

# Grants and Other Financial Assistance Programs: FY2017

## Notice of Funding Availability (NOFA): Inclusive Concurrent Enrollment (ICE) Partnership Programs for Students with Disabilities – Residence Life, Phase 2: 239

**Purpose:** The purpose of this state-funded competitive grant program (Fund Code 239) is to establish and strengthen sustained partnerships between high schools in public school districts and public colleges and universities to offer inclusive concurrent enrollment residence life opportunities for students with severe disabilities (as defined in Section 1 of chapter 71B of the General Laws) between the ages of 18 and 22, inclusive. Programs through fund code 239 will serve students in one of two categories:

(1) Students, 18 to 22, who have not passed and/or are not likely to achieve the competency determination necessary for graduation by passing the MCAS exam because of the severe nature of their intellectual disabilities, and are eligible for special education services as documented through an Individualized Education Program (IEP); or

(2) Students, 20 to 21, who have passed MCAS, but are still eligible for special education with an Individualized Education Program (IEP) because of significant functional disabilities, transition needs, etc.

Through the provision of a free and appropriate public education in the least restrictive environment, funded partnerships will result in inclusive systems in colleges and school districts that better support students with severe disabilities to achieve success by living on campus and learning through participation in college courses. The intent of the program is to contribute significantly to the self-determined interpersonal, intrapersonal, and career goals of the students who participate.

### Overview of Proposal Requirements:

Successful proposals will:

- 1) Include contact information for project stakeholders;
- 2) Articulate a clear and compelling rationale for implementing an inclusive concurrent enrollment residence-life program for students with severe disabilities. The rationale should explain how implementation of a residence-life program complements the mission of the college/university; its most recent strategic planning efforts; and other ongoing inclusive concurrent enrollment efforts on campus;
- 3) Provide evidence in 11 key program design elements which will guide the successful implementation of the proposed residence life program:
  - a. Program Structure;
  - b. Recruitment and Selection;
  - c. Orientation;
  - d. Course Enrollment and Student Support;
  - e. Staffing;
  - f. Staff Development;
  - g. Career Development and Support;
  - h. Student Transition;

- i. Assessment and Evaluation;
  - j. Planning for Sustainability; and,
  - k. Project Management.
- 4) Detail roles for key stakeholders and a project timeline for accomplishing funded activities;
  - 5) Articulate specific student, program, and institutional outcomes for both the college/university and the school district resulting from successful implementation; and,
  - 6) Detail a project budget and related narrative that clearly supports the successful implementation of the proposed program.

Building on the outcomes of their funded planning year, partnership teams that submit successful proposals for Fund Code 239 will use grant funds to serve eligible students based on a solid foundation of staffing and system-level changes essential to a high-quality inclusive residence life program which also offers access to inclusive credit and non-credit courses, with and without pre-requisites. The inclusive concurrent enrollment residence life initiative offers students with severe disabilities opportunities for success in credit and non-credit courses with and without pre-requisites within the general college or university curriculum with their non-disabled peers while living on campus.

Partnerships will identify eligible students to participate in inclusive college courses the 2016-2017 academic year at the college or university. Program staff from the college or university and the high school(s) will work with the students and their families to coordinate existing IEP transition planning and conduct person-centered planning in order to identify courses and potential employment opportunities that relate to the students' career goals. By early summer 2016, partnerships will have recruited and selected eligible students to participate in inclusive residence life opportunities during the 2016-2017 academic year at the college or university, and provide orientation activities during the late summer of 2016. Program staff from the college or university and the high school(s) will work with students and their families to consider existing transition planning and conduct person-centered planning in order to inform inclusive residence life arrangements, including necessary accommodations, supports, and services.

***Development of policies and procedures.*** Program policies and procedures must outline the types of information that will be used when determining student course selection and eligibility for residence life (e.g., the IEP, MA Transition Planning Form, person-centered planning and career assessments, placement tests, and meetings with parents, school personnel, and students) and indicate how course selection and participation in inclusive residence life will be related to individual students' plans for post-secondary education, employment, independent living, and/or community participation. The policies and procedures must outline the types of information that will be used when determining inclusive residence life arrangements, including alignment with individual students' transition planning, and the promotion of students' independent and community participation skills. Proposals should include information on the types of accommodations, supports, and services students will receive in order to participate in inclusive opportunities, including courses, the life of the college, community-based learning, competitive integrated employment, and inclusive dormitory living. The proposal should also include information on how families will be engaged in the program.

Technical assistance. Technical assistance will be provided to the funded partnership as it implements its program. Additionally, funded partnerships are encouraged to use all grant funds to obtain consultation services from qualified experts. Providers for the required technical assistance activities will be selected in consultation with the Executive Office of Education (EOE).

**Eligibility:** Proposals must be submitted by public colleges or universities on behalf of the partnerships. Only colleges or universities that were granted funds under the FY2016 Fund Code 238 grant competition are eligible to submit proposals for the FY2017 Fund Code 239 grant program.

All proposals must:

- maintain a partnership with two or more public school districts and charter schools and a two-year or four-year public college or university (a special education collaborative may be a partner in addition to at least one other school district or charter school);
- be designed to serve students with intellectual disabilities in inclusive settings;
- establish and formalize a Partnership Leadership Team, composed of leaders from the IHE and LEAs, and representatives from adult service agencies, employers, and family members that will:
  - meet on a regular basis to discuss the policies, practices, and procedures necessary to implement and sustain inclusive concurrent enrollment;
  - oversee the development, implementation and ongoing evaluation of the participation framework in order to facilitate the transition from high school into adult life and to sustain the ICE initiative;
  - create policies, practices, and procedures to facilitate ongoing inclusion of new LEAs and to increase student enrollment until the partnership is enrolling students at rate which reflects natural proportions each year of the grant program. These procedures must include details on how parents of a student who may be appropriate for ICE should approach their LEA to request an opportunity to participate, including parents of students from LEAs that are currently not participating in the partnership.

In an effort to ensure sustainability, high quality proposals from partnerships with multiple districts will be given priority over proposals from partnerships with fewer districts.

**Funding:** Upon Approval - 8/31/2017

**The total amount available for any grantee is subject to state appropriation.**

The state legislature has identified funding for this program in the Executive Office of Education (EOE). Awards will come from the EOE.

Subject to funding availability, one partnership may be awarded up to \$150,000.

Final funding levels are subject to state appropriation.

Applications will be reviewed and funded based upon the quality of programs proposed. Proposals with an in-kind contribution will be given priority.

**Fund Use:** Funds may be used at any time for:

- student transportation costs (over and above pre-existing transportation fees);
- textbooks and materials to support the student coursework and participation on the college campus;
- fees for students\*;
- consultants (e.g., parent consultants, employment specialists, and youth leaders);
- stipends/salaries and fringe benefits for project personnel
- training supplies, including site costs;
- mentoring from other MAICEI program partners;
- in-state travel costs;
- indirect costs for school districts at the ESE rate; and
- indirect costs for the IHEs at the approved ESE rate, not to exceed a maximum of 11%.

Funds may not be used at any time for:

- assistive technology (the necessary technology to ensure full access to the curriculum);
- pre-existing student transportation costs;
- equipment;
- tuition for courses\*; and,
- stipends for supporting employment opportunities for participating students.

*\*Please note: State-supported tuition for courses shall be waived by the Institutions of Higher Education.*

**Project Duration:** FY2017: Upon Approval - 6/30/2017. FY2018: 7/1/2017 - 8/31/2017

**Contact:** Glenn Gabbard, Coordinator, Massachusetts Inclusive Concurrent Enrollment Initiative  
Executive Office of Education, [glenn.gabbard@state.ma.us](mailto:glenn.gabbard@state.ma.us).

**Phone Number:** 617.979.8335

**Date Due:** Proposals must be received at the EOE on Monday, June 6, 2016 by 5:00 p.m.

**Required Forms:** For guidance on completing the required forms, consult [“Grants for Schools: Getting Them and Using Them, A Procedural Manual”](#) from the Department of Elementary and Secondary Education.

1.   FY2017 Part I - General - Program Unit Signature Page - (Standard Contract Form and Application for Program Grants)
2.   FY2018 Part I - General - Program Unit Signature Page - (Standard Contract Form and Application for Program Grants)
3.  FY2017 Part II - Budget Detail Pages (Include both pages.)  
- [Instructions \(FY2014 – applicable to FY2015.\)](#)

4.  FY2018 Part II - Budget Detail Pages (Include both pages.)  
- [Instructions \(FY2014 – applicable to FY2015.\)](#)
5.   FY2017-2018 Inclusive Concurrent Enrollment Required Program Information

**NOTE:** *This grant program crosses two state fiscal years (FY2017 and FY2018) and requires that each partnership submit two Part I - Standard Contract Forms and two Part II - Budget Detail Pages. The first set (FY2017) will be for grant activities implemented between the award of funds and June 30, 2017. The second set (FY2018) should reflect dates and costs associated with grant activities implemented between July 1, 2017 and August 31, 2017.*

**Additional Information:**

1.   Appendix A - Evaluation Rubric – Residence Life, Phase 2.
2.   Appendix B- Quality Indicators for the Inclusive Concurrent Enrollment Partnership Programs
3.   Appendix C - Resource: Think College Standards, Quality Indicators & Benchmarks for Postsecondary Education Services for Students with Intellectual Disabilities
4.   Appendix D - Budget Narrative Worksheet
5.   Notice of Funding Availability: Inclusive Concurrent Enrollment (ICE) Partnership Programs for Students with Disabilities – Residence Life, Phase 2.

**Participation Requirements**

The partnerships will participate in required technical assistance and mentoring activities on promising inclusive practices to further develop the skills of faculty and staff in IHEs and public school districts. Training and technical assistance activities will include, but are not limited to:

1. face-to-face meetings for all participants;
2. assistance with establishing and/or enhancing each partnership's structures for collaboration, resource mapping, and planning for sustainability;
3. online modules (e.g., career planning, development and employment, youth development, universal course design) and threaded discussions;
4. onsite, online, and telephone technical assistance.

**Reporting Requirements:**

Providers for the required technical assistance activities may be selected by the Executive Office of Education (EOE) in collaboration with the grantee.

Partnerships will be required to participate in a two-part mid-year self-assessment visit detailing program activities to date. This assessment will focus on (1) Program and student performance, using the “Think College Standards, Quality Indicators, and Benchmarks for Post-Secondary Education Services for Students with Intellectual Disabilities” (Appendix B) as an organizing structure; and (2) Fiscal resource assessment, based on a current evaluation of the program budget as well as the status of the development of a self-sustainability model.

Partnerships will also be required to report program and student level performance data, using the “Think College Evaluation Data Collection System” on a timely basis, assuring that current information on student performance is available on an as-needed basis. Data reports will include:

1. the names and State Assigned Student Identifiers (SASIDs) of students who participated in the program during Fall 2016, Spring 2017, and (if applicable) Summer 2017;
2. the title, number, and credit status of the courses in which each student was enrolled;
3. student outcomes related to:
  - a. information on each student's participation in community-based integrated competitive employment;
  - b. information on each student's participation in the life of the college;
4. student outcomes data related to:
  - a. self-determination and self-advocacy skills;
  - b. vocational skills;
  - c. integrated competitive employment skills aligned with the Massachusetts Work-Based Learning Plan;
  - d. academic, social, and functional skills; and
  - e. other transition-related skills.

**Submission  
Instructions:**

Applications must be sent in both electronic and hard copy formats, following these requirements:

- One (1) electronic copy, combining all parts of the proposal into one PDF formatted document; and,
- One (1) electronic zip file, containing all of the separate electronic documents in MSOffice format;

should be sent to [glenn.gabbard@state.ma.us](mailto:glenn.gabbard@state.ma.us);

In addition,

- Three (3) hard copies, on three-hole punched paper, including the program signature page(s) bearing the original signature of the college or university's President. should be sent to:

- **Glenn Gabbard**  
Coordinator, Inclusive Concurrent Enrollment Program  
Executive Office of Education  
Commonwealth of Massachusetts  
One Ashburton Place, Room 1403  
Boston MA 02108  
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