

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 two years 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 3 of Creating a “Picture of a Life” for Transitioning Youth with DD in Foster Care will build upon the successes and lessons learned from the first two years and focus on training person-centered planning facilitators to develop life plans with community involvement as well as health care organizers, PCP implementation for foster youth with DD ages 14 – 18 to plan and mobilize services to meet their individual needs, and supporting youth to become better self-advocates.

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 prior years throughout the planning process. All facilitators will also be in trained to help the youth create their health care organizers.
- 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 5 new foster youth with DD ages 14-18. DDD will identify up to 10 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 foster youth with DD from the cohorts of the first two years. All youth participants will be supported to develop their own health care organizer.
- 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 all cohorts.

The goal of the project is to better prepare youth with DD transitioning from 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 2 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 2.

Objectives

1. *The Project Director identify and recruit 10 – 15 individuals interested in becoming PCP facilitators throughout the state and participate in the project.*

Six (includes project director just for follow up with one participant) of the seven facilitators from YR 1 have continued on with the project and will follow up with youth from the first cohort as well as serve as a mentor for some of the new facilitators and conduct new plans for the second cohort. Thirty-two people attended the 2-day PCP Facilitator Training in October 2013, and of those, 20 applied to become facilitators for the project. Eighteen new facilitators were accepted to participate in the project, of those, 16 have fully signed on as facilitators. The program has a total of 21 facilitators. Depending on the skill level and needs of the facilitators, new facilitators were either paired to co-facilitate a plan or paired with a mentor to shadow a plan prior to facilitating one on their own.

2. *Deni Duroy Cunningham, DDD Training Manager, will perform a 2-day training for new facilitators, and Michael Smull will conduct four 2-hour remote video web-conferencing sessions to address challenges and provide technical assistance throughout the year.*
 - 32 facilitators completed the 2-day in-person training with Ms. Cunningham on ELP and the Picture of a Life tool on October 9-10, 2013.
 - Webinars: All topics suggested by facilitators in relation to their planning efforts
 - February 14, 2014: "Getting the right people involved; Action Planning; Self-determination"
 - March 28, 2014: "SCARF: a brain-based model for collaborating with and influencing others by David Rock"
 - April 14, 2014: "Encouraging planning team to act; Team dynamics – how to deal with individuals who become defensive, steering conversations to not increase defensiveness"
 - June 13, 2014: "Communication & Building Support Networks; Guardianship Options; Discussing uncomfortable issues/topics"
 - 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 25 youth eligible for DDD services, ages 16-17, to participate in the project, along with their current circle of support.*

DDD identified a total of 25 eligible youth participants. Eleven have been recruited from the Greater Phoenix area. One participated as the co-trainer for the PCP Facilitator Training. Nine youth were identified in southern AZ – 7 from Tucson and 2 from Benson. 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 continue to disseminate the information sheet developed in YR 1 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. Additionally, we held three orientation sessions (Phoenix – 11/12/13, Tucson – 1/21/14, Benson – 2/11/14) for youth and key supports to become familiar with the project, participant expectations, complete initial paperwork (consents and pre-survey), share resource information, and receive their toolkits. All youth who have been recruited have not been able to attend the orientations due to conflicting appointments or their ability to be in large group settings. Our solution has been to hold mini or individual orientations for the youth who were unable to attend the initial orientations. The project director and assigned facilitator meet with the youth(s) and their support people (foster parent/group home manager, DDD support coordinator, CPS case manager) to explain the project, collect initial paperwork (consents and pre surveys), share resources and have the

facilitator do the initial relationship map to determine who should be invited to the planning team and try to set an initial planning meeting.

4. *Develop 20 new PCPs for foster youth with DD and conduct follow-up planning sessions.*

We are on track to develop 20 PCPs. Ten plans have been completed and are in the follow up stage, with 10 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. Several plans were put on hold at some point during the year due to change in case managers, transfer to adult units within DDD upon turning 18, and change of residential placement. Many have taken longer to complete, but we are confident that 20 plans will be completed by the end of the program year.

5. *Returning facilitators will complete follow-up sessions with the first cohort of youth and their circle of supports throughout Year 2 and update their PCPs.*

Eight of the ten youth from the first cohort are currently participating in the project. Unfortunately, one young man who has aged out of the child welfare system chose to refuse all services and is no longer served by DDD or behavioral health. Another young man who assented to participating this year and looked forward to the workshop series was detained by local authorities and has since been relocated to a Rehabilitative Treatment Center in Utah; we continue to keep track of him in the event he returns to Arizona or we are allowed to communicate with him remotely.

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 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 5 teleconferences with facilitators to report on the status of the planning process and share concerns/challenges they would like addressed during the following webinar.

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 director is in regular contact with liaisons from the independent living centers (ILCs) ABIL and DIRECT Center for Independence for the self-advocacy and determination workshop series, *Picture YOUR Life*. Initially, we intended the workshops to be held once a month for YR1 youth. Phoenix youth started to attend the monthly series at ABIL led by Lynn Black and Leanne Murrillo. Quickly, we learned that this format was not conducive to achieve attendance due to youth school schedules, time and distance to travel to the DEC, and group home staff obligations to all clients in their homes. The Project Team decided to put the workshops on hold and change the format so that youth are better able to attend. We developed the *Picture YOUR Life Academy* (PYLA), which is currently being held once a week throughout the month of June with both ABIL and DIRECT to better accommodate their schedules (see Attachment B); this way the youth are out of school and more likely to attend. Renaldo Fowler from the Arizona Center for Disability Law has partnered with PYLA to provide a voter rights training as part of one of the workshops. The Phoenix Academy has seven participants (DDD has provided an ASL interpreter for one of the youth) and the Tucson Academy has two participants at this time. It is important to stress that all youth participants who were eligible were invited to participate; only those who wanted and chose to participate have – they were given the choice to participate once informed about the workshops. Additionally, some teams advised, due to current behaviors and instability, it wasn't the appropriate time for them to participate. The project director sends reminders to the youth contacts and reports RSVPs to the PYL Academy instructors every week.

8. *Project evaluation* - Project staff developed evaluation instruments and completed initial data collection. Participating facilitators and youth completed consents and pre surveys. Post surveys will be administered

in July followed by data analysis. A summary report of findings will be provided at the end of the program year.

Measureable Outputs & Outcomes

Measureable Outputs

The project director tracks the progress and development of project activities on an ongoing basis which results in the following output data by project objective to date for this program year:

- Growing the cadre of trained facilitators in AZ
 - Number of new facilitators trained: 32
 - Number of facilitators recruited to project: 18
 - Number of ongoing trainings (webinars with Michael Smull): 4
- Develop and support implementation of PCPs for foster youth with DD
 - Number of youth participants: 28
 - Number of plans completed: 10

All other plans are in progress, have not been received, or being updated from Year 1

- Support youth to attend self-advocacy & determination workshops
 - Number of youth attending workshops: 10

Note: All youth participants who were eligible were invited to participate; only those who wanted and chose to participate have – they were given the choice to participate once informed about the workshops. Additionally, some teams advised, due to behaviors and instability, it wasn't the appropriate time for them to participate.

Measureable Outcomes

Year 2 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

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?

We do not have accurate and complete data on measurable outcomes at this time; most of the finalized plans are currently being completed, with receipt expected by the end of June. Post surveys will be collected in the beginning of July. 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.

Additional Barriers/Challenges

The Project Team determined that it would behoove us to lower the age of the youth participants to 14 years old. Not only does this coincide with the minimum age for the specific VR service for this population, but as indicated in the challenges presented in Year 2 Overview Objectives 4 and 5, starting to plan with youth at an earlier age may have greater effect on their future success as an adult. Starting with youth at ages close to 18 when they are about to age out of child welfare, for many it becomes a matter of crisis and scramble to plan with such limited time, in addition to youth having had little opportunity to make decisions and have control on what they do, where they live, and with whom prior to aging out when they have more supports and safety nets.

Starting earlier allows for the youth and their team to have buy-in to the person-centered process, visualize positive possibilities for their future, learn to advocate for themselves and increasingly take on more responsibility in decision making over time to be better prepared for life as an adult.

Year 3 Project Expansion

Year 3 of *Creating a “Picture of a Life” for Transitioning Youth with DD in Foster Care* will build upon the successes and lessons learned from the previous two years and focus on training person-centered planning facilitators to develop life plans with community involvement as well as health care organizers, PCP implementation for foster youth with DD ages 14 – 18 to plan and mobilize services to meet their individual needs, and supporting youth to become better self-advocates. In addition to training new PCP facilitators, the project will expand by developing PCPs for 5 additional youth, continue to update plans and track transition outcomes for Year 1 & 2 youth cohorts, and provide opportunities for all participants to gain the knowledge and skills to be their own best advocate.

Year 3 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 prior years throughout the planning process. All facilitators will also be in trained to help the youth create their health care organizers.
- 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 5 new foster youth with DD ages 14-18. DDD will identify up to 10 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 foster youth with DD from the cohorts of the first two years. All youth participants will be supported to develop their own health care organizer.
- 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 all cohorts.

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 the two previous years, 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, as well as support them to create Health Care Organizers through a new partnership with the Office of Children with Special Health Care Needs. 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 & 2 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*. We will provide a **two-day training on ELP & POL** as it pertains to foster youth for new facilitators. **Michael Smull will conduct four 2-hour remote video web-conferencing (webinar) sessions** to address challenges and provide technical assistance throughout the year.
3. Train all facilitators to be able to support the youth and their circle of supports to create a Health Care Organizer – a zippered canvas portfolio with tabbed dividers intended to promote communication and coordination with the youth’s health services. This tool offers a way to carry and keep records, organized for easy access, and includes forms where the youth can keep their medical, behavioral, dental, insurance, family history, school, immunizations, emergency and other important information. There will be two 1hr trainings for returning facilitators – one in Phoenix and one in Tucson. The curriculum will be integrated as part of the 2-day new facilitator training. OCSHCN will provide the trainings (see **Collaborative Partnerships** for more information about OCSHCN).
4. DDD will identify up to 10 youth eligible for DDD services, ages 14-18, to participate in the project, along with their current circle of support. The Project Team determined that it would behoove us to lower the age of the youth participants to 14 years old. Not only does this coincide with the minimum age for the specific VR service for this population, but as indicated in the Year 2 Overview Challenges, starting to plan with youth at an earlier age may have greater effect on their future success as an adult. 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 DCS (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. Accommodations will be made to do smaller or individualized orientations sessions when necessary or appropriate.

5. Develop 5 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 5 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. Additionally, during the planning process, the facilitators will assist the youth and their circle of support to create a Health Care Organizer – eventually, it is intended that the youth’s PCP and any other pertinent information (copy of ISP or other service plans) will have a place in the organizer. Regardless of youth placement, relocation, change of providers or case managers, and exiting foster care, the youth will have all of their own necessary information and learn how to use the information to advocate for themselves.
6. To maintain a level of continuity for the first two cohorts of youth, the Project Director will confirm participation of facilitators from Years 1 and 2 by having them complete new contracts. Returning facilitators will complete 2-3 follow-up sessions with the first cohorts of youth and their circle of supports throughout Year 3 and update their PCPs, as well as assist them to create a Health Care Organizer.
7. 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. The Project Team and facilitators will have periodic conference calls to check in with one another to discuss challenges, successes and share resources.
8. The project team will work with staff from ABIL and DIRECT Center for Independence 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 the **Picture YOUR Life Academy** in Phoenix or Tucson during the summer months of the program year.
9. Project evaluation will occur as outlined below at designated intervals.

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

Evaluation

The outcome evaluation will examine activities, outputs and outcomes that are short and intermediate -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 measurable 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 third 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 for youth and facilitators at 11 months into this program year. These surveys will be consistent with the pre and post surveys, while including questions to more closely track plan implementation and post transition activities (living arrangements, employment, postsecondary education, judicial detainment, risk behaviors, etc.). Youth surveys will be modified to include questions relevant to the self-advocacy/determination and the trainings they will attend, as well as related to the health care organizers they develop. 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. Evaluation will also expand through review of youth services plans and PCPs, as well as conducting in-depth interviews with 3 facilitators and 3 youth participants to obtain a more rich perspective on the planning process, its impact and efficacy, and what other supports are essential for facilitators and youth.

Lynne Tomasa, PhD, and Jacy Farkas will be responsible for the evaluation plan, which includes modifying and designing the surveys and interview questions, data collection and analysis, and data reporting. Dr. Tomasa will oversee and conduct the interview aspect of evaluation. Ms. Farkas will oversee survey administration and plan reviews. Upon data analysis at the end of the project, a final report will be available to the 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 the child welfare system. 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.

Arizona Developmental Disabilities Planning Council (ADDPC) Goals

The *Picture of a Life* project fits with ADDPC Goals 3 (Empowerment through Information Sharing) and 2 (Advocacy of Community Integrated Employment). The first objective of Goal 2 states, "Educate at least 30 persons with developmental disabilities, their families, and others who support them about employment options, benefits, and opportunities." Through the PCP process, youth participants and their circle of supports explore employment options, how employment can impact their benefits, and research various opportunities. This is also included in our measureable outcomes: we expect that 50% of the person-centered plans will have concrete steps to plan for future employment incorporating job exploration and post-secondary education

opportunities. Our project most closely fits within the Council's Goal 3. The PCP process, PYL Academy and Health Care Organizers empower youth and their circle of supports by promoting informed decision making about their choices and their quality of life, and linking them to information and resources that will allow them to make informed decisions and be their best advocates. As stated above, our goal 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.

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 and tapping into existing resources (AILCs and OCSHCN) 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.
- *Pursuing additional funding opportunities:* We continue to seek additional funding opportunities that would expand and/or further the progress on this project. In particular, we intend to submit a proposal to the May and Stanley Smith Charitable Trust sometime during the next fiscal year. Of their four major funding priorities for 2014 – 2018, our project falls under two of them: **children and youth who are or have been in the foster care system**; adults over age 60; military veterans and their families; and **adults and youth with physical, intellectual, or developmental disabilities who are in the process of transitioning to adulthood living**. Upon completion of this second program year, we become eligible to submit a letter of inquiry, and then hopefully are asked to submit a full proposal. This Trust awards up to two years for a project. The Project Team will continue to pursue relevant funding opportunities to not only benefit this population, but endeavor to translate it to less specific populations.

Collaborative Partnerships

Arizona Department of Economic Security, Division of Developmental Disabilities (DDD)

As mentioned in the Year 2 Overview, DDD has been integral to the success and momentum of this project. DDD liaison, 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 is part of the Project Team and as such has agreed to assist the project through regularly scheduled consultations on strategy for achieving goals; staff participation in training events and plan facilitation; assisting the project in recruiting and engaging up to 10 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. This partnership is provided as in-kind support.

Office of Children with Special Health Care Needs, Bureau of Women's and Children's Health, ADHS (OCSHCN)
In the effort to utilize existing resources and pursue sustainability, *Creating a "Picture of a Life"* entered into a new partnership with the Arizona Department of Health Services' Office of Children with Special Health Care Needs. Their goal is to improve the long-term health and well-being of children and youth with special health care needs. As we all know, it is important to have good health care and know about your health care needs in order to reach any of your other goals such as employment and community participation. OCSHCN has been providing training and utilizing the Health Care Organizers for more than a decade; they first started out with a contract to develop them with children with special health care needs in foster care, then refine based on feedback. We are both excited about the new partnership and building capacity in Arizona to develop the organizers and empower youth to have more control over their health and ultimately their lives. Their commitment to partnering with this project is made evident by the inclusion of this collaboration written into the 2014/2015 Maternal Child Health Block Grant, which financially supports OCSHCN, most relevantly in providing the training staff and necessary materials to assist youth and families to create the health care organizers. They submit their block grant in June 2014.

OCSHCN will partner with the POL project to train facilitators, program staff and self-advocacy coaches on creating Health Care Organizers, as well as "train-the-trainer" in order to incorporate the organizer curriculum into the basic PCP facilitator training in the future. OCSHCN will also provide all materials needed to develop the organizers. The POL project will assist in collecting data on the benefits of the utilization of the organizers by youth participants through incorporating questions into the surveys. Chief of OCSHCN, Marta Urbina, will be the main liaison for this collaboration. No expenses will be incurred on this ISA specific to OCSHCN participation – all in-kind support.

Arizona Independent Living Centers: ABIL & DIRECT Center for Independence

The Project Team will continue to work 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 Leanne Murrillo) 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. In Year 2 through trial and error, we created the summer *Picture YOUR Life Academy*, as the vehicle to provide the *This is MY Life* self-advocacy curriculum. The academies will be available to all participants during Year 3. The Project Team and ILC liaisons will evaluate and determine best course of action to deliver the academies more effectively during Year 3 based on success and lessons learned in Year 2. The curriculum, *This is MY Life*, is a contract between the ILCs funded by DDD; therefore, their services and partnership incurs no expenses on this ISA.

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 Years 1 and 2, Michael Smull has committed to providing four remote webinar sessions via video web-conferencing with facilitators throughout project Year 3 to address any challenges and provide technical assistance. Mr. Smull will be paid as a consultant (see Budget and Budget Narrative).

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 disabilities 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.

Two important partnerships that we intend to further cultivate are those with the newly created Department of Child Safety (DCS – formerly DES/DCYF) and the Behavioral Health System. Now that the child welfare system is its own agency and no longer part of the Department of Economic Security (DES), we plan to meet with new leadership after the start of the next fiscal year and work collaboratively with DDD in building a meaningful relationship with DCS to continue to serve this population, as well as how it can translate to all of the children DCS serves. Many of our youth are dually diagnosed with behavioral and/or mental health conditions. It is important to us to bring together as much cross systems collaborations as possible to best serve some of our most vulnerable youth.

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. UCEDD staff has effectively carried out the *Creating a "Picture of a Life"* project since its initial Interagency Service Agreement in 2012. If funding is renewed for a third year, the Sonoran UCEDD will identify and recruit PCP facilitators; provide continued training and technical assistance to 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.

Jacy Farkas, MA, (0.35 FTE) will serve as Principle Investigator/Project Director and assume overall responsibility for the project. 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.

Lynne Tomasa, PhD, (0.07 FTE) will serve as the Program Evaluator on the project. She will work closely with Ms. Farkas in developing the evaluation plan and its implementation. 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.

Administrative Assistant TBD (.04 FTE) will assist the project team in setting up meetings and trainings, compiling and filing of project materials, sending out routine correspondence, interview transcription and other duties as assigned.

Intern(s) (unpaid internship – course credit) will assist in evaluation implementation and participate in trainings. The Sonoran UCEDD has an interdisciplinary training program in which trainees must work with Center staff/faculty on UCEDD projects. It is not guaranteed that we will have an intern, but there is the possibility of having more than one throughout the project year.

ATTACHMENT A: Implementation Plan Timeline
August 1, 2014 – July 31, 2015

Creating a “Picture of a Life” for Transitioning Youth with DD in Foster Care – Year 3													
Objectives and Activities	Responsible Party	Completion of Activity by Month											
		A	S	O	N	D	J	F	M	A	M	J	J
<i>Grow the cadre of Person-Centered Planning facilitators by training new facilitators and providing support during planning process</i>													
Identify and recruit 10 – 15 new PCP facilitators and renew contracts with returning facilitators from years 1 and 2	Jacy Farkas/ Admin Asst.												
Make arrangements for OCSHCN 1hr training for returning facilitators (Phoenix and Tucson) to support youth to create health care organizers (scheduling, venue reservation, preparation of training materials, coordination of logistics, etc.)	Jacy Farkas/ Admin Asst.												
Conduct 1hr health care organizer trainings in Phoenix and in Tucson with returning facilitators	OCSHCN Staff/ Jacy Farkas												
Make arrangements for 2-day new facilitator training including content from OCSHCN (scheduling, venue reservation, preparation of training materials, coordination of logistics, etc.)	Jacy Farkas/ Admin Asst.												
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	Program Staff/ OCSHCN Staff												
Coordinate logistics for 2-hour remote web-conferencing sessions with Mr. Smull	Jacy Farkas/ Admin Asst.												
Conduct 4 remote web-conferencing sessions with new and returning 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 10 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 (YR3 cohort)	Facilitators												
Conduct follow-up planning sessions with youth and their circles of support (all 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													
Based on feedback and lessons learned from YR 2, determine schedule and length of Picture YOUR Life Academy	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													
Expand evaluation plan and develop instruments to include questions from OCSHCN and addition of in depth interviews	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												

Conduct recorded interviews with 3 facilitators and 3 youth	Lynne Tomasa/ intern(s)													
Transcribe interviews in preparation for analysis	Admin Asst./ intern(s)													
Review youth service plans and PCPs	Jacy Farkas/DDD													
Complete data analysis	Lynne Tomasa/ Jacy Farkas/ intern(s)													
Compile results and write technical report on findings	Lynne Tomasa/ Jacy Farkas/ intern(s)/ Admin Asst.													

DRAFT

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 3)

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	26,480			26,480
Fringe Benefits	7,819			7,819
Supplies / Operating Expenses	12,712			12,712
Travel	1,536			1,536
Rent or Cost of Space				-
Contracted Services / Professional Services	2,451			2,451
Administrative / Indirect Costs	5,666		21,108	26,774
Total Costs	56,664	-	21,108	77,772

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 Narrative and Justification
Sonoran UCEDD – Creating a “Picture of a Life” for Transitioning
Youth with DD in Foster Care (Year 3)**

August 1, 2014 – July 31, 2015

Personnel

Jacy Farkas, MA (4.20 person months funded / .35 FTE \$18,550) will serve as Principal Investigator/Project Director and will assume overall responsibility for the project. Mrs. Farkas has expertise in person-centered planning and practices, as well as experience in project development, implementation and evaluation.

Lynne Tomasa, PhD, MSW (0.84 person months funded / .07 FTE \$6,650) will serve as Program Evaluator on the project. She will work closely with Ms. Farkas in developing the evaluation plan and its implementation. 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.

Administrative Assistant TBD (0.48 person months funded / .04 FTE \$1,280) will assist the project team in setting up meetings and trainings, compiling and filing of project materials, sending out routine correspondence, interview transcription and other duties as assigned.

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 (28.6%) and classified regular staff (47.8%)

Supplies

(\$1050) - Printing/copying of training materials and toolkits (\$500); 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 (\$1536) – it is anticipated that project staff will travel to the facilitator training and meetings in Phoenix (232 miles roundtrip) 10 trips X 232 miles X \$0.445 per mile = \$1032 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 15 youth (YR 1 – 3 cohorts) – \$300

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 (\$10,000) – compensation for plan facilitation – New PCPs: \$400 per completed plan \$400 x 5 plans = \$2000; Follow-up for YR 1 & 2 participants: \$200 per updated plan \$200 x 30 plans = \$6000. 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 (\$610) – 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 10 hours = \$250) (ASL Interpreters \$60 per hour X 6 hours = \$360)

Refreshments and Meeting Rooms (\$1220) – Facilitator training: meeting space at Disability Empowerment Center or similar venue (\$260/day X 2 = \$520) and meals (\$400) for 2day facilitator training. Youth self-advocacy/determination workshops: snacks and beverages (\$300)

Research computing service costs (\$442) 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 11.11% of the total project.

Match

The match required by DDPC is being met through foregone in-direct costs (difference between 11.11% indirect rate and university rate).

Authorized Signature: _____

Date: _____

Job Title: _____

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Picture *YOUR* Life Academy

SELF-ADVOCACY & DETERMINATION WORKSHOPS

Join us for a fun, month-long series ~ Register by May 30th!

Who can participate?

Youth who are enrolled in the "Creating a 'Picture of a Life' for Transitioning Youth with DD in Foster Care" Program and over the age of 16 years

What will you learn?

The sessions will include topics on self-advocacy, self-determination and independent living:

- Making Choices and Speaking Up for Yourself
- Your Rights and Responsibilities
- Goal Planning and Problem Solving
- Important Records & Paperwork
- Getting a Job
- How to Manage Your Money
- Transportation and Housing



Where?

Arizona Bridge to Independent Living (ABIL)
Disability Empowerment Center
5025 E Washington Street
Phoenix, AZ 85034

When?

Every Wednesday in June from 12:30 – 2:00pm
The first session will be June 4th, followed by sessions on June 11 & 18, with special events on June 25th.

What will you get?

In addition to learning new skills, we will provide:

- Drinks and snacks at every session
- Supplies: paper, pens, markers, flip charts, etc.
- Certificate of completion for attending all sessions
- Experience that looks great on your resume; and
- The opportunity to meet other amazing people!

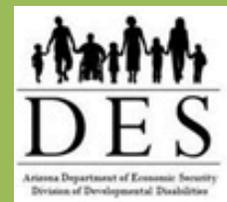
How to Register or get more information?

Contact **Jacy Farkas** at jkbell@email.arizona.edu or **520-626-2207**

Brought to you by:



SONORAN UCEDD
Center for Excellence
In Developmental Disabilities Education, Research and Service

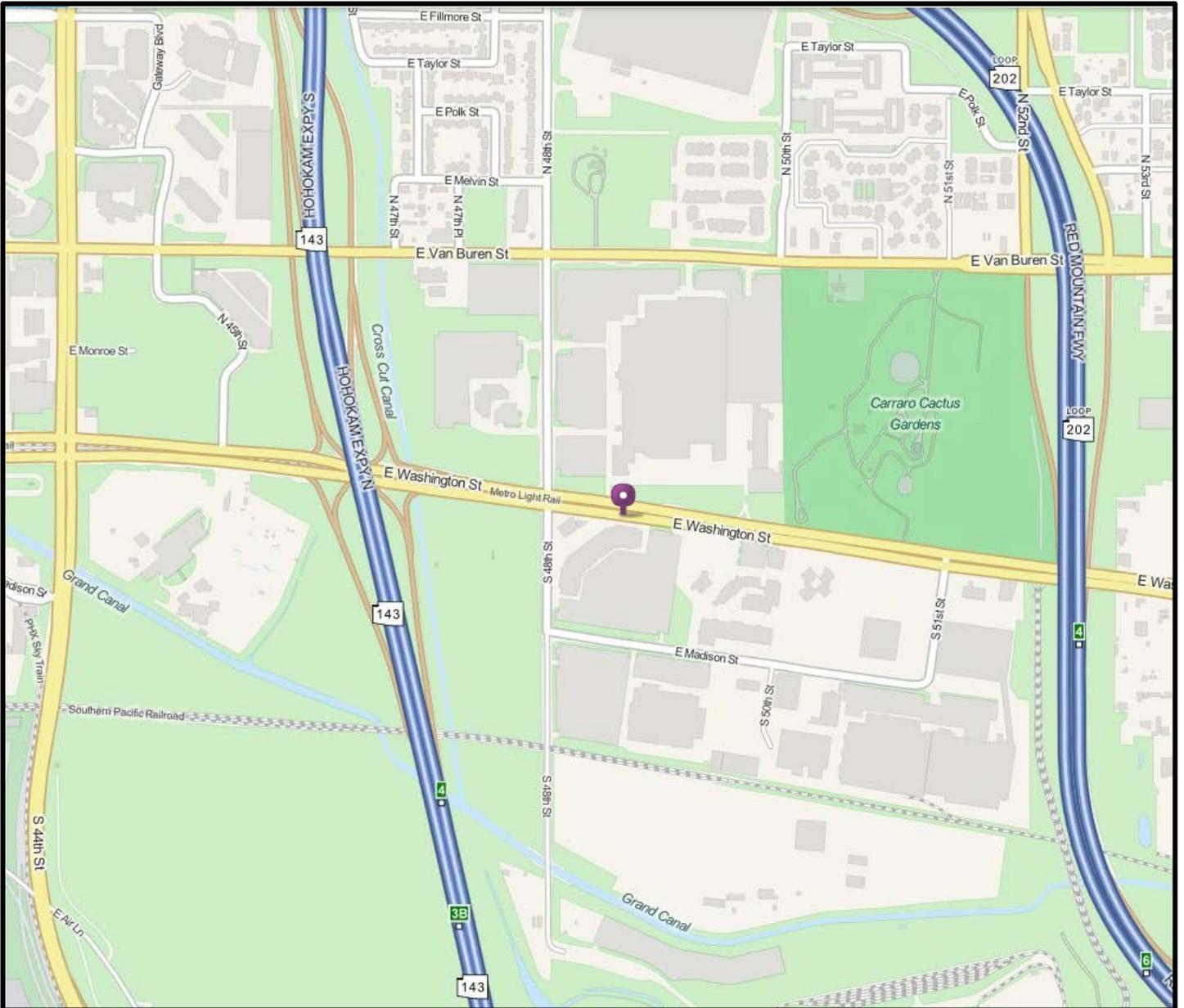


**ARIZONA
DEVELOPMENTAL
DISABILITIES
PLANNING COUNCIL™**
ONE Community Working Together

Disability Empowerment Center – MAP ABIL

5025 E Washington Street
Phoenix, AZ 85034

For Directions: <http://www.mapquest.com/#a6420961184c5ebd6a3c8a4e>



Picture YOUR Life Academy

SELF-ADVOCACY & DETERMINATION WORKSHOPS

Join us for a fun, month-long series ~ Register by May 30th!

Who can participate?

- Enrolled in DDD services **AND** either currently in or have aged out of Foster Care
- 18 years old and older

What will you learn?

The sessions will include topics on self-advocacy, self-determination and independent living:

- Making Choices and Speaking Up for Yourself
- Your Rights and Responsibilities
- Goal Planning and Problem Solving
- Important Records & Paperwork
- Getting a Job
- How to Manage Your Money
- Transportation and Housing



Where?

University of Arizona
Sonoran UCEDD Conference Room
1521 E. Helen Street
Tucson, AZ 85719

When?

Every Wednesday in June from 3:00 – 4:30pm
The first session will be June 4th, followed by sessions on June 11 & 18, with special events on June 25th

What will you get?

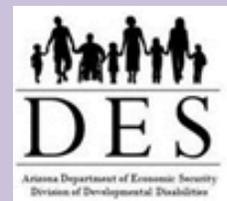
In addition to learning new skills, we will provide:

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- Experience that looks great on your resume; and
- The opportunity to meet other amazing people!

How to Register or get more information?

Contact Jacy Farkas at jkbell@email.arizona.edu or 520-626-2207

Brought to you by:



SONORAN UCEDD – MAP
University of Arizona
1521 E. Helen Street
Tucson, AZ 85719

For Directions: <http://www.mapquest.com/#fd77d1928f14efd06625d168>

Key

-  = UCEDD Office
-  = FREE Parking

