

## Safety Goal, Objective 2: Crisis Response and Trauma Informed Care Project

### **Proposal submitted by UA Sonoran Center; \$100,000**

The University of Arizona Sonoran Center for Excellence in Disabilities (Sonoran Center) will collaborate with the Arizona DD Network and community partners to develop and disseminate curricula and resources to improve crisis response and trauma informed practices for the IDD community. Targeted efforts have been guided by the policy recommendations from the 2022 report on Arizona's Crisis Response & People who have ID/DD and 2023 findings from ADDPC behavioral health/crisis response survey. The Sonoran Center will leverage resources and existing partnerships with the DD Network and the Link Center (mental health and DD technical assistance center) to inform and engage in the proposed activities.

The activities in Year 1 are broken into two categories:

Development of the Trauma Informed Care curricula will entail

- Conducting a literature review, creating an inventory and needs assessment survey.
- Distribute needs assessment analyze data and create report for the curriculum content.
- Interview 10 individuals/organizations who have developed trainings.
- Develop a foundational module on trauma with specific content for health professionals.
- Conduct a pilot curriculum with community advisory council members, self-advocates, families, and disability professionals. The curriculum will be finalized in Year 2 if renewed.

Outreach and Dissemination includes

- Identify and create a list of Institutes of Higher Education (IHE) courses and educational opportunities for students to include content on trauma/crisis response for PwIDD.
- Develop and share two stories from the I/DD community regarding access behavioral health/crisis related care.
- Develop a workshop for individuals with I/DD and families on how to access behavioral health services and how to create crisis support through legal options.
- Present developed workshop via online platform and at community events and conferences.

The budget supports the activities, and key staff are experienced in this work. If approved, the project will begin October 1, 2024 – September 30, 2025.

The Sonoran Center outlines activities that would be addressed in year 2, based on successful performance:

Refine curricula and develop expanded modules for specific audiences such as educators, law enforcement, first responders, and behavioral health crisis lines. Focus on crisis needs of the IDD community, trauma informed care, and de-escalation and referral systems.

Evaluate curricula that is implemented.

Reach out to IHEs and professional organizations to explore broader dissemination and requirements for the integration of trauma informed care content in existing curriculum and training.

Develop Crisis Care guide with BH crisis centers, programs, and providers.

Create an online map of providers using ArcGIS.

Share stories from the IDD community regarding accessing behavioral crisis and trauma informed care via videos, social media campaigns, articles, and websites.

Continue dissemination of curricula and workshops, as well as resource materials at virtual and in-person community events and conferences (e.g., American Indian Disability Summits, African American Conference on Disabilities, Self-Advocacy Conference, and DDD Bridging Conferences).

**Crisis Response – Trauma Informed Care**  
**Sonoran Center for Excellence in Disabilities**  
**Scope of Work**  
**October 1, 2024 – September 30, 2025**

The University of Arizona Sonoran Center for Excellence in Disabilities (Sonoran Center) will collaborate with the Arizona DD Network and community partners to develop and disseminate curricula and resources to improve crisis response and trauma informed practices for the IDD community. Targeted efforts have been guided by the policy recommendations from the 2022 report on Arizona’s Crisis Response & People who have ID/DD and 2023 findings from ADDPC behavioral health/crisis response survey. The Sonoran Center will leverage resources and existing partnerships with the DD Network and the Link Center (mental health and DD technical assistance center) to inform and engage in the proposed activities.

**Year 1 Activities: Trauma Informed Care Curricula Development**

- Conduct an annotated literature review search including online resources of existing curriculum. The search will evaluate the content, audience, and other features systematically based on a matrix created by Center trainees last spring.
  - Staff: Tomasa, Urquidez and Gutierrez will conduct literature review
  - Target/Audience/Outreach: PubMed, Google Scholar and other databases will be utilized to identify scholarly articles and resources on curriculum focused on definition and types of trauma (events) and stress, trauma and the brain, impact of trauma on different populations/culture/communities/ staff/providers/caregivers, ACE’s (trauma in children), resilience, system practices, and trauma informed care practices/approaches/principles, and understanding of societal/environmental factors. The annotated literature review will be a word document/PDF shared on the Sonoran Center website and provided to the curriculum content team.
  - Timeline: Months 1-3
- Develop and distribute a needs assessment survey to identify interests of diverse communities (inclusive of tribal, rural and border) as it relates to behavioral health (BH) crisis response, training needs, and trauma informed practices.
  - Staff: Tomasa, Jeffrey-Franco
  - Target/Audience/Outreach: The assessment team will identify existing needs assessment surveys, modify, and pilot before final distribution to assess universal design accessibility. The Qualtrics survey will be distributed through the Sonoran Center listserv, social media, and newsletters. A report on responses will be collected, analyzed and provided as a report for the curriculum content team.
  - Timeline: Months 4-6

- Interview 10 individuals/organizations who have developed trainings. In addition to the annotated literature and needs assessment, the assessment and curriculum content team will interview up to 10 key stakeholders and programs to explore whether they see gaps and how we can build on their ideas. Tentative list of programs: American Institutes for Research, the National Child traumatic Stress Network, Mental Health Technology Transfer Center Network, Integrated Touch, etc.
  - Staff: Tomasa, Attakai, Gutierrez
  - Target/Audience/Outreach
  - Timeline: Months 1-6
- Develop a foundational module on trauma and its impact on the human brain, spirit, personality, and behavior that can be provided in multiple modalities (in-person, online asynchronous) that suit the intended audience.
  - Staff: Tomasa, Attakai, Urquidez, Farkas, WRPHTC
  - Target/Audience/Outreach: Develop module specific to health care professionals that can be offered as an online CEU/CME credit course in partnership with UA Western Regional Public Health Training Center (WRPHTC).
  - Timeline: Months 7-9
- Pilot curriculum with Sonoran Center community advisory council (CAC) members, self-advocates, families, disability professionals.
  - Staff: Tomasa, Urquidez, Farkas
  - Target/Audience/Outreach: Closely track the participants and identify a few champions who will work closely with us in refining curriculum in Year 2 and expanding audience specific modules. Build in debriefing sessions or forums where we can talk about the training, obtain feedback, collect participant data, and see if it changed attitudes or behaviors.
  - Timeline: Months 10-12

#### **Year 1 Activities: Outreach & Dissemination**

- Identify courses and educational opportunities at institutions of higher education (IHE; e.g., UA, ASU, NAU, PCC) for medical, allied health, and other students to infuse content on trauma/crisis response for the IDD community.
  - Staff: Urquidez, Gutierrez, Farkas, Tomasa
  - Target/Audience/Outreach: faculty and students of IHEs
  - Outputs: List of courses/opportunities with at least 3 IHEs and provide 2 guest lectures or other opportunities for learning.
  - Timeline: Months 1-12
- Share 2 stories from the IDD community regarding accessing behavioral crisis and trauma informed care via available media (video, article, social media campaign) and website based on participant preferences.
  - Staff: Gutierrez, Milne, Jeffrey-Franco



Pilot curriculum with CAC members, self-advocates, families, disability professionals	Tomasa, Urquidez, Farkas																
<b>Task</b>	<b>Responsible Party</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>				
<b>Outreach &amp; Dissemination</b>																	
Identify and create list of IHE courses and educational opportunities for students to infuse content on trauma/crisis response for PWIDD – provide 2 guest lectures	Urquidez, Gutierrez, Farkas, Tomasa																
Develop and share 2 stories from IDD community regarding accessing BH/crisis related care	Gutierrez, Milne, Jeffrey-Franco																
Develop workshop on how to access BH services and how to create crisis support through legal options	Attakai, Urquidez, Gutierrez, Farkas																
Provide workshop and sponsor events for topical area (e.g., AACD, Self-Advocacy Conference, DDD Bridging Conference)	Farkas, Attakai, Jeffrey-Franco, Gutierrez																

**Potential Year 2 Activities**

- Refine curricula and develop expanded modules for specific audiences such as educators, law enforcement, first responders, and behavioral health crisis lines. Focus on crisis needs of the IDD community, trauma informed care, and de-escalation and referral systems.
- Evaluate curricula that is implemented.
- Reach out to IHEs and professional organizations to explore broader dissemination and requirements for the integration of trauma informed care content in existing curriculum and training.
- Develop Crisis Care guide with BH crisis centers, programs, and providers.
  - Create online map of providers using ArcGIS.
- Share stories from the IDD community regarding accessing behavioral crisis and trauma informed care via videos, social media campaigns, articles, and websites.

- Continue dissemination of curricula and workshops, as well as resource materials at virtual and in-person community events and conferences (e.g., American Indian Disability Summits, African American Conference on Disabilities, Self-Advocacy Conference, and DDD Bridging Conferences).

## Budget Request Form

Contractor Name: Arizona Board of Regents, University of Arizona

Contractor Address: 888 N. Euclid Room 510, PO Box 3308 Tucson AZ 85722-3308  
 Street Address City State Zip

Project Name: Crisis Response - Trauma Informed Care

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	56,534			56,534
Fringe Benefits	12,880		5,710	18,590
Supplies / Operating Expenses	18,923			18,923
Travel	2,572			2,572
Rent or Cost of Space				-
Contracted Services / Professional Services				-
Administrative / Indirect Costs	9,091		27,624	36,715
<b>Total Costs</b>	<b>100,000</b>	<b>-</b>	<b>33,334</b>	<b>133,334</b>

It is understood that Non-Federal Funds identified in this budget will be used to match only ADDPC Federal Funds, and will not be used to match any other Federal Funds during the period of the ADDPC funded Project.

Additional description and background information shall be included as a budget narrative, including for match. The contractor agrees to submit additional background information to the ADDPC upon request.

\_\_\_\_\_  
 Name of Certifying Official

\_\_\_\_\_  
 Title of Certifying Official

\_\_\_\_\_  
 Phone

\_\_\_\_\_  
 Email

**\*This budget is a draft and has not been approved by the Arizona Board of Regents, University of Arizona, and is subject to changes.\***



## BUDGET JUSTIFICATION

### SENIOR/KEY PERSONNEL

**Jacy Farkas, MA, Principal Investigator (1.20 Person Months).** Jacy Farkas is the director of the Sonoran Center and will be responsible for project oversight, supervision, monitoring, and completion of activities as proposed. She will assist in development of curricula and educational opportunities for university students, work with DD network and Link Center partners to host community events and development/adaptation of resources.

**Lynne Tomasa, PhD, (1.80 Person Months).** Dr. Tomasa is an Associate Professor at the University of Arizona's Department of Family and Community Medicine, Sonoran Center. She is an expert in the areas of community engagement, mixed methods research, curriculum development, program evaluation, and survey development. As an applied researcher, she has created four workbooks based on lived experiences of persons with disabilities, older adults, families, and professionals. At the University of Arizona for over 30 years, she continues to work with family physicians, residents, and allied professionals in the areas of behavioral health, disability, educational assessments, and research. She recently completed the ADDPC funded report, "Sexual Violence Told Through Lived Experiences, of Survivors, Families, and Professionals: The Impact of Sexual Violence on People with I/DD." She will use lessons learned to lead development of trauma informed care curriculum, working closely with the PI and other staff to create and disseminate training modules.

### OTHER PERSONNEL

**Celina Urquidez, MPH, Senior Coordinator (2.40 Person Months).** Celina Urquidez is the Education and Training Senior Coordinator with the Sonoran Center. Celina serves as curriculum and course coordinator for the department of Family & Community Medicine at the University of Arizona, with experience coordinating the development and approval of undergraduate and graduate courses for the department, including Sonoran Center coursework. Celina helps to facilitate all Sonoran Center interdisciplinary training programs, including undergraduate and graduate level interns from programs such as public health, medicine, psychology, and Spanish translation. Her experience with ADDPC grant-funded projects include acting as coordinator in the development of a CME course for primary care providers, a self-advocacy video series on health care, and the current efforts in bridging the gaps for individuals with disabilities who are parents or wanting to be parents. Celina is bilingual in English and Spanish. She will work closely with project staff to develop curricula across audiences, with particular focus on integration with university course work and professional continuing education.

**Elizabeth Jeffrey-Franco, MPH, Communications Director (1.20 Person Months).** Elizabeth Jeffrey-Franco is the Director of Communications with the Sonoran Center. Elizabeth is a marketing professional with a successful history working with disability communities, healthcare industry, and education programs. She has expertise in written and digital accessibility, marketing strategies, plain language, web design, and institutional communication. Her expertise is valuable to this project as she will work closely with all members of the team to

design and public awareness and education materials that are accessible using plain language principles. She will support all five objectives.

**Agnes Attakai, MPA Native Center Director (0.60 Person Months).** Agnes Attakai is the director of the Sonoran Center's Circle of Indigenous Empowerment, overseeing Native initiatives. Agnes brings 25 years of experience working with rural communities and Tribal Nations in Arizona on health equity, health disparity and educational pathway programs for Native youth representing the University of Arizona on the National Rural Health Association Health Equity Council and the Arizona Health Improvement Plan-Rural & Urban Underserved. She will support utilization of cultural applications from indigenous perspectives for curricula development; contribute to development of resources and materials in response to the identified needs of Tribal members with disabilities; liaise with Tribal agencies, leaders, and community partners to facilitate connections and collaboration. To meet the required cost match, 1.20 PM of Ms. Attakai's effort will be institutionally supported through other funding sources.

**Ava Gutierrez, MA, Training Assistant (1.80 Person Months).** Ava Gutierrez is the Training Assistant with the Sonoran Center. She will be responsible for coordination and logistical support of outreach events and activities. She will utilize culturally responsive approaches and conduct outreach to underserved audiences. She will also assist with community assessment for curricula development.

**Andrew Milne, BA, Content Creator/Peer Mentor (1.20 Person Months).** Drew Milne is a Content Coordinator and Peer Mentor with the Sonoran Center. Drew works on multiple projects in the communications department with Elizabeth Jeffrey-Franco. His Center contributions include but is not limited to social media posts and the CACTI Blog. Drew also works collaboratively with the Center for Youth Voice and Youth Choice, the Link Center, and Self Advocates Becoming Empowered/Self Advocacy Resource and Technical Assistance Center. He is the co-chair of the Center's Community Advisory Council. As a person with ADHD and autism, he shares his experience as a peer mentor. His expertise with plain language will support all activities and as a self-advocate he will ensure that project objectives are inclusive and accessible.

**Paavlena Madhivanan, Project Aid/Peer Mentor (0.60 Person Months).** Paavlena Madhivanan is a Project Aid and Peer Mentor with the Sonoran Center. Paavlena actively participates as a self-advocate in the Center's Disability Interprofessional Activity in collaboration with the Center for Transformative Interprofessional Healthcare. She enjoys multitasking and is skilled at asking questions that lead to clearer communication, increased inclusion, and self-reflection. She will work closely with of the project team on all objectives.

**Student Worker (3.0 avg person months)** will be responsible for assisting staff across program and evaluation activities.

To meet the required cost match, fringe benefits of 2.52 PM of administrative staff (Danielle Hallahan and Martina Loftus) effort will be institutionally supported through other funding sources to process travel, expense and administrative processes.

#### **FRINGE BENEFITS**

The University of Arizona defines fringe benefits as direct costs, estimates benefits as a standard percent of salary applied uniformly to all types sponsored activities, and charges

benefits to sponsors in accordance with the Federally-negotiated rates in effect at the time salaries are incurred. The rates used in the proposal budget are based on the current Federally-negotiated Rate Agreement as follows: UA Employees @ 32.0%, Ancillary Employees @ 17.10%. Current DHHS-approved rates for faculty, research staff and students are publicly available online.

**TRAVEL**

**Domestic**

Phoenix Meetings: Funds in the amount of \$2,572 is requested for project personnel to attend domestic meetings and conferences to present and disseminate information.

Description (State Conference)	Cost Per Unit	Units Per Traveler	Number of Travelers	Total
Lodging for 1 Night	\$110	1	4	\$440
Meal per Diem for 1 Days	\$59	1	4	\$236
Ground Transportation	\$158	12	-	\$1896
			<b>TOTAL</b>	<b>\$2572</b>

The travel budget was estimated using historical data of per diem rates, hotel rates, and car rental.

**OTHER DIRECT COSTS**

**Materials and Supplies**

Printing: \$1,500 is requested for to print resource materials for committee members, families, and the broader community.

**Other Costs**

Laptop: \$2,000 is requested for one laptop.

Stipends: \$500 is requested for 20, \$25 stipends for individuals with disabilities to share their lived experiences and help with the development of project curricula and products (e.g., videos, print, etc.)

Interpretation/Translation: \$2,423 is requested to cover interpretation and translation costs.

Meeting Expenses: \$7,500 is requested for meeting expenses (e.g., room rates, AV equipment, accommodations) to host additional workshops/tracks at events (e.g., African American Conference on Disabilities, Self-Advocacy Conference, and DDD Bridging Conferences). We have previous experiences with ongoing conferences/events where adding additional room(s) to accommodate new activities (e.g., track, workshop, health screenings) has required us to pay room rental and equipment fees.

Western Regional Public Health Training Center: \$5,000 is requested for development/hosting of online continuing education curriculum.

**Administrative/Indirect Costs**

In accordance with the original RFGA, indirect costs are budgeted at a stipulated rate of 10% of total direct costs.

**Cost Match**

In accordance with the RFGA, cost match of \$33,334 meets the ADDPC-stipulated rate 25% of total project costs (\$33,333) which will be provided as partial staff effort and indirect costs foregone.