

# Application Report



**Applicant Organization:** California State University Long Beach Research Foundation

**Project Name:** CSU Inclusive Post-Secondary Education Pilot Programs

**Application ID:** [REDACTED]

**Funding Announcement:** DDS Employment Grant

**Requested Amount:** [REDACTED]

**Project Summary:** The target population is college-age adults with I/DD; the project is designed to pilot Inclusive Postsecondary Education (IPSE) programs for students with I/DD at CSU Long Beach, East Bay, San Marcos, San Francisco, San Jose, and Northridge. IPSE programs integrate education, employment/career training, independent living and community participation. These programs have dramatically improved employment outcomes for adults with I/DD with 51-96% of IPSE graduates in competitive integrated employment (CIE) (Avellone et al., 2021) compared to less than 2% of adults with I/DD in CA (SCDD, 2015). Despite these successes, our state lags behind in offering IPSE programs at 4-year universities. The few existing programs receive far more applications than spaces available, demonstrating high interest and need. If funded, this project will establish an IPSE pilot at the 6 CSUs that will provide academic, social, and employment opportunities to adults with I/DD in order to prepare them for CIE. Once the 6 programs are in place, the pilots will scale up to serve hundreds of individuals with I/DD and seek funding opportunities from DOR and RCs to sustain the programs after the 18-month pilot phase. The pilot programs will: 1. Enroll students with I/DD in college courses aligned with their person-centered employment plans 2. Provide faculty to support person-centered employment planning so students with I/DD can make an informed choice of career options and goals 3. Provide supports and services for students with I/DD's academic, social and workforce inclusion, including peer mentors (matriculated college students) and workshops on a variety of topics (e.g. financial literacy, technology, nutrition) 4. Provide inclusive academic enrichment, socialization, independent living skills, career exploration, work experience towards CIE 5. Establish strategies to recruit and support students from historically underserved communities

**Authorized Certifying Official:** [REDACTED]

**Project Director/Manager:** [REDACTED]

**Compliance/Fiscal Officer:** [REDACTED]

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**Section Name:** Applicant Eligibility

**Sub Section Name:** Applicant Information

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**1. Applicant Question:** Organization Type

Check all that apply. If selecting "Other" please specify your type of organization.

**Applicant Response:**

- College or University

**Attachment:**

[REDACTED]

**2. Applicant Question:** Description of Agency/Organization

Provide a brief description of the organization or group. You may add a website link for additional information.

**Applicant Response:**

Six universities in the CSU system are applying: CSU-Long Beach, CSU-San Marcos, San Francisco State, CSU-East Bay, San Jose State, CSU-Northridge. CSU-Long Beach will be the lead and the other 5 CSUs will be sub-awards if funded.

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**3. Applicant Question:** Applicant in Good Standing

Is the applicant in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration? Please upload confirmation letter(s) or proof of good standing.

**Applicant Response:**

Yes

**Attachment:**



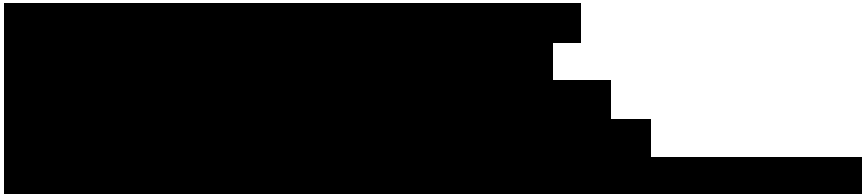
**4. Applicant Question:** Subcontractors in Good Standing

Are the applicant's subcontractors in good standing with the California Secretary of State, California Franchise Tax Board, and California Department of Tax and Fee Administration? Select "N/A" if you do not plan to use subcontractors for your project.

**Applicant Response:**

Yes

**Attachment:**



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**Section Name:** Grant Application

**Sub Section Name:** Proposal Summary

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**1. Applicant Question:** Project Type

Choose one project type that best describes your activities.

**Applicant Response:**

Employment Preparation Services and Supports

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**2. Applicant Question:** Duration of Project

Choose the duration of your project, 12 months or 18 months.

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**Applicant Response:**

18 months

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**3. Applicant Question:** Regional Centers in Service Area

Identify the Regional Center(s) in the community to be served by this project. Select all that apply. For a regional center map, see [Attachment F](#).

**Applicant Response:**

- Harbor Regional Center
  - North Bay Regional Center
  - Golden Gate Regional Center
  - North Los Angeles County Regional Center
  - Tri Counties Regional Center
  - Regional Center of the East Bay
  - San Diego Regional Center
  - San Andreas Regional Center
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**4. Applicant Question:** Counties Served

List the county or counties that the project will serve. Check all that apply.

**Applicant Response:**

- Los Angeles County
  - Orange County
  - Ventura County
  - Alameda County
  - Contra Costa County
  - San Diego County
  - San Francisco County
  - Marin County
  - Sonoma County
  - Solano County
  - Santa Clara County
  - San Mateo County
  - Napa County
  - Monterey County
  - Santa Cruz County
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**5. Applicant Question:** City of Los Angeles

If your project proposes to serve the City of Los Angeles, list the zip codes your project will serve.

Zip code information for Los Angeles County can be found [here](#). If your project does not serve the Los Angeles area, select "N/A".

**Applicant Response:**

1. 91040
2. 91042
3. 91046
4. 91201-91208
5. 91214
6. 91302-91307
7. 91311
8. 91316
9. 91324-91326
10. 91331
11. 91335
12. 91340
13. 91342-91345
14. 91352
15. 91356
16. 91364
17. 91367
18. 91371-91372
19. 91401-91406
20. 91411
21. 91423
22. 91436
23. 91501-91502
24. 91506
25. 91523
26. 91601-91607

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**6. Applicant Question:** Collaborating Organizations or Other Entities

Does your project include partnerships with one or more organizations either as a co-applicant or subcontractor? If "yes", please upload a letter of support from each organization, that includes an explanation of their role in the partnership.

**Applicant Response:**

Yes

**Attachment:**



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**7. Applicant Question:** Consultants and Trainers

Describe the qualifications of the consultant/trainer/training organization, including their subject matter expertise in competitive integrated employment for individuals with developmental disabilities. Describe their prior experience as a consultant/trainer, professional credentials, including names of other organizations/entities for whom they have provided consultation or training.

If question does not apply to your project, select "N/A"

**Applicant Response:**

8 professors with extensive experience with providing services to individuals with I/DD will act as the trainers in the pilot IPSE programs. Dr. Rebecca Brooks is an Associate Professor in the Special Education teacher preparation and graduate at CSU- San Marcos. Mayumi Hagiwara, Ph.D., is an Assistant Professor in the Department of Special Education at San Francisco State University. Talya Kemper, PhD is an assistant special education professor at CSU-East Bay. Beth Lasky, PhD. has been a Professor in the Department of Special Education at CSU-Northridge for 50 years. Jihyun Lee, PhD, is an Associate Professor of Kinesiology at San José State University. Matthew Love, Ph.D. is an Assistant Professor of Special Education at San José State University. Kristin Powers, PhD, NCSP is professor of school psychology at CSU- Long Beach. Kelli Sanderson, PhD, is an assistant professor of special education at CSU-Long Beach.

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**Section Name:** Target Population

**Sub Section Name:** People Served

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**1. Applicant Question:** Number of youth (under 18) with I/DD that will be served

Specify number of people to participate or be served by this project. If question does not apply to your project, select "N/A".

**Applicant Response:**

Not Applicable

**Applicant Comment:**

Not Applicable

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**2. Applicant Question:** Number of adults (18 and older) with I/DD that will be served

Specify number of people to participate or be served by this project. If question does not apply to your project, select "N/A".

**Applicant Response:**

36

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**3. Applicant Question:** Number of family members that will be served

Specify number of people to participate or be served by this project. If question does not apply to your project, select "N/A".

**Applicant Response:**

72

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**4. Applicant Question:** Number of professionals and staff that will be trained

Specify number of people to participate or be served by this project. If question does not apply to your project, select "N/A".

**Applicant Response:**

24

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**5. Applicant Question:** Number of other individuals that will be served/trained

Specify number of people to participate or be served by this project. Please describe the individuals that will be served. If question does not apply to your project, select "N/A".

**Applicant Response:**

72

**Applicant Comment:**

An estimated 12 matriculated college peer mentors will be training for each of the 6 Universities for a total of 72 individuals.

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**6. Applicant Question:** Ethnicity Group Served

Select the ethnicity group(s) the project will serve. For "Indian", "Pacific Islander", "Slavic" or "Other" use comment section to list specific groups.

- **"Indian"** includes: Indian (nationals of the present-day Republic of India), Bangladeshi, Nepalese, Pakistani, and Sri Lankan.
  - **"Pacific Islanders"** includes: individuals whose origins are the original peoples of Polynesia, Micronesia, and
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Melanesia. Polynesia includes Guam, Hawaii (Native Hawaiian), Samoa (Samoan), American Samoa (Samoan), Tokelau (Tokelauan), Tahiti (Tahitian), Tonga (Tongan) and other Pacific Islands.

- **“Slavic”** includes: Russian, Ukrainian, and Belorussian (East Slavic), Polish, Czech, Slovak, and Sorbian (West Slavic), and Bulgarian, Serbian, Croatian, Macedonian, and Slovene (South Slavic).
- The **“other”** category includes ethnicities not specified in the ethnicity options.

#### **Applicant Response:**

- African American
- Cambodian
- Chinese
- Filipino
- Hispanic
- Hmong
- Indian
- Korean
- Japanese
- Vietnamese
- Pacific Islander
- White
- Native American
- Other
- Slavic
- Mien

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**Section Name:** Project Application

**Sub Section Name:** Project Application

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#### **1. Applicant Question:** Project Abstract

Provide a clear and concise project summary that includes a defined target population, geographic area, and project design. Specifically describe what your project will accomplish and the intended impact it will have on the employment of individuals with intellectual and developmental disabilities.

### **Applicant Response:**

The target population is college-age adults with I/DD; the project is designed to pilot Inclusive Postsecondary Education (IPSE) programs for students with I/DD at CSU Long Beach, East Bay, San Marcos, San Francisco, San Jose, and Northridge. IPSE programs integrate education, employment/career training, independent living and community participation. These programs have dramatically improved employment outcomes for adults with I/DD with 51-96% of IPSE graduates in competitive integrated employment (CIE) (Avellone et al., 2021) compared to less than 2% of adults with I/DD in CA (SCDD, 2015). Despite these successes, our state lags behind in offering IPSE programs at 4-year universities. The few existing programs receive far more applications than spaces available, demonstrating high interest and need. If funded, this project will establish an IPSE pilot at the 6 CSUs that will provide academic, social, and employment opportunities to adults with I/DD in order to prepare them for CIE. Once the 6 programs are in place, the pilots will scale up to serve hundreds of individuals with I/DD and seek funding opportunities from DOR and RCs to sustain the programs after the 18-month pilot phase. The pilot programs will:

1. Enroll students with I/DD in college courses aligned with their person-centered employment plans
  2. Provide faculty to support person-centered employment planning so students with I/DD can make an informed choice of career options and goals
  3. Provide supports and services for students with I/DD's academic, social and workforce inclusion, including peer mentors (matriculated college students) and workshops on a variety of topics (e.g. financial literacy, technology, nutrition)
  4. Provide inclusive academic enrichment, socialization, independent living skills, career exploration, work experience towards CIE
  5. Establish strategies to recruit and support students from historically underserved communities
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### **2. Applicant Question:** Need for Project Question 1

Please describe the underlying problem, challenges, or issues that your project will address.

### **Applicant Response:**

Not enough Californians with I/DD attend college, a proven method for increasing employment. Currently, DOR outcomes for Californians with ID is low with only 3.2 per 100K of the state population experiencing case closure into employment compared to 34.5 for DOR clients without ID. Research has found that students with ID who attend college have higher rates of employment and depend on vocational rehabilitation funds less than those who do not (Kleinert et al., 2012; Willis, 2019).

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### **3. Applicant Question:** Need for Project Question 2

Provide facts or data to support the need for this project



## Applicant Response:

Grigal et al. (2018) found that youth with ID who receive postsecondary education as part of their vocational rehabilitation services have higher rates of employment, as well as wages up to 51% higher than youth with ID who do not receive postsecondary education services. In California, individuals with I/DD who attended inclusive postsecondary education (IPSE) were found to have significantly higher mean weekly earnings compared to their counterparts who did not attend a PSE (Sabia & Tucker, 2019). However, there are only 17 PSEs in all of California (only some of which are inclusive) and only one is a 4-year program. If funded, IPSEs will be established on 6 CSUs, dramatically increasing access to this evidence-based program. Currently, the few existing programs receive far more applications than space available, demonstrating high interest and the need to establish more programs across the state.

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### 4. Applicant Question: Need for Project Question 3

Describe how the project will involve and benefit participants who are from diverse backgrounds

#### Applicant Response:

The project pilots will strive to meet or exceed the goal of enrolling 60% students from diverse backgrounds. All participating CSUs are designated Minority Serving Institutions and are among the top 20 most racially and ethnically diverse universities in the US. Our campuses welcome people of all races, ethnicities, socioeconomic statuses, languages, ages, genders, sexual orientations, abilities, and more. The pilots will partner with campus cultural centers such as Multicultural Centers and Black and Latinx Student Unions to identify culturally diverse mentors and conduct culturally responsive recruitment and support. The pilots will engage in recruitment of students with I/DD from diverse school districts such as Long Beach Unified School District, which is 12.5% White, 12.6% Black, 10.6% Asian or Asian/Pacific Islander, and 58.2% Hispanic/Latino. The pilots will identify and implement an organizational diversity, equity and inclusion tool (such as [Brandeis DEI](#)).

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### 5. Applicant Question: Approach Question 1A

For Business Focused Practices, Employment Preparation Services and Supports, Service Models for Individuals with High Support Needs, and Training and Implementation project types.

- Describe the objective for your project
- Describe the new or innovative methods and activities that will be used that correspond to the proposed objective and project type that:
  - Use innovative, evidence-based, best, or promising practices, services and /or supports
  - Promote increased and meaningful opportunities for participants to make an informed choice for career options and prepare for CIE
  - Are designed to achieve, maintain, or advance individuals with I/DD in competitive integrated employment
  - Are designed to be replicable
- Include how you used input from the community and/target population in the design of the project
- Describe any project deliverables

If your project is not Business Focused Practices, Employment Preparation Services and Supports, Service Models for Individuals with High Support Needs, or Training and Implementation, select "N/A".

## Applicant Response:

A. The project establishes inclusive postsecondary education programs (IPSE) at 6 CSUs to provide academic, social, and vocational services to individuals with I/DD in order to prepare them for competitive integrated employment (CIE).

B. Although IPSE is a relatively new innovation, its impact on future employment is well established (Avellone et al., 2021). IPSE provides many social and academic opportunities that support future employment, including the development of social networking, communication, and independent living skills.

C. The programs are modeled on evidence-based practices for serving I/DD (Grigal et al., 2019a, b; Rowe et al., 2015; McEathron et al., 2013). Best practices include (a) coaching models of mentorship (Qian et al., 2018; Wilt & Morningstar, 2020); (b) study skill sessions with peer mentors (Woods-Groves, et al., 2013); and (c) familiarizing students with campus and building literacy skills (Wintle, 2015).

D. Each campus offers varied career exploration, work experiences, and CIE opportunities to match I/DD students' interests and capacities. On all 6 campuses, students will engage in person-centered career planning every semester.

E. Individuals with I/DD who attend IPSE have higher rates of employment and are less dependent on vocational rehabilitation funds than those who do not (Kleinert et al., 2012; Willis et al., 2019). Sannicandro et al. (2018) found that individuals with some PSE were twice as likely to be employed as their matched comparisons who had not, earning \$406 more/month and requiring \$77 less in SSI support. IPSE students typically participate in a variety of courses, workshops, volunteer positions, and/or internships focused on career exploration, training, and skill development. Many IPSE graduates earn a certificate in vocational studies; they go on to secure employment at rates higher than individuals who do not attend such programs (Grigal et al., 2021). In sum, higher education leads to employment (Ross & Bateman, 2018).

F. The 6 IPSEs will be replicable, as they will follow established resources from Think College NCC (ThinkCollege.net), such as their *Model Accreditation Standards* (2021) and webinars on starting and sustaining IPSEs. New IPSEs can also access resources developed by the 6 pilots.

G. In November 2020, CSULB hosted a community conversation with 33 members of the Long Beach community (including families; CSULB administrators, faculty, students, and staff; and local service providers and advocates) about establishing an IPSE at CSULB. The results, published in *Journal of IPSE*, suggest very strong community support. The other 5 CSUs have had similarly positive reception

H. Deliverables include handbooks for students with I/DD and peer mentors, workshops (e.g. financial literacy, technology, nutrition), informational presentations for families and school districts.

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## 6. Applicant Question: Approach Question 1B

For project type, Service Model Transformation

- A description of the transformation team that will be developing the action plan and includes representation by individuals with ID/D, family members, those who provide direct support, and other relevant community members (e.g., businesses, peer organizations, partnerships, etc.,)
- The objective and activities to be used in developing the action plan, including an outline of the areas to be addressed in the transformational planning and organizational change that will affect the CIE employment services.
- Include how you used input from the community and/target population in the design of the project?
- A detailed description of the planning process that will be used
  - Describe project deliverables
  - Describe how you plan to engage the regional center in the transformation plan

If your project type is not Service Model Transformation, select "N/A".

**Applicant Response:**

Not Applicable

**Applicant Comment:**

Not Applicable

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**7. Applicant Question:** Sustainability Question 1

How will individuals served by the project continue receiving employment services and supports once the project has ended?

**Applicant Response:**

Many of the pilot project sites will apply to become Regional Center vendors, which will provide funding to hire staff and continue faculty assigned time buy-out. All six programs will apply to become Comprehensive Transition Postsecondary (CTP) programs that will allow future students with I/DD to receive financial aid, including work-study. All 6 programs will work with their Department of Rehabilitation to secure funding for students with I/DD's tuition, travel, peer mentoring, and technology needs. Program personnel will also explore whether SSI benefits can be used to off-set the cost of the program. In this way, the 36 students with I/DD can continue in their IPSEs for the remaining 3 years of the 4-year program.

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**8. Applicant Question:** Sustainability Question 2

How will your project continue its work after the grant funding has concluded?

**Applicant Response:**

The pilot projects will be sustained through funding from DOR, Regional Centers, SSI and federal financial aid once the pilots become CTP (Comprehensive Transitional Postsecondary) Programs. Numerous IPSE programs become self-sufficient after their pilot programs. Some sources of funding (i.e., CTP and regional centers) cannot be secured until a pilot is underway and showing results. After the pilot project, each of the six programs in this proposal plan to expand enrollment in their program to approximately 12 students in 4 cohorts (first years, sophomores, juniors, and seniors) for a total of 48 students with I/DD on each campus. Thus, across the six CSUs, 288 college students with I/DD will be served in a given year.

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**9. Applicant Question:** Sustainability Question 3

Describe your plan to engage the regional center for future sustainability of the project and individuals served.

**Applicant Response:**

Project personnel will engage with their respective regional centers to explore becoming vendors so that they may access Regional Center funding to continue their IPSE programs and serve diverse I/DD, e.g. by providing students with supports enabling them to live more independently on campus and participate more fully in the campus community, including on-campus employment. Regional center funding will allow the IPSE programs to hire staff to expand the programs to serve more people with I/DD. Regional center personnel will also be invited to serve on the community advisory board for each pilot project and beyond.

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**10. Applicant Question:** Organizational Capacity Question 1

Please include details about the history of the organization, its mission or purpose, summary of major programs, services and activities and details about how they tie to the target population. If from a large organization with multiple departments, provide a brief overview of entire organization and then focus on the department or program involved with this proposal. Describe any ongoing collaborative partners in your community.

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**Applicant Response:**

The CSU's mission is "to provide opportunities for individuals to develop intellectually, personally, and professionally." The pilot includes 6 CSUs that will leverage existing supports at their university to address the specific needs of students with I/DD and expand opportunities to engage with non-disabled peers. For instance, at CSULB, the pilot will collaborate with multiple departments such as the Bob Murphy Access Center to provide support related to assessment and assistive technology; the College of Professional and International Education to enroll students with I/DD in courses; Student Orientation, Advising, and Registration to provide an inclusive orientation experience; and the Career Development Center to provide opportunities for internships and employment. The other CSUs have similar departments with which they can collaborate. All CSUs have partnerships with local school districts and will use matriculated college students as paid/volunteer peer mentors.

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**11. Applicant Question:** Organizational Capacity Question 2

Describe your agency's experience supporting the proposed target population.

**Applicant Response:**

The project will be staffed by faculty who train future special educators, school psychologists and adaptive PE teachers and who have extensive experience working directly with students with I/DD in a K-12 setting. However, the CSUs themselves have not traditionally served students with I/DD. The exceptions, CSUN and SFSU, run small unfunded IPSE programs. Their success in supporting 2-3 new students each year with volunteer faculty and matriculated students is remarkable but not sustainable.

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**12. Applicant Question:** Organizational Capacity Question 3

Describe employment (or other relevant services) you currently provide.

**Applicant Response:**

Every CSU offers a variety of volunteer, internship, and paid employment options. They include public-facing employment in Student Services (e.g. registrar, student recreation, athletics, children's center) and field-specific jobs in colleges/departments (e.g. education, consumer science, culinary arts, business). Moreover, IPSE students will be able to use CalState S4, CSU's platform for connecting its students to off-campus service learning, internships, and other professional opportunities.

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**13. Applicant Question:** Organizational Capacity Question 4

How will the grant help the organization/agency build expertise to support individuals with I/DD to achieve competitive integrated employment?

**Applicant Response:**

Project staff at 6 campuses will recruit and train matriculated college students to be peer mentors and job coaches, learning directly how to support students with I/DD to achieve CIE. Project faculty will recruit, consult, and train campus faculty how to accommodate students with I/DD. Project staff will develop handbooks for mentors, job coaches and faculty. Project staff will consult with campus career centers and disability service offices about the unique skills of the adults with I/DD.

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**14. Applicant Question:** Organizational Capacity Question 5

Describe your organization/ agency experience and current capacity to support grant-based activities and reporting.

**Applicant Response:**

All CSUs have an Office of Sponsored Research and Programs in charge of the administration of grants received from federal, state, and local government and private sources. The Foundation is governed by a board of directors composed of faculty, students, staff, administrators, and community members. The Foundation is a 501(c)(3) nonprofit public benefit corporation. For FY ending 6/30/21, CSU-Long Beach alone managed \$33.8 Million in research grants and contracts.

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**15. Applicant Question:** Engagement Plan Question 1

Describe how the organization/agency will recruit participants and/or families for participation in the project.

**Applicant Response:**

CSU faculty have strong connections to their local communities, including through their former students. The personnel on the grant have trained many of the transition specialists, K-12 teachers, school psychologists, and social workers now serving in their local communities. Program personnel will use these connections to strengthen recruitment of IPSE students and promote diversity within their programs. The recruitment process will use a variety of different tactics including: (1) working with local school districts and their transition programs, (2) becoming regional center vendors and collaborating with the DOR, (3) participating in transition and job fairs, (4) connecting with other transition programs, (5) using social media, and (6) building on personal and professional connections to families and students. Each IPSE will develop recruitment practices to encourage individuals with I/DD from under-represented populations in their communities to participate.

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**16. Applicant Question:** Engagement Plan Question 2

Describe how the organization/agency will collaborate with other groups, organizations, employers, and/or agencies to achieve the objective of the project.

**Applicant Response:**

Each pilot will develop partnerships with their university, community agencies (including Regional Centers, DOR, non-profit service providers), and local businesses to foster IPSE students' employment. Program faculty will also collaborate with on-campus organizations such as facilities, child centers, parking and the book store to secure CIE for individuals with I/DD on-campus. They will collaborate with departments to integrate into their existing work opportunities. The pilot programs will also collaborate with their Career Centers to secure CIE off-campus. They will also collaborate with student life programs such as various cultural centers, clubs and recreational sports teams to facilitate the social skills of individuals with I/DD through an inclusive college experience. Finally, the pilot programs will collaborate with their local school districts to recruit diverse students with I/DD to their programs and partner with transition specialists to prepare students for IPSE.

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**17. Applicant Question:** Engagement Plan Question 3

Service Model Transformation Projects must also include a plan to make two community presentations to key stakeholders and community members. The first presentation is to receive feedback about the proposed changes within the agency. The second community presentation is to present the completed action plan. Describe your plan for these two community presentations.

If your project is not Service Model Transformation, please select "N/A"

**Applicant Response:**

Not Applicable

**Applicant Comment:**

Not Applicable

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**18. Applicant Question:** Project Activities

Clearly and specifically state how the schedule of activities demonstrates the steps that the project will take to achieve its stated objective and measures. See [Attachment H](#) for instructions on entering objective and activities into GrantVantage.

**Applicant Response:**

The project establishes Inclusive Post-Secondary Education (IPSE) at 6 CSUs to provide academic, social, and employment opportunities to students with I/DD in order to prepare them for comprehensive integrated employment (CIE). All 6 campuses will:

1. Develop and implement recruitment strategies, including targeting diverse communities, for incoming IPSE students
  2. Develop student and peer mentor handbooks
  3. Recruit and train matriculated college students as peer mentors
  4. Recruit and train college faculty to provide effective accommodations for IPSE students
  5. Admit and hold orientations for IPSE students and their families
  6. Provide person-centered career planning
  7. Enroll IPSE students in at least 2 courses per semester through Open University
  8. Provide supports and services for academic, social and workforce inclusion, including providing workshops on a variety of topics (e.g. financial literacy, technology, nutrition) and peer mentors to act as academic and job coaches
  9. Provide inclusive academic enrichment, socialization, independent living skills, career exploration, work experience toward CIE
  10. Collect pre- and post- data on academic, self-determination, and vocational skills
  11. Seek funding opportunities from DOR and Regional Centers to sustain the programs at the conclusion of the 18-month pilot
  12. Measure the effectiveness of the courses, workshops, and supports on employment success of IPSE students.
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**19. Applicant Question:** Project Data

Provide a clear plan of how data will be collected to track project objectives, activities and measures (e.g., what data collection tools will be used, who will collect, software used, who will summarize, etc.).

### Applicant Response:

Project personnel are all CSU faculty with advanced degrees and active research agenda; thus, they will collect the following data on students with I/DD:

- DDS-developed Pre/Post Participant Experience Survey
- Number of person-centered career plans
- Number of participants referred to a business/organization for a position that matches their employment goals
- Number of collaborations with other organizations in development of CIE opportunities
- Increase in self-determination as measured by an instrument with known reliability and validity such as the Self Determination Inventory: Adult Report (SDI:AR)
- Increase in vocational skills as measured by a vocational inventory with known reliability and validity estimates such as the VOC-Fit Self-Assessment.

Project personnel will collect students with I/DD's pre-test assessments of self-determination and vocational skills in September 2023 and post-test data will be collected in May 2024. The PIs for each sub-award will collect these data and report them to Dr. Powers, the PI of the whole project, by the end of May 2024. She will conduct one-tailed matched t-tests using the SPSS statistical package to determine if there is a statistically significant increase in these skills over the academic year. Project faculty will also mentor graduate students in conducting qualitative research on the lived experiences of the students, mentors, and faculty involved in the project which will be summarized by project faculty.

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### 20. Applicant Question: Budget Template and Narrative

Explain how the project budget is consistent with the stated project objective and activities, and clearly and concisely explain how the proposed expenditures support the overall project design.

### Applicant Response:

The total budget of [REDACTED] per campus to begin the 6 IPSE pilot programs, and an additional [REDACTED] to CSULB to oversee the 5 pilot projects as well as the 15% indirect on first [REDACTED] passed through the CSULB to the other CSUs. Most of the project budget is direct costs for personnel, only [REDACTED] across all 6 programs will be used for operating expenses such as purchasing assessment protocols, notebooks and flyers for recruitment and providing hospitality at functions for the individuals with I/DD and their families. A total of 9 CSU professors and 2 CSU staff members will redirect [REDACTED] of their effort and time to the pilot project across the 6 campuses. This means, the funds will be used to "buy-out" the faculty allowing them to teaching one less class (on average) out of a 3 or 4 class load per semester and to direct that time and effort to establishing the pilot program. The faculty will also devote time and effort during their summer months to prepare for the program. In addition, one or two highly qualified graduate students will be hired per campus to support the project objective and activities, totaling 6,619 hours across the 6 pilot programs over the 18 months of the project. Thus, the budget contains adequate support for personnel to establish 6 IPSE on 6 different CSUs.

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### 21. Applicant Question: Budget Costs

Confirm that that budget does not include non-allowable costs or costs funded by other sources. See [Attachment D](#) for allowable and non-allowable costs.

### Applicant Response:

I Confirm

**Section Name:** Proposal Certification

**Sub Section Name:** Certification

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**1. Applicant Question:** Confirm Proposal Discussion with RC(s)

Applicants are required to discuss their proposal with each RC(s) service area to be served. Have you discussed your proposal with each RC you are intending to serve?

**Applicant Response:**

Yes

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**2. Applicant Question:** RC Contact

Applicants are required to submit their application concurrently to the Department and to each RC(s) service area the applicant is intending to serve. State the name(s) of the contact person(s) at each RC you have discussed your proposal with.

**Applicant Response:**

The following individuals were emailed about our proposal. When the proposal is complete, we will email them a copy:

Name	RC
Mr. Rogin	North Bay
Mr. Ruppe	Harbor Regional
Paul Quinones	San Diego
Jim Elliott	San Andreas Regional Center
Ruth Janka	North LA County
Omar Noorzad	Tri-Counties
Ronke Sodipo	Regional Center of East Bay
Sean Galvin	Golden Gate

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**3. Applicant Question:** Regional Center Service Provider

If you are a vendored regional center service provider, are you in compliance with [Welfare and Institutions Code Section 4652.5](#)?

If you are a not a vendored regional center service provider, please select "N/A".

**Applicant Response:**

Not Applicable

**Applicant Comment:**

Not Applicable

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**4. Applicant Question:** Confirm review of Standard Measures

DDS has developed standard project measures for each project type. Have you read the guidelines and agree to the standardized measures for your project type. See [Attachment C](#) for Standard Project Measures.

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**Applicant Response:**

Yes

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**5. Applicant Question:** Applicant Certification

By submitting this application, the applicant is certifying the truth and accuracy of the proposal. The applicant also certifies that if you have subcontracting organizations, each participating organization has reviewed your project and agrees to their assigned activities, measures, and the budget.

**Applicant Response:**

Yes

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