**Postsecondary Inclusion Fund**

**Application for Initial Program Development (less than 3 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. Proposed Postsecondary Inclusive Education Program (PIEP) name:

1. Year in which the proposed PIEP program will first admit students:

1. Enter the number of students:

\_\_\_\_\_ Enrolled in the existing program in the current year (enter 0 if this application is for a new program)

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

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

1. In which college, department, administrative unit, or other institutional component will the PIEP “live” at the institution? That is, in what area of the institution will the PIEP be “housed”? Please specify whether this is an academic, continuing education, or administrative unit.
2. Provide a general summary of the proposed PIEP (1 page max):

1. Describe how the PIE program will be “organized” at the institution:

1. What honor/endorsement/certificate/degree will the institution award to students upon completion of the program?
   1. Name of the general honor/endorsement/certificate/degree:
   2. Describe the general honor/endorsement/certificate/degree:

1. Indicate the **length of time** needed to complete the PIEP (expressed as terms/semesters or years):
2. Is there more than one level or benchmark within the PIEP at which students may exit?

\_\_\_\_\_Yes or No

If yes, describe the levels or benchmarks:

1. Do students enrolled in the PIEP have opportunities to earn an industry-recognized certificate or certification(s)?

\_\_\_\_\_ Yes or No

If yes, name the industry-recognized certificate or certification(s):

1. Do students enrolled in the PIEP have opportunities to earn micro-credential(s)/badge(s) other than an industry-recognized certificate or certification(s)?

\_\_\_\_\_ Yes or No

If yes, name the micro-credential(s)/badge(s):

1. Describe how students enrolled in the program participate in one or more of the following activities alongside **students without disabilities**:
2. Regular enrollment in credit-bearing courses
3. **Auditing** or participating in courses for which the student does not receive academic credit
4. Enrollment in **non-credit-bearing**, **non-degree** courses
5. **Internships** or work-based learning
6. Student life and co-curricular activities

### **Section 3: Student Eligibility and Admission**

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

1. Describe the process through which student **eligibility will be verified**, including the documentation used to assess eligibility:

1. 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 will be 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 expects to serve each year:

### **Section 4: Assessment and Advising**

1. Describe how **assessments** of students’ interests, skills, and needs will be/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 5: Employment Opportunities**

1. Describe the program’s **plan for** **partnerships with businesses** to promote experiential training and employment opportunities for students with intellectual disabilities.

1. Describe **employment** **opportunities** available through the program to students **while** enrolled in the program.

1. Describe how the program connects students to **employment** **opportunities** upon successful **completion** of the program.

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

1. Describe the **performance indicators** established to determine a **student’s *satisfactory academic progress (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 will be part of the annual report.** Includeboth programmatic and student level information, including but not limited to the following: number of applicants, admission 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.
2. Identify the individual(s) responsible for collecting the data regarding the PIE program-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.

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

1. What level of funding is being requested (up to $80,000)?
2. Provide validation of matching funds at a one-to-one ratio 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:
   * Details on each line item.
   * Explanation of the value of each planned expenditure to the program.
   * 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 PIE program 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 LAPIE program over the next five years in terms of funding, staff, and other operational expectations?

1. From what sources of funding will the institution draw to sustain the program and support student participation (such as private donations or sponsorships, scholarships, grant funding, etc.)?