



August 31, 2022

Marcella Crane  
Contracts Manager  
Arizona Developmental Disabilities Planning Council  
3839 N 3<sup>rd</sup> Street, Ste. 306  
Phoenix, AZ 85012

Reference: RFGA# ADDPC-FFY22-RFGE-00A  
Refugees with I/DD Research Clarification

Dear Ms. Crane,

Thank you for the opportunity to respond to the reviewers' careful review. We have provided responses to reviewers' questions and comments below.

1. *Page 7 states that seven individuals will have in-depth interviews. Clarify if this number is adequate to conduct an analysis of the lived experience of refugees with I/DD. Can the applicant increase this number if necessary?*

In-depth interviews will be conducted with 6 dyads (12 people total) of refugees with I/DD and their chosen supporters. While not intended to collect generalizable data, these interviews are intended to collect information about the breadth of lived experiences in the diverse refugee population. Interviewees will be selected based on their ability to inform the team about diverse perspectives, including cultural affiliation and language use, journey to the United States, age, and institutional interactions. In-depth interviews will use a life history approach to understand participant experiences over time while offering a way for individuals to offer insight on what is important to them and how they define and engage with transnational, disability, and other U.S. communities.

2. *The applicant spoke about the experience of the team working with refugees but did not provide much information on how they would meet with the community. Provide a more details on how this task can be addressed.*

Our collaborators on this project, Dr. Aldulaimi and Ms. Teeple, have long-standing connections with the refugee communities in Tucson and Phoenix, the two primary resettlement areas. We will work through the statewide Refugee Roundtable to recruit advisory board members who can facilitate connections to refugee community organizations. The project team will meet with community organizations to determine the best methods of eliciting community participation in the project activities. The team will use the community collaborators' recommended methods for outreach.

3. *Page 8 states that Dr. Edgin and policy fellows will conduct policy surveillance during the funded year, and "in our next year we will focus on the fellow's efforts on refugee services for those with disability." Confirm the applicant's understanding that if funded this grant, the contract period is for one year and the approved activities must take place within the contract period.*

Thank you for your clarification of activity time period for the policy fellowship. The policy fellows will be engaging in this work during the 2022-2023 school year, which overlaps with the contracted period.

- 4. The applicant described in detail how they will analyze and present the research to the ADDPC. However, it is not clear if the report will be sectioned by age groups or in other ways. Please clarify how the report will be presented.*

Our report will highlight issues relevant to different age groups with disability, but we will also include other pressing topics that are identified from the breadth of available data after these data are aggregated.

- 5. Page 12 states that the applicant will facilitate any media dissemination and distribute all data publicly available via website. Ensure that the applicant will work with the ADDPC on any media dissemination and the ADDPC is afforded an opportunity to review any information prior to media release.*

Thank you. We are committed to collaborating with the ADDPC on the public release of materials related to this study and will send these materials to the council before media and publication release.

- 6. Budget, pages 24-26 show a cost for \$465 under the Supplies category for refreshments for the advisory board meetings. This is an unallowable cost per our federal grant. Please remove this cost and redo the budget summary and narrative.*

Refreshment costs have been removed from the budget. Please see attached revised budget reviewed by our Sponsored Projects Services.

Thank you for your consideration of our proposal. If you have additional questions, please do not hesitate to contact us.

Sincerely,

Julie Armin  
Jacy Farkas  
Jamie Edgin

Sonoran Center for Excellence in Disabilities  
University of Arizona

## Budget Request Form

Contractor Name: Arizona Board of Regents, University of Arizona


Contractor Address: PO Box 210158, Room 510 Tucson AZ 85721-0158  
Street Address City State Zip

Project Name: Elevating Refugee Perspectives about Access to Disability Services in Arizona

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	\$35,278			\$35,278
Fringe Benefits	\$8,356			\$8,356
Supplies / Operating Expenses	\$14,948			\$14,948
Travel	\$1,288			\$1,288
Rent or Cost of Space				
Contracted Services / Professional Services	\$8,312			\$8,312
Administrative / Indirect Costs	\$6,818		\$25,000	\$31,818
<b>Total Costs</b>	<b>\$75,000</b>		<b>\$25,000</b>	<b>\$100,000</b>

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.

 Digitally signed by Christopher E Satter  
Date: 2022.08.31 08:49:05 -0700 for Sangita Pawar, PhD, MBA

\_\_\_\_\_  
 Name of Certifying Official

Vice President, Operations

\_\_\_\_\_  
 Title of Certifying Official

(520) 626-6000 sponsor@email.arizona.edu

Phone Email

## BUDGET JUSTIFICATION

### Personnel/Salaries

**Julie Armin, PhD – Principal Investigator (0.60 person month):** will assume overall responsibility for the project. She will work closely with Ms. Farkas and Dr. Edgin to establish the community advisory board and develop research design and IRB application. She will lead the design and implementation of the in-depth dyadic interviews. She will assist in training and supporting students with conducting research. Dr. Armin is experienced at program development and implementation, including extensive research experience as a qualitative methodologist.

**Jacy Farkas, MA, ABD – Co-Principal Investigator (0.60 person month):** will work closely with Drs. Armin and Edgin to establish the community advisory board and develop research design and IRB application. She will lead the design and implementation of the group concept mapping methodology. She directs the SUCEDD interdisciplinary pre-service programs and oversees curricula development. Ms. Farkas has extensive experience in development, management and implementation of programs, including community participatory research and evaluation.

**Jamie Edgin, PhD – Co-Principal Investigator (0.45 person month):** will work closely with Dr. Armin and Ms. Farkas to establish the community advisory board and develop research design and IRB application. As SUCEDD affiliated faculty and director of policy initiatives, she will lead the policy review and oversee SUCEDD disability policy fellows/students as they examine policies and best practices regarding disabled refugee access to services. She will work with the fellows to finalize the report and recommendations. Dr. Edgin has extensive experience with disability research in children and adults across the last 20 years, including studies requiring multi-agency and entity coordination.

**Suzanne Teeple, JD – Collaborator (0.12 person month):** will serve as subject matter expert and will provide input and feedback on project design and implementation, including recommendations for advisory board members and guidance for fellows regarding policies in Arizona. As the Director of the Tucson Family Advocacy Program (TFAP) at Banner – University Medicine Family Medicine Clinics, Dr. Teeple has extensive experience providing legal advice and assistance to low-income patients and families, inclusive of refugees, on legal matters such as disability benefits and services, access to health care and housing conditions. She is a member of the AZ Refugee Disability Roundtable, and has collaborated with local community partners to develop a health literacy teaching tool available in eight languages to help refugees learn to navigate the US healthcare system.

**Sommer Aldulaimi, MD, FAAFP – Collaborator (effort as needed):** will serve as subject matter expert and will provide input and feedback on project design and implementation, as well as assist with outreach for participant recruitment. As the Medical Director of TFAP and creator/attending physician of the refugee clinics within Banner – University Medicine Family Medicine Clinics, she has extensive experience engaging and providing health care services to refugee patients and their families. Dr. Aldulaimi is a member of the Arizona Refugee Network Alliance and the Society of Refugee Healthcare Providers.

**To Be Named – Communications Director (0.60 person month):** will work closely with the research team to develop materials to recruit research participants and templates for final reports. They will lead the translation of the final report to plain language and be responsible for creating relevant graphics/infographics for the executive summary report. The SUCEDD Communications Director oversees our extensive communication network, disseminates information in multiple formats using a variety of multi-media platforms for use by diverse audiences, and ensures accessibility of materials and accommodations for participants.

**To Be Named – Graduate Research Assistant (3.0 person months):** will serve as a SUCEDD Disability Policy Fellow and will be responsible for conducting the review of best practices across the US and its territories on improving access to disability services for refugees. They will assist with data collection and analyses, and work closely with investigators to develop and finalize the final report and recommendations.

**To Be Named – Undergraduate Student Worker (1.00 person month):** will serve as SUCEDD Disability Policy Fellow and will assist with review of policies and best practices, data collection and analyses, and development of final report.

### **Fringe Benefits**

The University of Arizona defines fringe benefits as direct costs, estimates benefits as a standard percent of salary applied uniformly to all types sponsored activities, and charges benefits to sponsors in accordance with the federally-negotiated rates in effect at the time salaries are incurred. The following rates were budgeted: UA Employees @ 31.9%, Graduate Research Assistants @ 13.0%, Student Employees @ 2.0%.

### **Supplies/Operating Expenses**

A total of \$3,295 is requested for GroupWisdom (\$2,245) to implement group concept mapping methodology and analyze collected data, and MaxQDA (\$1,050) software licenses to analyze interview transcripts.

A total of \$5,600 is requested for participant incentives. Service as advisory board members to provide guidance on project development and implementation, as well as critical feedback throughout project (\$250/participant \* 10 participants = \$2,500). Participation by diverse stakeholders in group concept mapping (GCM) activities through GroupWisdom data collection site (\$50/participant \* 50 participants = \$2,500). Participation by individuals with IDD and their support person from refugee communities in in-depth interviews (\$50/participant \* 12 participants = \$600).

A total of \$6,053 is requested for graduate tuition remission, which is a mandatory benefit charged in proportion to the amount of effort a graduate research assistant will work on a project. For a graduate research assistant budgeted at less than 0.50 FTE, tuition remission is budgeted at a rate of ~\$3,027 per academic semester (\$6,053 per academic year).

### **Travel**

A total of \$1,288 is requested for travel between Tucson, AZ and Phoenix, AZ for four trips to participate in advisory board meetings and six trips to participate in interviews. This request is estimated as \$128.75/trip (\$95 for car rental + \$33.75 for mileage) for a total of 10 trips.

### **Contracted Services/Professional Services**

A total of \$8,312 is requested for interpretation services (\$125/hour \* 40 hours = \$5,000) and translation services (\$0.414/word \* 8,000 words = \$3,312) to ensure research recruitment materials, instruments, and interviews are accessible to participants in their native/primary language.

### **Administrative/Indirect Costs**

In accordance with the original RFGA, indirect costs are budgeted at a stipulated rate of 10% of total direct costs.

### **Cost Match**

In accordance with the original RFGA, cost match is committed at the ADDPC-stipulated rate of 25% of total project costs (\$100,000 Total Projects Costs \* 25% = \$25,000) and will be provided as indirect costs foregone.

**Reference: RFGA# ADDPC-FFY22-RFGE-00A**  
**Refugees with I/DD Research Clarification**

The following includes examples of specific projects, skills and expertise necessary to complete this research by each of the investigators:

**Julie Armin (PI)** is a medical anthropologist with a focus on health equity teaching and research. She is faculty in the Department of Family & Community Medicine, where she also directs the Health Disparities Curriculum in the College of Medicine and is affiliated faculty with the SUCEDD. Dr. Armin is experienced at program development and implementation, including extensive research experience as a qualitative methodologist. Dr. Armin, in collaboration with her co-leader at Northern Arizona University Dr. Heather Williamson, has implemented a community-engaged project to address the cancer screening education needs among Native American women with intellectual and developmental disabilities (I/DD; see NACP letter of support). Dr. Armin has co-led the team's qualitative investigation of influences on breast and cervical cancer screening for Native American women with I/DD. These influences on cancer screening were investigated using semi-structured in-depth interviews (N=48) with Native American women with I/DD, their caregivers, healthcare and service providers, and community leaders. Results of this work were used to adapt a cancer screening education program for Native American women with I/DD. Dr. Armin is currently leading a project funded by ADDPC focused on developing, implementing and evaluating a Continuing Medical Education (CME) program for primary care providers (e.g. physicians, nurse practitioners). The program, titled "Your Patient with Intellectual and/or Developmental Disability: Accessibility, Decision-Making, and Consent," comprises three modules with interactive videos and activities. The modules focus on promoting health equity for people with I/DD by providing the tools and knowledge to primary care providers to help them increase clinic accessibility, understand consent and guardianship, and engage in supported decision-making.

**Jacy Farkas (Co-PI)** is the SUCEDD Assistant Director and Training Director, where she oversees all SUCEDD interdisciplinary pre-service preparation program development and implementation. Ms. Farkas has been with the SUCEDD for more than 15 years with extensive experience in development, management and implementation of programs, including community participatory research and evaluation. Much of Ms. Farkas' research and evaluation has focused on the transition to adulthood for youth with I/DD and other disabilities. As PI of the *Picture of a Life* project funded by the ADDPC (2012-2017), she led the design and implementation of the person-centered planning with foster youth receiving services from DDD and the mixed-methods evaluation that included surveys and interviews with youth participants. Most recently,

she is PI of *Fostering Positive Outcomes (FPO)*, a statewide assessment on the transition needs and gaps for youth with disabilities who experience foster care that aims to identify areas for change and make recommendations for action in practice and policy that will help ease the way for youth to navigate multiple systems and thrive in adulthood (funded by Arizona's Title V agency 2019-2022). This project utilizes a community participatory approach, with guidance from a community advisory group composed of youth with lived experience and representatives from community and state organizations. Ms. Farkas employed an innovative mixed-method approach by integrating group concept mapping (GCM) with surveys, focus groups and key informant interviews to capture diverse perspectives and experiences while centering youth voice. She worked with her team to successfully adapt methods to address the challenges posed by the COVID-19 pandemic. Ms. Farkas is in the process of finalizing the report and recommendations with the advisory group and developing plain language and infographic-based materials to share with the community. Dr. Walsh, a collaborator of the FPO project attests to Ms. Farkas' skill in leading this project (see letter of support). Ms. Farkas received training in GCM (2017, 2018) from the leading experts in this approach (Kane and Rosas) from the firm that created the groupwisdom™ software (Concept Systems, Inc.). She is a graduate of the Georgetown University National Center for Cultural Competence (NCCC) Disparities Leadership Academy and has served as a mentor for participants in NCCC's Leadership Institute for Cultural Diversity and Cultural and Linguistic Competence.

**Jamie Edgin (Co-PI)** is faculty in the Department of Psychology, where she directs the Memory Development and Disorders Laboratory, and is SUCEDD affiliated faculty (since 2012), and director of policy initiatives including the Disability Policy Fellowship program. Dr. Edgin has extensive experience with disability research in children and adults across the last 20 years, including studies requiring multi-agency and entity coordination. She has over 50 peer reviewed journal articles and a funding record from local, state, national (NIH, Gates Foundation), and international agencies. Her work inherently includes collaboration with the disability community, and she has been involved in several advocacy organizations locally and nationally, including a long-standing collaboration with the National Down Syndrome Society (science board member). She is currently involved in advising NDSS on health-related outreach, including sexual violence prevention. She has been well-recognized for her research and advocacy relating to community needs, including the award of the University of Arizona Koffler prize for Community based outreach in 2018 and the Arizona Psychological Association's award for Distinguished Contribution to Science in 2020. Dr. Edgin served on the ADDPC from 2014-2018, and during this appointment she became invested in bettering state policies for those with disabilities, including the prevention of sexual abuse. These are topics that she addresses while training fellows

under the SUCEDD policy fellowship. She has contributed to state working groups on this issue (see School Abuse report), with her experience in this area outlined by the support letter from Betty McEntire. Further, she is a Co-investigator on the SUCEDD's external evaluation of AHCCCS's abuse Task Force response (report forthcoming), an evaluation that provided her skills in both quantitative and qualitative analysis of service provision and state policy for vulnerable Arizonans.





August 25, 2022

Sean Armstrong, CRA  
Research Administrator  
The Arizona Board of Regents, University of Arizona  
The University of Arizona Health Sciences, Research Administration  
P.O. Box 210158, Room 510  
Tucson, AZ 85721-0158

Reference: RFGA# ADDPC-FFY22-RFGE—00A  
Refugees with I/DD Research

Dear Mr. Armstrong,

Thank you for applying for a grant with the Arizona Developmental Disabilities Planning Council (ADDPC). The proposal by UA is susceptible for an award, however, further information is needed for the ADDPC to continue their review. Please clarify the following points and attach any required documents. Your information is due by August 31, 2022, 3:00 PM by email to [mcrane@azdes.gov](mailto:mcrane@azdes.gov).

1. Page 7 states that seven individuals will have in-depth interviews. Clarify if this number is adequate to conduct an analysis of the lived experience of refugees with I/DD. Can the applicant increase this number if necessary?
2. The applicant spoke about the experience of the team working with refugees but did not provide much information on how they would meet with the community. Provide a more details on how this task can be addressed.
3. Page 8 states that Dr. Edgin and policy fellows will conduct policy surveillance during the funded year, and "in our next year we will focus on the fellow's efforts on refugee services for those with disability." Confirm the applicant's understanding that if funded this grant, the contract period is for one year and the approved activities must take place within the contract period.
4. The applicant described in detail how they will analyze and present the research to the ADDPC. However, it is not clear if the report will be sectioned by age groups or in other ways. Please clarify how the report will be presented.
5. Page 12 states that the applicant will facilitate any media dissemination and distribute all data publicly available via website. Ensure that the applicant will work with the ADDPC on any media dissemination and the ADDPC is afforded an opportunity to review any information prior to media release.

**ONE Community Working Together**



6. Budget, pages 24-26 show a cost for \$465 under the Supplies category for refreshments for the advisory board meetings. This is an unallowable cost per our federal grant. Please remove this cost and redo the budget summary and narrative.

The ADDPC will review your response and further consider your application. If you have any questions, don't hesitate to contact me via email at [mcrane@azdes.gov](mailto:mcrane@azdes.gov).

Sincerely,

A handwritten signature in black ink that reads "Marcella Crane". The signature is written in a cursive, flowing style.

Marcella Crane  
Contracts Manager

**ONE Community Working Together**



# Offer and Acceptance

**AZ Developmental Disabilities  
Planning Council**

3839 North Third Street, Ste. 306

Phoenix, AZ 85012

SOLICITATION NAME: Refugees with I/DD  
Research

PAGE  
1

RFGA NO: ADDPC-FFY22-RFGE-00A

OFFEROR: ABOR, University of Arizona

OF  
1

## OFFER

### TO THE STATE OF ARIZONA:

The Undersigned hereby offers and agrees to furnish the material, service or construction in compliance with all terms, conditions, specifications and amendments in the Solicitation and any written exceptions in the offer. Signature also certifies Small Business status.

**Arizona Board of Regents, University of Arizona**

Company Name

**Sponsored Projects Services // PO Box 210158, Room 510**

Address

**Tucson**

**AZ**

**85721-0158**

City

State

Zip

Signature of Person Authorized to Sign Offer

**Christopher J. Barnhill**

Printed Name

**Contracts Manager - Industry**

Title

Phone: **520-626-6000**

**sponsor@email.arizona.edu**

Contact Email Address

By signature in the Offer section above, the Offeror certifies:

1. The submission of the Offer did not involve collusion or other anticompetitive practices.
2. The Offeror shall not discriminate against any employee or applicant for employment in violation of Federal Executive Order 11246, State Executive Order 2009-9 or A.R.S. §§ 41-1461 through 1465.
3. The Offeror has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant in connection with the submitted offer. Failure to provide a valid signature affirming the stipulations required by this clause shall result in rejection of the offer. Signing the offer with a false statement shall void the offer, any resulting contract and may be subject to legal remedies provided by law.
4. The Offeror certifies that the above referenced organization    IS/  IS NOT a small business with less than 100 employees or has gross revenues of \$4 million or less.
5. The Offeror is not debarred by, or otherwise prohibited from participating in any publicly-funded contract awarded by any Federal, State or local jurisdiction.

## ACCEPTANCE OF OFFER

The Offer is hereby accepted.

The Contractor is now bound to sell the materials or services listed by the attached contract and based upon the solicitation, including all terms, conditions, specifications, amendments, etc., and the Contractor's Offer as accepted by the State.

This Contract shall henceforth be referred to as Contract No. \_\_\_\_\_.

The effective date of the Contract is \_\_\_\_\_.

The Contractor is cautioned not to commence any billable work or to provide any material or service under this contract until Contractor receives purchase order, contract release document or written notice to proceed.

**State of Arizona  
Awarded this**

**day of**

**20**

Jon Meyers, Executive Director

**1. Provide an Executive Summary written in non-technical language to summarize the Applicant's overall capabilities and approaches for accomplishing the research specified in the Scope of Work. The Executive Summary should be limited to no more than two (2) pages.**

### **Elevating Refugee Perspectives about Access to Disability Services in Arizona**

**Project Intent:** 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 experience of refugees who interact with agencies and organizations or have had challenges accessing services.

**Population(s) of interest:** The broad and diverse population of refugees with disabilities in the state of Arizona, with a focus on Tucson and Phoenix, the primary resettlement areas. Our 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, we will conduct outreach with refugee resettlement agencies and ethnic-based community organizations in Tucson and Phoenix. These populations are linguistically and culturally diverse, but we are prepared to conduct interviews with refugees who speak the following languages: French, Kikongo, Kiswahili, Lingala, Tshiluba, Burmese, Somali, Iraqi Arabic, Sudanese Arabic, Pashto, and Persian (Dari).

**Project Cost for One Year:** Requested ADDPC Funds = \$75,000; Non-Federal In-Kind Match = \$25,000 [Total \$100,000]

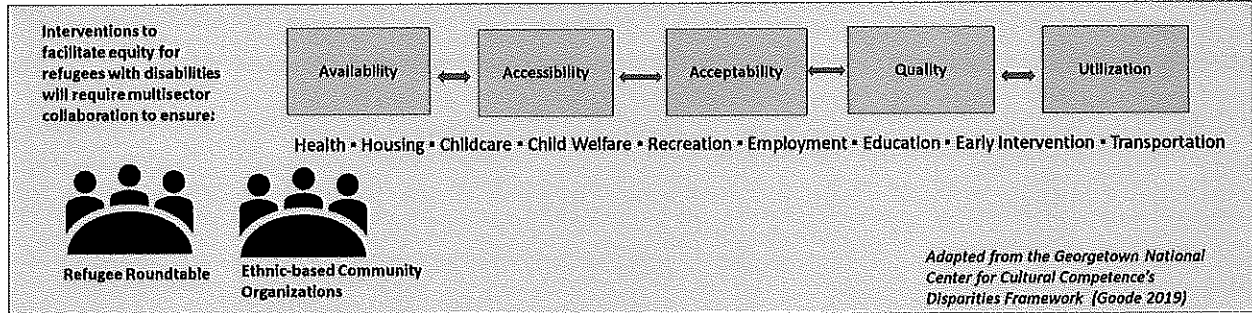
**Project Activities:** Project activities include the following: 1) Establish a Community Advisory Board to facilitate outreach, data collection, and oversight in regular meetings throughout the year; 2) Engage the Advisory Board and their networks in Group Concept Mapping to identify issues related to accessing disability services for refugees; 3) Learn from refugees with lived experience about their challenges accessing disability services, successful service connections, and opportunities for improvement; 4) Conduct Policy Surveillance at the Arizona agency level and 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 interviewees); 3. Specific issue briefs, as necessary. Deliverables will be disseminated on the ADDPC and UCEDD websites, in peer-reviewed journals, e.g. policy and health journals.

**Organizational capacity:** The co-PIs (Armin, Edgin, Farkas) have expertise in qualitative research, community-based research, policy surveillance and analysis and reporting. The team’s collaborators (Aldulaimi, Teeple) provide services to and advocate with refugee communities in the state. The Sonoran Center for Excellence in Disabilities is a federally designated University Center for Excellence in Developmental Disabilities (SUCEDD) established in 2006 and serves as a bridge between academia and the community to address the needs of individuals with I/DD and other disabilities, their families, and communities across Arizona. The SUCEDD is based on the vision of a community benefiting from the full participation of all members, with recognition of the strengths brought by diversity in abilities, culture, age, and life-experience. The SUCEDD is recognized for its strong community partnerships and has successfully implemented community-engaged research and policy-relevant projects.

**2. Describe in more detail how the Applicant will complete the Scope of Work related to the tasks and activities of researching and understanding the state system, including their community partners, that supports and serves refugee community, especially refugees with I/DD.**

Project activities have been designed to facilitate relationships with community partners and conduct outreach, collect data about gaps and needs in the service system, understand the lived experience of refugees with disabilities, and describe agency and legislative policies and practices that influence the experiences of refugees with disabilities. This work is guided by the Disability Equity Framework created by the Georgetown University National Center for Cultural Competence (see Figure 1) and further discussed in section 3 below.

Figure 1. Framework for understanding and addressing disparities among refugees with disabilities



**2a. Establish and engage an Advisory Board**

The team will establish an advisory board to facilitate outreach, data collection and provide oversight throughout the year. Dr. Armin, Ms. Farkas, and Dr. Edgin have experience working with Advisory Boards and Steering Committees on research projects.<sup>1</sup> The project will have an Advisory Board of representatives with expertise in

refugee services, disability services, lived experience with disability, and being a support person for people with I/DD. We will develop an Advisory Board of 10 members from the Arizona Refugees with Disabilities Roundtable, which has members from the major health plans, the Arizona Department of Economic Security, Centers for Independent Living, International Rescue Committee, and other non-governmental organizations that provide services to refugee and disability communities, and community-based ethnic organizations.

The Advisory Board (AB) will oversee all project activities and the project team will engage them during key points during the year to elicit their input and guidance. The project will begin with the AB's involvement in Group Concept Mapping (see below), which will provide a framework for the team's review of legislative and agency policies regarding refugees with disabilities and for the dyadic (person with disability and supporter) in-depth interviews, which will elucidate the lived experience of refugees with disabilities. Once the in-depth interviews have been conducted, the AB will help the team finalize the list of facilitators and barriers to disability services and the committee will review and offer input on the final report for ADDPC.

The AB will be convened at the beginning of the project and will have 4 Zoom or in-person meetings over the course of the one-year project. Advisory Board members will complete tasks related to the project via email in between meetings. Plans for reasonable accommodations will be made for accessibility during AB meetings, whether in-person or by zoom. All Advisory Board members will be English-speaking and/or bilingual, but the in-depth interviews (see below) will be conducted with refugees who do not speak English to best understand their challenges, especially related to linguistically appropriate services.

## **2b. Prioritize issues using Group Concept Mapping**

Using group concept mapping (GCM), we intend to create a stakeholder-authored visual geography of ideas from the communities of interest in Arizona on improving access for disabled refugees and their families. The resulting maps can be used to take action and guide planning, programming and advocacy efforts on the issues that matter to our stakeholders by generating solutions that respect, catalyze, and align diverse perspectives.

Group concept mapping (GCM) is a mixed-method, participatory action-oriented approach that provides a way to organize ideas on a specific issue from a diverse group of stakeholders to generate a visual conceptual framework for planning and evaluation (Kane & Trochim, 2007).<sup>ii</sup> This technique combines qualitative input with sophisticated

data analysis to provide a visual representation of the important issues on which to act, making it more directly accessible to stakeholders than other methods.

The method includes the generation of ideas on a single prompt, followed by the categorization and prioritization of those ideas through sorting and rating activities. We will use the Concept System<sup>®</sup> groupwisdom<sup>™</sup> software, a web-based concept mapping software, to collect, manage and analyze data. Concept Systems, Inc. uses advanced online security measures to ensure anonymity for participants.

There are six steps as part of the GCM process, and the research team will lead the following activities:

**Step 1: Preparation** > the research team will work with collaborators to develop the focus prompt that will be utilized to generate ideas on improving access to services and supports for individuals with I/DD and their families from refugee communities in Arizona.

**Step 2: Generating ideas** > the research team will engage our advisory board (AB) in brainstorming ideas in response to the prompt during our first meeting. We will invite the AB and collaborators to solicit additional ideas from their networks to get broader perspectives from across the state. The research team will edit and refine all collected ideas, and integrate ideas from the literature and the 2018 ADDPC Report, to create the list of final unique statements that will be organized and prioritized by participants.

**Step 3: Structuring ideas** > we will work with our AB to identify a list of potential participants to recruit for sorting and rating activities utilizing groupwisdom<sup>™</sup> software. Those identified, along with AB members, will be invited to participate in the online activities. Participants will sort the final statements into categories that make sense to them based on how similar they are in meaning to each other. Participants will also rate each of the statements on how relatively important they are.

The software allows up to two additional rating questions; common examples include feasibility, current presence, and priority. Figure 2 offers examples of rating questions used previously by investigators. We will confer with our collaborators and AB

Rating of statements	
Relative Importance	Current Presence
How important is this?	How much is this currently happening?
1. Not so important	1. None of the time
2. Somewhat important	2. Some of the time
3. Important	3. Most of the time
4. Very important	4. All of the time

Figure 2. Example rating questions and scales from a prior SUCEDD project utilizing GCM.

to determine which and how many rating questions to include that will have the most potential to generate solutions.

**Step 4: Analysis** > the research team will use groupwisdom™ to analyze sorting and rating data to produce visual displays in a series of interrelated maps and charts. Analyses include using statistical techniques such as multi-dimensional scaling which places each idea as a separate point on the map where statements placed closer to each other means they have generally been grouped together more frequently by the participants. Hierarchical cluster analysis is also used to determine boundaries around groups of ideas that represent conceptual “clusters” or themes. The ratings for each idea and each cluster of ideas are averaged to develop pattern match and “go-zone” charts that compare the ratings.

**Step 5: Interpretation** > the research team will engage the AB in the interpretation of the data through a structured data interpretation session (AB meeting #2) to help make meaning of the concept mapping results (Figure 3).

**Step 6: Using the results** > the AB will assist in developing priority areas for in-depth interviews based on the concept mapping results that will allow us to hone in on areas that need additional clarification or more context. In conjunction with data collected from interviews and policy/best practice review, the maps can be used as a framework for recommendations, strategic planning and future evaluation design to measure change or progress.

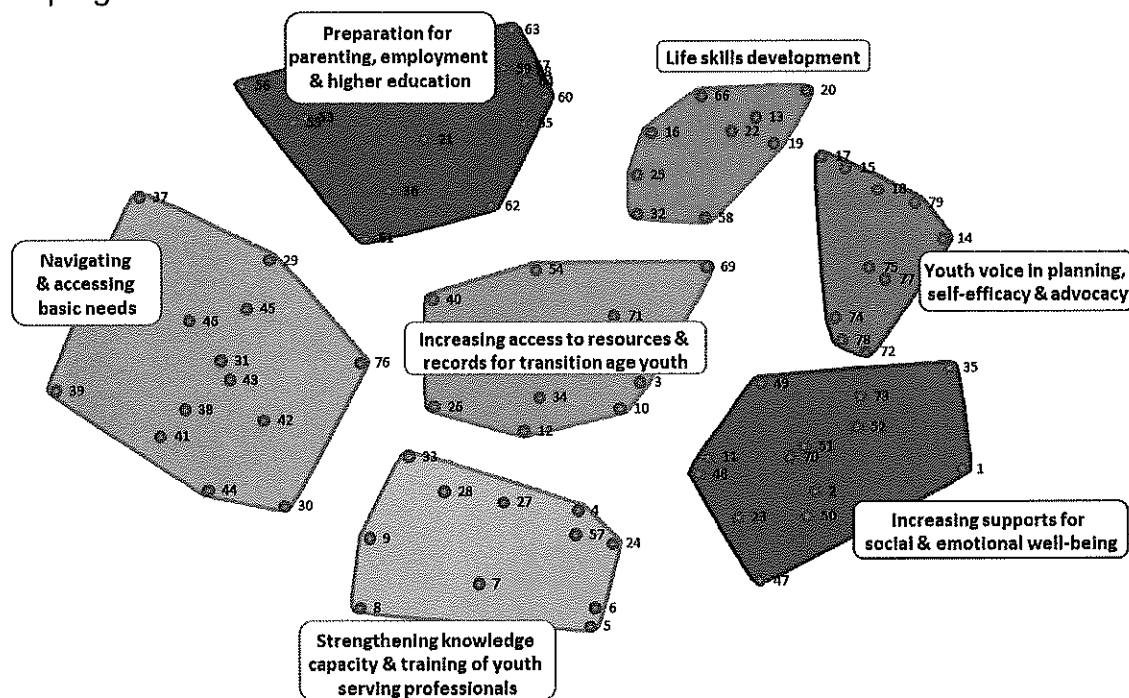


Figure 3. Example cluster map from SUCEDD's Fostering Positive Outcomes project.



## 2c. Learn from Refugees and their Supporters in Dyadic In-Depth Interviews

The team will conduct in-depth interviews with pairs (dyads) of refugees with intellectual and developmental disabilities (I/DD) and a self-selected support person. Dyadic interviews acknowledge that people with disabilities are embedded in networks of support, and this method enables researchers to examine this interdependence. It also acknowledges that people with I/DD may self-report perspectives that differ from their support persons.<sup>v.vi</sup> Dyadic interviews have been identified as a method of accommodation for people with intellectual disability and can promote choice and self-determination in research participation.<sup>vii</sup> In dyadic interviews, people with disabilities identify the person who best supports them to participate in an interview. The interview will be conducted with the dyad together, and it will be analyzed as a shared narrative. While the interviews will center the experience of the person with a disability, we acknowledge the roles of support people in their lives and thus, we will create a context for sharing, potential disagreement, and collective meaning-making. As others have noted, dyadic interviewing allows each participant to extend what the other says, engaging in an interaction of sharing and comparing. Researchers can then understand similarities and differences in what the participants think about the research topic.<sup>viii</sup>

In-depth dyadic interviews (N=6) will be conducted in the language preferred by the dyad. In consideration of the linguistic diversity of refugee groups in Arizona, we have worked with the National Center for Interpretation at The University of Arizona to plan for interpreters that cover some of the major languages spoken by these communities: French, Kikongo, Kiswahili, Lingala, Tshiluba, Burmese, Somali, Iraqi Arabic, Sudanese Arabic, Pashto, and Persian (Dari). Using live interpretation, we will conduct these interviews in English and the participants' language. Working with the National Center for Interpretation, we will transcribe the interviews after completion. Two members of the research team will use a matrix approach to analyzing the data, which is an efficient method of descriptively organizing and interpreting qualitative findings for comparison and contrast with the findings from the group concept mapping.<sup>ix</sup> In addition, the two team members will code the data using a modified grounded theory approach,<sup>x</sup> applying *a priori* codes, while also identifying emergent themes. This approach to qualitative data analysis uses comparison with other data (e.g. other in-depth interviews, policy analysis, GCM) in order to deepen our understanding of phenomena while retaining the richness of participants' narratives.

## 2d. Conduct Policy Surveillance

In order to best define the current state of Arizona’s service provision to refugees and to those who may have disability, we will provide formal policy surveillance across agencies in Arizona as well as across the United States (“a 50 state survey”) regarding any specific policy provisions to support individuals with disabilities. We will construct a list of state services and agencies that will be contacted to complete this review, and our team and the advisory board will provide feedback regarding specific points of need for this review (e.g, potentially the wait for school placement, the qualification process for services). Specifically, in key topics gathered from the group concept mapping or interviews, we will send questionnaires to state agencies regarding their disability services for refugees. Further, we will query existing laws for refugee service provision and any reference to disability. We will use gold standard law mapping procedures as a scientific tool for this analysis (using tools from LawAtlas, <https://lawatlas.org>), which will allow for the best most clear depiction of the policies nationwide (see Figure 4). These data, and the specific landscape of policies in Arizona, will be provided as an addendum to the report on a publicly accessible website, and could also be published in a journal as a separate legal mapping paper. Dr. Edgin and our policy fellows (see below in section 5 organizational capacity) will engage together in this process, and in our next year we will focus the fellow’s efforts on refugee services for those with disability. We have included funding for a graduate student to support these policy survey activities.

Figure 4

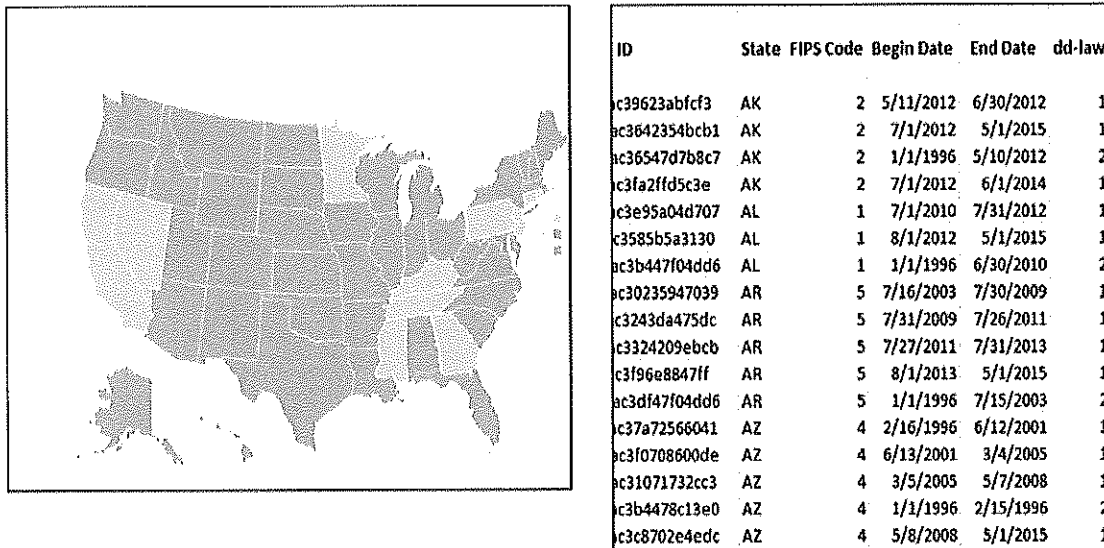


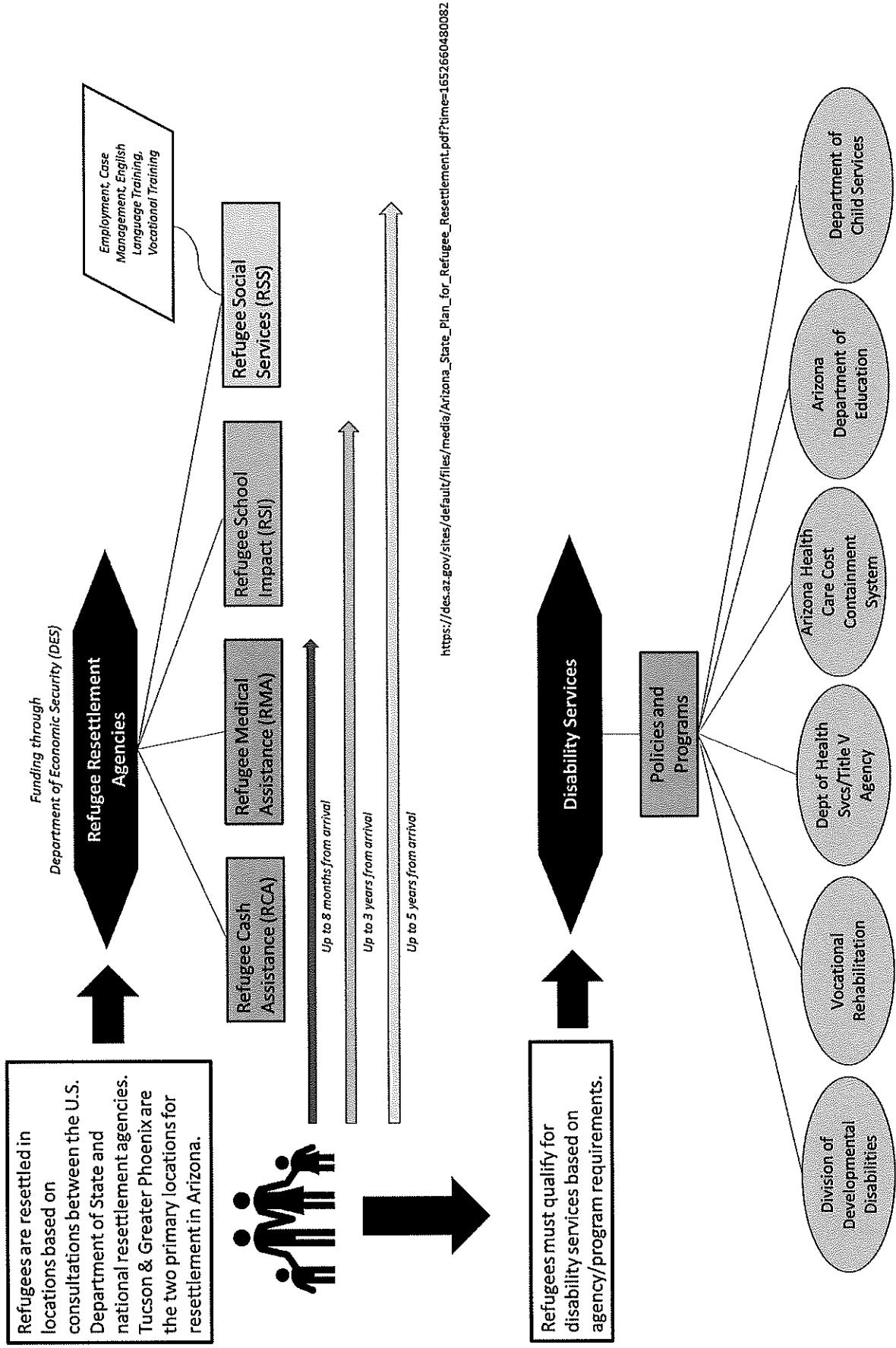
Figure adapted from lawatlas.org, software generates codable data across state surveys for analysis and displays. We will make these data publicly available

**3. Describe in more detail how the Applicant will identify and meet with the refugee community, especially those with I/DD to learn about the lived experiences and how they access services from the state or community partners.**

Despite the shared experience of being persecuted or fearing persecution in their home countries, refugees come to the United States with diverse histories, traditions, and language. In research with these diverse communities throughout the United States, similar barriers to service provision and access have been identified, including: lack of linguistic access (e.g. interpretation); poor trust between individuals and service providers; discrimination; and socioeconomic conditions of refugees (e.g. lack of health insurance).<sup>xi,xii,xiii,xiv,xv</sup> Some researchers have noted the potential for addressing these barriers and increasing access to services through intersectoral approaches that include “cultural brokers”<sup>xvi</sup> and navigators<sup>xvii</sup>, and building individuals’ social networks to facilitate connections.<sup>xviii</sup> In Arizona, the Developmental Disabilities Planning Council’s 2018 report on Refugees with Disabilities found a lack of collaboration between Refugee Resettlement Agencies and disability services/agencies (e.g. Vocational Rehabilitation). Further, many barriers identified in other regions and in other sectors (e.g. health) were also identified in the ADDPC’s report, including lack of language interpretation, differing understandings of disability, while highlighting the intersectoral barriers that result in fragmented systems that are difficult to navigate (Figure 5). There are multiple opportunities for creating connections and interventions in the trajectory of refugees with disabilities by employing a holistic view of equity (Figure 1), which includes consideration of social determinants of health.

The team includes members who have extensive experience advocating in solidarity with refugee communities and providing services to them. Suzanne Teeple, J.D. directs the Tucson Family Advocacy Program (TFAP), which aims to improve the health of low-income families in Arizona by providing coordinated legal, medical, social work and educational services in a health care setting. TFAP works with partners like Arizona Refugee Resettlement Program, International Rescue Committee (Tucson), and Catholic Charities of Southern Arizona to address systemic and individual barriers to good health for refugee patients at Family & Community Medicine’s outpatient clinics in Tucson. Ms. Teeple and TFAP have experience creating educational resources for refugees navigating complicated health care systems. In collaboration with resettlement agencies, ESL teachers at Pima Community College, and other volunteers, TFAP created a resource in 8 languages to help refugee patients prepare for and fully participate in a medical appointment, to improve health care, but also document any medical impairments to qualify for disability related benefits (<https://www.fcm.arizona.edu/tfap/resources>).

**Figure 5. Refugee Support and Potential for Connections and Enhancement**



Sommer Aldulaimi, MD works with Ms. Teeple and TFAP as the Medical Director for the program. In addition, Dr. Aldulaimi promotes refugee health and provider cultural competence through her direction of the refugee clinics at the Banner University Family & Community Medicine outpatient clinics, as well as the Global Health Program at the University of Arizona College of Medicine - Tucson. In the refugee clinics, trainees work with physicians to address the challenges that refugee patients face to attain sustainable, primary care services. The Global & Border Health Program exposes students to high-quality, evidence-based, interdisciplinary clinical and public health care under the resource constraints typically found in developing nations. Global partnerships are aimed at promoting health equity here and abroad through the shared development of best practices. Students involved in these programs return better prepared to provide care to patients and communities in Arizona and the Southwest border region, elsewhere in the US, or globally. Dr. Aldulaimi is currently working with the Infectious Disease Department to conduct new refugee intake visits. She is a member of the Society of Refugee Healthcare Providers and is connected to refugee communities in Tucson and Phoenix.

Working with Dr. Aldulaimi, Ms. Teeple, and our advisory board, we will conduct outreach to refugee communities and providers in Tucson and Phoenix, the two primary resettlement areas. We will recruit participants for the group concept mapping and dyadic in-depth interviews through the Refugee and Immigrant Service Provider Network (RISP-Net) and via community-based organizations, such as Refugees and Immigrants Community for Empowerment (RICE). Further, we will connect with the ethnic community-based organizations, such as the Association of Afghans in Arizona and the Somali American United Council of Arizona.

**4. Describe how the Applicant will analyze and present its research to discuss trends, any state or federal initiatives underway, best practices learned or barriers for a state refugee system to address.**

We will combine the qualitative and quantitative data to produce a policy brief that will include Arizona's existing provisions as well as gaps in our state policies that can be shared with lawmakers to drive future policy development. This will come in the form of a comprehensive report, executive plain language summary, and potentially additional short briefs that may focus on certain specific gaps. The written products will reference our publicly available data from the group mapping concept process, interviews, as well as the legal mapping policy surveillance. All distributed documents will undergo a rigorous period of external evaluation, and they will be first disseminated in draft form to the advisory council and key stakeholders. After this review period, the ADDPC will have the opportunity to review the reports before final publication and dissemination.

*From this project our team will produce the following deliverables:*

1. Final Comprehensive Project Report
2. Executive Summary in plain language with language translation
3. Depending on the issues uncovered, specific issue briefs may be required and could be delivered individually as briefs from our disability fellows, with ongoing guidance from Dr. Edgin.
4. We will facilitate any media dissemination and distribute all data publicly available via website.
5. The results of the group concept mapping process, in-depth interviews, and surveillance analysis could be published in national policy or health journals, a level of dissemination that would broadly raise awareness of the needs of disabled refugees in the U.S.

**5. Describe the organizational capacity of the firm or individual(s) to undertake the scope of work. This includes previous or similar work by the firm or individuals, length of time on such work and outcome of projects. State how long the firm has been in business and how it is primarily funded (i.e. grants, state contracts, foundations).**

The Sonoran Center for Excellence in Disabilities is a federally designated University Center for Excellence in Developmental Disabilities (SUCEDD) established in 2006 and housed in the Department of Family Community & Medicine at the University of Arizona. The SUCEDD serves as a bridge between academia and the community to address the needs of individuals with I/DD and other disabilities, their families, and communities across Arizona. We are one of 67 UCEDDs in the United States and its territories.

As authorized by the Developmental Disabilities Act, we receive core funding from the Administration on Community Living. The five-year cycle grant provides infrastructure support to carry out required core functions (i.e., interdisciplinary pre-service training, community education, model services, research, and information dissemination) with the expectation of continued leveraging of funds to implement the activities of the center's strategic plan. As such, the SUCEDD is funded by local and federal grants, as well as state contracts through interagency service agreements.

The SUCEDD is based on the vision of a community benefiting from the full participation of all members, with recognition of the strengths brought by diversity in abilities, culture, age, and life-experience. Our mission is to work in partnership with the community to expand possibilities and enhance independence for people with I/DD and other disabilities. This is accomplished through education and training of future disability professionals, creating new knowledge through research, engaging the community through education and innovative programs and practices, and disseminating

information on policy and practice in the field of disability. Our center is based on the value of full participation by people with developmental disabilities in all aspects of community life. Our programs and outreach are based on the principles of cultural respect, empowerment, self-determination, and inclusion. The SUCEDD is recognized for its strong community partnerships and has successfully implemented community-engaged research and policy-relevant projects.

In 2020, the SUCEDD launched a Disability Policy Fellowship program to enhance undergraduate and graduate students' knowledge of the process of policy development relevant to the community of individuals with developmental and other disabilities. The yearlong fellowship involves experience in researching key ongoing state and national policy issues, tracking mechanisms of policy development, and proposing a course of potential actions/solutions. Policy fellows (one undergraduate, one graduate) will be recruited for this project.

The SUCEDD has been a member of the Arizona Refugees with Disabilities Roundtable since 2020 as represented by Wendy Parent-Johnson, SUCEDD executive director. In late 2021, the Roundtable was invited to join the Arizona Community of Practice on Cultural and Linguistic Competence in Developmental Disabilities with a leadership team composed of the DD Network partners, DDD, and Raising Special Kids and now chaired by Dr. Parent-Johnson. The combined group is now called the Cultural and Linguistic Competency CoP Strategic Planning Group and meets quarterly to address statewide issues of access, inclusion, and cultural competence across programs, services, and resources.

The following includes examples of specific projects, skills and expertise necessary to complete this research by each of the investigators:

**Julie Armin (PI)** is a medical anthropologist with a focus on health equity teaching and research. She is faculty in the Department of Family & Community Medicine, where she also directs the Health Disparities Curriculum in the College of Medicine and is affiliated faculty with the SUCEDD. Dr. Armin is experienced at program development and implementation, including extensive research experience as a qualitative methodologist. Dr. Armin, in collaboration with her co-leader at Northern Arizona University Dr. Heather Williamson, has implemented a community-engaged project to address the cancer screening education needs among Native American women with intellectual and developmental disabilities (I/DD; see NACP letter of support). Dr. Armin has co-led the team's qualitative investigation of influences on breast and cervical cancer screening for Native American women with I/DD. These influences on cancer screening were investigated using semi-structured in-depth interviews (N=48) with Native American

women with I/DD, their caregivers, healthcare and service providers, and community leaders. Results of this work were used to adapt a cancer screening education program for Native American women with I/DD. Dr. Armin is currently leading a project funded by ADDPC focused on developing, implementing and evaluating a Continuing Medical Education (CME) program for primary care providers (e.g. physicians, nurse practitioners). The program, titled “Your Patient with Intellectual and/or Developmental Disability: Accessibility, Decision-Making, and Consent,” comprises three modules with interactive videos and activities. The modules focus on promoting health equity for people with I/DD by providing the tools and knowledge to primary care providers to help them increase clinic accessibility, understand consent and guardianship, and engage in supported decision-making.

**Jacy Farkas (Co-PI)** is the SUCEDD Assistant Director and Training Director, where she oversees all SUCEDD interdisciplinary pre-service preparation program development and implementation. Ms. Farkas has been with the SUCEDD for more than 15 years with extensive experience in development, management and implementation of programs, including community participatory research and evaluation. Much of Ms. Farkas’ research and evaluation has focused on the transition to adulthood for youth with I/DD and other disabilities. As PI of the *Picture of a Life* project funded by the ADDPC (2012-2017), she led the design and implementation of the person-centered planning with foster youth receiving services from DDD and the mixed-methods evaluation that included surveys and interviews with youth participants. Most recently, she is PI of *Fostering Positive Outcomes (FPO)*, a statewide assessment on the transition needs and gaps for youth with disabilities who experience foster care that aims to identify areas for change and make recommendations for action in practice and policy that will help ease the way for youth to navigate multiple systems and thrive in adulthood (funded by Arizona’s Title V agency 2019-2022). This project utilizes a community participatory approach, with guidance from a community advisory group composed of youth with lived experience and representatives from community and state organizations. Ms. Farkas employed an innovative mixed-method approach by integrating group concept mapping (GCM) with surveys, focus groups and key informant interviews to capture diverse perspectives and experiences while centering youth voice. She worked with her team to successfully adapt methods to address the challenges posed by the COVID-19 pandemic. Ms. Farkas is in the process of finalizing the report and recommendations with the advisory group and developing plain language and infographic-based materials to share with the community. Dr. Walsh, a collaborator of the FPO project attests to Ms. Farkas’ skill in leading this project (see letter of support). Ms. Farkas received training in GCM (2017, 2018) from the leading experts in this approach (Kane and Rosas) from the firm that created the groupwisdom™ software (Concept Systems, Inc.). She is a graduate of the Georgetown University National



Centere for Cultural Competence (NCCC) Disparities Leadership Academy and has served as a mentor for participants in NCCC's Leadership Institute for Cultural Diversity and Cultural and Linguistic Competence.

**Jamie Edgin (Co-PI)** is faculty in the Department of Psychology, where she directs the Memory Development and Disorders Laboratory, and is SUCEDD affiliated faculty (since 2012), and director of policy initiatives including the Disability Policy Fellowship program. Dr. Edgin has extensive experience with disability research in children and adults across the last 20 years, including studies requiring multi-agency and entity coordination. She has over 50 peer reviewed journal articles and a funding record from local, state, national (NIH, Gates Foundation), and international agencies. Her work inherently includes collaboration with the disability community, and she has been involved in several advocacy organizations locally and nationally, including a long-standing collaboration with the National Down Syndrome Society (science board member). She is currently involved in advising NDSS on health-related outreach, including sexual violence prevention. She has been well-recognized for her research and advocacy relating to community needs, including the award of the University of Arizona Koffler prize for Community based outreach in 2018 and the Arizona Psychological Association's award for Distinguished Contribution to Science in 2020. Dr. Edgin served on the ADDPC from 2014-2018, and during this appointment she became invested in bettering state policies for those with disabilities, including the prevention of sexual abuse. These are topics that she addresses while training fellows under the SUCEDD policy fellowship. She has contributed to state working groups on this issue (see School Abuse report), with her experience in this area outlined by the support letter from Betty McEntire. Further, she is a Co-investigator on the SUCEDD's external evaluation of AHCCCS's abuse Task Force response (report forthcoming), an evaluation that provided her skills in both quantitative and qualitative analysis of service provision and state policy for vulnerable Arizonans.

<sup>i</sup> Williamson HJ, Armin JS, Stakely E, Nasimi B, Joseph DH, Meyers J, et al. Community-Engaged Research to Address Health Disparities of Indigenous Women With Disabilities. *Annals of International Occupational Therapy*. 2020.

<sup>ii</sup> Kane, M., & Trochim, W. M. (2007). *Concept mapping for planning and evaluation*. Sage Publications, Inc.

<sup>iii</sup> Concept mapping analysis and results conducted using The Concept System® groupwisdom™ software: Concept Systems, Inc. Copyright 2004-[Current Year]; all rights reserved.

<sup>iv</sup> The Concept System® groupwisdom™ (Build 2021.24.01) [Web-based Platform]. (2022). Ithaca, NY. Available from <https://www.groupwisdom.tech>.

<sup>v</sup> Tournier, T., et al., Perspectives of people with intellectual disability about their family networks: A comparison study with key support worker proxy reports. *Journal of Intellectual & Developmental Disability*, 2020: p. 1-12.

<sup>vi</sup> Scott, H.M. and S.M. Haverkamp, Comparisons of self and proxy report on health-related factors in people with intellectual disability. *Journal of Applied Research in Intellectual Disabilities*, 2018. 31(5): p. 927-936.

- <sup>vii</sup> Caldwell K. Dyadic interviewing: a technique valuing interdependence in interviews with individuals with intellectual disabilities. *Qualitative Research*. 2014;14(4):488-507. doi:10.1177/1468794113490718
- <sup>viii</sup> . Morgan DL, Ataie J, Carder P, Hoffman K. Introducing Dyadic Interviews as a Method for Collecting Qualitative Data. *Qualitative Health Research*. 2013;23(9):1276-1284. doi:10.1177/1049732313501889
- <sup>ix</sup> Averill JB. Matrix analysis as a complementary analytic strategy in qualitative inquiry. *Qualitative health research*. 2002;12(6):855-66.
- <sup>x</sup> Chun Tie, Y., Birks, M., & Francis, K. (2019). Grounded theory research: A design framework for novice researchers. *SAGE open medicine*, 7, 2050312118822927. <https://doi.org/10.1177/2050312118822927>
- <sup>xi</sup> Gadigbe, F. A. (2018). Access, Empowerment, and Policy: Changing the Paradigm for Refugee Mental Health. Doctoral Dissertation, Seattle University.
- <sup>xii</sup> Gilmer, C. (2018). Assessing perceived barriers to health care access for resettled refugees in the western United States (Doctoral dissertation, Harvard University).
- <sup>xiii</sup> Le, T. D. (2004). Barriers to health care access among Vietnamese refugees in Tarrant County, Texas. University of North Texas Health Science Center at Fort Worth.
- <sup>xiv</sup> Robertshaw, L., Dhesi, S., & Jones, L. L. (2017). Challenges and facilitators for health professionals providing primary healthcare for refugees and asylum seekers in high-income countries: a systematic review and thematic synthesis of qualitative research. *BMJ open*, 7(8), e015981.
- <sup>xv</sup> Houston, A. R., Lincoln, A., Gillespie, S., Da Fonseca, T., Issa, O., Ellis, H., & Salhi, C. (2021). You have to pay to live: Somali young adult experiences with the US health care system. *Qualitative Health Research*, 31(10), 1875-1889.
- <sup>xvi</sup> Bailie, J. L. (2010). The role of ethnic cultural brokers and social networks in access to refugee resettlement services: an analysis of Sudanese refugee resettlement in Omaha, Nebraska. New School University.
- <sup>xvii</sup> Ho S, Javadi D, Causevic S, et al Intersectoral and integrated approaches in achieving the right to health for refugees on resettlement: a scoping review *BMJ Open* 2019;9:e029407. doi: 10.1136/bmjopen-2019-029407
- <sup>xviii</sup> Nwude, A. U. (2020). Conceptualizing Social Capital as Access to Social Network and Mobilization of Network Resources: A Study of Workplace Literacy Programs and Low-income Somali Refugee Workers. University of Arkansas.

## Elevating Refugee Perspectives about Access to Disability Services in Arizona

### Implementation Plan

Key Tasks	Months												Person/People Responsible	Evidence of Task Completion	
	1	2	3	4	5	6	7	8	9	10	11	12			
Identify members of community advisory board (e.g. Refugee Roundtable, members of ethnic community based organizations)														Armin, Farkas, Edgin	10-person steering committee established
IRB submission														Armin, Farkas, Edgin	University of Arizona IRB Approval of project
Review current legislative and AZ state agency policies related to service provision to refugee and disability communities														Edgin, Teeple, policy fellows, and students	Annotated list of policies
Review best practices from all 50 states and U.S. territories regarding improving access to disability services for refugees														Graduate student and team	Annotated list of resources with key recommendations
Advisory Board Meeting #1 ( <i>Group Concept Mapping Brainstorming</i> )														Farkas and students	Recorded and transcribed meeting notes List of potential GCM participants

Finalize GCM Statement List & create online data collection site																			Statement List groupwisdom™ Project Site
GCM Online Data Collection ( <i>Sorting &amp; Rating</i> )																			Participant Data
Analysis of group concept mapping																			Visual Maps & Charts
Advisory Board Meeting #2 ( <i>GCM Data Interpretation</i> )																			List of priority areas for in-depth interviews List of potential interviewees and/or contacts
Interview dyads (person with disability and support person) for in-depth interviews																			6 in-depth interviews with dyads
Transcribe/translate and analyze interviews																			List of facilitators and barriers to disability services for refugees
Advisory Board Meeting #3																			Finalized list of facilitators and barriers to disability services
Examine best practices and qualitative findings to develop report and recommendations																			5 team meetings to aggregate and synthesize findings
Finalize report and recommendations																			Final report for ADDPC
Advisory Board meeting #4																			AB input on Final Report
Develop plain language summary report																			Executive summary report for ADDPC

## The Partnership for Native American Cancer Prevention

The University of Arizona Cancer Center  
NACP  
1515 N. Campbell Avenue  
PO Box 245024  
Tucson AZ 85724



Northern Arizona University  
NACP  
PO Box 5659  
Flagstaff AZ 86011-5659

<http://azcc.arizona.edu/research/disparities/nacp>  
[www.nau.edu/nacp](http://www.nau.edu/nacp)

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May 11, 2022

Dear Arizona Developmental Disabilities Planning Council Members,

As the co-Principal Investigators of the Partnership for Native American Cancer Prevention [U54CA143924 (UACC) and U54CA143925 (NAU)], we are writing to attest to work conducted by Dr. Julie Armin that is similar in focus to the project described in the proposal titled, "Elevating Refugee Perspectives about Access to Disability Services in Arizona." The Partnership for Native American Cancer Prevention (NACP) is a collaboration between Northern Arizona University and the University of Arizona Cancer Center, funded through the National Cancer Institute's (NCI) Partnerships to Advance Cancer Health Equity (PACHE) U54 mechanism. NACP's mission is to alleviate the unequal burden of cancer among Native Americans of the Southwest through research, training, and community outreach programs in collaboration with the communities we serve.

Dr. Armin, in collaboration with her co-leader at Northern Arizona University Dr. Heather Williamson, has implemented a community-engaged project to address the cancer screening education needs among Native American women with intellectual and developmental disabilities (IDD). With training as a cultural/medical anthropologist, Dr. Armin is a qualitative methodologist and ethnographer. Dr. Armin has co-led the team's qualitative investigation of influences on breast and cervical cancer screening. These influences on cancer screening were investigated using semi-structured in-depth interviews (N=48) with Native American women with IDD, their caregivers, healthcare and service providers, and community leaders. Results of this work were used to adapt a cancer screening education program for Native American women with IDD called *My Health My Choice*. The results of this work are being prepared for submission to the *International Journal of Environmental Research and Public Health*.

In the proposed project, which aims to identify the specific barriers confronted by the community of refugees with I/DD as they access Arizona state services systems and supports, Dr. Armin will be working with colleagues at the Sonoran University Center for Excellence in Disabilities (SUCEDD) to carry out the work. If you have any questions about this attestation, feel free to email either of us ([jani.ingram@nau.edu](mailto:jani.ingram@nau.edu) or [fcgachupin@email.arizona.edu](mailto:fcgachupin@email.arizona.edu)).

Sincerely,

Jani Ingram, PhD  
Regents' Professor Department of Chemistry & Biochemistry  
NAU NACP Principal Investigator

Francine C. Gachupin, PhD, MPH  
Associate Professor  
UA NACP Principal Investigator

5-13-2022

Dear Arizona Developmental Disabilities Planning Council Members,

I am writing to attest to work conducted by Ms. Jacy Farkas that is similar in focus to the project described in the proposal titled, "Elevating Refugee Perspectives about Access to Disability Services in Arizona."

I am an Associate Professor in Family Studies and Human Development and the state specialist for Evaluation for Cooperative Extension at the University of Arizona. I lead the Norton School's Community Research Evaluation & Development (CRED) Team which conducts high quality, culturally responsive, community-based research and evaluation that promotes the health and well-being of children, youth, adults and families throughout Arizona and the Southwest.

For the past three years, I have collaborated with Ms. Farkas on a project assessing the needs and availability of services and supports for youth with disabilities who experience foster care in their transition to adult living across state and within tribal child welfare agencies in Arizona. That project aims to identify areas for change and make recommendations for action in practice and policy that will help ease the way for youth to navigate multiple systems and thrive in adulthood. She has successfully used a community participatory approach in the design and implementation of the project with guidance from a community advisory group comprised of youth with lived experience and representatives from community and state organizations.

Ms. Farkas and her team have employed multiple methods to capture diverse perspectives and experiences from youth with lived experience, service professionals and caregivers. She integrated an innovative approach – group concept mapping – to more traditional methods (surveys, focus groups, interviews). This technique combines qualitative input with sophisticated data analysis to provide a visual representation of the important issues on which to act in improving outcomes for these youth, making it more directly accessible to stakeholders than other methods. Ms. Farkas is in the process of finalizing the report and recommendations with the advisory group and developing plain language and infographic-based materials to share with the community.

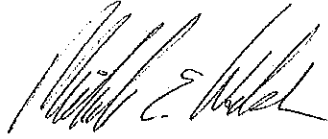
As a result of this project, Ms. Farkas was invited to participate in the AZ Department of Child Safety (DCS) Transitional Age Youth Stakeholder Workgroup that is providing recommendations on programmatic enhancements to serving youth in extended care and improving DCS' capacity to provide culturally effective services to youth who hold diverse backgrounds.

I have full confidence that Ms. Farkas will be similarly successful in implementing these participatory approaches to identify the specific barriers confronted by the community of refugees with I/DD as they access Arizona state services systems and supports. Ms. Farkas, as the assistant director of the SUCEDD,

will be able to work with her team to leverage the SUCEDD's significant statewide network, disability expertise, and institutional resources to the proposed project, as they did with the earlier project.

Please feel free to contact me if you have any further questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Michele E. Walsh". The signature is fluid and cursive, with the first name being the most prominent.

Michele E. Walsh  
Associate Professor/Associate Extension Specialist, Evaluation  
Community Research, Evaluation and Development  
John and Doris Norton School of Family and Consumer Sciences  
The University of Arizona  
(520) 621-8739  
mwalsh@email.arizona.edu

Douglas A.  
Ducey  
Governor



Sherri L. Collins  
Executive  
Director

May 13, 2022

Arizona Developmental Disabilities Planning Council  
3839 N. 3<sup>rd</sup> St. #306  
Phoenix, AZ 85012

RE: Reference Letter

Dear Arizona Developmental Disabilities Planning Council:

My name is Betty McEntire and I am the Director of Public Policy and Community Relations for the Arizona Commission for the Deaf and the Hard of Hearing. I am writing on behalf of the University of Arizona Sonoran UCEDD team to support their competition for your published grant opportunity on the state of refugee services for those with disabilities in Arizona.

The UCEDD has a long history of policy-relevant projects including research on employment, health, and abuse prevention in our state. They have successfully executed several projects implementing qualitative and quantitative methodologies, and they have been involved in the drafting of relevant policy briefs on pressing disability issues in our state.

My most direct experience was with Dr. Jamie Edgin, an Associate Professor in the Psychology department with over 20 years experience in disability research and advocacy, who is now the Director of the UCEDD's policy initiatives, including a disability policy fellowship. Dr. Edgin was a key member of the school abuse policy prevention best practices workgroup during the drafting of our subcommittee's policy brief.

This brief outlined several key recommendations toward abuse prevention in Arizona schools for students with disabilities, allowing for a first set of guidelines to assist school districts in implementing such policies. Dr. Edgin devoted considerable time and expertise to this product in her role as affiliated Faculty of the UCEDD, including efforts toward public dissemination of the findings with the media and via public forums.

//



Douglas A.  
Ducey  
Governor



## Arizona Commission

for the deaf and the hard of hearing

100 N 15<sup>th</sup> Avenue Suite 104 Phoenix, AZ 85007  
acdhh.org

Sherri L. Collins  
Executive  
Director

I am confident that the UCEDD's combined experience will allow for a successful project and greater understanding of the state of services for refugees with disabilities in Arizona.

If you have any questions, please do not hesitate to contact me at 602-542-3827 or by email at [b.mcentire@acdhh.az.gov](mailto:b.mcentire@acdhh.az.gov).

Sincerely,

A handwritten signature in black ink, appearing to read "Betty McEntire". The signature is stylized and cursive.

Betty McEntire  
Director of Public Policy and Community Relations



## BUDGET JUSTIFICATION

### Personnel/Salaries

**Julie Armin, PhD – Principal Investigator (0.60 person month):** will assume overall responsibility for the project. She will work closely with Ms. Farkas and Dr. Edgin to establish the community advisory board and develop research design and IRB application. She will lead the design and implementation of the in-depth dyadic interviews. She will assist in training and supporting students with conducting research. Dr. Armin is experienced at program development and implementation, including extensive research experience as a qualitative methodologist.

**Jacy Farkas, MA, ABD – Co-Principal Investigator (0.60 person month):** will work closely with Drs. Armin and Edgin to establish the community advisory board and develop research design and IRB application. She will lead the design and implementation of the group concept mapping methodology. She directs the SUCEDD interdisciplinary pre-service programs and oversees curricula development. Ms. Farkas has extensive experience in development, management and implementation of programs, including community participatory research and evaluation.

**Jamie Edgin, PhD – Co-Principal Investigator (0.45 person month):** will work closely with Dr. Armin and Ms. Farkas to establish the community advisory board and develop research design and IRB application. As SUCEDD affiliated faculty and director of policy initiatives, she will lead the policy review and oversee SUCEDD disability policy fellows/students as they examine policies and best practices regarding disabled refugee access to services. She will work with the fellows to finalize the report and recommendations. Dr. Edgin has extensive experience with disability research in children and adults across the last 20 years, including studies requiring multi-agency and entity coordination.

**Suzanne Teeple, JD – Collaborator (0.12 person month):** will serve as subject matter expert and will provide input and feedback on project design and implementation, including recommendations for advisory board members and guidance for fellows regarding policies in Arizona. As the Director of the Tucson Family Advocacy Program (TFAP) at Banner – University Medicine Family Medicine Clinics, Dr. Teeple has extensive experience providing legal advice and assistance to low-income patients and families, inclusive of refugees, on legal matters such as disability benefits and services, access to health care and housing conditions. She is a member of the AZ Refugee Disability Roundtable, and has collaborated with local community partners to develop a health literacy teaching tool available in eight languages to help refugees learn to navigate the US healthcare system.

**Sommer Aldulaimi, MD, FAAFP – Collaborator (effort as needed):** will serve as subject matter expert and will provide input and feedback on project design and implementation, as well as assist with outreach for participant recruitment. As the Medical Director of TFAP and creator/attending physician of the refugee clinics within Banner – University Medicine Family Medicine Clinics, she has extensive experience engaging and providing health care services to refugee patients and their families. Dr. Aldulaimi is a member of the Arizona Refugee Network Alliance and the Society of Refugee Healthcare Providers.

**Jeff Javier – Communications Director (0.60 person month):** will work closely with the research team to develop materials to recruit research participants and templates for final reports. He will lead the translation of the final report to plain language and be responsible for creating relevant graphics/infographics for the executive summary report. As the SUCEDD Communications Director, Mr. Javier oversees our extensive communication network, disseminates information in multiple formats using a variety of multi-media platforms for use by diverse audiences, and ensures accessibility of materials and accommodations for participants.

**To Be Named – Graduate Research Assistant (3.0 person months):** will serve as a SUCEDD Disability Policy Fellow and will be responsible for conducting the review of best practices across the US and its territories on improving access to disability services for refugees. They will assist with data collection and analyses, and work closely with investigators to develop and finalize the final report and recommendations.

**To Be Named – Undergraduate Student Worker (0.52 person month):** will serve as SUCEDD Disability Policy Fellow and will assist with review of policies and best practices, data collection and analyses, and development of final report.

### **Fringe Benefits**

The University of Arizona defines fringe benefits as direct costs, estimates benefits as a standard percent of salary applied uniformly to all types sponsored activities, and charges benefits to sponsors in accordance with the federally-negotiated rates in effect at the time salaries are incurred. The following rates were budgeted: UA Employees @ 31.9%, Graduate Research Assistants @ 13.0%, Student Employees @ 2.0%.

### **Supplies/Operating Expenses**

A total of \$3,295 is requested for GroupWisdom (\$2,245) to implement group concept mapping methodology and analyze collected data, and MaxQDA (\$1,050) software licenses to analyze interview transcripts.

A total of \$5,600 is requested for participant incentives. Service as advisory board members to provide guidance on project development and implementation, as well as critical feedback throughout project (\$250/participant \* 10 participants = \$2,500). Participation by diverse stakeholders in group concept mapping (GCM) activities through GroupWisdom data collection site (\$50/participant \* 50 participants = \$2,500). Participation by individuals with IDD and their support person from refugee communities in in-depth interviews (\$50/participant \* 12 participants = \$600).

A total of \$465 is requested for refreshments to be served at advisory board meetings. This request is estimated as ~\$116/meeting for four meetings.

A total of \$6,053 is requested for graduate tuition remission, which is a mandatory benefit charged in proportion to the amount of effort a graduate research assistant will work on a project. For a graduate research assistant budgeted at less than 0.50 FTE, tuition remission is budgeted at a rate of ~\$3,027 per academic semester (\$6,053 per academic year).

### **Travel**

A total of \$1,288 is requested for travel between Tucson, AZ and Phoenix, AZ for four trips to participate in advisory board meetings and six trips to participate in interviews. This request is estimated as \$128.75/trip (\$95 for car rental + \$33.75 for mileage) for a total of 10 trips.

### **Contracted Services/Professional Services**

A total of \$8,312 is requested for interpretation services (\$125/hour \* 40 hours = \$5,000) and translation services (\$0.414/word \* 8,000 words = \$3,312) to ensure research recruitment materials, instruments, and interviews are accessible to participants in their native/primary language.

### **Administrative/Indirect Costs**

In accordance with the original RFGA, indirect costs are budgeted at a stipulated rate of 10% of total direct costs.

### **Cost Match**

In accordance with the original RFGA, cost match is committed at the ADDPC-stipulated rate of 25% of total project costs (\$100,000 Total Projects Costs \* 25% = \$25,000) and will be provided as indirect costs foregone.

### Applicant's Background Information Form

Complete each item, using attachments where necessary and label your response "Applicant's Background Information Form". Attachments shall indicate the item number and heading being referenced as it appears below. Failure to make full and complete disclosure may result in the rejection of your application as unresponsive.

1. Contact Name for Project: Julie Armin, PhD

Organization Name: Arizona Board of Regents, University of Arizona

Address: Family and Community Medicine // PO Box 210491 // Tucson, AZ 85721-0491

Phone Number: 520-626-4166 Email: jarmin@email.arizona.edu

2. The Applicant is and was established when:

TYPE	YEAR ESTABLISHED
Corporation – Nonprofit	
Corporation – For Profit	
<b>University or Community College</b>	<b>1885</b>
Unit of Local Government	
Indian Tribal Government	
Other	

3. As the lead applicant, read each statement carefully and mark Yes or No.

	YES	NO
a. Has any Federal or State agency ever made a finding of noncompliance with any relevant civil rights requirements with respect to your business activities? If YES, please attach an explanation.		X
b. Has the Applicant, its major stockholders with a controlling interest, or its officers been the subject of criminal investigations or prosecutions or convicted of a felony? IF YES, please attach an explanation.		X
c. Does the Applicant have sufficient funds to meet obligations on time under the Contract while awaiting reimbursement from ADDPC? If NO, please attach an explanation.	X	
d. Have any licenses ever been denied, revoked or suspended or provisionally issued within the past five years? If YES, please attach an explanation.		X
e. Have you or has your organization terminated any contracts, had any contracts terminated, had any liquidated damages assessed or been involved in contract lawsuits? If YES, please attach an explanation.		X
f. Do you, your staff, any of your relatives, or voting members of your Board of Directors maintain any ownerships, employments, public and private affiliations, or relationships which may have substantial interest (as defined in A.R.S. §38-502, Conflict of Interest) in any contract, sale, purchase, or service involving the ADDPC? If YES, please attach an explanation.		X
g. Has your organization ever gone through bankruptcy? If YES, when? Include the State, District and case number.		X
h. Does your organization have Insurance and Indemnification coverage to enter into a state contract? At a minimum a Certificate of Insurance, for each, shall be provided to the ADDPC if a contract is awarded.  This will include coverage for Commercial General Liability (CGL), Business Automobile Liability, Workers' Compensation and Employee Liability, and Professional Liability. *As a body corporate of the State of Arizona, the Applicant is self-insured through coverage under A.R.S. § 41-621 et seq.		X

4. Authorized Signatory:



May 10, 2022

Christopher J. Barnhill, Contracts Manager – Industry is the signatory to this Contract on behalf of the Contractor and is responsible for the delivery of Contract Services during the term of this Contract.