

Five Year Closeout Report 2016 - 2021
University Center for Excellence in Developmental Disabilities (UCEDD)
Five Year Closeout Report to the
Office of Intellectual and Developmental Disabilities (OIDD)

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Five Year Closeout Report. Part 1A. Final Report on UCEDD Accomplishments

Describe the extent to which each goal was achieved by providing qualitative and quantitative information about major accomplishments and outcomes for the five-year time period. It is not necessary to describe all activities implemented to achieve a goal. Instead, you can describe major activities over the five-year period. Where possible, describe the use of capacity building, advocacy, and systemic change activities to achieve a goal.

This section provides a progress report on the UCEDD work plan. Use the work plan from the 5-year application, or the most recently updated workplan submitted with a continuation application, to provide annual updates along with a narrative report of progress for each section of the work plan that has activities planned for the time period. Activities not planned for during the reporting period should not be included in this section.

1:	SONORAN UCEDD 5YR Work Plan Table_Five Year Report FY17-21.pdf
2:	SUCEDD 5YR Report_Overview of Major Accomplishments_FY17-21.pdf

Five Year Closeout Report. Part 1B. Final Summary of Evaluation Results

The UCEDD provides an evaluation plan in its 5-year core grant application. This section will be used to provide a summary report of the results of the evaluation for the full 5-year core grant period of performance.

The Sonoran UCEDD evaluation plan includes the following components: **quantitative** measures (including tracking in NIRS); **qualitative** measures (such as our satisfaction surveys, data collection on outcomes, interviews, staff meetings, and supervisor reviews); review of our progress in achieving our **logic model outcomes; specific project evaluations; and CAC review** of progress under the five year plan.

NIRS Data: All staff have received training from our data coordinator on how to collect required data points and to input that data into NIRS. Our data coordinator reviews all data entry and assists staff as necessary to ensure accuracy in the process. Center Director performs spot reviews in the system periodically and works with the data coordinator on areas where data is incomplete or inexact. In planning for our annual reports, both the data coordinator and the Center Director review all NIRS summative data for both accuracy and to determine if outputs contained within our five year plan have been met. Where satisfaction data is present, Center Director reviews to determine if program or activity is meeting standards for participant satisfaction. Each year we tracked our progress on numerical goals and objectives through NIRS. Those numerical short-term outcomes are reported as part of the table submitted in this report (Part 2). Numerical evaluation is supplemented by surveying trainees, program participants, and individuals attending our trainings on satisfaction with information/content and how we can make our programs and trainings better. The satisfaction data is part of this report. Examples of qualitative evaluation of programs and trainings include our exit surveys with trainees (questions on how to improve program); community training surveys (questions on format, topics in future); and our annual survey seeking feedback from the community on their experiences with our center.

Annual Feedback Survey: Our annual survey was completed by more than 215 community members over the last five years who identified as persons with disabilities, family members and caregivers, university and K-12 school personnel, service and health care providers, state agency personnel, students, and others. Respondents

overwhelmingly agreed that:

- our website is a valuable resource for information related to disability issues
- our website, publications and communications are accessible
- our Center is a valuable resource for professional development and technical assistance related to disability focused career
- our Center is a valuable resource for academic opportunities and leadership training related to a disability focused career

Community Advisory Evaluation: During the past five years, the Sonoran UCEDD Community Advisory Council met, on average, three times every year. At each meeting, a review of the five year plan was a standard item as well as a more thorough review of specific goals and objectives by the CAC. With the transition to a new Executive Director and our plan for increased diversity and cultural/linguistic competence, we took the opportunity to grow and restructure our CAC. The CAC Planning Committee recruited new members from diverse communities across the state, including those that were not disability focused, resulting in membership more than double in size with increased stakeholder representation from people disabilities, Native American/Tribal and Spanish-speaking communities. In addition to typical CAC activities, members advised specific Center initiatives. . For example, CAC members are part of our diversity/cultural competence workgroup, Fetal Alcohol Syndrome Disorder planning initiative, Pre-Employment Transition Services project, Autism STEM careers pilot development, and aging programs workgroup. Additionally, a parent CAC member assists in the development of our inclusive programming initiative with the local zoo.

During this past fiscal year, the CAC concentrated on developing the next five year plan for the SUCEDD. The CAC reviewed where we are currently on our five year plan and what we need to do to complete it by June 2021. The CAC was actively involved in both the identification of community needs and framing goal areas and activities for our five-year work going forward. CAC members engaged in lively discussion sharing their ideas, experiences, and suggestions to frame our work. Participants first reviewed our previous years work, reflected on the accomplishments, and shared what was still needed in each priority area, brainstormed additional focus areas of importance, and communicated their perspectives regarding new and emerging issues that should be addressed. A polling of the top three areas of need in Arizona resulted in a variety of responses with employment, advocacy/self-advocacy, transition, and aging being the most frequently reported. Members also contributed their ideas on how the workplan should be approached, other data sources to include, and additional information to inform the needs assessment. Follow-up communications were conducted to gather recommended information from CAC stakeholder representatives. A review of CAC member input and other needs assessment information generated the following four thematic areas: 1) Opportunities and personal life outcomes across the lifespan, 2) Inclusive and equitable access, 3) Community connections and relationships, and 4) Career and workforce development.

The CAC reviewed the themes and insured they were reflective and inclusive of their perspectives. Topical areas crossed over and intersected in each of the thematic areas including aging, community living and participation, employment, health, leadership, and youth transition. Participants identified an area of interest and broke into smaller groups to further explore needs, generate activities, and look at relationships between topical and thematic focus areas. Workgroups were established in each priority area with a staff lead and CAC representatives to discuss and frame the objectives and activities. Each workgroup identified and prioritized activities for the UCEDD to undertake in the next funding cycle. The groups indicated the needs each activity addresses with data source; whether the activity was based on previous center work, was new and based on current need, or was addressing an anticipated emerging issue; resources required to complete the activities; and how the activities might be measured. The SUCEDD developed our 2022-2026 workplan based on the

workgroup recommendations. Periodically, the larger CAC came together to revisit the overall plan and provide input into all areas beyond their workgroup topics. During the course of developing the work plan, the CAC met four times in addition to receiving multiple email/phone communications; two scheduled opportunities to check in, ask questions, and receive updates; and completion of a survey to indicate any final feedback and approval.

Specific Programmatic Evaluation: Supervisors for each UCEDD program review progress on a regular basis. The Center Director meets with each program director regularly as well. Work plans are shared and updates on work plan progress. Center Staff meetings are also utilized to review specific program progress including barriers and needed assistance. UCEDD projects are also subject to external evaluation such as: Project SEARCH assessments by Project SEARCH International and AZ DDPC funded projects (i.e., Adulting Project) are subject to the AZ DDPC evaluation measures. Additionally, the SUCEDD evaluated particular programs during this funding cycle, many of which are ongoing to assess program effectiveness:

- **Interdisciplinary Training Program:** has been evaluated every year through surveying all trainees on their experience, as well as meeting with students to obtain feedback and suggestions for improvement. Trainees express high degree of satisfaction with the program.
- **Model Coordinated Primary Care Program for youth and adults with IDD:** We compared services utilization for our patients and those in the general Medicaid population in Arizona. Our patients have a health and wellness plan developed in conjunction with their provider and a case manager who facilitates services, referrals, and community assistance. We found that the UCEDDs patients were better managed at the primary care level resulting in less expenditures for other services.
- **Transition AHEAD Roundtable (TAR):** we developed and began implementation of the evaluation plan for the TAR to measure satisfaction and impact of the pilot program. Feedback is collected at the end of each Roundtable verbally and a post follow-up survey is administered two weeks after the Roundtable. Feedback from young adult participants and families were exceptionally positive. Post-roundtable interviews with parents/guardians will be conducted to assess long-term impact on the youth and their family. We also conducted a focus group with community partners to gather their input and feedback for improvement and sustainability. Program expansion and assessment is on-going.

In FY 2020-2021, we began a process for program development and evaluation with two major program areas at the UCEDD: employment and health. In those meetings, program leaders identified their program goals, need for data and information to inform further program development, and areas for growth regarding diversity and inclusion (see below).

Cultural & Linguistic Competence: During this five year grant, we are making a concerted effort to increase engagement of underrepresented populations in all aspects of our center and ensure our activities reflect the values and practices of cultural and linguistic competency (CLC) in order to better serve Arizonas increasingly diverse population. In FY19, the CLC workgroup developed and piloted demographic questions for UCEDD staff evaluations. Following the pilot in this FY, input from UCEDD staff led the workgroup to develop a plan for working with programs to develop individualized project assessments and data collection for ongoing attention to and improvement of diversity and representation. The plan was implemented in FY21, with the work focused on identifying measures that will assess inclusion of underrepresented/underserved minoritized populations and provide guidance for further program development to increase diversity. Plans included formative work to assess: the programs populations of interest; current percentages of underrepresented minoritized groups; current outreach and engagement strategies; avenues for stakeholder input; and areas for improvement. Specific measure development is underway in consultation with program leaders based on program priorities.

Logic Model

The Sonoran UCEDD Logic Model created for our five year plan guided our work. We have attached the logic model with our benchmarks and outcomes from these five years.

1:	SONORAN UCEDD FIVE YEAR PLAN LOGIC MODEL outcomes for 5YR Report FY17-21.pdf

Measures of Improvement and Outcomes

CORE FUNCTION: Interdisciplinary Pre-Service Preparation

Instructional program offered by the UCEDD that: (1) integrates knowledge and methods from two or more distinct disciplines; (2) integrates direct contributions to the field made by people with disabilities and family members; (3) examines and advances professional practice, scholarship and policy that impacts the lives of people with developmental and other disabilities and their families; (4) is designed to advance an individual's academic or professional credentials; and (5) takes place in an academic setting or program.

It may: (1) lead to the award of an initial academic degree, professional certificate, or advanced academic credential; and (2) contribute to a discipline-specific course of study offered by the UCEDD or by another academic department.

UCEDD Long-Term Trainees Data	
Trainee data is not unduplicated across years.	
Percent of UCEDD long term trainees who report they applied knowledge and skills one time or more (data collection started in FY2021):	18%
Percent of former UCEDD long-term trainees working in areas of high need - underserved or vulnerable populations.	72%
Number of individuals with DD receiving services from former UCEDD long-term trainees	20
Percent of former UCEDD long-term trainees in leadership positions	100%

Output Measures		
Number and type (discipline, intermediate, long-term) of UCEDD trainees trained in the DD field		
Discipline	Trainee Type	Trainees #
Biological Sciences	Long-term	10
	Intermediate	3
Education/Special Education	Long-term	5
	Intermediate	2
Family Studies	Long-term	2
	Intermediate	1
Liberal Arts & Sciences, Humanities, & General Studies	Long-term	1
	Intermediate	3
Medicine-General	Long-term	1
	Intermediate	9
Occupational Therapy	Long-term	1
	Intermediate	0

Other	Long-term	23			
	Intermediate	12			
Psychology	Long-term	4			
	Intermediate	1			
Public Administration	Long-term	1			
	Intermediate	0			
Public Health	Long-term	9			
	Intermediate	4			
Rehabilitation	Long-term	1			
	Intermediate	1			
Social Work	Long-term	4			
	Intermediate	3			
Speech-Language Pathology	Long-term	3			
	Intermediate	0			
Total Long-term		65			
Total Intermediate		39			
Total number of UCEDD trainees		104			
Number of UCEDD interdisciplinary training programs		48			
Number of UCEDD discipline specific training programs		70			
Diversity of UCEDD trainees (e.g., gender, person w/disability, family member, race/culture/language spoken)		104 total trainees			
Race		Ethnicity		Gender	
White	51	Hispanic	29	Female	80
Black or African American	2	Non Hispanic	71	Male	24
American Indian and Alaska Native	17	Unrecorded	4		
Asian	9				
Native Hawaiian and Other Pacific Islander	1				
More than one race	17				
Unrecorded	7				
Personal Relationship with Disabilities		Primary Language			

Person with a disability	18	Do you speak a language other than English at home?		How well do you speak English? (only trainees who answer YES to the previous question "Do you speak a language other than English at home?" will be answering this question).	
Person with a special health care need	13	Spanish	15	Very well	30
Parent of a person with a disability	3	Another language	19	Well	3
Parent of a person with a special health care need	0	No	70	Not well	0
Family member of a person with a disability	43			Not at all	0
Family member of a person with a special health care need	34				
Unrecorded	3				
None	28				

Regarding pre-service preparation trainings conducted outside the UCEDD:	
Number of training events	83
Total number of hours for training events	1072 total hours
Total number of participants/students trained	5500

Initial Outcome Measure		
	Total Number surveyed	3251
	Total Number responding	2814
	Number responding	
	Strongly Agree	1351
	Agree	932
	Disagree	390
	Strongly Disagree	141
Percent of UCEDD long-term trainees reporting an increase in knowledge or skills and/or change in attitude		81%

Measures of Improvement and Outcomes
CORE FUNCTION: Continuing Education

Seminars or courses of instruction offered by the UCEDD that: (1) serve to maintain professional credentials; (2) encourage professionals to expand their knowledge base and stay up-to-date on new developments; and (3) offer certificates of completion or CEUs (or their equivalents).

Output Measures	
Number of professionals participating in UCEDD continuing education programs	13689
Number of UCEDD continuing education programs	55
Length (amount of course time) of CE program	415 total hours

Measures of Improvement and Outcomes
CORE FUNCTION: Community Services: Training

Training provided by UCEDD faculty/staff to enhance knowledge of a variety of community members (individuals with developmental and other disabilities, their families, professionals, paraprofessionals, policy-makers, students or others in the community).

Output Measures		
Number of people trained by participant type (e.g., individuals with D/OD, family members, Service providers, professionals, paraprofessionals, Policy makers, Community members) IN AREA OF EMPHASIS		
Area of Emphasis		
Education & Early Intervention	802 total	
	Trainees Total	3
	Classroom Students	15
	Professionals & Para-Professionals	585
	Family Members/Caregivers	161
	Adults with Disabilities	3
	Children/Adolescents with Disabilities/SHCN	22
	Legislators/Policymakers	0
	General Public/Community Members	13
Employment-Related Activities	4059 total	
	Trainees Total	0
	Classroom Students	0
	Professionals & Para-Professionals	2882
	Family Members/Caregivers	455
	Adults with Disabilities	21
	Children/Adolescents with Disabilities/SHCN	26
	Legislators/Policymakers	0
	General Public/Community Members	675
Health-Related Activities	2809 total	
	Trainees Total	51
	Classroom Students	195

	Professionals & Para-Professionals	2171
	Family Members/Caregivers	145
	Adults with Disabilities	28
	Children/Adolescents with Disabilities/SHCN	0
	Legislators/Policy makers	5
	General Public/Community Members	214
Other - Cultural Diversity	245 total	
	Trainees Total	2
	Classroom Students	21
	Professionals & Para-Professionals	204
	Family Members/Caregivers	0
	Adults with Disabilities	18
	Children/Adolescents with Disabilities/SHCN	0
	Legislators/Policy makers	0
	General Public/Community Members	0
Other - Leadership	107 total	
	Trainees Total	7
	Classroom Students	0
	Professionals & Para-Professionals	100
	Family Members/Caregivers	0
	Adults with Disabilities	0
	Children/Adolescents with Disabilities/SHCN	0
	Legislators/Policy makers	0
	General Public/Community Members	0
Quality Assurance	140 total	
	Trainees Total	0
	Classroom Students	2
	Professionals & Para-Professionals	135
	Family Members/Caregivers	3
	Adults with Disabilities	0

	Children/Adolescents with Disabilities/SHCN	0
	Legislators/Policy-makers	0
	General Public/Community Members	0
Quality of Life	1884 total	
	Trainees Total	27
	Classroom Students	26
	Professionals & Para-Professionals	1308
	Family Members/Caregivers	220
	Adults with Disabilities	80
	Children/Adolescents with Disabilities/SHCN	23
	Legislators/Policy-makers	0
	General Public/Community Members	200
Recreation-Related Activities	217 total	
	Trainees Total	3
	Classroom Students	11
	Professionals & Para-Professionals	7
	Family Members/Caregivers	6
	Adults with Disabilities	28
	Children/Adolescents with Disabilities/SHCN	0
	Legislators/Policy-makers	0
	General Public/Community Members	162
Other	3222 total	
	Trainees Total	17
	Classroom Students	2
	Professionals & Para-Professionals	1377
	Family Members/Caregivers	477
	Adults with Disabilities	15
	Children/Adolescents with Disabilities/SHCN	33
	Legislators/Policy-makers	5

	General Public/Community Members	1296
Number of discrete training events and/or training series IN AREA OF EMPHASIS		
		225
Area of Emphasis		
Education & Early Intervention		13
Employment-Related Activities		53
Health-Related Activities		73
Other - Cultural Diversity		9
Other - Leadership		8
Quality Assurance		4
Quality of Life		35
Recreation-Related Activities		5
Other		25

Initial Outcome Measures		
For recipients of regular, on-going trainings, percent reporting an increase in knowledge gained IN AREA OF EMPHASIS:		
Area of Emphasis	Initial Outcome Measure	
Health-Related Activities	98%	
	Total number of activities	21
	Total number surveyed	190
	Total number responding	190
	Number responding	
	Strongly Agree	141
	Agree	46
	Disagree	3
	Strongly Disagree	0
Other - Cultural Diversity	0%	
	Total number of activities	1
	Total number surveyed	0
	Total number responding	0
	Number responding	

	Strongly Agree	0
	Agree	0
	Disagree	0
	Strongly Disagree	0
Other - Leadership	96%	
	Total number of activities	6
	Total number surveyed	64
	Total number responding	64
	Number responding	
	Strongly Agree	33
	Agree	29
	Disagree	2
	Strongly Disagree	0
Quality Assurance	96%	
	Total number of activities	3
	Total number surveyed	65
	Total number responding	61
	Number responding	
	Strongly Agree	20
	Agree	39
	Disagree	2
	Strongly Disagree	0
Quality of Life	98%	
	Total number of activities	10
	Total number surveyed	137
	Total number responding	107
	Number responding	
	Strongly Agree	75
	Agree	30
	Disagree	2
	Strongly Disagree	0
Recreation-Related Activities	100%	
	Total number of activities	1
	Total number surveyed	10

	Total number responding	9
	Number responding	
	Strongly Agree	7
	Agree	2
	Disagree	0
	Strongly Disagree	0
Other	100%	
	Total number of activities	1
	Total number surveyed	11
	Total number responding	11
	Number responding	
	Strongly Agree	6
	Agree	5
	Disagree	0
	Strongly Disagree	0

Measures of Improvement and Outcomes

CORE FUNCTION: Community Services: Technical Assistance

Direct problem-solving services provided by UCEDD faculty/staff to assist individuals with developmental and other disabilities, families, programs, agencies, or other entities in improving their outcomes, services, management, and/or policies. This includes TA provided to self-advocacy organizations, family support groups, and other organizations.

*Impact statement(s) for at least one TA project/activity over the 5 years.

Impact statements briefly summarize, in lay terms, the difference the project's teaching/learning, research/discovery, and extension and outreach/engagement efforts have made. They state accomplishments and create strong support for programs.

Through a contract with the State Medicaid agency (AHCCCS), the Sonoran Center provided technical assistance to aid AHCCCS in creating and implementing a uniform system for Person Service Centered Planning (PSCP) across the Arizona Long Term Care Services (ALTCS) Home and Community Based Settings and Managed Care Organizations in conformity with the HCBS Regulations. Over five years, we engaged in activities to support this effort:

- held Community Forums for Medicaid HCBS Recipients (Phoenix, Tucson, Navajo and Hopi tribal communities, and Webinar Statewide), as well as for all managed care organizations on HCBS regulations and what current practices are person centered and may be incorporated into state policies and practices.
- reviewed national best practices and guidance, as well as all AHCCCS policies to ensure compliance with CMS HCBS in order to provide recommendations for changes in policy, service planning and training.
- led an Advisory Workgroup made up of Medicaid members, managed care organizations, and family members to provide input and feedback in order to finalize new person-centered service planning documents and training for case managers/support coordinators throughout the entire process.
- developed, revised, piloted and finalized the new PCSP tool that will be used with ALTCS members across all MCO health plans, DD agency and tribal contractors.
- developed, piloted and finalized a 2-day training in person centered philosophy and practices for ALTCS case managers/support coordinators to engage ALTCS members in PCSP, and trained the trainers in each health plan to conduct this training for their workforce.

The culmination of our TA resulted in providing AHCCCS with a toolkit with all training materials, videos, and trainers manual for utilization with ALTCS programs. By the end of the 5-year grant cycle, the health plans began training their case managers and support coordinators. We anticipate that these efforts will result in the provision of HCBS through long term care supports and services that will be recipient driven, with individuals with developmental and other disabilities having informed choice and control in the selection and delivery of services and supports to achieve their goals and to the greatest extent possible be part of all aspects within their communities.

Output Measures

Number of hours of technical assistance provided in the areas of emphasis	1136 Total hours
Area of Emphasis	Hours
Education & Early Intervention	168
Employment-Related Activities	581
Health-Related Activities	50
Housing-Related Activities	1
Other - Cultural Diversity	4
Quality Assurance	98
Quality of Life	101
Recreation-Related Activities	63
Other	70
Number of hours of technical assistance per type of organization	1136 total hours
Type of Organization	Hours
State Title V Agency	9
State Health Dept.	15
Clinical Programs/Hospitals	55
State Adolescent Health	15
Health Agency - Public/Private	15
	36
Medicaid	159
Developmental Disabilities Council	176
Protection & Advocacy Agency (P&A)	47
Another UCEDD	97
	164
	48
	301
	36
	177
	223
State/Local DD/DD Agency or Provider	278

	183
Aging Organization	66
	21
Mental Health/Substance Abuse Agency	76
	7
Recreation Agency	95
Provider Organization	116
	273
State/Local Coalition	54
	36
	13
	18
Independent research or policy organization	20
Other	342

Initial Outcome Measures		
	Total number of activities	29
	Total number surveyed	35
	Total number responding	14
	Number responding	
	Strongly Agree	9
	Agree	5
	Disagree	0
	Strongly Disagree	0
For TA recipients with a sustained relationship with the UCEDD, percent reporting an increase in any of the identified or requested item(s): Enhanced resources , Enhanced services, Strengthened networking of public and private entities across communities , Increased awareness of evidence-based practices , Enhanced capacity to assess current practices in relation to evidenced-based approaches, Identification of policy changes needed within the areas of emphasis: (Strongly Agreed + Agreed)		100%

Measures of Improvement and Outcomes

CORE FUNCTION: Community Services: Model Services

Specialized services delivered with the intention to enhance the well being and status of the recipient and not for testing new practices and may be integrated with training, research, and/or dissemination functions. Includes direct problem-solving services provided by UCEDD faculty/staff to assist individuals with developmental and other disabilities and their families.

*Impact statement(s) for at least one Model Service project/activity over the 5 years.

Impact statements briefly summarize, in lay terms, the difference the project's teaching/learning, research/discovery, and extension and outreach/engagement efforts have made. They state accomplishments and create strong support for programs.

Adults with intellectual developmental disabilities (IDD) have the right to access competent, accessible care in their own communities. Lack of primary care practices that provide this care contributes to health disparities in adults with IDD. Models of care for primary care practices must be developed and disseminated, and health care providers must be educated, in order to improve access to competent care and reduce health disparities for adults with IDD in Arizona (AZ) and in the nation.

Clinical Innovation: A model primary care program for adults with IDD at a University of Arizona (UA) family medicine (FM) residency teaching practice provides enhanced access to care and case management to approximately 110 adult patients with IDD, physical accessibility, staff and medical provider education, and quality initiatives. The model program has demonstrated improved access to care and reduced costs. Moreover, the clinical program has served as the foundation for educating future physicians through the resident and medical student curricula.

Education: The clinical program became the backbone of a required curriculum in developmental medicine for the 24 UA FM residents who practice at this clinic in Tucson AZ. This includes a twelve-hour lecture series and team care of patients with IDD in the FM clinic with the program case manager, Ms. Valerie Mata, and oversight by Dr. Bassford, who directs the program. In 2019, teams of one second-year and one third-year FM resident, with Dr. Bassford and Ms. Mata, began providing one home visit each year to one of their continuity patients with IDD. This four-person team follows the patient throughout the year, providing ongoing care at the family medicine office or other settings as needed. Each resident team additionally makes one visit annually to another community-based site relevant to this patients health and well-being.

As part of the participation of UA College of Medicine in Tucson (COM-T) in the National Curriculum Initiative in Developmental Medicine (T. Bassford and L. Tomasa, UA investigators), a two-week fourth-year elective for UA COM-T students was developed, built on the clinical program and residency curriculum. Students complete directed readings, participate in outpatient clinical care of patients with IDD in the UAFM teaching practice, and participate in home visits with the team. Additionally, students gain an

understanding of the larger context of disability through experiences with Sonoran UCEDD faculty and community collaborators in employment, guardianship and supported decision-making, and self-advocacy.

Dissemination: In spring of 2021, plans for dissemination of the clinical model to Mariposa Health Center (MHC), a Federally Qualified Health Center (FQHC) serving a rural county on the AZ-Mexico border, were developed with clinical leadership there. Technical assistance will be provided by the Sonoran UCEDD through October 2022. In summer of 2021, the clinical model and residency curriculum in developmental medicine were expanded to a second UA FM residency site in Tucson, AZ. Funding was identified at the site for case management, patients began enrollment in July 2021, and the curriculum was initiated at that time.

Output Measure

Number of specialized services offered by the UCEDD to enhance the well being and status of the recipient	121
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Initial Outcome Measures

Number of individuals who received specialized services from the UCEDD to enhance the well being and status of the recipient	4225
Area of Emphasis	Number of Individuals
Education & Early Intervention	180
Employment-Related Activities	664
Health-Related Activities	3018
Other - Leadership	12
Quality of Life	36
Recreation-Related Activities	315

Measures of Improvement and Outcomes

CORE FUNCTION: Community Services: Demonstration Services

Services that field test promising or exemplary practices and may be integrated with training, research, and/or dissemination functions.

*Impact statement(s) for at least one Demonstration service project/activity over the 5 years.

Impact statements briefly summarize, in lay terms, the difference the project's teaching/learning, research/discovery, and extension and outreach/engagement efforts have made. They state accomplishments and create

The Transition AHEAD Roundtable is a day-long, one-on-one set of activities. It is designed to purposefully engage both the young adult and their family in collaborative activities with Sonoran UCEDD staff and staff from outside agencies and organizations. In a holistic manner, the Roundtable addresses five key areas: Employment, Healthcare, Education & Training, Relationships and Community, and Independent Living. Importantly, this busy day culminates in a brief Roundtable presentation led by the young adult about what they have identified as their strengths, as well as key goals and meaningful supports they want in order to achieve their desired level of independence. The overall process is intended to help each emerging adult begin to achieve outcomes that connect to their own lifelong aspirations. It also helps the adults in their lives identify opportunities and actions they, too, can take to support those aspirations.

Parents emerge with a new (sometimes renewed) sense of what is possible as a positive future for their son or daughter. They are surprised at the number of agencies and organizations that are there to support them; and, they are grateful for the chance to meet one-on-one with individuals who represent those groups. They are equally appreciative of the level of participation and competency their son or daughter demonstrates throughout the day. These two things give them energy and hope.

School staff have the opportunity to hear from the youth about their goals and desires at the last part of the Roundtable. They have expressed their amazement with hearing the student advocate for themselves and what they want for their future and how helpful this information is for their transition programming. School personnel have stated that in many cases this is the first time the student has expressed or shared these interests and goals.

The greatest impact on youth is that, for the first time, they are at the table as an equal and actively engaged participant in conversation and activities about their own transition from school. Working alongside their parent/guardian, community partners and UCEDD staff in a wide variety of activities, they are encouraged to speak and act as self-advocates. Importantly, throughout the whole process they are supported and validated. As the day progresses, each young person seemed to enjoy the opportunity to explore and express their personal interests, activities, and dreams. Youth provided the following feedback:

strong support for programs.

It [Roundtable] went really well. They got one-on-one and had me actively included.

I like to know there are people to help me.

During the pilot of the Transition AHEAD Roundtable (ending March 2021), our team met and worked with a diverse group of youth. The six (6) youth were recruited from 3 different school sites, including one tribal area school. Their ages ranged from 17 to 22, with an average age of 19. All youth also identified as having an intellectual and/or developmental disability, with co-occurring reports of anxiety, difficulty with communication or social interactions, behavioral complications, and other cognitive issues. Additionally, several youth had no formal means of communication and other youth and families did not speak English requiring language interpreters.

Future year activities will be focused on further development of the Arizona model, application to other diverse populations, and expansion geographically through design of a telehealth approach. Project staff will collaborate with community partners to conduct 20 Roundtable events with youth with disabilities and their families over the next year. We will build on what we learned in year one and expand diversity of participants to include youth with disabilities who are Native American and Hispanic, are in foster care, have hearing impairments and other severe disabilities, and are younger in age. Based on our experiences in year one with rural and Native American communities, we will continue to address access issues related to technology and internet capabilities. Additionally, language interpretation will be explored to increase availability and real-time interpretation following our year one experience. Our conversion to a virtual platform allowed us to learn new things about implementation which we will further develop and test strategies as well as explore application using a telehealth approach that builds remote site capacity and sustainability.

Output Measures

Number of services offered solely by the UCEDD that are being field tested as promising or exemplary/best practices	0
Number of services offered in partnership with others that are being field tested as promising or exemplary/best practices	10

Initial Outcome Measures

UCEDD and/or partnering agency adopts findings from field test to make at least one modification to the UCEDD services being field tested

Demonstration services provided over 5-year core grant period:	10
Demonstration services resulting in modification to services being tested (total)	9
Demonstration services resulting in modification to services being tested (%)	90%

Measures of Improvement and Outcomes

CORE FUNCTION: Research

Implementation of basic and applied research, program evaluation, and analysis of public policy on issues impacting individuals with developmental disabilities

*Impact statement(s) for at least one instance of UCEDD- generated research findings.

- **Leading to changes in the systems, practice, policy, at any level (e.g., local, state, regional tribal, territorial, national).**
 - **Translated into practice and/or policy**
 - **Leading to adoption of evidence-based practices**
- Impact statements briefly summarize, in lay terms, the difference the project's teaching/learning, research/discovery, and extension and outreach/engagement efforts have made. They state accomplishments and create strong support for programs.**

The Transition Exploration Study funded by the AZ Developmental Disabilities Planning Council, focused on completing a statewide assessment of the current state of transition services in Arizona to identify exemplary practices, areas of need, and recommendations for improving post-school employment rates for youth with disabilities. A comprehensive qualitative and quantitative approach was utilized to gather information from multiple stakeholders involved with transition services for the purpose of contributing to data-informed policy and programmatic decision-making. Multiple methods were employed to ensure a representative picture of the state of the state in transition services was captured and reported. The proposed goals guiding project activities were as follows: 1) Gather information from stakeholder groups in twelve representative school communities across the state using qualitative data collection strategies, and 2) Develop a questionnaire for completion by school and vocational rehabilitation personnel to gain their insights using quantitative data collection strategies.

A total of 75 Individuals were interviewed virtually due to COVID and represented educators, community members, and state agency representatives. After qualitative data collection and analysis was completed, a quantitative survey was composed and distributed statewide. A total of 102 respondents participated in the study representing education, vocational rehabilitation, developmental disability, and provider organizations. A report, five-page executive summary, two infographics, and four geographic profiles were developed for dissemination of findings. Two sessions were conducted with participants to confirm the validity of results and recommendations and ensure there were no other ideas or suggestions that were overlooked. A presentation was provided for the Arizona Special Education and Directors Conference with over 100 participants attending the session. Attendees indicated the study documents would assist them in advocating for additional resources of time and funding as well as improving areas of their current professional practice.

Results indicate that only 18% of schools see transition success, as defined as competitive employment and/or post-secondary outcomes, at their schools. Transition resources were most frequently reported to be inadequate. The top three identified challenges include transportation support, funding resources, and relationships with agencies and families. The most frequently identified strengths were found to be community, staff, and networks in transition. Informal networks and Communities of Practice in Transition were found to be

promising practices that were recommended to be developed across additional community networks not based solely on geographic proximity but rather across communities sharing similar characteristics. For example, a Native-focused community connection or rural community connection in transition could offer valuable opportunities to scale emerging best practices across communities who may not be near to one another geographically--but are nonetheless facing a similar post-school transition landscape.

Sonoran UCEDD is pursuing opportunities to address community transition needs identified by the report. Recommendations have been shared with the DD Network, incorporated into our pre-Employment Transition Services project, added into our new five-year work plan, informed our Employment First initiative, and used as a framework for leveraging additional dollars. The study findings were used as a foundation for developing a comprehensive review and analysis for the Administration on Community Living's Transition Planning Grant awarded to our sister UCEDD at Northern Arizona University with a subaward collaboration with our Center.

Output Measure

Number of active research activities

102

Initial Outcome Measures

Have you adopted research findings from research activities completed in current or prior years by modifying a fiscal year?

2016	Yes
2017	Yes
2018	Yes
2019	Yes
2020	Yes
2021	Yes

Measures of Improvement and Outcomes
CORE FUNCTION: Information Dissemination

Distribution of knowledge-based information through UCEDD developed products and activities.

***Impact statement**

Discuss how information dissemination plan, as outlined in the 5 year application, was implemented over the 5 years.

In the area of Information Dissemination, the Sonoran UCEDD worked to disseminate positive images/stories of PWDD through video, web and outreach events, information about SUCEDD and the DD Network through newsletters and outreach events, and create other resources for PWDD that include fact sheets and the SUCEDD newsletters. Regarding goals outlined in Task 2.1.2 and Task 4.2.4-5, the Sonoran UCEDD was able to work with PWDD to create digital vignettes about their employment experience as part of the Centers Work-Based Learning program. These digital vignettes were drawn from their lived experiences and produced as videos and/or graphics for distribution through web and social media platforms. The new ACHIEVE monthly newsletter was created to share information and resources for PWDD, professionals, community members, and family members. In our outreach efforts, we have also strived to ensure our products, materials, and events are accessible. The Adulthood Conference outreach event was held in 2020 for youth and young adults with I/DD, and for family members, professionals and other individuals who provide support for youth and young adults. The Conference served as an introduction to vital planning and decision-making skills as they relate to person-centered planning, community life and inclusion. It also serves as a model for accessibility and universal design. As a virtual event, steps were taken to ensure presentation materials were accessible and translated into Spanish. Work was also done to provide Zoom tutorials using plain language and images. Furthermore, materials such as PowerPoint presentations and PDF documents were made accessible for screen readers. Recordings of each Adulthood Conference session were also captioned and include Spanish language audio interpretation. Much was learned from the Adulthood Conference and a lot of the lessons gleaned from the August event continues to inform the Sonoran UCEDDs work moving forward. For example, we make every effort to ensure virtual event participants understand what accessibility options are available and how to access them for every event. Instructions are provided via email using plain language and in different formats, such as text, graphics and video.

In response to the COVID-19 pandemic, the SUCEDD and its partners within the Arizona Developmental Disabilities Network established bi-weekly listening sessions to gather the needs of the community and advocate for fulfilling those needs from government agencies. As the pandemic continued, the listening sessions adapted to address the needs of the community. For example, when the start of the school year began in the fall, a session was developed to educate family members about their rights. Another session focused on voting rights for PWDD. When the vaccine was made available,

the ADDN collaborated to advocate for greater access and accommodations for PWDD at vaccination distribution sites.

Our Center also worked with the Arizona Center for Disability Law, NAU Institute for Human Development, and other disability organizations to organize and host the African American Conference on Disabilities throughout the month of February. It featured 11 different virtual sessions and workshops that address disability rights issues at the intersection of race and disability. The sessions and workshops were also streamed live and archived on the [AACD Facebook page](#). The Sonoran UCEDD also helped host the 17th Annual American Indian Disability Summit. The summit's theme, Gathering Native Voices for Resiliency and Self-Care, focused on topics of self-advocacy, resiliency, and supported decision making, and brought together American Indians with disabilities and their families. The Sonoran UCEDD also hosted the Inaugural American Indian Youth Disability Summit, which focused on the youth experience in American Indian communities during the COVID-19 pandemic.

Additionally, we engaged in knowledge translation and its dissemination through reports/briefs (n=11), scholarly publications (n=36) and presentations (n=136), and community toolkits/ factsheets (n=8); these along with our other products have been featured on our websites and social media channels. Please see the attached appendix for a list highlighting key products (with links to access each) developed and disseminated during this five-year cycle.

Output Measures

Number of products developed in the current Fiscal Year	282
Number of products disseminated (regardless of whether they were created in the current or previous Fiscal Years)	534
Number of conferences and conference presentations	152

**Measures of Improvement and Outcomes
Leveraging**

Efforts to leverage funds for carrying out the core functions (proposal writing and submission, partnership development.)

***Total amount of funds leveraged over the course of the 5-year grant**

Source	Funds Leveraged
Federal	\$3,520,172.00
ACL	\$2,606,701.00
HRSA	\$15,000.00
NIH	\$4,013,838.00
CDC	\$50,000.00
AHRQ	\$11,826.00
Other HHS	\$36,958.00
Other Federal	\$137,500.00
State	\$8,924,600.00
Local	\$184,242.00
Other > Private Sources (Foundation/Donations)	\$1,199,112.00
Other > Fee-for-Services	\$309,802.00
Other > Service Organization, University, AUCD, Other	\$2,726,575.00
Total	\$30,208,834.00

***Average dollar amount leveraged per core dollar across the 5-year period**

5-year Total \$\$ leveraged/ 5-year Total \$\$ core	\$16,864,503.00 / \$3,351,651.00
	\$5.03

Five Year Closeout Report, Part 3: Measures of Collaboration

Required Reporting Elements

***1. Identify the critical issues/barriers affecting individuals with developmental disabilities and their families in your State that the DD Network (The State DD Council, Protection and Advocacy Agency, and UCEDD) has jointly identified:**

Issue 1: Outreach to underserved and unserved communities, and provision of culturally and linguistically competent services and supports are needed throughout the state. Issue 2: Increasing employment and post-secondary opportunities for youth and young adults with ID/DD.

2. Describe the strategies collaboratively implemented by the DD Network for at least one of the issues/barriers identified above:

Issue 1: Outreach to underserved and unserved communities, and provision of culturally and linguistically competent services and supports are needed throughout the state.

The DD Network had recognized that reaching the diverse communities in our state and ensuring the services and supports provided are culturally and linguistically competent is a priority and an area where we are stronger working together. Arizona is a very diverse state but encounters some significant barriers in service provision to culturally and linguistically diverse populations. Arizonas population is diverse with the fourth largest American Indian population in the country, fourth largest share of Latinos nationally, a large number of resettled refugees, and additional numbers of African American citizens. Issues of access are complicated by the multiple languages spoken, number of people who do not understand English, different cultural identities and preferences, and the large rural nature of the state. Additionally, challenges are compounded for those individuals and families who experience significant disabilities and support needs.

The AZ Developmental Disability Planning Council (ADDPC) conducted a comprehensive data review for 5-year planning purposes and discovered that AZs tribal members were over-represented in AZs nursing homes. AZ had the second highest prevalence rate of tribal members in nursing homes and the highest prevalence rate of people in nursing homes without cognitive disabilities in the US.

A document shared by a family member about outlier members who are medically complex revealed they were unable to access services from AZ agencies and provider organizations.

Personal communications and anecdotal reports further substantiate the

***a. Issue/Barrier**

issues of access and lack of responsive services that adequately meet the needs of individuals with disabilities around the state. Many individuals and families struggle in understanding what services they can receive and what their rights are in their own languages. Information is not always available in the top languages in AZ and there is often a lack of awareness of practically what cultural and linguistic competence means as inclusive of disability culture. Providers who are knowledgeable of service delivery practices to certain populations and specific training and resources on how to work with sub-populations of people are lacking.

Issues around access, disparities in care, and service coordination are often raised. Participants attending the AZ DD Network Cultural and Linguistic Competency (CLC) Listening Sessions shared the need for a centralized source of easily accessible information, specific service requests to address gaps they were experiencing, shortages of providers in their areas, assistance with systems navigation, and lack of language accessible and culturally responsive services. A frequent theme heard among these sessions was the lack of ASL and language translation services available to individuals and families. The lack of coordinated and accessible services has been a consistent message across Town Hall events, needs assessments, research, and focus groups conducted throughout the state.

Personal communications and anecdotal reports further substantiate the issues of access and lack of responsive services that adequately meet the needs of individuals with disabilities around the state. Many individuals and families struggle in understanding what services they can receive and what their rights are in their own languages. Information is not always available in the top languages in AZ and there is often a lack of awareness of practically what cultural and linguistic competence means as inclusive of disability culture. Providers who are knowledgeable of service delivery practices to certain populations and specific training and resources on how to work with sub-populations of people are lacking.

Our personal experience with multiple direct service projects focused on transition and employment have repeatedly heard from school communities in rural and Tribal schools that providers are barely present (e.g., we saw them once last year) and ineffective at meeting the needs of their youth. Those providers with responsibility are often not traveling on site to locations and feedback indicates that information materials and communications are not inclusive of cultural values and different languages.

The AZ Developmental Disabilities Planning Council, AZ Center for Disability Law, Sonoran Center for Excellence in Disabilities, and the Institute on Human Development along with the broader DD Network in Arizona, collaborate to lead the Community of Practice (COP) on Cultural and Linguistic Competence in Developmental Disabilities through the Georgetown University National Center for Cultural Competence. The COP is focused on the following goal: A developmental disabilities system in Arizona that works in partnership with all diverse communities to support cultural and linguistic

***b. Provide a brief description of the collaborative strategies to address issue/barrier and expected outcome(s):**

competency. That means we will embrace, respect, and seek to understand the beliefs, interpersonal styles, attitudes, languages and behaviors of individuals with developmental disabilities. Over the five year grant cycle, ADDN Diversity Community of Practice leadership team:

- expanded COP membership to include organizations who were representative of and connected to a diverse audience around the state.
- conducted focus groups virtually to understand the issues and learn about solutions. Secondary analyses of listening session transcripts conducted by Raising Special Kids and survey data conducted by the Developmental Disability Services agency were completed.
- conducted a review of existing policies and procedures of requirements in cultural and linguistic competence serving people with intellectual and developmental disabilities for state vendors. The COP shared the findings highlighting needs and strategies to the state agencies and are working together to implement change.
- brought together organizations representing different constituency groups to identify their needs and access to culturally and linguistically competent services. In response, the DD Network is: 1) conducting a training in August 2021 with simultaneous translation in 5 languages and ASL, and 2) facilitating a strategic planning session in August 2021 with state agency decision-makers to determine solutions for increasing access to plain language, language translation, and culturally responsive services.

Each year, all DD Network partners co-sponsored the Annual African American Conference on Disabilities (AACD), reaching more than 10,073 individuals with disabilities, families and professionals over the five years. In FY21, the 10th annual AACD was held virtually throughout the month of February due to the pandemic. The conference featured 11 different sessions and workshops and addressed disability rights issues at the intersection of race and disability to participants across the country. The sessions and workshops were also streamed live and archived on the [AACD Facebook page](#) and [P&A's website](#).

Similarly, DD Network partners have co-sponsored the Annual American Indian Disability Summit for the last three years. The 17th Annual American Indian Disability Summit entitled *Gathering Native Voices for Resiliency and Self-Care* was attended by 300 participants. The event was conducted virtually and included speakers and sessions addressing the following topics: independent living, self-care, empowerment, health, resilience, supported decision-making, advocacy, and cultural well-being. In addition, the inaugural American Indian Youth Disability Summit was also co-sponsored with 201 attendees. The event continued the theme of resiliency and self-care, focusing on youth experiences in American Indian communities during the COVID-19 pandemic and what can be done to help youth adapt during these unprecedented times.

The DD Network is also co-sponsoring the 1st Bi-National Conference on Autism Spectrum Disorder, Science and Love, without borders for Autism,

	<p>hosted by the Binational Network of Neurodiverse Disabilities (led by the Southern Arizona Autism Association in Nogales and Autismo Sonoran, AC in Mexico). The 2-day conference will be virtual in July 2021 with Spanish and American Sign Language interpretation provided.</p>
<p>*c. Check applicable areas of emphasis</p>	<p>Health-Related Activities Employment-Related Activities Quality of Life Other - Cultural Diversity</p>
<p>*d. Describe the UCEDD's specific role and responsibilities in this collaborative effort. Include any technical assistance expertise you can provide to other States in this area</p>	<p>Sonoran UCEDD staff worked with conference and summit organizers to implement the virtual events, hosting sessions with our zoom platform, helping to facilitate sessions in zoom and Facebook streaming, and processing and archiving session recordings. SUCEDD staff served on the planning committee for the African American Conference on Disabilities, and has coordinated keynote speakers each year. SUCEDD staff have presented or moderated a session at the conference each of the last five years. SUCEDD staff participated on the planning committees for the American Indian Disability and Youth Disability Summits, provided and managed the zoom platform hosting the sessions, assisted in event marketing, and sponsored two speakers, Jimmy Warne on Advocating for Empowerment and Self-Care, and Lorie Sandaine on Employment First.</p> <p>For the Bi-National Autism Conference, the SUCEDD serves on the planning committee and will be hosting the virtual platform for the 2-day conference and coordinating the live Facebook stream. Affiliated faculty will be co-presenting about ARSOBO (Arizona Sonora Border) Projects for Inclusion, a social business that employs people with disabilities who fabricate low-cost durable medical equipment.</p> <p>For the COVID-19 listening sessions, Sonoran UCEDD staff served together on the initial conceptualization meeting and subsequent planning meetings. Our Communication Director, together with the three other DD Network counterparts, managed all of the logistics including marketing, accessibility, registrations, logistics before and during the event, and sharing the materials and recordings after each session. All four DD partners and the AZ ARC shared through their newsletters, social media, listservs, and websites. Sonoran UCEDD staff are part of the Cultural and Linguistic Competence COP leadership team and participate in regular planning meetings. We reached out and engaged additional members, conducted the secondary data analyses, co-facilitated the focus groups, and disseminated information through the Sonoran UCEDD networks. Staff attend Refugee Roundtable group meetings and other organizational gatherings of individuals serving diverse populations of individuals with disabilities and families to gain input and share activities of the COP. Together all members of the COP participate in Georgetown's Exchange and Learn forums engaging with other participating states sharing our activities and lessons learned with each other. SUCEDD staff are co-hosting the zoom platform in multiple languages for a training entitled <i>Disability Rights in AZ: What You Need to Know</i> being held in August. A staff member is a panel moderator of speakers sharing their</p>

	<p>personal experiences and suggestions for accessing and receiving culturally and linguistically competent services. SUCEDD staff are coordinating and facilitating the strategic planning session with state agency decision-makers co-hosted by DD Network Partners. Both of these events are being held in August 2021. SUCEDD staff are partnering with AZ Center for Disability Law and Southern AZ Autism Association to develop a video addressing the vaccine hesitancy needs of individuals with disabilities who reside along the border between Arizona and Mexico. Staff are also planning a Talking Circle with Tribal communities to inform the DD Network on how we can best respond to their COVID vaccine needs.</p>
<p>*e. Briefly identify problems encountered as a result of this collaboration, and technical assistance, if any, desired</p>	<p>None identified.</p>
<p>*f. Describe any unexpected benefits of this collaborative effort</p>	<p>Through providing information statewide with an emphasis on underserved communities we are addressing the lack of knowledge about DD best practices, current trends in services and supports, and information about what the DD Network is and what DD network agencies can do to assist communities throughout AZ. Our reach is extended because all DD network partners share information about each others services and programs through virtual events and meetings throughout the pandemic. In addition, the Annual Arizona African American Conference on Disabilities has provided a venue for reaching underrepresented African American families with disabilities from across the state; each year the conference also draws families and professionals from across the U.S. and its territories. The month-long virtual conference witnessed our largest reach yet:</p> <ul style="list-style-type: none"> • 5,632 Zoom participants • 69,287 unique video views on Facebook • 16,384 engagements on Facebook • 342,636 impressions on Facebook <p>The shared networks and consistent messaging by DD Network partners has increased the reach and partnerships for all of us and exponentially increased our presence and engagement with communities around the state. Our representation across many constituency groups and regular meetings allow us to share that information and stay current on issues and needs as they arise. Additionally, DD Network partners are able to stay abreast of emerging issues and collaborate to respond in timely and responsive ways. COVID was a perfect example illustrating the Networks ability to come together and leverage timely responses to the urgent needs experienced by Arizonians with disabilities and their families. Since we were already meeting regularly and had the infrastructure in place for communication and sharing of resources, we were prepared to quickly engage and respond to the needs of the disability community at the early beginnings of COVID and on-going through the duration of the pandemic.</p>

Optional Reporting Elements

3. Describe your collaborations with non-DD Act funded programs:

- List which disability populations benefited from your collaborations.
- Estimate the number of individuals with disabilities, other than developmental disabilities, who were affected by your collaborations with non-DD Act funded programs.
- Estimate the number of individuals with developmental disabilities who were affected by your collaborations with non-DD Act funded programs.

Required Reporting Elements

*4. Provide a summary of one or more collaborative effort(s) across the five-year period, including a narrative focused on major outcomes resulting from the collaboration(s). In the narrative, be sure to

As described in our Workplan Progress Report, in response to the pandemic the DD Network hosted 15 online listening and educational sessions during FY20-21, reaching more than 2,170 families, people who have disabilities and other community stakeholders. The sessions covered a variety of topics and provided an avenue for individuals to voice their concerns about the pandemic's impact on the IDD community. Sessions included:

- Focus on COVID-19 in Indian Country (April 2020)
- Living As A Person of Color with I/DD: What it Means During COVID-19 (June 2020)
- Policing and Disability During COVID-19 (July 2020)
- Promoting Voting Access for Arizonans with I/DD (September 2020)
- Fall Check-In COVID Listening Session (October 2020)
- Addressing Student Behaviors During Distance Learning (November 2020)
- COVID-19 Vaccine Information for the Disability Community in Arizona (January 2021)

The DD Network also held a 3-part Special Education and COVID-19 webinar and listening session series in FY20. Each session offered live captioning, as well as ASL and Spanish interpretation. Resources were also provided in Spanish.

The DD Network, in collaboration with state DD and Medicaid agencies, facilitated stakeholder groups to engage in conversations ensuring the voices of individuals and families were included in plans for safe re-entry,

clarify the impact, or outcomes, of collaborations among the DD Network and other partners.

accessibility, and supports during COVID and integrated with HCBS Transition Plans. A combined letter was drafted and sent to the county health departments urging them to prioritize vaccine access for people with disabilities in the state. In addition, the DD Network drafted a letter for the Governor requesting clear and thoughtful guidelines that consider the needs of people with disabilities and their families in provisions related to COVID-19.

DD Network partners are collaborating to respond to the vaccine needs of people with disabilities in AZ. Together we have conducted stakeholder focus groups, listening sessions, shared information and resources, advocated and translated information into usable formats, and advocated with agencies and leadership in the state. A recent collaborative event led by Ability 360, Center for Independent Living in Phoenix, resulted in 1,700 individuals with disabilities having access to the vaccine with accommodations and support. The AZ DD Network is meeting to collaborate and ensure an organized and coordinated response to the vaccine needs in our state with our shared COVID vaccine response dollars contributing together to that effort. Planning and development is underway to address vaccine hesitancy in rural and diverse populations in Arizona. Activities initiated among the group include video creation, surveys, and social media messaging with an emphasis on rural and diverse communities.

Five Year Closeout Report: Optional Attachments

Attachment A. [Appendix_Products_FY2017-2021.pdf](#)