



Request for Application for the PIHEC-TPSID Mini-Grant Funding

The following is a mini-grant application offered through the Pennsylvania INCLUSIVE Higher Education Consortium.

Institutions of Higher Education as defined by the Federal TPSID criteria are eligible to apply.

This mini-grant is offered on a rolling submissions basis.

Applicants may request a total funding amount of no more than \$60,000. Should applicants request less than the \$60,000, subsequent requests can be made in future years totaling no more than the maximum amount allowed.

(Example: Application for Year 1 request: \$20,000; Application for Year 2 request: \$40,000).

One signed, hard copy application must be submitted to:

Pennsylvania Inclusive Higher Education Consortium (PIHEC)

Millersville University
P.O. Box 1002
Millersville, PA 17551-0302
Attn: Dr. Ann Marie Licata, Director

All applications must include a cover page with the following information:

- Applying entity
- Contact person (name, address, phone and fax number, and e-mail)
- Fiscal contact (name, address, phone and fax number, and e-mail)
- Federal I.D. #
- Amount of funding requested
- Original signature(s) of accountable officer for the funds

Please direct any questions regarding this mini-grant application in writing using the “Questions Form” located on the PIHEC website. All questions that are submitted will be posted on the website along with the corresponding answer.

Request for Application for PIHEC-TPSID Mini-Grant Funding

Application Process

Funding provided through this mini-grant opportunity may be used to provide individual Educational Support Services within inclusive and culturally valued college environments. This funding cannot be used as financial assistance for students, including tuition, books, or institutional fees. This funding cannot be used for expenses related to program planning and development such as travel, meeting costs, food, etc. Using the template provided, applicants should address the elements outlined below.

Please include the following:

1. Project Abstract

Please provide a one-page, single-spaced abstract of your application. The abstract should include information about the project's goals and objectives, the activities that will be implemented during the grant period, the number of students to be served, and a list of partners who will participate in the grant. Pay particular attention to the expectations of inclusion and culturally valued means.

2. Project Narrative

Describe in detail the scope of your proposed program, which reflects an individual support model, based on culturally valued principles, person-centered planning, and full inclusion-defined as “being with typical college students and faculty, in typical college environments, participating in typically occurring college activities and in highly valued roles.” The proposed program should provide evidence for the following:

- 1) Fully inclusive education that leads to a meaningful degree, certificate, or non-degree program;
- 2) Longitudinal curriculum that demonstrates inclusivity and belonging;
- 3) Campus residential life, which includes the use of existing resources;
- 4) Peer coaching or mentoring that supports individual student needs in everyday campus life; and
- 5) Career development based upon interest and inclusive work experiences.

3. Budget and Budget Narrative

Please provide a detailed budget and budget narrative outlining the total budget requested and itemized expenses associated with individual Educational Support Services.

Examples of individual educational support services include costs associated with paying academic or social mentors, tutors, independent living coaches, and employment supports. The total budget amount requested may not exceed \$60,000.

Further areas that will be assessed include:

Program Eligibility

In accord with the Federal TPSID grant supporting this mini-grant application, applicants must indicate how they will establish a [Comprehensive Transition Program](#) for students with intellectual disabilities. Further program requirements are found within the scoring rubric for this grant in Part I.

Inclusivity

Inclusivity in postsecondary education is defined by PIHEC as “being with typical college students and faculty, in typical college environments, participating in typically occurring college activities and in highly valued roles”. The element of inclusivity is assessed in Part IV of the scoring rubric and must be prominently addressed throughout the abstract and narrative with particular detail given to addressing the [Culturally Valued Analogue \(CVA\)](#), a term associated with [Social Role Valorization Theory \(SRV\)](#). Resources for understanding the CVA are also found on the [PIHEC website](#).