

**Transition AHEAD Roundtable  
Year 3 Proposal  
2/18/2022**

**I. Provide a one-page Executive Summary of your funded program, to include the following: What is the intent of the program; Who is targeted; Explain how the program impacts the I/DD community; Summarize the data collected to date; and Why the ADDPC should continue funding your program for another one-year period.**

The Transition AHEAD Roundtable is an innovative emerging practice modeled after the successful TransitionInAction Clinic in South Dakota aimed at addressing the transition needs and outcomes for youth with disabilities and their families in Arizona. The goal is to provide a space for youth and their families to explore and discuss their interests, goals, and barriers to a successful adult transition with knowledgeable staff and providers and to receive an action plan, resources, and support to guide their journey. Year three will build on pilot activities conducted in years one and two developed together with input from the 21 youth and families and seven community partners who have participated. Feedback and satisfaction surveys have been overwhelmingly positive with recommendations to make this available to more youth and families in the state. Families reported that the experience was helpful to them and their youth with such impacts as increased expectations, expanded goal-setting, and growing independence. School liaisons have shared a noticeable impact on students thinking more about ways to accomplish their goals, more interest in classes or training after high school, and more talk about personal interests and preferences following their experience with the TAR. Parents and teachers of these students have expressed how amazed they are that the students are able to work (and do well), as prior to the TAR they thought employment might not be an option for these students. One of the most powerful events of the day is the youth session at the end where they lead and share their strengths, interests, goals, and supports captured on their Self-Advocacy Planner that they complete based upon their experiences throughout the day. The impact from the start of the day when often limited or no goals are described in comparison with their end of the day planner and their leadership in sharing the information with their team has been the guiding influence in the student, family, and youth transition activities going forward. The TAR has included youth and families who identify as Native American, Hispanic, live in rural and urban areas, exited from foster care, and range in age from 14 to 20. Participant reported disability labels include Autism and Intellectual/Developmental Disability with some reporting secondary disabilities of ADHD, Schizophrenia, and Depression. The foundation of content, schedule, and format for a virtual and hybrid model have been established through the pilot testing with our diverse participants. Our experience suggests that specific activities may need to be added/modified to address needs of individual groups most notably those in foster care and middle school. Our plan in year three will be to establish with champion representatives of these groups, to include the universal culturally responsive elements for all with an added menu of exceptions relevant per group. We will also expand our referral sources from schools only to vocational rehabilitation and developmental disability agencies defining those procedures and follow-up communication essential for each source as well as with the student's school representative. We have added two additional staff members recently hired who have experience working within state agencies and can assist with establishing this as a service modality for continued implementation after the project. At the end of year three, an estimated 20 youth with intellectual and developmental disabilities will participate in the TAR; a culturally responsive model with provisions for youth who are in foster care, middle school, and those for whom English is not their first language, have no means of verbal speech, or utilize ASL interpreters will be finalized; and procedures for statewide expansion and sustained access and implementation will be established.

**II. Summarize key program achievements for the current funding year based on your implementation plan. Include all key activities that have been undertaken. Also 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.**

In Year 2 of this project, we proposed conducting a total of twenty [20] Transition Roundtables.

**Summary of Work completed by February 18, 2022:**

- ✓ Made improvements to the *virtual* model of the Transition AHEAD Roundtable, youth and family participating 100% virtually with no TAR staff on site.
- ✓ Conducted fifteen Transition *Ahead* Roundtables, including public, charter and Tribal schools. The remaining five are scheduled to take place in February-March 2022.
- ✓ Inclusive of youth who are Native American, in middle school, those without verbal speech, and English is not their first language.
- ✓ Developed Transition AHEAD Roundtable Goal Planning Worksheet
- ✓ Developed additional Pre-Post Roundtable Evaluation tools which are completed by the parent/guardian and the liaison who referred the family.
- ✓ Incorporated input and feedback from participating youth and families, school personnel, and community partners to develop the model.

**Year 2 Activities**

- A. TAR staff incorporated “lessons learned” from the initial pilot experiences into an improved version of the Transition *AHEAD* Roundtable activities. This enhanced *virtual model* of the TAR combines:
  1. the use of web-based technology [coordinated Zoom meetings and activities between the young adult, staff, parent[s] and outside agencies/organizations] as well as...
  2. the use of “situational assessments”, conducted virtually, by current Sonoran UCEDD staff.
- B. Expanded the development of the enhanced model of TAR to create a more socially and culturally responsive model by purposefully and systematically conducting TAR sessions in the following unique environments:
  1. Native American communities (Gila Salt River Indian Community & Tohono O’odham Nation)
  2. Rural and small towns (Casa Grande)
  3. Urban Phoenix
- C. Systematically and purposefully provided TAR sessions to a diverse set of emerging adults. TAR sessions included youth who identify as:
  1. Younger aged [14 and older]
  2. Native American youth
  3. Hispanic youth

Our team has connected with liaisons in the community who could help us reach the populations that were more challenging to recruit: Deaf/Hard of hearing and youth in foster care. We hope to connect with these populations in Year 3.

#### D. Staffing

- We experienced some changes in personnel since the beginning of Year 2. With these changes, our intention to train a new Roundtable leader was no longer possible. The Sonoran UCEDD has hired a new staff member who will be filling this role for Year 3.
- Other TAR staff will continue in current capacities and assume expanded roles to shift from development team to permanent sustainable Roundtable team.
- Trained (3) Vocational Specialists to assist and perform *situational assessments*.

#### E. TAR Site Liaisons:

1. As we worked through Year 2, our team determined that implementing the TAR Site Liaison component that was originally proposed would not be the best practice for this project. In place of the original idea, school and community personnel acted as liaisons to help recruit families for the Roundtable. These community members also provided input on the design and implementation of the virtual Roundtable.

#### F. Designed and piloted a several **telehealth model** Roundtables across diverse settings and populations.

Due to Covid, we were unable to conduct an in-person TAR. We implemented the model virtually to include a hybrid approach with the vocational specialist at the school with the student and everyone else virtual to a completely virtual model. Feedback from our partners and the families suggest that a virtual model is the preferred platform. This allows access to everyone around the state regardless of location. Our plans in year three are to further develop the virtual telehealth model to effectively serve all population groups.

#### G. Developed strategies for virtual work and situational assessments and added participation of local partners.

- a. Vocational Specialists made connections with local employers who are assisting with virtual work experiences. These employers are being utilized for virtual situational assessments by implementing some of their virtual job tasks to help us assess the students' abilities. The employers attend the virtual sessions to give instructions and provide support for the work to be completed.
- b. The tasks include: social media promotion pieces, flyer development, listening to the speaker and taking notes, inventory, photo editing, light research.
- c. The limitations Vocational Specialists have noted is the challenges we face with technology. Students might not always have the ability to access a document or access the internet to research or view documents. They may be operating off of a phone rather than a computer. And sometimes the video does not work which makes it harder to assess the student in action. In addition to that, the student may not have the supplies to complete a physical task in the virtual setting

### **III. Describe community partners involved and their role in this project.**

- a. *Sonoran UCEDD Peer Mentors:*
  - i. Peer mentors from the Sonoran UCEDD participate in various sessions throughout the Roundtable to offer their insight and personal experiences. They answer questions and describe their experience with education, job searching, and self-advocacy.
- b. *Tohono O'odham Community College Disability Resource Specialist*
  - i. Our TOCC partner helps to lead a conversation with youth and their family regarding education concerns. Topics include: resources available at the post-secondary education level, recommendations for IPE conversations, how to advocate for youth's career exploration at school.
- c. *Developmental Disability Agency Representative:*
  - i. A representative from DDD gives parents/guardians a brief overview of all DDD employment services that are available in the state of Arizona. The parent/guardian also learns more about eligibility for DDD and what their support will look like.
- d. *Benefits Specialist:*
  - i. Ability 360 representatives speak to parents/guardians about various programs that their organization offers for youth with disabilities. They also offer counseling on benefits, such as SSI, eligibility, ABLE accounts, and how benefits are impacted with employment.
- e. *Independent Living Representative:*
  - i. Direct is a CIL which provides independence and self-advocacy programming to youth and adults with disabilities. A representative holds a short session with the youth during the Roundtable to discuss their services and encourage the young person to practice their self-advocacy.
- f. *Vocational Rehabilitation Representative:*
  - i. A representative from VR gives parents/guardians a brief overview of all vocational/employment services that they offer in the state of Arizona. The parent/guardian also learns more about eligibility for VR and what their support will look like.
- g. *Raising Special Kids Family Advocate*
  - i. Raising Special Kids representatives speak to parents/guardians about various programs that their organization offers for parents of youth with disabilities. The conversation during this session allows the parent/guardian to discuss their needs as a parent.

**IV. Describe how feedback from participants, family members or other stakeholders is used to support or change your project.**

The feedback we have received from youth, family members, school personnel, and our partner organizations has been overwhelmingly positive. However, all feedback is crucial to our efforts in providing the best service to families, partners, and other members of the community. Throughout Year 2, we've adapted TAR schedules, content, and implementation methods to improve the experience for all stakeholders.

The youth and families who have participated give feedback in follow-up interviews after 60 days and 6 months. Most parents felt that the Roundtable experience was helpful to them and their youth and that it would be helpful to other families as well. They felt that the best benefit was the connections and conversations they were able to start with our partner agencies. Although they felt overwhelmed by the amount of information they received at times, families

often felt that the Roundtable was a great resource and they saw positive results in the behavior of their youth.

School personnel have observed and shared the changes in the youth who participated in the TAR. For example, teachers and transition staff have described participants as more confident and vocal about their needs after participating in the Roundtable. School staff have also found a better understanding of their students and their capabilities through the Roundtable and are working on providing improved transition. The suggestions we received from school staff include allowing schools to receive a copy of the follow up materials families receive. They believe this would be a great resource for transition planning and IEP meetings.

Our partner agencies and organizations have also been a helpful resource for feedback and support. Aside from their commitment to join each Roundtable and provide families with valuable information about their services, they have helped us to disseminate information about the TAR statewide. In discussions about expanding to new areas of the state, they have offered recommendations and constructive feedback for our Year 3 planning.

**V. 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.**

**Summary of recruitment efforts completed in Year 2:**

- ✓ Connected with Native American communities throughout the state. Recruited 9 families who identify as Native American.
- ✓ Promoted the Transition AHEAD Roundtable with staff from the Arizona School for the Deaf and Blind.
- ✓ Recruited Native American youth in middle school after being connected to their school by the local high school on the same reservation
- ✓ Transition AHEAD Roundtable article written for Sonoran Center Newsletter
  - [https://sonoranucedd.fcm.arizona.edu/transition-ahead-roundtable?fbclid=IwAR1rBTTuJPqyljaRPaqLdOG2YnicKs3f2VeBhHqyXJ\\_26\\_nT6wbJA-7xMY](https://sonoranucedd.fcm.arizona.edu/transition-ahead-roundtable?fbclid=IwAR1rBTTuJPqyljaRPaqLdOG2YnicKs3f2VeBhHqyXJ_26_nT6wbJA-7xMY)
- ✓ Developed Transition AHEAD Roundtable video marketing series
  - <https://sonoranucedd.fcm.arizona.edu/programs-services/youth-adult-transition/transition-ahead-roundtable>
- ✓ Held Transition AHEAD Roundtable webinar for families and agency/organization staff statewide
  - <https://www.youtube.com/watch?v=CfuaDoFGN34&t=2s>

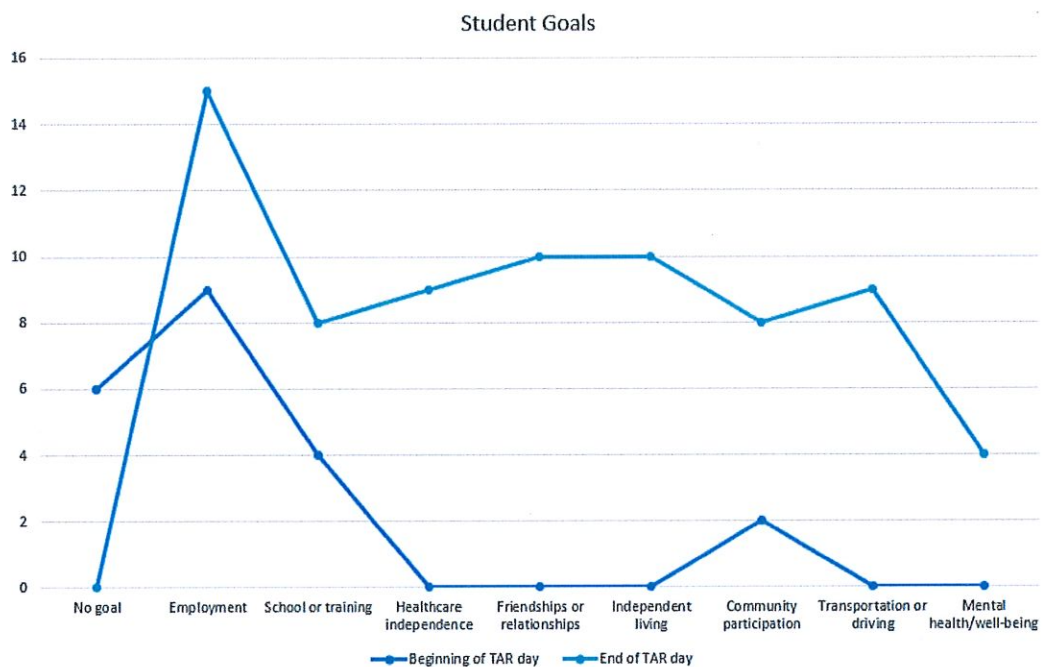
**VI. Summarize evaluation findings to date, including the number of participants served, and their level of satisfaction. Explain if the program is on track with proposed target numbers; if not, describe barriers to reaching target numbers. Include other data/performance measures you are tracking and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

Qualitative analysis of the Post-TAR Family Interviews captures these themes:

- A strong majority of participants *followed through on Goals identified during TAR* by visiting or enrolling in advanced education.
- Parents' clearly *increased their expectations* of their emerging adult and now include (a) youth working "unprompted" on tasks/chores, and (b) on becoming more "proactive" defining and setting new goals.
- Many parents *reached out* to at least some of the agencies and organizations they met during TAR.
- Many parents noticed and supported *growing independence by their emerging adult*, especially regarding (a) medical/healthcare issues and (b) getting their driver's licenses.
- *Planning and taking actions for transitioning to more full adulthood* includes learning what and how to be more financially independent and/or applying for jobs or internships.
- Parents often *expressed new or continuing concerns* about how their emerging adults would manage (a) significantly increased work loads and responsibilities at college or on the job, and (b) making new friends after high school graduation.
- Parent *recommendations for additions to TAR content* include addressing "job readiness" and parents, themselves, learning how to teach and to support self-advocacy skills.

### **Impact on Student (evolution of goals through the TAR day)**

Based on anecdotal information gathered at the beginning of the TAR day and again at the end of the TAR day, students who participate in TAR demonstrate significant growth in their ability to set a variety of goals for themselves for both the short and long term. Of note, six of the fifteen TAR participants this year began the TAR day without having a goal for the future; all fifteen students set several goals for themselves at the end of the TAR day. While nine students had an employment goal at the beginning of the day, all fifteen had an employment goal in mind at the end of the day. Other than employment, at the beginning of the TAR day a few students had goals for school or training and community participation. At the end of the TAR day, the list of goal areas increased to include independence in healthcare, friendships or relationships, independent living, transportation or driving, and mental health/well-being.

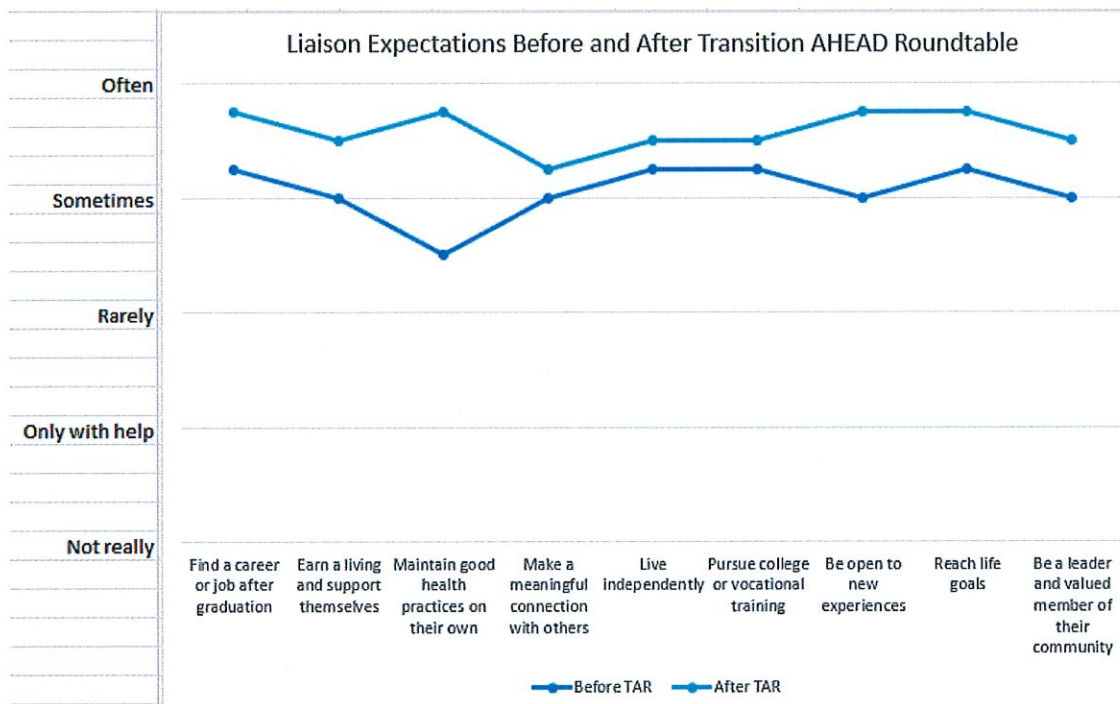
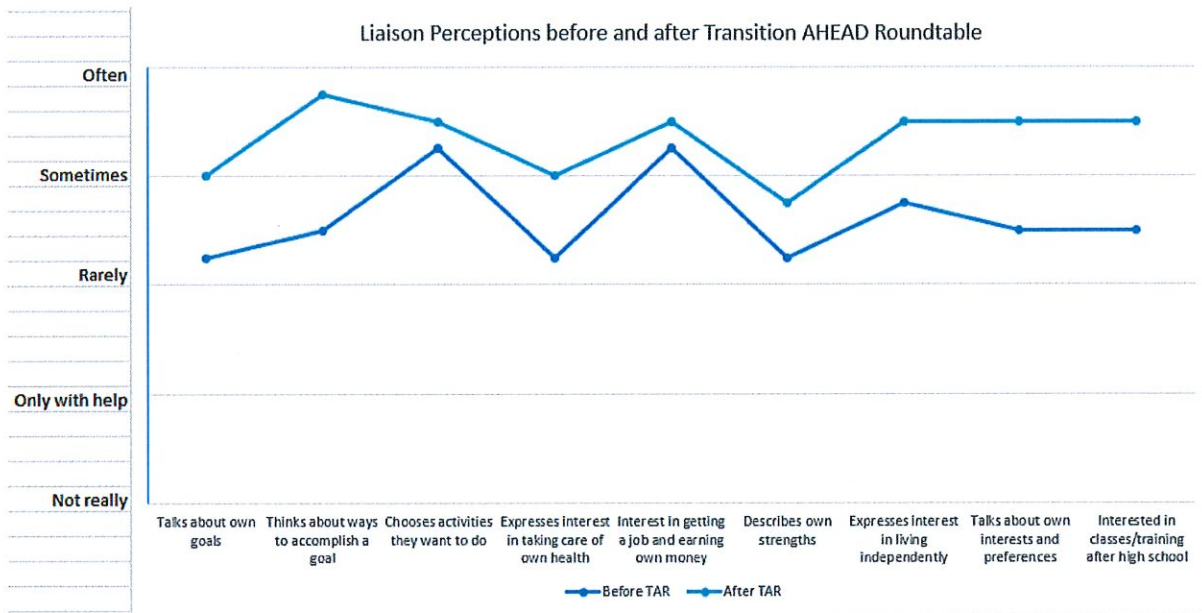


**Impact on Student (as noted by the Vocational Specialist)**

After participating in the TAR, several students have had the opportunity to participate in a Work-Based Learning program. Parents and teachers of these students have mentioned to the Vocational Specialist how amazed they are that the students are able to work (and do well), as prior to the TAR they thought employment might not be an option for these students. It was also noted by the Vocational Specialist that students are working on, and gaining, self-advocacy skills since participating in the TAR day.

**Impact on Liaison (before and after TAR day)**

Based on pre-TAR and post-TAR survey data, liaisons reported notable change in both their perceptions and expectations of the student participants. The most significant area of growth in the liaison’s perception is that, after the TAR day, the students are thinking more about ways to accomplish their goals. Other notable changes include the liaison’s perception that the students are interested in classes or training after high school and that the students talk more about personal interests and preferences. According to the data, liaisons are hearing students talk about their goals and express an interest in taking care of their health and living independently after participating in the TAR. In terms of the liaison’s expectations of the student, there is a significant difference in the expectation that the student can maintain good health practices on their own. Liaisons also recognized that after experiencing the TAR, students are more open to new experiences.



## Evaluation Data Collection

Pre TAR: Interview with Family  
Pre-Roundtable Survey 1) Family, 2) Teacher


Beginning of TAR; Student pre Assessment  
1. Can you tell me any goals you have for yourself?  
2. What plans do you have for employment?




- End of TAR: Student post-Assessment  
 1. Goal Planning Worksheet  
 2. Student Planner  
 Student Satisfaction Survey  
 Family Satisfaction Survey
- 60 Days After TAR: Interview with Family  
 Post-Roundtable Survey 1) Family, 2) Teacher  
 Teacher Impact Survey  
 Student Post-Assessment  
 Goal Attainment Scaling
- End of Year: Professional Partners Impact Survey  
 Employment First Survey
- Follow-Up: Interviews with 6 pilots @ 1 year  
 Interviews with year two participants @ 6 months

**Student Goal Planning Worksheet**

Beginning of the day goal: I want to work in a bakery or babysit dogs.  
 End of the day goals developed and presented by the youth:


Ensuring next steps are the right steps.


's Planner

**Strengths**

- Loyalty
- Attention to detail
- Honest
- Kind
- Leadership
- Smart
- Funny
- Independent
- Fast learner

**Interests**

- Art
- Sketches
- Crafting
- Music
- Cooking
- Baking
- Playing instruments
- Cleaning
- Swimming
- Hiking


**Goals**

- To have a job.
- To drive a car.
- To make my own appointments.
- To be able to take care of a plant.
- To watch over kids, be around kids more often.
- Try to have more friends.
- To be more honest with my friends and family to see how they feel.
- To have a bf.
- To travel more.

**Supports**

Help me out when I need it. Search for online jobs. Help me figure out a plan for when I want to travel. Help me get signed up for driving classes. Let me cook more. Trust me on all my decisions.

Beginning of the day goal: I maybe want to go into paleontology.  
 End of the day goals developed and presented by the youth:



## 's Planner

**Strengths**

- Creative
- Compassionate
- Honest
- Teamwork
- Playing sports
- Friendship

**Interests**

- Dinosaurs
- Movies
- Cartoons
- Nature

**Goals**

- I want to have more friends.
- I want to have a girlfriend.
- I want to get a really good job.
- I want to learn more about jobs.
- I want to do the nurse portion of an appointment by myself.
- I want to get married in the future.

**Supports**

Help me find a girlfriend. Help me find a better life. Help me try out different jobs. Help me to learn more about college programs. The nurse can help me at an appointment to be more independent.

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

Year three will focus on finalization of the universal elements of the model and menu of exceptions relevant for each identified underserved population group. Referral procedures will be established, and recruitment will focus on statewide participants. We anticipate expanding our referral sources to include vocational rehabilitation and developmental disability services in addition to schools. A diverse group of champions will provide on-going input and feedback regarding content and implementation procedures. Two new staff with knowledge and experience in state systems will work with agencies to incorporate into existing structures and funding.

**VIII. Describe other sources of funds that are committed to the project. State if this project can continue without ADDPC funding.**

The Sonoran Center and community partners have contributed personnel resources in years one and two and will continue in year three. The project needs an additional year to finalize

development and implementation procedures to ensure access by those who are interested and could benefit from the TAR. The goal is to establish as a fee for service modality within state agency systems to provide funding for on-going sustainability beyond the project.

**IX. Attachment 1: Implementation Plan**

<u>Quarter</u>	<u>Activities</u>	<u>Responsible Party</u>	<u>Deadline</u>	<u>Measurement</u>
1	Finalize the Transition AHEAD Roundtable model with provisions for youth who are in foster care, middle school, and those for whom English is not their first language, have no means of verbal speech, or utilize ASL interpreters.	TAR Team	3/31/2023	Participant, Partner, and Champion Feedback, Satisfaction and Impact Surveys, Pre and Post Interviews, Goal Attainment Scaling
	Meet with champions representative of each special population group to inform design.	TAR Team	6/1/2022	Input and Feedback, Partner Impact Survey
	Identify universal elements across all groups and menu of exceptions relevant per group.	TAR Team Partner Organizations School Liaisons	6/1/2022	Input and Feedback, Partner Impact Survey
2--3	Conduct 1 to 2 (4 to 8) Roundtables per population group with input from champions and participants.	TAR Team	7/31/2022	Pre/Post Parent Interviews Pre/Post Parent Surveys Pre/Post Liaison Surveys Goal Attainment Scaling
	Develop referral and implementation procedures for statewide expansion of the Roundtable utilizing in-person, telehealth, and hybrid approaches.	TAR Team	8/31/2022	Input and Feedback, Partner Impact Survey
	Meet with champions representative of vocational rehabilitation and developmental disabilities to establish referral process. Work together with champions to identify key elements, reporting procedures, and outcome measures important for their agency.	TAR Team Partner Organizations	8/31/2022 12/31/2022	Input and Feedback, Partner Impact Survey Input and Feedback, Partner Impact Survey

		School Liaisons			Pre/Post Parent Interviews Pre/Post Parent Surveys Pre/Post Liaison Surveys Goal Attainment Scaling
	Conduct 2 to 4 (4 to 8) Roundtables per agency with input from champions and agency personnel.	TAR Team	12/31/2022		
	Work with community partners and state agency decision-makers to establish provisions for sustained access and follow-up support for youth and families interested in participating in the Roundtable.	TAR Team	3/30/2023		Input and Feedback, Partner Impact Survey
	Two new positions with expertise and knowledge of state systems.	Sonoran UCEDD Staff	3/30/2023		New Hire Start Dates
4	Conduct 2 to 4 Roundtables using this sustained approach.	TAR Team	3/30/2023		Pre/Post Parent Interviews Pre/Post Parent Surveys Pre/Post Liaison Surveys Goal Attainment Scaling
	Disseminate information about availability of Roundtable	TAR Team Partner Organizations Sonoran UCEDD staff School Liaisons	3/30/2023		# Products, # Platforms (e.g., newsletter, webinar), Any Recipient Feedback

**X. Budget Form and Narrative**

**Budget Request Form**

Contractor Name: Arizona Board of Regents, University of Arizona (PI: Dr. Wendy Parent-Johnson)


Contractor Address: 1521 E. Helen St. Tucson AZ 85721  
Street Address City State Zip

Project Name: TransitionInAction Clinic (Year 3)

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	57,042	2,470		59,512
Fringe Benefits	17,683	766	-	18,449
Supplies / Operating Expenses	-	-	-	-
Travel	890	-	-	890
Rent or Cost of Space	-	-	-	-
Contracted Services / Professional Services	33,476	-	-	33,476
Administrative / Indirect Costs	10,909	-	36,764	47,673
<b>Total Costs</b>	<b>120,000</b>	<b>3,236</b>	<b>36,764</b>	<b>160,000</b>

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.

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 Title of Certifying Official  
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## **Transition AHEAD Roundtable Budget Justification**

### **Personnel/Salaries**

**Wendy Parent-Johnson, Principal Investigator & Project Director (3.46% FTE)** will be responsible for administrative and fiscal oversight of the proposed project. She will assist with finalization of the Transition Roundtable model and expansion to other sites in the state. Dr. Parent-Johnson will facilitate involvement of community partners and engage stakeholder input contributing to application of the model for individuals in foster care, Native American students, non-English speaking youth, and those living in rural communities. She will facilitate community partner input for finalizing model development.

*Note: Approximately 1.46% FTE will be committed towards the required cost match.*

**Celina Urquidez, Clinic Coordinator (40% FTE)** will be responsible for managing and overseeing implementation of the Transition Roundtable, communicating with community partners and local liaisons, and completing pre and post family interviews. Ms. Urquidez will be the point of contact for the youth and families before, during, and after the Roundtable. She will be the virtual event coordinator for the day managing two simultaneous schedules of break rooms, waiting rooms, and gathering youth and family planner responses after each session. Ms. Urquidez will assist with product development and dissemination of clinic results and resources.

**Brandy James, PhD, Community Education Manager (30% FTE)** will be responsible for developing sustainable implementation procedures, train-the-trainer strategies, training materials and modules, establishing a telehealth model, Dr. James will explore the use of telehealth and other platforms for establishing a virtual and hybrid model. She will assist with leading the Roundtables and compiling reports and recommendations following the events. Dr. James will assist with evaluation and analyzing data for decision-making and program improvement.

**Damian Gudino, Vocational Specialist (5% FTE)** will be responsible for conducting situational assessments, being the in-person on site representative, and maintaining school and business relationships. He will serve as mentor to the site liaisons and explore their role in being the local in-person representative for expansion. Mr. Gudino will assist with training on situational assessments and providing technical assistance for implementation. Mr. Gudino in Phoenix will provide on-site support for the students and liaisons.

**Kelsey Montano, Transition Specialist (5% FTE)** will be responsible for outreach to school partners and developing virtual situational assessment work opportunities. She will develop virtual support strategies and training methodologies for conducting virtual situational assessments. Ms. Montano will assist with specific student recruitment and working with school personnel to engage their feedback and determine most effective strategies for participating schools. Ms. Montano in Tucson will provide on site support for the students and liaisons.

**TBH, Employment and Transition Manager (5% FTE)** will be responsible for exploring a sustainable fee-for service and other payment modalities for on-going sustainability. She/he will work with state agencies and assist with establishing a platform for on-going permanent delivery of the Roundtable.

**TBH, Liaison for Community Informed Systems Change Specialist (4% FTE)** will be responsible for working with state agency leadership to develop procedures for payment, expansion, and statewide access of the Roundtable. She/he will conduct outreach, information sharing, and training to engage agency staff and enhance the referral and implementation process from their entry point.

### **Fringe Benefits**

The University of Arizona defines fringe benefits as direct costs, estimates benefits as a standard percent of salary applied uniformly to all types sponsored activities, and charges benefits to sponsors in accordance with the federally-negotiated rates in effect at the time salaries are incurred. A rate of 31.0% was budgeted for all personnel categorized as *UA Employees*.

### **Travel**

Funds are requested to support travel to participating schools and local businesses to provide site assistance for youth, conduct situational assessments, and complete business development activities. (2,000 miles \* \$0.445 per mile = \$890)

### **Contracted Services/Professional Services**

**Consultants:** Richard Parent-Johnson, PhD, Clinic Director will report to Ron Sorensen, Vice Chair of Outreach for the Department of Family & Community Medicine and be responsible for overseeing expansion of and finalization of an Arizona model of the SD TransitionInAction Clinic which he was co-developer of. He will lead development of application to students who are younger, in foster care, representative of diverse populations, and reside in different geographic areas. Dr. Parent-Johnson will identify effective approaches for delivering the Roundtable using a telehealth and hybrid platform and ensuring fidelity of expansion implementation. He will assist with finalizing the schedule content, reporting templates, tools, and resource development. (170 hours @ \$75 per hour = \$12,750)

**Subaward with University of South Dakota:** Emily Meier, MA, Training Specialist will be responsible for assisting with developing the Roundtable schedule and session content, tools and resources for implementation, and training and technical assistance strategies for others assuming her role. Ms. Meier led a major component of the SD TransitionInAction Clinic and is the lead for the highly successful and on-going sustainable service. She was instrumental in development of the pilot in year one and field test in year two to adapt to Arizona, diverse participants, and a virtual format due to COVID. She brings expertise in content and training to assist with identifying effective approaches for expansion. (\$15,205 Direct Costs + \$1,521 Indirect Costs = \$16,726)

**Interpreters:** Funds are requested to provide communication support for participants including Spanish and ASL interpreters for youth and families during the Roundtable. Additional funds are requested for interpretation of Roundtable documents into Spanish and plain language assistance. (\$2,000)

**Community Partners:** The Roundtable's success is due to the many community partners who come and share their expertise and resources for families. While most state that this is what they should be doing and include within their work scope, others participate as an add on to those duties. These funds will compensate those participants who are not compensated by an agency or that participating is beyond the scope of their work responsibilities. We would also like to compensate content experts and participants who join the TAR bringing their specific expertise such as a Native American or refugee consultant. It is anticipated that each partner would receive \$50 per TAR up to \$500. (4 partners @ \$500 per partner = \$2,000)

### **Indirect Costs**

Indirect costs are budgeted at the ADDPC-stipulated rate of 10% of total direct costs. (\$109,091 Direct Costs \* 10% = \$10,909)

### **Cost Match**



Cost match is committed at the ADDPC-stipulated rate of 25% of total project costs. (\$160,000  
Total Projects Costs \* 25% = \$40,000)

**XI. Key Staff**

**Personnel**

**Wendy Parent-Johnson, Principal Investigator & Project Director**

**Celina Urquidez, Clinic Coordinator**

**Brandy James, PhD, Community Education Manager**

**Damian Gudino, Vocational Specialist**

**Kelsey Montano, Transition Specialist**

**TBH, Employment and Transition Manager**

**TBH, Liaison for Community Informed Systems Change Specialist**

**Consultants:**

**Richard Parent-Johnson, PhD, Clinic Director**

**Emily Meier, MA, Training Specialist**

## XII. Letter of Support

February 15, 2022

Wendy Parent-Johnson, PhD, CRC  
Executive Director, Sonoran Center for Excellence in Disabilities  
[wparentjohnson@arizona.edu](mailto:wparentjohnson@arizona.edu)

Dear Wendy,

I enthusiastically support your proposal to continue the efforts of the Transition AHEAD Roundtable, a youth-to-adult transition resource facilitated by the Sonoran Center for Excellence in Disabilities (UCEDD). This extension will allow the Sonoran UCEDD to offer the Transition AHEAD Roundtable program to more families statewide. This program is designed to purposefully engage both the young adult and their family in collaborative activities with Sonoran UCEDD staff and staff from outside agencies and organizations that address five key areas of transition planning: Employment, Healthcare, Education & Training, Relationships and Community, and Independent Living.

Raising Special Kids began in 1979 as a grass-roots effort of families, professionals, and community leaders determined to provide support and information for parents of children with disabilities and special health care needs. Today, Raising Special Kids serves as Arizona's Family-to-Family Health Information Center, and as Arizona's Parent Training and Information Center. Helping parents access information about health care, community resources, and support services so they can make informed decisions regarding their children's care has been our mission from the beginning. We support thousands of Arizona families each year through our programs and services. The proposed program will complement multiple aspects of our organization's credo: 1) We believe that professionals are important allies for families. The shared wisdom, counsel, respect and support creates enhanced positive outcomes for children. 2) We believe that parents who model effective self-advocacy encourage a child's pursuit of their own dreams.

I look forward to the significant impact this project will have on statewide youth-to-adult transition by implementing education and resources for families across the state.

Sincerely,



Christopher Tiffany  
Executive Director

