Creating a "Picture of a Life" for Transitioning Youth with DD in Foster Care – Renewal
ABSTRACT

The Sonoran University Center for Excellence in Developmental Disabilities (UCEDD) has collaborated with the AZ Department of Economic Security/Division of Developmental Disabilities (DDD) for the past year to improve outcomes for foster youth with developmental disabilities (DD). Our vision is that young people with DD in foster care moving to adult living will be knowledgeable about the full range of choices available to them for successful adult living and will be able to exercise that choice as part of a person-centered planning (PCP) process incorporating informal support and community networks as well as paid service providers. Youth with DD in Arizona aging out of foster care have had no special planning to prepare for adult life and typically remained in the same funded group home or foster home setting in which they had lived while in foster care. There has been no organized emphasis on transition planning for this vulnerable population; and with current funding issues, many of these youth may no longer have housing or other supports once they turn 21.

Year 2 of Creating a "Picture of a Life" for Transitioning Youth with DD in Foster Care will build upon the successes and lessons learned from Year 1 and focus on training additional person-centered planning facilitators to develop life plans with community involvement and PCP implementation for foster youth with DD ages 16 – 18 to plan and mobilize services to meet their individual needs.

Creating a "Picture of a Life" has four major components:

- Grow the cadre of Person-Centered Planning facilitators in order to build system capacity and expertise in PCP for foster youth with DD by training a minimum of 10 new facilitators and providing support to new and continuing facilitators from Year 1 throughout the planning process.
- Develop and support implementation of person-centered plans (PCP) for youth with DD in foster care where their preferences are elicited and informal supports are utilized. Develop PCPs for 10 new foster youth with DD ages 16-18. DDD will identify up to 15 targeted youth with preference to youth who are not supported by ALTCS funding as they are at risk of losing residential support from DES after the age of 21. Follow-up on plan implementation and update PCPs with Year 1 cohort of 10 foster youth with DD.
- Support youth to attend self-advocacy and self-determination trainings throughout AZ to gain the necessary skills and knowledge to lead successful adult lives.
- Expand and implement project evaluation which assesses satisfaction with the PCP process and PCP outcomes of participating youth and facilitators, as well as assessing transition outcomes for Year 1 cohort.

The goal of the project is to prepare youth with DD who are about to exit foster care to exercise choice, promote the use of informal and community supports and to make knowledgeable decisions on community living and work. In doing so, the project intends to improve transition outcomes for these youth, which include the following desired outcomes: a safe and stable home, self-determination and self-advocacy, framing a vision for their future, a support system to help with decision making, an ongoing circle of natural/informal support, and employment exploration and opportunities. Ultimately, this model project will help to improve services for individuals with DD exiting foster care in Arizona by offering a mechanism for youth to exercise meaningful choice about their living arrangements, work life, social networks and services.

Year 1 Overview

Creating a "Picture of a Life" has truly been a collaborative effort between the Sonoran UCEDD and DDD. Project staff and DDD liaisons have worked together to ensure that the project remained on track to meet the objectives as stated in the final amended contract. Below is an overview of our accomplishments to date as well as how we addressed any barriers we encountered throughout Year 1.

Objectives:

1. **The Project Director will identify and recruit 10 – 15 experienced PCP facilitators throughout the state to participate in the project.**
   Initially, 12 facilitators were recruited and submitted applications to participate. Nine facilitators signed agreements to participate and attended the 2-day training. Unfortunately, due to personal/familial issues and changes in employment, three facilitators withdrew from the project. To ensure that 10 plans would be facilitated, three facilitators are completing two plans each and the Project Director, a trained PCP facilitator, was enlisted to complete a plan.
2. **Michael Smull will perform a 2-day training for recruited facilitators, as well as three 2-hour remote video web-conferencing sessions to address challenges and provide technical assistance throughout the year.**
   - 10 facilitators (includes project director) completed the 2-day in-person training with Michael Smull on ELP and the Picture of a Life tool on October 24-25, 2012.
   - Webinars:
     - November 16, 2012: "A Person Centered Approach to Behaviors that Create Risk"
     - February 15, 2013: "Person Centered Thinking Skills"
     - April 22, 2013: "After the Plan" and "Building Trust & Enhancing Partnerships"
   - All training sessions were well received with facilitators finding the topics useful and beneficial to what they were encountering during the planning process with their assigned youth.
3. **DDD will identify up to 15 youth eligible for DDD services, ages 16-17, to participate in the project, along with their current circle of support.**
   DDD identified 12 youth to participate in the project; 10 are officially enrolled. DDD liaisons have played a large role in encouraging participation from DDD support coordinators and CPS case managers, and ensuring supervisors are aware of and in support of the project. To aid this effort, project staff and DDD liaisons created and disseminated an information sheet for planning team members (targeted at professionals) which provides further explanation of the program; the purpose, goal and benefits of the planning process; as well as guidelines and expectations to the roles of all involved in the process.
4. **Develop 10 PCPs for foster youth with DD and conduct follow-up planning sessions.**
   We are on track to develop 10 PCPs. Eight plans have been completed and are in the follow up stage, with 2 plans currently in the process of being finalized. We have found that planning with this population is much more complex due to the nature for which the youth are in the care of CPS. Many of our youth have been through serious trauma and abuse, most of which has major implications for when they age out of the system (i.e. perpetrating similar abuse on others or issues of reunification with their abusers). We are dealing with very sensitive issues, and planning with this population requires more patience, understanding, time and effort to provide thoughtful and meaningful plans which reconcile the youth's wishes, health and safety in crafting a vision of a future that makes sense.
5. **The Project Director will follow up with facilitators on a monthly basis to determine implementation effectiveness and to monitor "bumps" in the road in carrying out the plan.**
   The Project Director communicated with facilitators via phone, email, and facilitators' web-forum for on-going support and information sharing throughout the planning process. In addition to individual contact, the project staff convened 3 teleconferences with facilitators to report on the status of the planning process and share concerns/challenges they would like addressed during the following webinar.
6. **Project evaluation** - Project staff developed evaluation instruments and completed initial data collection. Participating facilitators and youth completed consents and pre surveys. Webinar sessions are being transcribed in order to complete analysis. Post surveys will be administered in June followed by data analysis. A summary report of findings will be provided at the end of the program year.

Year 1 Measureable Outcomes

Year 1 anticipated the following measureable outcomes:

1. 30% of the person-centered plans will have concrete steps for obtaining permanent living arrangements
2. 50% of the person-centered plans will have concrete steps to plan for future employment incorporating job exploration and post-secondary education opportunities
3. 75% of the youth will be better prepared for life after high school

Below is a table that summarizes *Creating a "Picture of a Life"* quantitative outcomes to date based on the completion of PCPs for 8 youth.

Outcome	Measure by # youth	Percentage
PCP has concrete steps for obtaining permanent living arrangements	3	38%
PCP has concrete steps to plan for future employment incorporating job exploration and post-secondary education opportunities	5	63%
Youth are better prepared for life after high school	Pending survey data analysis	N/A

We are on track to meet or exceed the anticipated measurable outcomes based on review of youth person-centered plans. The third measurable outcome is based on survey data analysis – primarily comparing how the youth respond to the following questions prior to starting the planning process and post plan completion:

1. How much do you know about things you can do after you finish high school?
2. How much do you know about places you can work?
3. How much do you know about social activities that you can do?
4. Do you feel ready for life after high school?

Post surveys will be collected by the end of June. Once all data has been collected and analyzed, a summary report including all findings for both quantitative and qualitative measures will be provided at the end of program year.

Year 2 Project Expansion

Year 2 of *Creating a "Picture of a Life" for Transitioning Youth with DD in Foster Care* will build upon the successes and lessons learned from year 1 and focus on training additional person-centered planning facilitators to develop life plans with community involvement and PCP implementation for foster youth with DD ages 16 – 18 to plan and mobilize services to meet their individual needs. In addition to training new PCP facilitators, the project will expand by developing PCPs for 10 additional youth, continue to update plans and track transition outcomes for Year 1 youth cohort, and provide opportunities for all participants to gain the knowledge and skills to be their own best advocate.

Year 2 of Creating a "Picture of a Life" has four major components:

- Grow the cadre of Person-Centered Planning facilitators in order to build system capacity and expertise in PCP for foster youth with DD by training a minimum of 10 new facilitators and providing support to new and continuing facilitators from Year 1 throughout the planning process.
- Develop and support implementation of person-centered plans (PCP) for youth with DD in foster care where their preferences are elicited and informal supports are utilized. Develop PCPs for 10 new foster youth with DD ages 16-18. DDD will identify up to 15 targeted youth with preference to youth who are not supported

by ALTCS funding as they are at risk of losing residential support from DES after the age of 21. Follow-up on plan implementation and update PCPs with Year 1 cohort of 10 foster youth with DD.

- Support youth to attend self-advocacy and self-determination trainings throughout AZ to gain the necessary skills and knowledge to lead successful adult lives.
- Expand and implement project evaluation which assesses satisfaction with the PCP process and PCP outcomes of participating youth and facilitators, as well as assessing transition outcomes for Year 1 cohort.

The goal of the project is to prepare youth with DD who are about to exit foster care to exercise choice, promote the use of informal and community supports and to make knowledgeable decisions on community living and work. Based on our experience from Year 1, we learned that in order for youth to achieve this they need more support and opportunities to gain the skills and knowledge to exercise informed choice. Hence, we expanded the project to connect youth with self-advocacy and determination workshops through partnership with Arizona Independent Living Centers. In doing so, the project intends to improve transition outcomes for these youth, which include the following desired outcomes:

- A safe and stable home
- Self-determination and self-advocacy
- Framing a vision for their future
- A support system to help with decision making
- An ongoing circle of natural/informal support
- Employment exploration and opportunities

Ultimately, this model project will help to improve services for individuals with DD in foster care in Arizona by offering a mechanism for youth to exercise meaningful choice about their living arrangements, work life, social networks and services, and be better prepared for life as an adult.

Methodology

Sonoran UCEDD proposes to perform the following work in the 12 months period:

1. The Project Director will identify and recruit 10 – 15 individuals interested in becoming PCP facilitators throughout the state. Throughout the first year of the project, several individuals with no facilitation experience have exhibited interest in becoming a facilitator for the project and/or enquired about upcoming trainings. We are confident in being able to recruit new facilitators. Each participating facilitator will be required to commit to developing at least 1 plan over the course of the project. The recruited facilitators will receive all training sessions free of charge, as well as a copy of *PERSON-CENTERED PLANNING: Pathways to Your Future – A toolkit for anyone interested in Person-Centered Planning.* In order to instill professional value for the service and ensure that the facilitators are fully vested, it is important to provide some compensation for plan facilitation. Facilitators will receive a stipend of $400 per completed plan which will cover the facilitator's travel and time and increase the commitment/professionalism of the process. Facilitator's conducting follow up sessions and updating PCPs for Year 1 youth will receive a stipend of $200 per updated plan to compensate for the facilitator's time and travel for follow up sessions.
2. Train new PCP facilitators in using the "Essential Lifestyle Planning" (ELP) and "Picture of a Life" (POL) tools to effectively plan with foster youth with DD. Developed by Michael Smull and Susie Harrison, ELP is a guided process for learning how someone wants to live and for developing a plan to help make it happen. An ELP is developed through a process of asking, listening and mapping. The plan should reflect a balance between competing desires, needs, choice and safety and rely heavily on informal and community network supports. Developed by Mr. Smull and Bob Sattler, POL is a tool that can be combined with ELP that guides the transition process and can be a checklist of how services are developed and delivered. The five main components that are explored include *Home, Meaningful & Productive Day, Community Involvement, Professional Services,* and *Supports Needed for Success.* Deni Duroy Cunningham, DDD Training Manager, will perform a two-day training on ELP & POL as it pertains to foster youth. Michael Smull will conduct four

2-hour remote video web-conferencing (webinar) sessions to address challenges and provide technical assistance throughout the year.

3. DDD will identify up to 15 youth eligible for DDD services, ages 16-18, to participate in the project, along with their current circle of support. Targeted youth will be recruited from throughout the state, but it is expected that the majority of the participants will come from Maricopa/Pinal area as this location has the greater percentage of youth who receive services from both DDD and CPS (Northern AZ – 6%; Maricopa/Pinal – 67%; Southern AZ – 26%). Their circle of support may include birth or biological family; current foster parents; behavioral health, vocational rehabilitation, developmental disabilities, and child protective services case managers; teachers, other service providers, and significant others in their lives. Each participating youth will receive a copy of *PERSON-CENTERED PLANNING: Pathways to Your Future – A toolkit for anyone interested in Person-Centered Planning.* Youth and key people in their circle of support (i.e. foster parent, DDD support coordinator and CPS case manager) will attend a mandatory orientation session to become familiar with the project, participant expectations, complete initial paperwork (consents and pre-survey), and receive their toolkit.
4. Develop 10 new Person-Centered Plans for foster youth with DD. Utilizing the ELP model and POL tool, the project will complete the PCP process with at least 10 targeted foster youth with DD. PCPs will be coordinated by the cadre of facilitators trained in the process who will bring to the table caregivers and informal and formal community network members. The Project Director will match the youth with an appropriate facilitator based on geographical proximity and communication needs of participants (i.e. youth may need a facilitator who is fluent in Spanish or American Sign Language). During the PCP process, utilizing the ELP & POL tools, youth preferences will be elicited by the facilitators using a mapping process that documents the answers to questions such as: "Who the people are in my life; what I enjoy doing every day; what I want to do in the future; what support I need to do that; and how to support me." All the people involved in the targeted youth's life can offer information at a PCP meeting or in separate interviews. The answers to these questions along with the individualized POL, form an action plan for present and future services and other supports. Connections to the youth's community network will be systematically included during the mapping process and by updates during follow-up sessions. Facilitators will be required to complete one follow-up planning session at minimum after the initial plan is written to check on the progress of plan implementation. Each PCP entails information gathering, meetings with the youth and circle of support, and writing of the plan. Follow-up sessions for new participants should occur within 3 months of initial plan completion.
5. To maintain a level of continuity for the first cohort of youth, the Project Director will confirm participation of facilitators from Year 1 by having them complete new contracts. All active facilitators from Year 1 have informally committed to participating in Year 2 upon renewal. Returning facilitators will complete 3 follow-up sessions with the first cohort of youth and their circle of supports throughout Year 2 and update their PCPs.
6. The Project Director will follow up with facilitators on a monthly basis to determine implementation effectiveness and to monitor "bumps" in the road in carrying out the plan. The Project Director will be available to the facilitators for on-going support and questions between Mr. Smull's webinar sessions and throughout the planning process.
7. The project team will work with staff from AZ independent living centers so that youth participants in both cohorts can take advantage of existing curriculum for self-advocacy and self-determination. The project will help support youth to attend multiple trainings/workshops over the program year.
8. Project evaluation will occur as outlined below at designated intervals.

The objectives are measureable through targeted tasks and benchmarks identified in our Implementation Plan Timeline (see Attachment A).

Evaluation

Given the time allotted for this project, the outcome evaluation will examine activities, outputs and outcomes that are short-term. A quantitative and qualitative approach will allow for both formative as well as summative feedback. Positive outcomes of **Creating a "Picture of a Life"** are expected to include increased choice in life planning for youth; expansion of youth's informal community network; and creation of plans that can provide a blueprint for successful adult living. Anticipated measureable outcomes include:

1. 30% of the person-centered plans will have concrete steps for obtaining permanent living arrangements
2. 50% of the person-centered plans will have concrete steps to plan for future employment incorporating job exploration and post-secondary education opportunities
3. 75% of the youth will be better prepared for life after high school

All survey instruments and methods will be reviewed by the project staff at the Sonoran UCEDD and approved by the University of Arizona Human Subjects Office Institutional Review Board prior to use. Youth and facilitator satisfaction with the process for new plans will be gauged through surveys administered to each at two different intervals: before the PCP process begins and at the end of the PCP process and follow-up session. The surveys administered to the facilitators will assess at minimum: 1) satisfaction with the planning process, 2) satisfaction with the facilitator training and webinar sessions, 3) the ease in facilitating a plan for this particular population, 4) the facilitators' perception of how well services were coordinated across multiple systems, and 5) whether plan implementation progressed. The initial written survey for the youth administered before the PCP process will assess both satisfaction with current services as well as general life satisfaction. At the end of the plan development, a written survey will be administered that will again assess: 1) service satisfaction, 2) general life satisfaction, 3) whether the youth input into the plan was valued by the professional staff, 4) whether that input was incorporated into the plan, 5) whether plan implementation progressed and, 6) whether the youth's needs were met by the plan. With project expansion to a second year, we will be able to track and measure the desired long term outcomes for participants as they age out of the child welfare system by developing and administering follow up surveys at 5 and 11 months into this program year. These surveys will be consistent with the pre and post surveys, while including new questions to more closely track plan implementation and post transition activities. Youth surveys will be modified to include questions relevant to the self-advocacy/determination and the trainings they will attend. All surveys will be short and simple utilizing alternative formats as necessary to provide access for individuals with a wide range of disabilities. All surveys will be administered and results tallied by the project staff. The evaluation will examine whether the youth's life and service satisfaction has improved; whether the plan itself has been implemented at all; and how the process has changed the participation of informal and community networks.

Lynne Tomasa, PhD, will be responsible for the evaluation plan. Ms. Farkas will assist Dr. Tomasa in designing the surveys and data collection. Dr. Tomasa will analyze the data and provide a report at the end of the project to the Sonoran UCEDD project staff, DDD, the ADDPC, participants, and larger community. This evaluation will also inform the State as it moves forward to operationalize and institutionalize aspects of the project and form an organized emphasis on transition planning for youth with DD aging out of Child Protective Services. The information will also be used for future projects and for staff training as well as to inform the community on the needs, challenges and successes in transition planning for foster youth with DD in Arizona.

Sustainability

As children in Arizona aging out of foster care have had no special planning to prepare for adult life and there being no organized emphasis on transition planning for this vulnerable population, the expansion of the **Creating a "Picture of a Life"** project is an essential step in the concerted effort to provide this service while pursuing sustainability through:

- *Systemic Change:* This project will serve as the template and foundation for the State as it looks to operationalize and institute a more formal transition planning process for foster youth with DD that lead to positive outcomes and appropriate allocation of resources upon aging out of the child welfare system.
- *Building Capacity:* System capacity will have grown as a result of this project through the development of a cadre of well-trained PCP facilitators with expertise in working with this specific population who will be able to continue providing this service in the future, as well as fostering new partnerships which can impact systemic change and community awareness.
- *Information Dissemination:* Project training materials and reports will be available on the statewide PCP website, *A Person-Centered Arizona*, in the effort to bring awareness to the importance of effective planning for youth with DD in foster care, as well as showcasing preferred practices and strategies when planning with this particular population.

Collaborative Partnerships

Arizona Department of Economic Security, Division of Developmental Disabilities (DDD)
As mentioned in the Year 1 Overview, DDD has been integral to the success and momentum of this project. DDD liaisons, Kim Simmons and Melissa Kushner, continue to provide input on project design and collaborate with agency and community partners to provide person-centered planning to youth transitioning from the child welfare system to "adult" life. The Division's commitment to ensure a smooth and successful transition for this population to meaningful, gainful, and sustained employment, education and community living is even more evident in their recent MOU with the Rehabilitation Services Administration/Vocational Rehabilitation (RSA/VR) Program to establish a system of coordinated planning and collaboration. Two dedicated vocational rehabilitation counselors with knowledge of both developmental disabilities and behavioral health services are being hired and will work with DDD support coordinators to engage individuals in the Division's foster care program as early as age 14 to develop joint plans for their transition into adulthood, including habilitation services, vocational evaluation, career exploration, work experience, supported education after high school, job placement and training, and job supports to sustain success and enhance their independent living.

DDD has agreed to assist the project through regularly scheduled consultations on strategy for achieving goals; staff participation in training events and plan facilitation; providing staff (Deni Duroy Cunningham) time and expertise to train new facilitators; assisting the project in recruiting and engaging up to 15 targeted youth and their circles of support to participate in the project; ensuring that our project and the new VR initiative work collaboratively in addition to project participants being on the new counselors' priority list; and as part of the Project Team, sustaining and developing partnerships throughout AZ to create systemic change in order to improve outcomes for youth with DD exiting the child welfare system.

Arizona Independent Living Centers
In the effort to utilize existing resources and pursue sustainability, *Creating a "Picture of a Life"* has reached out to Arizona Independent Living Centers (ILCs) to determine how youth participants can take advantage of workshops and trainings that can help them prepare for life as an adult. The Project Team has initially connected with the two largest state ILCs, Arizona Bridge to Independent Living (ABIL, Phoenix) and DIRECT Center for Independence (Tucson), as they currently provide self-advocacy and self-determination trainings in addition to youth transition services. ABIL (liaisons Lynne Black and Amina Kruck) and DIRECT (liaison Shannon Bergman) are enthusiastic and committed to working with the Project Team to determine appropriate curriculum, frequency and logistics for offering group self-advocacy/determination workshops to youth participants. The majority of the participants thus far live in geographic proximity to these ILCs, and the same is anticipated for Year 2. For youth who live elsewhere in Arizona, the Project Team will investigate ILCs or programs in their area, as well as utilizing remote access technologies to connect youth with ABIL or DIRECT.

Michael Smull, Consultant

Mr. Smull has been working with people with disabilities for the past 40 years. He has had extensive experience in nearly all aspects of developing community services and in changing current practice. Michael Smull is the Chair of The Learning Community for Person Centered Practices (TLC-PCP), and a partner in Support Development Associates (SDA). He is the co-developer of essential lifestyle planning and has worked in 47 states, and 6 countries outside the US. He has helped found 3 community agencies, assisted existing agencies to convert from programs to supports, and states, regions, and counties to change their structures to support self-determination. He has helped people leave institutions in the US and the UK. Mr. Smull has written extensively on issues relating to supporting people with challenging behaviors, person-centered planning, and the challenge of changing our system to one that will support self-determination. From 1982 through 1997 he was at the University of Maryland. When he left he was a Research Assistant Professor with the Department of Counseling and Personnel Services at the College Park Campus and a Clinical Assistant Professor with the Department of Pediatrics, at the University Of Maryland School Of Medicine. Mr. Smull works with agencies, regions and states on learning the skills that underlie good person-centered practices and making the changes needed within organizations and systems to support people and have self-directed lives. He is the recipient of the 2006 AAIDD service award. Michael Smull and Mary Lou Bourne are the co-designers of efforts to develop person-centered systems. This work is taking place in over 40 agencies and 10 states. Based on positive feedback regarding quality and usefulness from project staff and facilitators during Year 1, Michael Smull has committed to providing four remote webinar sessions via video web-conferencing with facilitators throughout project Year 2 to address any challenges and provide technical assistance.

Fostering New Partnerships

The Project Team will continue to seek out new partnerships with entities that have initiatives relevant to our project and overall goal of youth with DD in foster care leading successful adult lives. For example, the Children's Action Alliance (CAA) and the Nina Mason Pulliam Charitable Trust launched a new initiative, Arizona Youth Opportunities Initiative, crafted to help youth who have been living in foster care make successful transitions to adulthood. The Project Team has reached out to the CAA and has been invited to join the initiative's advisory committee. Seeking such partnerships is not only important in order to reduce duplication and create sustainability for this this project, but more so in creating real systemic change in Arizona through concerted collaborative efforts over the next few years.

Project Staff

The Sonoran UCEDD, located within the University of Arizona, College of Medicine, Department of Family and Community Medicine, has extensive experience in project development, management and evaluation. Devoted to disability related research, model service programs, education and information dissemination, the UCEDD coordinated a Center for Medicare and Medicaid Services (CMS) Real Choice Systems Change Grant from 2007-2011 targeting youth in Southern Arizona with DD for person-centered planning and increased community connection in partnership with DDD. Through this project, UCEDD staff have gained expertise in training facilitators and families in person-centered thinking, planning and practice as well as managing the complexities of facilitating, tracking and implementing plans. Additionally, UCEDD staff created a community tools curriculum, *PERSON-CENTERED PLANNING: Pathways to Your Future – A toolkit for anyone interested in Person-Centered Planning,* as well as a statewide website dedicated to person-centered planning and practices, *A Person-Centered Arizona* (www.person-centeredaz.org). If funding is renewed, the Sonoran UCEDD will identify and recruit PCP facilitators, make arrangements with consultant, Michael Smull, coordinate all PCP facilitator training and sessions, match facilitators with identified youth, and perform all follow-up functions for the implementation of the project. The Sonoran UCEDD will also evaluate the effectiveness of the PCP process in increasing life satisfaction and improving outcomes for foster youth with disabilities as they age out of the child welfare system.

Lynne Tomasa, PhD, (0.05 FTE) will serve as the Principle Investigator for this project and assume overall responsibility for the project. She will work closely with the Project Director in developing the evaluation plan and implementing the project. Dr. Tomasa is experienced at program development and implementation, including extensive research experience. She has worked with older families with developmental disabilities on issues of transition, housing and legal options. Dr. Tomasa also served as the lead in program evaluation for the CMS Real Systems Change Person-Centered Planning grant, and is well versed in person-centered practices and evaluation of PCP processes.

Jacy Farkas, MA, (0.33 FTE) will serve as Project Director and will be directly responsible for all program activities. Specifically, she will identify and recruit the project facilitators; coordinate all orientation and training sessions, match the facilitators with participating youth; track planning progress by routinely following up with facilitators; and assist Dr. Tomasa in developing and implementing program evaluation. Mrs. Farkas has expertise in person-centered planning and practices, as well as experience in project implementation and evaluation. Mrs. Farkas was the program coordinator for the CMS person-centered planning project for youth previously mentioned. She has experience in person-centered planning group sessions; facilitation; family support and developing programs.

ATTACHMENT A: Implementation Plan Timeline
August 1, 2013 – July 31, 2014

Creating a "Picture of a Life" for Transitioning Youth with DD in Foster Care – Year 2													
Objectives and Activities	**Responsible Party**	**Completion of Activity by Month**											
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Grow the cadre of Person-Centered Planning facilitators by training new facilitators and providing support during planning process													
Identify and recruit 10 – 15 new PCP facilitators and renew contracts with returning facilitators from year 1	Jacy Farkas												
Make arrangements for 2-day new facilitator training with Deni Duroy Cunningham (scheduling, venue reservation, preparation of training materials, coordination of logistics, etc.)	Jacy Farkas												
Recruit 1 youth and 3-5 people in their circle of support (foster family, friends, case coordinators, direct support staff, etc.) to participate in the training. The youth will leave with an initial plan, and the facilitators will benefit from witnessing and being part of an actual planning session.	DDD Staff												
Conduct 2-day facilitator training	Deni Duroy Cunningham/ Program Staff												
Coordinate logistics for 2-hour remote web-conferencing sessions with Mr. Smull	Jacy Farkas												
Conduct 4 remote web-conferencing sessions with new and returning (YR1) facilitators	Michael Smull/ Jacy Farkas												
Develop and support implementation of person-centered plans for youth with DD in foster care where their preferences are elicited and informal supports are utilized													
Identify and recruit up to 15 foster youth with DD who are willing to go through the PCP process	DDD/CPS Staff												
Make arrangement and hold mandatory orientation sessions for youth participants, key people in their circle of supports, and facilitators	Project Staff/DDD												

Match appropriate facilitators with targeted youth based on geographical proximity and communication needs of participants	Jacy Farkas												
Conduct planning sessions with youth and their circles of support (YR2 cohort)	Facilitators												
Conduct follow-up planning sessions with youth and their circles of support (YR 1 & 2 cohorts)	Facilitators												
Monitor progress of plan development and implementation by following-up with facilitators on a monthly basis	Jacy Farkas												
Support youth to attend self-advocacy and self-determination trainings to gain the necessary skills/knowledge to lead successful adult lives													
Identify and determine existing curriculum available for youth to utilize	Independent Living Centers/Project Staff/ DDD												
Make arrangements for trainings/workshops (scheduling, venue reservation, preparation of training materials, coordination of logistics, etc.)	Independent Living Centers/Project Staff												
Youth participate in self-advocacy and self-determination trainings/workshops	Youth/Independent Living Centers/ Project Staff												
Expand and implement project evaluation which assesses satisfaction with the PCP process and PCP outcomes of participating youth and facilitators, as well as assessing transition outcomes for YR 1 cohort													
Expand evaluation plan and develop instruments	Lynne Tomasa/ Jacy Farkas												
Obtain University of Arizona IRB approval	Lynne Tomasa/ Jacy Farkas												
Administer pre, post and follow up surveys to facilitators and youth at appropriate intervals	Jacy Farkas												
Collect all data and complete analysis	Lynne Tomasa/ Jacy Farkas												
Compile results and write technical report on findings	Lynne Tomasa												

Budget Request Form

Contractor Name: Arizona Board of Regents, University of Arizona

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

Project Name: Creating a "Picture of a Life" for Transitioning Youth with DD in Foster Care (Year 2)

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	21,250			21,250
Fringe Benefits	6,630			6,630
Supplies / Operating Expenses	11,106			11,106
Travel	1,120			1,120
Rent or Cost of Space				-
Contracted Services / Professional Services	2,235			2,235
Administrative / Indirect Costs	4,704		17,102	21,806
Total Costs	47,045	-	17,102	64,147

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.

Leslie P. Tolbert, Ph.D.
Name of Certifying Official

Senior Vice President for Research
Title of Certifying Official

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Budget Narrative and Justification

Sonoran UCEDD – Creating a "Picture of a Life" for Transitioning Youth with DD in Foster Care (Year 2)

August 1, 2013 – July 31, 2014

Personnel

Lynne Tomasa, PhD, MSW (0.60 person months funded/.05 FTE $4,750) will serve as Principal Investigator and assume overall responsibility for the project. She will work closely with Ms. Farkas in developing the evaluation plan and implementing the project. Dr. Tomasa is experienced at program development and implementation, including extensive research experience. She has worked with older families with developmental disabilities on issues of transition, housing and legal options.

Jacy Farkas, MA (3.96 person months funded/.33 FTE $ 16,500) will serve as Project Director and will be directly responsible for all program activities. Mrs. Farkas has expertise in person-centered planning and practices, as well as experience in project implementation and evaluation. Increase of FTE is due to expanded activities and resulting coordination for year 2.

Personnel salaries are based on university schedules and ranges for the positions. All percentages are based on a 12 month contract for the project.

Fringe Benefits (amounts for each individual on budget summary)

University fringe benefits rates are based on employee classification: Appointed personnel and regular faculty (31.2%).

Supplies

($1500) - Printing/copying of training materials and toolkits ($950); folders, pens, paper, and general supplies for facilitators and staff ($400); Postage – mailings to youth and facilitators for surveys ($1 per mailing X 150 items = $150)

Travel

In state ($1120) – it is anticipated that project staff will travel to the facilitator training and meetings in Phoenix (232 miles roundtrip) 5 trips X 232 miles X $0.445 per mile = $516
Accommodations (hotel $150) and per diem ($54 daily rate for meals) for project staff during 2day facilitator training – $204
Transportation for youth to attend self-advocacy/determination workshops if necessary – may include bus/light rail passes, dial-a-ride, reimbursement of mileage – avg $20/youth x 20 youth (YR 1 & 2 cohorts) – $400

Other – (including Contracted/Professional Services)

Consultant ($1,500) – Michael Smull, national expert in person-centered practices, will present all facilitator webinar sessions. For the 2 hour webinars – consultant fee $375/2hrs x 4 sessions = $1500.

Facilitator Stipends ($8000) – compensation for plan facilitation – New PCPs: $400 per completed plan $400 x 10 plans = $4000; Follow-up for YR 1 participants: $200 per updated plan $200 x 10 plans = $2000. In addition to plan facilitation, reimbursement to cover facilitator travel and accommodation for the ability to participate in 2-day training for new facilitators. $200 avg X 10 facilitators = $2000

Spanish Language/ASL Interpretation & Translation ($735) – includes interpretation of planning sessions as necessary (some facilitators are fluent in Spanish and ASL); ASL interpreters and translation of materials into Spanish for participating youth (surveys and consents) ($25 per hour for Spanish translation X 15 hours = $375) (ASL Interpreters $60 per hour X 6 hours = $360)

Refreshments and Meeting Rooms ($900) – Facilitator training: meeting space at Disability Empowerment Center or similar venue ($100/day X 2 = $200) and meals ($400) for 2day facilitator training. Youth self-advocacy/determination workshops: snacks and beverages ($300)

Research computing service costs ($365) have been included to cover general maintenance and upkeep of project computers, and to insure data security. Services/maintenance costs have been calculated proportionately, based on requested FTE and the departmental base rate ($80/month maintenance fee * number of person months)

WebConferencing Service & Support ($341) – FCM Informatics Group support services for the four remote video webinar sessions Michael Smull will conduct throughout the project year – 3 hours for technical support and post-production editing of recordings per webinar X $26/hr = $312
Teleconference bridge for webinars – long distance $0.06/minute x 2hr/webinar = $29

Indirect Charges

Requesting Indirect Costs of 10% of the total project.

Match

The match required by DDPC is being met through foregone in-direct costs (difference between 10% indirect rate and university rate).

Authorized Signature: Mary Gerrow acting for Leslie P. Talbert

Date: 5/28/13

Job Title: Leslie P. Tolbert, Ph.D. Senior Vice President for Research