

**Louisiana Developmental Disabilities Council
Application for Funding
Cover Sheet**

Applicant Organization Southeastern Louisiana University

Project Director Dr. Gerlinde Beckers

Address SLU 10508

Hammond, LA 70402

Telephone 985-549-5312 Fax 985-549-5094

E-Mail Address osrc@selu.edu

Type of Organization state-controlled institution of higher ed

Is the Organization Non-Profit? A Corporation? Publicly traded?

Solicitation of Proposals (SOP) Title Post-Secondary Inclusive Education Alliance Initiative

Your Project Title LA-PIE (Louisiana Alliance of Post-secondary Inclusive Education)

Parishes Served by the Project statewide

Project Period Begins October 1, 2019 Project Period Ends September 30, 2020

Project Amount Requested \$40,000

Brief Description of Your Project The goal of the Louisiana Alliance of Post-secondary Inclusive Education - (LA-PIE) is to establish, implement, and develop inclusive post-secondary programs for individuals with intellectual and developmental disabilities through a statewide alliance. LA-PIE will coordinate this alliance through the provision of mentoring, technical assistance, hosting training events, and developing resources designed to build the capacity of inclusive opportunities available at the post-secondary educational institutions throughout Louisiana.

Request for Taxpayer Identification Number and Certification

Give Form to the requester. Do not send to the IRS.

▶ Go to www.irs.gov/FormW9 for instructions and the latest information.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. State of Louisiana	
2 Business name/disregarded entity name, if different from above d/b/a Southeastern Louisiana University	
3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____ Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input checked="" type="checkbox"/> Other (see instructions) ▶ State Agency, University	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) <u> 3 </u> Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>
5 Address (number, street, and apt. or suite no.) See instructions. SLU 10720	Requester's name and address (optional) The LA Developmental Disabilities Council P.O. Box 3455, 626 Main Street, Suite A Baton Rouge, LA 70821-3455
6 City, state, and ZIP code Hammond, LA 70402-0001	7 List account number(s) here (optional)

Print or type. See Specific Instructions on page 3.

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number											
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or											
Employer identification number											
<div style="background-color: black; width: 100%; height: 20px;"></div>											

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person ▶ <div style="background-color: black; width: 100%; height: 20px;"></div>	Date ▶ <u>6-27-19</u>
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

C A M P U S C O R R E S P O N D E N C E

Southeastern Louisiana University

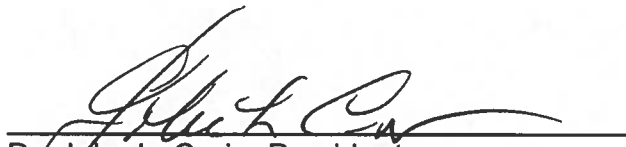
TO: Granting Agencies

FROM: Dr. John L. Crain
 President, Southeastern Louisiana University

DATE: 15 February 2019

RE: Approval on Proposals/Grants/Contracts/Reports

This is to advise that Cheryl E. Hall, JD, Director of Sponsored Research and Programs at Southeastern Louisiana University is authorized to sign any and all proposals/grants/contracts/reports or any other necessary forms that may arise from the obtainment of external funding for the University. Cheryl E. Hall will be the primary contact person for Southeastern in these matters and will be responsible for assuring Southeastern's integrity in funding activities.



Dr. John L. Crain, President
Southeastern Louisiana University

II. Summary of Qualifications

Southeastern clearly demonstrates the ability to meet the contractor requirements of the Post-Secondary Inclusive Education Alliance Initiative as evidenced by the following:

1. Southeastern has a solid understanding and commitment to the principles of full inclusion for persons with disabilities. Southeastern's mission is to lead the educational, economic and cultural development of Louisiana, with core values of excellence and caring. Southeastern believes in a rich educational experience for all students through the infusion for cultural competency, sensitivity, and attentiveness. Diversity and social justice are essential components of Southeastern's inclusive campus community, and Southeastern ensures equal opportunity and support for all students. The College of Education (COE) mirrors the mission and core values of the University and promotes real-world experiences through immersive practices in diverse learning environments. Both Southeastern and the COE have a plethora of successful initiatives involving diverse learners. Dr. Gerlinde Beckers, Associate Professor and Director of Lions Connected, has twenty-eight years of experience working with students with significant and mild/moderate disabilities. She has a working knowledge and experience with applied behavior analysis, as well as diagnostic and prescriptive teaching and curriculum development. Dr. Beckers has served on the Louisiana Council for Exceptional Children executive council for twenty years. She is actively involved in the Division of Career Development & Transition. Dr. Beckers has a solid understanding of the principles of full inclusion for persons with disabilities and has made it her lifetime commitment to advocate for and advance the opportunities of all individuals with disabilities.

2. Southeastern has had a very successful experience in inclusive post-secondary educational programs for individuals with developmental disabilities through the Lions Connected program. Lions Connected (LC), entering its fourth academic year, is housed in the COE. LC is an inclusive comprehensive transition and post-secondary program approved by the U.S. Department of Education serving students with intellectual and developmental disabilities. LC provides a personalized, post-secondary experience by immersing students into the "college experience" while preparing them to be contributing members of society through employment/vocational training and experiences. LC life-skills program combined with inclusive college-level courses are centered on the practice of "learning by doing." Each semester, LC students audit one academic course and one kinesiology/leisure course of their choice and participate in a functional Life Skills program, as well as all aspects of an inclusive university campus. All courses and life skills curriculum are based on the student's interest and needs to prepare for employment. Beginning the second year, LC students participate in on-campus inclusive vocational opportunities (IVOs). IVOs are based on students' interests for future employment. Academic peer mentors accompany each LC student every step of the way, teaching LC students how to navigate the complexities of campus life. Social peer mentors enrich intrapersonal skills and relationships through social and extracurricular events. Peer mentors also serve as skill coaches during IVOs. Skill coaches support skill training in preparation for employment. In 2019, Lions Connected was recognized nationally as an Exemplary Program in the area of Transition and Post-Secondary Programming by the American Council on Rural Special Education. Dr. Gerlinde Beckers plays a vital role in the development and success of LC. Through Dr. Beckers, LC is a member of the Southeast Post-Secondary

Education Alliance. Dr. Beckers has served on the Louisiana State Department of Education's Transition Task Force under the direction of Rebecca Hanberry. She has visited post-secondary sites in multiple regions within the state along with providing technical assistance for those developing post-secondary programs. She is currently conducting best-practices research in the area of post-secondary programs for students with disabilities that has been presented at state, national, and international conferences related to transition and post-secondary programs.

3. Southeastern and the COE have a long history of experience of coordinating and hosting training sessions to a variety of groups including Institutes of Higher Education (IHEs), individuals with disabilities, and their family members. For example, in 2017, Southeastern hosted the 6th Annual Academic Summit for the University of Louisiana System, and in 2019, the COE hosted the NIET Summit, as well as the Regional Department of Education meeting with Board of Regents representatives in attendance. In February 2019, COE and LC partnered with the Florida Parishes Human Services Authority and hosted an employment fair for individuals with disabilities on Southeastern's campus. Twenty-four vendors and 160 individuals with disabilities across the Florida Parishes attended. Dr. Beckers has had many years of experience through the LA-CEC Executive Council, planning and implementing the annual state conference on special education; in addition to Professional Developments associated with teaching preparation and improvement. Dr. Beckers was recently asked to provide Professional Development training to visiting teachers from Panama.

4. Southeastern has the fiscal stability and capacity to manage contract dollars and reporting requirements. Southeastern is known for its plethora of large-dollar funding projects such as Snoezelen, Lekotek, Virtual Reality, and the Avatar Program that are all housed in the COE. The Office of Sponsored Research and the Grants Accounting office work closely with internal and external entities to ensure all guidelines are met within designated timelines. Southeastern and the COE are both familiar with the state criteria and regulations. Dr. Beckers has been the principal investigator (PI) or Co-PI in numerous external grants totaling over \$386,752. In addition, she has been the external evaluator for *BEST Science!*, (*Bioscience Enrichment for Student and Teachers*) (2012-2017), Science Education Partnership Award (SEPA) supported by the National Institute of Health (NIH) awarded to the LSU Medical Center and Ochsner Health System [~\$1,757,000.00], and for Delgado Community College Biotechnology/Synthetic Biology Initiative and Biotechnology Incubator (2016-2019) award funded by the National Science Foundation Advanced Technological Education [\$759,022.53]. Lions Connected started on a two-year private donation. Under Dr. Beckers' guidance, program sustainability was achieved through cost-saving financial management, fundraising efforts, and external grant writing. Now starting year four, LC is 64% self-sustaining with the remaining cost supported through the University, grant writing, and fundraising efforts.

III. Proposal/Work Plan: In order to expand and enhance the opportunities for individuals with developmental disabilities to participate in and pursue inclusive post-secondary coursework at Louisiana universities and colleges, the following goals and activities are proposed:

A. Goals and Activities:

Goal #1: To develop and encourage adoption of a systematic framework (The Alliance) at the state level that focuses on equity, quality, and student success for post-secondary inclusive education.

Activity 1.1: Research and reach out to successfully established Post-Secondary Inclusive Educational Alliances across the country to provide direction and assistance in developing a systematic framework to adopt for Louisiana.

Activity 1.2: Develop a systematic framework to share with state stakeholders to establish a Louisiana Alliance for Post-Secondary Inclusive Education that will show the added value of the college experience for the students we enroll across the state.

Activity 1.3: Establish standards and quality indicators for programs that want to ensure what they do aligns with recommended practices and the very best of what works. Need indicators that keep programs aimed toward excellence, inclusiveness, relevance, and sustainability.

Goal #2: To share rationale, effective practices, and the latest research to state stakeholders to encourage participation in The Alliance.

Activity 2.1: Begin building The Alliance with representatives from State and local agencies, self-advocates, family members, representatives from colleges and universities in Louisiana, and business owners.

Activity 2.2: Hold quarterly Alliance meetings (rotate around the state) to share program updates, to learn about postsecondary education-related research projects, and to hear more about upcoming advocacy opportunities while continuing to branch out and build the Alliance.

Activity 2.3: Equip families with the information and linkages they need to pursue this particular post-secondary pathway and encourage transition to college.

Goal #3. Build commitments to enhancing accessible post-secondary educational opportunities and increasing post-secondary enrollment across the state.

Activity 3.1: Develop memorandums of understanding (MOUs) with all Alliance members.

Activity 3.2: Coordinate, arrange, and market the provision of mentoring and technical assistance provided by or to Alliance members to encourage more programs on campuses across Louisiana.

Activity 3.3: Coordinate, arrange, and market the training events hosted across Louisiana provided by or to Alliance members to spur new inclusive post-secondary coursework at Louisiana universities and colleges.

Goal #4. Develop resources designed to build the capacity of inclusive opportunities available at post-secondary educational institutions across Louisiana.

Activity 4.1: Develop and host website to disseminate resources and share Alliance program updates.

Activity 4.2: Attend various agencies, conferences, and other dissemination outlets to enhance the resources available to The Alliance.

Activity 4.3: *Develop a system to evaluate Alliance activities, and short-and-long-term outcomes to enhance the productivity of the Alliance and to provide feedback to the Louisiana Developmental Disabilities Council. The evaluation system needs to ultimately “capture the impact” the college experience is making in the lives of students with developmental disabilities.*

B. and C: Timelines and Methods of Evaluation

Goal #1: To develop and encourage adoption of a systematic framework (The Alliance) at the state level that focuses on equity, quality, and student success for post-secondary inclusive education.		
Activity	Timeline	Methods of Evaluation
<u>Activity 1.1</u> : Research and reach out to successfully established Post-Secondary Inclusive Educational Alliances across the country to provide direction and assistance in developing a systematic framework to adopt for Louisiana.	Beginning October 2019	Compilation of research and results of interviews, visits, etc. with other state alliances in the country.
<u>Activity 1.2</u> : Develop a systematic framework to share with state stakeholders to establish a Louisiana Alliance for Post-Secondary Inclusive Education that will show the benefit of the college experience for the students we enroll across the state.	Beginning December 2019	Completed systematic framework and marketing products
<u>Activity 1.3</u> : Establish standards and quality indicators for programs that want to ensure what they do aligns with recommended practices and the very best of what works. Need indicators that keep programs aimed toward excellence, inclusiveness, relevance, and sustainability.	Beginning December 2019	Alliance meeting notes, feedback surveys, program notes
Goal #2: To share rationale, effective practices, and the latest research to state stakeholders to encourage participation in The Alliance.		
Activity	Timeline	Evaluation
<u>Activity 2.1</u> : Begin building The Alliance with representatives from State and local agencies, self-advocates, family members, representatives from colleges and universities in Louisiana, and business owners.	Beginning January 2020	Calendar of events, marketing tools/evidence, and publicity

<u>Activity 2.2</u> : Hold quarterly Alliance meetings (rotate around the state) to share program updates, to learn about postsecondary education-related research projects, and to hear more about upcoming advocacy opportunities while continuing to branch out and build the Alliance.	Beginning January 2020	Calendar of events, agendas, and sign-in sheets
<u>Activity 2.3</u> : Equip families with the information and linkages they need to pursue this particular post-secondary pathway and encourage transition to college.	Beginning January 2020	Promotional/Marketing tools, email evidence, and similar tools
Goal #3. Build commitments to enhancing accessible post-secondary educational opportunities and increasing post-secondary enrollment across the state.		
Activity	Timeline	Evaluation
Activity 3.1: Develop memorandums of understanding (MOUs) with all Alliance members.	Beginning January 2020	Copies of established MOUs
Activity 3.2: Coordinate, arrange, and market the provision of mentoring and technical assistance provided by or to Alliance members to encourage more programs on campuses across Louisiana.	Beginning March 2020	Calendar of events, agendas, satisfaction surveys, and marketing tools/results
Activity 3.3: Coordinate, arrange, and market the training events hosted across Louisiana provided by or to Alliance members to spur new inclusive post-secondary coursework at Louisiana universities and colleges.	Beginning March 2020	Calendar of events, agendas, training materials, and marketing tools/results
Goal #4. Develop resources designed to build the capacity of inclusive opportunities available at post-secondary educational institutions across Louisiana.		
Activity	Timeline	Evaluation
<u>Activity 4.1</u> : Develop and host website to disseminate resources and share Alliance program updates.	Beginning April 2020	Evaluation of website: feedback surveys, etc.
<u>Activity 4.2</u> : Attend various agencies, conferences, and other dissemination outlets to enhance the resources available to The Alliance.	Beginning October 2020	Reports on attendance and outcomes of resources
<u>Activity 4.3</u> : Develop a system to evaluate Alliance activities, and short-and-long-term outcomes to enhance the productivity of the Alliance and to provide feedback to the Louisiana Developmental Disabilities	Beginning December 2020	Final report on evaluation of activities, outcomes, etc. for dissemination to the Louisiana Developmental Disabilities Council.

Council. The evaluation system needs to ultimately “capture the impact” the college experience is making in the lives of students with developmental disabilities.		
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D. Budget Details

CATEGORY	ITEM REQUESTED	AMOUNT REQUESTED	JUSTIFICATION OF EXPENSE
Salary/Wages	Student Worker	\$9,000	Student worker will be needed to assist project director with record keeping, making copies, preparing materials for trainings/workshops, developing and maintaining Alliance website and other social media, and assist in developing newsletter.
Travel – all travel is in accordance with Louisiana state travel regulations PPM49	In state travel and out of state travel	\$13,000	Travel costs associated with in-state travel may include rental car (if travel over 99 miles), mileage, food/lodging (overnight travel) to visit post-secondary sites, attend meetings, provide trainings and technical expenses. Travel costs associated with out of state travel may include attending conferences, networking, and researching other state alliances and learning how other state alliances are developed.
Operating Services	Copy expenses, postage/shipping costs, printing materials, memberships: Constant Contact, Zoom Meeting, professional dues, Survey Monkey and marketing tools for each Alliance site	\$4,447	Expenses incurred for copying materials for workshops and trainings; postage/shipping costs for materials for Alliance members, printing recruitment marketing materials (flyers, pamphlets), membership in Constant Contact for mass email notification, membership for Zoom Meeting – as Alliance members grow will need capability to meet virtually with large number at one time, professional membership dues to keep abreast of research on post-secondary programs and organizations, membership for

			Survey Monkey to conduct surveys for evaluative purposes, and to purchase marketing tools for EACH alliance site for their recruitment/ publicity.
Supplies	Supplies for: workshops and trainings, laptop, software, and accessories, external hard drives and jump drives, food and refreshments for trainings and meetings, portable printer, paper, and ink; meeting materials for Alliance, and demonstration resources	\$5,590	Materials such as folders, notebooks, etc., needed for workshops and trainings; laptop computer, software and accessories for trainings held across the state; external hard drive for laptop and jump drives that have training and workshop resources saved on for participants; food and refreshments for workshops/trainings and meetings across state; portable printer, paper, and ink to accompany laptop when meetings and workshops/trainings held across the state; and resources for Alliance members for demonstration purposes at workshops/ trainings/meetings.
Professional Services	Outside experts and speakers for training sessions	\$5,000	Outside experts and speakers contracted for workshops and trainings. For online trainings (no travel expenses associated) for in-person training (all travel expenses will be included in professional services contract
Indirect/Administrative Costs	8% indirect costs	\$2,963	8% indirect costs is requested as allowed by LA DD Council
TOTAL REQUESTED		\$40,000	
In-Kind – Although no funds are requested for PIs, Southeastern fully supports their involvement and commitment to the project. Southeastern will be the host site for the Alliance webpage. Southeastern will provide efficient space when meetings and/or workshops and trainings are held on campus.			

Do not allow Data Entry

Please complete the following sections.

(11) Salaries & Wages	Hourly Rate	Est. Hours of Work	Total Salary to be Paid	% Requested From DHH	Non DHH Funds	Amount Requested From DHH
Student Worker	10	900	9,000	100	0	9,000
Total			9,000		0	9,000

Justification: To assist project director with record keeping, making copies, preparing materials for trainings/workshops, developing and maintaining Alliance website, developing newsletter, and other social media.

(41) Related Benefits	Column 1 Total Amt Requested	Per Cent Requested From DHH	Column 2 Non DHH Funds	Column 3 Requested From DHH
Total				

Justification:

(12) Travel	Column 1 Total Amt Requested	Per Cent Requested From DHH	Column 2 Non DHH Funds	Column 3 Requested From DHH
In-state travel*	5,000	100	0	5,000
Out-of-state travel*	8,000	100	0	8,000
*as per LA state travel regulations PPM49			0	0
			0	0
Total	13,000		0	13,000

Justification: In-state travel-visit established/future post-secondary sites, attend meetings, provide trainings and technical assistance. Out-of-state-attend conferences, network, and research other alliances.

(13) Operating Services	Column 1 Total Amt Requested	Per Cent Requested From DHH	Column 2 Non DHH Funds	Column 3 Requested From DHH
copying expenses for workshops and trainings	500	100	0	500
postage/shipping costs for Alliance materials	150	100	0	150
printing of recruitment marketing materials	500	100	0	500
membership in listserv services-Constant Contact	240	100	0	240
membership for Zoom Meeting	150	100	0	150
professional membership dues	500	100	0	500
Survey Monkey membership dues	407	100	0	407
Marketing tools for each Alliance site	2,000	100	0	2,000
Total	4,447		0	4,447

Justification: Membership-Constant Contact mass email notifications, membership in Zoom for on-line meetings/trainings, professional membership dues for research and networking, Survey Monkey for evaluative purposes

(14) Supplies	Column 1 Total Amt Requested	Per Cent Requested From DHH	Column 2 Non DHH Funds	Column 3 Requested From DHH
Workshop/training supplies (folders, notebooks)	1,000	100	0	1,000
Laptop and software and accessories for trainings	1,300	100	0	1,300
External hard drives (record keeping)	200	100	0	200
Jump drives (Alliance participants)	300	100	0	300
Food/refreshments for trainings and meetings	590	100	0	590
Portable printer, paper, ink	1,100	100	0	1,100
Alliance meeting materials	600	100	0	600
Demonstration resources	500	100	0	500
Total	5,590		0	5,590

Justification:

(15) Professional Services	Column 1 Total Amt Requested	Per Cent Requested From DHH	Column 2 Non DHH Funds	Column 3 Requested From DHH
Outside experts and speakers for training sessions	5,000	100	0	5,000
Total	5,000		0	5,000

Justification: Outside experts and speakers for training may be online training (no travel expenses associated) or in person training (all travel expenses will be included in professional services contract)

(16) Capital Assets	Column 1 Total Amt Requested	Per Cent Requested From DHH	Column 2 Non DHH Funds	Column 3 Requested From DHH
Total				

Justification

(17) Indirect/Admin Cost	Column 1 Total Amt Requested	Per Cent Requested From DHH	Column 2 Non DHH Funds	Column 3 Requested From DHH
8% indirect costs	2,963	100	0	2,963
Total	2,963		0	2,963

Justification

Object Detail

()	(Enter Cat 1 name)	Column 1 Total Amt Requested	Per Cent Requested From DHH	Column 2 Non DHH Funds	Column 3 Requested From DHH
	Total				

Justification

Object Detail

0	(Enter Cat 2 name)	Column 1 Total Amt Requested	Per Cent Requested From DHH	Column 2 Non DHH Funds	Column 3 Requested From DHH
Total					

Justification

DHH CONTRACT BUDGET
SUMMARY BUDGET FOR THIS PERIOD

Attachment

CONTRACTOR: FROM: TO:

CATEGORIES	OBJECT DETAIL	TOTAL AMOUNT REQUIRED	SOURCE OF FUNDS	
			APPLICANT AND OTHER	REQUESTED FROM DHH
SALARIES AND WAGES	(11)	9,000	0	9,000
RELATED BENEFITS	(41)			
TRAVEL	(12)	13,000	0	13,000
OPERATING SERVICES	(13)	4,447	0	4,447
SUPPLIES	(14)	5,590	0	5,590
PROFESSIONAL SVCS	(15)	5,000	0	5,000
CAPITAL ASSETS	(16)			
ADMINISTRATIVE	(17)	2,963	0	2,963
(Enter Cat 1 name)	0			
(Enter Cat 2 name)	0			
TOTAL COST		40,000	0	40,000

Note: No data entry allowed in this item

X

Click Here if Combined Federal / State Funds

If funding is federal and state combined, please list breakdown below.

Fund Distribution Section

		Federal Dollars	State Dollars	Other	Total
SALARIES AND WAGES	(11)				
RELATED BENEFITS	(41)				
TRAVEL	(12)				
OPERATING SERVICES	(13)				
SUPPLIES	(14)				
PROFESSIONAL SVCS	(15)				
CAPITAL ASSETS	(16)				
ADMINISTRATIVE	(17)				
TOTAL COST					



July 1, 2019

I am pleased to write this letter of support for Southeastern Louisiana University, through the work of Dr. Gerlinde Beckers, to create and grow the Louisiana Post-Secondary Inclusive Education Alliance. Dr. Beckers is the director of Lions Connected, a nationally recognized transition and post-secondary program that is certified by the US Department of Education.

Lions Connected is well known in the State for providing young adults with intellectual disabilities an inclusive college experience on Southeastern's campus. While in the program, Lions Connected students attend classes, work on campus, and attend conferences. The Lions Connected program, with the support of the College of Education, also hosted a multi-parish career fair for adults with disabilities.

A strength of the Lions Connected program is its social mentors. These students from all majors and all walks of life have chosen to mentor Lions Connected students, take classes with them, and spend their free time teaching them life and social skills in order to be successful in society. Dr. Beckers and her team have hosted numerous training events and are primed and ready to provide assistance and training in the Alliance.

The Lions Connected program is a prime example of how post-secondary programs should be operated. It is a program based on research showing that participation in post-secondary programs is positively correlated with competitive employment thus improving the quality of life. The ultimate goal of Lions Connected is creating a better quality of life for individuals with intellectual disabilities by immersing them in the college experience and creating opportunities for these individuals to acquire academic, personal, social, vocational, and leisure skills that enable them to become independent, engaged, self-determined, and contributing members of society. The Lions Connected model emphasizes student life, academic life, and career development and strives to foster an authentic, inclusive experience for individuals with disabilities.

Southeastern Louisiana University's Lions Connected staff, under the direction of Dr. Gerlinde Beckers, is at the forefront of post-secondary inclusion research and operates the model of how post-secondary inclusion programs should operate. I strongly support this application to establish and maintain the Post-Secondary Inclusive Education Alliance for Louisiana. Lions Connected is the programs that informs all other programs striving toward similar goals for post-secondary inclusion.

Respectfully,

A handwritten signature in blue ink that reads 'Paula Summers Calderon'.

Paula Summers Calderon, Ph.D.
Dean, College of Education
Southeastern Louisiana University

**Theresa and Jeff Danos
124 Mountain Top Rd
Park City UT 84060**

July 2, 2019

Louisiana Developmental Disabilities Council
625 Main Street
Baton Rouge, LA 70801

To whom it may concern;

We are writing to express our sincere gratitude and support of the Southeastern Louisiana University Lions Connected program and Dr. Gerlinde Beckers in their endeavors to establish and support a Louisiana Post-Secondary Inclusive Education Alliance. Our son, Adam, was a charter member of the program and he completed his two years and has now moved on. Adam is on the autism spectrum and although functions at a very high level, he would not be successful attending a traditional college program. Adam really expressed a desire to attend college and the program provided him with this avenue and we are thrilled!

We have seen the program grow from 3 students in its first year to capacity during the 2019-20 academic year, with a waitlist. The addition of more students has been great and that provides all of the students a larger inclusive peer group. Students with intellectual and developmental disabilities crave this type of opportunity and it's amazing to see it actually happen!

The administrators and mentors involved with Lions Connected are inspirational. They work selflessly and tirelessly to give these students an experience and education that is priceless.

The addition of the Inclusive Vocational Opportunity is such a vital part of this program. Having the students leave with job skills and experience will benefit them for the rest of their lives. So many individuals with learning issues end up unemployed and we are so happy to support a program that provides hope and life-long learning skills.

I strongly believe, Dr. Gerlinde Beckers, the College of Education, and Southeastern Louisiana University have the commitment, experience, and stability to establish and support a Louisiana Post-Secondary Inclusive Education Alliance. Please feel free to contact us for additional support.

Thank you,
Theresa & Jeff Danos
(504) 427-2669
(504) 427-4969
theresaddanos@gmail.com



530 Spanish Town Road • Baton Rouge, LA 70802 • (985) 789-1741 • kcorkern@lrma.com • www.LRMHA.com

July 1, 2019

Louisiana Developmental Disabilities Council
626 Main Street, Suite A
Baton Rouge, LA 70821-3455

To whom it may concern:

As the Executive Director of the Louisiana Rural Mental Health Alliance and immediate past Executive Director of Northshore Families Helping Families, it is my pleasure to write this letter supporting Southeastern Louisiana University as they apply for the Louisiana Developmental Disabilities Council's Post-Secondary Inclusive Education Alliance Initiative.

Having closely worked with Southeastern, the College of Education and Dr. Beckers and witnessed their extraordinary post-secondary program, Lions Connected, in action, I am certain they are the best candidate for this new and exciting contract. Lions Connected exhibits the traits needed in order to effectively carry out the requirements of this contract as they have successfully and inclusively educated and supported individuals with developmental disabilities in a post-secondary environment for many years now. The outcomes that this initiative will provide to individuals with developmental disabilities seeking a post-secondary education will be endless and will fill a void that has been missing in Louisiana for a long time amongst our disability community.

In conclusion, I strongly support Southeastern Louisiana University, the College of Education and Dr. Gerlinde Beckers as they seek the Louisiana Post-Secondary Inclusive Education Alliance contract in order to assist in expanding and enhancing inclusive, post-secondary opportunities for individuals with developmental disabilities throughout Louisiana's universities and colleges. There is no bigger advocate for this wonderful mission than Southeastern!

Sincerely,

Katie Corkern
Executive Director

Our Mission: To educate and advocate on behalf of providers, patients, and stakeholders in rural communities about the dire need of stability and access to mental healthcare to those who need it the most in Louisiana.



21 Industrial Parkway Building A
Ponchatoula, La. 70454
985-370-2300

July 2, 2019

Dear Louisiana Developmental Disabilities Council Members:

I am writing this letter to support the growth of the Louisiana Post-Secondary Education Alliance. This amazing program, Lion's Connected, directed by Dr. Gerlinde Becker at Southeastern Louisiana University has opened the doors of opportunity. Lion's Connected has given adults with intellectual disabilities the chance to experience a college life while learning the skills they need to be productive citizens. These students are included with their typical peers, enjoying the lifestyle of not only a college student, but also bring awareness of diversity, disability, and acceptance.

As a professional in the field of helping individuals with developmental and intellectual disabilities, Lion's Connected is paving the way to create a meaning future for all of their students. The students and their mentors have been a part of several outreach events in our communities. They bring awareness and opportunity to so many who would love to have the chance to be a part of Southeastern's Lion's Connected program. This will only be possible if this program is able to continue. Our disability community fully supports Southeastern Louisiana University, Dr. Beckers, and her amazing facilitation of Lion's Connected, as well as all of the students involved to create this inclusive experience.

As a mother of an adult with an intellectual disability, continuing Lion's Connected through Louisiana Post-Secondary Inclusive Education Alliance, gives our family hope for a brighter future for our son and so many others like him.

I fully support the continuance and growth of this remarkable program.

Sincerely,

Sherri Houin
Executive Director/CEO

July 1, 2019

Louisiana Developmental Disabilities Council
625 Main Street
Baton Rouge, LA 70801

To whom it may concern;

I am writing this letter of support for Southeastern Louisiana University, the College of Education, and Dr. Gerlinde Beckers to establish and support a Louisiana Post-Secondary Inclusive Education Alliance. I am writing from the perspective of a person with a disability and an advocate for those with disabilities without a voice.

I had the pleasure last fall of speaking to an inspiring group of parents, mentors and students with disabilities embarking on their journey to have a college experience at Southeastern through the Lions Connected program. There are a great deal of resources out there concerning individuals with disabilities to get them through the basic high school education, but what happens after high school? Dr. Beckers and Southeastern is responding to that question with Lions Connected (*The mission of Lions Connected (LC) is to provide young adults with Intellectual Disabilities (ID) an inclusive college experience while preparing them to become contributing members of society*).

I have witnessed first-hand the transformation of a student who began LC as a scared, lonely individual with a disability to an individual ready to tackle the world from an educational and emotional standpoint. Lions Connected is a tool to ease the question of "what are we going to do after high school." As an advocate for individuals with disabilities and their families, I am able to answer this difficult question with Lions Connected as an option.

It is without hesitation that I believe Southeastern Louisiana University, the College of Education, Lions Connected, and Dr. Gerlinde Beckers can establish and support a Louisiana Post-Secondary Inclusive Education Alliance.

Sincerely,

Jeff Arseneaux

Consultant
(985)590-1878
booking@callonjeff.com