



**GRANT APPLICATION PACKET – FFY2023**  
**SD COUNCIL ON DEVELOPMENTAL DISABILITIES**  
**GRANT APPLICATION - - TITLE PAGE**

Applicant Organization SD Parent Connection

Address 3701 W. 49<sup>th</sup> St Ste 102, Sioux Falls, SD 57106

Telephone 605-361-3171

Federal ID Number 46-0385808

Project Director Carla Miller, Executive Director

Address/Telephone 3701 W. 49<sup>th</sup> St Ste 102, Sioux Falls, SD 57106

Email Address: cmiller@sdparent.org

Type of Organization Non-Profit Tax Exempt? Yes

Title of Project TRANSITION⇒SUCCESS (T⇒SUCCESS)

Project Begins 10/1/2023 Project Ends 9/30/2026

Total Council Funds Requested \$36,950. Total Project Budget \$49,266

Carla Miller  
Authorizing Official (please type name)

Carla Miller  
Signature

Executive Director  
Title

7/14/23  
Date

## **ABSTRACT**

**Applicant:** South Dakota Parent Connection (SDPC) has served as the state's Parent Training and Information Center (PTI) since 1985. Funded through the US Department of Education Office of Special Education Programs (OSEP), SDPC meets the training and information needs of parents of children with disabilities and youth with disabilities (YWD) to raise expectations and improve child/youth outcomes. SDPC has a board of directors, the majority of which are parents of children with disabilities, who broadly represent the SD population. The majority of staff are also parents of children with disabilities.

**Project Need:** Significant gaps in educational and employment outcomes between YWD and youth without disabilities ages 14 to 24 persist. Early preparation and planning are essential for YWD to successfully transition from high school to postsecondary education, competitive employment and community living/integration. *Families are the central connection* to YWD, and their informed support is crucial for successful youth transition to adulthood. Unfortunately, families and YWD miss opportunities to learn about key information and essential programs that can support successful transition. YWD with 504 Plans, rather than IEPs, are especially at risk as transition activities are not required by Section 504 and rarely considered.

**Proposed Project:** Utilizing the SHIFT transition training delivered by SDPC since 2016, the project will work with schools to deliver, train and build educator capacity to offer SHIFT training independently to YWD and their families. Eligible students will be those on IEP or 504 Plans and attending school in SD, and will include YWD/families/schools serving diverse populations. Partnering with schools ensures connection to YWD and families through a trusted community resource, and leverages grant funds by utilizing as match school staff, space and communications to connect with and serve YWD and families. Educators will increase their knowledge and capacity to address the transition training needs of YWD and families. Finally, YWD and their families receive the transition information, guidance and connection to services that will launch youth to successful transition.

**Goals and Objectives:** Project goals are 1) YWD and families have the knowledge and skills to achieve successful transition to post-secondary education/training, competitive employment, and community living/integration as they exit school/IDEA and 2) Educators have the knowledge and skills to support YWD and families to achieve successful transition to post-secondary education/training, competitive employment, and community living/integration as they exit school/IDEA. These goals will be achieved through delivery of eight SHIFT trainings over the project period reaching an estimated 80 YWD and 120 family members. Additionally, special education staff will participate in all trainings; initially as observers, then as co-trainers with SDPC, and finally as trainers themselves with coaching from SDPC staff. This will build educator/school capacity to deliver and sustain SHIFT training to YWD and families beyond the project.

**Evaluation:** Data will be collected and reported on the following factors: youth/families and schools/educators trained (participant numbers, race/ethnicity/language, community); post-training surveys will assess knowledge, skill acquisition and satisfaction; annual participant surveys will assess impact of SHIFT training on connection to services, post-secondary education, employment and community living/integration.

**Total Council Funds Requested:** \$36,950 with \$12,316 match for total budget of \$49,266.

## **PROJECT NARRATIVE – STATEMENT OF NEED**

South Dakota has the distinction of having the greatest high school diploma attainment gap between YWD and youth without disabilities in the nation (21.3%).<sup>1</sup> At 40.5%, a relatively high proportion of South Dakota YWD are employed compared to the national average of 27.1% but room for progress remains.<sup>2</sup> YWD are the largest demographic group served by SD Vocational Rehabilitation Services, with 62% of YWD eligible for VR services due to cognitive impairment.<sup>3</sup>

A 2020 Report from the National Academies of Science, Engineering and Medicine, *Improving Outcomes of Transition-Age Youth With Disabilities: A Life Course Perspective*,<sup>4</sup> notes that “although a wide variety of services and programs exist to support the needs of children with disabilities and their families and encourage healthy growth and development, a variety of gaps and limitations create barriers to services and substantial variation in access to and quality of services.” The Report recommends that “*children with disabilities and their families need better information about available programs and services for which they may be eligible*” as an opportunity to improve transition outcomes.

SDPC has long recognized and served YWD and families who miss critical transition information and connection to services and supports early enough to positively impact their post-school outcomes. As a result of these unmet needs, SDPC developed the MyFILE as a transition preparation tool, through a collaborative effort with several partners, to help young adults learn to maintain and organize their important information, followed by the launch of transition trainings for YWD and families using the MyFILE transition tool.

SHIFT transition training helps YWD and families make the shift from connection to school based services alone to the post-school service array that may include centers for independent living, vocational rehabilitation, post-secondary disability services, and more. Over the five to six session SHIFT training, YWDs gain skills for using their voice, understand the importance of making connections and building relationships, build goals for the future, learn how to make a plan to achieve a goal, and get tips for finding and working with agencies that can provide support. Parents/families learn about how their role in their child’s life is changing, get tips for teaching their young adults how to speak up and advocate for themselves, gain tools and strategies for making positive plans for the future, and learn how to support their young adult to navigate successfully through agency/program and disability support services. Agencies such as (but not limited to) independent living centers and vocational rehabilitation are generally invited to participate in sessions to share information and build direct connections to youth and families. Six SHIFT trainings (28 sessions) have been conducted since 2016 with attendance of 350 YWDs, families and professionals. Letters of support/impact have been included from the Sioux Falls School District as well as from a parent of a YWD. Family feedback from a recent SHIFT training, collected and forwarded from a participating school, follows:

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<sup>1</sup> Institute for Educational Leadership 2022 Youth Transition Report retrieved from ERIC.ed.gov. [iel.org/wp-content/uploads/2021/12/IEL\\_YouthTransitionReport\\_2021\\_Dec13.pdf](https://eric.ed.gov/content/uploads/2021/12/IEL_YouthTransitionReport_2021_Dec13.pdf)

<sup>2</sup> Institute for Educational Leadership 2022 Youth Transition Report retrieved from ERIC.ed.gov.

<sup>3</sup> State Rehabilitation Council Annual Report 2022. [boardsandcommissions.sd.gov/bcuploads/PublicDocs/2022%20Annual%20Report%20Final.pdf](https://boardsandcommissions.sd.gov/bcuploads/PublicDocs/2022%20Annual%20Report%20Final.pdf)

<sup>4</sup> Shogren, K. A., & Wittenburg, D. (2020). Improving Outcomes of Transition-Age Youth With Disabilities: A Life Course Perspective. *Career Development and Transition for Exceptional Individuals*, 43(1), 18–28. <https://doi.org/10.1177/2165143419887853>

- This series of presentations gave me valuable information for myself and my child. It made me aware of agencies and assistance we have available in our community. I know I am not alone in my struggles and there are people who can help should we need it in the future.
- This is a great program. It answered questions that I never thought of before.
- We received so much valuable information that will be useful for our son and us to use over the next several years. The information made us think of new ideas and about the future!
- This was excellent – something all parents want for their kids is to get a job when they are able. He really wants a job.

Currently, SDPC conducts one or two SHIFT trainings annually, supported by grant funding. Transition⇒Success seeks to expand SHIFT trainings to a train-the-trainer model to support the professional development of special educators and build the capacity of schools to offer and expand SHIFT training to YWDs, families and staff on an ongoing basis. Participating schools must agree to participate for the full three years of the project and special education staff will participate in all trainings; initially as observers, then as SHIFT co-trainers with SDPC, and finally as SHIFT trainers themselves with coaching/mentoring from SDPC staff. SDPC is currently working with the Sioux Falls School District and will enter year two of the train-the-trainer model during the 2023-2024 school year.

SDPC is applying for a grant from the SD Council on Developmental Disabilities to fund Transition⇒Success, a three-year train-the-trainer model using an Explicit Instruction Mode of “I do it, we do it together, you do it.” More than 300 participants are estimated (80 YWD, 120 family members) plus 16 or more special educators from three participating schools (two East River, one West River). Building knowledge and capacity of educators/school to deliver SHIFT trainings independently will sustain project activities and improve capacity to launch YWD to successful transition. We believe that final evaluation data and reporting will provide justification for continued investment in Transition⇒Success from state agencies and/or school districts to continue the SHIFT train-the-trainer model to expand the number of educators/schools who have capacity to deliver SHIFT trainings and support improved transition outcomes for YWDs.

### Goals, Objectives and Action Plan:

Goal 1: YWD and families have the knowledge and skills to achieve successful transition to post-secondary education/training, competitive employment, and community living/ integration as they exit school/IDEA.

Staff: Carla Miller, CM; Betsy Drew, BD; Pamela Brown, PB

Objectives	Activities / Resources	Timeline / Staff Responsible
1.a. Deliver SHIFT training series (T1) to Cohort A & B partner schools in eastern SD.  2 trainings Year One	-SDPC will conduct training, and provide materials and MyFILES -8 to 15 YWD and parents/ guardians will participate in each session -Training evaluations will be collected for each SHIFT training	Year One / CM, BD, PB

	and improvements made as needed	
1.b. Deliver SHIFT training series (T2) to Cohort A & B partner schools eastern SD.  2 trainings Year Two	-SDPC will co-train with school staff and provide materials and MyFILES -8 to 15 YWD and parents/ guardians will participate in each session -Training evaluations will be collected for each SHIFT training and improvements made as needed	Year Two/ CM, BD, PB
1.c. Deliver two SHIFT training series (T1 and T2) to Cohort C partner school in western SD.	SDPC will co-train with school staff and provide materials and MyFILES -8 to 15 YWD and parents/ guardians will participate in each session -Training evaluations will be collected for each SHIFT training and improvements made as needed	Year Three /CM, BD, PB
1.d. Support/coach school delivery of two SHIFT training series (T3) to Cohort A & B partner schools in eastern SD.  4 trainings Year Three 1 (T1), 1 (T2) 2 (T3)	-SHIFT trainings will be led by school with coaching from SDPC -8 to 15 YWD and parents/ guardians will participate in each session -Training evaluations will be collected for each SHIFT training and improvements made as needed	Year Three /CM, BD, PB
1.e. Assess impact of SHIFT training on connection to services, post-secondary education, employment and community living/integration.	-SDPC will conduct annual surveys of all YWDs and families participating in SHIFT trainings over the project period. -Results reviewed annually and improvements made as needed.	Years One, Two and Three/ CM, BD, PB

Personally identifying participant information is not collected for evaluation purposes, data will be gather/reported as an aggregate.

Outcomes: YWDs and families are more informed about the transition to adulthood; YWDs and families are more informed about community supports; YWDs gain skills for using their voice/advocating; families gain skills to support developing advocacy acquisition of their YWDs; YWDs and families are connected to needed services and supports to access post-secondary education, employment, and community living /integration.

#### Performance Outcomes

**IFA 1.1 and IFA 1.2:** 80 YWD and 120 family members increase knowledge of how to take part in decisions that affect them.

**IFA 2.3:** YWD are better able to say what is important to them

**IFA 3.1 and IFA 3.2:** Percentage of Individuals with DD and family members satisfied with the Transition⇒Success project.

Goal 2: Educators have the knowledge and skills to support YWD and families to achieve successful transition to post-secondary education/training, competitive employment, and community living/integration as they exit school/IDEA.

Staff: Carla Miller, CM; Betsy Drew, BD; Pamela Brown, PB

Objectives	Activities / Resources	Timeline / Staff Responsible
2.a. Identify Cohort A & B schools in eastern SD as project partners/training sites. Schools serving diverse/underserved populations will receive priority for participation.	Develop MOUs, outline partner responsibilities and schedule trainings	Year One / CM, BD
2.b. Cohort A & B school staff participate in SHIFT training series (T1)	-School will conduct outreach and registration of YWDs and families; provide training sites, refreshments or meal, participation incentives; and provide staff prepared to become SHIFT trainers. -Training evaluations collected from staff following each SHIFT training, improvements made as needed.	Year One / CM, BD, PB
2.c. Cohort A & B school staff serve as co-trainers for SHIFT training series (T2)	-School will conduct outreach and registration of YWDs and families; provide training sites, refreshments or meal, and participation incentives. -School staff prepare to become SHIFT transition trainers. -Training evaluations collected from staff following each SHIFT training, improvements made as needed	Year Two / CM, BD, PB
2.d. Cohort A & B school staff deliver SHIFT training series (T3)	-SDPC will provide teaching materials and coaching/ mentoring to school transition training staff -School will conduct outreach and registration of YWDs and families; provide training sites, refreshments or meal, and participation incentives. -School staff become skilled SHIFT transition trainers. -Training evaluations will be collected from staff following	Year Three /CM, BD, PB

	each SHIFT training and improvements made as needed	
2.e. Identify Cohort C school in western SD as project partner/ training site. Schools serving diverse/underserved populations will receive priority for participation.	Develop MOU with each partner's responsibilities and schedule trainings	Year Three /CM, PB
2.f. Cohort C partner school staff participate in SHIFT training series (T1 & T2)	-School will conduct outreach and registration of YWDs and families; provide training sites, refreshments or meal, and participation incentives. -School provides staff prepared to become SHIFT transition trainers. -Training evaluations collected from staff following each SHIFT training and improvements made as needed	Year Three /CM, PB
2.g. Assess impact of SHIFT training on connection to services, post-secondary education, employment and community living/integration.	-SDPC will conduct annual surveys during the project period to gather staff perceptions of impact of SHIFT trainings on participating YWDs and families. Results reviewed annually and improvements made as needed.	Years One, Two, Three / CM, BD, PB
<p>Outcomes: Educators are more informed about the transition to adulthood; Educators are more informed about community supports; Educators gain knowledge and skills to support YWDs/families to developed advocacy skills of YWDs; Educators gain skills to deliver SHIFT trainings to future YWDs and their families.</p> <p>Performance Outcomes</p> <p><b>SC 1.3:</b> Number of schools develop promising practices to improve transition outcomes for YWD.</p> <p><b>S 2.1.4:</b> Number of promising practices implemented.</p>		

### Organization & Staff Qualifications:

South Dakota Parent Connection (SDPC) has been a statewide South Dakota non-profit agency supporting families of children (birth to 26) with disabilities and the professionals serving them since 1985. Ten staff serve the state with the main administrative office located in Sioux Falls. Two staff are remotely located (Aberdeen and West River).

Dr. Carla Miller is the Executive Director of SDPC and will be the Project Director. Oversight is provided by the Board of Directors, the majority of whom are parents with children with disabilities.

SDPC is a federal grantee of the US Department of Education Office of Special Education Programs (OSEP) and US Dept of Health and Human Services Health Resources and Services Administration. SDPC also receives funding from the SD Dept of Education Special Education Programs to deliver the Navigator Program. SD Parent Connection, as both a federal and state grantee, has robust data collection, reporting capability, and fiscal controls.

Carla Miller, Executive Director, Ed.D. has a Master's Degree in Special Education and Doctorate in Special Education. Carla has worked as a university instructor teaching upper level coursework on assessment, Learning Disabilities, classroom management, and behaviors, as an Early Childhood Administrator, an outreach educator, and an educator on evaluation teams. She has conducted trainings on autism, behaviors, and early childhood. Carla serves as a representative for Parent Trainings Centers with the National Center for Systemic Improvement serving on the Low Performing Schools Team, Family Engagement Resource Team, and Stakeholder and Family Engagement Team. She is a parent of two adult sons, one with ADHD and Anxiety Disorder.

Betsy Drew, Outreach/Transition Specialist is a retired Elementary Principal. She holds a Master's Degree in both Elementary Administration and Elementary Curriculum. She has served as a 504 Coordinator, University Instructor, and classroom teacher. Betsy is a graduate of Partners in Policy Making and is a Person-Centered Thinking Assessment facilitator. She has an adult daughter who has a complex and rare disorder.

Pamela Brown, Outreach/Transition Specialist, has over 20 years of experience working with children and adults with disabilities in classroom and residential home settings. Specializing in Employment Services, Pam has built connections with community leaders and businesses to strengthen support for individuals seeking employment. Pam is a Certified Employment Specialist Professional and Customized Employment Facilitator.

Ken Randall, Fiscal Specialist, holds a Master's degree in Business Administration (MBA). He brings previous experience as a claims examiner, personal banker, and a fiscal and operations analyst. Ken is a parent of two sons, one with an Anxiety Disorder. Ken also has an adult relative with a developmental disability who resides in a supportive living environment.

## **BUDGET SHEET & NARRATIVE**

**Personnel:** Personnel costs are calculated at 20 hours per SHIFT training for 2 staff members at each T1 and T2 SHIFT training (20 x 2 x 6 for 240 hours). In addition, each T3 SHIFT training (2) requires 15 hours with one staff person (2 x 15 x 1 for 30 hours). Total staff time of 270 hours includes coordination and delivery of training, travel time, evaluation and reporting, and project oversight from the Executive Director. Training coordination and delivery will be conducted through existing SDPC staff including Carla Miller, Betsy Drew and Pamela Brown with assistance from office support and fiscal staff. An additional staff member for west river activities may lend support as the project nears year three. Payroll taxes are 7.25% of personnel costs while benefits represent 12.1%.

**Operating Expenses:** Operating expenses include facilities at two locations, rent, utilities, internet/phone, technology, postage, materials, company vehicle, insurance, etc.



### Other:

80 MyFILE transition preparation systems, \$40 each, will be used as a training tool to help YWD learn to organize their important information with the support of their families. MyFILE helps YWD sort and retrieve information related to High School, Medical, Post-Secondary Education and/or Training, Housing, Therapies, Transportation, Employment, Support Providers, Current Bills, Financial, Emergency Preparedness, Personal, Community, Social Security, Family Services, Medication, Pets and Tax Returns/Legal Papers. Each folder contains a business card holder to note and keep track of individuals who have been helpful. Three blank folders are for topics important to youth.

### Local Match:

In-kind match provided by SDPC includes mileage at .51 x 1,500 miles (500 miles annually) and per diem calculated at \$34/day (lunch and dinner) x 4.5 days over the project period.

In-kind match provided by partnering schools includes school staff/personnel match for planning and delivery of 6 SHIFT training series (15 hrs x 3 for each T1 training; 20 hrs x 3 for each T2 training; 20 hrs x 2 for each T3 training) with estimated payroll taxes of 7.25% and benefits of 12%; in-kind rent for providing training venues (40 sessions x \$100 rent); refreshments or meals for YWDS/families for all sessions (40 sessions x \$50), and attendance incentives for youth (80 YWD x \$30). In-kind match will be documented by the school and an element of MOUs between SDPC and schools.

Future Funding: We are confident that final evaluation data and reporting will provide justification for continued investment in Transition⇒Success. We will seek ongoing and dedicated funding sources from state agencies and/or school districts to continue to build the capacity of YWDS, families and educators to launch these youth towards successful transition to post-secondary education and training, competitive employment, and community living/integration.

Description	(A) Requested DD Council Funds	(B) Allowable Match from Applicant **	(C) Allowable Match from Other Agencies **	(D) Total Contract Grant Budget (A + B + C)	(E) Un- allowable Match from Applicant & Other Agencies	(F) Total Project Budget (D + E)
PERSONNEL						
Salaries/Wages	15,863		2,423	18,863		18,863
Payroll Taxes	1,427		217	1,427		1,427
Benefits	2,379		360	2,379		2,379
TRAVEL						
Mileage		765		765		765
Perdiem		151		151		151
CONTRACTUAL						
Venue			4,000	4,000		4,000
Incentives			2,400	2,400		2,400
Refreshments			2,000	2,000		2,000
OPERATING EXPENSES						
Overhead	14,081			14,081		14,081
EQUIPMENT						
OTHER						
MyFILES	3,200			3,200		3,200
GRAND TOTAL	\$36,950	\$916	\$11,400	\$49,266		\$49,266

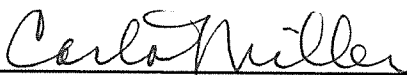
## **ASSURANCES**

1. The applicant assures that grant funds made available under the South Dakota Council on Developmental Disabilities will not be used to supplant state or local funds, but will be used to increase the amounts of such funds that would be made available for other similar activities.
2. The applicant assures that grant funds made available under the South Dakota Council on Developmental Disabilities will be used to complement and augment rather than duplicate or replace services for individuals with developmental disabilities and their families who are eligible for Federal assistance under other state programs.
3. The applicant assures that fund accounting, auditing, monitoring and such evaluation procedures as may be necessary to keep such records as the South Dakota Council on Developmental Disabilities shall prescribe will be provided to assure fiscal control, proper management, and efficient disbursement of funds received through the South Dakota Council on Developmental Disabilities.
4. A clear audit trail must be maintained for each source of funding. Receipts, expenditures and disbursements must be individually accounted for from each source of funds.
5. The applicant agrees to submit reports indicating activities undertaken, expenditures, match provided, program income and general progress of the project. Projects are required to submit a final report at the end of the grant funding period.
6. The applicant certifies that the program contained in its application meets all the requirements, that all the information is correct, that there has been appropriate coordination with affected agencies, and that the applicant will comply with all provisions of the South Dakota Council on Developmental Disabilities and all other applicable laws.
7. The applicant understands that although an effort will be made to continue the funding of projects of proven effectiveness or with a record of proven success, each project must stand on its own merit each year. No project will be guaranteed continued funding. NOTE: Projects/programs must re-apply annually for funding.
8. This agreement depends upon the continued availability of federal funds and expenditure authority from the Legislature for this purpose. This agreement will be terminated by the State if the Legislature fails to appropriate funds or

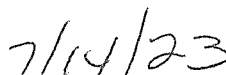
grant expenditure authority. Termination for this reason is not a default by the State nor does it give rise to a claim against the State.

9. The applicant also understands and agrees: 1) that funds received are to be expended only for the purpose and activities covered by the applicant's approved application and budget, and 2) that the grant may be terminated at any time by the South Dakota Council on Developmental Disabilities if the applicant fails to comply with the provisions of the South Dakota Council on Developmental Disabilities, legislation or any of the certified assurances listed above and in the grant agreement.

CERTIFICATION - I certify that I have read and reviewed the above assurances and will comply with all provisions of the South Dakota Council on Developmental Disabilities legislation and all other applicable federal and state laws.



Signature of Authorizing Official



Date

Carla Miller, Executive Director

Typed Name and Title

SD Parent Connection, 3701 W 49<sup>th</sup> St Ste 102, Sioux Falls, SD 57106

Address

605-361-3171

Telephone Number