



EXECUTIVE COMMITTEE

Friday, November 13, 2020

10:00 A.M. – 11:00 A.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 virtually Friday, November 13, 2020. Notice having been duly given. Present and absent were the following members of the ADDPC.

Members Present	
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John Black, Chairperson	J.J. Rico
Melissa Van Hook, Vice-Chair	Scott Lindbloom
Monica Cooper	

Members Absent

Staff	Guests
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Erica McFadden, Executive Director	
Lani St. Cyr, Staff	
Marcella Crane, Staff	
Michael Leyva, Staff	
Jason Snead, Staff	
Sarah Ruf, Staff	

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 10:03 a.m. Roll call and participant introductions were completed.

B. Minutes from September 11, 2020 Meeting

John Black asked members if they had a chance to review the minutes and if there were any changes. No changes were requested. John asked for a motion to accept the minutes as written. Motion was made by Scott Lindbloom; seconded by Monica Cooper. The motion carried.

C. Fiscal/Contract Updates

Lani St. Cyr gave an overview of the ADDPC Financial Update. It showed approximately \$5,525 in FY 2018 funds remaining to be liquidated. The Administration for Community Living has granted the extension request for the liquidation period through December 31, 2021, which will allow the Council to fully spend the FY 2018 award.

For FY 2019, the Council has fully obligated the funds by the original September 2020 deadline, but must ensure all work is completed by September 30, 2021. There is approximately \$473,290 remaining to be liquidated/spent by September 2022. For FY 2020 the Council has approximately \$262,645 to be obligated by September 30, 2022. The Council has already identified projects for these funds and the work must be completed within the obligation period. The final liquidation period for FY 2020 funds is September 30, 2023.

She also explained the first award letter for FY 2021 funds in the amount of \$293,642, was received.

Next, the Council Funded Project document highlighted the list of additional contracts given no-cost extensions, including:

- Improvement Assurance Group received another no cost extension for both contracts through January 2021.
- Sonoran UCEDD received a 3-month no-cost extension through March 2021 for the Transition in Action Clinic Project.
- ASUs-Inclusive Recreation Project for year 2 received a 45 day no-cost extension.

This document also highlighted the projects up for renewal and to be voted on. It was explained that final invoices for the contracts ending are being submitted and processed.

Finally, the Budget Recommendation document showed items to be funded based on the workplan recommendations. Agenda items to be discussed were highlighted to show the availability of funds and the prior approval of the Council. It was explained that three of the four proposals have requested funding greater than the budgeted amounts, but there are funds available to cover the additional proposed cost. No action was taken on this item.

D. Inclusive Recreation Project-Renewal Year 2-NAU/IHD

Marcella Crane gave an overview of the Inclusive Recreation Project submitted by Northern Arizona University/Institute for Human Development (NAU/IHD) for year two. The intent of the Inclusive Recreation Project was to increase involvement of persons with Intellectual and Developmental Disabilities in adaptive alpine ski and snowboarding activities, with a target of 100 participants. However, due to the closure of Snowbowl because of COVID-19

they were only able to provide lessons to 57 individuals in the first year but were on track to hit the 100-individual target. NAU collaborated with Northern Arizona Adaptive Sports Association on this project, which provided lessons, purchased adaptive equipment and trained five new Professional Ski Instructors of America, four of whom were certified as adaptive ski instructors before the March 17, 2020 COVID-19 closures.

Surveys were completed by participants before and after lessons, as well as in a four month follow up. The data collected included demographic information as well as the level of satisfaction of the participants. The project also created an advisory group that was convened three times to provide guidance and expert advice on project activities.

In year 2, the project is proposing to offer another 100 adaptive ski/ride lessons to students with I/DD as well as certify an additional five instructors, similar to last year's goal. They would also like to expand the project to include adaptive kayaking and hiking in year two after the ski season has ended. The goal is to provide 200 individuals with kayaking or hiking experiences. They plan to mitigate liability by addressing insurance policies as well requiring first aid and CPR certifications for the staff and volunteers providing the adaptive recreational activities. Personal floatation devices, adaptive hiking equipment along with adaptive kayaks and kayak paddles will be purchased, as well as equipment to store and transport the equipment.

The proposal has built in contingencies for COVID-19 to expand the hiking and kayaking experiences and/or to accelerate the creation of an adaptive mountain biking program. They also plan to continue the surveys and data collection of participants.

Chairperson John Black called for a motion to approve the Inclusive Recreation Project submitted by NAU/IHD program for a second year in the amount of \$99,999. Motion was made by Scott Lindbloom; seconded by J.J. Rico. The motion carried.

E. Supporting Inclusive Practices in Colleges (SIP-C)

Michael Leyva gave an overview of Northern Arizona University's Institute for Human Development Supporting Inclusive Practices in Colleges (SIP-C) project. It applies the principles of inclusion and self-determination to develop successful transition practices and promote quality inclusive postsecondary supports for students with disabilities in Northern Arizona.

To-date SIP-C personnel have provided consistent services and supports to four participants at Coconino Community College (CCC). Participants meet with their Educational Coach on a bi-weekly basis via phone calls, Zoom, or the CCC campus.

Originally, SIP-C recruited five qualified individuals with I/DD between the ages of 18-29 who expressed an interest in attending college. One student voluntarily opted-out of the program in August 2020 due to limited course offerings at CCC, a direct result of scheduling changes due to the Covid-19 pandemic. All students are demonstrating through phone calls and video-conferencing session, an awareness of self-determination and self-advocacy as frameworks for a positive, inclusive, postsecondary experience.

Activities that are vital to the program implementation that will be completed during the final quarter of the funded contract include: hiring and training peer mentors, implementing a comprehensive professional development training program, and using technology to bolster marketing, outreach, and dissemination efforts.

One notable success story that demonstrates how the core principles of the SIP-C philosophy lead to measurable, progressive outcomes is Antonio. Antonio enrolled in the SIP-C pilot program in April 2020 and exited Flagstaff Unified School District in May 2020. Antonio worked closely with the Educational Coach to set SMART (Specific, Measurable, Attainable, Realistic, Time-Based) goals guided by Person-Centered Planning and ongoing coaching sessions to improve his self-determination and advocacy skills. Originally, Antonio indicated he wanted to take two college courses at CCC starting in Fall 2020. However, Antonio self-determined he could succeed in a fully inclusive environment taking a full-time (12 credit hours) course load. Antonio is maintaining a 2.75 GPA. He has also self-initiated the transfer process and has contacted a CCC2NAU advisor for consultation while also exploring options for transferring into Fort Lewis College for on-campus funding. Antonio has been asked to present as a guest speaker to high school students at Grey Hills High School in Tuba City to share his experience as a SIP-C student and to highlight his success as a Navajo college student.

IHD has identified, established, and retained collaborative working relationships with entities in the Northern Arizona region. Partnerships were formed and SIP-C launched an interagency collaborative team to have a working group committed to supporting individuals with I/DD as they transition to and attend PSE. Bringing together relevant agencies ensures participants will have access to the necessary expertise, resources, and support to enhance full participation in quality, inclusive experiences of PSE and integrated employment.

To build capacity and demonstrate long-term benefits for individuals with I/DD who identify as belonging to underserved or unserved populations, the SIP-C program has focused on broadening student recruitment and retention efforts in high-need areas across Northern Arizona. In July 2020, SIP-C expanded its network of partnering agencies and organizations which include institutes of higher education and local educational agencies in Kingman/Bullhead City (Mohave Community College), Holbrook/Winslow (Northland Community College), Teec Nos Pos (Red Mesa Unified School District), and Sanders (Sanders Unified School District). It's important to note that representatives from both Red Mesa and Sanders Unified School District indicate a significant percentage of their student populations have tribal affiliations, specifically Navajo and Hopi. SIP-C staff are actively pursuing additional opportunities for expansion in Tuba City and Grand Canyon High

Schools, areas where students with I/DD may be greatly disadvantaged with regards to the quality and consistency of inclusive transition supports and services.

In Year 2, SIP-C wishes to increase the number of students served in the Flagstaff and Northern Arizona regions. In Year 1, the SIP-C pilot program successfully recruited and retained four students who are currently enrolled at CCC. Based on their observation, community response to the program, advisement of the ICT, and overall student interest, SIP-C is targeting recruitment process to onboard 20 students in Year 2. SIP-C staff will continue to work with the current participants.

Effective October 1, 2020, the SIP-C program started the first year of a five-year, federally funded grant that was awarded by the United States Department of Education's Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) initiative. The pilot project funds received from ADDPC laid a foundation of proven success that contributed to the US DOE's decision to fund the further expansion of an already sustainable program.

Chairperson John Black called for a motion to approve the Supporting Inclusive Practices in Colleges (SIP-C) Project submitted by NAU/IHD program for a second year in the amount of \$100,000. Motion was made by Scott Lindbloom; seconded by Monica Cooper. The motion carried.

F. Expanding Training & Education to Improve Employment

Michael Leyva gave an overview of the Expanding Training & Education to Improve Employment year 2 renewal proposal submitted by the University of Arizona's Sonoran UCEDD. In Year 1 the Sonoran UCEDD proposed to conduct a series of three training sessions focused on knowledge gains, resource sharing, problem solving, and intensive skill development related to the implementation of supported and customized employment services. To date they have conducted four session one trainings to 103 participants representing: provider organizations, vocational rehabilitation, and education personnel. Sessions two and three are currently scheduled for the last quarter of the project.

Throughout the trainings several key points became evident: 1) There is a tremendous need for information regarding practical "how to" strategies on implementing employment services, 2) Training employment support professionals is only part of the need as everyone who is connected to people interested in or receiving employment services need similar information in order to support their efforts, 3) Multiple systemic issues are impacting employment practices that need demonstrations to inform and drive data-based decision making for impactful change, and 4) There is a great passion and commitment across stakeholder groups to work together and improve employment outcomes throughout Arizona. Feedback from participants indicated the Job Coach trainings were well received and need to be continued and expanded to offer a platform for shared learning, capacity building, problem solving, and individual support.

Based on anecdotal and data evidence, the following activities are proposed for Year 2:

1. Job Coach Training: Expanding year one trainings to make available to a larger audience. Modify the trainings from three-two-day sessions to include one three-day training that combines an overview with hands on training on assessment/discovery, job development, job training, and topical issues related to implementation. This will increase the number of people who receive the information in a consolidated format covering topics of greatest interest. Estimated number of participants is 240 people.
2. Topical Trainings: Conduct topical trainings and focus group discussions via webinar format that would be between a half and full day for each specific audience providing an overview of supported and customized employment with specific emphasis on their role and contributions in the service delivery process. Targeted audiences include DDD support coordinators, vocational rehabilitation counselors, and provider organization staff (e.g. residential, direct support personnel). Two sessions will be provided for each audience using a virtual format. Estimated number of participants 300 – 450 people.
3. Employment Toolkit: Develop an online employment toolkit for use by multiple audiences that highlights key components of best practice approaches leading to raised expectations and competitive employment outcomes. The toolkit will be created with input and feedback from different stakeholder groups who will share their successes, questions, concerns, and experiences during trainings described previously to inform the design, including content and format, and useability. Anticipated product is 1 toolkit with resources targeting direct employment support professionals and related personnel who impact services and outcomes.
4. Technical Assistance: Provide technical assistance to two provider organizations representing an urban and rural community to assist them with transitioning from non-competitive employment activities such as center-based vocational, day programs, and group supported employment services to individual competitive employment outcomes. The focus on the TA will be on building community capacity through training staff who provide employment services as well as all staff within the organization and community partners outside the organization. One-on-one assistance will be provided to address questions, identify challenges, provide support, and connect to resources. Efforts will focus on bringing a community stakeholder team together to define roles and contributions that build on the strengths of that community and utilize those assets in a way that enhance practice and improve outcomes. Real time technical assistance will be provided using technology and if circumstances allow on-site visits and in-person individualized assistance will be available. Information will be gathered to guide the development of resources, such as FAQ and helpful tips, for use by other providers and communities. It is anticipated that this pilot technical assistance project with an emphasis on transitioning services for adults currently in day and center-based programs will contribute to initial model development that could be a foundation for future exploration and testing.

The goal is to have two provider organizations increase their capacity and outcomes for competitive employment, have one technical assistance model to support provider organizations with employment expansion, and have two resources for community stakeholder teams.

Chairperson John Black called for a motion to approve the Sonoran UCEDD's Expanding Training and Education to Improve Employment Outcomes renewal proposal for year two in the amount of \$74,462. Motion was made by Scott Lindbloom; seconded by Monica Cooper. The motion carried.

G. Special Education Advocacy Project (SEAP)

Lani St. Cyr gave an overview of the Special Education Advocacy Project (SEAP) submitted by the Arizona Center for Disability Law. This project will work to empower students with developmental disabilities along with their caregivers, to understand their rights in the special education system. They plan on giving priority to youth who have been impacted by the foster care system and/or the juvenile justice system. Also, those who have disproportionately been impacted by COVID-19.

The project will do this in three ways:

1. By providing 10 unique know-your-rights trainings, each covering different content. Because of the uncertainty related to COVID-19, they plan on providing the trainings in a virtual format, and when/if safe they may offer in-person trainings as well. These trainings will be recorded and made available to increase accessibility and viewership. In order to make the trainings more engaging and interactive, they will strive to utilize tools such as instant polling questions, small breakout rooms, and collaborative software through which participants can work together to develop a product they can take with them after the training. The goal is to have at least 15 attendees, including students and caregivers at each training. Some of the trainings will be focused on certain subsets of the target population (e.g., foster care and/or juvenile justice I/DD youth) and geographic location or population (e.g. Navajo or Hopi reservation in the Four Corners)
2. By developing and publishing at least 10 written and online resources in various languages and modalities to increase accessibility. They would also like to either translate, interpret, or reformat 20 existing documents to improve accessibility.
3. Also, by providing individualized consultation, technical assistance, and referrals to students with developmental disabilities with priority given to those in the foster care and/or juvenile justice system. The goal is to provide at least 75 individuals with basic technical assistance and at least 30 with complex technical assistance. Basic technical assistance will include providing the individual with general special education information over the phone, sending the individual resources and guides applicable to their particular situation and referring the individual to relevant agencies and providers. Complex technical assistance will include things like legal consultations, tailored legal information letters, attendance at IEP or 504 plan meetings, advocacy communications with schools, attendance at mediations, and assistance with drafting and filing administrative complaints.

They will be pursuing funding from other sources to continue the project in future years. They will also be using legal interns to work on this project.

Chairperson John Black called for a motion to approve the Special Education Advocacy Project (SEAP) proposal submitted by the Arizona Center for Disability Law in the amount of \$200,000. Motion was made by Monica Cooper; seconded by Melissa Van Hook. J.J. Rico and Scott Lindbloom abstained. The motion carried.

H. Request for Information-RFI Update

Erica McFadden gave an update on the Request for Information process and explained that 25 RFI proposals were received. Of those, two were recommended to be invited to submit full proposals. One was from NAU-IHD working with The Arc and a Flagstaff school. The goal of this year-long project is to evaluate the effects of two technology-building training resources and how it has increased technology-based employment opportunities for students with I/DD. The expected cost of the project is approximately \$50,000. The other project is from Sonoran UCEDD and is creating and disseminating videos with case studies to teach health practitioners how to support patients with I/DD in decision-making over their own health care, using tenets of supported decision-making. This project is expected to cost around \$50,000. There was another project proposed by Sonoran UCEDD to more intentionally involve the tribes and address how disability is perceived on tribal land in Arizona. The RFI committee requested a follow up meeting with Mr. Warne to get further information on this multi-year project. If the committee is supportive of the two ideas, we would ask for a motion to incorporate the language into our workplan. After full council approval, we can then ask them for a full proposal. The language in the 2021 workplan would read:

Under Employment: NAU-IHD will partner with a school district to evaluate the outcomes of two technology skill-building resources (Daivergent and The Arc's employee training programs) on technology-based employment outcomes for self-advocates. -\$50,000 ISA with NAU-IHD.

Under Inclusion where it states," Work with organizations or groups on at least six different occasions to overcome barriers and/or ensure the needs of people with DD and their families are included in programming, services, and/or policies". Under that activity include Sonoran UCEDD to create series of videos for healthcare practitioners on how to communicate with patients with I/DD and support their decisions in healthcare decisions - \$50,000.

Monica Cooper made the motion to accept the revision to the workplan to include these two project ideas; it was seconded by J.J. Rico. The motion unanimously passed.

I. Adjourn

Chairperson John Black called for a motion to adjourn the meeting. Motion was made by Scott Lindbloom; seconded by Melissa Van Hook. The motion carried; meeting adjourned at 11:01 a.m.