**Postsecondary Inclusive Fund**

**Application for Enhancement Projects for Existing Programs (3 or more years old)**

### **Section 1: CTP Status**

### Indicate the status of the institution’s federally approved CTP program:

\_\_\_\_\_ The institution has received federal approval of the proposed program.\*

\_\_\_\_\_ The institution has submitted an application for a federally approved program and is awaiting a decision.\* The application was submitted on this date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_ The institution commits to submitting an application within the subsequent year for federal approval of a program.

### \*Include documentation with the application.

### **Section 2: Program Description**

1. Postsecondary Inclusive Education Program (PIEP) name:

1. Enter the number of students:

\_\_\_\_\_ Enrolled in the existing program in the current year

\_\_\_\_\_ Projected to enroll in the program next year

\_\_\_\_\_ Projected to enroll in the program the year after next

1. In which college, department, administrative unit, or other institutional component does the PIEP “live” at the institution? That is, where in the institution is the PIEP “housed?”

\_\_\_\_\_ Academic unit (e.g., college, department, etc.)

\_\_\_\_\_ Continuing education

\_\_\_\_\_ Administrative unit other than academic unit or continuing education (e.g., student services)

1. Provide a general summary of the proposed use and outcomes of the Louisiana Postecondary Inclusive Education Fund (LPIEF) enhancement grant:

### **Section 3: Program History**

1. **Summary of program changes** – Describe any changes planned for the PIEP and provide the rationale for making these changes.

1. **Summary of evaluation data and student outcomes** – Describe the outcomes experienced by PIEP students during the current program. What proportion of students made Satisfactory Academic Progress (SAP), completed their programs, participated in work experiences and internships, achieved employment, etc.? The summary of evaluation findings and student outcomes should provide support for any program changes, such as enhancements, expansion, and or improvements, that are planned with the additional funds.

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### **Section 4: Student Eligibility and Admission**

1. Describe how students with intellectual disabilities are **recruited** to enroll in the PIEP.

1. Describe the process through which student **eligibility is verified**, including the documentation used to determine eligibility:
2. Process and documentation to determine eligibility:

1. Name and title of individual (or group) who makes eligibility determination:

1. Describe how the final decision to *admit* students with intellectual disabilities to the PIEP is made:
2. Criteria used to make admission decision:

1. Name and title of individual (or group) who makes the final admission decision:

1. Maximum number of students the program currently serves each year:

### **Section 5: Assessment and Advising**

1. Describe how **assessments** of students’ interests, skills, and needs are:
2. Conducted

1. Used to identify a student’s targeted “program of study”

1. Used to develop his/her “program of study”

1. Describe the program’s **advising structure**.

### **Section 6: Performance Indicators**

1. Describe the **performance indicators** established to determine SAP. What standards are be applied to evaluate a student’s performance in terms of making SAP? Also describe how and when SAP will be assessed and the strategies to be used if it appears a student is not making SAP.

1. **List the performance indicators that are part of the annual report.** Includeboth programmatic and student-level information, such as but not limited to the following: number of applicants, admissions rate, enrollment, student retention, students meeting SAP, course completion, program completion, student learning, post-program employment status of students who successfully complete the program, wage level of students who successfully complete the program, industry certifications earned, and student demographics. Describe any **additional** **performance indicators** to be used to measure the **enhanced** PIEP’s success.

1. Identify the individual(s) responsible for collecting the data regarding the PIEP-required performance indicators and the institution’s additional performance indicators. Also describe when and how the data are/will be collected and used for program improvement.

###  **Section 7: Match, Budget, and Budget Narrative**

1. What level of funding is being requested (up to $50,000)?
2. Provide validation of matching funds at a ratio of one-to-one to the requested funding level. Matching funds may include but are not limited to cash from private or state sources, in-kind donations of technology, personnel, construction materials, program space and overhead, facility modification, or corporeal property, internships, scholarships, sponsorship of staff or faculty, or faculty endowment.
3. Provide a detailed budget for the requested and matching funds. The budget should be accompanied by a budget narrative that includes the following:
	1. Details on each line item.
	2. Explanation of the value of each planned expenditure to the program.
	3. Description of matching funds including whether they are cash or in kind and their source(s).

### **Section 8: Program Sustainability**

1. Briefly describe the institution’s five-year plan for the program regarding:
2. Projected enrollment – Does the institution expect enrollment in the PIEP to increase over the next five years? If so, what are the current projections for enrollment **each year** through the next five years?

1. Sustainability – How will the institution operate the PIEP over the next five years in terms of funding, staff, and other operational expectations? How will the planned enhancements be sustained?