

Grants and Other Financial Assistance Programs: FY2017

Notice of Funding Availability (NOFA): Inclusive Concurrent Enrollment (ICE) Partnership Programs for Students with Disabilities – Implementation/Continuation Grant Fund Code: 236

Purpose: The purpose of this state-funded continuation grant program is to implement and enhance partnerships between high schools in public school districts and public institutions of higher education (IHE) to offer inclusive concurrent enrollment opportunities for students with intellectual disabilities, ages 18-22. This grant program must serve students who are considered to have intellectual disabilities in credit and non-credit courses that include non-disabled students. Funded programs 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. These partnerships will result in improved systems to serve students with severe disabilities and support college and career success and provision of a free and appropriate public education in the least restrictive environment.

Priorities: **Inclusive Educational Opportunities: Implementation Grant**

Funded partnerships must address the following features:

- A. Design - These practices and programs must:
 - be designed to promote and enhance academic, social, functional, integrated competitive employment skills and other transition-related goals;
 - provide opportunities for the inclusion of students with severe disabilities in credit and non-credit courses with their non-disabled peers;
 - provide linkages to adult agencies and organizations;
 - promote participation in the student life of the college community;
 - promote student participation in community-based competitive employment related directly to course selection and career goals, utilizing employment specialists and the [Massachusetts Work-Based Learning Plan](#).
- B. Student Outcomes - The design will promote student participation in inclusive learning opportunities in IHEs. Students will:
 - develop self-determination and self-advocacy skills;
 - participate in career planning, vocational skill-building activities, (e.g. job shadowing and time-limited internships) and community-based integrated competitive employment opportunities; and
 - improve academic, social, functional, independent living, and other transition-related skills.
- C. Sustainability Plan - The Partnership Leadership Team will develop a comprehensive plan that details the policies, practices, and procedures related to the implementation, sustainability, and ongoing evaluation of the Inclusive Concurrent Enrollment Program. Continuation funding for partnerships is contingent on demonstrated evidence of steady increases in

student enrollment from semester-to semester and year-to-year until the partnership is enrolling students at a rate which reflects natural proportions. Each funded campus should document expansion in enrollments, integrating grant funds with in-kind contributions.

Eligibility:

Proposals must be submitted by public colleges or universities on behalf of the partnerships.

Only proposals submitted on behalf of partnerships funded during FY2016 will be considered for this continuation grant. Proposals may include new districts or IHE members to the partnership.

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).

Previously funded partnerships are eligible to apply as follows:

- A total of no more than \$25,000 is available for the Bunker Hill Community College partnership.

- A total of no more than \$105,000 each is available for Bridgewater State University, Cape Cod Community College, Framingham State University, Middlesex Community College, Mt. Wachusett Community College, Northern Essex Community College, Roxbury Community College, Salem State University, UMass Boston, UMass Amherst, and Westfield State University.

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:

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Executive Office of Education, 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 – Implementation Proposals
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 – Implementation/Continuation Grant

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.

Other required data, to be reported outside of the data collection system may include:

5. A summary of a formal exit interview and amended IEP (if the student is under 22 and continues to be eligible for special education) conducted with each non-returning student at the end of each semester.
6. Continuation funding for partnerships is contingent on demonstrated evidence of increases in student enrollment from semester-to semester and year-to-year until the partnership is enrolling students at a rate which reflects natural proportions. Because of this focus on sustainability, each funded campus will include information documenting expansion in enrollments and evidence of implementation of self-sustainability, integrating externally generated funds and increases in in-kind contributions, among others.

**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;

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**
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Commonwealth of Massachusetts
One Ashburton Place, Room 1403
Boston MA 02108
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