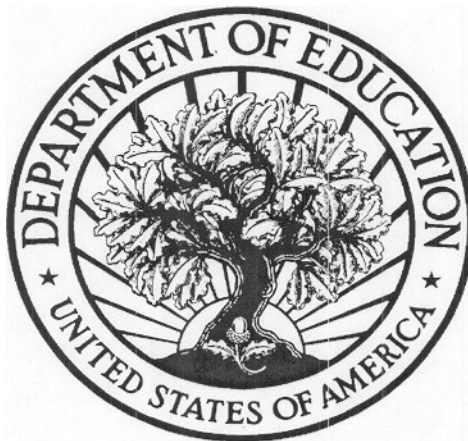


U.S. DEPARTMENT OF EDUCATION

Office of Postsecondary Education

Washington, D.C. 20006-8524

<http://www2.ed.gov/programs/tpsid/index.html>



Fiscal Year 2010

APPLICATION FOR GRANTS UNDER THE TRANSITION PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES INTO HIGHER EDUCATION (TPSID)

CFDA NO. 84.407A

Form Approved

OMB No. 1840-0006 Expiration Date 09/30/2012

DATED MATERIAL – OPEN IMMEDIATELY

CLOSING DATE: TBD

TABLE OF CONTENTS

	Page
Dear Applicant Letter.....	4
Competition Highlights.....	8
e-Application Submission Procedures and Tips for Applicants.....	20
Application Transmittal Instructions.....	23
Closing Date Notice.....	25
TPSID Authorizing Legislation.....	52
Intergovernmental Review: Executive Order 12372.....	55
General Education Provisions Act (GEPA) Section 427.....	56
Government Performance and Results Act (GPRA).....	57
Instructions for Completing the TPSID Application Package.....	58
PART III Instructions for Completing the Project Narrative (Application Narrative) . . .	61
PART IV Instructions for Standard Forms.....	67
Instructions for the SF-424.....	68
Instructions for Department of Education Supplemental Information for SF 424.....	70
Definitions for Department of Education Supplemental Information For SF 424.....	71
Instructions for ED 524.....	74
Instructions for Completion of SF-LLL: Disclosure of Lobbying Activities.....	77
Survey Instructions on Ensuring Equal Opportunity.....	78
Application Checklist.....	79
Paperwork Burden Statement.....	80
<u>Forms</u>	
Standard Forms:	
Application for Federal Assistance (SF 424).....	81
Supplemental Information Required for Department of Education for SF 424.....	84
US Department of Education Budget Information (ED 524).....	85
Assurances Non-Construction Programs (SF 424B).....	88

Certification Regarding Lobbying.....	90
Disclosure of Lobbying Activities, (SF-LLL).....	91
Survey on Ensuring Equal Opportunity for Applicants.....	92



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF POSTSECONDARY EDUCATION

Dear Applicant:

Thank you for your interest in the Transition Programs for Students with Intellectual Disabilities into Higher Education Program – Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID). The TPSID program provides grants to institutions of higher education or consortia of institutions of higher education to enable them to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities. Under section 767(d)(6) of the HEA all grant recipients must partner with one or more local educational agencies (LEAs) to support students with intellectual disabilities who are still eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA). We are pleased to provide the application packet for the Fiscal Year (FY) 2010 competition which contains the TPSID authorizing statute along with the forms needed to submit a complete application.

This letter highlights a few items in the FY 2010 application package that will be important to you in applying for grants under this program. You should review the entire application package carefully before preparing and submitting your application. Additional information on the TPSID program is accessible at the U.S. Department of Education Website at: <http://www2.ed.gov/programs/tpsid/index.html>.

For the FY 2010 competition, the Secretary established this absolute priority: A grant recipient must use grant funds to establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that:

- 1) Serves students with intellectual disabilities;
- 2) Provides individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the IHE's regular postsecondary program;
- 3) Provides a focus on academic enrichment, socialization, independent living skills, including self-advocacy, and integrated work experiences and career skills that lead to gainful employment;
- 4) Integrates person-centered planning in the development of the course of study for each student with an intellectual disability participating in the model program;
- 5) Participates with the coordinating center established under section 777(b) of the HEA in the evaluation of the components of the model program and budgets \$4,000 annually for evaluation expenses incurred by the

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

For the FY 2010 competition, the Secretary established three competitive priorities:

- 1) Priority to applicants that form a sustained and meaningful partnership with any relevant agency serving students with intellectual disabilities, such as a vocational rehabilitation agency.
- 2) Priority to applicants that demonstrate that their institution of higher education provides institutionally owned or operated housing for students attending the institution that integrate students with intellectual disabilities into the housing offered to all students.
- 3) Priority to applicants that involve students attending the institution of higher education who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program.

Applicants responding to one or more of these priorities will receive up to an additional nine points (up to three points for each priority addressed) depending upon how well the application meets the priorities.

Invitational Priority: For FY 2010, this priority is an invitational priority. Under 34 CFS 75.105 (c)(1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

This priority is: Applicants that demonstrate that the institution will use TPSID funds to build, extend, or enhance an existing program, rather to supplant other non-federal resources that are allocated to the program. Applicants responding to this priority should describe any existing programs at their institutions, including the number and characteristics of the students served, how well integrated students with intellectual disabilities are in regard to academic courses, extracurricular activities and other aspects of the IHE's regular postsecondary program, and describe how the TPSID grant will build upon current efforts.

Applicants that are funded under the TPSID program will be required to work closely with the coordinating center that will be funded under section 777(b) of the Higher Education Act of 1965, as amended (HEA). The coordinating center will provide technical assistance to IHEs that offer comprehensive transition and postsecondary programs for students with intellectual disabilities, and will work with these programs to evaluate program components and recommend standards for such programs.

In addition to participating in evaluation activities cooperatively with the coordinating center, grantees will be required to budget \$4,000 annually for evaluation expenses incurred by the coordinating center including data collection, storage, analyses, and reporting. TPSID grantees are also required to participate in activities such as regular meetings or conference calls sponsored by the coordinating center and, on an annual basis, and in consultation with the Federal Project Officer, will contribute \$500 annually to support conference expenses and must ensure that they have allocated one project personnel to support conference planning five-percent of the time each year.

The Higher Education Act, as reauthorized by the Higher Education Opportunity Act (HEOA), includes provisions related to the eligibility of students with intellectual disabilities to participate in Federal student financial aid programs. Institutions that offer a comprehensive transition and postsecondary program, if they choose, can apply to FSA to participate in Federal student aid programs. These institutions must already be participating in Federal student aid programs. – For institutions interested in participating, the HEOA (sec 668.232) specifies: *an institution that offers a comprehensive transition and postsecondary program must apply to the Secretary to have the program determined to be an eligible program. The Institution applies under the provisions in 34 CFR 600.20 for adding an educational program.* The requirements related to the eligibility of comprehensive transition and postsecondary programs to participate in federal student financial aid programs are in the HEOA final regulations (<http://edocket.access.gpo.gov/2009/E9-25373.htm>).

If an applicant is awarded a TPSID grant, this does not necessarily indicate that the applicant's program will be deemed eligible to participate in federal student aid programs. All institutions that offer a comprehensive transition and postsecondary program, if they are interested in participating in federal student financial aid programs, and regardless of whether they are a TPSID grantee, must apply to FSA to determine whether this additional program is an eligible program. Similarly, if a comprehensive transition and postsecondary program has already applied to FSA, and their program was determined to be eligible to participate in federal student aid programs, this does not necessarily indicate that the applicant will be successful in procuring a TPSID grant.

In order to carry out the activities of a TPSID grant successfully, in addition to involving institutional financial aid offices to ensure that students with intellectual disabilities receive any needed financial support, applicants should also consider involving disability services, admissions, and institutional accreditation offices.

The Department of Education is requiring that applications for the FY 2010 grant competition under the TPSID Program be submitted electronically using the Electronic Grant Application System (e-Application). E-Application is accessible through its portal page at:

<http://e-grants.ed.gov>

The Notice Inviting Applications for New Awards published in the *Federal Register* is the official document describing the requirements for applying for a TPSID grant and provides application submission procedures. You should not rely upon any information that is inconsistent with the guidance contained within the official document.

We look forward to receiving your application and appreciate your efforts on behalf of students with intellectual disabilities. For further information regarding the program, please contact Shedita Alston in the Office of Postsecondary Education. Ms. Shedita Alston can be reached at (202) 502-7808 or Shedita.alston@ed.gov.

Sincerely,

/signed/

Alan J. Schiff
Acting Deputy Assistant Secretary
Higher Education Programs

COMPETITION HIGHLIGHTS

1. Purpose of the Program

The purpose of the program is to support model demonstration programs that promote successful transition of students with intellectual disabilities into higher education. Grants awarded to institutions of higher education (or consortia of institutions of higher education) will enable the institutions or consortia to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities. Under section 767(d)(6) of the HEA all grant recipients must partner with one or more local educational agencies (LEAs) to support students with intellectual disabilities who are still eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA).

2. Program Background

In November 2009, The National Institute on Disability and Rehabilitation Research (NIDRR) in coordination with the Office of Postsecondary Education (OPE), both in the U.S. Department of Education, held a State of the Science conference that focused on postsecondary education for students with intellectual disabilities. The purpose of the conference was to discuss the current state of research and practice in the field. Outcomes of this conference helped build understanding of existing postsecondary education programs for students with intellectual disabilities and provided recommendations for future research. The findings assisted federal efforts to improve access to postsecondary education as envisioned by Congress and made law as the Higher Education Opportunity Act of 2008. Conference materials can be accessed at <http://kihd.gmu.edu/policy/conference>.

Current literature addresses the varying components of comprehensive transition and postsecondary programs. In these descriptions, evidence and promising practices underlying the design and delivery of comprehensive transition and postsecondary programs are highlighted. Applicants to the TPSID Program can use this information as the foundation for program development.

- Understanding the individualized academic, social, and career-related needs of students with disabilities and encouraging equal opportunity, full participation, independent living, and economic self-sufficiency, and thereby, raising expectations for student outcomes (Turnbull, Turnbull, Wehmeyer, and Park, 2003).
- Ensuring curriculum and course design provides opportunities for self-determination (Chambers, Wehmeyer, Saito, Lidia, Lee, and Singh, 2007) and person-centered planning (O'Brien, & O'Brien, 2000; Neubert & Redd, 2008) as a means of heightening expectations for student outcomes.

- Delivering academic, career and technical education through a structure that improves student engagement and academic, social, and career inclusion (Grigal & Hart, 2010).
- Collaborating across secondary and postsecondary settings and transition planning (Neubert & Redd, 2008).
- Incorporating educational supports and instructional delivery methods, such as educational coaching, peer tutors, universal course design (Hart & Grigal, 2010; Zeff, 2007), and universal design for learning (Rose & Meyer, 2002; Shaw, 2010) to facilitate student retention, advancement, and success (Thoma, Bartholomew, & Scott, 2009).
- Including community-based instruction, work-based learning, and a focus on career-development (Izzo & Lamb, 2003).
- Creating opportunities for parent and family engagement (Getzel & Wehman, 2005).

References

- Chambers, C. R., Wehmeyer, M. L., Saito, Y., Lidia, K. M., Lee, Y., and Singh, V. (2007). Self-determination: What do we know? Where do we go? *Exceptionality*, 15, 3-15.
- Getzel, E. V. & Wehman, P. (2005). *Going to College*. Baltimore: Paul H. Brookes Publishing Co.
- Grigal, M. & Hart, D. (2010). *Think College*. Baltimore: Paul H. Brookes Publishing Co.
- Hart, M. & Grigal, M. (2010). The spectrum of option: current practice. In M. Grigal, M. & D. Hart. *Think College*. (pp 49-86). Baltimore: Paul H. Brookes Publishing Co.
- Izzo, M. & Lamb, P. (2003). Developing self-determination through career development activities: implications for vocational rehabilitation counselors. *Journal of Vocational Rehabilitation*, 19, 71-78.
- O'Brien, C.L. & O'Brien, J. (2000). The Origins of Person Centered Planning. A community of practice perspective. retrieved February 19, 2010 from http://74.125.155.132/scholar?q=cache:za0iIXDLf58J:scholar.google.com/+%22person+centered+planning%22&hl=en&as_sdt=20000
- Neubert, D. & Redd, V. A. (2008). Transition services for students with intellectual disabilities: A case study of a public school program on a community college campus. *Exceptionality*, 16, 220-234.
- Rose, D. & Meyer, A. (2002). *Teaching every student in the digital age*. Alexandria, VA: Association for Supervision and Curriculum Development.

Shaw, S.F. (2010). Planning for the Transition to College. In S.F. Shaw, J.W. Madaus, & L.L. Dukes, (Eds.). *Preparing Students with Disabilities for College Success*. (pp 257-279). Baltimore: Paul H. Brookes Publishing Co..

Thoma, C., Bartholomew, C. C. & Scott, L. A. (2009). *Universal design for transition*. Baltimore: Paul H. Brookes Publishing Co.

Turnbull, H. R., Turnbull, A. P., Wehmeyer, M. L. and Park, J. (2003). A quality of life framework for special education outcomes. *Remedial and special Education*, 24, 67-54.

Zeff, R. (Spring 2007). Universal design across the curriculum. *New Directions for Higher Education*, 137, Wiley Periodicals, Inc.

3. Definitions

The following definitions apply to comprehensive transition and postsecondary programs.

Comprehensive transition and postsecondary program for students with intellectual disabilities (section 760(1) of the HEA).

The term “comprehensive transition and postsecondary program for students with intellectual disabilities” means a degree, certificate, or nondegree program that meets each of the following:

- (A) Is offered by an institution of higher education.
- (B) Is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment.
- (C) Includes an advising and curriculum structure.
- (D) Requires students with intellectual disabilities to participate on not less than a half-time basis as determined by the institution, with such participation focusing on academic components, and occurring through one or more of the following activities:
 - (i) Regular enrollment in credit-bearing courses with nondisabled students offered by the institution.
 - (ii) Auditing or participating in courses with nondisabled students offered by the institution for which the student does not receive regular academic credit.
 - (iii) Enrollment in noncredit-bearing, nondegree courses with nondisabled students.
 - (iv) Participation in internships or work-based training in settings with nondisabled individuals.
- (E) Requires students with intellectual disabilities to be socially and academically integrated with non-disabled students to the maximum extent possible.

Institution of Higher Education. For purposes of this Act, other than title IV, the term ‘institution of higher education’ means an educational institution in any State that--

- (1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate or persons who meet the requirements of section 484(d)(3);

(2) is legally authorized within such State to provide a program of education beyond secondary education;

(3) provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;

(4) is a public or other nonprofit institution; and

(5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of pre accreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

(b) **ADDITIONAL INSTITUTIONS INCLUDED.**—For purposes of this Act, other than title IV, the term “institution of higher education” also includes—

(1) any school that provides not less than a 1-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a); and

(2) a public or nonprofit private educational institution in any State that, in lieu of the requirements in subsection (a)(1), admits as regular students individuals—

(A) who are beyond the age of compulsory school attendance in the State in which the institution is located; or

(B) who will be dually or concurrently enrolled in the institution and a secondary school.

(Sec 101. General Definition of an Institution of Higher Education

http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ315.110)).

Person Centered Planning (PCP). Person Centered Planning is a way of helping people to think about what they want now and in the future. It is about supporting people to plan their lives, work towards their goals and get the right support. It is a collection of tools and approaches based upon a set of shared values that can be used to plan *with* a person - not *for* them. Planning should build the person's circle of support and involve all the people who are important in that person's life.

Person Centered Planning is built on the values of inclusion and looks at what support a person needs to be included and involved in their community. Person centered approaches offer an alternative to traditional types of planning which are based upon the medical model of disability and which are set up to assess need, allocate services and make decisions *for* people <http://www.inclusive-solutions.com/pcplanning.asp>).

Student with an Intellectual Disability. The term ‘student with an intellectual disability’ means a student—

(A) with mental retardation or a cognitive impairment, characterized by significant limitations in—

- (i) intellectual and cognitive functioning; and
 - (ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and
- (B) who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act (section 760 (20 U.S.C. 1140 sec 760 (2) http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ315.110.pdf).

Universal Design for Learning. The term ‘universal design for learning’ means a scientifically valid framework for guiding educational practice that—

(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ315.110.pdf.

4. Comprehensive Transition and Postsecondary Program Verification. In the Project Narrative section, all applicants must clearly describe how they will establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that meets the statutory definition of such program.

5. Eligible Applicants

Institutions of higher education (IHEs) (as defined under section 101(a) of the Higher Education Act of 1965, as amended (HEA)) and consortia of IHEs are eligible to receive grants under the TPSID program. All grant recipients must partner with one or more local educational agency to support students with intellectual disabilities who are still eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA).

Consortia. Proposed consortia members must meet the same definition of an IHE as indicated above. Applicants must clearly describe the contributions of consortia members to the project. Additionally, although for the duration of the project, the IHE to whom TPSID funds are obligated will remain the primary fiscal agent for the project, applicants must describe the contributions that consortia members will make in each budget year. Consortia members can contribute to the matching funds requirement in this priority, however, the IHE to whom funds are obligated will remain the primary fiscal agent responsible for maintaining, documenting, and reporting activities associated with matching funds.

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

6. Absolute Priorities/Uses of Funds

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

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

7. Competitive Priorities

- 1) In accordance with 34 CFR 75.105(b)(2)(iv), these priorities are from section 767(c) (3) of the Higher Education Act of 1965, as amended (HEA). For FY 2010, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i), we award an additional nine points to an applicant (three points for each of the three priorities), that meets these priorities. An applicant can choose to respond to one, two, or all three of these priorities and can receive points based on their response to each separate priority. In the FY 2010 competition, there are three competitive priorities: Points awarded to an applicant under each priority are as follows:

Competitive Priority 1

This priority is:

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

Applicants will be awarded the following points:

Three (3) points: Evidence of this level of partnership must include the allocation of dedicated labor or fiscal resources to the partnership and a description of the role and activities that this partnership would support over the entire five-year performance period.

Two (2) points: Evidence of this level of partnership must include the allocation of dedicated labor or fiscal resources to the partnership and a description of the role and activities that this partnership would support over some or part of the entire five-year performance period.

One (1) point: Evidence of this level of partnership must include a statement by the applicant that this partnership exists, however, no description if provided in the proposed budget or scope of work that the dedicated labor or fiscal resources will be allocated and the proposed project does not include a description of the role and activities that this partnership would support over some or part of the entire five-year performance period.

Zero (0) points: The applicant does not address this competitive priority.

Competitive Priority 2:

This priority is:

Applicants that demonstrate that their institution of higher education (IHE) provides institutionally owned or operated housing for students attending the institution that integrates students with intellectual disabilities into the housing offered to all students. Applicants will be awarded the following points:

Three (3) points: Evidence of this priority for those applicants that offer or will offer housing to **all** students who are interested (regardless of which of the consortium members offers the housing) must include a description of the housing program including the kinds of supports provided, the number of students the housing program can serve annually (to be awarded 3 points, the program must be available to **all** students), and the institutions outreach and communication efforts about the availability of housing.

Two (2) points: Evidence of this priority for those applicants that offer or will offer housing to **some students** who are interested (regardless of which of the consortium members offers the housing) must include a description of the housing program including

the kinds of supports provided, the number of students the housing program can serve annually (to be awarded 2 points, the program must be available to more than 50% of the students enrolled or expected to be enrolled in the program annually), and the institutions outreach and communication efforts about the availability of housing.

One (1) point: Evidence of this priority for those applicants that offer or will offer housing to all or some students who are interested (regardless of which of the consortium members offers the housing) indicates that their proposed program will provide housing to all or some students who are interested, however, does not provide a description of the housing program including the kinds of supports provided, the number of students the housing program can serve annually, and the institutions outreach and communication efforts about the availability of housing.

Zero (0) points: The applicant does not address this competitive priority.

Competitive Priority 3:

This priority is:

Applicants that propose to involve undergraduate or graduate students attending the IHE who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program. Applicants will be awarded the following points:

Three (3) points: Evidence of this level of involvement of undergraduate or graduate students must include information about the applicants' successful track record in addressing this priority if the proposed program is already established, and if the proposed program is new, a description of how this priority will be addressed. Regardless, to receive three points, applicants must provide all of the following quantitative and qualitative data: descriptions of how the students contributed or will contribute to the program, the percentage of time the students were or will be involved, and if applicable, a budget or staffing plan that demonstrates this involvement.

Two (2) points: Evidence of this level of involvement of undergraduate or graduate students must include descriptions of the applicant's proven experience or, if the proposed program is new, evidence of an achievable plan. To receive two points, applicants must provide some of the following quantitative and qualitative data: descriptions of how the students contributed or will contribute to the program, the percentage of time the students were or will be involved, and if applicable, a budget or staffing plan that demonstrates this involvement.

One (1) point: Evidence of this level of involvement of undergraduate or graduate students must include descriptions of the applicant's proven experience or, if the program is new, evidence of an achievable plan. To receive one point, applicants will indicate that their proposed program has or will involve undergraduate or graduate students, however, the descriptive information will be vague or incomplete and will fail to address the following quantitative and qualitative data: descriptions of how the students contributed

or will contribute to the program, the percentage of time that students were or will be involved, and if applicable, a budget or staffing plan that demonstrates this involvement.

Zero (0) points: The applicant does not address this competitive pr
Applicants responding to one or more of these priorities will receive up to an additional nine points (up to three points for each priority addressed) depending upon how well the application meets the priorities.

8. Invitational Priority

For FY 2010 priority is an invitational priority. Under 34 CFR 75.105 (c) (1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

This priority is:

Applicants that demonstrate that the institution will use TPSID funds to build, extend, or enhance an existing program, rather than to supplant other non-Federal resources that are allocated to the program. Applicants responding to this priority should describe any existing programs at their institutions, including the number and characteristics of the students served, the staffing and budget for the program, how well students with intellectual disabilities are integrated with students without disabilities in regard to academic courses, extracurricular activities and other aspects of the IHE's regular postsecondary program, and describe how the TPSID grant will build upon current efforts.

9. Matching Funds

In the FY 2010 competition, an institution or consortia must provide, from non-Federal funds, a matching contribution equal to at least 25 percent of cost of the project. An applicant will not receive additional points for exceeding the 25 percent match, and will be expected to sustain the match, regardless of whether the match exceeds the 25 percent requirement throughout the grant performance period. Although matching funds can come from a variety of sources, including consortia members, the IHE to whom these funds are obligated, will remain the fiscal agent during the project performance period and therefore, will be responsible for the managing, documenting, and reporting activities associated with these matching funds. Applicants are encouraged to consider the administrative costs associated with maintaining, documenting, and reporting activities associated with matching funds. The fiscal agent is responsible for maintaining records on the documented match for three years beyond the life of the grant.

10. Electronic Submission of Applications

TPSID applications submitted for the FY 2010 competition must be submitted electronically using **e-Application**, accessible through the Departments' e-Grants web site at:

<http://e-grants.ed.gov>

You are urged to acquaint yourself with the requirements of e-Grants early. A more thorough discussion is included later in this application package. For technical support regarding e-Application, please call 1-888-336-8930. Also, refer to “e-Application Submission Procedures and Tips for Applicants” found in this application booklet.

Please remember that e-Application closes on Wednesday and on Sunday evenings. The hours of operation (Washington, DC time) are from Monday 6:00 am to Wednesday 7:00 pm and on Thursday 6:00 am to Sunday 8:00 pm. **It is advised that you submit your application early to avoid any difficulty in submitting.**

Electronic submission of applications is required; therefore, you must submit an electronic application unless you follow the procedures outlined in the Federal Register notice inviting applications for new awards for FY 2010 and qualify for one of the exceptions to the electronic submission requirements. If you think you may need an exception, you are urged to review the requirement promptly.

11. Format of Application

A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides. Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs. Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch). Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. **An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.**

12. Page Limit

Applicants are required to adhere to the page limit in the Application Narrative Instruction portion of the application. The “Notice Inviting Applications” for new awards for FY 2010, published in the *Federal Register* contains specific information governing page limits for each grant type and formatting instructions. The page limit for the project narrative portion of the application for the FY 2010 TPSID competition is 40 pages.

13. Project Abstract

The project abstract is limited to one-page, single spaced. The abstract should include information about the project’s goals and objectives, the activities that will be implemented during the five-year grant performance period, the number of students to be served, and a list of partners that will participate in the grant.

14. Budget

Instructions for SF 524 provides guidance to applicants regarding completing all required budget forms. Applicants must submit Form SF 524 that includes budget information for each project year of the five-year performance period.

15. Indirect Cost Rate

ED regulations limit recovery of costs on training grants to the grantee's indirect cost rate or 8% of a modified total direct cost base, whichever is lower. This limitation to 8% indirect costs does not apply to state and local governments, including Federally recognized Indian tribal governments. EDGAR §75.562(c).

For purposes of calculating indirect costs for training grants, EDGAR §75.562(c) defines modified total direct cost base as "total direct costs less stipends, tuition and related fees, and capital expenditures of \$5,000 or more." This limitation on indirect cost reimbursement for training grants does not apply to states, agencies of local governments, or Federally recognized Indian tribal governments. However, the 8% limit applies to cost-type contracts under grants, if these contracts are for training as defined in EDGAR §75.562(c)(2).

16. Annual and Final Performance Report Requirements

If you receive an FY 2010 new grant award, grantees are required to submit annual performance reports during the five-year funding cycle. After your grant has expired, you will be required to submit a final performance report.

17. Project Evaluation

Funded grantees will be working closely with the coordinating center to develop a valid and reliable evaluation plan. However, as applicants address the Quality of Program Evaluation selection criteria described in Part III: Instructions for Completing the Project Narrative section of this application, elements to address in this evaluation plan must include:

- a) The types of data that will be collected;
- b) The data collection timeframe, methods, and instruments;
- c) What data analyses and reporting methods will be used; and
- d) How the project will use these data to continuously improve their project.

Projects will also want to consider elements related to the comprehensive transition and postsecondary program's characteristics including:

- a) **Mission and Purpose.** Does the program meet the statutory definition of a comprehensive transition and postsecondary program for students with intellectual disabilities? Does the program have a clearly defined mission and purpose of the program? How is the mission and purpose of the program aligned with the overall institutional mission and purpose? How is this mission/purpose communicated to institutional personnel and others, including K12 institutions, and the community?
- b) **Leadership.** How is the program managed? Does the program have support from institutional leaders? What does the program cost to operate? How is the program leveraging resources across the institution and community?

- c) **Climate and Culture.** What facilities and resources support the program? How is information about the program communicated to the rest of the institution? Does the program support student self-determination?
- d) **Staffing and Professional Development.** What are the credentials of the professionals that deliver the program? What professional development supports are provided to the staff that support the program?
- e) **Curriculum and Instruction.** Does the application include course syllabi and course descriptions with learning objectives for each course? How does the content of each course link to employment, personal, or independent living outcomes and are these outcomes individualized and student-focused? Are varying instructional methods such as distance education, diverse grouping strategies, or peer mentoring used in course delivery?
- f) **Student Engagement.** Do students have opportunities to select courses and to develop a program that is aligned with their preferences and interests? Can students make decisions about the curriculum and offer feedback regarding program components and delivery? Are students involved in choosing outcomes?
- g) **Student Assessment.** Do course descriptions and syllabi include descriptions of the methods by which student performance will be measured? How are these data used to affect program delivery?
- h) **Transitional Planning and Support.** Does the program include a focus on post school outcomes and employment and/or independent living objectives?
- i) **Parent/Guardian Involvement.** How does the program facilitate the participation of parents/guardians/family?
- j) **Collaboration.** Does the program invite the participation of other institutional programs and faculty? How does the program collaborate with community or service agencies such the K-12 school system, vocational rehabilitation, the social security administration, or business?
- k) **Program Evaluation.** How is the program evaluated? Does the program use these data to continuously improve its courses and services? How are program staff involved in the evaluation? Does the evaluation include formative and summative methodologies?

IMPORTANT – PLEASE READ FIRST
U.S. Department of Education
e-Application Submission Procedures and Tips for Applicants
<http://e-grants.ed.gov>

To facilitate your use of e-Application, this document includes important application preparation and submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education. Please read and follow these step-by-step directions to create and submit your application.

ATTENTION

Applicants using the Department of Education's e-Application system will need to register first to access an application package. Forms in an application package are completed on line and narratives are uploaded while logged into the system. Therefore, allow sufficient time to complete your application before the closing date. If you have not used e-Application in the past, you may want to walk through the Demo available on the e-Application homepage. If you encounter difficulties, you may also contact the e-Grants help desk on 1-888-336-8930. The following are steps you should follow to successfully complete an application with e-Application.

Step 1 – Determine if your program is accepting electronic applications. The Federal Register Notice of each program will indicate whether the program is accepting e-Applications as part of the Department's e-Application program. Here is a link to the Department's Federal Register notices: <http://www.ed.gov/news/fedregister/announce/index.html>. Additional information on the Department of Education's grant programs can be found at <http://www.ed.gov/about/offices/list/ocfo/grants/grants.html>.

Step 2 – Register in e-Application to access the application package. If you are a new user, you will need to register to use e-Application. From the e-Grants Portal Page <http://e-grants.ed.gov/>, click on the continue button and click the register button on the right side of the next page. Select the e-Application module and click the next button. Please provide the requested information. Your e-Grants password will be sent to the e-mail address you provide. Once you receive the e-mail, enter your username and password and click the login button.

If you already have a username and password for e-Grants, use them to login. If you have access to more than one e-Grants module, you will be directed to select which module you wish to enter. Keep in mind that this username and password will be used for all e-Grants modules. In order to update your registration for additional e-Grants modules, click the appropriate tab on the top of the screen and provide the requested information.


Note the following browser compatibility problems. The site is viewed best in Internet Explorer 5. We currently support IE 5, Netscape 6.2, Firefox 2.2 (along with later versions of IE, Netscape and Firefox). Please make sure that you have Cookies and JavaScript enabled in your browser.

Step 3 - Add Application Package to your Start Page. From your Start Page, click on the "Add" button to see the list of application packages. Click on a specific package link on the List of Application Packages to apply. The package will now appear on your Start Page. From this point forward, you will access your unique application from your Start Page (not the Packages Page).

Step 4 - Begin the Application. Click on the underlined Application Package Title on your Start Page. This brings you to a page where you will see all of the application's forms and narratives listed as underlined links.

Step 5 - Fill out Forms. Enter a form by clicking on the underlined form title in order to enter data. Remember to click the "Save" button at the bottom of the form and check the "Form Completed" box for each form as you complete it.

Step 6 - Upload File(s) for Narrative Responses. Click on an underlined narrative form title for the e-Application. Enter the title of the document, and click on the "Browse" button to locate your file. Remember to click the "Save" button after you upload the document and check the "Form Completed" box when you finish uploading your file(s). Please note for file uploads, we accept .doc, .rtf, and .pdf files only. If you are using Word 2007, please save your document in a lower version of Word before uploading into e-Application.

Step 7 - Verify Information/Print Application. Verify your information is complete and correct on all required forms and narratives. You have the option to print each form at any time by clicking on the print/view icon  next to the appropriate form. After submission of the forms and narratives, you have the option to print a complete e-Application package in PDF by clicking on the "Request Complete Package in PDF" on the e-Application PR/Award page. A second window will open informing you that your request has been received and that you will be notified via e-mail once it is available. This process can take anywhere from a few minutes to a few hours. Once you receive the e-mail, click on the link in the text of the message and enter your username and password in the new window. This will open the PDF file from which you can view/print the entire package. In addition, a blank complete package in PDF will be accessible from the package page in e-Application.

Step 8 - Submit your Application. Only authorized individuals for your organization can submit an application. Please check with your Authorizing Representative or sponsored research office before submission. Click on the "Ready to submit" button at the bottom of your application. Enter and verify the Authorizing Representative information. Click the "Submit" button. You will receive an e-mail to confirm that your application was received, and it will include a unique application number. Please print and keep this e-mail for your records. [Reminder: applications must be submitted before 4:30:00 p.m., Washington, DC time, on the deadline date for applications. e-Application will not accept your application if you try to submit it after 4:30:00 on the deadline date.]

Step 9 - Fax the signed SF 424 Cover Page (or Program Specific Cover Page). Write your unique application number (received in step 8) on the upper right corner of your printed SF 424 Cover Page (or Program Specific Cover Page), and fax it to the Application Control Center (202) 245-6272 within 3 business days of submitting your e-Application.

NOTE: For more detailed information on submitting an e-Application, please see the **User Guide**. In addition, please try practicing with our e-Application Demo site by clicking on the Demo button found on the upper left corner of the e-Application Home Page. Both the User Guide and Demo can be found at <http://e-grants.ed.gov>.

Other Submission Tips

- 1) **SUBMIT EARLY - We strongly recommend that you do not wait until the last day to submit your application.** The time it takes to upload the narratives for your application will vary depending on a number of factors including the size of the files and the speed of your Internet connection. If you try to submit your application after 4:30:00 p.m., Washington, DC time on the deadline date, the e-Application system will not accept it.
- 2) If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date.

If electronic submission is required, you must submit an electronic application before 4:30:00 p.m., unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. (See the Federal Register notice for detailed instructions.)

- 3) **Dial-Up Internet Connections** - When using a dial-up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g. cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial-up connection. If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date. (See the Federal Register notice for detailed instructions.)

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application:

1. Ensure that you only attach the Education approved file types detailed in the Federal Register application notice (.doc, .pdf or .rtf). If using Word 2007, save your file to an earlier version of Word before uploading. Also, do not upload any password-protected files to your application.
2. When attaching files, applicants should limit the size of their file names. Lengthy file names could result in difficulties with opening and processing your application. We recommend you keep your file names to less than 50 characters. In addition, applicants should avoid including special characters in their file names (for example, %, *, /, etc.) Both of these conditions (lengthy file names and/or special characters including in the file names) could result in difficulties opening and processing a submitted application.
3. Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. Please note that each file attachment in e-Application has a file size limitation, which is anywhere from 2 to 8 MB, and the limitation will be indicated on the individual screen when you upload a file. For reference, however, the average discretionary grant application package totals 1 to 2 MB. Therefore, you may want to check the size of your attachments before uploading them into e-Application.

**APPLICATION TRANSMITTAL INSTRUCTIONS IF YOU QUALIFY FOR AN
EXCEPTION TO THE ELECTRONIC SUBMISSION REQUIREMENT**

Submission of Paper Applications by Mail:

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

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.407A)
LBJ Basement Level 1
400 Maryland Avenue, SW
Washington, DC 20202-4260

You must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do **not** accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will **not** consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

Submission of Paper Applications by Hand Delivery:

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.407A)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department--

- (1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and
- (2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

e-Application submission Procedures and Tips for Applicants

4000-01-U

DEPARTMENT OF EDUCATION

Office of Postsecondary Education

Overview Information

Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID) -- Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities

Notice inviting applications for new awards for fiscal year (FY) 2010.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.407A.

Dates:

Applications Available: [INSERT DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Transmittal of Applications: [INSERT DATE 30 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Intergovernmental Review: [INSERT DATE 90 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of this program is to support model demonstration programs that promote the successful transition of students with intellectual disabilities into higher

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

Priorities: This notice contains one absolute priority, three competitive preference priorities, and one invitational priority for the FY 2010 grant competition and any subsequent year in which we make awards from the list of unfunded applicants from this competition, in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1).

Absolute Priority: This priority is an absolute priority. Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority.

Absolute Priority: In accordance with 34 CFR 75.105(b)(2)(iv), this priority is from section 767(d) of the HEA (20 U.S.C. 1140G). Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority:

This priority is:

A grant recipient must use grant funds to establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that--

- 1) Serves students with intellectual disabilities;

2) Provides individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the IHE's regular postsecondary program;

3) Provides a focus on academic enrichment, socialization, independent living skills, including self-advocacy, and integrated work experiences and career skills that lead to gainful employment;

4) Integrates person-centered planning in the development of the course of study for each student with an intellectual disability participating in the model program;

5) Participates with the coordinating center established under section 777(b) of the HEA, in the evaluation of the components of the model program and budgets \$4,000 annually for evaluation expenses incurred by the coordinating center including data collection, storage, analyses, and reporting;

6) Engages in scheduled meetings or conference calls sponsored by the coordinating center and, on an annual basis, and in consultation with the Federal Project Officer, contributes \$500 annually to the coordinating center to support conference expenses and must ensure that it has allocated five-percent of the time of one project personnel to support meeting and conference planning each project year;

7) Partners with one or more local educational agencies to support students with intellectual disabilities participating in the model program who are still eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA);

8) Implements a financial and program plan for the sustainability of the model after the end of the grant period; and

9) Creates and offers a meaningful credential for students with intellectual disabilities upon the completion of the model program.

Competitive Preference Priorities: In accordance with 34 CFR 75.105(b)(2)(iv), these priorities are from section 767(c)(3) of the HEA. For FY 2010, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i), we award an additional nine points to an applicant (three points for each of the three priorities), that meets these priorities. An applicant can choose to respond to one, two, or all three of these priorities and can receive points based on their response to each separate priority.

These priorities are:

Competitive Priority 1:

Applicants that propose to form a sustained and meaningful partnership with any relevant agency serving students with

intellectual disabilities, such as a vocational rehabilitation agency.

Competitive Priority 2:

Applicants that demonstrate that their IHE provides institutionally owned or operated housing for students attending the institution that integrates students with intellectual disabilities into the housing offered to all students.

Competitive Priority 3:

Applicants that propose to involve undergraduate or graduate students attending the IHE who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program.

Invitational Priority: For FY 2010 this priority is an invitational priority. Under 34 CFR 75.105(c)(1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

This priority is:

Applicants that demonstrate that the institution will use TPSID funds to build, extend, or enhance an existing program, rather than to supplant other non-Federal resources that are allocated to the program. Applicants responding to this priority should describe any existing programs at their institutions, including the number and characteristics of the students served, the staffing and budget for the program, how well students with

intellectual disabilities are integrated with students without disabilities in regard to academic courses, extracurricular activities and other aspects of the IHE's regular postsecondary program, and describe how the TPSID grant will build upon current efforts.

Applicable Statutory Definitions:

Comprehensive transition and postsecondary program for students with intellectual disabilities (section 760(1) of the HEA).

The term "comprehensive transition and postsecondary program for students with intellectual disabilities" means a degree, certificate, or nondegree program that meets each of the following:

(A) Is offered by an institution of higher education.

(B) Is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment.

(C) Includes an advising and curriculum structure.

(D) Requires students with intellectual disabilities to participate on not less than a half-time basis as determined by the institution, with such participation focusing on academic components, and occurring through one or more of the following activities:

(i) Regular enrollment in credit-bearing courses with nondisabled students offered by the institution.

(ii) Auditing or participating in courses with nondisabled students offered by the institution for which the student does not receive regular academic credit.

(iii) Enrollment in noncredit-bearing, nondegree courses with nondisabled students.

(iv) Participation in internships or work-based training in settings with nondisabled individuals.

(E) Requires students with intellectual disabilities to be socially and academically integrated with non-disabled students to the maximum extent possible.

Student with an intellectual disability (section 760(2) of the HEA). The term "student with an intellectual disability" means a student --

(A) With mental retardation or a cognitive impairment, characterized by significant limitations in--

(i) Intellectual and cognitive functioning; and

(ii) Adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and

(B) Who is currently, or was formerly, eligible for a free appropriate public education under IDEA.

Waiver of Proposed Rulemaking: Under the Administrative Procedure Act (5 U.S.C. 553) the Department generally offers

interested parties the opportunity to comment on proposed priorities. Section 437(d)(1) of GEPA, however, allows the Secretary to exempt from rulemaking requirements regulations governing the first grant competition under a new or substantially revised program authority. This is the first grant competition for this program under section 767 of the HEA, (20 U.S.C. 1140G) and therefore qualifies for this exemption. To ensure timely grant awards, the Secretary has decided to forego public comment on the priorities under section 437(d)(1) OF GEPA. These priorities will apply to the FY 2010 grant competition and any subsequent year in which we make awards from the list of unfunded applicants from this competition.

Program Authority: 20 U.S.C. 1140G.

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

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: \$10,563,300.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2011 from the list of unfunded applicants from this competition.

Estimated Range of Awards: \$100,000 - \$500,000.

Estimated Average Size of Awards: \$422,532.

Maximum Award: We will reject any application that proposes a budget exceeding \$500,000 for a single budget period of 12 months. The Assistant Secretary for Postsecondary Education may change the maximum amount through a notice published in the Federal Register.

Estimated Number of Awards: 25.

Note: The Department is not bound by any estimates in this notice.

Project Period: 60 months.

III. Eligibility Information

1. Eligible Applicants: IHEs as defined under section 101(a) of the HEA or consortia of IHEs are eligible to apply for funding. Under section 767(d)(6) of the HEA all grant recipients must partner with one or more local educational agencies (LEAs) to support students with intellectual disabilities who are still eligible for special education and related services under IDEA.

2. Cost Sharing or Matching: The grantee must provide, from non-Federal funds, a matching contribution equal to at least 25 percent of the cost of the project. See section 767(e) of the HEA.

IV. Application and Submission Information

1. Address to Request Application Package: Shedita Alston, U.S. Department of Education, 1990 K Street, NW., room 6131, Washington, DC 20006-8524. Telephone (202) 502-7808 or by e-mail: shedita.alston@ed.gov.

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

Individuals with disabilities can obtain a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) by contacting the program contact person listed in this section.

2. Content and Form of Application Submission:

Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this program.

Page Limit: The application narrative (Part III of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. You must limit the application narrative (Part III) to no more than 40 pages using the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles,

headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.

- Use a font that is either 12-point or larger, or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial only. Applications submitted in any other font (including Times Roman and Arial Narrow) will not be accepted.
- Appendices are limited to the following: Curriculum Vitae, letters of support, partnership agreements, memoranda of agreement, a bibliography, and one additional optional appendix relevant to the support of the proposal, not to exceed five pages.

The page limit does not apply to Part I, the Application for Federal Assistance (SF 424); the Supplemental Information Form required by the Department of Education; Part IV, the assurances and certifications; or the one-page abstract; or the appendices. The page limit also does not apply to the table of contents, if you include one. However, you must include all of the application narrative in Part III.

We will reject your application if you exceed the page limit.

3. Submission Dates and Times:

Applications Available: [INSERT DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Deadline for Transmittal of Applications: [INSERT DATE 30 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

Applications for grants under this program must be submitted electronically using the Electronic Grant Application System (e-Application) accessible through the Department's e-Grants site. For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please refer to section IV. 7. Other Submission Requirements of this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under For Further Information Contact in section VII of this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: [INSERT DATE 90 DAYS AFTER DATE OF PUBLICATION IN THE FEDERAL REGISTER].

4. Intergovernmental Review: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this program.

5. Funding Restrictions: We specify unallowable costs in 34 CFR part 75. We reference additional regulations outlining funding restrictions in the Applicable Regulations section of this notice.

6. Data Universal Numbering System Number, Taxpayer Identification Number, and Central Contractor Registry: To do business with the Department of Education, (1) you must have a Data Universal Numbering System (DUNS) number and a Taxpayer Identification Number (TIN); (2) you must register both of those numbers with the Central Contractor Registry (CCR), the Government's primary registrant database; and (3) you must provide those same numbers on your application.

You can obtain a DUNS number from Dun and Bradstreet. A DUNS number can be created within one business day.

If you are a corporate entity, agency, institution, or organization, you can obtain a TIN from the Internal Revenue Service. If you are an individual, you can obtain a TIN from the Internal Revenue Service or the Social Security Administration. If

you need a new TIN, please allow 2-5 weeks for your TIN to become active.

The CCR registration process may take five or more business days to complete. If you are currently registered with the CCR, you may not need to make any changes. However, please make certain that the TIN associated with your DUNS number is correct. Also note that you will need to update your CCR registration on an annual basis. This may take three or more business days to complete.

In addition, if you are submitting your application via Grants.gov, you must (1) be designated by your organization as an Authorized Organization Representative (AOR); and (2) register yourself with Grants.gov as an AOR. Details on these steps are outlined in the Grants.gov 3-Step Registration Guide (see www.grants.gov/section910/Grants.govRegistrationBrochure.pdf).

7. Other Submission Requirements: Applications for grants under this program must be submitted electronically unless you qualify for an exception to this requirement in accordance with the instructions in this section.

a. Electronic Submission of Applications.

Applications for grants under the TPSID program -- CFDA number 84.407A must be submitted electronically using e-Application, accessible through the Department's e-Grants Web site at: <http://e-grants.ed.gov>.

We will reject your application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the application deadline date is provided later in this section under Exception to Electronic Submission Requirement.

While completing your electronic application, you will be entering data online that will be saved into a database. You may not e-mail an electronic copy of a grant application to us.

Please note the following:

- You must complete the electronic submission of your grant application by 4:30:00 p.m., Washington, DC time, on the application deadline date. E-Application will not accept an application for this program after 4:30:00 p.m., Washington, DC time, on the application deadline date. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the application process.

- The hours of operation of the e-Grants Web site are 6:00 a.m. Monday until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until 8:00 p.m. Sunday, Washington, DC time. Please note that, because of maintenance, the system is unavailable between 8:00

p.m. on Sundays and 6:00 a.m. on Mondays, and between 7:00 p.m. on Wednesdays and 6:00 a.m. on Thursdays, Washington, DC time. Any modifications to these hours are posted on the e-Grants Web site.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.

- You must submit all documents electronically, including all information you typically provide on the following forms: the Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information -- Non-Construction Programs (ED 524), and all necessary assurances and certifications. You must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password protected file, we will not review that material.

- Your electronic application must comply with any page limit requirements described in this notice.

- Prior to submitting your electronic application, you may wish to print a copy of it for your records.

- After you electronically submit your application, you will receive an automatic acknowledgment that will include a PR/Award number (an identifying number unique to your application).

- Within three working days after submitting your electronic application, fax a signed copy of the SF 424 to the Application Control Center after following these steps:

- (1) Print SF 424 from e-Application.

- (2) The applicant's Authorizing Representative must sign this form.

- (3) Place the PR/Award number in the upper right hand corner of the hard-copy signature page of the SF 424.

- (4) Fax the signed SF 424 to the Application Control Center at (202) 245-6272.

- We may request that you provide us original signatures on other forms at a later date.

Application Deadline Date Extension in Case of e-Application

Unavailability: If you are prevented from electronically submitting your application on the application deadline date because e-Application is unavailable, we will grant you an extension of one business day to enable you to transmit your application electronically, by mail, or by hand delivery. We will grant this extension if--

(1) You are a registered user of e-Application and you have initiated an electronic application for this competition; and

(2) (a) E-Application is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or

(b) E-Application is unavailable for any period of time between 3:30 p.m. and 4:30:00 p.m., Washington, DC time, on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgment of any system unavailability, you may contact either (1) the person listed elsewhere in this notice under For Further Information Contact (see section VII. Agency Contact) or (2) the e-Grants help desk at 1-888-336-8930. If e-Application is unavailable due to technical problems with the system and, therefore, the application deadline is extended, an e-mail will be sent to all registered users who have initiated an e-Application. Extensions referred to in this section apply only to the unavailability of e-Application.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through e-Application because--

- You do not have access to the Internet; or
- You do not have the capacity to upload large documents to e-Application;

and

- No later than two weeks before the application deadline date (14 calendar days or if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevents you from using the Internet to submit your application. If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: Shedita Alston, U.S. Department of Education, 1990 K Street, NW., room 6131, Washington, DC 20006-8524. FAX: (202) 502-7675.

Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

b. Submission of Paper Applications by Mail.

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must

mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.407A)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

You must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. Submission of Paper Applications by Hand Delivery.

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application, by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.407A)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department--

(1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this grant notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

V. Application Review Information

1. Selection Criteria: The selection criteria for this program are from 34 CFR 75.210 and are listed in the application package.

2. Review and Selection Process: Based on section 767(c)(1) and (2) of the HEA, additional factors we consider in selecting an application for an award are as follows: ensuring an equitable geographic distribution of grants, and providing grant funds to projects that will serve areas that are underserved by programs of this type.

VI. Award Administration Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may notify you informally, also.

If your application is not evaluated or not selected for funding, we will notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the

application package and reference these and other requirements in the Applicable Regulations section of this notice.

We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Reporting: At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

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

and to enable institutions of higher education (or consortia of institutions of higher education), to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities. To assess the success of the grantees in meeting this goal, grantees will be required to submit annual performance reports to the Secretary and, in accordance with section 767(d) (5) of the HEA, will be required to participate in evaluation activities conducted by the coordinating center established by section 777(b) of the HEA. As part of these reports and evaluation activities, grantees will be expected to work closely with the coordinating center to develop performance measures most closely aligned with activities that promote the successful transition of students with disabilities into higher education. Grantees will be asked to provide information to the Coordinating Center such as: (1) a description of the population of students targeted to receive assistance under their grant; (2) evidence of academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the IHE's regular postsecondary program; (3) a description of how the model program addresses individualized student needs and improvement through person-centered planning, academic enrichment, socialization, independent living skills, and integrated work experiences and career skills; (4) a

description of how the program leads to gainful employment and data systems used to track student outcomes; (5) a description of how the model program's partnership with one or more LEAs supports students with intellectual disabilities participating in the model program who are still eligible for funds under the IDEA; (6) plans for program sustainability beyond the grant period; (7) a detailed description of the meaningful credential offered to students with intellectual disabilities; (8) data regarding the change in enrollment of students with intellectual disabilities at the IHE; (9) data regarding persistence and completion of students with intellectual disabilities; (10) a detailed description of measureable goals for the individual project, planned methods of achieving those goals, and progress towards meeting the goals; and (11) if applicable, a description of how the grantee continues to address the competitive preference priorities described in this notice related to sustained and meaningful partnerships with relevant agencies, the participation of students with intellectual disabilities in institutionally owned or operated housing, and the involvement of students attending the IHE who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program.

VII. Agency Contact

For Further Information Contact: Shedita Alston, U.S. Department of Education, Transition Programs for Students with Intellectual Disabilities into Higher Education Program, 1990 K Street, NW., room 6131, Washington, DC 20006-8524. Telephone: (202) 502-7808, or by e-mail: shedita.alston@ed.gov.

If you use a TDD, call the FRS, toll free, at 1-800-877-8339.

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the program contact person listed under For Further Information Contact in section VII of this notice.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site:

www.ed.gov/news/fedregister. To use PDF you must have Adobe Acrobat Reader, which is available free at this site.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at:

www.gpoaccess.gov/nara/index.html.

Delegation of Authority: The Secretary of Education has delegated authority to Daniel T. Madzelan, Director, Forecasting and Policy Analysis for the Office of Postsecondary Education to perform the functions of the Assistant Secretary for Postsecondary Education.

Dated:

Daniel T. Madzelan,
Director,
Forecasting and Policy Analysis.

AUTHORIZING LEGISLATION

**HIGHER EDUCATION ACT OF 1965,
AS AMENDED**

TITLE VII – GRADUATE AND POSTSECONDARY
IMPROVEMENTS PROGRAMS

PART D – Programs to Provide Students With Disabilities With
A Quality Higher Education

Subpart 2 – Transition Programs for Students with Intellectual
Disabilities Info Higher Education



Subpart 2--Transition Programs for Students With Intellectual Disabilities Into Higher Education

SEC. 766. PURPOSE.

It is the purpose of this subpart to support model demonstration programs that promote the successful transition of students with intellectual disabilities into higher education.

SEC. 767. MODEL COMPREHENSIVE TRANSITION AND POSTSECONDARY PROGRAMS FOR STUDENTS WITH INTELLECTUAL DISABILITIES.

(a) Grants Authorized-

(1) IN GENERAL- From amounts appropriated under section 769(a), the Secretary shall annually award grants, on a competitive basis, to institutions of higher education (or consortia of institutions of higher education), to enable the institutions or consortia to create or expand high quality, inclusive model comprehensive transition and postsecondary programs for students with intellectual disabilities.

(2) ADMINISTRATION- The program under this section shall be administered by the office in the Department that administers other postsecondary education programs.

(3) DURATION OF GRANTS- A grant under this section shall be awarded for a period of 5 years.

(b) Application- An institution of higher education (or a consortium) desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(c) Award Basis- In awarding grants under this section, the Secretary shall--

(1) provide for an equitable geographic distribution of such grants;

(2) provide grant funds for model comprehensive transition and postsecondary programs for students with intellectual disabilities that will serve areas that are underserved by programs of this type; and

(3) give preference to applications submitted under subsection (b) that agree to incorporate into the model comprehensive transition and postsecondary program for students with intellectual disabilities carried out under the grant one or more of the following elements:

(A) The formation of a partnership with any relevant agency serving students with intellectual disabilities, such as a vocational rehabilitation agency.

(B) In the case of an institution of higher education that provides institutionally owned or operated housing for students attending the institution, the integration of students with intellectual disabilities into the housing offered to nondisabled students.

(C) The involvement of students attending the institution of higher education who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program.

(d) Use of Funds- An institution of higher education (or consortium) receiving a grant under this section shall use the grant funds to establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that--

- (1) serves students with intellectual disabilities;*
- (2) provides individual supports and services for the academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the institution of higher education's regular postsecondary program;*
- (3) with respect to the students with intellectual disabilities participating in the model program, provides a focus on--*
 - (A) academic enrichment;*
 - (B) socialization;*
 - (C) independent living skills, including self-advocacy skills; and*
 - (D) integrated work experiences and career skills that lead to gainful employment;*
- (4) integrates person-centered planning in the development of the course of study for each student with an intellectual disability participating in the model program;*
- (5) participates with the coordinating center established under section 777(b) in the evaluation of the model program;*
- (6) partners with one or more local educational agencies to support students with intellectual disabilities participating in the model program who are still eligible for special education and related services under the Individuals with Disabilities Education Act, including the use of funds available under part B of such Act to support the participation of such students in the model program;*
- (7) plans for the sustainability of the model program after the end of the grant period; and*
- (8) creates and offers a meaningful credential for students with intellectual disabilities upon the completion of the model program.*

(e) Matching Requirement- An institution of higher education (or consortium) that receives a grant under this section shall provide matching funds toward the cost of the model comprehensive transition and postsecondary program for students with intellectual disabilities carried out under the grant. Such matching funds may be provided in cash or in-kind, and shall be in an amount of not less than 25 percent of the amount of such costs.

(f) Report- Not later than five years after the date of the first grant awarded under this section, the Secretary shall prepare and disseminate a report to the authorizing committees and to the public that--

- (1) reviews the activities of the model comprehensive transition and postsecondary programs for students with intellectual disabilities funded under this section; and*
- (2) provides guidance and recommendations on how effective model programs can be replicated.*

INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS EXECUTIVE ORDER 12372

This program falls under the rubric of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR Part 79. One of the objectives of the Executive order is to strengthen federalism--or the distribution of responsibility between localities, States, and the Federal government--by fostering intergovernmental partnerships. This idea includes supporting processes that State or local governments have devised for coordinating and reviewing proposed Federal financial grant applications.

The process for doing this requires grant applicants to contact State Single Points of Contact for information on how this works. Multi-state applicants should follow procedures specific to each state.

Further information about the State Single Point of Contact process and a list of names by State can be found at:

<http://www.whitehouse.gov/omb/grants/spoc.pdf>

Absent specific State review programs, applicants may submit comments directly to the Department. All recommendations and comments must be mailed or hand-delivered by the date indicated in the actual application notice to the following address: The Secretary, EO 12372--CFDA# [commenter must insert number--including suffix letter, if any], U.S. Department of Education, room 7E200 400 Maryland Avenue, SW., Washington, DC 20202.

Proof of mailing will be determined on the same basis as applications (see 34 CFR §75.102). Recommendations or comments may be hand-delivered until 4:30:00 p.m. (eastern time) on the closing date indicated in this notice.

Important note: The above address is not the same address as the one to which the applicant submits its completed applications. **Do not send applications to the above address.**

GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

What is GPRA?

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress to the Congress. In so doing, it is expected that the GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision-making through more objective information on the effectiveness of federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

How has the Department of Education Responded to the GPRA Requirements?

As required by GPRA, the Department of Education has prepared a strategic plan for 2007-2012. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

Goal 1: Improve student achievement, with a focus on bringing all students to grade level in reading and mathematics by 2014.

Goal 2: Increase the academic achievement of all high school students.

Goal 3: Ensure the accessibility, affordability, and accountability of higher education, and better prepare students and adults for employment and future learning.

What are the performance indicators for the TPSID Program?

The goal of the TPSID program is to promote the successful transition of students with intellectual disabilities into higher education. Specific performance indicators will be developed by the Secretary in collaboration with the Coordinating Center authorized under section 777(b) of the HEA.

How does the Department of Education determine whether performance goals have been met?

In order to assess the success of the grantees in meeting this goal, grantees will be required to submit annual performance reports to the Secretary and will be required to participate in evaluation activities conducted by the Coordinating Center authorized under section 777(b) of the Higher Education Act of 1965, as amended. As part of these reports and evaluation activities, grantees will be asked to provide – (1) a description of the population of students targeted to receive assistance under this grant; (2) evidence of academic and social inclusion of students with intellectual disabilities in academic courses, extracurricular activities, and other aspects of the IHE's regular postsecondary program; (3) a description of how the model program addresses individualized student needs and improvement through person-centered planning, academic enrichment, socialization, independent living skills, and integrated work experiences and career skills; (4) a description of how the model program's partnership with one or more LEA supports students with intellectual disabilities participating in the model program who are still eligible for funds under the IDEA; (5) plans for program sustainability beyond the grant period; (6) a detailed description of the credential offered to students with intellectual disabilities; (7) data regarding the change in enrollment of students with intellectual disabilities at the IHE; (8) data regarding persistence and completion of students with intellectual disabilities; and (9) a detailed description of goals for the individual project, planned methods of achieving those goals, and progress towards meeting the goals.

INSTRUCTIONS FOR
COMPLETING THE
TPSID
APPLICATION PACKAGE

INSTRUCTIONS FOR COMPLETING THE APPLICATION PACKAGE

The TPSID program application consists of **four parts**. These parts are organized in the same manner that the submitted application should be organized. The parts are as follows:

Part I: 424 Forms

- Application for Federal Assistance – (SF 424)
- Department of Education Supplemental Information Form for SF 424

***Note:** Please do not attach any narratives, supporting files, or application components to the SF 424. Although the form accepts attachments, the Department of Education will only review materials/files attached to the forms listed below.

Part II: ED 524 Forms

Department of Education Budget Summary Form (ED 524) Sections A & B
(Section C – Budget Narrative should be included in the “Project Narrative – Adequacy of Resources” attachment located in Part III.)

Part III: Attachments

- Project Abstract
- Project Narrative – Need for the Project
- Project Narrative – Significance
- Project Narrative – Quality of Project Design
- Project Narrative – Quality of Project Services
- Project Narrative – Quality of Project Personnel
- Project Narrative – Adequacy of Resources
- Project Narrative – Quality of Project Evaluation
- Project Narrative – Competitive Priority 1(optional)
- Project Narrative – Competitive Priority 2 (optional)
- Project Narrative – Competitive Priority 3 (optional)
- Appendix 1 – Curriculum vitae
- Appendix 2 – Letters of Support and partnership agreements or memoranda of agreement
- Appendix 3 – Bibliography
- Appendix 4 -- Optional

The **Project Abstract** is where you attach your project abstract.

The **Project Narrative** is where you address the selection criteria and, if desired, the competitive priorities that reviewers use to evaluate your application. **You must limit the project narrative to no more than 40 double-spaced pages. Applications that exceed this page limit will not be considered for funding and will be returned to the applicant.**

The **Appendices** are where you attach the appendices, referenced on the Instructions for Completing the Project Narrative section. Appendices are limited to the following: Curriculum Vitae, letters of support/partnership agreements/ memoranda of agreements, a bibliography, and one additional optional appendix relevant to the support of the proposal, not to exceed five pages.

***Note:** All attachments must be in .DOC, .RTF, or .PDF format. Other types of files will not be accepted.

Part IV: Assurances and Certifications

- GEPA Section 427 Requirement
- Assurances – Non-Construction Programs (SF 424B)
- Disclosure of Lobbying Activities (SF-LLL)
- Lobbying Form (formerly ED form 80-0013)
- Survey on Ensuring Equal Opportunity for Applicants

PART III: Instructions for Completing the Project Narrative (Application Narrative)

Before preparing the project narrative, the applicant should **read carefully**: the program statute, and the Notice Inviting New Applications.

ABSTRACT INSTRUCTIONS:

The project abstract is limited to one-page, single spaced. The abstract should include information about the project's goals and objectives, the activities that will be implemented during the five-year grant performance period, the number of students to be served, and a list of partners that will participate in the grant.

Formatting requirements:

- A "page" is "8.5x11", on one side only, with 1' margins at the top, bottom, and both sides. Page numbers and an identifier may be within 1' margin.
- Applicants may use one of the following fonts: *Times New Roman*, *Courier*, *Courier New* or *Arial* only. Applications submitted in any other font (including Times Roman and Arial Narrow) will not be accepted. Do not use anything smaller than a 12-point font.

PROJECT NARRATIVE INSTRUCTIONS:

Formatting Requirements:

A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides. Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs. Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch). Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

Project Narrative Page Limits:

Applications must be limited to the equivalent of no more than 40 pages. Page limitations requirements for the application narrative section will be strictly enforced. Your application will be rejected if you exceed the page limits outlined above.

Selection Criteria:

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

Need for the Project	(10)
Significance	(15)
Quality of Project Design	(20)
Quality of Project Services	(15)
Quality of Project Personnel	(10)
Adequacy of Resources	(15)
Quality of Project Evaluation	(15)
	100

1. NEED FOR THE PROJECT (10 POINTS)

In determining need for the proposed project, the Secretary considers the following factors:

- The magnitude or severity of the problem to be addressed by the proposed project.
- The magnitude of the need for the services to be provided or the activities to be carried out by the proposed project.
- The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

2. SIGNIFICANCE (15 POINTS)

In determining the significance of the proposed project, the Secretary considers the following factors:

- The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.
- The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed projects, including the potential for their being used effectively in a variety of other settings.
- The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings.

3. QUALITY OF PROJECT DESIGN (20 POINTS)

In determining the quality of project design, the Secretary considers the following factors:

- The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

- The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation and the use of appropriate methodological tools to ensure successful achievement of project objectives.
- The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.
- The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

4. QUALITY OF PROJECT SERVICES (15 POINTS)

In determining the quality of project services to be provided by the proposed project, the Secretary considers the following factors:

- The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that traditionally have been underrepresented based on race, color, national origin, gender, age or disability.
- The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.
- The likelihood that the services to be provided by the proposed project will lead to improvements in the skills necessary to gain employment or build capacity for independent living.

5. QUALITY OF PROJECT PERSONNEL (10 POINTS)

In determining the quality of project personnel, the Secretary considers the following factors:

- The extent to which the applicant encourages applications from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
- The qualifications, including relevant training and experience, of the project director or principal investigator.
- The qualifications, including relevant training and experience, of key project personnel.

6. ADEQUACY OF RESOURCES (15 POINTS)

In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

- The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.
- The extent to which the budget is adequate to support the proposed project.
- The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.
- The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

7. QUALITY OF PROJECT EVALUATION (15 POINTS)

In determining the quality of the project evaluation to be conducted by the proposed project, the Secretary considers the following factors:

- The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
- The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.
- The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

Competitive Priorities:

The competitive preference priorities are outlined below. Applicants will be awarded up to nine additional points (up to three points for each priority addressed), depending upon how well the applicant meets the priority. Applicants may address one or more of the priorities. Applicants are not required to address any of the competitive priorities.

- **COMPETITIVE PRIORITY 1 (UP TO 3 ADDITIONAL POINTS)**

The Secretary awards up to 3 points to applicants that form a sustained and meaningful partnership with any relevant agency serving students with intellectual disabilities, such as a vocational rehabilitation agency.

- **COMPETITIVE PRIORITY 2 (UP TO 3 ADDITIONAL POINTS)**

The Secretary awards up to 3 points to institutions of higher education that provide institutionally owned or operated housing for students attending the institution that integrate students with intellectual disabilities into the housing offered to all students.

- **COMPETITIVE PRIORITY 3 (UP TO 3 ADDITIONAL POINTS)**

The Secretary awards up to 3 points to applicants that involve students attending the institution of higher education who are studying special education, general education, vocational rehabilitation, assistive technology, or related fields in the model program.

Invitational Priority

For FY 2010 priority is an invitational priority. Under 34 CFR 75.105 (c) (1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

This priority is: Priority to applicants that demonstrate that the institution will use TPSID resources to build, extend, or enhance an existing program, rather than use TIPSID resources to supplant resources that may already be allocated to the program, and thereby, suppress the benefit that TPSID resources can have on the breadth and depth of the program. Applicants responding to this priority should describe any existing programs at their institutions including

the number and characteristics of the students served, and describe how the TPSID grant will build upon current efforts.

Appendices -- Formatting Requirements:

The documents to be included in the appendices must be attached electronically as separate documents. Applicants should save the documents in Microsoft Word as either a .DOC (document), .RTF (rich text), or .PDF (Portable Document) file.

Other Requirements:

- The **Project Narrative – Adequacy of Resources** attachment is where you describe your proposed multiyear project activities and present a multiyear budget. 34 CFR 75.112 (b) requires applicants to present “a narrative that describes how and when, in each budget period of the project, the applicant plans to meet each objective of the project.” In addition, projects must complete form SF-524 for all budget years of the proposed project. Further instructions are available in the budget form found in this package.
- The indirect cost on TPSID awards is limited to eight percent or the applicant’s negotiated rate, whichever is lower.
- The TPSID program requires applicants to provide a non federal match of no less than 25 percent of the cost of the project.
- The TPSID program requires applicants to allocate \$4,000 annually for evaluation expenses incurred by the coordinating center and \$500 annually and must ensure that they have allocated one project personnel to support conference planning five- percent of the time.
- Applicants are required to address the **Project Narrative – Quality of Project Evaluation** component in the selection criteria. If a grant is awarded, grantees are required to carry out the evaluation activities described in their funded grants. Project evaluation should be used, as appropriate, to shape the development of the project from the beginning of the grant period. Project evaluation should include baseline data and benchmarks to monitor progress toward meeting specific project objectives based on the program’s performance indicators. Specifically, project evaluation should include the identification of the individual or organization that has agreed to serve as evaluator for the project and describe the qualifications of the evaluator.
- Applicants must indicate in the selection criteria how they will establish a model comprehensive transition and postsecondary program for students with intellectual disabilities that meets the statutory definition of such program and that meets all of the following requirements:
 - 1) Serves students with intellectual disabilities;

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

APPLICATION CHECKLIST

Before you submit the application package, please review the following list to ensure that you have attached all required materials/files in the prescribed format.

Part I: **Application for Federal Assistance (SF 424)**

Department of Education Supplemental Information for SF 424

Note: Please do not attach any narratives, supporting files, or application components to the Standard Form (SF 424). Although this form accepts attachments, the Department of Education will only review materials/files attached to the attachment forms listed below.

Part II: **ED 524 Forms**

Department of Education Budget Summary Form (ED 524) Sections A&B. (Section C- Budget Narrative should be included in the “Project narrative – Adequacy of Resources” attachment located in Part III).

Part III: **Attachments**

- Project Abstract
- Project Narrative – Need for the Project
- Project Narrative – Significance
- Project Narrative – Quality of Project Design
- Project Narrative – Quality of Project Services
- Project Narrative – Quality of Project Personnel
- Project Narrative – Adequacy of Resources
- Project Narrative – Quality of Project Evaluation
- Project Narrative – Competitive Priority 1(optional)
- Project Narrative – Competitive Priority 2 (optional)
- Project Narrative – Competitive Priority 3 (optional)
- Appendix 1 – Curriculum vitae
- Appendix 2 – Letters of Support and partnership agreements or memoranda of agreement
- Appendix 3 – Bibliography
- Appendix 4 -- Optional

Part IV: **Departmental Assurances and Certifications**

All “Assurances, Certifications, and Survey Forms” must be completed and can be found on the e-Grants e-Application page.

- ED GEPA 427 Form
- Certification Regarding Lobbying
- Assurances for Non-Construction Programs (SF 424B)
- Disclosure of Lobbying Activities (SF-LLL)
- Survey on Ensuring Equal Opportunity of Applicants

PAPERWORK BURDEN STATEMENT

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0006**. The time required to complete this information collection is estimated to average 41.33 hours per response, including the time to review instructions, search existing data resources, gather needed data, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4537. **If you have comments or concerns regarding the status of your individual** submission of this form, write directly to: Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID), U.S. Department of Education, 1990 K Street, N.W., 6th floor, Washington, DC 20006-8524.