

11/04/2022

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

Re: Supporting Inclusive Practices in Colleges (SIP-C) Year 4 Renewal Information

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

Recipient: Northern Arizona University, Institute for Human Development

PI: Dr. Kelly D. Roberts, NAU-IHD, PO Box 5630, Flagstaff, AZ 86011

928-255-2101 (mobile), 928-523-4982 (office), Kelly.Roberts@nau.edu (email)

Dear Marcy,

Please find enclosed the renewal application for Year 4 of the grant project entitled “Supporting Inclusive Practices in Colleges (SIP-C): An exemplary model for supporting students with intellectual disabilities and developmental disabilities transition to postsecondary education in Arizona.”

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



Sakénya McDonald, PhD
Assistant Director, Academic Programs
Program Director, Supporting Inclusive Practices in Colleges (SIP-C)



Kelly Roberts, PhD
Executive Director
Principal Investigator, Supporting Inclusive Practices in Colleges (SIP-C)

Supporting Inclusive Practices in Colleges (SIP-C) Year 3 Renewal Application

Table of Contents

<i>Narrative Response</i>	2
1. Provide a two-page Executive Summary of your funded project during Year 3. Include the following: What is the intent/ what are the outcomes; Who is the target audience; Explain how the program impacts the I/DD community; Summarize the data collected to date; and Why the ADDPC should continue funding your project for another one-year period.....	2
2. Detail the project for the current funding year based on your implementation plan and how it met your original goal. Also describe activities that are left to complete in the last quarter of your funded contract. Describe any barriers that were addressed.	3
3. Describe how feedback from participants, family members or other stakeholders is used to support or change your project. Detail community partners involved and their role.....	9
4. Describe efforts to work in or promote the project in underserved or unserved areas of the state or with certain populations that are often overlooked.	10
5. Summarize evaluation findings to date, what measurements are collected and what data can be shared since inception of ADDPC funding.	10
6. Describe any new changes that will be implemented in Year 4, including project design, target numbers, collaborators, implementation, staffing, evaluation, and other activities.	11
7. Describe the anticipated objectives and outcomes to be achieved by the end of Year 4. State how this project will be sustained after ADDPC funding has ended.	12
8. Provide one or two success stories, individuals with I/DD who have participated in your project.	13
<i>Attachment 1: Implementation Plan of Major Activities</i>	14
<i>Attachment 2: Budget Summary Form</i>	22
<i>Attachment 3: Key Staff and Budget Narrative</i>	24
<i>Attachment 4: Letters of Support</i>	29

Narrative Response

1. Provide a two-page Executive Summary of your funded project during Year 3. Include the following: What is the intent/ what are the outcomes; Who is the target audience; Explain how the program impacts the I/DD community; Summarize the data collected to date; and Why the ADDPC should continue funding your project for another one-year period.

Students with intellectual and/or developmental disabilities (I/DD) often exit high school without having developed the skills necessary to successfully pursue integrated employment and independence. The opportunity to participate in postsecondary education (PSE) can empower people to develop academic competencies and knowledge, improve their prospects in the job market, hone their social skills, and broaden their views of the world (Baum, Ma, & Payea, 2013). Supporting Inclusive Practices in Colleges (SIP-C) is a postsecondary transition support program housed at Northern Arizona University's Institute for Human Development (IHD). Program objectives and activities identify and address the ways in which individuals with I/DD living in the region, specifically in rural areas, pursue and access inclusive PSE.

SIP-C's service area encompasses over 53,076 square miles, including under/unserved communities that have limited postsecondary transition services for individuals with disabilities. For example, according to estimates from the American Community Surveys (2018), Arizona has the highest population of American Indians in the nation. Four counties located in SIP-C's service area have populations of American Indians as high as 75% (U.S. Census Bureau, 2019a). Interpersonal and financial issues, racism, discrimination, and inequality, often resulting from historical trauma, exacerbate existing challenges faced by American Indian students with I/DD seeking to transition to PSE (Graham & Eadens, 2017). Research suggests that positive support systems are necessary for American Indian students with I/DD to integrate into fully inclusive PSE environments (Andrade, 2014).

SIP-C's mission is to provide any transition student with I/DD with these positive support systems. It is guided by the belief – supported by research – that if students with I/DD self-determine their education and employment goals and have access to supports to realize their goals in authentic, inclusive, and age-appropriate environments, these students will achieve significantly improved transition and employment outcomes. One of SIP-C's core values is to “Set the Bar High” for success by advising, encouraging, and supporting students to participate and thrive in higher education experiences. The second core value, the “Front Door First” approach, promotes inclusion, authenticity, and self-advocacy while facilitating institutional awareness about the presence and needs of diverse learners participating in PSE opportunities.

SIP-C partners with four institutions of higher education (IHE): Northern Arizona University, Coconino Community College, Mohave Community College, and Northland Pioneer College; as well as the following local educational agencies: Flagstaff Unified School District, Kingman Unified School District, and Red Mesa Unified School District. Since 2020, partnerships established through the Interagency Collaboration Team (ICT) have been crucial in expanding program capabilities. The ICT serves in an advisory role and includes representatives from agencies such as the Arizona Rehabilitative Services Administration (RSA/VR), the Arizona Department of Economic Security (DES/DDD), the Department of Diné Education: Office of

Special Education and Rehabilitation Services (OSERS), and the Arizona Department of Education: Exceptional Student Services (ESS). These community partners allow us to connect students to local services that can assist them in their education journey by providing tuition assistance, access to assistive technology, and employment opportunities.

Evaluation data reflect that, as of 11/1/2022, SIP-C has received 46 applications from individuals with I/DD. Thirty-six applications have been reviewed and approved and 10 applications are pending review, for a total of 46 SIP-C applicants as of November 3, 2022. Additionally, 66% of all applicants receive vocational rehabilitation services support, 21% of whom have tribal affiliations. Demographic data collected on all applicants (approved and pending) reveal 54% of applicants identify as White, 35% American Indian/Alaskan Native, 17% Hispanic/Latino, 4% Asian, 2% Native Hawaiian or Pacific Islander, and 2% preferred not to respond. Additionally, 72% of identify as male and 28% as female, while 31% live in a rural geographic area.

The SIP-C model is highly successful in the northern Arizona region. Existing and emergent collaborations with statewide partners have revealed a need for ongoing support. Specifically, to implement activities related to replicating and sustaining the current model throughout Arizona (program objective VII), we are requesting funding to create a revised replication and sustainability model project. Drawing upon recent successful efforts to forge a partnership and replicate the SIP-C program at Arizona Western College (AWC) in Yuma, AZ, we propose to integrate SIP-C model components and strategies through the formation of “campus and community outreach, response, and engagement” (CCORE) teams. The function of CCORE teams is to leverage existing experience and community partnerships to embed SIP-C core values while collecting qualitative data to inform the creation of an “inclusive postsecondary transition workbook” (IPTW). The workbook would be a guidebook (available online and in print) detailing how AWC faculty and staff can coordinate with external agencies, such as vocational rehabilitation and local educational agencies, to define pathways for transitioning students with I/DD to successfully enter postsecondary environments.

Also informing the construction of the IPTW will be qualitative data collected from SIP-C students, including 36 current participants. Using participatory action research methodology, data collected from students would provide a cross-comparison to data collected from the CCORE team. We anticipate that data collected and analyzed using cross-comparison will assist in refining existing SIP-C model components to align with CCORE team expectations and available resources. If granted additional funding from ADDPC, we will expend funds to support SIP-C staff in (1) conducting an extensive literature review; (2) creating and implementing a comprehensive qualitative evaluation plan; (3) forming two pilot CCORE teams, one at an existing partnered IHE and one at our new partner, Arizona Western College; (4) forming a student self-advocacy group (SSAG); (5) creating an IPTW; and (6) testing for replication and sustainability efficacy in under/served regions throughout the state of Arizona..

2. Detail the project for the current funding year based on your implementation plan and how it met your original goal. Also describe activities that are left to complete in the last quarter of your funded contract. Describe any barriers that were addressed.

SIP-C features two model components and ten strategy areas.

Model Component I: Transition Preparation and Linkage Activities/Strategies

These activities/strategies are utilized to prepare individuals to attend PSE environments and support their retention. Model Component I strategies include the following: (1) person-centered planning; (2) self-advocacy, including social interactions and communication skills; (3) self-determination; (4) natural supports (including peer mentors), and (5) interagency collaborative teaming.

Model Component II: Supports that Result in Authentic Inclusive PSE Participation

These strategies are utilized to ensure that the individual with I/DD is supported to self-advocate in PSE environments, which includes engaging in activities that encourage an authentic, inclusive PSE experience.

Model Component II strategies include the following: (6) a “Front Door First” approach; (7) “Set the Bar High;” (8) adaptive educational coaching; (9) personal technology supports and training; and (10) campus-wide professional development.

To implement model components and strategies that have demonstrated effectiveness, SIP-C is guided by seven objectives and related activities described below, along with (1) progress in the implementation plan; (2) activities that remain to be completed in the last quarter of 2022; and (3) any barriers that were addressed.

Objective 1: Implement the model components and strategies that have demonstrated effectiveness in Hawai‘i through an iterative process, both prior to and during pilot-testing in northern Arizona.

During 2022, the SIP-C interagency team has continued to partner with multiple organizations and agencies, such as the Navajo Nation’s Office of Special Education and Rehabilitative Services; the Arizona Department of Education Exceptional Student Services; the Arizona Division of Developmental Disabilities; and the Arizona State Rehabilitative Services Administration/Vocational Rehabilitation (RSA/VR). VR provides policy training to campus coordinators/educational coaches (CC/EC; full-time positions with administrative functions), educational coaches (EC; part-time positions with no administrative functions) and support to VR-eligible participants through funding for college-related expenses and job placement assistance. Partnered local education agencies (LEAs) include Flagstaff Unified School District; Kingman Unified School District; and Red Mesa Unified School District. Through their transition programs, LEAs support recruitment efforts by recommending qualified individuals to the program. IHEs, namely Northern Arizona University, Coconino Community College, Mohave Community College, and Northland Pioneer College, offer a postsecondary infrastructure through which SIP-C participants are empowered to successfully navigate the transition from their local high school to their local community or four-year college.

Notable Activities: The Zone 1 CC/EC established a relationship with Quality Connections, a Montessori-informed day program for individuals with moderate to severe disabilities. Quality Connections has referred one of their clients to the SIP-C program. Recognizing that forging new partnerships informs program sustainability, the interagency team has grown to include representation from Special Olympics AZ (SOAZ) and Raising Special Kids. An informal partnership with the Northern Arizona Adaptive Sports Association (NAASA) resulted in eight

adaptive ski lesson scholarships being offered to SIP-C participants, which had positive impacts on student socialization and motor-development skills.

Barriers: None to report.

Objective II: Prepare 30 qualified individuals with intellectual and/or developmental disabilities ages 18-26 to participate in postsecondary education.

In 2022, SIP-C staff implemented activities in all 10 strategy areas. At the end of October 2022, SIP-C had recruited 36 participants, 19 of whom had developmental disabilities only. Participants were matched with one of three campus coordinator/educational coaches (CC/ECs) and had completed PCP during the intake process. The intake processes typically take between 1-2 hours to complete; CC/ECs skillfully navigate a series of questions to elicit accurate and informed responses. The evaluator (EV) reviews responses while constructing participant records within the Data Collection and Reporting System (DCARS) platform, thus providing an additional layer of oversight. Upon acceptance, participants receive consistent coaching, mentoring, and advising on postsecondary planning, enrollment and financial aid processes, time-management, and career development. In the fall of 2022, six virtual PSE orientation sessions were hosted on topics ranging from “understanding financial aid” (delivered in plain language for accessibility) to “navigating campus resources.” In addition to the intake and PCP processes, content delivered in orientation sessions address all ten strategy areas.

Notable Activities: Prior to the start of the Fall 2022 semester, the Zone 3 CC/EC established a relationship with the College and Career Preparation Division at Northland Pioneer College. This resulted in an increased ability to provide Wi-Fi hotspots to students living in rural communities, thus leading to improved access to online learning environments, improved personal technology skills, written communication skills, and socialization.

Barriers: None to report.

Objective III: Provide training, technical assistance, and professional development for faculty and other postsecondary education personnel.

Under the guidance and direction of the ICT and IHD’s research director, workshops on topics related to inclusive postsecondary transitioning have been provided to faculty at Mohave Community College, Diné College, Navajo Technical University, and Northland Pioneer College. Staff from local educational agencies, including the Kingman, Red Mesa, Sanders, and Whiteriver Unified School Districts, have participated in training on topics related to preparing individuals with DD to pursue postsecondary educational opportunities. In 2022, the PD participated on Northern Arizona University’s General Studies and Intersectional Identities committees. As a result, the PD has advanced the importance of inclusive postsecondary education and offered resources so that faculty are aware of, and feel empowered to, support students with I/DD.

In August 2022, SIP-C staff attended a two-day retreat at IHD. In attendance were the program director, three educational coaches, and three peer mentors. The SIP-C team was able to identify six potential professional development topic areas ranging from increasing understanding of vocational rehabilitation benefits for college students with disabilities to addressing disability-

related stigmas and biases in postsecondary environments. Additionally, in August, the program director met with Kristen Mackey, Natalie Guzman, and Andrea Benkendorf from Arizona RSA/VR to discuss designing and offering a professional development webinar specifically for statewide VR staff.

Notable Activities: In October 2022, Zone 3 CC/EC and the PD presented their peer-reviewed paper titled “From Ashé to Tiahui: Strategies for Implementing an Authentic Caring Coaching Approach.” The paper explained the *authentic caring coaching approach*, a conceptual framework informed by Student Personnel Point of View, Tribal Critical Race Theory, and Othermothering. Incorporating SIP-C strategy areas, the paper indicated that Indigenous students with disabilities living in rural areas benefit from coaching and mentoring that recognizes cultural and social variables that may influence how marginalized students with disabilities self-determine postsecondary goals. The final paper will be published in a future edition of *The Chronicle of Mentoring and Coaching* journal.

Barriers: None to report.

Objective IV: Continue implementation with 30 participants, in collaboration with established partners.

As of October 2022, 36 participants (19 with DD only) have received continuous and consistent individualized support. In July of 2022, data provided to the National Information and Reporting System (NIRS), a data collection system that tracks performance data on all IHD-related activities, indicated that over 500 contact hours were delivered to participants from August 2021-July 2022. Implementation fidelity protocol is utilized to assess the alignment of model strategies with completed activities at varying intervals. In 2022, data analysis from the second quarter indicated that, overall, program activities are being implemented successfully: for example, participants’ average scores reported marked increases in the following areas: (1) *student is aware of their preferences, interests, values, strengths, and limitations and uses them to define goals* (Fall 2021: 2.50; Spring 2022: 3.40); (2) *student is developing a plan of action based on choices and available resources* (Fall 2021: 2.67; Spring 2022: 3.18); (3) and *student exhibits increased levels of independence* (Fall 2021: 2.67; Spring 2022: 3.18).

Program staff continues to refine processes to address areas that do not demonstrate efficacy. To illustrate, during the third quarter, based on feedback from our partners, the PD re-evaluated the intake process and determined that, henceforth, all newly admitted participants would be required to complete the disability resource intake process prior to enrolling in classes. A participant may opt out of disability resource services, but detailed notes must be provided in the participant file indicating the request to opt out. This revision to the intake process provides more federal protections to individuals with disabilities in postsecondary environments.

Notable activity: Existing relationships between SIP-C, Ability360, and the Arizona Center for Disability Law resulted in two SIP-C Coconino Community College students being invited to speak on their transition experience at the African American Conference on Disabilities in February 2022. One of these participants was able to use his participation to earn credit in his public speaking class. This activity illustrates that implementation has been successful overall, and that new and established partners remain committed to support program growth.

Barriers: None to report.

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

SIP-C has benefited from implementing a refined and rigorous evaluation design and will continue to use data to inform decision-making processes that directly impact program effectiveness, efficacy, and sustainability. In 2022, the program evaluator revised the survey that is administered to SIP-C's Interagency Collaborative Team (ICT). These revisions were made to address survey discrepancies that made it challenging for non-agency affiliated members, such as parents and self-advocates, to provide accurate feedback on their assessment of program vitality. To supplement the existing evaluation plan, in July of 2022, the Institute for Human Development included SIP-C students in the National Reporting Information Systems (NIRS) annual report. NIRS reporting is a requirement of all University Centers for Excellence in Developmental Disabilities Education, Research, and Service (UCEDDs). Beginning in July 2022, data on SIP-C students ("trainees") will be collected annually and compiled to determine the number of contact hours, types of activities they participated in, and the number of SIP-C partners (such as the ADDPC) who have provided services or assistance. The PI and PD will also utilize NIRS to collect and measure supplemental data on the efficacy and effectiveness of SIP-C training and technical assistance offered to partners, families, and community members.

Notable activities: None to report.

Barriers: In September 2022, the program evaluator terminated their employment at IHD which resulted in a delayed start to some data-collection processes at the start of the Fall 2022 semester. A new EV began in October 2022 and quickly became familiar with the evaluation plan and related data collection and analysis methods.

Objective VI: Prepare and disseminate finalized project materials and data reports and prepare for replication of the model at other sites.

In July of 2022, the PD presented at the annual IDEA conference. The presentation featured details about the program model and outcomes. From this presentation, two technical assistance trainings were offered to (1) a special education and transition specialist in Tucson, AZ and (2) a parent advocate and employee of Raising Special Kids. Satisfaction survey results indicated recipients felt the technical assistance was of high quality and relevant to their current work. Additionally, ICT members and stakeholders attend quarterly meetings. During these meetings, replication materials and participant results are shared, and attendees ask questions or provide feedback that help inform ways in which information related to the program model components, activities, and outcomes can be shared with future replication sites.

Notable Activities: Inclusive postsecondary education is trending. As a result, SIP-C staff believe that potential stakeholders may utilize social media platforms to learn about the program; therefore, in 2022 we increased our usage of social media as a way of distributing information about the program. One platform on which we have had moderate success is Instagram: SIP-C's Instagram Page (<https://www.instagram.com/sipc.az/>) has 96 followers. The PD can work closely

with the dissemination director to identify preliminary demographic information on followers (e.g., age, location, etc.). This data will help the PI and PD forecast trends to identify ways individuals are engaging with SIP-C, which informs the development of replication materials, reports, and strategies.

Barriers: None to report.

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

Program replication and sustainability activities are ongoing and during this reporting period focused on forging new alliances and refining program implementation. While to date this objective has not been fully met, the objectives and activities proposed in this renewal application detail how an additional year of support will enable us to complete activities 7.1 and 7.2. We have begun preliminary replication and sustainability activities. During the second and third quarters, the PD and Zone 2 CC/EC worked closely with Arizona Western College (AWC) to establish an alliance. AWC President Dr. Daniel Corr is fully supportive of establishing a SIP-C presence on campus.

An informational event on inclusive postsecondary education was hosted at AWC in October. The goals of the event were (1) to identify Spanish-speaking individuals with DD who are interested in postsecondary education but have no specific transition goals in their IEP; (2) to determine the number of resources, such as vocational rehabilitation, that are available to individuals with DD in Yuma; and (3) to assess the feasibility (e.g. travel-costs, time allocations) of piloting the SIP-C program model on Arizona Western College's main campus. Additionally, the program director has consulted with Karla Phillips-Krivickas, policy advisor and founder of ThinkInclusion, to identify ways in which private donor(s) and/or the NAU Foundation may be able to secure future funding. Lastly, the PD and PI have met with Arizona RSA/VR to determine ways to better educate VR staff to respond to requests from eligible clients seeking to pursue postsecondary education opportunities.

Notable Activities: The PD, under the direction of the PI, submitted a proposal to create an online postsecondary transition micro-credential to be offered by Northern Arizona University. This program would be informed by key elements of the SIP-C program model, specifically those related to self-determination and self-advocacy. A micro-credential program would ensure program sustainability. The proposal was not funded, but preliminary research indicates that an online program targeting high school students with DD could be designed and funded in the future.

Barriers: Rapid program growth resulted in delays in hiring staff. To ensure participants had access to services and support, such as educational coaching, planning and implementation of a comprehensive replication and sustainability plan was delayed. In October 2022, SIP-C hired two ECs and three peer mentors (PMs) and is currently onboarding two ECs and one PM. We anticipate these new hires will enable CC/ECs to take on more administrative functions to assist in developing and incorporating the proposed replication and sustainability plan.

3. Describe how feedback from participants, family members or other stakeholders is used to support or change your project. Detail community partners involved and their role.

The year 2022 saw many shifts in the way higher education professionals deliver quality learning opportunities, especially when considering avenues for supporting individuals with I/DD who are pursuing PSE. During the current reporting year, critical feedback was provided to us from one of our partnered IHEs. A SIP-C participant had a negative interaction with one of his professors, which resulted in the PD and Zone 3 CC/EC reevaluating the individual's PCP and identifying alternatives for this participant to complete the required class. As a result, the PD immediately incorporated a new protocol for all future intakes: all participants will be required to have a documented disability resource accommodation plan on file prior to registering for classes. A participant may opt out of seeking disability-related accommodations but, in those instances, the PD will need to give approval for the participant to continue receiving support. This restructuring was found to provide a greater level of federal protection to all SIP-C students who are eligible, under Title IX, for reasonable accommodation. Additionally, having a documented plan in place removes the need for the CC/EC to engage directly with faculty or staff who may not be fully supportive of our program goals.

Positive feedback also helps support how the program is implemented. To illustrate, in June 2022, the PD presented on the topic of inclusive postsecondary transition for the ADDPC's Career and Transitions webinar series. Twenty-two attendees indicated high satisfaction levels with the technical assistance provided. Examples of feedback from survey responses include:

Prompt: How will you use the information gained in the webinar?

“For my own son and family as well as for a project I'm working on for Partners in Leadership, Pilot Parents on transitioning students to postsecondary education.”

“By telling my members that they can go to college.”

“VR is not as well-known as it needs to be! Blab about it, frequently!!”

In response to this feedback, at the SIP-C staff retreat in August 2022, program staff, including peer mentors, suggested giving greater attention to supporting parents of individuals with I/DD statewide. For example, also in August 2022, we received multiple requests for information from parents of students with I/DD who were entering college for the first time. Parents indicated they had heard about our program either through word-of-mouth or from professionals at affiliated organizations familiar with our program. Program staff responded to each inquiry and explained that, currently, SIP-C only supports students in northern Arizona attending our partnered IHEs, but also provided parents with a list of potential resources (such as on-campus TRIO offices) that might provide some assistance. Our team strongly feels that responding to individuals with an offer to provide some assistance creates favorable associations with the SIP-C program in the minds of parents and community members. Our team seeks to remain accessible as a resource for individuals and families with DD in Arizona.

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

SIP-C's year 4 renewal application proposes to (1) continue offering supports to qualified individuals with I/DD in under/unserved areas, including individuals with tribal affiliations living on tribal land, and (2) focus efforts on implementing replication and sustainability activities in another under/unserved region, Yuma County, AZ. Yuma is a high needs community, with several populations of overlooked communities residing within the county. According to the U.S. Census Bureau, Yuma County has a median income of \$48,790, with 15.2% of the population identified as persons in poverty. Yuma also has a Hispanic/Latino population of 65.5%. Moreover, 54.1% of Yuma County residents speak a language other than English, with a high percentage of these speakers being Spanish speakers. In addition, 2.5% of Yuma County residents report a tribal affiliation, with the Cocopah and Fort Yuma Reservations located within the county.

Academically, AWC offers over 100 degrees and certificates in a wide range of areas, including arts and humanities, business, healthcare, science and math, social and behavioral sciences, and trades programs. In addition, AWC collaborates with Arizona State University, University of Arizona, and Northern Arizona University. Each of these universities house satellite campuses at AWC, with their own advisors, professors, and classrooms. Most notable is AWC's partnership with Northern Arizona University, offering over 15 undergraduate degrees and six graduate degrees on the AWC campus. Students at AWC are provided options not only in their community college education but also a plethora of opportunities for a four-year degree and beyond. A partnership with AWC would serve to provide incoming students with I/DD with a smooth transition from community college to a four-year program, all on the same campus, creating opportunities for long term student retention and growth.

5. Summarize evaluation findings to date, what measurements are collected and what data can be shared since inception of ADDPC funding.

The evaluation for this project is being implemented at multiple levels, which includes collecting the following types of data:

1. Participant-level data that examines improvement in self-determination, self-advocacy, use of academic and technology supports, integrative employment, interaction and communication, use of natural/peer supports, person-centered planning, and the achievement of academic and employment goals.
2. Interagency Collaborative Team-level data that examines improvements in levels of interagency collaboration.
3. Faculty/staff level data that examines the impact of any professional development opportunities delivered by project staff.

Participant level data is primarily collected through our Data Collection and Reporting System (DCARS), which includes a process of application and intake, as well as a student log where CC/ECs and ECs will log interactions with student participants. Data continues to be used to describe participants involved in the program and to demonstrate improvement in key areas where participant improvement is expected.

At this time, minimal data has been collected on the efficacy of professional development or technical assistance. Additionally, one CC/EC has agreed to work with the evaluator (EV) to develop a timeline for administering professional development and technical assistance surveys. Under the direction of the EV, this CC/EC will be responsible for creating and revising surveys and all SIP-C staff, including the PD, will be required to adhere to more rigorous and consistent data collection timelines.

Per guidelines from the Administration on Intellectual and Developmental Disabilities (AIDD), contractors must report on the following self-advocacy performance measures concerning the collection of demographic data, specifically:

1. the number of people with I/DD who participate in ADDPC supported activities;
2. the number of people with I/DD who participate who state they are satisfied with the project; and
3. the number of people with I/DD who report increasing their self-advocacy/self-determination skills.

On average, students demonstrated improvements in all performance measures. A statistically significant improvement was found in the following indicators:

1. Student/participant is aware of his/her preferences, interests, values, strengths, and limitations and uses them to define goals.
2. Student/participant is responsible for actions and decisions.
3. Student/participant shows increased levels of independence.
4. Student/participant uses his/her own skills, tools, resources.

The Interagency Collaborative Team (ICT) has representation from 16 organizations with 36 people. ICT members complete a regular survey examining their connections with other organizations included in the ICT. Surveys were not conducted during the current reporting period, as the ICT does not meet during summer months. Surveys are administered biannually (QTR1 and QTR2) with the most recent being conducted on 10/19/2022. Four ICT members responded to the survey. Using a Likert Scale, respondents were asked to specify model components they felt were “most likely to promote long-term sustainable systems change.” High scores were given to the model components of (1) self-advocacy training and coaching, (2) use of supportive educational coaching, and (3) use of ICT.

6. Describe any new changes that will be implemented in Year 4, including project design, target numbers, collaborators, implementation, staffing, evaluation, and other activities.

In response to increasing awareness of the ways in which individuals with I/DD benefit from PSE, such as improved independence and integration into gainful employment, this renewal proposal seeks to demonstrate ways in which the SIP-C team will embed model components and strategies into IHEs throughout the state of Arizona.

Our project design includes the formation of two vital groups that will replicate the function of the current Interagency Collaborative Team. The first group, Campus and Community Outreach,

Response, and Engagement (CCORE), will be comprised of professionals on campuses whose current work responsibilities focus on student engagement and transition. The CCORE team will also include delegates from key statewide agencies, specifically Arizona Rehabilitative Services Administration/Vocational Rehabilitation (VR). We believe that introducing skilled professionals to their counterparts will lead to increased collaboration, which may better position the SIP-C program to benefit from statewide funding from organizations with federal ties. The second group will focus on student self-advocacy; the Student Self-Advocacy Group (SSAG) will work directly with the CCORE team to provide consistent feedback to determine how they are acclimating to the program. The PI and PD have determined that, given recruitment data at current partnered IHEs, we will seek to continue providing individualized support under the current program model to 36 onboarded participants and to 20 newly recruited participants under the new CCORE/IPTW model.

To design, test, and implement the proposed statewide site replication and sustainability model, we will expand personnel by adding two support positions: a research associate and an administrative support specialist. The research associate will work with the PD and EV to conduct a literature review that will inform the construction and refinement of the IPTW. The administrative support specialist will assist the CC and DD in creating the IPTW in both print and online form, track distribution of the IPTW, arrange travel for the PD and CC, process requests for student tuition or incidentals assistance, and provide logistical support for all on-campus events. The EV, Dr. Jade Metzger-Riftkin, has designed a comprehensive evaluation plan that includes qualitative and quantitative assessment. Qualitative data will be collected from focus group notes, field observations, and activity logs. Quantitative data will be collected via pre/post satisfaction surveys. The evaluation plan will measure how well CCORE teams are able to replicate SIP-C model components and strategy areas utilizing resources that are available to them on campus and through existing statewide programs that offer postsecondary education transition services to students with DD.

7. Describe the anticipated objectives and outcomes to be achieved by the end of Year 4. State how this project will be sustained after ADDPC funding has ended.

Objective key activities are located in the implementation plan, and objective 4 details potential ways in which the program can be sustained after ADDPC funding has ended. The 2023 anticipated objectives and outcomes include:

Objective I: Develop an evidence-informed and comprehensive inclusive postsecondary transition workbook.

- *Outcome: IPTW finalized and distributed to piloted CCORE teams at two partnered IHEs (one existing, one new), affiliated LEAs, and related professionals.*

Objective II: Assist CCORE teams in implementing training and replication/sustainability strategies with 20 newly recruited individuals with I/DD.

- *Outcome: Training and program replication/sustainability strategies are used with high fidelity, resulting in improved transition outcomes and statewide access to inclusive postsecondary education for 56 qualified individuals with I/DD.*

Objective III: Conduct research on the inclusive postsecondary transition workbook to determine the efficacy of program replication strategies using qualitative processes and outcome measures.

- *Outcome: Qualitative data collected and analyzed to determine efficacy of training and replication/sustainability activities and materials. Data will include focus groups, interviews, meeting notes, activity logs, field observations, and pre/mid/post surveys.*

Objective IV: Program model components and strategies are replicated and sustained at partnered sites and demonstrate program efficacy to donor(s) and funding agencies.

- *Outcome: Funding is secured for statewide program expansion and sustainability.*

8. Provide one or two success stories, individuals with I/DD who have participated in your project.

Success Story #1: Transitioning into college can be bumpy for many students. Student M, one of the quieter students starting at Coconino Community College in Fall 2021, initially struggled adjusting to his course work. SIP-C educational coaches and peer mentors increased support for Student M and worked to develop his knowledge of campus resources. In SIP-C, campus resources are referred to as “Front Door First” services, where the students learn how to get support on campus and advocate for their needs and rights. With the support of SIP-C, Student M’s confidence on campus grew and he began to use resources on his campus independently, like the tutoring center, TRiO, and the Disability Resources office. Now a seasoned college student, Student M has blossomed into a role model for incoming SIP-C students. In the weeks leading up to the Fall 2022 semester, Student M was observed on campus showing a friend where to access supports and other resources on campus. Since joining SIP-C, Student M has demonstrated mastery in navigating his “Front Door First” services and initiative in providing support to other incoming college students so they can master this skill as well. Student M’s knowledge of his campus, dedication to his peers, and newfound confidence is a prime example of the skills that SIP-C hopes to continue to foster in students across Arizona.

Success Story #2: It can be difficult to maintain balance as college student, especially when maintaining a job. Student S, a second-year student at Mohave Community College (MCC) and member of the SIP-C program, has experienced these ups and downs. Initially, Student S struggled to keep up with her assignments while maintaining her work schedule. After realizing this, Student S advocated for herself and reached out to her educational coach for help developing time management strategies after falling behind in math class. After applying the time management skills to her daily schedule, Student S was not only able to get back on track in math class, but also found time to participate in the school’s culinary club. Since then, Student S has continually used her self-advocacy skills to ask for help from her EC professors, and tutors when falling behind; negotiate her work schedule to fit her academic needs; and participate in campus activities. Most recently, Student S volunteered to paint faces at MCC’s annual Pumpkin Fest, a Halloween event. Student S advocating for herself and getting involved socially on campus is exactly what SIP-C aims to accomplish with its students.

Attachment 1: Implementation Plan of Major Activities

Please note that this implementation plan is informed by prior implementation plans, including the implementation plan from the original grant application, but includes new objectives and activities in order to highlight program replication and sustainability efforts.

PI=Principal Investigator

PD=Program Director

EV= Evaluator

CC=Campus Coordinator (also serves as an educational coach; full-time position with administrative duties)

EC=Educational Coaches (part-time positions with no administrative duties)

RA= Research Associate

DD=Dissemination Director

AS=Administrative Support Specialist

SSAG= Student Self-Advocacy Group

CCORE=Campus and Community Outreach, Response, and Engagement Team

IPTW=Inclusive Postsecondary Transition Workbook

I/DD=Intellectual and/or Developmental Disability

PCP=Person-Centered Plan

IHE=Institution of Higher Education

LEA=Local Educational Agency

Activities	Responsibility	Timelines	Evaluation P=Process O=Outcome
Objective I: Develop an evidence-informed and comprehensive IPTW.			
1.1 Establish pilot CCORE and SSAG at two partnered IHEs.	PI, PD, CC	Month 1	P: Identify and recruit qualified individuals from partnered sites to establish CCORE and SSAG teams who will pilot replication/sustainability strategies included in the finalized IPTW. O: CCORE and SSAG teams are established.

<p>1.2 Continue to provide individualized support to 36 <u>current</u> participants with I/DD by working within the two model components and 10 <u>current</u> strategy areas that focus on (1) improving access to and participation in inclusive academic, social, independent living, and career and vocational activities; and (2) implementing ten strategies:</p> <p><i>Model Component I - Transition Preparation and Linkage</i> Activities/Strategies: 1. person-centered planning; 2. self-advocacy; 3. self-determination; 4. natural supports; and 5. interagency collaborative team.</p> <p><i>Model Component II - Supports that Result in Authentic Inclusive Postsecondary Education Participation</i> Activities/Strategies: 6. the “Front Door First” approach;</p>	<p>PD, CC</p>	<p>Ongoing</p>	<p>P: Through analysis of PCP, activity logs, and pre/post survey data, assess efficacy of model components and strategies on student satisfaction. O: Effectiveness of the implementation of model components and strategy areas on student success is demonstrated.</p> <p>P: Conduct pre/post surveys to measure student progress toward achieving the outcomes of the PCP. O: Effectiveness of strategies and impacts on student achievement of PCS goals is determined.</p>
---	---------------	----------------	--

7. "Setting the Bar High"; 8. adaptive educational coaching; 9. technology support; and 10. faculty professional development			
1.3 Conduct a literature review of effective campus and/or community team strategies and the impact on transition outcomes in students with DD.	EV, CC, RA	Months 1-3	P: Locate, compile, and compare relevant and contemporary literature. O: Data is utilized to determine effective replication/sustainability strategies.
1.4 Produce a draft IPTW and present it to CCORE and SSAG for review.	PD, EV, CC, RA, CCORE, SSAG	Months 3-5	P: Analyze results of literature review and data collected from current model evaluation plan. O: A draft IPTW is produced and disseminated to CCORE and SSAG. P: Assess the quality of training and replication/sustainability activities and materials through the CCORE Team and SSAG. O: Training techniques and replication/sustainability activities and materials are ready for use.
1.5 Finalize IPTW for dissemination via print materials and online.	PD, CC, DD, AS	Month 6	P: Assess accessibility of IPTW to include focus on (1) the incorporation of plain language and (2) the translation of materials from English to Spanish. O: A refined and accessible IPTW is disseminated in print and online versions.
1.6 Distribute completed IPTW to CCORE and SSAG at two partnered IHEs. Affiliated LEAs and related professionals (e.g., guidance counselors, school	PD, CC, DD, AS	Months 6-7	P: Teams at partnered IHEs, affiliated LEAs, and related professionals are instructed on how to locate or request the IPTW. O: Materials are accessed by teams and the number of materials accessed is tracked to determine

psychologists, TRIO coordinators, etc.) will also be able to access the IPTW.			statewide interests in inclusive postsecondary transition.
Outcome: IPTW finalized and distributed to piloted CCORE teams at two partnered IHEs (one existing, one new), affiliated LEAs, and related professionals.			
Objective II: Assist pilot CCORE teams in implementing IPTW (revised) training and replication/sustainability strategies with 20 newly recruited individuals with I/DD.			
2.1 Utilize the finalized IPTW to train CC, pilot CCORE team and SSAG to implement program replication and sustainability strategies at partnered IHEs.	PD, CC, CCORE, SSAG	Months 4-8	P: Assess the quality of the training and replication/sustainability activities and materials. O: Assess training and replication/sustainability activities and materials through comparative analysis of pre/post surveys and data collected on quality, relevancy, and efficacy.
2.2 Assess new participant readiness to engage in postsecondary educational opportunities.	PI, PD, CC, EV, CCORE	Months 4-8	P: Assess the quality of the training and replication/sustainability activities and materials. O: Assess training and replication/sustainability activities and materials through comparative analysis of pre/post surveys and data collected on quality, relevancy, and efficacy.
2.3. Assist pilot CCORE teams in providing individualized support to 20 <u>new</u> participants with I/DD by working within the two model components and 10 strategy areas that focus on (1) improving access to and participation in inclusive academic, social, independent living, and career and vocational activities; and (2) implementing 8 original	PI, PD, CC, CCORE, SSAG	Months 3-12 (for newly recruited students with I/DD at partnered IHEs)	P: Through analysis of PCP, activity logs, and pre/post survey data, assess efficacy of model components and strategies on student satisfaction. O: Effectiveness of the implementation of program training and replication/sustainability strategies on student success is demonstrated. P: Conduct pre/post surveys to measure student progress toward achieving the outcomes of the PCP. O: Effectiveness of strategies and impacts on student achievement of PCS goals is determined.

<p>strategy areas and <u>2 revised strategy areas</u>:</p> <p><i>Model Component I - Transition Preparation and Linkage</i> Activities/Strategies: 1. person-centered planning; 2. self-advocacy; 3. self-determination; 4. natural supports; and 5. <u>student self-advocacy group support</u>.</p> <p><i>Model Component II - Supports that Result in Authentic Inclusive Postsecondary Education Participation</i> Activities/Strategies: 6. the “Front Door First” approach; 7. "Setting the Bar High"; 8. adaptive educational coaching; 9. technology support; and 10. <u>CCORE professional development</u>.</p>			
<p>2.4 Provide ongoing training and technical assistance to support pilot CCORE teams and SSAG as they implement program</p>	<p>PI, PD, CC, CCORE, SSAG</p>	<p>Months 6-12</p>	<p>P: Review of focus group notes, activity logs, and pre/post training surveys. O: Pre/post training surveys, focus group observations, and program evaluation instruments that assess impact on participants.</p>

replication/sustainability strategies.			
Outcome: Training and program replication/sustainability strategies are used with high fidelity, resulting in improved transition outcomes and statewide access to inclusive postsecondary education for 56 (36 current, 20 new) participants with I/DD.			
Objective III: Conduct research on the efficacy of the inclusive postsecondary transition workbook to determine the efficacy of program replication strategies using qualitative process and outcome measures.			
3.1 Conduct interviews with new students to learn how students are acclimating to the program.	EV, RA	Ongoing	P: Develop interview questions for new students pre-program, mid-semester, and post semester. O: Rich ongoing progress data on satisfaction with program, program efficacy, and program areas of growth.
3.2. Conduct open ended surveys with both new students and current students to understand the potential for programmatic replicability, growth, and sustainability.	EV, RA	Ongoing	P. Develop and distribute open-ended surveys to current and new students. Following up with students directly to ensure completion. O. Collected data provides perspectives about the program from both current and new students while also allowing for comparison between the two groups. As a result, the potential for sustainability and replicability can be better understood.
3.3. Aggregate ongoing notes from CCORE's interactions with DD students.	EV, RA	Ongoing	P: Collect notes from CCORE's interactions with students and conduct a constant comparative analysis. O: Snapshots of ongoing challenges, successes, and what CCORE members did over time to support students, providing concrete examples for areas of improvement.
3.4 Conduct focus groups/interviews and review meeting notes of SSAG and CCORE groups to discover communication gaps, goal alignment, and areas of improvement for the program.	EV, RA	Months 2 - 6	P: The stakeholders which comprise CCORE will be parsed into individual focus groups (e.g., one focus group of campus services). Each group will be asked to discuss what challenges they are facing, what solutions they have for overcoming those challenges, their successes, and what their plans are for moving forward long-term with the program. SSAG will be a separate focus group and will be asked to discuss

			<p>what is working to help them reach those goals; what challenges are they facing when attempting to access support services; and if they feel they would benefit from continued participation in this program. The meeting notes from each of the SSAG and CCORE meeting notes will be reviewed to check against the responses from the focus groups. Interviews will be conducted if there are less than three people from any one group.</p> <p>O: A comparative analysis of each stakeholders' success, challenges, and views for continued implementation will be presented to all participants in a conference and the suggested solutions will be incorporated into a workbook for institutional sustainability.</p>
3.5 Complete a literature review to compare evidence-based results from other student support programs against the results of this program.	EV, RA	Months 1-5	<p>P: Utilizing Cline Library resources, scholarship on the sustainability and success of other cross-campus/community partnership programs for students with I/DD will be aggregated.</p> <p>O: Comparison of evidence-based results of previous programs and the current program can support ongoing activities and inform adaptations which can be codified in a workbook.</p>
Outcome: Qualitative data collected and analyzed to determine efficacy of training and replication/sustainability activities and materials. Data will include focus groups, interviews, meeting notes, activity logs, field observations, and pre/mid/post surveys.			
Objective IV: Program model components and strategies are replicated and sustained at partnered sites and demonstrate program efficacy to donor(s) and/or funding agencies.			
4.1 Utilize collected data and replication/sustainability materials and activities to inform the production of publications, white papers, community reports, and	PI, PD, EV	Ongoing	<p>P: Disseminate proven data results to increase public awareness regarding inclusive postsecondary education and improved life outcomes for individuals with I/DD.</p>

other materials relevant to applying for funding.			O: Data results, training, and/or materials are accessed by individuals and organizations at the local, state, national, and international level.
4.2 Pursue additional funding from the NAU Foundation and various agencies, for example: Helios Foundation, U.S. Department of Education, Arizona Public Service (Community Impact Grants – Education), and/or Arizona Community Foundation.	PI, PD	Ongoing	P: Prepare and submit two comprehensive grant proposals and/or applications or secure funding from private donor(s). O: State funding is secured and allocated to expand the program model throughout Arizona.
Outcome: Funding is secured for statewide program expansion and sustainability.			

CCORE Team outcomes:

- Projected outcome #1 (short-term): Improved understanding of the inclusive postsecondary transition process.
- Projected outcome #2 (mid-term): Increased campus and community collaboration to support students with I/DD pursuing postsecondary education.
- Projected outcome #3 (long-term): Improved retention and completion rates among students with I/DD pursuing postsecondary education.

SSAG outcomes:

- Projected outcome #1 (short-term): Increased access to individualized postsecondary transition support resources and services.
- Projected outcome #2 (mid-term): Improved self-advocacy, self-determination, and motivation.

Program replication/sustainability outcomes:

- Projected outcome #1 (short-term): Increased number of students with I/DD pursuing postsecondary education, specifically in areas of high need.

Projected outcome #2 (mid-term): Decrease in stigmas associated with students with I/DD in postsecondary environments.

Projected outcome #3 (long-term): Program is replicated and sustained at the statewide level.

Attachment 2: Budget Summary Form

Budget Request Form

Contractor Name: Northern Arizona University

Contractor

Address: 525 S. Beaver St

Street Address

Flagstaff AZ 86011

City/State Zip

Project Name: ADDPC Inclusive College Yr 4

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	21,856		7,990	29,846
Fringe Benefits	9,478		2,595	12,073
Supplies / Operating Expenses	11,060	-		11,060
Travel	3,061	-		3,061
Rent or Cost of Space				-
Contracted Services / Professional Services				-

Administrative / Indirect Costs	4,545		6,083	10,628
Total Costs	50,000	-	16,668	66,668

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.

Lucas Bass, *Lucas Bass*

Name of Certifying Official

Pre-Award Administrator, Int.

Title of Certifying Official

923-523-4880

NAU-OSP@nau.edu

Phone

Email

Attachment 3: Key Staff and Budget Narrative

Kelly D. Roberts, PhD, Principal Investigator, 0.398 FTE (cost-share effort): Dr. Roberts will lead the program implementation. She will work closely with the program director to ensure that all program 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 program's direction and activities are consistent with its defined goals and objectives and maintain communication and coordination across collaborators.

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

Sakénia D. McDonald, PhD, Program Director, 0.05 FTE: Dr. McDonald is the assistant director of academic programs at the Institute for Human Development and program director for SIP-C. She will provide leadership for hiring, oversee internal and external professional development, and retain shared oversight of project fiscal, programmatic, and sustainability activities. Dr. McDonald has onboarded three campus coordinator/educational coaches (EC/CC), two educational coaches (EC), and five peer mentors. Additionally, all targeted YR3 program goals were met or exceeded, including recruiting 36 students into the program, establishing an Interagency Collaborative Team (Advisory Council), co-designing and administering evaluation instruments, and refining training protocols.

Dr. McDonald earned a doctorate in sustainability education from Prescott College in 2022 and provides expertise as a special education teacher, behavioral health professional, and family support specialist. Dr. McDonald possesses expertise in intersectionality, educational inequities and disparities, and institutional and social systems theory. She has extensive experience in qualitative research design and implementation in the context of disability and supporting under/served students. Dr. McDonald also has direct experience teaching in higher education, co-teaching, and coaching undergraduates as a graduate teaching assistant. She volunteered for several years as a literacy coach, which included working with vulnerable populations to plan and achieve self-determined literacy goals to improve employment and education outcomes.

Jade Metzger-Riftkin, PhD, Evaluator, 0.05 FTE: Dr. Metzger-Riftkin is a research assistant with IHD, specializing in communication and qualitative inquiry. As the evaluator for this project, she will be responsible for all research and evaluation components of the program inclusive of aligning SIP-C students under a single evaluation process. Dr. Metzger will design

new materials if needed, in addition to collecting and analyzing all data. Dr. Metzger will work closely with the program team to ensure the evaluation design and implementation are rigorous and aligned with the proposed program outcomes. Together they will ensure that the research and evaluation processes are culturally relevant and appropriate. This will include execution of all evaluation activities.

Dr. Metzger-Riftkin has been an e-Learning specialist in the Office for Teaching and Learning at Wayne State University for two years. She recently earned her PhD in communications from Wayne State University and joined IHD in 2022. She has been coordinating student activities for a National Science Foundation program focused on supporting students with disabilities in STEM fields.

TBD Research Associate, 0.10 FTE: Primary duties of the research associate position will be to work with the PI, program director, and evaluator to implement the project sustainability strategic plan. This individual will also be responsible for conducting research as requested to support the implementation of the evaluation plan. The research associate will forecast and track project needs and collect, analyze, and compile extensive research on current evidence-based theories and methods in disability and higher education related topics. In collaboration with IHD's editor and evaluator, the research associate will prepare research materials, including analysis reports. This role is anticipated to be filled by an individual with a strong understanding of qualitative research methods.

TBD Administrative Support, 0.10 FTE: The administrative support specialist will coordinate and process travel, assist with budget management, and other tasks as assigned. Additional responsibilities will include event coordination and other support-related program responsibilities, such as answering phone and email inquiries, composing and formatting official project correspondence and/or memoranda, scheduling appointments, and taking notes.

Victoria Tosca, BA, Campus Coordinator/Educational Coach, 0.10 FTE: Victoria Tosca is a campus coordinator/educational coach for SIP-C's Zone 2 (Mohave/Kingman/Bullhead City). Ms. Tosca works directly with students attending Mohave Community College and initiated the development of several professional development events to address the needs of community partners. She will provide direct support to the program director and evaluator and serve as the campus liaison for Arizona Western College faculty and staff.

Ms. Tosca is a graduate of NAU, holding a BA in psychology and a BA in Spanish. As an undergraduate, Ms. Tosca conducted research through NAU's College of Education, centering on the development of a diversity training application for pre-service teachers. Ms. Tosca has a professional background in community behavioral health services and vocational service. Ms. Tosca will continue to recruit, support, and coach students in Zone 2.

Jie Kunkel, MA, Budget Manager, 0.03 FTE (cost-share effort): Ms. Kunkel has a BA in business administration and an MA in teaching English as a second language from NAU. She has worked at IHD in various financial management roles since 2006; she is currently serving as IHD's budget manager.

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 program and ensure that all expenditures are in accordance with state and university policies. She will be the primary liaison between the program and the university office of sponsored programs. She will have oversight of all financial transactions and be the primary liaison with business offices on campus.

Total Personnel: \$21,856

ERE/Fringe:

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

Kelly Roberts = 22.1%
Sakénya McDonald = 32.3%
Jade Metzger = 20.64%
TBD Administrative Support = 51%
TBD Research Associate = 51%
Victoria Tosca = 42.6%
Jie Kunkel = 47.65%

Total Fringe: \$9,478

Supplies and Materials:

Student Support Costs: Funds in the amount of \$1,000 are requested for technology to support our students' journey into higher education. We expect these funds to pay for assistive technology, including handheld devices and apps, for students as well as general office supplies needed for taking classes at the college level. Additionally, funds may be used to provide SIP-C staff with technology, such as laptops or tablets, required to fulfill the duties and responsibilities associated with their roles.

Site Support Funds: Site support funds in the amount of \$5,560 are requested to cover training and hosting of meetings/events (in-person and remotely) with the primary purpose being the dissemination of technical information. We are requesting that funds be allocated under this category to provide programmatic flexibility, including honoraria for guest speakers. This may include parking fees for students and/or staff, rental equipment (PA equipment, tables, chairs, etc.), beverages, bags, folders, etc. The program director will have direct oversight of this budget line, allocating funds for coaches and mentors to use for students to attend events that are in alignment with implementation objectives and activities. This budget line item is requested to provide a degree of flexibility in funding of unforeseen necessities.

Tuition Support: Funds in the amount of \$3,500 are requested to cover student tuition for classes. We expect that tuition for the majority of students will largely be covered by scholarships, financial aid, and support from state vocational rehabilitation. However, some tuition will need to be paid directly to the institution of higher education in which the student is enrolled due to a variety of foreseen and unforeseen factors. Thus, funds are requested for multiple semesters to support students who may require additional financial support. The budgeted amount is based on the per credit hour charges of Coconino Community College for in-state students, which are the most expensive of all the partnering community colleges in the program. However, these funds may be used at any/all partnering educational institutions across northern Arizona. Funds are budgeted for 5 students (per semester) to take one three-credit course at a rate of \$113/credit hour.

Student Incidental Costs: Funds in the amount of \$1,000 are requested for incidental expenses for student expenses associated with completing their courses. Although tuition rates are inclusive of some fees as well as some student transportation costs, these rates do not include any consideration for books, other learning or educational materials, or unexpected fees. Again, some of these fees may be paid from scholarships, financial aid, and state vocational rehabilitation, but some costs may require direct payment. We are estimating these costs at \$100 per student for 10 students.

Total Supplies and Materials: \$11,060

Travel:

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

Total Travel: \$3,061

Match:

Matching funds are met through personnel and fringe benefit cash match of Dr. Roberts and Jie Kunkle. Forgone indirect cost of \$6,083 is also included in the match share.

Total Match: \$16,668

Indirect Costs:

Typically, indirect costs are requested at 30.9% Modified Total Direct Costs (TDC) for the on-campus "Other Sponsored Activities" rate in accordance with Northern Arizona University's

approved Colleges and Universities Rate Agreement (March 16, 2017) (Cognizant Agency: Department of Health and Human Services). However, due to the required ADDPC indirect rate cap of 10% TDC, funds are hereby requested for indirect costs at a rate of 10% of TDC. Note that 10% of direct cost-share and forgone indirect (the difference between NAU's negotiated rate and the required rate from the sponsor) is claimed as cost-share match.

TOTAL SPONSORED DIRECT COSTS: \$45,455

TOTAL Cost-Share Direct Costs: \$10,585

SPONSORED INDIRECT COSTS: \$4,545 (10% of SPONSORED TDC)

COST-SHARE INDIRECT COSTS: \$6,083 (Forgone Indirect + 10% of Direct Cost Share)

TOTAL ADDPC FUNDS REQUESTED: \$50,000

TOTAL COST-SHARE FUNDS: \$16,668

Attachment 4: Letters of Support



DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

Douglas A. Ducey
Governor

Michael Wisehart
Director

November 2, 2022

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

Dear Dr. Roberts,

We are pleased to offer our continued support to the Supporting Inclusive Practices in Colleges (SIP-C) program.

The Arizona Department of Economic Security, Division of Developmental Disabilities (the Division), empowers individuals with developmental disabilities to lead self-directed, healthy, and meaningful lives. The Division provides supports and services to eligible Arizonans diagnosed with developmental disabilities that include autism, cerebral palsy, epilepsy, and cognitive/intellectual disabilities, as well as children under the age of six who are suspected of having a developmental disability. We serve more than 48,000 members and their families throughout Arizona each year.

A self-directed, healthy, and meaningful life for a young person with an intellectual disability could mean enrolling in postsecondary education, either for personal fulfillment or as a means to an employment outcome. Supporting positive outcomes for employment and postsecondary education for youth and young adults with I/DD is a worthy goal, and very much aligned with the Division's beliefs and values.


We are excited to learn that you will be submitting a renewal application to the Arizona Developmental Disabilities Planning Council for a fourth year of financial support. Our involvement with the SIP-C Interagency Collaborative Team has enabled us to participate in expanding program capacity, especially in under/served communities. Looking to the future, we support the proposed strategies for creating a sustainable program model that can be replicated throughout the state of Arizona, starting with Arizona Western College in Yuma, AZ. The cross-sectional community team approach is especially appealing as it will provide the Division with the opportunity to collaborate with Arizona Western College faculty and staff in identifying ways to support positive postsecondary education, employment, and independent living outcomes for individuals with I/DD.

If your renewal application is funded, the Division is in the position to provide in-kind match to support project activities.

The Division will commit one staff member to attend monthly meetings of the Arizona Western College Cross-Sectional Community Team (CSCT), participate in required aspects of the evaluation plan (e.g., focus groups, surveys), and attend a one-day summer CSCT training session.

We look forward to continuing our collaboration with personnel from the Institute for Human Development and advancing program sustainability and replication throughout the state of Arizona.

Sincerely,

A handwritten signature in blue ink, appearing to read "Leah D. Gibbs".

Leah D. Gibbs, Bureau Chief/Administrator
Office of Individual and Family Affairs
Division of Developmental Disabilities
1789 W. Jefferson, Mail Drop 2HB5, Phoenix, AZ 85007



DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

Douglas A. Ducey
Governor

Michael Wisehart
Director

November 3, 2022

Dr. Kelly Roberts, Ph.D.
Principal Investigator
Northern Arizona University - Institute for Human Development
Post Office Box 5630
Flagstaff, Arizona 86011

Dear Dr. Roberts:

We appreciate the opportunity to continue our ongoing collaborative efforts with the Supporting Inclusive Practices in Colleges (SIP-C): *An Exemplary Model for Students with Intellectual Disabilities in Postsecondary Education Settings* program.

The mission and intended outcomes of the Arizona Rehabilitation Services Administration (RSA) – Vocational Rehabilitation (VR), housed within Arizona’s Department of Economic Security, strongly align with SIP-C goal of providing comprehensive postsecondary transition support to individuals with intellectual and/or developmental disabilities (I/DDs) in northern Arizona. Evidence suggests that through increased participation in postsecondary education, individuals with I/DD are more likely to obtain gainful, integrated employment, which leads to improved social and independent living skills. In addition, by implementing a model that focuses on students participating in fully inclusive postsecondary education opportunities, the SIP-C program leads the way to changing attitudes and perceptions related to students with disabilities engaging in postsecondary education.

To support SIP-C staff in their efforts to sustain and replicate the program statewide, as well as mitigate bias and stigma, Arizona VR agrees to commit to participating in the activities detailed in the renewal work plan, specifically those related to establishing a cross-sectional community team. In response to recent conversations between Arizona VR and SIP-C, we strongly believe that having one delegate working closely with faculty and staff at Arizona Western College in Yuma will be mutually beneficial. Arizona Western College faculty and staff will gain an in-depth understanding of statewide vocational rehabilitation and support available to eligible clients interested in postsecondary education. In turn, Arizona VR will benefit from another year of ongoing professional development support in topics related to the ways in which inclusive postsecondary education improves quality of life indicators for individuals with I/DD.

Our contribution to supporting program replication and sustainability will include designating one individual from Arizona VR to participate on the cross-sectional community team, to include responding to evaluation and data collection components as indicated in the renewal application. Additionally, we will allocate one staff member to attend a one-day training session to be held in the summer of 2023. Lastly, we agree to open all VR-related professional development webinars and training to members of the cross-sectional community team at no cost to attendees.

Page 2

Arizona RSA/VR will continue discussions with SIP-C and the Institute for Human Development to identify additional ways Arizona VR can support eligible clients transitioning to inclusive postsecondary education environments.

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

Sincerely,

Kristen Mackey

Kristen Mackey
Program Administrator
Rehabilitation Services Administration
Department of Economic Security



Office of the President

P.O. Box 929
Yuma, Arizona 85366-0929
(928) 344-7500
(928) 344-7709 FAX
azwestern.edu

“Transforming lives through education and partnership to create thriving communities.” ~ AWC Mission

November 2, 2022

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

Re: Letter of Support for Northern Arizona University’s Institute for Human Development on the Supporting Inclusive Practices in Colleges (SIP-C) program

Dear Dr. Roberts,

Arizona Western College (AWC) appreciates the opportunity to collaborate with Northern Arizona University’s Institute for Human Development on the Supporting Inclusive Practices in Colleges (SIP-C) program. We pride ourselves on being able to offer comprehensive postsecondary education programs to a diverse and growing student body. We feel strongly that SIP-C’s mission of advancing fully inclusive postsecondary transition support to individuals with intellectual and developmental disabilities in Arizona aligns with our vision of “transforming lives through education and partnerships to create thriving communities.” Specifically, our mission is informed by research showing that students with disabilities who pursue and obtain postsecondary credentials are more prepared for gainful employment and independent living.

At AWC, we are committed to inclusivity, diversity, and equity, and therefore strive to educate our faculty and staff about attitudes surrounding students with disabilities in postsecondary settings. Thus, we are eager to participate in proposed SIP-C activities directly related to replicating model components and strategies in the campus environment at our college. In October of 2022, we hosted a highly successful, on-campus informational event on the success of the SIP-C program and received feedback that indicated a favorable response to advancing inclusive postsecondary education at AWC. In response to that feedback, we are eager to continue building upon our existing relationship with the Institute for Human Development. We believe that the cross-sectional community team approach outlined in this application provides a firm foundation for advancing current SIP-C program sustainability and replication activities.

As such, we are in a position to offer support to demonstrate our dedication to expanding the SIP-C model in Yuma County. Specifically, we agree to provide dedicated workspace on the AWC campus for one SIP-C team member, in addition to allocating one individual from our personnel to serve a liaison to the SIP-C program. We also agree to have two individuals serve on the cross-sectional community team (one hour per month per individual) and participate in ongoing qualitative evaluation assessments and activities (one hour per month per individual). Finally, we can provide space on Arizona Western College’s campus to host a one-day training seminar, which will take place in the summer of 2023.

To summarize, Arizona Western College accepts the invitation to partner with the Institute for Human Development at Northern Arizona University on the SIP-C YR4 renewal activities, as indicated in the renewal application submitted to the Arizona Developmental Disabilities Planning Council. We are highly motivated by the opportunity to offer an inclusive postsecondary experience to students with intellectual and developmental disabilities attending our college. Please do not hesitate to reach out to me with any questions.

Respectfully submitted,

A handwritten signature in black ink that reads "Daniel P. Corr". The signature is written in a cursive style with a large initial "D" and a stylized "C".

Dr. Daniel P. Corr
President, Arizona Western College
Daniel.Corr@azwestern.edu; (928) 344-7501