



EXECUTIVE COMMITTEE

Wednesday, November 13, 2019

2:30 P.M. – 4:00 P.M.

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

MINUTES

The Executive Committee meeting of the Arizona Developmental Disabilities Planning Council (ADDPC) was convened Wednesday, November 13, 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

John Black, Chairperson
Melissa Van Hook, Vice-Chair, Telephone
Monica Cooper, Telephone
Jason Snead, Telephone
J.J. Rico, Telephone

Members Absent

Matthew Isiogu
Scott Lindbloom

Staff

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

Guests

Kelly Roberts, Councilmember
Suzanne Perry, ADE
Lori Masseur, ADE
Maureen Russell, NAU-IHD
Wendy Parent-Johnson, Councilmember
Sarah Billington, ASU MSDW Intern

A. Call to Order/Welcome

Chairperson John Black welcomed everyone to the Arizona Developmental Disabilities Planning Council (ADDPC or Council) Executive Committee meeting. The meeting was called to order at 2:32 p.m. Roll call and participant introductions were completed.

B. Minutes from September 13, 2019

Chairperson John Black asked members if they had a chance to review the minutes and if there were any changes. Melissa Van Hook asked that a correction be made to page 2 under section C. The amount increased should be changed from \$1,843,044 to \$1,483,044. Motion was made by Melissa Van Hook and seconded by Monica Cooper. The motion unanimously 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 project)
- 1 project received additional dollars (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 University, awarded a conference sponsorship grant, and NAU/IHD's Post-Secondary 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. New Proposals:

Inclusive Recreation, NAU-IHD

NAU/IHD submitted a proposal through the competitive RFGA for Inclusive Recreation. Their proposal was revised to address the Grants and Executive Committee's concerns with the scope of the project and overall costs. Submitted to the full Council is an amended proposal requesting \$104,312.

NAU/IHD is partnering with Northern Arizona Adaptive Sports Association (NAASA) to provide opportunities for people with I/DD to participate in adaptive alpine skiing and snowboarding activities. The partnership between NAU/IHD and NAASA offers a unique program design and experience to provide adaptive recreational activities to individuals with I/DD, which will allow them to experience a fun winter sport, gain confidence in learning a new skill, and increase in social and emotional outcomes.

The target number is 100 unique individuals with I/DD to experience adaptive alpine skiing and snowboarding activities during the 2019-2020 ski season in Snowbowl, AZ. The ski season is estimated December-April. Participants will experience rehabilitative, therapeutic and whole life health that adaptive sports opportunities have to offer.

NAASA with NAU/IHD will ensure the following:

Assess each person with I/DD to determine necessary modifications to assure optimal access to the ski and snowboarding activities.

Purchase the necessary ski and snowboarding activities; and make any modifications as necessary.

Recruit to increase the number of Professional Ski Instructors of America certified as adaptive ski instructors in Snowbowl from six to eleven.

NAU/IHD will evaluate the program and its impact on participants.

NAU/IHD and NAASA will develop a sustainability plan to support the program long term, and proper storage and usage of the adaptive equipment.

Post grant, the equipment will be available to individuals with I/DD for 10+ years at no cost, if they do not need a trained instructor.

NAASA will assume ownership of all the equipment that will be purchased and will keep a detailed inventory and equipment will be stored at Snowbowl. Staff from NAASA and volunteers will maintain the adaptive equipment, to ensure it can be used for years to come.

Increasing adaptive ski instructors is key to making the program run smoothly. NAASA will recruit both local and statewide. The executive director will pick from a pool of individuals those who are most qualified to be adaptive ski instructors, which are then supported to attend training and be certified. Once an adaptive ski instructor has completed this process, they are required to stay at Snowbowl to teach adaptive lessons for the ski school for at least 2 years. This is an industry standard.

NAU/IHD will monitor and evaluate program participants, through a survey, on Quality of Life domains specific to the proposed activities. These domains include physical well-being, social inclusion, interpersonal relationships, and self-efficacy/self-determination. Two focus groups will also be conducted to obtain additional information from participants on how to improve the experience/program better.

Jason Snead did additional research and found that there were other programs in Flagstaff, including through Banner Health. The discussion was that these were visiting “day” programs and not continuous throughout the season. There was also mention by J.J. Rico that accessibility should be the responsibility of the private business. Erica mentioned for Scott Lindbloom - that in Colorado the state funded these activities through their city recreation departments. That is not currently being done in Flagstaff. The motion was made to approve the proposal in the amount of \$104,312 by Jason Snead, seconded by Melissa Van Hook. Kelly Roberts abstained. The motion unanimously carried.

Transition in Action Clinic Proposal

Erica McFadden 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. 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 for 6 youth and families. The Clinic will serve transition aged youth between 14 and 21 and their families. 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. Both the young adult and family participate in separate and together activities focused on allowing the team to get to know the young adult’s strengths, interests and vision for the future. Together with the young adult and family member, the multidisciplinary Clinic team generates a comprehensive plan for transitions that is focused, coordinated and action oriented with specific recommendations for “next steps” as they relate to successful transitions. A Transition Engagement Guide (TEG) will be implemented and a validation study will be completed for the six youth and family members participating. This project was scaled down significantly from \$150,000 to \$49,297 to hold one pilot in Tucson. The project is sustainable, as demonstrated in South Dakota. Monica Cooper made a motion to approve the proposal, it was seconded by J.J. Rico. Wendy Parent-Johnson abstained. The motion was unanimously approved.

Grants Renewals:

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, which will need to be renewed for year 2.
- 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 4 of 5 families 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.

Chairperson John Black called for a motion to approve the Rural Arizona Autism Project (RAZAP) proposal in the amount of \$45,483. Motion was made by Jason Snead and seconded by Melissa Van Hook. Kelly Roberts abstained. The motion unanimously carried.

Inclusion Classroom Profile-Year 2 Renewal

Erica McFadden 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 scaling up their efforts and looking for additional funding. They will bring in the Brookes trainers again to train more leaders so they can get into additional schools. 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 schools participating are Quality First programs and are receiving the coaching supports to use the inclusion tool.

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.

Suzanne Perry and Lori Masseur discussed the project in more depth and how they are working with FTF to scale it up into more preschool environments. They will be getting more information on the number of children without disabilities impacted by this program. They said they already have that data. Chairperson John Black called for a motion to approve the renewal for \$50,000. The motion was made by Monica Cooper and seconded by Jason Snead. Four members voted to approve. John Black voted against. The motion carried.

E. RFI Process Recommendations

Erica shared that there were 19 RFIs received from the public. The evaluation committee reviewed each one to determine if we were already doing the project, if the project could fall under the conferences and trainings solicitation released in the Spring or Summer, if we needed to get more information or convene a follow up meeting, or if we need to release a solicitation pending funding availability. The committee thought we needed to follow up with the foster youth project to determine what was being done now and see what gaps should be moved upon. We also will coordinate with Wendy Parent-Johnson as she does the transition research to see what opportunities in STEM, CTE and apprenticeships are availed to students with I/DD. The two opportunities the evaluation committee were advancing for consideration were building a self-advocacy coalition, in line with Council goals, and determining what inclusion looks like from the perspective of the self-advocate. This could be part of original data collection we will need for planning for the next 5 years.

F. Contingency Funding Priority Setting

Each year the Council encounters a situation where we still have money to obligate and grantees don't fully spend their funds. In response, the Council needs to entertain options to obligate the funding pending its availability. Up for consideration is the self-advocacy coalition building project, defining inclusion project, or the addition sexual abuse research project submitted by Sonoran UCEDD. Executive Committee members thought we needed to continue to do work in the sexual abuse arena since we are seen as leaders.

They also thought that the self-advocacy coalition building was what we need to do anyway, due to our federal requirements. They thought the inclusion project input was collected in other places and not as much of a high priority as the other projects, although it was interesting. Jason Snead made the motion pending funding availability that the Council prioritize additional sexual abuse research, followed by self-advocacy coalition building. The motion was seconded by Melissa Van Hook. The motion unanimously passed.

G. Update on Re-authorization

Erica stated that we will meet with Christina Corieri and the head of Boards & Commissions to discuss our re-authorization that is expiring on December 31st of this year. Pending that decision, DES will update our MOU with them.

H. Council Appointments

Erica announced that four new Council members are coming aboard: Wendy Parent-Johnson from the Sonoran UCEDD, Kelly Roberts from NAU-IHD, James Rivera from ADE, and Meghan Cox from Lincoln Strategy who is a sibling of a person with I/DD.

I. Full Council Agenda Review

There was discussion over the full agenda. The only differences were the inclusion of the NACDD Annual Renewal fee – our national membership organization -- that is routine and has to go to the full Council for approval. In addition, we will be kicking off planning for the next 5 years at our next full Council meeting. Our current 5-year plan expires on September 30, 2021. The Executive Committee will need to meet to discuss a strategy to develop the next 5-year plan. There was a question over whether the full Council needs to vote on the renewals. The Executive Committee thought the renewals should be made into an action item.

J. Adjourn

Jason Snead made the motion to adjourn, it was seconded by Melissa Van Hook. The motion unanimously passed. The meeting was adjourned at 4:06pm.