

July 31, 2023

To: Marcella Crane – Contracts Manager, Arizona Developmental Disabilities Planning Council

Re: Supporting Inclusive Practices in Colleges (SIP-C) Year 4, Q2 Report

Title: *Supporting Inclusive Practices in Colleges (SIP-C): An Exemplary Model for Supporting Students with Intellectual Disabilities Transition to Postsecondary Education in Arizona*

Recipient: Northern Arizona University, Institute for Human Development (NAU-IHD)

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](mailto:Kelly.Roberts@nau.edu) (email)

Dear Ms. Crane,

Please see the attached report for the first quarter of year 4 of the SIP-C grant project. This report covers the period from April 1- June 30, 2023.

If any additional information is needed, please do not hesitate to contact us.

Sincerely,



Sakénya McDonald, PhD  
Assistant Director of Academic Programs, IHD  
Program Director, SIP-C



Kelly Roberts, PhD  
Executive Director, IHD  
Principal Investigator, SIP-C

**Contractor: NAU/IHD**

**Grant Details**

**Contract #:** ADDPC-FFY19-PSTSCD-01/Year 4

**Contract Period:** January 1, 2023 – December 31, 2023

**RFGA Title:** Pilot Projects to Support Inclusion Practices in Colleges (SIP-C)

**Instructions for Grantees on Submitting Narrative Reports**

Grantees provide quarterly narrative reports to inform the progress of their funded projects. Information provided by the grantee shall be summarized.

Below is the schedule of due dates, list of questions, performance measures and demographic data contractors are required to track and submit. If you have any questions or cannot track any specific data, please let the ADDPC’s Contracts Manager know as soon as possible.

**Timelines**

Due Date	Time Period	Notes
April 30, 2023	January 1 – March 31, 2023	Narrative Report only
July 31, 2023	April 1 – June 30, 2023	Narrative Report and 6-month Performance Measure data
October 31, 2023	July 1 – September 30, 2023	Narrative Report only
January 31, 2024	October 1 – December 31, 2023	Narrative Report and 6-month Performance Measure data. Final data shall be provided for the entire year

**Provide a summary that is no more than two pages, to include the following: Progress to date, numbers of participants served, and the role collaborators have in your project.**

Supporting Inclusive Practices in Colleges (SIP-C) is an inclusive postsecondary education (PSE) transition program focused on providing evidence-informed supports to individuals with intellectual and/or developmental disabilities (I/DD) who are interested in advanced learning opportunities. Under the current ADDPC grant cycle, the focus of SIP-C is to expand upon the original program model (2020-2023), specifically *Objective 7: Replicate and sustain the model throughout Arizona*. To meet proposed objectives, the SIP-C team has designed a detailed research plan that will compare current program strategies and activities to similar inclusive PSE transition programs. The anticipated results of grant activities include the production of an inclusive PSE workbook and the securing of additional funding to support future participants.

In QTR 1, the SIP-C team formed two advisory groups. The first group, Campus and Community Outreach, Response, and Engagement (CCORE), is comprised of professionals on campuses and delegates from key statewide agencies, specifically the Arizona Rehabilitative Services Administration/Vocational Rehabilitation (VR) and the Arizona Department of Economic Security Division of Developmental Disabilities (“The Division”). The CCORE team’s function is to assist with recruitment, development of an Inclusive Postsecondary Transition Workbook (IPTW), refinement of the IPTW, and dissemination of the IPTW to individuals in their organizations who work directly with individuals with I/DD at all stages of the postsecondary education (PSE) transition process.

The second group, 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. A comprehensive evaluation plan has been implemented and we anticipate that data mined from surveys and focus groups administered to CCORE and SSAG members will result in the development and dissemination of an inclusive postsecondary transition workbook (IPTW). The IPTW will offer IHEs and local educational agencies (LEA) practices and procedures for introducing SIP-C model components into existing transition programs.

**Provide an update on the activities and/or implementation plan. timeline. If activities have not been met by your deadline, or changed, provide an explanation.**

**Objective 1: Develop an evidence-informed and comprehensive inclusive postsecondary transition workbook (IPTW).**

1.2. Continue to provide individualized support to 36 current participants with I/DD by working within the two model components and ten current strategy areas that focus on (1) improving access to and participation in inclusive academic, social, independent living, and career/vocational activities and (2) implementing ten strategies (**Ongoing**):

**Table 1.** *Model components and strategy areas that are used to support current program participants (n=32; previously 36 but four students have exited the program)*

<i>Model Component I - Transition Preparation and Linkage</i>	<i>Model Component II - Supports that Result in Authentic Inclusive Postsecondary Education Participation</i>
1. person-centered planning 2. self-advocacy 3. self-determination 4. natural supports 5. interagency collaborative team	6. “Front Door First” 7. “Setting the Bar High” 8. adaptive educational coaching 9. technology support 10. faculty professional development

SIP-C staff continues to provide comprehensive support to 32 participants. Prior reporting indicated support was offered to 36 participants, but at the end of this reporting period four individuals had exited the program. Individuals admitted to one of

the three partnered institutions of higher education (IHEs), which include Northern Arizona University (NAU), Coconino Community College (CCC), and Northland Pioneer College (NPC), will receive supports aligned with existing model components in Table A. Newly admitted participants ( $n=9$ ) enrolling at Mohave Community College (MCC) or Arizona Western College (AWC) will receive supports under Table B to determine efficacy of the YR4 program objectives and activities.

1.4. Produce a draft IPTW and present it to CCORE and SSAG for review (***months 3-5; revised to month 8***):

The program director (PD), evaluator (EV), and research assistant (RA) met in July to discuss the finalization of the IPTW. Since the sample size was larger than anticipated, resulting in a delay to the completion of the literature review, the delivery date for the IPTW has been revised. Program staff have detailed a plan for drafting content.

1.5. Finalize IPTW for dissemination via print materials and online (***month 6; revised to month 9***).

To ensure we are able to meet the revised timeline for this activity, the PD is in the process of hiring a part-time employee to collaborate with IHD's Dissemination Director to prepare the IPTW for dissemination in print and online.

1.6. Distribute completed IPTW to CCORE and SSAG at two partnered IHEs. Affiliated LEAs and related professionals (e.g., guidance counselors, school psychologists, TRIO coordinators, etc.) will also be able to access the IPTW (***months 6-7; revised to months 9-10***).

The timeframe for this activity has been revised to align with the revised timeframes for activities 1.4 and 1.5. We will report on the progress of IPTW completion and distribution in the QTR3 report due October 2023.

**Objective 2: Assist CCORE teams in implementing 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 (***months 4-8, revised to months 10-11***):

The timeframe for the completion of the draft IPTW has been revised and, as a result, we project that we will have more data related to the efficacy of the IPTW as a training tool following the completion of activities 1.4-1.6.

2.2. Assess new participant readiness to engage in postsecondary educational opportunities (***months 4-8***):

SIP-C approved 19 participant applications in May/June 2023; nine of these applications are from individuals who will be attending the two dedicated sites for this grant, MCC or AWC. Preliminary assessment of readiness is conducted on all newly recruited participants during the intake and person-centered planning process. Additional baseline data of readiness to engage will be established after the pre-surveys/interviews detailed in the evaluation section are administered in early Fall 2023.

2.3. Assist pilot CCORE teams in providing individualized support to 20 new participants with I/DD by working within the two model components and ten 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 eight original strategy areas and two revised strategy areas (**Months 3-12**):

**Table 2:** YR4 model components and strategy areas used to support new participants (#5 and #10 differ from those in Table A)

<i>Model Component I - Transition Preparation and Linkage</i>	<i>Model Component II - Supports that Result in Authentic Inclusive Postsecondary Education Participation</i>
1. person-centered planning 2. self-advocacy 3. self-determination 4. natural supports 5. <b>student self-advocacy group support</b>	6. "Front Door First" 7. "Setting the Bar High" 8. adaptive educational coaching 9. technology support 10. <b>CCORE professional development</b>

Recruitment is still ongoing at AWC; nine individuals have been approved to participate in the program and attend MCC in the Fall of 2023. Program staff will work with the CCORE team, specifically representatives from AWC, to begin a more aggressive recruitment campaign. Staff at MCC and AWC will be trained in the model components and strategy areas by the PD, RA, and two educational coaches (EC). The CCORE team will also provide ongoing support to MCC and AWC staff and the SSAG will continue to provide feedback on which strategy areas are most effective for transitioning students.

2.4. Provide ongoing training and technical assistance to support pilot CCORE teams and SSAG as they implement program replication/sustainability strategies (*months 6-12*).

The CCORE and SSAG groups did not meet over the summer months, but training and technical support will begin in August 2023. We anticipate the CCORE team will receive the first iteration of the IPTW in late August/early September; this timeframe aligns with the revised timeline for activities 1.4-1.6.

**Objective 3: Conduct research on the inclusive postsecondary transition workbook to determine the efficacy of program replication strategies using qualitative processes and**

## outcome measures.

Under the direction of the program evaluator, research/evaluation activities completed during the first quarter are explained in the [evaluation section](#).

### **Objective 4: Program model components and strategies are replicated and sustained at partnered sites and demonstrate program efficacy to donor(s) and funding agencies.**

4.1. Utilize collected data and replication/sustainability materials and activities to inform the production of publications, white papers, community reports, and other materials relevant to applying for funding (*Ongoing*).

In June 2023, SIP-C personnel presented at two conferences, the African American Conference on Disabilities (June 16) and the IHD Annual Evidence for Success Disability Conference (June 21-22). Data from the SIP-C student panel presentation at the IHD conference is shared in the evaluation section; feedback from the presentation at the AACD is pending as the survey was just administered in July 2023. However, the AACD presentation resulted in the PD mentoring two individuals with disabilities who are not eligible for the SIP-C program but wish to collaborate on future programming related to improving educational outcomes for Black students with disabilities in Arizona. The PD is proposing a two-part workshop to be held at the 2024 AACD (approval from event organizers has already been secured). Data collected from the workshop contributed to the drafting of one peer-reviewed article that will be submitted for publication in 2024. This article, if published, will directly impact outcomes for marginalized students with DD in Arizona and, hopefully, lead to future funding opportunities to continue research.

In October 2023, the PD will facilitate two CRCC-approved continuing education webinars for Arizona Rehabilitative Service Administration/Vocational Rehabilitation. Two trainings were held in April and attended by 25 VR professionals. Data results indicated that when asked if the information presented in the training lead to an increase in knowledge and/or skills, 88% of attendees found the information presented to be of benefit to them in their current role with RSA/VA. As a federal agency, RSA/VR has the capacity to assist program sustainability if VR staff are informed and aware of the impacts of inclusive PSE, specifically, how participation in SIP-C can lead to increased self-advocacy, independent living, and gainful employment.

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 (*Ongoing*):

During QTR 2, the program EV identified one potential funding opportunity through the William T. Ford Grant Foundation. The Institutional Challenge Grant "...encourages research institutions to build sustained research-practice partnerships with public agencies or nonprofit organizations in order to reduce inequality in youth outcomes.

Applications are welcome from partnerships in youth-serving areas such as education, justice, child welfare, mental health, immigration, and workforce development. Award amount up to \$600,000.” NAU policy related to applying for foundation grants requires the PD and RAs to consult with the Office of Corporate and Foundation Relations (OCFR). The WTF Institutional Challenge Grant due date is 9/13.

In the prior reporting period, we also indicated we would be applying for an Arizona Public Service Community Impact Grant. This grant will also require approval and support from NAU’s OCFR. Thus, we anticipate we will submit a minimum of one grant application during this upcoming quarter, either the APS Community Impact Grant or the WTF Institutional Challenge Grant. Additional information about each grant may be found at the following websites: (APS Community Impact Grant)

<https://www.aps.com/en/About/Community/In-the-Community/Community-Impact-Grants>; (William T. Ford Institutional Challenge Grant)

<https://wtgrantfoundation.org/grants/institutional-challenge-grant>.

**Evaluation Section: Describe the data that is being collected, how often and how the data is used for programming.**

The evaluation, led by Dr. Jade Metzger (EV) with support from Victoria Tosca (RA), Greta Kruezer (RA), and Dr. Sakenya McDonald (PD), has several ongoing components. Below is a review of each component, frequency or planned collection, and description of how the information will be used for programming.

**Scoping Literature Review:**

- **Description:** The scoping literature review was completed in three steps:
  - **Step 1:** Researchers Metzger and Tosca aggregated data together using two different databases: NAU’s Cline Library and ThinkCollege. The Cline Library included access to multiple databases, and we narrowed our search to five: Academic Search Complete, APA PsychArticles, Communication and Mass Media Complete, Education Full Text, and ERICSocIndex with full text. We limited our search to 2010 through 2023 that could produce access to full text and eliminated duplicates. We used the following terms in our search in both archives: Post-secondary OR College OR University OR Higher Education AND mentor AND disability OR Neuroatypical OR intellectual disability. We also eliminated duplicates. We uploaded all citations into Zotero and produced a comprehensive spreadsheet of **591 items (articles, reports, and webpages)** in January 2023.
  - **Step 2:** Between February and April 2023 we reviewed and retained articles the focused on our target populations (students with disabilities transitioning from high school to post-secondary education or the workforce) or if the study highlighted an element of mentoring or coaching which could improve.

- **Step 3:** Between May and August 2023 we divided the retained items and read through each article attempting to identify key contextual components of the program or study (such as location, university setting, length of time in operation, type of disability targeted) and core components or success strategies which were used by coordinators to promote programmatic goals. In Step 3, additional culling was also completed, as full dissertations and books were long and/or inaccessible and some items after further inspection did not provide the necessary information. In total **139 unique items were reviewed and synthesized in this Step.**
- **Use:** The goal of the scoping review was to learn what programs/projects similar in scope and subject to SIP-C have been doing that are or are not successful. This comparison also offers a unique opportunity to determine what SIP-C strategies and activities differ from those found in other programs/projects. Such information can help with the creation of the IPTW. To date, we can report that SIP-C:
  - Shares many similarities to other successful programs: person centered flexible planning, collaborating with community and campus partners to ensure student success, and recommending similar tools (like scheduling applications) to help students cope with the rigors of college.
  - Many programs/projects have components that SIP-C does not have, such as navigating public transit and practicing living on campus. Such components may not be useful for SIP-C to implement, due to the rural population SIP-C serves.
  - SIP-C is one of a handful of programs operating in a culturally diverse rural community – thus any data, policies, or practices produced by SIP-C could help fill a large gap in disability services and research.
- **Frequency:** This project has been ongoing since January, and we are nearing completion. There were delays due to the unexpected size of the sample. Additional staff support was requested and provided in mid-June. Thus far, the review of literature has been completed and an initial synthesis of results has been created. RAs Kruezer and Tosca will review the final document in August.

#### **Focus Groups with CCORE and SSAG Members:**

- **Description:** Between April and June 2023, focus groups were conducted with SSAG, Campus Affiliates, and Community Partners. These focus groups lasted between 1-2 hours and all questions concerned outreach, responsiveness, engagement, and sustainability. Once completed RA Metzger watched/listened to each and synthesized main outcomes across all focus groups. The synthesis has been provided to SIPC leadership for review.
- **Use:** The goal of the focus groups was to elicit best practices, challenges, and examples of outreach, engagement, responsiveness, and sustainability of programs designed to help students with disabilities transition into college, from disabled students within the program



and the community/campus partners who can aid in that transition. Key takeaways from these conversations include:

- There is a strong preference for hybrid (online and face-to-face components) to this program from both CCORE and SSAG. Such preference presents unique challenges to sustainability.
  - Several best practices for engaging with participants (empathetic non-judgmental listening, setting good expectations, etc.) emerged which can be codified into a workbook for SIP-C partners.
  - New avenues for funding and partnerships were identified.
  - Best communication practices for establishing and maintaining cross campus and community partnerships were identified.
- **Frequency:** Notes from the focus groups are completely synthesized and ready for review from the PD. They are organized with the top three takeaways for sustainability first, a thematic synthesis of each of the core points from the focus groups, and then raw notes from the recordings at the bottom.

**Retrospective Surveys with Current SIP-C Students: The retrospective surveys have been edited and are ready for a final review before being sent out**

- **Description:** Retrospective surveys were developed by the EV between April-July with input from the RA and PD. Current participants will be asked to reflect on their behaviors and practices before they joined SIP-C and while they have been in SIP-C. The retrospective survey's demographic questions mirror those provided by ADDPC. Examples of questions include:
  - a. **Prior to joining SIP-C how confident were you to**
    - i. attend classes on your own
    - ii. troubleshoot Canvas or BBLearn on your own
  - b. **Thinking about where you are now, select all of the following that are true for you:**
    - i. I set personal goals more often now.
    - ii. I am confident I can find a tutor on my own.
- **Use:** Retrospective surveys ask SIP-C students to evaluate their progress in the program from before they joined SIP-C to the present. The survey also asks participants to report on how long they have been in the SIP-C program and at what age they started. Such data will allow the PI and PD to determine areas of growth in student self-advocacy and self-determination skills overtime, thus showing the sustained success of SIP-C.
- **Frequency:** Retrospective surveys will be distributed to ECs in August to send out to their students at the start of the semester. We anticipate surveys will be completed by current participants by mid-September.

## Pre/Post Interviews or Surveys with Incoming SIP-C Students

- **Description:** To determine how replicable the program might be, all incoming participants in the SIP-C program will be asked to complete pre- and post- interviews or surveys. Pre-survey questions mirror the retrospective survey's "before joining SIP-C" questions, while the post-survey questions mirror the "current" questions from the retrospective survey. The pre- and post-surveys differ from the retrospective survey in that they ask incoming participants to report on the top three supports they think they will need to reach their goals in the upcoming semester. The surveys have also incorporated all updated gender/sexuality demographic questions the Institute for Human Development (IHD) has been asked to collect by ADDPC. For individuals who are disinclined to complete online surveys, they can opt into an interview format with Program Director instead. Those questions inquire into the student's semester goals, if they feel they have had a successful semester, and what supports were most needed/useful to them.
- **Use:** The pre-survey/interview establishes a baseline while the post-survey/interview can help determine personal growth for each student. These results and the number of students recruited can be compared to other institutions to demonstrate the program can be replicated successfully.
- **Frequency:** Pre-surveys/interviews will be collected early in the Fall 2023 semester with all incoming students while post-survey/interviews will be collected in late Fall 2023. The pre-post interview questions have been developed and are being reviewed by the PD and RAs.

## Review of EC Notes:

- **Description:** ECs keep ongoing records of their visits with students and the progress of those students. An initial thematic review of those notes was conducted in January and a subsequent review was conducted in April. Below is an overview of prevalent themes that emerged from the analysis:
  - a. **Redirection:** Coaches regularly redirect students to other supports. Identified supports offered students included: websites and online tutorials, peers, existing programs on campus, and online applications.
  - b. **Emotions:** Coaches provided an exceptional amount of emotional support for students. Students reported feeling the need to be perfect, overwhelmed with school/work/family, and fear of disappointing others. Coaches offered nonjudgmental perspectives to reassure students or were able to encourage them to reach out to professionals for additional support.
  - c. **Agency:** Coaches regularly identified and validated actions students were taking to exercise self-advocacy. They complimented students for improving their timeliness, completing forms and homework, coming to meetings prepared, reaching out for help, and setting up their own times for meetings.

- d. **Milestones:** Coaches were some of the first to celebrate or put into perspective common early adult milestones for students: going on a date, having a terrible first job, getting a driver's license, and graduating.
- **Use:** The purpose of examining EC notes is to identify what were the most common challenges participants were facing and to determine what are the typical strategies used in situ with participants. These notes can give us insight into what it takes to sustain a successful transition to college for students with I/DD. The information will be used to identify target audiences, topics, and potential solutions for the workbook.
- **Frequency:** EC notes will be reviewed again on September 7 and November 2, 2023.

**Describe any unintended barriers encountered and how it was addressed.**

During evaluation, there were unintended delays in completing the scoping review because of the unexpected size of the sample. Program EV requested additional help in April and RA Kruezer was added to the project in June. Additional challenges related to hiring part-time staff have resulted in delays in the recruitment and assessment of participants at both sites. In July, SIP-C hired one additional part-time coach, who is also a person with a disability, to support students at MCC. Zone 3 CC/EC is based in Tucson and has agreed to support the recruitment and assessment of incoming students at Arizona Western College. The IHD Executive Assistant confirmed SIP-C has two part-time pending hires and the PI and PD have initiated hiring processes to recruit two full-time staff. We will coordinate with our partners to improve recruitment outcomes. Additionally, the PD will provide assessment and coaching support to new students based at AWC on an as needed basis, in addition to drafting content for the IPTW in collaboration with the EV.

**By the end of the contract period, share one success or personal stories from the target group participating in the program. This can include feedback from families and collaborators.**

To be included in January 2024 report. Positive participant feedback was received for the SIP-C presentation at the IHD Evidence for success conference, provided in the performance measures section [below](#).

**Are there any contract amendments to request, including any staffing changes?**

No

**Is financial expense and match reporting on track?**

Yes

**Performance Measures and Demographic Data: Report on every 6 months**

Per AIDD, contractors must report on the following self-advocacy performance measures. Demographic data shall also be collected to the best of your ability.

**The number of people with I/DD who participate in ADDPC funded supported activities.**

There are 51 individuals participating in ADDPC funded supported activities offered through SIP-C:

- 32 continuing participants
- 19 new participants (baseline data is still pending and will be established after the August 2023 intake cycle).

**The number of people with I/DD who participate and state they are satisfied with the project.**

During the SSAG focus group, PD asked students if they wanted to see anything changed with SIP-C and if there was anything they wanted to ensure stayed the same. Four students stated they were satisfied with the program and would not change anything about it.

Retrospective, pre/post surveys, and pre/post interviews will be able to provide more direct insight from students in the next reporting period.

**The number of people with I/DD who report increasing their self-advocacy/self-determination skills.**

- 18 participants demonstrated improvements in self-determination skills
- 17 participants demonstrated improvements in self-advocacy skills
- 8 participants did not respond
- 19 participants pending (self-advocacy/self-determination survey to be administered in August 2023 to establish baseline)

**The number of organizations involved in your program.**

For the YR4 grant cycle, a total of seven organizations and one self-advocate are involved in SIP-C:

- Kingman Unified School District
- Yuma Unified School District
- Mohave Community College
- Northern Arizona University
- Arizona Western College
- State of Arizona Department of Economic Security (DES) Division of Developmental Disabilities

- Arizona Rehabilitative Services Administration, Vocational Rehabilitation
- Vanessa Felix, ADDPC Self-Advocate

**The number of professionals that received training.**

- On June 21, SIP-C members of SSAG and ECs Tosca, Musgrove, and Willin presented at the Institute for Human Development’s Evidence for Success Disability Conference. Roughly 18 people attended the session and completed satisfaction surveys. When asked if “my overall impression of this session was high”, 13 strongly agreed with the statement and five agreed. When asked if the information was relevant to their work or persona life, 14 attendees stated they strongly agreed and four stated they agreed. We have provided select quotations from the feedback surveys below:
  - “The panelists did a great job. I really appreciated hearing directly from them about their experience. I have some ideas that I will take back to work.”
  - “Very impactful to have students present and share from their perspective as well; Enjoyed everything!”
  - “Thanks for this session and having the students speak for themselves; they did a great job”
- 25 professionals participated in the Arizona RSA/VR CRCC trainings (12 joined on April 26, 2023 and 13 joined on May 3, 2023).
  - 72% of attendees responded that they “strongly agreed” the information presented would lead to an increase in skills and/or knowledge;
  - 16% of attendees responded that they “agreed” the information presented would lead to an increase in skills and/or knowledge;
  - 12% of attendees indicated they “disagreed” or “strongly disagreed” that the information presented would lead to an increase in skills and/or knowledge. In September, the PD will meet with Arizona RSA/VR Training Coordinator, Natalie Guzman, to review results from the RSA/VR survey and confirm if this percentage is accurate. Additionally, the PD will work with RSA/VR staff to determine if there are content areas in the training materials that require revision.

**The number of policies or procedures that have been created or improved because of the program. Provide a brief description of each.**

To date, no policies or procedures have been created or improved because of our program.

**List the AZ Counties participants are from and the total number from that county.**

County	Mohave	Coconino	Navajo	Pima	Maricopa
# of Participants	13	25	11	1	1

### Demographic Information

Demographic data is required from all contractors. Please collect and report on this data every 6 months, per the outline schedule on page 1. Data collected includes Race/Ethnicity, Gender and Geographic, and Persons Served under your funded project.

<b>Race/Ethnicity</b>	<b>Number</b>	<b>Percentage</b>
White only	21	41.18%
Black or African American only	0	0%
American Indian or Alaskan Native only	18	35.29%
Hispanic/Latino only	5	9.8%
Asian only	0	0%
Native Hawaiian or other Pacific Islander only	0	0%
Two or more races	7	13.73%
Race unknown	0	0%
<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
Male	33	64.71%
Female	18	35.29%
<b>Geographic Area</b>	<b>Number</b>	<b>Percentage</b>
Urban (of 50,000 or more)	21	41.18%
Rural	30	58.82%

<b>Participating Persons</b>	<b>Number</b>	<b>Percentage</b>
Persons with I/DD	51	100%
Family Members/ Caregivers	0	0%
Professionals	0	0%