



**Equal Native Youth Voices
Renewal Proposal to Support Self-Advocacy
August 18, 2021**

- 1. Provide a one-page Executive Summary of your funded program to date. Ensure the following points are addressed:**

Primary Intent of the Program

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 their skills so they can speak for themselves, make their own decisions, and respectfully advocate in their communities. Currently, the Law Center works with students in the Exceptional Student Services Program (ESS) at Greyhills Academy High School (Greyhills Academy) in Tuba City, Arizona. During the upcoming year, we plan to expand the project's reach. The project focuses on developing the next generation of Native American advocates with intellectual and developmental disabilities.

The Program's Positive Impact

During the past fiscal year, the Law Center worked with fifteen (15) students in the ninth to twelfth grades at Greyhills Academy. The program is centered on self-advocacy, employment and community inclusion as other sub-topics are imbedded in the curriculum. Students in the self-advocacy project continue to report increases in their comfort level in talking about their disability, talking about their Individualized Education Plans (IEP) and formulating their goals. This year the students gained more confidence in talking about their goals in employment and attending post-secondary education. The project's curriculum 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 curriculum also integrates Navajo traditional thought into developing the participants self-advocacy skills. The consistent results of surveys and participant feedback verifies that the program helps participants increase their understanding of their options, awareness of available supports, and ability to advocate for the services they need to help them achieve their goals.

Describe the Collected Data

The Law Center collected the data requested by the ADDPC, including the number of participants, the level of satisfaction, and the impact of the project. Additionally, the Law Center collected qualitative data through focused questions on how the project impacted the participants. These questions provide substantive input from the students about the impact of the project. Because of the COVID-19 health crisis, the data remains incomplete for the year. However, the final survey regarding the overall students' experience shows an increase in the their confidence in talking about their disability, knowing their rights and responsibilities, and taking part in decisions that affect their lives. (See survey results in section 7 below and *Appendix A*.)

Justification for Continued Funding

The project should receive continued funding because of the positive impact it is having on participants. Young people with intellectual and developmental disabilities are seldom encouraged to voice their interests and concerns. They are frequently invited to meetings, but others speak for them or direct what services are available or will be provided. This project focuses on not only educating these young people about their rights and the available supports and services, but it gives them the opportunity of practicing speaking before others, identifying their goals, and advocating for the supports necessary to achieve those goals.

In addition to the direct impact the project is having on young people with intellectual and developmental disabilities, the project has increased collaboration and links between various entities. The Law Center arranged for the students to participate in meetings with the Navajo Advisory Council on Disabilities; facilitated the direct contact between students and Vocational Rehabilitation services; and introduced students to other young people advocating for themselves and improved communities. The Law Center also allocates other funds to support this project, is committed to using all resources efficiently and effectively, and values its partnership with the ADDPC.

2. Summarize key program achievements for the current funding year based on your implementation plan.

Since the Law Center and the Greyhills Academy have moved the presentations primarily to the zoom webinars, the webinars surprisingly gave the students more confidence in voicing their thoughts about their goals in employment and planning after they graduate. The online presentations did not allow for use of the Clicker feature provided through the Turning Point technology as anticipated in the Implementation Plan. To ensure interactions between the students, the Law Center's project lead, Annette Yazzie, created ice breaker questions for every session to create a positive, comfortable online atmosphere. These questions involved live discussions between Ms. Yazzie and the students and at times the teachers. For example, some students discussed their plans to take tours of colleges, to improve their grade in a subject they are having difficulty, and their personal goals to be more helpful to their families. Ms. Yazzie

recognized an improved engagement and interaction in these zoom sessions as compared to the in-person sessions last year. This comfort level in speaking increased throughout the year as the students became familiar with using the zoom features and emoji options when responding to other students' discussions.

Because of the unstable internet connectivity during the self-advocacy presentations, the Law Center was unable to consistently conduct survey questionnaires to measure where the students need more discussion on a specific topic. While Greyhills Academy was able to provide most students with laptops and hotspots, several students did not have consistent access because of a lack of cellular signals. There were several occasions where the students lost connectivity and had to make several attempts to log back into the sessions. These disruptions contributed to the difficulty completing the surveys during zoom sessions.

3. Describe activities that are left to complete before your contract ends.

The Law Center has accomplished all of the goals of the project.

4. Detail any barriers that were addressed. Include one success story to share.

While the final session to focus on the graduating seniors' achievements did not occur because certain approvals were not obtained in time, Ms. Yazzie and the ESS staff collaborated and adjusted the curriculum to have all students provide a presentation on their career research. This final presentation included 23 students and staff. These presentations enabled the students to demonstrate their self-advocacy skills of speaking for themselves and telling attendees about their academic and personal goals after high school. Some students expressed interest in professional and technical careers such as—Computer Information Technician, Truck Driver, Physical Therapist, Neurosurgeon, and Automation Technician. In these presentations the students explained the types of knowledge, abilities, and skills required for their specific careers. In addition, some students referred to the transition services provided by the Navajo and State VR Services for technical training, necessary equipment and supplies, and one student specifically referred to a vocational training program for a truck driving position in Phoenix and Tucson. These references to the Tribal and State VR services demonstrate that the students understood the purpose and objectives of the VR agencies that Ms. Yazzie explained in two of the sessions on the topics of VR and Transition Services.

Furthermore, the graduating students demonstrated their confidence and pride by expressing their advice on how to be successful in high school to the freshman class. Some seniors gave the following messages and advice to the freshman students.

"Follow your passion, do what you like, and do your best in class."

"It is okay to not know what you want in the future right away."

"Choose good friends."

"Don't mess around in class and have good time management."

“Ask for help in pronouncing words.”

“Life is not easy, there’s going to be challenges.”

These messages show advocacy in practice by the next generation advocates. Despite the difficulties they experienced in high school, these graduating seniors recognized how to overcome them by making their own decisions in changing their behavior in class, choosing specific friends, and asking for help when needed.

5. Describe existing and any new community partners that will be involved and their role in this project. Will MOUs or other agreements need to be developed?

Existing Partner

This pandemic has caused some difficulties in communications with the Greyhills Academy staff regarding commitments to continue the *Equal Native Youth Voices* program. We hope to continue our existing partnership but have not received a response to our request to meet about the project.

New Community Partner

Last spring, during a meeting with the Hopi Vocational Rehabilitation counselors, Ms. Yazzie explained her role with the Law Center and described the *Equal Native Youth Voices* program and the partnership with Greyhills Academy. Meredith Van Winkle, a Hopi Vocational Rehabilitation (VR) counselor, expressed an interest in expanding the project for students within her community. The Law Center and Ms. Van Winkle met again and discussed the self-advocacy project’s objectives, goals and how we can expand the existing self-advocacy curriculum to the Hopi community. Ms. Van Winkle agreed that there is a need for the parents and students in the Hopi community to have information on their rights under the IDEA.

With this alternative approach to work with the Hopi VR office, the self-advocacy project will be adjusted and developed in a manner that reflects the Hopi cultural philosophies. After several meetings with the Hopi VR counselors, the Law Center has learned that unlike the Navajo philosophy the Hopi Tribe does not have a definition or term for the word “disability.” Their community has some difficulty in gathering disability-related information because they do not focus on any one person’s disability, rather they are community-oriented in helping each other collectively. The idea of disabilities is represented through Spiritual Beings, for example, through stories of The Blind Man and The Cripple Man [these are the terms used by Hopi tradition]. Like the Navajo teachings, these Hopi cultural teaching will be implemented in the self-advocacy project with the assistance of the Hopi community members to ensure that they are properly incorporated and conveyed.

At our last meeting in May with the VR counselors, we decided on a plan to expand the self-advocacy project to the Hopi community by developing a series of trainings for parents on the IDEA. Specifically, the Law Center would like to provide training sessions through the zoom

platform to the VR clients/consumers who are transitioning out of high school. In addition, the Law Center would like to provide zoom sessions for parents on how they can support their children who have recently graduated. In our last communication in July with the Hopi VR office, Ms. Yazzie found out that the office has had a staffing shortage and so was unable to get a commitment on planning the self-advocacy project due to needed approvals within the Hopi VR office. Despite the barrier of getting a commitment to proceed in planning the project with the VR office, the Law Center will continue reaching out to leadership within the Hopi VR office to work together on planning and expanding the Self-Advocacy Project to the Hopi community.

6. Describe how feedback from people with I/DD, caretakers, family member or other participants is gathered and used to support the project.

The Law Center provided a pre-assessment during the first session of the semester. Unfortunately, adjusting from in-person to the online platform interfered with the students’ ability to use the clickers to respond to questions; therefore, the Law Center was unable to collect responses to the pre-assessment survey. After several sessions, Ms. Yazzie began providing survey questions embedded within the PowerPoint slides, then compiling the students answers from the chat box of Zoom. While this method still presented some challenges due to the unstable internet connections, the Law Center staff improvised by asking for feedback from the students directly or requesting the answers from the ESS staff. This data included only the students and teachers. As in the past, the Law Center used the data, questions, and statements from the students and teachers to adjust the curriculum and presentations to meet the group’s needs.

7. Summarize evaluation findings to date. Include other data/performance measures you are tracking and reporting to the ADDPC. Report on the following data if your project is required to collect this information:

- a. # of individuals with I/DD participating in funded ADDPC project
- b. # of family members participating in funded ADDPC project
- c. # of professional stakeholders trained (in a formal training) through a funded ADDPC project

For Spring 2021, the students answered the following overall survey questions about the self-advocacy presentations. These surveys and its results are based on 13 student-participants that attended the last session on April 18, 2021. Note that not all 13 student-participants completed all five questions (a. below and for b.-e. see *Appendix A* attached).

- a. Has this program increased your knowledge of how to take part in decisions that affect your life?

Responses		
	Percent	Count
Yes	46.15%	6
I think	38.46%	5

Not sure	7.69%	1
No	7.69%	1
Totals	100%	13

As shown in above, 6 out of 13 students answered confidently that the program increased their knowledge of taking part in life-decisions for the overall survey of the self-advocacy presentations. In addition to these numbers, when asked in the final survey how this program helped them, some students responded with the following answers:

“It gives me confidence and pride and knows my responsibilities, set my goals, make my own decisions

“Gave me confidence and pride.”

“know my rights and responsibilities. learn how to access information. set my goals. make my own decision. request accommodations. problem solving skills.”

When asked: What this program helped them to do better, some students responded with the following answers:

“It helped me by making more of my own choices of what I wanna do in life, I talk about myself more.”

“I tell people about my goals. I tell people about what kinds of supports I need. I tell people about what kinds of services I need. I make more of my own choices about my life.”

For all student responses and evaluation findings of the final survey questions on the self-advocacy presentations provided by the Law Center please see *Appendix A* attached.

For the year, a total of 27 Native American students with I/DD participated in the self-advocacy presentations and reported an increase that they are better able to say what services they want and to say what is important to them—an increase from 67% to 80%. For the full assessment and data on these performance measurements, please see pages 5-6 of *Appendix A* attached.

8. Describe in detail the project being planned for the next year to include: What changes are new, including program design, target numbers, working in unserved or underserved communities, new collaborators, implementation, staffing, evaluation, and other activities.

Because of the uncertainty in COVID cases surging on the Navajo Nation, the tribal government has once again placed restrictions causing barriers in communication and collaboration, and so the Law Center has not been able to obtain the requested letters of commitment from Greyhills Academy. The Law Center is ready to continue working with the students at Greyhills Academy if we can reestablish are connection with their teachers. However, the Law Center is proposing an alternative to ensure the project continues without delay.

We will continue to focus on providing support and information to Native Americans with intellectual and developmental disabilities in the Navajo and Hopi communities and other areas across northern Arizona.

Program Design & Staffing

We suggest developing a webinar series titled, *Native Americans Empowered through Self-Advocacy* based on our existing curriculum. These webinars will begin with an introduction of the concept of self-advocacy where the attendees of the live sessions will have the ability to interact and ask questions. These webinars will be recorded allowing the Law Center to share with its partners within the Native American communities and partners advocating for individuals with disabilities. Additionally, these webinars will include discussions on education issues, vocational rehabilitation services, and reasonable accommodations in the school and work settings. Each month the webinars will focus on a different self-advocacy topic, including employment and community inclusion as other sub-topics in the curriculum. The Law Center would like to begin these sessions in September 2021 with the last session ending June 2022 allowing the time for data collecting and reporting on the project to ADDPC.

As mentioned above, due to the uncertainty of the COVID cases rising, the Law Center would like to continue the self-advocacy curriculum through the zoom platform. This approach will require the Law Center's staff members to participate and potentially its board of directors to take part in at least one session. These recorded *Native Americans Empowered Through Self-Advocacy* webinars will be shared with partners within the state such as—Assist to Independence, Arizona Division of Developmental Disabilities, community centers on Navajo and Hopi, Inter-Tribal Council of Arizona, Native Americans for Community Action, Institute for Human Development at Northern Arizona University, Hopi Vocational Rehabilitation, and others. By sharing these webinars within the Native American communities, the number of self-advocates will increase and it will build relationships with partners within the disability community in Arizona. Given this alternative plan will require only the Law Center staff and potentially its board members, MOUs or agreements will not be required to proceed.

Annette Yazzie will continue to be the lead on the project. She has the experience of the past couple of years on the project, an understanding of the details that should be covered, and familiarity with the technology needed to support this alternative approach. The Law Center's other project staff will supplement Ms. Yazzie's role. For instance, Hoskie Benally, the Law Center's Community and Government Liaison will present on the traditional views of disability; Alexis DeLaCruz, one of the Law Center's Attorneys, will assist with the session on the IDEA to answer questions and provide the nuance that her seven years of experience brings to the discussion; and members of the Navajo Advisory Council on Disabilities and the Law Center's Board will share their experiences with advocating for change within the community.

The Law Center's Administrative Staff will continue assisting the project with data retrieval, documentation and reporting as in the previous years. In addition, the project will continue to be supervised and supported by Therese Yanan, the Law Center's Executive Director. The

curriculum will continue to support and elevate participants who wish to practice public speaking.

Evaluation

With the alternative approach in expanding the project to the Hopi community via zoom presentations, we anticipate the target audience will increase substantially and the evaluation process will be managed and data collected through the zoom application features. With implementation of the new webinar series, the Law Center will get feedback from people with I/DD, caretakers, family member or other participants by using the Google Docs surveys after each live webinar. These surveys will be accessible with the recorded webinars that will include questions such as:

- Are you a I/DD, parent, advocate, caretaker, professional, etc.
- Would you like training on this topic or let us know what topics you would like training on?
- Please evaluate the presenters.
- How has this webinar helped you? Please explain.
- Please provide your feedback to improve these webinars.
- Specific question related to each webinar topic.

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.

Other Activities

Given the recent restrictions on the Navajo Nation and possibly other Native American communities, the Law Center intends to develop brochures, flyers and other marketing materials about the self-advocacy webinars. Furthermore, the Law Center will also develop PSAs for the Hopi radio station, advertisements in the *Navajo-Hopi Observer* and the *Hopi Tutuveni* newspapers to reach these underserved and unserved communities in northern Arizona.

9. Describe other sources of funds that are committed to support the project.

The Law Center will be supporting a portion of this project with federal grant funds that support self-advocacy and employment training and supports for individuals with disabilities. Additionally, the Law Center will provide the required non-federal match through a combination of in-kind donations and non-federal funds.

10. Attachment 1: Provide an Implementation Plan that lists out sequentially the key activities to undertake in the next year. 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).

- 11. Attachment 2:** Provide a 12-month Budget Request and Match. Use the Budget Summary Form and provide a detail budget narrative for both requested dollars and match. Requested amount shall not exceed current award amount.

- 12. Attachment 3:** Provide a list of key staff and briefly summarize the job responsibilities for this grant. List any training or certification required for staff in the upcoming year. Ensure personnel costs are appropriately allocated for in the Budget. Do not attach resumes.

**NATIVE AMERICAN DISABILITY LAW CENTER
EQUAL NATIVE YOUTH VOICES
APPENDIX A
FINAL SURVEY RESPONSES**

These responses were provided anonymously by students (“Guest”) in the ninth through twelfth grades in the ESS Program at Greyhills High School. The analysis is found below each chart for each question.

b. How has this program helped you? Select from this list: (List provided to students.)

Name	Response
Guest 1	its gives me confidence and pride and knows my responsibilities, set my goals, make my own decisions
Guest 2	gave me confidence and pride
Guest 3	give me confidence and pride, know my rights and responsibilities, learn how to access, information, set goals, make my own decisions
Guest 4	know my rights and responsibilities. learn how to access information. set my goals. make my own decision. request accommodations. problem solving skills.
Guest 5	identify my disability, listening and learning, set goals
Guest 6	give me confidence and pride, know my rights and responsibilities, learn how to access information
Guest 7	set goals
Guest 8	ask for help to complete a task, talk about my disability, request accommodations
Guest 9	identify my disability, give me confidence and pride, know my rights and responsibilities set goals, make my own decisions, ask for help to complete a task, problem-solving skills listening and learning, talk about my disability, request accommodations
Guest 10	dont know
Guest 11	set goals, learn how to access information
Guest 12	give me confidence and pride, know my rights and responsibilities, set goals, make my own decisions, listening and learning

This survey question (b. above) demonstrates half of the 12 students answered that this program gave them confidence and pride and four indicated the program allowed them to make their own decisions. This question also shows three students are now able to identify and talk about their disability.

c. Write about a time you told someone what is important to you.

Name	Response
Guest 1	I told my parents of how I wanted go to work and make my own money, take my own responsibility, live on my own
Guest 2	when I told my parents what I want to go to college for and what I thought would be the best choices for me in the future.
Guest 3	An old friend said never judge a book by its cover to me
Guest 4	my mother told me once that I am responsibilities and my life. every decision I make, I'm going to be held accountable.
Guest 5	I don't know if I recall telling something important to someone, maybe when I've told close friends about my disability
Guest 6	when I talk about art
Guest 7	it was back in middle school
Guest 8	I told my mother that school is very important to and the GPA as well
Guest 9	When I was afraid to tell about my disability
Guest 10	no one
Guest 11	no one has
Guest 12	I told my mother some of the most important things to me if it doesn't get to her I wouldn't have any secrets

The responses for this survey question (c. above) demonstrate discussions with parents about students making their own decisions about life, college, independent living and one student's candid response of being afraid to tell others about their disability.

d. What has this program helped you to do better? (List provided to students.)

Name	Response
Guest 1	it helped me by making more of my own choices of what I wanna do in life, I talk about myself more
Guest 2	I tell people about what kinds of service I need.

Guest 3	I tell people about my goals I tell people about what kinds of supports I need. I tell people about what kinds of services I need. I make more of my own choices about my life.
Guest 4	I tell people about my goals. I make more of my own choices about my life. I tell people what Is Important to me.
Guest 5	I make more of my own choices about life, I tell people about my goals
Guest 6	I tell people what Is Important to me. I talk about myself more.
Guest 7	to get through life
Guest 8	I talk about myself more.
Guest 9	I tell people about my goals. I tell people about what kind of services I need. I make more of my own choices about my life. I tell people what Is Important to me. I talk about myself more.
Guest 10	job
Guest 11	I make more of my own choices about my life.
Guest 12	I make more of my own choices about my life.

e. What type of advocacy activities has this program helped you do better? (List provided to students.)

Name	Response
Guest 1	Individual education plan (IEP) meetings, VR Individual plan for employment,
Guest 2	legal services, and medical services.
Guest 3	Individual education plan (IEP) meetings VR D Individual plan for employment DDSN Individual Service plan Medicaid case management plan peer-peer learning and/or leadership spoke up on behalf of someone else

Guest 4	spoke up on behalf of someone else. medical services. legal services. providing input on legislation or legal regulations. VR D Individual plan for employment.
Guest 5	IEP meetings, medical services
Guest 6	peer-peer learning and/or leadership spoke up on behalf of someone else
Guest 7	medical services
Guest 8	Individual education plan (IEP) meetings
Guest 9	Individual education plan (IEP) meetings peer-peer learning and/or leadership spoke up on behalf of someone else
Guest 10	job
Guest 11	Individual education plan (IEP) meetings
Guest 12	medical services

This survey question (e. above) indicates half of the 12 students answered that this program has helped them better in their Individual Education Plan meetings and medical services while four indicated the program helped them in job/employment activities.

INDIVIDUAL ADVOCACY ANNUAL PERFORMANCE MEASURES

PERFORMANCE MEASURE (PM)	JULY 1 – DECEMBER 31, 2020	JANUARY 1 – JUNE 30, 2021	CUMULATIVE TOTAL
IFA 1.1 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	12 (total students participating in the self-advocacy presentations for the semester)	15 (total students participating in the self-advocacy presentations for the semester)	$12 + 15 = 27$
IFA 2.1 After participation in ADDPC supported activities, the number of people with I/DD who report increasing their advocacy as a result of the grant	4	6	10
IFA 2.3 - Percentage The percent of people who are better able to say what they want or say what services/supports they want or say what is important to them	$8/12 = 67\%$ (8 students/12 total student participants)	$12/15 = 80\%$ (12 students/15 total student participants)	$67\% + 80\% / 2 = 74\%$
IFA 2.4 – Percentage The percent of people who are participating in advocacy activities	100%	100%	100%
IFA 2.5 The percent of people who are on cross disability coalitions, policy boards, governing bodies and/or serving in leadership positions.	0	0	
IFA 3.1 – Percentage The percent of people with developmental disabilities satisfied with a project activity.	$4/4 = 100\%$ (4/12 students completed this question of which 4/4 indicated they were satisfied)	$6/6 = 100\%$ 6 students (end-of-year presentations on topic of	100%

		Individual Career Research)	
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DEMOGRAPHIC DATA: One Time Capture by the End of the Contract Period

Race/Ethnicity	Number	Percentage
White only	0	
Black or African American only	0	
American Indian or Alaskan Native only	12 + 15 = 27 (total students for spring and fall semesters, respectively as stated in IFA 1.1 above)	100%
Hispanic/Latino only	0	
Asian only	0	
Native Hawaiian or other Pacific Islander only	0	
Two or more races		
Race unknown	0	

**Native American Disability Law Center
Renewal Proposal to Support Self-Advocacy
Equal Native Youth Voices**

**Attachment 1
Implementation Plan #1**

Completion Date	Task	Measurement	Person(s) Responsible
August 2021	Planning Meeting – internal COMPLETED 8/12/21	Meeting Notes	Annette Yazzie Therese Yanan
	First class with students at Greyhills High School on Zoom; Pre-assessments	Meeting Notes Presentation Pre-Assessments	Annette Yazzie Annette Yazzie Hoskie Benally
September 2021	Class via Zoom with students at Greyhills High School Zoom session with Hopi VR consumers	Students & VR consumers Feedback Presentations	Annette Yazzie
October 2021	Class via Zoom with Students Students Zoom session with Hopi VR consumers	Students & VR consumers Feedback Presentations	Annette Yazzie Therese Yanan Alexis De La Cruz
November 2021	Class via Zoom with Students Zoom session with Hopi VR consumers Quarterly report to ADDPC.	Students & VR consumers Feedback Presentations Final Survey	Annette Yazzie Therese Yanan Ambrose Oliver

December 2021	Class via Zoom with Students Zoom session with Hopi VR consumers Internal Review Meeting	Student & VR consumers feedback Presentations Post-Assessment	Annette Yazzie Therese Yanan Austin Moore
January 2021	First Class with Students via Zoom; Pre-assessments Zoom session with Hopi VR consumers Quarterly Report to ADDPC	Presentation Pre-Assessments	Annette Yazzie Therese Yanan
February 2021	Class via Zoom with Students Zoom session with Hopi VR consumers	Student & VR consumers' feedback Presentations	Annette Yazzie Therese Yanan
March 2021	Class via Zoom with students Zoom session with Hopi VR consumers	Student & VR consumers' feedback Presentations	Annette Yazzie
April 2021	Zoom Class with Students Zoom session with Hopi VR consumers Quarterly report to ADDPC.	Student & VR consumer feedback Presentations Final Survey	Annette Yazzie Therese Yanan
May 2021		Student & VR consumers' feedback Presentations Post-Assessment	Annette Yazzie Therese Yanan

June 2021	Internal Review Meeting for evaluation and continued curriculum development.		Annette Yazzie 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	20,267	-	18,280	38,547
Fringe Benefits	11,152	-	-	11,152
Supplies / Operating Expenses	470	-	-	470
Travel	-	-	-	-
Rent or Cost of Space	1,532	-	2,200	3,732
Contracted Services / Professional Services	500	-	-	500
Administrative / Indirect Costs	4,012	-	-	4,012
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

**Native American Disability Law Center
Renewal Proposal
*Equal Native Youth Voices***

**Attachment 2
Budget Narrative**

Personnel Expenses

Salaries

The Personnel line item covers salaries for Law Center staff, total expenses of \$20,267 are included in the budget. Annette Yazzie is the Advocate and will be working together to organize and conduct the sessions, also attend meetings and conferences with the project's participants. To use resources more efficiently, the lead on the project will be Ms. Yazzie, located in Flagstaff, with support from Mr. Oliver, who is still in Farmington. Ms. Yazzie will provide 20% of an FTE toward this project at \$19.81 an hour for a total cost of \$8,760. Mr. Oliver will provide 1% of an FTE toward this project at \$20.06 an hour for a total cost of \$211. Hoskie Benally will be providing 1% of an FTE toward this project at \$26.54 per hour for a total cost of \$279. Heather Hoechst will be providing 1% of an FTE toward this project at \$30.87 per hour for a total cost of \$324. Therese Yanan, Executive Director, will supervise the project, ensure all financial reports are submitted in a timely matter and support Ms. Yazzie and Mr. Oliver. Mrs. Yanan will provide 10% of an FTE at \$48.50 an hour for a total cost of \$10,694.

Fringe Benefits

The fringe benefits expense in the amount of \$11,152 is included in the budget. Fringe benefits are calculated as 55.03% of Personnel/Salary expense for this project. These expenses include Social Security at 6.2% of wages at a cost of \$1,257; Medicare at 1.45% of wages at a cost of \$294; State Unemployment Insurance and Worker's Compensation Insurance expense at .23% of wages at a cost of \$46. 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 41.15% of personnel wages at a total cost of \$8,340. Additionally, the Law Center provides contributions to a 403(b)-retirement plan. The contributions represent 6% of personnel wages at a cost of \$1,216.

Non-Personnel Expenses

The Law Center anticipates that this project's expenses will comprise 2.96% 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 \$408 for providing telephone and internet access in the Flagstaff and Farmington offices. This allocation is 2.96% of the total of \$13,798 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 \$444 to cover supplies and printing. This is 2.96% of the Law Center's total office supply/printing annual budget of \$15,014. Included are 51 stamps @ .51 cents per mailing totaling \$26 in this budget. Office supplies include copier paper, toner, pens, binders, envelopes, and postage.

Advertisement

The Law Center will utilize advertisements to notify the community of events or conferences as well as radio announcements for those who live in remote areas. Advertisements will be placed with the Hopi Tutuveni for 4 days @ \$465 a day and 12 radio spots @ \$30 per announcement at a total expense of \$2,221.

Rent

Rental space has been budgeted at \$1,532 for this project; \$698 will cover the portion of the Farmington office rent and \$834 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 2.96%, the percent of direct staff expense dedicated to this project compared to budgeted staff expense.

Contracted Services

The Law Center will contract with one student(\$25 @ 5 hours) to present during the discussion panel and consult with one participant to cover Hopi traditions & culture(\$25 @ 15 hours). Total expense is \$500 for 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 2.96% of the expenses below allocated utilizing the indirect cost allocation factor for a total of \$1,383.

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. Yazzie 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. Yazzie 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 on Disabilities

The Law Center will arrange for the students to attend a Navajo Advisory Council on Disabilities 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.

**Native American Disability Law Center
Renewal Proposal to Support Self-Advocacy
*Native Americans Empowered through Self-Advocacy***

**Attachment 1
Implementation Plan #2**

Completion Date	Task	Measurement	Person(s) Responsible
August 2021	Planning Meeting – internal COMPLETED 8/12/21	Meeting Notes	Annette Yazzie Therese Yanan
	Planning Meetings – internal.	Meeting Notes	Annette Yazzie Therese Yanan Hoskie Benally
September 2021	Series 1 Webinar: Introduction to Self-Advocacy with Medicine Wheel discussion.	Google Doc Survey	Annette Yazzie Hoskie Benally
October 2021	Series 2: IEP/504 Plan Part I	Google Doc Survey	Annette Yazzie Alexis DeLaCruz
November 2021	Series 3: IEP/504 Plan Part II	Google Doc Survey	Annette Yazzie Alexis DeLaCruz
December 2021	Series 4: Knowing Your IEP Team Members	Google Doc Survey	Annette Yazzie Alexis De La Cruz
January 2022	Series 5: Transition Services Quarterly Report to ADDPC	Google Doc Survey	Annette Yazzie Therese Yanan Joaquin Kootswatwa
February 2022	Series 6: Vocational Rehabilitation Services (VR)	Google Doc Survey	Annette Yazzie Therese Yanan Ambrose Oliver

March 2022	Series 7: Transitions Services	Google Doc Survey	Annette Yazzie
April 2022	Series 8: Disability Disclosure and Reasonable Accommodation Quarterly report to ADDPC.	Google Doc Survey	Annette Yazzie Therese Yanan Austin Moore
May 2022	Series 9: Panel Discussion on self-advocacy	Google Doc Survey	Annette Yazzie Therese Yanan NADLC Board Members
June 2022	Internal Review Meeting for evaluation and continued curriculum development.		Annette Yazzie Therese Yanan
July 2022	Final Report to ADDPC		Annette Yazzie Therese Yanan