

Overview of ADDPC Renewal Applications

Expected date of Award: October 1, 2020 – September 30, 2021

City of Tempe, Year 3; Requesting: \$124,731; Cash Match: \$89,834; In-kind Match: \$92,745

Background: City of Tempe was awarded a grant to develop an integrated employment program for people with I/DD. Tempe's Building Employment Support and Training (BEST) has three goals: change Tempe's inclusion culture and language competency; hire six employees with developmental disabilities to increase neurodiversity; and create a municipality model to share with others for replication.

For the past 2 years, Tempe's BEST project has assisted, recruited, and screened applicants for positions within City departments; surveyed and trained City of Tempe personnel on Inclusion Culture and Language Competency; updated hiring practices that are reflective of Inclusion and cultural competencies; and created a model best practice that can be replicated in other cities. Key consultants that work with BEST staff include the Sonoran UCEDD for training and model facilitation, and Life Quest for data evaluation of all surveys.

Progress to Date: Tempe's BEST program has created a process to recruit, screen and hire people with I/DD. To date they have had 36 applicants, with 3 hires to date. There are 14 applicants actively going through a review process; however due to the Covid pandemic, there is a hiring freeze. Recruitments come from multiple partners, including colleges, universities, disability organizations, providers, DDD and VR. Applicants can be from other cities as well (not living within the City of Tempe).

Tempe's BEST program is recognized as Employment First Tempe. The ADA coordinator has conducted surveys and trained municipal staff on inclusion, culture change and cultural competencies. Materials are also translated into Spanish. In Year 2, over 600 employees were surveyed (results to be provided in 4th quarterly report.) and they have conducted one online training in June with 49 employees. A training scheduled in March was canceled due to Covid (During year 1 – 100 employees were trained). Comments have been favorable, showing Tempe employees attitudes changing toward hiring and working with people with disabilities. BEST has also surveyed its partners/stakeholders to ensure their feedback is incorporated in the program design and implementation.

In addition, Human Resource has made systemic changes to their announcement and hiring practices to ensure people with I/DD have an opportunity to apply. Feedback from various departments ensures they find the best candidate for them and allows them be part of the hiring process.

The BEST program will be finalizing their model for use in replication by other municipalities. Arizona Employment First will provide support. One of the key issues for municipalities is to ensure adequate funding for this program.

Quarterly program reports, including an update on the Gantt chart have been received in a timely manner and speak to their narrative. Fiscal reporting is also timely and acceptable. Proposal details Year 3 staffing changes.

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Southwest Institute for Families & Children, Year 3; Requesting \$59,243; In-Kind Match \$19,916

Background: SWI, is partnering with The Arc of AZ and the AZ Center for Disability Law to create awareness and educate the community on Supported Decision Making (SDM). The purpose of this grant is to not take away the use of legal guardianship but to educate people with I/DD, their families and caregivers, medical, legal and educational professionals that SDM may be a better alternative to ensure people with I/DD retain many of their rights. Several components that are part of this grant have been implemented or will continue in the third year. They include continue meeting with the SDM Advisory Group; develop, refine, and conduct online trainings to specific stakeholders; and refine proposed legislation for the upcoming January 2021 AZ legislative session. This also includes seeking sponsorship and hearings of the bill.

Progress to Date: SWI meets on a regular basis with the SDM Advisory Group – those minutes are included in their narrative reports to the ADDPC and Erica McFadden is part of this group.

They have developed specialized training curriculum for the audiences of people with I/DD, their families, caregivers; social service providers; medical; legal; and education stakeholders. As the Covid pandemic continues, all trainings will be administered online to reach populations around the state, especially in Phoenix, Tucson, and Flagstaff. During the 4th quarter of Year 2, 7 online trainings are scheduled targeting each specific group (information is posted on SWI and ADDPC's website).

Any face-to-face trainings will resume once it is safe to do so under the guidance of the state's health department. SWI has also produced training videos that are posted on the SWI website. These trainings will be conducted by SWI, The Arc of AZ, and ACDL staff.

Training materials have been translated into Spanish and are in the process of posting them online at SWI's website. SWI is also working with the Leti Foundation to schedule and online training for Spanish speaking families. Reaching out to the Native American community will also be conducted, and training materials will be shared with both UCEDDs and the Native American Disability Law Center.

In terms of proposed legislation status, HB2769 was sponsored by Representative Longdon and cosponsored by Representative John Allen. The bill was heard by the House Judiciary. The bill was amended and passed the House of Representatives. Prior to the legislative session ending due to the Covid pandemic, the bill was transferred to the Senate. In the third year of the grant, this will be a priority to help pass the bill in upcoming legislative session. Once again, Representative Longdon has expressed interest in sponsoring the bill.

Special Olympics AZ: Revised Budget \$100,000; Cash Match \$191,588; In-Kind Match \$10,772

Special Olympics of AZ is proposing the Self-Advocacy Coalition, components of their existing programming in schools such as Unified Clubs, State YAC, AIC. Under this proposal, Special Olympics will streamline into one all-inclusive leadership network through a structured approach, utilizing virtual programming when necessary, across the state. They plan on targeting both youth and adults with/without I/DD to affect real change.

Due to the pandemic, Special Olympics utilizes SOAZconnected, a new digital strategy for those participating in the project to recruit new participants (both students and adults) share ideas, encourage fellow athletes, host online events and activities, and celebrate inclusion. Activities will be monitored to ensure participants are not at risk of getting Covid, and adjustments will be made when necessary. This project heavily relies on Area Directors, who work within large geographic areas of the state to engage with school districts and local schools to participate in Special Olympics existing programming, and they will be expected to recruit future self-advocates of any age to participate and be a part of the Self-Advocacy Coalition.

Some of the proposed activities include:

- Host Return-to-Activities trainings for all Class-A volunteers
- Host Health Leadership Committee meetings every other month, with a focus on success on health trainings, and health/safety during Covid
- Connect with schools and community delegations interested in implementing SOAZ programs and activities
- Collect all registration and competition entries and forms for upcoming sport competitions
- Recruit new and support current advocates
- Support schools and community delegations with sports, self-advocacy campaigns, athletic volunteerism, and programmatic facilitation
- Plan and attend the SOAZ Capitol Lawn Day; Event may be modified to allow for select athlete leaders to shadow state legislators instead of large event
- Host Spread the Word Inclusion campaign and host youth-led, school-based fundraisers
- Host Minute That Matters fundraiser for schools and community teams
- Host Summer games
- Prepare for 2021-2022 school year

By the end of the contact period, SOAZ will have done the following:

- Engage 250 youth/adults both with and without I/DD in a variety of inclusive leadership and advocacy opportunities
- Support local athlete leadership through the establishment of Athlete Input Councils in each of the 6 SOAZ geographical areas
- Recruit a minimum of 2 Unified pairs from each of the 6 SOAZ geographical areas to sit on the state YAC.
- Pilot Inclusion Representative positions on student councils at a minimum of 2 schools

- Due to Covid, hold bi-weekly UCS “Office Hours” where UCS staff will be available to discuss options to adapt school-based advocacy, including the Unified Clubs, Spread The Word, Inclusion Campaign, Minute that Matters fundraisers, etc.
- Empower a minimum of 5 individuals with I/DD as State Health Messengers in AZ
- Activate inclusive leaders and self-advocates to share their voice with state leaders and legislators, tentatively scheduled for February 2021.

Proposed funding is in all budget categories: Personnel, Fringe benefits, Supplies/Operating Costs, Travel, Rent and Indirect/Administrative Costs. Significant cash match is provided.

RFGA for Competitive Self-Advocacy

Southwest Institute for Families & Children: Revised Budget \$84,061; In-Kind Match \$28,920

SWI with The Arc of Arizona will work with the Self-Advocacy Solutions, a newly formed self-advocacy coalition in AZ that is comprised of individuals and organizations interested in growing the self-advocacy movement in AZ. Various partners are part of this group to include AZ Autism Assoc., Ability 360, People First of AZ, Youth Action Council of AZ, People First of Tucson, as well as other individuals. The proposed project has several objectives to achieve and partners include both UCEDDs, The Arc of AZ, and Therese Moore as a consultant. Three key objectives were outlined in their proposal to include:

1. The Self-Advocacy Solutions will serve as the advisory committee to SWI and this grant and will oversee the implementation of the grant goals and objectives, provide feedback on materials created and help address barriers.
2. Develop and strengthen self-advocacy groups by working with 5 organizations or agencies that are willing to develop and/or strengthen a self-advocacy group for people with I/DD. Each organization will have up to \$2000 to use for their activities (costs must be approved by SWI and fall under the federal OMB guidance on allowable costs). SWI will oversee this reimbursement process. Technical assistance for each self-advocacy group will be provided by both UCEDDs and Therese Moore.
 - a. These groups must develop a mission or vision statement, bylaws, and a strategic plan by the end of the funding year, that includes recruitment and sustainability. Each group must also address one goal with a measurable objective that is chosen by the self-advocates of an issue that is important to them. Possible goals can address Legislation, Community Barriers, or Personal Growth and Involvement.
 - b. Self-Advocacy groups must become members of the Self-Advocacy Solutions, with at least one member from each group participating in meetings held by Self-Advocacy Solutions.
 - c. Self-Advocacy groups must try to attend the self-advocacy conference that will be held in the last quarter of the grant period. Each group will be required to participate and present information about their group and their achievement towards their stated goal and objectives.
3. The Arc of AZ, SWI and its collaborators will host a Self-Advocacy and Disability Conference during the last quarter of the funded period. The proposed conference will bring self-advocates from around the state and those are part of the self-advocacy groups to network, learn, and present their information. Presentations by key speakers will also cover topics such as healthcare, employment, social services, education, and self-advocacy skill development.

Proposed funding is allocated in staffing/personnel (including fringe benefits Travel, and Professional Services. Letters of support are included by both UCEDDs.