

**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 three 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 4 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 three years, primarily focusing on continuing to build capacity in the state to support youth with DD in foster care and systemic change.

**Creating a “Picture of a Life”** has five major components:

- Grow the cadre of Person-Centered Planning facilitators and other professionals who work with foster youth with disabilities in order to build system capacity and expertise in person-centered practices and the unique needs of this population. In addition to ongoing facilitator training, targeted training for DDD, education, child welfare and behavioral health professionals on person-centered systems and practices will be offered by project staff and Michael Smull.
- Integrate person-centered planning and practices within the systems (DDD, child welfare, behavioral health, education, vocational rehabilitation) serving youth with developmental and other disabilities, with particular attention to foster youth. A group of stakeholders will be convened to identify pockets of excellence in AZ in order to determine best practices and how to proceed with systems integration.
- Support implementation of person-centered plans for youth with DD in foster care where their preferences are elicited and informal supports are utilized. Follow-up on plan implementation and update plans with youth participants from the cohorts of the first three years. All youth participants will be supported to develop their own health care organizer.
- Support youth to attend self-advocacy, self-determination and peer-support workshops through the Picture YOUR Life Academy 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. Additionally, through this project we seek to enhance systems collaboration and integration of person-centered planning and practices throughout Arizona.

## Year 3 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 (incorporates some data since YR1) as well as how we addressed any barriers we encountered throughout Year 3. Feedback from YR2 was incorporated to programmatic changes for YR3 which includes expansion of activities to offer youth self-advocacy and determination workshops and development of their own HCO, and most importantly, dropping the age of eligibility to 14 years.

### Objectives

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

Nine (includes project director just for follow up with one participant) of the facilitators from YRs 1 & 2 have continued on with the project and will follow up with youth from the previous cohorts as well as serve as a mentor for some of the new facilitators and conduct new plans for the third cohort. Six people attended the 2-day PCP facilitator training in October 2014, and of those, 2 applied to become facilitators for the project. 15 people attended the facilitator training in February 2015, and of those 4 applied to become facilitators for the project. Six new facilitators were accepted to participate in the project. The program has a total of 15 active facilitators with 5 who want to stay connected to the program but cannot facilitate at this time due to personal obligations. 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. *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.*

- Health Care Organizer (HCO) Training for returning facilitators by OCSHCN staff:
  - Phoenix – October 28, 2014: 5 attended
  - Tucson – October 30, 2014: 5 attended
- 2-day in-person training with Jacy Farkas and Melissa Kushner on ELP and the Picture of a Life tool; project director and Ms. Kushner revised, updated, and co-trained the facilitator curriculum
  - Phoenix – October 22 & 23, 2014: 6 attended from Hereford, Vail and Phoenix areas
  - Tucson – February 19 & 20, 2015 (updated curriculum to include HCO training): 15 attended from Tucson, Phoenix, Tolleson, and Tempe
- Webinars: All topics suggested by facilitators in relation to their planning efforts
  - June 2015: "Environment (toxic vs healthy) for youth with I/DD in foster care and the role of the facilitator"
  - June 2015: "How facilitators can encourage higher expectations and attitudes for our youth among their support coordinators, case managers and other direct support staff"
  - July 2015: TBD
  - July 2015: TBD

3. *DDD will identify up to 10 youth eligible for DDD services, ages 14-17, to participate in the project, along with their current circle of support.*

DDD identified a total of 15 eligible youth participants in case we were unable to recruit five new youth willing to participate. Nine youth were identified from the Greater Phoenix area; one youth from northern Arizona, and five from southern Arizona. DDD liaisons have played a large role in encouraging participation from DDD support coordinators and DCS 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 and updated in YR2 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 two orientation sessions for newly recruited youth in April in Phoenix and Tucson 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, DCS 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 5 new PCPs for foster youth with DD and conduct follow-up planning sessions.*

We are on track to develop a total of 15 PCPs for this program year which includes plans from YR2 cohort. Ten plans are 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 all plans will be completed by the end of the program year. Our youth participants come from diverse racial and ethnic backgrounds (Caucasian, African American, Hispanic, Native American), as well as from both urban and more rural (Benson, Marana, St. David) areas.

5. *Returning facilitators will complete follow-up sessions with the first two cohorts of youth and their circle of supports throughout Year 3 and update their PCPs.*

Eighteen youth from the first two cohorts are currently participating in the project. Unfortunately, some of the youth who have aged out of the child welfare system chose to refuse all services and is no longer served by DDD or behavioral health, and so we have now way to contact them. Some youth from previous cohorts have moved out of state either to live with extended family or have been relocated to rehabilitative treatment centers, while others have also been incarcerated. We are documenting all youth relocations and incarcerations which prohibit any continued participation in the program.

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 Academy (PYLA)*. PYLA is slated to start in Tucson (DIRECT) on June 4<sup>th</sup> and in Phoenix (ABIL) on June 10<sup>th</sup>. Each PYLA will be held once a week throughout the month of June and July for a total of six weeks (see Attachment B). The Arizona Center for Disability Law has partnered with PYLA to provide a voter rights training as part of one of the workshops. A new component added this year is the incorporation of movement. Mirea Sharif, who owns a pilates and yoga studio, has volunteered to participate in both PYLAs to provide movement and posture exercises that are aimed at empowering individuals. 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. For returning youth who are no longer with DCS or live more independently, we have provided bus passes so that they can attend the PYLAs. The administrative assistant will send 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. Interviews are scheduled to take place in June and July. 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. This year we were also able to share data through conference presentations and future publications with the greater disability and academic communities:

- The project director, program evaluator and DDD liaison presented a session at the Evidence-based Practice on Disability Disciplines Conference entitled, "*Person-Centered Planning: Creating a 'Picture of a Life' for*

*Foster Youth with Intellectual and Developmental Disabilities Transitioning to Adulthood,*” in Flagstaff, AZ on October 3, 2014.

- The project director presented a poster on behalf of the project team entitled, *Creating a "Picture of a Life": Empowering and Supporting Foster Youth with Intellectual and Developmental Disabilities toward Positive Futures*, in the “Improving the Hand-off: A Collaborative Approach to Transitions throughout the lifespan” AUCD Unleashed: The Power of Engagement Poster Symposium at the 2014 AUCD Annual Conference and Meeting, Washington, DC on November 10, 2014.
- Both of these presentations are available at [https://www.researchgate.net/profile/Jacy\\_Farkas](https://www.researchgate.net/profile/Jacy_Farkas).

## 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: 21 in YR3
  - Number of facilitators recruited to project: 6 new of the 21 trained in YR3
  - Number of ongoing trainings (webinars with Michael Smull): 4 scheduled in YR3
- Develop and support implementation of PCPs for foster youth with DD
  - Number of current youth participants: 33 total from YR1-3
  - Number of plans completed: 25 for the entire program; 5 in YR3
  - Number of plans currently in process: 10
- Support youth to attend self-advocacy & determination workshops
  - Number of youth attending workshops: TBA – workshops starting this month

### *Measureable Outcomes from YR1-2*

Anticipated the following measureable outcomes:

1. 30% of the person-centered plans will have concrete steps for obtaining permanent living arrangements: **67%**
2. 50% of the person-centered plans will have concrete steps to plan for future employment incorporating job exploration and post-secondary education opportunities: **60%**
3. 75% of the youth will be better prepared for life after high school: **71%**

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 for YR3; 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

While ABIL and DIRECT were awarded new contracts with DDD for the self-advocacy workshops, individuals 16 years old or older are allowed to participate. We have discussed pulling together some of their other services (independent living skills and peer support) that allow younger youth to participate; we will be piloting it this year at DIRECT with plans for expanding all PYLAs in the next program to encompass these services.

An additional barrier, that has occurred more than once, is youth transferring to new residential settings or new case managers/support coordinators as we recruit or start planning with them with little notification and response from previous home placements or case managers. We are developing a protocol with our DDD liaisons so that we can be

kept abreast of any major changes with youth in a timely manner. In the meantime, Ms. Kushner has assisted in learning and sharing information on any youth we lose track of and providing new contact information.

#### **Year 4 Project Expansion**

Year 4 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 three years, primarily focusing on continuing to build capacity in the state to support youth with DD in foster care and systemic change.

**Year 4 of Creating a "Picture of a Life"** has five major components:

- Grow the cadre of Person-Centered Planning facilitators and other professionals who work with foster youth with disabilities in order to build system capacity and expertise in person-centered practices and the unique needs of this population. In addition to ongoing facilitator training, targeted training for DDD, education, child welfare and behavioral health professionals on person-centered systems and practices will be offered by project staff and Michael Smull.
- Integrate person-centered planning and practices within the systems (DDD, child welfare, behavioral health, education, vocational rehabilitation) serving youth with developmental and other disabilities, with particular attention to foster youth. A group of stakeholders will be convened to identify pockets of excellence in AZ in order to determine best practices and how to proceed with systems integration.
- Support implementation of person-centered plans for youth with DD in foster care where their preferences are elicited and informal supports are utilized. Follow-up on plan implementation and update plans with youth participants from the cohorts of the first three years. All youth participants will be supported to develop their own health care organizer.
- Support youth to attend self-advocacy, self-determination and peer-support workshops through the Picture YOUR Life Academy 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 three 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. Train 15 new with 5 committed 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 which includes the OCSHCN health care organizer (HCO) curriculum to support the youth and their circle of supports to create HCOs. All participants will receive a copy of *PERSON-CENTERED PLANNING: Pathways to Your Future – A toolkit for anyone interested in Person-Centered Planning*. **Michael Smull will conduct four 2-hour remote video web-conferencing (webinar) sessions** to address challenges and provide technical assistance throughout the year.

2. The project director will work with program partners to build system capacity and expertise in person-centered practices by coordinating trainings to for DDD, education, child welfare and behavioral health professionals. **Michael Smull will conduct in-person trainings over 2-days** on person-centered systems and practices.
3. The project director will convene a group of stakeholders from relevant service systems that support foster youth with disabilities (DDD, child welfare, behavioral health, education, vocational rehabilitation) to identify pockets of excellence in Arizona. This group will meet at least 4 times throughout the program year (one of which will include Mr. Smull), and the project director will maintain correspondence with workgroup members to determine best practices and how to proceed with systems integration. The group will identify one particular system to implement person-centered practices that can benefit all youth, but with particular attention to foster youth with disabilities. The project team will produce a document based on the workgroup activities and findings at the end of the program year.
4. The target is to complete a total of 35 plans with at least one year of followup since the beginning of the project (YR1). Given the challenges and barriers associated with this population, we intend to complete 20 plans with at least one additional year of follow up. To maintain a level of continuity for the first three cohorts of youth, the project director will confirm participation of facilitators from all previous program years by having them complete new contracts. Returning facilitators will complete 2-3 follow-up sessions with the previous cohorts of youth and update their PCPs, as well as assist them to create a Health Care Organizer if necessary. Facilitator's conducting follow up sessions and updating PCPs for Year 1 – 3 youth will receive a stipend of \$200 per updated plan to compensate for the facilitator's time and travel for follow up sessions.
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 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.
6. 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 (PYLA)* in Phoenix or Tucson during the summer months of the program year. PYLA will be opened to all youth who are eligible for DDD and DCS services regardless of their participation in the PCP project. We also intend to expand the PYLA curriculum to include peer support, independent living skills, and development of health care organizers. Peer support can be a powerful component for our youth since they may have limited, if any, family support. We will also work with all program partners to determine how we can implement a peer mentoring/support aspect between youth in care and those who have exited care.
7. Project evaluation will occur as outlined below.  
The objectives are measureable 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 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 the end of the program year post follow-up sessions. 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 youth will be administered the same written post survey modified in YR3 that assesses: 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. Additionally, we will continue to track and measure the desired long term outcomes for participants as they age out of the child welfare system which include questions to more closely track plan implementation and post transition activities (living arrangements, employment, postsecondary education, judicial detainment, risk behaviors, health, etc.). 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 (e.g. CFT, ISP, IPE, IEP) and PCPs by an independent third-party reviewer who does not know any of the participants to ensure unbiased and consistent reviews. The reviewer will compare youth service plans developed pre and post PCP development, and determine whether a youth's PCP is reflected in their most recent service plan. This will provide valuable information in determining how to create systems change and integration of person-centered planning and practices within the various service systems.

Lynne Tomasa, PhD, and Jacy Farkas will be responsible for the evaluation plan, which includes data collection and analysis, and data reporting. 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. Continued funding will allow us to continue to collect data, track transition outcomes and determine the impact of this program (PCP and workshops) for this population. Additionally, it will allow us to make a more concentrated effort towards systemic change and sustainability.

## 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. This program year has targeted efforts to integrate person-centered planning and practices within the service systems that support this population as describe above in “Methodology”.
- *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 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 third program year and collecting enough data, 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. So far, we have been able to leverage existing resources each year through our collaborative partnerships with provision of in-kind support.

## Collaborative Partnerships

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

As mentioned in the Year 3 Overview, DDD has been integral to the success and momentum of this project. DDD Child Welfare Administrator, Melissa Kushner, continues 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 were hired and 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 providing updated contact information for the 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"* will continue its partnership with the Arizona Department of Health Services' Office of Children with Special Health Care Needs. 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 their continued 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. In recent meetings, OCSHCN has committed to providing health care organizers for all POL and PYLA participants beyond this program year.

OCSHCN will partner with the POL project to provide all materials needed to develop the health care organizers for youth participants, as well as any youth who participate in the PYLAs. 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, Katherine Levandowsky, will be the main liaison for this collaboration. OCSHCN participation is all in-kind.

#### 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 POL participants, in addition to youth enrolled in DDD and DCS services during Year 4. The Project Team and ILC liaisons will evaluate and determine best course of action to deliver the academies more effectively during Year 4 based on success and lessons learned in Year 3. 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 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. 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. 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 previous program years, Michael Smull has committed to providing two remote webinar sessions via video web-conferencing with facilitators throughout project Year 4 to address any challenges and provide technical assistance. Additionally, he will travel to Arizona to provide trainings on person-centered systems and practices to DDD, education, child welfare and behavioral health professionals. Mr. Smull will be paid as a consultant (see Budget and Budget Narrative beginning pg. 14).

#### Independent third-party reviewer, Consultant (TBD)

A consultant will be procured to conduct reviews and assessments of youth PCPs compared to their other service plans (e.g. DDD – ISP, DCS – CFT, VR – IEP, Ed – IEP). We will seek an individual who has expertise in evaluation, with preference for someone familiar with the relevant service systems. The individual 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 project director has informally convened a group of researchers and project directors from three other states (NY, OR, FL) to share information and lessons learned from their respective projects supporting foster youth with disabilities. We hope to build collaborative relationships in order to seek national funding and any other potential projects that would benefit from multiple sites.

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 Department of Child Safety (DCS – formerly DES/DCYF) which has recently had another change in leadership and the Behavioral Health System. 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 fourth year, the Sonoran UCEDD will 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*, (0.37 FTE) will serve as Principle Investigator/Project Director and assume overall responsibility for the project. Specifically, she will coordinate all 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. Ms. Farkas has expertise in person-centered planning and practices, as well as experience in project implementation and evaluation. Ms. 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*, (0.05 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.

*Sacha Cueto, Administrative Assistant*, (.05 FTE) will assist the project team in setting up meetings and trainings, compiling and filing of project materials, sending out routine correspondence, 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, 2015 – July 31, 2016

Creating a "Picture of a Life" for Transitioning Youth with DD in Foster Care – Year 4													
Objectives and Activities	Responsible Party	Completion of Activity by Month											
		A	S	O	N	D	J	F	M	A	M	J	J
<b>Grow the cadre of Person-Centered Planning facilitators by training new facilitators and providing support during planning process</b>													
Renew contracts with returning facilitators from years 1 – 3	Jacy Farkas/ Sacha Cueto												
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/ Sacha Cueto												
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	Jacy Farkas/ Melissa Kushner												
Coordinate logistics for 2-hour remote web-conferencing sessions with Mr. Smull	Jacy Farkas/ Sacha Cueto												
Conduct 2 remote web-conferencing sessions with new and returning facilitators	Michael Smull/ Jacy Farkas												
<b>Train other professionals who work with foster youth with disabilities in order to build system capacity and expertise in person-centered practices and the unique needs of this population</b>													
Make arrangements for trainings on person-centered systems and practices (scheduling, venue reservation, preparation of training materials, coordination of logistics, etc.)	Jacy Farkas/ Michael Smull/ Sacha Cueto												
Conduct in-person trainings with DDD, education, child welfare and behavioral health professionals	Michael Smull/ Jacy Farkas												
Hold a workgroup in-person meeting with Michael	Jacy Farkas/Workgroup/												





**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 4)

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	26,060			26,060
Fringe Benefits	7,780			7,780
Supplies / Operating Expenses	16,442			16,442
Travel	3,486			3,486
Rent or Cost of Space				-
Contracted Services / Professional Services	11,110			11,110
Administrative / Indirect Costs	7,208		27,177	34,385
<b>Total Costs</b>	<b>72,086</b>	<b>-</b>	<b>27,177</b>	<b>99,263</b>

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

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

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

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

\_\_\_\_\_  
Phone Email

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

Principal Investigator/Program Director (Last, First, Middle)

Farkas, Jacy K.

DETAILED BUDGET						FROM	THROUGH			
						08/01/15	07/31/16			
PERSONNEL						DOLLAR AMOUNT REQUESTED				
NAME	ROLE ON PROJECT	TYPE APPT. (months)	% EFFORT ON PROJ.	PERSON MONTHS	INST. BASE SALARY	SALARY REQUESTED	FRINGE BENEFIT	TOTAL	ERE RATE	
Jacy Farkas	Principal Investigator	12	0.37	4.440	53,000	19,610	5,608	25,218	0.286	
Lynne Tomasa	Program Evaluator	12	0.05	0.600	95,000	4,750	1,359	6,109	0.286	
Sacha Cueto	Administrative Assistant	12	0.05	0.600	34,000	1,700	813	2,513	0.478	
SUBTOTALS			0.47	5.64		26,060	7,780	33,840		
CONSULTANT COSTS										
Michael Smull						5,250				
TBD: third-party reviewer for service plans and PCP						5,250				
Spanish/ASL Translation						610		11,110		
EQUIPMENT (Itemize)										
SUPPLIES (Itemize by category)										
Folders, paper, pens						500				
Printing (training materials & toolkits)						700				
Postage (surveys)						150				
								1,350		
TRAVEL										
Project staff & youth travel						3,486				
								3,486		
PATIENT CARE COSTS		INPATIENT								
		OUTPATIENT								
ALTERATIONS AND RENOVATIONS (Itemize by category)										
OTHER EXPENSES (Itemize by category)										
Research Computing Service						451				
Facilitator Stipends						13,250				
Meeting Rooms						520				
Refreshments						700				
WebConferencing Service & Support						171				
								15,092		
SUBTOTAL PRIME INSTITUTION DIRECT COSTS								64,878		
CONSORTIUM/CONTRACTUAL COSTS								DIRECT COSTS		
SUBTOTAL DIRECT COSTS FOR BUDGET PERIOD								64,878		
CONSORTIUM/CONTRACTUAL COSTS								FACILITIES AND ADMINISTRATIVE COSTS		
TOTAL DIRECT COSTS								64,878		
INDIRECT COSTS							11.11%	7,208		
TOTAL COSTS								72,086		

ADDPC Creating a "Picture of a Life" for Transitioning Youth with DD in Foster Care  
 Matching Support  
 08/01/15 - 07/31/16

Forgone Indirects:

University of Arizona rate	53.00%
Stipulated rate per award	11.11%
IDC rate forgone	41.89%
Direct Costs	64,878
Forgone indirect costs	<u>\$ 27,177</u>

Required match	<u>\$ 18,022</u>
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Total Requested	\$ 72,086	73%
Match	<u>\$ 27,177</u>	27% Required minimum of 25%
Total Program	<u>\$ 99,263</u>	

**DRAFT**

**Budget Narrative and Justification**  
**Sonoran UCEDD – Creating a “Picture of a Life” for Transitioning**  
**Youth with DD in Foster Care (Year 4)**  
**August 1, 2015 – July 31, 2016**

**Personnel**

**Jacy Farkas, MA ( 4.44 person months funded / .37 FTE \$25,218 )** 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 ( 0.6 person months funded / .05 FTE \$6,109 )** 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.

**Sacha Cueto ( 0.6 person months funded / .05 FTE \$2,513 )** 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**

**(\$1,350)** - Printing/copying of training materials and toolkits (\$700); folders, pens, paper, and general supplies for facilitators and staff (\$500); Postage – mailings to youth and facilitators for surveys (\$1 per mailing X 150 items = \$150)

**Travel**

**In state (\$3,486)** – it is anticipated that project staff will travel to the Smull trainings and meetings in Phoenix (232 miles roundtrip 15 trips X X \$0.445 per mile = \$1549), in southern AZ – Sierra Vista, Benson, Nogales (150 miles roundtrip X 5 X \$.445/mi = \$334), in Prescott (432 miles roundtrip X 4 X \$.445/mi = \$769). Accommodations (hotel \$150) and per diem (\$54 daily rate for meals) for project staff during 2day trainings – \$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 \$21/youth x 30 youth (YR 1 – 3 cohorts) – \$630

**Other – (including Contracted/Professional Services)**

**Consultant (\$10,500)** – Michael Smull, national expert in person-centered practices, will present all facilitator training and subsequent webinar sessions. For the 2 day in-person training: consultant fee \$1500/day x 2days = \$3000; transcontinental travel and accommodations \$1500. For the 2 hour webinars – consultant fee \$375/2hrs x 2 sessions = \$750. (\$5,250)  
A consultant will be procured to conduct reviews and assessments of youth PCPs compared to their other service plans (e.g. DDD – ISP, DCS – CFT, VR – IEP, Ed – IEP) at \$150 per youth X 35 = \$5,250.

**Facilitator Stipends (\$13,250)** – compensation for plan facilitation – Follow-up for YR 1 – 3 participants: \$200 per updated plan \$200 x 35 plans = \$7000. In addition to plan facilitation, reimbursement to cover facilitator travel to attend planning meetings: \$250 avg X 25 facilitators = \$6,250

**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 (\$1,220)** – Small trainings: meeting space at Disability Empowerment Center or similar venue (\$260/day X 2 = \$520) and meals (\$400) for 2-day trainings. Youth self-advocacy/determination workshops: snacks and beverages (\$300).

**Research computing service costs (\$451)** 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 (\$171)** – FCM Informatics Group support services for the 2 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 = \$156. Teleconference bridge for webinars – long distance \$0.06/minute x 2hr/webinar = \$15

**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:** \_\_\_\_\_

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

# Picture YOUR Life Academy

## SELF-ADVOCACY & DETERMINATION WORKSHOPS

Join us for a fun, 6 week series! Register by June 1<sup>st</sup>

### 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, as well as movement to empower through the body:

- 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?

DIRECT Center for Independence Conference Room  
1001 N. Alvernon Way  
Tucson AZ 85711  
520.624.6452

### When?

Thursdays from 2:30 – 4:30 pm  
June 4, 11, 18, July 2 & 9 with special events on July 16<sup>th</sup>

### What will you get?

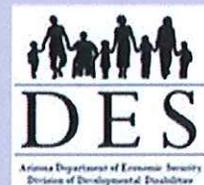
In addition to learning new skills, we will provide:

- Drinks and snacks at every session
- Supplies: paper, pens, markers, flip charts, etc.
- Certificate of participation for attended 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](mailto:jkbell@email.arizona.edu) or 520-626-2207

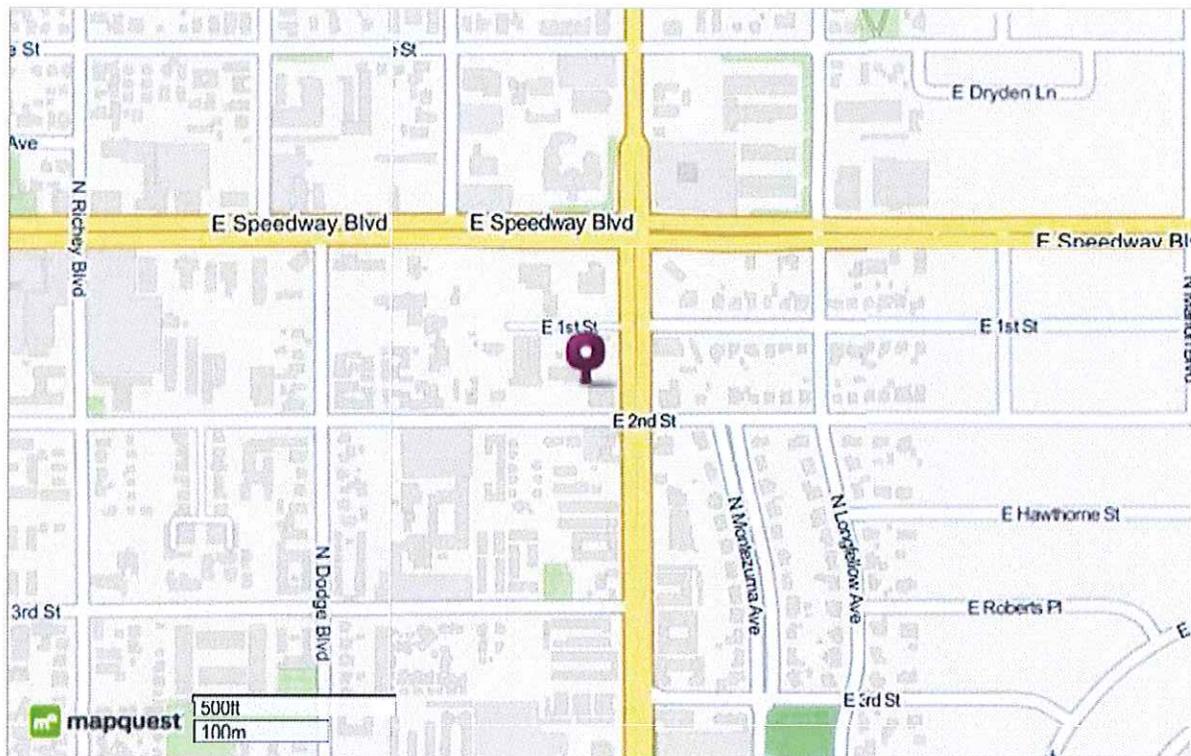
Brought to you by:



**DIRECT Center for Independence  
Conference Room**

**1001 N. Alvernon Way  
Tucson, AZ 85711**

For Directions: <http://www.mapquest.com/#bad2abee727b1f0ee37d047b>



# Picture YOUR Life Academy

## SELF-ADVOCACY & DETERMINATION WORKSHOPS

Join us for a fun, 6 week series! Register by June 5<sup>th</sup>

### 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, as well as movement to empower through the body:

- 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 from 11am – 12:45pm  
June 10, 17, 24, July 1, with special events on July 8<sup>th</sup>

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

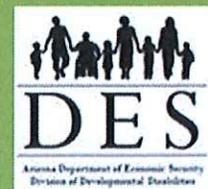
### How to Register or get more information?

Contact Jacy Farkas at [jkbell@email.arizona.edu](mailto:jkbell@email.arizona.edu) or 520-626-2207

Brought to you by:



**SONORAN UCEDD**  
University Center for Excellence in Disabilities  
Education, Research and Service  
Expanding Possibilities – Enhancing Independence



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

# Disability Empowerment Center – ABIL Conference Room 2 (Ground Floor)

5025 E Washington Street  
Phoenix, AZ 85034

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

