPSID funds to develop and expand our existing WSU ROAR CTP in eight key areas: (1) increase enrollment capacity from 14 to 32 students, (2) expand capacity to provide high quality person-centered planning; (3) expand our inclusive university/audit course offerings; (4) expand the quality of programming for WSU ROAR courses; (5) improve employment services; (6) improve campus, residential, and community engagement opportunities; (6) increase advocacy, outreach and collaboration, and (8) improve faculty and staff professional development.

Activities. The expansion objectives will be implemented by the Co-PIs and result in expanded program services. Our expanded activities build on our current CTP and improve our ability to provide inclusive residential postsecondary education experiences. The activities of this project include 46 key tasks to help us meet each of our eight goals and objectives. These key tasks are clearly described in our implementation plan, and in table 1 (Appendix 4). During the first year of the project we will serve 14 students, we will serve 20 students in years 2 and 3, 26 students in year 4, and 32 students in year 4. Across project period, we will serve 66 total students with ID.

Competitive Priorities. WSU ROAR activities address each of the three competitive priorities of the grant. We provide quantitative and qualitative evidence of our advising and curriculum structure’s multiple avenues for student skill development, support for student success, and inclusion in residential university life to meet the Unique Needs and gifts of Students with Disabilities. We provide evidence of how our program supports and services will acclimate students with ID to college to help them build skills for independence. We also describe how we will provide services in 10 Qualified Opportunity Zone(s) for the five-year project period.

WSU ROAR Partners. In order to create a sustainable and inclusive program WSU ROAR is partnering with on campus resources including the Office of the Provost, College of Education, and the Department of Teaching and Learning. Community partners include Pullman School District, Educational Services District 101, the ARC of Spokane, Washington Division of Vocational Rehabilitation, and Washington Office of the Superintendent for Public Instruction.

Organization Name	University of South Alabama	City/State:	Mobile, AL
Project Title	PASSAGE USA Expansion - Preparing All Students Socially and Academically for Gainful Employment		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

PASSAGE USA has three objectives in its expansion:

- Work with K-12 parents, teachers, and students to develop IEPs that better prepare students with intellectual disabilities for postsecondary education, independent living, and competitive employment
- Develop and implement two new program options that expand the PASSAGE USA program from 2 years to 4 years and include academic areas of emphasis and advanced instruction and experience in using independent living and employment skills
- Involve faculty and students in counseling and occupational therapy in the development, refinement, and implementation of the PASSAGE USA curriculum as well as in working with students on the development of their individualized goals that are developed from person-centered planning.

PASSAGE USA expansion staff will include USA faculty in special education, counseling, and occupational therapy (PI and Co-PIs), and faculty from the Health, Kinesiology, and Sport; Hospitality and Tourism Management; and Integrative Studies. The project will hire Residential Director and an Employment Director in full-time positions. There will also be 2 half-time graduate assistants. In Years 2-5 the PASSAGE USA Community Coordinator will also work on the project. 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 skills needed for postsecondary education, the development of a Postsecondary Education Preview Summer Camp, and improved participation of students with intellectual disabilities and their parents in the transition process. At least 50 K-12 students will attend the camps in the project period.

PASSAGE USA will expand its a 2-year CTP certificate program for young adults with intellectual disabilities by adding an invitation-only third and fourth year and a 4-year program. In these two programs will include academic areas of emphasis and more intensive instruction and experiences in independent living and employment. Up to 6 students will be admitted into each of these new programs every year allowing PASSAGE USA to serve a maximum of 60 additional students during the project period; 36 of them will complete the program during the funding period. Faculty and students in Counseling and Occupational Therapy will partner with PASSAGE USA to conduct assessments, offer coaching, and assist with the development, implementation, and students' Adult Development Plans. Students in these two new program options will be required to live in community housing and work a minimum of 25 hours a week in their fourth year in the program. A summer semester will be added to the program at the end of the third year to provide additional instruction and supports as students are transitioning to their community housing and increasing the number of hours that they work.

Partners include:

- University of South Alabama
- Mobile County Public School System
- Chickasaw City Schools
- Saraland City Schools
- Satsuma City Schools
- South Alabama Partnership for Training and Employment

Organization Name	University of New Hampshire	City/State:	Durham, NH
Project Title	TPSID Transition Programs for Students with Intellectual Disabilities into Higher Education		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

The University of New Hampshire’s (UNH) Institute on Disability (IOD) proposes to incubate and build capacity for transition and postsecondary inclusive higher education opportunities for students with intellectual disabilities (ID) ages of 18-25 who are currently or who were previously IDEA eligible. The Granite State TPSID project maintains diverse support and commitment from Governor Sununu’s Administration representing the New Hampshire Department of Education, Vocational Rehabilitation & Bureau of Developmental Services. The project aligns additional partnerships with the statewide Transition Community of Practice, a five-member consortia of colleges and universities, the NH Council on Developmental Disabilities, service providers, and the Department of Business and Economic Affairs.

The project will launch UNH-4U in academic year (AY) 20/21 at UNH, the state’s land grant university. Year one will begin with an inclusive online learning series and immersion experiences to prepare the student pipeline. The first cohort for the 2-year program will be recruited for AY 21/22, which includes individual supports and services to fully participate in post-secondary academics and learning on campus by audit. The fully inclusive program will promote academic enrichment, social development, independent living, and career and occupational skill gains in careers pathways of choice. The project will foster a rich, student-life experience, as regulated by COVID-19 social distancing policies. The program will support students in the pursuit of a meaningful credential by validating knowledge and skills learned through UNH micro-credentialing procedures. This credential serves as a useful tool in students’ quest for gainful employment. Project staff will work with other institutes of higher education (IHE) in NH to develop additional capacity building for inclusive higher education programing.

Program Goals and Objectives: Our proposal is designed to address the Absolute Priority and each of the three Competitive Priorities through the following nine goals and objectives:

- UNH-4U will enroll and provide higher education for up to 50 students (5-10 annually)
- Facilitate person centered planning, and individual supports and services to meet the unique needs in students’ programs of study, student life, independent living and social and career aspirations
- Build capacity for peer and career mentoring, and academic coaching
- Foster knowledge and promote student skill development through service learning, paid and unpaid internships, and student employment opportunities
- Build capacity for transition and inclusive higher education through an IHE consortia with the Community College System of NH, Plymouth State University, Keene State College and Saint Anselm College, covering NH’s 13 qualified Opportunity Zones
- Coordinate an Inclusive Higher Ed and Universal Design for Learning Lab for Local Education Agencies (LEAs), faculty, TAs, mentors, coaches, and service providers
- Develop a sustainable and replicable model to occur at a second IHE site within the 5 year period
- Conduct scholarship, knowledge transition, and information dissemination that promotes inclusive campus culture and climate and influences policy, practice, and systems change
- Work with the Coordinating Center to conduct a formative and summative evaluation assessing implementation fidelity and program effectiveness to build a culture of quality.

Organization Name	Saint Joseph's University	City/State:	Philadelphia, PA
Project Title	The Bridge to Possibilities - Preparing Transitional Aged Youth for a Future of Independence		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

Saint Joseph’s University’s (SJU’s) Kinney Center for Autism Education and Support proposes The Transitional Bridge to Possibilities: Preparing Transitional-Aged Youth for a Future of Independence (TB), a comprehensive set of services and interventions to create a proven and replicable method for preparing individuals with Autism Spectrum Disorder (ASD) to enter postsecondary education or a vocation that is an appropriate fit with their skills, abilities, and interests. The project will serve 145 participants through direct services.

Program objectives:

- Develop and implement a College Bridge program to prepare high school students for postsecondary success
- Develop and implement a Vocational Bridge program to prepare high school students for appropriate employment.

In accordance with current recommendations for evidence-based practices, services will entail:

- Collaborative networks for student support
- Individualized career development
- Authentic, community-based work experience
- Social and emotional skills instruction
- Academic, vocational, and occupational education and preparation
- Supporting parental involvement and expectations
- Supporting self-determination, independent living skills instruction and skill building
- Inclusive practices and programs.

To achieve the TB objectives, project staff will establish direct and meaningful long-term partnerships with LEAs; develop transition activities designed to supplement and enhance already-existing secondary services for individuals with autism; and develop and disseminate autism-specific e-learning training and support modules designed to engage community stakeholders (e.g., university faculty, businesses employing people with ASD, and parents/caregivers of people with ASD). Much of the work described in the current proposal builds directly from a number of established evidence-based best practices associated with the Kinney Center’s existing, nationally recognized Autism Support Promoting Inclusive and Responsive Education (ASPIRE) program. This program has been overwhelmingly successful in helping full-time college students attending SJU transition to and successfully navigate postsecondary education.

The project team has designed TB to have three phases: the bridge entrance, which is transition planning and preparation; crossing the bridge itself, which is the transition from secondary to postsecondary education or vocational training; and exiting the bridge to the pathway beyond, which is either a full-time postsecondary career or vocation. TB will include a high school component (with partners), a summer component, and a college/vocational training component. It will also offer an option for the undecided group. The framework, components, and competencies are evidence-based, and the project team plans ongoing evaluation, planned refinement as needed, and a culminating project assessment of implementation

and impact. An outside evaluator will conduct project assessment, and formative evaluation will be guided by an advisory board working with project staff.

Providing specialized supports to facilitate successful transition out of secondary education into either postsecondary education or vocational training is imperative to improve outcomes for individuals with ASD who were eligible in secondary education for services under the Individuals with Disabilities Education Act (IDEA) and who graduated from high school. The proposed project is designed to support autistic students with a variety of ability levels, backgrounds, needs, and interests. The program will meet students where they are and help them take the next step—whether it is college, the workforce, or some combination of the two—to achieve the highest possible level of practical and occupational independence and success.

Partners

- Hill Top Academy
- SpArc Philadelphia.

Organization Name	ABOR for and on behalf of Northern Arizona University	City/State:	Flagstaff, AZ
Project Title	Supporting Inclusive Practices in Colleges (SIP-C): An exemplary model for supporting students with intellectual disabilities transition to postsecondary education in Arizona		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

The overarching five-year **goal** of the “Supporting Inclusive Practices in Colleges (SIP-C) - An exemplary model for supporting students, with intellectual disabilities (ID), transition to postsecondary education (PSE) in Arizona” is to demonstrate an exemplary model that expands the availability of high-quality transition and PSE education programs. The result will be an increased number of individuals with ID who are prepared to obtain and retain competitive employment in their chosen fields.

The SIP-C model is fully inclusive, student-led, and supported through a person-centered planning (PCP) approach. The inclusiveness is exemplified through two core values: The Front Door First Approach to Inclusion and Setting (and supporting) High Expectations. SIP-C prioritizes inclusive PSE participation by encouraging students to use on-campus resources available to all students before pursuing specialized services. This “Front Door First” approach promotes inclusion, authenticity, and self-advocacy and facilitates institutional awareness about the presence and needs of diverse learners on campus. The value of “High Expectations” incorporates opportunities for students to learn critical skills necessary for life-long success in work and social settings; thus, increasing expectations of themselves and expectations others have of them. SIP-C students participate in new student orientations, take placement tests, meet with academic advisors, and take college classes for a letter-grade. Separate or segregated courses are not offered; thus, the model is fully inclusive.

Program Objectives: Achieving ten objectives, SIP-C will support inclusive and individualized pathways to PSE for **80 students with ID**. The objectives are: (1) Mobilize 3 Interagency Collaborative Teams (ICTs), across Northern Arizona (NA). Confirmed **partners** include Arizona Department of Education, Kingman, Red Mesa, and Sanders Unified School Districts, Arizona State Vocational Rehabilitation, Arizona Developmental Disabilities Planning Council, Navajo Nation American Indian Vocational Rehabilitation Program, Division of Developmental Disabilities, Coconino Community College, Mohave Community College, Northern Pioneer College, NAU, N.A. Community of Practice on Transition, and Self-advocates. (2) Confirm student participation. (3) Develop student PCPs. (4) Achieve the outcomes indicated in student PCPs. (5) Provide personal technology support. (6) Support successful integration into PSE using the core values. (7) Provide campus-wide professional development (PD) to instructors & campus support personnel. (8) Provide academic advising to supplement that provided in PSE settings. (9) Conduct a rigorous evaluation. (10) Replicate & sustain the SIP-C model in N.A.

Model Components and Strategies: SIP-C contains the following two model components and strategies: (1) Comprehensive Transition Preparation and Linkage Activities/Strategies (MC1) and (2) Authentic Postsecondary Education Participation (MC2). The two model components are actualized through the implementation of ten evidence based strategies. MC1 strategies are (1) the use of PCP, (2) self-advocacy education, (3) self-determination education, (4) the involvement of an ICT, and (5) dual enrollment. MC2 includes (6) adaptive educational coaching, (7) peer mentoring, including social skills development, (8) the provision of personal technology support, (9) employment coaching, and (10) PD for postsecondary faculty and staff.

Program Outcomes: Intermediary outcomes include (a) improved student participant self-efficacy, (b) improved student participant access to campus resources, (c) student satisfaction with the program, including linkages to outside agency (ICT) partners and others, (d) faculty who participate in PD create accessible, universally designed courses, and (e) improved collaboration among program partners. Long-term outcomes focus on students with ID earning a meaningful credential, obtaining employment in integrated settings, living independently, and experiencing improved community and social engagement.

Organization Name	The University of Alabama	City/State:	Tuscaloosa, AL
Project Title	CrossingPoints: A Tiered Model of Inclusive Higher Education		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

The University of Alabama is partnering with Tuscaloosa City Schools and Tuscaloosa County School System to implement an inclusive transition and postsecondary (IPSE) program at The University of Alabama. The proposed project titled CrossingPoints: Tiered Model of Inclusive Higher Education enhances and extends the scope of inclusive transition services and opportunities for accessing higher education by students with intellectual disabilities (ID) at the University of Alabama’s CrossingPoints program using a tiered approach.

The model will comprise three tiers. Tier 1 will comprise inclusive transition services for students’ ages 18-21 who are still receiving special education services under IDEA and who are still enrolled in the two partner Local Education Agencies. In Tier 1, we will focus our efforts on serving students with significant ID. Tier 1 services will be implemented during the Fall and Spring semesters of each academic year of the project period. Upon successful program completion, Tier 1 program graduates are conferred a credential called CrossingPoints Certificate. For one summer term of the project period. Tier 2 will serve 10 students with ID ages 19+ years, who were formerly eligible for special education services under IDEA and who have a declared interest in pursuing postsecondary education in a 2-year, 4-year, or comprehensive institution of higher education (IHE). Students selected to participate in Tier 2 will have a documented ID. Students in Tier 2 will participate in an intensive summer bridge experience that will be an opportunity to develop and deepen their understanding of being a college student and hone their self-advocacy and self-determination skills. Tier 3 will comprise a 3-year non-degree certificate program. Successful completion of Tier 3 program will lead to the attainment of the CrossingPoints Certificate in Occupational Studies (CCOS). A total of 6 students will be admitted into the Tier 3 program each year of the project duration. Tier 3 participants will be recruited from anywhere in the country and will be between the age of 19 -26 years of age. An approximate a total of 138 students with intellectual disabilities (~52 from Tier 1 and 50 from Tier 2, and 36 from Tier 3) will be served over the five-year project duration.

Program Goals

- **Goal 1:** To enhance, extend, and implement a tiered model of inclusive higher education for students with ID.
- **Goal 2:** To recruit, matriculate and graduate approximately one hundred and thirty-eight (138) students with ID from the CrossingPoints tiered model of inclusive higher education with meaningful credentials.
- **Goal 3:** To develop project students’ competencies using evidence-based practices in inclusive and specialized coursework, sequenced employment internship experiences, and coordinated skill development for leisure/recreation, community access and participation.
- **Goal 4:** To establish and maintain interagency collaboration in order to secure essential linkages and systems of support for students with ID and their families and for model sustainability.
- **Goal 5:** To contribute to the professional knowledge base and improve transition and postsecondary education 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.

Organization Name	The Curators of the University of Missouri on behalf of UMSL	City/State:	St. Louis, MO
Project Title	Succeeding in Missouri: Transforming Lives, Increasing Expectations, and Building Capacity in Postsecondary Education		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

UMSL Succeed at the University of Missouri-Saint Louis is a high quality, two-year model comprehensive transition and postsecondary education (PSE) program for young adults with intellectual and developmental disabilities (ID) designed to provide the supports, partnerships, and experiences needed to prepare students for gainful employment, independent living, and a full life in the community. While enrolled in our program, students engage in ongoing person-centered planning, receive evidence-based supports and services for academic and social inclusion, and work in volunteer and paid positions in integrated environments. Since our launch in 2013, we have graduated 64 students. After graduation, 74.6% go on to gainful employment and 47.3% live independently (alone or with a roommate outside the family home). We are responding to the **TPSID Absolute Priority** to expand and enhance our existing program and meet **all three Competitive Priorities**.

Program Goals

Goal 1. Create an individualized 4-year program option for UMSL Succeed students. We propose to (a) develop industry-specific credentials that align with student goals and existing university degree programs; (b) establish an Employment Council of campus and community employers to guide credential development; and (c) identify inclusive course sequences, seminars, and paid internships aligned with credentials.

Goal 2. Enhance the experiences, supports, and partnerships in our existing programming. We propose to (a) open enrollment to all adults with ID; (b) expand outreach activities with our local educational agency (LEA) and alumni; (c) enhance peer, student, and parent supports; (d) streamline person-centered planning across both K-12 and adult service systems; (e) equip campus partners with the tools to effectively deepen access and inclusion; and (f) strengthen and grow our Succeed Advisory Board.

Goal 3. Build capacity to spur the growth, knowledge, and sustainability of PSE programs in our region. We propose to (a) conduct local and statewide needs assessments to understand PSE barriers, facilitators, and information needs specific to Missouri (MO). Assessments will inform our efforts to (b) create a Missouri PSE Awareness Hub to champion the promise and possibilities of PSE. Additionally, we will leverage our Midwest Postsecondary Alliance, MIPSAs, to (c) expand our TA reach and conduct rigorous cross-site research to build knowledge of best practices in PSE.

Students served and partners: This project will serve 125 students (25 enrolled each year) in our program and countless others by supporting a culture shift in our state, moving toward PSE as a common pathway for all students with ID. We will work alongside our University of Missouri System Partner, the Institute for Human Development (our Missouri University Center for Excellence in Developmental Disabilities housed at the University of Missouri-Kansas City), as well as our long-time supports and partners: the St. Louis Arc, our LEA, and our St. Louis region Developmental Disability Resource Offices. This project will also help us to strengthen partnerships with the Missouri Department of Education, Vocational Rehabilitation, Centers for Independent Living, and local agencies and employers. Together, with these partners, we will participate with the TPSID Coordinating Center to evaluate and refine our program and plan for the sustainability of the project.

Organization Name	University of Hawai'i	City/State:	Honolulu, HI
Project Title	Raising Expectations, The Hawai'i Comprehensive Inclusive Postsecondary Education Initiative		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

Over the past decade, the University of Hawai'i (UH) at Mānoa's Center on Disability Studies (CDS) and its Postsecondary Support Project (PSP) team have worked with the UH Community College system to make Hawai'i the first state with inclusive options for students with intellectual disabilities at all public two-year colleges. PSP accomplishments include (1) demonstration of its innovative self-determination-based authentic inclusive college model, (3) an educational coach training program; and (4) a self-determination training program. CDS proposes to build on this foundation through a mission-driven project of national significance.

Overall Goal, Objectives & Activities: To be the first state with a federally certified CTP program at every public institution of higher education.

- **Objective 1:** Establish inclusive federally-certified Comprehensive Transition and Postsecondary (CTP) Programs at all three UH System four-year campuses (UH Hilo, UH Mānoa, UH West O'ahu), through the following activities: (1) enhance the existing PSP model for expansion from two-year to four-year campuses; (2) ensure campuses have the capacity to effectively implement an inclusive CTP Program; and (3) implement CTP Programs with ongoing refinement in response to evaluation results.
- **Objective 2:** Increase/improve agency support by enhancing interagency transition programming at public high schools to better prepare students with intellectual disabilities to transition to college, through the following activities: (1) high schools establish high expectations and standards for students with intellectual disabilities and effectively support them to gain attitudes, skills, and knowledge needed to attend college, (2) high schools offer dual enrollment in community college courses, (3) transition to college is seriously considered in transition planning for all students.
- **Objective 3:** Facilitate knowledge mastery of the components and skills of Self Determination and provide on-going learning opportunities to apply this learning through the following activities: (1) scale up the Pacific Technical Assistance Center on Transition (PTACT), (2) develop a statewide self-determination training and technical assistance initiative, and (3) conduct the self-determination initiative with ongoing refinement in response to evaluation results.
- **Objective 4:** Ensure CTP Programs are sustained: (1) create a unified state sustainability plan, and (2) obtain approvals and funding needed to implement the plan.
- **Objective 5: Ensure availability of Integrated Employment Opportunities,** creating alternative, flexible career pathways for several fields of study and establishing credible placement and follow-up strategies in the employment community.

Activities: Activities to achieve the goals and objectives will include establishing and facilitating stakeholder teams to help assess strengths and needs and develop plans, with evaluation results used for continuous quality improvement as plans are implemented. Program components include (1) development of an individualized course of study, (2) individualized supports and services for academic and social inclusion in coursework, extracurricular activities, and other aspects of college life, and (3) opportunities for academic enrichment, socialization, integrated work experiences, and development of skills for self-determination, independent living, and employment.

Students Directly Served: 52 four-year CTP Program participants, 15 internal transfer CTP Program students, 400 students trained on self-determination components and skills, eight graduate student trainees, 40 peer mentors, and 25 teacher trainees. We will reach many more students through outreach in the outer Pacific Basin and indirectly through technical assistance activities.

Partners: The consortium will include UH Hilo, UH Mānoa, UH West O‘ahu, and the UH Community College system of seven campuses. Additional key partners will include the Hawai‘i Department of Education (LEA), Division of Vocational Rehabilitation, Developmental Disabilities Division, and Developmental Disabilities Council.

Organization Name	Calvin University	City/State:	Grand Rapids, MI
Project Title	Calvin University’s Ready for Life Academy: A Transition and Postsecondary Program for Students with Intellectual Disabilities (TPSID)		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

Since 2007, Calvin University and the Ready for Life Academy (RFLA) have partnered to provide inclusive college experiences to students with intellectual disabilities (ID). The historical nature of this partnership is best characterized as a “guest-partnership”, in which RFLA students have access to many aspects of academic and college life but not the full experience of student life at Calvin University. The goal of this project is to establish administrative “ownership” of the RFLA by Calvin University in partnership with Ready for Life (RFL) in order to promote access to all aspects of student life.

Calvin University aims to serve 15-23 students ages 18-26 with ID annually by expanding the inclusion of students from the Ready for Life Academy (RFLA) in all programs and services available to students on Calvin’s campus.

Primary Objectives: categorized into three overarching activities:

1. To increase RFLA enrollee access to all on-campus services, activities, programs and living opportunities
2. To promote capacity-building and continuous improvement through
 - Training opportunities for all faculty, staff, academic advisors, and others who will work alongside RFLA enrollees
 - Application to become designated as a Comprehensive Transition and Postsecondary (CTP) program
3. Program evaluation, planning, and research.

Program objectives will be established through on-campus living; academic engagement through tracks of study and related internships; expanded access to campus services and programs; service-learning opportunities; study abroad experience; and employment and internships. Capacity-building will be achieved through the professional development of faculty, staff, inclusive living support, and peer mentors to support students with diverse learning needs within the Calvin community; application to become a CTP program; and regular review of program evaluation data.

We will hire a Community Partnership Coordinator to assist with on- and off-campus partnership development, coordination of professional learning activities, and fundraising.

Partners: Current partners include:

- RFL
- Kent Intermediate School District
- Grand Rapids Christian Schools
- University Center for Excellence in Developmental Disabilities
- Center for Social Research,
- Under the Fig Tree.

Organization Name	Texas A&M University	City/State:	COLLEGE STATION, TX
Project Title	Aggie ACHIEVE at Texas A&M University		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

Aggie ACHIEVE (Academic Course in Higher Inclusive Education and Vocational Experiences) at Texas A&M University launched in fall 2019 as the first, four-year, inclusive residential postsecondary education program in Texas for young adults with intellectual disabilities (ID). The mission of Aggie ACHIEVE is twofold: (a) provide an inclusive and immersive college experience, and (b) equip students with ID for competitive, integrated employment in their chosen profession. Aggie ACHIEVE students earn a Certificate in Interdisciplinary Studies from Texas A&M University. Our program will serve approximately 46 students in the next five years, with 7-12 students per cohort.

Program Goals

First, we propose to expand the existing Aggie ACHIEVE program to create a model that promotes high-quality, inclusive postsecondary education provided to Texans with ID. Specifically, we plan to broaden inclusive learning, employment, enrichment, social, and recreational opportunities for Aggie ACHIEVE students. We will implement research-based instructional practices with our students related to each domain.

Second, we aim to prepare Aggie ACHIEVE students for outcomes fostering a comprehensive and meaningful quality of life, including academic achievement, independent living, integrated employment, self-determination, and active community participation. To do this, we will collect continuous data in each domain as part of each student’s person-centered plan and individualized program of study. We will also develop a formal evaluation system to track student progress, provide robust person-centered instruction, expand employment opportunities on campus and in the community, and collect annual outcome data across each domain for all Aggie ACHIEVE alumni for at least five years after graduation.

Third, we align our model with the duty and mission of Texas A&M University as a public, land-grant state institution and “lead by example” for all Aggies. Specifically, we will promote inclusion among current TAMU students and engage in recruitment efforts that value diversity in student composition related to race, culture, gender, sexual orientation, and socioeconomic status. We also plan to provide training and outreach opportunities faculty and staff to learn more about universal design for learning and inclusive practices. As the flagship institution of the Texas A&M University System, we plan to share this model with the 10 other institutions to expand capacity of inclusive higher education opportunities across the state.

Lastly, we plan to contribute to the field of inclusive higher education and transition by sharing resources, research, and relationships with key stakeholders to promote replication of the model. To achieve this goal, we will partner with school districts statewide to provide training and outreach to transition educators about college readiness, collaborate with the University Center on Excellence in Developmental Disabilities to disseminate information to families, educators, and other stakeholders across Texas, conduct and publish rigorous research aligned with evidence-based practices in transition and inclusive higher education, and disseminate findings with peer programs and Think College to make products, resources, and research available nationally.

Partners: Our partners include: The Center on Disability and Development at Texas A&M University, College Station Independent School District, and Leander Independent School District.

Organization Name	Utah Valley University	City/State:	Orem, UT
Project Title	Development, Implementation, and Evaluation of Programs Offered Through the Utah Higher Education Inclusion Alliance for Students with Intellectual Disability		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

This project will provide young adults with intellectual disabilities (ID) in Utah with opportunities for inclusive college participation at three public institutions of higher education. It will develop, implement, and evaluate two new inclusive on-campus postsecondary education programs for students with ID at Utah Valley University (UVU) and Utah State University (USU)-Eastern in rural Utah. Additionally, the Utah Higher Education Inclusion Alliance (UHEIA) will be developed with staff from Aggies Elevated at USU-Logan, a previously funded TPSID program, and staff from each of the two new institutions. The UHEIA will provide support for new programs to (a) coordinate with LEAs and others to recruit eligible students ages 18–26 with ID; (b) involve students in inclusive academic, social, and independent living opportunities; (c) teach students to participate effectively in the expanding online education environment; (d) pair student mentors with students with ID; (e) teach self-determination and self-advocacy; and (f) evaluate the effectiveness of the program. Students with ID who complete the 3-year program at UVU or the 2-3-year program at USU-Eastern will receive the Integrated College and Community Studies Certificate and, in most cases, a relevant industry-recognized credential. This application addresses all Competitive Priorities.

The project will support a minimum of 64 students across the two new Elevated programs while the existing program at USU-Logan serves a technical-consultative role. Each participating student, with the assistance of project staff and mentors, will develop a Person-Centered Plan with a career path, goals, programs of study, and internship/employment experiences. The Elevated programs will share many integral components of the original Aggies Elevated model, while offering differing components that reflect the unique aspects of each individual institution. USU-Eastern will offer a residential program in the small, rural community of Price, Utah, while UVU will offer a commuter-based program at Utah’s largest public university in Orem. UVU uniquely offers 53 certificate programs for students in this program to choose from, which are stackable, leading to associate and bachelor programs. Added to the existing program at USU-Logan, an established liberal arts institution, the transition and post-secondary program options available through UHEIA to students with ID in Utah will be substantial.

Program Goals

- Expand the availability of high-quality post-secondary education programs in Utah
- Establish ability for students with ID to receive meaningful credentials for their completion of the Elevated programs across the state.
- Establish UHEIA as an information and resource hub for local education agencies and institutions of higher education in Utah.

Short and Long-term Outcomes

- Short-term student outcomes include: 1) full participation of students with ID in academic courses and social/recreational activities; and 2) completion of individualized courses of study (consisting of academic courses, internships, and employment) based on person-centered plans.
- Long-term student outcomes include: 1) paid competitive employment in an integrated community job setting for at least 30 hours per week; 2) ongoing postsecondary education such as college courses, vocational training, or industry-recognized job training leading to advancement; and 3) independent

living in integrated community settings with/without roommates, consistent with each student's person-centered plan. Dissemination outcomes include a sustainable-model program at three institutions of higher education, fully accessible websites describing each model program, webinars and conference presentations by UHEIA professionals to diverse audiences, and most important, young adults with ID self-determined and engaged in careers and independent living.

Organization Name	West Kern Community College District	City/State:	Taft, CA
Project Title	Taft College TIL Program Capacity Enhancement Project		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

This postsecondary comprehensive transition project will primarily serve people with Intellectual Disabilities between the ages of 18 to 25 years in a dynamic TPSID program. Our partners include the Kern Regional Center, City of Taft, West Side Park & Recreation District, and West Kern Adult Education Network. This project will enhance services provided by the TIL program to support 100 ID students to complete the 2-year program over the 5-year project period. Two 2-year satellite programs will be developed & serve another 24 ID students.

Program Goals

1. Increase individuals with developmental disabilities access into a postsecondary education and participate fully in campus life, including residential, academic, social, and vocational learning experiences by increasing planning and support provided.
2. Increase individualized, structured, supports provided by an Educational Facilitator and Peer Mentors, with a close-knit academic structure to allow ID students to continue the pursuit of education or vocational goals, while acquiring self-determination skills leading towards independence and gainful employment. Peer Mentors will support students with their goals.
3. Providing academic and other advisors (peer mentors) to help ID students’ function as independently as possible by accessing resources on campus available to all students in an inclusive college and community environment settings, with the use of trained mentors, tutors, or other supports when necessary.
4. Meeting the rigors of college level instruction leading to a degree or certificate: engaged in credit and auditing courses, or non-degree courses with their nondisabled peers; participate in paid internships that is community based training with nondisabled individuals; maximize social and academic inclusion with nondisabled students, reflect individual goals in their Individual Plan for College.

Organization Name	California State University, Fresno Foundation	City/State:	Fresno, CA
Project Title	Wayfinders at California State University, Fresno		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

Wayfinders at California State University Fresno, is an approved Comprehensive Transition Program. The goal of Wayfinders is to enhance and expand its capacity to promote successful transition of students with intellectual disabilities between the ages to 18 - 28 years, to complete a meaningful certificate which ultimately leads to them living independently as full and active members of their communities. We strive to foster self-reliance and long-term career-focused employment so our students can successfully transition into an environment of their choosing to live as independently as possible and be competitively employed.

Location: Wayfinders is a collaborative between California State University, Fresno and California DDS agencies (Regional Centers) to establish a postsecondary education program to serve 6 counties of the San Joaquin Valley. Fresno State is a Minority Institution of Higher Education with a cumulative 65.2% minority student enrollment. The need has been so great that Wayfinders has now grown to serve over 33 counties in the state of California.

Program Components

ACADEMICS – Wayfinders provides our students a rich academic environment that offers:

- Participate in credit bearing inclusive Fresno State classes for credit/no credit/letter grade
- Meaningful Credential: Certificate of Special Study in Academic & Career Advancement University students in various majors serving as coaches to provide individualized support
- Incorporates universal design for learning in curriculum and Fresno State course work

INDEPENDENT LIVING AND SOCIAL SKILLS – Our program requires all our students to:

- Live in on-campus apartment with other students sharing common living and kitchen areas
- Social interaction and self-sufficiency workshops to enrich and build social connections actively utilize University resources (e.g. concerts, sports, library, learning lab, clubs, etc.)
- University students volunteering as peer mentors assisting with critical socialization skills

COMPETITIVE EMPLOYMENT

- Participate in paid integrated employment/internships aligned with their career goals
- Participate in career and job placement assistance after graduation from the program
- Mandatory career development classes focusing on interviewing and employability skills.

Program Objectives

Wayfinders four objectives reflect our focus on positive student outcomes.

- OBJECTIVE #1 - The project will partner with the Regional Centers of California to provide outreach services and student recruitment to admit and graduate 150 students over 5 years.
- OBJECTIVE #2 - Through person-centered planning provide support services, credentialed education, personal enrichment, social integration, and career development for 150 students.
- OBJECTIVE #3 - Wayfinders will partner, collaborate, and coordinate evaluation and activities with the Coordinating Center to disseminate best practices procedures.
- OBJECTIVE #4 - Wayfinders will fundraise, submit grants, and secure local and corporate sponsorship to ensure sustainability of the project beyond the funding cycle.

Partnerships –will facilitate increased enrollment and job placements and growth:

- California Department of Developmental Services and its statewide Regional Centers
- Local school districts (e.g. Fresno Unified, Central Unified, Clovis Unified, etc.)
- On and off campus employers (e.g. manufacturing, retail, food services, recreational, etc.)
- The other 22 California State University campuses

Organization Name	University of South Carolina	City/State:	Columbia, SC
Project Title	Project DRIVE- Developing a Robust, Inclusive Vision for Expansion: Moving Beyond Access to Enhanced College Opportunities and Outcomes		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

The proposed project, **Project DRIVE: Developing a Robust, Inclusive Vision for Expansion - Moving Beyond Access to Enhanced College Opportunities and Outcomes**, aims to secure grant funding for an established postsecondary education program. CarolinaLIFE is a program at the University of South Carolina (UofSC), created in 2008 as a 4-year fully inclusive, self-supporting, full-time, on-campus living and learning experience for persons in the mild moderate range of intellectual and developmental disabilities (IDD) who have exited high school. The purpose of the project is not only to expand, improve, and evaluate the program, but to produce high quality materials for dissemination to other inclusive postsecondary education (IPSE) programs across the nation. CarolinaLIFE is uniquely poised to make a solid return on the investment of funds from the grant source. It has a strong history as a proven self-sustaining model with no previous TPSID funding and engages in best practices (e.g., self-determination, universal design principles) to facilitate positive post-school outcomes for alumni.

Program Goals: With our strengths in mind, we will focus on five strategic goals that expand and enhance CarolinaLIFE, to further promote the successful transition of students with IDD from postsecondary education to independent living and careers.

- Expand CarolinaLIFE enrollment by 50%, from 18 students to 40 (122%)
- Develop and implement CarolinaLIFE Fusion (CL Fusion) a collaborative campus fusion model in partnership with Midlands Technical College, which will support students in taking coursework for credit towards an industry-recognized credential while living at the University of Carolina’s campus
- Establish the College Agency Initiative (CAI), with the primary function of supporting students in developing agency within a college setting
- Develop and implement a Living and Learning Community (LLC) framework for students with and without disabilities, focusing on career exploration
- Effectively carry out the proposed high-quality evaluation, dissemination, and sustainability plan. The goals established for Project DRIVE are the result of 12 years of experience supporting college students with IDD at USC, the needs presented in the literature, and growth areas of need for student participants identified by various stakeholders, including students, parents, staff, and faculty via a comprehensive needs assessment.

In total, Project DRIVE will directly serve 40 IPSE students with the potential to serve hundreds of IPSE students via the dissemination of project frameworks, models of support, and curricular materials. Partners that have agreed to collaborate or support this project include administrators at USC, USC Housing, USC Office of Disability Services, directors from all five IPSE programs represented within the South Carolina Inclusive Postsecondary Education Consortium (SCIPSEC), Midlands Technical College, current and former CarolinaLIFE students and parents, local education agencies across the state of South Carolina (including Lexington School District Four, Florence School District Three, Richland School District One, and Lexington School District Two), the Transition Alliance of South Carolina (TASC), South Carolina Vocational Rehabilitation Department (SCVRD), Able South Carolina, and a network of local employers (represented in this project by Richland Library).

Organization Name	Georgian Court University	City/State:	Lakewood, NJ
Project Title	Georgian Court University's Pathways to Possibility, a transition and postsecondary model inclusive program for students with intellectual disabilities.		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

Georgian Court University (GCU) proposes to establish the **NJ Inclusive Higher Education Collaborative**, a partnership between GCU, The College of New Jersey (TCNJ), and Bergen Community College (BCC), to implement a cohesive in-state network of three inclusive college programs of study for 100 students with intellectual disabilities (ID). The collaborative will work together to establish Pathways to Possibility, a comprehensive transition and postsecondary model inclusive program at GCU for approximately 24 students with intellectual disabilities.

Program Goal: The collaborative will create, expand, and enhance inclusive higher education course-of-study options for students with ID and promote college as a post-secondary education program to high school students with ID, their families, and school personnel.

Objective 1: To establish the Pathways to Possibility Program, with the successful TPSID II partnership between the Career and Communities Studies Program at TCNJ and the Turning Point Program at BCC providing technical assistance/strategic planning to support the program. **Activities:** provide program framework; develop structure of academic, student life and career prep for a 4-year program course of study; implement peer-mentor structure; provide stakeholder training; develop recruitment plan to attract students ages 18-25 who present with ID; provide post-school life transition seminars; assess and review sustainability.

Objective 2: To develop and implement the NJ Equity in Employment Initiative for transition and career development for youth with ID. **Activities:** Establish network of corporate partners for student internships; create credentialing path; provide career/employment support to students and graduates; establish alumni network.

Objective 3: To develop opportunities for high school students with ID to engage with college-based experiences and determine need for college preparation; and for high school professionals to engage in professional development on post-secondary inclusive college/transition. **Activities:** Host student conference; establish virtual community of practice for high school personnel; implement educator training series; conduct pre-college residential summer program; implement recruitment plan for students from Qualified Opportunity Zones (QOZ).

Objective 4: To develop a formal statewide community of college-based programs for students with ID beyond the current Collaborative with the expectation it will become an independent professional organization to provide peer support. **Activities:** Implement outreach to NJ-based programs to develop a Statewide Community of Practice; conduct NJ Community of Practice Retreat, annual colloquium and regional summit.

Objective 5: To actively promote the national post-secondary transition movement, which reflects the opportunity for youth with ID to access inclusive higher education. **Activities:** Work collaboratively with National Coordinating Council; participate in NCC activities; make available materials and protocols developed by the NJ Inclusive Higher Education Collaborative to serve as model for other programs.

Partners: Georgian Court University, The College of New Jersey, Bergen Community College, Best Buddies, the NJ Statewide Parent Advocacy Network, and several Northern, Central, and Southern NJ LEAs, including two QOZs: Lakewood and Long Branch NJ.

Organization Name	East Tennessee State University	City/State:	Johnson City, TN
Project Title	Access ETSU		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

The purpose of this project is to scale-up and sustain the Access ETSU program. Access ETSU launched in 2019-2020. It was designed as a two-year, undergraduate, non-degree program for young adults with a documented intellectual or developmental disability (IDD) who are seeking to enhance their academic, career development, and social skills and experiences alongside their same-age peers at East Tennessee State University (ETSU). Access ETSU serves students with IDD ages 18-25 who have graduated from their high school and/or exited special education services. Access ETSU is a multi-component program with clear objectives for recruiting students with IDD with a certain level of readiness for inclusive higher education and ensuring their success from acceptance to completion of a meaningful credential. This project is built upon a logic model in which the planned activities align with clearly specified outcomes. The primary purpose of Access ETSU is to prepare students with IDD with the knowledge and skills needed to obtain and maintain competitive integrated employment in a field of choice where they have opportunities to advance if they choose.

Program Goals

First, we aim to scale-up the Access ETSU program. Scaling up-includes objectives related to building out the infrastructure needed to maintain a quality program (e.g., hiring staff, securing university approval of a meaningful credential, providing professional development to university faculty on universal design and appropriate accommodations). It also includes activities related to marketing and recruitment as well as and program implementation (e.g., person-centered advisement, peer mentoring, evaluation activities). Our second goal is to increase local education agencies (LEAs) use of evidence-based practices in secondary education programs to support high expectations and successful transitions to inclusive higher education programs. As part of this goal, we will work closely with LEAs to develop a targeted action plan for change focused on implementation of evidence based practices in secondary transition. We will provide a tiered level of professional development and technical assistance to LEAs to ensure they have adequate support to develop and implement their plans for change. This will not only improve the quality of the programming in secondary schools (an identified need in this region), but also create a pipeline for recruiting high quality students for Access ETSU (i.e., part of our marketing and recruitment strategy). Our goal is to move from having one student per year enrolled to ten students per year enrolled in the program. Our last goal is around sustainability. We will develop and/or strengthen our partnerships across the university (e.g., career center, steer committees, advisory groups), our local community (workforce development, employers, school districts, other community agencies), and within the state (e.g., state agencies such as vocational rehabilitation, developmental disabilities, foundations, other community organizations) to identify endowments and other supports for the Access ETSU program. We will work collaboratively with our Tennessee Board of Regents to learn how we might leverage other funding mechanisms aimed at serving special populations within our institutions (e.g., Perkins V) to sustain Access ETSU or work with partnering institutions to offer students more variety in courses and other career experiences. We will also seek additional funding to support program-related research to further evaluate the effectiveness of the program as a whole and individual components of the program on student outcomes.

Organization Name	University of North Texas	City/State:	Denton, TX
Project Title	UNT ELEVAR: Inclusive Post-Secondary Education Program for Young Adults with Intellectual Disabilities in Texas		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

The University of North Texas (UNT) supports the creation and implementation of a high-quality and self-sustaining, four-year inclusive postsecondary education program model for young adults with intellectual disabilities (ID) called UNT ELEVAR (Empower, Learn, Excel, enVision, Advance, Rise). The program’s vision is to empower young adults with ID who wish to continue postsecondary education to become self-determined, independent, and healthy adults readied for integrated competitive employment. As the first Hispanic serving institution to house an inclusive postsecondary education program in Texas, UNT ELEVAR will strive to facilitate natural and culturally responsive individual supports and services for students with ID from diverse and underrepresented communities through an inclusive college experience across academics, employment, community engagement, health and well-being. Guided by Person-Centered Planning, the UNT ELEVAR program will provide students with ID with a diverse enriching college experience through its main program components: a) High quality and well-rounded inclusive coursework, b) Integrated competitive employment, c) On campus and independent living, d) Inclusive social experiences, e) Health and well-being activities, and f) Transition Pathway program.

Program Goals

- Develop and implement a self-sustaining four-year inclusive postsecondary education program for students with intellectual disabilities at the University of North Texas
- UNT ELEVAR students will graduate with a UNT certificate advancing their independent living, social, health, and employment related skills
- UNT ELEVAR Pathway students and their educators will participate in and complete the Transition Pathway program to increase their awareness of or teaching of independent living, pre-employment, and college success skills (e.g. UNT ELEVAR program).

Partnership

In partnership with local education agencies (i.e., Fort Worth ISD, Irving ISD, Denton ISD, Decatur ISD, Region 10 ESC, Region 11 ESC), a key component of the UNT ELEVAR program called Transition Pathway, seeks to bridge transition supports for high school students with ID served under IDEA to enhance their post-high school outcomes. This component will serve as a pathway to attending UNT ELEVAR at the University of North Texas. Sustainability and replicability efforts, as well as a close collaboration with the TPSID Coordinating Center, will expand inclusive postsecondary opportunities to other local education agencies and institutions of higher education. Upon culmination of the UNT ELEVAR program, students will earn a certificate of completion. This certificate will be a meaningful credential from the Comprehensive Transition Program (CTP) and will assist students in reaching their employment, career, and life goals. During the five-year grant performance period, the UNT ELEVAR program will serve a total of 40 ELEVAR students at UNT and 100 Transition Pathway high school students from qualified opportunity zone communities.

Organization Name	Millersville, University of Pennsylvania	City/State:	Millersville, PA
Project Title	Millersville University Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities Program		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

Millersville University, located in Lancaster, Pennsylvania will collaborate with 29 institutions of higher education (IHE) throughout the Commonwealth to sustain the Pennsylvania Inclusive Higher Education Consortium, hereinafter referred to as the Consortium. The goal of this association is to strengthen the leadership of the statewide Consortium, guided by the vision to design and provide inclusive and supportive environments at postsecondary campuses in which education, authentic social experiences, independent living, and integrated and competitive employment can be accessed by the 14,000 young adults ages 18-26 with intellectual disabilities (ID) in Pennsylvania. The Consortium membership will, given available resources, grow to 100 IHEs. The membership led by the model programs will collectively aim to admit 1000 students with ID.

Program Objectives

- The Consortium will further develop and refine five state-of-the-art, research-based, fully inclusive postsecondary programs of study at Duquesne University, Gwynedd Mercy University, Lock Haven University, Millersville University and Temple University, with the following activities; • Refining state of the art, research-based, fully inclusive postsecondary programs • Sharing knowledge across organizational boundaries necessary to institute change present in the establishment of new inclusive postsecondary programs • Focusing upon sustainable financial and cultural expansion.
- The Consortium will build upon the efforts of recent collaborations with Office of Vocational Rehabilitation, Office of Developmental Programs, and the Pennsylvania Department of Education with the following activities; • Securing and increasing funding on a “per person basis” for university/college tuition and fees for students with ID, inclusive of Medicaid waivers • Attaining statewide Comprehensive Transition Programs (CTP) designation as a qualifier for meaningful certification and accreditation • Including Think College standards and accreditation as state policy for funding and certification.
- The Consortium will partner with PK-12 Local Education Agencies (LEAs) within and in proximity to Qualified Opportunity Zones (QOZs), with the following activities; • Developing partnerships with PK-12 LEAs within and in proximity to QOZs • Creating citizen and professional action committees known as Employment Community Collaboratives based in identified QOZs.
- The Consortium will serve as an organization of people and programs with common purpose and formal associational and shared leadership providing technical assistance to existing and emergent postsecondary programs across the Commonwealth, with the following activities; • Developing the Consortium as a participatory action association with shared leadership • Developing a request for proposals for IHEs to receive specific and targeted training and technical assistance for the development of new programs and the sustainability of existing programs • Cultivating Consortium membership to 100 members.

Organization Name	Minot State University	City/State:	Minot, ND
Project Title	ND Inclusive Model Pathways for College and Career Training Consortium (IMPCCT) at Minot State University		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

Despite an increase in Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSIDS) since 2008, these programs remain limited in some geographical regions of the nation. This is certainly true in North Dakota (ND) and the adjacent states in the Northern Plains Region (NPR). While ASTEP, ND’s current postsecondary education program (PSE), leads to positive outcomes for its participants, one option is not enough to meet the unique needs of all of ND’s transition-age young adults with ID who want to go to college. Some students with ID may want to enroll in a college program that is different from what ASTEP offers. Moreover, because ASTEP’s capacity is 20, it can only accept up to five new students each academic year.

When students with ID in the surrounding NPR are factored into the equation, the need for more college options is even greater. For many students with ID in ND’s bordering states, it is closer to enroll in ASTEP than to attend one of their state’s programs (which may be segregated and may not offer certificates). Students with ID in ND and the neighboring NPR need expanded options for PSE programs like ASTEP that are based on benchmarks for quality. While having more college options in ND for students with ID is clearly a step in the right direction, it is not enough. Some students with ID will not be able to take advantage of these opportunities because they are not being adequately prepared for college while in high school.

Program Goals

The ND Inclusive Model Pathways for College and Career Training (IMPCCT) Consortium will provide training and technical assistance (T/TA) to build capacity for expanded college options and high school transition services that sufficiently prepare students with ID for college success. IMPCCT has three goals.

- Students with ID in ND and the NPR will have expanded college options
- Students with ID in ND will have increased access to consistent transition services and supports in high school to prepare them for successful PSE
- ND will have a sustainable and replicable consortium for providing T/TA to support PSE programs for students with ID. Informed by a comprehensive literature review, IMPCCT’s design incorporates an evidence-based consortium model to implement a three-tiered T/TA approach.

Partnership: IMPCCT will collaborate with three strategically targeted institutions of higher education (IHEs), including two colleges with a career and technical education (CTE) focus (Dakota College at Bottineau and Dickinson State University) and a tribal college (Turtle Mountain Community College). Because CTE and tribal colleges are not currently represented in the nationwide TPSID network, their membership is innovative and will result in diversified college options in ND. In addition, three local education agencies (LEAs) in ND will collaborate with IMPCCT. Partnering with a high school CTE Center and two LEAs that support several Native American (NA) and rural schools will increase access to quality transition services for students with ID in these often-underserved communities (some of which are Opportunity Zones). Other partners are the ND Department of Public Instruction, Department of CTE, Developmental Disabilities, and Pathfinder Parent Center.

Evaluation Plan: Based on Implementation Science principles, IMPCCT features an evaluation plan for continuous quality improvement. Mechanisms for expanding and sustaining IMPCCT's activities will be established. Because IMPCCT and its partners have adequate resources to implement the planned activities, the influence of the proposed project will be significant. At the end of the grant, more of ND's LEAs will be equipped to provide consistent transition services to prepare students with ID for college success. Additional IHEs will have the capacity to implement quality PSE programs. Furthermore, approximately 46 students with ID will have the opportunity to attend college, earn a meaningful certificate, and enter the workforce.

Organization Name	The Regents of the University of California (Davis)	City/State:	Davis, CA
Project Title	Supported Education to Elevate Diversity (SEED) Scholars Program		
Competitive Preference Priority (CPP)	CPP1 - Meeting the Unique Needs of Students and Children CPP2 - Fostering Knowledge and Promoting the Development of Skills CPP3 - Spurring Investment in Qualified Opportunity Zones		

P407A200032 **FY 2020 TPSID (84.407A) and TPSID-CC**

We are requesting TPSID funding to create the SEED (Supported Education to Elevate Diversity) Scholars Program -- a comprehensive postsecondary program for young adults with an intellectual disability (ID) at the University of California, Davis.

Program Goals

We are proposing a four-year program that will culminate in a meaningful credential and includes:

- Access to program specific and university-wide classes
- Inclusive residential options
- A rich array of inclusive on-campus student experiences and supports
- A wide variety of high quality internship and competitive integrated employment opportunities in and around campus as well as in the state capital of Sacramento
- Collaborations with UC Davis faculty to ensure the use of best practices in instruction and curriculum design
- Work with local education agencies (LEAs) to ensure that students are aware of, and prepared for, the SEED Scholars Program and to provide professional development in universal design for learning and support evidence-based best practices in elementary and high school classrooms
- Recruitment of ethnically, racially, and economically diverse cohorts of students.

We will leverage the substantial resources of, and deeply held commitment to diversity, equity, and inclusion at, UC Davis, as well as the expertise and community partnerships established by the MIND Institute, to create a program that will be a model for California, and we will work with other colleges and universities in the state to develop similar four-year programs with inclusive housing options on their campuses. We believe that the time is now for this program and the need could not be greater.