NORTHERN ARIZONA UNIVERSITY

Institute for Human Development

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Access · Attitude · Inclusion

August 9, 2019
Subject: Clarification Letter; RFGA ADDPC-FFY19-PSTSCD-001
Re: Clarifying Responses for Pilot Projects to Support Inclusion Practices in Colleges
Applicant: NAU – Institute for Human Development in Partnership with Coconino Community College

Dear Ms. Crane,

Enclosed please find our response to the request for additional information related to our proposal to support individuals with intellectual and developmental disabilities to access and succeed in postsecondary education.

We anticipate that you will find this response aligned with the information you need in order to make a determination of funding. However, if it is not or if more depth is required please do let us know.

Thank-you very much for your consideration.

Sincerely,

Kelly D. Roberts
Executive Director

Access · Attitude · Inclusion

Clarifying questions and responses:

1. **Clarify how this proposed program will lead to a more inclusive college environment for all students and faculty.**

Response: The pilot project proposes a support framework infused into existing support units on campus, thus, improving the provision of all academic and other supports on campus as well as leveraging current structures for efficient coordination. As supports are developed for youth with intellectual and developmental disabilities (I/DD), and as faculty and support providers on campus provide and observe the effects of such activity, an environment of positive behaviors and helpful support provision will be encouraged (and grown) campus-wide. Since the support provided through the project utilizes existing support units across campus, the project supports are more natural and inclusive as opposed to services that are specific to individuals' with I/DD. Thus, the entire project supports inclusive practices—no activities are provided to separate groups or persons. By increasing visibility on campus—of the project itself and youth with I/DD—attitudes will begin to change. An inclusive college environment means more than just having persons with disabilities and persons without disabilities on campus, it means creating a campus environment where all students are welcomed, supported, and fully integrated within the campus community. Through full integration in all aspects of college life, the power of inclusion expands through increased visibility and presence. More people will want to get involved because the success of the pilot will drive expansion and inclusion.

2. **Provide more information on how CCC is already implementing an inclusive environment for all students and faculty and how this program will enhance their current diverse and inclusive environment. What specific area(s) of CCC would benefit from this program?**

Response: The project will enhance current support units on campus by providing a framework for planning and supporting students with intellectual and developmental disabilities (I/DD). As stated above, the framework, when operationalized for students with I/DD, will benefit all students. Coconino Community College (CCC) is already supporting individuals with disabilities, but, like all community colleges, they are serving a diverse population with minimal funding and support. This pilot project will build on the capacity of current supports, specifically, through the provision of coaching, as IHD coaches and lead personnel work with CCC personnel and peer mentors, and support, including professional development (PD) for CCC personnel/instructors. In summary, the award will expand current CCC support structures with the provision of PD, coaching, and peer mentoring, all geared specifically to issues and best practices for fostering an inclusive college environment.

3. **(a) What are the specific outcome metrics for the four students with I/DD and CCC faculty that will be tracked? (b) Additionally, how many staff/students are expected to be involved? (c) How many do you expect will participate in trainings? (d) What do you hope to achieve by the end of first year of funding?**

3. (a) What are the specific outcome metrics for the four students with I/DD and CCC faculty that will be tracked?

Response: The four students with I/DD supported through project activities will be assessed on measures of: **access** – did they enroll and attend classes; **retention** – did they complete courses; **completion** – are they enrolling in courses for next semester thus working toward completing a degree or certificate; and **placement** in post-CCC position of preparation or employment (both while a degree or certificate is being sought and/or after the participant has earned the degree or certificate and are in a position that is aligned with the degree, certificate or with their personal employment goal). This will occur through multiple means including the use of the attached assessment metrics which focuses on 10 observable and measurable principles. This tool was developed and validated within the University of Hawai'i model project. Each measure has several specific data points, which can be observed and documented daily or weekly to assess student growth. This tool will help guide the coaches, student participants, and peer mentors in achieving the self-directed goals of each participant. The tool will also be used to assess change in **self-advocacy, self-determination, and soft-skills** (e.g., communication, making responsible choices, & strong work habits).

In addition, project staff will follow the evaluation plan as outlined in the original proposal. This includes having the Interagency Collaborative Team (ICT) members review other tools developed and used by personnel from the University of Hawai'i. A complete listing can be found in the original proposal. A synopsis of those most likely to be used to assess change within the four student participants with I/DD include:

- Pre, Mid, Post - Expectations
- Pre, Mid, Post - Self-Assessment of Academic Habits (soft skills)
- Mid - Mid-Semester Check-In: Student Survey
- Post - Participant End of Semester Evaluation

Lastly, as the project continues and participants are employed and earn their degree or certificate, the project team will follow-up to obtain data related to employment outcomes. This will occur through the collection of follow-up data. This may occur through a conversation, interview, or survey.

The CCC faculty and staff, who participate in PD, will be assessed pre-post through a tool developed by project staff. Each PD session will include a pre assessment and a post assessment. The post assessment will be administered approximately three months after the PD occurs. All PD attendees will be tracked so that follow-up can occur. In addition, instructors who have student participants in their courses will be assessed at the beginning of the course and at the end. This assessment will include measures of attitude and skills in teaching students with a broad range of abilities and diverse learning styles.

The impact of project involvement on peer mentors will be assessed through pre-post instruments that will identify baseline and post training skills, mindsets, and attitudes. In addition, peer mentors will be assessed midway through the project year and at the end of the project year to evaluate mid and longer term impact of their involvement.

The metrics to assess the impact of faculty and staff across campus will build upon the University of Hawai'i metrics that assess pre-post outcomes of PD and long-term change in attitudes, behaviors, and campus climate.

3. (b) Additionally, how many staff/students are expected to be involved?

Response: The anticipated number of CCC faculty and staff to be involved in the pilot project is estimated at 80% of staff or approximately 206 individuals. This is specific to those who interact with students either directly or indirectly. In addition to the four students with I/DD who are supported by the project, four additional CCC students will be selected to serve as peer mentors. Likewise, two graduate students from NAU will be selected and trained to serve as coaches.

3. (c) How many do you expect will participate in trainings?

Response: The anticipated CCC faculty and staff involvement (206) is inclusive of PD and direct support provided to instructors who are teaching the courses in which our project participants are enrolled.

The four peer mentors and two coaches will also participate in training. While the number of involved students with I/DD is low in this pilot project, there is a significant number of CCC faculty and staff who will be involved with this project. This is intentional as building an inclusive college environment, where students with I/DD are not isolated and viewed as "special," requires significant work with all college stakeholders, not just the students with I/DD and people in isolated support positions. It is not uncommon for small numbers of students with I/DD to participate in the first year of similarly ambitious college inclusion projects. For example, the University of Hawai'i project began at one community college with two students with I/DD actively involved in the first year while the project framework was developed. (For another example please see Overdeep, Meghan, "Texas A&M Launches Texas' First 4-Year College Program for Students with Disabilities," *Southern Living*. published July 19, 2019, https://bit.ly/2Kf6RnE).

3. (d) What do you hope to achieve by the end of first year of funding?

Response: The short-term goals (one year) are to formalize and implement the Hawai'i model (revised as needed) in Arizona, specifically at CCC; and pilot the model with four eligible students with I/DD. This will include achievement of the following objectives:

Objective I: Refine and enhance the model components and strategies that have proved effective in Hawai'i, through an iterative process prior to and while being pilot tested in Northern Arizona. Months 1-8.

Objective II. Prepare four qualified individuals with I/DD ages 18-23 to participate in PSE. Months 2-6.

Objective III: Provide training (PD) and technical assistance on model components and strategies for use during the pilot (e.g. to VR counselors, DD Case Managers, etc.) and PD for faculty and other PSE personnel, Months 1-11.

Objective IV: Pilot test the refined model with four individuals with I/DD ages 18-23. This will be accomplished with collaboration from CCC, PSE disability resource office personnel, VR counselors, interagency collaborative team (ICT) members, and disability-focused entities. Note, future programming will include ADE personnel. Months 4-12.

Objective V: Conduct a rigorous evaluation to determine the effectiveness/efficacy of the model using valid qualitative and quantitative processes and outcome measures of post-school success. Months 6-12.

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 – a website will be developed for use by the project, but it is not the intent to have an extensive website within one year. Months 11-12.

Objective VII: Replicate and sustain the model throughout Arizona. Months 1-12. The proposed iterative development and demonstration process will lead to refinement and replication of the model. Data will be used to inform participants and gauge student progress toward postsecondary outcomes resulting in the attainment of a meaningful credential and/or diploma, enhanced independent living skills, enhanced integrated employment, and enhanced community engagement.

4. **Clarify if currently enrolled students with I/DD are participating in this program or is the intent for applicant to recruit and enroll four new students with I/DD to attend CCC. Describe in detail why the number of participants is low.**

Response: A total of four students were included in the proposal so that the supports provided can be institutionalized and sustained. Full college inclusion requires buy-in from many stakeholders as well as supports and training for persons with I/DD and persons without I/DD. The proposed project has a thoughtful structure that is designed to work at multiple levels and be sustainable as personnel at CCC become better prepared to work with students with I/DD. If more than four students are served within the one year project, we are concerned that they will not achieve the level of intended success as resources will be spread thin and supports are likely to suffer.

We expect that the students with I/DD participating in this program will be recruited to participate in the program. This could include students with I/DD who are already attending CCC or students who have never attended any PSE institution. If there are students with I/DD currently attending CCC who are likely to benefit from participation, they will be included. This could be in addition to four students who are not currently attending CCC or included as part of the four. This determination will be made in collaboration with CCC personnel, prospective students, and other support persons for

which the students/participants would like to include. The available resources to ensure optimal success will also be taken into consideration, including the resources needed to ensure institutionalization of the model will be well underway by the end of the one year of funding.

The proposal originally indicated that the pilot project will support four students with I/DD ages 18-23, however, through discussions with CCC leadership, we are asking for flexibility in extending the age range of the participants. The initial intent of recruiting four individuals with I/DD within the age range of 18 to 23 was to ensure that the participants are still connected to education and, thus, had an ongoing interest in pursuing PSE. While this is still the case, there may be a need to extend this age range. The initial age cap of 23 may be too low considering the average age of a CCC student is currently 23. Extending the age cap to 28 will provide participants the opportunity to be in classes with their same age peers as opposed to being younger than the typical CCC student. Additionally, this extension is more closely aligned with the age of a typical community college student in that, nationally, the average age for a community college student is 29.

5. **Clarify how four college students with I/DD will have peer support from non-disability peers.**

Response: The project will use a support model of coaching as the method of working with students. Coaches will work with peer mentors (current CCC students) to interact in various roles with students with I/DD. The peer mentors will provide direct support at predetermined intervals (social, academic, contextual campus supports). The students serving in peer mentoring roles will participate in a service-learning "seminar." This may be in collaboration with the Civic Service Institute at NAU or through other means that will better serve our students.

6. **Clarify if CCC will require these four potential students to take either the ACT or SAT test and if a minimal score is necessary to be accepted at the college.**

Response: CCC does not require students to take a placement test. However, it is recommended, so that the results can be used for placement.

7. **Clarify what are the specific qualifications for an Education Coach to be hired.**

Response: Coaches are typically Master's level students in areas of specialized training (e.g., special education, education psychology) and with experience involving working with persons with disabilities. Such graduate students will be hired as graduate assistants from their department of study. Further, all coaches will go through intensive training on the project support framework as previously developed with the University of Hawai'i at Manoa project. IHD and CCC personnel will work together to identify coaches.

8. **Provide a more detailed plan on how this project will be sustained after funding has ended. Aside from seeking funding from other sources, what are the other means to sustain this program?**

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Response: The two primary factors that provide for sustainability of the program are: (1) The success of students with I/DD in postsecondary education and (2) college personnel being better equipped to work with students with diverse learning needs. Through improving access, changing attitudes, and working toward full/integrated inclusion, the environment will change, providing for sustainability within the institution. From a financial sustainability perspective, IHD personnel will work with Arizona Vocational Rehabilitation and the model used within that system to further support students. It is important to note that skills, training, and attitudinal changes are not bound by typical performance measures but will be assessed as the project unfolds. This will continue to have a positive impact regardless of funding.

9. **Budget Clarification: Clarify if the proposed students will be reimbursed under the Travel budget line item. Who will use NAU Fleet service? Who will approve travel reimbursement? What would be the situations for statewide travel?**

Response: To clarify further, the travel/transportation costs in the amount of $800, which are requested, will be used in the following ways:

(1) Covering the cost of transportation (e.g., a bus pass) for student participants to get to CCC.
(2) Covering the cost of transportation (e.g., a bus pass) for peer mentors, if their course schedule does not align with the project participants with whom they are mentoring.
(3) Covering the cost of transportation/travel for coaches and project personnel to meet with participants in their community, which may require meeting outside of Flagstaff/statewide travel (through NAU fleet services or mileage reimbursement).
(4) Covering the cost of transportation/travel for coaches and project personnel to meet with ADDPC personnel and or council members in Phoenix (through NAU fleet services or mileage reimbursement).
(5) Any other reasonable reimbursement of travel costs and expenses for the purpose of implementing the project activities to include the cost of fuel and meals, as applicable and reimbursable at the state rate.

All travel will be reviewed, and if appropriate, approved by the PI, Dr. Kelly Roberts.

Reimbursements will only be allowed if the cost was approved prior to the start of travel.

Please note that NAU Fleet Services are available for NAU faculty, staff, and students on official University business. This is akin to a national rental car business.

Coaching Strategies	Student Outcomes
1. Operating Principles (7 indicators)	
Appreciates each person as having unique strengths, needs, and interests	Student/participant views him/herself as an individual with unique strengths, needs, and interests
Works consistently with an individualized, level specific plan as a pathway to student goals	Student/participant uses an individualized, level specific plan as a pathway to his/her goals
Differentiates support based on awareness of individual strengths and needs	Student/participant improves learning through differentiated means
Reviews, clearly defines, and reinforces high expectations for the student	Student/participant demonstrates understanding of expectations
Supports student to work independently before asking for help (try on their own first)	Student/participant works independently before asking for help
Expresses confidence that the student is able to complete difficult tasks on his/her own	Student/participant completes difficult tasks on his/her own
Works towards developing a genuine and supportive relationship with student	Student/participant considers the relationship with educational coaches and peer mentors as genuine and supportive
2. Self Determination (9 indicators)	
Assists matching personal values to define goals	Student/participant uses his/her values to define goals
Consistently reviews plans, work, goals, and progress	Student/participant has ability to self-monitor progress
Supports student to identify and make choices aligned with his/her goals	Student/participant makes choices based on his/her own preferences, interests, wants, and needs
Assists student to evaluate the risks and outcomes of decisions (long-term consequences)	Student/participant has knowledge of risks and outcomes of decisions (long-term consequences)
Teaches SMART goal process	Student/participant sets a SMART goal
Supports student to develop a plan of action based on choices and available resources	Student/participant develops a plan of action based on choices and available resources
Follows up with student to determine progress made towards choices	Student/participant follows through on his/her choices
Teaches taking responsibility for actions and decisions	Student/participant is responsible for actions and decisions
Reinforces skills leading towards increased independence	Student/participant shows increased levels of independence

3. Self Advocacy (7 indicators)	
Encourages student to seek opportunities to try new things and take risks	Student/participant initiates trying new things and taking risks
Encourages student to persevere towards his /her own interests, desires, needs, and rights	Student/participant exhibits perseverance towards his/her own interests, desires, needs, and rights
Teaches/Encourages student to express needs/wants through communication skills (e.g. negotiation, compromise, persuasion)	Student/participant uses a set of communication skills including negotiation, compromise, and persuasion to express needs/wants
Teaches/Encourages student to seek assistance and opportunity	Student/participant seeks assistance and opportunity
Empowers student to utilize his/her own skills, tools, and resources	Student/participant uses his/her own skills, tools, resources
Teaches appropriate assertiveness skills	Student/participant appropriately demonstrates assertiveness
Encourages student participation and leading voice in coaching sessions (what to work on, what to discuss)	Student/participant actively participates and leads discussions

4. "Front Door First" Supports (5 indicators)	
Encourages front door supports and services as an integral part of a student personalized support plan	Student/participant accesses front door services and supports
Provides basic introduction to campus supports, services, and activities available to all students	Student/participant is informed of basic available campus services and supports and activities
Assists student in choosing inclusive workshops, classes, activities on campus	Student/participant participates in appropriate inclusive on-campus activities including workshops and classes
Teaches student how to find the different contact information and physical locations of different services	Student/participant knows appropriate contacts, services, supports, and locations
Utilizes scaffolding (prompts, uses scripts, etc.) to prepare the student for access to front door services and supports	Student/participant garners desired front door services and supports

5. Academic Supports (11 indicators)

Reviews content and checks for understanding	Student/participant understands the content presented
Allows additional time or repetition for comprehension or processing	Student/participant comprehends the content presented
Presents difficult material in a variety of ways	Student/participant understands material that is difficult or challenging
Encourages perseverance behaviors in completing tasks and striving towards goals	Student/participant exhibits perseverance behaviors in completing tasks and striving towards goals
Assists with problem solving skills	Student/participant is able to use problem solving skills
Discusses the course syllabus and materials at the start of the semester and helps the student understand the course demands and expectations	Student/participant understands the demands and expectations of the course
Teaches/Reinforces student note-taking strategies, including the use of digital devices	Student/participant uses note taking strategies
Supports development of organization strategies	Student/participant uses organization strategies
Teaches/Reinforces specific learning strategies, such as chunking, summarizing, highlighting, paraphrasing, mapping	Student/participant uses strategies to assist in academic work
Teaches/Reinforces test taking and other evaluation strategies	Student/participant uses test taking and other evaluation strategies
Suggests different memory aids, such as taking pictures, doing mental pairing, mnemonics, taking notes, keeping a journal	Student/participant uses memory aids to help with daily and school activities

6. Technology Supports (7 indicators)

Teaches/Encourages appropriate use of e-devices for educational activities	Student/participant is able to use e-devices appropriately for educational activities
Discusses the benefits, problems, and challenges of e-devices and/or provides related assistance (e-device check in)	Student/participant understands the benefits, problems, and challenges of e-devices
Introduces educational apps for learning	Student/participant uses educational apps for learning
Teaches/Encourages student to use different websites and online resources effectively	Student/participant utilizes different websites and online resources effectively
Supports student use of e-devices for time management (calendars, alarms, etc.)	Student/participant uses e-devices for time management
Helps student to navigate and sort through course/campus specific websites and resources online (Registration, Laulima, etc.)	Student/participant navigates and sorts through course/campus specific websites and resources online (Registration, Laulima, etc.)
Helps student with research skills (web/database searching, evaluating sources, citing sources, etc.)	Student/participant demonstrates research skills (web/database searching, evaluating sources, citing sources, etc.)

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7. Support for Integrative Employment (9 indicators)	
Reinforces connections between school and work	Student/participant understands the connection between school and work
Supports student to balance his/her time between employment and academic responsibilities	Student/participant balances his/her time between employment and academic responsibilities
Helps student discover why people work; supports student to identify his/her own motivation for working	Student/participant understands the reasons why people work and his/her own motivation for working
Supports student to identify career/vocational interests, strengths, and weaknesses	Student/participant identifies career/vocational interests, and own strengths and weaknesses
Supports student to obtain services and supports for career and vocational skills	Student/participant gets services and supports for career and vocational skills
Assists student to connect with employment centers on campus and in the community	Student/participant connects with employment centers on and off campus
Assists student to establish or build career and employment networks	Student/participant establishes career and employment networks
Assists student in obtaining appropriate real-world work opportunities through internships, volunteer or paid jobs	Student/participant obtains appropriate real-world work opportunities
Teaches student different modes of transportation and how to access and utilize them	Student/participant knows how to access and utilize different modes of transportation

8. Interaction and Communication Skills (9 indicators)	
Offers feedback and praise in a non-judgmental manner	Student/participant accepts feedback and praise appropriately
Assists student to review feedback from others (instructors, coaches, classmates, family)	Student/participant accepts and considers praise and/or criticism from peers or adults to change social, behavioral, and academic outcomes
Encourages student to ask questions and seek help	Student/participant asks questions and seeks help when appropriate
Practices quality communication skills	Student/participant communicates clearly and appropriately
Teaches student to look for and understand social cues in different situations, such as body language	Student/participant uses and understands appropriate social cues and body language
Assists student to reflect on and develop good school and work habits (punctuality, cleanliness, proper dress, communication, attitude, work ethic)	Student/participant demonstrates good school and work habits (punctuality, cleanliness, proper dress, communication, attitude, work ethic)
Supports development of time management strategies	Student/participant uses time management strategies
Teaches student to develop conflict resolution skills	Student/participant uses conflict resolution skills when appropriate
Supports student in emotional wellness, self-care, and stress/anxiety coping skills	Student/participant demonstrates emotional wellness, self-care, and stress/anxiety coping skills

9. Natural Supports or Peer Supports (6 indicators)	
Encourages student to talk to natural support persons or peers about his/her concerns	Student/participant talks to natural support persons or peers about his/her concerns
Encourages student to reflect on his/her relationship with natural support persons or peers	Student/participant considers the relationship with natural support persons or peers as genuine and supportive
Supports development of social skills for students to engage appropriately in groups, activities, events, or other social situations	Student/participant engages appropriately in a variety of social groups, activities, events, or other social situations
Encourages student to join or form study groups with classmates, clubs, intramural sports, or student life activities	Student/participant joins other natural peer related supports on or off campus
Assists student to identify natural supports in his/her daily life	Student/participant identifies other natural supports
Assists student to seek out additional supports in school, home, work, and in the community based on his/her interests and needs	Student/participant seeks out additional supports in school, home, work, and community

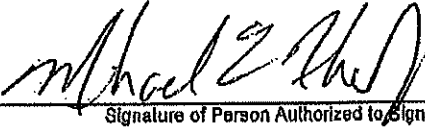| 10. Person-Centered Planning (9 indicators)	
Assists student to organize resources to carry out the person-centered plan	Student/participant organizes resources presented at the PCP meeting
Provides information, guidance, and insight that will help in long- and short-term planning	Student/participant uses information, guidance and insight in long- and short-term planning
Facilitates student's active participation and voice in the planning processes and PCP meeting	Student/participant actively facilitates and includes his/her voice in the planning process and PCP meeting
Facilitates use of respectful communication between all team members and coaches and students, which is supportive of the student's growth and achievement	Student/participant uses respectful communication with all team members
Supports student to facilitate discussion of values, options, and needs in PCP meeting	Student/participant is able to discuss values, options, and needs for the PCP process
Assists student to present unique personal qualities including barriers and struggles	Student/participant is able to present unique personal qualities including barriers and struggles
Facilitates inclusion of all team members' perspectives in the planning process	Student/participant develops a plan from the input of all team members
Assists with reflection and record keeping of current and next steps	Student/participant keeps records of the PCP and documents the next steps
Facilitates movement towards a desired goal as identified by the student and as supported by team members	Student/participant identifies and moves towards goals,garnering support from team members

OFFER

TO THE STATE OF ARIZONA:
The Undersigned hereby offers and agrees to furnish the material, service or construction in compliance with all terms, conditions, specifications and amendments in the Solicitation and any written exceptions in the offer. Signature also certifies Small Business status.

The Arizona Board of Regents for and on behalf of Northern Arizona University
_____
Company Name

Signature of Person Authorized to Sign Offer

1395 S Knoles Dr, Suite 252
_____
, Address

Michael Nichols
_____
Printed Name

Flagstaff   AZ   86011-4130
City   State   Zip

Associate Vice President for Sponsored Projects
_____
Title

Phone: (928) 523-4880

NAU-OSP@nau.edu
_____
Contact Email Address

By signature in the Offer section above, the Offeror certifies:

1. The submission of the Offer did not involve collusion or other anticompetitive practices.
2. The Offeror shall not discriminate against any employee or applicant for employment in violation of Federal Executive Order 11246, State Executive Order 2009-9 or A.R.S. §§ 41-1461 through 1465.
3. The Offeror has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant in connection with the submitted offer. Failure to provide a valid signature affirming the stipulations required by this clause shall result in rejection of the offer. Signing the offer with a false statement shall void the offer, any resulting contract and may be subject to legal remedies provided by law.
4. The Offeror certifies that the above referenced organization ___ IS/ _X_ IS NOT a small business with less than 100 employees or has gross revenues of $4 million or less.
5. The Offeror is not debarred by, or otherwise prohibited from participating in any publicly-funded contract awarded by any Federal, State or local jurisdiction.

ACCEPTANCE OF OFFER

The Offer is hereby accepted.

The Contractor is now bound to sell the materials or services listed by the attached contract and based upon the solicitation, including all terms, conditions, specifications, amendments, etc., and the Contractor's Offer as accepted by the State.

This Contract shall henceforth be referred to as Contract No. _____

The effective date of the Contract is _____

The Contractor is cautioned not to commence any billable work or to provide any material or service under this contract until Contractor receives purchase order, contract release document or written notice to proceed.

State of Arizona
Awarded this _____ **day of** _____ . **20** _____

Erica McFadden, PhD, MSW, Executive Director

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<u>**Grant Proposal: Inclusion in Colleges (RFGA FFY-19-PSTSCD-001)**</u>
Institute for Human Development, Northern Arizona University

Introduction and Need
The guiding philosophy that drives the Northern Arizona Pilot Project to Support Inclusion Practices in Colleges - an Exemplary Model for Students with Intellectual and Developmental Disabilities in Postsecondary Education Settings is as follows: *If students with I/DD self-determine their education and employment goals and have access to supports to realize these goals in authentic inclusive and age-appropriate environments, these students will achieve significantly improved transition and employment outcomes.* This philosophy guides the model implementation.

Magnitude of the problem to be addressed - National. Students with I/DD often exit high school without having developed the skills necessary to successfully pursue integrated employment and independence. Without these skills, post-school options for young adults with I/DD are limited to settings that provide minimal preparation for integrated employment (Wagner, Newman, Cameto, Garza, & Levine, 2005). This is especially problematic as unemployment rates for this population exceed 70% and most individuals with I/DD live below the federal poverty level (Rusch & Wolfe, 2008).

The opportunity to participate in postsecondary education (PSE) can empower people to develop academic competencies and knowledge, improve their prospects in the job market, hone their social skills, and broaden their views of the world (Baum, Ma, & Payea, 2013). Access to these opportunities can be instrumental in improving one's career options, earning potential, and quality of life (Pew Research Center, 2014; Ma, Pender, & Welch, 2016). These statements also hold true for individuals with I/DD (Grigal & Hart, 2010; McEathron & Beuhring, 2011). However, in the United States, few students with I/DD receive high school diplomas and despite the delivery of mandated transition services over the past two decades, there has been little improvement in post high school outcomes for students with I/DD (Grigal, Hart, & Migliore, 2011; National Center for Educational Statistics, 2013). Nationwide, individuals with I/DD experience extremely low rates of high school graduation, PSE participation, and employment (NCES, 2013). Currently, only 3% of all students with disabilities enrolled in PSE institutions are students with I/DD (NCES, 2011) and less than 1% of persons with I/DD benefit from PSE (Rusch & Wolfe, 2008).

Historically, students with I/DD have been either overlooked as viable candidates or purposefully or functionally excluded from participation in PSE (Grigal, Hart, & Migliore, 2011; Thomas, Lakin, Carlson, Domzal, Austin, & Boyd, 2011; Yamamoto, Stodden, & Folk, 2014). For those who have pursued PSE, the challenges of inadequate preparation, a scarcity of appropriate academic/social/disability supports and a lack of cross-agency funding have hindered participation and limited successful outcomes (Fleming, Oertle, & Plotner, 2017). In addition, "systemic low expectations held for students with I/DD, a lack of awareness among transition personnel of available PSE options, as well as exclusionary social perceptions and conventions continue to impede persons with I/DD from accessing or participating in PSE" (Folk, Yamamoto, & Stodden, 2012).

The Magnitude of Need for Inclusive PSE options. Despite impressive growth in the number of programs nationally that offer PSE options for students with I/DD, there remains unmet needs for fully inclusive evidence-based models. The first cohort of Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) funded programs was remarkably effective in building capacity, creating infrastructure, and improving students' prospects and aspirations in the communities these projects served (Grigal, Hart, Smith, Domin, Sulewski, & Weir, 2015). These programs, and other non-TPSID programs that support individuals with I/DD to participate in PSE, also generated considerable awareness and interest around the need for PSE opportunities for individuals with I/DD. However, despite the requisite TPSID priority for inclusive settings, the majority of classes completed by TPSID participants in programs outside of Hawai'i were separate and specialized rather than inclusive (Grigal et al, 2015).

Magnitude of the Problem to be addressed – Local. In the State of Arizona, over 25% of students who are eligible to receive extended IDEA services exit the system and terminate their education before age 18 (Arizona Department of Education, 2017). During the 2015-16 school year, there were 117,264 DOE students identified with a disability between the ages of six to 21, of which 7,258 (or 6%) were officially identified as having an I/DD (U.S. Department of Education, 2017). Of these students, 4,535 were between the ages of 12 to 21 and could conceivably benefit from inclusive PSE during the next five years. There also exists a pool of potentially eligible students between the ages of 18 to 22 who have already separated from the Arizona Department of Education (ADE). These figures reveal the existence of a large number of potential students with I/DD who could benefit from inclusive PSE and who would likely otherwise experience a segregated transition trajectory (Yamamoto, Folk, & Stodden, 2014). These situations illustrate a need for increased capacity and additional inclusive PSE options for Arizona students with I/DD.

Specific gaps in infrastructure and identified opportunities. For individuals with I/DD, accessing opportunities and supports as well as attending inclusive PSE may be critical pathways to meaningful employment, community involvement, and social acceptance (Stodden, 2005). While PSE offers the promise of an improved quality of life for students with I/DD, prospects are discouraging for those who do not have the opportunity to participate (Pew Research Center, 2014; Stodden, 2005). Unfortunately, linkages and collaboration among secondary and PSE institutions, and supporting agencies, are often nonexistent. When they do exist they often lack coordination and knowledge of student-centered planning, thus, reducing the potential for PSE success in integrated settings (Yamamoto, Stodden, & Folk, 2014).

Gaps in Resources and Training for Personnel Working with Students with I/DD in PSE. Across the country there is a lack of resources on college campuses, to provide both direct support to students with disabilities and relevant training and professional development opportunities for instructional faculty and staff. While the majority of college campuses have a Disability Resource Office, to assist students with disabilities with academic accommodations, these offices have limited availability of resources and personnel (Fleming, Oertle, & Plotner, 2017). As a result, requested assistance such as note-takers, voice recording services, and assistive technologies often go unfulfilled (Think College Staff, personal communication, 2015).

ADDPC Question and Proposed Response.
Q.1. What are the strategies or activities to engage and recruit potential students with I/DD, that will lead to a pathway for them to enroll in to a community college or a four-year college/university? How many students with I/DD do you expect to be recruited in the pilot project?

Recruitment will occur, during the pilot project, through established partnerships with organizations that serve individuals with I/DD. The pilot project will support four students with I/DD ages 18-23. This may include individuals who have not exited high school with same-age peers and who continue to be eligible for IDEA services, while indicating a desire to pursue PSE. The students will enroll using the Coconino Community College (CCC) admissions process.

ADDPC Question and Proposed Response.
Q.2.a. What are the current strategies or activities in place, or that you will put in place, to support students with I/DD at your campus?

The proposed project is designed to build upon and replicate components of a successful model originally developed and validated at the University of Hawai'i at Mānoa's Center on Disability Studies (CDS) and its consortium partners. The long-term goal of this project is to establish a sustainable program that supports students with I/DD to attend and succeed in PSE, leading to attainment of a meaningful credential and/or diploma and improved employment and independent living outcomes. The short-term goal (one year) is to formalize the Hawai'i model for use in Arizona and pilot the model with four eligible students with I/DD. This will include achievement of the following objectives:

Objective I: Refine and enhance the model components and strategies that have proved effective in Hawai'i, through an iterative process prior to and while being pilot tested in Northern Arizona. Months 1-8.

Objective II. Prepare four qualified individuals with I/DD ages 18-23 to participate in PSE. Months 2-6.

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; Months 1-11.

Objective IV: Pilot test the refined model with four individuals with I/DD ages 18-23. This will be accomplished with collaboration from CCC, PSE disability resource office personnel, VR counselors, interagency collaborative team (ICT) members, and disability-focused entities. Note, future programming will include ADE personnel. Months 4-12.

Objective V: Conduct a rigorous evaluation to determine the effectiveness/efficacy of the model using valid qualitative and quantitative processes and outcome measures of post-school success. (Persons involved: PSE support personnel; self-advocates; VR counselors; individuals with I/DD; and the evaluator). Months 6-12.

Objective VI: Prepare and disseminate finalized project materials and data reports and prepare

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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 – a website will be developed for use by the project, but it is not the intent to have an extensive website within one year.* Months 11-12.

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

The proposed iterative development and demonstration process will lead to refinement and replication of the model. Data will be used to inform participants and gauge student progress toward postsecondary outcomes resulting in the attainment of a meaningful credential and/or diploma, enhanced independent living skills, enhanced integrated employment, and enhanced community engagement.

The model (Figure 1) represents the long-term program perspective in which pilot project activities will be realized and sustained. The proposed long-term model includes working with high school students as well as those who are no longer enrolled in ADE. However, for the pilot project, the focus will be solely on the recruitment and support of four individuals with I/DD who have or soon will age out of ADE. This is proposed due to time constraints associated with establishing the model in Arizona/ADE, as working with high school personnel adds a layer of involvement—while crucial in the long term—that is not feasible within the one-year time frame. Please also note that the PI, project staff, and consultant will work to obtain ongoing funding from the US Office of Postsecondary Education Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) should the next round of requests for proposals be released. Other federal and state funding streams and support from private donors/foundations will also be sought. The model, utilized in the long-term, will address integrated employment, which is not directly addressed in the pilot project due to time constraints although if employment is a goal of a participant they will be supported to seek and obtain employment.
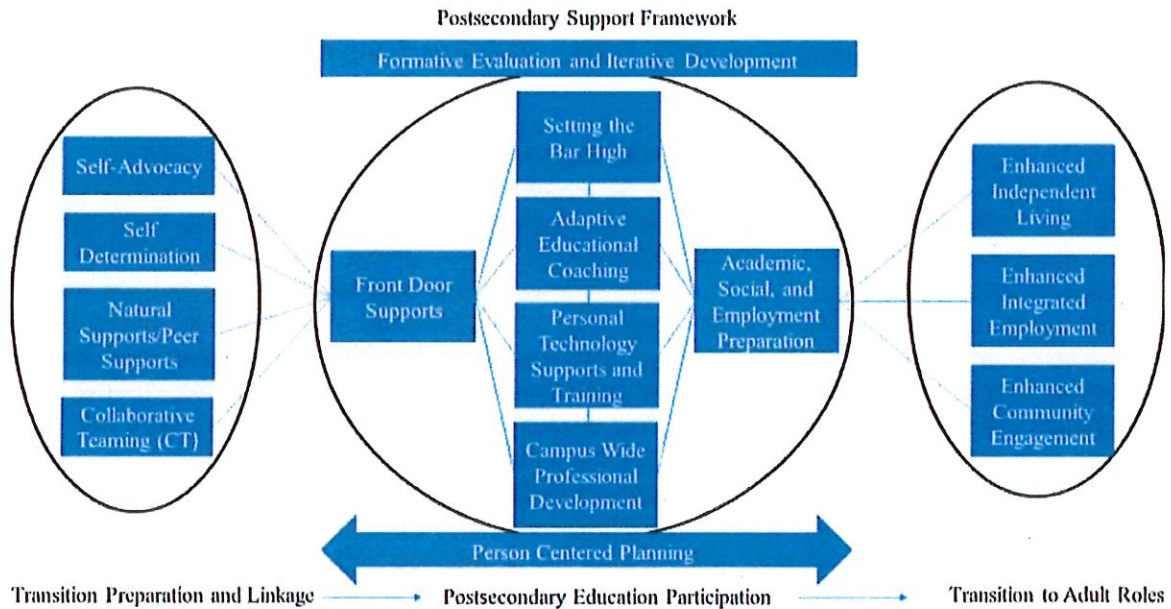
The proposed model (Figure 1) consists of two major components: (1) a set of transition preparation and linkage activities/strategies, and (2) an authentic inclusive postsecondary opportunity and support structure based on an individualized support plan that includes the necessary supports for student access and participation within inclusive academic, social, independent living, and career and vocational activities. These model components are informed and oriented by ten model activities/strategies listed below and described later in this proposal.

Model Component I - Transition Preparation and Linkage Activities/Strategies
These activities/strategies are utilized to prepare individuals to attend PSE institutions and to support their retention. In this part of the model, participants prepare for the transition to a PSE setting. Individuals with I/DD, and their families, explore their expectations regarding this transition, review the costs and benefits of college attendance, complete the application process, attend standard PSE orientations, and receive preparation for participation in academic, social, independent living, and vocational activities. Additionally, project personnel conduct a needs assessment to determine the students' interests, skills, goals, and support needs. This component also includes the establishment of linkages with PSE and adult support agencies regarding potential student support needs. Based upon participants' interests and skills/behaviors, a PSE inclusive program of study, with accompanying personal support plan (PSP) are identified (In the pilot, this is based on one to two courses per student for the first semester). The PCP is used to guide access to PSE and associated supports across all components of the model.

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Model Component I strategies include the following: 1. Person-Centered Planning (PCP), 2. Self-advocacy, including social interactions and communication skills, 3. Self-determination, 4. Natural Supports including Peer Supports, and 5. Interagency Collaborative Teaming (ICT).

Figure 1. Model Framework

Postsecondary Support Framework

Formative Evaluation and Iterative Development

Self-Advocacy · Self Determination · Natural Supports/Peer Supports · Collaborative Teaming (CT)

Front Door Supports · Setting the Bar High · Adaptive Educational Coaching · Personal Technology Supports and Training · Academic, Social, and Employment Preparation · Campus Wide Professional Development

Enhanced Independent Living · Enhanced Integrated Employment · Enhanced Community Engagement

Person Centered Planning

Transition Preparation and Linkage ——→ Postsecondary Education Participation ——→ Transition to Adult Roles

Model Component II - Supports that Result in Authentic Inclusive PSE Participation
These supports/activities/strategies are utilized to assure that authentic and inclusive PSE participation is obtained wherein the individual with I/DD leads interactions within the PSE setting while being supported. The project team, mainly the educational coaches, work behind the scenes to support the participants to self-advocate within the PSE setting. Building upon Model Component I, the supports/activities that result in an authentic inclusive postsecondary opportunity and support structure are guided by the individualized, PCP. Each program plan consists of academic, self-determination, self-advocacy, independent functioning, and career/vocational programming, which are integrated and inclusive in nature. The individualized PCP is developed and includes typical and/or natural supports, services, and accommodations, as well as disability related supports, and individualized services with front door supports (e.g., Disability Resource Office & campus-based learning labs) considered prior to all other supports.

Model Component II strategies include the following:
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.

In the future, additional activities/strategies will be used and include a dual enrollment option where the model is integrated within high schools, so that students can earn college credit in high

school, so support for individualized integrative employment results in meaningful outcomes, for example, employment in the area in which the credential is earned. These are not used in the proposed model due to the one-year time constraint.

The model strategies, described below, are designed to align self-determined student goals as well as interagency and individualized supports to enhance access, participation, and success in inclusive PSE. This aims to improve education, employment, and independent living outcomes for individuals with I/DD

Model Strategy 1: Person-Centered Planning (PCP). Pilot project participants will begin their participation in the PCP process upon recruitment and through demonstrated interest in participating (note – in the long-term, participants will also be supported while in high school). PCP is undertaken in student-led PCP team meetings with the intent to support students to refine and achieve their self-determined goals. Each student participant is supported by an educational coach, who guides them through an adapted, five-step process: (1) organizing the planning process; (2) developing a personal profile; (3) building a vision; (4) developing action plans; and (5) supporting networks and plans (Butterworth et al., 1993).

PCP for each student will be closely coordinated with the provision of experts and resources. A team of collaborating, supportive agencies and individuals ensure the student is supported at the level or tier necessary for him/her to benefit from the PSE experience. The PCP is a process for determining the future direction of participants based upon their interests and desires. This process, guided by the participants themselves, is the opportunity for interest, desires, strengths, and needs/limitations to be explored, discussed, and documented. It is also an opportunity for the participant, family members, and other natural supporters to discuss their commitment to the goals and activities taking shape as part of a participant's Person Centered Plan. The PCP process allows the participants to display self-determination and self-advocacy as they work with the team to develop a personalized plan. Long-term, the PCP may be utilized to build an interagency support plan to access agency supports that will help the individual not only succeed in inclusive postsecondary education but also in life, including integrative employment settings.

Model Strategy 2: Self-advocacy, including Interactions and Communication Skills. Educational Coaches assist students in building skills in self-advocacy. This includes helping students to build self-confidence, take risks, and develop habits of perseverance. Coaches teach and reinforce assertiveness and communication skills. Coaches also help participants look for opportunities to develop their personal resources, express their own opinions, and be able to voice their specific needs and wants.

Model Strategy 3: Self-determination. Educational Coaches teach strategies that foster self-determination skills including helping the participants understand their own supports, resources, challenges, and personal strengths. Coaches assist participants in understanding, setting, and following through with SMART goals related to their educational, personal, and employment journey towards independence as well as aligned with personal values, needs, and wants.

Model Strategy 4. Natural Supports including Peer Supports. The Hawai'i project team has designed a peer mentor training curriculum that includes a 1-credit college peer mentor training course to assist volunteer peer mentors to co-mentor and support students with I/DD. The IHD

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and interagency collaborative team (ICT - which also serves an advisory role) will review the curriculum and revise, as needed. The curriculum will be used to train peer mentors to promote the core principles of academic and social inclusion, and self-determination. Peer mentors candidates may include current participants (or future past participants) who possess strong work habits, communication and social skills, and the ability to navigate the college system. Pre-service teachers or NAU students (undergraduate or graduate level) in the field of Special or General Education, Vocational Rehabilitation, AT, or related fields will make ideal candidates to serve as peer mentors. 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 peer friendship. Students with I/DD benefit from peer mentoring as they are able to make connections with peers who can assist in their transition to college. Peer mentors also gain a variety of benefits in both their personal and professional growth (Farley, Gibbons, & Cihak, 2014). College students who mentored students with I/DD gain the opportunity to implement teaching strategies that support diverse learners and learn about "social inclusion in a personal and individualized way" (Jones, Weir, and Hart, 2011). Two-way peer mentorship also benefits each party: both individuals share valuable experiences, skills, and perspectives.

Model Strategy 5: Interagency Collaborative Teaming (ICT). The project will maintain formalized partnerships with state agencies and community rehabilitation programs to effectively implement services and share information about the model program. In addition, the ICT will serve in an advisory role and assist in reviewing and refining program materials and ensuring all are culturally responsive. The intent of the ICT is to have a working group committed to support transitioning individuals with I/DD to enter and succeed in PSE environments. Bringing together agencies is important to ensure participants have available the necessary expertise, resources, and support to partake in quality, inclusive experiences of PSE and integrative employment. By facilitating the collaboration of those agencies which send and receive clientele for assistance, it is more likely the needs/interests of the participant will be met. Such collaboration is critical to ensure that output of the PCP process is coordinated and substantial as a support plan. Continued collaboration with the ICT is also critical for the continued sustainability for programs supporting individuals with I/DD in postsecondary settings. For this pilot project, the ICT will be utilized in an advisory and support role in that the team members, including self-advocates, will inform the refinement of the Hawai'i based model components.

Model Strategy 6: "The Front Door First Approach" to inclusion. The proposed model prioritizes student access to inclusive, typical pathways to PSE participation using natural supports. In practice, the project encourages students to use on-campus resources available to all students before pursuing specialized services. This "Front Door First" approach promotes inclusion, authenticity, and self-advocacy in students and facilitates institutional awareness about the presence and needs of diverse learners on campus. As matriculating students, project participants take part in the standard new student orientations, take placement tests, and meet with academic advisors. Participants take standard community college classes for a grade. During their college careers, project participants access standard on-campus supports, attend instructor office hours, and utilize on-campus tutoring services in pursuit of their academic goals. Individualized supports available to participants are always delivered with respect to the confidentiality of the student. There are no on-campus project promotion or awareness activities and project supports are discretely delivered to individuals with I/DD by project staff. There are no separate classes, workshops, or activities for project participants.

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Model Strategy 7: "Setting the Bar High." Project staff and participants strive to understand and achieve a set of explicitly acknowledged expectations with the objective of incorporating these as habits of mind. These "soft-skill" based expectations include standards for attendance and timeliness, communication, improvement, making responsible choices, strong work habits, consistent effort, setting and working toward goals, personal independence, and showing respect and appreciation. Participants receive specific training and recommit to these expectations each semester as well as self-evaluating their progress twice a semester.

Model Strategy 8: "Adaptive" Educational Coaching. Individuals with I/DD may initially require a strong system of individualized educational supports to succeed in inclusive PSE settings (Christ, 2008). Supportive educational coaching is a framework for supporting persons with I/DD to participate within and benefit from PSE and integrative employment opportunities, with the aim of realizing benefits similar to those as experienced by their age appropriate peers. The underlying premise guiding the use of the framework is that when persons with I/DD receive appropriate and targeted supports in an inclusive setting, and tiered to the level of need/strength of the student, persons of all need levels benefit and can participate/contribute to their community of choice.

To ensure the assembly and delivery of quality supports, the project will employ, train, and provide ongoing technical support to Educational Coaches (EC) and will augment this support with Peer Mentors (PM). ECs support participants to pursue inclusive academic and social opportunities on campus and are essential to providing feedback to the progress of both student participants and the model demonstration processes. EC/PMs play a variety of roles in their interactions with students based upon the needs of each individual; these roles may include: academic, social skills, and system navigation coaching, organization and time management assistance, and supporting the development of executive and self-management skills. Most importantly, ECs work to empower each student to build their capacity to grow with the goal of decreasing reliance on the coach's support. ECs also support students to understand and meet the expectations of the program and the college environment. With guidance from the EC, the students with I/DD select a course of study aligned with their self-determined goals, apply for financial assistance, and register for classes. Once enrolled, the student (and EC, if needed) connect with the college's Disability Resource Office to facilitate access to on-campus supports and services, and identify reasonable and appropriate accommodations and natural supports in classroom settings. ECs also support course instructors who wish to apply Universal Design (UD) and Universal Design in Learning (UDL) principles to make both instruction and learning more accessible to all students (Zeff, 2007). The ECs monitor student progress in courses and assist in project data collection. ECs may also work with participants in specific academic areas to support their learning in college settings. This includes assisting students in understanding the course content, helping students develop test-taking strategies, teaching students learning and memory strategies, and helping students understand the expectations of the course (reviewing syllabus and materials). ECs also encourage participants to seek additional academic supports through front-door first options and the Disability Resource Office on campus.

Model Strategy 9: Personal Technology Support (PTS). The project will provide Personal Technology Support (PTS) for participants. Educational coaches and project personnel will provide one-on-one training to project participants to empower their use of mobile technology in

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support of their college studies. Data from Hawai'i indicate that PTS offer numerous benefits including quicker access to information, more efficient use of communication functions, improved participation in online academic activities, better self- and time-management, and enhanced online social interactions, safety, and security. The training on PTS will include those apps that are identified as those most likely to be of benefit to the individual participants. The Hawai'i project has maintained a database of known support apps and have selected an "app cocktail" of applications that have demonstrated effectiveness in helping students with I/DD to develop academic, independence, and employment skills. The IHD project will begin with these apps and through support from our AT center explore other options. All participants are expected to benefit from the use of technology as research has shown that pairing the use of technology with strategies that promote self-determination (i.e., PCP) improve the outcomes of students with disabilities transitioning to PSE (Carter & Sisco, 2011; Lee, Wehmeyer, Palmer, Williams-Diehm, Davies, & Stock, 2014; Miner, 2013; Thomas & Dyles, 2010).

Model Strategy 10: Professional Development – Campus Wide. Professional development will be provided to instructors and campus support personnel with the goal of expanding teaching methodologies that are inclusive of Universal Design (UD), as well as increase awareness of disability and disability culture on campus, and the strengths of individuals with I/DD. Training specific to faculty and staff will have a primary focus on UD including UD for architecture and for learning. By focusing on UD, nearly all aspects of working with individuals are addressed including language/cultural and accessibility barriers. In addition, the project PI will lead training on disability and disability culture utilizing materials she was instrumental in developing. She will utilize materials, for which she led the development of when at CDS, that are designed to increase faculty awareness and skills associated with working with diverse students.

ADDPC Question and Proposed Response.
Q.2.b. To meet the goal of this pilot project, describe in detail how a culture of inclusion for students with I/DD will be developed, encouraged, promoted and maintained. Below are areas that impact inclusion of students with I/DD. Please note that it is not an all-inclusive list. The Applicant may include other aspects of college life. Please respond to any areas your program will be impacting, including any areas not specifically mentioned below.

The proposed project is designed to: provide individualized supports and services for inclusion of students with I/DD in academic courses, extracurricular activities, and other aspects of PSE; offer opportunities for academic enrichment, socialization, independent living, self-advocacy skills, and career skills that lead to gainful employment; and integrate PCP and the resources of an interagency team in the development of inclusive PSE opportunities for each student that could result in the achievement of a meaningful credential, or degree for students upon completion.

The following areas, as listed in the RFGA, will be addressed during project implementation. This information is followed by a description of the proposed model which also addresses some of the areas presented in the RFP.

- Admissions process and testing. Student participants will complete all required admissions processes, with support as needed.
- Support for identifying areas to study and a path for achieving a degree or certificate.

Each individual student will be supported through the processes indicated in this proposal while directing their own program of study. This includes development of a PCP.

- Encourage or engage students and/or staff without disabilities to participate and mentor students with I/DD. Education coaches will be recruited from IHD, CCC or other venues. The team will seek individuals who are representative of the community. In addition, the supports offered to all students at CCC will be utilized up front with the participants being supported to self-advocate. In addition, instructors will be provided professional development to support their engagement and instruction of the project participants and all students. Universal design for learning will be a primary focus of the professional development.
- Acclimation to college life environment, including clubs, sporting events, dorm life, and other areas. The educational coaches will work with participants to provide them with all options available on campus and associated with college life. The individual participants will choose the options that work for them and be supported, at the level needed, to participate.
- Providing assistive technology (AT) for students with I/DD. IHD houses the state of Arizona Tech Act Project, AzTAP. The individuals who work for AzTAP will be utilized to help determine AT needs that are beneficial to each individuals participant. The IHD team is well versed in the use of AT (Dr. Roberts is a RESNA certified Assistive Technology Practitioner (ATP) and Mr. McDermott is an avid proponent of cutting edge technologies) and place a high value on the benefits of technology for use in accessing all environments.
- Growing independent living skills. The growth of independent living skills is built into the model as coaches are trained to tier the level of support provided with a reduction in support continually considered and implemented as the individual becomes more confident - while not hindering success.

Expected Outputs and Outcomes (Added Value from the Experience)
It is projected that as coaches and other supporters implement the strategies, participants will experience outputs which add value to their quality of life. These outputs are reflected as outcomes in the form of Certificates and/or Degrees attained by participants as they proceed through their program of study. Each outcome should reflect the added value experienced by persons participating in PSE in the form of elevated independent living skills, new community/social engagement skills, and solid integrated employment skills.

ADDPC Question and Proposed Response.
Q.3. Describe how the pilot project, including any training or published materials, will be culturally competent and sensitive to the needs of the participants, and be provided in plain language or in alternative formats.

Question 3 will be addressed (1) by the Interagency Collaborative Team, which will be reflective of the cultural makeup of the community and who will review and provide input on pilot and dissemination materials, (2) by the project coordinator, who is well versed in accessibility of dissemination materials, assuring that all materials are fully accessible, (3) by utilizing the materials used by personnel at CDS which have been vetted for use in Hawai'i which is the most culturally diverse state in the country, and (4) by the PI who will vet all materials for cultural

competency, taking into consideration feedback from the ICT, project participants, and program staff.

ADDPC Question and Proposed Response.
Q.4. Describe the plan to educate and/or train faculty and other staff, including which staff will be involved in this project, type of curriculum used and how training will be conducted.

Objective III is specific to providing training and Model Component II also includes campus-wide professional development (PD). Training specific to faculty and staff will have a primary focus on universal design (UD) including UD for architecture and for learning. By focusing on UD, nearly all aspects of working with individuals are addressed including language and accessibility issues. In addition, the project PI will lead training on disability and disability culture as well as legislative initiative utilizing materials she was instrumental in developing.

The project team understands that in order for individuals with I/DD to be successful in PSE all aspects of the campus need to be accessible. Thus, the project team will work with the CCC team to provide broad reaching PD including information on campus culture. Dr. Roberts was a primary author of a campus culture assessment and, thus, can help the CC personnel, if needed, understand their campus culture and implement strategies for improvement as needed. Lastly, the overall mission of IHD is to improve Access, Attitudes, and Inclusion of individuals with disabilities. We have found that attitudes are the primary barrier to full inclusion. By working with four individuals with I/DD and laying the foundation for them to success in PSE, attitudes should begin to change as success is achieved for the individuals.

ADDPC Question and Proposed Response.
Q.5. Describe what this project will look like in three years and how it becomes self-sustaining by the college/university.

Objective VII - Replicate and sustain the model throughout Arizona - refers specifically to sustaining the program. Seeking ongoing funding is a crucial component for sustaining the program in the short-term. As the model is implemented and demonstrated, with data and outcomes demonstrating success, model aspects will naturally be integrated into PSE settings in Arizona. Through receipt of ongoing funding, the model will be replicated in other PSE settings in Arizona including in tribal colleges and universities. The IHD team will work with CCC to ensure that the model components are embraced by CCC personnel. This process will be informed with data demonstrating the success of the model.

Objectives and Activities.
Following is a detailed description of the project objectives and associated activities. The management plan (one year timeline) provides this narrative in a table format for easier access and includes persons responsible and specific timelines.

Administrative Objective: Startup activities including establishing the program infrastructure including hiring educational coaches, executing the consultant agreement, and developing a website for recruitment and dissemination purposes.

Objective 1: Refine and enhance 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.

Act. 1.1 Bring together interagency team members from across Northern Arizona to collaboratively refine each of the strategies for use in Northern Arizona during the pilot project. Delineate refinements in operational terms for use in the pilot project and future programming. The interagency collaborative (ICT) team will consist of individuals from Coconino Community College (CCC), Arizona Division on Developmental Disabilities (DDD), Arizona Developmental Disability Planning Council (ADDPC), State VR, and Self-advocates. Efforts will be made to ensure that the ICT represent the various cultural groups in Northern Arizona. (note – the ICT will also serve in an advisory role)

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.

Objective II. Prepare four qualified individuals with I/DD ages 18-23 to participate in PSE. Months 2-6.

Act. 2.1 Work with partners (including the interagency collaborative team members) to recruit qualified individuals with I/DD ages 18 to 23.

Act. 2.2 Assess readiness to participate.

Act. 2.3 Assist participants in completion of the CCC application and financial aid process

Outcomes: Four individuals are accepted into the program and prepared to start college at CCC.

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; Months 1-11.

Act. 3.1 Bring together the ICT members to collaboratively refine the training materials used in Hawai'i for use in Northern Arizona during the pilot project.

Act. 3.2 Utilize the refined training materials to train education coaches, PSE personnel, and adult agency personnel to use the strategies within the three model components.

Act. 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.

Outcomes: Training is provided and thus implementation occurs with high fidelity.

Objective IV: Pilot test the refined model with four individuals with I/DD ages 18-23. Accomplished with collaboration from CCC, PSE disability resource office personnel, VR counselors, ICT members, and disability-focused entities. Note, future programming will include ADE personnel. Months 4-12.

Act. 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.

Act. 4.2 Support delivery of the model strategies using the 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.

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.

Act. 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.

Act. 5.2 Use process/formative data to revise model components/strategies and instruments.

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Act. 5.3 Use outcomes data to assess impact of the model and model components/strategies on the participants.

Act. 5.4 Administer pre-, mid-, and post-assessments related to model delivery and student progress as aligned with the model components and strategies. See below for proposed instruments.

Act. 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.

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. Versions of instruments that may be used (with and w/out modifications) include the UHM CDS developed instruments - (1) Mid-Semester Check-In: Student Survey, (2) Mid-Semester Expectations, (3) Self-assessment Inventory (SAI), (4) Self-Assessment of Academic Habits; (5) DEIS Participant End of Semester Evaluation, (6) Student Assessment Report (SAR).

Commercially available instruments that may be used to collect evaluation data include: (7) Person-Centered Planning Fidelity (Holbum, Gordon, &Vietze, 2007), (8) Team Performance Rating Scale (Stodden, 2005).

Additional data collection methods 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 four students with I/DD are collected and analyzed to determine efficacy of the model. Data will include student's 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 replicating the model in other sites. (IHD Media staff, project staff, input from students with I/DD, family members and other PSE personnel). *Note – a website will be developed for use by the project but it is not the intent within one year to have an extensive website.* Months 11-12.

Act. 6.1 Develop contacts and procedures for distribution of project outcomes and the model for ongoing replication.

Act. 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.

Act. 6.3 Distribute replication materials and results to project participants the ICT and other stakeholders.

Outcomes: Contacts and procedures for approval and distribution of replication materials are identified and utilized.

Objective VII: Replicate and sustain the model throughout Arizona.

Act. 7.1 Develop a comprehensive plan for obtaining future and ongoing funding by working with the consultant and other key stakeholders.

Act. 7.2 Implement the comprehensive plan (7.1) that may include seeking state, local, and federal funding as well as foundation funding.

Outcomes: The plan for obtaining ongoing funding is implemented in full and ongoing funding secured.

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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ATTACHMENT 1:
Timeline/Implementation Plan of Major Activities

Timeline/Implementation Plan of Major Activities

Activities	Responsibility	Timelines	Evaluation P=Process - O=Outcomes
Administrative Objective: Startup activities establishing the program infrastructure including hiring educational coaches, executing the consultant agreement, and developing a basic website for recruitment and dissemination purposes.			
Objective 1: Refine and enhance 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 Bring together interagency team members from across Northern Arizona to collaboratively refine each of the strategies for use in Northern Arizona during the pilot project. Delineate refinements in operational terms for use in the pilot project and future programming. The interagency collaborative team (ICT) will consist of individuals from Coconino Community College (CCC), Arizona Division on Developmental Disabilities (DDD), Arizona Developmental Disability Planning Council (ADDPC), State VR, and Self-advocates. Efforts will be made to ensure that the ICT members represent the various cultural groups in Northern Arizona. (note – the ICT will also serve in an advisory role)	PI, CR, AS, EV, EC, CN, IT	Months 1 – 5 & 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.			
Objective II. Prepare four qualified individuals with I/DD ages 18-23 to participate in PSE. Months 2-6.			

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Activity	Team	Timeline	Performance/Outcome Measures
2.1 Work with partners (including the interagency team members) to recruit qualified individuals with I/DD ages 18 to 23.	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 four individuals with I/DD to participate in the pilot project.
2.2 Assess readiness to participate.	PI, CR, EC, CN	Months 3-5	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 CCC application and financial aid process	CR, EC	Months 3-6	P-The team demonstrates understanding of the application process and the steps necessary to make it happen. O-Participants are enrolled in CCC and have a PCP in place.

Outcomes: Four individuals are accepted into the program and prepared to start college at CCC.

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; Months 1-11.

Activity	Team	Timeline	Performance/Outcome Measures
3.1 Bring together the ICT members to collaboratively refine the training materials used in Hawai'i for use in Northern Arizona during the pilot project.	PI, CR, EV, EC, CN, IT	Months 2 – 12 - ongoing	P-Assess the quality of the training & TA activities/materials through the ICT. O-The materials re ready for use.
3.2 Utilize the refined training materials to train education coaches, PSE personnel, and adult agency personnel to use the strategies within the three model components.	PI, CR, EV, EC, CN, IT	Months 2 – 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, & missing information.

Activity	Responsible	Timeline	Evaluation
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, CR, EV, EC, CN, IT	Months 2-12	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: Pilot test the refined model with four individuals with I/DD ages 18-23. Accomplished with collaboration from CCC, PSE disability resource office personnel, VR counselors, interagency collaborative team members, and disability-focused entities. Note, future programming will include ADE personnel. 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.	PI, CR, EC	Months 4-12	P-Verify, through a review of meeting notes & interviews that the strategies have been pilot tested 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 implementation fidelity protocol (developed by UHM staff). The	PI, CR, EV, EC	Months 5-12	P-Assess utilization of the fidelity protocol as it is being used.

Activity	P/O	Persons	Timeline
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.	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.	P- Confirm data are collected as planned and analyze data. O-Plan for implementation is utilized as intended.	PI, CR, EV, EC, CN	Months 6 - 12
5.2 Use process/formative data to revise model components/strategies and instruments.	P-Confirm data are collected as planned. O-Model is revised and finalized for AZ	PI, CR, EV, EC, CN, IT	Months 6 - 12
5.3 Use outcomes data to assess impact of the model and model components/strategies on the participants.	P-Administer pre-mid-post scales and analyze data. O-Data are used to assess effectiveness of the model.	PI, CR, EV, EC, CN, IT	Months 6 - 12
5.4 Administer pre-, mid-, and post-assessments related to model delivery and student progress as aligned with the model components and strategies. See below for proposed instruments.	P-Adherence to the timeline for collection of formative evaluation data. O-pre-, mid-and post data are collected and impact documented.	PI, CR, EV, EC, CN	Months 6 - 12
5.5 Measure attitude/behavior changes of staff, faculty, and students with and without disabilities involved in the project,	P-Adherence to the timeline for collection of formative evaluation data.	PI, CR, EV, EC, CN	Months 4 - 12

	O-pre-, mid,-and post data are used to document change.

which will be evaluated through interviews with pertinent individuals

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. Versions of instruments that may be used (with and w/out modifications) include the UHM CDS developed instruments - (1) Mid-Semester Check-In: Student Survey, (2) Mid-Semester Expectations, (3) Self-assessment Inventory (SAI), (4) Self-Assessment of Academic Habits; (5) DEIS Participant End of Semester Evaluation, (6) Student Assessment Report (SAR).

Commercially available instruments that may be used to collect evaluation data include: (7) Person-Centered Planning Fidelity (Holbum, Gordon, &Vietze, 2007), (8) Team Performance Rating Scale (Stodden, 2005).

Additional data collection methods 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 four 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.

Activity	Personnel	Timeline	Measures
6.1 Develop contacts and procedures for distribution of project outcomes and the model for ongoing replication.	PI, CR, AS, CN	Months 11-12	P-Review of meeting notes & dissemination materials O-Contacts and procedures approved by the ICT.
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.	PI, CR, AS	Months 11-12	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.
6.3 Distribute replication materials and results to project participants the Interagency Collaborative Team (ICT) and other stakeholders.	PI, CR, AS	Months 11-12	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 Develop a comprehensive plan for obtaining future and ongoing funding by working with the consultant and other key stakeholders.	PI, CR, CN, AS	Months 1-12	P-Planning meetings are schedule. O-Plan is developed.
7.2 Implement the comprehensive plan (7.1) that may include seeking state, local, and federal funding as well as foundation funding.	PI, CR, CN, AS	Months 1-12	P-Processes are in place. O-Plan is implemented and funding obtained.
Outcomes: The plan for obtaining ongoing funding is implemented in full and ongoing funding secured.			

PI=Principal Investigator, CR=Coordinator, AS=Administrative Support, EV=Evaluator, EC=Education Coaches, CN=Consultant, IT=Interagency Collaborative Team Members

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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.

ATTACHMENT 2:
Letters of Support

Coconino Community College

May 22, 2019

Kelly Roberts, Ph.D.
Principal Investigator
Northern Arizona University
Institute for Human Development
PO Box 5630
Flagstaff, AZ 86011

Dear Dr. Roberts,

I am writing today to express my support for the Pilot Project to Support Inclusion Practices in Colleges - an Exemplary Model for Students with Intellectual and Developmental Disabilities (I/DD) in Postsecondary Education Settings. This grant is being submitted to the Arizona Developmental Disabilities Planning Council by the Institute for Human Development (IHD) at Northern Arizona University. We are so appreciative to be a part of this project and look forward to the many ways it will impact the lives of our students. We are also grateful for another opportunity to build the partnership between Coconino Community College and Northern Arizona University.

We understand that the proposed project will demonstrate inclusive practices and promote quality, inclusive postsecondary education at Coconino Community College. The project will result in improved employment and independent living outcomes for individuals with I/DD.

As a collaborator, we will work with the staff of IHD to support project implementation and thus the success of individuals with intellectual and developmental disabilities in college. If the project is funded, the College will work with IHD personnel to review the proposal and provide support, as determined reasonable, for project activities including recruiting students, supporting professional development, and supporting students through our existing student support services.

Coconino Community College serves many diverse communities throughout the more than 18,000 square miles of Coconino County. In addition to two campuses in Flagstaff, CCC reaches out to the more rural portions of the County including Williams, the Grand Canyon, Page/Lake Powell, Fredonia, Tuba City and other remote areas on the Navajo, Hopi and Supai Tribal Lands with instructional sites that offer classes. The College serves more than 3,500 students each semester with between 35 – 40 % of our students identifying as Native American or Hispanic race/ethnicity.

Please feel free to contact my Assistant, April Sandoval at 928-226-4217 or april.sandoval@coconino.edu so that we may demonstrate further support of this proposal.

Sincerely,

Colleen A. Smith, PhD
President

FLAGSTAFF, LONE TREE ADMINISTRATION OFFICE & CAMPUS • 2800 S. LONE TREE RD., FLAGSTAFF, AZ 86005 | 928.527.1222
FLAGSTAFF, FOURTH STREET CAMPUS • 3000 N. FOURTH ST., FLAGSTAFF, AZ 86004-1825 | 928.526.7600
PAGE/LAKE POWELL INSTRUCTIONAL SITE • PO BOX 728, PAGE, AZ 86040 | 928.645.3987
www.coconino.edu
CCC is an AA/EOE institution and complies with ADA.

IEC

INTERNATIONAL EDUCATION CORPORATION

41-967 Laumilo Street
Waimanalo, Hawaii 96795

May 20, 2019

TO:	Kelly D. Roberts
FROM:	Robert A. Stodden, Ph D.
RE	Commitment to Consultancy

I am very pleased to accept the request to provide development, implementation, and evaluation expertise to your pilot project - *Northern Arizona Pilot Project to Support Inclusion Practices in Colleges - an Exemplary Model for Students with Intellectual and Developmental Disabilities in Postsecondary Education Settings* (pending approval of funding). I have blocked out the necessary time and can provide the services as described within the proposal. I have over 20 years of experience working to develop and demonstrate support frameworks for students with intellectual and developmental disabilities in postsecondary education programs of study. I have directed numerous funded projects and guided all aspects of the model development and implementation, of the Office of Postsecondary Education funded Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID project at the University of Hawai'i. In addition, I have led the development and implementation of a stringent fidelity evaluation system - Data Collection, Analysis, and Reporting System (DCARS) for which I will work with your team to establish at IHD.

As a consultant, I will guide the IHD project team and Interagency Collaboration Team in ensuring that the model, used in Hawai'i, is refined to fit Northern Arizona and is implemented with fidelity. I will also work with the Northern Arizona Team on strategies for creating a sustainable model. I will work closely with the program evaluator to guide her on the use of the DCARS while working closely with Dr. Roberts to ensure the model is implemented with fidelity.

Sincerely,

Robert Stodden, Ph.D.
Email: stodden@hawaii.edu
Tel: 808-956-9199
CEO and Senior Evaluation Specialist
INTERNATIONAL EDUCATION CORPORATION (IEC)

Douglas A. Ducey
Governor

Michael Trailor
Director

May 21, 2019

Kelly Roberts, Ph.D.
Principal Investigator
Northern Arizona University
Institute for Human Development
PO Box 5630
Flagstaff, AZ 86011

Dear Dr. Roberts,

We appreciate the opportunity to collaborate on the proposed project being submitted to the Arizona Developmental Disability Planning Council. We support the Pilot Project to Support Inclusion Practices in Colleges - an Exemplary Model for Students with Intellectual and Developmental Disabilities (I/DD) in Postsecondary Education Settings. As I understand it your proposal is designed to support individuals with I/DD to enter postsecondary education, through typical means, and succeed in postsecondary education thus having improved quality of life and being employed.

If funded, we would be happy to have a representative serve on the interagency team, which will provide guidance to the refinement of the comprehensive support model being replicated and implemented in Northern Arizona. We are interested in bringing our collective experience and wisdom to the group, to assist you and your team in meeting the objectives in an efficient, knowledgeable, and culturally-sensitive manner.

Thank you for the opportunity to support individuals with I/DD to be successful in postsecondary education, a goal worthy of our hard work and dedication. We look forward to hearing more from you, and we wish you the best of luck in securing funding for your proposal.

Sincerely,

Leah Gibbs
Community Outreach Administrator
Division of Developmental Disabilities

badr/LDG

Douglas A. Ducey
Governor

Michael Trailor
Director

June 11, 2019

Kelly Roberts, Ph.D.
Principal Investigator
Northern Arizona University
Institute for Human Development
PO Box 5630
Flagstaff, Arizona 86011

Dear Dr. Roberts:

Thank you for inviting us to support your proposal — *Pilot Project to Support Inclusion Practices in Colleges — an Exemplary Model for Students with Intellectual and Developmental Disabilities (I/DD) in Postsecondary Education Settings* — to the Arizona Developmental Disability Council. We believe that the proposal, if funded, would fill a need in Northern Arizona to support more persons with I/DD in college. The Vocational Rehabilitation program focuses on serving individuals with disabilities and is expanding services to persons with I/DD. We look forward to ongoing collaboration and support your proposal.

If funded, we can serve on the interagency team to help guide and refine the comprehensive support model proposed to be replicated and implemented in Northern Arizona. We believe that the interagency team will be strengthened by the experiences and wisdom that Vocational Rehabilitation staff will bring to the table.

Thank you for the opportunity to support programs that support persons with I/DD to be successful in college. We believe inclusion in education is something vitally important to the society as a whole. We wish you the best of luck with the funding of this proposal, please keep us informed if there are further developments.

Should you have any questions, please contact Kristen Mackey, Rehabilitation Services Administrator, at (602) 364-2907.

Sincerely,

Michael Wisehart
Assistant Director
Division of Employment and Rehabilitation Services

NORTHERN ARIZONA UNIVERSITY

Disability Resources

5/24/2019

Kelly Roberts, Ph.D.
Principal Investigator
Northern Arizona University
Institute for Human Development
PO Box 5630
Flagstaff, AZ 86011

Dear Dr. Roberts,

As the Director of Disability Resources and the ADA Coordinator/504 Compliance Officer for NAU I am keenly aware of the under attainment of postsecondary education outcomes for individuals with intellectual and developmental disabilities (I/DD). With this said I fully support your effort to provide individuals with I/DD with supports that will assist them in accessing and succeed in postsecondary education. I particularly like the fact that you will be using existing supports before using specialized supports. Utilizing the services already available at NAU provides for a more inclusive experience.

If funded I am open to working with your team to serve on the interagency team, which will provide guidance to the refinement of the comprehensive support model being replicated and implemented in Northern Arizona, or to assign a qualified person from my office.

Thank you for the opportunity to collaboratively support individuals with I/DD to be successful in postsecondary education.

Sincerely,

Jamie Axelrod
Director, Disability Resources
Sec 504/ADA Coordinator

EVALUATION PLAN

EVALUATION PLAN

The evaluator will work closely with the consultant and utilize the in-depth Data Collection, Analysis, and Reporting System (DCARS) developed by CDS, following any refinements to fit the Arizona pilot project. The DCARS is an extensive database that provides a means for data collection, data housing, and analysis. In addition to DCARS, other tools developed and validated at UHM CDS will be reviewed, revised to ensure relevancy to the northern Arizona population, and used for data collection. If the interagency collaborative team (ICT) determines that additional instruments (i.e., additional data) are needed, this will be addressed.

The overall evaluation design is descriptive and exploratory in nature (Level I-Process Evaluation), as well as output & outcome driven (Level II-Output-Outcome Evaluation).

Both level I (process) and level II (outcomes and output) data will be collected at multiple points (before participation, after six months, and semi-annually thereafter) 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. For example, growth curve analysis may be used to demonstrate change for each participant; or for pre and post data, matched T tests may be used to provide an estimate of the impact of the model. Qualitative data collected through surveys and interviews will be analyzed using the constant comparative method of analysis (Glaser & Strauss, 1967) in NVivo. In this method, the researcher begins with a particular incident or response from the data and compares it with other incidents or responses. Through these means, themes may become evident which can add insight into the questions associated with a particular point of the demonstration project. Credibility of the qualitative data will be obtained by having three researchers interpret the data and calculating the inter-rater reliability of three discrete analyses of the dataset (NVivo). Trustworthiness of the qualitative data analysis will be ensured through triangulation of multiple data sources (e.g., participant interviews and meeting observations) to build a coherent justification for emerging themes (Creswell, 2003 & Miles & Huberman, 1994).

Level I-Process evaluation will monitor the achievement of program-level activities related to development, timing, and conduct of implementation activities aligned with the seven objectives. Process evaluation will include a mixed methods approach using both qualitative and quantitative data gathering. 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 logs. In addition, interviews will be held with the participants and other stakeholders near the end of the one-year project.

Level I-Process evaluation questions include: 1) To what extent did the ICT perform as intended? 2) How were pilot test results used to refine and enhance the inclusive support model so that current and expansion sites can implement the model components with fidelity? 3) What types of training and TA were provided? 4) What types of training were requested? 5) What strategies were used with each participant? 6) How were strategies tiered when provided to each participant

Process evaluation outcomes, for which data will be collected and reported include: (1) a description of the population of students who were supported (demographic information); (2) evidence of academic and social inclusion in academic courses, extracurricular activities, and career/vocation preparation; (3) a description of how the model supported partnerships among

1

interagency personnel and self-advocates; (4) progress on sustaining the program and strategies beyond the one-year grant period; (5) a description of how the model addresses individualized student needs and improvement through PCP, academic enrichment, socialization, and independent living skills; (6) a description of the gains made in achieving the project objectives and a review of any barriers or challenges encountered; (7) the outcomes of course completers and those who may not complete a course; and (8) a description of the strategies used and perceived effectiveness of each.

Level II Output-Outcome Evaluation is intended to measure the progress and attainment of long-range project goals/activities and any resulting impact. That is, if the process evaluation is implemented as intended, the data collected for the outcome evaluation should answer the following evaluation questions: 1) To what extent did the model improve students' self-advocacy and self-determination skills? 2) To what extent did the model supports facilitate the academic access, engagement, and progress of participants? 3) To what extent did the model improve students' social and behavioral skills related to community engagement? 4) To what extent did the model increase the use of mobile technology to support students in the program? 5) To what extent did the model improve participants' employment skills, knowledge, and readiness? 6) To what extent did the model prepare participants to live independently? 7) To what extent did the model increase the number of individuals who continued their education? 8) To what extent have interagency and family collaborations changed? 9) What are the outcomes associated with the use of specific strategies?

Quantitative data will be collected through pre- and mid- surveys (mid-semester), and post follow-up surveys from educational coaches and participants. Other data to be collected include course grades and attendance.

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, linkages and student outcomes) to determine if the model strategies are operating as intended. Previously developed instruments will be used, modified, or developed and used to provide data needed to determine further data collection, analysis, reflection and refinement of the model. Versions of instruments that may be used (with and without modifications) include the UHM CDS developed instruments - (1) Mid-Semester Check-In: Student Survey, (2) Mid-Semester Expectations, (3) Self-assessment Inventory (SAI), (4) Self-Assessment of Academic Habits; (5) DEIS Participant End-of-Semester Evaluation, (6) Student Assessment Report (SAR).

Commercially available instruments that may be used to collect evaluation data include: (7) Person-Centered Planning Fidelity (Holbum, Gordon, &Vietze, 2007) and (8) Team Performance Rating Scale (Stodden, 2005). Additional data collection methods include: (9) grades for college students and report cards for high school students (future participants), (10) check-in/interviews and record reviews with the State of Arizona Division of Vocational Rehabilitation (DVR) counselors, (11) PCP record of activities, meeting notes, records review, and (12) demographic and performance data relating to enrollment, attendance, class performance, student retention, degree/certificate completion, and internship/employment placement (not an exhaustive list).

Budget Request Form
ABOR for and on behalf of Northern Arizona University

Contractor Name:

Contractor Address:

PO Box 4130	Flagstaff	AZ	86011-4130
Street Address	City	State	Zip

Project Name: Pilot Project to Support Inclusion Practices in Colleges - an Exemplary Model for Students with Intellectual and Developmental Disabilities (I/DD) in Postsecondary Education Settings

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	$53,589		$11,946	$65,535
Fringe Benefits	$20,028		$4,086	$24,114
Supplies / Operating Expenses	$5,088			$5,088
Travel	$800			$800
Rent or Cost of Space				
Contracted Services / Professional Services	$11,400			$11,400
Administrative / Indirect Costs	$9,091		$17,426	$26,517
Total Costs	$99,996		$33,458	$133,454

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.

Michael Nichols
Name of Certifying Official

Associate Vice President for Sponsored Projects
Title of Certifying Official

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

BUDGET AND BUDGET NARRATIVE
July 1, 2019 – June 30, 2020

		ADDPC	NAU	TOTAL
Personnel				
	Kelly Roberts, PhD .0325 FTE (ADDPC) .0575 FTE (NAU)	$4,352	$7,699	
	John McDermott .50 FTE	$25,214		
	Arden Day .05 FTE	$3,090		
	Nicholas Blum .08 FTE	$3,333		
	TBD Education Coach 1 .25 FTE (10 Months)	$8,800		
	TBD Education Coach 2 .25 FTE (10 Months)	$8,800		
	Jie Kunkel .0610 FTE (NAU)		$4,247	
TOTAL SALARIES		$53,589	$11,946	$65,535
TOTAL ERE/FRINGE	See justification for explanation	$20,028	$4,086	$24,114
TOTAL PERSONNEL		$73,617	$16,032	$89,649
Supplies/Operating Expenses				
	Supplies	$2,000		
	Site Support Funds	$290		
	CCC Tuition Support	$2,198		
	CCC Incidentals	$400		
	SAT/ACT test fees	$200		
TOTAL SUPPLIES/EXPENSES		$5,088		$5,088
Travel				
		$800		
TOTAL TRAVEL		$800		$800
Rent or Cost of Space				
	n/a			
Contracted Services/Professional Services				
	Dr. Robert Stodden	$11,400		
TOTAL CONTRACTED		$11,400		$11,400
TOTAL DIRECT COSTS		$90,905	$16,032	$106,938
Indirect Costs	See justification for explanation	$9,091	$17,426	$26,517
TOTAL FUNDS REQUESTED		$99,996	$33,458	$133,454

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DETAILED BUDGET NARRATIVE

Personnel:

Kelly D. Roberts, PhD, Principal Investigator, 0.0325 FTE (sponsored effort) and 0.0575 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.

John McDermott, BA, Coordinator/Coach 0.50 FTE: Mr. McDermott holds a Bachelor of Arts in Liberal Studies degree from Northern Arizona University and two near-complete degrees in Aeronautical Science and Science, Technology, and Globalization through Embry-Riddle Aeronautical University. Mr. McDermott has significant experience working directly with persons with I/DD. He has worked in dissemination for the past six years and on various IHD projects since 2006. During this time, he has led the development efforts for online modules through Adobe Captivate and Bb Learn, maintained websites using the Ektron and WordPress content management systems, and conducted and hosted webinars through Adobe Connect. Before his more recent work in dissemination, Mr. McDermott worked as an interpreter and caretaker for persons with significant speech and other physical disabilities. Mr. McDermott and his family share a home with a person with significant disabilities and are committed to the inclusion of persons with disabilities in all of life's activities. Mr. McDermott and his partner are leaders in the early stages of development of a co-housing project for persons with and without disabilities living together in a holistic and supported community.

Mr. McDermott will work closely with project staff in the development and implementation of the project, as well as serve as one coach for the participants. For this inclusive project, he will provide vital guidance and support for participants navigating higher education. Further, Mr. McDermott will lead dissemination of the outcomes aligned with the proper alignment of all disseminated materials with federal and state access standards of materials developed and disseminated.

Arden Day, MA, Evaluator 0.05 FTE: Ms. Day is an experienced academic researcher and evaluator with over 10 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 an 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 leading the refinement of the evaluation materials from the University of Hawai'i, designing new materials if needed, collecting, and analyzing all data. Ms. Day will work closely with Dr. Roberts, Mr. McDermott, Dr. Stodden, and the Interagency Team members to assure the evaluation design and implementation are rigorous and aligned with the proposed project outcomes. Together they will also assure that the research and evaluation processes are culturally relevant and appropriate. This will include execution of all research and evaluation activities. Ms. Day will work closely with Dr. Stodden to explore the use of the Data Collection, Analysis, and Reporting System (DCARS), which is used in Hawai'i with excellent results (see appendix). The evaluation results will be used to continually improve program activities and report on outcomes.

Nicholas Blum, BA, Project Support Coordinator, 0.08 FTE: Mr. Blum will provide administrative support to the project by making travel arrangements, product and service procurement, and monitoring expenditures. Mr. Blum holds a BA degree and has extensive experience with administrative support and coordination in both academic and professional settings, with a particular focus on business writing and editing. Mr. Blum is proficient with word processing, accounting and online communication software and has experience managing budgets and ensuring compliance with relevant laws and statues. Mr. Blum is trained and will adhere to all NAU procedures and regulations and will report to the PI, the Budget Manager and other project staff, as needed.

TBH Education Coaches, 0.25 FTE (10 months): Two Education Coaches will be hired in order to provide support and guidance to the four participants with I/DD who will be taking part in the project. IHD will ensure that the hired coaches are highly qualified and committed to achieving the project goals with efficiency, care, and fidelity to the established model. These coaches will report directly to the PI and Coordinator/Coach, as well as receiving administrative support directly from the Project Support Coordinator.

Jie Kunkel, M.A., Budget Manager, 0.0610 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 in IHD in various financial-management roles since 2006, currently serving at IHD's Budget Manager, 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 assure 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.

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 his/her salary by the total cost of his/her benefit package.

Supplies/Operating Expenses:

Supplies: Funds are requested for technology to support participants' journey into higher education. The precise technology is not known, since the precise nature of participants is not known at this time. We expect these funds to pay for Assistive Technology, including hand held devices and apps, for participants as well as general office supplies needed for taking classes at the college level.

Site Support Funds: Site support funds are requested to cover training and hosting meeting events (in-person and/or remotely) with the primary purpose being the dissemination of technical information. This will include parking fees for participants, rental equipment (PA equipment, tables, chairs, etc.), beverages, bags, folders etc. This budget line item is requested to provide a degree of flexibility in funding of unforeseen necessities.

Coconino Community College (CCC) tuition support: Funds are requested to cover participants' tuition for classes during the spring 2020 semester. CCC charges per credit hour, with the vast majority of classes being 3 credit hours. Further, CCC charges different tuition depending on the established residency of the student (Coconino County vs. Arizona vs Western States vs Other States). We expect all four participants to take classes and have budgeted for six total courses. The expectation is that all four participants will take one 3-credit course and two participants will take two courses the Arizona state resident rate. (2 participants to take 6 credits each, the other 2 participants to take 3 credits each – 18 credits total).

CCC incidentals: Funds are requested for incidental expenses for the participants during their semester of classes at CCC. Although CCC tuition rates are inclusive of some fees as well as a county bus pass, these rates do not include any consideration for books, other learning or education material, or unexpected fees. We are estimating these costs at $100/student for the semester.

SAT/ACT test fees: CCC has an application requirement of the completion of an SAT or ACT standardized test in order to be enrolled in Math or English classes. We do not know if participants will have completed these tests. We have budgeted $50 per participant to cover the fees associated with these standardized tests, if they are required for admission to CCC.

Travel:

Funds are requested for in-state travel, including NAU Fleet Services car rental and mileage reimbursement for participants, educational coaches, and other staff to travel around the state and county, as needed, including 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 taken into account when planning travel.

Rent of Cost of Space:
n/a

Contracted Services/Professional Services:

Dr. Robert Stodden: Dr. Robert Stodden was the PI on the first round of funding received by the University of Hawaii Center on Disability Studies (CDS), from the US Office of Postsecondary Education for TPSID projects (of which Dr. Roberts was the Co-PI) and the Co-PI on the second round of TPSID funding (for which Dr. Roberts was the PI). At CDS Dr. Stodden has guided all aspects of the model implementation. He has led development of the model components, strategies, and the evaluation materials. As a consultant he will guide the IHD project team in ensuring that the model is implemented with fidelity and thus yields the best results possible. He will also advise the Northern Arizona Team on possible means for creating a sustainable model. He will work closely with the program evaluator to guide her on the use of the Data Collection, Analysis, and Reporting System (DCARS) developed and used at CDS (note: all materials from Dr. Stodden/UHM that have been developed and validated are available upon request) while working closely with Dr. Roberts to ensure the model is implemented with fidelity.

Administrative/Indirect Costs:

Normally, indirect costs would be requested at 30.9% Modified 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 Total Direct Costs. Note that the forgone indirect (the different between NAU's negotiated rate and the required rate from the sponsor) is hereby claimed as an indirect cost-share match.

<div align="center">

TOTAL SPONSORED DIRECT COSTS: $90,905
TOTAL COST-SHARE DIRECT COSTS: $16,032

SPONSORED INDIRECT COSTS: $9,091 (10% of SPONSORED TDC)
COST-SHARE INDRECT COSTS: $17,426 (Forgone Indirect)

TOTAL ADDPC FUNDS REQUESTED: $99,996
TOTAL MATCHED COST-SHARE FUNDS: $33,458

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COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN:

ORGANIZATION:

Northern Arizona University
P.O. Box 4069
Flagstaff, AZ 86011-4070

DATE: 03/16/2017

FILING REF.: The preceding
agreement was dated
02/07/2013

The rates approved in this agreement are for use on grants, contracts and other
agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED   FINAL   PROV. (PROVISIONAL)   PRED. (PREDETERMINED)

EFFECTIVE PERIOD

TYPE	FROM	TO	RATE(%)	LOCATION	APPLICABLE TO
PRED.	07/01/2017	06/30/2021	52.00	On-Campus	Organized Research
PRED.	07/01/2017	06/30/2021	26.00	Off-Campus	Organized Research
PRED.	07/01/2017	06/30/2021	51.20	On-Campus	Instruction
PRED.	07/01/2017	06/30/2021	26.00	Off-Campus	Instruction
PRED.	07/01/2017	06/30/2021	30.90	On-Campus	Other Sponsored Activities
PRED.	07/01/2017	06/30/2021	26.00	Off-Campus	Other Sponsored Activities
PROV.	07/01/2021	Until Amended	Use same rates and conditions as those cited for fiscal year ending June 30, 2021.		

*BASE

Modified total direct costs, consisting of all salaries and wages, fringe
benefits, materials, supplies, services, travel and subgrants and subcontracts
up to the first $25,000 of each subgrant or subcontract (regardless of the
period covered by the subgrant or subcontract). Modified total direct costs
shall exclude equipment, capital expenditures, charges for patient care,
student tuition remission, rental costs of off-site facilities, scholarships,
and fellowships as well as the portion of each subgrant and subcontract in
excess of $25,000.

ORGANIZATION: Northern Arizona University
AGREEMENT DATE: 3/16/2017

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

This organization charges the actual cost of each fringe benefit direct to
Federal projects. However, it uses a fringe benefit rate which is applied to
salaries and wages in budgeting fringe benefit costs under project proposals.
The following fringe benefits are treated as direct costs:
FICA, WORKERS COMPENSATION, HEALTH/DENTAL INSURANCE, BASIC LIFE INSURANCE,
UNEMPLOYMENT INSURANCE, LONG-TERM DISABILITY, PENSION PLAN, AND RETIREE
ACCUMULATED SICK LEAVE.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in
salaries and wages and are claimed on grants, contracts and other agreements
as part of the normal cost for salaries and wages. Separate claims are not
made for the cost of these paid absences.

OFF-CAMPUS DEFINITION AND APPLICATION
The off-campus rate is applicable to those projects conducted in facilities
not owned or leased by the University. However, if the project is conducted
in leased space and lease costs are directly charged to the project, then the
off-campus rate must be used. A project is considered off-campus if more than
50% of its salaries and wages are incurred at an off-campus facility. If a
project is determined to be off-campus, it shall be considered wholly
off-campus. Separate on and off-campus rates will not be used for a single
project.

DEFINITION OF EQUIPMENT
Equipment is defined as tangible non-expendable personal property having a
useful life of more than one year and an acquisition cost of $5,000 or more
per unit.

The four-year extension of the indirect cost rate was granted in accordance
with 2 CFR 200.414(g).

NEXT PROPOSAL DUE DATE
A proposal based on actual costs for fiscal year ending 6/30/2020 will be due
no later than 12/31/2021.

ORGANIZATION: Northern Arizona University

AGREEMENT DATE: 3/16/2017

SECTION III: GENERAL

A. **LIMITATIONS:**

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted: such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. **ACCOUNTING CHANGES:**

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. **FIXED RATES:**

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. **USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. **OTHER:**

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Northern Arizona University

(INSTITUTION)	ON BEHALF OF THE FEDERAL GOVERNMENT:

Northern Arizona University

(INSTITUTION)

Bjon Flugstad
(SIGNATURE)

Bjorn Flugstad
(NAME)

Vice President, CFO
(TITLE)

_3/29/17_
(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -A   Digitally signed by Arif M. Karim -A
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC, ou=People, cn=Arif M. Karim -A, 0.9.2342.19200300.100.1.1=2000212695
Date: 2017.03.28 15:13:58 -05'00'

(SIGNATURE)

Arif Karim
(NAME)

Director, Cost Allocation Services
(TITLE)

3/16/2017
(DATE) 0159

HHS REPRESENTATIVE: Helen Fung

Telephone: (415) 437-7820

Applicant's Background Information Form

Complete each item, using attachments where necessary and label your response "**Applicant's Background Information Form**". Attachments shall indicate the item number and heading being referenced as it appears below. Failure to make full and complete disclosure may result in the rejection of your application as unresponsive.

1.　Contact Name for Project:　Heather Byers

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

Address:　1395 S Knoles Dr, Suite 252, Flagstaff, AZ 86011-4130

Phone Number: (928)523-4880　　　Email: NAU-OSP@nau.edu

2.　The Applicant is and was established when:

TYPE	YEAR ESTABLISHED
Corporation – Nonprofit	
Corporation – For Profit	
Unit of Local Government	
Community College or University	1899
Indian Tribal Government	

Other			

		YES	NO
3. As the lead applicant, read each statement carefully and mark Yes or No.			X
a. Has any Federal or State agency ever made a finding of noncompliance with any relevant civil rights requirements with respect to your business activities? If YES, please attach an explanation.			X
b. Has the Applicant, its major stockholders with a controlling interest, or its officers been the subject of criminal investigations or prosecutions or convicted of a felony? IF YES, please attach an explanation.			X
c. Does the Applicant have sufficient funds to meet obligations on time under the Contract while awaiting reimbursement from ADDPC? If NO, please attach an explanation.		X	
d. Have any licenses ever been denied, revoked or suspended or provisionally issued within the past five years? If YES, please attach an explanation.			X
e. Have you or has your organization terminated any contracts, had any contracts terminated, had any liquidated damages assessed or been involved in contract lawsuits? If YES, please attach an explanation.			X
f. Do you, your staff, any of your relatives, or voting members of your Board of Directors maintain any ownerships, employments, public and private affiliations or relationships which may have substantial interest (as defined in A.R.S. §38-502, Conflict of Interest) in any contract, sale, purchase, or service involving the ADDPC? If YES, please attach an explanation.			X
g. Has your organization ever gone through bankruptcy? If YES, when? Include the State, District and case number.			X

4.   Authorized Signatory: _(signature)_

Michael Nichols, Associate Vice President for Sponsored Projects
_____

(Name and Title of Authorized Signatory) is the signatory to this Contract on behalf of the Contractor and is responsible for the delivery of Contract Services during the term of this Contract.

Personnel Qualifications Form

Complete a separate Personnel Qualifications Form for each staff that will be hired or will be conducting their work as Match. This should include all of those that are directly responsible for providing services listed under the Scope of Work in a paid or unpaid position. If personnel are to be hired, provide a job description ensuring at a minimum, questions #5 and #6, with other information as deemed necessary, is provided.

1. Name of person: Dr. Kelly Roberts

2. Position currently held with Applicant: Executive Director, IHD. Professor, NAU.

3. Proposed position for contract service and percentage of time devoted to the contract service:

Principal Investigator	3.25% from ADDPC
Principal Investigator	5.75% from NAU (matched costshare)
	%

4. Number of years with Applicant: 2.3

5. Identify the primary function(s) of this person in terms of providing services under this Contract:

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..

6. Briefly describe the person's work experience, job training, and formal education. (Do not attach resumes)

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.

Personnel Qualifications Form

Complete a separate Personnel Qualifications Form for each staff that will be hired or will be conducting their work as Match. This should include all of those that are directly responsible for providing services listed under the Scope of Work in a paid or unpaid position. If personnel are to be hired, provide a job description ensuring at a minimum, questions #5 and #6, with other information as deemed necessary, is provided.

1. Name of person: _____ Jie Kunkel _____

2. Position currently held with Applicant: _____ Budget Manager, IHD _____

3. Proposed position for contract service and percentage of time devoted to the contract service:

Budget Manager   6.1% from NAU (matched costshare)
_____   _____%

4. Number of years with Applicant: _____ 13 _____

5. Identify the primary function(s) of this person in terms of providing services under this Contract:

Ms. Kunkel will provide administrative and budgetary oversight to the project and assure 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.

6. Briefly describe the person's work experience, job training, and formal education. (Do not attach resumes)

Ms. Kunkel has a BA in Business Administration and an MA in Teaching English as a Second Language from NAU. She has worked in IHD in various financial-management roles since 2006, currently serving at IHD's Budget Manager, 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.

Financial Systems Survey

Applicants: If you have a current contract with the ADDPC OR have received a grant from the ADDPC in the past 3 years, you are not required to fill the Financial System Survey.

All other NEW applicants, please answer every question by filling in the circle next to the correct answer. Attach materials and document comments as required.

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

As stewards of federal funds, the Arizona Developmental Disabilities Planning Council awards funds to organizations (regardless of how small or large) that are both capable of achieving project goals/objectives and upholding their responsibility for properly managing funds as they achieve those objectives.

This survey will be used primarily for initial monitoring of the organization. This survey may also be used in evaluating the financial capability of the organization in the award process. Deficiencies should be addressed for corrective action and the organization should consider procuring technical assistance in correcting identified problems.

A. GENERAL INFORMATION

1.	Has your organization received a Federal or State Grant within the last three years?	⊠ YES o NO
2.	Has your organization completed an A-133 Single Audit within the past three years? (organization has expended $750,000 in federal funds in the applicant's past fiscal year. ADDPC may request copy)	⊠ YES o NO
3.	If your organization has not completed an A-133 Single Audit, have your financial statements been audited, reviewed or compiled by an Independent Certified Public Accountant within the past three years? If so, what year?_____	o YES ⊠ NO
4.	Has your organization been granted tax-exempt status by the Internal Revenue Service?	⊠ YES o NO o N/A
5.	If you answered YES to question #4, under what section of the IRS code? O 501 C (3) O 501 C (4) O 501 C (5) O 501 C (6) O Other: Please Specify Type _____ . Attach copy of determination letter from IRS	Attachment Required
6.	Does your organization have established policies related to salary scales, fringe benefits, travel reimbursement and personnel policies?	⊠ YES o NO

B. FUNDS MANAGEMENT

1. Which of the following describes your organization's accounting system?	o Manual ⊠ Automated o Combination
2. How frequently do you post to the General Ledger?	⊠ Daily o Weekly o Monthly o Other
3. Does the accounting system completely and accurately track the receipt and disbursements of funds by each grant or funding source?	⊠ YES o NO
4. Does the accounting system provide for the recording of actual costs compared to budgeted costs for each budget line item?	⊠ YES o NO
5. Are time and effort distribution reports maintained for employees working fully or partially on state or federal grant programs which account for 100% of each employee's time?	⊠ YES o NO
6. Is your organization familiar with OMB final guidance for HHS federal awards, "Uniform Administrative Requirements, Cost Principals, and Audit Requirements for HHS Awards under 45 CFR, Part 75)?	⊠ YES o NO
7. How does your organization plan to charge common/indirect costs to this grant? NOTE: Those organizations using an approved federal indirect cost plan/rate need to attach a copy of the approved Indirect Cost Rate or methodology and calculations in determining the rate.	o Direct Charges ⊠ Utilizing an Indirect Cost Allocation Plan or Rate

C. INTERNAL CONTROLS

1. Are duties of the bookkeeper/accountant segregated from the duties of cash receipt or cash disbursement?	⊠ YES o NO
2. Are checks signed by individuals whose duties exclude recording cash received, approving vouchers for payment and the preparation of payroll?	⊠ YES o NO
3. Are all accounting entries and payments supported by source documentation?	⊠ YES o NO
4. Are cash or in-kind matching funds supported by source documentation?	⊠ YES o NO
5. Are forgone indirect costs used as match for the proposed grant program?	o YES o NO
6. Are employee time sheets supported by appropriately approved/signed documents?	⊠ YES o NO
7. Does the organization maintain policies that include procedures for assuring compliance with applicable cost principles and terms of each grant award?	⊠ YES o NO

D. PROCUREMENT

1. Does the organization maintain written codes of conduct for employees involved in awarding or administering procurement contracts?	x	YES
	o	NO
2. Does the organization conduct purchases in a manner that encourages open and free competition among vendors?	x	YES
	o	NO
3. Does the organization complete some level of cost or price analysis for every major purchase?	x	YES
	o	NO
4. Does the organization maintain a system of contract administration to ensure Subcontractor conformance with the terms and conditions of each contract?	x	YES
	o	NO
5. Does the organization maintain written procurement policies and procedures?	x	YES
	o	NO

E. CONTACT INFORMATION

Please indicate the following information. In the event that the Arizona Developmental Disabilities Planning Council has questions about this survey, this individual will be contacted.

Prepared By: _____Kerri Byrd_____

Job Title: _____Director, Post Award_____

Date: _____

Phone & Email: _(928)523-4880_ NAU-OSP@nau.edu_____

F. CERTIFICATION

I certify that this report is complete and accurate, and that the Applicant has accepted the responsibility of maintaining a legal and valid financial systems.

_____Kerri E. Byrd_____

Signature

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ASSURANCES FOR NON-CONSTRUCTION PROGRAMS
OMB Approval No. 0348-0040

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

NOTE: If you have a current contract with the ADDPC OR have received a grant from the ADDPC in the past 3 years, you are not required to sign the Assurances for Non-Construction Programs.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

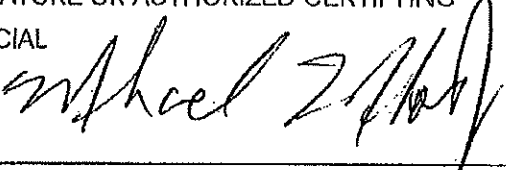As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of the project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R 900, Subpart F).
6. Will comply with all Federal statues relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis

of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination of the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to the nondiscrimination in the sale, rental or financing or housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of the Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §276a to 276a-7), the Copeland Act (40 U.S.C. §276C and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction sub-agreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program develo9ped under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.);

(g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §§470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with the Contractor Employee Whistleblower Rights and Requirement to Inform Employees of Whistleblower Rights of 2013 (P.L. 112-239, U.S.C. §§4712 et seq., section 828 of the National Defense Authorization Act).
19. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program, including the U.S. Health and Human Services, 2 CFR Part 300, and 45 CFR Part 75; and Grants Policy Statement. Each governs the federal Developmental Disabilities Assistance and Bill of Rights Act of 2000.

SIGNATURE OR AUTHORIZED CERTIFYING OFFICIAL	TITLE
Michael Ziff (signature)	Associate Vice President for Sponsored Projects
OFFEROR ORGANIZATION The Arizona Board of Regents for and on behalf of Northern Arizona University	DATE 5/14/19