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Year 4 Renewal Application
Partners in Policymaking Program
Contract Number ADDPC-FFY-11-1112-03
Contract Period July 1, 2013 – June 30, 2014

Submitted by

Lynn Kallis
Pilot Parents of Southern Arizona
2600 N. Wyatt Drive
Tucson, AZ 85712

Partners in Policymaking Year Four Renewal Application for ADDPC Funding

- I. The current Partners in Policymaking contract is approximately 75% complete and is on time in regards to meeting the proposed objectives and tasks as outlined in the year 3 contract renewal. The current cohort of participants will complete the program on May 11, 2013.

During the last program session scheduled for May 11, 2013 participants will complete 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 will also be 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 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.

To date, participants have given each completed session high marks and reported that the program is meeting their needs.

The program's ultimate outcomes are increased independence, productivity, integration, inclusion and self-determination for all Partners participants and their family members.

One measureable outcome achieved to date is that 18 individuals are participating in program sessions. Additional outcomes that will be tracked are the number of positive community change activities participated in by session attendees and leadership roles/responsibilities acquired by attendees since beginning the Partners in Policymaking program.

One identified barrier is the lack of applications from young-adult 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. During the upcoming program year Pilot Parents plans on consulting with the Institute on Disability, University of New Hampshire to acquire effective techniques and strategies to improve recruitment within this population. Please see Attachment G

The Partners in Policymaking program aims to achieve overall target measurement in the areas of advocacy, systems change and capacity building. The goal of Partners in Policymaking is to educate participants to be active partners with those who make policy. They will become partners in policymaking. The idea is to develop partnerships that are

based on positive relationships. Partners participants become competent to change their own lives, and then to work for changes that will affect others with disabilities at local, state, and national levels. Partners graduates are expected to be agents of long term change. They are trained to achieve long term successes. The commitment of Partners in Policymaking is to enable people with disabilities and families to help make far reaching changes in the systems that are supposed to serve them. By influencing policymakers at all levels, systems can become more responsive, customer friendly, and consumer driven. The Partners program builds and increases the capacity of program participants. Program graduates are well equipped with the necessary skills and knowledge to become partners with anyone in a position to make policy. Many Partners graduates assume leadership positions within their local communities.

- II. Please see Attachment A & B (Budget Summary, Match & Narrative)
- III. The Partners in Policymaking program supports the ADDPC's goal of empowerment of information to person with developmental disabilities. During each training session participants learn state-of-the-art and best practices from a national perspective. Participants do not only learn up-to-date information but are given the strategies to develop and/or enhance the skills needed to positively influence policymakers who shape disability issues at all levels of government. Program graduates are in a position to promote informed decision making about choices and increase quality of life for individuals with developmental disabilities.
- IV. 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.

When individuals apply to the Partners program they are asked to list accommodations they need to successfully complete the program. These accommodations can include translation/interpretation services, large print, direct support, accessible lodging, assistance with transportation, etc.
- V. First, Partners in Policymaking program applications are widely disseminated by mail and e-mailed 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, 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, 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 coordinators, RSA, 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 Parents website along with numerous other statewide websites and newsletters.

A group of program graduates from various geographic locations and representing different disability categories are solicited to participate in the selection of program participants. This input enhances the Partners in Policymaking program implementation by providing insight from individuals with different disabilities and from around the state.

- VI. Please see Attachment C (Implementation Plan)

- VII. Pilot Parents staff will participate in consultation with the Institute on Disability, University of New Hampshire. This consultation and training will take place several times over the course of the contract year. Specific consultation details are being negotiated at this time. The new program coordinator will participate in on-going training provided by the current program coordinator whom will transition to the program director position. Please see Attachment G

- VIII. Lynn Kallis will be responsible for administrative oversight of the Partners in Policymaking program. Karen Kelsch will direct the program and a new staff member will be hired to coordinate the program. Cheryl McKenzie will provide administrative support services.

Please see Attachment F (Job Responsibilities)

- IX. 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 utilize 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, Sharing Down Syndrome, 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 Attachment D (Letters of Support)

- X. The Partners in Policymaking program has received funding support from several organizations. These have included not only the ADDPC but also state agencies (DDD, ADHS), UCEDDs, the Protection and Advocacy System (Arizona Center for Disability Law), ARCs, individual disability organizations (Autism Society of Greater Tucson, Southern Arizona Network for Down syndrome, Sharing Down syndrome), private foundations and individual donations.

Pilot Parents will continue to pursue funding resources for Partners in Policymaking from state agencies, disability organizations and private foundations. Consultation with the Institute on Disability, University of New Hampshire will include assisting Pilot Parents is developing a program sustainability plan. Please see Attachment G

Over the sixteen years Pilot Parents has coordinated 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.

- XI. Program 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 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.

Pilot Parents contracted with the Pima Prevention Partnership to develop a supplemental initial survey, end survey and follow-up survey. The initial survey was administered to participants at the first program session in November. An online survey was also created to administer to program graduates to track their positive community involvement, leadership responsibilities within their communities, and on-going long-term successes they have experienced due to participation in the Partners program.

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 advocates, and participants are asked to provide information regarding their own advocacy and leadership activities since graduation.

Overall responsibility for the evaluation of the Partners in Policymaking program lies with the Program Director. Under the Program Director's leadership the Partners Program Coordinator collects the data. The Program Director analyzes and reports the data to key stakeholders. At the close of each program year a booklet of graduate profiles is compiled by PPSA 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 sixteen years because Pilot Parents is committed to constant program evaluation and program improvements are made frequently to allow for the best program possible.

Please see Attachment E (Session Evaluation, Consumer Satisfaction Survey, End Survey & Supplemental Survey)

XII. Please see Attachment G (Program Expansion)

Budget Request Form

Contractor Name: Pilot Parents of Southern Arizona

Contractor Address: 2800 N. Wyatt Drive Tucson AZ 85712
Street Address City State Zip

Project Name: Partners in Policymaking

Budget Category	Requested ADDPC Funds	Non-Federal Cash Match	Non-Federal In-Kind Match	Total Program Cost
Personnel/Salaries	48,000	-	19,330	67,330
Fringe Benefits	6,000	-		6,000
Supplies / Operating Expenses	1,660	-		1,660
Travel	12,000	-	10,000	22,000
Rent or Cost of Space	3,840	-	1,920	5,760
Contracted Services / Professional Services	16,000	-		16,000
Administrative / Indirect Costs	12,500	-		12,500
Total Costs	100,000	-	31,250	131,250

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 Lynn@pilotparents.org
Phone Email

**Partners in Policymaking Year 4 Renewal
Budget Narrative**

The Partners in Policymaking program budget lists \$100,000 in requested funds from the ADDPC and \$31,250 in required match funding.

Personnel/Salaries:

The project budget includes requested personnel salary for Karen Kelsch, Program Director and a "to be hired" employee to coordinate the program.

Employee	Title	Hourly Rate	Hours/Year	Personnel Cost
Karen Kelsch	Program Director	\$23.08	1,404	\$32,404
To be hired	Program Coordinator	\$15.00	1,040	\$15,600
Cheryl McKenzie	Support Staff	\$12.75	260	\$3,315

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 approximately \$5,280. Of this amount \$5,000 is being requested from the ADDPC budget. An additional \$1000 is being requested from this category toward the Program Director's health insurance costs.

Supplies:

An expense of \$1,660 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.

Travel:

We estimate \$24,500 in expenses in this category. This includes participant hotel, travel and accommodations, speaker travel costs, consultant travel costs and staff travel for recruitment and training sessions.

Speaker Travel: 5 presenters @ \$600	\$3000
Consultant Travel	\$2000
Hotel: \$1000/mo for 6 months	\$6000

Meeting Space \$500/mo for 6 months	\$3000
Travel Stipends: \$500/mo for 6 months	\$3000
Attendant Care & Respite	\$1500
Meal Stipends and Catering	\$4500
Staff travel for recruitment	\$750
Staff travel for training sessions	\$750
Total	\$24,500

Of this amount we are requesting \$12,000 from the ADDPC and we will use \$10,000 of expenses in this category as non-federal in-kind match.

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 \$3,840 for the 12 months of the project. This includes \$960 per month for four months office space in the Children's Clinics for Rehabilitative Services. Non-federal in-kind match of \$1920 will be used towards office space.

Contracted Services:

This line item includes fees for national, state and local speakers for all 6 project sessions budgeted at \$7,000 and consulting fees with the Institute on Disability, University of New Hampshire at \$9,000. The program coordinator negotiates individual fees with each presenter. We are requesting \$16,000 from the ADDPC in this line item.

Indirect Costs:

PPSA is requesting reimbursement for indirect expenses of \$12,500. 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	\$4,350
Phones & postage	\$5,000
Administrative Oversight	\$3,150

Required Match

Under this contract PPSA is required to provide a 25% match of the total cost of this program budget, or \$31,250.

<u>Non-federal in-kind match</u>	<u>Amount</u>	<u>Budget Category</u>
	\$19,330	Salary
	\$ 10,000	Travel
	\$ 1,920	Rent

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
Hire Program Coordinator	Executive Director/ Program Director	August 30, 2013	Offer of Employment
Contract for Consultation w/ Expanded Program	Program Director	July 31, 2013	Copy of Contract
Participant Recruitment	Program Coordinator	September 15, 2013	Program applications
Selection of Participants	Program Director Program Coordinator Selection Committee	September 30, 2013	applicant rating scales, reference checklist, acceptance/decline/alternate letter
Community Project Guidelines Established	Program Director	October 4, 2013	Copy of Guidelines
Contract with participants	Program Coordinator	October 11, 2013	Signed participant contract, pre-survey, photo release, emergency medical form, meeting location directions
Arrange participant accommodations for program year	Program Coordinator	October 18, 2013	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
Creation of Expansion & Sustainability plan	Executive Director/ Program Director	February 1, 2014	Copy of plan
Program evaluation	Program Director Program Coordinator	May 30, 2014	Post-survey, Consumer Satisfaction Survey, Program Evaluation
Development of Graduate Tracking & Utilization Tool	Program Director	May 30, 2014	Copy of tool
Report evaluation data to key stakeholders	Program Director Program Coordinator	June 30, 2014	Consumer Satisfaction Survey results, Program evaluation results, Graduate profile booklet



DEPARTMENT OF ECONOMIC SECURITY
Your Partner For A Stronger Arizona

Clarence H. Carter
Director

Janice K. Brewer
Governor

April 2, 2013

Lynn Kallis
Executive Director
Pilot Parents of Southern Arizona

Dear Ms. Kallis:

The Department of Economic Security's Arizona Early Intervention Program (DES-AzEIP) 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.

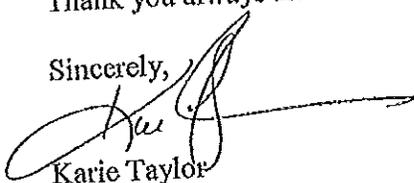
AzEIP supports families of young children with disabilities as they help their child to grow and develop. An important part of that development is learning how to navigate the various state systems and to educate others about the importance of services and supports for families raising children with disabilities.

We have partnered together with you for many years in your leadership training by providing attending your night with Policymakers. Your participants have always impressed us as smart, knowledgeable dedicated and committed leaders anxious to learn about how to navigate the system and share their experiences with other stakeholders.

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,



Karie Taylor
Acting Executive Director

Janice K. Brewer, Governor
Thomas J. Betlach, Director

801 East Jefferson, Phoenix, AZ 85034
PO Box 25520, Phoenix, AZ 85002
Phone: 602-417-4000
www.azahcccs.gov



Our first care is your health care
ARIZONA HEALTH CARE COST CONTAINMENT SYSTEM

April 4, 2013

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

Dear Ms. Kallis:

The Arizona Health Care Cost Containment System (AHCCCS) is pleased to issue its support for Pilot Parents of Southern Arizona in its application for funding for the Partners in Policymaking program. To date, Pilot Parents has trained over 300 individuals and created critical linkages between members of the community who need and utilize services for individuals with disabilities and those involved in defining the policy agenda related to disability services and supports.

AHCCCS shares Pilot Parents' commitment to ensuring the active involvement of individuals with disabilities and their family members in the decision making and policy development process, particularly as it relates to the provision of long term care services and supports. We applaud Pilot Parents' efforts to ensure that individuals have the information, tools and resources that they need to participate in a meaningful and productive manner.

AHCCCS fully supports Pilot Parents' request for funding for the Partners in Policymaking program. Should you have any questions, please do not hesitate to contact me at 602.417.4614.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Jami Snyder', is written over a light-colored background.

Jami Snyder
Operations Administrator – Acute and Long Term Care
AHCCCS

cc: Kari Price, Assistant Director, AHCCCS

Partners in Policymaking
Session Evaluation
November 16-17, 2012
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*

Please rate your satisfaction of the session information presented:

- Very Dissatisfied* *Somewhat Dissatisfied* *Somewhat Satisfied* *Very Satisfied*

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

Comments

Participant Name: _____

***Per our contract with the Division of Developmental Disabilities participants are required to include their name on their survey to verify session attendance**

Partners in Policymaking – Supplemental Survey
Initial Survey
2012 – 2013

Please complete the following confidential survey. There are no right or wrong answers. The surveys are used only to assess changes as a result of participating in the training and to help us improve the program. Circle the number that best describes how you feel about the statements on the left.

	Strongly Disagree			Strongly Agree	
	1	2	3	4	5
1. I understand what an inclusive community is.	1	2	3	4	5
2. I am well-informed on <i>current best practices</i> in trends in inclusive communities.	1	2	3	4	5
3. I know the issues, concerns, and strategies that are important to address when introducing systems changes.	1	2	3	4	5
4. I know how to identify policies that affect my life.	1	2	3	4	5
5. I understand the process by which I personally can address my concerns on critical local and statewide issues.	1	2	3	4	5
6. I am aware of the actions necessary for a bill to become a law at the state and federal level.	1	2	3	4	5
7. I know the steps to plan and carry out a systems change idea.	1	2	3	4	5
8. I can identify the policy maker I need to contact to address policy concerns.	1	2	3	4	5
9. I have the skills I need to negotiate a partnership with a policy maker.	1	2	3	4	5

THANK YOU!

Partners in Policymaking End Survey 2012-13

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	
	1	2	3	4	5
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

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		
	1	2	3	4	5
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

Jeff Strully William McQuery Matthew Press Brian Mazoyer

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

Attachment F

Partners in Policymaking Staff Responsibilities

Program Director

- Plan the delivery of the overall program and its activities in accordance with the mission and goals of PPSA and based on the replication of the national model
- Develop annual budget and operating plan to support the program
- Secure funds to meet budgetary requirements
- Communicate with stakeholders to gain community support for the program and to solicit input to improve the program
- In consultation with the Executive Director, recruit, interview and select well-qualified program staff
- Ensure that program staff members receive training
- Supervise program coordinator by providing direction, input and feedback
- Write and submit quarterly narrative reports and other reports as requested
- Complete final program evaluation and report to funding sources
- Ensure that the program operate within the approved budget
- Update forms, policies & procedures, and evaluation tools as deemed necessary
- Attend community events in effort to build and maintain positive relationships
- Develop and maintain a post-graduate support network whereby PPSA can disseminate timely information, update graduate contact information, track graduate accomplishments and utilize graduates in community change initiatives

Program Coordinator

- Recruit & select program participants
- Select speakers, meeting space and catering vendors
- Arrange speaker accommodations
- Arrange participant accommodations
- Session planning:
 - Facilitate weekend training
 - Create agenda
 - Secure and duplicate handouts
 - Create homework assignments
 - Administer session evaluations
 - Provide hotel with participant rooming list
 - Keep meeting on schedule
 - Secure session supplies and technology needs
- Keep participant contact information up-to-date

Administrative Support Staff

- Maintain necessary program accounting records
- Issue checks as needed for speaker fees, participant travel/meal reimbursement, meeting space, catering and program supplies
- Complete and submit monthly budget reports to the ADDPC
- Submit budget support documentation as requested by the ADDPC

Attachment G

Partners in Policymaking Expanded Program Scope

Pilot Parents proposes to implement the following program changes or program expansion during year 4 (2013-2014):

PPSA will complete consultation with NH Leadership (an expanded and sustained Partners program) at the Institute on Disability, University of New Hampshire or a similar program with the intent of receiving direction and skills necessary to expand the Arizona program to include group community project requirements for program participants. NH Leadership will also instruct and assist PPSA in developing a sustainability plan based on their very successful model of collaboration with numerous community partners with a vested interest in the success of the Partners program.

Consultation will also assist PPSA in identifying additional participant recruitment sources with an emphasis on young-adults with developmental disabilities.

Last but not least, NH Leadership will aid Pilot Parents in creating a tool to update graduate contact information, track graduate leadership activities and in the utilization of the over 300 graduates across the state to promote positive long-term community change.

Pilot Parents will design and implement group community projects as part of the program participant requirements. Each Partners participant will be required to engage in the design and implementation of a project that promotes positive community change within their community. Each project will be presented at the Partners in Policymaking graduation ceremony that is held during the last program session. There will be a minimum of four group projects each program year. To allow time for group community project development each Partners participant will be required to stay over-night in the hotel to facilitate project completion. The current program provides overnight accommodations for participants from outside of the county where the meetings take place.

Pilot Parents will hire a part-time staff to coordinate the Partners program. This will allow the current coordinator to take on responsibilities related to program expansion and sustainability, development of group community project guidelines, and creating a graduate update, tracking and utilization tool.

Pilot Parents proposes to implement the following program changes or program expansion during year 5 (2014-2015):

Group community projects will continue as a program requirement of all participants. Overnight accommodations for all participants will be continued with the goal of facilitating group project completion.

PPSA will pursue developing relationships with possible sustainability partners following the recommendations received from consultation in Year 4 with NH Leadership.

Following recommendation by the Minnesota Governor's Council on Developmental Disabilities (creators of the Partners in Policymaking program) Pilot Parents will coordinate and implement an advanced training opportunity that all program graduates will have the opportunity to attend. This advanced training event will give graduates the opportunity to create, expand and strengthen existing advocacy networks.

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Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of the project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to the nondiscrimination in the sale, rental or financing or housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of the Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

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8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §276a to 276a-7), the Copeland Act (40 U.S.C. §276C and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §§470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations.

SIGNATURE OR AUTHORIZED CERTIFYING OFFICIAL <i>Dawn Kallis</i>	TITLE <i>Executive Director</i>
OFFEROR ORGANIZATION <i>Pilot Parents of No. 1</i>	DATE <i>March 25, 2013</i>