

Systems Access & Navigation Goal, Objective 3: Native Center, Year 4

Proposal submitted by UA Sonoran Center; \$120,000

The Circle of Indigenous Empowerment (CIE; i.e., Native Center), the Native American-focused Sub-Center within the University of Arizona's Sonoran Center for Excellence in Disabilities (Sonoran Center), partners with Arizona's 22 Tribal Nations, to further develop activities fostering awareness, services, and partnerships benefiting Native communities. The CIE's mission centers on providing culturally sensitive programs to amplify awareness of disability services, advocacy, and support within the Native American population across Arizona. Their indigenized approach to disability has proved to help reach our Tribal members with disabilities in rural hard-to-reach communities and villages. Since the Covid-19 pandemic, they have a strong digital presence that allows the Sonoran Center to continue to reach the target populations through monthly webinar series and special online events.

In its initial year, the Native Center initiated foundational activities to establish its presence. These included meetings, presentations, and outreach efforts to communicate project objectives to the community. Concurrently, partnerships with Tribal Nations, state agencies, and community organizations were cultivated, allowing for comprehensive landscape analyses of varied communities within the state.

The second year focused on implementation and expansion, manifested through talking circles, coordinated meetings, a quarterly newsletter, and a successful monthly webinar series, all geared toward addressing issues within Native American communities.

During this past third year, the Native Center faced staff changes and the hire of a new Program Manager in January 2024. With new staff, the project rebranded to the Circle of Indigenous Empowerment (CIE), broadened outreach to new partnerships with organizations focused on Tribal education, disability non-profit and advocacy programs, higher education institutions and Tribal community advocacy programs to continue monthly webinars, presentations at local, state, and national conferences, and development of awareness resources on Traumatic Brain Injury, college resource guides, and toolkits.

For the first 3 quarters of the grant period, nine webinars were held; 838 people registered and 439 attended. Attendees identified their primary role and tribal affiliation:

Individuals with Disabilities = 22

Family Members = 20

Professionals Trained = 327

Tribal Affiliated =192

The Native Center webinars, which started as Arizona statewide events, have grown to a national event attended by Tribal leaders, professionals, and individuals with disabilities across the United States. This has been pivotal in helping to grow our partnerships and outreach. Also, feedback from participants is used to guide Year Four program objectives and planned activities.

Activities planned for Year 4:

Objective 1: Expand Outreach and Engage with 16 Tribal Education and Health Departments and 3 Tribal Colleges to identify disability and workforce needs

Each of the 22 federally recognized Tribes have Tribal Education and Health Departments which oversee K-12, adult education, higher education assistance, Vocational Rehabilitation, Supportive Employment, Workforce Investment Opportunity, and mental health-substance misuse programs. In Year Three, the CIE has met with six Tribal Nations (Navajo Nation, the Tohono O'odham Nation, Hopi Tribe, Salt River Pima Maricopa Indian Community, Gila River Indian Community, Pascua Yaqui) to reestablish partnerships to identify training and educational material development needs and provide Sonoran Center resources. In Year Four, the CIE will expand outreach and engagement to additional Tribal Education and Health Departments and Tribal Colleges.

Objective 2: Strengthen Native Youth and Adult Workforce Resources and Opportunities in Three Tribal Communities

By forging partnerships with Tribal and non-Tribal businesses, state programs, and training centers, we intend to highlight the need to create diverse employment opportunities and culturally responsive training programs that match the skills and aspirations of Tribal Nations and members. In Year Three, the CIE met with the Navajo Nation, the Tohono O'odham Nation, Hopi Tribe, Salt River Pima Maricopa Indian Community, Gila River Indian Community, Pascua Yaqui and White Mountain Apache Vocational Rehabilitation and affiliated schools to share resources and identify youth and adult workforce needs. In Year Four, the CIE will focus on convening partners, increase capacity, and highlight practice-based Tribal programs.

Objective 3: Expand monthly training and continuing education opportunities key stakeholder to increase awareness on disabilities in AZ Tribal Nations

The CIE will provide on-site and virtual training, continuing education, and workshops for parents, health professionals, educational staff and other identified key stakeholders to improve educational services and healthcare services for Tribal members with disabilities. In Year Three, the CIE successfully hosted 11 webinars to date on topics pertinent to Tribal partners, key stakeholders and health care providers and developed resources on Traumatic Brain Injury, College Transition, Transition Services and Hearing Impairment in Tribal Communities. In Year Four the CIE will expand efforts to create additional educational resources.

Objective 4: Focus Collaboration with State and National Federal Agencies and Tribal Programs to increase awareness on disability services for AZ Tribal Nations.

In Year Three the CIE collaborated with the Department of Labor's Division of Indian and Native American Programs (DINAP) and provided technical assistance on nation-wide accessible training and content. In Year Four, the CIE will collaborate with higher education institutions, federal agencies, and Tribal programs to discuss, develop working groups, and increase awareness of the need to create a comprehensive network of services that address the diverse needs of Native individuals with disabilities.

Targeted Disparity as required by ACL: By 2026, the Council will strengthen a program that increases meaningful employment opportunities for transition aged youth with I/DD (ages 14-22)

from the Navajo Nation by supporting a focus on training, technical assistance, direct services, and resources.

Since the advent of the CIE, including projects under the Native Center, the transition and employment outcomes for Navajo youth with disabilities has progressed through the creation and maintenance of participation in pre-Employment Transition Services, Project SEARCH, school pilot site partnerships, and Tribal/State Vocational Rehabilitation employment supports.

The CIE staff will have a primary role in coordinating and integrating across Sonoran Center Native and Transition projects focused on meaningful employment opportunities for Native transition age youth with disabilities. This includes our partnership with the Navajo Nation's Office of Special Education and Rehabilitation to build capacity for providing transition services and work-based learning opportunities that prepare and support Native youth with disabilities for post-secondary education and employment. They will work with project partners to assist in the development of training and relevant resources for schools and families, as well as participate in outreach and recruitment of Navajo youth with IDD to engage in leadership, skill building, and work-based learning opportunities that will be implemented as part of the proposed Objective 2 activities.

Evaluation data to capture for the Targeted Disparity requirement includes:

- # Navajo youth with IDD participating in work-based learning.
- # Navajo youth with IDD participating in leadership, advocacy and skill building activities.
- # Navajo Nation schools and staff receiving training and technical assistance to build capacity for transition services provision leading to meaningful employment.

The budget supports the activities, and key staff are experienced in this work. If approved, the project will begin October 1, 2024 – September 30, 2025.

**Sonoran Center for Excellence in Disabilities
Native Disability Center
Year 4 Proposal
August 30, 2024**

Executive Summary

The Circle of Indigenous Empowerment (CIE; i.e., Native Disability Center), the Native American-focused Sub-Center within the University of Arizona's Sonoran Center for Excellence in Disabilities (Sonoran Center), seeks continued support from the Arizona Developmental Disabilities Planning Council (ADDPC) to sustain and expand its Native Disability Center initiatives in Year 4. Through the unwavering backing of ADDPC, the CIE, in collaboration with Tribal Nations, aims to further develop activities fostering awareness, services, and partnerships benefiting Native communities. The CIE's mission centers on providing culturally sensitive programs to amplify awareness of disability services, advocacy, and support within the Native American population across Arizona. Our Indigenized approach to disability has proved to help reach our Tribal members with disabilities in rural hard-to-reach communities and villages. We established a solid digital presence because of the pandemic and continue to reach our populations through our monthly webinar series and special online events.

In its initial year, the Native Disability Center initiated foundational activities to establish its presence. These included meetings, presentations, and outreach efforts to communicate project objectives to the community. Concurrently, partnerships with Tribal Nations, state agencies, and community organizations were cultivated, allowing for comprehensive landscape analyses of varied communities within the state. The momentum gained from these collaborations has fueled the Native Center's commitment to its mission. The second year focused on implementation and expansion, manifested through talking circles, coordinated meetings, a quarterly newsletter, and a successful monthly webinar series, all geared toward addressing issues within Native American communities. Year Three the Native Disability Center faced staff changes and the hire of a new Program Manager January 2024. With new staff, the Native Center rebranded to the Circle of Indigenous Empowerment (CIE), broadened outreach to new partnerships with organizations focused on Tribal education, disability non-profit and advocacy programs, higher education institutions and Tribal community advocacy programs to continue monthly webinars, presentations at local, state, and national conferences, and development of awareness resources on Traumatic Brain Injury, college resource guides, and toolkits. In year three, 543 attended the monthly webinar series (October 2023 – August 2023).

In Year Four, the Circle of Indigenous Empowerment's goal is to engage and utilize the expertise of partners to assist Tribal Education-Workforce programs, parents-guardians of Native people with disabilities and Tribal Colleges to increase knowledge of disability services, advocacy, and programs available to the 22 Tribal Nations and off reservation urban communities with significant Native American populations.

Year Four Plan

Continuous evaluation of informational key stakeholder feedback, including insight from Tribal Nations and members, discussions with state agencies, and solicited commentary from the community, guides adjustments to the Native Center's program activities and helps measure the successful impact. Being conscious of this important information gained, the Circle of Indigenous Empowerment proposes four objectives to accomplish the year four plan's mission.

Objective 1: Expand Outreach and Engage with 16 Tribal Education and Health Departments and 3 Tribal Colleges to identify disability and workforce needs

Each of the 22 federally recognized Tribes have Tribal Education and Health Departments which oversee K-12, adult education, higher education assistance, Vocational Rehabilitation, Supportive Employment, Workforce Investment Opportunity, and mental health-substance misuse programs. In Year Three, the CIE has met with six Tribal Nations (Navajo Nation, the Tohono O'odham Nation, Hopi Tribe, Salt River Pima Maricopa Indian Community, Gila River Indian Community, Pascua Yaqui) to reestablish partnerships to identify training and educational material development needs and provide Sonoran Center resources. In Year Four, The CIE will expand outreach and engagement to additional Tribal Education and Health Departments and Tribal Colleges.

- **Activity 1:** Meet with 16 Tribal Education-Health Departments at least once via zoom, in-person or via email for introduction to CIE-Sonoran Center, share resources, identify needs/assets of Native youth/adults with disabilities and add staff to CIE-Sonoran Center newsletter.
Evaluation: Agenda, meeting minutes and action items from meetings reported in quarterly report.
- **Activity2:** Partner with the Inter-Tribal Council of Arizona, Inc, the Arizona Office of Indian Education, and the University of Arizona Native American Advance, Initiatives & Research (NAAIR) to identify Tribal Education Summits, Tribal Education Workgroups, conferences, and community events etc., to present, share resources, obtain guidance on trainings and material development.
Evaluation: Agenda, meeting minutes and action items from meetings reported in quarterly report.

- **Activity 3:** Collaborate with 3 Tribal Colleges to discuss support for Native students with disabilities and develop at least 1 educational resource.
Evaluation: Agenda, meeting minutes and action items from meetings reported in quarterly report. Progress report and evaluation of 1 educational resource.
- **Activity 4:** Coordinate inclusion of Tribal partners in the planning, attendance and sharing of Tribal disability and employment models at the 21st Annual American Indian Disability Summit and the 4th Annual American Indian Disability Youth Summit in Phoenix.
Evaluation: Agenda, meeting minutes and action items from meetings reported in quarterly report. Annual report on summits to be posted on Sonoran Center website and shared with Tribal partners.

Outcome:

- Increased partnerships, increased communication and co-development of projects, materials, grants, and presentations.
- Increased awareness of disability resources.

Objective 2: Strengthen Native Youth and Adult Workforce Resources and Opportunities in Three Tribal Communities

By forging partnerships with Tribal and non-Tribal businesses, state program, and training centers, we intend to highlight the need to create diverse employment opportunities and culturally responsive training programs that match the skills and aspirations of Tribal Nations and members. In Year Three, the CIE met with the Navajo Nation, the Tohono O'odham Nation, Hopi Tribe, Salt River Pima Maricopa Indian Community, Gila River Indian Community, Pascua Yaqui and White Mountain Apache Vocation Rehabilitation and affiliated schools to share resources and identify youth and adult workforce needs. In Year Four, the CIE will focus on convening of partners, build capacity, and highlight practice-based Tribal programs.

- **Activity 1:** Convene quarterly meetings of state/tribal Vocational Rehabilitation programs, Tribal employment programs, state employment programs and schools to discuss streamlining of application process, cross-eligibility of programs, awareness of challenges/successes and link Sonoran Center staff or partners.
Evaluation: Agenda, meeting minutes and action items from meetings reported in quarterly report.
- **Activity 2:** Provide technical assistance to build capacity for transition services and apprenticeships leading to meaningful employment in at least 3 Tribal communities (Navajo, Tohono O'odham, and Hopi) from Year Three.
Evaluation: #youth and adults with disabilities participating in work-based learning, #youth with IDD participating in leadership, advocacy and skill building activities, #schools and staff receiving training and technical assistance

- **Activity 3:** Develop 3 case studies on innovative practice-based evidence of Tribal-State or Tribal employment programs. Case studies will be shared with regional/state/national partners-programs, shared at the AI Disabilities Summit, and posted on the Sonoran Center website and social media.
Evaluation: Finalized case studies, the number disseminated, the number of likes or views.

Outcome:

- Increased partnerships, increased communication and co-development of projects, materials, grants, and presentations.
- Increased the number of native youth and adults with disabilities participating in employment programs.

Objective 3: Expand monthly training and continuing education opportunities key stakeholder to increase awareness on disabilities in AZ Tribal Nations

The CIE will provide on-site and virtual trainings, continuing education, and workshops for parents, health professionals, educational staff and other identified key stakeholders on to improve educational services and healthcare services for Tribal members with disabilities. In Year Three, the CIE successfully hosted 11 webinars to date on topics pertinent to Tribal partners, key stakeholders and health care providers and developed resources on Traumatic Brain Injury, College Transition, Transition Services and Hearing Impairment in Tribal Communities. In Year Four we will expand efforts to create additional educational resources.

- **Activity 1:** Partner with key stakeholders to identify and develop relevant topics for monthly Native Center webinar series.
Evaluation: #webinars, #registrations, #attendance, evaluation of webinars.
- **Activity 2:** Conduct 1 training or workshop quarterly on topics identified from partner meetings for parents of native youth with disabilities, educators, or health care providers virtually through the AZ Telemedicine network, through Indian Country ECHO or in-person community events.
Evaluation: Finalized trainings, flyer, registration, training evaluation and #professionals, #parents, #educators trained.
- **Activity 3:** Co-develop 5 educational outreach materials identified from partner meetings.
Evaluation: #resources developed, #disseminated, pilot or evaluation of product.
- **Activity 4:** Create Disabilities and Indigenous Communities course for health professional undergraduate and graduate students at the University of Arizona.
Evaluation: syllabus, course description, submission to UAZ.

Outcome:

- Increased partnerships, increased communication and co-development of projects, materials, grants, and presentations.
- Increased knowledge of disabilities among stakeholders, health care providers, students, and parents.

Objective 4: Focus Collaboration with State and National Federal Agencies and Tribal Programs to increase awareness on disability services for AZ Tribal Nations.

In Year Three the CIE collaborated with the Department of Labor's Division of Indian and Native American Programs (DINAP) and provided technical assistance on nation-wide accessible trainings and content. In Year Four, the CIE will collaborate with higher education institutions, federal agencies, and Tribal programs to discuss, develop working groups, and increase awareness of the need to create a comprehensive network of services that address the diverse needs of Native individuals with disabilities.

- **Activity 1:** Meet regularly (monthly, quarterly) with key federal programs: DINAP, Office of Disability Employment Policy, etc. aimed at increasing awareness, disseminating resources, and promoting inclusive employment policies and practices in Native American communities.

Evaluation: Agenda, meeting minutes and action items from meetings reported in quarterly report.

- **Activity 2:** Partner with national disability programs and University Centers for Excellence in Developmental Disabilities (UCEDDs) (the National Congress of American Indians Disability Policy workgroup, Consortia of Administrators for Native American Rehabilitation (CANAR), Native American Disability Law Center, and the Northern Arizona University Institute for Human Development) to discuss policies promoting a comprehensive network of services that address the diverse needs of Native individuals with disabilities

Evaluation: Agenda, meeting minutes and action items from meetings reported in quarterly report.

Outcome:

- Increased partnerships, increased communication and co-development of projects, materials, grants, and presentations.
- Increased coordination among higher education institutions, federal agencies, tribal programs, and stakeholders on addressing the diverse needs of Native individuals with disabilities.

Targeted Disparity

American Indian and Alaska Native (AI/AN) people with disabilities face unique circumstances and legal environments that require special outreach, consultation, protections, and services. Data from the Centers for Disease Control and Prevention found that 30 percent of American Indian or Alaska Native adults have a disability, the highest rate of disability of any ethnicity. U.S. Section 21 of the Rehabilitation Act identifies American Indians/Alaska Native populations as having the highest disability rate but also as the most underserved and unserved. This results in American Indians with disabilities facing exclusion from economic self-sufficiency, independent living, and culturally appropriate support systems.

The CIE responds to and supports the ADDPC targeted disparity goal:

By 2026, the Council will strengthen a program that increases meaningful employment opportunities for transition aged youth with I/DD (ages 14-22) from the Navajo Nation by supporting a focus on training, technical assistance, direct services, and resources.

Since the advent of the CIE, including projects under the Native Center, the transition and employment outcomes for Navajo youth with disabilities has progressed through the creation and maintenance of participation in pre-Employment Transition Services, Project SEARCH, school pilot site partnerships, and Tribal/State Vocational Rehabilitation employment supports.

Rosa Rojas Franco, Native Initiatives Program Coordinator, will have a primary role in coordinating and integrating across Sonoran Center Native and Transition projects focused on meaningful employment opportunities for Native transition age youth with disabilities. This includes our partnership with the Navajo Nation's Office of Special Education and Rehabilitation to build capacity for providing transition services and work-based learning opportunities that prepare and support Native youth with disabilities for post-secondary education and employment; Finds Their Way: Communities for Youth Transition project to increase access for Native youth with IDD to skill development, knowledge, services, and supports to participate in competitive and integrated employment; and Pre-Employment Transition Services contract with AZ Vocational Rehabilitation to build capacity in schools to provide youth with disabilities work-based learning opportunities and engage youth in summer work. Rosa and the CIE Director will work with Center staff and project partners to assist in the development of training and relevant resources for schools and families, as well as participate in outreach and recruitment of Navajo youth with IDD to engage in leadership, skill building, and work-based learning opportunities that will be implemented as part of the proposed Objective 2 activities.

Evaluation:

Navajo youth with IDD participating in work-based learning

- # Navajo youth with IDD participating in leadership, advocacy and skill building activities
- # Navajo Nation schools and staff receiving training and technical assistance to build capacity for transition services provision leading to meaningful employment

Describe Barriers

Many American Indians and Alaska Natives with disabilities are either unserved or underserved. Some barriers to limiting access to services are inadequate funding, personnel shortages, lack of coordination among agencies, lack of consultation with tribes, and problems identifying persons eligible for services.

- **Inadequate funding:** CIE has identified Tribal programs lacking funding to provide trainings and resources to staff and transportation for native students with disabilities to gain meaningful employment. CIE staff focus on connecting people with DD and their families in AI/AN community with respected community collaborators and programs and advocate for sustainability through capacity building.
- **Personnel shortage:** Due to staff turnover in Tribal schools and Tribal VR programs, CIE staff continue to connect-reconnect to Tribal programs to strengthen relationships and maintain presence in the community. In addition, CIE will promote education and training on disabilities through tribal colleges/University Native American Programs.
- **Lack of coordination among federal/state agencies and Tribal programs:** Native people with disabilities may access state and tribal VR services and move in and out of various programs depending on age. Parents and stakeholders have expressed concerns at conferences and meetings the complexity of accessing or overlapping services. CIE is working to increase the availability of information about AI/AN individuals with DD for all agencies working with AI/AN communities.
- **Identifying persons eligible for services:** There is a shortage of information about the number of AI/AN with disabilities, types of disabilities in Indian communities, and the myriad of opportunities and service programs available to tribal governments to better protect and assist their members with disabilities. Definitions of disability vary by state/federal programs and include mental/behavioral/substance misuse disorders. CIE will work to promote connections that are based on mutual respect and understanding of the culture, laws and customs of a population.

Community Partners & Opportunities

Treva Roanhorse is our Elder Advisor and valued partner with our Finds Their Way Youth Transition program, and she adds her advice and expertise to the CIE programs. Jim Warne also provides invaluable advice and expertise as the program's Administrative Affiliate. Native Center staff have relied on collaborations with our many partners around the state affiliated

with related programs including the Sonoran Center, Finds Their Way: Communities for Youth Transition, My Health My Choice, pre-Employment Transition Services, and Employment First to inform development activities and expand outreach and partnerships. New partnerships with specific involvement in year three and expanding into year four include:

- *Amputee Coalition May 21*: Agnes Attakai met with Kyle Stepp and Ashlie White to discuss access to care barriers for Native American community members living with limb loss.
- *Arizona Health Care Cost Containment System (AHCCCS)*, the state Medicaid system. CIE staff attend monthly Building Partnerships Community Policy Meeting and the Tribal Policy Workgroup meeting, and the Quarterly Tribal Consultation meetings to network and keep current on policy changes regarding disability services.
- *Arizona Department of Health Services (ADHS)*: Member of the ADHS Community Advisory Board on Accessibility and Inclusion reviewing ADHS outreach materials.
- *Arizona Department of Health Services (ADHS)*: Member of the ADHS Community Advisory Board on Accessibility and Inclusion reviewing ADHS outreach materials.
- *The Autism Support, Community, and Education in the Navajo Nation (ASCEND)*: The Autism Support, Community, and Education in the Navajo Nation through the Diné Parents Taking Action Program (ASCEND) is an evidence-based parent education and training program – Parents Taking Action – designed by and for Diné families who have a child with autism. This program is in partnership with Tuba City Regional Health Care. Agnes and CIE have partnered with ASCEND to distribute the flyer through the Sonoran Center listserv, social media and listserv.
- *Fetal Alcohol Spectrum Disorder*: Agnes Attakai met with the FASD Center for Excellence at the University of New Mexico on current resources and gaps.
- *First Things First*. First Things First supports programs across Arizona through grants to community organizations that provide services—at no cost—for young children from birth to age 5 (before kindergarten) and their families. The discussion centered on developing a resource for Native parents with children with special needs.
- *Inter-Tribal Council of Arizona, Inc.* Agnes Attakai met with Jaime Ritchie, Epidemiologist for ITCA regarding partnerships on data, policy and health communication.
- *ODEP (Office of Disability Employment Policy)*. Agnes Attakai attends monthly meetings representing CIE-Sonoran Center. Attendees included the Circle of Indigenous Empowerment-Sonoran Center University of Arizona, Rehabilitation Research and Training Center-Virginia Commonwealth University, and University of South Dakota Center for Disabilities Oyáte Circle. The aim is to promote equity in underrepresented populations, advocate for policy adoption, and raise awareness to enhance access to inclusive workforce and economic development opportunities.
- *Office of Indian Education (OIE)-Arizona Department of Education*. CIE presented at the Policy & Program Update monthly virtual convening in June 2024. OIE provided grant funding to the Arizona School for the Deaf and Blind (ASDB)-the Raising Indigenous

Success in Education (RISE) grant for a family immersion event on Navajo Nation which CIE will partner by providing linkages to schools.

- *Special Olympics Indigenous Young Athletes*: Special Olympics Young Athletes is a sport and play program for children with and without intellectual disabilities (ID), ages 2 to 7 years old. Young Athletes develops critical cognitive, social, and motor skills. Indigenous Youth Athletes includes Native stories and culture into the program. Agnes Attakai met with Gianna Zola (Dir Health & Educ) and Kelli Greene-Agnew (Young Athlete Coord) and a partnership established to assist with engaging AI/AN Head Start and/or similar early childhood development program on the Native Young Athletes curriculum.
- *Urban Indian Coalition of Arizona (UICAZ)*: Agnes Attakai attends monthly meetings (April, May, June) on substance abuse, foster care and youth services for Native urban population.
- *Neurodiversity among Native College Students*: Agnes Attakai and Alanna Begay, Project Aid continue to conduct literature reviews of articles, websites and existing toolkits to develop a resource guide accommodations and advocacy for college students.
- Met with *Tohono O'odham Nation* Department of Health and Human Services Senior Services, Department of Education and Vocational Rehabilitation program to learn about current program for TON member with disabilities and plan for Talking Circle, PreETS and Project SEARCH implementation, resources to improve senior services, and development of factsheets on disabilities.
- Met with *Gila River Indian Community* to discuss employment opportunities for native high school students, student leaders for AI Youth Disability Summit, and partnering on skills based cultural activities.
- Met with *Hopi Vocational Rehabilitation* at the Hopi Disability Conference for introductions, and continual discussion on employment services for high school students.
- Met with *Navajo Vocational Rehabilitation* by zoom and in person at the Window Rock High School Parent Night. Follow-up discussions focused on supporting staff, employment opportunities, summer employment and future planning of additional high school sites.
- Met with *White Mountain Apache Vocational Rehabilitation* at the CANAR conference to discuss site visit for Fall 2024 and meet with Education staff, WIOA and Vocational Rehabilitation.

With the continued success in partnership building and joint activities being conducted with new partners gained in Year Three, the CIE looks to expand upon this reach and conduct outreach and meet and greets with several tribal nations in western and central Arizona.

Year 3 Evaluation Findings and Feedback from Community Stakeholders

For the nine webinars held during the first three quarters of year three, 838 people registered and 439 attended (48% attrition rate). Attendees identified their primary role and tribal affiliation:

Individuals with Disabilities = 22

Family Members = 20

Professionals Trained = 327

Tribal Affiliated = 192

Among webinar attendees, 111 individuals (25%) completed the online evaluation. Of the total responses from the evaluations, 96% of participants agreed or strongly agreed their knowledge and/or skills on topics discussed during the webinar increased due to attending the event. In addition, 96% of participants who completed the evaluation agreed or strongly agreed they were satisfied with skills and knowledge they gained from attending the webinar. Most of the participants (84%) agreed with the statement that the webinar provided information relevant to their needs.

Our Native Center webinars, which started as Arizona statewide events, have grown to a national event attended by Tribal leaders, professionals, and individuals with disabilities across the United States. This has been pivotal in helping to grow our partnerships and reach. Information and feedback were gathered for evaluation from webinar participants and conversations with community stakeholders. This feedback was utilized to guide Year Four program objectives and planned activities. Feedback had requests to increase information on specific disability populations (Veterans, substance use disorders, mental health), personal experiences of Indigenous people and youth with disabilities, discussion on entrepreneurial and apprenticeship employment opportunities, access to health information, housing and assistive technology for communication, further opportunities for discussion in fine tuning the process and communication for resources and services at all levels and with all agencies, including state, federal, local, Tribal, and nongovernment.

We look forward to continuing our efforts to create new opportunities for Tribal Members with disabilities, families, communities, and the partners and allies we have created through the Native Center and the Circle of Indigenous Empowerment at the Sonoran Center.

Year Four Timeline and Implementation Plan

October through December 2024

- Conduct 3 monthly webinars
- Produce one quarterly newsletter
- Initiate four new Tribal Education-Health Departments contacts and 1 Tribal Colleges to discuss support for Native students with disabilities
- Convene 1 quarterly meeting of state/tribal Vocational Rehabilitation programs, Tribal employment programs, state employment programs and schools
- Conduct 1 training or workshop quarterly on topics identified from partner meetings for parents of native youth with disabilities, educators, or health care providers virtually through the AZ Telemedicine network, through Indian Country ECHO or in-person community events
- Meet regularly (monthly, quarterly) with key federal programs: DINAP, Office of Disability Employment Policy, etc. aimed at increasing awareness, disseminating resources, and promoting inclusive employment policies and practices in Native American communities
- Participate in one community event (e.g., training, Talking Circle, pow wow)
- Provide services for two Navajo Nation youth
- Develop one new disability specific resource (e.g., product, training, etc.)
- Review and analyze data collected to date from webinar/training evaluations, formal and informal conversations with tribal community members – use results to inform future webinar topics, product development, and outreach activities
- Submit quarterly report

January through March 2025

- Conduct 3 monthly webinars
- Produce one quarterly newsletter
- Initiate four new Tribal Education-Health Departments contacts and 1 Tribal Colleges to discuss support for Native students with disabilities
- Convene 1 quarterly meeting of state/tribal Vocational Rehabilitation programs, Tribal employment programs, state employment programs and schools
- Conduct 1 training or workshop quarterly on topics identified from partner meetings for parents of native youth with disabilities, educators, or health care providers virtually through the AZ Telemedicine network, through Indian Country ECHO or in-person community events
- Meet regularly (monthly, quarterly) with key federal programs: DINAP, Office of Disability Employment Policy, etc. aimed at increasing awareness, disseminating

resources, and promoting inclusive employment policies and practices in Native American communities

- Participate in one community event (e.g., training, Talking Circle, pow wow)
- Provide services for two Navajo Nation youth
- Develop one new disability specific resource (e.g., product, training, etc.)
- Review and analyze data collected to date from webinar/training evaluations, formal and informal conversations with tribal community members – use results to inform future webinar topics, product development, and outreach activities
- Submit quarterly report

April through June 2025

- Conduct 3 monthly webinars
- Produce one quarterly newsletter
- Initiate four new Tribal Education-Health Departments contacts to discuss support for Native students with disabilities
- Convene 1 quarterly meeting of state/tribal Vocational Rehabilitation programs, Tribal employment programs, state employment programs and schools
- Conduct 1 training or workshop quarterly on topics identified from partner meetings for parents of native youth with disabilities, educators, or health care providers virtually through the AZ Telemedicine network, through Indian Country ECHO or in-person community events
- Meet regularly (monthly, quarterly) with key federal programs: DINAP, Office of Disability Employment Policy, etc. aimed at increasing awareness, disseminating resources, and promoting inclusive employment policies and practices in Native American communities
- Participate in one community event (e.g., training, Talking Circle, pow wow)
- Provide services for two Navajo Nation youth
- Develop one new disability specific resource (e.g., product, training, etc.)
- Review and analyze data collected to date from webinar/training evaluations, formal and informal conversations with tribal community members – use results to inform future webinar topics, product development, and outreach activities
- Submit quarterly report

July through September 2025

- Conduct 3 monthly webinars
- Produce one quarterly newsletter
- Initiate four new Tribal Education-Health Departments contacts and 1 Tribal Colleges to discuss support for Native students with disabilities
- Convene 1 quarterly meeting of state/tribal Vocational Rehabilitation programs, Tribal employment programs, state employment programs and schools

- Conduct 1 training or workshop quarterly on topics identified from partner meetings for parents of native youth with disabilities, educators, or health care providers virtually through the AZ Telemedicine network, through Indian Country ECHO or in-person community events
- Meet regularly (monthly, quarterly) with key federal programs: DINAP, Office of Disability Employment Policy, etc. aimed at increasing awareness, disseminating resources, and promoting inclusive employment policies and practices in Native American communities
- Participate in one community event (e.g., training, Talking Circle, pow wow)
- Provide services for two Navajo Nation youth
- Develop one new disability specific resource (e.g., product, training, etc.)
- Review and analyze data collected to date from webinar/training evaluations, formal and informal conversations with tribal community members – use results to inform future webinar topics, product development, and outreach activities
- Submit quarterly report

All CIE trainings and webinars will solicit feedback from participants via evaluation surveys. In addition to these surveys, CIE will engage in continuous evaluation of informational key stakeholder feedback, including insight from Tribal Nations and members, discussions with state agencies, and solicited commentary from the community. Recordings and notes from stakeholder feedback will be reviewed and analyzed for emergent themes to guide project activities and measure impact. Benchmarks and data to be tracked include:

products, resources, curricula/trainings developed

products disseminated

community events

Individuals with Disabilities reached/trained

Family Members reached/trained

Professionals reached/trained

Tribal Affiliated reached/trained

Key Personnel

Agnes Attakai is the Director of the Circle of Indigenous Empowerment (Native Center Program manager) and Principal Investigator who will administer the project. be responsible for project oversight and monitoring, the proposed activities of the project, visiting and developing relationships with all 22 Tribal communities, facilitating stakeholder input, promoting the Center, responding to request received by the Center, contributing to product development, and generating additional resources. She will manage the listserv and website, oversee development of the monthly newsletter, coordinate the webinar series, and complete analyses of evaluation and participant satisfaction data.

Jacy Farkas is the Director of the Sonoran Center and Co-Principal Investigator for the project. She will work closely with the PI to support project oversight, supervision, monitoring, and completion of activities as proposed. She will ensure integration of Native American Disability Center information and activities across the work of the UCEDD focused on enhancement of culturally and linguistically responsive services. She will conduct outreach and develop partnerships, share information through state and national meetings and presentations, and contribute to product and resource development.

Rosa Rojas Franco is the Program Coordinator of Native Initiatives for the Sonoran UCEDD and will be responsible for overseeing employment and vocational related programming, and coordination/integration across Sonoran Center Native Initiatives' projects focused on meaningful employment opportunities for Native transition age youth with IDD. She will also contribute to development of disability specific resources for Native communities.

Jim Warne is a Project Consultant and subject matter expert who will provide guidance and inform development and implementation of the Native Center and projects within the Native Center. He will conduct outreach and function as liaison with urban and rural Tribal members, conduct talking circles, build Tribal connections, establish provisions for on-going user input and feedback, meet with Tribal communities to share about the Center, conduct trainings and information sharing sessions, guide website design, and provide mentorship for leadership development.

Budget Request Form

Contractor Name: Arizona Board of Regents, University of Arizona

Contractor Address: 888 N. Euclid Room 510, PO Box 3308 Tucson AZ 85722-3308
 Street Address City State Zip

Project Name: Native Disability Center - Year 4

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	59,004		6,410	65,414
Fringe Benefits	17,627		3,046	20,673
Supplies / Operating Expenses	6,460			6,460
Travel	6,000			6,000
Rent or Cost of Space				-
Contracted Services / Professional Services	20,000			20,000
Administrative / Indirect Costs	10,909		30,545	41,454
Total Costs	120,000	-	40,001	160,001

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

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

Name of Certifying Official

Title of Certifying Official

Phone

Email

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

Native Disability Center
Budget Narrative for Year 4

Senior/Key Personnel

Agnes Attakai, Principal Investigator and Director (70.0% FTE), will be responsible for project oversight and monitoring, the proposed activities of the project, visiting and developing relationships with all 22 Tribal communities, facilitating stakeholder input, promoting the Center, responding to request received by the Center, contributing to product development, and generating additional resources.

Jacy Farkas, Co-Principal Investigator (5.0% FTE), will support project oversight and monitoring, as well as supervision of staff. She will ensure integration of Native Disability Center information and activities across the work of the UCEDD focused on enhancement of culturally and linguistically responsive services. To meet the required cost match, an additional 5% of Ms. Farkas' effort will be institutionally supported through other funding sources.

Other Personnel

Rosa Rojas Franco, Program Coordinator of Native Initiatives (6.0% FTE), will be responsible for overseeing employment and vocational related programming, and coordination/integration across Sonoran Center Native Initiatives' projects focused on meaningful employment opportunities for Native transition age youth with IDD. To meet the required cost match, an additional 4% of Ms. Franco's effort will be institutionally supported through other funding sources.

Elizabeth Jeffrey-Franco, Communications Director (5.0% FTE), will be responsible for communications, marketing, and product development in universal and culturally responsive formats.

Ava Gutierrez, Training Assistant (6.0% FTE), will be responsible for coordination and logistical support of outreach and training events, maintaining registration and attendance data, coordination of interpreters and accommodations for events, triaging community requests.

Martina Loftus, Administrative Assistant (10.0% FTE), will be responsible for providing administrative support, including travel arrangement and processing expenses with business office.

Alanna Begay, Student Worker (13.0% FTE), will be responsible for developing marketing and communication materials, resources, and products for sharing and dissemination.

To meet the required cost match, fringe benefits of 8.55% of Andrew Milne's effort will be institutionally supported through other funding sources to provide plain language

translation and inclusion of Native Center information in the Sonoran Center's monthly newsletter.

Fringe Benefits

The University of Arizona defines fringe benefits as direct costs, estimates benefits as a standard percent of salary applied uniformly to all types sponsored activities, and charges benefits to sponsors in accordance with the federally-negotiated rates in effect at the time salaries are incurred. The rates used in the budget are as follows: UA Employees @ 32.0%, Student Employees @ 2.0%.

Supplies / Operating Expenses

Stipends: Stipends will be provided to Native American people with disabilities and family members for each panel, presentation, video, or webinar this covers time for preparation, development, and delivery of activity/product.
(25 persons * \$50 per person = \$1,250)

Language Access: costs for language translation and interpretation for indigenous and sign languages for materials and events (\$121/hour x 10 hours = \$1,210)

Training/Workshop Supplies: binders, pens, markers, art materials, etc. (\$1,000)

Marketing/Promotional Materials: brochures, signage, etc. to promote the program and events (\$2,000)

Travel

In-state travel is requested to support travel around the state to visit Tribal communities and members by project staff. Costs are reimbursed at a rate of \$0.655 per mile at an estimated 6,540 miles = \$4,283. Additional funds are requested to support per diem and hotels for long-distance travel in Arizona estimated at 11 days per diem @ \$47 = \$517 per day and 8 nights of lodging @ \$150 per night. (\$4,283 + \$517 + \$1,200 = \$6,000)

Contracted Services / Professional Services

Consultant: Jimmy Warne, Project Consultant (9.6% FTE), will be responsible for leading and directing project activities, functioning as liaison with urban and rural Tribal members, conducting talking circles, building Tribal liaisons, establishing provisions for on-going user input and feedback, meeting with Tribal communities to share about the Center, conducting trainings and information sharing sessions, guiding website design, and providing mentorship for leadership development. (200 hours * \$100 per hour = \$20,000)

Administrative / Indirect Costs

Indirect costs are budgeted at the ADDPC-stipulated rate of 10% of total direct costs.
(\$109,091 Direct Costs * 10% = \$10,910)

Cost Match

Cost match is committed using indirect costs foregone and partial staff effort at the ADDPC-stipulated rate of 25% of total projects costs. (\$160,000 Total Project Costs * 25% = \$40,000)