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 Inclusive 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 a program dedicated to promoting inclusivity in the transition to postsecondary education (PSE). It specifically focuses on offering well-supported opportunities for individuals with intellectual and/or developmental disabilities (I/DD) who are eager to pursue advanced learning opportunities. SIP-C operates within Northern Arizona University's Institute of Human Development (NAU-IHD) and is committed to providing thorough, research-backed support to help individuals with I/DD thrive in postsecondary educational settings.

During the current ADDPC grant period, SIP-C's primary objective is to expand upon the initial program model, with a particular focus on Objective 7: *Replicating and sustaining the program model throughout the state of Arizona.* To achieve this objective, the SIP-C team has devised a comprehensive research plan that involves comparing their current program strategies and activities with other inclusive PSE transition programs. In the fourth year (YR4), SIP-C will continue its collaborations with partnered institutes of higher education (IHEs): Northern Arizona University (NAU), Coconino Community College (CCC), and Northland Pioneer College (NPC) while also initiating pilot activities and objectives at Mohave Community College (MCC) and Arizona Western College (AWC). The expected outcomes of the grant activities include the development of an inclusive PSE workbook and the acquisition of additional funding to support future program participants across the state of Arizona.

To date, SIP-C has formed two advisory boards: the Campus and Community Outreach, Response, and Engagement (CCORE) team and the Student Self-Advocacy Group (SSAG). Both groups have continued to meet regularly into QTR 3. The SIP-C team has also completed a literature review to determine strategies for success utilized by programs similar to SIP-C. Data collected through both the advisory groups' meetings and the literature review will inform the Inclusive Postsecondary Transition Workbook (IPTW). In QTR 3, the SIP-C team disseminated surveys to student participants, evaluating attitudes and effectiveness of SIP-C amongst new students and returning students. With robust data now collected, progress on the IPTW is underway, with the CCORE and SSAG teams expected to review in QTR 4. The culminating IPTW will provide IHEs and local educational agencies (LEAs) with practices and procedures for introducing the 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 <u>current</u> strategy areas that focus on (1) improving access to and participation in inclusive academic, social, independent living, and career/vocational activities and (2) implementing the 10 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)*

Model Component I - Transition Preparation and Linkage	*Model Component II - Supports that Result in Authentic Inclusive Postsecondary Education Participation*
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

In August, the program director (PD) did a data clean to verify the number of SIP-C participants. As of August 2023, there are 47 SIP-C participants who have completed the intake process (intake being the first stage of the recruitment process). Nine of the 47 participants began after January 2023 and will receive supports using program model components I and II, described in activity 2.3.

Of the remaining 38 participants, the PD categorized 19 participants as active or enrolled in classes at one of the partnered institutions of higher education (IHEs). Seven participants were confirmed as exited but not completed, meaning these individuals elected to discontinue their participation with SIP-C for a variety of reasons. The primary reasons for exiting were relocation out of SIP-C service area or lack of participation (e.g., no communication, failure to register for classes after a one semester absence, etc.). The PD confirmed with SIP-C campus coordinators/educational coaches (CCs/ECs) that 12 participants were inactive for the Fall 2023 semester and these individuals are expected to return to active status in Spring 2024. Thus, at the end of QTR 3, SIP-C is providing continued supports to 31 individuals with I/DD between the ages of 18-28.

In QTR 2, we reported there were 32 participants; however, as a result of the data clean, the PD identified that one participant was counted twice. This accounts for the minor discrepancy on continuing participant data between QTRS 2 and 3.

1.4. Produce a draft IPTW and present it to CCORE and SSAG for review (***months 3-5; <u>revised to ongoing</u>***).

The PD, evaluator (EV), and research assistant (RA) met in August and September to discuss the finalization of the IPTW. At the end of QTR 3, the PD and EV met to determine how to best organize content in the IPTW. Feedback from CCORE team workgroups was mixed, with some individuals in favor of organizing content chronologically and others in favor of organizing content by topic area. Based on the results of the literature review, the EV determined that organizing content chronologically aligns more closely with the naturally occurring stages of transition planning. As a result, the PD and EV revised the IPTW outline, so that information is now presented in chronological order. The CCORE team has been advised of this change. Development of the IPTW is ongoing.

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

At the end of QTR 2, SIP-C had hired a new administrative services specialist, Sr. In QTR 3, a search was initiated to hire a program manager. During QTR 4, these individuals will work with the PD, EV, and IHD editor to review, edit, and design the IPTW. This activity is ongoing, with the finalized draft of the IPTW to be completed at the end of QTR 4, for printing and dissemination in January 2024.

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 new timeframes for activities 1.4 and 1.5.

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 CCs, pilot CCORE team, and SSAG to implement program replication and sustainability strategies at partnered institutes of higher education (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. Preliminary data on the efficacy of replication and sustainability strategies will be included in the comprehensive final report.

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

New participants are assessed for readiness to engage in postsecondary educational opportunities using established onboarding protocol, which includes a brief informal meeting where potential applicants meet with an educational coach to discuss program supports and services and gain better understanding of the potential student's PSE goals. Individuals who wish to proceed complete the official SIP-C application. In August 2023, based on data gleaned from the literature review and an assessment of other PSE programs nationwide, the application was revised and transferred from Google Forms to Qualtrics. Notable changes to the new application that will enable program staff to better assess applicant motivation and willingness to engage include adding two new application components: (1) a personal statement and (2) two letters of recommendation. In alignment with Universal Design for Learning best practices, applicants are allowed to submit a written or recorded personal statement.

Lastly, the procedure for the final onboarding process – intake – was also revised in August. Intakes must be completed in person between the educational coach, applicant, and identified natural supports, such as parents/guardians or a transition specialist. The intake was revised to add the following additional components, all of which help SIP-C staff to best assess readiness to engage:

1. Person-Centered Plan (PCP): an individualized, written plan that details the applicant's goals. PCPs are completed in Qualtrics and ask applicants to identify goals in five areas: employment, living arrangements, socialization, leisure/recreation, and community participation.
2. Student-Coach Agreement: a formal agreement between coaches and students detailing the expectations of both parties and their roles in contributing to the success of the participant.

Subsequent to completing the intake appointment, participants complete an employment coaching intake with the SIP-C employment coach. This intake incorporates evidence-informed strategies designed to help participants identify and set career goals while also implementing a semester-long plan for success. These programmatic revisions were informed by the literature review, feedback from the CCORE team and SSAG, and a review of longitudinal program recruitment expectations as defined in the original grant proposal.

The 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 1)*

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

In August, the PD did a data clean to verify the number of SIP-C participants. As of August 2023, there were 47 SIP-C participants who have completed the intake process. Nine of the 47 participants began after January 2023 and will receive supports using program model components I and II, described in activity 2.3. Four of the new participants are attending college in Zone 2 (Bullhead City/Kingman), two in Zone 1 (Flagstaff), and two in Zone 3 (Winslow/Red Mesa). One is attending college in the Phoenix area. This participant is a self-advocate representative of the ADDPC whom the PD approved to participate, though they were not attending classes at one of the program's partnered schools.

At the end of QTR 3, the PD confirmed that three of the nine newly accepted students had exited the program. One participant living outside of the SIP-C service area exited, citing a desire for in-person support as the primary reason. Two individuals exited after determining the program did not align with their future goals for education, employment, and/or independent living. The six new participants will receive individualized support using the strategy areas listed in model components I, detailed in activity 2.3. The CCORE team continues to receive professional development training, as indicated in model component II, strategy area 10. The PD has scheduled individualized professional development calls with CCORE staff from Arizona Western College and Mohave Community College, which will occur in October 2023.

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).*

In September, the CCORE Team met with the PD, EV, and RA to review program activities occurring in the fourth quarter that will require CCORE team participation. Additionally, four CCORE team members attended the Interagency Collaborative Team meeting, which was also held in September. CCORE team members in Yuma received additional support and materials in September 2023.

SIP-C staff hosted an informational session with the Yuma Unified School District transition lead and his staff in September and disseminated print materials for future recruitment.

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 October 2023, the PD facilitated two CRCC-approved continuing education webinars for the Arizona Rehabilitative Service Administration/Vocational Rehabilitation (RSA/VR). There was a total of 21 participants. Satisfaction data results indicated that, when asked if the information presented in the training led to an increase in knowledge and/or skills, 48% of attendees "strongly agreed" and 52% "agreed." Improving and maintaining a strong relationship with Arizona RSA/VR is vital, as VR can provide clients with supports for participation in PSE, such as tuition payments or transportation vouchers. Additionally, SIP-C data from 2022 was included in IHD's annual Report to the Community, a document that is shared with various stakeholders, individuals, and family members across the country. The PD and EV are exploring the feasibility of publishing the results of the literature review in an appropriate peer-reviewed journal, under the guidance of the program principle investigator (PI).

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***).

In QTR 3, the PD worked with IHD's interim Executive Director Holly Hulen and Grant and Project Support Coordinator (GC) Julio Martinez to draft and submit a Community Impact Grant proposal to Arizona Public Service (APS Community Impact Grant) https://www.aps.com/en/About/Community/In-the-Community/Community-Impact-Grants). Northern Arizona University has an established relationship with APS through their Advancement Department. To ensure that the multiple departments and individuals at NAU are equitably afforded the opportunity to compete for an APS Community Impact Grant, SIP-C

staff were required to seek funder approval prior to submitting a grant. NAU Office of Corporate and Foundation Relations Director of University Relations, Petra Schaumburg-Fitch, informed the PD, interim ED, and GC that the SIP-C program was not eligible to apply for an APS Community Impact Grant as the objectives of SIP-C did not align with the types of community-based projects APS would fund through Community Impact Grants.

In QTR 4, the PI and PD will continue to research and pursue applicable grant opportunities. For example, the Trico Electric Cooperative Power Grant provides funding to nonprofits that offer educational supports to persons living within the Trico service area; we are researching if there is alignment between Trico and SIP-C service areas.

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

The scoping review was completed in July and the results were presented to CCORE in September. Subsequent conversation during CCORE discussed how the results of the scoping review could be used to inform the IPSW.

- In contrast to other postsecondary transition programs for students with developmental disabilities, SIP-C's IPSW may not need to include an extensive section detailing how to live on campus because many of the students served by SIP-C attend community colleges or universities close to home. Other transition programs have focused on "on-campus" living, indicating that moving out of the family home is a logical step towards independence. ***However, due in part to SIP-C's culturally informed approach, we acknowledge that living in a family home may align with the cultural practices of some students.***
- Strategies, tools, and resources for coaching students which emerged from the literature review can be added to the IPSW. This included items such as visual organizers and planners, self-assessment/self-reflection exercises, and an aggregated list of resources
- Making some of SIP-C's person-centered practices explicit could be beneficial for the replicability of the program. While working with people with disabilities always requires some degree of flexibility, many of the programs reviewed lacked explicit guidelines and recommendations, making the replication their programs challenging.

Focus Groups with CCORE and SSAG Members

The synthesized results from CCORE and SSAG focus groups were presented to CCORE in September. Subsequent conversation during CCORE meetings concerned how the focus group results could be used to inform the IPSW. Specifically:

- The IPSW must be organized in a way that aids a variety of audiences such as faculty, campus staff, high school guidance counselors, special education teachers and aids, parents and guardians, disability vocation specialists, educational coaches, and peer mentors.
- The IPSW might benefit from a section which prompts people to examine (and perhaps challenge) their personal and organizational biases. Focus groups revealed that members of CCORE had varied visions on what constituted success for students with disabilities and how organizational policies might create limiting beliefs about the potential role of postsecondary education in enriching and improving the lives of students with disabilities.
- Based on SSAG's focus group, SIP-C students do not necessarily see an underlying value in socializing with on-campus groups. In fact, being encouraged to attend social events was viewed as a distraction from their studies. Therefore, a section in the IPSW which emphasizes tactics for how to encourage students with disabilities to socialize on campus may not be needed.

Retrospective Surveys with Current SIP-C Students

Retrospective surveys were developed by the EV between April-July with input from the RA and PD. Current participants were asked to reflect on their behaviors and practices before they joined SIP-C and while they have been in SIP-C, thus helping the EV and PD determine areas of growth in student self-advocacy and self-determination skills over time. As of Oct 15, 14 students have completed the retrospective survey. Participating students ranged in age from 17-28 years old, with the most frequent age reported being 18 years old. On average, students who completed the retrospective survey have been part of SIP-C for 21 months. We have started an initial analysis of the retrospective surveys and are looking forward to providing the results in our final report.

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

To determine how replicable the program might be, all incoming participants in the SIP-C program were asked to complete pre- and post- interviews or surveys by their EC and SIP-C leadership. Individuals who were disinclined to complete online surveys were given the option do an interview with the program director instead. Interview questions asked about the student's semester goals, if they felt they have had a successful semester, and what supports were most needed/useful to them.

To date, we have three pre-surveys of incoming students and do not anticipate any further participation from incoming SIP-C students. The post-surveys will be issued out to new students after Thanksgiving of 2023. This was a challenge we experienced in our evaluation efforts and has been further explained in our section describing unintended barriers encountered and how they were addressed.

Review of Educational Coaches (EC) Notes
Educational coaches (ECs) keep ongoing records of their visits with students and the progress of those students. These notes were reviewed in January, April, and again in early September. The EC notes will be reviewed once more in November.

The purpose of examining EC notes is to identify the most common challenges participants were facing and to determine the typical strategies used with participants. These notes can give us insight into what it takes to sustain a successful transition to college for students with I/DD. Below is an overview of prevalent themes that emerged from the analysis in September:
- **Summertime lull:** Many students go onto summer break and do not meet with ECs as often as they do during the regular school year. Thus, the notes were not as robust as they are during other times of the year.
- **Agency**: Coaches regularly identified, encouraged, and validated actions students were taking to exercise self-advocacy. These varied widely and included encouraging their successes and exploration during their summer abroad programs, helping to organize speaking opportunities at conferences and workshops, and taking the initiative to set up Zoom.

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. In addition, the focus groups were slightly delayed due to scheduling conflicts within SSAG. Due to these delays, the richness of the collected data, and competing program priorities, drafting on the Inclusive Postsecondary Transition Workbook (IPTW) has been delayed. PD McDonald, EV Metzger, and RA Tosca met in October to consider how best to adapt the timeline for the drafting of the IPTW moving forward into November, December, and January. The team remains confident that despite these delays and challenges, the IPTW will be fully drafted by the end of our funding period.

Additional challenges related to hiring part-time staff have resulted in delays in the recruitment and assessment of participants at both sites for the evaluation team. While new staff have been hired and were onboarded in the prior quarter, identifying, recruiting, and assessing new students into SIP-C can take time. Thus, we anticipate that pre-post survey/interviews will function more as a pilot and the evaluation team will rely more heavily on retrospective surveys for data analysis.

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.

Success and/or personal stories will be shared at the end of the contract period and included in the final report due on January 31, 2024.

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

No.

Is financial expense and match reporting on track?

Yes.