



COLLEGE TRANSITION CONNECTION

College Transition Connection, Inc.
Partnership Project

Transition and Postsecondary Education Program Grant

Request for Proposals
2009

APPLICATION DATES AND DEADLINES

Application Deadline	September 15, 2009
Grant Awarded	October 15 - November 1, 2009
First Installment	November 1, 2009
Second Installment	Disbursed June 1, 2010
Third Installment	Disbursed June 1, 2011





June 10, 2009

Dear Colleagues:

The College Transition Connection, Inc. is pleased to announce that grant applications are being accepted for an inclusive model Transition and Postsecondary Education Program sponsored by the College Transition Connection (CTC) - formerly Charleston Transition College. This grant will award planning and seed funds to an institution of higher education in South Carolina for the development of a postsecondary education program for students with intellectual disabilities.

This grant will be for \$55,000 for a planning period from November 1, 2009 through May 31, 2010. The planning grant will provide an opportunity to develop the program, establish active partnerships and operational plans, and recruit a first class of 6-8 students, so that the program can begin in August/September 2010. Following the successful completion of the planning period, program seed funding will be available for two additional years. CTC has established a Task Force of professionals, parents and others who have extensive knowledge of postsecondary education and students with intellectual disabilities. Through research of existing programs and deliberations, this Task Force has developed guidelines to assist in the development of a successful postsecondary education model program.

Please note that completed applications must be received by September 15, 2009. One original and two copies should be mailed to Donald Bailey at P.O. Box 31656, Charleston, SC, 29417. Please direct any questions regarding grant preparation to Mr. Bailey at 1-843-763-4169.

We look forward to your response,

Donald Bailey
Chairman and CEO, College Transition Connection



College Transition Connection, Inc. (CTC)—formerly Charleston Transition College

CTC was formed by parents and professionals in the Southeast United States to develop opportunities for transition to independent living for students and young adults with intellectual disabilities, including the development of postsecondary, life-long learning, employment, social, and independent and supported living options. The CTC Board has raised substantial funds to accomplish these goals and has developed partnerships with key organizations and agencies in the state.

The interest of CTC and its constituents is driven by many factors. First, studies have shown students with intellectual disabilities that participate in postsecondary education are more likely to excel in academics, employment and life. Second, many children with intellectual disabilities are now being included in K-12 and want to pursue postsecondary education like their peers and siblings.

CTC/NDSS Partnership Project

The College Transition Connection, Inc. and the National Down Syndrome Society have developed a partnership project to create a high-quality, inclusive model postsecondary program at a two or four year college or university in South Carolina. The goal of this partnership project is to support the development of a program that will offer excellent postsecondary educational opportunities for students with intellectual disabilities and be self-sustaining after a planning period and two years of subsequent funding. The desired outcomes of the transition and postsecondary program* are academic enrichment, socialization, independent living skills and competitive or supported employment.

Grant Parameters

\$55,000 will be awarded for a planning period to develop a postsecondary program. The grant for the planning period will be from November 1, 2009 through May 31, 2010. During this time, the grantee will use the funds to develop the program; establish active partnerships with local school district(s) and other adult service agencies; and create an operational plan so that the program is ready to launch at the end of the planning period grant. Students will apply and be admitted to the program, and will participate in orientation to both the institution of higher education and to the program, prior to the beginning of the school term in the Fall of 2010.

Additional funds of up to \$50,000 per year will be available for the first two operational years of the program, dependent on the successful outcome of the planning year. Total funds for this pilot program, including the planning year, will not exceed \$155,000. The program must be sustainable without any additional funds from CTC upon the completion of the second operational year. It is important that the plan for sustainability be addressed in this grant proposal.

* From here on, wherever postsecondary is mentioned, this should be interpreted as transition and postsecondary.



Eligible Applicants

The grant is open to institutions of higher education in South Carolina. The ideal applicant is a consortium of institutions of higher education and school district(s), as well as community and adult service providers. In the case of a consortium, the lead applicant must be an institution of higher education. Each lead applicant should choose a Program Director, who will be the primary contact for the institution of higher education and/or the consortium of active partners during the grant application process.

CTC/NDSS Postsecondary Education Task Force

CTC and NDSS established a Task Force of experts from a diverse representation of key stakeholders from South Carolina and the Southeast (e.g. families, individuals with disabilities, educators, state agency administrators) who have extensive knowledge of transition and postsecondary education and students with intellectual disabilities. This Task Force developed strong guidelines to follow in developing a model postsecondary program and identified certain components that should be included in a postsecondary program to ensure successful student outcomes.

Task Force Recommendations

Included below are some of the guidelines/recommendations of the Task Force. The guidelines established by the Task Force will give the chosen institution(s) a foundation from which to build their program.

- The Task Force hopes that a postsecondary experience will help these students obtain the desire and habits to become life-long learners. The Task Force recommends that the institution of higher education address ways that life-long learning can be addressed and how the institution of higher education would provide students opportunities to take courses in the future, after the completion of the program.
- The first class should have approximately 6-8 students, with expansion of the number of students as the program grows.
- A mix of credit and non-credit classes should be offered. There should be three possibilities for coursework available: (1) small group (non-credit) special education classes (2) inclusion in regular classes for credit, if appropriate for the individual student, and (3) inclusion in regular classes without earning credit (auditing the classes). Support should be provided (e.g. through an educational coach, peer mentor or technology) when a student participates in a credit (regular) class.
- While the majority of students in the program will not be seeking a degree, they should receive a certificate of program completion from the institution of higher education.
- The length of the postsecondary program should be at least 2 years.
- The Task Force felt that a strong asset to a postsecondary program could be a residential component, while recognizing that such a component would be difficult to implement from the beginning. The proposal should include information about the ability of the school to include this component. Preference will be given to applications that include planning for a residential component; however a residential component is not required.



Proposal Requirements

The proposal should be a detailed narrative of how your institution of higher education and/or consortium of active partners will establish the program. The proposal should be approached as a detailed outline of how your program will be designed, how it will address the major elements outlined by the Task Force within the planning period and how it will be implemented. The description of the planning period should describe how you will initiate the ideas and processes included in your proposal, including establishing partnerships (if not already formed), finding funding sources and obtaining the necessary state approval(s), if any. Technical assistance will be available throughout the project to assist with: strategic planning; developing partnerships; identifying best practice; and providing expertise and assistance as needed. Please follow the Proposal Outline below.

Proposals that demonstrate active partnerships with other institutions of higher education, school district(s) and/or adult/community service providers will be looked upon favorably. The proposal submitted should specifically reflect how the partner(s) will work together in this program. It would be in the best interest of all applicants to incorporate the Task Force guidelines into their proposals and/or discuss why they chose a different route on particular components.

Proposal Outline

1. Need (5 points)

- Why is postsecondary education important for individuals with intellectual disabilities?
- Particularly reference why your school or consortium believes that a postsecondary program fits into the mission of the school(s).

2. Program Design (45)

- How will you address the need(s) identified in Number 1?
- Discuss if this project will be a collaborative effort, and if so, discuss the active partners who will collaborate (institutions of higher education, school district(s), and/or adult/community service agencies) and their unique responsibilities
- Include discussion about ways to coordinate schedules of school district(s) with those of the colleges for those students who might be dually-enrolled.
- Discuss ways to achieve desired outcomes:
 - Academic Enrichment- Curriculum (what will be included and why--math, reading, etc), method of delivery, location of services, etc. Describe inclusive academic opportunities as well as remedial options.
 - Socialization - What will be done to foster socialization and camaraderie amongst students, the college, and the community? How will peer mentors be involved in the program?
 - Independent living skills- Discussion should include curriculum (how these skills will be taught), method of delivery and location of services. Teaching of self-determination and self-advocacy skills should also be addressed in this section.



- Competitive or Supported Employment - Program should include training, which will result in long-term employment upon completion of the program. Students will participate in paid and/or unpaid employment experiences during the program, which might include internships or positions on or off-campus.
- Discuss your vision of what courses, services, etc. will be offered/required of every student and how the program will be individualized to a student's specific needs
- Include information about the guidelines discussed above and address the following issues:
 - Length of program- number of years, why? Number of students- Discuss the number of students who will be admitted the first and second year of the program. Keep in mind natural proportions when determining the number of students.
 - Credit/non-credit: Discuss the school(s)' willingness to accommodate both credit and non-credit courses and to accommodate students whose needs might fall outside the general parameters of the program- perhaps with special interests/career goals and/or ability to seek a degree.
 - Explain how there will be meaningful social and academic inclusion.
- Review the admissions criteria established by the Task Force and discuss ways these criteria will/will not work with your school's admissions criteria. Include any discussion of criteria that you agree/disagree with and why.

Suggested admissions criteria:

- Must be between 18-26 years old
- Have an intellectual disability
- Have demonstrated the ability to learn and participate in classroom and work settings
- Demonstrated interest and desire to pursue educational, employment and life experiences through postsecondary education
- Agree to participate in an interview process
- Agree to actively participate in assessments, such as independent living and others
- Three letters of recommendation (excluding relatives)

3. Implementation Plan (30 points)

- Include a discussion of goals, objectives, outcomes and timelines for accomplishing tasks for the planning period, including on-going communication with a representative from CTC and regular meetings with the Task Force or Steering Committee of the Task Force.
- Incorporate information about the active partnerships that are or will be established to form a consortium (e.g. institution of higher education, school district, adult service agency, community agencies, etc), if a consortium is planned. With this, include detailed information about the roles and responsibilities, including financial, of all active partnerships.



- Include discussion of plans to adequately research and obtain appropriate state approvals for this program (if any), which may differ for those who are dually-enrolled (ages 18-21).
- Include discussion about how institutions will meet with state agencies and CTC during the planning year to best accommodate students academically and financially. Some examples of agencies to be included in these discussions are South Carolina Department of Education, Vocational Rehabilitation Agency, and the Department of Disability and Special Needs (Note: this is not an all inclusive list).
- Outline how this project will be staffed.
- Discuss ways of creatively staffing the program, both in the planning period and the operational years (e.g. hiring graduate students to assist with teaching courses or organizing programs, recruiting college students as mentors and buddies for social or academic reasons, etc.).
- Organizational structure of the project (include a table of organization).
- Plan for continuous improvement and progress (project staff meetings, advisory committee, internal monitoring procedures).
- Discuss potential funding options for the program, including, but not limited to, public funding (IDEA, DDSN, VR, etc.) as well as other streams of funding (tuition, grants, etc.). Please specify projected tuition costs.
- Proposal must demonstrate definitively how the program will be sustainable without additional funds from CTC at the end of the third grant period. Include projection budgets for the first two operational years of the program

4. Evaluation Plan (20 points)

- Include a comprehensive evaluation plan that will include both qualitative and quantitative methodology over time. Also, include any research projects that would be part of the program design.
- Discuss quantitative methods to track student outcome including:
 - Academic Enrichment
 - Socialization
 - Independent living skills
 - Competitive or Supported Employment
- Discuss qualitative indicators measuring outcomes
 - Discuss qualitative indicators measuring outcomes that evaluate the strength of the program in the areas of academic enrichment, socialization, independent living skills and competitive or supported employment



Application Guidelines for 2009

Please submit one original and four (2) copies of complete application, including attachments, to:

Donald Bailey
P.O. Box 31656
Charleston, SC 29417

APPLICATIONS MUST BE RECEIVED BY SEPTEMBER 15, 2009

All copies should be collated and all attachments should include the Program Director's name and institution of higher education. If the proposal will involve multiple institutions, please be sure to indicate which institution will be administering the grant. Any questions regarding grant preparation should be referred to Donald Bailey at 1-843-763-4169.

Applications *must* include the following, in this order:

1. Letter of Intent — This letter should include background on the lead applicant; the mission of the school; why your institution has an interest in this program; brief summary of past programs/experience; and why you think your institution/consortium would be able to successfully create a transition and postsecondary program for individuals with intellectual disabilities. Please limit the synopsis to one or two (1 or 2) typed page(s), single-sided, single-spaced, one-inch margins and minimum of 12- point font.
2. Detailed proposal following the Proposal Outline above. The length of this proposal should not exceed ten (10) typed, single-sided, single-spaced, one-inch margins and minimum of 12-point font.
3. Updated Curriculum Vitae (CV) for all known individuals who will be working on the program and information as to their role(s) in this project.
4. Annual Budget of proposed program—Include explanation of how the requested award would be used, in addition to any in-kind or matching contributions.
5. Letter of commitment—Include a letter from each active partner that states their proposed role and responsibilities (including financial) in the partnership, their agreement to their role, and that they understand and support the program that is being proposed. This letter should be on letterhead and should be signed by the head of the institution/organization (i.e. institutions of higher education- President; School district(s) - Superintendent; Service providers and others- Executive Director, etc.)

The review committee reserves the right to request additional information from the institution(s) of higher education and their active partners.

Application/Award Process

Applicants will be notified by e-mail as to the outcome of the grant. Site visits will be scheduled to meet with project leaders and other key personnel (i.e., President of the institution of higher education) and review the RFP. All publications resulting from work carried out during the term of the award must carry a statement of CTC support.



TRANSITION AND POSTSECONDARY EDUCATION MODEL PROGRAM

TASK FORCE MEMBERS

Alston Bailey
Caroline Bailey
Donald Bailey
Jane Baker
Amy Bethea
Frank Bonner
Jane Breeden
Mary Breeden
Corky Carnevale
Elizabeth Cooper
George Cooper
Susan DiFabio
Richard Ferrante
Caleb Fort
Delie Fort
Rebecca Kutcher
Stephanie Smith Lee
Louise Morris
Eva Ravenel
Barbara Spell
Holly Wiegrefe
Madeleine Will

COLLEGE TRANSITION CONNECTION (CTC) BOARD MEMBERS

Donald Bailey, Chair
Jane Breeden
Corky Carnevale
Delie Fort
Louise Morris
Debra Wilson

NATIONAL DOWN SYNDROME SOCIETY STAFF

Madeleine Will
Chair, NDSS Transition and Postsecondary
Education Project
Director, NDSS Policy Center

Stephanie Smith Lee
Project Director, South Carolina Transition and
Postsecondary Education Program
Senior Policy Advisor, NDSS Policy Center