ORIGINAL

Comprehensive Education Projects to Promote Self-Advocacy & Information

ADDPC-FFY14-GP-00

Submitted by,

Lynn Kallis
Executive Director
Pilot Parents of Southern Arizona
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ARIZONA
DEVELOPMENTAL
DISABILITIES
PLANNING COUNCIL℠

September 26, 2014

Lynn Kallis
Pilot Parents of Southern Arizona
2600 North Wyatt Drive
Tucson, AZ 85712-6106

Subject: Proposal in response to RFGA ADDPC-FFY14-GP-00
Comprehensive Education Projects to Promote Self-Advocacy and Information

Dear Ms. Kallis,

All applications received under RFGA ADDPC-FFY14-GP-00 have been reviewed and your application is considered to be susceptible for an award pending further clarification. Please provide a written response to the following question to me, via email, by 3:00 P.M., Thursday, October 2, 2014.

1. Clarify how this proposed project is different from what has been previously funded by the ADDPC, specifically addressing which of the following areas is an enhancement, as stated in the RFGA Scope of Work, Part 1.
2. What other funding sources has PPSA collaborated with to seek funding for the Partners program?
3. Clarify further what is and the purpose is of Action Group.
4. How many new recruitments will be accepted into the Partners Program and clarify where the monthly training will take place. Ensure this match with the budget, especially the Travel budget line item.
5. How many Partner graduates will be going to the TASH Conference, and clarify how attending an out of state conference is beneficial to the proposed project and participants – how will this translate to the current class that will be in the Partners program.
6. Budget. Please review the list of budget areas and resubmit a revised budget summary and narrative for requested dollars and match.
    a. Move all requested dollars from Indirect to Direct Costs. Unless the PPSA has a Cost Allocation Plan, Indirect Costs are unallowable.
    b. In-Kind Match for budget line items Supplies, Travel and Rent is not clear if these are in-kind donation or Cash Match from other sources (like DES dollars). Verify if these are actual in-kind or cash for Match.
    c. What assurance does PPSA have that funding from DES/DDD is state dollars and not federal dollars? Provide source documentation.

d. Travel line item of $30,000. Provide as much detail on how this amount was arrived, based on the expected number of participants in the program and where the training will take place.
   i. How many hotel rooms are budgeted
   ii. How much will be set aside for respite/attendant care
   iii. How many for meal stipend and catering
   iv. Costs for speaker travel is for what specific costs
   v. Mileage travel for recruitment of participants – who and where, and how many trips are expected
   vi. Tash Conference Travel for previous graduates – provide detail on what travel expenses will be incurred and for how many, and location
   vii. Clarify if PPSA does or does not sufficient funds to meet obligations on time under the contract while awaiting reimbursement.

The Evaluation Committee will review your responses and further consider your application. If you have any questions, don't hesitate to contact me at (602) 542-8976 or by email at mcrane@azdes.gov

Sincerely,

Marcella Crane
Contracts Manager

Pilot Parents of Southern Arizona
Proposal Clarification for
RFGA ADDPC-FFY14-GP-00

1. Clarify how this proposed project is different from what has been previously funded by ADDPC, specifically addressing which of the following areas is an enhancement, as state in RFGA Scope of Work, Part 1.

   The AZ Partners in Leadership program differs from the previously ADDPC funded Partners in Policymaking program in area #2. The new program has a clearly defined and new focus on leadership.
   The Partners in Policymaking program provided multiple training sessions where participants acquired content knowledge on a number of topics. With this acquired knowledge the participants became empowered and returned to their various communities ready to make a difference. One outcome of the previous program was that graduates were to hold leadership positions within their communities. But the program did not discuss leadership, leadership skills or do activities to increase the participant's abilities to be a leader. It was left to the individual graduate to decide how to move forward with their new knowledge and empowerment.
   The new AZ Partners in Leadership program will continue to provide content knowledge on numerous topics related to individuals with developmental disabilities. In addition the program will implement training on leadership. A portion of each weekend session will be spent exclusively on leadership development. This will include concepts of leadership, leadership activities, self-assessment, etc. We will be actively developing leadership skills in program participants.

2. What other funding sources has PPSA collaborated with to seek funding for the Partners program?

   Over the years Pilot Parents has solicited Partners program funding from numerous entities. These have included: AzEIP, NAU-Institute on Human Development, Sonoran UCEDD, Arc of Arizona, Arc of Tucson, Southern Arizona Network for Down Syndrome, Autism Society of Greater Tucson, Sharing Down Syndrome, Division of Behavioral Health Services, Arizona Center for Disability Law, Community Partnership of Southern Arizona, Cenpatico, NARBHA, Office for Children with Special Health Care Needs, Statewide Independent Living Center, SARRC, Arizona Department of Education, Tucson Alliance for Autism, CPES, Gaitway, Kieckhefer Foundation, Margaret T. Morris Foundation, United Cerebral Palsy, Marshall Foundation and Tucson Foundations.

3. Clarify further what is the purpose of Action Groups.

   The purpose of Action Groups is to teach participants how to work with a diverse group of individuals to accomplish a goal or outcome. After graduating from the program there is an expectation that participants will go back to their communities and become involved on various committees and boards. Action Groups provide a safe environment where participants can learn and practice group processes. These include: group dynamics, how to negotiation with other group members, how to resolve conflicts within the group, how to build consensus, how to share the work load, etc. After the program, graduates can return to their communities with the skills and the real life experience needed to work with others to accomplish a common goal or outcome.

4. How many recruits will be accepted into the Partners Program and clarify where the monthly training will take place?

   Pilot Parents anticipates accepting between 20 – 30 program participants. This number is dependent upon the applicant pool and the extent of participant accommodations needed.

   Most monthly training session will take place at the Drury Inn & Suites, located at 3333 E. University Drive in Phoenix. One day of training will take place at the Arizona State Capitol building, located at 1700 W. Washington Street in Phoenix.

5. How many Partners graduates will be going to the TASH Conference, and clarify how attending an out of state conference is beneficial to the proposed project and participants – how will this translate to the current class that will be in the Partners program.

   Three graduates from the "Building Buddies" Action Group will be attending the TASH conference. This Action Group submitted a break out session proposal for the national conference. Only one of every six proposal was selected to present. By attending and presenting at the TASH conference this group will be able to share their Action Group project with a national audience. The resource they created will have the opportunity to be shared with others throughout the United States. This group will be able to demonstrate that a small group of individuals can make substantive and lasting impact within their communities and throughout their state. This group will be an example of what Arizona is doing to not only empower but include individuals with developmental disabilities and their family members.

   The "Building Buddies" Action Group will present to this year's class. The presentation will take place before participants begin working in their Action Groups. This will help set up expectations for the new groups and give an example of what can be done. The

presentation will include: how the group determined what their project would be; what they wish they had known; obstacles to be aware of; how they worked through conflicts; their finished project; and their experience presenting at the TASH Conference.

6. a. All indirect costs were moved to direct costs. Please see attached budget sheet.

   b. All match for this grant is Cash Match

   c. Please see the attached source documentation

   d. i. Hotel costs are based upon 18 rooms
   Dec – Feb the room rate is $75 + tax
   Mar – May the room rate is $95 + tax

   ii. $1,500 is set aside for attendant care & respite (please note this is dependent upon the needs of the participants, which have not been selected)

   iii. This amount is based upon providing Friday & Saturday lunches for each participant (# of participants to be determined: estimating 20 – 30), the speaker, and PPSA staff in attendance.
   Meal stipends of $10/pp are provided for participants and PPSA staff in attendance for Friday lunch at the Capitol.
   This line item includes a restaurant dinner for participants and PPSA staff in attendance Friday evening after the day at the Capitol (typically held at the Old Spaghetti Factory).
   Included in this line item are expenses for soda, bottled water and snacks during the Friday & Saturday training sessions at the Drury Inn & Suites.
   Also, included in this line item is graduation cake for the last Saturday session after the program graduation.
   *Please note that The Drury Inn & Suites includes dinner and breakfast with each individual's stay. This allows PPSA to spend less on meals than in previous years and is one reason this hotel was chosen.

   iv. Speaker travel includes air fare, rental car, or mileage reimbursement, hotel and per diem for non-local presenters. The amount varies greatly from presenter to presenter due to their locations around the US. Presenters that travel in-state and are not employees of the State of Arizona receive mileage reimbursement at the Arizona state rate of .445 cents per mile.

   v. The Program Director or Program Coordinator attend various community events around the state for recruitment purposes. We also utilize volunteers that reside in event areas to publicize the program. Event attendance is limited to events

taking place within the recruitment period prior to the first session start date. Event attendance is also limited to events that have a high likelihood of recruitment for the program. These events are not predetermined. As Pilot Parents receives notification of events we determine if the event meets the above criteria.

vi. The 2014 TASH Conference is being held at the Renaissance Downtown Hotel in Washington, DC. The conference begins on December 3rd and ends on December 5th. Three Action Group members are planning to attend. Projected travel expenses are listed below.

Registration fee	$294.00	x 3 people	=	$ 882.00
Airfare	$400.00	x 3 people	=	$1200.00
Hotel	$193.51/rm (2 rooms @ 4 nights)		=	$1548.00
Airport Shuttle	$28.00	x 3 people	=	$ 84.00
Meals	$59.00/day x 3 people @ 4 days		=	$ 708.00
Misc. (baggage check, airport parking, etc)			=	$ 178.00
Total			=	$4600.00

vii. Pilot Parents has sufficient funds to meet obligations on time under the contract while awaiting reimbursement.

Lynn Kallis

From: Fidel, Nicolette, G <NFidel@azdes.gov>
Sent: Thursday, October 02, 2014 11:19 AM
To: 'lynn@pilotparents.org'
Cc: Fidel, Nicolette, G
Subject: Pilot Parents Funding

Good morning Lynn,

This is to verify that Pilot Parents of Southern Arizona does not receive *direct* federal dollars from DDD. Payments are made by a combination of state general fund and what the system calls "other" dollars. These other dollars correspond to the combination of general fund matched with Title XIX money received from AHCCCS for ALTCS. Technically, a portion of the payment did come from a federal source, but the Arizona recognizes the total as "other" dollars once that money leaves AHCCCS.

I hope this information is helpful to you. Please feel free to contact us with questions.

Nicolette Fidel, Assistant Contracts Manager
Department of Economic Security, Division of Developmental Disabilities
Business Operations
nfidel@azdes.gov
602-290-6629

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Budget Request Form

Contractor Name: Pilot Parents of Southern Arizona

Contractor Address: 2600 N. Wyatt Drive (Street Address) Tucson (City) AZ (State) 85712 (Zip)

Project Name: AZ Partners in Leadership

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	50,000	18,519		68,519
Fringe Benefits	6,900	2,364		9,264
Supplies / Operating Expenses	6,896	5,032		11,928
Travel	30,000	7,875		37,875
Rent or Cost of Space	3,748	1,874		5,622
Contracted Services / Professional Services	9,450	-	-	9,450
Administrative / Indirect Costs		-		-
Total Costs	106,995	35,664	-	142,659

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

Additional description and background information shall be included as a budget narrative, including for match. The contractor agrees to submit additional background information to the ADDPC upon request.

Lynn Kallis
Name of Certifying Official

Executive Director
Title of Certifying Official

(520) 324-3150
Phone

Lynn@pilotparents.org
Email

AZ Partners in Leadership
Budget Narrative (Revised 10/2/2014)

The AZ Partners in Leadership program budget lists $106,994.25 in requested funds from the ADDPC and $35,664.75 in required match funding.

Personnel/Salaries:
The project budget includes personnel salary for Karen Kelsch, Program Director, Marianne Scott, Program Coordinator, Cheryl McKenzie, Support Staff and Lynn Kallis, Executive Director.

Employee	Title	Hourly Rate	Hours/ Year	Salary	***ADDPC Request***
Karen Kelsch	Program Director	$23.86	1,404	$33,500	***$33,500.00***
Marianne Scott	Program Coordinator	$12.50	624	$7,800	***$7,800.00***
Cheryl McKenzie	Support Staff	$15.15	270	$4090.50	***$4090.50***
Lynn Kallis	Executive Director	$29.93	915	$27,385.95	***$4609.50***

PPSA is requesting $50,000 for the personnel/salary line item from the ADDPC for this project.
$18,519 of Lynn Kallis's salary will be used as non-federal cash match in this category.

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 four project employees working on this project amount to approximately $5,500. An additional $1400 is being requested from this category toward the Program Director's health insurance costs. The total fringe benefit request from ADDPC is $6900.

Supplies/Operating Expenses:
PPSA is requesting ADDPC funding in the amount of $6896.00 for this line item. This amount includes fingerprint clearance card fees for Marianne Scott, program coordinator, in the amount of $67, insurance fees in the amount of $4661, phone service in the amount of $1516 and postage in the amount of $480.25. The remaining $172 in this line item will be towards supplies which include: copy paper, 3-ring binders, CDs, CD labels and envelopes, easel paper, toner/ink for printers, 8-tab binder dividers, graduation certificates and certificate holders, participant name tags, notepaper, pens and highlighters, and printing expenses.

PPSA will provide $3032 in non-federal cash match for this budget line.

Travel:
Based on previous program experience PPSA estimates $37,875 in expenses in this category. This includes meeting space, participant hotel, travel and accommodations, speaker travel costs, Action Group Mentor stipends, staff travel for recruitment and training sessions, catering and meal stipends. This also includes expenses for 3 members of one of the 2014 Action Groups to travel and present at the national TASH conference in December. Of this amount PPSA requests $30,000 from the ADDPC for these expenses. $7875 of travel expenses will be used as non-federal cash match.

Speaker Travel: 6 presenters	$4,000
Hotel: $1666.67/mo for 6 months	$10,000
Meeting Space $200/mo for 6 months	$1,200
Travel Stipends: $800/mo for 6 months	$4,800
Attendant Care & Respite	$1,500
Meal Stipends and Catering	$8,000
Staff travel for recruitment	$1,000
Staff travel for training sessions	$1,000
Action Group Mentor stipends $250 x 6	$1,500
Action Group TASH Conference	$4,600
Selection Committee travel	$275
Total	$37,875

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:
PPSA is requesting $3748.32 for rent or cost of space from ADDPC Funds. This amount consists of four months of PPSA office space ($859.18/mo) and storage rental ($77.90/mo). Office space is subleased from the Children's Clinics at the rental rate of $1.19 per square foot for 722 square feet. Storage space is rented at Ft. Lowell Storage. The yearly cost of space is divided among PPSA's three major programs resulting in each program covering costs for 1/3 (4 months) of the year.

An additional 2 months of office space and storage rental ($1874.16) will be used as non-federal cash match.

Contracted Services:
This line item includes fees for national, state and local speakers for all 6 project sessions budgeted at $8,000. The program coordinator negotiates individual fees with each presenter. This line item also includes $750 for accounting fees and $700 for computer maintenance. We are requesting $9,450 from the ADDPC in this line item.

Indirect Costs:
Pilot Parents is not requesting ADDPC funds in this line item.

Required Match
Under this contract PPSA is required to provide a 25% match of the total cost of this program budget, or $33,998.25.

Budget Category	Match Amount	
Personnel/Salary	$18,519.59	Salary for Lynn Kallis
Fringe Benefits	$2,364.00	Health Insurance Expenses for Lynn Kallis
Supplies/Operating	$5,032.00	Supplies, printing, insurance, phones, postage
Travel	$7,875.00	Participant, Staff & Mentor Travel
Rent/Cost of Space	$1,874.16	2 months office space & storage rental
Total	$35,664.75	

Non-federal cash match funding will be provided from contracts Pilot Parents has with the Division of Developmental Disabilities.

Executive Summary

Pilot Parents of Southern Arizona respectfully submits this application to request funding through RFGA application number FFY14-GP-00, Comprehensive Education Projects to Promote Self-Advocacy & Information.

Pilot Parents of Southern Arizona has a long standing record of support and education for families of children and young self-advocates living with developmental disabilities or other special needs who are residing throughout Southern Arizona.

One of the programs that we are most proud of is the Partners in Policymaking program. This is a statewide advocacy and leadership program for parents of children with special needs and young adult self-advocates. We recently completed the seventeenth session of this program utilizing the national model. To date we have graduated over 350 individuals from across the state. After careful consideration and substantial consultation with the Institute on Disabilities at the University of New Hampshire, Pilot Parents is expanding and enhancing this program. The program will now be called AZ Partners in Leadership. This name change represents our enhanced focus on creating leaders skilled in collaboration, negotiation skills, conflict resolution, consensus building and group dynamics/processes. AZ Partners in Leadership will not only give participants the knowledge and empowerment of the previous program but the leadership skills to return to their communities and positively impact the lives of individuals with developmental disabilities.

An additional program enhancement is the implementation of Action Groups. Each participant will work in a small group setting over the course of the program to learn how to work as members of a diverse group to influence a public issue through collective action. Program graduates will be utilized and given the opportunity to practice leadership skills as they facilitate Action Group meetings and mentor current program participants.

AZ Partners in Leadership will run one weekend per month for six consecutive months. Our curriculum is vast and includes topics such as: the history of the disability movement; how to become involved in the issues that affect people with disabilities; local, state, and federal legislative processes and current legislative issues; community grassroots organizing; inclusive education; self-determination; person centered planning; assistive technology; leadership development; conflict resolution; collaboration; consensus building. We utilize speakers that are local, state and national experts in these fields who can provide both history and cutting edge information and best practices about these curriculum topics.

Collaboration with state agencies, disability organizations, and community members has been vital to the success of this program. Pilot Parents will continue to work with existing partners such as DDD, ADE, the UCEDDs, AzEIP, Arizona Center for Disability Law, and many other stakeholders to strengthen and empower advocacy efforts throughout the state.

Key staffing for the AZ Partners in Leadership program consists of two program graduates. The program director and coordinator have over 10 years combined experience in implementing this program.

We believe the AZ Partners in Leadership program supports the ADDPC's goal of self-advocacy and empowerment through information, as contained in the 2012-2016 Five Year Plan under objectives 1 and 3. Pilot Parents requests $106,995.00 from the ADDPC for the AZ Partners in Leadership program.

Methodology

The AZ Partners in Leadership program will meet the ADDPC goals of Self Advocacy and Empowerment by addressing the first and third objective of the 2012-2016 Five Year Plan. The program will enhance the leadership capacity of self-advocates and increase their involvement in civic and leadership activities by teaching leadership skills and providing opportunities to practice these skills in a safe environment where they can increase their leadership capacity and self-confidence. The AZ Partners in Leadership program will also provide reliable information on a variety of topics that are important to person with developmental disabilities, their families and persons who support them.

TASKS

Applicants shall detail proposed activities that are evidence based and/or a best practice model, targeting self-advocates, family members, and/or stakeholders in the community seeking to increase/improve their knowledge and skills in advocacy efforts, or to increase/improve their knowledge and skills on topics that are of importance to the developmental disability community.

Training 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 will be covered: History – historical perspective of services for people; 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 public officials 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 congregational 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; Group Dynamics – how to collaborate, team decision making, conflict resolution, negotiation techniques and reaching consensus; Leadership – styles, what is good leadership, and the role of the leader.

The AZ Partners in Leadership program is based upon the Partners in Policymaking national model developed by the Minnesota Governor's Council on Developmental Disabilities. The success of this model has been documented for more than 25 years. The quality principles and curriculum have been formulated from a variety of disciplines. The results have been tested and successful outcomes documented. By replicating the national model AZ Partners in Leadership is able to maintain the highest standards and graduate the most competent Partners. The national model has a core set of principles about process, approach, and outcomes. 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 practice and is 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. Pilot Parents has successfully coordinated a program based upon the national model for 17 years.

The AZ Partners in Leadership program consists of six 2-day training sessions. Sessions begin on Friday mornings and end on Saturday afternoons. Sessions are held at a Phoenix area hotel with adequate meeting space and overnight accommodations. Meeting space is arranged in a manner that allows participants the opportunity to move freely and engage in hands-on activities and group work. Each session is divided into three components; leadership development, acquiring content knowledge, and working within a small group to influence a public issue through collective action. Outside of class time participants engage in supplementary study to complete homework assignments which include personal contact with local, state and national policymakers, readings, attendance at community meetings and site visits of disability programs. At the beginning of the first session, participants are given a three ring binder to organize each session's agenda, presenter handouts and supplemental materials.

Last year Pilot Parents began implementing changes to the program. The most significant change or program enhancement was to institute Action Groups. Each participant was required to work in a small group setting over the course of the program to learn how to work as a member of a diverse group to influence a public issue through collective action. This process provides practical experience that can be taken back to the participant's community as they participate in various boards, committees, task forces, etc. The process also gives the individual participant the self-confidence to be an active, informed member of a group. This will be the first year that Pilot Parents will be utilizing program graduates to mentor current participants within the program. Mentoring provides graduates the opportunity to practice and increase the leadership skills they developed while attending the program.

Pilot Parents will be sending an Action Group from last year's class to present a breakout session at the national TASH conference. This Action Group created an on-line took kit designed to help kids with disabilities develop friendships. Their conference proposal was one of a 100 out of 600 selected to participate in the conference. These program graduates will get the opportunity to share their acquired leadership skills with a national audience.

Applicants shall have the ability and capacity to target areas of the state that normally are not represented. Various outreach methods shall be described with emphasis on reaching underserved/unserved populations.

AZ Partners in Leadership is a state-wide program. As such, participants are selected from around the state to create a diverse participant cohort. We consider diversity of ethnicity, disabilities, age, gender and geographic area. Emphasis is given to under-represented populations.

The Program Director and Coordinator email individuals, state agencies, disability organizations including those in remote locations throughout the state for recruitment. Personal phone contacts are made with organization directors to request assistance in recruitment activities. Many community partners assist in this process by posting information on their websites, within their agency newsletters and listserves. Pilot Parents staff attend local and state-wide events where they are given the opportunity to speak about the Partners program and/or have booths at various events where they can meet with individuals face to face. A nomination process was recently

implemented to procure recommendations from professionals that have identified self-advocates or family members that they view as good candidates for the program. Pilot Parents relies heavily on program graduates to locate applicants within their communities. There are over 350 graduates residing as far North as Page, East as San Simon, West as Yuma and South on the border in Nogales. Through comprehensive and targeted recruitment efforts, last year the program had three participants from the Hopi tribe located in the Northeastern part of the state. Upon reaching the application deadline a selection committee of program graduates is created by the Program Director and Coordinator. This committee is tasked with selecting a diverse and committed group of individuals. The Partners selection process applies a higher point value for applicants that are underserved and under-represented with emphasis on ethnic minorities and rural communities.

Applicant shall develop and implement activities that are culturally, linguistically responsive, age appropriate and sensitive to the persons they will serve.

As a diverse cohort is selected, the Program Director has the responsibility of ensuring that program activities are culturally appropriate. This involves conversing with individual participants to more fully understand any accommodations that are necessary to ensure full inclusion in all program activities. The program is linguistically responsive and has provided language translations services. Sign language interpreters have also been utilized in previous sessions. The Program Coordinator displays sensitivity to all individuals as each session is facilitated. During the first program session, the Coordinator reviews the programs 'Critical Values' relating to the inherent worth of people with disabilities. These values are the underlying thread woven throughout every aspect of the program. Partners is all about how to achieve a vision which respects the values listed below.

Value #1: People with disabilities are **people first.** They are not "the handicapped" or "the disabled." Using People First Language is a must – no labels!

Value #2: People with disabilities need **real friendships,** not just relationships with paid staff.

Value #3: People with disabilities are entitled to the full meaning of the right to free speech. The ability to **communicate,** in whatever form, must be available to every person with a disability.

Value #4: People with disabilities must be able to enjoy full **mobility and accessibility** that allows active participation in community life.

Value #5: People with disabilities must be assured **continuity** in their lives through families and neighborhood connections.

Value #6: People with disabilities must be treated with **respect and dignity.**

Value #7: People with disabilities must have the **freedom to choose** how they want to live their lives and receive the support they need.

Value #8: People with disabilities must be able to **exercise choice and control** in all areas of their lives.

Value #9: People with disabilities must be able to live in **homes** of their choice and choose the supports they need.

Value #10: People with disabilities must be able to enjoy the benefits of true **productivity** through employment and/or **contributions** as members of their communities.

Applicants shall have the ability to partner with other community stakeholders that will support the ADDPC objectives. Applicants must describe these partnerships and how they will support the proposed project.

Pilot Parents believes partnering with community stakeholders is the key to the Partners program success. With strong financial support from the Division of Developmental Disabilities, Pilot Parents is able to provide the needed match for ADDPC requested funds. In turn, DDD frequently requests and receives assistance from Pilot Parents for program graduates to participate in additional DDD funded activities, such as the Core Indicator Project.
Without the partnership of community stakeholders, recruitment efforts would be substantially more challenging. These stakeholders assist in disseminating program and recruitment information, identifying desirable applicants and nominating potential participants. Stakeholders assisting with recruitment range from large state agencies such as the Arizona Department of Education: Exceptional Student Services and AzEIP down to large non-profits like Raising Special Kids and to smaller local disability specific organizations such as the ARC of Tucson, Sharing Down syndrome, independent living centers, etc. Each of these partner relationships is valuable to the AZ Partners in Leadership program.
Many of these same community stakeholders provide trained and experienced speakers for various session training topics. For example, the Institute on Human Development at Northern Arizona University employs a leading expert on Positive Behavior Supports whom has shared his knowledge and expertise with program participants. The program utilizes current and past legislative representatives from the House and Senate while teaching the competencies of meeting with and influencing public officials. This is but a small sampling of the many community stakeholders that partner with Pilot Parents to create a successful Partners program.

Applicants shall describe how the chosen strategies and implemented activities are part of an ongoing and comprehensive program for participants for the duration of the contract period.

Training
As noted previously, training is the primary strategy employed by the AZ Partners in Leadership program. Training topics and speakers are selected to assure that the national model's core competencies are achieved. Upon graduation, Arizona Partners will be able to:

- Describe the history of services for, and the perceptions of, people with developmental disabilities.
- Describe significant contributions of the parents' movement.
- Describe the history of the self-advocacy and independent living movements.
- Describe the benefits and values supporting inclusion and quality education for students with and without disabilities.
- Outline specific strategies to achieve inclusion and quality education.
- Demonstrate knowledge of the service coordination system and what services may be available.
- Describe the importance of futures planning and self-determination for people with developmental disabilities.
- Understand the principles of choice and control of resources in futures planning.
- Understand the reasons for and the importance of proper positioning techniques for people with disabilities.
- Describe state-of-the-art technologies for people with severe disabilities.
- Describe the importance of supported, competitive employment opportunities.

- Understand that a flexible, responsive system of supports for the families of children with disabilities is the corner stone for a true system of community supports for people with developmental disabilities.
- Understand the need for all individuals to experience changes in lifestyle across the life span.
- Know/understand the importance of home ownership/control as one of the defining characteristics of adult life in our culture.
- Understand the basic principles and strategies being used to support people with developmental disabilities in their own homes across the life span.
- Understand how a bill becomes a law at the state and federal levels.
- Identify critical federal issues and the process by which they can personally address their concerns.
- Demonstrate successful techniques for advocating for services to meet the needs of unserved and underserved individuals.
- Draft and deliver testimony for legislative hearings.
- Learn how to meet a public official and discuss issues.
- Identify strategies for beginning and sustaining grassroots level organizing.
- Understand the role of when and how to use the media to effectively promote their issues.
- Demonstrate proper procedures for conducting a meeting.
- Gain a basic understanding of parliamentary procedure and serving on boards.

In addition to classroom training the Partners program completes training at the Arizona State Capitol. At the Capitol, participants learn how to navigate the Arizona Legislative Information System used to track bill progress and hear firsthand from elected officials.

Outreach through various methods
To recruit program participants Pilot Parents completes outreach through various methods. Methods include email contact, phone contact, face to face interactions, conference presentations, booths at events and media releases. The most successful outreach method is utilizing program graduates to find potential program candidates within their own communities. As graduates share their experiences, the program's impact on their lives and their visions for the future, potential applicants desire to have similar experiences.

Interagency collaboration and coordination
Without interagency collaboration and coordination the AZ Partners in Leadership program would not exist. Collaboration with state agencies, large disability organizations and small disability specific non-profits is essential to recruiting throughout the state. Once training begins Pilot Parents coordinates with these partner agencies to provide local experts on disability specific subject matter.

Barrier Elimination
Through generous funding support Pilot Parents is able to eliminate barriers to participation. Program participants are given travel stipends to alleviate the travel expense of attending the program from distant and/or remote areas of the state. Car pools are arranged to assist with transportation challenges. The program is able to provide accessible hotel rooms for participants needing this accommodation. When attendant care is used to participate in the program, Pilot

Parents provides meals and overnight accommodations for the attendant as well as the participant. Language translation services are provided as needed to eliminate language barriers that could prohibit participation.

Coalition development, citizen participation, and civic engagement
AZ Partners in Leadership teaches participants about coalition development, citizen participation, and civic engagement. An international expert on grassroots organizing spends a full day with program participants defining coalition development, what is needed to take action and recognizing factors that create success. The focus of the AZ Partners in Leadership program is citizen participation and civic engagement. The program creates partnerships between people who need and use services for disabilities and those who make public policy. Participants are taught to be community leaders, and to affect systems and policy change at the local, state, and national levels. Through Action Groups program participants are given the opportunity to influence a public issue through collective action.

Inform policymakers and stakeholders
The purpose of the program is twofold: to teach best practices in the disability field and the competencies of influencing public officials. Partners graduates gain the abilities to teach policymakers a new way of thinking about people with disabilities. Participants are given the strategies and tools to inform policymakers and stakeholders. This information is taught not only from lobbyist but policymakers themselves. Participants are instructed on how to communicate and inform policymakers. Participants learn that as citizens we have power if we are organized and act, and that we can become a trusted source of information and build relationships with key players that have influence. Part of the training on this topic involves participant role play. Individuals create elevator speeches, delivery testimony and share their experiences in concise and impactful ways.

Applicant shall describe their efforts to develop and administer ADDPC's evaluation survey's and how data will be collected, analyzed and used to make changes in any part of program design or implementation.
At the conclusion of each of the six weekend training sessions participants will be required to complete a session evaluation. These paper evaluations are handed out prior to class dismissal. Each evaluation is session specific and evaluates the topic knowledge prior to the session and after the session. The session evaluation also includes rating scales for the speaker, session organization, handouts and supplemental materials. Included in this evaluation will be the 'Short Term Outcome Post Survey' provided by the ADDPC. Within one week of each session this evaluation material will be analyzed. This provides the Program Coordinator and Director with immediate feedback and is used to modify future training activities. During the sixth and final program session comprehensive program evaluation is administered by the Program Coordinator. Part of this evaluation is the 'AIDD Consumer Satisfaction Survey'. Three months after the participants graduate from the AZ Partners in Leadership program Pilot Parents will administer the 'Intermediate Term outcome Post Survey'. This survey will be administered on-line through a survey website. Each of the graduates will receive an email with the survey link. The survey program allows the administrator to send reminder emails until the survey has been completed.

This results in a higher return rate. All evaluation data will be compiled, analyzed and reported back to the ADDPC by the Program Director.

Evaluation Narrative

Describe what you plan to accomplish by the end of a 12 month period and how barriers to accomplishing the Tasks and implementing the Strategies and Activities will be addressed.
The program's ultimate outcomes are increased independence, productivity, integration, inclusion and self-determination for all Partners participants and their family members. At the end of the 12 month contract we plan to have a minimum of 20 self-advocates and/or family members trained on numerous disability related topics and to have increased their involvement in civic and leadership activities. During the contract we will recruit participants, provide six weekend training sessions, administer surveys and report back to the ADDPC on survey results, outputs and outcomes.
As barriers become evident the Executive Director, Program Director and Program Coordinator will problem solve to eliminate barriers. If needed Pilot Parents will consult with the ADDPC for guidance in barrier elimination.

Who will conduct the evaluation for this grant, and what methods will be used to carry out distribution and collection of each evaluation survey?
The Program Director under the direction of the ADDPC will revise any wording necessary on the 'Short Term Outcome Post Survey' and the 'Intermediate Term Outcome Post Survey'. The 'Short Term Outcome Post Survey' will be administered by the Program Coordinator at the conclusion of each training session. The 'AIDD Consumer Satisfaction Survey' will be administered by the Program Coordinator at the conclusion of the sixth training session. The Program Director will create an online survey form for the 'Intermediate Term Outcome Post Survey'. An email will be sent to each graduate with a link to the on-line survey. The on-line survey software tracks which graduates have completed the survey and prompts those that haven't responded to do so. If a graduate does not respond to the survey the Program Director will complete a phone survey with that individual.

What types of output and outcome measurements will be collected? Describe each type.
Outputs
1. The number of participants selected for the 2014-2015 class and number of graduates.
2. Counties and communities represented to verify diversity.
3. Number of parents acting as advocates on behalf of their children and number of individuals acting as self-advocates for themselves.
4. Types of disabilities represented by participants.

Outcomes
1. The number of graduates that report volunteering on a community board, task force or other government/non-governmental board as a result of AZ Partners in Leadership training.
2. The number of graduates reporting that they have been a mentor to other parents that have a child with a developmental disability as a result of their AZ Partners in Leadership training.
3. The number of graduates reporting that they have started a grassroots self-advocacy group or parent support group as a result of AZ Partners in Leadership training.

Preliminary outcomes OK

4. The number of graduates reporting that they have referred other parents or self-advocates to apply for the AZ Partners in Leadership training.

Who will analyze the information collected?
The Program Director will analyzed the collected information and create a graphic report to submit to the ADDPC.

Will funding be requested to support evaluation for this project? If so, ensure costs are listed in the budget and explained in the budget narrative.
Evaluation will be completed by Pilot Parents staff. Evaluation time has been built into the project hours which are reflected on the budget narrative. No additional funding is being requested to support evaluation.

Timeline of Major Activities

Type of Activities	Person Responsible	Date Activity Will Be Completed - Timeline	Type of Support Documentation
Participant recruitment	Program Director Program Coordinator	No later than 1 month before 1st session date	Program applications
Selection of participants	Program Director Program Coordinator Selection Committee	No later than 1 month before 1st session date	applicant rating scales, reference checklist, acceptance/decline/alternate letter
Selection of action group mentors	Program Director Program Coordinator	Prior to 1st session date	List of mentor names
Contract with participants	Program Coordinator	No later than 2 weeks before 1st session date	Signed participant contract, pre-survey, photo release, emergency medical form, meeting location directions
Create leadership curriculum	Program Director	Prior to 1st session date	Copy of curriculum
Arrange participant accommodations for program year	Program Coordinator	No later than 1 week before 1st session date	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
Train action group mentors	Program Director Program Coordinator	Prior to 2nd session	Training agenda
Program evaluation	Program Director Program Coordinator	During last program session	Post-survey, Consumer Satisfaction Survey, Program Evaluation
Report evaluation data to key stakeholders	Program Director	Within 30 days of contract end date	Consumer Satisfaction Survey results, Program evaluation results

Budget Request Form

Contractor Name: Pilot Parents of Southern Arizona

Contractor Address: 2600 N. Wyatt Drive (Street Address) Tucson (City) AZ (State) 85712 (Zip)

Project Name: AZ Partners in Leadership

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	50,000	-	18,519	68,519
Fringe Benefits	6,900	-	2,364	9,264
Supplies / Operating Expenses	239	-	2,000	2,239
Travel	30,000	-	7,875	37,875
Rent or Cost of Space	3,748	-	1,874	5,622
Contracted Services / Professional Services	8,000	-	-	8,000
Administrative / Indirect Costs	8,108	-	3,032	11,140
Total Costs	106,995	-	35,664	142,659

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

Additional description and background information shall be included as a budget narrative, including for match. The contractor agrees to submit additional background information to the ADDPC upon request.

Lynn Kallis
Name of Certifying Official

Executive Director
Title of Certifying Official

(520) 324-3150
Phone

Lynn@pilotparents.org
Email

AZ Partners in Leadership
Budget Narrative

The AZ Partners in Leadership program budget lists $106,994.25 in requested funds from the ADDPC and $35,664.75 in required match funding.

Personnel/Salaries:
The project budget includes personnel salary for Karen Kelsch, Program Director, Marianne Scott, Program Coordinator, Cheryl McKenzie, Support Staff and Lynn Kallis, Executive Director.

	Employee	Title	Hourly Rate	Hours/ Year	Salary	***ADDPC Request***
68%	Karen Kelsch	Program Director	$23.86	1,404	$33,500	***$33,500.00***
08%	Marianne Scott	Program Coordinator	$12.50	624	$7,800	***$7,800.00***
13%	Cheryl McKenzie	Support Staff	$15.15	270	$4090.50	***$4090.50***
49%	Lynn Kallis	Executive Director	$29.93	915	$27,385.95	***$4609.50***

PPSA is requesting $50,000 for the personnel/salary line item from the ADDPC for this project.
$18,519 of Lynn Kallis's salary will be used as non-federal in-kind match in this category.

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 four project employees working on this project amount to approximately $5,500. An additional $1400 is being requested from this category toward the Program Director's health insurance costs. The total fringe benefit request from ADDPC is $6900.

Supplies:
PPSA is requesting ADDPC funding in the amount of $238.68 for this line item. The amount includes fingerprint clearance card fees for Marianne Scott, program coordinator. Supplies include: copy paper, 3-ring binders, CDs, CD labels and envelopes, easel paper, toner/ink for printers, 8-tab binder dividers, graduation certificates and certificate holders, participant name tags, notepaper, pens and highlighters, and printing expenses.

PPSA will provide $2000 in non-federal in-kind match for this budget line.

Travel:
Based on previous program experience PPSA estimates $37,875 in expenses in this category. This includes meeting space, participant hotel, travel and accommodations, speaker travel costs, Action Group Mentor stipends, staff travel for recruitment and training sessions, catering and meal stipends. This also includes expenses for 3 members of one of the 2014 Action Groups to travel and present at the national TASH conference in December. Of this amount PPSA requests $30,000 from the ADDPC for these expenses. $7875 of travel expenses will be used as non-federal in-kind match.

Speaker Travel: 6 presenters	$4,000
Hotel: $1666.67/mo for 6 months	$10,000
Meeting Space $200/mo for 6 months	$1,200
Travel Stipends: $800/mo for 6 months	$4,800
Attendant Care & Respite	$1,500
Meal Stipends and Catering	$8,000
Staff travel for recruitment	$1,000
Staff travel for training sessions	$1,000
Action Group Mentor stipends $250 x 6	$1,500
Action Group TASH Conference	$4,600
Selection Committee travel	$275
Total	$37,875

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:
PPSA is requesting $3748.32 for rent or cost of space from ADDPC Funds. This amount consists of four months of PPSA office space ($859.18/mo) and storage rental ($77.90/mo). Office space is subleased from the Children's Clinics at the rental rate of $1.19 per square foot for 722 square feet. Storage space is rented at Ft. Lowell Storage. The yearly cost of space is divided among PPSA's three major programs resulting in each program covering costs for 1/3 (4 months) of the year.

An additional 2 months of office space and storage rental ($1874.16) will be used as non-federal in-kind match.

Contracted Services:
This line item includes fees for national, state and local speakers for all 6 project sessions budgeted at $8,000. The program coordinator negotiates individual fees with each presenter. We are requesting $8,000 from the ADDPC in this line item.

Indirect Costs:
PPSA is requesting reimbursement from the ADDPC for indirect expenses of $8107.75. The indirect expenses are administrative expenses that will be required to complete the project. Expenses to be billed under requested funds are listed below.

Accounting	$750
Insurance	$4661
Phones	$1516
Postage	$480.25
Computer maintenance	$700

PPSA will use $3032 of additional phone expenses as non-federal in-kind match for this project.

Required Match
Under this contract PPSA is required to provide a 25% match of the total cost of this program budget, or $33,998.25.

Budget Category	Match Amount	
Personnel/Salary	$18,519.59	Salary for Lynn Kallis
Fringe Benefits	$2,364.00	Health Insurance Expenses for Lynn Kallis
Supplies	$2,000.00	Project supplies, curriculum, printing
Travel	$7,875.00	Participant, Staff & Mentor Travel
Rent/Cost of Space	$1,874.16	2 months office space & storage rental
Indirect	$3,032.00	Agency phone expenses
Total	$35,664.75	

Non-federal in-kind match funding will be provided from contracts Pilot Parents has with the Division of Developmental Disabilities.

Applicants Background Information Form

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

1. Contact Name for Project: Lynn Kallis

   Organization Name: Pilot Parents of Southern Arizona

   Address: 2600 N Wyatt Drive, Tucson AZ 85712

   Phone Number: (520) 324-3150 FAX: (520) 324-3152 Email: lynn@pilotparents.org

2. The Applicant is (check the appropriate box):

   - [ ] Individual
   - [ ] Partnership
   - [ ] Limited Liability Partnership
   - [ ] Corporation - For Profit
   - [x] Corporation - Not For Profit
   - [ ] Government Entity
   - [ ] Limited Liability Company
   - [ ] Other - Please Describe:

   Year Established: 1979

   Has need to clarify

3. Authorized Signatory:

   Lynn Kallis, Executive Director

   (Name and Title of Authorized Signatory) is the signatory to this Contract on behalf of the Contractor and is responsible for the delivery of Contract Services during the term of this Contract.

	YES	NO
4. Has any Federal or State agency ever made a finding of noncompliance with any relevant civil rights requirements with respect to your business activities? If YES, please attach an explanation.		✓
5. Has the Applicant, its major stockholders with a controlling interest, or its officers been the subject of criminal investigations or prosecutions or convicted of a felony? IF YES, please attach an explanation.		✓
6. Does the Applicant have sufficient funds to meet obligations on time under the Contract while awaiting reimbursement from ADDPC? If NO, please attach an explanation.		✓
7. Have any licenses ever been denied, revoked or suspended or provisionally issued within the past five years? If YES, please attach an explanation.		✓
8. Have you or has your organization terminated any contracts, had any contracts terminated, had any liquidated damages assessed or been involved in contract lawsuits? If YES, please attach an explanation.		✓
9. Do you, your staff, any of your relatives, or voting members of your Board of Directors maintain any ownerships, employments, public and private affiliations or relationships which may have substantial interest (as defined in A.R.S. §38-502, Conflict of Interest) in any contract, sale, purchase, or service involving the ADDPC? If YES, please attach an explanation.		✓
10. Has your organization ever gone through bankruptcy? If YES, when? Include the State, District and case number.		✓

Applicant's Qualifications Questionnaire

Briefly provide an overview of the company or entity that includes organizational Mission and Vision. Describe how your organization is involved in the developmental disability community and summarize the type of programs or services provided.

Pilot Parents of Southern Arizona (PPSA) has a long standing record of service to families in Tucson and the surrounding communities. The organization incorporated in the 1970's and has continued to grow and flourish in the 21st century. Initially PPSA was established to allow families who had children with disabilities the opportunity to meet and share information, empathy, and resources with other families in similar circumstances.

Our organizational Mission reads, "Pilot Parents of Southern Arizona is committed to providing encouragement and support to families who have children with special needs so that their children can reach their maximum potential within the family and society". We believe: that all children have the ability to grow, to develop, and to learn, provided they are given the opportunity to develop to their potential; that all families should have access to the resources needed to maximize the growth and development of their children; that families of children with special needs should be given the special information and support needed to help their children reach their maximum potential; and that families, who know their child best, be given the opportunity to advocate, and the power to effect, necessary change in society in order to provide for their children with special needs.

Pilot Parents values state: In serving children with special needs and their families, it is important: that there be a primary source of information, support, and referral to specialized services; that the knowledge and support of experienced families be used to provide a sense of community, and to build strength and confidence in new parents; that increasing the knowledge and awareness of professionals and agencies will result in increased usage of existing services and help avoid unnecessary duplication.

Pilot Parents seeks to identify parents of children with special needs and offer contact with other parents who, by virtue of experience with their own children, can share compassion and understanding to build a strong network of support. We train parents with special experience and provide opportunities for them to extend their friendship, experience, helpful information and acts of compassionate service to families with special needs. We collect, organize and distribute useful information to support families in advocating for their needs. Pilot Parents interacts with professionals in fields such as education, health care, child protection, law enforcement and public policy development, to help increase their understanding and effectiveness in caring for children with special needs and dealing with their families at a sensitive moment. We assist children, young adults, and family members as they go through life's transitions.

In 1991 Lynn Kallis joined PPSA as the Executive Director. When the new Children's Clinics for Rehabilitative Services opened a few years later we relocated to this site and became a part of the multidisciplinary services available to families throughout Southern Arizona. As the need for services grew, our capacity to meet the need expanded as well. With new contracts and grants that followed we were able to add staff and resources critical to providing a growing range of services that families throughout Southern Arizona requested. Along with our expanding pool of trained parents, grandparents, and foster parents for one to one matching we identified the need for support for siblings. Brothers and sisters over a lifetime will spend more time with a child in their family that has disabilities than any other person in that child's life. We found that siblings

benefited from the same kind of emotional support and information that their parents received in the one to one matching process. We identified a national model out of Washington State entitled (SIBSHOP) that enabled us to offer this support in Southern Arizona. With this information we began to offer the SIBSHOP program to families in the Tucson, Douglas, and Nogales areas. Siblings between the ages of 7 and 18 currently attend our sibling support programs where they meet other children, learn about different disabilities, have an opportunity to ask questions and share with each other while learning from physicians and therapists who work with their brothers and sisters. Our SIBSHOP coordinator incorporates games, crafts, and a variety of activities that encourage friendships to flourish and makes the meetings fun as well as educational. This is the 17th year of the SIBSHOP program and it continues to be well received. PPSA, had over the years, developed a growing lending library of books and media materials available to parents and professionals in the southern part of the state that provides general information as well as specific disability information in a family friendly format. As many families now utilize the internet for research we have donated many of our library books, but continue to provide information and resources as requested. Until recently the addition of a part time Spanish speaking staff allowed us the ability to provide services requested by a growing number of Hispanic families visiting PPSA. Currently we are fortunate to be able to utilize a number of Spanish speaking staff who work with us here in the Childrens Clinic's. Additionally, we have access to the Cyracom system that provides translation for many different languages. We developed a quarterly publication, The Navigator, to share information about workshops and other general information of interest to the parent and professional population. This publication is available in both print and on our website.

Funding for parent-to-parent support has been provided by the Arizona Department of Economic Security, Division of Developmental Disabilities since the program's beginning and is still the primary funding source of Pilot Parents of Southern Arizona. In 1991 Pilot Parents received monies from the federal government out of the Department of Education Office of Special Education Rehabilitation Services through a sub-contract with Pilot Parent Partnerships (currently known as Raising Special Kids) to fund a part-time Education Coordinator here in Tucson. This followed with additional positions added to meet expanded needs. Nearly one year after this partnership was formed, one time additional funds became available from the Federal Department of Education to establish several additional State Parent Training and Information Centers. PPSA applied for these monies and in the fall of 1998 Pilot Parents of Southern Arizona was successful in a request for funding to become the second Parent Training and Information Center in the State of Arizona. With this funding began implementation of the five year Pilot Parents of Southern Arizona's (PTIC) S.A.P.P.H.I.R.E. project which provided information and referral services to families and professionals in the southern nine counties of Arizona (Cochise, Gila, Graham, Greenlee, LaPaz, Pima, Pinal, Santa Cruz, and Yuma) and funded a small office in Nogales, AZ. This funding was available to provide parents with an understanding of their rights and responsibilities under the education laws (i.e.) ADA and IDEA in educational settings. Our goal was to develop parent/professional partnerships which together can develop and implement strong effective IEP and 504 plans for children and youth in the education setting. These goals were accomplished through one to one conferences and IEP reviews with families, workshops and trainings geared toward both families and professionals providing information on such topics as understanding evaluation and test scores, writing and implementing good IEP and 504 goals, transition (early intervention and post high school), bullying, behavior and communication skills. While the need for these services continues to grow the additional Federal funding for this grant

ended in 2003 and another subcontract with RSK was established to continue the PTIC services in Southern Arizona. In the spring of 2013 this contract ended and PPSA currently provides these same supports to parents and professionals through an existing parent consultation contract and a long time contract with the Childrens Clinic's. At about this same time Pilot Parents also received a small grant from the AZ Department of Health Services for a Parent Resource Specialist to enhance services for families utilizing the clinic. In 2002, Pilot Parents became a contractor for the Arizona Department of Education to implement the State Improvement Grant. The purpose was to improve the education system by implementing a number of objectives and activities to help increase the number of special education teachers needed to meet the needs of students in Arizona, and also to ensure that students in charter schools have access to fully certified special education teachers and to increase/gain reading skills through the use of various validated research strategies. This contract continued through the duration of the five year grant. In October 2011 we contracted with the Arizona Developmental Disabilities Planning Council to develop a new program called LEAP (The Leadership Education Advocacy Partnership). The goal of this program is to provide financial support for self-advocates and guardians of children/adults with developmental disabilities to participate in conferences, workshops and other training opportunities that will increase knowledge and ability to become effective self-advocates. We have successfully coordinated this program for three years and just started year four. Over the last three program years Pilot Parents received over 180 scholarship applications and awarded close to $80,000 to assist individuals in taking advantage of advocacy training opportunities that many would never have been able to attend without financial assistance.

Briefly describe the company's experience, expertise or qualifications that demonstrate the Applicant's ability to successfully deliver the proposed project, per the Scoop of Work requirements.

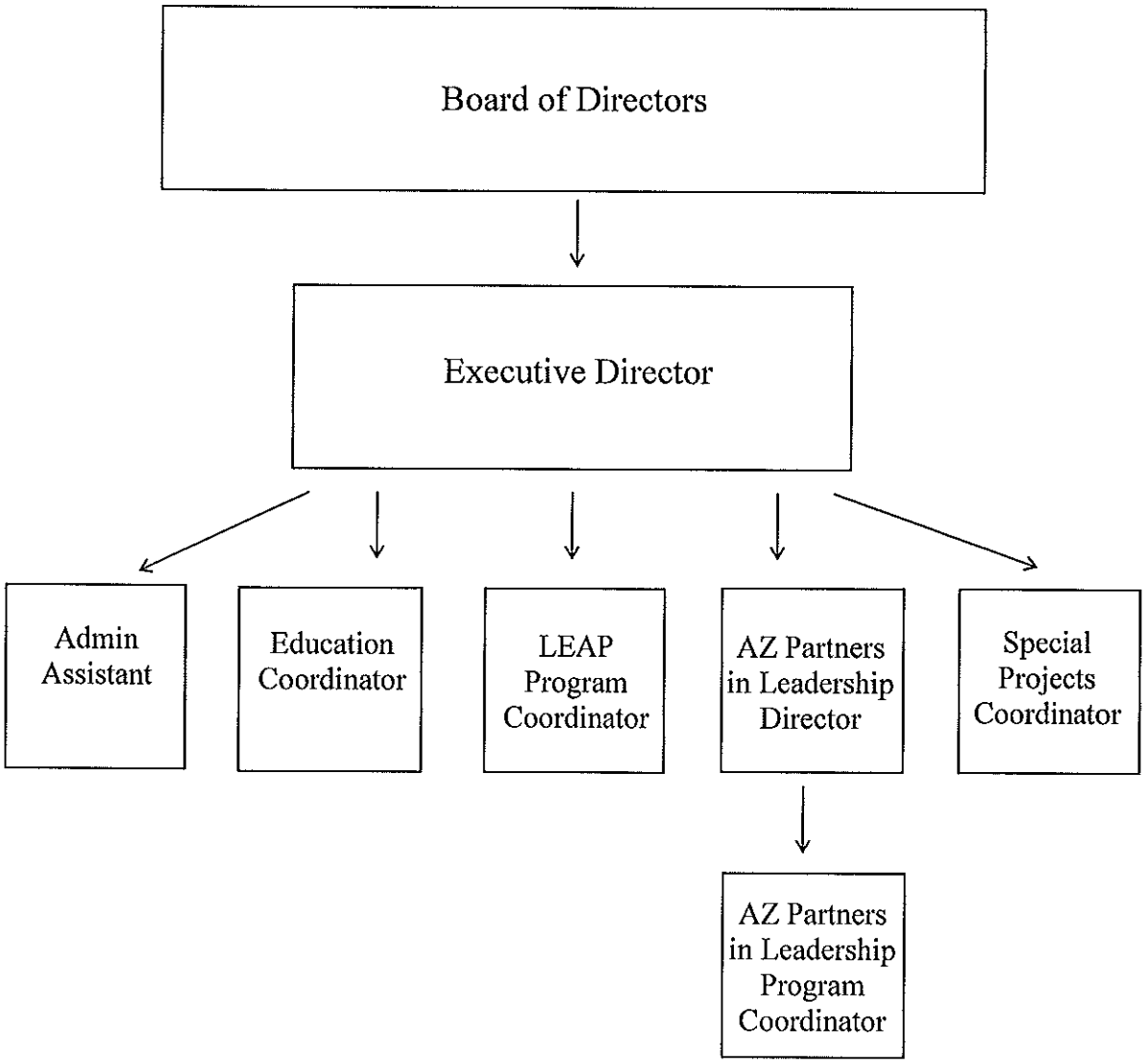
Through our years of contact with families and self-advocates many things became glaringly clear. Families and young adults often feel services and policies don't respond to the realities and needs of their daily lives. That they have little say in how these services and policies are developed or implemented. As the children of the families we serve began to grow into young adulthood, PPSA began to look for programs that could change the way services, policies and legislation are developed to include valuable input from the individuals benefiting and using the services. We identified a national model out of the Minnesota Governor's Council on Developmental Disabilities called Partners in Policymaking (PIP). This is a leadership training program that teaches families and young adults to become community leaders, and to affect systems and policy change at the local, state, and national level. This program had been effectively doing just these things in many other states. With input from families and state agencies PPSA was selected to replicate the PIP program here in Arizona. With the assistance of a statewide steering committee we began to develop and implement an Arizona PIP program. For the past seventeen years Pilot Parents has coordinated this effort. Each year we have been able to identify the necessary funds to effectively train a new group of leaders from across the state. To date we have trained over 350 families and young self- advocates from all across the state who influence policy determined in numerous state agencies by serving on boards and committees or by taking paid positions within these agencies. Each of the graduates learns the intricacies of the

legislative process and how best to share information and influence legislators on issues related to disabilities. This is an example of Pilot Parents capacity to innovate, implement, administer, and expand to meet the ever changing needs of families, self-advocates and professional seeking resources and comprehensive information on disability related issues.

After 17 years of coordinating Partners in Policymaking in Arizona we are planning to make some significant changes in the format of the program to build on the success of the existing curriculum. Thanks to the ADDPC, we had the opportunity last year to collaborate with the Institute on Disability staff at the University of New Hampshire. New Hampshire ran a PIP program in their state for many years and with a new approach and focus they implemented several years ago, they have become a strong self-sufficient statewide leadership program that we would like to replicate here in Arizona. Their focus, while including an in-depth education piece is driven by developing leadership potential in the graduates and creating sound cohort partnerships with existing state programs. This new program will keep the best of the existing PIP program elements and include much of the new information we gleaned from New Hampshire.

We plan to call the new program AZ Partners in Leadership to reflect our commitment to the development of dynamic new leaders prepared to take on the challenges facing the state in the next few years. We will strengthen the collaborations we have, and add new ones. We will infuse the curriculum with team building skills, partnership development and community activism. We will provide opportunities for interaction with the individuals selected for the program and the collaborators representing the various state programs dealing with the wide spectrum of developmental disabilities. We will encourage long term lasting change through the development of Action Groups which will address issues that exist across the state and affect individuals with disabilities and their families. Additionally, we will connect the existing 350 state wide Partner Graduates with this new group of Partners because like Tom Peters we believe strongly that "leaders don't create followers...they create more leaders".

Pilot Parents of Southern Arizona
Organizational Chart



Personnel Qualifications Questionnaire

Complete a separate **Personnel Qualifications Questionnaire** for each person in a management or key personnel position, including Subcontractors. This should include all of those that are directly responsible for providing services listed under the Scope of Work in a paid or unpaid position. If personnel are to be hired, provide a job description ensuring at a minimum, questions #5 and #6, with other information as deemed necessary, is provided.

1. Name of person: Lynn Kallis

2. Position currently held with Applicant: Executive Director

3. Proposed position for contract service and percentage of time devoted to the contract service:

Administrative Oversight 44 %

4. Number of years with Applicant: 23

5. Identify the primary function(s) of this person in terms of providing services under this Contract:

Secure funding, supervise & evaluate staff, represent agency within the community via board, committee and meeting membership, procurement & oversight of contract, collaborate with local, state and federal agencies, provide fiscal oversight and quality assurance

6. Briefly describe the person's work experience, job training, formal education. (Do not attach resumes)

Lynn's formal education is in radiology and nuclear medicine. She worked in the medical field for several years before transitioning to non-profit management. Lynn serves on many community boards related to serving individuals with disabilities. She has been Executive Director at Pilot Parents since 1991.

Personnel Qualifications Questionnaire

Complete a separate **Personnel Qualifications Questionnaire** **for each person** in a management or key personnel position, including Subcontractors. This should include all of those that are directly responsible for providing services listed under the Scope of Work in a paid or unpaid position. If personnel are to be hired, provide a job description ensuring at a minimum, questions #5 and #6, with other information as deemed necessary, is provided.

1. Name of person: Karen Kelsch

2. Position currently held with Applicant: Director of Programs

3. Proposed position for contract service and percentage of time devoted to the contract service:
Program Director 68 %

4. Number of years with Applicant: 9

5. Identify the primary function(s) of this person in terms of providing services under this Contract:

Plan delivery of program and activities, develop annual budget and operating plan to support the program, secure funds, communicate with stakeholders, supervise coordinator, write and submit quarterly narrative reports, complete final program evaluation and report, ensure budget compliance, maintain post-graduate support network, track graduate accomplishments

6. Briefly describe the person's work experience, job training, formal education. (Do not attach resumes)

Karen has an Associates degree and a Bachelors of Science in Family Studies and Human Development. She is a graduate of the Partners in Policymaking program. As a foster, adoptive and birth parent she has spent over 17 years advocating for children's services within the behavioral health, special education, foster care, adoption and juvenile justice systems. Karen has been a parent mentor, an interviewer for the DDD Core Indicator Project, conference coordinator of the Southern Arizona Family Support & Self Determination Conference and coordinator of the Partners in Policymaking program.

Personnel Qualifications Questionnaire

Complete a separate **Personnel Qualifications Questionnaire** for each person in a management or key personnel position, including Subcontractors. This should include all of those that are directly responsible for providing services listed under the Scope of Work in a paid or unpaid position. If personnel are to be hired, provide a job description ensuring at a minimum, questions #5 and #6, with other information as deemed necessary, is provided.

1. Name of person: Marianne Scott

2. Position currently held with Applicant: Program Coordinator

3. Proposed position for contract service and percentage of time devoted to the contract service:
Program Coordinator 100 %

4. Number of years with Applicant: 1

5. Identify the primary function(s) of this person in terms of providing services under this Contract:
Assist with recruitment and selection of program participants, arrange speaker and participant accommodations, coordinate with hotel and catering staff, facilitate weekend training session, create training agenda, administer session evaluations, secure session supplies and technology needs.

6. Briefly describe the person's work experience, job training, formal education. (Do not attach resumes)
Marianne has an Associates Degree and a Bachelors of Arts Cum Laude in Early Childhood Studies. She also has a blended certificate in Special Education. Marianne is a graduate of the Partners in Policymaking program. Marianne has worked as a special education papa pro, served as chairperson for a Parent Advisory Committee, founded a special education parent advocacy group in her community and for the last year has been coordinating the Partners in Policymaking program.

Personnel Qualifications Questionnaire

Complete a separate **Personnel Qualifications Questionnaire** for each person in a management or key personnel position, including Subcontractors. This should include all of those that are directly responsible for providing services listed under the Scope of Work in a paid or unpaid position. If personnel are to be hired, provide a job description ensuring at a minimum, questions #5 and #6, with other information as deemed necessary, is provided.

1. Name of person: Cheryl McKenzie

2. Position currently held with Applicant: Administrative Assistant

3. Proposed position for contract service and percentage of time devoted to the contract service:
Support Staff 13 %

4. Number of years with Applicant: 17

5. Identify the primary function(s) of this person in terms of providing services under this Contract:

Maintain necessary contract accounting records, issues checks as needed for speaker fees, participant travel/meal reimbursement, meeting space, catering and meeting supplies. Process payroll. Complete and submit monthly budget reports and support documentation as requested.

6. Briefly describe the person's work experience, job training, formal education. (Do not attach resumes)

Cheryl graduated from Bliss College in Ohio with an Executive Secretary and Accounting degree. She worked in a family owned insurance agency where she was responsible for office management and accounting. After moving to Tucson, Cheryl worked for United Cerebral Palsy and the Pima Council on Developmental Disabilities. She has been with Pilot Parents since 1997.