EXECUTIVE COMMITTEE
Thursday, May 21, 2020
3:45 P.M. – 5:00 P.M.
Video Conference

MINUTES

The Executive Committee meeting of the Arizona Developmental Disabilities Planning Council (ADDPC) was convened Friday, May 21, 2020 via video/teleconference. Notice having been duly given. Present and absent were the following members of the ADDPC.

Members Present
John Black, Chairperson, Telephone
Melissa Van Hook, Vice-Chair, Telephone
Scott Lindbloom, Telephone
J.J. Rico, Telephone
Jason Snead, Telephone
Monica Cooper, Telephone

Staff	Guests
Erica McFadden, Executive Director	
Marcella Crane, Staff	
Lani St. Cyr, Staff	
Michael Leyva, Staff	

A. Call to Order/Welcome

Chairperson John Black welcomed everyone to the Arizona Developmental Disabilities Planning Council (ADDPC or Council) Executive Committee meeting. The meeting was called to order at 3:45 pm. Roll call and participant introductions were completed.

B. Minutes from March 13, 2020

Chairperson John Black asked members if they had a chance to review the minutes and if there were any changes. Motion was made to approve the minutes by Monica Cooper and seconded by Jason Snead. The motion unanimously carried.

C. Fiscal/Contract Update

Lani St. Cyr notified the members the Administration for Community Living has issued a 12-month no cost award extensions for fiscal years (FY) 2018, 2019, and 2020 affecting the obligation, project period, liquidation and final reporting of these funds.

An overview was given of the three financial documents starting with the ADDPC Financial Update, which showed there is approximately $311,500 in FY 2018 funds remaining to be spent by the end of September 2021. For FY 2019 the Council has fully obligated the funds by the original September 2020 deadline, but must ensure all work is completed by September 30, 2021. There is approximately $812,200 remaining to be liquidated by September 30, 2022. The Council has received the entire allotment for FY 2020 in the amount of $1,487,423 and has until September 30, 2022 to obligate these funds and complete the projects. The final liquidation period for FY 2020 is September 30, 2023. A correction was noted that under comment number four, the liquidation of funds should read September 30, 2023 rather than 2022.

The Council Funded Project document showed the addition of The Arc of Arizona Covid-19 Small Grants Project based on what was voted on during the last Full Council meeting. The Arc received over 60 proposals and was able to award 21 grants with the $50,000 in funding approved by the Council. The Arizona Community Foundation was also able to contribute funding for this project to allow for another 7 grants to be awarded. Several current contracts have been extended due to Covid-19 and are listed below:

- ASU-Participatory Budgeting - 1 month no cost extension through July 2020
- Arizona Peer and Family- Leadership Trainings -3 month no cost extension through September 2020
- Autism Society of Greater Phoenix-Be SAFE Interactive Screenings-3 month no cost extensions through September 2020
- Sonoran UCEDD- Job Developer/Coach Training- 2 month no cost extension through December 2020
- Sonoran UCEDD-Conference Sponsorship- 3 month no cost extension through September 2020

Finally, the Budget Recommendation document showed items to be funded based on the workplan recommendations. Agenda items to be discussed were highlighted to show the availability of funds and the prior approval of the Council. Two new items were added, the Covid-19 Small Grants and 5-year State Plan Development and the ADA Anniversary has been removed. A column has been added to show FY 2021 funding, currently being estimated at level funding, and shows additional renewal projects reflected in the 2021 workplan.

D. Grants Committee

Sex Abuse Research

Erica McFadden gave an overview of the sex abuse research proposal submitted by the Sonoran Center for Excellence in Disabilities (UCEDD). The purpose of the project is to

conduct research into the ongoing crisis of sexual violence against children and adults with intellectual and developmental disabilities (I/DD) in Arizona and to raise awareness and understanding of the issues with their families and networks of support. Activities for this project include convening a 15-member advisory group, completing a literature review, conducting three different surveys, six focus groups, and six community forums. Registration is limited to 30 individuals for each community forum and 10 individuals for each focus group. The target for the six community forums 180 participants whether they held in-person or virtually. This project will work to integrate the data collected with that of the current research project being conducted by Improvement Assurance Group.

Following completion of the project a final report will be provided as well as new information for the *My House My Home: Real Homes for Real People* in both English and Spanish. In addition, a six-hour online training on sexual abuse and trauma will be developed and offered online for free.

There was further explanation that this project had come under an earlier competitive solicitation that did not require matching funds, but because this proposal is being considered separately it was determined matching funds should be requested for this project.

Grants committee had unanimously approved this request. Chairperson John Black called for a motion to approve the Sex Abuse Research proposal in the amount of $99,829 with matching funds of 25%. Motion was made by Jason Snead; seconded by Melissa Van Hook. J.J. Rico abstained from voting. Scott Lindbloom voted no. The motion carried by a vote of 4 yays (Melissa Van Hook, John Black, Monic Cooper, Jason Snead) 1 nay, and 1 abstaining.

Inclusive Recreation – ASU Renewal
Marcella Crane gave an overview of the Therapeutic and Inclusive Recreation (TIRP) proposal submitted by the Arizona State University. TIRP is an inclusive recreation program that provides students with knowledge and skills to effectively interact with one another through structured recreation-based interventions that promote social interaction skills, communication, problem solving, behavior regulation and physical health. All students engage with and without disabilities as they contribute to inclusive educational and recreation experiences, form friendships and develop a sense of belonging. It is currently focusing on fifth and sixth grade students and taking place at two Title 1 schools, Village Meadow and Madison School District.

The 'WOW Wednesdays' being conducted at Village Meadow consist of four 45-minute therapeutic/inclusive recreation programs provided once a week to 113 students. A total of 56 sessions were held and focused on building social skills, empathy and problem solving. Madison school has had 37 'Rockin' Recess' sessions, which include 2 voluntary 20-minute inclusive recreation programs twice a week during recess and has had 469 participants. Data is being measured with both programs for school connectedness, social and emotional health, and self-determination.

The year two proposal for the project includes continuation of the inclusive recreation program at Village Meadow for fifth and sixth grade students and the training of teachers and staff at Madison School District. They will implement a systematic observation of social interaction and physical activity, conduct pre and post assessments measuring school connectedness, social-emotional health and self-determination of students and streamline surveys for teachers, staff and administration. A toolkit will be developed for sustainable implementation and they will prepare for virtual breakout session as backup plan for Village Meadow. They also intend to publish a book chapter and the interprofessional therapeutic and inclusive recreation service-learning course with be repeated and refined.

The Grants committee had approved this proposal. Chairperson John Black called for a motion to approve the Therapeutic and Inclusive Recreation renewal proposal in the amount of $120,000. Motion was made by Scott Lindbloom; seconded by Monica Cooper. The motion carried.

School Participatory Budgeting – ASU Renewal
Marcella Crane gave an overview of the School Participatory Budgeting proposal submitted by The Center for the Future of Arizona at Arizona State University. The purpose of participatory budgeting is to increase student voice, collaboration and critical thinking while helping youth develop the tools, pathways, and opportunities to contribute to their communities and civic life. It builds cohesion, trust, communication, and solidarity between students, teachers, and school leaders while providing a meaningful democratic process to improve school campus.

In the first year of the project special education (SPED) students at Carson Junior High School, in Mesa, were involved in every aspect of the participatory budgeting process, including forming a steering committee, process design, idea collection, proposal development, deliberation, campus-wide voting and evaluation distribution and collection. There were 281 initial ideas to improve the school which were then categorized and prioritized by the steering committee based on cost, policy, adherence, projected timeline and campus inclusivity and sustainability. The number was then reduced to 21 for a primary vote, which provided meaningful information on common mistakes with the ballot and voting process. The primary vote left five final projects to be campaigned for and voted on. These included a school therapy dog, better bell music, microwaves for student use in the cafeteria, bathroom renovation and filtered water stations. On the day of the final vote, the Maricopa County Recorder's Office provided voting tabulation machines and sample ballots, and the school therapy dog won the final vote, with 328 total votes (303 votes by students).

The second year of the project will continue at Carson Middle School. They will refine and improve the model to increase the impact of inclusive school participatory budgeting. They would like to further empower special education students through offering mentoring roles, ensuring they are part of the steering committee and giving them more opportunity to present and facilitate discussions. The group would like to disseminate the lessons learned

statewide, nationally and internationally through conferences and publications. They also plan on evaluating the program to better understand the impact of school participatory budgeting on students and overall school climate with a focus on inclusivity measures. Chairperson John Black called for a motion to approve the School Participatory Budgeting renewal proposal in the amount of $60,000. Motion was made by Monica Cooper; seconded by Jason Snead. The motion carried.

Encore Employment Project-Renewal
This was tabled pending further clarification from the Grants committee.

AZ Peer & Family Coalition Renewal
Lani St. Cyr gave an overview of the Civic Leadership Training renewal proposal submitted by the Arizona Peer and Family Coalition. The goal of this project is to expand the availability of the Civic Leadership Training to persons with intellectual and developmental disabilities throughout Arizona, specifically with behavioral health care. Participants learn how to share their stories, identify issues that need reform, and strategize to impact change. This coalition is led by individuals with lived experience.

In the first year of the project they updated the Civic Leadership Training curriculum based on feedback shared by presenters and participants. They trained 26 individuals in four trainings in three locations, Maricopa, Mohave, and Navajo Counties. Of the 26 who participated in the training, two have gone on to be instructors. They created pre and post tests to evaluate the training and respond to ideas and feedback. They also organized a statewide coalition list with organizations that impact healthcare delivery in Arizona and provided it to those being trained, to help connect and encourage them to participate on a disability coalition, policy board or governing body. A March training was canceled due to COVID-19, but there is a Zoom meeting scheduled in Coconino County with a physical room as well for those that do not have access. They have translated the curriculum into Spanish and will have their first Spanish training via Zoom in Cochise County in June. This contract has been extended to September 30, 2020 to allow the grant deliverables to be completed.

In year two, they plan on developing and publishing a 'Committee Work and Meeting Rules 101' training that will give participants a greater understanding of how committees work. They will continue to work with their many community partners to recruit participants. The goal is to serve 120-150 individuals with intellectual and developmental disabilities. They will conduct at least two Spanish trainings, one in Pima County, the other in Maricopa. They will host three additional trainings in Maricopa County. Each participant will receive a pre and post-test survey 6 months following the training to identify any self-advocacy efforts.

Chairperson John Black called for a motion to approve the proposal in the amount $10,390 with a revised match amount that meets the 25% requirement. Motion was made by Monica Cooper; seconded by J.J. Rico. The motion carried.

Self-Advocacy Leadership-Renewal
Lani St. Cyr gave an overview of the Equal Native Youth Voices Self-Advocacy Leadership project renewal submitted by Native American Disability Law Center. The purpose of the project is to increase the understanding of legal rights and develop the skills of Native American youths with Intellectual and Developmental Disabilities to speak for themselves, make their own decisions, and advocate within their communities.

In year one, they worked with 26 students in grades 9-12. The focus has been on students in the Exceptional Student Services Program at Greenhill's Academy High School in Tuba City, Arizona. Twelve of the 26 students in the fall semester had previously participated in self-advocacy sessions and decided to continue. Four students from the Equal native Youth Voices attended the National Congress of American Indians Annual Conference in Albuquerque, New Mexico where they presented to 45 peers and they created a video that was shared with other native groups from across the country. They were able to reach a total of 124 self-advocates, family members, peers and professionals.

The curriculum includes self-advocacy, employment and community inclusion, as well as others and is culturally sensitive. Students report increased comfort level in talking about their disability, talking about their IEPs and formulating goals, as well as accommodations.

Last November six students were able to attend and speak at the Navajo Nation Advisory Council on Disabilities and in January, five students attended another advisory council meeting. Students have researched colleges and their accommodation policy as well as the disability resource center. There is incomplete data due to Covid-19, but the fall semester demonstrated the project's ongoing success and they have shifted to producing short videos that can be shared with students and their parents to bridge the gap in previously identified services. The videos will include contact and support information, post-secondary education and employment opportunities, and other transition and legal rights information.

In year two, the project lead will change to Annette Yazzie, a new advocate with the law center based in Flagstaff who is closer to Tuba City and has been working with the current project lead. Another staff member, Hoskie Benally will also be more active in year two of the project and attend classroom sessions. Other staff and support will remain the same.

Students will be involved in any changes to curriculum and partnerships. They will continue their relationship with the Navajo Nation Advisory Council on Disabilities, attend national or regional conferences, and continue to encourage outreach to institutions of higher learning. The project will target 20 students and the evaluation will remain consistent.

Chairperson John Black called for a motion to approve the Equal Native Youth Voices Self-Advocacy Leadership project renewal in the amount of $37,933. Motion was made by Jason Snead and seconded by Melissa Van Hook. The motion carried.

E. Facilitator Selection Discussion

John Black stated that this item will be tabled. The group is refining their proposal and will be re-submitting it for Executive Committee review.

F. Draft 2021 Work Plan

Erica McFadden reviewed the new additions marked in red. She asked that members review the draft and if there is anything missing to share at the full Council meeting. A statement was also added that said activities could be revised due to Covid-19.

G. Data Release Strategies of the CRA

Erica shared that instead of reporting on all of the data in May or June, and the Council is scheduled to meet in September for strategic planning, we would offer a series of short videos by topic, as well as a full report for reference. Committee members were supportive of offering alternative strategies to release the information.

H. Full Council Agenda Review

Tabled items will be removed.

I. Announcements

Scott Lindbloom shared he was able to speak with NACDD and include Councils in the latest federal appropriations requests for $80 million for Covid-19 related activities. It is uncertain if the Councils will receive these funds. There were no other announcements.

J. Adjournment

John Black called for the meeting to adjourn. The motion was made by Scott Lindbloom and seconded by Jason Snead. The motion unanimously carried. The meeting adjourned at 5:01 pm.

Dated this 27th day of May, 2020
Arizona Developmental Disabilities Planning Council