

Demonstration Project with a Postsecondary Institution

I. Goal and Performance Target of this Demonstration Project

Develop partnership with a postsecondary institution(s) to provide programs for students with intellectual and developmental disabilities in Arizona to help them succeed.

Task

Contract with a community college or university to expand opportunities for students with intellectual and developmental disabilities to participate in college life.

Outcome

Increase enrollment and retention of students with I/DD on college campuses and bring about culture change and capacity building within community college and four-year college environments.

The Arizona Developmental Disabilities Planning Council will select one or two postsecondary educational programs that support people with intellectual and developmental disabilities in academic programs of their choice.

The Arizona Developmental Disabilities Planning Council (ADDPC) will sponsor initiatives to expand access and support services for students with intellectual and developmental disabilities at Arizona community colleges and four-year colleges/universities. Students with intellectual and developmental disabilities will have access to the full range of courses offered and will have the opportunity to attend, learn and grow from postsecondary education participation.

As the workforce needs of the state grow and the need for more skilled workers grows, there is an increasing demand for community colleges and four-year colleges to have the capacity for educating all students. For individuals with intellectual and developmental disabilities individualized planning and supports will be a key component of successful initiatives.

This demonstration project is about culture change and capacity building within community college and four-year college environments. It is about providing opportunities for students with intellectual and developmental disabilities to gain skills and experiences that prepare them for careers. Through the capacity building of this initiative, the college will serve all its students and their needs in a more flexible, individualized manner.

Key to the success of this initiative are the principles of choice, integration, person centered planning and individualized supports for students with intellectual and developmental disabilities. Success will be measured by the students who achieve their individual goals upon

completion of their time in college as well as the changes within community colleges and four-year colleges/universities.

II. General Requirement for Proposals

All ADDPC projects must promote integration/inclusion of people with developmental disabilities.

ADDPC follows the federal definition of developmental disabilities. From the DD Act of 2000, a developmental disability is a severe, chronic disability that occurs before and individual is 22 that is likely to continue indefinitely and results in substantial functional limitations in three or more of the following areas: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, and economic self-sufficiency. Diagnosed conditions may include autism, Down syndrome, intellectual disability, cerebral palsy, spina bifida, epilepsy, and others.

ADDPC encourages outreach to unserved and underserved populations. These populations include individuals from racial and ethnic minority backgrounds, disadvantaged individuals, individuals with limited English proficiency, and individuals from underserved geographic areas (rural or urban).

Definitions

“Academic” includes career and technical certificate programs, continuing education coursework and coursework leading to degrees.

“Culture” within an organization includes policies, practices, values and attitudes.

“Natural Supports” means that individuals with intellectual and developmental disabilities get help/support from people who are not necessarily paid just to assist the students with intellectual and developmental disabilities. For this demonstration project, faculty, advisors, help desk staff, students and other individuals who are already involved in school activities are examples of natural supports. Typically, these individuals just need some basic information and a little guidance to effectively support students with intellectual and developmental disabilities.

“Postsecondary educational program” means community colleges and four-year colleges/universities.

Requirements

Requirements define what you can and cannot do. These are principles the evaluation team feels are non-negotiable. A successful proposal must demonstrate incorporation of all requirements. If all requirements are not clearly reflected in your proposal, it will not be considered.

Describe how and why your project will demonstrate a commitment to each requirement.

1. Successful proposals will demonstrate collaboration with secondary education transition systems (local school districts, transition planning committees) as a link to facilitate enrollment of students into community colleges and four-year colleges/universities. During their secondary education years, students with intellectual and developmental disabilities are involved in transition planning and programs, which assist them to prepare for their future. One component of the transition planning process is the development of a Summary of Performance, which provides information that can result in better long-term student outcomes.
2. Proposals demonstrate that students with intellectual and developmental disabilities leave the community college/four-year college/university with increased experience and skills.
 - a. Students with intellectual and developmental disabilities receive support that is individualized and personalized to their needs and desires.
 - b. Students articulate and choose their own desired outcomes and are successful in achieving their outcomes.
3. Proposals demonstrate strong, active support for inclusion of students with intellectual and developmental disabilities across all parts of the college, academic, administrative, support services, and extra-curricular.
 - a. The commitment is evident at all levels of the community college/four-year college/university.
 - b. The planning and implementation of this project will be achieved through a strong team approach.
 - c. Program design reflects inclusive environment rather than separate programs.
4. Proposals demonstrate a model for professional development that supports the inclusion of individuals with intellectual and developmental disabilities that reflects:
 - a. Faculty receives professional development to expand their teaching methodologies to incorporate universal design strategies, as well as increase their awareness of disability and disability culture.
 - b. Ancillary staff, other campus employees, and peer mentors (if used) expand their knowledge on disability awareness and any specific training needed to provide their service to all students on campus including students with intellectual and developmental disabilities.
 - c. Content and implementation plan for the professional development program ensures that it is:
 - i. Consistent in content and approach;
 - ii. Ongoing/embedded;

- iii. Provides need information for developing/enhancing a culture of inclusion.
5. Proposals demonstrate that natural supports are developed to enhance a culture of inclusion. Proposers will identify the environments with the community college/four-year college/university that are resources for all students and will ensure that students with intellectual and developmental disabilities are connected and included as peers with their fellow students. Expectations include:
 - a. Natural supports will be incorporated throughout the entire community college/four-year college/university environment (i.e. academics, social clubs, advisors).
 - b. Faculty and employees engage students with intellectual and developmental disabilities as part of their regular work rather than simply by the addition of staff devoted specifically to these new students and their supports. The result is that the culture developed during the investment period continues after the investment ends.
 - c. Students access education and campus life like all other students in being connected to supports and services.
 6. There is an expectation that the community college/four-year college/university in this funding initiative will apply for and/or be certified as a [Comprehensive Transition and Postsecondary \(CTP\)](#) program to financially assist students with intellectual and developmental disabilities.
 7. Proposals will describe a sound sustainability plan building in capacity up front to ensure continuation of this inclusive practices identified through this initiative after the funding period ends.

Expectations

The following Expectation may serve as a guide for applicants and are offered to aid in the development of a quality proposal. ADDPC is open to individualized approaches to suit each proposed project. Unlike the Requirements, these Expectations are somewhat negotiable.

1. Peer mentoring is a practice that supports inclusion of students with disabilities at both the secondary and postsecondary levels.
2. Proposers have access to resources on design and implementation of an inclusive postsecondary program through the Think College websites. ADDPC agrees with the Think College Standards, Quality Indicators, and Benchmarks for Inclusive Higher Education document as a guide for program development.
3. Additional partners such as in transportation systems, disability specific service agencies, state agency offices, workforce centers, business community, etc. may be

important in developing successful transition to community college/four-year colleges/universities and post college life outcomes.

Funding

The Arizona Developmental Disabilities Planning Council will fund up to \$100,000 for proposal(s) by Arizona community colleges and four-year colleges/universities. Joint proposals will be considered. Total dollar amount available for the initiative is \$100,000.

The Arizona Developmental Disabilities Planning Council may choose not to fund or may reduce the amount of this funding opportunity at the time of an award.

Match funds of 25% are expected for each initiative/proposal. Indirect cost for Council funded projects is limited to no more than 10% of Salary and Benefits line items.