



**Equal Native Youth Voices
Grant Renewal Application - Spring 2018**

- 1. Describe the overall purpose of your program and how it aligns with the ADDPC Goal of Self-Advocacy. Explain in specifics why the ADDPC should continue funding your program.**

Equal Native Youth Voices focuses on developing advocacy and leadership skills in young Native Americans with disabilities. This project focuses on helping Native American youth with disabilities to increase their understanding of their legal rights and to develop the skills necessary to speak for themselves, to make their views known, and to take control of their choices and their lives. By encouraging the participants to develop individual goals and plans to achieve them, they gain skills that transfer to other areas of their lives and transform them into the next generation of advocates and leaders. Equal Native Youth Voices incorporates local traditions that demonstrate how people with disabilities were traditionally viewed and treated by the Navajo and Hopi communities. It also uses traditional thought processes and communication styles to convey important information about the issues facing young people with disabilities. This unique approach incorporates multiple learning modalities, including role modeling, hands on activities, and visual and oral presentations, to meet the different learning styles of different participants.

Jessica Jones, the Law Center Advocate, working on this project has developed solid working relationships with the community partners, primarily Greyhills Academy, and the students involved with the project. The students and Greyhills Academy expressed strong support for continuing the project. Additionally, the Law Center far exceeded the project's goal working with 21 students¹ over the course of the school year instead of the planned 10.

The Law Center proposes to alter the project in hopes of achieving better results. The new approach draws a parallel between the advocacy curriculum and preparing for a Pow Wow Dance Competition.

¹ During the first semester, the cohort started with 10 students, but decreased to 8 because of schedule changes for 2 students. The Law Center is averaging attendance at 9 students for purposes of this application.

2. Provide a summary of the program achievements for the current year of funding. Include key activities that have been undertaken based on your implementation plan, describe success and barriers that were overcome, and which community partners played a role.

Key Activities

While Ms. Jones had worked with Grey Hills Academy prior to this past school year, we were still learning about the school and its students. As a school with a dormitory, Grey Hills Academy draw students from the community surrounding Tuba City. One of the important things we learned this past year was that many of the students did not know each other and had never been in class together before. When she realized this, Ms. Jones instituted "ice breakers" so that the students became more familiar with each other. One exercise had the students pair off and interview their partner and then introduce the partner to the rest of the class. This exercise not only built familiarity among the students, it also encouraged their interaction and developed public speaking skills. The students also participated in exercises that involved making plans for after high school and discussing their future plans with the class. There was also an exercise about making choices. They were presented with two alternatives, discussed the ramifications of each alternative, and then developed a process for making a choice. While not previously included in the curriculum, Ms. Jones developed these additional exercises as foundational components to build a level of comfort among the students as they developed and implemented their self-advocacy skills.

Ms. Jones successfully used role playing to develop the students' self-advocacy skills. This technique helped them identify different communication styles, including aggressive, passive-aggressive, assertive, and passive. The exercise focused on helping them develop an assertive, but appropriate communication style that they can use when advocating for themselves. Role playing was also used as a technique to demonstrate the impact of a guardianship and the relationship between a guardian and ward. This method helped to clarify the concept of a guardianship and how it can impact a young person with a disability. This exercise was used in conjunction with the training on alternatives to guardianships.

The students also benefited from more visual instructional methods. As planned, Ms. Jones used the Turning Technologies "clickers" to develop graphs of responses and to measure the students' understanding of material. Additionally, the students used diagrams and mapping to increase their understanding and to develop skills. For instance, when discussing their support system, Ms. Jones used the traditional concept of the Four Directions to help the students make a circular list of people they rely on for help and who are involved in their lives. The students identified a primary and secondary person for each direction, thereby developing a concrete example of their inherent support system. They also developed a diagram to help make decisions, which included identifying options and reviewing the pros or cons of each option.

The project's use of guest speakers was also a success and is planned for next year. The original self-advocate proposed was unable to participate, so Ms. Jones arranged for Doris Dennison to speak with the students. Ms. Dennison uses a wheelchair as the result of a spinal cord injury she received while in her early 20s. She is a strong advocate for both herself and for the Navajo community. She spoke with the students about her own experience in becoming a self-advocate and how she moved beyond speaking for her own needs and broadening it to advocate for policy changes that affect others with disabilities. Several of the students could identify with Ms. Dennison's life story and the session included a conversation between Ms. Dennison and the students about shared experiences. Yolanda Sandoval, the Law Center's Senior Advocate, also spoke with the students about how to advocate during an IEP meeting and how to plan for transition services. Ms. Sandoval has been advocating for students with disabilities for 20 years and has a deep understanding of how to assist young people to reach their potential. Therese Yanan, one of the Law Center's Attorneys, provided a training to the students' parents on alternatives to guardianship. Several students also attended this session. Ms. Yanan provided specific examples of how parents can address concerns to ensure that their children are not exploited while also supporting their children to become as independent as possible.

Successes

The Law Center views the project as a success because of the students' consistent participation and their feedback, which is detailed below. They developed confidence in their ability to guide their future and began preparing for their life after high school. The exercises that were added to the curriculum also helped them build confidence in their ability to speak for themselves and develop public speaking skills.

Barriers

While the project was an overall success, there were several challenges that were barriers to achieving the planned activities. The major challenge was involving the students in community and school activities. The students did attend the Annual Navajo Disability Conference in November 2017 as planned, but further trips were not as successful. There were concerns about transportation and removing the students from class for the entire day. Ms. Jones also had difficulty arranging time for the students to meet with the Navajo Nation Youth Council. Although she tried several times to contact the Youth Council, she was unable to talk with or get a response from anyone connected with it. She was also unable to create a Facebook page as planned for Equal Native Youth Voices. The staff at Grey Hills Academy felt that the Facebook page would violate the students' privacy and we were unable to obtain parental permission to use photos or provide information.

One of the more disappointing challenges was the lack of parent or family involvement in the project. Not only were we unable to obtain parents' permission for the Facebook page, but the parents and family overall had very sporadic and inconsistent attendance at various sessions. The turnout for the parent meeting on alternatives to guardianships

was very positive and encouraging, but it was very low for the other sessions. Ms. Sandoval was prepared to speak with parents about encouraging their children to develop independence and self-sufficiency. As a parent of two children with disabilities, she has a unique position and ability to speak to parents. Unfortunately, only one student, not already involved with the project, attended that session. Ms. Dennison was also prepared to talk with parents about how they can support their children's self-advocacy and how her family has helped her achieve independence, but only four family members and four students attended the session. The Law Center, of course, understands the competing obligations that parents need to consider and does not assume a lack of interest.

Community Partners

The Grey Hills Academy Transition Teacher and Exceptional Student Services Coordinator continue to enthusiastically support this project. They continue to incorporate the project into their curriculum, schedule parent meetings so that information and training can be jointly provided to the students and their parents, and facilitated the students' participation and attendance at the Navajo Disability Conference.

3. Summarize feedback from participants, professionals and other stakeholders during the current funded period. Explain how this feedback will be integrated in program design for year 2, and part of the overall evaluation process.

In addition to the pre and post assessments, Ms. Jones asked for the students' input on the project. She asked three questions:

- a. Do you think the self-advocacy project is helpful or valuable?
 - o If so, how has it helped you?
- b. Would you like to see the self-advocacy project continue for other students?
- c. What are your recommendations for improving the project?

All of the students, a total of 12 during the past semester, said that the project was helpful or valuable. While many did not expand beyond that statement, several made additional comments:

"Self-advocacy is helpful because it helps me for(sic) stand-up for myself."

"Yes, it has help(sic) me know that I do have right(sic) and my voice can make my choice."

"Self-advocacy did help me because I'll have a clue on what to do later on in the future."

"It's a way for me to get the help I need and speak up for myself."

"The self-advocacy project helped me a lot. It helped [me] to speak up for myself. It also had have(sic) a little more hope in what I want for myself. It also built up my confidence in my life."

All also agreed that it should continue for other students. The students provided recommendations for improving the project, including spending more time learning and increasing the use of videos and hands-on activities. One student specifically mentioned that Ms. Jones helped her/him to have a better understanding of her/his disability.

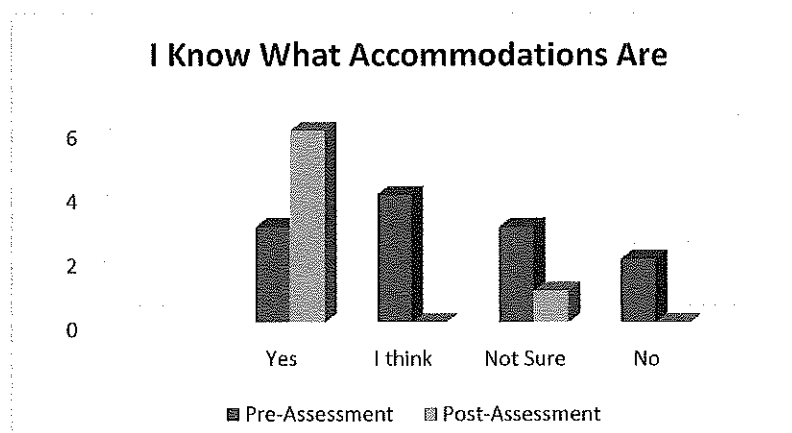
The Grey Hills Academy staff did not have any recommendations on how the project should be changed or improved.

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

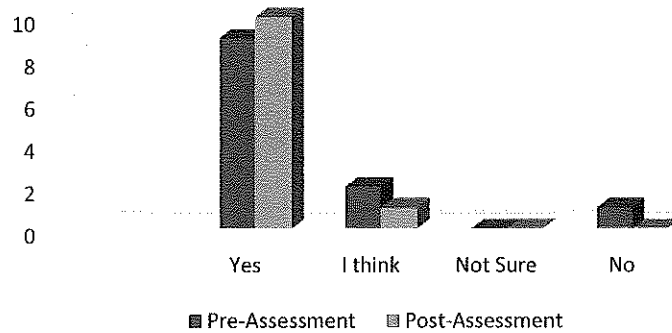
The Native American Disability Law Center works exclusively with Native American communities in Northern Arizona. Native Americans in rural areas are frequently considered underserved or unserved.

5. Summarize evaluation findings to date, including the number of participants served, and their level of satisfaction. Explain if your program is on track with proposed target numbers, if not describe barriers to reaching target numbers. Include other data from the performance measures applicants were asked to track.

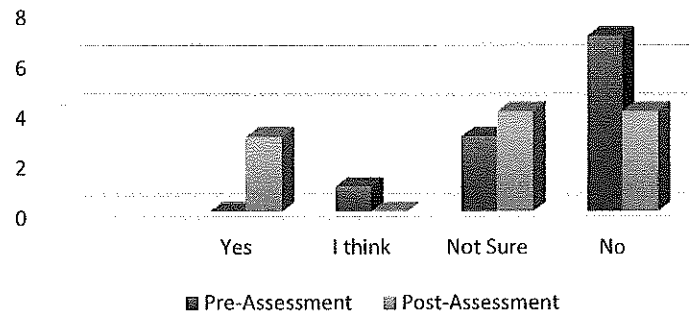
Over the past year, Ms. Jones worked with two cohorts involving a total of 21 students, exceeding our goal of working with ten students. The Fall Semester cohort was comprised of nine students and during Spring Semester twelve students participated. At the beginning of each semester, Ms. Jones has the students complete a pre-assessment, which is then given again at the end of the semester. Below is some of the data based on a comparison of the Spring Semester's pre and post assessments.



I Feel Good About My Future



I am comfortable telling others about my disability



The following is the current data for the requested performance measures.

Performance Measure	July 1 – December 31, 2017	January 1 – June 30, 2018	Cumulative Total
The number of people with I/DD who participate in ADDPC supported activities designed to increase their knowledge of how to take part in decisions that affect their lives, the lives of others, and/or systems	10	12	22
After participation in ADDPC supported	10	12	22

activities, the number of people with I/DD who report increasing their advocacy as a result of the grant			
The number of people with I/DD participating in an advocacy activity on a regular basis	8	12	20
The number of people with I/DD satisfied with a project activity	8	12	20
The number of people with I/DD applying for cross disability, culturally diverse leadership collation or group	0	0	0
The number of people with I/DD successfully placed on a cross disability, culturally diverse leadership collation or group	0	0	0
The number of community planning or advisory meetings held	2	0	2

6. Describe any changes, for year 2, to the program, including program design, target numbers, collaborators, implementation, staffing, evaluation, and other activities.

Based on the students' input, our review of the successes and challenges, and Ms. Jones experience implementing the project over the past year, she and Ms. Sandoval reviewed the project and curriculum. Their review did not result in any substantive changes, but we will be altering our approach and providing a structure that may be more familiar to the students.

One method that Ms. Jones used to encourage the students' participation was to present the curriculum to them and allow them to select some of the components that were most interesting or helpful. This approach, however, may have been slightly overwhelming. Ms. Jones and Ms. Sandoval altered our approach using a more typical model. In the upcoming year, Ms. Jones will structure the curriculum by grounding it in how individuals prepare a dance for the Gathering of Nations, the largest Pow Wow in the country, which is held every year in Albuquerque. A diagram of the following explanation is attached.

During the first session, the students will begin by identifying strengths and weaknesses, completing the pre-assessment, and identifying short and long-term goals

– this step is described as Exploring a Type of Dance. The following session will involve identifying supports systems, including family and IEP team members, and understanding their roles and responsibilities – this step is similar to finding a Mentor to teach you the dance. The next step is to gather background information on special education services, understanding evaluations, and beginning to develop advocacy skills – it is described as the Naming Ceremony. The following sessions follow the time it takes to practice and perfect a dance. It will include covering substantive issues such as transition services, vocational rehabilitation services, accommodations, community involvement, and developing self-sufficiency. At the end, the session will provide tools for keeping information and documents organized and using self-advocacy skills – similar to registering for the dance and making travel arrangements. Finally, there will be a presentation of the students’ short and long-term goals; similar to competing in the Dance Competition at the Gathering of Nations. The curriculum will still include “ice breaker” activities and role-playing. The project will keep what has proven successful, while improving the process.

Each semester will include the training to parents on alternatives to guardianship, during which the parents will also be encouraged to support their children’s advocacy efforts. Ms. Yanan and Ms. Sandoval can provide this training together and integrate Ms. Sandoval’s experience with the legal alternatives. Each semester will also include a presentation by a disability advocate. As stated above, Ms. Dennison is an excellent speaker and has valuable experience to share. We will approach her while also remaining open to other advocates.

In addition to the program changes, we anticipate integrating Nadine Avery into the project. Ms. Avery is currently working in the Law Center’s Gallup Office. She is an exceptionally bright and motivated young woman. During our project review, Ms. Jones raised the point that working in smaller groups may help the students understand the material and practice their skills more effectively. Assuming the number of students involved will remain at approximately 10 per semester, adding Ms. Avery will dramatically decrease the trainer to participant ratio. Additionally, Ms. Jones anticipates attending law school beginning the Fall of 2019. Ms. Avery’s participation will allow for a seamless transition and ensure the project’s continued success.

- 7. As ADDPC funding is limited, elaborate on sustainability efforts the organization will or has currently undertaken to support the program. Describe efforts that show commitment from other sources of funds, including other grants, foundations, or other sources leveraged.**

Given the proposed budget, in addition to the in-kind support from the Grey Hills Academy, the Law Center is contributing 15% of the budget from existing grants. These funds will not qualify as non-federal funds to meet the required match but are available to be allocated.

- 8. Attachment: Provide an Implementation Plan that lists out sequentially the key activities to undertake in year 2. At a minimum, the implementation plan**

shall list the key task, the party that is responsible, when it will be completed (date) and by what method you will know completion is met (measurement).

- 9. Attachment: Provide a complete 12-month Budget Request and Match. Use the Budget Summary Form and provide a detail budget narrative for both requested dollars and match.**
- 10. Attachment: Provide a list of key staff and briefly summarize their job responsibilities in this grant. List any training or certification they are required to take in the coming year. Ensure personnel costs are allocated for appropriately in the Budget. Do not attach resumes.**

Dancing into Success


Exploring Type of Dance

Identity:

- Strengths & Weaknesses
- Self-Assessment
- Identifying goals (long & short-term goal)

Find a Mentor	Naming Ceremony	Practice	Register & Make Travel Arrangements
<p>Shared Responsibility</p> <ul style="list-style-type: none"> • Identify family members and IEP team • Know the roles & responsibilities of each member 	<p>Gathering Information</p> <ul style="list-style-type: none"> • Background information on Special Education Services • Understanding the Evaluation Process • Identify disability • Advocacy Building 	<p>Transition Services:</p> <ul style="list-style-type: none"> • Identify transition planning & goal • Understanding WIOA & Pre ETS <p>Vocational Rehabilitation:</p> <ul style="list-style-type: none"> • Accessing State VR & Tribal VR • Identify mission of CAP <p>Disability Disclosure & Accommodation:</p> <ul style="list-style-type: none"> • Understanding Disability Disclosure in Post-Secondary Education & Work Setting <ul style="list-style-type: none"> ◦ Disability Resource Center ◦ Privacy & Confidentiality rights • Role of Assistive Technology <p>Community Activity:</p> <ul style="list-style-type: none"> • Attend community activity or event <ul style="list-style-type: none"> ◦ Navajo Nation Annual Disability Conference <p>Financial Preparation & Independent Skills:</p> <ul style="list-style-type: none"> • Knowing your Social Security Benefits (SSI/SSDI) <ul style="list-style-type: none"> ◦ Student Earned Income • Understanding budgeting & financial exploitation 	<p>Tips & Tools:</p> <ul style="list-style-type: none"> • How to organize • Record Keeping • Advocacy Building
Scenario	Scenario		Scenario

Gathering of Nations



Present to Parents & Instructors

Graduation Date:

Short-Term Goal:

Long-Term Goal:

Implementation Plan

DATE	RESPONSIBLE PARTY	KEY TASK	MEASUREMENT
Month 1	Therese Yanan Yolanda Sandoval Marlene Lewis Jessica Jones	Meet to coordinate project activities and establish firm timelines for activities.	Detailed timeline for the project's activities.
Month 1	Jessica Jones	Contact Grey Hills Academy to set meeting schedule for upcoming year.	Meeting Schedule.
Month 1	Jessica Jones	Meet with Grey Hills Academy staff to plan project activities and events.	Letter confirming project plan and timeline for project activities.
Month 2	Jessica Jones	Meet 2x w/Equal Native Youth Voices participants.	Attendance Sheet. Information obtained through clickers.
Month 2	Marlene Lewis	Invoice Project Expenses.	Invoice.
Month 3	Jessica Jones	Meet 2x w/Equal Native Youth Voices participants.	Attendance Sheet. Information obtained through clickers.
Month 3	Jessica Jones Yolanda Sandoval	Parent Meeting to provide training on alternatives to guardianship.	Parent Sign-In Sheet. Participant feedback.
Month 3	Marlene Lewis	Invoice Project Expenses.	Invoice.
Month 4	Jessica Jones	Meet 2x w/Equal Native Youth Voices participants.	Attendance Sheet. Information obtained through clickers.
Month 4	Marlene Lewis	Invoice Project Expenses.	Invoice.
Month 5	Jessica Jones	Meet 2x w/Equal Native Youth Voices participants.	Attendance Sheet. Information obtained through clickers.
Month 5	Marlene Lewis	Invoice Project Expenses.	Invoice.
Month 6	Therese Yanan Jessica Jones	Interim Report on project status, implementation plan and performance measures.	Interim Report
Month 6	Marlene Lewis	Invoice Project Expenses.	Invoice.
Month 7	Jessica Jones	Meet 2x w/Equal Native Youth Voices participants.	Attendance Sheet.

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			Information obtained through clickers.
Month 7	Jessica Jones	Meet with Grey Hills Academy to review project's implementation.	Report summarizing results of the meeting.
Month 7	Marlene Lewis	Invoice Project Expenses.	Invoice.
Month 8	Jessica Jones	Meet 2x w/Equal Native Youth Voices participants.	Attendance Sheet. Information obtained through clickers.
Month 8	Jessica Jones Yolanda Sandoval	Parent Meeting to provide training on alternatives to guardianships.	Parent Sign-In Sheet. Participant feedback.
Month 8	Marlene Lewis	Invoice Project Expenses.	Invoice.
Month 9	Jessica Jones	Meet 2x w/Equal Native Youth Voices participants.	Attendance Sheet. Information obtained through clickers.
Month 9	Marlene Lewis	Invoice Project Expenses.	Invoice.
Month 10	Jessica Jones	Meet 2x w/Equal Native Youth Voices participants.	Attendance Sheet. Information obtained through clickers.
Month 10	Jessica Jones	Attend Navajo Advisory Council meeting with Equal Native Youth Voices participants.	Navajo Advisory Council Agenda. Report summarizing the activity and participant's feedback.
Month 10	Marlene Lewis	Invoice Project Expenses.	Invoice.
Month 11	Jessica Jones	Meet 2x w/Equal Native Youth Voices participants.	Attendance Sheet. Information obtained through clickers.
Month 11	Marlene Lewis	Invoice Project Expenses.	Invoice.
Month 12	Therese Yanan Jessica Jones	Final Report reviewing project's successes, barriers and total numbers achieved.	Final Report.
Month 12	Marlene Lewis	Invoice Project Expenses.	Invoice.

Key Staff

Jessica Jones

Ms. Jones will coordinate the Equal Native Youth Voices project with the Greyhills Academy High School by presenting, supporting, and providing training to participants to increase their leaderships and advocacy skills and to promote peer mentoring and collaboration. Ms. Jones will provide information to participants about their legal rights, community services, and developing individual goals to assist participants in making informed choices and to prepare for the future challenges they may encounter. Ms. Jones will also work with the Navajo Nation Advisory Council on Disability and other disability advocates to provide opportunities for the project's participants to learn directly from other disability advocates

Nadine Avery

Ms. Avery will work with Ms. Jones to conduct the session with the students. She will assist with presenting information and providing training to the participants. She will also work with the participants in small groups to provide more individual attention and practice developing advocacy skills. Adding this staff person will decrease the ratio of trainers to participants and provide for smoother transition in the future. She will also track and summarize the data that is collected so that it is more accessible.

Yolanda Sandoval

Mrs. Sandoval will provide support the Equal Native Youth Voices by training the participants' parents. Mrs. Sandoval has spent over 20 years working with people with disabilities and the past 20 representing children with disabilities and their parents. She will bring this experience and perspective to this project by training the parents on their children's legal rights and how they can support their children as they develop independence, and leadership and advocacy skills.

Therese E. Yanan

Therese 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 Jessica Jones and Yolanda Sandoval to help the project's participants and their parents develop and use advocacy goals and leadership skills.

Marlene Lewis

Ms. Lewis will track and allocate all funds and create monthly financial statements and invoices. She will work with Ms. Yanan to ensure that the funds are used appropriately, and the in-kind support is properly calculated and tracked.



Therese E. Yanan
Attorney at Law
Executive Director

June 1, 2018

Marcella Crane, Contracts Manager
Arizona Developmental Disabilities Planning Council
3839 North Third Street, Suite 306
Phoenix, Arizona 85012

Re: Year 2 Renewal ADDPC Self-Advocacy Project Request for Clarification

Dear Ms. Crane

Thank you for your letter dated May 25, 2018 requesting clarification and additional documentation regarding our Year 2 Renewal Application for the Self-Advocacy Project. We have addressed each question below:

1. Will the program take place in any other identified school or community than Greyhills Academy in Tuba City?

The program will remain focused on Greyhills Academy High School because of the great relationship the Law Center has built with the staff and students. Ms. Jones meets with the staff prior to every semester to discuss the upcoming semester and changes that may need to be made or altered to fit the student's schedules. The Greyhills staff encourages the students participation and helps host the evening parent sessions.

We remain open to expanding it to other schools, but the program requires a level of school participation that some seem to find difficult. For instance, when we approached one school district with the project, the Superintendent was willing to sponsor the program as long as we did not discuss the Individuals with Disabilities Education Act or encourage the students to advocate for services from the school. Since we could not agree with these limitations, we did not continue a partnership with that school district.

Since our goal is to reach young people, we feel that it is important and helpful to provide the program in the schools. During past efforts at supporting self-advocacy projects, we have worked on a more community-based approach with little success. The transportation challenges and the various family commitments made it especially difficult to have a consistent group meet on a regular basis.

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The Protection & Advocacy System for Native Americans with Disabilities.

Funding provided by the Administration on Intellectual & Developmental Disabilities, the Rehabilitation Services Administration, the Center for Mental Health Services, the Social Security Administration, the Arizona Developmental Disabilities Planning Council, the New Mexico Civil Legal Services Commission, the New Mexico Guardian Ad Litem 11th Judicial District Court

2. Will new students be identified as participants for Year 2 that have not gone through the program?

We anticipate that new students will participate in the program during the upcoming year. As classes change every semester, we reach new students. For Year 1, one of the classes had some students in the program from the previous semester, but their previous participation helped us to modify the sessions to better meet their needs. Based on their input, we increased the level of interaction and hands-on activities. They also benefited because they could review material and further develop their skills.

3. How many Year 1 program participants were able to apply and join on community or other boards? Provide a break out of the number applied, where they are serving, and if you know if they are still serving.

Unfortunately, none of the participants were able to apply and join community boards. Ms. Jones planned on having the students attend the Navajo Nation Youth Council meetings and potentially encourage one of the students to join the Youth Council. She, however, faced difficulty contacting representatives of the Youth Council since it is a newly formed entity. She will continue these efforts.

For Year 1, five Greyhill Academy students, mainly juniors and seniors, attended the Annual Navajo Disability Conference in November 2017. For Year 2, Ms. Jones will coordinate with staff to have students who are interested in attending a quarterly meeting with the Navajo Nation Advisory Council on Disability, held within traveling distance of the high school. The Law Center has also talked with the Advisory Council on Disability about having one of their meetings in Tuba City to facilitate that attendance.

4. What types of activities have been implemented for self-advocates that participate in the program to help them find a community or other board to apply and serve on?

Throughout the programs sessions, Ms. Jones asked students about their communities and identifying with a community, primarily where their family resides. For the Future Career Planning session, students presented their career plans to the classroom and explained how their plans may impact either their communities. Ms. Jones also implemented public speaking skills through ice breaker activities such as students introducing their classmates and acting in scenarios. Encouraging students to speak in front of the class, helps them gain confidence and prepare for future community events where they may need to speak to a larger audience or group members.

One of the guest speakers for the project, Doris Dennison spoke about her advocacy experiences, including efforts to pass the Navajo Nation Vulnerable Adult Protection Act of 2011 that extended protections of vulnerable adults from abuse and neglect on the

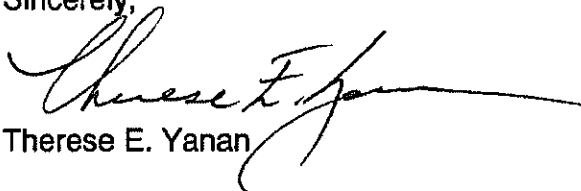
Navajo Nation. In addition, Ms. Dennison talked about her advocacy work at the national and state level addressing issues affecting individuals with disabilities. Ms. Dennison also serves on several boards and students related to Ms. Dennison on many personal levels. Because they had such a positive reaction to her talk, for Year 2, the project is planning on Ms. Dennison speaking to the students earlier in the program, so they have the example of self-advocacy earlier in the sessions. It will also allow Ms. Jones to refer back to Ms. Dennison to encourage the students during the course of the program.

5. Budget Clarification: Budget Summary and Narrative to reflect Match reduced to 10%

Please see attached Budget Request Form and Budget Narrative.

Thank you for allowing us to provide this additional information and clarification. We look forward to hearing from you regarding our renewal application and to continuing our partnership.

Sincerely,



Therese E. Yanan

Budget Request Form

Contractor Name: Native American Disability Law Center

Contractor Address: 3535 E. 30th Street Suite 201 Farmington NM 87402
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	16,377		2,720	19,097
Fringe Benefits	7,404			7,404
Supplies / Operating Expenses	236			236
Travel	5,350			5,350
Rent or Cost of Space	1,868		2,200	4,068
Contracted Services / Professional Services				-
Administrative / Indirect Costs	1,609			1,609
Total Costs	32,844	-	4,920	37,764

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

Budget Narrative

Personnel/Salaries

The Personnel line item covers salaries for Law Center staff currently employed by the Law Center. Total expense of \$16,377 is included in the budget. The Law Center's Advocate, Jessica Jones, will organize and conduct the sessions and attend meetings and conferences with the project's participants. Ms. Jones will provide 22% of an FTE toward this project at \$17.51 an hour for a total cost of \$8,274. Nadine Avery will work with Ms. Jones to conduct the sessions with the project's participants and help track and summarize the data. Ms. Avery will provide 10% of an FTE toward this project at \$9.27 an hour for a total cost of \$1,947. Therese Yanan, Executive Director, will supervise the project, ensure that all reports are submitted in a timely manner, and support Ms. Jones's work. Ms. Yanan will provide 0.03% of an FTE at \$41.32 an hour for a total cost of \$2,169. Yolanda Sandoval, Senior Advocate, will assist with supporting Ms. Jones' work and conduct the parent training sessions. Ms. Sandoval will provide 0.03% of an FTE at \$21.60 an hour for a total of \$1,134. Marlene Lewis, Accounting Technician, will prepare monthly financial statements and invoices for the project. Ms. Lewis will provide 0.02% of an FTE at \$17.40 an hour at a total cost of \$914. Administrative support will be provided by Ms. Charlotte John, 0.03% of an FTE at \$12.67 an hour for a total cost of \$998 and Ms. Valerie Johnson, 0.03% of an FTE at \$11.95 an hour for a total cost of \$941.

Fringe Benefits

The fringe benefits expense in the amount of \$7,404 is included in the budget. Fringe benefits are calculated as 45.21% of Personnel/Salary expense for this project. These expenses include Social Security at 6.2% of wages at a cost of \$1,015; Medicare at 1.45% of wages at a cost of \$237; State Unemployment Insurance and Workers' Compensation Insurance expense at 0.95% and a cost of \$156. 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 29.69% of personnel wages and costs \$4,863. Additionally, the Law Center provides contributions to a 403(b) retirement plan. The contributions represent 6.92% of personnel wages at a cost of \$1,133.

Supplies/Operating Expenses

This line item includes expenses in the amount of \$236 for expendable office supplies such as paper, toner, pens, pencils, folders, note pads, etc. to be used for the project.

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 15,160 miles for a total cost of \$6,746. The 2018 Budget also includes hotel room costs, which are necessary because the classes have been scheduled to begin early in the morning and because of evening sessions for the parent meetings. The hotel room cost of \$110 per night is based on the Arizona rates for Coconino County. Based on an estimate of 20 nights, the total cost will be \$2,200. Per the Law Center's policy, staff will share rooms as appropriate. The total per diem cost is \$2,200. The per diem also covers Ms. Sandoval and Ms. Yanan when they are presenting to the students and their parents.

	Mileage Cost @ \$0.445 per mile	Per Diem @\$50.00 per day	Hotel Room
Grey Hills Academy Group Meetings 2x/month = 24 meetings Farmington to Tuba City	\$3,542 (7960 x .445)	\$1,100.00 (\$50 x 22)	\$2,200.00 (\$110 & 20)
Grey Hills Academy Group Meetings 2x/month = 24 meetings Gallup to Tuba City	\$3,204 (7200 x .445)	\$1,100.00 (\$50 x 22)	Double Occupancy Anticipated
TOTAL	\$6,746.00	\$2,200.00	\$2,200.00

Rent

Rental space has been budgeted at \$1,868 for this project. 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 the percent of direct staff expense dedicated to this project compared to budgeted staff expense.

Administrative/Indirect Costs

The indirect expenses are administrative expenses that will be required to complete the project. The Law Center will utilize space and certain equipment costs at its office in Farmington and Gallup New Mexico. The percentage of project expense is calculated using direct staff hours as the numerator and total budgeted organization hours as the denominator. This project has 3.55% of the expenses below allocated utilizing the indirect cost allocation factor for a total of \$1,609.

	Total Budget	Project Budget 3.55%
Telephone/Internet	\$5,940	\$211
Audit	\$12,000	\$426

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Insurance/Dues	\$18,353	\$652
Equipment Maintenance	\$7,793	\$277
Equipment Purchase	\$1,200	\$43

Match

We are required to provide a 10% match of the total cost of this program, or \$3,649. This match will be met through the in-kind contributions of personnel time and space donations.

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 is \$2,200.

Ms. Rita Chisse-Spencer is the Transition Specialist and Special Education Teacher at Grey Hills Academy who will be working with Ms. Jones on this project. The Law Center estimates that the value of her time is \$50/hour and over the course of the project she will be spending 40 hours on the project; therefore, the in-kind value of her time is \$2,000. Ms. Bessie Horseherder is the Exceptional Student Service Coordinator for Grey Hills Academy. Ms. Jones will be keeping Ms. Horseherder apprised of the project's progress and coordinating the parent meetings with her. 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 \$60/hour, for a total in-kind value of \$720. The total in-kind value of the Grey Hills Academy staff is \$2,720.