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Access · Attitude · Inclusion

11/02/2021

To: Marcella Crane - Contracts Manger, Arizona Developmental Disabilities Planning Council

Re: Supporting Inclusive Practices in Colleges (SIP-C) Year 3 Renewal Information

Title: Supporting Inclusive Practices in Colleges (SIP-C): An exemplary model for supporting students with intellectual disabilities transition to postsecondary education in Arizona

Recipient: Northern Arizona University, Institute for Human Development

PI: Dr. Kelly D. Roberts, NAU-IHD, PO Box 5630, Flagstaff, AZ 86011
928-255-2101 (mobile), 928-523-4982 (office), Kelly.Roberts@nau.edu (email)

Dear Marcy,

Please find enclosed the renewal application for Year 3 of the grant project entitled "Supporting Inclusive Practices in Colleges (SIP-C): An exemplary model for supporting students with intellectual disabilities transition to postsecondary education in Arizona."

If any additional information is required, please do not hesitate to reach out.

Sincerely,

Sakénya McDonald
Coordinator/Educational Coach

1. **Provide a one-page Executive Summary of your funded program to date. Ensure the following points are addressed:**

   Supporting Inclusive Practices in Colleges (SIP-C) is a postsecondary education (PSE) transition support program operating in Northern Arizona (NA). SIP-C serves individuals ages 18-26 with intellectual and developmental disabilities (I/DD) across NA. SIP-C strives to improve the outcomes for individuals with I/DD participating in PSE experiences by utilizing person-centered planning, providing educational coaches and peer mentors, promoting full inclusion, and encouraging independent living and gainful employment. Part of SIP-C's mission is to 'Set the Bar High' for success by advising, encouraging, and supporting students to participate and thrive in higher education experiences. SIP-C also provides services to underserved and unserved populations, which is one of the reasons that the SIP-C service area covers over 53,076 square miles of NA, including many communities with limited services for individuals with disabilities. SIP-C currently serves students in Flagstaff, Bullhead City, Kingman, Red Mesa, White River, and other areas of the Navajo Nation.

   The SIP-C program is informed by research indicating individuals with I/DD benefit from quality, inclusive PSE experiences (Grigal et al., 2011). Using a person-centered approach, individuals participating in the program define their goals, identify what supports they require, and work with natural and other supports to design a highly individualized course of study. Current SIP-C students have shown increases in self-advocacy, self-determination, assertiveness, and independence during their first semesters in college, as well as improved social skills associated with the peer mentorship component of the program. SIP-C students have the benefit of obtaining a higher education credential, acquiring goal setting skills, and exploring career paths through their participation in PSE. In addition, SIP-C is developing several professional development events to disseminate to community partners which will positively impact access, attitudes, and inclusion in the I/DD community.

   Securing additional funding for continued development and implementation of the SIP-C program in NA would help to address an urgent need for ongoing, evidence-based programming geared towards supporting individuals with I/DD who seek to attend PSE. Funding from ADDPC for the second year has allowed for substantial growth in staff, with the onboarding of three region-specific campus coordinators, as well as additional travel opportunities for staff that will increase relationship building and coaching activities that directly benefit students and community partners across NA. Obtaining future funding ensures that the SIP-C program is positioned to continue expanding its staff to support more students, while also providing opportunities for professional development and training for faculty, staff, family members, and community members in NA. Future funds will also allow SIP-C to expand the frequency and type of social and academic activities offered to students (i.e., scheduling on and off campus events, hiring guest presenters, performers, and self-advocates, etc.) and these activities would be in direct response to student and interagency collaborative team (ICT) feedback on activities that they feel would directly improve the program model.

2. **Summarize key program achievements for the current funding year based on your implementation plan and evaluation process, with performance measures that show the program is making a personal and/or system change.**

Objectives and activities are designed to be iterative and significant progress has been made in refining the original program model. SIP-C staff has solicited and received meaningful feedback from ICT members, parents, and students on the efficacy of current model components. The following explains year-to-date progress and key program achievements as observed through qualitative and/or quantitative data informing aligned performance measures.

Objective 1: Implement model components and strategies that have demonstrated effectiveness. Months 1-8.

Activities:
1.1 Expand the ICT.
- Outcome: The ICT added three new members and currently engages with 30 individuals representing various affiliated organizations in Northern Arizona, including Vocational Rehabilitation, DES/DDD, the Arizona Department of Education, and the Office of Special Education and Rehabilitative Services (Navajo Nation). Additionally, the ICT added 20 SIP-C student representatives, one peer mentor, one campus coordinator/educational coach (CC/EC), and one employment coach (EM). The fourth ICT meeting will be held in early December 2021 and the Project Director (PD) has extended invitations to seven individuals to consider joining the ICT. Program staff continue to focus on recruiting parent representatives.

Objective II: Prepare 20 qualified individuals with I/DD ages 18-26 to participate in PSE. Months 2-6.

Activities:
2.1 Work with partners (including the interagency team members) to recruit qualified individuals with I/DD ages 18 to 26.
- Outcome: As a subcommittee of the ICT, the recruitment team's (RT) primary purpose is to assess recruitment processes to recommend strategies for increase and improving recruitment efforts. To date, there are five individuals from the ICT who have committed to serving on the RT for the 2021-22 academic year. The first meeting was held in September 2021, at which time RT members provided CC/EC's with recommendations for identifying potential students. This includes collaboration with the Northland Pioneer College and Northern Arizona Vocational Institute of Technology construction program (https://npc.mycareerfocus.org/fall-2019-volume-5-issue-1/archive/?yr=2016&mo=05&id=1-1403). The PD is also coordinating with James Rivera (ICT member and Director of Exceptional Student Services for the state of Arizona) to present at the 2022 IDEA (Individuals with Disabilities Education Act) conference. CC/EC Rene Garciaguirre has established a visible presence at Diné College and formed significant alliances with Paula Seanez and other key staff from the Office of Special Education and Rehabilitative Services (OSERS); this accomplishment is noteworthy because this developing relationship will support substantial recruitment efforts in northeast Arizona and the Navajo Nation. In Collaboration with Vicki Trujillo (Kingman Unified School District Special Education Director) and ICT member Michelle Martin (Director of Disability Resources for Mohave Community College), CC/EC Victoria Tosca has identified opportunities to offer professional development to district counselors. Victoria will offer two professional development trainings in Kingman in November 2021 and a "parent night" event in December 2021. Finally, the PD will work

with newly onboarded CC/EC Jeremy Musgrove and Quality Connections of Flagstaff (QC) to offer a community event at Coconino Community College. QC provides day services to individuals with significant disabilities, including I/DD, and QC staff are greatly interested in forming a partnership with SIP-C to refer individuals who have exited their program and express an interest in attending college. An event was originally planned to take place in September 2021 but had to be postponed due to COVID-related restrictions.

2.2 Assess readiness to participate.
- Outcome: During the intake process, CC/ECs explain person-centered planning concepts to newly onboarded students and complete preliminary plans to ascertain student goals, identify needs, and recommend supports. In 2021, CC/ECs identified one student who required significant modifications to their PCP and the PD was able to assist by sharing the Eight Dimensions of Wellness (Stoewen, 2017) to develop a more comprehensive PCP. The SIP-C evaluator (EV) and PD are introducing CC/ECs to research on plain-language text, with the expectation that CC/ECs will incorporate plain language in all SIP-C generated materials and resources to better help students prepare to participate in PSE.

2.3 Assist participants in completion of the application and financial aid process for CCC and other institutions of higher education (IHE).
- Outcome: EC/CC completed admission applications with the majority of the Fall 2021 cohort, with some students completing admission applications on their own or with their parents. In August, nine students attend the financial aid orientation session, which explained basic financial aid processes using plain language. CC/ECs are actively supporting students through all phases of the financial aid process; for most students, this begins their senior year of high school with their designated transition-school-to-work counselors. Expenditures for tuition support were minimal during Year 2, with five students requesting and receiving tuition support in the amount of $1,950.00. This indicates that the majority of students are initiating the financial aid process and receiving federal aid which reserves program tuition support funds for use in extenuating circumstances.

Objective III: Provide training and technical assistance on model components and strategies for use and professional development for faculty and other PSE personnel. Months 1-11.

Activities:
3.1 Bring together the ICT members to collaboratively finalize the training materials for implementation.
- Outcome: Please reference Question 3.

3.2 Utilize the finalized training materials to train education coaches, PSE personnel, and adult agency personnel to use the strategies within the three model components.
- Outcome: Please reference Question 3.

3.3 Provide ongoing training and technical assistance to support personnel, instructors, disability resource personnel/counselors, and family members as they implement the model strategies.

- Outcome: Please reference Question 3.

Objective IV: Continue implementation with 20 individuals with I/DD ages 18-26. Months 1-11.

Activities:
4.1 Provide individualized supports to the participants by working within the two model components:

> (1) a set of transition preparation and linkage activities delivered in secondary settings and college campuses, and
> (2) an authentic inclusive postsecondary opportunity and support structure based upon an individualized support plan that includes the necessary supports for student access and participation within inclusive academic, social, independent living, and career and vocational activities; and implementing ten strategies:

Model Component I (Transition Preparation and Linkage Activities/Strategies) includes:
> 1. Person Centered Planning
> 2. Self-Advocacy, including interactions and communication skills
> 3. Self-Determination
> 4. Natural Supports, including peer supports
> 5. Collaborative Teaming (CT)

Model Component II (Supports that Result in Authentic Inclusive Postsecondary Education Participation) includes:
> 6. Enter with 'Front Door First' Supports
> 7. 'Setting the Bar High'
> 8. Educational Coaching, including planning for individualized/tiered supports
> 9. Personal Technology Supports and Training
> 10. Campus-wide Professional Development

- Outcome: In August 2021, CC/ECs hosted a series of virtual orientation sessions to help prepare students with I/DD to navigate PSE environments using the same resources available to their non-disabled peers. Each workshop was intentionally designed to cover one or more of ten strategy areas (listed above):

  - *SIP-C Program Orientation (8/2)*
  - *Campus Resources (8/5)*
  - *Application Processes (8/5)*
  - *Financial Aid (8/12)*
  - *Assistive Technology (8/16)*
  - *Technology & Communication (8/19)*

  CC/ECs will continue to refine and update information disseminated in the workshops and have indicated that they would benefit from participating in specific professional development trainings to expand their knowledge base.

The EM has dedicated 150 hours to coach students on topics related to career preparation and entering the work force. Examples of topics and completed activities include issuing O-Net Strengths Assessments, coordinating with local Vocational Rehabilitation counselors to secure fingerprint clearance cards, and helping students build employment-relevant communication skills (e.g., helping a student draft an email to her supervisor to request days off to attend class).

Activity 4.2: Support delivery of the model components using the implementation fidelity protocol (developed by University of Hawai'i at Mānoa). The fidelity protocol will guide and assess the types/level of CC/EC support and degree of alignment of model strategies with preparation, linkage and access, retention, and completion activities at each stage of model implementation.

- Outcome: The project implemented the use of the Student Records beginning with Fall 2021. Within the Student Records, educational coaches log meetings with students, and also complete a fidelity measure checklist at the beginning and end of each semester. Initial data has been collected for this semester, addressing the extent to which the coaches perform actions associated with the following model components:

  1. Person Centered Planning,
  2. Self-Advocacy
  3. Self-Determination
  4. Natural/Peer Supports
  5. Collaborative Teaming
  6. 'Front Door First' Supports
  7. 'Setting the Bar High'
  8. Educational Coaching
  9. Personal Technology Supports and Training, and
  10. Campus-wide Professional Development

Objective V: Conduct a rigorous evaluation to determine the effectiveness/efficacy of the model using valid qualitative and quantitative process and outcome measures of post-school success. Months 4-12.

5.1 Collect and analyze process evaluation data on the (1) process of implementation, (2) progress of students with I/DD given implementation of model components, and (3) functioning of each project strategy.
> Outcome: Please reference Question 7.

5.2 Use process/formative data to revise model components/strategies and instruments.
> Outcome: Please reference Question 7.

5.3 Use outcomes data to assess impact of the model and model components/strategies on the participants.
> Outcome: Please reference Question 7.

5.4 Administer pre-, mid-, and post-assessments related to model delivery and student progress as aligned with the model components and strategies.
> Outcome: Please reference Question 7.

5.5 Measure attitude/behavior changes of staff, faculty, and students with and without disabilities involved in the project, which will be evaluated through interviews with pertinent individuals.
Outcome: Please reference Question 7.

Objective VI: Prepare and disseminate finalized project materials and data reports and prepare for replication of the model in other sites.
Months 11-12.

Activities:
6.1 Develop contacts and procedures for distribution of project outcomes and the model for ongoing replication.
- Outcome: Please reference Question 3.

6.2 Distribute completed replication materials to future replication sites including PSE/high school complexes and other targeted educators and counselors, including those at AZ community colleges.
- Outcome: Please reference Question 3.

6.3 Distribute replication materials and results to project participants, the Interagency Collaborative Team (ICT), and other stakeholders.
- Outcome: Please reference Question 3.

Objective VII: Replicate and sustain the model throughout Arizona.
Months 1-12.

Activities:
7.1 Utilize federally obtained funding along with ADDPC funding to expand throughout Northern Arizona.
- Outcome: In 2020, SIP-C was awarded federal funding by the United States Department of Education's (USDOE) Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) initiative. TPSID funding will be used to support approximately 80 students over the life of the project; however, with continued funding from the ADDPC funding we will be positioned to support up to 100 students with intellectual and/or developmental disabilities. To clarify, TPSID funding is allocated to offer transition services and supports to individuals with intellectual disabilities only. The generosity and scope of ADDPC funding is designated to support students with intellectual and/or developmental disabilities and we currently anticipate seeing increased participation from individuals with developmental disabilities. ADDPC funding is inclusive of supplemental tuition support, which is beneficial to students who are not qualified for financial aid. Finally, the project director is in contact with individuals and organizations in the state of Arizona, such as Arizona Western College in Yuma, to discuss replicating the program model in other underserved areas and partnering with these organizations to identify additional local, state, or federal funding opportunities.

3. **Describe activities that are left to complete before your contract ends.**

To meet Year 2 objectives, the following activities will be incorporated within the project structure as indicated below. *Please note that according to the Year 2 implementation plan, all activities below, with the exception of activity 3.3, are designated as being completed in months 11-12 or as an ongoing activity.*

Activity 3.1: Bring together the ICT members to collaboratively finalize the training materials for implementation.
- Projected Outcome: At the year-end ICT meeting, members will be asked to review the peer mentor training guide, the DCARS training video, and the Application and Intake procedural guide and provide anonymous feedback using a Qualtrics or Google survey to offer recommendations for revisions.

Activity 3.3: Provide ongoing training and technical assistance to support personnel, instructors, disability resource personnel/counselors, and family members as they implement the model strategies.
- Projected outcome: CC/ECs met with Co-Principal Investigator to discuss professional development training and ways to provide technical assistance to faculty and staff at partnered local educational agencies (LEA). The first training on "Inclusive Recruiting" will be hosted by Mohave Community College (Zone 2) on November 12, 2021, and evaluation instruments are being designed to elicit responses from training participants on the quality of training content and related materials. The training will be revised and refined based on suggestions from participants and then the model will be replicated in Zones 1 and 3. The replication process will be iterative, and once a base template has been established for creating, delivering, and evaluating training and technical assistance opportunities, the project will begin to offer additional opportunities to non-partnered agencies, organizations, and individuals in NA.

Activity 5.5: Measure attitude/behavior changes of staff, faculty, and students with and without disabilities involved in the project.
- Projected outcome: Measuring attitudes and behavioral changes requires a mixed method evaluation approach, as attitudes and behavioral changes are subjective experiences. The project director will work with the evaluator to (1) review relevant methodologies currently being used by related organizations and/or agencies and (2) create specific research instruments to analyze qualitative data using quantitative methods. For example, Q methodology is a "complete methodology which involves technique (sorting), method (factor analysis), philosophy, ontology, and epistemology...that reveals and describes divergent views in a group as well as consensus" (https://qmethod.org/). If the evaluator determines this is not an appropriate method, further exploration will take place.

Activity 6.1: Develop contacts and procedures for distribution of project outcomes and the model for ongoing replication.
- Projected outcome: The PD is working with IHD's Dissemination Director to advance distribution of project outcomes and the project model and anticipates having a comprehensive plan in place by December 31, 2021.

Activity 6.2: Distribute completed replication materials to future replication sites, including PSE/high school complexes, and other targeted educators and counselors, including those at AZ community colleges.

- Projected outcome: The PD is working with IHD's Dissemination Director to advance distribution of project outcomes and the project model and anticipates having a comprehensive plan in place by December 31, 2021.

Activity 6.3: Distribute replication materials and results to project participants, the Interagency Collaborative Team (ICT), and other stakeholders.

- Projected outcome: The PD is working with IHD's Dissemination Director to advance distribution of project outcomes and the project model and anticipates having a comprehensive plan in place by December 31, 2021.

4. **Detail any barriers that were addressed. Include one success story to share.**

As communities and individuals continue to adjust to the impacts of the COVID-19 pandemic on social events, higher education, and disability communities, SIP-C identified barriers to program replication and incorporated mitigating strategies to ensure Year 2 objectives and activities are met. Ongoing challenges related to the COVID-19 pandemic include identifying ways to disseminate program information and materials using virtual or online resources. The northeast region (Zone 3) was most effected by pandemic-related travel restrictions due to close proximity to the Navajo Nation, and these limitations prevented the introduction of robust recruiting methods until September 2021. However, the Zone 3 CC/EC deftly adjusted his approach and hosted multiple virtual application and intake sessions and since September 2021 has three pending applications for the Fall 2022 cohort.

The success story below is an excellent representation of the level of services and supports SIP-C students receive and highlights how CC/ECs engage with students in the ten strategy areas to create, modify, and implement a person-centered plan while encouraging the student to self-advocate for their needs.

After reviewing the syllabi for a full-time course load for the Fall 2021 semester, Student A felt overwhelmed and less confident about their ability to succeed in PSE. After speaking to their vocational rehabilitation counselor, Student A informed the CC/EC that starting in the Spring of 2022 was their only option because VR would not pay for courses unless the student was enrolled full-time. After investigating, the CC/EC discovered and informed the student that, according to VR policy, VR will financially support a client if they are enrolled in a certificate program, which would allow the student to take 1-2 courses per semester. Student A, under the guidance of their Circle of Support, decided to pursue the Google IT Support Professional Certificate offered at Coconino Community College. However, Student A felt disappointed that they would have to wait until the Spring to enroll in courses, as they had not finalized the process with VR to get funding in place before the start of the Fall semester. The CC/EC suggested to the student that the ADDPC could offer tuition support for the Fall semester, which would allow time for Student A to secure scholarship funds through VR for the Spring semester. Student A is maintaining a 4.0 in the Introduction to Computer Information Systems course and has also registered with CCC's TRIO program. TRIO has enabled Student A to gain access to personal tutoring, a separate computer lab, and access to social events throughout the semester. Student A is thriving in their college experience and looks forward to continuing their certificate program.

5. **Describe existing and any new community partners that will be involved and their role in this project. Will MOUs or other agreements need to be developed?**

Currently, SIP-C partners with, and is supported by, a diverse number of individuals, advocates, organizations, and agencies such as the ADDPC, the Arizona Department of Education, Flagstaff Unified School District (FUSD), Kingman Unified School District (KUSD), Red Mesa Unified School District (RMUSD), Sanders Unified School District (SUSD), Arizona State Vocational Rehabilitation, Navajo Nation American Indian Vocational Rehabilitation Program, Division of Developmental Disabilities, Northern Arizona University, Coconino Community College (CCC), Mohave Community College (MCC), and Northern Pioneer Community College (NPC)). In 2021, SIP-C joined the Arizona Community of Practice, the Mohave Community of Practice, and the Special Needs Advocacy Coalition. Additionally, the PD has spoken with the both the president of Arizona Western College as well as policy consultant/advocate Karla Phillips-Krivickas of Think Inclusion to begin meaningful dialogue around growing SIP-C to serve Yuma, another significantly underserved/unserved community in Arizona.

Outreach efforts have been initiated with the local Flagstaff agency, Quality Connections, and a collaborative on-campus event is being planned for December 2021.

6. **Describe how feedback from people with I/DD, caretakers, family member or other participants is gathered and used to support the project.**

The evaluation will examine the effectiveness of project implementation strategies by examining the extent to which the project achieves the goal, objectives, and activities resulting in positive transition and employment outcomes for students with I/DD. To this end, the evaluation plan is aligned with Think College's Quality Indicators for Inclusive Higher Education, which were developed to help Institutes of Higher Education create successful inclusive PSE opportunities for individuals with intellectual disabilities. Process evaluation will include a mixed methods approach using both qualitative and quantitative methods. Data will be collected at multiple points (pre-/mid-/post-enrollment) to allow evaluators to assess rate and degree of change over time. All data will be analyzed using appropriate statistical techniques given the type of data and level of measure, and qualitative data will be collected through surveys and interviews and analyzed using the constant comparative method of analysis.

Qualitative data will include verbal and written feedback collected through open-ended questions asked within the pre-, mid-, and post-semester surveys, review of meeting notes, and review of coaching and peer mentor logs. Quantitative data will be collected through pre- and mid-semester surveys, and post-semester follow-up surveys from educational coaches and participants. Other data to be collected include course grades and attendance. Previously developed instruments will be used, modified, or developed and used to provide data needed to determine further data collection, analysis, reflection, and refinement. Versions of instruments that may be used include (1) Mid-Semester Check-In: Student Survey, (2) Mid-Semester Expectations, (3) Self-assessment Inventory, (4) Self-Assessment of Academic Habits; (5) Participant End-of-Semester Evaluation, and (6) Student Assessment Report (SAR). Lastly, the evaluator will work closely with the project director, campus coordinators/educational coaches, employment coach, and the ICT to refine the Data Collection, Analysis, and Reporting System (DCARS) developed by The University of Hawai'i at Manoa's Center for Disability Studies. DCARS is an extensive database

that provides a means for data collection, data housing, and analysis. Methods of evaluation include objective performance measures. The project team will: (a) collect data to determine the functioning of each project component; (b) use data to revise model components and instruments; and (c) employ specific criteria (e.g., team collaboration, student outcomes, etc.) to determine if the model strategies are operating as intended.

7. **Briefly summarize evaluation findings to date. Include other data/performance measures you are tracking and reporting to the ADDPC for this current funded year. Report on the following data if your project is required to collect this information:**

The TPSID funding awarded to SIP-C during the previous funding period required the collection of additional data, and consequently the development of a new strategy for collecting data in order to support the growth of the project. This new data collection system will be used in subsequent years.

Five students with I/DD participated in ADDPC-supported activities. However, with the TPSID grant, the project has also started working with an additional 13 students since beginning to accept applications in Spring 2021, resulting in 18 students served under this and additional coordinated funding.

The following data and summaries will continue to be updated as part of this project:

- Satisfaction with project (collected at semester completion)
    - Data were most recently collected in July and will be collected again at the end of the Fall 2021 semester. Only one ADDPC funded student completed the survey. This student indicated that they were satisfied with the project. In total, five out of seven students completing the survey stated they were satisfied with the project.

- Self-advocacy/self-determination improvement (collected at beginning and end of each semester)
    - Baseline data were collected at the beginning of the semester. Data on improvement will be collected at the end of the Fall semester. Baseline data were submitted for two of the five ADDPC funded students. Out of 18 total students, data from 15 students were submitted and are also shown below. Baseline data show the extent to which students are regularly or often demonstrating characteristics of self-determination.

Self-Determination	ADDPC SIP-C Only		All Students	
	Number often or regularly demonstrating	Percentage	Number often or regularly demonstrating	Percentage
#2.1B. Is aware of his/her preferences, interests, values, strengths, and limitations and uses them to define goals	2	100%	7	47%
#2.2B. Has ability to self-monitor progress	2	100%	8	53%

#2.3B. Makes choices based on his/her own preferences, interests, wants, and needs	2	100%	7	47%
#2.4B. Has knowledge of risks and outcomes of decisions (long-term consequences)	1	50%	7	47%
#2.5B. Is able to set a SMART goal	1	50%	4	27%
#2.6B. Develops a plan of action based on choices and available resources	1	50%	11	73%
#2.7B. Follows through on his/her choices	2	100%	12	80%
#2.8B. Is responsible for actions and decisions	1	50%	7	47%
#2.9B. Shows increased levels of independence	1	50%	8	53%

- Organizations involved in project (collected semi-annually)
  - The Interagency Collaborative Team (ICT) consists of 30 people representing 15 organizations.

- Improvement or creation of policies and practices (collected semi-annually)
  - One SIP-C ICT survey respondent stated they had changed practices due to involvement with the SIP-C ICT. Only five ICT members responded to the survey. The survey respondent that demonstrated changes in practice stated that they were "more likely to encourage students to attend college."

- Student demographic information (collected at student intake on revolving basis)

	ADDPC SIP-C Only		All Students	
Race/Ethnicity	Number	Percentage	Number	Percentage
White only	2	40.0%	11	61.1%
American Indian or Alaskan Native only	1	20.0%	2	11.1%
Hispanic/Latino only			1	5.6%
Two or more races	2	40.0%	4	22.2%
Gender	Number	Percentage	Number	Percentage
Male	2	40.0%	12	66.7%
Female	3	60.0%	6	33.3%

8. Describe in detail the project being planned for the next year to include:

What changes are new, including program design, target numbers, working in unserved or underserved communities, new collaborators, implementation, staffing, evaluation, and other activities.

In Year 3, we anticipate recruiting an additional 20 students with I/DD (10 students in Zone 1, five students in Zones 2 and 3) for a total of 40 students served in Year 3, as well as hiring additional staff and offering approximately 36 professional development training events for staff who work at our participating schools (one event per month, per zone). Under the direction of the Dissemination Director, CC/ECs will increase their technical awareness to be able to deliver a broader range of services, supports, and trainings using multiple platforms. Examples of potential deliverables include: social media "live" Q&A sessions, self-paced, interactive training modules, and plain-language promotional and educational materials in English and Spanish (all three CC/ECs are fluent in Spanish). Evaluation will be more intensive in Year 3 and the PD and EV will concentrate on creating and administering a diverse range of qualitative and quantitative evaluation instruments, with specific focus on collecting data from individuals in Circles of Support to assess program efficacy and the impacts of the project on students with I/DD.

In Year 3, SIP-C expects to hire an administrative support specialist (.10 FTE), both to offer administrative oversight to multiple aspects of project implementation as well as to coordinate with the project director to make SIP-C more "public-facing" using program specifics to increase marketing and outreach efforts. Having additional administrative/logistical support will also enable CC/ECs to focus more on student engagement, peer mentor supervision, and campus outreach.

9. **Describe other sources of funds that are committed to support the project. Will this project be sustainable if ADDPC funding was not available?**

Effective October 1, 2020, the SIP-C program started the first year of a five-year, federally funded grant that was awarded by the United States Department of Education's (USDOE) Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) initiative. We believe that the "seed" funds received from the ADDPC to pilot the SIP-C program in 2020 laid a foundation of proven success that contributed to the USDOE's decision to fund the further expansion of an already sustainable program. We are tremendously grateful to ADDPC for its continued dedication and support.

The TPSID funding will be used to support 100 students over the life of the project, including those specifically funded through ADDPC. Without the ADDPC funding we will only be positioned to serve 80 students. We plan to use the ADDPC funding to primarily support students attending CCC while also supporting students who are not immediately eligible for federal financial aid, as the USDOE grant does not allow for tuition to be paid from the federal funds. While the project would continue without ADDPC funding, ADDPC funding will allow us to expand program capacity to fund and support more students in Flagstaff and throughout Northern Arizona; without ADDPC funding, the impact will not be as significant.

10. **Attachment 1:** Provide an Implementation Plan that lists out sequentially the key activities to undertake in the next year. At a minimum, the implementation plan shall list the key task, the party that is responsible, when it will be completed (date) and by what method you will know completion is met (measurement).

11. **Attachment 2**: Provide a 12-month Budget Request and Match. Use the Budget Summary Form and provide a detail budget narrative for both requested dollars and match. Requested amount shall not exceed current award amount.

12. **Attachment 3**: Provide a list of key staff and briefly summarize the job responsibilities for this grant. List any training or certification required for staff in the upcoming year. Ensure personnel costs are appropriately allocated for in the Budget. Do <u>not</u> attach resumes.

12. **Attachment 4**: Provide at least two Letters of Support, on their respective agency letterhead, current date and signed.

References

Grigal, M., Hart, D., & Migliore, A. (2011). Comparing the transition planning, postsecondary

   education, and employment outcomes of students with intellectual and other

   disabilities. *Career Development for Exceptional Individuals*, 34(1), 4-17.

Stoewen, D. L. (2017). Dimensions of wellness: Change your habits, change your life. *The Canadian*

   veterinary journal = La revue veterinaire canadienne, 58(8), 861–862.

Attachment 1: Timeline/Implementation Plan of Major Activities

Please note that this implementation plan is based off the implementation plan from the original grant application, with the major changes being the increased number of participants that will be targeted as well as utilizing ADDPC funds to support activities that aren't supported by the new federal TPSID funding that will improve program and participant outcomes

PI=Principal Investigator, PD=Project Director, AS=Administrative Support, EV=Evaluator, CC=Campus Coordinator, EM=Employment Coach, DD=Dissemination Director, IT=Interagency Collaborative Team Members

Activities	Responsibility	Timelines	Evaluation P=Process O=Outcomes
Administrative Objective: Maintain execution of the consultant agreement, invoicing, website updates, purchasing etc.			
Objective 1: Implement the model components and strategies that have demonstrated effectiveness in Hawai'i, through an iterative process prior to and while being pilot testing in Northern Arizona. Months 1-8.			
1.1 Expand the interagency team.	PI, PD, CC. IT	Ongoing	P-Review meeting notes and alignment with timelines and proposed processes. O- Refinements confirmed, as appropriate, by the ICT and changes made.
Outcomes: A refined and pilot tested model program (inclusive postsecondary education support framework for students with I/DD), for use in Northern Arizona inclusive of 10 piloted strategies under two model components:			
Model Component I - Transition Preparation and Linkage Activities/Strategies – Includes 1. Person Centered Planning, 2. Self-advocacy, including Interactions and Communication Skills, 3. Self-determination, 4. Natural Supports including Peer Supports, and 5. Interagency Collaborative Teaming (ICT).			
Model Component II - Supports that Result in Authentic Inclusive Postsecondary Education Participation – Includes 6. Enter with Front Door First Supports, 7. Setting the Bar High, 8. Adaptive" Educational Coaching — including planning for Individualized/Tiered Supports, 9. Personal technology Supports and training, and 10. Campus-wide professional development.			

Activity	Personnel	Timeline	Measures
2.1 Work with partners (including the interagency team members) to recruit qualified individuals with I/DD ages 18 to 26.	PI, CR, EC, IT	Months 2-4	P-Collect data on the effectiveness of recruitment strategies. O-Partnering Across N-AZ results in the commitment of 20 individuals with I/DD to participate in the project.
2.2 Assess readiness to participate.	PI, PD, CC, EM	Ongoing	P-The team is prepared to assess readiness (i.e., understand what is needed and how to measure). O-Participants have led the PCP process and have a draft PCP prepared (PCP is a working document that will evolve).
2.3 Assist participants in completion of the application and financial aid process for NAU, CCC, MPC, and NPC and other institutions of higher education.	CC, EM	Ongoing	P-The team demonstrates understanding of the application process and the steps necessary to make it happen. O-Participants are enrolled in CCC or another IHE and have a PCP in place.
Outcomes: 20 individuals are accepted into the program and prepared to start college at CCC or other IHEs.			
Objective III: Provide training and technical assistance on model components and strategies for use during the pilot (e.g., to VR counselors, DD Case Managers, etc.) and professional development for faculty and other PSE personnel; Ongoing			
3.1 Bring together the ICT members to collaboratively finalize the training materials for implementation.	PI, PD, IT, EV, DD	Months 1-5	P-Assess the quality of the training & TA activities/materials through the ICT. O-The materials re ready for use.
3.2 Utilize the finalized training materials to train education coaches, PSE personnel, and adult agency personnel to use the strategies within the three model components.	PI, PD, CC, EM, DD	Months 6-12, ongoing	P-Assess the quality of the training & TA activities/materials through the ICT. O- Assess training & TA activities/materials through post training surveys including data collected on quality, relevancy, &

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3.3 Provide ongoing training and technical assistance to support personnel, instructors, disability resource personnel/counselors, and family members as they implement the model strategies.	PI, PD, CC, EM, DD	Ongoing	P-Review of meeting notes, coaches logs, & pre-post training surveys O-Pre-post training surveys, field based observations, & project created instruments that assess impact on participants.
Outcomes: Training is provided and thus implementation occurs with high fidelity.			
Objective IV: Continue implementation with 40 individuals with I/DD ages 18-26. Accomplished with collaboration from partnered IHEs and LEAs, the Arizona Department of Education, PSE disability resource office personnel, VR counselors, ICT members, self-advocates, and disability-focused entities. Months 4-12.			
4.1 Provide individualized supports to the participants by working within the two model components - (1) a set of transition preparation and linkage activities delivered in secondary settings and college campuses, and (2) an authentic inclusive postsecondary opportunity and support structure based upon an individualized support plan that includes the necessary supports for student access and participation within inclusive academic, social, independent living, and career and vocational activities; and implementing ten strategies: Model Component I - Transition Preparation and Linkage Activities/Strategies – Includes 1. Person Centered Planning, 2. Self-advocacy, including Interactions and Communication Skills, 3. self-determination, 4. Natural Supports including Peer Supports, and 5. Collaborative Teaming (CT). Model Component II - Supports that Result in Authentic Inclusive Postsecondary Education Participation – Includes 6. Enter with Front Door First Supports, 7. Setting the Bar High, 8. Adaptive" Educational Coaching – including planning for Individualized/Tiered Supports, 9. Personal technology Supports and training, and 10. Campus-wide professional development.	PD, CC, EM	Ongoing	P-Verify, through a review of meeting notes & interviews that the strategies have been utilized. P-Review progress toward achieving the outcomes of the PCP. P-Monitor involvement of student participants in college life through coaches logs. O-Assess model effectiveness through administration and analysis of the project assessment instruments. O-Effectiveness of strategies and impacts on participants are measured pre-mid-post w/participants.
4.2 Support delivery of the model strategies using the	PI, PD, EV	Ongoing	P-Assess utilization of the fidelity

Activity	Persons Involved	Timeline	Process/Outcome Measures
implementation fidelity protocol (developed by UHM staff). The fidelity protocol will guide and assess the types/level of educational coaches support and degree of alignment of model strategies with preparation, linkage and access, retention, and completion activities at each stage of model implementation.			protocol as it is being used. O-Assess effectiveness of the fidelity protocol through post use interviews with participants (do the fidelity protocol outcomes align with the participants perspectives) O-Assess model effectiveness through assessment of participant outcomes (attendance, course grades, college satisfaction, etc.).
Outcomes: Model components and strategies are used with high fidelity resulting in retention of participants in postsecondary education, high satisfaction with college, passing course grades, and improved skills.			
Objective V: Conduct a rigorous evaluation to determine the effectiveness/efficacy of the model using valid qualitative and quantitative process and outcome measures of post-school success. (Persons involved: PSE support personnel; self-advocates; VR counselors, individuals with I/DD, and the evaluator). Months 4-12.			
5.1 Collect and analyze process evaluation data on the (1) process of implementation, (2) progress of students with I/DD given implementation of model components, and (3) functioning of each project strategy.	PI, PD, EV, CC, EM,	Ongoing	P- Confirm data are collected as planned and analyze data. O-Plan for implementation is utilized as intended.
5.2 Use process/formative data to revise model components/strategies and instruments.	PI, PD, EV, IT	Months 6-12	P-Confirm data are collected as planned. O-Model is revised and finalized for AZ
5.3 Use outcomes data to assess impact of the model and model components/strategies on the participants.	PI, PD, CC, EM, IT	Months 6-12	P-Administer pre-mid-post scales and analyze data. O-Data are used to assess effectiveness of the model.
5.4 Administer pre-, mid-, and post-assessments related to model delivery and student progress as aligned with the model components and strategies.	CC, EM, EV	Ongoing	P-Adherence to the timeline for collection of formative evaluation data. O-pre-, mid-, and post-data are collected and impact documented.
5.5 Measure attitude/behavior changes of staff, faculty, and students with and without disabilities involved in the project, which will be evaluated through interviews with pertinent individuals	PI, PD, EV, CC, EM	Months 6-12	P-Adherence to the timeline for collection of formative evaluation data. O-pre-, mid-, and post data are used to document change.

Previously developed instruments will be used once reviewed by the ICT and modified, if needed. New instruments may be developed if needed. The data collection will provide information to determine further data collection, analysis, reflection and refinement of the model.

Data collection methods may include: (9) Grades for college students and report cards for high school students (future participants), (10) check-in/interviews and record reviews with DVR counselors, (11) PCP record of activities, meeting notes, records review, (12) demographic and performance data relating to enrollment, attendance, class performance, student retention, degree/certificate completion, and internship/employment placement (not an exhaustive list), all of which will be analyzed.

Outcomes: Quantitative and qualitative data for 20 students with I/DD are collected and analyzed to determine efficacy of the model. Data will include students' interest, attendance, participation and performance, and corresponding outcomes of progress toward obtaining employment, independent living, and continuing education.

Objective VI: Prepare and disseminate finalized project materials and data reports and prepare for replication of the model in other sites. (IHD Media staff, project staff, input from students with I/DD, family members and other PSE personnel). *Note the website developed under the administrative objective will be used.* Months 11-12.

6.1 Distribute completed replication materials to future replication sites including PSE/high school complexes and other targeted educators and counselors including those at AZ community colleges.	Months 2-6	PI, PD, DD, CC, EC	P-Assess dissemination efforts through a review of the list of intended audiences & confirm completeness of the list with the ICT. O-Confirm materials have been disseminated to the intended audience through review of the record of dissemination.
6.2 Distribute replication materials and results to project participants the Interagency Collaborative Team (ICT) and other stakeholders.	Months 6-12	PI, PD, EV, IT	P-Assess dissemination efforts through a review of the list of intended audiences & confirm completeness of the list with the ICT O-Confirm materials have been disseminated to the intended audiences through review of the record of dissemination

Outcomes: Contacts and procedures for approval and distribution of replication materials are identified and utilized.			
Objective VII: Replicate and sustain the model throughout Arizona. (Months 1-12)			
7.1 Utilize federally obtained funding along with ADDPC funding to expand throughout Northern Arizona.	PI, PD, CC, IT	Ongoing	P-Planning meetings are schedule. O-Plan is developed.
Outcomes: The program is expanded.			

Student Outcomes:

Projected Outcome (PO) 1 (short-term): There will be measurable improvement in the participants' self-determination and self-advocacy skills. PO 2 (intermediate-term): There will be measurable improvement in the participant's engagement in PSE activities when compared to baseline. PO 3 (long-term – subsequent years): There will be measurable gains in participants' employment status when compared to baseline status.

Interagency Collaborative Team (ICT) Members/Families Outcomes:

PO 1 (short-term): There will be a measurable increase in the use of model strategies compared to the baseline.
PO 2 (intermediate-term): There will be a measurable increase in transition supports and PSE support strategies from team members compared to the baseline.
PO 3 (long-term): There will be a measurable increase in interagency coordination/ communication compared to baseline.

Interagency Systems Outcomes:

PO 1 (short-term): There will be a measurable increase in shared focus on student needs, planning, funding, and support provision when compared to the baseline.
PO 2 (intermediate-term – subsequent years): There will be a measurable increase in partnerships among high school, PSE, and adult agencies when compared to the baseline.
PO 3 (long-term – subsequent years): There will be a measurable increase in satisfaction from participants and families when compared to the baseline; and there will be a measurable increase in the number of quality, inclusive, & comprehensive postsecondary programs for students with I/DD in Arizona as compared to baseline.

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Budget Request Form

Contractor Name: The Arizona Board of Regents for and on behalf of Northern Arizona University

Contractor Address: 525 S. Beaver St PO Box 4130   Flagstaff   AZ   86011-4130
                                   Street Address   City   State   Zip

Project Name: tices in Colleges (SIP-C): An exemplary model for supporting students with intellectual disabilities transition to postsecor

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	48,811		14,664	63,475
Fringe Benefits	11,314		4,919	16,233
Supplies / Operating Expenses	24,684			24,684
Travel	6,100			6,100
Rent or Cost of Space				-
Contracted Services / Professional Services				-
Administrative / Indirect Costs	9,091		13,801	22,892
Total Costs	100,000	-	33,384	133,384

It is understood that Non-Federal Funds identified in this budget will be used to match only ADDPC Federal Funds, and will not be used to match any other Federal Funds during the period of the ADDPC funded Project.

Additional description and background information shall be included as a budget narrative, including for match. The contractor agrees to submit additional background information to the ADDPC upon request.

Samaneh Moeini Sedeh
_____
Name of Certifying Official

Pre-Award Research Admin, Lead
_____
Title of Certifying Official

928-523-4880   NAU-OSP@nau.edu
_____
Phone   Email

Attachment 2: Detailed Budget and Budget Narrative

Pilot Practices to Support Inclusion Practices in Colleges
Northern Arizona University, Institute for Human Development
BUDGET AND BUDGET JUSTIFICATION
January 1, 2022 – January 1, 2023

		ADDPC	NAU	TOTAL
Personnel				
Kelly Roberts, PhD .075 FTE (NAU)	Principal Investigator	$0	$10,244	$10,244
Sakénya D. McDonald .05 FTE	Coordinator/Coach	$3,700		$3,700
Arden Day .03 FTE	Evaluator	$1,910		$1,910
TBD .10 FTE	Administrative Support	$3,840		$3,840
Rene Garciaguirre .10 FTE	Campus Coordinator/Coach	$4,400		$4,400
Victoria Tosca 0.10 FTE	Campus Coordinator/Coach	$4,160		$4,160
TBD .05 FTE	Community Outreach Coordinator/Logistics Coordinator	$2,083		$2,083
Jie Kunkel .0635 FTE (NAU)	Budget Manager		$4,420	$4,420
Viviana Esparza .15 FTE (2 months)	Employment Coach (Rehabilitative Counseling Intern)	$1,118		$1,118
Jeremy Musgrove .10 FTE	Campus Coordinator/Coach	$4,200		$4,200
3 current Peer Mentors and 3 TBD Peer Mentors at $15/hour .25 FTE		$23,400		$23,400
TOTAL SALARIES		$48,811	$14,664	$63,475
TOTAL ERE/FRINGE	See justification for explanation	$11,314	$4,919	16,233
TOTAL PERSONNEL		$60,125	$19,583	$79,708
Support Funds/Participant Support Costs				
	Student Support Costs	$3,683		
	Site Support Funds	$10,200		
	Tuition Support	$6,780		
	Student Incidental Costs	$2,500		
TOTAL Support Funds/Participant Support Costs		$23,163		$23,163

Travel				
	In-state (participants, coaches, educational staff)	**$3,600**		
	Professional Development	**$2,500**		
TOTAL TRAVEL		**$6,100**		$6,100
Consultant				
	Cody Clark, Self-Advocate and Magician	**$1,521**		$1,521
TOTAL DIRECT COSTS		**$90,909**	$19,583	$110,492
Indirect Costs	See justification for explanation	**$9,091**	$13,801	$22,892
TOTAL FUNDS REQUESTED		**$100,000**	$33,384	$133,384

Personnel:

Kelly D. Roberts, PhD, Principal Investigator, 0.00 FTE (sponsored effort) and 0.075 FTE (cost-share effort): Dr. Roberts will lead the project implementation. She will work closely with the project director to ensure that all project activities are achieved on time and to the highest standards. She will also be responsible for all fiscal and management outcomes, with the budget manager reporting directly to Dr. Roberts. Dr. Roberts will ensure the project's direction and activities are consistent with its defined goals and objectives and maintain communication and coordination across collaborators.

Dr. Roberts has worked in the disability field as an educator, researcher, and administrator for over 30 years. Over this time, she has worked with individuals with a broad range of disabilities including I/DD. She has worked on multiple transition curricula and has extensive experience supporting individuals with disabilities to transition to postsecondary education. Dr. Roberts has served as the PI or co-PI on over 25 projects over her 20 years of service at various University Centers on Excellence in Developmental Disabilities (UCEDDs) including the last four years as the executive director of the Institute for Human Development (IHD). She was the Co-PI and PI on the funded University of Hawaii's Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) project, the model of which is proposed for replication. As the IHD's executive director, Dr. Roberts also has administrative responsibility which is being leveraged in this proposal.

Sakénya D. McDonald, MA, ABD, Project Director, 0.05 FTE: Ms. McDonald is the assistant director, Academic Programs at the Institute for Human Development (NAU) and program director for SIP-C. She is a doctoral candidate at Prescott College. Her dissertation research is on twice-exceptional girls of color; Ms. McDonald's anticipated dissertation completion date is December 2021. Ms. McDonald also holds a master's degree in humanities. She will organize project activities, timelines, and in collaboration with the PI and evaluator monitor fidelity of implementation. Ms. McDonald will provide leadership for recruiting, training, and supporting the team of campus coordinators/educational coaches (CC/EC) who work directly with participating students. Entering Year 2, Ms. McDonald has onboarded three CC/ECs, three peer mentors, and a rehabilitation counseling intern from the University of Kentucky. Additionally, all targeted Year 1 program goals were met or exceeded, including recruiting 20 students into the program, establishing an Interagency Collaborative Team (Advisory Council), co-designing and administering evaluation instruments, and refining training protocols. She brings to this role her expertise as a special education teacher, behavioral health professional, and family support specialist. Ms. McDonald has research experience and expertise in qualitative methodology, educational inequities and disparities, and social systems theory, all in the context of disability. Ms. McDonald also has direct experience teaching in higher education, co-teaching and coaching undergraduates as a graduate teaching assistant. Ms. McDonald volunteered for several years as a literacy coach, which included the development of self-determined goals based on employment and further educational goals, as well as training new coaches.

Arden Day, MA, Evaluator, 0.03 FTE: Ms. Day is an experienced academic researcher and evaluator with over 11 years of experience ranging from early-childhood educational

interventions to understanding the experience of American military veterans studying STEM in higher education. She has direct experience with vocational rehabilitation, serving as evaluator for the American Indian Vocational Rehabilitation and Training and Technical Assistance Center, as well experience on projects surrounding persons with I/DD, serving as project director.

Ms. Day will be responsible for all research and evaluation components of the project inclusive of aligning SIP-C students under a single evaluation process. Ms. Day will design new materials if needed, in addition to collecting and analyzing all data. Ms. Day will work closely with the project team to ensure the evaluation design and implementation are rigorous and aligned with the proposed project outcomes. Together they will also ensure that the research and evaluation processes are culturally relevant and appropriate. This will include execution of all evaluation activities.

TBD Administrative Support, 0.10 FTE: The person filling this position will adhere to all NAU procedures and regulations. They will work closely with the PI, director, budget manager, and other project staff to provide coordinating support, process travel, assist with budget management, and other tasks as assigned.

Rene Garciaguirre, MA, Campus Coordinator/Educational Coach, 0.10 FTE: Mr. Garciaguirre is a campus coordinator/educational coach for SIP-C at the Institute for Human Development (NAU). He is a master's graduate of NAU's applied anthropology program, and his research centered on mentorship experiences of graduate students of color in transdisciplinary research centers. Mr. Garciaguirre is currently a master's candidate with NAU's Master of Education in Higher Education Leadership program. As a campus coordinator/coach, he will assist students at every stage of the postsecondary process beginning with enrolling in and funding college, obtaining appropriate and necessary on-campus/community services, and resources, and assisting students transitioning from college to gainful employment. He brings to this role five years of academic advising experience in higher education at Coconino Community College, Northern Arizona University, and the University of Arizona. Additionally, Mr. Garciaguirre brings 11 years' experience supporting students with disabilities in the Clark County School District by implementing accommodations for students as designated by their Individualized Education Program (IEP).

Victoria Tosca, BA, Campus Coordinator/Educational Coach, 0.10 FTE: Victoria Tosca is a campus coordinator/educational coach for SIP-C's Zone 2. Ms. Tosca onboarded in March 2021 and has spent her time working directly with students attending Mohave Community College and recruiting new students transitioning to college throughout Zone 2. Ms. Tosca initiated the development of several professional development events addressing the needs of Zone 2's community partners. Ms. Tosca has also participated in events for the Mohave Community of Practice and the Arizona Community of Practice, which has helped expand her network and knowledge of Zone 2. Ms. Tosca is a graduate of NAU, holding a BA in psychology and a BA in Spanish. As an undergraduate, Ms. Tosca conducted research through NAU's College of Education, centering on the development of a diversity training application for pre-service teachers. Ms. Tosca has a professional background in community behavioral health services and vocational service. Ms. Tosca will continue to recruit, support, and coach students in Zone 2.

Community Outreach Coordinator/Logistics Coordinator, 0.05 FTE: The logistics coordinator will provide project-specific logistics coordination among project staff, campus coordinators/coaches, and students, in addition to writing and editing project content. The logistics coordinator will assist maintaining project calendars and organizing off-site recruitment and training events. Additionally, the logistics coordinator will work closely with IHD's budget manager to track expenses, process reimbursements, arrange travel, and make purchases.

Jie Kunkel, MA, Budget Manager, 0.0635 FTE (cost-share effort): Ms. Kunkel has a BA in business administration and an MA in teaching English as a second language from NAU. She has worked at IHD in various financial management roles since 2006; she is currently serving at IHD's budget manager and is ultimately responsible for the oversight and reporting for of IHD's suite of sponsored projects. Prior to working at IHD, Ms. Kunkle worked as an auditor for the State of Arizona, ensuring that state agencies and personnel were compliant with state laws, statutes, rules, and regulations. Ms. Kunkel will provide administrative and budgetary oversight to the project and ensure that all expenditures are in accordance with state and university policies. She will be the primary liaison between the project and the university office of sponsored projects. She will have oversight of all financial transactions and be the primary liaison with business offices on campus.

Viviana Esparza, BA, RBT, Employment Coach (Rehabilitative Counseling Intern), 0.15 FTE: Ms. Viviana Esparza is the graduate intern for the SIP-C program at the Institute for Human Development (NAU). As an employment coach, Ms. Esparza will assist and support students in their pursuit of competitive, gainful employment throughout the project. She will serve as a resource for the project evaluator and campus coordinators for information about on-the-ground employment and employment coaching activities. Ms. Esparza attends the University of Kentucky and is pursuing a master's degree in rehabilitation counseling, with an anticipated graduation date of December 2021. Ms. Esparza holds two bachelor's degrees in communications with concentrations in human and organizational needs and public relations. She has experience working with students in higher education and has worked under an alternate media specialist to train students for assistive technology and alternative media. She also has experience as a behavior specialist, and she received her certificate for registered behavior technician (RBT) in April 2021. Ms. Esparza is driven to work with individuals with disabilities to provide resources, assistance, and encourage opportunities for post-secondary education and/or employment. Aiding others by being another person in their support system is rewarding and celebratory for all parties involved.

Jeremy Musgrove, BA, Campus Coordinator/Coach, 0.10 FTE: Mr. Musgrove is a campus coordinator/educational coach for the SIP-C project and holds bachelor's degrees in environmental sciences as well as modern languages (Spanish emphasis) from NAU. Mr. Musgrove will support students directly as a coach by meeting with students to enroll in courses, apply for financial aid, track progress in course work, and address gaps in available services. Meetings will be documented for quantitative analysis of program success. He will also develop and maintain connections with local and state agencies to support the students in the SIP-C program and aid in the recruitment and intake of new students to the program. Mr. Musgrove will continue to support students retained in the program, as well as assist with the integration of new students as they transition to post-secondary education. He brings to this role two years of

peer mentoring experience in which he promoted self-advocacy and supported veterans transitioning from military service to higher education. Additionally, Mr. Musgrove has worked for two seasons as an adaptive snowboard instructor with the Northern Arizona Adaptive Ski Association (NAASA) where he directly supported persons with disabilities by adapting traditional snowboard techniques to enable the student to engage in outdoor recreation activities.

Peer Mentors (3 current and 3 TBD), $15/hour, 0.25 FTE:
Randi Mitchell, Lead
Charlotte Willins
McKenna Larson
Peer mentors (PMs) will support and assist participants during the duration of the project in each geographic area of the project. Incremental expansion of these positions throughout the program will occur based on increased participation. Mentors will be hired for, on average, ten hours/week with students; however, mentors with the skill, interest and expertise could work with more than one student at a time. These positions may be filled by one or more part-time employees based on candidate(s) qualifications and availability in addition to participant need. Peer mentors will help students make connections with peers who can assist in their transition to college; peers will be postsecondary education students themselves. Peer mentors will also benefit personally and professionally from their service to students. Through peer mentorship, mentors and mentees share in the identity and experience of being a "college student," and this can become a premise for a sincere and supportive friendship, which is the primary role for the eer mentors.

ERE/Fringe:

Employee-related expenses (ERE) are rounded estimates based on the projected cost of health, dental, life, disability, FICA and Medicare, unemployment, and retirement benefits relative to the employee's salary and/or wages, FTE, and election of benefits. The employee's ERE rate is calculated by dividing their salary by the total cost of their benefit package. The percentages below are per-person estimates based on actual ERE rates (where applicable) and calculated ERE rates (for TBD positions).

Kelly Roberts = 26.32%
Sakenya McDonald = 30.70%
Arden Day = 27.35%
TBD Administrative Support = 26.14%
Rene Garciaguirre = 54.99%
Victoria Tosca = 39.56%
Jie Kunkel = 50.28%
TBD Community Outreach Coordinator/Logistics Coordinator = 27%
Viviana Esparza = 2%
Jeremy Musgrove = 39.56%
3 current PM and 3 TBD Peer Mentors = 10%

Support Funds/Student Support Costs:

Student Support Costs: Funds are requested for technology to support our students' journey into higher education. As the needs of the students are not known at this time, the precise technology required to address them cannot be identified with certainty. We expect these funds to pay for assistive technology, including handheld devices and apps, for students as well as general office supplies needed for taking classes at the college level. Additionally, funds requested will be used to provide student support coordinators and/or educational coaches with technology, such as laptops or tablets, required to fulfill the duties and responsibilities associated with their roles.

Site Support Funds: Site support funds are requested to cover training and hosting of meetings/events (in-person and remotely) with the primary purpose being the dissemination of technical information. We are requesting that funds be allocated under this category to provide programmatic flexibility, including honoraria for guest speakers. This may include parking fees for students and/or staff, rental equipment (PA equipment, tables, chairs, etc.), beverages, bags, folders, etc. The project director will have direct oversight over allocating funds for coaches and mentors to use for students to attend events that are in alignment with implementation objective and activities. This budget line item is requested to provide a degree of flexibility in funding of unforeseen necessities.

Tuition Support: Funds are requested to cover student tuition for classes. We expect that tuition for the majority of students will largely be covered by scholarships, financial aid, and support from state vocational rehabilitation. However, some tuition will need to be paid directly to the institution of higher education in which the student is enrolled due to a variety of foreseen and unforeseen factors. Thus, funds are requested for multiple semesters to support students who may require additional financial support. The budgeted amount is based on the per credit hour charges of Coconino Community College for in-state students, which is the most expensive credits at all the partnering community colleges in the project. However, these funds may be used at any/all partnering educational institutions across Northern Arizona. Funds are budgeted for 10 students to take two three-credit courses at a rate of $113/credit hour.

Student Incidental Costs: Funds are requested for incidental expenses for student expenses associated with completing their courses. Although tuition rates are inclusive of some fees as well as some student transportation costs, these rates do not include any consideration for books, other learning or educational materials, or unexpected fees. Again, some of these fees may be paid from scholarships, financial aid, and state vocational rehabilitation, but some costs may require direct payment. We are estimating these costs at $100/student for 25 students.

Travel:

In-state travel: Funds are requested for in-state travel, including NAU Fleet Services car rental and mileage reimbursement for educational coaches, and other staff (if needed) to conduct in-state travel and to meet with ADDPC personnel in Phoenix. Mileage reimbursement is provided at $.445/mile. On average, NAU Fleet Services charge $32/day or $160/week plus $0.11/mile. Thus, closer trips are more cost effective when using personal vehicles, whereas trips that are long distances may be more cost effective if NAU Fleet Services are used. This will be considered when planning travel.

Professional Development: To support Year 3 implementation activities, funds are being requested to support professional development training for SIP-C staff. Campus coordinators/educational coaches benefit from receiving additional training that may be offered via partnered organizations that ensure they are providing the most current and relevant information to SIP-C students. The philosophy of "train the trainer" suggests that individuals who coach, mentor, and train others should engage in professional development to improve skills and core competencies, increase confidence and poise when delivering content in group contexts, and become more innovative and creative problem-solvers. The project director will approve all requests for professional development. This budget reflects professional development for three campus coordinators and the project director to attend one professional development training inclusive of associated registration fees and travel costs.

Consultant: Funds are requested to compensate guest speakers, performers, and self-advocate presenters. The project director will vet any potential contributors to ensure they are presenting on topics that will directly benefit student success, with special consideration for presenters who are also self-advocates living with a disability. Events may be zone-specific, and all events that retain the services of a guest speaker, performer, or self-advocate will be free to SIP-C students and open to the general community and campus members. The Circle of Support is a vital component to person-centered planning and the inclusion of individuals from the COS will benefit students. Lastly, all events hosted by SIP-C will be shared with the Interagency Collaborative Team, and ADDPC sponsorship of the event will be indicated in all promotional materials.

Indirect Costs:

Typically, indirect costs are requested at 30.9% Modified Total Direct Costs (TDC) for the on-campus Other Sponsored Activities rate in accordance with Northern Arizona University's approved Colleges and Universities Rate Agreement (March 16, 2017) (Cognizant Agency: Department of Health and Human Services). However, due to the required ADDPC indirect rate cap of 10% TDC, funds are hereby requested for indirect costs at a rate of 10% of TDC. Note that 10% of direct cost-share and forgone indirect (the different between NAU's negotiated rate and the required rate from the sponsor) is claimed as cost-share match.

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TOTAL SPONSORED DIRECT COSTS: $90,909
TOTAL Cost-Share Direct Costs: $19,583

SPONSORED INDIRECT COSTS: $9,091 (10% of SPONSORED TDC)
COST-SHARE INDIRECT COSTS: $13,801 (Forgone Indirect + 10% of Direct Cost Share)

TOTAL ADDPC FUNDS REQUESTED: $100,000
TOTAL COST-SHARE FUNDS: $33,384

</div>

Attachment 3 – List of Key Staff and Brief Summaries of Job Responsibilities

The information in this attachment can also be found in the detailed Budget Justification included in Attachment 2. Following the renewal instruction, the key staff and job responsibilities are also included below.

Kelly D. Roberts, PhD, Principal Investigator, 0.00 FTE (sponsored effort) and 0.075 FTE (cost-share effort): Dr. Roberts will lead the project implementation. She will work closely with the coordinator, evaluator, and consultant to assure that all project activities are achieved on time and to the highest standards. She will also be responsible for all fiscal and management outcomes, with the budget manager reporting directly to Dr. Roberts. Dr. Roberts will ensure the project's direction and activities are consistent with the defined goals and objectives and maintain communication and coordination across collaborators.

Dr. Roberts has worked in the disability field as an educator, researcher, and administrator for over 30 years. Over this time, she has worked with individuals with a broad range of disabilities including I/DD. She has worked on multiple transition curricula and has extensive experience supporting individuals with disabilities to transition to postsecondary education. Dr. Roberts has served as the PI or co-PI on over 25 projects over her 20 years of service at various University Centers on Excellence in Developmental Disabilities (UCEDDs) including the last 2 and one third years as the Executive Director of the Institute for Human Development (IHD). She was the Co-PI and PI on the funded University of Hawaii's Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) project, the model of which is proposed for replication. As the IHD's Executive Director, Dr. Roberts, also has administrative responsibility which is being leveraged in this proposal.

Sakénya D. McDonald, MA, ABD, Coordinator/Coach, (0.05 FTE): Ms. McDonald is the Coordinator of the SIP-C pilot project currently being implemented at NAU-IHD where she creates meaningful PSE experiences for current SIP-C students. She is ABD in a doctoral program in Sustainability and Education at Prescott College, with an anticipated graduation date in May 2021. Ms. McDonald also holds a master's degree in Humanities. She will organize project activities, timelines, and in collaboration with the PI and evaluator monitor fidelity of implementation. Ms. McDonald will also hold a position as the Lead Adaptive Educational Coach (LEC), providing leadership to the team of adaptive educational coaches to assure implementation criteria are met and to problem-solve as needs arise. In addition, in the role of LEC, Ms. McDonald will provide leadership for recruiting, training, and supporting the team of peer mentors who work directly with participating students. Ms. McDonald is qualified and ready to expand community outreach and collaboration efforts to ensure sustainable growth of the SIP-C program under funding from the US Department of Education's Transition Programs for Students with Disabilities (TPSID). She brings to this role her expertise in as a special education teacher, as a behavioral health professional, and a family support specialist. Ms. McDonald has research experience and expertise in qualitative methodology, educational inequities and disparities, and social systems theory, all in the context of disability. Ms. McDonald also has direct experience teaching in higher education, co-teaching and coaching undergraduates as a graduate teaching assistant. Ms. McDonald volunteered for several years as a literacy coach, which included the development of self-determined goals based on employment

and further educational goals, as well as training new coaches and volunteer coordinators.

Rene Garciaguirre, MA, Campus Coordinator/Coach, 0.10 FTE: Mr. Garciaguirre is a Campus Coordinator/Adaptive Educational Coach (EC/AEC) for SIP-C at the Institute for Human Development (NAU). He is a masters graduate of NAU's Applied Anthropology program, and his research centered on mentorship experiences of graduate students of color in transdisciplinary research centers. Mr. Garciaguirre is currently a master's candidate with NAU's Master of Education in Higher Education Leadership program. As a Campus Coordinator/Coach, he will assist students at every stage of the postsecondary process beginning with enrolling in and funding college, obtaining appropriate and necessary on-campus/community services, and resources, and assisting students transition from college to gainful employment. He brings to this role 5 years of academic advising experience in higher education at Coconino Community College, Northern Arizona University, and the University of Arizona. Additionally, Mr. Garciaguirre brings 11 years' experience supporting students with disabilities in the Clark County School District by implementing accommodations for students as designated by their Individualized Education Program (IEP).

Victoria Tosca, BA, Campus Coordinator/Coach, 0.10 FTE: Victoria Tosca is a Campus Coordinator and Adaptive Educational Coach for SIP-C's Zone 2. Ms. Tosca onboarded in March 2021 and has spent her time working directly with students attending Mohave Community College and recruiting new students transitioning to college throughout Zone 2. Ms. Tosca has spearheaded the development of several professional development events addressing the needs of Zone 2's community partners. Ms. Tosca has also participated in events for the Mohave Community of Practice and the Arizona Community of Practice, which has helped expand her network and knowledge of Zone 2. Ms. Tosca is an NAU Alumni, holding a BA in Psychology and a BA in Spanish. As an undergraduate, Ms. Tosca conducted research through NAU's College of Education, centering on the development of a diversity training application for pre-service teachers. Ms. Tosca has a professional background in community behavioral health services and vocational service. Ms. Tosca will continue to recruit, support, and coach students in Zone 2.

Jeremy Musgrove, BA, Campus Coordinator/Coach, 0.10 FTE: Mr. Musgrove is a Student Development Coordinator, Intermediate and Adaptive Educational Coach (AEC) with the Institute for Human Development at Northern Arizona University (NAU) for SIP-C. He holds bachelor's degrees in Environmental Sciences as well as Modern Languages (Spanish emphasis) from NAU. Mr. Musgrove will support students directly as a coach by meeting with students to enroll in courses, apply for financial aid, track progress in course work, and address gaps in available services. Meetings will be documented for quantitative analysis of program success. He will also develop and maintain connections with local and state agencies to support the students in the SIP-C program and aid in the recruitment and intake of new students to the program. Mr. Musgrove will continue to support students retained in the program, as well as assist with the integration of new students as they transition to post-secondary education. He brings to this role two years of peer mentoring experience in which he promoted self-advocacy and supported veterans transitioning from military service to higher education. Additionally, Mr. Musgrove has worked for two seasons as an adaptive snowboard instructor with the Northern Arizona Adaptive Ski Association (NAASA) where he directly supported persons with disabilities by adapting

traditional snowboard techniques to enable the student to engage in outdoor recreation activities.

Additionally, 6 peer mentors will support and assist participants during the duration of the project in each geographic area of the project. Peer Mentors will help participants make connections with peers who can assist in their transition to college and will be postsecondary education students themselves. Through peer mentorship, mentors and mentees share in the identity and experience of being a "college student," and this can become a premise for a sincere and supportive friendship, which is the primary role for the Peer Mentors. The critical role of these Peer Mentors in supporting the transition success of program participants merits their inclusion in an account of key staff.

Attachment 4: Letters of Support

Coconino Community College

November 1, 2021

Kelly Roberts, Ph.D.
Principal Investigator
Institute for Human Development
Northern Arizona University
PO Box 5630
Flagstaff, AZ 86001

Re: Letter of Support
  Supporting Inclusive Practices in Colleges (SIP-C) — An exemplary model for supporting students
  with intellectual disabilities transition to postsecondary education in Arizona.

Dear Dr. Roberts,

I am pleased to write this Letter of Support on behalf of Coconino Community College. Having worked
with your staff we recognize the benefits of the project *Supporting Inclusive Practices in Colleges (SIP-C) — An exemplary model for supporting students with intellectual disabilities transition to postsecondary education in Arizona* and appreciate the support received from the Arizona
Developmental Disabilities Planning Council. We have seen firsthand how your work helps individuals
with I/DD benefit from quality, inclusive postsecondary experiences.

We acknowledge that the SIP-C program strives to promote quality, inclusive postsecondary education
at Coconino Community College. We are proud to partner with IHD in these endeavors. Coconino
Community College personnel have been impressed with how well this project has developed into a
comprehensive transition support program for students with intellectual and developmental disabilities
(I/DD). We are also grateful for another opportunity to further the partnership between Coconino
Community College and Northern Arizona University.

Therefore, it is with great enthusiasm that CCC extends its full support to the implementation of the goals
and intent of the SIP-C renewal proposal. We intend to remain committed to implementing the SIP-C
program. Coconino Community College will work with IHD to provide support, as determined reasonable,
for project activities, including recruiting students and offering our existing student support services to
SIP-C participants enrolled at Coconino Community College. If the ADDPC grant is renewed for an
additional year, Coconino Community College will continue to provide access to IHD staff to appropriate
on-campus resources, such as meeting/workspace, and maintain a contributory presence on the
Interagency Collaborative Team, a team of individuals that are vital to the development and replication
of the SIP-C model throughout Northern Arizona.

Respectfully,

Colleen A. Smith. PhD
President

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CCC is an AA/EOE institution and complies with ADA.

November 1, 2021

Kelly Roberts, Ph.D.
Principal Investigator
Institute for Human Development
Northern Arizona University
PO Box 5630
Flagstaff, AZ 86001

Re: Letter of Support
Supporting Inclusive Practices in Colleges (SIP-C) — An exemplary model for supporting students with intellectual disabilities transition to postsecondary education in Arizona.

Dear Dr. Roberts,

I am pleased to write this Letter of Support on behalf of Northland Pioneer College with regards to your grant renewal proposal to the Arizona Developmental Disabilities Planning Council. Your proposal, Supporting Inclusive Practices in Colleges (SIP-C) — An exemplary model for supporting students with intellectual disabilities transition to postsecondary education in Arizona, will help individuals with I/DD benefit from quality, inclusive postsecondary (PSE) experiences.

Northland Pioneer College maintains a long-standing tradition of excellence in education and therefore, we strive to create an atmosphere of inclusion where diverse learners, including students with intellectual disabilities, feel welcomed, encouraged, and supported. We realize that to transform attitudes and perceptions about the potential of students with intellectual disabilities requires dedication as well as collaborative partnerships with individuals and entities that share our values and vision.

Therefore, Northland Pioneer College offers its full support to the implementation of the goals and intent of the SIP-C renewal proposal. We strongly believe that individuals with intellectual disabilities benefit greatly from personalized planning, peer mentorship, and adaptive educational coaching. Additionally, Northland Pioneer College recognizes the vital importance of reducing negative associations about the potential of students with intellectual disabilities in postsecondary settings. The professional development component of the SIP-C proposal is especially appealing, and we believe that our faculty and staff will be enriched by having access to current, relevant conversations about students with disabilities and disability culture in college environments.

Northland Pioneer College will help recruit students for the program, as well as provide access to meeting and workspaces. NPC staff time is committed to represent NPS on the Interagency Collaborative Team as well as the Recruitment Team which aids in increasing recruitment and refining retention.

We appreciate your interest in Northland Pioneer College and we are optimistic about the proposed partnership as an opportunity to provide comprehensive support to students with intellectual disabilities on our campus. Northland Pioneer College strongly endorses this grant proposal, and we wish you continued success in your future endeavors.

Respectfully,

Mike Solomonson

Dr. Mike Solomonson
Vice President for Learning and Student Services