

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 four years to improve outcomes for foster youth with developmental disabilities (DD). We will continue to collaborate with youth with developmental disabilities who are transitioning out of foster care, their families/foster families, the foster care system, and other stakeholders to decrease barriers to successful transition to adulthood through outreach, person-centered planning, education, linkage to community resources, and community engagement. 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 5 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 four 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 new and 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. The PCP stakeholder group will continue to convene and 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. Up to 10 new youth will be recruited to the program and complete a person-centered plan; and follow-up on plan implementation and update plans with youth participants from the cohorts of the first four 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 4 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 4.

Training and Support of PCP Facilitators

The program has 10 active facilitators and a total of 19 who are connected to the project but cannot facilitate at this time due to personal obligations. 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 convenes periodic teleconferences with facilitators to report on the status of the planning process and share concerns/challenges they would like addressed during the following webinar. Michael Smull provides technical assistance to the project and facilitators through webinars which are archived on the facilitator web forum:

- November 20, 2015: "The Importance of the Environment"
- January 6, 2016: "Encouraging Higher Expectations and Attitudes"
- March 8, 2016: "Trauma informed care and approaches"
- May 12, 2016: "Loneliness and isolation and the impact on health for our youth"
- July webinar rescheduled to September 2016: "One page profiles"

Supporting Youth to Complete PCPs and Gain Knowledge/Skills to Prepare for Adult Living

The main focus for this year was to continue to follow up with youth from previous cohorts and complete plans with youth. Since the project's first year, there have been 35 youth connected to the project with 28 plans completed. Eighteen youth continue to participate from previous cohorts; there have been significant challenges to keeping youth engaged with the project (see below). In addition to completing plans with youth, they are invited to participate in the *Picture YOUR Life Academy* (PYLA) at either DIRECT Center for Independence (Tucson) or Ability360 (Phoenix). 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. Additionally, some teams advised, due to current behaviors and instability, it wasn't the appropriate time for them to participate. Based on lessons learned and participant feedback from last year's PYLA, we extended the Academy to 8 weeks and opened the summer academy to all transition-age youth with disabilities with priority registration and access to youth with DD in foster care. We also piloted some new and expanded components (nutrition, peer support, employment) at DIRECT where two sessions were held weekly. The independent living centers and the project team plan to meet at the end of August to discuss this year's PYLAs and how we want to proceed for future academies.

- Ability360: Every Wednesday 6/8 – 7/27/16 for 1.5hrs – 3 youth
- DIRECT Center for Independence: Every Tuesday & Thursday 6/14 – 8/2/16 for 1.5hrs – 6 youth

Integration of person-centered planning and practices within the systems

In the effort to implement systems integration of person-centered planning and practices, we held a 1-day training in June with Michael Smull, *Youth to Adult Transition: Person-Centered Planning & Cross Systems Coordination*, in Phoenix which was attended by 50 educators and professionals from DDD, DCS (child welfare), Vocational Rehabilitation (VR), behavioral health, and independent living centers. Based on the feedback provided by attendees, we have decided to open the final webinar with Mr. Smull on 1-page profiles to those who attended this training. Additionally, a PCP and Transition stakeholder workgroup was convened to further the use of PCP and practices in youth to adult transition across the state. Stakeholders include representatives from state agencies who work with youth with developmental and other disabilities, with particular attention to foster youth: DDD, DCS, VR, behavioral health, independent living council, AHCCCS, and department of education. The workgroup held one regular meeting (May) and had a half-day (June) strategic planning meeting facilitated by Michael Smull to discuss a coordinated effort regarding the future of PCP in Arizona. The workgroup committed to meeting monthly by phone and in-person quarterly beginning in August.

Project Evaluation

Project staff reviewed evaluation instruments and completed initial data collection. Participating facilitators and youth completed consents and pre surveys. Post surveys will be administered in August and September followed by data

analysis. A summary report of findings will be provided at the end of the program year. We identified a researcher at the University of Arizona, Julie Armin, to conduct the youth plan reviews. This year, an initial literature review was conducted in order to develop the protocol (drafted) to pilot the reviews and finalize the protocol in the next project year. This year we were also able to share data through a conference presentation and a webinar with the greater disability and academic communities:

- The project director organized a multi-state panel presentation entitled, *Supporting Youth with Intellectual/ Developmental (I/DD) and other Disabilities in Foster Care: Examples from the field*, and presented on behalf of the project team about the Picture of a Life project as part of the panel at the 2015 AUCD Annual Conference and Meeting, Washington, DC on November 17, 2015 to 25 attendees.
- The project director, along the DDD and DCS liaisons presented a webinar, *Aging out of Foster Care – Challenges and Options*, hosted by NAU's Institute for Human Development and the ADDPC on August 10, 2016 to 55 attendees which highlighted the "Picture of a Life" project.

Challenges

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. It takes a considerable amount of time to gain trust and get buy-in from the youth to choose to participate and complete the planning process. Additionally, changes in case management and residential placement, as well as transfers to adult units within DDD upon turning 18, resulted in plans taking longer to complete. 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 no 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. We are documenting all youth relocations and incarcerations which prohibit any continued participation in the program.

Year 5 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 four years, primarily focusing on continuing to build capacity in the state to support youth with DD in foster care and systemic change.

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- 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 new and 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. The PCP stakeholder group will continue to convene and 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. Up to 10 new youth will be recruited to the program and complete a person-centered plan; and follow-up on plan implementation and update plans with youth participants from the cohorts of the first four 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 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 two **2-day trainings on ELP & POL** (fall and spring) 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. Each of these trainings will be in new geographic locations in the state, and one of the trainings will be targeted specifically to build capacity on Native American reservations to build capacity and ensure cultural competency when planning with youth from tribal communities. 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 one 2-hour remote video web-conferencing (webinar) session and project staff will conduct 3 webinars – a total of four webinars** – 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. There will be a concerted effort to provide trainings to professionals related to the child welfare system – DCS units for permanency and team decision making, as well as Court Appointed Special Advocates (CASAs) – to infuse person-centered thinking and practices within the child welfare system.
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 in-person throughout the program year and remotely on a monthly basis (one of which will include a webinar with 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. 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. 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 and Coordinator 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 previous 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 their circle of supports throughout Year 5 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 – 4 youth will receive a stipend of \$200 per updated plan to compensate for the facilitator’s time and travel for follow up sessions.
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 Ability360 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.
9. Project evaluation will occur as outlined below.

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 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 the identified UA researcher 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. We will also conduct additional in-depth interviews with 7 facilitators and 7 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.

Jacy Farkas will be responsible for the overall evaluation plan, which includes data collection and analysis, and data reporting. Dr. Tomasa will conduct the interviews, and Dr. Armin will conduct the 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 Inclusion Goal to motivate communities to include people of all ages who have DD in all aspects of community life. This project meets the Council's targeted disparity requirement, in that we are collaborating with youth with developmental disabilities who are transitioning out of foster care, their families/foster families, the foster care system, and other stakeholders to decrease barriers to successful transition to adulthood through outreach, person-centered planning, education, linkage to community resources, and community engagement. 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.

Collaborative Partnerships

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

As mentioned in the Year 4 Overview, DDD has been integral to the success and momentum of this project. The DDD Protective Services Liaison 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.

Arizona Department of Child Safety (DCS)

The DCS state coordinator for Independent Living serves as the project liaison for DCS, and provides input on project design and collaborates with agency and community partners to provide person-centered planning to youth transitioning from the child welfare system to “adult” life. In addition to sharing resources with the Project Team, the DCS liaison works with the Team to create “in-roads” with DCS to integrate person-centered planning and practices to 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’s 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 in five year intervals, 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. 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: Ability360 & DIRECT Center for Independence

The Project Team will continue to work with the two largest state ILCs, Ability360 (Phoenix) and DIRECT Center for Independence (Tucson), as they currently provide self-advocacy and self-determination trainings in addition to youth transition services. Ability360 (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 all transition-age youth with disabilities during Year 5. The Project Team and ILC liaisons will evaluate and determine best course of action to deliver the academies more effectively during Year 5 based on success and lessons learned in Year 4. 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 and stakeholder group throughout project Year 5 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 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 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 fifth 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, (0.35 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 oversee the development and implementation of 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.

Program Coordinator, TBH, (.35 FTE) will work closely with Ms. Farkas to recruit and coordinate youth participation, continued engagement with youth guardians and case managers, and tracking of plan completion. This position 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. The project intends to hire an individual who is familiar with both service systems and person-centered practices.

Lynne Tomasa, PhD, (0.03 FTE) will serve as an Evaluator on the project. She will work closely with Ms. Farkas in completing and analyzing participant interviews. Dr. Tomasa is experienced at program development and implementation, including extensive research experience, particularly with qualitative methods. 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.

Julie Armin, PhD, (0.05 FTE) will serve as an Evaluator on the project. She will work closely with Ms. Farkas and student interns in implementing the plan comparisons and reviews of the youth participants (PCPs and service plans) and manuscript development. Dr. Armin is experienced at program development and implementation, including extensive research experience and development of manuscripts for publication.

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. We have two interns lined up to work with the project should we receive continued funding; one is an upper division undergraduate student, and the other is a medical student in his final year and parent of a young child with DD who will work closely with Dr. Armin to conduct the plan comparisons.

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 5)

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	45,450			45,450
Fringe Benefits	15,863			15,863
Supplies / Operating Expenses	16,794			16,794
Travel	5,102			5,102
Rent or Cost of Space				-
Contracted Services / Professional Services	1,610			1,610
Administrative / Indirect Costs	8,482		36,896	45,378
Total Costs	93,301	-	36,896	130,197

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

DDPC_PCP Budget YR5
Matching Support

ADDPC Creating a "Picture of a Life" for Transitioning Youth with DD in Foster Care
Matching Support
10/01/16 - 09/30/17

Forgone Indirects:

University of Arizona rate	53.50%
Stipulated rate per award	10.00%
IDC rate forgone	<u>43.50%</u>
Direct Costs	84,819
Forgone indirect costs	<u>\$ 36,896</u>

Required match \$ 23,325

Total Requested	\$ 93,301	72%
Match	<u>\$ 36,896</u>	28% Required minimum of 25%
Total Program	<u>\$ 130,197</u>	

Budget Narrative and Justification**Sonoran UCEDD – Creating a “Picture of a Life” for Transitioning Youth with DD in Foster Care (Year 5)****October 1, 2016 – September 30, 2017****Personnel**

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

Jacy Farkas, MA (4.2 person months funded / .35 FTE \$19,950) 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.

TBH, MSW (4.2 person months funded / .35 FTE \$18,900) will serve as Program Coordinator. This position will work closely with Ms. Farkas to recruit and coordinate youth participation, continued engagement with youth guardians and case managers, and tracking of plan completion. This position 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.

Lynne Tomasa, PhD, MSW (0.36 person months funded / .03 FTE \$2,850) will serve as a Program Evaluator on the project. She will work closely with Ms. Farkas in completing and analyzing participant interviews. Dr. Tomasa is experienced at program development and implementation, including extensive research experience, particularly with qualitative methods. She has worked with older families with developmental disabilities on issues of transition, housing and legal options.

Julie Armin, PhD (0.6 person months funded / .05 FTE \$3,750) serve as a Program Evaluator on the project. She will work closely with Ms. Farkas and student interns in implementing the plan comparisons and reviews of the youth participants (PCPs and service plans) and manuscript development. Dr. Armin is experienced at program development and implementation, including extensive research experience and development of manuscripts for publication.

Fringe Benefits

University fringe benefits rates are based on employee classification – UA Employees Full-Benefit (34.9% ERE rate):

Jacy Farkas, MA (4.2 person months funded / .35 FTE \$6,963)

TBH, MSW (4.2 person months funded / .35 FTE \$6,596)

Lynne Tomasa, PhD, MSW (0.36 person months funded / .03 FTE \$995)

Julie Armin, PhD (0.6 person months funded / .05 FTE \$1,309)

Supplies

(\$1,389) – 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); Evaluation related software license – InqScribe for digital transcription (\$39)

Travel

In state (\$3,276) – it is anticipated that project staff will travel to the facilitator 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 20 youth (YR 1 – 4 cohorts) – \$420

Out of State (\$1826) – project staff will present about the project and its evaluation at the American Evaluation Association (AEA) Conference: registration (\$300), airfare to Atlanta, GA (\$450), hotel accommodations (\$210/night x 4nights = \$840), per diem (\$59 daily rate for meals x 4 = \$236)

Other – (including Contracted/Professional Services)

Consultant (\$1,000) – Michael Smull, national expert in person-centered practices, will present all facilitator training and subsequent webinar sessions. For the 2 hour webinars – consultant fee \$500/2hrs x 2 sessions = \$1000.

Facilitator Stipends (\$13,750) – compensation for plan facilitation – Follow-up for YR 1 – 4 participants: \$200 per updated plan \$200 x 30 plans = \$6000. New plans: \$400 per plan \$400 X 10 = \$4,000. In addition to plan facilitation, reimbursement to cover facilitator travel to attend planning meetings: \$250 avg X 15 plans = \$3,750

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 (\$1,520) – 2 Facilitator Trainings: meeting space (\$260/day X 2 = \$520) and meals (\$500) for 2-day trainings. Professional trainings: refreshments (\$200). Youth self-advocacy/determination workshops: snacks and beverages (\$300).

WebConferencing Service & Support (\$135) – FCM Informatics Group support services for the 3 remote video webinar sessions UCEDD staff will conduct throughout the project year – 3 hours for technical support and post-production editing of recordings per webinar X \$30/hr = \$90. Zoom webinar subscription service at \$15/month x 3 = \$75

Indirect Charges

Requesting Indirect Costs of 10% of the total project.

Match

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

Authorized Signature: _____

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.