

**Summary of ACDL's SEAP Year 2 Proposal
Requesting \$100k; Match of \$33,000**

The purpose of funding ACDL's SEAP / Special Education Project Proposal is to address the gaps and needs by students with I/DD along with their families/caregivers, to understand their rights in the special education system. SEAP will continue to provide technical assistance and resources to the target group, giving priority to youth in foster care and / or juvenile justice system, as well as those impacted by Covid-19 pandemic. By the end of the second year of funding, ACDL will provide Basic TA up to 50 individuals, and 15 individuals for Complex TA. Staff at ACDL will also provide 8 trainings to various groups on Special Ed. Advocacy. Multiple partners in the community support SEAP, including the state agencies of Dept. of Education, Dept. of Child Safety and Administrative Office of the Courts.

The 8 trainings will take place throughout the year, (see Exhibit A), 2 per quarter, either in person or by online webinar format. Training will be provided statewide, educating various audiences, including one training in Spanish, medical staff from Children's Clinics in Tucson, parents that attend Pilot Parents of AZ training, attendees at the African American Conference, Gila River Indian Community, Juvenile Court Dependency personnel and CASA for foster care youth staff. 15 participants per training are expected to attend.

Basic TA is defined as: providing the individual with general special education information over the phone, sending the individual resources and guides applicable to their particular situation, and referring the individual to relevant agencies and providers.

Complex TA is defined as: taking those cases of youth who are in the foster care or juvenile justice system, from underserved communities, and those youth who are denied Free Appropriate Public Education or FAPE. Examples of complex TA involves restraint and seclusion, providing no Special Education services, thus ACDL will tailor the technical assistance that will involve letters, meetings, attendance at mediations, communicating with schools and assistance with drafting and filing administrative complaints.

The ACDL does not have a dedicated funding stream to special education, thus funding by the Council provides much needed support and advocacy work for students with I/DD and their families to understand their rights under the rules and guidelines of Special Education. The work the ACDL undertakes is statewide and priority of technical assistance will be afforded to youth in either in the foster care or juvenile justice system. During the first year of funding, funds were allocated to develop written and online resources for families. As the second year was discussed with ACDL staff, and due to the award amount would be less than first year of funding, it was decided that funding this activity would not be part of the Year 2; however, the activity of providing resources is still vital for families and will continue.

Staffing/ Budgeting:

The budget outlines the various staff and interns from ASU and UA Law School – their time used as Match. Staff are listed that have a part in managing this project and their time is projected. This provides a more realistic picture of work that is provided in providing a training or managing a caseload

of basic or complex technical assistance to the family. Also, funds are dedicated for translation and interpretation services and travel funds will allow staff to attend meetings to provide individualized services or meetings with community members.

Evaluation:

ACDL will provide surveys for those that received the complex TA (3 month post follow up) and a survey at the end of each training. Every quarterly report will provide that information as well as the numbers of participants.

As of third quarterly report submitted to staff, ACDL has reported 126 Basic TA provided; 66 Complex TA provided and 13 trainings have been conducted. ACDL has exceeded their projected numbers for year 1.

Sustainability:

The ACDL will continue to track the data under this grant to use in future grants to private and public funders about the impact and efficacy of the program.

Summary of the Sonoran UCEDD Native Center Year 2 Proposal
Requesting \$120k, \$40k in matching dollars

The overall focus of the Native Center is to increase knowledge, access, and use of culturally responsive disability services and supports that assist Tribal members with disabilities and their families to achieve their desired outcomes. The Native Center is available to the 22 reservation communities and off reservation urban communities with significant Native American populations. The proposed Native Center will provide on-site and virtual trainings, continuing education, workshops and provide a hub for Tribal partners that want to improve services for Tribal members with disabilities. The major outcome is the establishment of a Native Center, enhancement of trainings and support for Tribal members with disabilities, and an infrastructure foundation for future sustainable collaborative partnerships and program development.

During the first year of funding, the Sonoran UCEDD accomplished the following:

1. Create a new "Native Center" at the Sonoran Center. The work has been getting the word out, forming new partnerships, gathering input on how best the Native Center can best support Native youth and adults with disabilities, the hiring of the new director and support by ACL.
2. Established Native Center branding and logo to identify affiliated activities and resources. A new website is on hold pending university migration to a new platform. A brochure has been created for dissemination.
3. Conducted a total of four Talking Circles, all recorded.
4. Hired a new "Native Center" Director, Christi Kelly who is Navajo.
5. Time was dedicated to expanding connections and building relationships with individual Tribal members across the state affiliated with schools, Tribal VR, juvenile justice, early intervention, colleges, foster care system, independent living as well with individuals with disabilities and their families.
6. Conducted Staff Development and Training by the project consultant, as an introduction of the new Native Center's presence within the Sonoran Center and addressed "Indian 101" cultural and disability issues. In house training will continue to increase effectiveness of other Center programs that may work with Tribal members with disabilities.
7. They hosted and supported the American Indian Disability and Youth Disability Summits and will continue in Year 2. This is way to showcase the work of the Disability Native Center.
8. Conducted 4 webinars to date with one more planned prior to the end of the Year 1 contract. Topics were: Internalized Oppression & Critical Stress Debriefing; History of American Indian Voc. Rehab.; Indigenous Perspectives of Disability; and Decolonizing Disability - Rebuilding Support for Individuals with Disabilities and their Families within in Tribal Communities. Recordings are available on their YOUTUBE channel – Native Center for Disabilities Webinar Series.
9. Design a minimum of three resources to respond to identified areas of requested information during Talking Circles and share on website, social media, and listservs. Marketing materials have been

developed and shared with Tribal leaders Summit Research Showcase, the American Indian Summit and other events that the UCEDD attend.

10. Provide half-day virtual educational events for state agency personnel to include vocational rehabilitation, developmental disabilities, and AHCCCS. They also invited the transition specialist from the Baboquivari H.S. showcasing the exemplary work there.

For Year 2, the Sonoran UCEDD is asking for \$120k, with \$40k in matching dollars.

They will continue to implement the Native Center by maintaining and expanding the current work undertaken in Year 1 and focusing on 4 Key Objectives:

1. Provide employment-related information, resources, and training to individuals with disabilities, their families, and tribal disability service providers (This is the Targeted Disparity Objective the Council is required to work on). The Sonoran UCEDD will conduct 2 webinars. The first webinar will be on employment programs and resources available in AZ for tribal members with disabilities. The second webinar will teach how to prepare for employment if you have a disability. They also plan to meet with the Navajo Nation to develop work-based learning tools (later in Sept).
2. Increase access to services related to disability through acting as a center for information, partnerships, and collaborations with disability, education, and Voc. Rehab. Service providers around AZ and in proximity to Tribal communities. This will mostly be accomplished by developing a model for "Decolonizing Disability". This model is based upon the Native belief all people are born with gifts and strengths as well as the acceptance of colonization as a destructive force in the lives of Native individuals.
3. Further outreach efforts to tribal communities, tribal groups and organizations and partners that work with individuals with disabilities in tribal communities. This will include creating a Tribal listserv to disseminate information and will include partners, collaborators, tribal organizations individuals, families and other groups that work with tribal individuals with disabilities. They also plan to create a 8 newsletters, provide presentations, webinars, and training to tribal communities, and conduct 3 Talking Circles.
4. Develop a Tribal Community Advisory Committee for the Native Center for ongoing feedback regarding needs, barriers to accessing resources, increasing knowledge related to the disability services for tribal communities. The committee will be made up of Tribal individuals with disabilities, and family members. They will provide feedback on the Native Center related to information sharing and will meet at least quarterly. Meetings will be held on Zoom.

New curriculum development for ongoing university coursework and community training/continuing education opportunities will occur in the second year by the new Disability Center director. She will be working to develop a course with the Family & Community Medicine and cross list it with Native American Studies department.

Also, the Sonoran UCEDD is building continuing education opportunities, by developing a dashboard where a menu of professional development courses is available including courses on culturally responsive Native disability services.

Staffing/Budgeting:

Key staff and consultants will support the ongoing work of the Native Center. They recently hired the new director, which took some time during the first year of the contract period.

All costs are associated with the project.

Evaluation:

The Sonoran UCEDD will use a mixed method approach to gather data on the usage of the Native Center, from resources, surveys for webinars/trainings, recording Talking Circles for further information gathering and conducting open-ended questions.

The Native Center is supported by the Sonoran Center's Communications, Research, and administrative teams. Personnel will assist with arranging trainings, producing products and resources, and managing data. They are also in the process of hiring a Native student worker to assist with the project activities.

Southwest Institute for Families and Children-Supported Decision Making- Year 5 Renewal- \$60,000

Over the last four years, Southwest Institute (SWI) has worked with its partners, The Arc of Arizona and the Arizona Center for Disability Law, and a steering committee to create greater awareness of supported decision-making in Arizona. This has included conducting outreach and training to 122 people, including those with I/DD, families and caregivers, social service providers, and relevant stakeholders.

In the fifth year, they would like to continue to push to pass legislation recognizing supported decision-making by working with their partners as well as self-advocates to create presentations, disseminate flyers, and by meeting with and educating legislators. They also plan on continuing trainings and the Supported Decision-Making Academy. The steering committee plans on meeting quarterly and they also plan on doing continued outreach including in rural areas in Yavapai and Mohave Counties.

While the staff appreciates the work that has been done to date and the challenges SWI has faced in the supported decision-making space, we have concerns with the overall reach and effectiveness of what has been accomplished so far and the future outcomes based on what is being proposed in year 5 for this project. Typically, staff reaches out to grantees for clarifications regarding questions or concerns with their proposals before presenting them to the committee, however, in this case, we wanted to get the thoughts of the committee first, as we did not feel the proposal merited clarifications.

We recognize the importance of Supported Decision Making and the need for it in the community and want to continue to work in this space, but we also want to make sure the projects the Council funds can provide the best possible outcomes. Our thoughts were to release another competitive solicitation to see what other organizations may be interested in supported decision-making and the approach they would take.

Refugees with I/DD Research

Proposal submitted by the Sonoran UCEDD

The goal of this project is to describe agency and legislative policies related to supporting refugees with intellectual and developmental disabilities (I/DD), and to understand the lived experiences of refugees who interact with agencies and organizations or have had challenges accessing services.

The populations of interest are refugees with disabilities with a focus on Tucson and Phoenix, the primary resettlement areas, and the policy surveillance will focus on Arizona agencies and United States-wide policies related to refugees with disabilities. In order to gain information about the lived experience of refugees in Arizona, the Sonoran UCEDD will conduct research with refugee resettlement agencies and ethnic-based community organizations in Tucson and Phoenix. The research team is prepared to conduct interviews in 11 languages.

Project Activities include the following: 1. Establish a Community Advisory Board to facilitate outreach, assist with data collection, and oversight in regular meetings throughout the year; 2. Engage the Advisory Board and their networks in Group Concept Mapping to identify issues related to accessing disability services for refugees; 3. Learn from refugees with lived experiences about their challenges accessing disability services, successful service connections and opportunities for improvement; 4. Conduct Policy Surveillance at the Arizona agency level and the legislative policies across the US states to describe processes, gaps, and best practices for full inclusion of refugees in disability services.

These project activities will result in the following deliverables: 1. Final Comprehensive Project Report with Executive Summary; 2. Executive Summary in plain language with language translation (based on the languages of the interviewees); and 3. Specific issue briefs, as necessary.

Deliverables will be disseminated on the ADDPC and the UCEDD websites, in-peer reviewed journals, for example policy and health journals.

The Project Cost for One Year: Request ADDPC Funds =\$75,000; Non-Federal In-Kind Match = \$25,000 (Total \$100,000)

Institute for Community Inclusion
Comprehensive Review of Arizona's Vocational Rehabilitation (VR) Program

The Institute for Community Inclusion (ICI) has submitted a proposal to conduct a comprehensive review and analysis of Arizona's Rehabilitation Services (i.e., the state's vocational rehabilitation (VR)) program regarding its strengths and barriers assisting transition-aged youth with I/DD achieving successful employment outcomes.

The proposed work plan will develop a report detailing the impact of Arizona's VR program on employment of transition-aged youth with disabilities. Using interviews and surveys with former and current VR staff, clients, and other state agencies and stakeholders the report will also identify why disparities in outcomes exist across different populations, successful practices, and barriers to improving employment outcomes for youth with I/DD. This information in conjunction with a review of a national level best practices will be used to inform recommendations to improve Arizona's VR system.

Products from this project will include:

- Product 1: Summary analysis of AZ's current employment and services outcomes for transition-age youth with I/DD
- Product 2: Summary of survey of VR services in AZ for transition-aged youth
- Product 3: Final report and recommendations
- Product 4: Plain language executive summary report
- Product 5: Presentation to ADDPC's Full Council

Project Recommendations will consider:

- How well is Arizona's VR program performing in helping transition-aged youth (ages 14-24) with I/DD obtain their employment goals?
- The key strengths and barriers to achieving successful outcomes for Arizona's VR program.
- Do disparities exist in employment outcomes by disability type, spoken language, and race/ethnicity? If so, what is the nature of the disparities and why do they exist?
- Are there specific services that move youth toward a path that led to successful outcomes? Are certain services more impactful than others? Are service trends emerging? Are there true success markers?
- What does not currently work well within the Arizona VR system? Are there services that are not producing positive impacts?

- Recommended measures to capture/demonstrate successful outcomes for transition-aged youth with disabilities.

Requested ADDPC Funds: \$90,000; Non-Federal Cash Match \$30,000; Total Program Cost \$120,000

Center for the Future of Arizona

Communities at the Center

The Center for the Future of Arizona (CFA), in partnership with Arizona Town Hall, proposes a community engagement project designed to bring visibility, spark dialogue, and motivate action to ensure more successful transitions of young people with disabilities --- driven by their dreams, desires, and strengths – into postsecondary education and career pathways.

CFA, in partnership with Arizona Town Hall, proposes a community engagement project to:

- Bring trusted data to inform and prompt dialogue around issues impacting the transition of young people with disabilities into postsecondary education and career success;
- Engage cross-sector leaders to understand the challenges in and opportunities for advancing equitable access, and surface opportunities for action;
- Amplify the voices of young people with disabilities themselves, and their families, in generating solutions with a focus on starting the conversation at earlier ages; and
- Identify areas of opportunity where CFA, Arizona Town Hall, ADDPC and others could partner to support priorities, whether through additional data, engagement, or resources.

CFA will build the foundation for collective impact through the following strategies:

1. Data: CFA will develop a background one-pager highlighting challenges and opportunities with the transition of young people with disabilities into postsecondary education and career mobility, drawing upon data from the Arizona Progress Meter – a set of vetted and reliable data that can help frame conversations and prompt action – and other key research sources.
2. Dialogue: CFA will partner with Arizona Town Hall given their track record and deep experience in facilitating community dialogue and generating key takeaways and recommendations.

CFA and Arizona Town Hall will host a series of 3-4 Community Conversations (held in-person or in some cases virtually) with key stakeholder groups, educators, parents with young children with disabilities, parents and caregivers of

elementary and middle school aged children, in metro areas as well as Flagstaff and rural communities.

CFA and Arizona Town Hall will convene, drawing upon the learning of the first listening sessions, a collaborative-cross-sector gathering that will share out the early learnings, engage in dialogue across perspectives about challenges and opportunities, and crystalize key takeaways and opportunities for action.

CFA will also facilitate polling and post-conversation surveys that deepen the understanding of the concerns, priorities, and opportunities for action that emerge from these conversations.

3. Action: CFA will develop an action-oriented final report to communicate the findings with a long shelf-life. This will capture the data, Community Conversations themes and stories to bring more voices and perspectives to the issue, and potential areas of action where partners come together to advance solutions,

The results of these efforts will drive toward the following outcomes:

- Bring visibility and attention to the critical issues of supporting young people with disabilities in successfully transitioning into postsecondary education and careers
- Identify and deliver data that can elevate the importance of these issues to broader dialogue
- Ensure more educators, employers, youth with disabilities, and parents/caregivers see new possibilities for the potential of young people with disabilities and understand their success as critical to our collective success
- Develop a final report that would highlight opportunities for action and position the work for longer-term impact

CFA is requesting \$50,000 for the Communities at the Center project and providing a Non-Federal In-Kind Match of \$16,667 for a total of \$66,667 for the project.