

Pilot Parents of Southern Arizona  
Year Three Renewal Application for ADDPC

doc. 5  
For  
Item E

I. Summary

Pilot Parents of Southern Arizona currently contracts with the ADDPC for the Partners in Policymaking program. Partners in Policymaking is a statewide advocacy and leadership program for parents of children with disabilities and for young adults who want to further themselves as self-advocates. Partners in Policymaking is a nationally recognized program originally developed by the Minnesota Governor's Council on Developmental Disabilities. We have adapted this program to meet the unique challenges of Arizonans. This program is an essential tool for affecting change around public policies relating to disability issues.

The original ADDPC contract is more than 80% complete and is on time in regards to meeting the proposed objectives and tasks as outlined in the year 2 renewal. We have wrapped up our 15th session of the Partners in Policymaking program. The current cohort completed the program on April 14<sup>th</sup>. There are now over 290 program graduates from across the state, fourteen of which are from this year's class.

At the last program meeting on April 14, 2012 participants completed a comprehensive evaluation of the overall program, how well the objectives of the program were met and the final performance outcomes. A consumer satisfaction survey was also administered. This data will be compiled, analyzed and reported to the Council by the implementation plan date. At the conclusion of each weekend session participants were given a session evaluation. This evaluation included: (1) questions to assess the participants prior and post knowledge of session content, (2) rating the national presenter on quality, content and overall performance, (3) what participants found most and least helpful during the presentation, (4) rating of session and curriculum material organization, (5) an opportunity to report on what was the most helpful information given, and (6) a place for comments. Participants gave each session high marks and reported that the program was meeting their needs.

The main barrier Pilot Parents identified early was the lack of applications from young self-advocates. Historically recruitment of this population has been difficult. Not many young adults spend time in advocacy and leadership training and even less so if the youth have a disability. We have provided various accommodations to make the training more doable (travel & meal stipends, accessible hotel accommodations, assistance with the cost of attendant care services, etc.) but continue to struggle with recruitment in

this population. In year three, Pilot Parents would like to offer a \$250 training stipend along with the other mentioned accommodations for young self-advocates that complete the training.

## II. Budget

Please see Attachment A & B

## III. Goals

The overall goal of the Partners in Policymaking program is to increase the number of individuals with developmental disabilities and family members that are active participants in cross-disability and culturally diverse leadership.

## IV. Objectives

1. Recruit 20 training participants who represent diverse ethnic, disability and geographic communities in the state of Arizona.
2. Coordinate and facilitate the Partners in Policymaking program in accordance with the nationally-based model while incorporating Arizona-specific issues into the program curriculum.
3. Conduct program evaluation and consumer satisfaction surveying in accordance with the provided methodology.

## V. Strategy

**Recruitment:** Partners groups are diverse in experiences, disability types, geographic location, gender, racial and ethnic backgrounds, income levels and education levels. We seek to identify underserved ethnic populations and individuals residing in more remote areas of the state. We also encourage participation by males as they have been under-represented in past sessions. Our selection process applies a higher point value for applicants from rural areas, minority populations, individuals with limited prior advocacy and leadership training, families with young children, and young adult self-advocates. Applications are widely disseminated by mail and e-mailed first to all program graduates. Our next effort is to make sure all Area Program Managers and key staff at the Division of Developmental Disabilities in each DD districts receives the application and are encouraged to advise service coordinators in their district to share

the information with families and young adults. We target all of our states Independent Living Centers, existing youth with disabilities groups, Early Intervention programs, the Arizona Department of Education and the PIN's network, the Department of Health Services and the CRS clinics, the Arizona Center for Disability Law, ASDB, each of the statewide Tribal Authorities, the African American studies program, Easter Seals Blake Foundation, Raising Special Kids, the State Network of Behavioral Health, All Created Equal, the Autism networks, the statewide Down Syndrome groups, the Mariposa clinic in Nogales, the Arizona Children's Association, CPES, Beacon Group, STOMP, SILC, two state UCEDD's, AASK, both Arizona WINS, VR, Foster Care Networks, ARC's, statewide First Things First Programs, numerous Head Start Programs, Southwest Human Development Program, each school district, and disseminate press and media releases. Additionally we mail out applications as requested, and take copies to various workshops and trainings. We attend numerous statewide disability conferences where we have a vendor booth for recruitment purposes. The application appears on the Pilot Parent website along with numerous other statewide websites and newsletters.

**Training:** The Partners in Policymaking program was originally developed by the Minnesota Governor's Council on Developmental Disabilities. This program has been adapted to meet the unique challenges of Arizonans. The Partners program is an innovative, competency based leadership training program. The program uses state-of-the-art information to give Partners participants the big picture, allowing them to dream big, and giving them the strategies to turn their dreams into reality.

There are a number of features inherent in the Partners in Policymaking program which we consider critical.

These features include:

- Commitment to replicate the national model
- Quality principles of process, approach and outcomes
- Core values about people with disabilities
- National speakers
- Quality program coordination
- Selection criteria
- Competencies of graduates

Key points about replicating the national model include that the success of the model program has been documented for more than 20 years. The quality principles and curriculum have been formulated from a variety of disciplines. The results have been tested and successful outcomes documented. Replicating the national model allows the program to maintain the highest standards and graduate the most competent Partners. The replication model includes a dedication to improvement. By following the replication model, Pilot Parents, is freed from the overwhelming task of trying to "reinvent the wheel." The replication model is proven. Following the "recipe" allows

Pilot Parents to customize the program for Arizona, while leaving the proven curriculum intact.

Partners in Policymaking is based on a core set of principles about process, approach, and outcomes. Partners participants learn by doing. They prepare and deliver testimony. They practice speaking to public officials. They use a variety of different learning methods to acquire the competencies. Partners participants learn as much from the experiences of others as from the curriculum. Partners participants obtain training from speakers who provide a national perspective that is up-to-date on best practices and state-of-the-art. Participants acquire knowledge for change, not just for knowledge's sake. They use the things they learn to take action for social change. They provide leadership in their communities. The program's ultimate outcomes are increased independence, productivity, integration, inclusion and self-determination for all Partners participants and their family members.

Initially the Partners in Policymaking program sessions were held in Phoenix to allow the greatest access for individuals coming from across the state and to accommodate national speaker travel arrangements. A few years ago it was necessary to move the program to Tucson due to funding restraints. This location change allowed individuals from Southern Arizona added convenience and consequently participation from this region increased. This year it is our intent to once again hold the weekend sessions in the greater Phoenix area. The Partners program consists of six 2-day training sessions with each session devoted to a specific topic. The topics are designed to be comprehensive and sequential. Comprehensive so Partners participants acquire the competencies, and sequential so the topics flow and build upon each other. The following topics are covered.

History – historical perspective of services for people with disabilities, history and role of the parent movement, history and role of the independent living movement, and the history and role of the self-advocacy movement.

Inclusive Education – reasons for inclusion and quality education, specific strategies to achieve inclusion and quality education, and how to be effective in team meetings.

Service Coordination – understand the service coordination system and what services may be available, meet with a public official and discuss issues, and create a shared vision with fellow participants for the future for people with disabilities.

Assistive Technology and Positioning - reasons for and importance of proper positioning techniques for people with severe disabilities, and state-of-the-art technologies.

Community Organizing and Advocacy – strategies for beginning and sustaining grassroots level organizing around specific issues and the role of how to use the media to effectively promote their issues.

State and Federal Legislation – how a bill becomes a law, successful techniques for advocating for services to meet the needs of unserved and underserved individuals, how to identify critical issues and the process by which they can personally address their concerns, how to meet with congressional members or staff, and preparing and delivering testimony for legislative hearings.

Supported/Competitive Employment – importance of supported, competitive employment opportunities.

Supported Living/Home of Your Own – types of supports necessary for creating a positive home environment. Other topics include self-determination, person centered planning, parliamentary procedure and serving on boards, and positive behavior supports.

During training sessions state and local self-advocacy groups and disability rights organizations are given time to invite individuals with disabilities and family members to participate in meaningful leadership roles within their organizations.

Another training component of Partners involves supplementary study. Participants complete homework assignments between sessions which include personal contacts with local, state and national policymakers; readings; attendance at community meetings and site visits of disability programs. Participants receive written and electronic materials on each topic for future resource and reference material to facilitate ongoing learning between sessions. Every session has a combination of learning methods, including presentation, discussion, and exercises, to assure full participation by each and every person.

## VI. Implementation

Please see Attachment C

## VII. Training

No training is needed at this time as Pilot Parents is utilizing existing staff with program experience.

## VIII. Staff

### **Executive Director**

Responsible for program oversight, contract compliance, approval of program expenses

**Program Coordinator**

Responsible for promotion of the Partners in Policymaking program across the state, recruiting applicants, facilitation of selection committee process, participant accommodations, contracting with presenters, hotel, and catering vendors, updating curriculum, duplication of materials, session logistics, program evaluation, completion of quarterly and end of program reporting requirements

**Administrative Assistant**

Responsible for financial reporting and processing stipends, reimbursement requests, payroll and program expenses

Please see Bio Summary Attachment E

**IX. Collaboration**

Partners in Policymaking involves community partners by providing them with funding opportunities, requesting their assistance with recruitment activities, utilizing knowledgeable presenters, providing supplemental materials, providing meeting space and submitting graduate profile information to be utilized for activities of mutual interest. Community partners include but are not limited to the Arizona Division of Developmental Disabilities, Sonoran UCEDD, NAU: Institute for Human Development, Arizona Department of Education, Rehabilitation Services Administration, Social Security Administration, Arizona Center for Disability Law, Arizona Health Care Cost Containment System/Arizona Long Term Care System, Arizona Senate and House of Representatives, PAFCO, Arc of Tucson, Southern Arizona Network for Down Syndrome, and the Autism Society of Greater Tucson. Pilot Parents will continue to solicit community involvement for funding and programmatic partnership.

Please see Letters of Support Attachment D

**X. Evaluation**

Participants are asked to complete an evaluation form after each training session. These evaluations are session specific and evaluate topic knowledge prior to the session and after the session. The session evaluation also includes rating scales for the speaker, rating of the overall organization of the session, and rating of the handouts including supplemental resource material. Participants are also asked to identify what was the

most and least helpful during the session and space is given for additional participant comments. This information provides immediate feedback to program organizers and is used to modify future training. If feedback regarding the presenter is poor we choose not to use that speaker in the future. If competencies are not reached or improvement has not been demonstrated in prior to post participant knowledge the topic is readdressed and competencies redefined to achieve desired outcomes.

At the end of the program, participants are asked to complete a comprehensive evaluation of the overall program and how well the objectives of the program were met. A consumer satisfaction survey is also administered by the program coordinator at the last session to determine satisfaction from the perspective of the individual with a developmental disability and/or family member. The data from the consumer satisfaction survey is compiled and put into a reporting format that shows the number of responders and the percentage rankings for each answer of each question.

Short term follow up data is also collected from all graduates three months after graduation. All program graduates are mailed a survey consisting of two parts: participants are asked several questions aimed at evaluating how well the program prepared them as self-advocates, and participants are asked to provide information regarding their own advocacy activities since graduation.

Overall responsibility for the evaluation of the Partners in Policymaking program lies with the Pilot Parents Executive Director. Under the Executive Director's leadership the Partners Program Coordinator collects, analyzes and reports the data to key stakeholders. At the close of each session a booklet of graduate profiles is compiled by the staff and distributed to each of the funding sources. This allows for an explanation of each particular graduate's area of interest and personal contact information to allow stakeholders to make contact and encourage partner participation when mutually beneficial.

We believe the Partners program has been successful these last fifteen years because Pilot Parents is committed to constant program evaluation and program improvements are made frequently to allow for the best program possible.



**Arizona Developmental Disabilities Planning Council**  
 1740 West Adams, Suite 201  
 Phoenix, AZ 85007  
 602-542-8970

Contractor Name: Pilot Parents of Southern Arizona  
 Project Name: Partners in Policymaking Project/Contract Number: \_\_\_\_\_  
 Service Start Date: 7/1/2012 Service End Date: 6/30/2013

Budget Category	Description	Requested Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Salaries	Payroll	\$25,000.00	\$11,000.00		\$36,000.00
Fringe Benefits	Fringe Benefits - employers match - Medi/FICA	\$2,000.00			\$2,000.00
Supplies	Supplies/Operating Expenses	\$1,000.00			\$1,000.00
Staff Travel	Staff travel	\$1,500.00			\$1,500.00
Rent or Cost of Space	Office Space & Meeting Space	\$2,000.00		\$1,000.00	\$3,000.00
Equipment		\$0.00			\$0.00
Contracted Services	Speaker fees, consulting, evaluation, translation services	\$6,000.00	1,500.00		\$7,500.00
Other	Participant hotel, travel, accommodations, respite, Speaker travel expenses	\$5,000.00	1,500.00		\$6,500.00
Indirect Costs	Insurance, phones, postage, accounting, administrative oversight	\$2,500.00			\$2,500.00
<b>Total Costs</b>		<b>45,000.00</b>	<b>14,000.00</b>	<b>1,000.00</b>	<b>60,000.00</b>

It is understood that Non-Federal Funds identified in this budget will be used to match only Arizona DDPC Federal Funds, and will not be used to match any other Federal Funds during the period of the ADDPC funded Project.

Lynn Kallis  
 Name of Certifying Official  
Executive Director  
 Title of Certifying Official  
Lynn Kallis  
 Signature  
5/8/12  
 Date

## **Partners in Policymaking Year 3 Renewal Budget Narrative**

The Partners in Policymaking program budget lists \$45,000 in requested funds from the ADDPC and \$15,000 in required match funding. This \$60,000 budget total is lower than the actual budget required to complete the project. Other funding sources are used to supplement this budget total.

### **Personnel/Salaries:**

The project budget includes requested personnel salary for Karen Kelsch, program coordinator. The non-federal cash match (\$11,000) will be used toward the salary expenses of Cheryl McKenzie and Lynn Kallis.

The staff member and hours allocated to the project are noted in the grid below.

Employee	Title	Hourly Rate	Hours/Year	Personnel Cost
Karen Kelsch	Program Coordinator	\$19.23	1300	\$25,000.00
Cheryl McKenzie	Admin Assistant	\$11.54	260	\$ 3,000.40
Lynn Kallis	Exec. Director	\$26.93	260	\$ 7,001.80

### **Fringe Benefits:**

Fringe Benefit expenses (11% of salary) include the employer's portion of the Medicare and Social Security withheld from employees salaries for the duration of this contract. These benefits are required by the federal government. Fringe benefits for the three project employees working on this project amount to \$3,960. Of this amount \$2000 is being requested from the ADDPC budget.

### **Supplies:**

An expense of \$1,000 in requested funds has been budgeted for office supplies and operating expenses. This includes curriculum materials for individuals to attend the program, printing costs of brochures, copy services, exhibit fees for recruitment events, software and computer repair parts.

### **Staff Travel:**

Staff travel expenses are expected to total approximately \$1,500. This includes expenses for recruitment activities and travel to and from each of the six training sessions. The costs are broken out below.

Staff travel and per diem for recruitment: \$1050

Staff travel for training sessions: \$450

Below is a table of expenses to various communities around the state. These reimbursement rates will be used for participant stipends and for staff travel for recruitment activities.

Location	Mileage estimate (one way)	Reimbursement Rate	Mileage expense per trip
Flagstaff	260	44.5 cents	\$115.70
Yuma	242	44.5 cents	\$107.69
Phoenix	117	44.5 cents	\$52.07
Nogales	74	44.5 cents	\$32.93
Kingman	308	44.5 cents	\$137.06
Page	393	44.5 cents	\$174.86

**Rent or Cost of Space:**

Rental space is being requested at \$2,000 for the 12 months of the project. This includes \$1000 per month for two months office space in the Children’s Clinics for Rehabilitative Services. Non-federal in-kind match of \$1000 will be used towards meeting space for each of the six training sessions.

**Equipment:**

No equipment costs have been budgeted for this 12 month project period.

**Contracted Services:**

This line item included fees for national, state and local speakers for all 6 project sessions. The program coordinator negotiates individual fees with each presenter. Also included are consulting, evaluation and language translation. These services have been budgeted at \$13,000. We are requesting \$6000 of these expenses from the ADDPC and we will use \$1500 of expenses in this category as non-federal cash match.

**Other:**

We estimate \$10,000 in expenses in this category. This includes participant hotel, travel and accommodations, as well as, speaker travel costs. We have budgeted \$3000 for speaker travel and \$7000 for participant hotel, travel and accommodations. The costs are broken out below.

Speaker Travel: 5 presenters @ \$600	\$3000
Hotel: \$500/mo for 6 months	\$3000
Travel Stipends: \$250/mo for 6 months	\$1500
Attendant Care & Respite	\$1500
<u>Meal Stipends and Catering</u>	<u>\$1000</u>
Total	\$10,000

Of this amount we are requesting \$5000 from the ADDPC and we will use \$1500 of expenses in this category as non-federal cash match.

**Indirect Costs:**

PPSA is requesting reimbursement for indirect expenses of \$2,500. The indirect expenses are administrative expenses that will be required to complete the project. Expenses to be billed under requested funds are listed below.

Insurance	\$1,200
Phones & postage	\$800
Accounting	\$500

**Required Match**

Under this contract PPSA is required to provide a 25% match of the total cost of this program budget, or \$15,000.

<u>Non-federal cash match</u>	<u>Amount</u>	<u>Budget Category</u>
	\$11,000	Salary
	\$ 1,500	Contracted Services
	\$ 1,500	Other
<u>Non-federal in-kind match</u>	<u>Amount</u>	<u>Budget Category</u>
	\$ 1,000	Rent/Cost of Space

Match funding will be provided from contracts Pilot Parents has with the Division of Developmental Disabilities.

## ATTACHMENT C

### Implementation Plan

Type of Activities	Person Responsible	Date Activity Will Be Completed - Timeline	Type of Support Documentation
Participant recruitment	Program Coordinator	August 31, 2012	Program applications
Selection of Participants	Program Director Program Coordinator Selection Committee	September 14, 2012	applicant rating scales, reference checklist, acceptance/decline/alternate letter
Contract with participants	Program Coordinator	October 5, 2012	Signed participant contract, pre-survey, photo release, emergency medical form, meeting location directions
Arrange participant accommodations for program year	Program Coordinator	October 19, 2012	travel stipends, meal stipends, attendant care contract, translation contract, etc.
Session planning	Program Coordinator	2 weeks before each monthly session date	Session agenda, session evaluations, finalized speaker contracts
Program evaluation	Program Director Program Coordinator	April 30, 2013	Post-survey, Consumer Satisfaction Survey, Program Evaluation
Report evaluation data to key stakeholders	Program Director Program Coordinator	June 1, 2013	Consumer Satisfaction Survey results, Program evaluation results, Graduate profile booklet

## Bio Summary

### **Lynn Kallis, Executive Director**

Lynn has been the Executive Director of Pilot Parents for over twenty years. She comes to the disability community with first-hand experience raising a daughter with special needs. Lynn has extensive experience in the field of radiology technology and nuclear medicine.

Her responsibilities at PPSA include:

- Securing funding
- Hiring, supervision and evaluation of all staff
- Interpreting PPSA's mission, programs, policies and philosophy to the community
- Ensuring families and professionals receive agency information, resources and services
- Meeting family support needs through development and design of necessary programs
- Procurement and oversight of grants and contracts
- Collaboration with local, state and federal agencies
- Agency fiscal oversight, programmatic reporting and quality assurance
- Management of agency staff and activities
- Representing PPSA on appropriate boards, committees and meetings

### **Karen Kelsch, Program Coordinator**

Karen is a graduate of the Partners in Policymaking program. She attended PIP as a parent of four children with special needs. During the program Karen decided that she needed to pursue a career with Pilot Parents. She completed her degree in Family Studies & Human Development and promptly began working on various PPSA projects. She has been the Program Coordinator of the Partners in Policymaking program since the fall of 2005.

Karen's responsibilities at PPSA include:

- Recruitment and selection of program participants
- Program design, implementation and evaluation
- Session processes including speaker arrangements, participant accommodations, accessibility, curriculum modifications/updates and quality improvement
- Grant management
- Program promotion

### **Cheryl McKenzie, Administrative Assistant**

Cheryl has been taking care of the office, payroll and accounting duties at Pilot Parents since 1997. Prior to coming to PPSA she worked for the Pima Council on Developmental Disabilities and United Cerebral Palsy. She has a unique appreciate for individuals with disabilities since the birth of two grandchildren with special needs.

Cheryl's responsibilities at PPSA include:

- Contract and grant financial reporting
- Accounts payable and accounts receivable
- Payroll
- Directing agency inquiries to the appropriate staff
- Assisting the Executive Director and Coordinators with various projects



**ABIL**

ARIZONA BRIDGE TO INDEPENDENT LIVING

5025 E. Washington St., Ste. 200  
Phoenix, AZ 85034-2005  
V 602.256.2245 TTY/TDD 602.296.0591  
F 602.254.6407 www.abil.org

April 24, 2012

Lynn Kallis, Executive Director  
Pilot Parents of Southern Arizona  
2600 North Wyatt Drive  
Tucson, AZ 85712

Dear Lynn:

This is a letter of support for Pilot Parents of Southern Arizona's application for funding renewal for your *Partners in Policymaking* program. ABIL wholeheartedly supports funding from the Developmental Disabilities Planning Council to support another grant cycle for Pilot Parents of Southern Arizona and the *Partners in Policymaking* course.

ABIL has referred individuals with disabilities and family members to participate in your *Partners in Policymaking* training for thirteen years because participants have unanimously reported back the effectiveness of the program and their appreciation for having the opportunity to participate. ABIL and our independent living philosophy highly values empowerment of consumers and their families through participation in the development of public policy. We have a motto, "Nothing about us without us!" *Partners in Policymaking* involves a training process that helps consumers and families understand how public policy is developed, learn about the systems that serve them and gain a comfort level taking action as grass roots advocates. Individuals get experience and support interacting with policy makers, which gets them over their fears and feelings of inadequacy that most people feel when first becoming involved as community systems change advocates.

The more that people with disabilities and their families are involved in creating public policy, the more likely Arizona programs and policies will reflect the values of self-respect, Independence and self sufficiency, self-determination, and community integration and inclusion for people with disabilities. The outcome for people who participate in the training provided statewide by Pilot Parents of Southern Arizona in key to this outcome.

ABIL is please to support your application to the DDPC Lynn. Please let us know if we can help in anyway, including recruiting for your next course!

Sincerely,

Amina Donna Kruck  
VP/Director of Advocacy  
602-443-0722

# PROTECTING ARIZONA'S FAMILY

COALITION

April 24, 2012

Lynn Kallis  
Executive Director  
Pilot Parents of Southern Arizona

Dear Ms. Kallis:

The Protecting Arizona's Family Coalition (PAFCO) is pleased to support your application as Pilot Parents of Southern Arizona for year three funding from The Arizona Developmental Disabilities Planning Council to continue your efforts to coordinate the Partners in Policymaking program for the state of Arizona.

The Protecting Arizona's Family Coalition is a diverse, non-partisan alliance of social services, health, community service agencies, advocacy groups, citizen advocacy, and faith-based associations. PAFCO's mission is to protect and promote health and human services for the children, families and vulnerable adults.

We have partnered together with you for many years in your leadership training by providing legislative advocacy training. Your participants have always impressed us as smart, knowledgeable dedicated and committed leaders anxious to learn about how to do advocacy in pragmatic and effective ways.

We hope that you will succeed in obtaining your continuation funding. You have successfully prepared many leaders for effective action and leadership.

Thank you always for including us in your leadership programs.

Sincerely,

*Timothy J. Schmaltz*

Timothy J. Schmaltz  
PAFCO Coordinator

## 2011-2012 Partners in Policymaking Consumer Satisfaction Survey Results

*for IPR  
reports  
due 12/12*

<b>Consumer Satisfaction:</b>	
Number of responses: 13	
1. Respect- I (or my family member) was treated with respect during project activity. Yes 100%                      No 0%	
2. Choice - I (or my family member) have more choice and control as a result of project activity. Yes 100%                      No 0%	
3. Community – I (or my family member) can do more things in my community as a result of project activity. Yes 100%                      No 0%	
4. Satisfied – I am satisfied with project activity. 4 Strongly Agree 92%    3 Agree 8%    2 Disagree 0%    1 Strongly Disagree 0%	
5. Better Life – My life is better because of project activity. 4 Strongly Agree 92%    3 Agree 8%    2 Disagree 0%    1 Strongly Disagree 0%	
6. Rights - Because of this project activity, I (or my family member) know my rights. Yes 100%                      No 0%	
Comments (what has been helpful or not helpful about Partners in Policymaking?):	
<ul style="list-style-type: none"> <li>• Great opportunity to learn and connect with others of similar mind. Knowing there are resources and people I can count on to discuss ideas with and ask advice from is truly empowering. Great diverse training. Thank you!</li> <li>• All of the information I received in this class has been very helpful and I feel I have better knowledge of a lot of areas to move forward and to help my family and others.</li> <li>• The information about disability history, education, housing, and employment – basically everything was very helpful. Getting to meet my classmates and seeing them over 6 months, the connections are invaluable. Karen is a great coordinator!</li> <li>• There has not been anything that was not helpful. This class has been a blessing for me, my daughter, my family, and my community. Thank you for everything.</li> <li>• Gaining knowledge and skills to be able to advocate for my child, help her advocate for herself, and more equipped to help others with family members that have disabilities.</li> <li>• Empowering – hope we stay connected. This is a great program. I plan to “spread the word”.</li> <li>• Helpful – resources, ongoing contacts, listserves, information. I feel armed with support for whatever I may be facing with my children.</li> <li>• My favorite parts were the stories all the speakers told to demonstrate their points. All speakers were superb and I thoroughly enjoyed each and every one! The contacts and resources are invaluable.</li> <li>• Partners opened my eyes even more to all disabilities and the choices they have – rights they have or should have and I am more comfortable in expressing the rights one should have to others because of this class. Karen did a fabulous job presenting and organizing the class. Thanks!</li> <li>• Meeting with state department heads was the most helpful. I learned a lot from those encounters and I feel a greater sense of empowerment. The dates and times of the training were not helpful in that I had to miss some of my college classes.</li> <li>• The binder to keep all of our notes in with PowerPoint slides and CD's is so great to have! It will be an important resource. All the contact info for networking is great. I can't say enough good about Partners! Thank You!!</li> <li>• The array of topics and examples was great!!! Would like to have this program in Northern Arizona to assist more families who can't travel the distance to come here.</li> </ul>	

## PIP End Survey Results 2011-12

*The End Survey was completed by 13 participants. All percentages are based on 13 respondents.*

Please evaluate your advocacy skills, for yourself or for a family member with a disability, while in the Partners program.

- 0 I have not learned advocacy skills
- 0 My advocacy skills have slightly increased in some areas
- 7 (54%) My advocacy skills have strongly increased in most areas
- 6 (46%) My advocacy skills have significantly increased all the way around

While participating in the Partners program, were you able to advocate for appropriate services for yourself or family member with a disability with the information given?

- 11 (85%) Yes, most of the time
- 2 (15%) Yes, some of the time
- 0 No, have not been able to advocate for appropriate services

Have you been able to receive appropriate services as a result of the skills and information learned during the Partners program?

- 6 (46%) Definitely, yes
- 7 (54%) Yes, somewhat
- 0 Probably not
- 0 Definitely, not

The Partners in Policymaking training program has improved my skills and knowledge in advocacy work:

- 10 (77%) Strongly Agree
- 3 (23%) Agree
- 0 Neutral
- 0 Disagree
- 0 Strongly Disagree

To what degree do the following make advocacy difficult for you?

	A Little Difficult			Very Difficult	
	1	2	3	4	5
Not enough time	1	3	4	3	1
Distance from home	5	4	2	1	0
Access to transportation	11	0	2	0	0
Health of self or family member(s)	8	2	2	0	0
Family Responsibilities	2	4	3	2	1
Job Responsibilities	5	2	2	2	0
Lack of hope	10	0	1	0	1
Lack of knowledge about what to do	4	6	2	0	0
Expense involved	5	1	4	2	0
Access to child care/respice care	6	3	2	0	1
Other _____	0	0	0	0	0

**What did you gain from the Partners program? (Check all that apply)**

- 13 (100%) Knowledge about disability rights/legislation
- 12 (92%) Knowledge of more and/or better quality services for **my family member**
- 1 (7%) Knowledge of more and/or better quality services for **me**
- 11 (85%) Knowledge of more and/or better quality services for **others**
- 13 (100%) Being part of a group of people who have similar concerns
- 13 (100%) Skills related to advocacy for others
- 3 (23%) Skills related to self-advocacy
- 12 (92%) Knowledge of resources
- 7 (54%) Increased coping skills
- 6 (46%) Better family functioning
- 3 (23%) Increased feeling of independence
- 9 (69%) Increased self-confidence
- 0 Other, please describe:

**At the present time, I am: (check any that apply)**

- 1 Not a member of any organizations
- 1 An inactive member of one or more organizations
- 9 An active member of one organization or more
- 4 A leader in organizations at local level
- 0 A leader in organizations at state level

**Rate your knowledge level in the following areas:**

	Little knowledge		More knowledge		
	1	2	3	4	5
Legislation (e.g., ADA, IDEA)	1	0	3	9	0
Legislative process	0	2	6	5	0
Group leadership	1	0	2	5	5
Service/support system and resources	0	0	5	8	0
People first language	1	0	0	6	6
Assistive technology	0	0	3	7	4
History of attitudes toward people with disabilities	0	0	3	6	4
Strategies to make changes	0	0	3	7	3
Customized employment	0	0	7	5	1
Supported Living	0	0	6	5	1
Inclusive education	0	0	1	7	4
Community inclusion	0	0	1	8	3
Self-determination	0	0	3	5	5

**Please rate your access to services and supports:**

	Do not agree			Agree		Circle
	1	2	3	4	5	
a. There are many services and supports related to <u>my</u> disability that are needed, but I am not able to obtain them	0	0	0	0	0	12 Does Not Apply
b. There are many services and supports related to <u>my family member's</u> disability that are needed, but I am not able to obtain them	3	4	2	4	0	0 Does Not Apply
c. There are many services and supports related to <u>other</u> people's disability that are needed, but I am not able to obtain them	3	1	3	4	0	2 Does Not Apply
	Not satisfied			Very satisfied		Circle
	1	2	3	4	5	
d. To what degree are you satisfied with the services and supports you receive	0	1	1	0	1	9 Does Not Apply
e. To what degree are you satisfied with the services your family member(s) receives	0	2	5	4	2	0 Does Not Apply
f. To what degree are you satisfied with the services you helped obtain for other people with disabilities	0	2	4	0	1	6 Does Not Apply

**If you had it to do over again, would you participate in the Partners training?**

13 (100%) Yes                      0 No                      0 Maybe

**Please rate the Coordinator Karen Kelsch**

**Organization:** (binders, CDs, flow, etc.)

0                      Very Poor  
 0                      Poor  
 0                      Fair  
 0                      Good  
 13 (100%)        Very Good

**Content:** (binders, CDs, speakers, etc.)

0                      Very Poor  
 0                      Poor  
 0                      Fair  
 2 (15%)            Good  
 11 (85%)           Very Good

**Overall:**

0 Very Poor  
0 Poor  
0 Fair  
0 Good  
13 (100%) Very Good

**Most Helpful:**

Capitol Trip  
Kathy Snow  
Handouts, CDs, accommodations  
Karen (organization, helpfulness, knowledge, positive attitude, providing info on other opportunities for us to continue our growth and advocacy)  
People First Language  
Learning how to obtain services and what services are available  
Gaining knowledge on other disabilities

**Least Helpful:**

Participant that interrupted speakers  
Topics that weren't applicable to me  
More time on each topic

**Please list suggestions for sessions, speakers, accommodations, curriculum, etc:**

CDs of Session Presentations  
Have Dr. Rice speak on the medical side of things  
Have all of us stay in the hotel (even if we are local) so we can spend more time together

**My favorite session topic was**

11 Inclusive Education/IEPs  
8 Assistive Technology  
7 Public Policy  
7 Employment/Housing  
6 History of Disability Issues  
6 Person Centered Planning  
5 Community Development  
5 Guardianship/Special Needs Trusts  
4 State Agency Panel  
4 Capitol Tour  
4 Secondary Transition

**My favorite speaker was**

10	Jill McCullom	8	Jerry Adams
10	Matthew Press	7	Timothy Schmaltz
9	Kathie Snow	5	Representative Mesnard
9	Mark Homan	4	Lorrie Sheehey
9	Jeff Strully	4	Jane Larrabee



May 30, 2012

Lynn Kallis  
Executive Director  
Pilot Parents of Southern Arizona  
2600 North Wyatt Drive  
Tucson, AZ 85712

Subject: ADDPC Contract NO: FFY-10-1112-03; Partners in Policymaking

### **Clarification Letter for Year 3 Renewal**

Dear Ms. Kallis,

Thank you for the submission of the third year renewal of the Partners in Policymaking program. The Self-Advocacy Committee of the Arizona Developmental Disabilities Planning Council (ADDPC) has reviewed the renewal application and made a recommendation to have several questions addressed. Please submit your written response to me no later than the close the business on Monday, June 4, 2012 via email to [mcrane@azdes.gov](mailto:mcrane@azdes.gov). I will then share your response to the committee members for their further review.

1. Describe what other efforts are made to follow up with graduates after graduating from the program? Is there additional follow-up beyond three (3) months with graduates to determine if they are utilizing their new skills and training and that social/system's change is/has occurred as a result of participation in the program? If not, please discuss barriers to do regular follow-up and discuss strategies to accomplish further outcome measures.
2. Does Pilot Parents track the number of graduates that have or currently serve on various boards/commissions, speak in front of legislators and/or other community stakeholders, or are in leadership positions to promote social and systems change? If not, please discuss barriers to do regular follow-up and discuss strategies to accomplish further outcome measures.
3. What type of evaluation tool is used to measure the competencies of graduates? Provide an example.
4. Describe long-term planning and financial sustainability efforts, to support the Partners in Policymaking program.
5. Budget Summary and Budget Narrative for the line item Other does not match. Please review and clarify the costs.

**ONE Community Working Together**



Please submit your written response to me no later than the close the business on Monday, June 4, 2012 via email to [mcrane@azdes.gov](mailto:mcrane@azdes.gov). Thank you for responding to these questions. Please don't hesitate to contact me if you have further questions.

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**

Pilot Parents of Southern Arizona  
Partners in Policymaking  
Clarification on Year 3 Renewal

1. Describe what efforts are made to follow up with graduates from the program? Is there additional follow-up beyond three (3) months to determine if they are utilizing their new skills and training? If not, please discuss barriers to do regular follow-up and discuss strategies to overcome these barriers.

*Response -  
Received  
6/4/12 -  
for distribution*

Upon graduation from the Partners program participants are added to a graduate listserv. This listserv is used to provide frequent communication with graduates regarding important information and resources, legislative happenings and events, and advocacy opportunities. Graduates also have the opportunity to register on the national Partners in Policymaking graduate listserv to receive similar information provided on a national level. One of the most important follow up activities we ask graduates to participate in is the recruitment of new program participants. Graduates are in the best position to inform possible participants on the value and benefit to participating in the program.

In the past, Pilot Parents has conducted follow-up surveying at 6 and 12 month intervals. Due to the limited response to our follow-up surveying this practice was discontinued. Periodically Pilot Parents staff will initiate phone contact with graduates to inquire on their skill utilization, system change activities and to identify training needs that are not being met within their community. Graduates are instructed to update Pilot Parents on their contact information if and when it changes so that we may maintain follow-up contact.

In the past, Pilot Parents has contracted with an outside independent evaluator to determine if outcome measures are being met. It is our intent to use an independent evaluator for graduate follow-up this program year.

2. Does Pilot Parents track the number of graduates that have or currently serve on various boards/commissions, speak in front of legislators and/or other community stakeholders, or are in leadership positions to promote social and systems change? If not, please discuss barriers to do regular follow-up and discuss strategies to accomplish further outcome measures.

Pilot Parents tracks the number of recent graduates that are currently serving on boards/commissions and the number of times they have communicated with policymakers. This tracking is part of the 3 month graduate follow-up survey.

3. What type of evaluation tool is used to measure the competencies of graduates? Provide an example.

Pilot Parents distributes a session evaluation at the end of each monthly session. This session evaluation measures the participants' topic competencies prior to and after the session. Please see attached example.

Prior to the first program session, participants are asked to complete an initial survey. Upon completion of the Partners program graduates are asked to complete an end survey. These surveys measure each individuals competencies prior to and after participation in the program. Please see the attached surveys.

#### **4. Describe long-term planning and financial sustainability efforts, to support the Partners in Policymaking program.**

The Partners in Policymaking program has received funding support from several organizations. These have included the Arizona Developmental Disabilities Planning Council, state agencies (ex. DDD, ADHS), UCEDDs, the Protection and Advocacy System, ARCs, individual disability organizations (ex. Autism Society of Tucson, Southern Arizona Network for Down syndrome), private foundations and tax credit donations.

Partners in Policymaking has been implemented in 46 states, the Northern Mariana Islands, Netherlands, Virgin Islands and the United Kingdom. Fifty-four percent of Partners programs in the United States receive program funding from their State Council on Developmental Disabilities. The remaining programs are funded through state ARCs, UCEDDs, Protection & Advocacy Systems or Parent Centers.

Pilot Parents will continue to pursue funding resources for Partners in Policymaking from state agencies, disability organizations and private foundations. Over the fifteen years Pilot Parents has run the Arizona Partners program we have managed to consistently piece together funding from several sources. This collaboration has added to the richness, diversity and inclusiveness of the program. Having multiple community stakeholders has enriched Arizona's Partners in Policymaking program. Pilot Parents is currently in negotiations with DDD to provide on-going financial support.

#### **5. Budget Summary and Budget Narrative for the line item Other does not match. Please review and clarify the costs.**

The Partners in Policymaking program budget lists \$45,000 in requested funds from the ADDPC and \$15,000 in required match funding. **This \$60,000 budget total is lower than the actual budget required to complete this project.** In the initial renewal application we listed the line item amount for the total project budget including funds other than ADDPC requested funds and non-federal cash match. For the purpose of this renewal clarification we changed the budget narrative under "Other" to read:

We estimate \$6,500 in expenses in this category. This includes participant hotel, travel and accommodations, as well as, speaker travel costs. We have budgeted \$3,000 for speaker travel and \$3,500 for participant hotel, travel and accommodations. The costs are broken out below.

Speaker Travel: 5 presenters @ \$600	\$3000
Hotel: \$500/mo for 6 months	\$3000
<u>Travel Stipends: \$250/mo for 6 months</u>	<u>\$1500</u>
Total	\$6500

Of this amount we are requesting \$5,000 from the ADDPC and we will use \$1,500 of expenses in this category as non-federal cash match.

Corrected Budget Narrative is attached.

**Partners in Policymaking Year 3 Renewal  
Budget Narrative**

The Partners in Policymaking program budget lists \$45,000 in requested funds from the ADDPC and \$15,000 in required match funding. This \$60,000 budget total is lower than the actual budget required to complete the project. Other funding sources are used to supplement this budget total.

**Personnel/Salaries:**

The project budget includes requested personnel salary for Karen Kelsch, program coordinator. The non-federal cash match (\$11,000) will be used toward the salary expenses of Cheryl McKenzie and Lynn Kallis.

The staff member and hours allocated to the project are noted in the grid below.

Employee	Title	Hourly Rate	Hours/Year	Personnel Cost
Karen Kelsch	Program Coordinator	\$19.23	1300	\$25,000.00
Cheryl McKenzie	Admin Assistant	\$11.54	260	\$ 3,000.40
Lynn Kallis	Exec. Director	\$26.93	260	\$ 7,001.80

**Fringe Benefits:**

Fringe Benefit expenses (11% of salary) include the employer's portion of the Medicare and Social Security withheld from employees salaries for the duration of this contract. These benefits are required by the federal government. Fringe benefits for the three project employees working on this project amount to \$3,960. Of this amount \$2000 is being requested from the ADDPC budget.

**Supplies:**

An expense of \$1,000 in requested funds has been budgeted for office supplies and operating expenses. This includes curriculum materials for individuals to attend the program, printing costs of brochures, copy services, exhibit fees for recruitment events, software and computer repair parts.

**Staff Travel:**

Staff travel expenses are expected to total approximately \$1,500. This includes expenses for recruitment activities and travel to and from each of the six training sessions.

The costs are broken out below.

Staff travel and per diem for recruitment: \$1050

Staff travel for training sessions: \$450

Below is a table of expenses to various communities around the state. These reimbursement rates will be used for participant stipends and for staff travel for recruitment activities.

Location	Mileage estimate (one way)	Reimbursement Rate	Mileage expense per trip
Flagstaff	260	44.5 cents	\$115.70
Yuma	242	44.5 cents	\$107.69
Phoenix	117	44.5 cents	\$52.07
Nogales	74	44.5 cents	\$32.93
Kingman	308	44.5 cents	\$137.06
Page	393	44.5 cents	\$174.86

**Rent or Cost of Space:**

Rental space is being requested at \$2,000 for the 12 months of the project. This includes \$1000 per month for two months office space in the Children’s Clinics for Rehabilitative Services. Non-federal in-kind match of \$1000 will be used towards meeting space for each of the six training sessions.

**Equipment:**

No equipment costs have been budgeted for this 12 month project period.

**Contracted Services:**

This line item included fees for national, state and local speakers for all 6 project sessions. The program coordinator negotiates individual fees with each presenter. Also included are consulting, evaluation and language translation. These services have been budgeted at \$13,000. We are requesting \$6000 of these expenses from the ADDPC and we will use \$1500 of expenses in this category as non-federal cash match.

**Other:**

We estimate \$6,500 in expenses in this category. This includes participant hotel, travel and accommodations, as well as, speaker travel costs. We have budgeted \$3,000 for speaker travel and \$3,500 for participant hotel, travel and accommodations. The costs are broken out below.

Speaker Travel: 5 presenters @ \$600	\$3000
Hotel: \$500/mo for 6 months	\$3000
Travel Stipends: \$250/mo for 6 months	\$1500
<b>Total</b>	<b>\$6500</b>

Of this amount we are requesting \$5,000 from the ADDPC and we will use \$1,500 of expenses in this category as non-federal cash match.

**Indirect Costs:**

PPSA is requesting reimbursement for indirect expenses of \$2,500. The indirect expenses are administrative expenses that will be required to complete the project. Expenses to be billed under requested funds are listed below.

Insurance	\$1,200
Phones & postage	\$800
Accounting	\$500

**Required Match**

Under this contract PPSA is required to provide a 25% match of the total cost of this program budget, or \$15,000.

<u>Non-federal cash match</u>	<u>Amount</u>	<u>Budget Category</u>
	\$11,000	Salary
	\$ 1,500	Contracted Services
	\$ 1,500	Other

<u>Non-federal in-kind match</u>	<u>Amount</u>	<u>Budget Category</u>
	\$ 1,000	Rent/Cost of Space

Match funding will be provided from contracts Pilot Parents has with the Division of Developmental Disabilities.

Partners in Policymaking  
**Session Evaluation**  
November 4-5, 2011  
Session 1 – History & Person Centered Planning

**Prior** to Partners

I felt my knowledge of the **History of the Disability Movement** was:

- Very Limited*     *Limited*     *Average*     *Knowledgeable*     *Highly Knowledgeable*

**After** Session 1

I feel my knowledge of the **History of the Disability Movement** is:

- Very Limited*     *Limited*     *Average*     *Knowledgeable*     *Highly Knowledgeable*

**Prior** to Partners

I felt my knowledge of **Person Centered Planning** was:

- Very Limited*     *Limited*     *Average*     *Knowledgeable*     *Highly Knowledgeable*

**After** Session 1

I feel my knowledge of **Person Centered Planning** is:

- Very Limited*     *Limited*     *Average*     *Knowledgeable*     *Highly Knowledgeable*

Please rate the national speaker **Jerry Adams**

**Quality:**

- Very Poor*     *Poor*     *Fair*     *Good*     *Very Good*

**Content:**

- Very Poor*     *Poor*     *Fair*     *Good*     *Very Good*

**Overall:**

- Very Poor*     *Poor*     *Fair*     *Good*     *Very Good*

**In the presentation, what was the MOST helpful?**

**In the presentation, what was the LEAST helpful?**

**Overall Organization of the session was:**

- Very Poor*       *Poor*       *Fair*       *Good*       *Very Good*

**Overall material provided (handouts, CDs, etc.) were:**

- Very Poor*       *Poor*       *Fair*       *Good*       *Very Good*

What was most helpful to you of all the information given this session?

---

---

---

---

Comments

---

---

---

---

**Partners in Policymaking  
Initial Survey  
2011-12**

**Choose one in each of the following categories:**

**Gender:**       Male       Female

**Ethnicity:**    Caucasian    African American    Asian      Hispanic  
                  Native American    Other

**How did you learn about the Partners program?**

Friend                     Partners Graduate     Meeting/Workshop/Conference  
 Email/Web                 Newsletter             Other (please specify) \_\_\_\_\_

**Are you a person with a disability?**       Yes       No

**If yes, what is the nature of your primary disability?**

Intellectual Disability                     Hearing Disability  
 Physical Disability                         Visual Disability  
 Mental Health Disability                 Other (please specify) \_\_\_\_\_

**Is your family member a person with a disability?**       Yes       No

**If yes, what is the nature of his or her primary disability?**

Intellectual Disability                     Hearing Disability  
 Physical Disability                         Visual Disability  
 Mental Health Disability                 Other (please specify) \_\_\_\_\_

**If yes, please specify the family relationship:**

Son                         Daughter                 Sibling       Grandchild  
 Other (please specify) \_\_\_\_\_

**What is the age of your family member with the disability?** \_\_\_\_\_ years

**What is your definition of *advocacy*?**

**In your opinion, who will benefit the *most* because of your participation in the Partners program? (Only check one)**

- Myself             My family             My family member with a disability  
 Society             My community       Others with disabilities

**At the present time, I am: (check any that apply)**

- Not a member of any organizations  
 An inactive member of one or more organizations  
 An active member of one organization or more  
 A leader in organizations at local level  
 A leader in organizations at state level  
 A leader in organizations at the national level

**Please list the organizations (relating to disabilities) in which you participate:**

1. \_\_\_\_\_ Role \_\_\_\_\_  
2. \_\_\_\_\_ Role \_\_\_\_\_  
3. \_\_\_\_\_ Role \_\_\_\_\_  
4. \_\_\_\_\_ Role \_\_\_\_\_

**Please check the number of years that you have been involved with advocacy at each of the three levels:**

	None	1-3 years	4-5 years	6-8 years	Over 8 years
National level					
State level					
Local level					

**During the last six months what other opportunities have you had to advocate for (a) yourself, (b) other persons with disabilities, or (c) to educate others about the rights or needs of persons with disabilities? (Check all that apply)**

- Testified at a public hearing Estimated number =
- Presented to parent/self-advocacy group Estimated number =
- Presented at a conference Estimated number =
- Served on a committee or task force Estimated number =
- Appeared for media event/interview Estimated number =
- Wrote newspaper articles/letters Estimated number =
- Other \_\_\_\_\_ Estimated number =

**Do you believe you are an effective advocate?**  Yes  No

**Do you have current advocacy related needs that are unmet?**  Yes  No

**To what degree do the following make advocacy difficult for you?**

	<b>A Little Difficult</b>			<b>Very Difficult</b>	
Not enough time	1	2	3	4	5
Distance from home	1	2	3	4	5
Access to transportation	1	2	3	4	5
Health of self or family member(s)	1	2	3	4	5
Family Responsibilities	1	2	3	4	5
Job Responsibilities	1	2	3	4	5
Lack of hope	1	2	3	4	5
Lack of knowledge about what to do	1	2	3	4	5
Expense involved	1	2	3	4	5
Access to child care/respice care	1	2	3	4	5
Other _____	1	2	3	4	5



**Rate your knowledge level in the following areas:**

	<b>Little knowledge</b>			<b>More knowledge</b>	
Legislation (e.g., ADA, IDEA)	1	2	3	4	5
Legislative process	1	2	3	4	5
Group leadership	1	2	3	4	5
Service/support system and resources	1	2	3	4	5
People first language	1	2	3	4	5
Assistive technology	1	2	3	4	5
History of attitudes toward people with disabilities	1	2	3	4	5
Strategies to make changes	1	2	3	4	5
Customized employment	1	2	3	4	5
Supported Living	1	2	3	4	5
Inclusive education	1	2	3	4	5
Community inclusion	1	2	3	4	5
Self determination	1	2	3	4	5
Transition to adulthood	1	2	3	4	5

**Rate your skill level in the following areas?**

	<b>Few skills</b>			<b>More skills</b>	
Making presentations	1	2	3	4	5
Writing letters	1	2	3	4	5
Organizing a group	1	2	3	4	5
Conducting a meeting	1	2	3	4	5
Public speaking	1	2	3	4	5
Expressing opinions	1	2	3	4	5
Problem-solving	1	2	3	4	5
Gathering information	1	2	3	4	5
Contacting legislators	1	2	3	4	5
Using the media	1	2	3	4	5

Comments:

**Partners in Policymaking  
End Survey  
2011-12**

**Please evaluate your advocacy skills, for yourself or for a family member with a disability, while in the Partners program.**

- I have not learned advocacy skills
- My advocacy skills have slightly increased in some areas
- My advocacy skills have strongly increased in most areas
- My advocacy skills have significantly increased all the way around

**While participating in the Partners program, were you able to advocate for appropriate services for yourself or family member with a disability with the information given?**

- Yes, most of the time
- Yes, some of the time
- No, have not been able to advocate for appropriate services

**Have you been able to receive appropriate services as a result of the skills and information learned during the Partners program?**

- Definitely, yes
- Yes, somewhat
- Probably not
- Definitely, not

**The Partners in Policymaking training program has improved my skills and knowledge in advocacy work:**

- Strongly Agree     Agree     Neutral     Disagree     Strongly Disagree

**To what degree do the following make advocacy difficult for you?**

	A Little Difficult			Very Difficult	
Not enough time	1	2	3	4	5
Distance from home	1	2	3	4	5
Access to transportation	1	2	3	4	5
Health of self or family member(s)	1	2	3	4	5
Family Responsibilities	1	2	3	4	5
Job Responsibilities	1	2	3	4	5
Lack of hope	1	2	3	4	5
Lack of knowledge about what to do	1	2	3	4	5
Expense involved	1	2	3	4	5
Access to child care/respite care	1	2	3	4	5
Other _____	1	2	3	4	5

**What did you gain from the Partners program? (Check all that apply)**

- Knowledge about disability rights/legislation
- Knowledge of more and/or better quality services for **my family member**
- Knowledge of more and/or better quality services for **me**
- Knowledge of more and/or better quality services for **others**
- Being part of a group of people who have similar concerns
- Skills related to advocacy for others
- Skills related to self-advocacy
- Knowledge of resources
- Increased coping skills
- Better family functioning
- Increased feeling of independence
- Increased self-confidence
- Other, please describe \_\_\_\_\_

**At the present time, I am: (check any that apply)**

- Not a member of any organizations
- An inactive member of one or more organizations
- An active member of one organization or more
- A leader in organizations at local level
- A leader in organizations at state level

**Please list the organizations (relating to disabilities) in which you participate:**

1. \_\_\_\_\_ Role \_\_\_\_\_
2. \_\_\_\_\_ Role \_\_\_\_\_
3. \_\_\_\_\_ Role \_\_\_\_\_
4. \_\_\_\_\_ Role \_\_\_\_\_

**Rate your knowledge level in the following areas:**

	Little knowledge		More knowledge		
Legislation (e.g., ADA, IDEA)	1	2	3	4	5
Legislative process	1	2	3	4	5
Group leadership	1	2	3	4	5
Service/support system and resources	1	2	3	4	5
People first language	1	2	3	4	5
Assistive technology	1	2	3	4	5
History of attitudes toward people with disabilities	1	2	3	4	5
Strategies to make changes	1	2	3	4	5
Customized employment	1	2	3	4	5
Supported Living	1	2	3	4	5
Inclusive education	1	2	3	4	5
Community inclusion	1	2	3	4	5
Self determination	1	2	3	4	5

**Please rate your access to services and supports:**

	Do not agree			Agree		Circle
	1	2	3	4	5	
a. There are many services and supports related to <u>my</u> disability that are needed, but I am not able to obtain them						Does Not Apply
b. There are many services and supports related to <u>my family member's</u> disability that are needed, but I am not able to obtain them						Does Not Apply
c. There are many services and supports related to <u>other</u> people's disability that are needed, but I am not able to obtain them						Does Not Apply
	Not satisfied			Very satisfied		Circle
	1	2	3	4	5	
d. To what degree are you satisfied with the services and supports you receive						Does Not Apply
e. To what degree are you satisfied with the services your family member(s) receives						Does Not Apply
f. To what degree are you satisfied with the services you helped obtain for other people with disabilities						Does Not Apply

**If you had it to do over again, would you participate in the Partners training?**

- Yes       No       Maybe

Please rate the Coordinator **Karen Kelsch**

**Organization:** (binders, CDs, flow, etc.)

*Very Poor*       *Poor*       *Fair*       *Good*       *Very Good*

**Content:** (binders, CDs, speakers, etc.)

*Very Poor*       *Poor*       *Fair*       *Good*       *Very Good*

**Overall:**

*Very Poor*       *Poor*       *Fair*       *Good*       *Very Good*

Most Helpful? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Least Helpful? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please list suggestions for sessions, speakers, accommodations, curriculum, etc. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**My favorite session topic was (please circle):**

Inclusive Education/IEPs	History of Disability Issues	Person Centered Planning
State Agency Panel	Public Policy	Community Development
Capitol Tour	Employment & Housing	Assistive Technology
Secondary Transition	Guardianship/Special Needs Trusts	

**My favorite speaker was (please circle):**

Jerry Adams	Kathie Snow		
Tim Schmaltz	Mark Homan	Jill McCullom	Rep. J.D. Mesnard
Jane Larrabee	Jeff Strully	Lorrie Sheehy	Matthew Press

**Thanks for taking the time to thoughtfully fill out this survey!**