



**Equal Native Youth Voices
Renewal Proposal to Support Self-Advocacy
May 7, 2020**

- 1. Provide a description of your funded project and how it aligns with the ADDPC Goal of Self-Advocacy, Integrated Employment or Inclusion. Explain why the ADDPC should consider renewing your contract.**

The Native American Disability Law Center (Law Center) focuses its self-advocacy project, *Equal Native Youth Voices*, on Native American youth with Intellectual and Developmental Disabilities. The overall goal is to increase their understanding of their legal rights and develop skills for them to speak for themselves, make their own decisions, and respectfully advocate in their communities. The Law Center works with students in the Exceptional Student Services Program (ESS) at Greyhills Academy High School in Tuba City, Arizona. During the past fiscal year, the Law Center worked with twenty-six (26) students, who are in the ninth to twelfth grades. Twelve of the twenty-six students who participated in the fall semester participated in previous self-advocacy sessions and opted to continue. The program is centered on self-advocacy, employment and community inclusion as other sub-topics are imbedded in the curriculum. The Law Center now has a multi-year relationship with Greyhills Academy and continues to increase outside partnerships. Students report increases in their comfort level in talking about their disability, talking about their Individualized Education Plans (IEP) and formulating their goals. The students also reported being more comfortable talking to teachers about their accommodations.

The Law Center is timely in its reporting and continues to refine the curriculum. We operate within our budget allotments and have match funds that complement the goals for increasing self-advocacy, employment, and inclusion. The Law Center recently opened a new office in Flagstaff, Arizona which will ease the travel requirements and bring more services to Coconino, Navajo and Apache counties. With student input we are committed to increasing outreach to appropriate partners.

The Law Center is committed to ensuring that student interaction is rooted in Diné (Navajo) philosophy. The curriculum continues to be revised to align with Navajo traditional thought based on the Medicine Wheel and related to the circular journey beginning from the Hogan of Thinking, to the Hogan of Planning, to the Hogan of Living, and then to the Hogan of Resilience.

This approach reflects the importance of the cultural teachings attached to the Four Sacred Directions. The key components are:

- a. The East/Nitsáhákees represents Thinking/the Hogan of Thinking.
- b. The South/Nahatá represents Planning/the Hogan of Planning.
- c. The West/Iná represents Implementation/the Hogan of Living.
- d. The North/Siih hasin represents Reflection and Resilience/the Hogan of Resilience.

This framework guides all traditional thinking within the Navajo community. All actions need to start in the East with Nitsáhákees or Thinking. In order to achieve a goal or success, one should think through the issue and consider its ramifications. Once the issue is considered and thought through, before taking any action, one should move toward the South or Nahatá, also called the Planning stage. One should not act impulsively, but with careful planning to ensure that all factors are addressed. After one has moved through the Nahatá stage, one moves to the West or Iná; also called the Implementation stage. This is when the plan is implemented with care. It reflects how one lives his or her life, but also applies to carrying through with a plan to achieve one's goals. After this stage, one moves toward the North or Siih hasin where one reflects on how the plan worked. One considers what worked, the unanticipated barriers, and how the plan can be improved. This stage also reflects resilience to overcome barriers or adjusting the plan to achieve more effective results. Under this manner of thinking, all results are positive. If one's plan is successful in achieving the desired goal, then one can build upon that success by repeating the process again from the East. If one's plan is not successful in achieving the desired goal, then one learns from what worked and what did not work to review and revise the plan. Consequently, one continues to move around the circle constantly thinking, planning, implementing and reflecting, building on one's successes, addressing barriers, and achieving goals. Within this model, students find natural connections with self-advocacy skills.

Because of the COVID-19 health crisis, the data is incomplete for the current year; however, the evaluation results from last semester demonstrate the project's ongoing success. Despite the interruption in services this year, the Greyhills ESS staff are enthusiastic about continuing the project. While the Law Center was unsuccessful in building partnerships with Diné College, it has continued a multi-year partnership with Greyhills Academy and developed approximately 79 potential self-advocates over the past three years.

- 2. Provide a summary of the program achievements for the current year. Include all key activities that have been undertaken based on the current implementation plan. Describe key barriers that were overcome. Also describe what activities are left to complete in the last quarter of your contract.**

In addition to classroom meetings, four students from *Equal Native Youth Voices* attended the National Congress of American Indians (NCAI) Annual Conference in Albuquerque, New Mexico in October, 2019. The four students facilitated a break-out session on self-advocacy and

created a short video, which was shared during the session to NCAI Youth Commission and other Native youth groups from across the country. The students video included personal interviews discussing their goals, their family challenges, changes they want to make for their community, and issues they faced as Native students with disabilities. At the end of the session, the students presented “What Lights Their Fire” – an activity that emphasizes positive influences. Each student wrote on a cardboard piece shaped like firewood identifying who or what motivates them to continue reaching their goals and completing their high school education.

In November, six students attended a meeting with the Navajo Nation Advisory Council on Disabilities (the Advisory Council). During this meeting, each student gave their traditional introduction, including their four clans; they also shared their plans for the future after graduation. Hoskie Benally, the Law Center’s Community and Government Liaison, is also the Advisory Council President. He explained to the students that like the Advisory Council Members, they can advocate and make changes for themselves and in the community. The students then partnered and interviewed an Advisory Council Member. At the completion of their interview, students presented and introduced their Council Member to audience members. The majority of the conversation was in Navajo, which promotes cultural awareness and strengthens the connection with the Council Members. The interaction with the Advisory Council demonstrated the empowerment that comes through self-advocacy.

The Law Center noticed students who rarely spoke in class opened-up when they had the opportunity to ask Council Members about their disability, challenges and accomplishments. In January, five students attended another meeting of the Advisory Council. During the meeting students listened to updates on government initiatives, upcoming resolutions and by-laws, and heard a guest presentation by ASSIST! to Independence. Students were slated to attend a second meeting with the Advisory Council which was postponed due to a conflict with the school schedule, and unfortunately, were unable to attend the second Advisory Council meeting.

Additionally, students researched colleges along with each institution’s policy on accommodations. During this activity, students became aware of the college’s disability resource centers and how to find additional resources and supports. Students completed a session on understanding their IEPs and conducted Talking Circles throughout both semesters. The Talking Circle is designed to honor the Four Dimensions of beings: Spiritual, Emotional, Mental and Physical – using any or all of these to respond to the conversation. The Law Center incorporates additional traditional teachings to achieve balance and harmony. These teachings are also based on the medicine wheel. When these Four Dimensions are in harmony, one enjoys holistic wellness. These dimensions also provide a mechanism for gaging self-awareness and a means of tracking individual and group growth.

These Four Dimensions were used for discussion and sharing during Talking Circles that were conducted three times a semester; once in the beginning, once at mid-term, and once at the end of the Fall semester. During the Talking Circles, the students had the opportunity to practice

these teachings, explore themselves, gain familiarity with each other, and incorporate the teachings into their advocacy skills.

With the closure of schools due to the COVID 19 health crisis, the Law Center is unable to continue the sessions or conduct the final evaluations. While Greyhills was able to provide most students with laptops and hotspots, several students still do not have consistent access because of a lack of cellular signals. The ESS Staff were focused on continuing basic education services and were unable to connect with the Law Center until very recently. As we know, the barrier posed by COVID 19 has been shared by all state and local organizations and agencies.

In the remaining months of the current fiscal year, the Law Center plans to produce short videos that can be shared with the students and their parents. Primarily, recognizing that many students have been directly affected by the COVID-19 health crisis, the Law Center will initially create a video reaching out to the students to support them and provide information so that they can contact the Law Center if they need to do so. The Law Center will also produce a video for the Seniors on transitioning to post-secondary education and employment opportunities. Finally, the ESS Staff raised the questions that frequently arise with transitioning from High School, so the Law Center will produce a video on students rights in post-secondary settings; this video will focus on the legal rights provided by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the Navajo Civil Rights Act for People with Disabilities.

3. Describe who are the community partners that are supporting your project, and their role in the contract.

The Law Center's primary partnership is with the Greyhills ESS staff members who provide the space and opportunity for students to attend the classroom sessions. The Greyhills staff collaborate with the Law Center on ideas for curriculum, learning projects and field trips. The Advisory Council members are also key partners through collaboration on meeting engagement and acting as policy level mentors. While outreach to institutions of higher education have not produced solid partnerships, that effort will continue. Attendance at the National Congress of American Indian Conference allowed students to make their own formal and informal partnerships in a national community arena.

4. Summarize feedback from participants, families, professionals and other stakeholders during the current funded period. Explain how their feedback is used for evaluation analysis and in program design.

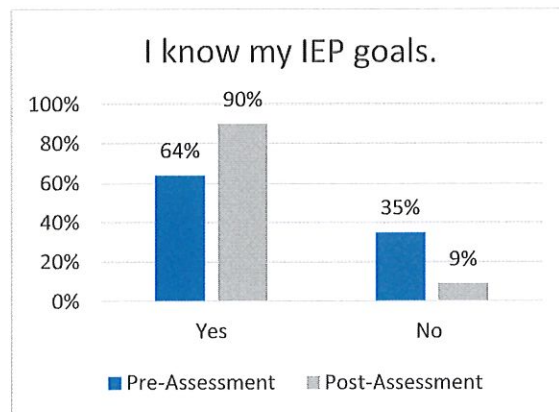
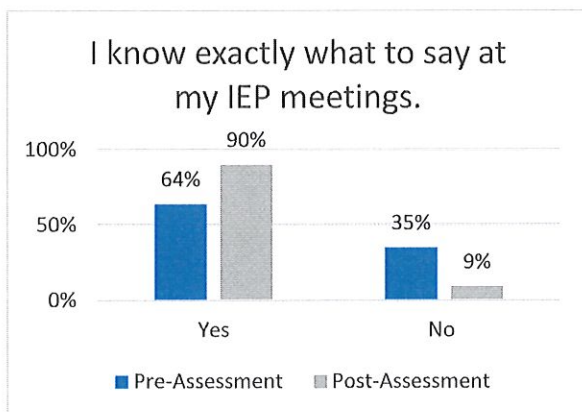
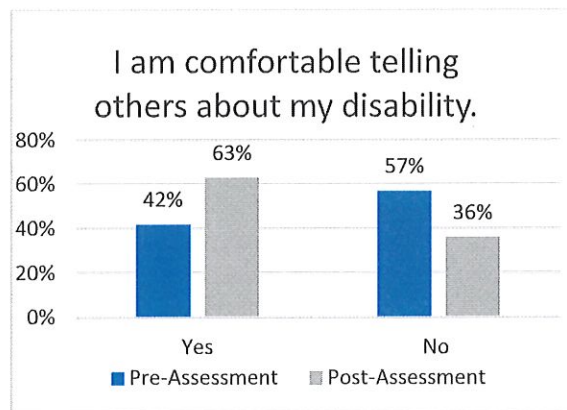
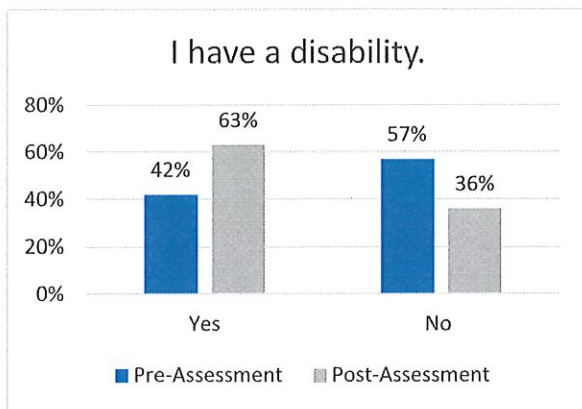
The Law Center provided a pre- and post-assessment during the first and last session of the fall semester, and a pre-assessment during the beginning of spring semester. The Law Center uses Turning Technology clickers to gather student's data in the classroom. Clicker questions are reviewed in real-time allowing students to see everyone's feedback as a congregated sample while remaining anonymous as individuals. Students consistently report more comfort in speaking for themselves, increased skills in understanding the vocabulary, policies and practices in educational settings. While advocates do not usually communicate with family members one to

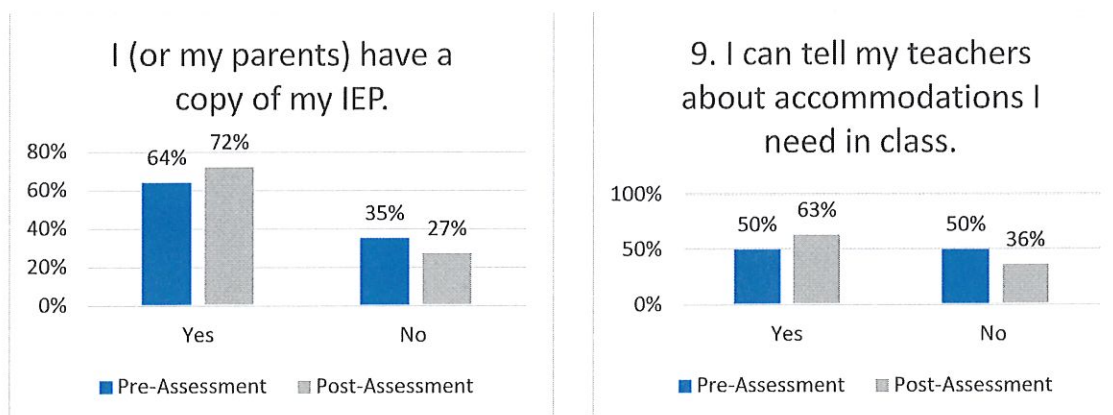
one, students are open to sharing both positive and challenging elements of their home life. This has increased with the practice of using Talking Circles.

5. Summarize evaluation findings to date and level of satisfaction. Explain if the program is on track with proposed target numbers; if not, describe barriers to reaching target numbers. Data to include here include the number of self-advocates, family members, or professionals/others. Also state if any policy or procedures have been changed based on your program, and what this result will mean for families.

The level of satisfaction among students continues to be high as evidenced through pre and post assessments and clicker responses. Areas of specific achievement are found in data: “knowing how to talk about your IEP” and “knowing the goals of your IEP.” They raised respectively 20% and 25%, affirmative, from pre to post test. The Law Center reached its target numbers for students enrolled with ESS at Greyhills. The Law Center estimated the project would benefit 20 students and 26 students participated. The Law Center contacted Diné College several times and attended a Student Services Fair to provide information to students with disabilities. Unfortunately, these efforts were unsuccessful and the Law Center was unable to establish a partnership with Diné College or reach its students.

Fall 2019 Pre & Post Assessment Results:





The collaboration with the Advisory Council was more beneficial than anticipated. Students who rarely spoke in the classroom asked Council Members questions during their meeting and then spoke in front of an audience of mostly strangers explaining what they learned. Mentorship and interaction with successful “others” instills hope and possibility and the connection to the Advisory Council supplies both.

While attending the NCAI Annual Conference was a logistically complicated endeavor, it provided an important opportunity and was well worth the effort. The four students, who attended the Conference, created a presentation and spoke in front of 45 of their peers, who were attending the NCAI Youth Commission Conference. This experience not only gave them a public speaking opportunity, but they also developed their self-advocacy skills by sharing their personal stories about their daily life challenges. Greyhills students spoke about their family concerns and at the end, their peers supported their bravery for sharing. Students interacted with their peers prior to their presentation and worked together on group exercises which helped them to expand their communication skills. One group exercise involved students introducing themselves to at least three peers and talking about their community. Greyhills students were the only local group to attend the first day of the NCAI Youth Commission conference; other students came from Oklahoma, California, and New York.

The project reached a total of 124 self-advocates, family members, peers, and professionals.

6. Describe proposed changes that will be planned for the second year, including program design, target numbers, collaborators, implementation, staffing, evaluation, and other activities.

During the upcoming year, the project lead will change. Ms. Jones will continue with the Law Center and act as a project advisor. Annette Yazzie is a new Advocate with the Law Center and will be based in Flagstaff. The closer proximity to Tuba City will use resources, such as time and funding, more efficiently. Ms. Yazzie and Ms. Jones worked together during the beginning of the Spring Semester so that Ms. Yazzie could become familiar with the curriculum. Ms. Yazzie also met the Greyhills ESS staff and the students involved during the current semester. Unfortunately, the COVID-19 health crisis interrupted the transition, but Ms. Yazzie and Ms.

Jones have a close working relationship. Ms. Jones will attend the first sessions during the beginning of the 2020/2021 School Year and work with Ms. Yazzie when necessary to answer questions and discuss planning, problem solving and outreach to new partners.

The Law Center will also incorporate Hoskie Benally more actively in the project. In addition to his role as the Law Center's Government and Community Liaison and the President of the Advisory Council, Mr. Benally is an elder and cultural instructor. The COVID-19 health crisis severely impacted the Navajo Nation and the Greyhills students. Mr. Benally will attend the classroom sessions that include the Talking Circles. He will also attend the first session to explain the Medicine Wheel and help put the students' experiences in context. This approach will help center the students and orient them to self-advocacy.

The other support for the project will remain in place. The Law Center's Administrative Staff will continue assisting the project with data retrieval, documentation and reporting. The Project will continue to be supervised and supported by Therese Yanan, the Law Center's Executive Director. In keeping with the model of self-advocacy and empowerment, students will be at the center of decisions on curriculum changes and new and existing partnerships. We will encourage the continued connection with the Navajo Nation Advisory Council on Disabilities, attendance at national or regional conferences when possible, and continued outreach to institutions of higher learning, aimed at Diné College, Navajo Technical University's Arizona campuses and Northern Arizona University. The curriculum will continue to support and elevate students who wish to practice public speaking. The project will target 20 students and the evaluation process will remain consistent.

7. Describe effort to work in or promote the program in underserved or unserved areas of the state or with certain populations that are often overlooked.

The Law Center focuses on serving Native Americans with disabilities across northern Arizona, a traditionally underserved or unserved population and region of the state. Establishing a Flagstaff office will enable us to use resources more efficiently and effectively, which will also expand our services in this region.

8. Elaborate on sustainability efforts that show commitment from other sources of funds to fund the program post ADDPC funding.

The sustainability efforts are based on developing self-advocacy skills in the Greyhills students they will carry with them into their adult lives. These projects have long lasting impact. An individual who participated in a previous year's project, became a member of the Navajo Nation Advisory Council of Disabilities and remains an active member several years later.

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**Attachment 1
Implementation Plan**

Completion Date	Task	Measurement	Person(s) Responsible
August 2020	Planning Meetings – internal.	Meeting Notes	Annette Yazzie Jessica Jones Therese Yanan
	Planning Meetings – external.	Meeting Notes	Annette Yazzie Jessica Jones Greyhills ESS Staff
	First Class with Students Pre-assessments completed. First Talking Circle completed.	Presentation Pre-Assessments	Annette Yazzie Jessica Jones Hoskie Benally
September 2020	Classes with Students Second Talking Circle completed.	Clicker Info Student Feedback Presentations	Annette Yazzie Jessica Jones Hoskie Benally
October 2020	Classes with Students Students Attend Advisory Council Meeting	Clicker Info Student Feedback Presentations	Annette Yazzie Jessica Jones Therese Yanan
November 2020	Classes with Students Quarterly report to ADDPC.	Clicker Info Student Feedback Presentations Final Survey	Annette Yazzie Jessica Jones Therese Yanan
December 2020	Classes with Students Second Meeting with Advisory Council Third Talking Circle Internal Review Meeting	Clicker Info Student Feedback Presentations Post-Assessment	Annette Yazzie Jessica Jones Hoskie Benally Therese Yanan
January 2021	First Class with Students	Presentation Pre-Assessments	Annette Yazzie Hoskie Benally

	Pre-assessments completed. First Talking Circle completed. Quarterly Report to ADDPC		Therese Yanan
February 2021	Classes with Students Second Talking Circle completed	Clicker Info Student Feedback Presentations	Annette Yazzie Hoskie Benally Therese Yanan
March 2021	Classes with Students Students Attend Advisory Council Meeting	Clicker Info Student Feedback Presentations	Annette Yazzie Hoskie Benally
April 2021	Classes with Students Quarterly report to ADDPC.	Clicker Info Student Feedback Presentations Final Survey	Annette Yazzie Therese Yanan
May 2021	Classes with Students Second Meeting with Advisory Council Third Talking Circle Student input recorded for changes to 21/22 school year.	Clicker Info Student Feedback Presentations Post-Assessment	Annette Yazzie Hoskie Benally Therese Yanan
June 2021	Internal Review Meeting for evaluation and continued curriculum development.		Annette Yazzie Hoskie Benally Therese Yanan
July 2021	Final Report to ADDPC		Annette Yazzie Therese Yanan

Budget Request Form

Contractor Name: Native American Disability Law Center

Contractor Address: 905 W. Apache Street Farmington NM 87401
Street Address City State Zip

Project Name: Equal Native Youth Voices

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	18,801	-	18,280	37,081
Fringe Benefits	7,735	-	-	7,735
Supplies / Operating Expenses	994	-	-	994
Travel	6,075	-	-	6,075
Rent or Cost of Space	1,902	-	2,200	4,102
Contracted Services / Professional Services	536	-	-	536
Administrative / Indirect Costs	1,890	-	-	1,890
Total Costs	37,933	-	20,480	58,413

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.

Therese E. Yanan
 Name of Certifying Official

Executive Director
 Title of Certifying Official

505-566-5880 tyanan@natedisabilitylaw.org
 Phone Email

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**Attachment 2
Budget Narrative**

Personnel Expenses

Salaries

The Personnel line item covers salaries for Law Center staff, most of who are currently employed by the Law Center. Total expenses of \$18,801 are included in the budget. Jessica Jones and Annette Yazzie are both Advocates and will be working together to organize and conduct the sessions, also attend meetings and conferences with the project's participants. In order to use resources more efficiently, the lead on the project will be Ms. Yazzie, located in Flagstaff, with support from Ms. Jones, who is still in Farmington. Ms. Yazzie will provide 20% of an FTE toward this project at \$19.25 an hour for a total cost of \$8,085. Ms. Jones will provide 6% of an FTE toward this project at \$18.04 an hour for a total cost of \$2,368. Hoskie Benally will be providing 4% of an FTE toward this project at \$25.77 per hour for a total cost of \$2,273. Therese Yanan, Executive Director, will supervise the project, ensure all financial reports are submitted in a timely matter and support Ms. Yazzie and Ms. Jones' work. Ms. Yanan will provide 4% of an FTE at \$47.09 an hour for a total cost of \$3,609. Marlene Lewis, Accounting Technician, will prepare monthly financial statements and invoices for the project. Ms. Lewis will provide 2% of an FTE at \$20.88 an hour at a total cost of \$1,096. Administrative support will be provided by a support person to be hired in the Law Center's Flagstaff office. Based on current experience, the person will provide 5% of an FTE at \$13.05 an hour for a total cost of \$1,370.

Fringe Benefits

The fringe benefits expense in the amount of \$7,735 is included in the budget. Fringe benefits are calculated as 41.14% of Personnel/Salary expense for this project. These expenses include Social Security at 6.2% of wages at a cost of \$1,166; Medicare at 1.45% of wages at a cost of \$273; State Unemployment Insurance and Worker's Compensation Insurance expense at .23% of wages at a cost of \$43. Family medical, dental and vision insurance together with long term disability and life insurance are provided at no cost to each employee who works 20 hours or more a week. Group insurance represents 27.26% of personnel wages at a total cost of \$5,125. Additionally, the Law Center provides contributions to a 403(b)-retirement plan. The contributions represent 6% of personnel wages at a cost of \$1,128.

Non-Personnel Expenses

The Law Center anticipates that this project's expenses will comprise 3.58% of the overall budget. Under the Law Center's Cost Allocation Plan, all overhead expenses are allocated based on the portion of the budgeted total.

Telephone/Internet

The budget includes a total of \$420 for providing telephone and internet access in the Flagstaff and Farmington offices. This allocation is 3.58% of the total of \$11,750 the Law Center's overall anticipated budget. Telephone and internet services are required to communicate with project participants and project partners and conduct and organize sessions.

Office Supplies/Printing

The budget includes a total of \$574 to cover supplies, printing and postage. This is 3.58% of the Law Center's total office supply/printing annual budget of \$16,039. Office supplies include copier paper, toner, pens, binders, envelopes and postage.

Travel

This line item covers travel costs for staff to organize and participate in the meetings and conferences. Travel costs are based on the current Arizona Accounting Manual rates or Law Center whichever is lower. Arizona Government rates were obtained at <http://www.gao.az.gov/travel/welcome-gao-travel>.

The total mileage is estimated to be 7,044 miles at the Arizona approved rate of \$0.445 per mile for a total cost of \$3,135. The budget includes hotel room costs, which are necessary because the classes have been scheduled to begin early in the morning and Ms. Jones and Mr. Benally will need to travel to attend some of the sessions. The hotel room cost is \$120 per night is based on the Law Center's travel policy. Based on an estimate of 10 nights, the total cost will be \$1,200.

Mr. Hoskie has a visual impairment and requires a personal assistant to ensure his maximum independence. Since he will be making 6 trips to Greyhills and each trip is planned for a day and a half. The Law Center uses a combination of daily and hourly rates to provide this type of assistance. The total estimated expense for this service \$750.

The Per Diem allocation is based on anticipated travel for all staff. It is a combination of covering a portion of the day for travel from Flagstaff and a full day of travel from Farmington. The Law Center estimates 24 days at a rate of \$30 per day for travel from Farmington for a total of \$720. There will be 18 days of travel from Flagstaff, but at a portion of the per diem of \$15 for a total of \$270. The total per diem cost is \$990.

Rent

Rental space has been budgeted at \$1,902 for this project; \$915 will cover the portion of the Farmington office rent and \$987 will cover the portion of the Flagstaff office rent. The amount of rent expense is based on actual occupancy expense. A portion of actual office occupancy expense has been allocated to this project using 3.58%, the percent of direct staff expense dedicated to this project compared to budgeted staff expense.

Contracted Services/Professional Services

Part of the Administrative Costs include includes contracted services with a Certified Public Accountant. While the Law Center has staff to address the organization's day to day financial needs, a CPA oversees the financial statements, help prepare for the annual audit, and provide the more sophisticated review necessary for the Law Center to ensure it maintains sound financial practices. For the upcoming year, the Law Center budgeted \$15,000 for this service, \$536 or 3.58% of this amount is allocated to this budget.

Administrative/Indirect Costs

The indirect expenses are administrative expenses that will be required to complete the project. These costs include necessary dues and insurance, audit expenses, and equipment purchases, rental and maintenance. The percentage of project expense is calculated using direct staff hours as the numerator and total budgeted organization hours as the denominator. The project has 3.58% of the expenses below allocated utilizing the indirect cost allocation factor for a total of \$1,890.

Match

The Law Center is required to provide 25% match of the total cost of this program, or \$12,644. This match will be met through the in-kind contributions of personnel time and travel and space donations. The total in-kind contributions exceed the required match by \$7,836.

Grey Hills Academy

Grey Hills Academy will be providing space and equipment necessary to conduct the self-advocacy trainings. The Law Center is using the cost associated with comparable space in the Tuba City area to estimate the in-kind value of the space and equipment provided by Grey Hills Academy. The in-kind value of the space is \$110. Since the project anticipates 20 sessions, the in-kind value of the space that Grey Hills Academy is providing \$2,200.

Ms. Rita Chisse-Spencer and Ms. Lolita Humetewa are Special Education Teachers at Grey Hills Academy who will be working with Ms. Jones and Mr. Chee on this project. The Law Center estimates that the value of their time is \$100/hour and over the course of the project they will be spending 88 hours on the project; therefore, the in-kind value of her time is \$8,800. Ms. Bessie Horseherder is the Exceptional Student Service Coordinator for Grey Hills Academy. Ms. Jones and Mr. Chee will be keeping Ms. Horseherder apprised on the progress of the project. The Law Center estimates that she will spend approximately an hour a month on the project for a total of 12 hours. Given her position, the Law Center values her time at \$150/hour, for a total in-kind value of \$1,800. The total in-kind value of the Grey Hills Academy staff is \$10,600.

Navajo Advisory Council

The Law Center will arrange for the students to attend a Navajo Advisory Council meeting to meet other disability advocates. The Advisory Council is comprised of eight members and their meetings are generally 4 hours long, so a total of 128 hours volunteered to meet with participants once for each semester. Estimating the value of their time at \$60 an hour, the total value of this time is \$7,680.

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**Attachment 3
Key Staff**

Annette Yazzie

Ms. Yazzie has a Bachelor's Degree from Arizona State University (ASU) and a Juris Doctor from University of South Dakota School of Law. While at ASU, she worked for the American Indian Student Support Services where she assisted Native American students with transitioning from high schools on the reservations to the university while maintaining their cultural ties to their tribal communities. During law school, Ms. Yazzie presented workshops to Native American college students across the country on applying to and attending law school. Ms. Yazzie brings this advocacy experience working with Native American students to this project. Ms. Yazzie worked with Jessica Jones on the project during the past semester. She provided presentations on disability rights, IEPs, and 504 Plans. Ms. Yazzie collaborates with Mr. Benally on how to present the traditional Navajo philosophies to ensure that the concepts of harmony and balance are incorporated into the self-advocacy skills. After each presentation, Ms. Yazzie and Ms. Jones discuss their presentations to determine whether any changes should be implemented to upcoming presentations. With the addition of the Flagstaff office, Ms. Yazzie will be taking the lead on the self-advocacy project after the Fall semester.

Jessica Jones

Jessica Jones has a Masters in American Indian Studies from Arizona State University and focuses her work in Native communities to advocate for positive outcomes and to educate Native peoples about their options and opportunities. Ms. Jones has been the lead on the Law Center's Self-Advocacy projects since 2017. Working with Mr. Benally, Ms. Jones created the Self-Advocacy curriculum based on Navajo cultural concepts. She also continued to revise it and modify the classroom presentations depending on their effectiveness. She successfully built partnerships with the Grey Hills Academy staff and relationships with the students participating in the project. Ms. Jones will continue to be involved in the project as a support to Ms. Yazzie.

Hoskie Benally

Hoskie Benally is the Law Center's Community and Government Liaison and has a Bachelor's Degree in Sociology. Mr. Benally is a Navajo tribal member, who became blind when he was 22 due to a degenerative eye disease. Prior to joining the Law Center, Mr. Benally was the Director of a Youth Treatment Center that successfully integrated Navajo culture into western based mental health treatment. He has worked with the Law Center since 2006 and has a long history of community organizing and leadership. As a member of the disability community, Mr. Benally has a personal understanding of the needs of individuals with disabilities and an inherent understanding of the communities' cultural considerations and views. Since 2009, Mr. Benally has worked with the Navajo Advisory Council and been its President. Grounded in Navajo tradition and fluent in the Navajo language, Mr. Benally is an experienced cultural instructor.

Mr. Benally will partner with Ms. Yazzie to conduct the Talking Circles with the students and schedule the students' meetings with the Advisory Council.

Therese Yanan

Therese Yanan has directed the Law Center and its predecessor since its inception in 1994. She has broad experience as an attorney specializing in the intersection of disability law and federal Indian law. Ms. Yanan has also managed projects and financial resources for the past 25 years to ensure that goals are met within set budgets. Ms. Yanan will supervise the project to ensure that the goals are achieved. She will also oversee the contract's financial management to ensure that funds are used appropriately and as planned. She will work with Ms. Yazzie, Ms. Jones and Mr. Benally to discuss any barriers and create solutions. She will be the primary contact between the Law Center and the Arizona DD Planning Council.