



GRANTS AND CONTRACTS COMMITTEE

Friday, November 1, 2019

2:00 P.M. – 3:00 P.M.

3839 North 3rd Street, Suite 306, Phoenix, Arizona 85012

MINUTES

The Grants and Contracts Standing Committee meeting of the Arizona Developmental Disabilities Planning Council (ADDPC) was convened Friday, November 1, 2019 at the ADDPC Office, 3839 North 3rd Street, Suite 306, Phoenix, Arizona 85012. Notice having been duly given. Present and absent were the following members of the ADDPC.

Members Present

Matthew Isiogu, Chairperson, Telephone
Monica Cooper, Telephone
Maureen Casey, Telephone
Wendy Parent-Johnson, Telephone

Michael Coen, In-person
Kelly Roberts, In-person

Members Absent

Staff

Erica McFadden, Executive Director
Lani St. Cyr, Staff
Marcella Crane, Staff
Michael Leyva, Staff
Julie Whitaker, Staff

Guests

John Black, Council Chair, non-member

A. Call to Order/Welcome

Chairperson Matthew Isiogu welcomed everyone to the Arizona Developmental Disabilities Planning Council (ADDPC or Council) Grants and Contracts Committee meeting. The meeting was called to order at 2:00 p.m. Roll call and participant introductions were completed.

B. Minutes from September 6, 2019

Chairperson Matthew Isiogu asked members if they had a chance to review the minutes and if there were any changes. No changes were requested. Matthew asked for a motion to accept the minutes as is. Motion was made by Michael Coen; seconded by Monica Cooper. The motion carried.

C. Fiscal/Contract Update

Lani St. Cyr gave an overview of three financial documents. The ADDPC Financial Update showed the Council was able to fully liquidate FY 2017 funds and fully obligate 2018 funds by the September 30, 2019 deadline. There is approximately \$709,000 in FY 2018 funds to liquidate by the end of September 2020. There is approximately \$262,200 in FY 2019 to obligate by September 2020. The Council has already identified projects for these funds.

It was explained that the Council is currently operating under a continuing resolution that will run through November 21st, however there is the possibility of another continuing resolution or government shutdown after that date. Also, since the document was created, the Council received its first allotment for FY 2020 in the amount of \$203,270. We still do not know what our full award amount will be.

The Council Funded Project document showed the following changes, based on what was voted on during the September meetings:

- 2 Renewal Projects (Southwest Institute for Families- Supported Decision Making & City of Tempe's BEST Projects)
- 1 Expanded project (ASU's Inclusive Recreation project)
- 4 new projects (NAU/IHD-Post Secondary Think College, City of Nogales- Inclusive Recreation, Sonoran UCEDD- Job Developer, and Community Options- Meaningful Life Meaningful Love project)

It was mentioned that the contract periods for the A.T. Still Conference and NAU/IHD Think College project were extended.

Finally, the Budget Recommendation document showed items to be funded in the next year with FY 2018, 2019, and 2020 funds. Workplan items to be discussed were highlighted to show the availability of funds and the prior approval of the Council. The Transition in Action Clinic has moved from the Employment Goal area to Self-Advocacy and the budgeted amount is less than what is being proposed, however, depending on the allotment there may be 2020 funds available. It was noted the FY 2020 amount is an estimate based on level funding, as the Council has not been notified of award amounts. No action was taken on this item.

D. Rural Arizona Autism Project (RAzAP)

Lani St. Cyr gave an overview of the RAzAP renewal proposal submitted by Northern Arizona University/Institute for Human Development (NAU/IHD). The purpose of the program is to implement an evidence-based intervention called teaching PLAY (Play and Language for Autistic Youngsters) for children diagnosed with Autism Spectrum Disorder (ASD). This program is being implemented in 2 school districts (Chinle and Tuba City) on the Navajo Nation. The following are some of the outcomes from the first year of the program:

- Established Memorandums of Understanding (MOUs) with the school districts.
- Recruited 6 children to participate- 5 preschool and 1 kindergarten student.
- Held two- 1½ hour Introductory Workshops and provided foundational information on teaching PLAY.
- In total, 29 staff have been trained between the two school districts. Most were trained at the second workshop, including 19 classroom staff (7 teachers, 11 teaching assistants, 1 academic coach).
- Hired a Community Liaison- Lorrinda Tom from the Navajo Nation that supports the participating families.
- Ms. Tom completed summer visits with 5 of 6 parents participating in the program and assisted in completing the paperwork and arranging meeting for Social Security Insurance.

The program overcame barriers including a delayed start, opposition to being videotaped, attrition, and readiness for the teaching PLAY intervention for the kindergarten student. Some of the outcomes include students demonstrating more focused behavior and taking more interest in activities, as well as the staff feeling they have new tools to help with interaction and have noticeably become more verbal with their students.

The second year of the program proposes to continue with the students from the first year as they progress to kindergarten and for the Community Liaison to continue work to find additional resources to benefit families both in-person and online or potentially through a support group.

There was discussion and questions regarding the sustainability, length of the project, and whether any new students would be added in the second year of the program. In addition, there were questions regarding MOUs, number of families served, and teachers trained. The expectation is the program will continue to seek additional funding from DDD and other sources and will provide updates on progress. Kelly Roberts from NAU/IHD will follow up on the questions addressed by the committee.

Chairperson Matthew Isiogu called for a motion to approve the Rural Arizona Autism Project (RAzAP) proposal in the amount of \$45,483. Motion was made by Monica Cooper; seconded by Michael Coen. Kelly Roberts abstained from voting. The motion carried.

E. Inclusion Classroom Profile-Year 2 Renewal

Lani St. Cyr gave an overview of the Inclusion Classroom Profile renewal proposal submitted by the Department of Education and explained that it is an observation tool for classrooms serving children ages 2-5 and is used to evaluate the inclusive experience of children with disabilities. It assesses current inclusive practices and establishes a baseline for measuring future progress and can be tailored to the teacher's needs. Prior to this program there was no initiative to measure inclusive practices in preschool age children with disabilities.

In the first year, there was difficulty in securing trainers and a two-month delay in launching the project due to the timing of the award. However, ADE was able to secure trainers and deliver the in-person face-to-face inclusion classroom profile training to over 20 educators during a 5-day intensive training workshop in January, during which 5 out of 6 intended school leaders were able to meet the criteria from the Brookes trainers (the only organization approved to provide the training). This took place in 5 different school districts and 25 observations of the preschool children were completed in the second quarter. Also, a survey tool has been used to capture raw data from participants and the data has been analyzed to identify any gaps. In the fourth quarter, ADE will be able to capture additional data on perceptions of inclusiveness and the quality of inclusion based on self-evaluations.

In year two, they plan on continuing to message the importance and benefits of inclusive practices, but also how to make inclusion happen. They will be educating on how to: properly code least restrictive environment placement data, use the inclusion classroom profile data to provide guidance to the field through the Early Childhood Task Force on Inclusion and operate cohorts on the Early Childhood Special Education Itinerant Service Model. They also plan to continue their partnership with First Things First to ensure that programs participating are Quality First programs and are receiving the coaching supports to use the Inclusion Classroom Profile data to make informed decisions.

They would like to fund a partial FTE to provide administrative oversight as they move toward a scaled-up model. Finally, they are looking to have an additional ICP training for 25 people over 5 days.

There was discussion about the difficulty in understanding what was being proposed for year two and what was accomplished in year one. It was determined that a plain language one-page summary of the proposal should be requested and include: year one accomplishments, what will be achieved in year two, the sustainability of the program and address any attrition issues that may arise. Staff will contact the Department of Education to request a one-page summary prior to the next Executive Committee meeting and to have someone available to address any further questions.

Chairperson Matthew Isiogu called for a motion to table the vote and request a one-page summary of the proposal in plain language. Motion was made by Michael Coen; seconded by Monica Cooper. The motion carried.

F. Transition in Action Clinic Proposal

Lani St. Cyr gave an overview of the Transition in Action Clinic proposal submitted by the Sonoran UCEDD. The clinic was developed at the University of South Dakota, Center for Disabilities and provides much needed protocols and tools to facilitate care coordination across systems. It empowers emerging adults with disabilities and/or chronic health care needs by helping them understand their needs and provides a plan to practice decision-making, to grow and learn from real-world opportunities and connections.

The clinic is a day long, multi-disciplinary team experience designed to assess a young adult's current status and future goals in major life areas of health, education, employment, and independent living as they transition to adulthood. The clinic in Arizona would be conducted in Tucson twice a month for 6 youth and families followed by another clinic to be held in Phoenix. The Clinic will serve transition aged youth between 14 and 21 and their families. It is estimated that 24 youth and their families will participate in the Clinic during year one with 18 at the Tucson Clinic and 6 at the Phoenix Clinic.

A Transition Engagement Guide (TEG) will be implemented and a validation study will be completed. The study will target health professionals implementing TEG and conducting transition planning serving youth with disabilities and/or chronic health conditions. The goal is to get 20-50 healthcare professionals to participate in the TEG validation study with each one of them serving between two and five youth for a minimum of 100 youth and their families during year one.

There was discussion about the budget amount requested and match requirement, sustainability and whether the project was meant to be completed in one year or two. Due to time constraints it was advised that any unaddressed questions could be sent to staff for them to address with the Sonoran UCEDD.

Chairperson Matthew Isiogu called for a motion to table the vote. Motion was made by Michael Coen; seconded by Monica Cooper. Wendy Parent-Johnson abstained from voting. The motion carried.

G. Adjourn

Chairperson Matthew Isiogu called for a motion to adjourn the meeting. Motion was made by Michael Coen; seconded by Monica Cooper. The motion carried; meeting adjourned at 3:04 p.m.