

**Request for Proposals**  
**Ohio's Statewide Consortium: Increasing Employment Outcomes through**  
**Inclusive Postsecondary Education Options for**  
**Students with Intellectual Disabilities**

**Program Highlights**

Proposal Due Date: December 15, 2017  
Award Date: January 20, 2018  
Funding Period: April 1, 2018–March 31, 2020\*

**Three Levels of Awards:**

1. Secondary program: This option serves students with ID who are still eligible for special education services: Maximum award \$10,000 per year.
2. Blended program: This option serves both secondary and adult students with ID. Maximum award: \$30,000 per year.
3. Adult program: This option serves students who exited high school and are no longer eligible for special education services: Maximum award \$40,000 per year.

Available Funds: \$100,000: \$50,000 per year for a two-year period (2018–2020)\*

Matching Funds: 25% of the federal costs (\$3,750–10,000) is required per year per award from nonfederal funds (may include a percentage of staff salary that is donated-see page 5 for more information)

\*Renewing Awards: Contracts will be renewed based on availability of federal funds and progress towards scope of work for a maximum of two years. No-cost extensions may be granted through June 30, 2020.

**Purpose of the Program**

This RFP is designed to expand and enhance the number of colleges and universities that deliver Comprehensive Transition and Postsecondary Programs (CTP) for students with intellectual disabilities (ID) across Ohio. These programs are located on college campuses and promote the successful transition to employment for students with ID who are seeking to continue academic, career, and independent living instruction that results in competitive integrated employment. Grants awarded to institutions of higher education (or consortia of institutions of higher education and local education agencies) will provide students with ID with high-quality, inclusive transition, and postsecondary programs that meet the intent of Governor John Kasich's Employment First Executive Order.

**Eligibility**

Institutions of Higher Education within Ohio including community/technical colleges, in partnership with local education agencies are eligible to apply.

**For More Information**

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## Program Background

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

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

These postsecondary programs must be highly aligned with the Executive Order signed by Governor John Kasich entitled: *The Establishment of the Employment First Policy and Taskforce to Expand Community Employment Opportunities for Working-Age Ohioans with Developmental Disabilities* on March 19, 2012. Through the Employment First Executive Order, Governor Kasich's administration has established community employment and school-to-work transition as priorities, whereas, individuals with developmental disabilities have the right to make informed decisions about where they work, and to have opportunities to attend college classes and obtain community jobs that may result in greater earnings, better benefits, improved health, and increased quality of life. Ohio's postsecondary programs support the Employment First initiative and agree to do the following:

1. Review and align policies, procedures, eligibility, and enrollment and planning for services for individuals, with the objective of increasing opportunities for community employment for Ohioans with ID.
2. Identify and implement best practices, effective partnerships, sources of available federal funds, opportunities for shared services among existing providers and county boards of developmental disabilities, and the means to expand model programs, to increase community employment opportunities for those with ID.
3. Identify and address areas where sufficient support is not currently available or where additional options are needed to assist those with ID to work in community employment.

Applicants may choose to develop any of the following three options. All options require students with ID to audit or enroll in college classes, complete internships, and engage socially with students without disabilities.

**Option 1: Secondary program:** This option serves students with ID who are between the ages of 18 and 21 and who are still eligible for special education services. Maximum award is \$10,000 per year.

**Option 2: Blended program:** This option serves both secondary and adult students with ID. Programs must submit their Comprehensive Transition and Postsecondary Program (CTP) application by the end of their first year of funding. Maximum award is \$30,000 per year.

**Option 3: Adult program:** This option serves students who are exiting high school but are no longer eligible for special education services. Programs must submit their Comprehensive Transition and Postsecondary Program (CTP) application by the end of their first year of funding. Maximum award is \$40,000 per year.

Under section 767(d)(6) of the HEA all grant recipients must partner with one or more local educational agencies (LEAs) to support students with ID who are or were recently eligible for special education and related services under the Individuals with Disabilities Education Improvement Act (IDEA). Applicants applying for Options 1 or 2 above are required to include letters of commitment from at least one LEA. Applicants applying for Option 3 are encouraged to include letters of support from LEAs to indicate that the LEA will assist with recruitment and dissemination activities. Applicants are encouraged to collaborate with local staff from county boards of developmental disabilities and the state Vocational Rehabilitation agency, Opportunities for Ohioans with Disabilities (OOD). Programs should design services to promote inclusion in academic, employment and community settings by improving cognitive, social, or behavioral functioning in preparation for integrated employment and decreasing dependency on formal support services.

## 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 ID who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment.
- (C) Includes an advising and curriculum structure.
- (D) Requires students with ID to participate on not less than a half-time basis as determined by the institution, with such participation focusing on academic and employment components including the following:
  - (i) Regular enrollment in credit-bearing courses with nondisabled students offered by the institution;
  - (ii) Auditing or participating in courses with nondisabled students offered by the institution for which the student does not receive regular academic credit;
  - (iii) Enrollment in noncredit-bearing, nondegree courses with nondisabled students;
  - (iv) Participate in work-based internships in settings with nondisabled individuals.

(E) Requires students with ID to be socially and academically integrated with nondisabled students to the maximum extent possible.

(F) Optional: Residential services can be provided if these services will be available on your campus. Costs for residential services can be charged to families and/or other service providers.

**Institution of Higher Education (IHE).** For the purpose of this Request for Proposals, IHE means an educational institution in Ohio that is legally authorized within Ohio to provide a program of education beyond secondary education; provides an educational program that grants either an associate's, bachelor's, or advanced degree; and is accredited by a nationally recognized accrediting agency or association.

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

**Recognized Postsecondary Credential.** The Workforce Innovation and Opportunity Act defines "recognized postsecondary credential" as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State or Federal Government, or an associate or baccalaureate degree.

## Requirements

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

1. Serves a minimum of 6–8 students with ID per year by delivering inclusive academic and employment services housed within an IHE.
2. Provides individual supports and services for the academic and social inclusion of students with ID in academic courses, extracurricular activities, and other aspects of the IHE's regular postsecondary program.

3. Provides a focus on academic enrichment, socialization, independent living skills including self-advocacy, and integrated work experiences through internships that average 12 hours per week and lead to gainful employment.
4. Integrates person-centered planning in the development of the course of study for each student with ID participating in the model program.
5. Participates with the Think College evaluation activities including data collection and reporting on both the student and the program level to the Think College data portal. This includes but is not limited to collecting and entering data on:
  - a. each student including demographic (gender, age, etc.), work experience (previous jobs, hourly wage, etc.), student employment activities provided by college program (paid or unpaid internships, service learning, volunteer experiences, etc.), and student follow-up data, if available.
  - b. program variables including type of institution (2-year, 4-year), length of program, residential options available (dorms, off-campus apartments, etc.), and types of partners (LEA, IDD, VR, etc.)
6. Engages in scheduled meetings, conference calls, or trainings sponsored by OSU Nisonger Center, including the Multiple Perspectives Conference on April 17-18, 2018.
7. Partners with one or more local educational agencies to recruit students with ID to participate in the postsecondary program who are either still eligible or were eligible for special education and related services under the Individuals with Disabilities Education Improvement Act (IDEA).
8. Partners with adult service agencies such as Opportunities for Ohioans with Disabilities (OOD) or county boards of DD to provide employment and follow-along services.
9. Creates and offers a recognized postsecondary credential for students with ID upon the completion of their postsecondary program.
10. Pilots OSC Replication Guide to establish and enhance postsecondary options for students with ID and provides feedback to improve this publication.
11. Provides a letter of commitment from the President, Provost, or Dean who assures that students with ID have access to inclusive courses, internships or apprenticeships on campus, and social activities.
12. Plans for the sustainability of your postsecondary program after the end of the grant period, as evidenced by a cost-recovery budget for year 3 of the program and a letter of commitment from an administrator at your IHE.

### **Matching Funds**

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

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

## **Project Narrative Page Limits**

The application narrative must be limited to the equivalent of no more than 10 pages, double-spaced. Appendices are limited to 20 pages, single-spaced, and should include letters of collaboration from key partners and two-page resumes that highlight relevant experiences of key personnel. Applicants are encouraged to follow the outline presented in the selection criteria for their narrative section.

## **Selection Criteria**

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

- 1. Significance (20)**
- 2. Quality of Project Design (30)**
- 3. Project Personnel (10)**
- 4. Adequacy of Resources/Budget (15)**
- 5. Project Evaluation (15)**
- 6. Geographic Diversity (10)**

### **1. Significance (20)**

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

Description of partners' roles and responsibilities

- Institution of Higher Education's commitment of key administrators, faculty and business liaison.
- Local Education Agency's commitment of administrators and teachers.
- Evidence of support to implement internships that average 12 hours per week and are located on-campus and/or within the campus community and match the student's preferences, interests and needs.
- How partners will sustain the postsecondary program beyond funding.
- Plans to complete the Comprehensive Transition Postsecondary Program application for Blended or Adult program models.

### **2. Project Design (30)**

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

- The use of person-centered planning in the development of the course of study for each student with ID participating in the program;
- The needs of students with ID to gain inclusive college experiences with individualized supports including academic courses and extracurricular activities;
- the development of unpaid and paid internships that lead to customized and competitive integrated employment within the university and the surrounding community;
- The participation in scheduled meetings and conference calls coordinated by OSU and the Think College Coordinating Center. All sites are required to budget travel

funds to participate in the Multiple Perspective conference on April 17–18, 2018 at The Ohio State University.

- A recognized postsecondary credential for persons with ID that enhances adult living outcomes; and
- A high-quality plan for project implementation that is designed to build capacity and yield results, as evidenced by increased academic, employment and self-determination outcomes.

### **3. Project Personnel (10)**

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

### **4. Adequacy of Resources/Budget (15)**

- The adequacy of support, including facilities, equipment, supplies and other resources, from the institution of higher education and/or LEAs/partners.
- The extent to which the costs are reasonable in relation to the number of persons to be served (indicate estimated number of students served per year) and to the anticipated results and benefits.
- The potential for continued support of the project after federal funding ends, including, as appropriate, the commitment of appropriate entities to such support.
- A budget narrative for year 1 (April 1, 2018–March 31, 2019) and Year 2 (April 1, 2019–March 31, 2020)--that explains how the funds will be distributed across the following categories:
  - Personnel (i.e., summer salary for instructor, educational, or job coaches);
  - Travel (e.g., include travel to Multiple Perspectives Conference on April 17–18, 2018 at OSU including rooms and mileage);
  - Supplies (e.g., technology, assistive technology, office supplies, etc.);
  - Consultants (e.g., experts to assist with delivering quality services, etc.);
  - F&A: A maximum of 8% indirect rate is allowed.

### **5. Project Evaluation (15)**

- Willingness to complete program- and student-level evaluations required by Think College and U.S. Department of Education.
- Description of how project personnel propose to collect required data.

### **6. Geographic Diversity (10)**

- Programs that are 30 miles or further from an existing postsecondary program for students with ID will be prioritized in order to encourage programs to develop in underserved portions of the state.

For more information about Think College or Ohio’s Statewide Consortium, visit the following websites:

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

- Ohio Employment First, *Profiles of Ohio's Postsecondary Programs for Students with ID*: [http://www.ohioemploymentfirst.org/view.php?nav\\_id=193#block\\_302](http://www.ohioemploymentfirst.org/view.php?nav_id=193#block_302)
- Ohio State University Nisonger Center TOPS Program:  
<http://nisonger.osu.edu/adult/adult-clinics-services/tops/>

**Submission of Applications by Mail or Electronically**

If you submit your application in paper format by mail (through the U.S. Postal Service or a commercial carrier), you must mail the original and two copies of your application, on or before December 15, 2017, to the Nisonger Center at the following address:

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

Email applications as one PDF document to Analeisia Morgan at [Analeisia.Morgan@osumc.edu](mailto:Analeisia.Morgan@osumc.edu)