

Request for Information -2020

Project #	Organization	Project	Goal Area	Cost	Idea (Y/N)
1	Mary Young-Advocate	Transition of Special Needs Youth	SA/Inclusion	\$ 260	No; Reach back out to her
2	Scott Lindbloom	Transportation	Inclusion		Research to get more info
3	Kelly Carbello-Master Social Worker	Emergency Operations Planning-Schools	Inclusion	\$ 15,000	NO
4	Therapeutic Ranch for Animals and Kids (TRAK)	Equine Therapy	SA/Inclusion	\$ 100,000	Internal research
5	Shawn Hardina-Educator	United Robotics Cohort	Inclusion/Employment	\$ 90,000	Ask if can shop it around-- SARRC?
6	Parents and Relatives of Crime Victims	Transportation/Food Cards/Hispanic Focus	? Direct Service	\$10,000-\$25,000	CPLC - ask ACES-DV
7	Madeline Knauer-Graham	Sex Education Training	Self-Advocacy	?	conf/training
8	Heather Williamson	Tech Training	Employment	\$ 50,000	Yes
10	Sonoran UCEDD/ NAU/IHD	Video Healthcare Training	Self-Advocacy	\$ 50,000	Yes
11	Scott Lindbloom	Banning Car Use	Inclusion	?	Yes
12	Ducks in a Row Foundation-Wickenburg	Educational/Leisure Experiences	SA/Inclusion	\$ 7,500	Yes
13	Best Buddies	Inclusive Hiring	Employment	\$10,000-15,000	Reach out to involve them
14	NAU/IHD	Assistive Technology-Voting	Inclusion	\$ 200,000	No
15	NAU/IHD	Paid Internships at Higher Ed Institutions	Employment	\$ 150,000	No
16	NAU/IHD	Training to become direct care workers	Employment	\$ 150,000	No
17	NAU/IHD	Mobile Early Intervention Clinic	Inclusion	\$ 150,000	No -but give her resources
18	Andrew Robinson	Mentorship program	Self-Advocacy	\$ 5,000	Get idea to George & share
19	SM Blanton	Cell Phones	All	?	YLF Publicize it
20	Pilot Parents of S. AZ	Care Providers-Lower age requirement	? SA/Inclusion	N/A	Research; DCW, DSP
21	BLOOM365	Victim Services and Healthy Relationship Services and Supports for Refugees	SA/Inclusion	\$ 75,000	Reach out to them
22	The ARC of Arizona	Integrated Entrepreneur Program	SA/Inclusion	\$ 100,000	No
23	The ARC of Arizona	Future Planning-Spanish/ Native American	SA/Employment	\$ 75,000	No
24	The ARC of Arizona	Talking Circles- Native Focused Program	SA/Inclusion	\$ 125,000	No
25	Sonoran UCEDD & Warrior Society Development	Independent/Assisted Living Site Insurance	Inclusion	\$ 100,000	Set up meeting with him
26	Betty Lynch	Emergency preparedness Training	? SA/Inclusion	\$ -	Erica to reach out to Betty
27	AZLEND, U of A, Sunnyside High			?	No

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Full Name: *

Heather J. Williamson

Phone Number:

[REDACTED]

Tell us more about yourself and your organization (if applicable) and your experience with developmental disabilities: *

The project team includes members from a University Center for Excellence in Developmental Disabilities (UCEDD) in Arizona, a statewide intellectual and/or advocacy group and a rural-serving transition to work program in Flagstaff. Dr. Heather J. Williamson is an affiliate faculty member of Northern Arizona University's Institute for Human Development. Dr. Williamson's research focuses on health equity of individuals with intellectual and/or developmental disabilities. Prior to pursuing her doctoral training, Dr. Williamson worked with individuals with intellectual and/or developmental disabilities across the lifespan as an occupational therapist.

What Council goal does your project idea address? *

This project aligns with the Employment goal of the Council. The project will work to link individuals with developmental disabilities with resources to promote their employment opportunities in technology-enabled jobs.

Please provide a description of your project idea - include as many details as possible. *

Due to a history of marginalization in the United States, individuals with developmental disabilities are underemployed as compared to their peers without developmental disabilities. A recent report from the Council found that 72% of Arizonans without a disability were employed as compared to 36% with a disability and 26% with a cognitive disability. Moreover, individuals with developmental disabilities are typically employed in jobs which require in-person completion of job duties (i.e. retail, food service, or other site-based labor) as opposed to technology enabled jobs, and therefore, their job prospects have been reduced due to COVID-19. Individuals with developmental disabilities already face a digital divide compared to their peers without developmental disabilities, and as such are not prepared to enter a technology-enabled workforce. This inequity in access to employment is a health equity issue as gainful employment for individuals with developmental disabilities has been linked to improved health and quality of life. Moreover, a 2020 survey from the Council among 245 adults with developmental disabilities in Arizona identified access to gainful employment as a top priority.

The project team will utilize existing technology skill building resources to implement and test their use on increasing opportunities for technology-based employment for individuals with developmental disabilities in Arizona. The two existing technology skill building resources available for individuals with developmental disabilities we will use are Daivergent and The Arc of the United States employee training programs. Daivergent offers remotely offered technology-skills training for eligible individuals on the Autism Spectrum and other neurodiverse individuals. The Daivergent program provides personalized online training for 21st century technology job skills and also offers social skills and peer support. The Arc of the United States also provides technology training to prepare individuals with developmental disabilities for technology-based customer service jobs. Individuals with developmental disabilities in the program will be matched based on their personal preferences and their fit with the resources provided by Daivergent or The Arc of the United States. Providing individuals with developmental disabilities with the skills to obtain technology-based employment will expand their employment choices to include options to work remotely (i.e. work from home) with employers.

What method would be used to offer this to the community? *

Through their networks, Mr. Randall at the FUSD Transition to Work program and Mr. Meyers at The Arc of Arizona will offer both the Daivergent and The Arc's technology skills training programs to individuals with developmental disabilities interested in technology-enabled job skills training and technology-based job acquisition. Both of these programs are provided remotely via a computer. Dr. Williamson will oversee evaluation of both programs.

How much would this idea potentially cost? *

We anticipate the project to cost \$50,000 for one year. We will enroll up to 12 individuals with developmental disabilities in the program.

Which other organizations would partner on this idea? *

Mr. Jon Meyers is the Executive Director of The Arc of Arizona providing policy and practice leadership to support community living and inclusion of individuals with intellectual and/or developmental disabilities in Arizona. For over 35 years, Mr. Russ Randall has mentored and case managed students with special needs and instructed them in Special Education classes. In 2008, Mr. Randall developed a Transition from School to Work program for the Flagstaff Unified School District, collaborating with Arizona Rehabilitation Services-Vocational Rehabilitation to provide enhanced transition services to the youth with intellectual and/or developmental disabilities in our community. Mr. Randall is also an active advocate in the community, serving on multiple committees and commissions that advocate for youth and adults with disabilities.

What results do you expect after one year? *

We will evaluate the effectiveness of these programs for developing technology-based work skills. Ideally we will have 12 individuals with developmental disabilities gainfully employed in technology-enabled jobs at the end of the year.

Is there anyone else doing this now? *

Daivergent and The Arc's employment programs are available to entities who can provide funding to access their programs. However, we are not familiar with any entities in Arizona utilizing either program.

How could this project achieve sustainability in the future? *

The primary goal of this pilot project is to demonstrate the effectiveness of specific skills training programs to increase high-quality, high-skills, competitive-wage employment opportunities in technology for young adults with developmental disabilities. As the results of the project become apparent - and, ideally, as the practicability of this concept is proven - we anticipate further funding will be available from both governmental and non-governmental funding sources whose priorities include improving transition-to-employment outcomes for the project's target population.

Why is this important for the Council to do? *

Per the Arizona Developmental Disabilities Planning Council's summer 2020 survey of individuals with developmental disabilities in Arizona, individuals with developmental disabilities identified gainful employment as a top 3 priority: "A job in my community where I am respected and valued." If funded, this pilot project will provide training to a dozen individuals with developmental disabilities so as to assist them in gaining meaningful employment. By demonstrating that young adults with developmental disabilities can learn high-technology skills and both obtain and sustain employment with companies operating in technology-enabled industries, this project can offer new avenues of opportunity to Arizonans represented by the Council. It will address a fundamental need in the developmental disability community and address one of the Council's key priorities.

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Full Name: *

Julie Armin

Phone Number:

[REDACTED]

Tell us more about yourself and your organization (if applicable) and your experience with developmental disabilities: *

The project team includes members from the two University Centers for Excellence in Developmental Disabilities (UCEDD) in Arizona. Dr. Julie Armin (co-leader and lead on this submission) is a faculty member at University of Arizona's Sonoran UCEDD. Dr. Armin's research focuses on addressing cancer care disparities among underserved populations. Dr. Heather J. Williamson (co-leader) is an affiliate faculty member of Northern Arizona University's Institute for Human Development (more information about Dr. Williamson is included below under the partner organization question). Drs. Armin and Williamson have worked collaboratively since 2017 on a project focused on improving breast and cervical cancer screenings for Native American women with developmental disabilities in Arizona. Within this project they are developing a cancer screening educational resource for Native American women with developmental disabilities and their caregivers. Formative work from that project has also identified the need to educate primary health care providers about their role in supported decision making regarding health care decisions among women with developmental disabilities. This project will also include Dr. Tamsen Bassford from the Sonoran UCEDD. Dr. Bassford is a family practitioner who runs a medical home for individuals with developmental disabilities in Arizona.

What Council goal does your project idea address? *

This project aligns with the Inclusion goal of the council as it is promoting active engagement in health care decision making among individuals with developmental disabilities. The project specifically aligns with Objective 3 within the Inclusion goal which focuses on decreasing barriers to community life for people with developmental disabilities through education to promote inclusion.

Please provide a description of your project idea - include as many details as possible. *

The project team will leverage UCEDD resources to develop an online educational program for primary care providers on effectively working with individuals with developmental disabilities to promote their decision making within health care. Under the leadership of Dr. Tamsen Bassford, the Sonoran UCEDD has previously produced an interactive video series for health professional students, which is used in interprofessional training events. This video series shares the story of a woman with Down syndrome who resides with her mother. She moves to a group home when her mother goes to the hospital and rehab for an extended period of time. Through the story, participants are given discussion questions to consider how they could best support an individual with a developmental disability going through life transitions which can influence their health and wellness. With this project, we intend to use a similar video format, but target primary health care providers (i.e. physicians, physician assistants, nurses, nurse practitioners) and focus on communication strategies that support individuals with developmental disabilities through the health care decision process.

What method would be used to offer this to the community? *

We would develop an online accessible learning resource which contains learning modules. Each learning module would have a video highlighting a health care interaction between a person with a developmental disability and a health care provider. Then health care providers who watch the video would complete a series of questions in response to the health care interaction video. The videos would be open source and available to all, with continuing medical education (CME) credits offered to those who need them. In order to get CME credits, those who complete the modules would also complete a course evaluation and assessment. We plan to work with the University of Arizona's medical provider continuing education team, to invest in videos being a resource for continuing education credits.

How much would this idea potentially cost? *

We anticipate the budget for the project to be \$50,000. This would cover 25% time and effort of a communications and training staff member at the Sonoran UCEDD, 10% time and effort of Dr. Armin and Dr. Williamson, and 2% time and effort of Dr. Bassford. This would also pay for CME approval for 2 years (\$3,000) and video production support (\$2,000).

Which other organizations would partner on this idea? *

Dr. Heather J. Williamson (co-leader) is an affiliate faculty member of Northern Arizona University's Institute for Human Development. Dr. Williamson's research focuses on health equity of individuals with developmental disabilities. Prior to pursuing her doctoral training, Dr. Williamson worked with individuals with developmental disabilities across the lifespan as an occupational therapist.

What results do you expect after one year? *

We expect to have the videos and modules produced and publicly available at the end of one year.

Is there anyone else doing this now? *

We are not familiar with anyone else doing this type of initiative in Arizona.

How could this project achieve sustainability in the future? *

This project aligns with the priorities of the UCEDDs. Sustainability would largely relate to fees associated with continuing education credits for medical professionals. For this proposal, we plan to pay for the initial two-year continuing education approval. After two years, we would either have to find funding to renew the continuing education credits through University of Arizona, or perhaps professionals could pay a small fee to access the videos.

Why is this important for the Council to do? *

Per the Arizona Developmental Disability Council's summer 2020 survey of individuals with developmental disabilities in Arizona, individuals with developmental disabilities identified as their number one priority the desire "for medical providers to talk with me in a way I can understand." This project would directly address their stated top priority, by educating medical providers about best practices and strategies for communicating effectively and respectfully with people with developmental disabilities regarding their health care.

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Full Name: *

Jim Warne

Phone Number:

[REDACTED]

Tell us more about yourself and your organization (if applicable) and your experience with developmental disabilities: *

The Sonoran Center for Disabilities is interested in the creation of a new sub-center to specifically address underserved populations in "Indian Country". This Program with a running title of Native Disability Sub-Center (NDSC) program will be a resource for Tribal members with disability, family members and organizations that want to partner for improved disability service and training supports.

The Sonoran University Center for Excellence in Disabilities at the University of Arizona and Jim Warne, Warrior Society Development LLC, has partnered to develop new Native focused programs for Sonoran Center for Disabilities. This partnership includes capacity to grow with new Native professionals who will have a lasting impact for appropriate service delivery for underrepresented populations located in Arizona. The framework of the planning and partnership development process includes culturally relevant training content and curriculum that is utilized by other Tribal programs and organizations that serve Tribal members with disabilities. The Sonoran Center has enjoyed past partnerships and strives to reenergize the Tribal connections to better serve a population with high representation of disability. NDSC will produce a course available to native and non-native students and community members with disabilities.

Jim Warne is an Oglala Lakota Tribal Member who was born and raised in Arizona. He earned his undergraduate degree at Arizona State University where he was the 2017 Native American Alumni of the Year. His graduate work was conducted at San Diego State University (SDSU) and he earned his Rehabilitation Counseling Administration MS degree. He worked at SDSU Interwork Institute from 1993 through 2015 where he created the Circle for American Indian Rehabilitation and Education (CAIRE) program at SDSU. CAIRE created and administered several Native focused continuing education and training programs including the successful Post Employment Training – American Indian Rehabilitation (PET-AIR) certificate programs where over 150 Tribal students participated in the program and seventeen PET-AIR students utilized their certificate units for transfer into MS programs and graduated. After retiring from SDSU in 2015, Jim was asked to help create new programs for the University of South Dakota Center for Disabilities (UCEDD) and created the successful Oyate` Circle sub-center at USD. In the 1990's Jim was contracted by the Northern Arizona University to administer one of their Native focused grant programs. Talking Circles were also utilized as the initial event to gain community buy-in and data gathering through the traditional person-centered approach through the Talking Circles. One of the outcomes of the Phoenix Talking Circle conducted at Urban Indian Health was the creation of the American Indian Disability Summit. This summit has continued for fifteen (15) years as an annual resource and gathering of Tribal members with disabilities, families and Native professionals working in disability, education and human services. All of these programs were created and developed with universal inclusive indigenous knowledge as the foundation with contemporary applications of culture and disability service models. This process served for a successful foundational model of Native focused training and continuing education programs. Jim has over 25 years of experience in Native focused disability programs and has personally been on-site and worked with over 150 Tribal nations in various capacities throughout his professional career.

What Council goal does your project idea address? *

Inclusion & Diversity

Please provide a description of your project idea - include as many details as possible. *

This application proposal will implement a four-year planning, development and implementation process. One year for planning and development through community engagement and three years for implementation of the proposed Native Disability Sub-Center at the Sonoran Center for Disabilities. The Native Disability Sub-Center (NDSC) will be named at a later date, as appropriate, to best represent the 19 Tribal Nations in Arizona. The initial year for the Native Disability Sub-Center will focus on Planning and Development that will set the foundation for a new Native Disability Sub-Center under the umbrella of the Sonoran Center for Disabilities at the School of Medicine at the University of Arizona. This new program will initiate on-site and virtual Talking Circles for various Tribal communities throughout the state. Talking Circles are traditional models for appropriate methods of communication and interaction. Discussions and ideas for strategies are a common outcome. The Talking Circles will serve as a foundation for data analysis for the NDSC. These traditional methods for sharing and storytelling will allow us to gain community input and implement a traditional and contemporary approach to community engagement. The community buy-in produced through this approach produces appropriate interaction with Tribal members and the Native disability culture. There are proven models for Native Disability continuing education and training programs that will be utilized as a foundation for the Sonoran Native Disability Sub-Center.

The proposed Native Disability Sub-Center (NDSC) will be a new program that will provide on-site and virtual trainings, continuing education, workshops and provide a hub for Tribal partners that want to improve disability services for Tribal members with disabilities. There are nineteen (19) Tribal Nations in the state located on federal reservation communities from the four corners, Grand Canyon, Colorado River, Mountain, Desert and Tribal Nations that share a border with Mexico. There is a vast diversity of Tribal Nations in Arizona. Many organizations and educational institutions make the mistake of homogenizing and grouping the Tribal Nations into one culture and assume one "Indian" approach will work. It is the experience of the development team at the Sonoran Center for Disabilities that an indigenized approach to disability and community engagement is essential for success in working with Tribal Nations. This expanded Planning and Development process will produce Partnership and Implementation Plans that will continue in fiscal years 2 through 4 for this new program.

Primary Goal of the Native Disability Sub-Center (NDSC) program is to develop a Native focused program to increase knowledge of disability services, programs available to the nineteen reservation communities and off reservation urban communities with significant Native American populations. Objective 1.1: Provide Disability Training Sessions per year over four years based upon community input and identified disability needs; Objective 1.2: Expand training, continuing education, partnership development and improved disability services for AZ Tribal Nations; Objective 1.3: Disseminate NDSC materials and curriculum for other Tribal programs, colleges and human service programs to better serve Tribal members with disabilities; and Objective 1.4: Provide an ongoing presence and sustainable resource for Indian Country disability needs as a permanent presence at the Sonoran Center for Disabilities. The NDSC Program will implement a partnership plan for Tribal Vocational Rehabilitation programs, Tribal Colleges, other Tribal organizations and state disability service agencies to incorporate NDSC training and continuing education. New courses and specific training will be developed through this new program. The development team has learned that the curriculum and training materials are "universal" for many disability groups and can be used for other Tribes and cultures as a baseline for replication and appropriate applications for many underrepresented groups throughout the state. Diversity of the Arizona Tribal Nations allow for this universal cultural approach for indigenized disability services and teachings that will apply to other cultures.

What method would be used to offer this to the community? *

This planning, development and implementation proposal is essentially a 4-year action plan that will provide a foundation for future sustainable collaborative partnership development. This process will increase inclusion of underrepresented Tribal communities; exchange and utilization of traditional knowledge; increased awareness and understanding of disability from Indian Country perspectives, partnership development with targeted communities and organizations; and ultimately a permanent Native Disability focused program. The AZ UCEDD will obtain greater minority and Tribal member participation, indigenous knowledge exchange and continued sustained collaboration.

Talking Circles; trainings; website; product development; information sharing through multiple formats such as social media, in-person and virtual gatherings, webinars.

How much would this idea potentially cost? *

\$100,000 per year

Which other organizations would partner on this idea? *

The Sonoran Center for Disabilities (UCEDD), in partnership with Tribal Nations, representatives, leaders, service providers, vocational rehabilitation services, Tribal members with disabilities and family members, would improve disability awareness, services and infrastructure from an indigenized approach. Reservation and urban communities will be included with other Arizona tribally controlled service programs, institutions of higher education and Tribal Vocational Rehabilitation programs. There are nineteen Tribal Nations located on federal reservations in Arizona. There are five Tribal Vocational Rehabilitation programs located on five reservations in the state including: Navajo, White Mt. Apache, Hopi, Tohono O`dham and Salt River Pima Maricopa. Tribally controlled programs as well as urban Indian programs that are significant in AZ will be recruited as partners on the project.

What results do you expect after one year? *

We are focused on Tribal Members with disabilities in rural communities. Data for underserved populations identifies the need to ensure that services, supports, and other assistance are provided in a culturally competent manner and that "individuals from racial and ethnic minority backgrounds are fully included. Culturally competent service provision includes service supports, training that is conducted or provided in a manner that is responsive to beliefs, Native perspective, attitudes, language, and behaviors of individuals who are receiving the services in a manner that has the greatest likelihood of ensuring their maximum participation. Indigenous philosophies and approach require: 1. Respect; 2. Inclusion 3. Family Dynamics and 4. Recruitment of Native practitioners to provide appropriate skills, knowledge, role models, and sufficient personnel to positively impact diverse and underserved communities for generations to come. After our first-year planning and development process utilizing the Native Talking Circle philosophies stated, NDSC recognizes the important role that we play in enhancing Native focus and inclusion for underserved populations in Arizona. After year-one for planning and development, the process is to expand partnerships with additional resources to improve service to populations with significant poverty, disability rates and that are designated as underserved.

Is there anyone else doing this now? *

Oyate` Circle sub-center at University of South Dakota Center for Disabilities (UCEDD) developed by Jim Warne and Wendy Parent-Johnson, previous director in SD and now director of Sonoran Center, and continuing under Mr. Warne's leadership.

How could this project achieve sustainability in the future? *

If funded, a sustainability plan to keep the Program going over time will also be an outcome of the implementation phase of this proposed NDSC Program. The Sonoran Center will commit its resources to maintain the NDSC once established. External funding will always be pursued to continue expansion and growth of the NDSC and to bring additional dollars to support Tribal communities and our collaborative partnerships

Why is this important for the Council to do? *

The disability, poverty, education disparities and public health issues for Tribes in Arizona are well documented and extremely alarming. We address this during the initial planning and development phase for this proposal. The reservation communities in Arizona represent rural isolation, poverty, lack of access to disability support services and the highest disability rates in the U.S. Section 21 of the Rehabilitation Act identifies American Indians/Alaska Native populations as having the highest disability rate but also as the most underserved and unserved. This results in American Indians with disabilities facing exclusion from economic self-sufficiency, independent living and culturally appropriate support systems. Tribal members from "Indian Country" face many challenges including poverty, isolation, low socio-economic opportunities, elevated educational dropout rates, suicide, substance dependency, addiction, diabetes and high incidence of orthopedic and behavioral disabilities. These problems are further exacerbated within reservations and Tribal communities by the lack of health and disability services, which further prevents Tribal members with disabilities from full integration, inclusion and access into society.

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