



SPECIAL EDUCATION PERFORMANCE GRANT 2021 - 2022

Competitive Integrated Employment Grant Application

The Pennsylvania Department of Education (PDE), Bureau of Special Education is requesting applications from Local Education Agencies (LEAs) interested in establishing or expanding effective, school-based competitive integrated employment programming for youth with disabilities. The term 'Competitive Integrated Employment' is defined as work that is performed on a full-time basis (including self-employment) -

(A) for which an individual -

(i) is compensated at a rate that -

(I)(aa) shall be not less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)) or the rate specified in the applicable State or local minimum wage law; and

(bb) is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; or

(II) in the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and

(ii) is eligible for the level of benefits provided to other employees;

(B) that is at a location where the employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons; and

(C) that, as appropriate, presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.

The outcome of the Competitive Integrated Employment Grant is to provide youth with disabilities community-based paid work experiences during the 2021-2022 school year.

The purpose of the Competitive Integrated Employment Grant is to:

- improve competitive integrated employment outcomes for youth with disabilities;
- provide virtual and in-person work experiences, including but not limited to job shadowing, internships/practicums (paid/unpaid), cooperative education programs, apprenticeships, community-based work programs, and service learning (unpaid), with job coaching as appropriate, for youth with disabilities with preference for students at-risk of dropping out and/or youth who have difficulty obtaining employment, independently;
- establish sites that can serve as models for community-based competitive integrated employment for youth with disabilities; and
- actively involve The Office of Vocational Rehabilitation (OVR), County/Community-Based Behavioral Health, The Office of Intellectual Disabilities, Centers for Independent Living and other disability-specific support organizations during the development and implementation of the grant-related activities.
- provide Job Coach training to LEA staff on the responsibilities and competencies needed to support transition-aged students build work-related skills in community-based settings.

The funding available for each successful grant applicant will be available from the date of the award through August 15, 2022.

- First time applicants are eligible for funding up to \$30,000.
- 2020-2021 Competitive Integrated Employment grantees who received funds up to \$30,000 are eligible for up to \$15,000 to extend current programming.

Note: 2020-2021 Competitive Integrated Employment grantees who received funds up to \$15,000 are not eligible to apply.

Applicants are encouraged to reference the Request for Application (click [here](#) <update link> to download) as they complete the following application. This application consists of 8 sections. The number of questions will range from 35-45. Applicants may save and return to the application as needed. In order to save and return to the application, be sure to create a username and password before exiting out of the application.

NOTE: Letters of support and assurance statements signed by the superintendent/CEO are required to be considered a completed application.

Applications must be submitted by **3:00 p.m. on Tuesday, August 31, 2021.**

Please email kwynkoop@pattanpgh.net if you experience any technical issues with the application.

Click "Next" to begin the application.



Type and Title of Application

Type of Application: * ?

- Extension Proposal: Up to \$15,000
- Establishing (New) Proposal: Up to \$30,000

Please select your LEA from the dropdown menu. If your LEA is not listed here, please select "Establishing (New) Proposal" in the previous question (Extension Grants only). *

Title of Application/Program: *

LEA Information

Name of LEA: *

Name of Building (if applicable):

Address: *

Type of LEA: *

Intermediate Unit in which the LEA is a member district: *

County in which grant activities will take place: *

The LEA is situated in a/an: *

Percentage of Total Enrollment by Race/Ethnicity (Total percentage must equal 100): *

<input type="text"/>	American Indian/Alaskan Native
<input type="text"/>	Asian
<input type="text"/>	Black or African American
<input type="text"/>	Hispanic
<input type="text"/>	Multiracial
<input type="text"/>	Native Hawaiian/Other Pacific Islander

White

0/100 percent

Percentage of Total Enrollment by Student Group:

Economically Disadvantaged *

English Language Learners *

Special Education *

Personnel Information

Name of Grant Coordinator: *

Note: The grant coordinator serves as the primary contact and ensures implementation of grant activities.

Position/Title: *

Work Email Address: *

Confirm Work Email Address: *

Work Address: *

Work Phone: *

Name of Business Manger: *

Note: The business manager submits reimbursement requests and manages the budget.

Work Address: *

Work Email Address: *

Confirm Work Email Address: *

Work Phone: *

Select Add Personnel if you would like to list other personnel who may need to be contacted. Otherwise, select Continue. *

- Add Personnel
- Continue

How many personnel would you like to add? *

Additional Personnel Information

Name: *

Position/Title: *

Work Email Address: *

Confirm Work Email Address: *

Work Phone: *

Additional Personnel Information

Name: *

Position/Title: *

Work Email Address: *

Confirm Work Email Address: *

Work Phone: *

Additional Personnel Information

Name: *

Position/Title: *

Work Email Address: *

Confirm Work Email Address: *

Work Phone: *

Additional Personnel Information

Name: *

Position/Title: *

Work Email Address: *

Confirm Work Email Address: *

Work Phone: *

Additional Personnel Information

Name: *

Position/Title: *

Work Email Address: *

Confirm Work Email Address: *

Work Phone: *

Grant Priorities: Students

Total number of transition-aged students with disabilities in the LEA: * (?)

Estimated number of transition-aged students with disabilities who will participate in grant activities (Establishing Grants only): * (?)

Number of students with disabilities who participated in grant activities during the 2020-2021 grant activities (Extension Grants only): * (?)

Estimated number of transition-aged students with disabilities who will participate in grant activities during the 2021-2022 school year (Extension Grants only): * (?)

Disability category/categories of students projected to participate in grant activities (select all that apply). * (?)

- Autism
- Blindness/Visual Impairment
- Deaf-Blind
- Deafness
- Emotional Disturbance
- Hearing Impairment

- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury

Explain the process to identify targeted students (Establishing Grants only). * ?

Grant Priorities: Implementation

Current Programming

Describe the current career development programming efforts for transition from school to integrated, community-based competitive employment for students with disabilities (Establishing Grants only). * ?

List three grant-related efforts your LEA was able to accomplish during the 20-21 school year (Extension Grants only). * ?

Program Gaps

Describe identified gaps in your current programming (Establishing Grants only). * ?

Describe newly identified or continuing gaps in your current programming (Extension Grants only). * ?

Program Plan to Address Gaps

Provide a detailed plan of how the grant will address current gaps (Establishing Grants only). * ?

(i.e., Address gaps through career development program components such as vocational assessments, career exploration activities, instruction in employability skills, community mapping, travel-related implications, work experiences, and/or job coaching.)

Provide a detailed plan of how Extension Grant funds will address gaps (Extension Grants only). * ?

(i.e., Explain how additional funds will allow for an increase in the number of students reached, the expansion of current programming, or both.)

Program Connections

Describe how grant proposal programming will connect to Indicator 13 and/or 14 of the State Performance Plan/Annual Performance Report (Establishing Grants only). * ?

(i.e., Explain how programming will help in the development of high quality IEPs designed to help students achieve the post-secondary goals.)

Describe the structure of the anticipated artifacts to be included in the career portfolio for the identified students and explain how these artifacts are directly linked to the [Career Education and Work \(CEW\) Standards](#) (Establishing Grants only). * ?

Describe your strategy for utilizing virtual components within your transition program. * ?

(i.e., How will virtual platforms be utilized in the areas of curriculum delivery, family/caregiver interaction, and agency involvement to ensure successful implementation of grant priorities?)

Job Coaching

Job Coach Training is a new component included in 2021-2022 CIE grant requirements. Please answer the following questions related to current job coaching practices in your LEA.

Does your LEA currently utilize job coaching services for transition-aged students? *

- Yes
 No

Who currently provides job coaching services within your LEA? * ?

What training has been provided for job coaches? * ?

Describe any improvements or expansions you hope to make related to current job coaching practices. * ?

Describe how your LEA would embed job coaching services into programming. * ?

Sustainability

Describe the LEA's vision for sustaining and/or continued expansion of the project at the end of the grant period. * ?

(i.e., Provide examples of how you plan to continue activities and services without grant supports and funds).

Grant Priorities: Engaging Stakeholders

Describe the LEA's plan to engage families/caregivers in the planning and implementation of the grant project. * ?

Describe the LEA's plan to engage LEA personnel in the planning and implementation of the grant project. * ?

(e.g., general and special education administrators, career and technical education personnel, secondary transition coordinator, school counselor, general and special educators, paraprofessionals)

List all agency and community partners involved in current and/or future programming efforts and include a projection of how agency and community partners will be engaged in the grant proposal. * ?

During 2021-2022 grant activities, will there be NEW agency and/or community partners involved in grant programming (Extension Grants only)? * ?

- No, we plan to continue only with our 2020-2021 partners.
- Yes, we plan to add new partners to 2021-2022 grant activities.

List any NEW agency and/or community partners that will be involved in 2021-2022 programming efforts and include a projection of how agency and community partners will be engaged in the grant proposal (Extension Grants only). * ?

Describe the LEA's plan to engage local businesses in the planning and implementation of the grant project. * ?

Letters of Support from Agencies/Community Partners * ?

- I understand that a letter of support from each agency and/or community partner listed in this application is required (i.e., five partners listed requires five letters of support). Letters are to indicate support and agreement to collaborate with your LEA's grant project. You will be prompted to upload letters at the end of the application.

Budget

Using the **Suggested Budget Categories** below, complete a line item budget with a brief explanation of projected expenditures. Enter only numerals; do not use any special characters (i.e., dollar sign, comma). Enter "0" if no funds are being requested for a specific category and type "NA" in the Explanation column.

The following terms will apply:

- During Phase 1 (Timeline: From date of award through February 25, 2022) the grantee is eligible to request reimbursements of expenditures attributed to Phase 1 activities for up to half of the overall grantee's award contingent upon submission of baseline data and participation in onsite visit(s) with PaTTAN consultants.
- During Phase 2 (Timeline: From completion of Phase 1 through August 15, 2022), the grantee is eligible to request reimbursement of expenditures attributed to the whole of the project contingent upon submission of mid-year and end of year data, and participation in the PDE and Transition Conferences.
- Allowable expenditures include staff salaries, substitute salaries, materials and supplies, professional development and related travel. Include travel to the 2022 PDE Conference (March 2-4, 2022) and the 2022 Pennsylvania Community on Transition Conference (August 10-11, 2022) if funds will be used for participation in these events.
- Equipment costs, clothing (except work uniforms - not streetwear), gift cards, food and entertainment are not an allowable expense.
- General supplies must be purchased prior to May 31, 2022.

Suggested Budget Categories:

131 (Salaries, Professional) *

Explanation (131) *

151 (Salaries, Clerical) *

Explanation (151) *

200 (Benefits) *

Explanation (200) *

320 (Professional Contracted Services) *

Explanation (320) *

330 (Other Professional Services) *

Explanation (330) *

340 (Technical Services) *

Explanation (340) *

390 (Other Purchased Professional Services) *

Explanation (390) *

530 (Communications) *

Explanation (530) *

550 (Printing & Copying) *

Explanation (550) *

580 (Travel & Conference) *

Explanation (580) *

610 (General Supplies) *

Explanation (610) *

640 (Books & Periodicals) *

Explanation (640) *

650 (Technology Related Supplies) *

Explanation (650) *

934 (Indirect Costs) *

Explanation (934) *

Current Total:**

**Click "Calculate" after entering all amounts to confirm total requested funds.

\$0.00

Note: The amount requested for Extension Grants may not exceed \$15,000. The amount requested for Establishing (New) Grants may not exceed \$30,000. Please adjust the budget if your total exceeds the allowable amount.

▲ 9 / 10 ▼


General Supplies Calculation:

0%

Note: May not exceed 20% of overall budget. If greater than 20%, please return to the previous page and adjust the amount requested for General Supplies.

▲ 10 / 11 ▼

Additional Grant Requirements: Letters of Support & Assurance Statements

Letters of Support: Upload a letter from each agency and/or community partner indicating support and agreement to collaborate with your LEA's grant project. One letter is required for each agency and/or community partner participating. * 

 No file chosen

LEAs will be required to participate in at least two on-site visits with PaTTAN and/or Intermediate Unit TaC staff during the grant implementation period. During these visits, LEAs will be expected to provide data relative to the following phases of the grant period:

PHASE I - (see RFA Section II.D.1.a-h.):

- Identify students (by disability category) to be supported
- Conduct community-based assessment of integrated, high priority jobs
- Identify employers to provide integrated, community-based work experiences
- Match students with integrated, community-based work experiences
- Establish Letters of Agreement with local employers
- Establish methods to monitor students in the work-place
- Participate in supported and/or customized employment training by related staff
- Identify a minimum of one individual from the LEA to complete the Job Coach Training modules

PHASE II - (see RFA Section II.D.2.a-c.):

- Place students in integrated, community-based competitive employment settings
- Monitor students' performance in the integrated, community-based employment settings

- Complete the Job Coach Training modules (a minimum of one individual from the LEA)

BY CHECKING AND SIGNING THE ASSURANCE STATEMENTS (see below), THE LEA AGREES TO ADDRESS ALL COMPONENTS OF PHASES I AND II AND PROVIDE WRITTEN DOCUMENTATION OF EACH PHASE WITHIN THE SPECIFIED TIMELINES AS INDICATED IN THE RFA.

Assurance Statements

The District Superintendent/IU Executive Director/Charter CEO is required to check each statement and sign below providing assurances of conformance with the specific provisions listed below. Please share application login information with your District Superintendent/IU Executive Director/Charter CEO to allow for completion of this section. *

- Assurance that all activities and expenditures of funds conducted in association with the grant project are in direct compliance with the provisions of the funding authorities.
- Assurance that the reporting requirement outlined in the application package will be submitted in a timely manner.
- Assurance that the program staff will participate in all required PDE/PaTTAN training and technical assistance activities.
- Assurance that collaboration with appropriate partners to strengthen and extend impact will be a priority of the grant project.

Signature: *

[clear](#)

Name: *

Title/Position: *

Date: *



Cancel

Update