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“ The best and most beautiful things in the world cannot be seen or even touched - they must be felt with the heart.”

- Helen Keller
Thursday, November 1

7:30-8:30
• Registration
• Exhibitors Open
• Continental Breakfast

8:30-8:45
• Welcome

8:45-9:45
• Tom Perski (Iris Vision), Keynote Speaker

10:00-11:30
A. Jay Johnson: Using Data to Collaborate and Increase Student Engagement
B. William Koehler: Evidence-Based Process for Instruction—Critical Beginnings:
   Orientation and Mobility Career, College, and Community Readiness Standards
C. Amy Thomas: Learning Barriers: Understanding Students with Behavior,
   Concentration Issues, Tantrums or Trouble with Change when Vision Problems are Present
D. Kevin Hughes and Peter Tucic: Braille Tech Tools and Student Productivity: Opening
   the Braille Tech Tool Box

11:30-1:00 Lunch
• Business Meeting
• Margaret Bluhm and Mary Jo Martinez Awards

1:00-2:00
E. Julie Rock and Chris Hawk: The Use of Smart Home Technology for Individuals with
   Disabilities
F. Susan Marks: Considerations for Students with Autism Plus Vision Impairment
G. Paula Charnesky and Mary Highline: Tips, Techniques, and Tools for Cooking
G1. Christine Tuttle: Finally Cool and Hip: The Download from the Talking Book Library

2:00-2:15
• Break and Exhibitor Visits
Conference Schedule Continued

Thursday Continued

1:00-2:00
H. Sunggye Hong and Garrison Tsinajinie: Conversations and Controversies in Cortical/Cerebral Visual Impairment: What’s in Your Toolbox?
I. William Koehler: Is Evidence-Based Research Driving Your Instruction or Just Driving You Crazy? Help May Be on the Way!
J. Tracy Mosbarger, Kristi Lawrence, Alli Scott, and Susan Greer: Zero to Three in AZ!
K. Danielle Cummings, Jordana Koziowski, Kali Ogden, Logan Fischer, and other invited students: Student Panel: Using Assistive Technology—A Student Perspective

3:45-4:00
• Break and Exhibitor Visits

4:00-5:00
L. Sandra Stirnweis: Technology - Understanding the various Types and Determining How to choose
M. Betty Schoen and Jennifer Kelley: Pre-Employment Transition Services Help Students Prepare for the Future
N. Vicki Numkena: CampAbilities in Flagstaff ... Let’s Do It!
O. Dan Brown and Amy Trollop: Mindfulness

Keynote Spotlight: Tom Perski

Tom has been a pioneer in the field of low vision for over 30 years. He began many low vision support groups beginning in 1982 in Chicago while working as a family therapist. Since then, he has held several positions at the Deicke Center for Visual Rehabilitation, founded and been the Executive Director of Macular Degeneration International, published an extensive News Journal for patients and families with both age-related and juvenile forms of macular degeneration, and has been features as a speaker at over 85 professional conferences. Tom's volunteer efforts include many board positions including Board President of the Tucson Association for the Blind and he received the Margaret Blum Award for outstanding service to the blind in Arizona for 2003.
Conference Schedule Continued

Friday November 2

7:00-7:30 Memorial

7:30-8:30
• Breakfast Buffet
• Exhibitors Open

8:30-9:30
• DeEtte Snyder, General Session Speaker: Babies Grow Up to be 4th Graders: Defining a population with analysis of a national database

9:30-9:45
• Break and Exhibitor Visits

9:45-10:45
P. Megan Mogan: Teaching Time and Transition for Students who Are VI with Autism Spectrum Disorder (ASD)
Q. Lori Moroz-White and Panel of STEP Team: STEP: 3 Years Later
R. Amber Vallecillos: Deafblind Street Crossings
S. Christine Griffin and Laura Acosta: Get Your STALE ECC Lessons FRESH Again!

10:45-11:00
• Break and Exhibitor Visits

11:00-12:00
T. Julie Rock: Coping with Memory Loss and Vocational Rehabilitation with Individuals Who are Blind or Visually Impaired
U. Chris Hawk, Lisa Medley, and Jared Leslie: Braille and Tech: New Ways of Accessing Information
V. Tamara Bishop-Amavilah: Orientation and Mobility: Lessons from Reno
W. Christine Griffin: Tips and Strategies for FVAs and LMAEs

12:00-1:00
• Lunch and Raffle

1:00-2:30
X. Carol Green: The Navajo Braille Connection Summer Program and Your Student
Y. Danielle Cummings, Katie Fischer, Ryan Fischer, and other invited parents: Parent Panel: Optic Nerve Hypoplasia
Z. Sandra Stirmweis: Creative Teaching Approaches and Goal Writing
AA. Bonnie Gursh and Danette Imafidon: Tips for Setting Up a Classroom for Students with Multiple Disabilities and Severe Sensory Impairments
Ten years ago, I suited myself up in snug-fitting, interviewing face-off attire. My toes screamed for mercy as I crammed them into the stiff leather pumps I saved for dress-up occasions. The hostaged flesh around my midline rebelled with equivalent fervor.

Desert Valley Regional Co-op (DVR) had solicited me as a potential candidate to fill a teacher vacancy in the vision department. I had limited experience in the teaching field. Several years prior to the interview, I worked as a substitute teacher. That taught me nothing other than I had no talent for interpreting let alone carrying out the vague plans the teachers-in-absentia left for me.

My ambitious goal to ward off starvation and the bill collector compelled me to accept any and all positions the sub finder threw my way. Like a dog chasing after a rubber bone, I ran after each and every job offered to me. I never quite sank my teeth into teaching as a career, though. Like that rubber bone, it lacked a meaty satisfaction.

I wanted to land a career with a little more flavor not to mention with a more reliable income. After several years of subbing an aide position in a special needs classroom crossed my path. I applied. I looked good enough on paper to earn an interview. Before grilling me with questions, Mrs. Archer, the special needs teacher, shared what little she knew about the new enrollee. "He requires full-time assistance. That's where you come in. Among other things, the student—a nine-year old—is multiply disabled: orthopedically impaired, non-verbal and visually impaired."

That little preview blind-sided me. I knew nothing about this population. At the same time, I knew not to let
on that I was clueless. I wanted a steady paycheck. The health benefits provided an extra perk.

Either no one else applied for the position or I wowed them with my impressive credentials and articulate responses—the district hired me.

I had two months, the summer break, to mentally prepare myself to work one-on-one with this child. During that time, I researched resources available to the blind or visually impaired. I learned that the Central Phoenix Burton Barr library had a collection of braille children's books. A call to the Foundation for Blind Children (FBC) revealed even more. The University of Arizona offered an $8000 stipend for anyone enrolled in their program to train as a Teacher of the Visually Impaired (TVI).

This news struck a nerve. Still in debt for a master's degree in physical anthropology that I never used—motherhood derailed my original Jane Goodall wanna-be plans—this revelation got me thinking. I survived substitute teaching. That meant I had the capacity to do anything. Right?

I secured an application, aced an over-the-phone telephone interview with Penny Rosenblum and mired myself in a new job and academia. The summer got hotter as I fretted over whether I'd jumped in over my head.

* * *

The first day of my new job rolled around and so did my charge in his custom-fitted wheelchair. His handsome face and big grin belied his medically fragile condition. A premature birth at 24 weeks sentenced Armando to a life-long struggle with cerebral palsy.

Armando's mom accompanied him into the classroom. She introduced herself and her son to me. Next, she gave me a cursory rundown of how to operate the wheelchair, how to prepare and serve Armando's pureed diet and how to put on his orthotic device or AFO, a brace worn on the lower leg shank. After handing over diapers, wipes, and baby powder she took off.

Stunned by the reality of my new responsibility I pulled up a chair and made nervous chatter with Armando. I figured if nothing else the two of us at that moment had something in common—a comfort level that just about zeroed out.

Over time Armando and I learned to communicate with one another. As an aide, I followed through with

“I survived substitute teaching. That meant I had the capacity to do anything. Right?”
goals established by the physical, speech and occupational therapists and vision teacher. Like any other kid, Armando often balked at the "homework" they provided.

Armando learned to communicate by tapping a bright yellow switch. I recorded daily news reports into this device. Whenever the nurse came in to give Armando water through a special tube that fed directly into his stomach, Armando shared the highlights of his day. Eventually, he learned to pause between statements so that the nurse had a turn to respond. Through this activity, Armando acquired the give and take of two-way conversation.

Armando had access to another wheelchair-mounted communication device. He had an aversion to this equipment. It operated either with switches or in a computer-like touch screen mode. Every now and then—maybe six times over the course of the school year—Armando tapped out a brief message. He let everyone know one morning that his wheelchair had a tune-up. On another occasion, he announced he had met a local sports celebrity.

One morning Armando cried non-stop. No one had any luck uncovering his distress. That's when I took it upon myself to interrogate him on his little-used computer.

Although at first reluctant, Armando tentatively reacted to my quest about what hurt, "Your head?" I asked, tapping the voice-activated picture of a throbbing head.

"No," he tapped.

I moved on to the next picture in the sequence, "Arms?"

"No," he tapped again but this time he kept tapping until he got to foot.

"Foot," he announced.

I rolled up his pants leg, ripped the Velcro fasteners on his AFO free and peeled off the brace. Next I took off his sock. An angry blister raged beneath. Mystery solved.

Armando taught me a few things that surmounted what I picked up in my intense training as a Teacher of the Visually Impaired. Despite his condition, I learned that Armando was a regular kid. Although incapacitated, he had opinions and a strong personality.

The most important message conveyed to me though was the value of patience and waiting. Students with limited communication skills at their disposal often slide into a passive mode. Their caretakers, like well-intentioned genies, answer every one of the child's anticipated, unstated wishes and desires. Armando had little use for his expensive communication equipment. The adults around him took care of everything.

Armando's desperation to have his painful foot condition addressed compelled both of us to slow down and methodically consider our options. Thanks to Armando, I have learned to step back, watch and listen. Now, I liken myself to the school bus that stops at all railroad stations.
crossings. Sure, it seems senseless. There's no sight or sound of an oncoming train. But on that rare chance that I miscalled that assessment, I've at least made all efforts to do the job right.

* * *

My earlier experiences as a substitute teacher still haunt me. They resurfaced during my job interview at Desert Valley Regional Co-op (DVR). I still had doubts about whether I had it in me to teach. Just in the nick of time, my successes with Armando skidded into my head. They emulsified my uneasiness and gave me the confidence to endure the stressful Co-op interview.

I must have said something right. DVR invited me to join their ranks. Over the past ten years the lesson learned from my original mentor, Armando, has served me well. Stop. Look and Listen.

Carol Glick has written an as yet unpublished book about her former zookeeper career, *Tails Behind the Scenes: The Uncanny Parallels Between her Zoo Career and Family Life.*

With any luck this tongue-in cheek masterpiece will one day make the long-distance leap from her computer hard drive to the hands of a warm receptive public.

*The words "stop," "look," and "listen" are stylistically written in chalk on asphalt next to a cross walk.*
Purpose: The purpose of AZ AER Member Grants is to assist individuals who work in specific professional support capacities, or who are enrolled in full-time university programs dedicated to preparation for providing services to children or adults with visual impairments, to become members of the AER international organization.

Eligibility:
1) Any individual who has attended two AZ AER events and who works as a part- or full-time paraprofessional in the state of Arizona for a school district, state agency, or other educational or rehabilitative organization, providing services to a child or adult with a visual impairment or in a classroom that serves children with visual impairments, is eligible to receive the award.
2) Any student currently living in the state of Arizona who has attended two AZ AER events and who is enrolled full-time in a university visual impairment (VI) program (i.e., TVI, O&M, low vision clinical specialty, vocational rehabilitation, etc.) is eligible to receive the award. This includes students who live in the state of Arizona but who are enrolled in full-time online or distance education university visual impairment programs based in other states.
3) Events that applicants may attend pursuant to receiving this award include all AZ AER-sponsored conferences, workshops, and other trainings for which CEU certificates may be obtained beginning November 1, 2018.
4) Each recipient may receive the award one time only.

Use of the Grant: The grant may be used solely for the purpose of obtaining a support/clerical or student AER membership for one year, to be renewed thereafter by the grant recipient as desired.

Procedure: Please submit the application on the following page with two CEU certificates indicating proof of attendance at two AZ AER events to the AZ AER scholarship committee chair. If certificates are not available, you may submit the dates of event attendance to the scholarship committee chair, who will assist with confirming participation at those events.

Updated September 2018
ASSOCIATION FOR EDUCATION & REHABILITATION
OF THE BLIND & VISUALLY IMPAIRED
~ ARIZONA CHAPTER ~
AZ AER MEMBER GRANT APPLICATION

Return to: AZ AER Scholarship Committee
c/o Danielle Cummings
5101 N. Long Rifle Rd.
Prescott Valley, AZ 86314
danielle.cummings@asdb.az.gov

Date: ________________________________

Applicant’s Name: ________________________________

Address: __________________________________________

Phone: ____________________________ E-mail: ________________

I am a:
☐ Paraprofessional, working full- or part-time in Arizona
   Agency or School District: ________________________________

☐ Full-time student, living in Arizona and enrolled in a university VI program
   University/VI Program: ________________________________

Dates of attendance at AZ AER events:
1. ____________________________________________
2. ____________________________________________

Please include a copy of CEU certificates obtained at the above-listed AZ AER events
with this application. If certificates are unavailable, please confirm attendance at these
events with the AZ AER scholarship chair, Danielle Cummings
danielle.cummings@asdb.az.gov).

I would like to apply for the AZ AER member grant, to be applied to a one-time, one-
year AER membership. I certify that I have attended the above-listed AZ AER events. I
understand that renewal after this one-year period will be my responsibility if I choose
to continue my membership in the international AER organization.

Signature____________________________ Date _________________________

Updated September 2018
**Student Merit Scholarship**

Must be visually impaired.

Can be age 4 to 22 for any educational program outside their current placement or for college educational expenses such as books, tuition and supplies.

Must be nominated by an AER member in good standing.

The recipient must submit a letter to the general membership with information about the program and the educational/other benefits provided.

$500 One time only

Must submit a description of activity along with photo for the newsletter.

**Professional Mini-Grant**

Monies are to be used for Divisions to host a workshop/conference, publish newsletter, purchase books/equipment to benefit AZ AER membership.

Monies may also be used for an AZ AER member to attend a workshop or conference (including travel and registration fees).

Must be an AER member in good standing.

Must be an AER member in good standing.

Must be an AER member in good standing.

$500 Once every 2 years

If attending a workshop or conference, recipient must present and/or write an article for AZ AER newsletter upon completion.

**Consumer Grant**

Must be visually impaired.

Must be nominated by an AER member in good standing.

Monies can be used for an activity that will enhance recipient’s quality of life.

Monies can be used for an activity that will enhance recipient’s quality of life.

Monies can be used for an activity that will enhance recipient’s quality of life.

Must be an AER member in good standing.

Must be an AER member in good standing.

Must be an AER member in good standing.

Must submit a description of activity along with photo for the newsletter.

**DEADLINES**

MAY 1st and DEC 1st

We hope that our update finds everyone having a great start to their fall. As always we have been busy at U of A! We'd like to take a few minutes to share our news with all of our AZAER colleagues.

Program Update
At the U of A we are busy training a new group of future teachers. We have welcomed seven new students into the program: Lori, Amy, Cathy, Hailey, Sheryl, Kathy, and Kareina! Thanks to the distance education option and we have accepted students from Phoenix, Flagstaff, and Queen Creek. Lauren, Jennifer, Marg, Sharrell, Laura, Jessica and Maddie will be busy during the fall semester as they are finishing up the program with their internship. We are also pleased to learn that some of them are hired as a TVI even before their program completion. The U of A faculty members all enjoyed working with these very fine graduates. We are also pleased to have a new doctoral student, Jinseok Park into the program.

Recruitment
We have stipends and tuition for a few full and part-time TVI students for upcoming semesters. If you know someone who can be a good candidate for becoming a TVI, this is a great opportunity. Interested individuals should contact Dr. Hong at sqhong@email.arizona.edu or 520-621-0945.

Technology and Distance Learning
Over the years, we have developed and delivered various training models to accommodate diverse needs of on-campus students as well as students who are away from campus.
Technology and Distance Learning Continued
We concluded that a combined hybrid training model would be most appropriate for applicants in Arizona. That is, students in Tucson will attend classes in person, and those in remote locations will be connected synchronously via internet to the class meetings. Kubi (see fig. 1) and Swivl have become an integral part of our instruction offering. Drs. Hong, Schoch, and Serino have actively utilized the technology which allowed us to have more frequent interaction between university instructors and the remote students.

Project Poem and Sky School Activity
as reported by Diane Shifflett and Irene Topor
Project POEM, (Project-Based Learning Opportunities and Exploration of Mentorship for Students with Visual Impairments in STEM) is completing its first year of activities with 9 student participants, 9 industry mentors (scientists who are blind or visually impaired), and 9 UA mentors. The Sky School experience which occurred the first week of June 2018 was very successful. Four U of A interns worked as associates to support participants who were students of the 4 UA science instructors. Diane Shifflett, lead VI teacher of the Tucson Unified School District and visitor to Sky School, wrote about the Sky School:

The Sky School is very close to the sky, as one would imagine. My longtime friend and colleague and I drove up, and up and up the winding mountain road to visit the brand-new program for students with visual impairments who have a keen interest in science and technology.

Armed with fresh hot cups of coffee, and fueled by curiosity as to what is going on up there, Yaju Kuo and I went to Mount Lemmon, the 9000 foot mountain that towers over Tucson, where there is a ski area in the winter and in the summer, a little further up the mountain, is a telescope, dormitories and best of all, scientists!

And for a few hours each, invited scientists Dr. Supalo and Dr. Wedler, who have achieved great things in their work, despite a visual impairment, are sharing their work and experiences with future scientists. The students who participated in this program range from students with low vision to light perception and come from all over Arizona. Rebecca Lipson is the Assistant Director for Education for the Sky School but prefers her “Sky School” name of “Queen Bee.” She and Dr. Benjamin Blonder, an ecologist and professor at Arizona State University, have been instrumental in creating the programming for Sky School and have found that adapting the program for students with visual impairments has not been as difficult as one might expect. We arrived on a Tuesday morning, having just missed the morning science talk. The students were about to take off on a hike, to have an immersive experience with the mountain, it’s flora and fauna.

First stop: Quaking aspen. Dr. Blonder today is a Sky School instructor. He first asked the students to listen — a slight breeze shook the leaves. Then students touched the leaves. The large group followed Blonder to other trees and
Project Poem and Sky School Activity Continued

stumps and learned about lichen, trees and the ecosystem of the mountaintop forest.

Kathryn Busby and four students from the Phoenix area set out on a long trail to an overlook and learned about the 2003 Aspen Fire that burned through the town of Summerhaven. Students were encouraged to observe everything around them — trees, rocks, lichen, the ashy soil, insects, and a stream that appeared across the trail. How does the water get there? Busby encouraged the students to ask questions and ponder the answers before she gave her own scientific perspective. Dr. Busby is an entomologist.

Maggie Lindsey, a 17-year-old from Phoenix, said, “I like everything — I’m interested in the way the Universe in general works. It’s all interconnected so perfectly,” she said. Lindsey is very interested in all things science.

She remembers the exact date she lost her vision for good: April 4, 2016. Prior to that date, she could read large print on an iPad, but that day, when she opened her iPad, she could not read anything. Seemingly undaunted, she has embraced technology and hiked for three hours with a long white cane on the trail, with some coaching regarding large obstacles and drop-offs. She was interested in life science in 7th grade, moving on to astronomy in 8th grade, and recalls at the age of six she was staring at bugs under a magnifying glass. She comes by her interest in science and technology honestly. She said her father is a software engineer. “He’s smart, and he reads.” she said.

How can a blind person look through a telescope at planets and stars? It’s impossible, right? With the right technology, however, the intensity of the light in the telescope can be translated into an audible signal for interpretation
**Project Poem and Sky School Activity Continued**

on a computer. Students were also introduced to the Talking Labquest®, a handheld device for field activities or classroom experiments. The LabQuest® takes real-time data readings for experiment participant participation.

This academic school year, the nine POEM participants are working with their mentors to complete project-based learning (PBL) activities. Dr. Steve Kortenkamp, UA mars astronomer working with Project POEM, has created 3-D models of craters which accompany the PBL learning modules to stimulate participant thinking about astronomy. It won’t be long before all participants return to U of A in June 2019 to tour research labs and visit the disability resource center on the U of A Campus. They will also present their final PBL projects.

Beginning this October, we are recruiting a second group of 25 POEM participants from Arizona, Utah, New Mexico, California, Nevada, and Colorado. If you know a middle school or high school student with low vision or who is blind, 7th – 11th grade, with an interest in STEM, please forward an application form to this person.

Visit the Project POEM website for more information.

**Internship**

This semester we have student interns with school districts and organizations in Tucson, Phoenix, Yuma and Lake Havasu. A few of our students already have their own classroom or caseload. For the distance interns we have offered ways to mentor remotely through various technologies that we already utilize for our classes at the U of A. The students and our interns are working with range in age from preschool to high school. We are most fortunate to have some wonderful and experienced TVIs mentoring the interns in the field and these cooperating teachers are an integral and important part of our internship program! This is an exciting time for both the interns and us and we wish them the best of luck in the future with teaching in the vision field.

**Thank You and Thank You**

We would like to say “Thank you” to the many people who have worked with our faculty and students during the past year. Without the support of the community we couldn't do what we do here at U of A. Many of you are already scheduled to serve in a variety of roles this fall and we thank you ahead of time for your continued support of the program. As a guest speaker, an intern supervisor, a cooperating teacher, a panel member, a mentor, and more, your contributions are invaluable for the successful implementation of our program. So again, thank you.

We look forward to seeing many of you at the AZAER fall conference in Flagstaff.

— Sunggye, Christina, Lisa, and Kate
The Braille Challenge® is an academic competition unlike any other. This two-stage contest is designed to motivate blind students to emphasize their study of braille, while rewarding their success with fun-filled, but challenging, local and national events. Any visually impaired student who reads braille is eligible to participate in the preliminary Challenge contest events.

RSVP: PLEASE CONTACT ASHLEY CERNA
602-337-8264 or acerna@seeitourway.org
Desafío de braille es una competencia académica diferente a cualquier otra. Este concurso de dos etapas está diseñado para motivar a los estudiantes ciegos a enfatizar su estudio de braille, mientras que recompensa su éxito con diversión, pero desafío ante, local y eventos nacionales. Cualquier estudiante con discapacidad visual que lea braille es elegible para participar en los eventos preliminares del concurso desafío.
AZ CANE QUEST
SATURDAY, JANUARY, 26
9:00 AM—2:00 PM
1234 E. Northern Ave. Phoenix, AZ 85020

RSVP: PLEASE CONTACT CELESTE TEPLY
602-337-8258 or cteply@seeitourway.org

CANE QUEST IS NOT A RACE, IT’S MORE OF A RALLY
Explorer and Trailblazer contestants are given auditory instructions and challenged to safely complete secret routes in their community using proper travel techniques and appropriate cane skills. Scout contestants team up with a sighted adult and earn coins as they navigate a route that demonstrates mastery of basic orientation and mobility skills and proper sighted guide techniques, within the boundaries of the FBC campus.
BÚSQUEDA DEL BASTON DE AZ

SÁBADO, 26 DE ENERO
9:00 AM—2:00 PM
1234 E. Northern Ave. Phoenix, AZ 85020

RSVP: POR FAVOR CONTACTAR A CELESTE TEPLY
602-337-8258 o cteply@seeitourway.org

BÚSQUEDA DEL BASTON NO ES UNA CARRERA, ES MÁS DE UN RALLY

A los concursantes de Explorer y Trailblazer se les dan instrucciones audit vas y se les desafía a completar de manera segura las rutas secretas en su comunidad utili zando las técnicas de viaje adecuadas y las habilidades de caña apropiadas. Los concursantes Scout se asocian con un adulto con visión y ganan monedas mientras navegan por una ruta que demuestra el dominio de la orientación básica y las habilidades de movilidad y las técnicas adecuadas de guía vidente, dentro de los límites del campus de FBC.
That's it for this issue! Thanks for reading and for making a difference!

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Have an article or something to share in our next newsletter? Contact our Newsletter Editor, Madeline Jarboe, at Madeline.Jarboe@asdb.az.gov.