

**Technical Assistance Workshop
July 12, 2010**

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

TPSID PROGRAM

Technical Assistance Workshop Orientation
2010

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

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

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

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Program Description: Five-year Project Performance Period

- Each Project will be funded up to \$500,000 annually
- Expect to award approximately 20-25 model demonstrations projects
- Projects will start October 1, 2010

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- Submission Requirements: Requirements/forms are in application packet
 - <http://www2.ed.gov/programs/tpsid/index.html>
 - Must use e-Application – <http://e-grants.ed.gov>
 - Project Narrative must not exceed 40 pages

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Eligible Applicants: Institutions of Higher Education (IHEs)

- Consortia of IHEs
 - Non-profit, private, degree conferring institutions.
 - Two-year four year institutions.
- Non-profit, private, degree conferring institutions are allowed to be a part of the consortium of IHEs (this includes two-year colleges and community colleges)

All applicants must meet the definition of Institution of Higher Education (IHE), as it is defined in the TPSID application package

If consortium model, applicant must describe fiscal and work scope contribution

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Eligible Applicants: Partner with LEAs to support IDEA eligible students

- Describe contribution
- IHE remains fiscal agent for performance period

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Absolute Priority - Use of Grant Funds: Serve students with intellectual disabilities

- Provide individual supports
- Focus on academic and social integration that lead to gainful employment
- Integrate person- centered planning
- Participate with the Coordinating Center - Allocate budget evaluation and communications – dedicate staff
- Partner with LEA to address IDEA eligible students
- Plan for sustainability
- Offer a meaningful credential

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Proving Evidence...

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Students with ID?

- Targeted recruitment
- Relevant supports
- Deemed eligible under IDEA

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Individual Supports?

- Consistent with student needs
- Facilitate student engagement with content and activities
- Evaluated continuously to assess impact of supports on student progress

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Leads to Gainful Employment?

- Alignment between program content and post school goals
- Description of work experiences and career development
- Participation of business and industry

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Person-centered Planning?

- Approach that is consistent with student needs

- Evidence-base
- Integration across program

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Participation with the Coordinating Center?

- Dedicated fiscal resources
- Allocation of personnel
- Description of collaboration

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Partner with LEAs?

- Meaningful activities – dedicated staff
- Sustained over life of the project
- IHE engagement at LEA level

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Sustainability?

- Integration across institution
- Participation of higher education staff
- Commitment by institutional leaders
- Development of state systems

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Meaningful Credential?

- Articulation of credential
- Implications of credential

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The Spirit of TPSID...more than definitions...

- Comprehensive Transition and Postsecondary Program
 - Advising & Curriculum Structure
 - Not less than half-time integration & to the maximum extent possible
 - Activities
 - Courses (regular or auditing); and
 - Internships or work-based learning

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TPSID & Student Eligibility for Federal Student Aid

- Title VII (TPSID) vs. title IV (Financial Aid)
 - Two distinct processes
 - Decisions are independent
- Institutional information - <http://www.ifap.ed.gov/ifap/index.jsp>.

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TPSID Selection Criteria

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

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

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

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**TPSID Program
Selection Criteria**

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

Total 100 points

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Please Note...

- Selection criteria are different than 84.333A
- Describe, explain, operationalize
- Support, examples, experience

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

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**TPSID Program
Competitive Preference
Priorities**

Under 34 CFR 75.105 (c)(2)(i), applicants responding to one or more of the previously mentioned priorities will receive up to **an additional nine points** (up to three points for each priority addressed) depending upon how well the application meets the priorities.

The description of all or some of the priorities is not to exceed one page.

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Competitive Priorities

- #1 Sustained and Meaningful Partnership
- #2 Housing
- #3 Participation of Personnel Development Enrollees

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Invitational Priority

- Enhance – not supplant
 - Additional courses
 - Additional enrollment
 - Additional faculty resources
 - Additional training and staff development

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Matching Requirement

- Non-federal funds, a matching contribution equal to at least 25% of cost of the project.
 - No additional points
 - Sustain match each project year
 - Federal funds cannot be used in the match
 - IHE receiving obligation remains fiscal agent
 - Budget narrative on 524(section c) must describe contribution

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Indirect Cost Rate

- Eight percent or the applicant's negotiated rate, whichever is lower
- Applications not indicating an indirect cost rate will still be reviewed
 - Applicant will not lose points

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Government Performance and Results Act (GPRA)

- GPRA 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
 - Required to submit annual performance reports
 - Required to participate in evaluation activities and dedicate resources to evaluation through the coordinating center

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Evaluation Data

- Delineate types of data to be collected

- Evaluation methodology, instruments, & analyses
- Evaluation timeline
- Use of formative data for project improvement

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Performance Measures...

- Submit annual performance reports to the Secretary, including documentation of:
 - Resource inputs, including sources of student financial assistance and contributions from vocational rehabilitation and other service agencies;
 - Student characteristics;
 - Program staffing; and
 - Student academic, social, and employment outcomes.

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Evaluation Data Describing:

- Student population
- Academic and social inclusion
- Individualized student needs and gainful employment
- Partnerships with LEAs
- Plans for program sustainability
- Credential offered
- Enrollment changes
- Persistence and completion
- Project goals and plans
- Competitive priorities, if applicable

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e-Reader

Contacts

For e-Reader related inquiries:

Helpdesk at 1-888-336-8930

(TTY: 1-866-697-2696, local 202-401-8363)

or mail to: edcaps_user@ed.gov

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Contact

For TPSID Program
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