RENEWAL APPLICATION

Supporting Inclusive Practices in Colleges (SIP-C)

From: Institute for Human Development, Northern Arizona University
To: Arizona Developmental Disabilities Planning Council
22 October 2020

Table of Contents

ATTACHMENT 1: Implementation Plan

ATTACHMENT 2: Detailed Budget and Budget Justification

ATTACHMENT 3: List of Key Staff

ATTACHMENT 4: Letter of Support

1. Provide a one page Executive Summary of your funded program.

The SIP-C program is informed by research indicating individuals with I/DD benefit from quality, inclusive postsecondary (PSE) experiences (Grigal et al., 2011). Individuals, using a person-centered approach, define their goals, identify what support they require, and work with natural and other supports to design a highly individualized course of study. This results in increases in personal relevance, student participation, acquisition of marketable job skills, and future employment prospects (Folk et al., 2012). In addition, the inclusivity of the program is highly likely to positively impact access, attitudes, and inclusion.

To date, SIP-C personnel have provided consistent services and supports to four participants. SIP-C's Educational Coach (EC), Sakénya McDonald, encourages participants to identify their needs and self-determine the frequency of their coaching sessions. Thus far, each participant has elected to meet with their EC on a bi-weekly (i.e., every other week) basis via phone calls, Zoom, or at the Coconino Community College (CCC) campus. The EC maintains frequent communication with participants in the interval between coaching sessions via email and text messages. The EC notes improved self-advocacy skills as demonstrated when participants proactively request the EC to attend meetings where support is desired, for example, recently a student requested the EC attend a meeting with the TRIO staff from CCC to discuss the financial aid process.

The EC meets with each participant and provides individualized coaching while simultaneously collecting data to measure targeted outcomes and program fidelity during replication. Data instruments from the original University of Hawai'i model were modified to more accurately assess the needs of students in Northern Arizona. Data sets that have been collected include surveys where students self-report on factors related to self-determination, person-centered planning, and advocacy (see Table 1), pre-, mid-, and post-reflections of student grades, class participation, and socialization (analysis of this data is incomplete given the timing of this renewal application), and student demographic data (see Table 2). Additionally, select coaching sessions were recorded (with participant consent) for future qualitative assessment. Not all coaching sessions have been recorded due to limitations on the amount of recorded data files that can be safely stored on the EC's laptop, however, all participants have agreed to at least one recorded coaching session which establishes an expectation of equity. Lastly, the EC utilized the survey platform, Qualtrics, to record responses to 272 individual indicators via the "Coaches Activity Log" (Link to Appendix) and an assessment of the results is currently in progress and a summary of results will be incorporated into the quarterly report due to Arizona Developmental Disabilities Planning Council (ADDPC) on 10/31/2020.

Securing additional funding for continued development and implementation of the SIP-C program in Northern Arizona (NA) addresses a prominent need for ongoing, evidence-based programming geared towards supporting individuals with I/DD who seek to transition to PSE. Funding from ADDPC for the initial pilot project solidified relationships between staff from Northern Arizona University's Institute for Human Development (NAU-IHD) and key partnering organizations. Obtaining future funding ensures that the SIP-C program is positioned to expand local capacity and support SIP-C students, while also providing opportunities for professional development and training for faculty, staff, family members, and community members in NA.n

2. **Summarize key program achievements for the current funding year. Include all key activities that have been undertaken based on the current implementation plan. Describe activities that are left to complete in the last quarter of your funded contract. Detail any barriers that were addressed and at least one success story.**

Key program achievements highlight many successes and confirm the need for renewed funding to expand program capacity. Originally, SIP-C recruited five qualified individuals with I/DD between the ages of 18-29 who expressed an interest in attending college. One student voluntarily opted-out of the program in August of 2020 due to limited course offerings at CCC, a direct result of scheduling changes due to the COVID-19 pandemic. All students have participated in regular meetings with their EC and are demonstrating, through phone calls and video-conferencing sessions, an awareness of self-determination and self-advocacy as frameworks for a positive, inclusive, postsecondary experience. During the Fall 2020 semester, one student is managing a full-time academic course load (12 credit), one student is managing a part-time course load (6 credit hours), and two students are managing one class (3 credit hours). Decisions concerning the number of courses were made by the students, in consultation with Disability Resource Advisors from CCC, individuals within the student's support network, and their Educational Coach.

The Interagency Collaborative Team (ICT) was formed in April 2020 and has proven to be an asset to SIP-C students. The ICT serves in an advisory role and is comprised of individuals with extensive experience in working with persons with I/DD. Through collaboration efforts with members of the ICT, the SIP-C team have identified resources offered through Vocational Rehabilitation, Flagstaff Transition Support, and CCC that will guide student participants through PSE processes such as registering with disability resources, identifying opportunities for additional financial support beyond federal assistance, and obtaining assistance with transportation.

Activities that are vital to program implementation that will be completed during the final quarter of the funded contract include: hiring and training peer mentors, implementing a comprehensive professional development training program, and using technology to bolster marketing, outreach, and dissemination efforts. Finally, some stages, such as the dissemination and replication, are pending as the projected timeframe for completion is situated at the end of the program's refinement and development. In April 2020, Dr. Kelly Roberts submitted to the ADDPC a contingency plan to address the impacts of the COVID-19 pandemic upon the SIP-C program and detailed specific mediation process that have since been incorporated to meet the required logistical changes needed to safely provide services to students both virtually and, when appropriate, in person.

One notable success story that demonstrates how the core principles of the SIP-C philosophy lead to measurable, progressive outcomes is Student "AM." Student AM enrolled in the SIP-C pilot program in April 2020 and exited Flagstaff Unified School District in May 2020. This student has worked closely with their EC to set SMART (Specific, Measurable, Attainable, Realistic, Time-Based) goals guided by Person-Centered Planning and ongoing coaching sessions to improve Student AM's self-determination and advocacy skills.

2

Originally, Student AM indicated that they wanted to take two college courses at CCC, starting in Fall 2020. However, Student AM self-determined that they could succeed in a fully inclusive environment taking a full-time (12 credit hours) course load, in addition to, participating in TRIO, a federal outreach and student services program geared toward supporting first-generation college students, students who utilize Disability Resources services, and students from low-income families. To date, Student AM is currently enrolled at CCC while maintaining a 2.75 GPA. Student AM has also self-initiated the transfer process and has contacted a CCC2NAU advisor for consultation while also exploring options for transferring into Fort Lewis College where their identity as tribal member of The Navajo Nation may result in increased opportunities for on-campus funding. Finally, Student AM has been asked to present as a guest speaker to high school students at Grey Hills High School in Tuba City to share their experiences as a SIP-C student and to highlight their success as a Navajo college student.

3. Describe community partners involved and their role in this project.

The early success of the SIP-C pilot project was, from the beginning, highly contingent upon NAU-IHD's ability to identify, establish, and retain collaborative working relationships with targeted entities in the Northern Arizona region. After partnerships were formed, SIP-C personnel launched the ICT with the purpose of inviting partners into critical conversations on topics related to available local, state, and federal services and supports as well as program refinement and implementation. The intent of the ICT is to have a working group committed to supporting individuals with I/DD as they transition to and attend PSE. By bringing together relevant agencies, participants will have access to the necessary expertise, resources, and support to enhance full participation in quality, inclusive experiences of PSE and integrative employment. In addition, the ICT will serve in an advisory role and assist in reviewing and refining program materials, ensuring all are culturally responsive and address targeted needs.

Through the ICT both the participating students and agencies benefit; the project staff maintains formalized partnerships with state and local agencies and other community partners to effectively identify relevant services and share information related to the development and expansion of the SIP-C model. Due to a strong awareness of need in the local community, the SIP-C ICT has grown exponentially since its inception and current members of the ICT represent local educational agencies (LEAs), institutes of higher education (IHEs), and a grass roots community of practice focused on transition. Specifically, individuals representing the Arizona Department of Education, Flagstaff Unified School District (USD), Kingman USD, Red Mesa USD, Sanders USD, Arizona State Vocational Rehabilitation, Navajo Nation American Indian Vocational Rehabilitation Program, Division of Developmental Disabilities, Coconino CC, Mohave CC, Northern Pioneer College (NPC), NAU, NA Community of Practice on Transition, ADDPC, and self-advocates are all represented.

Of equal importance to agency involvement in the ICT is the need to include individuals with I/DD, family members, and peer mentors. This inclusion, and the subsequent sharing of lived experiences, provides grounding for the ICT. By facilitating the collaboration of relevant agencies that serve individuals with disabilities and key stakeholders, it is more likely the needs/interests of the students will be met. The agency representatives will have a comprehensive understanding of how the SIP-C model functions, as well as how student needs may best be addressed utilizing existing ICT resources.

4. **Describe how feedback from participants, family members or other stakeholders was gathered and used to support or change your project.**

At the beginning of the semester participants were asked to respond to the question "This semester, I would like my educational coach to help me with the following." The responses were then used to help guide coaching sessions. The responses to some of these questions are provided in Table 1. The participants will be asked again at the end of the semester how well these goals were achieved through the provision of program activities.

Table 1
Participant Responses to the Question: "This semester, I would like my educational coach to help me with the following."

	Participant A	Participant B	Participant C	Participant D
Helping me establish a schedule for studying and doing homework	Yes	Yes		Yes
Gaining more confidence as a college student	Yes	Yes		Yes
Connecting me with tutors who can help me with my homework	Yes		Yes	Yes
Joining me when I have to meet with college staff (for example, being present when I speak with my professor)	Yes			Yes
Remember "important" dates (test and exam dates, field trips, special campus events, etc.)	Yes	Yes		Yes
Joining clubs, making friends, connecting with my peers		Yes		Yes
Reminding me to attend class (for the first two weeks only)				Yes
Financial Aid				Yes

Table 1 shows that the most selected areas of help (those with three participants selecting them) are focused on activities associated with academic achievement. These include establishing schedules to do schoolwork, more confidence as a college student, connections with tutors, and help in remembering important dates during the semester. Using these data, the EC has established Google workspaces for each participant that contain content, such as videos, time-management tools, and links to websites, that participants can access at any time for guidance.

These data were also used by the EC to determine how frequently participants may ask her to attend meetings as part of the participants' support network though not necessarily serving in the capacity of coach. Additionally, the EC is in process of creating a financial aid reference guide for SIP-C participants in response to all four participant responses requesting ongoing assistance with navigating the financial aid process. This resource will incorporate Universal Design

principles, such as integrating visuals with printed text, to offer participants a portable, accessible guide that presents generalized financial aid information, as well as, financial aid information that may be specific to SIP-C participants (i.e., how to secure funding through the SIP-C program if they are not financial aid eligible). These examples represent how the data collection process informs program changes to better suit the needs of current and future participants.

5. Describe efforts to work in or promote the program in underserved or unserved areas of the state or with certain populations that are often overlooked.

In recognizing the necessity to serve historically underserved and unserved populations, the SIP-C program staff are receptive to research that demonstrates how to appropriately offer services to marginalized populations. Research suggests that for American Indian students with I/DD to integrate into fully inclusive PSE environments, positive support systems are necessary (Andrade, 2014). When American Indian students with I/DD do not have access to systems of support inclusive of transition mentorship programs, they struggle and experience feelings of inadequacy, inferiority, and isolation (Applequist et al., 2012; Graham & Eadens, 2017). Therefore, these students are less inclined to seek and obtain available supports and thus lose out on opportunities to learn to better manage challenges associated with socialization, assuming adult roles, and obtaining competitive employment.

In recognizing the need for delivering inclusive transitional support services to historically underserved populations, SIP-C staff have collected demographic data from three participants, as shown in Table 2. The fourth participant has opted out of responding to requests for the completion of the Demographic Survey (Table 2) and the Participant Grades and Attendance Survey. To reflect the self-determination of the participant, the choice has and will continue to be honored; however, this does mean a reduced data set. It is also important to note that two participants self-identified their racial identities differently in the written instruments versus self-disclosed verbally with their EC.[1] This self-disclosed data is reflected in Table 2.

To build capacity and demonstrate long-term benefits for individuals with I/DD who identify as belonging to underserved or unserved populations, the SIP-C program has focused on broadening student recruitment and retention efforts in high-needs areas across Northern Arizona. In July 2020, SIP-C expanded its network of partnering agencies and organizations to include IHEs and LEAs in the following areas: Kingman/Bullhead City (Mohave Community College), Holbrook/Winslow (Northland Community College), Teec Nos Pos (Red Mesa Unified School District), and Sanders (Sanders Unified School District). Worth noting is that representatives from both Red Mesa and Sanders Unified School District indicate a significant percentage of their student populations have tribal affiliations, specifically Navajo and Hopi. Finally, staff are actively pursuing additional opportunities for expansion into other areas, such as Tuba City and Grand Canyon High Schools, which we recognize as being areas where students with I/DD may be greatly disadvantaged with regards to the quality and consistency of inclusive transition supports and services that are available in their areas. We anticipate that both current and prospective partnerships with regional entities offer unique opportunities to support individuals with I/DD in Northern Arizona and acknowledge that no other organization in

---

[1] Two participants indicated a racial identity of "other" on written instruments but have self-disclosed their racial identities as "Native American" and "Hispanic" during coaching sessions with their EC.

Arizona is currently providing access to the unique range of supports, services, and resources that are offered through SIP-C.

Table 2:
Demographics of Participants- As self-disclosed

Race	Number	Percentage
White only	1	33
Black or African American only	0	0
American Indian or Alaskan Native only	0	0
Hispanic/Latino only	0	0
Asian only	0	0
Native Hawaiian or Pacific Islander only	0	0
Two or more races	2	67
Other	0	0
Ethnicity	**Number**	**Percentage**
Hispanic/Latino	1	33
Not Hispanic/Latino	2	67
Gender	**Number**	**Percentage**
Male	1	33
Female	2	67
Persons Served with IDD	**Number**	**Percentage**
Individual with IDD	3	100

Note: N = 3. All respondents indicated that they live in Coconino County

6. **Summarize evaluation findings to date, including the number of participants served, and their level of satisfaction. Explain if the program is on track with proposed target numbers; if not, describe barriers to reaching target numbers. Include other data/performance measures you are tracking and reporting to the ADDPC.**

The data collection for the evaluation aspect of SIP-C began in May 2020 following recruitment of the first five student participants. Evaluation data are being collected through surveys, recorded coaching sessions, coaches notes, activity logs, and interviews. Activity logs and student self-reports collected at three time periods (at the beginning of the semester, at the

midpoint of the semester, and at the end of the semester) are important pieces of the evaluation portion of this project. These means of data collection are designed to 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 questions participants are asked to respond to also serve as a reminder to perform the activities associated with each question. For example, a question on the self-report instrument is "When I have questions about my class or an assignment, I email/call my Professor." This question brings the need to self-advocate and reach out to the instructor to the attention of the student participant thus reinforcing the behavior.

As of October 2020, we have collected responses to surveys on self-reported habits, self-reported attitudes and abilities, and participants goals. Data collection on self-reported attitudes and abilities and the attainment of participant goals is progress and, as there is no end of semester data, we cannot yet evaluate the program over the course of the semester on these performance measurements. Additionally, midterm grades have not yet been released, thus we do not have an interim measure, but we anticipate having this data complied to submit in the quarterly report due on 10/31.

We have compared the data collected on self-reported "academic habits" at the beginning of the semester and the middle of the semester. We are defining academic habits as observable, measurable, and intentional actions undertaken by participants that demonstrate their commitment to successfully integrating into PSE settings. For example, using a Likert Scale, participants were asked to report on how frequently they log into their virtual classroom, contact their Professor when needing assistance with coursework, and complete their homework on time.

Areas identified as needing additional support include more frequent use of time-management tools (i.e., planners, e-calendars, etc.) and engaging in appropriate risk-taking behavior such as initiating conversations with instructors when appropriate. However, notable results indicate that participants reported high levels of satisfaction in their relationship with their EC. To elucidate, at the beginning of the semester, 66% of participants reported that they "always" or "frequently" are on time for meetings, contact their EC if they will be late or need to reschedule, and communicate their needs to their EC. This survey was also administered at mid-term and data revealed that an increase of 34% with 100% of participants indicated they "always" communicate their needs to their EC which suggests increases in participant socialization, risk-taking, and advocacy skills. This survey will be provided to participants at the end of the semester which will allow us to better understand the long-term impact of the program on encouraging the adoption of good academic habits by participants.

7. **Describe any <u>new changes</u> that will be implemented in Year 2, including program design, target numbers, collaborators, implementation, staffing, evaluation, and other activities.**

In Year 2, we anticipate increasing the number of students served in the Flagstaff and Northern Arizona regions. In Year 1, the SIP-C pilot program successfully recruited and retained four students who are currently enrolled at CCC. Based upon observation, community response to the program, advisement of the ICT, and overall student interest, we are targeting our recruitment

process to onboard 20 students in Year 2, whereas past projections indicated a less substantial growth rate with goals of onboarding an additional 10 students in Year 2. We will also continue to work with the current participants. In response to this anticipated growth, we have initiated the process to hire a full-time Coordinator/Educational Coach whose primary role will be to coordinate campus-based activities (i.e., recruitment events, professional development workshops) while offering coaching services. We are also actively recruiting two part-time Educational Coaches who will continue to provide one-on-one guidance to future SIP-C participants using tools and resources that are evidence-based and have demonstrated success in supporting individuals with I/DD to transition to an inclusive PSE environment. We anticipate maintaining a coaching ratio of one coach per every five participants. Thus, if we are able to successfully recruit three additional EC's, we will be able to recruit and retain 20 new SIP-C participants in Year 2 in the Flagstaff and Northern Arizona regions. Please note multiple funding sources are being used to recruit and hire these new coaches, including the funding indicated in the response to question 8.

8. **Describe other sources of funds that are committed to support the project. Will this project continue without ADDPC funding?**

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

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

Attachment 1: Timeline/Implementation Plan of Major Activities

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

Activities	Responsibility	Timelines	Evaluation P=Process - O=Outcomes
Administrative Objective: Maintain execution of the consultant agreement, invoicing, website updates, purchasing etc.			
Objective 1: Implement the model components and strategies that have demonstrated effectiveness in Hawai'i, through an iterative process prior to and while being pilot testing in Northern Arizona. Months 1-8.			
1.1 Expand the interagency team.	PI, 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 20 qualified individuals with I/DD ages 18-26 to participate in PSE. Months 2-6.			

2.1 Work with partners (including the interagency team members) to recruit qualified individuals with I/DD ages 18 to 26.	PI, CR, EC, IT	Months 2-4	P-Collect data on the effectiveness of recruitment strategies. O-Partnering Across N-AZ results in the commitment of xxx individuals with I/DD to participate in the pilot project.
2.2 Assess readiness to participate.	PI, CR, EC,	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 application and financial aid process for CCC and other institutions of higher education (IHE).	CR, EC	Months 3-5	P-The team demonstrates understanding of the application process and the steps necessary to make it happen. O-Participants are enrolled in CCC or another IHE and have a PCP in place.
Outcomes: 20 individuals are accepted into the program and prepared to start college at CCC or other IHEs			
Objective III: Provide training and technical assistance on model components and strategies for use during the pilot (e.g. to VR counselors, DD Case Managers, etc.) and professional development for faculty and other PSE personnel; Months 1-1...			
3.1 Bring together the ICT members to collaboratively finalize the training materials for implementation.	PI, CR, EV, EC, 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 finalized 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,, 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, &

2

			missing information.
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, , 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: Continue implementation with 20 individuals with I/DD ages 18-26. Accomplished with collaboration from CCC, NAU, other IHEs, the Arizona Department of Education, PSE disability resource office personnel, VR counselors, interagency collaborative team members, and disability-focused entities. Months 4-12.			
4.1 Provide individualized supports to the participants by working within the two model components - (1) a set of transition preparation and linkage activities delivered in secondary settings and college campuses, and (2) an authentic inclusive postsecondary opportunity and support structure based upon an individualized support plan that includes the necessary supports for student access and participation within inclusive academic, social, independent living, and career and vocational activities; and implementing ten strategies:

Model Component I - Transition Preparation and Linkage Activities/Strategies -- Includes 1. Person Centered Planning, 2. Self-advocacy, including Interactions and Communication Skills, 3. self-determination, 4. Natural Supports including Peer Supports, and 5. Collaborative Teaming (CT).

Model Component II - Supports that Result in Authentic Inclusive Postsecondary Education Participation -- Includes 6. Enter with Front Door First Supports, 7. Setting the Bar High, 8. Adaptive" Educational Coaching -- including planning for Individualized/Tiered Supports, 9. Personal technology Supports and training, and 10. Campus-wide professional development. | PI, CR, EC | Months 4-12 | P-Verify, through a review of meeting notes & interviews that the strategies have been utilized. P-Review progress toward achieving the outcomes of the PCP. P-Monitor involvement of student participants in college life through coaches logs. O-Assess model effectiveness through administration and analysis of the project assessment instruments. O-Effectiveness of strategies and impacts on participants are measured pre-mid-post w/participants. |
| 4.2 Support delivery of the model strategies using the | PI, CR, EV, EC | Months 5 - | P-Assess utilization of the fidelity |

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

4

which will be evaluated through interviews with pertinent individuals	data. O-pre-, mid,-and post data are used to document change.
Previously developed instruments will be used once reviewed by the ICT and modified, if needed. New instruments may be developed if needed. The data collection will provide information to determine further data collection, analysis, reflection and refinement of the model. 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) SelfEfficacy Report (4) Self-Assessment of Academic Habits; (5) DEIS Participant End of Semester Evaluation, (6) Exit Interview

Commercially available instruments that may be used to collect evaluation data include: (7) Person-Centered Planning Fidelity (Holburn, 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 20 students with I/DD are collected and analyzed to determine efficacy of the model. Data will include students' interest, attendance, participation and performance, and corresponding outcomes of progress toward obtaining employment, independent living, and continuing education.

Objective VI: Prepare and disseminate finalized project materials and data reports and prepare for replication of the model in other sites. (IHD Media staff; project staff; input from students with I/DD, family members and other PSE personnel) *Note the website developed under the administrative objective will be used.* Months 11-12.			
6.1 Develop contacts and procedures for distribution of project	PI, CR, AS,	Months 11-	P-Review of meeting notes &

outcomes and the model for ongoing replication.		12	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 Utilize federally obtained funding along with ADDPC funding to expand throughout Northern Arizona.	PI, CR, AS	Months 1-12	P-Planning meetings are schedule. O-Plan is developed.
Outcomes: The program is expanded.			

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

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.

7

Budget Request Form

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

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

Project Name: ן Practices in Colleges - an Exemplary Model for Students with Intellectual and Developmental Disabilities (I/DD) in Pc

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	65,905		13,441	79,346
Fringe Benefits	7,666		4,363	12,029
Supplies / Operating Expenses	16,938			16,938
Travel	400			400
Rent or Cost of Space				-
Contracted Services / Professional Services				-
Administrative / Indirect Costs	9,091		15,546	24,637
Total Costs	100,000	-	33,350	133,350

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

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

Samaneh Moeini Sedeh   *Samaneh Moeini Sedeh*
Name of Certifying Official

Pre-Award Research Admin, Lead
Title of Certifying Official

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

Pilot Practices to Support Inclusion Practices in Colleges
Northern Arizona University, Institute for Human Development
BUDGET AND BUDGET JUSTIFICATION
January 1, 2021 – January 1, 2022

		ADDPC	NAU	TOTAL
Personnel				
	Kelly Roberts, PhD .02 FTE (ADDPC) .075 FTE (NAU)	$2,665	$9,994	
	Sakénya D. McDonald .05 FTE	$2,400		
	Arden Day .05 FTE	$3,090		
	Nicholas Blum .03 FTE	$1,345		
	TBH PT Coordinator/Education Coach 1.0 FTE (9 Months)	$33,003		
	TBH PT Education Coach 0.75 FTE (9 Months)	$23,402		
	Jie Kunkel .051 FTE (NAU)		$3,447	
TOTAL SALARIES		$65,905	$13,441	$79,346
TOTAL ERE/FRINGE	See justification for explanation	$7,666	$4,363	$12,029
TOTAL PERSONNEL		$73,571	$17,804	$91,375
Supplies/Operating Expenses (Participant Support Costs)				
	Student Support Costs	$1,103		
	Site Support Funds	$275		
	College Tuition Support	$13,560		
	Student Incidental Costs	$2,000		
TOTAL SUPPLIES/EXPENSES		$16,938		$16,938
Travel				
		$400		
TOTAL TRAVEL		$400		$400
Rent or Cost of Space				
	n/a			
TOTAL DIRECT COSTS		$90,909	$17,804	$108,713
Indirect Costs	See justification for explanation	$9,091	$15,546	$24,637
TOTAL FUNDS REQUESTED		$100,000	$33,350	$133,350

Personnel:

Kelly D. Roberts, PhD, Principal Investigator, 0.02 FTE (sponsored effort) and 0.075 FTE (cost-share effort): Dr. Roberts will lead the project implementation. She will work closely with the coordinator, evaluator, and consultant to assure that all project activities are achieved on time and to the highest standards. She will also be responsible for all fiscal and management outcomes, with the budget manager reporting directly to Dr. Roberts. Dr. Roberts will ensure the project's direction and activities are consistent with the defined goals and objectives, and maintain communication and coordination across collaborators.

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

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

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 aligning SIP-C students under a single evaluation process, which satisfies the requirements of Think College and the federal funder of the TPSID project. Ms. Day will design new materials if needed, collecting, and analyzing all data. Ms. Day will work closely with the project team 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 evaluation activities.

Nicholas Blum, BA, Project Support Coordinator, 0.03 FTE: Mr. Blum will provide support to the project by coordinating between different project sites, creating content and providing quality control for all written materials generated as part of project activities, and providing research and analysis of overlapping policies and regulations relevant to the project. Mr. Blum has a BA degree and has extensive experience with professional support and coordination in both academic and professional settings, with a particular focus on business and legal writing and editing. Mr. Blum is proficient with word processing, accounting and online communication software and has experience managing budgets, writing professionaly 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 Part Time Coordinator/Education Coach, 1.0 FTE (9 months): The Student Support Coordinator provides support and guidance to a minimum of five participants with intellectual disabilities who are planning for and/or participating in postsecondary education. Using program specific coaching strategies, including Person-Centered Planning and Universal Design, SSC's assist participants through various stages of the transition process to include the application and financial aid process, setting SMART goals, identifying and enrolling in appropriate courses, and making decisions related to the nature of their disability and what services are needed for individualized success. Additionally, SSC's maintain detailed coaching logs, participate and plan monthly meetings with program partners, and establish and maintain relationships with program partners including key individuals at various local and state agencies such as Vocational Rehabilitation, Department of Economic Security/Division of Developmental Disabilities (DES/DDD), local high schools, and colleges. These individuals also support the hiring process for peer mentors, including training and supporting peer mentors.

TBH Part Time Education Coach, 0.75 FTE (9 months): Educational Coaches will be hired in order to provide support and guidance to 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. ECs will work directly with participants and provide coaching, training, and mentoring in academic, social, vocational, and independent living skills. These coaches will report directly to the Student Support Coordinator.

Jie Kunkel, MA, Budget Manager, 0.051 FTE (cost-share effort): Ms. Kunkel has a BA in

3

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. The percentages below are per person estimates based on actual ERE rates (where applicable) and calculated ERE rates (for TBH positions).

Roberts = 26.32%
McDonald = 43%
Day = 27.35%
Blum = 41.9%
TBH part time positions = 8.02%
Kunkel = 50.28%

Supplies/Operating Expenses (Participant Support Costs):

Participant Support Costs: 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. Additionally, funds requested will be used to provide Student Support Coordinators, and/or Educational Coaches with technology, such as laptops or tablets, required to fulfill the duties and responsibilities associated with their roles.

Site Support Funds: Site support funds are requested to cover training and hosting meeting events (in-person and/or remotely) with the primary purpose being the dissemination of technical information. This will include parking fees for participants and/or staff, 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.

College Tuition Support: Funds are requested to cover participants' tuition for classes. We expect that student tuition will largely be covered by scholarships, financial aid, and support from State Vocational Rehabilitation. However, some tuition will need to be paid directly for

participants due to a variety of foreseen and unforeseen factors. Thus, funds are requested for multiple semesters to support students who may require additional financial support. The budgeted amount are based on the per credit hour charges of Coconino Community College for in-state students, which is the most expensive credits at all the partnering community colleges in the project. These funds may be used at any/all of the partnering educational institutions across Northern Arizona, however. Funds are budgeted for 20 students to take two 3-credit courses at a rate of $113/credit hour.

Student Incidental Costs: Funds are requested for incidental expenses for the participants during their classes. Although tuition rates are inclusive of some fees as well as some student transportation costs, these rates do not include any consideration for books, other learning or education material, or unexpected fees. Again, some of these fees may be paid from scholarships, financial aid and State Vocational Rehabilitation, but some costs will have to be paid directly. We are estimating these costs at $100/student for 20 students.

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

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 10% of direct cost-share and 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.

TOTAL SPONSORED DIRECT COSTS: $90,909
TOTAL COST-SHARE DIRECT COSTS: $17,804

SPONSORED INDIRECT COSTS: $9,091 (10% of SPONSORED TDC)
COST-SHARE INDRECT COSTS: $15,546 (Forgone Indirect + 10% of Direct Cost Share)

TOTAL ADDPC FUNDS REQUESTED: $100,000
TOTAL MATCHED COST-SHARE FUNDS: $33,350

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

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

Kelly D. Roberts, PhD, Principal Investigator, 0.02 FTE (sponsored effort) and 0.075 FTE (cost-share effort): Dr. Roberts will lead the project implementation. She will work closely with the coordinator and evaluator 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. Dr. Roberts will ensure the project's direction and activities are consistent with the defined goals and objectives, and maintain communication and coordination across collaborators.

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

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

Coconino Community College

October 22, 2020

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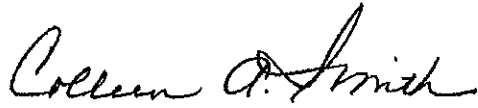Flagstaff, AZ 86011

Dear Dr. Roberts,

I am writing today to express our intention for continued partnership with the *Support Inclusion Practices in Colleges (SIP-C) - an Exemplary Model for Students with Intellectual and Developmental Disabilities (I/DD) in Postsecondary Education Settings* program. We understand that a grant renewal is being submitted to the Arizona Developmental Disabilities Planning Council (ADDPC) by the Institute for Human Development (IHD) at Northern Arizona University. We are so appreciative to be involved. Overall, Coconino Community College has been impressed with how well this pilot project has developed into a comprehensive transition support program for students with intellectual and developmental disabilities (I/DD). We are also grateful for another opportunity to further the partnership between Coconino Community College and Northern Arizona University.

We acknowledge that the SIP-C program strives to promote quality, inclusive postsecondary education at Coconino Community College. Recently, we have been notified that the SIP-C program was awarded a five-year, nearly $2.5 million grant from Transition Programs for Students with Intellectual Disabilities (TPSID) via the US Department of Education. We understand that this grant will be used to expand current program capacity, further professional development opportunities, and improve employment and independent living outcomes for persons with intellectual disabilities in Northern Arizona. We are proud to partner with IHD in these endeavors.

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

If additional information is requested, please feel free to contact my Assistant, April Sandoval, at 928-226-4217 or april.sandoval@coconino.edu to discuss how best to demonstrate our ongoing dedication to the future success of the SIP-C program.

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.

Sincerely,

Colleen A. Smith. PhD
President

Acronym Index

ADDPC: Arizona Developmental Disabilities Planning Council

AS: administrative support

CCC: Coconino Community College

CR: coordinator

EC: educational coach

EV: evaluator

FUSD: Flagstaff Unified School District

ICT: interagency collaborative team

I/DD: intellectual and/or developmental disability

IHE: institute of higher education

KUSD: Kingman Unified School District

LEA: local educational agency

MCC: Mohave Community College

NA: Northern Arizona

NAU-IHD: Northern Arizona University Institute for Human Development

NPC: Northland Pioneer College

PCP: person-centered plan/planning

PI: principle investigator

PM: peer mentor

PSE: postsecondary education

RMUSD: Red Mesa Unified School District

SUSD: Sanders Unified School District

TPSID: Transition and Postsecondary Programs for Students with Intellectual

Disabilities

UDL: universal design learning

US DOE: United States Department of Education