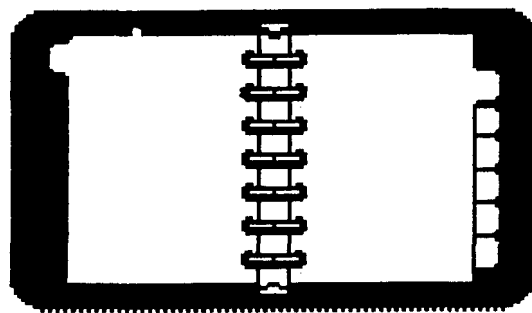


*Partners  
in  
Policymaking*

Coordinator's —————  
————— Handbook



October 1995

Special thanks to all the Partners Coordinators who responded to the 1995 Coordinator's Survey. Their participation helped make this Handbook possible.

The 1995 Partners in Policymaking Coordinator's Handbook

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# *Partners in Policymaking*

## Coordinator's Handbook 1995

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# *Partners in Policymaking*

October 1995

Dear Colleagues,

Responses from many of you to the recent Coordinator's Survey have enabled us to assemble this new and improved Partners in Policymaking Coordinator's Handbook.

We published manuals in 1990, 1992, and 1993 to help when starting a new program, as well as to assist Coordinators in maintaining a quality program. This 1995 Handbook continues that tradition, and includes strategies to help ensure the long term continuation of the Partners program.


With the recent political shifts at the federal and state levels, long term funding for programs such as Partners may be in jeopardy. Partners Coordinators must be aware of how these changes may affect the very survival of their programs. The Handbook addresses these issues and provides ideas for remedies.


In a similar vein, some Partners programs in years three, four, and/or five, are being examined very closely by their funding agencies. "What return are we receiving on our investment?" is the question being asked. If this hasn't happened in your state yet, it will at some point. Will you be ready? The Handbook will help you deal with this issue.

We hope you will find this Handbook beneficial. Many of you indicated in the recent survey that the 1993 Replication Notebook was your "bible;" that it was used constantly and with great results. We hope this replacement will be used just as often and that it will provide a level of stability for your program in this rapidly changing environment.

Cordially,

  
Kathie Snow

  
Jopie Smith

  
Colleen Wieck, Ph.D.

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# *Partners in Policymaking*

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## A Definition

---

Across the country, hundreds of participants are engaged in the **life-changing experience** of Partners in Policymaking. Yet many are not aware of what the name actually means.

The goal of the program is to educate participants to be **active partners with those who make policy**. They will become partners in policymaking. And this partnership symbolizes **positive relationships**.

**Who are the people who make policy?** In general, they are the men and women within government who make decisions about rules and regulations, who control the money, and who legislate. Between the local school board and the United States Congress, there are many levels of government and thousands of policymakers.

Graduates of a quality Partners program will be equipped with the necessary skills to become partners with *anyone* in a position to make policy - at the local, state, and federal levels. In today's political climate of radical change, Partners must now work harder than ever to **prevent the loss of basic rights** for people with disabilities. Partners can change the future by influencing public policy today.

Perhaps some graduates will *become* the school board members, mayors, and legislators who make the decisions that affect us all. **Who better to make policy decisions** about people with disabilities and their families than people with disabilities and their families?

School principals, school boards, city councils, mayors, county and state officials, state senators and representatives, state agency boards, and federal legislators and agencies are just some of the policymakers **Partners graduates will influence**.

**Who would you add to this list for the Partners in your state?**

**Is your program providing graduates with the skills they need to influence *your* list of policymakers?**

For technical  
assistance,  
call anytime:

*Colleen*

*612-296-9964*

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*719-687-8194*

# --- *Partners in Policymaking* ---

## Why Do We Need It? ---

Individuals with disabilities and their families have always been **the true experts** on what they need and what they want in order to have positive, successful lives. Historically, however, systems and governments have dictated what individuals with disabilities receive, which may or may not be what is needed. People with disabilities have typically been faced with, **"This is what we have, take it or leave it."**

Our society has believed that people with disabilities need to be **"taken care of,"** sheltered, and shown the way. This erroneous belief is based on another erroneous belief, that people with disabilities and their families are not competent to make the best choices for themselves.

As we entered the 1980s, the **problems** were many and complex. People with disabilities and families:

- had been unserved and underserved,
- had been controlled by "the system," with little or no choices in services,
- lacked self-advocacy and empowerment skills,
- had little knowledge of the way local, state, and federal governments operate,
- were splintered across disability groups, with no shared vision.

And the population of national disability advocacy groups was aging, with little or **no "new blood"** of parents of young children with disabilities or young adults with disabilities. Partners in Policymaking **provides solutions** to these problems as we approach the 21st century.

*Today, with a **new conservatism** sweeping both state and federal levels, Partners is more important than ever. The Republican Contract with America features five principles of their philosophy of American civilization: individual liberty, economic opportunity, limited government, personal responsibility, and security at home and abroad. Partners training always has and will continue to address many of those issues. Partners, with its **quality principles and competencies**, is a program that transcends the changing political winds.*

By training Partners in **"best practices"** over a wide spectrum of issues, they are acquiring the skills necessary to **change systems**. They become competent to change their own lives, and then to work for changes that will affect others with disabilities at local, state, and federal levels. Partners also create a **shared vision**, enlarging the power base of disability rights advocates.

## **Why Do We Need It? (continued)**

Partners graduates are expected to be **long-term change agents**. They learn there are no "quick fixes" and they are trained in how to achieve long-term successes.

As the number of Partners graduates increases, a network of highly-motivated, powerful individuals are positively influencing the policymakers who shape disability issues at all levels.

**They're changing the face of disability issues  
across the United States.**

**They truly *are* Partners in Policymaking.**

# --- *Partners in Policymaking* Is Yours a Model Replication Program? ---

Is your Partners program following the **quality principles** outlined in the 1993 Partners Notebook and in this Handbook? Replication of these principles is important not only for the success of your program, but also for the **continued funding** of your state's Partners program.

When an agency is originally approached to fund a new Partners program, the agency hopes to fund a "sure thing" - a successful leadership training program, with proven, documented outcomes. In today's environment, administrators are very careful where dollars are spent. So the funding is usually approved for *replicating the model program*. However, **cutting corners** essentially changes the program into something other than a true Partners in Policymaking program.

## **Why is it important to replicate the model program?**

1. The **success of the model program** has been documented over a long period of time - nine years. Changes to the model program should not be made unless it can be *documented* that those changes *improve* the model program.

The Partners in Policymaking program is a carefully crafted, outcome-based leadership development course designed to provide information, training, resources, and skill building. The quality principles and curriculum have been formulated by experts from a variety of disciplines; the results have been tested; and successful outcomes documented. The challenging task of **designing a superior leadership program has already been done.**

The Partners curriculum was **designed to teach specific competencies in an organized, sequential order.** The individual topics collectively form a cohesive body of knowledge that will enable people with disabilities and family members to truly change the direction and future of their own lives, as well as the lives of others with disabilities.

***We must never forget the very purpose the program was designed to achieve: the education of people with disabilities and family members to enable them to become competent change agents.***

## Is Yours a Model Replication Program? (continued)

Changes to the program may not be improvements. They may, in fact, **dilute the program's effectiveness**. If a funder is going to spend the money to pay for Partners, Coordinators need to make sure they **deliver the best product** - competent graduates - by following the quality principles.

2. From year to year and across state lines, Partners graduates need to be on the **same "playing field."** Partners in Policymaking was never designed to become a club or organization of graduates. Partners is about individuals working on their own, and collectively, under their own direction; by joining existing groups; or starting new ones. Now more than ever, people from the disability community - especially Partners - need to **assist each other** when advocating for disability rights at the local, state and federal levels of government.

In order to be successful in these efforts, Partners graduates need to have achieved the **same levels of competency across state lines**. Partners graduates may call graduates from other states to network and for grassroots advocacy. Imagine the surprise when some graduates discover they haven't learned as much as the other graduates. Some Partners from across the nation have **expressed disappointment** that they weren't trained in certain competencies that other Partners acquired.

When the Partners program is modified from the replication model without documented proof of improvement, we are **robbing parents and self-advocates** of critical knowledge and the same opportunities for success that other Partners are enjoying. We must ensure that **ALL Partners graduates achieve** the same high levels of competencies as outlined by the quality principles (and found throughout this Handbook).

3. When the replication model is followed, every Coordinator has a "base" to help maintain quality. The use of this Handbook, coupled with replicating the model program, will enable Coordinators and funders to **maintain the highest quality standards**. When changes are made to the program that compromise the principles or competencies, no standard exists for comparison. To maintain the highest standards - in order to **graduate the most competent Partners** - one must have a frame of reference. The replication model provides that.
4. Following the replication model frees the Coordinator and possibly, the funders, from the **overwhelming task** of trying to "reinvent the wheel." The replication model is proven. Following the "recipe" allows the Coordinator to **fine-tune the program** in other areas, while leaving the proven curriculum intact.

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# *Partners in Policymaking*

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## Goals and Principles

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Partners is the answer to the question, "What would happen if individuals with disabilities and family members had the training necessary to make them leaders in positive change efforts?" Partners in Policymaking is an innovative leadership training program for parents of young children with disabilities and for adults with disabilities, designed and created in 1987 by Colleen Wieck, Ph.D., Director of the Minnesota Governor's Planning Council on Developmental Disabilities, and Ed Skarnulis, Ph.D., of the Minnesota Department of Human Services. The quality model of Partners in Policymaking **responds to the paradigm shifts** in the disability field. The quality principles have been refined over time, after being proven and documented.

Partners is designed to educate and empower its participants to **achieve systems change** at the local, state, and federal levels. This is a unique training program designed to encourage its participants to **alter the future** . . . it is designed for the next generation. Partners is not about perpetuating the status quo of today's systems; it's about creating new possibilities for the future.












Through **state-of-the-art training** from leaders in the field, Partners learn histories, philosophies, and concrete strategies for creating systemic change in disability areas.

### The Partners in Policymaking curriculum includes:

- ★ History of services for and perceptions of people with disabilities.
- ★ The histories and significant contributions of the parents' movement, the independent living movement, and the self-advocacy movement.
- ★ People first language.
- ★ Inclusive education.
- ★ Person-centered planning and inclusive community living.
- ★ Service coordination and/or state systems.
- ★ Assistive technology and positioning techniques for people with severe physical disabilities.
- ★ Identifying critical disability issues at the local, state, and federal levels, and designing strategies for effective systems change;
- ★ Parliamentary procedure, community organizing, advocacy, and working with the media.

## Goals and Principles (continued)

### The Quality Principles of Partners in Policymaking

-  A full-time coordinator dedicated to the success of the Partners program by carrying out the **essential duties** as described in this Coordinator's Handbook.
-  **Sufficient funding** to ensure the acquisition of all competencies by Partners through fully funding eight weekends (128 hours minimum) of intensive training.
-  **A comprehensive and thorough recruitment and selection process** of highly-motivated participants to ensure the best outcomes for systems change and the long-term success of the program.
-  Assuring an **appropriate mix of participants** in each class, to include an approximate ratio of 70% parents to 30% adults with disabilities, representing all areas of the state, a variety of disabilities, different socioeconomic groups, diverse ethnic groups, and both genders.
-  Featuring a variety of **nationally-known** for each of the eight sessions.
-  **Long-term commitment** to the program and **post-graduate support** for Partners to ensure successful on-going efforts in systems change.
-  **Full inclusion of and participation** by all Partners in the program, via appropriate accommodations and modifications.
-  Implementation of the **published Partners curriculum** which is designed to educate participants in both philosophies and critical strategies for change through readings, small group exercises, and extra assignments.
-  The Coordinator's constant **self-evaluation** to monitor his/her own effectiveness as well as the program's level of quality, along with the willingness and ability to improve the program as needed to attain the highest quality.
-  Monitoring outcomes of Partners via individual **long-term evaluations** in key areas of personal growth and participation in advocacy activities.
-  Upon graduation, Partners can **demonstrate the competencies** detailed in this Handbook.

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# *Partners in Policymaking*

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## Competencies

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Upon graduation, Partners will be able to:

1. Describe the history of services for, and perceptions of, people with developmental disabilities.
2. Describe the significant contributions of the parent, self-advocate, and independent living movements.
3. Note important ways in which self-advocacy (People First movement) differs from advocacy for others and why the difference is important.
4. Describe People First Language and why its use is of critical importance.
5. Describe the reasons for quality inclusive education.
6. Outline specific strategies to achieve inclusion and quality education.
7. Demonstrate how to be assertive in team meetings.
8. Understand the concepts of person-centered planning and what supports are necessary to be fully included in the community.
9. Understand the types of supports necessary for creating a positive home environment, such as family support, natural supports, and/or Medicaid waivers.
10. Understand that a flexible, responsive system of supports for the families of children with disabilities is the cornerstone for a true system of community supports for people with developmental disabilities.
11. Demonstrate an understanding of the need for all individuals to experience changes in lifestyle across the lifespan.
12. Describe the importance of home ownership/control as one of the defining characteristics of adult life in our culture.
13. Outline the basic principles and strategies being used to support people with developmental disabilities in their own homes across the lifespan.

## Competencies (continued)

14. Understand the concepts of supported and/or competitive employment, including the use of natural supports.
15. Demonstrate a knowledge of the service coordination system and/or the state service system and describe what services may be available.
16. Describe the importance of positive approaches to behavior change.
17. Describe how a bill becomes a law at the state and federal levels.
18. Draft and deliver testimony for legislative hearings.
19. Identify critical federal issues and the process by which one can personally address concerns.
20. Demonstrate how to meet a public official and express views and concerns.
21. Describe a vision for the year 2010 and beyond for people with disabilities.
22. Understand the reasons for and the importance of proper positioning techniques for people with disabilities.
23. Describe examples of assistive technologies for people with disabilities.
24. Demonstrate a knowledge of parliamentary procedure and appropriate methods for running a meeting.
25. Demonstrate successful techniques for advocating for services to meet the needs of individuals with disabilities and families.
26. Identify strategies for beginning and sustaining grass roots level organizing.
27. Identify how to use the media to effectively promote issues.

**NOTE:** Remember to distinguish between competencies and activities. Knowing how to complete forms, for example, is an activity, not a competency. Partners competencies are focused on best practices in disability issues and strategies to use when influencing policymakers.

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# *Partners in Policymaking*

## "Top 10" Values

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A quality Partners in Policymaking program is built on critical values relating to the inherent worth of people with disabilities. These values must be the underlying thread woven throughout every aspect of the training program.

- 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 First Amendment 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 need to be in positions to **negotiate** to have their wants and needs met.
- Value #8: People with disabilities must be able to exercise **choice** in all areas of their lives.
- Value #9: People with disabilities must be able to live in the **homes** of their choices with 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.

*For Your Notes . . .*

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# --- *Partners in Policymaking*

## DD Councils and Partners: --- Responsibilities and Relationships ---

Most Partners in Policymaking programs are funded wholly or in part by state Developmental Disabilities Planning Councils. In some states, other agencies or consortiums also provide funding. In any event,

**Partners programs exist because  
DD Councils (funders) value the Partners product:  
*new leadership in the state.***

Councils make  
significant investments  
and commitments  
when they fund Partners.

The return on the investment  
is long term,  
as Partners across the state  
achieve successes  
in legislative advocacy,  
systems change, and  
grass-roots organizing.

The relationship between  
a DD Council  
and a Partners program  
is more than that of  
a giver and receiver.

***DD Councils and Partners programs  
forge a bond that transcends  
the financial association!***

### **The 12 Steps to Success for DD Councils**

1. Hiring a full-time, qualified Coordinator.
2. Incorporating the Coordinator's Essential Duties from this Handbook into the Coordinator's job description and/or contract.
3. Fully funding the program for the prescribed eight sessions to ensure all competencies are achieved by all participants.
4. Requiring regular, timely debriefings and full reports to the Council from the Coordinator about the Partners program.
5. Requesting personal testimonials from Partners graduates about their Partners experience.
6. Encouraging and assisting Partners graduates to serve on the Council and/or other significant, influential boards.
7. Retaining an outside, independent evaluator to measure the program's outcomes, via initial, six-month, and long-term surveys.
8. Attending Partners sessions as observers (not participants).
9. Attending graduation ceremonies.
10. Adding Partners graduates to Council mailing lists, etc.
11. Creating and maintaining a system of on-going contact between the Council and Partners graduates.
12. Determining what the connection should be between the Council and Partners graduates; then creating and maintaining the supports to preserve that connection.

## Coordinator's Essential Duties (continued)

18. I will recruit **nationally-recognized speakers** who are leaders in their field who will instruct Partners in "best practices" in disability issues.
19. I will ensure that speakers present not only philosophies of disability issues, but also concrete information and specific strategies to create **systems change**.
20. I will ensure that each speaker has a clear understanding of what is expected from his/her presentation, and what **competencies** should be achieved by participants during the session. I will also inform the speaker of the unique and individual dynamics of the members of the Partners class, so that the speaker is presenting information geared to the level of understanding of the class, e.g. basic philosophy, basic or advanced strategies, etc.
21. I will communicate with speakers ahead of time regarding our use of sign language **interpreters**, foreign language interpreters, and/or other types of accommodations provided. I will ask speakers to send their notes/materials ahead of time to assist the interpreter(s) in providing the best possible service.
22. I will ensure that each speaker understands exactly when and where his/her **presentation time(s)** are via written personal communication and by mailing him/her the session agenda well in advance of the scheduled presentation.
23. I will inform every speaker of the date I need their **hand-outs** prior to his/her presentation, in order to be able to copy them and include them in the monthly packets for participants.
24. I will clarify with the speakers, via written requests/forms, their **audio/visual needs**: slide projector, screen, overhead projector, videotape player and TV monitor, etc.; their hotel accommodations; and any other needs they might have in order to ensure a successful presentation.
25. I will clarify with the speakers via their **contracts** who is financially responsible for what expenses, e.g. transportation, meals, incidentals, etc.
26. I will arrange for and/or provide the speakers' **hotel accommodations** and transportation from the airport to the hotel. I will provide the speakers with the name, address, and telephone number of the hotel, along with directions from the airport to the hotel.
27. If **videotaping or audiotaping** the training sessions, I will solicit and receive prior permission from the speaker to record his/her presentation. These recordings may be used by Partners who require review or repetition in order to learn and/or acquire the competencies.

## **Coordinator's Essential Duties** (continued)

28. If **videotaping or audiotaping** the training sessions, I will ensure that the appropriate personnel are in place with the appropriate equipment in order to successfully and unobtrusively record the sessions.
29. I will maintain a **box of supplies** for use during the session which will include: flip charts, markers, 3 hole punch, masking tape, extra name tags, sharpened pencils, writing tablets, hand-outs of previous sessions, extra tapes when recording sessions, and any other materials necessary to ensure a smooth, worry-free session.
30. I will be an **active observer** of every Partners session, remaining in the meeting room during the session, to assess the speakers' presentations, to gauge Partners' participation, and to self-evaluate the success of that session.
31. I will **assess** all aspects of my state's Partners program regularly, via self-evaluation, Partners' evaluations, and outside evaluation, and will make whatever improvements are necessary to ensure that the program reflects the highest quality standards.
32. I will provide **post-graduate support** for Partners to ensure that graduates can and will continue the systems change advocacy learned during their training.
33. I will not delegate any of my **essential duties** to Partners graduates or others who are not paid staff of the program.
34. I will seek **funding** for Partners from sources who: support the vision of a Partners in Policymaking quality model, believe in the value of empowerment, and will nurture the efforts of the Partners staff and its participants.
35. I will regularly **provide detailed reports** about the program to the funding organization

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# *Partners in Policymaking*

## Coordinator's Essential Duties

---

1. I will ensure that the **recruitment** of the Partners class results in a diverse group of qualified individuals: parents of young children with disabilities and adults with disabilities, from all parts of the state, with various disabilities represented. These participants will be ready and willing to learn a new way of thinking and will use this knowledge to achieve systems change at local, state, and federal levels.
2. I will ensure that Partners sessions reflect the **values** being taught: inclusion, empowerment, and respect for all individuals in the program.
3. I will personally **visit the hotel** site prior to booking to verify accessibility in hotel guest rooms and bathrooms, elevators, meeting rooms, public restrooms, restaurants, bars, entrances, and parking areas.
4. I will ensure that meeting rooms and dining areas are set up in a manner that will allow **complete wheelchair access** throughout the room, including access to the tables in the front of the room, to the podium, to meal service tables, etc.
5. I will work with the **hotel staff** to assure that all persons involved in Partners are treated with dignity and respect.
6. I will familiarize myself with the **meeting rooms** of the hotel, including the thermostat, lights, microphones, etc., and I will work closely with the hotel staff to have contingency plans in place in case of any problems and/or mechanical failures.
7. I will ensure that **microphones** are used by *everyone* speaking to the group: myself, presenters, participants asking questions of the speaker. The use of microphones will enable all Partners, guests, and speakers to hear what's being said. In addition, the use of microphones by Partners will allow them to become comfortable with the use of microphones prior to their graduation.
8. I will ensure that meetings are run **on schedule**, respecting the valuable time of each participant and each speaker. In addition, all Partners and speakers will have a clear understanding of expectations.

## **Coordinator's Essential Duties** (continued)

9. I will ensure that necessary **adaptations to reading materials** (including simplifying the materials, translation into other languages, Braille, etc.) are made to provide equal access to every part of the Partners program for self-advocates with disabilities. Further, I will make all presenters aware of these needs in advance to ensure that every Partner will receive the full benefits of and enjoy full participation in each session.
10. I will design all sessions to ensure that all Partners have the opportunity to learn that session's **competencies**. The critical factors include: the selection of the speaker and his/her topic, hand-outs, activities, small group exercises, and homework.
11. I will ensure that every session has a combination of **learning methods**, to include presentation, discussion, and exercises, to assure full participation by each and every Partner.
12. I will structure the year's program so that Partners learn competencies in a **logical, sequential order**, with each session adding to the completeness of the program.
13. I will ensure that every participant has an accurate **agenda** for each session at least two weeks in advance (preferably one month in advance, at the previous session). Each agenda will be specific as to starting and ending times of each topic during the weekend, break and meal times, meeting room locations, types of activities during each session, e.g. lecture, small group exercises, etc.
14. I will prepare **packets** of information for each participant, for every session, which will include the agenda, hand-outs from the speakers, biography of the speakers and their addresses, other reading materials, homework assignments, evaluations, and reimbursement forms.
15. I will encourage all Partners to write **thank you letters** to speakers and/or guests, both as an exercise in letter writing and also as a means of Partners expressing appreciation to the speakers/guests for impacting the Partners' lives.
16. I will ensure open **communications** among Partners staff, participants, speakers, and guests.
17. I will actively encourage and facilitate, when necessary, **friendships** and relationships between parents and self-advocates in the Partners class, in order to develop the camaraderie necessary for a successful long-term Partners network.

# --- *Partners in Policymaking* ---

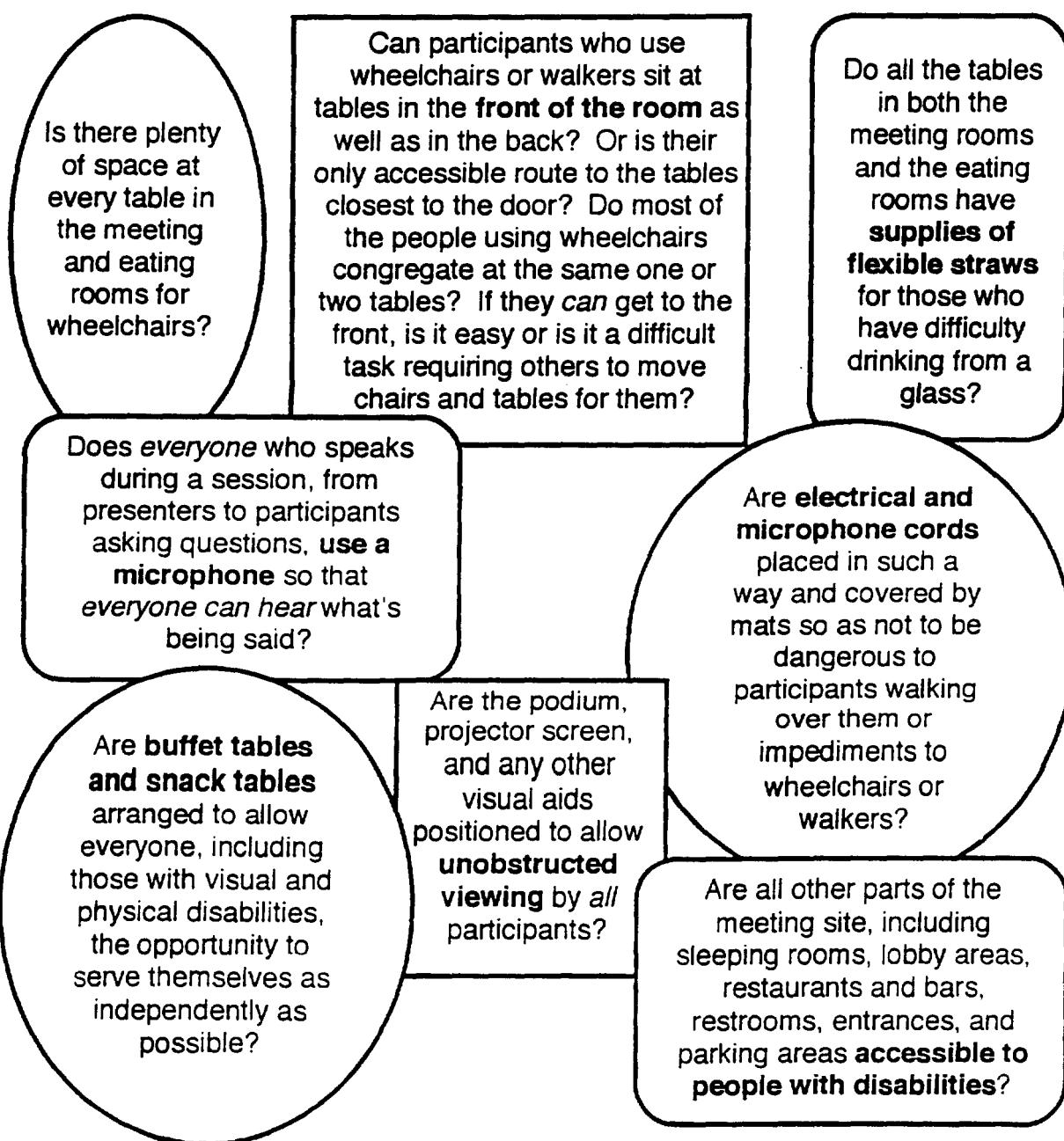
## Creating an Inclusive Program

You recruited Partners.

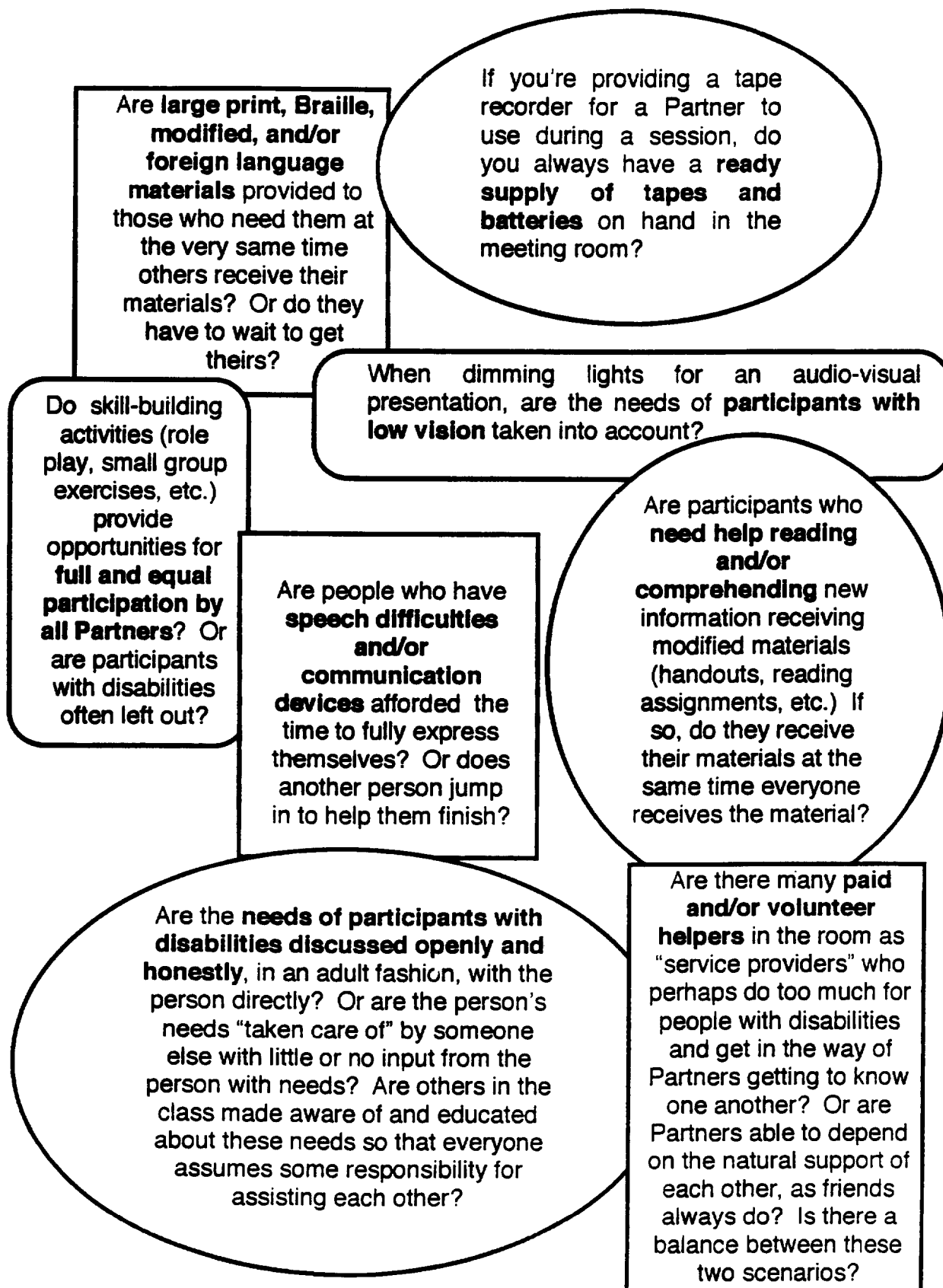
You booked the hotel.

You contracted speakers.

Your program begins and Partners learn about disability rights, inclusive education, and inclusive communities. *But are all your Partners truly included in your program?*



## Creating an Inclusive Program (continued)



## **Creating an Inclusive Program (continued)**

These are just some of the needs facing Partners Coordinators and Partners participants. The needs may change from year to year. But the one constant is:

**If the Coordinator, individually,  
and the class, as a whole,  
cannot model and create an  
inclusive environment  
during a Partners weekend,  
then Partners cannot be  
expected to achieve  
inclusion in their communities!**

**For a program  
to be successful,  
every Partners weekend  
every Partners activity  
every Partners meal  
must be a model of inclusion.**

*For Your Notes . . .*

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# *Partners in Policymaking*

## Coordinator's Self-Evaluation

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In addition to evaluating individual Partners sessions and the outcomes of graduates, it's important to **evaluate yourself**. Your actions, attitudes, and demeanor all have a profound effect on the success of the Partners program.

Partners Coordinators come from diverse backgrounds. Some are Partners graduates, some have other experiences in the disability arena, and still others have credentials as trainers. The **Coordinator's position is unlike any other** - a combination of trainer, friend, travel consultant, master scheduler, and more, much more.

To be effective, the Coordinator must **model the values of inclusion**. The deeply personal nature of relationships among Partners, Coordinators, and presenters requires that the Coordinator possess the highest level of professionalism. The Partners program evokes incredibly strong emotions from its participants. It's a life changing experience for most of them and many Partners may be extremely vulnerable during certain parts of the program.

Coordinators must be very aware of their **potential to influence** not just the essence of the program, but also the very lives of the participants in the program. How are you doing in this regard?

- ☐ **Are you supported** by other staff members and/or DD Council members?
- ☐ **Do you support** the views and other activities of the Council?
- ☐ Do you bring into the sessions **an open mind, a caring attitude, and an optimistic outlook?**
- ☐ Do you view yourself as **a leader and a teacher** with all the responsibilities inherent to those roles?
- ☐ Are you able to master the **fine art** of being friends with Partners without taking on their personal issues and problems?
- ☐ Do you bring to the sessions **hidden agendas** or do you leave those at the office?

## Coordinator's Self-Evaluation (continued)

- ☐ Do you take a **proactive**, rather than a reactive, role in working to solve any and all problems you face as Coordinator? Do you seek out the appropriate help you need to solve the issues?
- ☐ Do you believe in and promote the **values, principles, and ideals** set forth in this manual?
- ☐ **Do you take good care of yourself** away from the program so that you're able to help with the needs of others during Partners weekends?
- ☐ Do you know it's o.k. to not be perfect? **That you're not in this alone?** That Coordinators who seek counsel and support from others feel better about their efforts and their programs?
- ☐ Do you recognize the power of the Partners program to change lives? And do you understand the **importance of your role** in that process?

In addition to this very personal inventory, take the time on a regular basis to evaluate your actual performance after each Partners session. Then once a year (or more often) evaluate yourself on your overall performance. Those self-evaluation forms follow.

**The ability to monitor your own performance  
and the willingness to be self-critical  
will help you attain the highest quality standards  
not only for yourself,  
but for your Partners program, as well.**

# *Partners in Policymaking*

## Coordinator's Self-Evaluation for Each Session

Copy this self-evaluation and grade yourself after each session. Use the results to help you maintain the highest quality Partners program.

	Always				Never			
1. The meeting rooms and dining rooms were set up to be accessible, allowing wheelchair access to all tables in the rooms.	5	4	3	2	1			
2. Microphones were used by everyone speaking to the group, including myself, speakers, and Partners who asked questions.	5	4	3	2	1			
3. This session was run on schedule, per the prescribed times on the agenda.	5	4	3	2	1			
4. Necessary curriculum modifications and adaptations were made for those Partners needing them.	5	4	3	2	1			
5. The session had a combination of learning methods, including lecture, discussion, and exercises.	5	4	3	2	1			
6. Partners received packets with appropriate hand-outs, homework, readings, agenda, and evaluation and reimbursement forms.	5	4	3	2	1			
7. I encouraged Partners to write thank-you notes to this session's presenters.	5	4	3	2	1			
8. This session included nationally-recognized speaker(s) who instructed Partners in "best practices" in their subject area.	5	4	3	2	1			
9. Presentations this session included philosophy as well as concrete strategies for systems change.	5	4	3	2	1			
10. The speakers presented information that allowed Partners to achieve the competencies for this session.	5	4	3	2	1			

# *Partners in Policymaking*

## Coordinator's Annual Self-Evaluation

### Post-Graduation

Copy this self-evaluation and use it to grade yourself at least once a year. Use the results to help you maintain the highest quality Partners program.

	Always			Never
	5	4	3	2 1
1. The widest means of recruitment were utilized in the recruitment of applicants for this Partners class.				
2. The selection process yielded a qualified group of participants with the appropriate disability, geographical, gender, and socioeconomic representations.	5	4	3	2 1
3. I selected a hotel site that was accessible.	5	4	3	2 1
4. I worked with the hotel staff to ensure people with disabilities were treated with respect and dignity.	5	4	3	2 1
5. I familiarized myself with the meeting and dining areas and had contingency plans in place with the hotel in case of problems or equipment malfunctions.	5	4	3	2 1
6. I ensured that open communication existed among Partners staff, participants, speakers, and guests.	5	4	3	2 1
7. I actively encouraged and helped facilitate, when necessary, friendships and relationships between Partners.	5	4	3	2 1
8. I maintained effective communication with speakers during the year to clarify presentation requirements and travel details.	5	4	3	2 1
9. I actively observed every Partners session, remaining in the meeting/dining rooms, except during emergencies.	5	4	3	2 1
10. I am assessing the Partners program's effectiveness on an on-going basis, via self-evaluation, Partners evaluations, and long-term surveys.	5	4	3	2 1
11. I am providing long-term post-graduate support for Partners.	5	4	3	2 1
12. I do not delegate any of my essential duties to Partners or others, unless they are paid staff.	5	4	3	2 1
13. I regularly provide detailed reports about the program to the funding organization.	5	4	3	2 1

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# *Partners in Policymaking*

## Words of Wisdom

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Valuable bits and pieces from Coordinators here and there!

### **About “visitors” in the sessions . . .**

“We learned not to have a lot of ‘visitors’ in our sessions - including Partners graduates! Each class needs to bond together, to learn to depend on each other. That can’t happen if others are there to help all the time. Each class is unique with its own personality. Let them grow together without interference from their ‘big brothers and sisters’. There’s time later to bring members of different classes together.”

### **Speakers more than once?**

“We had several speakers that could effectively teach more than one subject. So we had one come back twice in the same Partners year. It didn’t work. Even though the topics were different, the Partners *felt* they were getting a repeat from the person’s first presentation months before.” [NOTE: This does not mean a speaker cannot cover different themes within the same weekend.]

### **Too many details?**

“In our first year, I was so excited that I went overboard on details. I would list on the agendas what was going to be served at the meals. What a mistake! The Partners who didn’t like roast beef - or whatever - had all afternoon to think about how much they were going to hate dinner!!!”

### **The Speaker didn’t show up!**

“I like to have a back-up speaker in case of emergencies, but it doesn’t always work out. So I’ve acquired a library of excellent video tapes that relate to the Partners topics. I have my supply on hand and when a presenter got lost and was an hour late, I was able to show a video on the subject matter until the speaker arrived.”

### **Partners like to talk . . .**

“Our Partners really like to talk and share with one another. I wanted to schedule time in the agenda for this, because I know it’s important. At the same time, I didn’t want to take time away from speakers and activities. So, we have a microphone with a long cord at meal times. After everyone is close to finishing eating, we pass the microphone around and everyone gets a chance to shine!”

### **. . . and talk . . .**

“Introductions on the very first weekend was a problem. I knew everyone should be introduced, but some people talked so long about themselves, that others didn’t have time to say hardly anything. Plus, some people were bored and irritated by the ones

## **Words of Wisdom (continued)**

that went on so long. Using a planned icebreaker exercise made the process fun for everybody. It also helped me keep on time."

### **Leadership by committee?**

"Our Council felt that a Partners Committee (made up of Partners, themselves) should be the driving force behind our program. It sounded like a good idea at first: Partners running Partners. However, it caused more problems than solutions . . . Committees just don't work when it comes to maintaining a good program."

### **Sex, Alcohol, and Partners . . .**

"We've had some problems with Partners enjoying themselves a little too much . . . too much alcohol and what seemed to be hanky-panky after hours during the Partners weekend. We tried resolving it by talking to folks, but that doesn't always work. We're now working on an official policy regarding the use of alcohol and sexual harassment."

### **You're Not Getting Older, You're Getting Better???**

"We decided to add older parents to our group. It was a mistake. The older parents were cynical, didn't want to collaborate, and were overall 'downers.' The program is designed for young parents and now we know why!"

### **Double Your Pleasure, Double Your Fun?**

"A few parents have literally begged us to let their spouses come to Partners with them. When we told them we only had funding for a certain number of people, they said they would pay their own way for the husband or wife. We did it - had two couples in one class. Not a good idea, we found. Because the couple sticks together, they don't interact with others very much. They don't 'bond' with the whole class. Also, when the issues facing families include the spouse . . . it's hard to ventilate about that when the person is sitting right there!"

### **Partners Presents = Good Beginnings/Great Endings**

Two states have reported they have canvas tote bags for each Partner at the very first session. The inexpensive totes are personalized with each state's Partners logo. Other states have provided specially designed T-shirts and sweatshirts. A nice touch!

### **Too Many Attendants Spoil the Class . . .**

"Trial and error taught us a valuable lesson. We no longer allow attendants/facilitators to sit at the Partners' tables. Many folks need their attendants close by, but sitting them at the tables caused problems: attendants often participated as if they were Partners; many 'took over,' not allowing Partners to participate on their own; they spoke for the Partners without giving them a chance to speak for themselves; and their physical presence at the tables - between Partners - set up barriers to Partners really getting to know each other and help each other. We value the contributions of the attendants, but we have to work hard to ensure Partners receive the benefits of being fully included in our program. Facilitators often 'get in the way' of that process."

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# *Partners in Policymaking*

## True Confessions

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The Coordinator's Survey revealed that Coordinators have dealt with a variety of issues surrounding Partners participants. The lessons individual Coordinators have learned can be beneficial to all Coordinators.

In many cases, difficulties can be *prevented* by outlining, in detail, the requirements for participation in the Partners contract, and by reviewing these during the first session. Whenever possible and appropriate, let Partners solve the problems themselves. Utilize the "natural" leaders in your group. Following is a listing of some of the difficulties experienced along with potential solutions:

### **ISSUE**

**Parents of adult children (Partners) wishing to hover over and facilitate for their children.**

### **RESOLUTION**

Be upfront with the parents (or other family members) in the very beginning. When selecting self-advocates who have relied on their parents for support, accommodation, etc., plan ahead and identify an "outsider" to be the assistant/facilitator for Partners sessions. When possible, seek the assistance of the self-advocate in identifying/locating such an assistant. If Partners is to teach people with disabilities how to achieve interdependence, it cannot be done with parents in the room. If parents must attend the sessions in order to help with personal needs (toileting, bathing, etc.) inform them that Partners sessions are for Partners only and that you'll call them if they're needed. Many states have adopted the hard and fast rule of, "No parents of Partners allowed!"

### **ISSUE**

**Personal care attendant chosen by group home for person with a disability is not the right person and/or not the person *wanted* by the person with the disability.**

### **RESOLUTION**

Be proactive and supportive of people with disabilities in exercising their rights to choose an assistant. Develop a listing of assistants *you* can feel comfortable with and depend on. Hopefully, one from your cadre will meet the needs of the Partner.

## **True Confessions (continued)**

### **ISSUE**

**Partners bring family members/friends to sessions.**

### **RESOLUTION**

The contract signed by Partners must detail that no guests are to attend Partners sessions or activities. At the very first session, details of the contract should be verbalized by the Coordinator as a reminder. When a Partner does bring a guest, a copy of the contract should be provided to the Partner, followed by discussion about why guests are not permitted. If the action continues, the Coordinator may ask the Partner to resign and apply another time when conditions are more suitable for the person to attend Partners per the contract.

### **ISSUE**

**The feeling that self-advocates with cognitive impairments are not getting much out of the program, materials aren't modified/adapted, or facilitator is not making necessary adaptations.**

### **RESOLUTION**

The following ideas may be beneficial in helping some self-advocates get the most out of Partners:

- Utilize the "Concept Highlights" in your Partners Curriculum manual which provide easy-to-understand ideas.
- Adapt materials appropriately.
- Provide as many materials as possible a week or so prior to each session.
- Debrief the session soon after it ends, using Partners staff member or a Partners participant
- Provide facilitation/homework between sessions.
- Use more small group exercises during sessions.
- Provide audiotapes of the sessions and homework (reading materials).
- When appropriate, discuss this ahead of time with speakers, and see if the speaker can utilize the self-advocates experiences during the session . . . use self-advocates as "teachers." ("Mary, how many wheelchairs have you had in your life?" "Tom, when you were mainstreamed, were you really included?")

Coordinators must recognize that all people - including those with significant cognitive impairments - learn differently, process information differently, and will use the information differently. In every class of Partners, Coordinators will discover the widest possible spectrum of learners, activists, etc. Coordinators should ensure that all Partners are participating at whatever levels are right for them. We don't know what people are capable of until they're allowed to flex their own muscles in their own way in their own time. Assume the best, expect the best. *Partners is working right when diversity and variety are celebrated!*

**ISSUE**

**Difficulties in recruiting most appropriate candidates, e.g. African-Americans, parents of younger children, etc.**

**RESOLUTION**

Coordinators often use existing mailing lists from disability organizations and agencies when soliciting applicants. In most cases, the use of these mailing lists yields a good cross-section of candidates. However, Coordinators may often need to utilize "non-disability" mailing lists. When recruiting minority candidates, contact minority-owned newspapers; local/state organizations with ties to minorities, e.g. NAACP, Native American, Asian-American groups, etc.; churches; and/or other contacts in your area. In many cases, it would prove beneficial to have your application brochures translated and printed in the appropriate language for the group you're recruiting.

In recruitment of parents of younger children, contact Early Childhood Intervention programs, the Child Find Coordinator in the targeted area, neighborhood (typical) daycare centers, churches, etc. Find alternate ways to get the information to potential candidates. If you can't obtain a mailing list from the above mentioned groups, ask if they'll include a press release or short article about Partners in their newsletters/mail-outs. Some may be willing to include your invitation letter with their mailings, if you provide the copies. Spread the word of who you're wanting to target and get creative ideas from others in your community.

Federal law mandates that programs receiving federal funds include "cultural competence." Translation: a Partners program must be culturally diverse not only in its recruitment and selection of participants, but also in its selection of presenters and activities.

**ISSUE**

**Partners abusing reimbursement expense requests.**

**RESOLUTION**

At the first session, and thereafter when necessary, the Coordinator should detail carefully the reimbursement process. Make sure it's all included in the Partners contract, as well. Be very direct and firm about what is covered and what's not - both in the large group discussions as well as with individual Partners. Unfortunately, the Partners experience is the first time many parents and self-advocates have been away from home, in a fancy hotel, etc. and the temptations may feel great.

When an inflated reimbursement request is submitted, a one-on-one conversation is in order. If the pattern persists, new/different limits may need to be established. Coordinators can stress the rules and regulations they must all live with under State governments: that reasonable expenses are the rule.

## **True Confessions (continued)**

Experienced Coordinators warn of participants "double-billing," charging Partners for respite care when that service is being paid for by someone else, for example. Also, some Partners choose the most expensive form of travel, instead of the most economical (flying vs. driving). Treat all participants as the adults they are, be firm, be sure, and be swift in correcting the problem.

### **ISSUE**

**Participants complaining about hotel, food, each other, etc.**

### **RESOLUTION**

This can be a real bugaboo! Instead of being appreciative of the benefits they're receiving, some Partners may be natural complainers about any and everything and can often infect others with this way of thinking. At the first session, stress that "Being a participant in Partners is a privilege, not a right." Partners are there to work and learn, and certainly creature comforts are important. Stress this in as many ways as possible. Draw participants back to the reason they're in Partners.

If accessible accommodations are a problem, Coordinators do need to remedy this immediately. It may mean the difference between a person being able to attend Partners or having to drop out. In addition, Partners programs should model inclusion and accommodation.

Difficulties between Partners are best left to the Partners to work out. Coordinators should not be baby-sitters, mediators, parents, or anything else except Coordinators. Remind people that they're there to learn and what better way to learn than to solve the problem first hand. If possible, let it be a group problem solving exercise (on their own time). Or, you might enlist the assistance of one of the "natural" leaders in your class.

One savvy Coordinator, when faced with complaints about the food, offered the task of meal selection to the Partners themselves. She explained what the task entailed - considering budgets, table service vs. buffet, etc. There were no takers and no more complaints about the food!

### **ISSUE**

**Participants arriving late, leaving early, or not showing up at all with no excuse.**

### **RESOLUTION**

Ensure that attendance and punctuality requirements are detailed in the Partners contract. Discuss these at the first session and as necessary throughout the year. Chronic offenders need to be asked to resign and re-apply when they can make the time commitment. Deal with this issue quickly before other participants decide, "If she/he can do it, so can I." Remind Partners of the financial investment the program is making in them!

**ISSUE**

Partners dominating sessions with their own "war stories," asking inappropriate questions of speakers during sessions, and/or otherwise disrupting the sessions.

**RESOLUTION**

Discuss this in the beginning of the Partners year. Suggest that personal questions to the speakers should be addressed during break or meal times. Speak privately to the individual creating the disturbance. You should also alert speakers about the need to keep personal questions, etc., out of the general sessions. If necessary, inform speakers if there are particular individuals to be aware of in this regard. Another option, especially if other Partners are complaining to you about the offender, is to let the Partners discuss this and problem solve together. There's nothing like peer pressure!

*For Your Notes . . .*

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# *Partners in Policymaking*

## Directory of Coordinators

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As of October 1995

This Directory will be updated and sent to you on a regular basis. Please notify us of any changes and/or corrections to the following information. In addition, please refer requests for copies of this Directory of Coordinators to Colleen Wieck.

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### **ARKANSAS**

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### **COLORADO**

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## **VIRGINIA**

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## **WEST VIRGINIA**

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## **WISCONSIN**

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## **PREVIOUS PARTNERS PROGRAMS**

### **CONNECTICUT**

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181 East Cedar Street  
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### **OHIO**

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## **WASHINGTON**

Ms. Cecile Lindquist  
UAP Empowerment Educ. Unit  
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## **States Without Partners in Policymaking Programs**

Kansas Maine Nevada Vermont Wyoming Washington, DC

### **Direct General Inquiries Regarding Partners in Policymaking To:**

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300 Centennial Building  
658 Cedar Street  
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612-296-9964  
612-297-7200 FAX  
612-296-9962 TDD

Jopie Smith  
(Texas Partners Coordinator)  
Director of Training  
Texas Planning Council on Developmental Disabilities  
4900 North Lamar Boulevard  
Austin, Texas 78751  
512-483-4089  
512-483-4097 FAX  
512-483-4099 TDD

Kathie Snow  
(Texas Partners Graduate and Partners Presenter)  
250 Sunnywood Lane  
Woodland Park, Colorado 80863  
719-687-8194 Voice/FAX

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# *Partners in Policymaking*

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## Curriculum

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The Partners curriculum is designed to be **comprehensive and sequential**: comprehensive so Partners acquire the competencies; sequential so the topics flow and build upon each other. To that end, Coordinators need to follow a somewhat rigid topic order.

On the following pages, various topics with accompanying competencies are described. The intent of the format of these pages is to present all the information needed in one area to help Coordinators plan each session.

There are ten topic headings. Partners should be scheduled for eight sessions. Some of the topics are stand-alone; that is, one topic will fill the entire weekend. Other topics are combined together. The combination of topics should be **logical and the topics should complement each other**.

History should always be first, followed by Inclusive Education and the adult issues of Independent Living and Supported Employment. Federal and State Legislation will be in the middle of the Partners year. Advocacy and Community Organizing should be taught towards the end of the year. Partners need to learn about WHAT they're advocating and community organizing for before they actually start doing it! The remainder of the subjects fit between the Legislative sessions and graduation. Following are suggested schedules. Some states need to modify this schedule to accommodate their State Legislative weekend. Other than that difference, schedules should closely follow those recommended in order to have the most effective program.

On the following page are "Schedules A and B." These are sample schedules which reflect a sequential order of the various topics. Also included in this section are copies of agendas from Minnesota and Texas, as well as samples from Missouri and Oregon. Many states are using creative agendas, adding to the overall excellence of a program.

In order to achieve the minimum 128 hours of competency-based instruction, each session should run from around noon on Friday until 9 PM that night, and from early morning on Saturday to approximately 3:00-4:00 that afternoon. Friday dinner and Saturday breakfast and lunch should be catered at the hotel, with all Partners in attendance.

Friday dinner and Saturday lunch should be located in a different room than the meeting room. Saturday breakfast is best served in the meeting room. This

## **Curriculum (continued)**

facilitates an orderly and timely transition to the first speaker Saturday morning. By serving breakfast in the same room late-risers can finish their breakfast even as the speaker begins and you don't have to build in transition time from one room to another. Many Coordinators report success with breakfast buffets. Early mornings can often be a difficult time to have everyone in the room at the same time for a plated meal. With a buffet, Partners can still have a good meal while arriving at different times (within the allotted breakfast time slot).

### **Schedule "A"**

**Session 1**  
History

**Session 2**  
Inclusive Education

**Session 3**  
Supported/Competitive Employment  
Supported/Independent Living

**Session 4**  
Federal Legislation  
Vision

**Session 5**  
State Legislation

**Session 6**  
Assistive Technology  
Positioning  
Behavior

**Session 7**  
State Service Systems  
Family Support  
Parliamentary Procedure

**Session 8**  
Advocacy  
Community Organizing  
Using the Media  
Graduation

### **Schedule "B"**

**Session 1**  
History

**Session 2**  
Inclusive Education

**Session 3**  
Service Coordination  
State Service Systems  
Family Support  
Vision

**Session 4**  
State Legislation

**Session 5**  
Assistive Technology  
Positioning  
Behavior

**Session 6**  
Supported/Competitive Employment  
Supported/Independent Living  
Federal Legislation

**Session 7**  
Community Organizing  
Advocacy  
Using the Media

**Session 8**  
Parliamentary Procedure  
Graduation

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# *Partners in Policymaking*

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## National Speakers

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The quality principles of Partners in Policymaking require the use of nationally-recognized presenters to enable Partners participants to **acquire the published competencies**. Lack of funds; the in-state political climate; and/or the personal wishes of Coordinators, DD Council members, and others are often the justifications for using in-state speakers in place of national speakers.

Like other aspects of the Partners quality principles, the **benefits of using national speakers have been documented** over time via long term studies of Partners graduates and their activities. Partners programs utilizing more local/state speakers than national speakers, are wasting precious dollars and the time and energies of its Partners and presenters.

Following are reasons to select national speakers:

- National speakers, with expertise on specific issues and topics, have a broad perspective and **understand the need for new concepts**. They are aware of and are versed in the relationships and connections between system changes and policy developments at the national level and the effects at the state and local levels.
- Since **disability policy is often set by Congress**, a national perspective about policy requires a national speaker.
- **National speakers can teach best practices and “what’s possible.”** In-state speakers may be able to teach only the status quo and “what’s happening now.” Partners don’t need to learn the status quo and the current status of disability issues in their state. Partners are already *living with* their state’s policies regarding people with disabilities. Many participants could probably teach the in-state speakers about current issues in a given state! Partners need to learn best practices (**dream big**) and the strategies to achieve systems change (**turn the dream into reality**). National speakers are in a position to teach these best practices.
- Disability issues require **state-to-state exchange (cross-fertilization)**. If only in-state speakers are used, there is no opportunity for Partners to learn about the progress happening in other states and the methods for creating the change in their own state.
- Out-of-state speakers can literally say things in-state speakers can’t. In most cases, **in-state speakers will be constrained** by their occupations/

## National Speakers (continued)

positions/political connections. Since Partners is about learning to change systems, **in-state speakers**, who may often be the "gate-keepers," **have no incentive** to criticize current policy or teach Partners how to change the very systems the in-state speakers may be affiliated with or employed by.

- In order to promote Partners graduates to national boards and commissions, there must be **opportunities for developing connections and mentorships**. Personal relationships between Partners and national speakers can result in the recruitment of Partners to influential positions at the national/federal levels.
- To create systems change at the national level, Partners graduates also need to be able to network and **organize with Partners across state lines**. For them to successfully work together, they need to be on the "**same playing field**" with similar levels of knowledge and skills in advocacy. Partners who have learned only from in-state speakers will not be on the same level as Partners who have acquired competencies via the national perspective.
- National speakers rarely have the opportunity to meet with and get to know a small group of people at the very personal level available at a Partners session. Partners provides the **opportunity for the national faculty** to learn and receive feedback.

Remember that national speakers must be capable of presenting "state-of-the-art" material to Partners. Best practices are not static, fixed, or constant. In today's disability arena, best practices are changing from year to year. For example, in the early 1990s, best practice in housing/living was supported living for adults with disabilities in lieu of institutions and large congregate housing. Today, best practice in this area is "a home of your own." *The only constant is change.* National speakers must have the depth, capacity, expertise, and perspective born out of personal and/or professional years of experience.

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# *Partners in Policymaking*

## Best Practice/State-of-the-Art

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- Q. What is meant by "best practice" and "state-of-the-art" in terms of disability issues?
- A. Both of these terms refer to the **most up-to-date and the best ways** of doing things, from a national perspective.

***Best practices and state-of-the-art are always evolving!  
What is best practice today may not be best practice  
in six months or a year.***

- Q. Why should Partners programs teach best practice and state-of-the-art?
- A. Because Partners training is about **leadership for the 21st century**. Partners need to know what is possible and how to make it happen.

It's absolutely critical that Partners learn how to dream big . . . **to dream the dreams they've been told are impossible**. Teaching Partners state-of-the-art disability issues enables them to see the big picture, dream the big dream, and learn the strategies for turning the dream into reality. The impact of the individual actions of Partners to achieve the dream of whole life inclusion will effect others, as well. The collective impact of Partners working together will change the face of disability issues as we know them today.

The focus of a Partners program should not be on teaching participants what's available in their state and/or how to access services. This information often comes out during the course of a year's training, but it should not be the focus. Most parents and adults with disabilities are already "experts" on what's available, what's not, how to get it, where to go, etc., etc., because they've had to learn on their own, the hard way! It is a waste of time, money, and energy to bring in speakers to teach a primer course on state services, etc. What Partners need to learn is **how to change those services, agencies, rules and regulations!**

Partners don't need to learn about inclusive education from the **State Special Ed Director** (or facsimile). This is not state-of-the-art! It's the status quo.

Partners don't need to learn about supported/competitive employment from the **State Voc/Rehab Director**. This is not best practice! It's the status quo.

## **Best Practice/State-of-the-Art (continued)**

Partners don't need to learn from any speakers who cannot provide a national perspective on the best practice aspects of their subject matter!

**National speakers** are critical factors in teaching best practice/state-of-the-art. They are aware of what's happening nationally of what best practices really are. (Always recruit presenters who update their presentations to reflect the most current information.) Partners should **not be taught only what's best practice in their own state** . . . that information could be years behind the national picture. They need to be taught best practice, period, regardless if it comes from Alaska or Florida or somewhere in-between. Because if it's happening somewhere, it can happen anywhere, and **Partners are the ones to make it happen!**

Following are examples of **today's best practices**, along with best practices from the past. It's easily to see how quickly things are changing. Partners programs need to always reflect state-of-the-art knowledge in disability issues.

### **Best Practices 1995**

#### **Education**

Full inclusion for every child with a disability.

#### **Employment**

Supported/competitive jobs for real wages, using natural supports. Career vision, not just entry level jobs.

#### **Living**

A home of your own choosing with the supports of your choice.

#### **Assistive Technology**

*Anything* that enables a person with a disability to have a better, more independent life, from high-tech to no-tech. Voice activated technology, CD-Roms, digitized imagery, e-mail.

### **Best Practices 1990**

#### **Education**

Inclusion for children with disabilities.

#### **Employment**

Supported work with agency job coaches.

#### **Living**

Some supported living; first state without an institution (NH).

#### **Assistive Technology**

Computers, wheelchairs, adaptive daily living equipment.

### **Best Practices 1985**

#### **Education**

Integration for some children, for part of the day.

#### **Employment**

Demonstration projects in a few states: experimentation with entry level positions.

#### **Living**

ICF-MRs, congregate living.

#### **Assistive Technology**

Wheelchairs, communication devices.

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# *Partners in Policymaking*

## Systems Change

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Q. What is **systems change**?

A. Modifying, altering, reorganizing, dissolving, and/or creating any systems or policies that serve or affect people with disabilities and families. Systems can be at the local level (schools, service providers, etc.), the county and state levels (case managers, attendant services, state government, etc.), or the federal level (assistance programs, laws, etc.)

Q. **Why** does Partners teach systems change?

A. To work toward and achieve a new vision, because historically, the entrenched **systems and policies in our society (from local to federal) have not served** people with disabilities and families well.

Q. Who has traditionally **made policy** decisions about people with disabilities and their families?

A. **Bureaucrats** and elected officials.

Q. **Who should make policy** decisions about people with disabilities and families?

A. **People with disabilities and families** in partnership with elected and appointed officials.

Systems change is the focus of Partners in Policymaking, 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. Personal change in participants is a by-product of the Partners curriculum.

If Partners graduates are competent in personal change skills, but not in systems change skills, the program is **not investing its funds wisely**. The DD Council (or

## **Systems Change** (continued)

other funding organization) is expecting a cadre of disability advocates who are able to assist in the critical efforts facing the disability community today. If a Partners program is not producing graduates competent in systems change, the future of **that program is in jeopardy**. Funders will be unwilling to continually invest money in a program that does not produce results.

Parents of children with disabilities and adults with disabilities can receive training in advocacy and personal change from a variety of sources.

***Partners in Policymaking is the only training program that is teaching systems change.***

**Partners in Policymaking graduates  
who are competent in systems change  
are the leaders of tomorrow.**

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# *Partners in Policymaking*

## Skill-Building Activities

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For the most effective acquisition of the Partners competencies, participants need to be engaged in a **variety of learning modes**. In some cases, lecture with visual aids is the most appropriate and effective delivery of information. In other cases, use of skill-building activities are necessary. Whenever appropriate, speakers should combine lecture with participatory activities to enhance the the learning process.

**Role Play** can be effective when learning about:

IEP meetings, IHP meetings, legislative testimony, meeting a public official, case management meetings, parliamentary procedures, contacting media personnel, etc.

**Demonstration** can be effective when learning about:

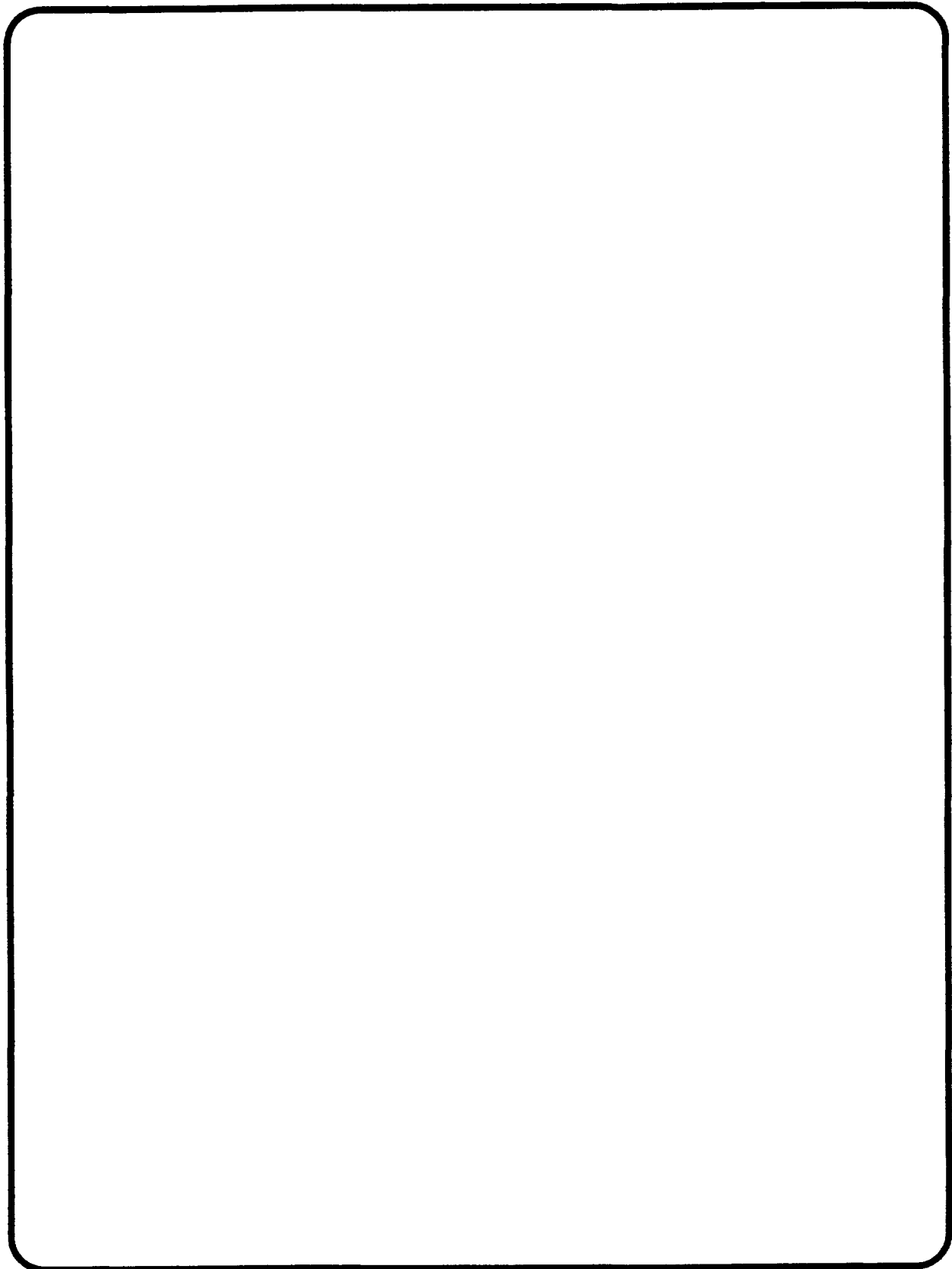
assistive technology and positioning for people with physical disabilities.

**Small Group Activities** can be effective when learning about:

how to influence others to use People First Language; brainstorming effective team meetings (IEP, IHP, etc.); preparing for a Person Centered Planning session; preparing for a meeting with education agency personnel, legislators, etc.; brainstorming ways to utilize assistive technology; advocating for people with disabilities; vision-building exercises; and organizing a grass-roots campaign, etc.

How many other skill-building activities can you think of to use in your Partners program?

*For Your Notes . . .*

A large, empty rectangular box with rounded corners, intended for taking notes. The box is outlined with a thick black border and occupies the central portion of the page.

# Partners in Policymaking

## History

### Purpose

The history of people with disabilities in our culture and society affects the present and future. We must know where we've been before we can know where we're going.

### Key Terms

#### *Independent Living Movement*

Adults with disabilities seeking to achieve autonomy; to break free from institutional and/or custodial care. Independence means taking control of one's life.

#### *Self-Advocacy Movement*

Adults with disabilities speaking for themselves, instead of caregivers speaking for them (People First Movement).

#### *Parent Movement*

Parents seeking basic civil rights, including the right to a public education, for their children with disabilities.

#### *People First Language*

Replacing stereotypical words by putting the person before the disability.

## COMPETENCIES

- ☐ Describe the history of services for, and perceptions of, people with developmental disabilities.
- ☐ Describe the significant contributions of the parent, self-advocate, and independent living movements.
- ☐ Note important ways in which self-advocacy (People First Movement) differs from advocacy for others and why the difference is important.
- ☐ Describe People First Language and why its use is of critical importance.

## PRESENTATION STYLE & SKILL-BUILDING ACTIVITIES

- This opening weekend is critical in setting the tone for the remainder of the entire program. Partners need a thorough and comprehensive view of history to enable them to put dreams and actions for the future in context.
- Reference the Partners Curriculum Highlights Part I for concepts.
- Lecture with slides/overheads.
- Videos on Ed Roberts, People First, and/or Independent Living.
- Large/small group exercises on use of People First Language.
- Icebreaker for introductions of participants.

## History (continued)

### HOMEWORK OPTIONS

- Visit an institutional facility and/or an independent living center.
- Reading materials provided by instructors and/or Coordinator.

### INSTRUCTORS

Presenters are listed in alphabetical order. Always have a back-up presenter. Before selecting speakers, feel free to call Colleen, Jopie, or Kathie to verify the previous experiences of speakers.

#### **A. National Presenters - History of Services and Perceptions**

Hank Bersani	Michael Kendrick
Ed Burke	Ed Skarnulis
Guy Caruso	Colleen Wieck
Phil Ferguson	

#### **B. National Presenters - History of the Parent Movement**

Elizabeth Boggs	Lotte Moise
Gunnar Dybwad	Dolores Norley
Sue Lehr	Patty McGill Smith
	Kathie Snow

#### **C. National Presenters - History of Independent Living**

Lex Frieden	Margaret Nosek
Anne-Marie Hughey	Ed Roberts (Videos)
Bob Kafka	Sue Suter
	Stephanie Thomas

#### **D. National Presenters - History of People First**

Bernard Carabello	Tia Nellis
Michael Kennedy	T. J. Monroe
Irving Martin	Nancy Ward
Connie Martinez	Patrick Worth

#### **E. National Presenters - People First Language**

Kathie Snow

#### **F. What Is Partners in Policymaking?**

Jopie Smith	Colleen Wieck
Kathie Snow	Partners Graduates from Other States

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# *Partners in Policymaking*

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## Inclusive Education

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### **Purpose**

Parents need to learn how children with disabilities can be successfully educated in regular classrooms at the neighborhood school. Current laws mandate a free public education, but the majority of children with disabilities are still educated in segregated settings. Parents need to learn how to be equal participants in team meetings.

### **Key Terms**

#### *Inclusion*

Children with disabilities attending regular classrooms, full-time, with supports, at their neighborhood school.

#### *I.E.P.*

#### *Individualized Education Program*

An annual plan for a child's education, written by a school team, which includes the parents and the student; mandated by IDEA.

#### *IDEA*

#### *Individuals with Disabilities Education Act*

The federal law which mandates education for children with disabilities (formerly P.L. 94-142).

## COMPETENCIES

- ☐ Describe the reasons for quality inclusive education.
- ☐ Outline specific strategies to achieve inclusion and quality education.
- ☐ Demonstrate how to be assertive in team meetings.

## PRESENTATION STYLE & SKILL-BUILDING ACTIVITIES

- Reference the Partners Curriculum Highlights Part I for concepts.
- Lecture on best practices and how to achieve inclusion must be done by national speaker (not local or state) with appropriate slides/overheads and hand-outs.

## **Inclusive Education (continued)**

- Information on inclusive early intervention and higher education depending on composition of class.
- Presentation about and practicing advocacy and assertiveness skills at an IEP meeting.
- Roundtable discussion with key individuals from the State Department of Education.

## **HOMEWORK OPTIONS**

- Assessing and/or rewriting IEPs of children of participants.
- Assessing level of inclusion in local schools.
- Attend meeting of local Special Education Advisory Committee (SEAC) to discuss inclusion policies of school district.
- Identify significant persons in your school district: principals, special education director, superintendent, etc.; interview them to discuss inclusion (take out to lunch!).
- Attend school board meetings; get to know board members and other key officials.
- Determine if a local SAFE Chapter (Schools Are For Everyone - an action group focusing solely on inclusive education) exists in local community. If so, connect with chapter; if not, start a local chapter with input from national chapter.
- Reading materials provided by speakers and/or Coordinator.

## **INSTRUCTORS**

Presenters are listed in alphabetical order. Always have a back-up presenter. Before selecting faculty, feel free to contact Colleen, Jopie, or Kathie to verify previous experiences of speaker.

### **A. National Presenters - Inclusive Education**

Lou Brown	Norman Kunc
Barbara Buswell	Barbara Leroy
Mary Falvey	Fred Orelove
George Flynn	Ian Pumpian
Alison Ford	Mara Sapon Shevin
Marsha Forest	Jacque Thousand
Sharon Freagon	Terri Vandercook
Michael Giangreco	Rich Villa

## **Inclusive Education (continued)**

### **B. National Presenters - How to be Assertive in Team Meetings**

Charlotte Des Jardins	Norman Kunc
June Downing	Fred Orelove
Mary Falvey	Kathie Snow
Linda Kjerland	Sue Swenson
	Terri Vandercook

### **C. National Presenters - Testimonials on Inclusion**

(The following are all Partners graduates.)

Lettitia Clay	Kathie Snow
Candy Sheehan	Sue Swenson

Others from Nearby States (Contact Partners Coordinators in other states to select appropriate graduates to present testimonials on their children's inclusion.)

### **D. Selecting Education Roundtable presenters:**

1. Roundtable presenters should be representatives of state or local school agencies, representing education from early childhood to transition, due process, etc. As a panel, they briefly explain their roles. They then move to the tables in the meeting room - one educator per table. At a designated time, they move to other tables. By the end of the exercise, each educator has visited with each table. Partners should be prepped on etiquette, protocol, and what issues should be addressed prior to the roundtable, followed by a debriefing after the departure of the roundtable members.
2. Some states have projects that are working on inclusive education issues. Make sure this session creates opportunities for Partners to meet as many state resource people as possible.
3. Most state or local education department employees are not able to present state-of-the-art best practices on inclusion; they *are* able to be participants in the round-table discussions.
4. Never, ever feature a main speaker who opposes inclusion or who has negative stories to tell. Partners is not about "equal time." It's about best practice and "what's possible."

# *Partners in Policymaking*

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## Supported/Independent Living Family Support

### **Purpose**

Being included into their own communities and having the sense of belonging is the desire of people with disabilities, just as it's the desire for all Americans.

For people with disabilities, supports are often necessary to achieve inclusion.

Home ownership, independence, control over one's destiny, and participation in and contribution to one's community are all possible if the supports are in place.

Partners need the skills to know how to access and maintain those supports.

### **Key Terms**

#### *Supported/Independent Living*

Living in the typical home of one's choice with the supports of one's choice.

#### *Natural Supports*

The same unpaid typical community supports used by people who don't have disabilities: friends, neighbors, co-workers, churches, etc.

#### *Family Support*

Funding and services, usually state supported, to enable families to keep children with disabilities in their home environment instead of in institutional or custodial care.

#### *Person Centered Planning*

An informal process in which friends of a person with a disability voluntarily assist the person, over time, to achieve dreams and a better quality of life. (This is *not* estate planning and has no relationship to government assistance or traditional IHP/team meetings.).

## COMPETENCIES

- ☐ Outline the basic principles and strategies being used to support people with developmental disabilities in their own homes across the lifespan.
- ☐ Demonstrate an understanding of the need for all individuals to experience changes in lifestyle across the lifespan.
- ☐ Describe the importance of home ownership/control as one of the defining characteristics of adult life in our culture.
- ☐ Understand the concepts of person-centered planning and what supports are necessary to be fully included in the community.

## **Supported/Independent Living - Family Support (continued)**

- ☐ Demonstrate a knowledge of the service coordination system and/or the state service system and describe what services may be available.
- ☐ Understand the types of supports necessary for creating a positive home environment, such as family support, natural supports, and/or Medicaid waivers.
- ☐ Understand that a flexible, responsive system of supports for the families of children with disabilities is the cornerstone for a true system of community supports for people with developmental disabilities.

## **PRESENTATION STYLE & SKILL-BUILDING ACTIVITIES**

- Reference the Partners Curriculum Highlights Part I for concepts.
- These topics can be presented in the same session or they can be divided between two different sessions (supported/independent living and family support) and combined with other appropriate topics.
- Lecture with slides/overheads/videos by national speaker on best practices and "what's possible" in supported/independent living and family support issues.
- Small group exercises to teach/practice person centered planning or other whole life planning activity.
- Large or small group discussion/exercise on natural supports - where to find them, how to access them, etc.
- Lecture on support systems at the state level for adults and children with disabilities, including family support, Medicaid waivers, etc.
- Can use the video, "NEW MAPS Training Video: Shafik's MAP" featuring Shafik Abu-Tahir. The video also includes "Dreaming with Judith Snow."

## **HOMEWORK OPTIONS**

- Visit both congregate living arrangements (ICF/MR, small group home, large group home) and a "home of your own" location.
- Identify natural supports in community.
- Identify typical activities, locations, etc., people with disabilities can utilize in their own communities to promote inclusion.
- Reading materials provided by instructors and/or Coordinator.

## **INSTRUCTORS**

Presenters are listed in alphabetical order. Always have a back-up presenter. Before selecting speakers, feel free to call Colleen, Jopie, or Kathie to verify the previous experiences of speakers.

**A. National Presenters - Supported/Independent Living**

Gerald Adams	Derrick Dufresne
Hank Bersani	Jay Klein
Dale DiLeo	Cathy Ficker Terrill

**B. National Presenters - Person Centered Planning**

Gerald Adams	Jack Pealer
Beth Mount	Jane Wells

**C. National Presenters - Inclusive Communities:**

Gerald Adams	Connie Lyle O'Brien
Derrick Dufresne	John O'Brien
	Judith Snow

**D. Selecting Presenters Within Your State**

The "best practice" pieces for these topics must be done by national speakers in order to gain the national perspective.

In-state speakers can provide perspectives on independent living centers in the state and on service coordination/state service systems, family support, and/or Medicaid waivers.

# --- *Partners in Policymaking* --- Supported/Competitive Employment ---

## **Purpose**

"What do you do for a living?" is a question with no answer for too many people with disabilities. *Real* employment for *real* wages is a right most Americans take for granted. For people with disabilities, the need is the same: to have a purpose, to achieve, to be connected, and to have an identity.

The expectation in the past was that people with disabilities would do best in a sheltered environment. We know now that with the appropriate modifications and supports, people with disabilities can be successful in the job of their choice.

## **Key Terms**

### *Supported, Competitive Employment*

A real job for real pay in one's community.

### *Natural Supports*

Using the same support system used by people who don't have disabilities, e.g. co-workers, friends, etc., instead of agency job coaches or other paid assistance.

## COMPETENCY

- ☐ Understand the concepts of supported and/or competitive employment, including the use of natural supports.

## PRESENTATION STYLE & SKILL-BUILDING ACTIVITIES

- Reference the Partners Curriculum Highlights Part I for concepts.
- Lecture with slides/overheads/videos by national speaker on best practices and "what's possible" in employment of people with disabilities.
- Information on "career vision" for people with disabilities, in lieu of only entry level positions.
- Large or small group discussion/exercise on natural supports - where to find them, how to access them, etc.

## **Supported/Competitive Employment (continued)**

### **HOMEWORK OPTIONS**

- Visit both sheltered workshop and supported/competitive employment sites.
- Develop a "career vision," utilizing natural supports.
- Reading materials provided by instructors and/or Coordinator.

### **INSTRUCTORS**

Presenters are listed in alphabetical order. Always have a back-up presenter. Before selecting speakers, feel free to call Colleen, Jopie, or Kathie to verify the previous experiences of speakers.

#### **A. National Presenters - Supported Employment**

Mike Callahan	Jan Nisbet
Dale DiLeo	Tom Powell
Cary Griffin	Ian Pumpian
Dave Mank	Paul Wehman

#### **B. Selecting Presenters Within Your State**

There are probably many resource people within your state who are active in supported/competitive employment. The "best practice" piece for this topic must be done by a national speaker in order to gain the national perspective. An in-state presenter could supplement the presentation by the national speaker.

# *Partners in Policymaking*

## State Legislation

### **Purpose**

In order to influence policymakers at the state level, Partners need to be competent in and comfortable with the state legislative process. Partners all across the country have influenced legislation with their personal testimonies. This is a powerful avenue for systems change. Only at Partners do individuals have the opportunity to actually practice giving testimony before real legislators and/or staff members. When the time comes for the real thing, Partners are ready.

## COMPETENCIES

- ☐ Describe how a bill becomes a law at the state level.
- ☐ Draft and deliver testimony for legislative hearings.

## PRESENTATION STYLE & SKILL-BUILDING ACTIVITIES

- This is a stand-alone topic for one entire weekend.
- Lecture with slides/overheads on the state legislative process by State Legislator or legislative aide/staff.
- Tour of the State Capitol to become familiar with building.
- Mock hearing on real issue(s) at the Capitol to allow every Partner to deliver testimony in realistic fashion.
  - Invite experienced lobbyists (or other trainers experienced in public policy) to serve as coaches to assist and support the development of testimony.
  - Invite Legislators (and/or staff) as early as possible to conduct mock hearings and to provide feedback to Partners on their testimonies.
- Brief presentation by representative of Governor's office about applying for governor-appointed positions.
- Provide as many handouts as are available, including state legislative directory.
- Have Partners sign up for Committee schedules, weekly summaries of legislative activities, and other pertinent materials.

## **HOMEWORK OPTIONS**

- Shadow a state legislator for a day.
- Attend legislative hearings on any subject to gain familiarity with process.
- Reading materials provided by instructors and/or Coordinator.

## **INSTRUCTORS**

Presenters are listed in alphabetical order. Always have a back-up presenter. Before selecting speakers, feel free to call Colleen, Jopie, or Kathie to verify the previous experiences of speakers.

### **A. National Presenters - State Legislative Issues**

Allan Bergman	Mary Jo Magruder
Hank Bersani	Carmen Quesada
Denise Brady	Carol Risley
Dohn Hoyle	Cathy Ficker Terrill
	Colleen Wieck

### **B. Selecting presenters within your state, consider contacting**

Governor's Office	Legislators
Legislative staff	Disability lobbyists
Lobbyists	

This session can be done with in-state presenters only if the most appropriate, experienced speakers are selected. This can be a once-in-a-lifetime opportunity for Partners to really get to know legislators and their staffs.

# *Partners in Policymaking*

## Federal Legislation and Vision

### **Purpose**

Becoming competent in federal legislative issues and vision-building has never been more critical for Partners. Disability issues are at a crossroads within the present congressional milieu. Partners must know how and when to influence their legislators and other policymakers at the federal level.

## COMPETENCIES

- ☐ Describe how a bill becomes a law at the federal level.
- ☐ Identify critical federal issues and the process by which one can personally address concerns.
- ☐ Demonstrate how to meet a public official and express views and concerns.
- ☐ Describe a vision for the year 2010 and beyond for people with disabilities.

## PRESENTATION STYLE & SKILL-BUILDING ACTIVITIES

- Reference the Partners Curriculum Highlights Part I for concepts.
- These two topics can be presented together, or can be split up and combined with other appropriate topics.
- Lecture with slides/overheads by national speaker to demonstrate the legislative processes within the federal government.
- Update on current and future events/hot topics at federal level relating to disability issues and funding.
- Invite Congressional staff to attend this session in order to role play "meeting a public official" and to learn protocol and etiquette.
- Small group activity to simulate a group visit to federal legislator; have Congressional staff critique efforts.
- Vision building is a participatory small group exercise involving a "high school reunion" and an opportunity to build a collective vision for the year 2010 or beyond.

## **Federal Legislation and Vision (continued)**

- Vision building - learning to "dream big" - is critical for Partners to learn before they can create change.
- The Joel Barker video, *The Power of Vision*, can be a helpful tool.

## **HOMEWORK OPTIONS**

- Call or visit local office of U.S. Senator or Representative.
- Letter writing to Senators and/or Representatives in Washington about current issue (if appropriate) or simply to inform them of the issues facing people with disabilities in the area.
- Volunteer to work on political campaign.
- Develop relationship with local staff person of Senator or Representative.
- Offer to provide on-going information about disability issues to Congress member.
- Obtain Congressional directory.
- Reading materials provided by instructors and/or Coordinator.

## **INSTRUCTORS**

Presenters are listed in alphabetical order. Always have a back-up presenter. Before selecting speakers, feel free to call Colleen, Jopie, or Kathie to verify the previous experiences of speakers.

### **A. National Presenters - Federal Issues and Meeting a Public Official**

Allan Bergman	Curt Decker
Hank Bersani	Paul Marchand
Ed Burke	Celane McWhorter
Christopher Button (Ms.)	Larry Searcy
	Bob Williams

### **B. National Presenters - Vision Building**

Allan Bergman	Fran Smith
Hank Bersani	Sue Swenson
Ginny Cooke	Colleen Wieck

### **C. Federal Congressional Staff**

Enlist the help of Congressional staff members in your area. Also, seek out disability lobbyists and others who work at the federal level.

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# *Partners in Policymaking*

## Assistive Technology - Positioning

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### **Purpose**

Assistive technology and proper positioning can, quite literally, make the difference between interdependence vs. dependence for people with disabilities.

### **Key Terms**

#### *Assistive Technology Device*

Any item, equipment, or system that improves the capabilities of people with disabilities.

#### *High tech, Low Tech, No Tech*

The level of sophistication of an assistive technology device.

#### *Positioning*

For persons with physical disabilities, the correct seating systems, to include wheelchairs and other positioning devices, to maintain optimum health, interdependence, and productivity.

## COMPETENCIES

- ☐ Understand the reasons for and the importance of proper positioning techniques for people with disabilities.
- ☐ Describe examples of assistive technologies for people with disabilities.

## PRESENTATION STYLE & SKILL-BUILDING ACTIVITIES

- Reference the Partners Curriculum Highlights Part I for concepts.
- Lecture with slides, overheads, videos, and demonstrations to illustrate the critical "why" and "how" of technology and positioning.
- Videos are available on technology from Apple Computer, President's Committee on Employment of People with Disabilities, Americans with Disabilities Act regional resource centers, as well as from other sources.
- Presentation/information on local/state assistive technology centers and/or services available.
- Small group exercises on how many typical products can be utilized as assistive technology.

## **HOMEWORK OPTIONS**

- Visit a technology center or a rehab technology laboratory.
- Acquire retail catalogs of assistive devices and aids.
- Visit electronics store to learn more about typical products available.
- Reading materials provided by instructors and/or Coordinator.

## **INSTRUCTORS**

Presenters are listed in alphabetical order. Always have a back-up presenter. Before selecting faculty, feel free to contact Colleen, Jopie, or Kathie to verify previous experiences of speaker.

### **A. National Presenters - Positioning**

Joan Bergman  
Pip Campbell

Karen Green-McGowan  
Andrea Jensen  
Jessica Presperin

### **B. National Presenters - Technology**

Richard Dodds

Robert Stack

Also contact the following national organizations on technology:

RESNA  
1101 Connecticut Avenue, NW  
Suite 700  
Washington, DC 20036  
202-857-1140

ABLENET  
1081 Tenth Avenue, SE  
Minneapolis, MN 55414  
612-379-0956

### **C. Selecting Presenters Within Your State:**

Invite your Technology Council/Assistive Technology Center to discuss how to access technology resources within your state. Find out if your state has a computer lending program, a mobile vehicle on technology, or other services on assistive technology.

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# *Partners in Policymaking*

## Parliamentary Procedure

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### **Purpose**

Partners attend many meetings, both individually, on behalf of others, and as members of committees and boards. Many may feel overwhelmed and unprepared to deal with the "professionals" and others attending such meetings. Learning official parliamentary procedure provides Partners with the skills and self-confidence they need to influence the many meetings they attend.

### **Key Terms**

*Parliamentary Procedure*  
The official protocol used in board meetings.

## COMPETENCY

- ☐ Demonstrate a knowledge of parliamentary procedure and appropriate methods for running a meeting.

## PRESENTATION STYLE & SKILL-BUILDING ACTIVITIES

- Reference the Partners Curriculum Highlights Part I for concepts.
- Lecture providing "how-to" information on boards, meetings, and parliamentary procedure, with small group exercises to help participants practice skills for planning and conducting successful meetings.
- The idea of studying parliamentary procedure is not appealing to most people. However, it's a very important topic to enable Partners to influence their futures and the organizations they're affiliated with. Happily, the speakers listed here present an entertaining, engaging, and educational approach to this topic. Most Partners respond with very positive evaluations.

## **Parliamentary Procedure (continued)**

### **HOMEWORK OPTIONS**

- Reading materials from presenters.
- Analyze the most recent or the next meeting you attend(ed) for its use of appropriate parliamentary procedure.

### **INSTRUCTORS**

Presenters are listed in alphabetical order. Always have a back-up presenter. Before selecting speakers, feel free to call Colleen, Jopie, or Kathie to verify the previous experiences of speakers.

#### **National Presenters - Boards and Parliamentary Procedure**

Susan Scribner

Don Sikkink

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# *Partners in Policymaking*

## Advocacy, Community Organizing, Media —

### Purpose

Partners will have learned about the best practices in disability issues relating to education, community living, and legislative issues. Now they need to learn how to advocate for systems change in these areas, to include organizing their communities to action and using the media.

### Key Terms

*Community Organizing*  
Mobilizing groups and/or individuals in a community around a particular issue to create change.

## COMPETENCIES

- ☐ Demonstrate successful techniques for advocating for services to meet the needs of individuals with disabilities and families.
- ☐ Identify strategies for beginning and sustaining grass roots level organizing.
- ☐ Identify how to use the media to effectively promote issues.

## PRESENTATION STYLE & SKILL-BUILDING ACTIVITIES

- Reference the Partners Curriculum Highlights Part I for concepts.
- These topics should be taught toward the end of the Partners year. *Partners need to have learned all the basics on inclusion, community living, etc., before they learn about being activists on those issues.*
- These topics can be grouped together in one session, or they can be split up and combined with complementary topics.
- To teach community organizing, a national presenter and small group exercises are a must. Select an issue that's discrete, small, and winnable. Have the groups plan a full campaign that includes a variety of tactics such as using the media, organizing meetings, and direct confrontations.
- For advocacy, representatives of state advocacy organizations can present a round-table discussion on their advocacy organizations.

## **Advocacy, Community Organizing, and Media (continued)**

- Small group exercises can help Partners learn techniques of successful advocacy.
- Have presenters bring literature from their organizations for all Partners.
- A member of the local media can present information on how to gain press coverage of disability issues.

## **HOMEWORK OPTIONS**

- Join a coalition which deals with a social justice issue. Pick a local project in your home community that's winnable. Build alliances with others.
- Study personalities in local media to see who covers, or is interested in, disability issues. Make contact - take a reporter to lunch. Offer to be a source of disability information to media personnel.
- Set up a telephone tree to use when advocating for specific issues, including legislative/policy decisions at local, state, national levels.
- Reading materials provided by instructors and/or Coordinator.

## **INSTRUCTORS**

Presenters are listed in alphabetical order. Always have a back-up presenter. Before selecting speakers, feel free to call Colleen, Jopie, or Kathie to verify the previous experiences of speakers.

### **A. National Presenters - Community Organizing**

Don Barr	Bob Kafka
Dohn Hoyle	Carmen Quesada
Vivian Jenkins-Nelson	Shafik Abu-Tahir

### **B. National Presenters - Working with the Media**

Kathie Snow	Sue Swenson
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### **C. Selecting Presenters Within Your State**

Invite leaders of local/regional/state advocacy organizations. Search out community organizers associated with churches, poverty groups, unions, or social justice organizations. Invite local media personnel who can teach media relations.

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# *Partners in Policymaking*

## Behavior

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### **Purpose**

Behavior is often a barrier to inclusion  
for some persons with disabilities.

This issue can be resolved when behavior is viewed as a  
form of communication and when methods/supports are  
used that lessen or prevent "inappropriate" behaviors.

## COMPETENCY

- ☐ Describe the importance of positive approaches to behavior change.

## PRESENTATION STYLE & SKILL-BUILDING ACTIVITIES

- Reference the Partners Curriculum Highlights Part I for concepts.
- Behavior should be combined with a complementary topic.
- Lecture with slides/overheads/videos by national speaker on best practices and "what's possible" in positive behavior approaches.
- Role play and/or small group exercises to demonstrate methods/interactions.

## HOMEWORK OPTIONS

- Reading materials provided by instructors and/or Coordinator.

## INSTRUCTORS

Presenters are listed in alphabetical order. Always have a back-up presenter. Before selecting speakers, feel free to call Colleen, Jopie, or Kathie to verify the previous experiences of speakers.

### **National Presenters - Positive Approaches to Behavior Change**

Anne Donnellan

Chris Heimerl

Wade Hitzing

Herb Lovett

David Pitonyak

Joe Schiappacasse

# *Partners in Policymaking* \_\_\_\_\_

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## Other Possible Topics

### **Facilitated Communication**

Some people with disabilities have difficulty communicating verbally and may be unable to independently utilize a keyboard for communication. For many, Facilitated Communication is a successful method of communication. Facilitated Communication involves a person acting as a facilitator providing manual support to the hands, arms, or shoulders of a person with a disability to assist with typing on a keyboard.

National Presenters: Anne Donnellan, Sue Lehr, Mary Schuh, Meyer Shevin  
State/local presenters who have been successful in this area may also be appropriate.

### **Letting Go**

For many parents of children with disabilities, letting go and allowing their child to be independent, take risks, and experience both success and failure is a very difficult process. Experienced parents can often help.

National Presenter: Betty Pendler  
State/local presenters in your area may also be appropriate.

### **Sexuality**

The rites of passage into sexually mature adults is difficult for most. For people with disabilities, there can be additional challenges. Parents of children with disabilities and adults with disabilities all have to deal with this issue at one time or another. Open, honest discussion can provide some of the answers to potential dilemmas.

National Presenter: Betty Pendler  
State/local presenters with expertise in this area may also be appropriate. The local Planned Parenthood office may provide leads.

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# *Partners in Policymaking*

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## Graduation

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You made it!  
Your Partners made it!  
How do you celebrate?

Graduation is a time of **reflection and renewal**. The eighth and final session will include a ceremony to honor Partners graduates and send them on their way. The scheduled curriculum needs to be covered on Friday afternoon and evening and Saturday morning. The graduation ceremonies can begin with Saturday's lunch.

If possible, have a representative from the **Governor's office and/or a state legislator** present to give a short congratulatory message to the Partners. Council members as well as a few other dignitaries who have a relationship to the Council or other disability organizations should be invited to the Saturday luncheon. Remember to keep the focus on the graduates, not on invited guests.

After lunch, with all Partners and guests in attendance, each Partner can take a few minutes to describe what the program has meant to him/her and to briefly outline what they plan to do with their new skills. For most, **graduation is a very emotional time**.

Some programs allow Partners to **invite family members** to the luncheon and/or any specific graduation activities. Others encourage Partners to extend a personal **invitation to policymakers** (state congressional members, heads of agencies, local politicians, etc.) to attend graduation as their guests. This is a prime opportunity to showcase the Partners program to interested guests. Coordinators may want to discuss graduation options with the class. In any case, **printed invitations** to the event add a professional touch. If Partners are allowed to bring guests, provide each Partner with an invitation which the Partner sends to his/her guest.

In many states, a **group photograph** is taken of the class at the sixth session (at the seventh session, a second photograph can be taken if the first one didn't turn out well), and this memento is presented to each Partner at graduation. Partners should also receive a graduation certificate.

Between the seventh and eighth sessions, provide Partners with a **professional press release** from the DD Council (or other funding agency) which they can send to their local media.

## **Graduation (continued)**

Plan your final session so that **graduation ceremonies are the *last item*** on the agenda. All the *training* should be completed prior to the actual graduation. Ceremonies at any other time during the weekend don't make sense!

### **Graduation**

The end of the Partners year and  
the beginning of new lives,  
new dreams,  
and new realities  
for people with disabilities and families in your state.  
Ensure that your state's graduation reflects the  
quality of your entire program.

Graduation testimonials/presentations by Partners graduates from other states can add to the celebration.

#### **National Presenters:**

Larry Chevallier

Tom Tyree

Partners from neighboring states (talk to other Coordinators)

PARTNERS IN POLICYMAKING

Session I: History

March 4-5, 1994

Madisson Inn  
600 30th Ave South  
Moorhead, MN 56560

Friday, March 4, 1994

12:00 p.m. - 12:30 p.m.	Registration - Dakota Suite A
12:30 p.m. - 1:00 p.m.	Welcome - Julie Austin, Director, Concordia Leadership Center and Paul Odland, Partners Graduate Dakota Suite A
1:00 p.m. - 3:00 p.m.	History of Disabilities Movement Colleen Wieck, Ph.D., Executive Director Minnesota Governor's Planning Council on Developmental Disabilities Dakota Suite A
3:00 p.m. - 3:30 p.m.	Break
3:30 p.m. - 5:00 p.m.	What is Partners in Policymaking? Colleen Wieck - Dakota Suite A
5:00 p.m. - 6:00 p.m.	Social Time - Dakota Suite B
6:00 p.m. - 7:00 p.m.	Dinner - Dakota Suite B
7:00 p.m. - 9:00 p.m.	Introductions and Leadership Exercises - Julie Austin and Lynn Tkachuk, Partners Project Manager - Dakota Suite A

Saturday, March 5, 1994

8:00 a.m. - 9:00 a.m.	Breakfast - Dakota Suite B
9:00 a.m. - 10:00 a.m.	History of the Parent Movement Gunnar Dybwad, Ph.D., Professor Emeritus of Human Development, Heller School, Brandeis University - Dakota Suite A
10:00 a.m. - 10:20 a.m.	Break
10:20 a.m. - 12:00 noon	History of Independent Living, Gunnar Dybwad - Dakota Suite A
12:00 noon - 1:15 p.m.	Lunch - Dakota Suite B

1:15 p.m. - 2:15 p.m.	"History of the People First Movement in Minnesota" - A Documentary Film - Dakota Suite A
2:15 p.m. - 3:00 p.m.	Wrap Up and Evaluations, Colleen Wieck - Dakota Suite A

SESSION I COMPETENCIES:

Participants will be able to describe the history of services for, and perceptions of, people with developmental disabilities.

Participants will be able to describe significant contributions of the parents' movement.

Participants will be able to describe the history of the self advocacy and independent living movements.

Participants will be able to note the important ways in which self advocacy differs from advocacy for others and why the difference is important.

SESSION I READINGS:

A New Way of Thinking

SESSION I HOMEWORK:

None assigned in addition to the reading and informational/reading materials given to each participant at the session.

## PARTNERS IN POLICYMAKING

### Session II: Education - Inclusion and Quality

April 15-16, 1994

Madison Hotel  
600 30th Ave South  
Moorhead, MN

#### Friday, April 15, 1993

12:00 p.m. - 12:30 p.m.	Registration - Dakota Suite A
12:30 p.m. - 3:00 p.m.	Achieving Inclusive Education, Mary Falvey - Dakota Suite A
3:00 p.m. - 3:20 p.m.	Break
3:20 p.m. - 5:15 p.m.	Achieving Inclusive Education Continued
5:15 p.m. - 6:00 p.m.	Social Time - Dakota Suite B
6:00 p.m. - 7:00 p.m.	Dinner - Dakota Suite B
7:00 p.m. - 9:00 p.m.	Roundtable Discussions - Eight Local Presenters on Topics including: General Directions/Goals Early Childhood Education Secondary/Transition Complaints Funding LRE/Inclusion; Multicultural Issues; Nondiscriminatory Assessment; Autism/TBI

#### Saturday, April 16, 1994

8:00 a.m. - 9:00 a.m.	Breakfast - Dakota Suite B
9:00 a.m. - 10:15 a.m.	Advocacy in Team Meetings Mary Falvey - Dakota Suite A
10:15 a.m. - 10:30 a.m.	Break
10:30 a.m. - 11:45 a.m.	Advocacy in Team Meetings - Continued
11:45 a.m. - 1:00 p.m.	Lunch - Dakota Suite B
1:00 p.m. - 2:30 p.m.	Post Secondary Options Hetti Ellis, Naomi Hinz and Christina Mjones, local college students
2:30 p.m. - 3:00 p.m.	Wrap Up and Evaluations

## SESSION II COMPETENCIES:

Participants will be able to describe the reasons for quality inclusive education.

Participants will be able to outline specific strategies to achieve inclusion and quality education.

## SESSION II READINGS:

No additional readings other than reading/resource/informational materials given to each participant at the session.

## SESSION II HOMEWORK:

Attend an IEP (Individual Educational Plan) meeting or if you are not personally involved with the educational system and services for children/young adults with disabilities, be prepared to share an experience with some type of educational planning meeting that you have been involved in.

# PARTNERS IN POLICYMAKING

## Session III: Counties and Case Management

May 6-7, 1994

Madison Hotel  
600 30th Ave South  
Moorhead, MN

### Friday, May 6, 1994

12:00 p.m. - 12:30 p.m.	Registration - Dakota Suite A
12:30 p.m. - 12:45 p.m.	Announcements/Homework
12:45 p.m. - 2:40 p.m.	How to Influence the County Process, Duane Shimpach, MN Governor's Planning Council on Developmental Disabilities - Dakota Suite A
2:40 p.m. - 3:00 p.m.	Break
3:00 p.m. - 5:00 p.m.	What is Case Management and How Do You Get It, Lauri Young, Clay County Social Services - Dakota Suite A
5:00 p.m. - 6:00 p.m.	Social Time - Dakota Suite B
6:00 p.m. - 7:00 p.m.	Dinner - Dakota Suite B
7:00 p.m. - 9:00 p.m.	Vision Building Exercise Suzanne Dotson and Lynn Tkachuk Dakota Suite A

### Saturday, May 7, 1994

8:00 a.m. - 9:00 a.m.	Breakfast - Dakota Suite B
9:00 a.m. - 10:00 a.m.	How to Influence County Commissions, Diane Meyer and Dewey Possehl, Clay County Commissioners - Dakota Suite A
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 11:00 a.m.	How to Write a Letter and How to Meet a County Commissioner, Diane Meyer and Dewey Possehl - Dakota Suite A
11:00 a.m. - 11:45 p.m.	Small Group Role Play Exercises, Suzanne Dotson and Lynn Tkachuk
11:45 a.m. - 1:00 p.m.	Lunch - 5 County Commissioners have been invited to attend lunch and the afternoon session - Dakota Suite B
1:00 p.m. - 2:00 p.m.	5 Roundtables - one County Commissioner for each roundtable to discuss issues raised by participants - Dakota Suite A
2:00 p.m. - 2:30 p.m.	Feedback from County Commissioners
2:30 p.m. - 3:00 p.m.	Wrap Up and Evaluation

### SESSION III COMPETENCY:

Participants will be able to demonstrate their knowledge of the case management system and what services may be available.

### SESSION III READINGS:

No additional readings other than the resource/informational materials given to each participant at the session.

### SESSION III HOMEWORK:

Attend a meeting of the county commissioners in your county or sit in on a city council planning meeting or county planning meeting. Write or call a county commissioner about an issue of importance to you.

## **PARTNERS IN POLICYMAKING**

### **Session IV: Legislative Process**

**June 10-11, 1994**

**Madison Hotel  
600 30th Ave South  
Moorhead, MN**

#### **Friday, June 10, 1994**

12:00 p.m. - 12:30 p.m.	Registration - Dakota Suite A
12:30 p.m. - 1:00 p.m.	Roll Call, Announcements and Homework Reports
1:00 p.m. - 3:00 p.m.	How You Can Affect Public Policy in the Legislative Process - Shirley Hokanson, Governmental Relations Consultant - Dakota Suite A
3:00 p.m. - 3:15 p.m.	Break
3:15 p.m. - 5:00 p.m.	Shirley Hokanson - Legislative Process (Cont.)
5:00 p.m. - 6:00 p.m.	Social Time - Dakota Suite B
6:00 p.m. - 7:00 p.m.	Dinner - Dakota Suite B
7:00 p.m. - 9:00 p.m.	Four lobbyists will act as coaches for two pieces of mock legislation - Partners will divide into four groups - one for and one against each of the two bills. Coaches will assist participants in preparing testimonials for a mock hearing - Dakota Suite A

#### **Saturday, June 11, 1994**

8:00 a.m. - 9:00 a.m.	Breakfast - Dakota Suite B
9:00 a.m. - 10:00 a.m.	State of State Message - Speaker TBA Dakota Suite A
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 12:00 noon	Mock Hearing on Bill #1 - Dakota Suite A (Legislators have been invited to participate)
12:00 noon - 1:00 p.m.	Lunch - Dakota Suite B
1:00 p.m. - 2:15 p.m.	Mock Hearing on Bill #2 -
2:15 p.m. - 2:45 p.m.	De-briefing
2:45 p.m. - 3:00 p.m.	Evaluations

#### **Session IV Competencies:**

- 1) Participants will be able to describe how a bill becomes a law at both the state and federal levels.
- 2) Participants will be able to identify critical federal issues and the process by which they can personally address their concerns.
- 3) Participants will be able to demonstrate successful techniques for advocating for services to meet the needs of unserved and underserved individuals.
- 4) Participants will be able to draft and deliver testimony for legislative hearings.

#### **Session IV Homework:**

- 1) Attend the hearing on Special Education or write a letter as per the instructions on the handout from the May meeting.
- 2) Contact a federal legislator or a state legislator from your district by phone or by letter. Ask him/her about their position on legislation from the past session which related to disabilities issues. You might refer to specific legislation or more general legislation such as the state or federal health care plan and the impact this could have on persons with disabilities. This exercise is an opportunity for you to communicate with a legislator, establish name recognition by letting them know who you are. Let them know why you are calling (explain the "Partners" assignment). Through this process you will begin laying the ground work for a "partnership" in policymaking.
- 3) Readings between session III and IV:

Two pieces of mock legislation - House Bill #1738 and S.F. #2337

## PARTNERS IN POLICYMAKING

### Session V: Physical Disabilities and Assistive Technology

July 22-23, 1994

Madison Hotel  
600 30th Ave South  
Moorhead, MN

#### Friday, July 22, 1994

12:00 p.m. - 12:30 p.m.	Registration - Dakota Suite A
12:30 p.m. - 1:00 p.m.	Roll call, Announcements and Homework Reports
1:00 p.m. - 3:00 p.m.	Positioning for People with Physical Disabilities - Judith Drews, Coordinator of Physical Therapy, Sparks Clinics/Civitan International Research Center Dakota Suite A
3:00 p.m. - 3:15 p.m.	Break
3:15 p.m. - 5:00 p.m.	Positioning for People with Physical Disabilities - Continued
5:00 p.m. - 6:00 p.m.	Social Time - Dakota Suite B
6:00 p.m. - 7:00 p.m.	Dinner - Dakota Suite B
7:00 p.m. - 9:00 p.m.	Introduction of Minnesota STAR Program, Rachel Wobschall, MN Governor's Advisory Council on Technology for People with Disabilities - Dakota Suite A

#### Saturday, July 23, 1994

8:00 a.m. - 9:00 a.m.	Breakfast - Dakota Suite B
9:00 a.m. - 10:00 a.m.	Assessing Technology Needs, Demonstration of Devices and ADA, Robert Stack, President and CEO, Community Options Incorporated - Dakota Suite A
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 12:00 noon	Assessing Technology Needs - Continued
12:00 noon - 1:00 p.m.	Lunch - Dakota Suite B
1:00 p.m. - 2:30 p.m.	Assessing Technology Needs - Continued
2:30 p.m. - 3:00 p.m.	Wrap-up and Evaluation

### **Session V Competencies:**

- 1) Participants will understand the reasons for and importance of proper positioning techniques for people with disabilities.
- 2) Participants will be able to describe examples of state-of-the-art technologies for people with severe disabilities.

### **Session V Homework:**

- 1) Visit with one of the following specialists in the areas of assistive technology and adaptive equipment: physical therapist in the school or in the healthcare field, speech therapist, vision or hearing impairment specialist, POHI (Physical or Other Health Impairment) specialist in the school or in the ECSU. Interview the specialist regarding the assistive technology they would use or prescribe for a particular disability in a child or adult. The situation can be real or hypothetical. Another option for this assignment would be to interview someone with a disability who uses assistive technology or adaptive equipment.
- 2) Readings between session IV and V: Article from Exceptional Parent 1992, "How Technology Assists My Daughter To Compete in the Mainstream of Life"; Entitlements; and "Why Do We Bother With Positioning Anyway?"

## PARTNERS IN POLICYMAKING

### Session VI: SUPPORTED EMPLOYMENT, SUPPORTED LIVING AND OTHER FEDERAL ISSUES

September 16-17, 1994

Madison Hotel  
600 30th Ave South  
Moorhead, MN

#### Friday, September 16, 1994

12:00 p.m. - 12:30 p.m.	Registration - Dakota Suite A
12:30 p.m. - 1:00 p.m.	Roll call, Announcements and Homework Reports
1:00 p.m. - 3:00 p.m.	Supported Employment - Kathie McNulty, Director of Operations, Kaposia - Dakota Suite A
3:00 p.m. - 3:15 p.m.	Break
3:15 p.m. - 5:00 p.m.	Supported Employment - Continued
5:00 p.m. - 6:00 p.m.	Social Time - Dakota Suite B
6:00 p.m. - 7:00 p.m.	Dinner - Dakota Suite B
7:00 p.m. - 9:00 p.m.	Family Support and Supported Living - Hank Bersani, Director of Special Education, Oregon Health Sciences University, Portland, OR - Dakota Suite A

#### Saturday, September 17, 1994

8:00 a.m. - 9:00 a.m.	Breakfast - Dakota Suite B
9:00 a.m. - 10:00 a.m.	Family Support and Supported Living - Continued - Hank Bersani - Dakota Suite A
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 11:45 a.m.	Preparing to Meet with Congressional Delegation - Continued
11:45 a.m. - 1:00 p.m.	Lunch - Dakota Suite B
1:00 p.m. - 2:30 p.m.	Meeting with Congressional Delegation - Hank Bersani - Dakota Suite A
2:30 p.m. - 3:00 p.m.	Wrap-up and Evaluation

### Session VI Competencies:

- 1) Participants will be able to describe the importance of supported, competitive employment opportunities.
- 2) Participants will understand the types of supports necessary for creating a positive home environment.
- 3) Participants will be able to draft and deliver testimony to a congressional delegation.

### Session VI Homework:

- 1) Tour a sheltered workshop, a DAC or supported employment program and report on your experience.
- 2) Tour a community based group home and/or a semi-independent living (SIL) home and report on your experience. (Since an SIL is a person's own home, you must be a guest or a visitor of someone you can make arrangements with or get to know ahead of time.)
- 3) Order a copy of the publication "Summary of Existing Legislation Affecting People with Disabilities" by writing to:

Clearinghouse on Disability Information  
Office of Special Education & Rehabilitative Services  
U.S. Department of Education  
Room 3132, Switzer Building  
Washington, DC 20202-2524

(It takes 10 to 15 days for delivery so please order immediately and bring your copy to the September session if you have received it.)

### Session VI Reading Assignment:

- 1) Review "Tell it to Washington" - Guide for Citizen Action published by the League of Women Voters. (Small booklet/brochure in your Legislative Resources file)

**PLEASE BRING YOUR LEGISLATIVE RESOURCE FILE WITH YOU TO THE SEPTEMBER SESSION!!**

## PARTNERS IN POLICYMAKING

### Session VII: COMMUNITY ORGANIZING

October 14-15, 1994

Madison Hotel  
600 30th Ave South  
Moorhead, MN

#### Friday, October 14, 1994

12:00 p.m. - 12:30 p.m.	Registration - Dakota Suite A
12:30 p.m. - 1:00 p.m.	Roll call, Announcements and Homework Reports
1:00 p.m. - 3:00 p.m.	Community Organizing, Dohn Hoyle, President, Washtenaw Association for Community Advocacy, Ann Arbor, MI - Dakota Suite A
3:00 p.m. - 3:15 p.m.	Break
3:15 p.m. - 5:00 p.m.	Community Organizing - Continued
5:00 p.m. - 6:00 p.m.	Social Time - Dakota Suite B
6:00 p.m. - 7:00 p.m.	Dinner - Dakota Suite B
7:00 p.m. - 9:00 p.m.	Community Organizing - Local Panel of Community Organizers - Dakota Suite A

#### Saturday, October 15, 1994

8:30 a.m. - 9:00 a.m.	Continental Breakfast - Dakota Suite B
9:00 a.m. - 10:15 a.m.	Community Organizing, Dohn Hoyle - Dakota Suite A
10:15 a.m. - 10:30 a.m.	Break
10:30 a.m. - 12:00 Noon	Organizations, Dohn Hoyle - Dakota Suite A
12:00 noon - 1:00 p.m.	Lunch - Dakota Suite B
1:00 p.m. - 2:30 p.m.	Teamwork, Dohn Hoyle - Dakota Suite A
2:30 p.m. - 3:00 p.m.	Wrap-up and Evaluation

See Reverse Side for Competencies/Homework/Reading

### **Session VII Competencies:**

- 1) Participants will identify strategies for beginning and sustaining grassroots level organizing which focuses on specific issues.
- 2) Participants will identify strategies for effective involvement on boards, committees, and commissions including how to promote themselves into leadership roles, how to influence the agenda of the organization, and how to promote change within the organization.
- 3) Participants will identify mechanisms to promote cooperation and coalition building between separate disability organizations that will result in combined strength to influence public policy more effectively.
- 4) Participants will identify steps to develop and implement effective community networks.

### **Session VII Homework:**

- 1) Identify local community, grassroots kinds of organizations in your city or county that are trying to solve local problems. (Groups formed by people who are being affected themselves and are trying to find a solution to a problem.) Find out as much as you can about these organizations.
- 2) Identify who the major decision makers are, locally, on things that affect you personally.
- 3) Identify and list allies in your community (organizations).

### **Session VII Reading Assignment:**

- 1) "On Organizing" by David C. Holister (Enclosed)

## PARTNERS IN POLICYMAKING

### Session VIII: UNDERSTANDING PARLIAMENTARY PROCEDURE AND GRADUATION

November 4-5, 1994

Madison Hotel  
600 30th Ave South  
Moorhead, MN

#### Friday, November 4, 1994

12:00 p.m. - 12:30 p.m.	Registration - Dakota Suite A
12:30 p.m. - 1:00 p.m.	Roll call, Announcements and Homework Reports
1:00 p.m. - 3:00 p.m.	Making Parliamentary Procedure Work for You, Donald Sikkink, Cambridge, MN - Dakota Suite A
3:00 p.m. - 3:15 p.m.	Break
3:15 p.m. - 5:00 p.m.	Parliamentary Procedure - Continued
5:00 p.m. - 6:00 p.m.	Social Time - Dakota Suite B
6:00 p.m. - 8:00 p.m.	Dinner - Followed by Ed Roberts Videos - Dakota Suite B

#### Saturday, November 5, 1994

8:30 a.m. - 9:00 a.m.	Continental Breakfast - Dakota Suite B
9:00 a.m. - 10:15 a.m.	Leadership in Your Future, Dr. John Burtis, Kansas State University - Dakota Suite A
10:15 a.m. - 10:30 a.m.	Break
10:30 a.m. - 12:00 Noon	Leadership - Continued
12:00 noon - 2:00 p.m.	Luncheon followed by graduation ceremony, pictures and fond farewells

See Reverse Side for Competencies/Homework/Reading

### **Session VIII Competencies:**

- 1) Participants will be able to demonstrate proper procedures for running a meeting.
- 2) Participants will gain a basic understanding of parliamentary procedure.

### **Session VIII Homework:**

- 1) Read any ten pages in any book on parliamentary procedure.
- 2) Attend a meeting in which parliamentary procedure is used. (Optional)

### **Session VII Reading Assignment:**

- 1) See #1 under Homework.

# Partners In Policymaking

## Session I: History of Disability Movement, Independent Living, Parent Movement, People First

August 26-27, 1994

*Stouffer Renaissance Austin Hotel*

*9721 Arboretum Blvd.*

*Austin, Texas*

*(512) 343-2626*

### Friday, August 25, 1994

11:45 a.m. - 12:30 p.m.	Registration - <i>Sabine Room</i>
12:30 p.m. - 12:45 p.m.	Welcome <i>Roger Webb</i> , Executive Director Texas Planning Council for Developmental Disabilities
12:45 p.m. - 3:15 p.m.	History of Disability Movement <i>Colleen Wieck, Ph.D.</i> , Executive Director Minnesota Governor's Planning Council on Developmental Disabilities
3:15 p.m. - 3:30 p.m.	Break
3:30 p.m. - 5:00 p.m.	History of Independent Living Movement <i>Ed Roberts</i> , President World Institute on Disability Oakland, CA
5:00 p.m. - 5:30 p.m.	Social Time
5:30 p.m. - 7:00 p.m.	Dinner - <i>San Antonio Room</i>
7:00 p.m. - 9:00 p.m.	What is Partners in Policymaking? - <i>Sabine Room</i> <b>Texas Partners:</b> Rick Streeter, Abel Alonzo, Feliciano Govea, Tom Tyree, Edward Willard, Larry Chevallier and Kathie Snow

## Saturday, August 27, 1994

8:00 a.m. - 9:00 a.m.	Breakfast - <i>Sabine Room</i>
9:00 a.m. - 11:00 a.m.	History of the Parent Movement <b><i>Kathie Snow</i></b> , Consultant Colorado Springs, CO
11:00 a.m. - 11:15 a.m.	Break
11:15 a.m. - 12:00 p.m.	Ground Rules <b><i>Jopie Smith/Susan Murphree</i></b> Texas Planning Council for Developmental Disabilities
12:00 p.m. - 1:30 p.m.	Lunch - <i>San Antonio Room</i>
1:30 p.m. - 3:00 p.m.	A Personal Perspective - <i>Sabine Room</i> <b><i>Connie Martinez</i></b> , Self-Advocate Sacramento, CA
3:00 p.m. - 3:30 p.m.	Wrap-up and Evaluation



Partners in Policymaking competencies for this session are:

1. Describe the history of services for, and perceptions of, people with developmental disabilities.
2. Describe the history of the parent, self-advocacy, and independent living movements.
3. Describe People First Language and why it is of critical importance.

# Partners In Policymaking

## Session II: Inclusive Education; Assertiveness in Meetings

September 23-24, 1994

*Doubletree Hotel*  
*6505 IH 35 N*  
*Austin, Texas*  
*(515) 454-3737*

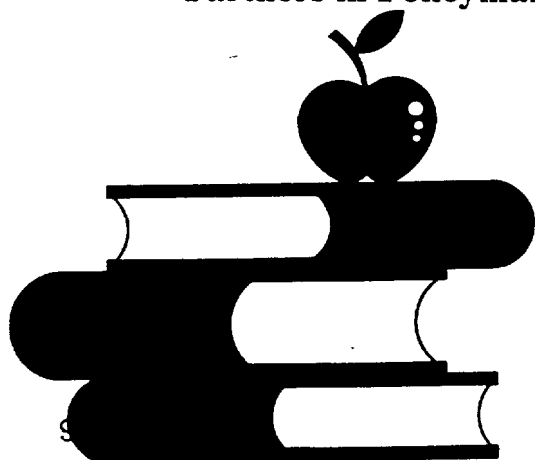
### Friday, September 23, 1994

11:45 a.m. - 12:30 p.m.	Registration - <i>Austin</i>
12:30 p.m. - 5:15 p.m.	Achieving Inclusive Education <i>Ian Pumpian, Ph.D</i> San Diego State University San Diego, California
5:15 p.m. - 5:30 p.m.	Break
5:30 p.m. - 7:00 p.m.	Dinner - <i>Dovers</i>
7:00 p.m. - 9:00 p.m.	The How To's of Team Meetings <i>Charlotte Des Jardins</i> Family Resource Center on Disabilities Chicago, Illinois

## **Saturday, September 24, 1994**

- |                         |                                                                                                                                                                                                                                                                                                       |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7:30 a.m. - 8:30 a.m.   | Breakfast - <i>Austin</i>                                                                                                                                                                                                                                                                             |
| 8:30 a.m. - 10:15 a.m.  | The How To's of Team Meetings (continued)<br><i>Charlotte Des Jardins</i>                                                                                                                                                                                                                             |
| 10:15 a.m. - 10:30 a.m. | Break                                                                                                                                                                                                                                                                                                 |
| 10:30 a.m. - 11:15 a.m. | Making it Happen in Texas<br><i>Kay Lambert</i><br>Advocacy, Inc.<br>Austin, Texas                                                                                                                                                                                                                    |
| 11:15 a.m. - 12:00 p.m. | Preparation for Education Roundtable<br><i>Kay Lambert and Susan Murphree</i>                                                                                                                                                                                                                         |
| 12:00 p.m. - 1:00 p.m.  | Lunch - <i>Dovers</i>                                                                                                                                                                                                                                                                                 |
| 1:00 p.m. - 3:00 p.m.   | Texas Education Agency Roundtable - Austin<br><b>Gene Lenz</b> , General Directions<br><b>Kathy Clayton</b> , Preeschool<br><b>Peter Kircher</b> , Inclusion/Leadership Initiative<br><b>Sharon Hesser</b> , Parent Liaison<br><b>Claudia Knowles</b> , Complaints<br><b>linda walls</b> , Transition |
| 3:00 p.m. - 3:30 p.m.   | Wrap-up and Evaluation                                                                                                                                                                                                                                                                                |

**Partners in Policymaking competencies for this session are:**



1. **Describe the reasons for quality inclusive education.**
2. **Outline specific strategies to achieve inclusion and quality education.**
3. **Demonstrate how to be assertive in team meetings.**

# Partners In Policymaking

## Session III: Building Inclusive Communities:

## Supported Living & Supported Employment

**October 21-22, 1994**

***Doubletree Hotel  
6505 IH 35 N.  
Austin, Texas  
(512) 454-3737***

### **Friday, October 21, 1994**

11:45 a.m. - 12:30 p.m.	Registration - <i>Austin</i>
12:30 p.m. - 5:00 p.m.	Building Inclusive Communities <b><i>Dale DiLeo</i></b> Training Resource Network St. Augustin, FL
5:00 p.m. - 5:30 p.m.	Break/Social Time
5:30 p.m. - 7:00 p.m.	Dinner - <i>Dovers</i>
7:00 p.m. - 9:00 p.m.	Personal Futures Planning - <i>Austin</i> <b><i>Dale DiLeo</i></b>

## Saturday, October 22, 1994

8:00 a.m. - 9:00 a.m.

Breakfast - *Austin*

9:00 a.m. - 12:00 p.m.

Supported Employment and the Rehab Act  
***Cary Griffin***  
Center for Technical Assistance and Training  
University of Northern Colorado  
Greeley, CO

12:00 p.m. - 1:15 p.m.

Lunch - *Dovers*

1:15 p.m. - 3:00 p.m.

Employment (continued)  
***Cary Griffin***

3:00 p.m. - 3:30 p.m.

Wrap-up and Evaluation



**Partners In Policymaking competencies for this session are:**

- 1. Understand the concepts of supported/competitive employment, including natural supports.**
- 2. Describe the importance of person centered planning for people with developmental disabilities and what supports are necessary to be fully included in the community.**
- 3. Understand the types of supports necessary for creating a positive home environment.**

# Partners In Policymaking

## Session IV: Federal Policy & Legislation

**November 18-19, 1994**

***Doubletree Hotel***  
***6505 IH 35 N***  
***Austin, TX***  
***(512) 454-3737***

***Norris Conference Center***  
***1016 La Posada, Suite 280***  
***Austin, TX***  
***(512) 451-5011***

### **Friday, November 18, 1994**

- |                         |                                                                                                                                                                                       |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11:30 a.m. - 12:30 p.m. | Registration and Box Lunch<br><b>Norris Conference Center - <i>Magnolia</i></b>                                                                                                       |
| 12:30 p.m. - 5:00 p.m.  | National Policy Issues & The Legislative Process<br><b><i>Christopher Button, Ph.D.</i></b><br>Director of Governmental Activities<br>UCPA, Inc.<br>Washington, DC                    |
| 5:00 p.m. - 5:30 p.m.   | Break/Social Time                                                                                                                                                                     |
| 5:30 p.m. - 7:00 p.m.   | Dinner - <b>Doubletree</b> - <i>Dovers</i>                                                                                                                                            |
| 7:00 p.m. - 9:00 p.m.   | Grassroots Legislative Advocacy - <b>Doubletree</b> - <i>Austin</i><br><b><i>Christopher Button, Ph.D.</i></b><br>Director of Governmental Activities<br>UCPA, Inc.<br>Washington, DC |
|                         | <b>Fran Smith</b><br>National Consultant<br>Richmond, CA                                                                                                                              |

## Saturday, November 18, 1994

7:45 a.m. - 8:45 a.m.	Breakfast & Announcements <b>Norris Conference Center - <i>Magnolia</i></b>
8:45 a.m. - 11:45 a.m.	Preparing to Meet Public Officials <b>Norris Conference Center - <i>Magnolia</i></b> <b><i>Fran Smith</i></b>
11:45 a.m. - 1:00 p.m.	Lunch - <b>Norris Conference Center - <i>Cypress</i></b>
1:00 p.m. - 3:00 p.m.	Visits with Public Officials and Feedback
3:00 p.m. - 3:30 p.m.	Wrap-up and Evaluation

### Partners In Policymaking competencies for this session are:



1. Describe how a bill becomes a law at the federal level.
2. Identify critical federal issues and the process by which one can personally address concerns.
3. Describe a vision for the year 2010 and beyond for people with disabilities.
4. Demonstrate how to meet a public official and express concerns.

# Partners In Policymaking

## Session V: State Policy and Legislative Issues

January 13-14, 1995

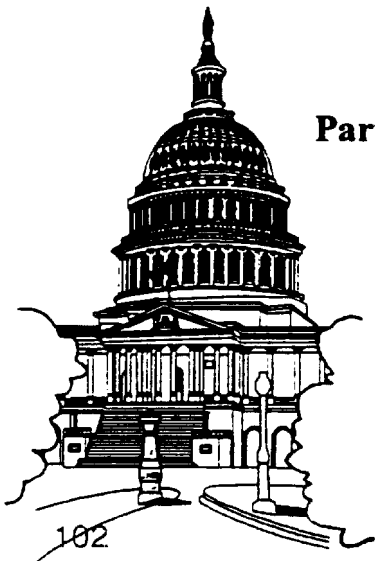
*Omni Austin Hotel*  
*700 San Jacinto Blvd.*  
*Austin, Texas*  
**512-476-3700**

### Friday, January 13, 1995

- |                         |                                                                                                                                       |                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| 11:45 p.m. - 12:30 p.m. | Registration - <i>Austin</i>                                                                                                          |                                                          |
| 12:30 p.m. - 2:15 p.m.  | What's Important To Know About the State Legislative Process?<br><i>Joe Gagen</i><br>Legislative Planning Consultant<br>Austin, Texas |                                                          |
| 2:15 p.m. - 2:30 p.m.   | Break                                                                                                                                 |                                                          |
| 2:30 p.m. - 3:15 p.m.   | The State Budget Crisis<br><i>Marcia Muehr</i><br>Center for Public Policy Priorities<br>Austin, Texas                                |                                                          |
| 3:15 p.m. - 5:00 p.m.   | How To Deliver Testimony<br><i>Mary Jo Magruder</i><br>TPCDD<br>Austin, Texas                                                         | <i>Denise Brady</i><br>The Arc of Texas<br>Austin, Texas |
| 5:00 p.m. - 5:30 p.m.   | Break / Social Time                                                                                                                   |                                                          |
| 5:30 p.m. - 7:00 p.m.   | Dinner - <i>Bouquets</i>                                                                                                              |                                                          |
| 7:00 p.m. - 9:00 p.m.   | Preparation for Hearing - <i>Austin</i><br><i>Mary Jo Magruder &amp; Denise Brady</i>                                                 |                                                          |

## **Saturday, January 14, 1995**

7:30 a.m. - 8:15 a.m.	Breakfast - <i>Austin</i>
8:00 a.m. - 8:15 a.m.	Board Buses to Capitol
8:20 a.m. - 8:45 a.m.	Arrive at Capitol
8:45 a.m. - 9:15 a.m.	Tour of Capitol
9:15 a.m. - 9:30 a.m.	Meet in Senate Chamber
9:30 a.m. - 11:30 a.m.	Mock Hearing
11:30 a.m. - 12:00 p.m.	Debriefing with Mock Hearing Committee
12:00 p.m. - 12:15 p.m.	Board Buses to Omni Hotel
12:45 p.m. - 2:00 p.m.	Lunch - <i>Austin</i>
2:00 p.m. - 3:00 p.m.	Debriefing with Partners
3:00 p.m. - 3:30 p.m.	Wrap-Up and Evaluation



**Partners In Policymaking competencies for this session are:**

- 1. Describe how a bill becomes a law at the state level.**
- 2. Draft and deliver testimony for legislative hearings.**

# Partners in Policymaking

## Session VI: Positive Behavior Change, Seating and Positioning & Assistive Technology

**February 17-18, 1995**

*Harvey Hotel*  
*4545 West John Carpenter Freeway*  
*Irving, Texas*  
**214-929-4500**

### **Friday, February 17, 1995**

12:00 p.m. - 12:30 p.m.	Registration - <i>Trinity VI and VII</i>
12:30 p.m. - 5:00 p.m.	Supporting Positive Behavior Change <i>Joe Schiappacasse</i> Colorado Division for Developmental Disabilities
5:00 p.m. - 5:30 p.m.	Break/Social Time
5:30 p.m. - 7:00 p.m.	Dinner - <i>Trinity IV</i>
7:00 p.m. - 9:00 p.m.	Seating & Positioning for People with Physical Disabilities - <i>Trinity VI and VII</i> <i>Joan Bergman, Ph.D.</i> Professor Emerita University of Alabama at Birmingham

## Saturday, February 18, 1995

8:00 a.m. - 9:00 a.m.	Breakfast - <i>Trinity VI and VII</i>
9:00 a.m. - 12:00 p.m.	Assistive Technology <b><i>Richard Dodds</i></b> United Cerebral Palsy Stockton, NJ
12:00 p.m. - 1:15 p.m.	Lunch - <i>Lobby Bar</i>
1:15 p.m. - 3:00 p.m.	Assistive Technology (continued) - <i>Trinity VI and VII</i> <b><i>Richard Dodds</i></b>
3:00 p.m. - 3:30 p.m.	Wrap-up and Evaluation

**Partners In Policymaking competencies for this session are:**

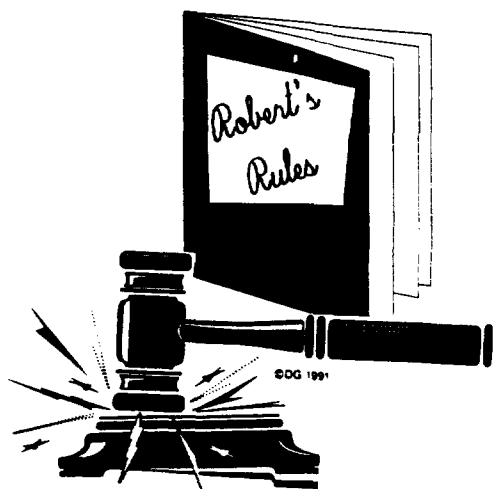


1. Describe the importance of positive approaches to behavior change.
2. Understand the reasons for and the importance of proper positioning for people with disabilities.
3. Describe examples of state-of-the-art technologies for people with severe disabilities.

## Saturday, March 18, 1995

8:00 a.m. - 9:00 a.m.	Breakfast/Sharing (sharing starts at 8:30) - <i>San Antonio</i>
9:00 a.m. - 12:30 p.m.	Understanding Parliamentary Procedure <b><i>Donald Sikkink, Ph.D.</i></b> Cambridge, MN
12:30 p.m. - 1:45 p.m.	Lunch - <i>Atrium</i>
1:45 p.m. - 2:45 p.m.	The Advocacy Role of the DD Council - <i>San Antonio</i> <b><i>Jan Mallett</i></b> , Planning and Policy Director <b><i>Theda Hoyt</i></b> , Council Member Texas Planning Council for DD
2:45 p.m. - 3:30 p.m.	Graduation Announcements/Wrap-up and Evaluation

### Partners In Policymaking competencies for this session are:



1. Demonstrate knowledge of the state service system and how to obtain services.
2. Demonstrate proper procedures for running a meeting.
3. Demonstrate successful techniques for advocating for services to meet the needs of unserved and underserved individuals.

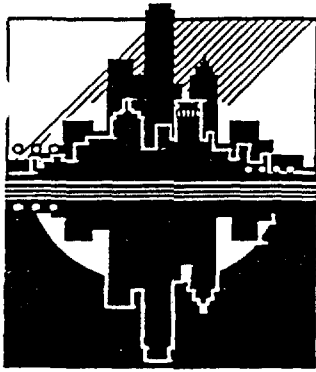
## Saturday, April 22, 1995

7:45 a.m. - 8:30 a.m.	Breakfast - <i>Sabine</i>
8:30 a.m. - 9:00 a.m.	The Role of Advocacy, Inc. Judith Sokolow CAP Manager
9:00 a.m. - 10:00 a.m.	Advocacy Organizations in Texas: <b>TX Advocates</b> <b>Mental Health Consumers</b> Kevin Tracy                      Melanie Green
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 11:45 a.m.	Advocacy Organizations in Texas: <b>ARC/TX</b> <b>UCP/TX</b> <b>CTD</b> Mike Bright                      Joyce Dawidczyk                      Maria Tamez
11:45 a.m. - 12:30 p.m.	Evaluations / Break / Get Ready!
12:30 p.m. - 3:00 p.m.	Reception / Graduation - <i>Atrium / Wedgwood</i>
3:00 p.m.	Fond Farewells

### Partners In Policymaking competencies for this session are:



1. Identify strategies for beginning and sustaining grass roots level organizing.
2. Identify when and how to use the media to effectively promote issues.



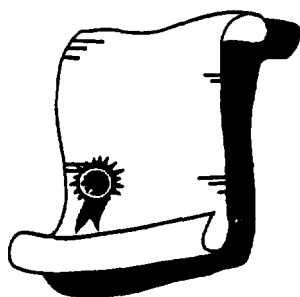
# PARTNERS IN POLICYMAKING COMMUNITY ORGANIZING & GRADUATION

May 12, 1995  
12:00 PM to 9:00 PM  
STOUFFERS HOTEL  
ST. LOUIS, MISSOURI

## Agenda topic

12:00-12:30 PM	Registration	
2:30-2:30 PM	Building Inclusive Communities	Shafik Abu Tahir <i>Philadelphia, Pennsylvania</i>
2:30-2:45 PM	Break	
2:45-5:00 PM	Building Alliances	Shafik Abu Tahir
5:00-5:30 PM	Break/ Social Time	
5:30-6:45 PM	Dinner	
6:45-9:00 PM	A Detailed Look at Community Organizing	Dohn Hoyle, <i>Ann Arbor, Michigan</i>

# GRADUATION



May 13, 1995  
8:00 AM to 3:15 PM  
STOUFFERS HOTEL  
ST. LOUIS, MISSOURI

## Agenda topics

8:00-9:00 AM	Continental Breakfast	
9:00-12:15 PM	Organizing Exercises in Small Groups	Dohn Hoyle
12:15-1:30 PM	Lunch	
1:30-3:00 PM	Graduation/ Reception	Vehrlene Crosswhite, <i>MPC Chairperson</i>
3:00-3:15 PM	Evaluation/ Kaizen	

## COMPETENCIES

Demonstrate successful techniques for advocating for services to meet the needs of unserved and underserved individuals.

Identify strategies for beginning and sustaining grass roots level organizing.

Identify when and how to use the media to effectively promote issues.

# Partners in Policymaking

Agenda  
February 24-25, 1995

## EARLY INTERVENTION THROUGH TRANSITION

### Friday, February 24, 1995

1- 1:15 p.m.

**Arrival, Check-In and Registration**



1:15 - 2 p.m.

**Review Agenda,  
Discuss Homework**



2 - 2:15 p.m.

**Break**



2:15 - 3:45 p.m.

**The Power of One-on-One's**

Niki Smith, Parent advocate

3:45 - 4 p.m.

**Break**



4 - 5:45 p.m.

**Meeting Oregon Educators**



- **Karen Brazeau** - Associate Superintendant, Office of Special Education, Oregon Department of Education (ODE),
- **Maurine Otos** - Assistant Superintendant for Special Schools and Regional Programs, ODE
- **Petrea Hagen-Gilden** - Program Supervisor, Office of Special Education, ODE
- **Ben Arthur** - Director of Special Education, Albany Public Schools
- **Suzy Harris** - Attorney, Oregon Advocacy Center

5:45 - 6 p.m. **Break for Dinner**

6 - 7 p.m. **Dinner with Guests**  
Partners have the opportunity  
to talk with educators during dinner



7 - 7:15 p.m. **Break** 

7:15 - 9 p.m. **The Realistic Views:  
An Opportunity for Discussion**  
Early intervention, transition, inclusion,  
regional programs, funding issues  
• **Suzy Harris**, Attorney, Oregon Advocacy Center  
• **Kathryn Weit**, Policy Analyst,  
Oregon Developmental Disabilities Council



## Saturday, February 25, 1995

7:00 - 8:00 a.m. **Continental Breakfast**



7:30 - Noon



### **Serving Students with Significant Disabilities In Regular Education Settings**

**Lou Brown, Ph.D.**, Professor,  
Department of Rehabilitation Psychology and Special  
Education, University of Wisconsin at Madison

**There will be a 15 minute Break  
presentation. Please check out**



**during this  
at this time.**

Noon - 1 p.m.

Lunch



1 - 1:30 p.m.



Partners' Presentations

1:30 - 2:30 p.m.



- **Good Communication Skills at Individual Education Plan (IEP), Individual Family Support Plan (IFSP), and Individual Services Plan (ISP) Meetings**
- **How To Conduct Meetings**

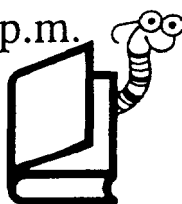


**Niki Smith**, Parent  
Case Management Specialist,  
Mental Health & Developmental  
Disability Services Division (MHDDSD)



**Marie Deatherage**, Parent  
Editor of *The Oregon Clarion*

2:30 - 3 p.m.

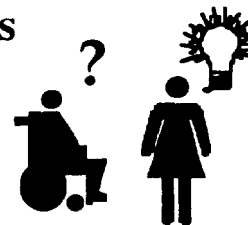


**Discuss Homework and Evaluations**

Mary Anne Seaton & Jill Flynn

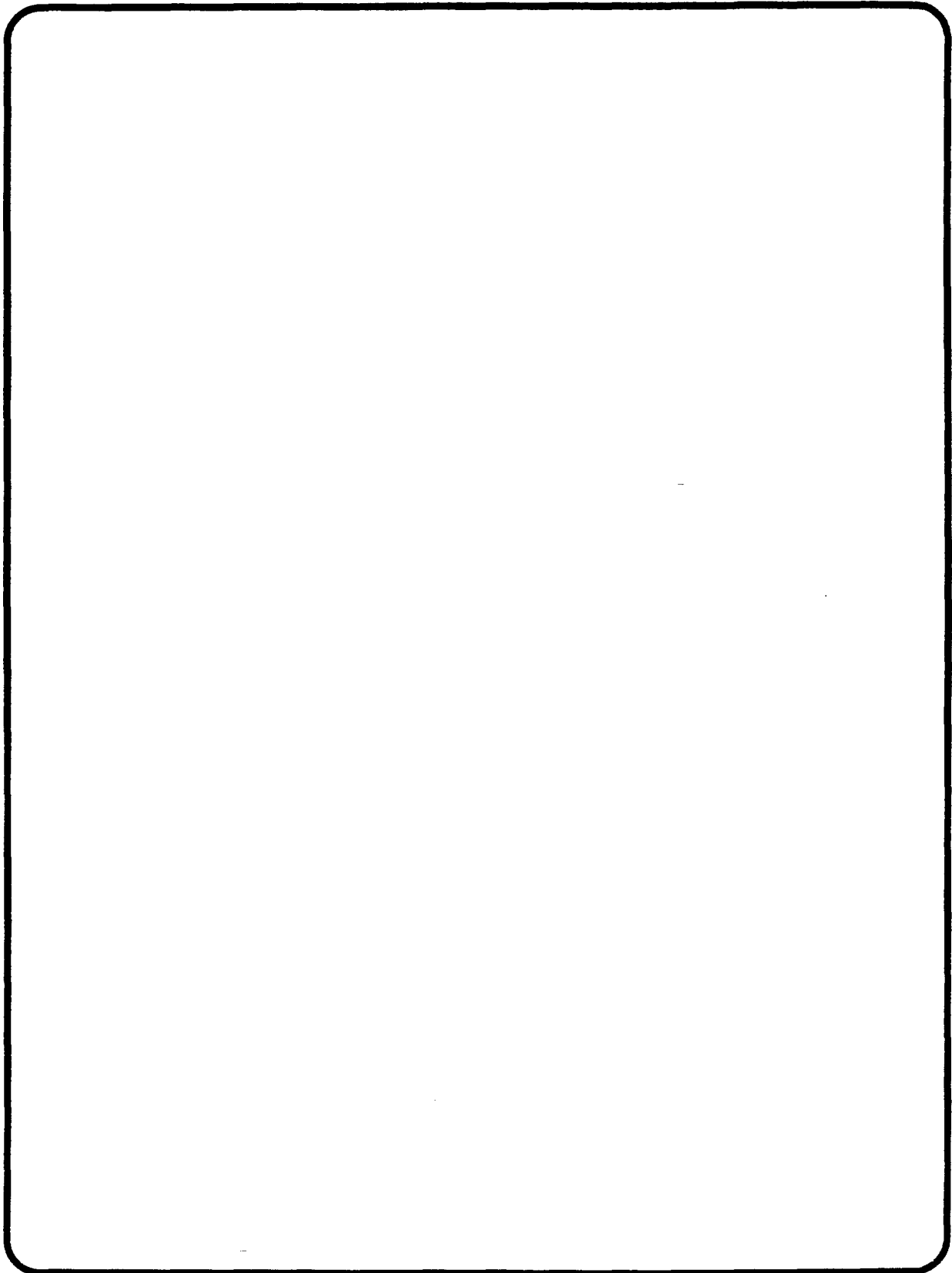
**Prepare for March  
Legislative Session**

Kathryn Weit



2-9-95

*For Your Notes . . .*

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# *Partners in Policymaking*

## Directory of National Speakers

October 1995

The following listing of National Speakers is provided to help Coordinators select appropriate speakers for the various competencies. This list does not, and can not, list every qualified presenter. The names included represent those people known to the author and contributors as state-of-the-art experts in their fields. Coordinators have the right and the responsibility to contract with the best speakers available, who may or may not be on this list. All National Speakers selected should, however, meet the following guidelines:

- They are viewed as "best practice" experts with professional and/or personal expertise in their field.
- They understand and value the quality principles of the Partners in Policymaking leadership training program.
- They are willing and able to tailor their presentations and activities to enable Partners to achieve the appropriate competencies as detailed in this Handbook.

As Partners in Policymaking expands to more and more states, the program, as a whole, is sometimes viewed as fertile ground for financial opportunities. Partners is not an avenue for the merchandising of products or services. Coordinators need to be wary of attempts by any individuals who may try to solicit "business" from their Partners programs, either as presenters or as merchandisers. In addition, Coordinators are not obligated to use the same presenters from one year to the next.

Coordinators, individually and as a group, are the best judges of who their presenters should be. Coordinators are urged to contact the author of this manual, its contributors, and other Coordinators to verify the experiences and potential usefulness of presenters.

If you see errors in addresses, telephone numbers, etc., in the Directory of National Speakers, please send the corrected information to:

Kathie Snow  
250 Sunnywood Lane  
Woodland Park, Colorado 80863  
719-687-8194

Thank you!

Mr. Gerald Adams  
Human Services Institute, Inc.  
5430 Lynx Lane, Suite 345  
Columbia, Maryland 21044-2302  
410-740-0123

Mr. John Agosta, Ph.D.  
Human Services Research Institute  
1655 State Street, Northeast  
Salem, Oregon 97301  
503-362-5682

Mr. Don Barr, Ph.D.  
Cornell Empowerment Project  
248 Martha Van Rensselaer Hall  
Ithaca, New York 14855  
607-255-7766

Mr. Allan Bergman  
United Cerebral Palsy Association  
1522 "K" Street, Northwest, Suite 1112  
Washington, DC 20005  
202-842-1266

Ms. Joan Bergman, Ph.D.  
University of New Hampshire  
Institute on Disability/UAP  
Technology Program  
10 Ferry Street  
Concord, New Hampshire 03301  
603-224-0630

Mr. Hank Bersani, Jr., Ph.D.  
Community Integration Assoc.  
525 Glen Creek, #230  
Salem, Oregon 97304  
504-494-3696

Ms. Elizabeth Boggs, Ph.D.  
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Hampton, New Jersey 08827  
201-735-6571

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Salem, Oregon 97301  
503-362-5682

Ms. Denise Brady  
The Arc of Texas  
P. O. Box 5368  
Austin, Texas 78763-5368  
512-454-6694

Mr. Lou Brown, Ph.D.  
University of Wisconsin-Madison  
Department of Rehabilitation,  
Psychology and Special Education  
432 North Murray Street, Room 305  
Madison, Wisconsin 53706  
608-262-2722

Mr. Ed Burke  
9305 Forest Haven Drive  
Alexandria, Virginia 22309  
703-780-8285

Ms. Barbara Buswell  
PEAK Parent Center, Inc.  
6055 Lehman Drive, Suite 101  
Colorado Springs, Colorado 80918  
719-531-9400

Ms. Christopher Button, Ph.D.  
United Cerebral Palsy Association  
1522 "K" Street, Northwest, Suite 1112  
Washington, DC 20005  
202-842-1266

Mr. Mike Callahan, Ph.D.  
United Cerebral Palsy  
2205 Farmington Drive  
Gautier, Mississippi 39553  
601-769-1626

Ms. Pip Campbell, Ph.D.  
Temple University  
Ritter Hall Annex, 9th Floor  
13th and Cecil B. Moore Avenue  
Philadelphia, Pennsylvania 19122  
215-204-1450

Mr. Bernard Carabello  
240 West 65th Street, Suite 12E  
New York, New York 10023  
212-787-0161

Ms. Katherine Carol  
Center for Technical Assistance  
and Training (CTAT)  
1325 S. Colorado Boulevard, Suite 700  
Denver, Colorado 80222  
303-753-8020

Mr. Guy Caruso, Ph.D.  
415 Pine Creek Road  
Wexford, Pennsylvania 15090  
412-367-7841

Ms. Lettitia Clay  
1515 Shafter  
San Angelo, Texas 76901  
915-655-3205

Mr. Larry Chevallier  
P. O. Box 25  
Joinerville, Texas 75680  
903-847-2404

Mr. Curt Decker  
National Association of Protection  
and Advocacy Systems  
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Washington, DC 20002  
202-408-9514

Ms. Charlotte Des Jardins, Director  
Family Resource Center on Disabilities  
20 East Jackson Boulevard, Room 900  
Chicago, Illinois 60604  
312-939-3513

Mr. Dale DiLeo, Ph.D.  
316 St. George Street  
St. Augustine, Florida 32084  
904-823-9800

Mr. Richard Dodds  
United Cerebral Palsy - New Jersey  
354 South Broad Street  
Trenton, New Jersey 08608  
609-394-4004

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Ms. June Downing, Ph.D.  
University of Arizona  
Department of Special Education  
Tucson, Arizona 85721  
602-621-3248

Mr. Derrick Dufresne  
Community Resource Associates  
736 Crab Thicket Drive  
Des Peres, Missouri 63131  
314-821-3316

Mr. Gunnar Dybwad, Ph.D.  
390 Linden Street  
Wellesley Hills, Massachusetts 02181  
617-235-9448

Ms. Mary Falvey, Ph.D.  
California State University-Los Angeles  
5151 State University Drive  
Los Angeles, California 90032-8745  
310-343-4416

Mr. Phil Ferguson, Ph.D.  
University of Oregon  
Specialized Training Program  
Center on Human Development  
Eugene, Oregon 97403-5215  
503-346-2463

Mr. George Flynn, Ph.D.  
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Ms. Alison Ford, Ph.D.  
University of Wisconsin - Milwaukee  
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P. O. Box 413  
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Ms. Marsha Forest, Ph.D.  
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24 Thome Crescent  
Toronto, Ontario M6H 2S5, Canada  
613-758-2552

Ms. Sharon Freagon, Ph.D.  
1600 Rich Road, West  
DeKalb, Illinois 60115  
815-753-0656

Mr. Lex Frieden  
T.I.R.R.  
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713-797-5283

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1945 Pauline Boulevard, Suite 11  
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313-662-1256

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2111 Wilson Boulevard, Suite 405  
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703-525-3406

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703-242-0338

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Syracuse, New York 13244-2340  
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Dakota, Inc.  
680 O'Neill Drive  
Eagan, Minnesota 55121  
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Institute on Disability  
University of New Hampshire  
Morrill Hall  
Durham, New Hampshire 03824  
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Port Alberni, British Columbia V9Y 6L8  
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Bureau of Child Research  
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804-828-2494

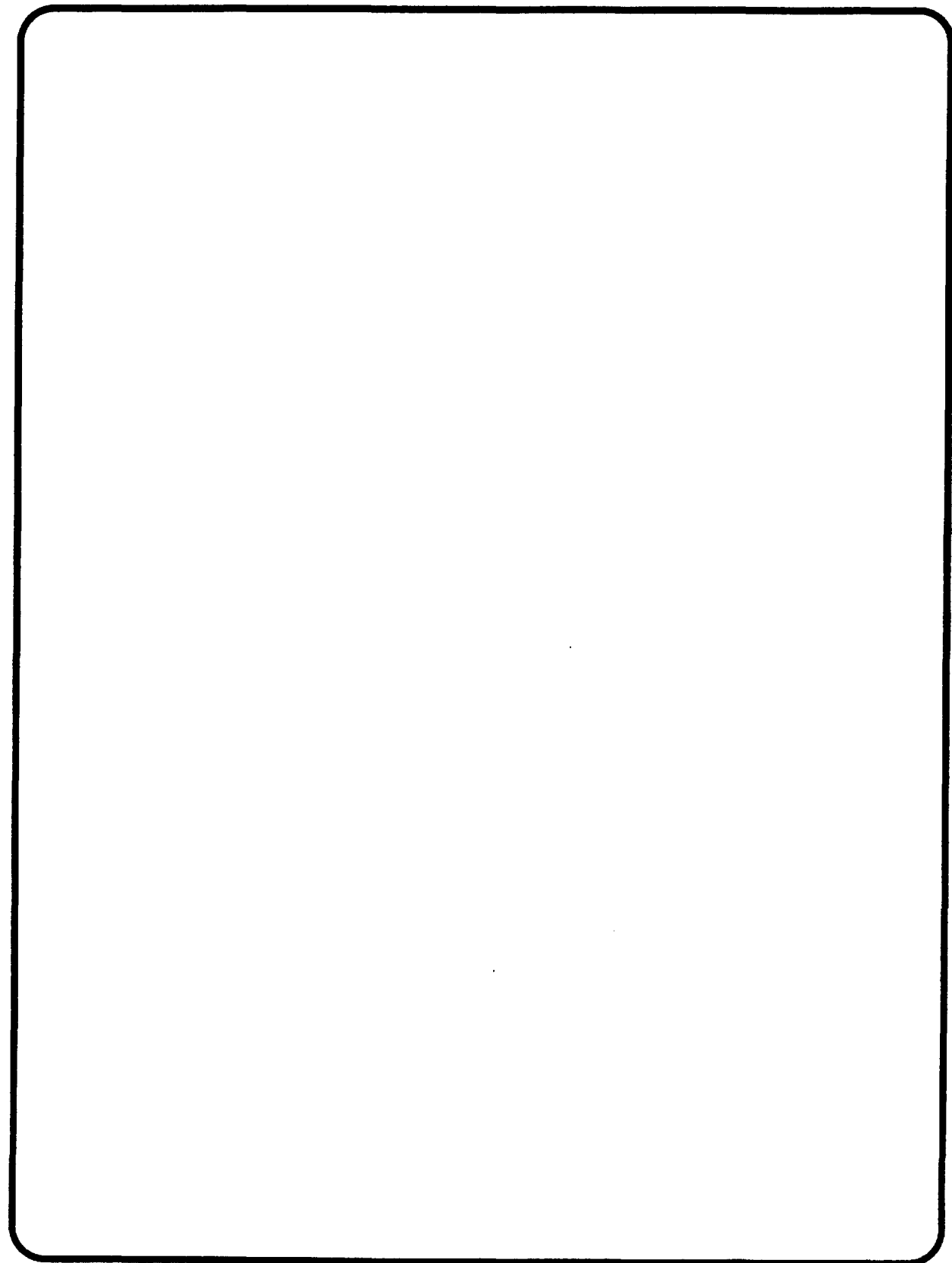
Ms. Jane Wells  
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Ms. Colleen Wieck, Ph.D.  
Executive Director  
Minnesota Governor's Planning  
Council on Dev. Disabilities  
300 Centennial Office Building  
658 Cedar Street  
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612-296-9964

Mr. Bob Williams, Commissioner  
Administration on Developmental  
Disabilities  
U.S. Dept. of Health & Human Services  
200 Independence Avenue, SW  
Washington, DC 20201  
202-690-6590

Mr. Patrick Worth  
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Toronto, Ontario M6E 3K1 Canada  
416-781-9241

*For Your Notes . . .*

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# --- *Partners in Policymaking* ---

## Session Evaluations

Results from the recent Coordinator's Survey indicate that every Partners program is using some form of session evaluation form. Most of the types of evaluation forms utilize a method for Partners to rate the effectiveness of the weekend, the speaker's presentation, etc.

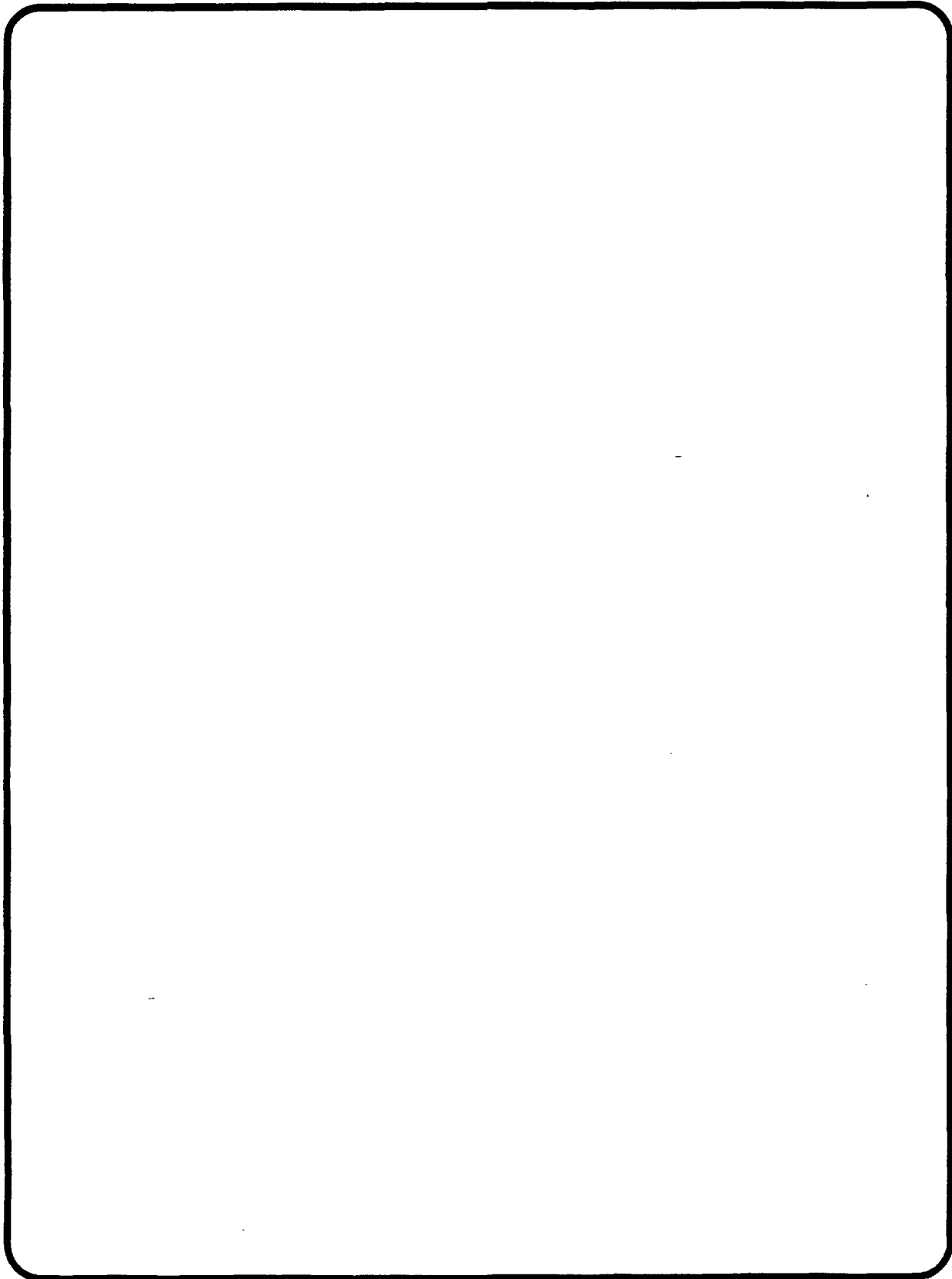
However, information from the Coordinator's Survey indicates that the session evaluations may not be accurately measuring whether or not **Partners are achieving the competencies**. Remember that Partners is *competency-based*.

Partners often rate presentations, speakers, and/or activities highly; but have the instructors and activities enabled participants to achieve the appropriate competencies? To remedy this situation, using a session evaluation form that includes the competencies for that session **allows Partners to rate themselves** on their levels of competency. The financial investment in your Partners program needs to yield graduates that are *competent* in best practices and systems change advocacy.

**A sample session evaluation form follows.** Since every Partners program has differences in which exact topics are covered in the various sessions, your evaluation forms would need to be personalized to the competencies covered in each session. This type of evaluation form will yield valuable information to help you increase your program's effectiveness. Partners may really like certain speakers (or not like them), but has the speaker enabled the participants to be competent in the subject matter? That's the true measure of success.

Coordinators do not need to have numerous evaluation forms for each weekend. The session evaluation forms should be used to evaluate the **entire weekend - not individual speakers**. One evaluation form is all that's needed for the whole weekend.

*For Your Notes . . .*

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# *Partners in Policymaking*

## Session I - History Evaluation

[Sample]

Date \_\_\_\_\_

Self-Advocate \_\_\_\_\_

Parent \_\_\_\_\_

Please circle your response to each statement.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
-------------------	-------	---------	----------	----------------------	-------------------

- |                                                                                                                       |   |   |   |   |   |     |
|-----------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|-----|
| 1. I can describe the history of services for, and perceptions of, people with developmental disabilities.            | 5 | 4 | 3 | 2 | 1 | N/A |
| 2. I can describe the significant contributions of the parent, self-advocate, and independent living movements.       | 5 | 4 | 3 | 2 | 1 | N/A |
| 3. I understand the ways in which self-advocacy differs from advocacy for others and why the difference is important. | 5 | 4 | 3 | 2 | 1 | N/A |
| 4. I can describe People First Language and why its use is of critical importance.                                    | 5 | 4 | 3 | 2 | 1 | N/A |
| 5. The speakers presented the information clearly.                                                                    | 5 | 4 | 3 | 2 | 1 | N/A |
| 6. The handouts and audio/visual aids were valuable.                                                                  | 5 | 4 | 3 | 2 | 1 | N/A |
| 7. I received new information that will help me improve my advocacy skills.                                           | 5 | 4 | 3 | 2 | 1 | N/A |
| 8. The homework assignments and/or skill-building activities during the session were valuable.                        | 5 | 4 | 3 | 2 | 1 | N/A |
| 9. My general reaction to the program was positive.                                                                   | 5 | 4 | 3 | 2 | 1 | N/A |
| 10. The program met my expectations.                                                                                  | 5 | 4 | 3 | 2 | 1 | N/A |

The thing I liked most about this session was: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The session would have been better if: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In what ways will the knowledge and skills gained this weekend be useful to you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for completing this evaluation. Your opinions help improve our Partners Program.

---

# *Partners in Policymaking*

## Speaker Evaluation

---

In an effort to maintain the highest quality program, Coordinators need as much information as possible. Some Coordinators have found it valuable to **question their speakers** after each session. Information from presenters can help Coordinators in a variety of ways . . . from fine-tuning logistical issues to creating better methods of educating Partners.

It's important that Coordinators work closely with presenters, from the initial contact through the actual presentation. **Coordinators and speakers can form a partnership that will serve to enhance the learning of all Partners.**

Honesty and integrity are crucial components of that partnership. Coordinators can and should be specific in detailing what competencies a presenter should be addressing, as well as other aspects of the presentation, reading materials/hand-outs, and activities. Speakers need to share with Coordinators any issues that relate to the positive/negative experiences with the Partners program. Presenters' opinions can often provide Coordinators with a new perspective and/or critical information to enable Coordinators to improve the training.

Following is a **Speaker Evaluation** form that can be used to gather vital information from presenters. This form can be given to speakers at the time of their presentations or it can be mailed to them after they return home. The Speaker Evaluation form should be mailed back to the DD Council (or other funding organization), NOT to the Coordinator. Since these forms are not anonymous, speakers may be uncomfortable in offering constructive criticism to the Coordinator directly. If the forms go to the Council Director or other staff member of the Council who has oversight of Partners, speakers will be able to be honest in their responses. The information can then be filtered to the Coordinator in ways that ensure respect for all concerned.

# *Partners in Policymaking* \_\_\_\_\_

---

## Speaker Evaluation

1. Did you receive adequate information from our Partners program prior to your arrival (e.g. hotel location, directions, airline tickets, meeting room location, or other pertinent details)? ☐ Yes ☐ No

Comments: \_\_\_\_\_

\_\_\_\_\_

2. Were your travel and hotel arrangements satisfactory? ☐ Yes ☐ No

Comments: \_\_\_\_\_

\_\_\_\_\_

3. Were the meeting room and audio-visual equipment satisfactory?  
☐ Yes ☐ No

Comments: \_\_\_\_\_

\_\_\_\_\_

4. Were you able to satisfactorily deliver your presentation? ☐ Yes ☐ No

Comments: \_\_\_\_\_

\_\_\_\_\_

5. Do you have any suggestions that would help us improve our program?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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# *Partners in Policymaking*

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## Participant Surveys

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(Who needs 'em . . . . **You** do!)

Data from the Coordinator's Survey indicates that many Partners programs are not yet performing long-term surveys, either due to lack of funds or the belief that a new program (1-2 years old) doesn't need to do long-term surveys. As mentioned elsewhere in this Handbook, **long-term surveys are critical to the long-term existence** and success of any Partners Program. In order for the data to be valid, these surveys need to be handled by an outside, independent evaluator.

The **initial survey** should be completed by participants before the first session. This survey measures the levels of advocacy and competencies of Partners at the beginning of their Partners year. **Six-month follow-up and long-term** (one year plus) follow-up surveys measure the on-going levels of advocacy efforts in systems change, as well as levels of competencies.

**For continued and/or increased funding** for any Partners program, this data is essential! Those controlling the purse strings need hard data to justify funding Partners! These surveys (along with your session evaluations) will give you the information you need to ensure continued funding. In the days of reduced funding and less government, dollars will be harder and harder to find and keep. When you can produce documentation that Partners graduates are achieving systems change in your state via legislative advocacy, grass-roots organizing, assuming leadership in policymaking positions, etc., your funders will want to continue to fund the program.

**Without documentation**, at best you risk having to justify the continuation of the program with little or no published documentation. At worst, **you risk loss of funds and the demise of the program**. If you haven't had to deal with this issue yet, please know that it will come up sooner or later. If you haven't continuously surveyed graduates and have an existing database, it's impossible to create one in response to a funder's request for data. Be prepared, be proactive, be ready.

The long-term studies of your program are beneficial not just to your funders, but also to you, as Coordinator. Combined with the session evaluations, long-term data helps you to maintain a quality program. The data will tell you if your program is working. **The success of a Partners program is not simply whether or not you have a great group of folks who want to do great things . . . the success of the program can only be measured by outcomes post-graduation.** Are your graduates changing things in your state and can those changes be officially documented?

## **Participant Surveys (continued)**

Every Partners program should start every Partners class with the Initial Survey, regardless of how many years the program has been in existence. Post-graduation surveys should begin six-months after graduation, followed by the long-term surveys which are mailed to every Partners graduate. **Long-term surveys/program evaluation need not be costly.** Work with a local university to locate the right person to be your independent evaluator, such as a student or teacher from the areas of education, public policy, statistics, etc.

The Initial, Six-Month, and Long-Term surveys are all completed anonymously. The outside evaluator assigns an identification number to each participant; this same number is used throughout every survey. Participants return the surveys directly to the independent evaluator in the self-addressed, stamped envelopes included with the surveys. The reports prepared from the survey data should reveal both qualitative and quantitative data.

**If you haven't started evaluating your program with the surveys described here, start now! The data is critical to your program's future!**

The Initial, Six-Month, and Long-Term Surveys follow.

# Partners in Policymaking

## Initial Survey

I.D. Number \_\_\_\_\_ Date \_\_\_\_\_

*This survey is an effort to measure your advocacy activities prior to your participation in the Partners in Policymaking program. Please answer the questions to the best of your ability, providing estimates when necessary. Participation is voluntary.*

1. During the past calendar year, and prior to your participation in the Partners in Policymaking program, did you ever contact local, state, or national public officials regarding your needs or the needs of a family member with a disability?

**(Check all that apply.)**

- ☐ Yes, National Estimated number \_\_\_\_\_
- ☐ Yes, State Estimated number \_\_\_\_\_
- ☐ Yes, Local:
- ☐ City Estimated number \_\_\_\_\_
- ☐ County Estimated number \_\_\_\_\_
- ☐ School Dist. Estimated number \_\_\_\_\_

2. If you answered yes to #1, please indicate the type of contacts (letters, phone calls, office visits) and estimate the number of contacts made during the past calendar year. **(Check all that apply.)**

- ☐ Letters Estimated number \_\_\_\_\_
- ☐ Phone Calls Estimated number \_\_\_\_\_
- ☐ Office Visits Estimated number \_\_\_\_\_

3. What other opportunities have you had, prior to the Partners program, to advocate for yourself or other persons with disabilities or to educate the public regarding the rights or needs of persons with disabilities during the past calendar year? **(Check all that apply.) Also, please evaluate your current competency for each activity.**

- |                                                                                  | Excellent | Good  | Fair  | Poor  |
|----------------------------------------------------------------------------------|-----------|-------|-------|-------|
| <input type="checkbox"/> Testified at a public hearing<br>Estimated number _____ | _____     | _____ | _____ | _____ |
| <input type="checkbox"/> Presentation to parent groups<br>Estimated number _____ | _____     | _____ | _____ | _____ |

## Initial Survey (continued)

Continuation of #3:		Excellent	Good	Fair	Poor
<input type="checkbox"/>	Presentation at a conference Estimated number _____	_____	_____	_____	_____
<input type="checkbox"/>	Service on a committee Estimated number _____	_____	_____	_____	_____
<input type="checkbox"/>	TV or radio appearances Estimated number _____	_____	_____	_____	_____
<input type="checkbox"/>	Published articles/letters to editor Estimated number _____	_____	_____	_____	_____
<input type="checkbox"/>	Planned/appeared at press conf. Estimated number _____	_____	_____	_____	_____
<input type="checkbox"/>	Other: Comments _____				
_____					
_____					

4. Please evaluate your advocacy skills, for yourself or for a family member with a disability, prior to the Partners program.

- ☐ My advocacy skills were excellent.
- ☐ My advocacy skills were good.
- ☐ My advocacy skills were fair.
- ☐ My advocacy skills were poor.

5. Prior to your participation in the Partners program, were you able to advocate for appropriate services for yourself or family member with a disability?

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

6. Do you expect to be better able to receive appropriate services as a result of the skills and information learned from the Partners program?

- ☐ Definitely, yes.
- ☐ Yes, somewhat.
- ☐ Probably not.
- ☐ Definitely, no.

## Initial Survey (continued)

7. What do you expect to gain as a result of your participation in the Partners program?

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8. Place of residence:

- ☐ Urban
- ☐ Suburban
- ☐ Rural

9. Income

- ☐ Less than \$12,000
- ☐ \$12,000 - \$19,999
- ☐ \$20,000 - \$29,999
- ☐ \$30,000 - \$39,999
- ☐ \$40,000 - \$49,999
- ☐ \$50,000+

10. Level of Education

- ☐ Less than High School
- ☐ High School Graduate
- ☐ 1 to 3 Years of College
- ☐ Four Years of College
- ☐ Partial Graduate Work
- ☐ Master's Degree
- ☐ Doctoral Degree
- ☐ Other \_\_\_\_\_

**Initial Survey (continued)**

**11. Type of Disability**

Yourself \_\_\_\_\_

Family Member \_\_\_\_\_

**12. Ethnicity**

- ☐ African American
- ☐ Native American
- ☐ Hispanic
- ☐ Caucasian
- ☐ Southeast Asian
- ☐ Other \_\_\_\_\_

- 13.**
- ☐ Female
  - ☐ Male

**14. Age**

- ☐ Under 20
- ☐ 21-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50 +

Thank you for your assistance in this survey. Please return this evaluation in the self-addressed envelope as soon as possible.

# --- *Partners in Policymaking* ---

## Six Month Follow-up Survey ---

I.D. Number \_\_\_\_\_

Date \_\_\_\_\_

*This survey is an effort to measure your advocacy activities during the six months since your graduation from Partners in Policymaking. Please answer the questions to the best of your ability, providing estimates when necessary. Participation is voluntary.*

1. Which year did you participate in the Partners in Policymaking program? \_\_\_\_\_
2. Overall, how would you now evaluate the Partners program?
  - ☐ Excellent
  - ☐ Very Good
  - ☐ Good
  - ☐ Fair
  - ☐ Poor
3. Specifically, how would you evaluate the Partners program in teaching you to become a better advocate for yourself or a family member with a disability?
  - ☐ Excellent
  - ☐ Very Good
  - ☐ Good
  - ☐ Fair
  - ☐ Poor
4. Please evaluate your current ability to secure appropriate services for yourself or a family member with a disability.
  - ☐ Excellent
  - ☐ Very Good
  - ☐ Good
  - ☐ Fair
  - ☐ Poor
5. Overall, how would you rate your current advocacy skills?
  - ☐ Excellent
  - ☐ Very Good
  - ☐ Good
  - ☐ Fair
  - ☐ Poor

## Six Month Follow-up Survey (continued)

*This part of the survey is an effort to measure your advocacy activities since your graduation from Partners in Policymaking. Please answer the questions to the best of your ability, providing estimates when necessary.*

1. Since graduation, have you been in contact with national, state, or local public officials regarding your needs or the needs of a family member with a disability? **(Check all that apply.)**

- |                                        |                        |
|----------------------------------------|------------------------|
| <input type="checkbox"/> Yes, National | Estimated number _____ |
| <input type="checkbox"/> Yes, State    | Estimated number _____ |
| <input type="checkbox"/> Yes, Local    | Estimated number _____ |

2. If you answered yes to #1, please indicate the type of contacts (letters, phone calls, office visits) with public officials you've made since graduation, and estimate the frequency of each. **(Check all that apply.)**

- |                                        |                        |
|----------------------------------------|------------------------|
| <input type="checkbox"/> Letters       | Estimated number _____ |
| <input type="checkbox"/> Phone Calls   | Estimated number _____ |
| <input type="checkbox"/> Office Visits | Estimated number _____ |

3. What other opportunities have you had to advocate for yourself or other persons with disabilities or to educate the public regarding the rights or needs of persons with disabilities? **(Check all that apply.)** Also, please evaluate your current competency for each.

	Excellent	Good	Fair	Poor
<input type="checkbox"/> Testified at a public hearing Estimated number _____	_____	_____	_____	_____
<input type="checkbox"/> Presentation to parent groups Estimated number _____	_____	_____	_____	_____
<input type="checkbox"/> Presentation at a conference Estimated number _____	_____	_____	_____	_____
<input type="checkbox"/> Service on a committee Estimated number _____	_____	_____	_____	_____
<input type="checkbox"/> TV or radio appearances Estimated number _____	_____	_____	_____	_____
<input type="checkbox"/> Published articles/letters to editor Estimated number _____	_____	_____	_____	_____
<input type="checkbox"/> Other: Comments _____				

**Six Month Follow-up Survey (continued)**

5. Are there other comments about the Partners program you would like to add, or comments about your own personal experiences since graduation?

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Thank you for your assistance in this survey. Please return this evaluation in the self-addressed envelope as soon as possible.

# *Partners in Policymaking* \_\_\_\_\_

## \_\_\_\_\_ Long Term Follow-up Survey

I.D. Number \_\_\_\_\_

Date \_\_\_\_\_

*The purpose of this survey is to collect follow-up information from graduates of the Partners in Policymaking program. Please answer the questions to the best of your ability. Participation is voluntary.*

1. Please evaluate your ability to secure appropriate services for yourself or a family member with a disability.

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

2. Do the skills you learned during the Partners program continue to be helpful in securing appropriate services today?

- ☐ Yes, most of the time
- ☐ Yes, some of the time
- ☐ Seldom
- ☐ No, not at all

3. Overall, how would you rate your current advocacy skills?

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

4. What significant changes (in housing, education, employment, friendships, other) have occurred in your life or in the life of a family member with a disability which you attribute to your experience with the Partners program?

Housing:

\_\_\_\_\_

**Long Term Follow-up Survey (continued)**

**Continuation of Question 4:**

Education:

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Employment:

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Friendships:

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Other:

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5. What skills learned during the Partners program do you continue to use today?

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6. Looking back at your experience with the Partners program, what would you now recommend to improve the program?

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## Long Term Follow-up Survey (continued)

7. Looking back at your experience with Partners, what three speakers or presentations continue to stand out as the most beneficial or influential?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

8. Please describe your current interactions, if any, with fellow Partners graduates, advocacy organizations, or other individuals involved in advocacy activities.

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9. Please add any other comments you would like to make.

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Thank you for your assistance in this survey. Please return this evaluation in the self-addressed envelope as soon as possible.

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# *Partners in Policymaking*

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## Recruitment

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No matter where you are in your Partners year right now, start thinking about recruitment of the next class. If your recruitment efforts are yielding a large number of qualified applicants, you can **take a break** until it's time to start the process again.

**If you're having difficulty putting a class together, read on.**

Begin your **recruitment efforts at least four to six months** before the first session. Use your DD Council's mailing list as a start. **Tap into any other mailing lists** you can get your hands on. Often, disability organizations won't release their mailing lists to anyone, but there are still ways you can use their databases.

Ask them to put a story, paragraph, or announcement about Partners recruitment in their next newsletter. Or, make copies of the announcement and/or application and ask that they be inserted with the next mail-out for that organization. Blanket your state with announcements/application forms. **Reach beyond the typical disability organizations** to notify the largest possible audience. Churches, medical facilities, schools of all kinds are just the tip of the iceberg. Use newspaper bulletin boards, computer bulletin boards, and retail bulletin boards. One Coordinator had good luck using e-mail to contact social workers in her state. Then they helped spread the news.

Once those application forms start rolling in, have your Selection Review Team ready to go. States use a variety of methods to **review and rank applications**. Certainly the Coordinator and other Partners staff members need to be on the Team. Partners graduates could be members, as well as other Council staff, and anyone else whose opinion and values you respect. The selection process is difficult and time consuming, but the efforts put forth will produce **unbelievable results** for the future.

A suggested time schedule for recruitment looks like this:

- Six months before first session - Send out applications (and continue for next two months).
- Four months before first session - Review and selection process.
- Two months before first session - Notification to selected applicants.

On the following pages is information to help Coordinators and Selection Review Teams make a difficult job a little easier.

# *Partners in Policymaking*

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## Selection Criteria and Rationale

**Parents of Children Age 5 and Under Most Preferable:** See following pages.

**Self-Advocates Under Age 35 Most Preferable:** Select those adults with disabilities who are ready and willing to take on the system and work and live in the community.

**Not Involved in Advocacy Organizations - "New Blood:"** Lots of folks are already active advocates. Invest your funding in those who are inexperienced!

**Ethnic Minority Representation:** The make-up of your class should reflect the make-up of your state's population.

**Male/Female Mix:** Lots of moms apply; the program needs dads, too. Also have a fair ratio of male to female within the self-advocate population.

**Cross Disability Representation:** Ensure that the disabilities of the participants selected represent a wide range of types and severity.

**Geographical Representation Reaching All Parts of the State:** Partners is most effective when participants represent all parts of the state.

**Rural/Urban Mix:** Large metro areas are often over-represented. Ensure that the rural areas of the state are represented, as well.

**Motivated for Systems Change vs. Personal Gain:** Try to select applicants who want to go beyond their own personal issues.

**Pro-Community:** Choose participants who embrace the philosophy that people with disabilities belong in the community, not in segregated settings.

**Enthusiasm for Learning:** Partners needs participants who are eager to learn and are open to new ways of thinking!

**Evidence of Commitment to Long-Term Advocacy Efforts:** Systems change can be a long-term process. Participants need to be tenacious and determined.

# --- *Partners in Policymaking* ---

## Why Select Parents of Young Children? ---

The quality principles of Partners in Policymaking include the selection of parents of young children (ages five and under the most preferable). A program doesn't have to have *only* parents of children five and under; but it's preferable to have the majority of parents from that group. Some Partners programs are including parents of children of all ages, including parents who have adult children with disabilities. Many states have indicated a reluctance to focus on parents of young children and have given the following reasons:

- All parents should be included. To do otherwise is discriminatory.
- It's difficult to locate only parents of young children. They're not yet in the system, so they're not on mailing lists, etc.
- Parents of young children can't make the commitment to attend all sessions because of child care issues.

### The rationale for selecting parents of young children includes:

- ✓ Parents of young children are **more receptive to new approaches** and best practices. They don't have the allegiances to the more "traditional" organizations and approaches that were established in the early days of the parent movement.
- ✓ The existing advocacy organizations are aging. The average age of an Arc member is 54 years old. Partners in Policymaking programs should be geared to **developing leadership for the 21st century**. Therefore, parents of young children are in the position to make the greatest changes over the life-span of their own children, and by extension, on behalf of others with disabilities in their state.

## Why Select Parents of Young Children? (continued)

- ✓ In order for Partners to adopt and implement "new ways of thinking," participants must be those who have a **fresh perspective**, who have not yet been influenced by the status quo.
- ✓ Most parents of young children have probably not yet had a great deal of experiences in advocacy and systems change. **You want parents who are inexperienced** instead of those who are already involved with advocacy organizations. This is important for two reasons.
  1. Parents of young children are not constrained by the experiences of the status quo. They're willing to say "let's try it" instead of "it can't be done, I've already tried."
  2. Many experienced parents are already engaged in advocacy. Training them can be a waste of funds because you're training those who already have skills. Your money is spent more wisely in training those parents of young children who need the skills.

## Responses to the reasons some states are not focusing on parents of young children.

### REASON

**All parents should be included.  
To do otherwise is discriminatory.**

The focus on Partners is systems change. The most effective way to change systems is from the **ground up**. Parents of young children are at that ground level. Remember that every Partners program is investing thousands of dollars in its participants. You will get a greater return on your investment, over time, with parents of young children.

In addition, Coordinators have observed that parents of older children can sometimes "**poison**" parents of young children. These experienced parents have often had very negative encounters with school systems, case management, etc. and don't believe that things can change. A Partners program shouldn't put potentially effective advocates (parents of young children) into the conflict between negative parents and state-of-the-art presenters.

Parents of older children, especially young adult children, are often reluctant to let go of their own experiences and belief systems. Including the belief that there's no future

### Why Select Parents of Young Children? (continued)

for their child(ren). In addition, many of them go through the Partners year feeling **guilt, dismay, and anger** that what they did/did not do for their children in the past doesn't mesh with what parents of young children are doing today.

When parents of young adult children (ages 18 and up) apply to Partners, recognize that instead of a problem, you are faced with **an opportunity: recruit the young adult son or daughter** instead of the parents! It's an amazing process to watch, as the parents see (often for the first time), that someone (the Coordinator) believes their child has something to learn, contribute to, be involved with. **Turn the negative into a positive!**

#### REASON

**It's difficult to locate only parents of young children. They're not yet in the system, so they're not on mailing lists, etc.**

Right! Those are just the parents to recruit. Since they may not be associated with disability organizations yet, the recruitment efforts must go **outside of the traditional disability community**. In addition to the standard organizations, target those places parents of young children may be connected to: the offices of pediatricians, therapists, etc.; churches; day care/early childhood centers; hospital NICUs; etc. Consider using Partners graduates to tell you where to target parents of young children in their communities.

#### REASON

**Parents of young children can't make the commitment to attend all sessions because of child care issues.**

Many parents of young children with disabilities (especially mothers) may have **never left their child(ren)** in the care of someone else prior to Partners, and may, therefore, be reluctant to commit to Partners even though they're excited about the possibilities.

If you have a high quality candidate in this position, and your own assurances aren't enough, consider enlisting the help of a Partners graduate to reassure the candidate that she/he and her/his child will **survive the separation!**

# *Partners in Policymaking* —————

## ————— Parents + Self-Advocates = Success

A unique aspect of Partners in Policymaking that sets it apart from other leadership training programs is the pairing of adults who have disabilities with parents of young children who have disabilities. This combination provides an extraordinary opportunity for the two groups to learn from each other, to bond together, and to recognize the similarities of their issues and to then embrace the others' issues.

The most promising benefit to every Partner is the critical recognition that the disability movement is broader than one group, one type of disability, or one issue.

### **Parents**

learn from the vast experiences of the adults with disabilities and receive these benefits:

- ✓ A broader perspective regarding their child's future: looking at the long-term - the big picture, not just the next school placement.
- ✓ The recognition of how their child's earliest experiences in school, community, and friendships - both positive (inclusion) and negative (segregation) - will affect the adult years.
- ✓ The realization that *they* (parents) must change before they can expect others to change . . . they must begin to have high expectations for their children.
- ✓ An understanding of the concept of "emancipation" so that parents can encourage self-advocacy in their children as early as possible; allowing parents to have the courage to "let go" and allow children the dignity of risk.

### **Self-Advocates**

learn from the parents' personal perspectives and life experiences and receive these benefits:

- ✓ Knowledge and understanding of what their own parents felt and experienced.
- ✓ Support and encouragement as they work through the emotions and activities inherent to their own emancipation process.
- ✓ The recognition (often for the very first time) of the value of their own life experiences.
- ✓ The opportunity to educate parents about: what it feels like to live with a disability, what's really important and what's not, and how to help their children be as independent as possible, as early as possible.

## Parents + Self-Advocates = Success (continued)

The ratio of parents to adults is a significant factor in the successful outcome of a Partners program. The most desirable ratio is approximately **70% parents and 30% adults with disabilities** (self-advocates/consumers). This ratio is representative of the natural proportion in our society. Just as Coordinators strive for a natural proportion in other areas of the selection criteria - geographical, cross-disability, both genders, etc. - the numbers of parents and adults with disabilities should be proportional.

Some states have indicated a belief that a class must be composed of 50% parents and 50% adults with disabilities in order to be fair. While this ratio may appear to be fair, in sheer numbers, it may not produce the highest quality outcomes for the program and the graduates.

When the approximately 70/30 ratio is in place, Coordinators are better able to ensure that the adults with disabilities receive the supports needed to be successful. When the percentage of adults with disabilities creeps up to the 40-50% mark, it becomes very difficult to provide the physical support (attendants/facilitators) for each individual *and* maintain a cohesive group of Partners throughout the year. It's important that Partners bond with each other - especially parents to adults and vice-versa. That becomes more difficult when too many "outsiders" (in the form of attendants/facilitators) are in the group. The presence of helpers often **prevents close friendships** from forming. And bonding is critical to the success of Partners.

In some cases, when the numbers of parents and adults are close to being equal, an **"us" and "them" mentality** can occur, similar to what regularly happens when adults with disabilities are congregated in unnatural proportions. This is very detrimental to the program and the participants.

With the 70/30 (approximately) ratio, an atmosphere is created wherein each unique self-advocate is viewed as an "elder statesman(woman)" and is accorded respect because of his/her individual gifts and talents. A small number of self-advocates enables more intimate friendships to develop between the parents and the adults with disabilities.

Every effort should be made to encourage and facilitate close relationships between parents and self-advocates. The Coordinator can state this regularly to the class; participants can be urged to sit with new folks every session and during mealtimes; small group activities should have one or more self-advocates in every group; and the meeting/dining room should be set up so that people who use wheelchairs are not congregated at the same tables together. Establishing deep connections and long-term relationships are critical to the success of individual Partners, as well as to the success of the entire program.

# *Partners in Policymaking*

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## Steps in Selecting Partners

1. After the deadline for receiving applications, the Coordinator should go through the applications and complete the Chart of Demographic Data. Save this chart for later use.
2. If there are any applications that are clearly outside the criteria (e.g., a person who is not a family member nor a person with a disability), remove those applications and send a letter of non-acceptance.
3. Copies of the remaining applications should be made and an entire packet of those applications should be sent to the review/selection committee members for rating and ranking. Each reviewer should also receive the Reviewer Rating Sheet Instructions, Consumer Rating Forms, and Parent Rating Forms. (Some states involve Partners graduates as reviewers, while other states use Council members/staff. In addition, some states use one set of reviewers to do the initial screening, while another committee makes the final decisions.)
4. The number of applications will vary from year to year, but allow at minimum of two weeks for the review process.
5. At a meeting of the final review committee, each application should be reviewed, including the scores from the first review committee. The applications will sort out into three groups: 1) very strong candidates, 2) possible candidates, and 3) unlikely candidates.
6. The Coordinator should compile all scores, ratings, and rankings from the reviewers and derive a composite score which is added to the Chart.
7. At this point, a thorough review should be made regarding each demographic area. Final decisions need to balance all factors. Applicants can be drawn into the final pool to achieve a balanced group (males, minority, rural/remote areas, age of child, etc.).

## Partners in Policymaking Coordinator's Handbook 1995

Name of Applicant	Gender M    F	Geographic Area of State	Person with a Disability	Parent	Type of Disability	Rank

# *Partners in Policymaking* —————

## ————— Reviewer Rating Sheet Instructions

**[NOTE:** This is one method for reviewers review applications and assign rank orders. This form is given to every member of your review committee.]

Dear Review Committee Member,

Please review each application and score from 1 to 5 with 5 being the strongest candidate and 1 being the least likely candidate.

1.    **Target Group:** Our goal is to select parents of young children and adults with disabilities. We are trying to include adults with disabilities in natural proportion to overall size of the group. Therefore, our target numbers are (#) parents (#) self-advocates for this group.
2.    **Disability:** Our goal is to include people with significant disabilities from the full range of developmental disabilities.
3.    **Next Generation:** Our goal is to prepare the next generation of leadership. We encourage individuals who do not have demonstrated leadership skills to apply.
4.    **Commitment to Values:** As you read the applications, please look for commitment to values of integration/inclusion, independence/interdependence, and productivity/contribution. If there is an indication that the applicant is committed to the opposite values, try to discern whether the applicant is trying to move toward the program's values. Does the applicant seem willing to learn about best practices?
5.    **Commitment to Program:** In reading the application, look for commitment to attendance, desire to learn, willingness to share information, interest in advocacy, and systems change.

Please return your scoring to: (name and address) by (date). If you have any questions, call (name) at (phone number).

Thanks for your help in this most important task.

(Coordinator's Name)

# *Partners in Policymaking*

## Consumer/Self-Advocate Rating Form

[**Note:** This is a second approach for rating each application. The Coordinator would need to add a scoring system to this form and to the following Parent/Family Member Rating Form.]

Name \_\_\_\_\_

### **BEST PRACTICES**

1. Recognition of importance of Independence, Productivity, and Inclusion/Integration. \_\_\_\_\_
2. Understanding or willingness to learn that most services do not reflect best practices. \_\_\_\_\_

### **ADVOCACY**

3. Commitment to long-term advocacy efforts. \_\_\_\_\_
4. Support for system change strategies versus personal gain. \_\_\_\_\_

### **OTHER**

5. Unique circumstances or personal history. \_\_\_\_\_

### **PERSONAL CHARACTERISTICS**

6. Minority applicant. \_\_\_\_\_
7. Minimal prior advocacy experience. \_\_\_\_\_

**TOTAL** \_\_\_\_\_

# *Partners in Policymaking* \_\_\_\_\_

## \_\_\_\_\_ Parent/Family Member Rating Form

(**Note:** This is a second approach for rating each application. The Coordinator would need to add a scoring system to this form and to the previous Consumer Rating Form.)

Name \_\_\_\_\_

### **BEST PRACTICES**

1. Recognition of importance of Independence, Productivity, and Inclusion/Integration. \_\_\_\_\_
2. Understanding or willingness to learn that most services do not reflect best practices. \_\_\_\_\_

### **ADVOCACY**

3. Commitment to long-term advocacy efforts. \_\_\_\_\_
4. Support for system change strategies versus personal gain. \_\_\_\_\_

### **OTHER**

5. Unique circumstances or personal history. \_\_\_\_\_

### **PERSONAL CHARACTERISTICS**

6. Minority applicant. \_\_\_\_\_
7. Minimal prior advocacy experience. \_\_\_\_\_
8. Father of child with a disability. \_\_\_\_\_
9. Son/daughter age Birth - 5 years. \_\_\_\_\_  
Son/daughter age 6 - 10 years. \_\_\_\_\_

### **TOTAL**

## *Here is a brief example of what to expect at the training sessions:*

- \* November - - History of the Disability Movement & Self-Advocacy
- \* December - - Vision For the Future & Local Policy
- \* January - - State Policy
- \* February - - Community Supports, Supported Employment, The Planning Process & Possible Legislative Event
- \* March - - Inclusive Education
- \* April - - Federal Policy & Assistive Technology
- \* May - - Working With the Media
- \* June - - Community Organizing & Graduation: **We Are Making a Difference!**

## *Comments from participants:*

"I learned how to speak effectively before a group."

"The wealth of resources I receive at the Partners sessions is staggering."

"I liked learning about the legislature."

"I learn so much. Thank You!"

## *How can I apply?*

For an application form or more information, contact:

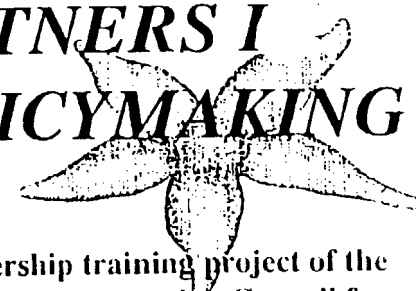
Kate Payne, Coordinator  
Partners in Policymaking  
Iowa Protection and Advocacy Services  
3015 Merle Hay Road, Suite 6  
Des Moines, Iowa 50310

Phone:

(515) 278-2502 or 1-800-779-2502  
(515) 278-0539 (FAX)  
(515) 278-0571 (TDD)

**Application forms must be received by September 10th.**

## *PARTNERS IN POLICYMAKING*



... a leadership training project of the Iowa Governor's Planning Council for Developmental Disabilities.



***Making a Difference for  
Iowans who have  
Disabilities.***

Partners in Policymaking is Coordinated by Iowa Protection and Advocacy Services, Inc.

## *What is Partners in Policymaking?*

The *Partners in Policymaking Leadership Training Program* teaches people to be community leaders. The program is designed for individuals who have a disability and for parents of children with a disability.

Partners in Policymaking provides up-to-date information, leadership training, and skill building. Participants learn about the local, state, and national issues that affect individuals with disabilities.

Partners graduates can advocate for themselves and others. They have the abilities to teach policymakers a new way of thinking about people with disabilities.

Partners in Policymaking was developed by the Minnesota Governor's Planning Council on Developmental Disabilities. The program is currently offered in 35 states. Over 2,000 people have been trained nationwide.

Partners participants are people who are ready to work for change in public policy. The overall goal of the program is to foster a PARTNERship between people who need and use services for disabilities and those who make public policy.

## *Who should participate in this training?*

Each year 32 people are selected through an application process to participate in the program. The project actively seeks and encourages individuals of various ethnic backgrounds to apply. Partners in Policymaking strives for a balance of men and women from urban and rural areas of the state. It is a goal for the project to have at least 50% of the participants be individuals with a disability.

## *What happens if I am selected to participate?*

Training is the key to the program. You must make a commitment to attend **all** training sessions. You will need to review materials and other handouts before and after each session.

You will also have a variety of homework assignments to do between each session.



## *Where and When are the training sessions?*

All sessions take place in Des Moines or the surrounding area. Eight, two-day training sessions are held once a month from November through June. Each session begins around noon on Friday and concludes by late afternoon on Saturday.

*Participants will be reimbursed for travel, lodging, and some meal expenses. Personal assistant services and respite care cost may be reimbursed and is determined on an individual basis.*

# Partners In Policymaking



*You Can Make A Difference!!!*

## What is "Partners"?

Partners in Policymaking is an innovative training program that teaches people to be community leaders. The program is designed to provide information, training, resources and skills building to self-advocates and parents of young children with disabilities so that they may obtain the best available services for themselves and others.

Partners provides participants with opportunities to meet and talk to national leaders in the field of developmental disabilities. Participants are ac-

quainted and connected with organizations, opportunities and possibilities. The program will educate participants about current issues and state-of-the-art approaches as well as policymaking and legislative processes at local, state and national levels.

The overall goal of Partners, is to develop productive partnerships between people who need and use services and those in a position to make policy and law.

# Who Should Apply?

The Missouri Planning Council is seeking a diverse group of highly motivated men and women to participate in Partners in Policymaking. A limited number of participants will be selected. Thus, preference will be given, but not limited to:

- Adults who have developmental disabilities
- Parents of children ages five and under who have developmental disabilities
- People who represent various disabilities and cultures throughout the State
- People who do not have previous involvement with advocacy organizations



*"Partners has  
given me the  
knowledge to  
do the things  
that I know,  
have to be  
done."*

*—Marie Gumpenberger  
1994/95 Partner*

*Applications must be postmarked by June 23, 1995 to be eligible.*

*For additional information or to request a different format of the application, please contact:*

Vicky Davidson  
Missouri Planning Council for Developmental Disabilities  
P.O. Box 687  
Jefferson City, MO 65102  
(314)751-8611 voice/TT  
1(800)500-7878

# What Is My Role As A "Partner"?

The Missouri Planning Council is currently accepting applications from interested people. The program is open to a limited number of people at no cost and if selected, participants will be expected to:

- make a commitment to attend eight two-day sessions between September 1995 and April 1996. Each session begins at approximately noon on Friday and concludes late on Saturday afternoon.

- complete all homework assignments to include one major project designed to meet competencies.

*Attendance at all sessions is mandatory.*

*Only individuals selected to participate in Partners in Policymaking will be able to attend.*

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## What Topics Will Be Addressed?

- History of Disability Movements: Parent, People First, Independent Living
  - Inclusion and Quality Education
- Supported Employment, Supported Living and Personal Futures Planning
  - Family Supports and Service Coordination
- Parliamentary Procedure: *How to Take Control of Meetings*
- State/Federal Policy and Legislative Issues and the Process by Which You Can Channel Your Concerns
- Assistive Technologies for People with Severe Physical Disabilities
  - Community Organizing

---

## 1995/1996 Program Dates

September 22-23, 1995

October 20-21, 1995

November 17-18, 1995

December 8-9, 1995

January 19-20, 1996

February 23-24, 1996

March 22-23, 1996

April 19-20, 1996



MISSOURI PLANNING COUNCIL FOR DEVELOPMENTAL DISABILITIES  
PARTNERS IN POLICYMAKING  
APPLICATION FOR PARTICIPATION

If you need help with completing this form, please call 1-800-500-7878  
**APPLICATIONS ARE DUE NOT LATER THAN JUNE 23, 1995**

NAME:		STREET ADDRESS:	
CITY:	COUNTY:	STATE:	ZIP CODE:
HOME PHONE NO. (Include area code):		WORK PHONE NO. (Include area code):	
ARE YOU: <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE		RACE/ETHNIC BACKGROUND (Optional):	
<p>1. Are you a person with a developmental disability? (See definition listed in brochure. If yes, please describe your disabilities): <input type="checkbox"/> YES <input type="checkbox"/> NO YOUR AGE: _____</p>			
<p>2. Are you a parent of a son/daughter who has a developmental disability? (Please answer for each child if you have more than one child with a disability. See definition of developmental disabilities located in brochure.) <input type="checkbox"/> YES <input type="checkbox"/> NO AGE(S): _____</p> <p>Describe the disability and how it affects the ability to function in at least three of the areas of major life activity (Part D of definition listed in the brochure):</p>          <p>Describe your child's school placement:</p>          <p>Does your son or daughter live at home? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Do you have other children? <input type="checkbox"/> YES <input type="checkbox"/> NO How many? _____ Ages? _____</p>			

The Missouri Planning Council does not deny employment or services because of race, sex, creed, marital status, national origin, disability or age of applicants or employees.

3. What services are you or your child currently receiving (First Steps, School, Respite Care, Case Management, Employment, Attendant, Etc.)?

4. Why are you interested in the program? Is there a specific issue, area of concern, or problem that encourages you to apply?

5. If selected to participate in the Partners in Policymaking training program, I will:

- Travel to St. Louis and Jefferson City to attend the regularly scheduled meetings? ☐ YES ☐ NO
- Make a commitment to attend eight two-day sessions (Fridays and Saturdays), held monthly from September, 1995 thru April, 1996? ☐ YES ☐ NO
- Complete all homework assignments? ☐ YES ☐ NO
- Complete one major project (i.e. a letter writing campaign, organizing a town meeting). Details will be discussed during Session I.  
☐ YES ☐ NO

6. Are there any special accommodations necessary for you to participate in this program? ☐ YES ☐ NO  
If yes, describe accommodations needed ( accessibility, interpreters, respite care, attendant services, special diet, transportation etc.):

7. What types of experience and length of time have you had in advocating for people with developmental disabilities? (Membership in other organizations is **NOT** a requirement.)

8. Please tell us a little about yourself and your family and why you think you would be a good candidate for this program. What do you hope to gain from this experience? What will you bring to this experience? (Please complete this question on a separate page or pages. The selection committee will place significant emphasis on the responses to this question.)

Please list two references. Include names, addresses and phone numbers:

(1)

(2)

How did you learn about the Partners in Policymaking Project?

*Please mail the completed application to:*

Vicky Davidson  
Missouri Planning Council for Developmental Disabilities  
P.O. Box 687  
Jefferson City, Missouri 65102  
1-(800)-500-7878 or (314)-751-8611 (Voice/TT)

# Developmental Disabilities Definition

The term "developmental disabilities" means a severe, chronic disability of a person 5 years of age or older which —

(A) is attributable to a mental or physical impairment or a combination of mental and physical impairments;

(B) is manifested before the person attains age twenty-two;

(C) is likely to continue indefinitely;

(D) results in substantial functional limitations in three or more of the following areas of major life activity:

- self care,
- receptive and expressive language,
- learning,

- mobility,
- self-direction,
- capacity for independent living, and
- economic self-sufficiency; and

(E) reflects the person's need for a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services which are of lifelong or extended duration and are individually planned and coordinated; except that such term when applied to infants and young children means individuals from birth to age 5, inclusive, who have substantial developmental disability or specific congenital or acquired conditions with a high probability of resulting in developmental disabilities if services are not provided.

*Source: Developmental Disabilities Assistance and Bill of Rights Act of 1993 (P.L. 103-230.)*



Missouri Planning Council  
for Developmental Disabilities  
1706 East Elm, P.O. Box 687  
Jefferson City, Missouri 65102

Bulk Rate  
U.S. Postage  
**PAID**  
Jefferson City  
Permit No. 109



## **WANTED: Self-Advocates And Parents For Partners In Policymaking**

### **What Is It?**

**Partners in Policymaking is a leadership training program for self-advocates and parents. Partners learn about current issues and state-of-the-art practices and become familiar with the policymaking and legislative process at the local, state and federal levels. The program teaches competencies necessary for individuals to become advocates who can influence the system of services for people with disabilities.**

### **Who Is It For?**

**The Texas Planning Council for Developmental Disabilities is seeking applications from people with developmental disabilities and parents of young children with disabilities. We want highly motivated men and women who represent different ethnic backgrounds and geographic regions of the state. Also, we are especially interested in reaching people who are not already involved in advocacy organizations.**

### **How Is It Organized?**

**Partners attend eight 2-day training sessions which begin early Friday afternoon and conclude by 3:30 p.m. on Saturday. National leaders in the disability movement present various topics:**

- **History - Independent Living Movement, Parent Movement, People First Movement**
- **Inclusive Education and How to Take Control of Meetings**
- **Supported Living, Personal Futures Planning, Family Support, Supported Employment**
- **Assistive Technology, Seating and Positioning, Challenging Behavior**
- **Federal Policy and Legislative Issues**
- **State Legislative Issues**
- **State Policy/Services and Parliamentary Procedure**
- **Community Organizing, Advocacy Organizations and Efforts**

**Attendance at all sessions is mandatory.** Partners are expected to complete assignments between sessions and also commit to one major project such as serving an internship with a public official, organizing a letter writing campaign or organizing town meetings for legislators.

### **When And Where?**

Two classes are available in 1995-96.

Dates for the first class are August 25-26, September 22-23, October 20-21, November 17-18, January 12-13, February 9-10, March 8-9, and April 12-13. All sessions are in Austin and will begin at 12:30 p.m.

Dates for the second class are September 8-9, October 13-14, November 10-11, January 19-20, February 23-24, March 29-30, April 26-27, and May 24-25 (Memorial Day weekend). All sessions are in Dallas except for February, which is in Austin. These sessions begin at 1 p.m.

### **Is There A Cost?**

No. The Council covers all expenses for participants during the training such as travel, lodging, meals, personal assistance services, and/or respite care.

### **Due Date:**

Applications must be postmarked by April 28, 1995. Fax copies will not be accepted.

*Please feel free to make copies of this packet for anyone interested in applying or call the DD Council to obtain additional copies. Applications are also available in braille, large print, ASCII, and on audio cassette by contacting:*

Susan Murphree or Denese Holman  
Texas Planning Council for Developmental Disabilities  
4900 North Lamar Blvd.  
Austin, Texas 78751-2399  
(512) 483-4095 or 1-800-262-0334  
(512) 483-4099 (TDD)



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# *Partners in Policymaking*

## Invitation Letter

---

[On Your Letterhead]

[Date]

### **DD Council Seeks Participants for Partners in Policymaking Program**

Partners in Policymaking is a leadership training program for self-advocates and parents. It provides state-of-the-art knowledge about developmental disabilities issues and builds the competencies necessary to become advocates who can effectively influence public officials.

The [State] Planning Council for Developmental Disabilities is currently seeking applications from interested people who have developmental disabilities or who are parents of young children with developmental disabilities to participate in Partners in Policymaking. This program is designed to provide information, training, and skill building so that participants may obtain the most appropriate state-of-the-art services for themselves and others.

"Partners" learn about current issues and best practices and become familiar with the policymaking and legislative processes at the local, state, and federal levels. The overall goal is to achieve a productive partnership between people needing and using services and those in a position to make policy and law.

Partners attend 2-day training sessions eight times a year with each session beginning Friday at noon and concluding late Saturday afternoon. Each session is devoted to specific topics with nationally known experts as presenters. Partners are expected to complete assignments between sessions and to commit to one major assignment, such as serving an internship, organizing a letter writing campaign, or organizing special receptions or town meetings for public officials.

In general, session topics include:

- History of the Independent Living, Parent, and Self-Advocate Movements
- Inclusive Education
- Supported/Independent Living, Supported/Competitive Employment, Person Centered Planning, Family Support
- Assistive Technology, Seating and Positioning, Positive Behavior Approaches
- Federal Policy and Legislative Issues
- State Policy, Services, and Legislative Issues
- Parliamentary Procedure and How to Run Meetings
- Community Organizing, Advocacy, and How to Use the Media

## Invitation Letter (continued)

The Council is actively seeking highly motivated men and women to participate in the Partners in Policymaking program. We are particularly eager that members of the group represent different ethnic backgrounds, different geographic regions of the state, and a variety of disabilities. Also, we are especially interested in reaching persons who are not actively involved in existing advocacy organizations. Please feel free to make copies of this packet for dissemination to interested individuals or call the DD Council to obtain additional copies. Expenses for travel, lodging, meals, respite care, and assistant services for program participants will be reimbursed.

Applications ***must*** be postmarked by [date] to be eligible. Fax copies will not be accepted. Final selection will be made by [date]. Dates for the monthly training sessions are [list dates]. ***Attendance at all sessions is mandatory.***

Applications are available in braille, large print, (ASCII), and on audio cassette. To obtain alternate formats, please contact:

[Name of Coordinator  
Address of Coordinator  
Telephone Number of Coordinator  
with 800 and TDD numbers]

# --- *Partners in Policymaking* ---

## Application for Participation

Application deadline: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone: (\_\_\_\_\_) \_\_\_\_\_ Work Number: (\_\_\_\_\_) \_\_\_\_\_

Are you: \_\_\_\_\_ Male \_\_\_\_\_ Female Race: \_\_\_\_\_

1. Are you a *person* with a developmental disability? (See definition back page.)

\_\_\_\_\_ Yes \_\_\_\_\_ No Your age: \_\_\_\_\_

If YES, please describe the disability (or disabilities): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Are you the *parent* of a son or daughter with a developmental disability? (If you have more than one child with a disability, please answer for each child. See definition of "developmental disability" on back page.)

\_\_\_\_\_ Yes \_\_\_\_\_ No Please give us your age: \_\_\_\_\_

If YES, (a) describe how the disability affects the ability of your son/daughter to function in at least three (3) of the areas of major life activity (see Part D of developmental disabilities definition on last page):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. How old is your son/daughter? \_\_\_\_\_

**Application for Participation (continued)**

c. What is the disability (or disabilities)? \_\_\_\_\_

\_\_\_\_\_

d. Describe the school placement: \_\_\_\_\_

\_\_\_\_\_

e. Does your son/daughter live at home? \_\_\_\_\_ Yes \_\_\_\_\_ No

f. Do you have other children? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, what are their ages? \_\_\_\_\_

3. What services (employment, personal assistant, respite care, service coordination, etc.) are you or your child currently receiving? \_\_\_\_\_

\_\_\_\_\_

4. Why are you interested in participating in the Partners in Policymaking program?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Is there a specific issue, area of concern, or problem that encourages you to apply for this program?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Application for Participation (continued)

6. Will you make a commitment to attend eight 2-day sessions, held monthly from [dates of your program]? \_\_\_\_\_Yes \_\_\_\_\_No
7. Will you travel to [location of meetings] to attend the regularly scheduled meetings? \_\_\_\_\_Yes \_\_\_\_\_No
8. Are you willing to do homework assignments (primarily reading)? \_\_\_\_\_Yes \_\_\_\_\_No
9. Are there any special accommodations necessary for you to participate in this program? \_\_\_\_\_Yes \_\_\_\_\_No

If yes, describe accommodation needed (accessibility, interpreter, respite care, personal assistant services, etc.): \_\_\_\_\_

10. Please list any membership in advocacy organizations and indicate any office held. (Membership in other organizations is NOT a requirement.)

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11. What types of experience have you had in advocating for people with developmental disabilities?

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12. Please tell us a little about yourself and your family:

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## Application for Participation (continued)

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13. Please list two references, including names, addresses, and phone numbers:

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14. Please indicate how you learned about Partners in Policymaking:

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*Please mail the completed form to:*

[Name, Address, Telephone Number(s) of Coordinator]

### **Developmental Disabilities Definition**

Source: Developmental Disabilities Assistance and Bill of Rights Act of 1990 (P.L. 101-496).

The term "developmental disabilities" means a severe, chronic disability of a person 5 years of age or older which:

- (A) is attributable to a mental or physical impairment or a combination of mental and physical impairments;
- (B) is manifested before the person attains age twenty-two;
- (C) is likely to continue indefinitely;
- (D) results in substantial functional limitations in three or more of the following areas of major life activity: self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, and economic self-sufficiency, and
- (E) reflects the person's need for a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services which are of lifelong or extended duration and are individually planned and coordinated, except that such term when applied to infants and young children means individuals from birth to age 5, inclusive, who have substantial developmental disability or specific congenital or acquired conditions with a high probability of resulting in developmental disabilities if services are not provided.

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# *Partners in Policymaking*

## Post-Graduate Support

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What are Partners doing after they graduate?

**Do you ever hear from *them* again?**

**Do *they* ever hear from *you* again?**

Is there any way they **stay connected** with each other or with what's happening at the DD Council, the funding organization, or other significant disability organization(s)?

**Do you know where graduates are?**

**Do you know what they're doing?**

**Do you know whom they're doing it to or with?**

**If *you* don't know, who does?**

Are Partners graduates viewed as a **valuable commodity** in your state? Do you get requests along the lines of, "Send me a Partners graduate to . . . (present testimony, serve on a board, write an editorial, appear on TV, provide technical assistance, etc.)"? If you're not, then something's amiss.

As Coordinator, you have the **privilege of exposing your graduates** to those in your state who can use their Partners expertise along with their own life experiences to create positive changes. Graduates have the **responsibility** to use their training in ways that enhance their own lives, the lives of a family member, and the lives of people with disabilities in their communities. Each person has her/his own unique gifts and talents to contribute.

Some graduates may not require any post-graduate support. They're out in their communities, doing what they're supposed to: changing systems - changing the world!

Other graduates may need some assistance with networking, staying abreast of the issues, etc. All graduates could benefit from **regular communication** from the funding agency or organization that operates the Partners program.

## Post-Graduate Support (continued)

Information from the Coordinator's Survey revealed the following methods of post-graduate support currently being utilized by various states:

- **Advanced leadership trainings:** bringing a class back together six-months after graduation and/or have one training weekend per year, bringing together every graduate of your program.
- **Written communication:** ensure that Partners are on the mailing lists of the DD Planning Council, Protection & Advocacy agency, University Affiliated Program, and any other organization/agency affiliated with disability advocacy, systems change, legislative issues, etc.
- Many states are utilizing **Partners Newsletters** as a way of keeping Partners connected to each other and aware of the latest info in their states regarding disability issues. Some newsletters are the responsibility of Partners graduates, who do the job on a volunteer basis. Others have Partners contribute to the newsletter, but the bulk of the work on it is done by the staff of the funding agency.
- Some states report they assist their graduates in setting up **mentorship programs** after graduation with influential policymakers in the state. Graduates spend 60 volunteer hours over one year with their mentors.
- Sending Partners graduates off to **Washington, DC** to attend governmental seminars and picking up all expenses was the way one state provided some post-graduate support.
- Several states indicated they were working on **Partner directories**, with names, addresses, photos, and brief bios of each Partner graduate.
- Providing funding to enable Partners to **present legislative testimony** and to make **conference presentations** were methods used to keep Partners active in systems change.

Utilizing the long-term surveys, mentioned elsewhere in this Handbook, will provide you with the critical data of Partners' activities after graduation. Remember that your state has invested thousands of dollars in leadership training . . . make sure you have the documentation to prove that the state's dollars are bringing a good **return on its investment**. **Your funding organization expects it!**

On the following pages are copies of some post-graduate trainings.

# PARTNERS IN POLICYMAKING



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Class of '95

*In recognition of your dedication and hard work to forge  
productive partnerships with policymakers to create a better  
future for Texans with Developmental Disabilities.*

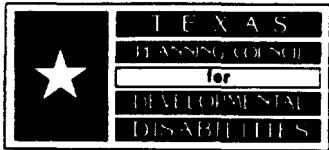


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Linda H. Parrish, Council Chair

---

Roger A. Webb, Council Executive Director



## Texas Planning Council for Developmental Disabilities



4900 North Lamar Boulevard, Austin, Texas 78751-2399  
(512) 483-4080 TDD (512) 483-4099 Fax (512) 483-4097  
(800) 262-0334  
Roger A. Webb, Executive Director

Linda H. Parrish, Chair  
Barbara Loera, Vice Chair

### MEMORANDUM

**TO: Partners In Policymaking Graduates**  
**FROM: Lucy Walker**  
**Public Information Specialist**  
**SUBJECT: Partners in Policymaking -- News Release Instructions**  
**DATE: March 17, 1995**

We have enclosed a news release you can use to publicize your graduation from Partners and to obtain media coverage for disability issues. If there are other graduates in your part of the state who might be approaching the same news media, we suggest that you coordinate your efforts. If you are from the Austin area, please coordinate with Susan or me (Lucy Walker), so we know who is doing what.

We encourage you to write a personalized cover letter and send (or take) it with the enclosed news release to your local media. If you want to mail the press release and follow it up with a phone call, you can indicate in your letter that you will call them if you have not heard from them in about a week to see if they have any questions or if they would like to meet with you. Please call the media and ask for the name of the person who covers disability issues (or human services and health-related issues) so you can address your letter to that individual. This increases the possibility of it being used and allows you to begin to develop a relationship with the individual for future coverage. Please be sure to include your address and phone number in the letter and invite the individual to call you if they want more information or if they want to meet and talk with you.

Things you might want to mention briefly in your letter are: Some basic information about yourself (whether you have a disability or are a parent); information about your child (if you are a parent); what you have gained/learned from being a Partner; your personal project/major Partners' assignment; or something about a local disability issue(s) that you would like to see the media address. Please keep a copy of the cover letter and news release so you can refer to them if a reporter calls you.

Your cover letter will 1) allow the media to localize the news release, 2) introduce you to the media staff as a local expert on disability issues, 3) act as an enticement to encourage a reporter to contact you and meet with you, and 4) increase the media's awareness of disability issues.

*Planning and advocating for independence, productivity and community intergration.*

An Equal Opportunity Employer



## Texas Planning Council for Developmental Disabilities



4900 North Lamar Boulevard, Austin, Texas 78751-2399  
(512) 483-4080 TDD (512) 483-4099 Fax (512) 483-4097  
(800) 262-0334  
Roger A. Webb, Executive Director

Linda H. Parrish, Chair  
Barbara Loera, Vice Chair

**For Immediate Release**

**April 1995**

**Contacts: Susan Murprhee and Lucy Walker**  
**(512) 483-4095 483-4092**

### **36 Texans Complete Partners in Policymaking Training**

There are three types of people: people who make things happen, people who watch things happen and people who wonder what happened. Thirty-six Texans have spent the last eight months learning how to make things happen.

These individuals, adults with disabilities and parents of children with developmental disabilities, will be honored in Austin on Saturday, April 22, for completing an innovative leadership program. This program analyzes developmental disability issues and builds skills that consumers, parents and guardians need to influence legislation effectively and obtain the most appropriate state-of-the-art services for themselves and others.

Sponsored by the Texas Planning Council for Developmental Disabilities, the training included current issues affecting people with disabilities, best practices, and the policymaking and legislative processes at the local, state and federal levels. Its overall goal is to achieve a productive partnership between people needing and using services and those in a position to make policy and law.

Participants attended eight 2-day training sessions, from August through April. Each participant also selected a personal project such as serving an internship with a public official, or organizing a letter writing campaign or local coalition.

"We strongly believe that individuals who use services should have a major role in determining what services are provided and how they are delivered," explained Roger Webb, executive director of the Texas Planning Council for Developmental Disabilities. "It is really exciting to see the Partners enthusiasm and commitment to improving state and local services."

- more -

*Planning and advocating for independence, productivity and community intergration.*

An Equal Opportunity Employer

**Partners in Policymaking Graduation**  
page 2

Two new Partners in Policymaking classes begin this fall in Austin and Dallas. For more information on the program, contact Susan Murphree, Texas Planning Council for Developmental Disabilities, 4900 North Lamar Blvd., Austin, Texas 78751-2399 or call (512) 483-4095.

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**Note to Editor:** The Texas Planning Council for Developmental Disabilities is a 30-member board, appointed by the governor, whose mission is to plan and advocate for the independence, productivity and community integration of people with developmental disabilities.

Developmental disabilities are severe, chronic disabilities that occur before the age of 22 and that limit an individual's participation in three or more of the following major life activities: self-care, self-direction, learning, language, mobility, independent living and economic self-sufficiency. Examples of developmental disabilities include autism, cerebral palsy, epilepsy, severe mental retardation, deaf-blindness, chronic mental illness and various birth defects.

# NEGOTIATION SKILLS WORKSHOP for PARTNERS IN POLICYMAKING GRADUATES

Sponsored by  
Governor's Planning Council  
on Developmental Disabilities

**BACK BY POPULAR DEMAND!**

February 4-5, 1993  
Sheraton Midway  
St. Paul

Everyone negotiates constantly--with family members, with co-workers, among others. As a Partners graduate, you also find yourself in other situations in which you want to influence the outcome:

- o working with members of the education team
- o working with county or state staff
- o trying to obtain better decisions from elected policymakers

If you would like to decrease frustrations and increase your effectiveness in these settings, this workshop is for you! It is a repeat of the very successful workshop held last summer which reached its registration limit.

## WHAT YOU WILL LEARN

- The five different types of conflict and appropriate responses for each
- How your general approach to conflict affects your negotiating style--advantages and disadvantages
- The two prevalent models of negotiation
- Tips for effective negotiation
- The process--preparation, identifying issues and interests, generating options, breaking deadlocks, drafting agreements

## THE FORMAT

This intensive workshop includes presentations, role-plays, simulations, plus plenty of opportunity to practice new skills! Many program activities will focus on the types of specific situations encountered by Partners Graduates.

## PROGRAM INFORMATION

### FACULTY

**Marilyne Roberts** is a professor at Hamline University School of Law. Formerly, Ms. Roberts was Assistant Director of the University of Minnesota Student Legal Service and in private practice with a Minneapolis law firm. She has represented environmental organizations in a number of significant rulemaking procedures and has been a delegate to two US/USSR Emerging Leaders Summits. She primarily mediates personal injury, employment and public policy matters for the Center.

**Gary Weissman** is an attorney, mediator and arbitrator in Minneapolis. He has served as Chairperson of the State Bar Association's Family Law Section and was for three years the Section's Arbitration and Mediation Committee Chair. He is a member of the Minnesota Supreme Court/State Bar Association Task Force and the Minnesota Department of Economic Security. He has mediated employment, insurance, business and family matters for Mediation Center for several years. Mr. Weissman earned his J.D. from Georgetown Law School.

**Nancy A. Welsh** is Executive Director of Mediation Center. She is an Adjunct Professor at Hamline University School of Law and served as the Chairperson of the State Bar Association's Alternative Dispute Resolution Committee for three years. Previously, she practiced in the corporate litigation area with the Minneapolis firm of Leonard, Street and Deinard for four years and graduated from Harvard Law School.

### WORKSHOP SITE

Conveniently located midway between downtown St. Paul and Minneapolis at I-94 and Hamline Avenue, the Sheraton Midway has much to offer workshop participants including state-of-the-art meeting space, all of which is totally accessible. A block of sleeping rooms has been reserved for workshop participants who do not live in the Twin Cities area. Indicate your need for such accommodations on the enclosed registration form so that appropriate reservations can be made for you.

### REGISTRATION

Registration for this workshop is limited to 30 people on a first-come, first-serve basis. Completed registration forms must be received by Wednesday, January 20, 1993.

Because funding has been provided by the Governor's Planning Council on Developmental Disabilities, there is no registration fee for this workshop. In addition, registrants will be reimbursed for meal and travel costs plus respite and child care. The cost of double occupancy overnight accommodations will be covered for participants who do not live in the Twin Cities area. Confirmation packets will include a reimbursement form plus reimbursement procedures.

### FOR FURTHER INFORMATION

**Barb Croucher** (registration)  
**Carol Schoeneck** (workshop questions)  
Government Training Service  
Suite 401, 480 Cedar Street  
St. Paul, Minnesota 55101  
612/222-7409 or  
Minnesota Toll Free 800/652-9719

### ABOUT GOVERNMENT TRAINING SERVICE



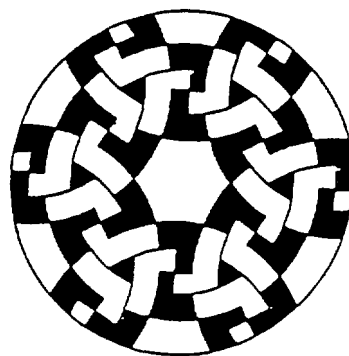
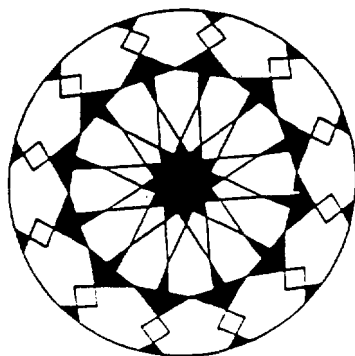
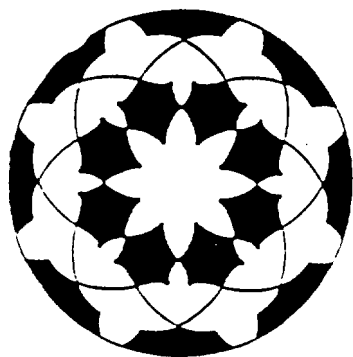
GTS is a public organization providing innovative, comprehensive, practical training and consulting services to publicly-funded organizations in Minnesota. It is providing management services for this workshop.

### CANCELLATION

Participation in this workshop is limited. If after registering you find you cannot attend, please let us know immediately so we can fill your spot!

*This Is Your Invitation  
To The  
1993 Minnesota Summer Leadership Institute*

SHIFTING



PATTERNS

July 18-20, 1993  
Radisson Hotel South  
Bloomington, Minnesota

Sponsored by the  
Minnesota Governor's Planning Council  
on Developmental Disabilities

As a graduate of the Partners in Policymaking Program, you know that patterns are shifting in the world of developmental disabilities. You've seen that beliefs and attitudes are changing — about an individual's personal capabilities and possibilities, about accessing services and the importance of community. You are part of making this happen!

The 1993 Leadership Institute offers an opportunity to add to your information and skills so that you can continue to act on your vision, make informed choices, and take advantage of the resources at hand. Join other Partners grads from around the country for nearly three days packed with practical in-depth workshops, inspirational presentations, networking, personal advisements and the opportunity to connect with an international faculty from a variety of fields. Each participant will receive an extensive packet of publications and handout materials.

On the light side, other program features include the fun of a trip to the famous Mall of America on Monday night and a special Comedy Hour as part of the Tuesday evening finale. The Institute is a "don't miss" for all — whether you attended in 1992 or not!

## Program Schedule

### SUNDAY, JULY 18, 1993

8:30-11:30 a.m.	Institute Registration
11:30- 1:00 p.m.	Kickoff Luncheon and Introductions
1:15- 2:30	Opening Session Keynote — A Celebration of Partners
2:30- 5:00	Getting to Know One Another — Building Teamwork
5:00- 7:00	Dinner on Your Own
7:00- 9:00	Topical Roundtables Dessert Reception

### MONDAY, JULY 19, 1993

7:00- 8:30 a.m.	Continental Breakfast
8:30-11:30	Ten All-Day Classes Choice #1
11:30-12:30 p.m.	Lunch
1:00- 2:00	General Session Ed Roberts
2:30- 5:00	Ten All-Day Classes (Continued)
5:15- 6:15	Buses Leave for Mall of America Dinner on Your Own
7:00- 9:00	Media Room (Program Option to Mall of America)

### TUESDAY, JULY 20, 1993

7:00- 8:30 a.m.	Continental Breakfast
8:30-11:30	Ten All-Day Classes Choice #2
11:30-12:45 p.m.	Lunch
1:00- 2:00	General Session Shafik Abu-Tahir
2:30- 5:00	Ten All-Day Classes (Continued)
5:30- 6:30	Celebration Banquet
6:45- 7:45	An All-New Comedy Hour
7:45- 9:00	Testimonials by Panel of Participants
9:00	Institute Adjourns

## Participants Choose Two Full-Day Workshops From This List of Valuable Topics and International Faculty

### 1. Building Alliances through Trust and Interpersonal Relationships

This session will focus on how to organize around an issue, recognizing the value and necessity of promoting cultural diversity in the process. Learn how to break down barriers between people and build trust, how to identify problematic areas and work together with others to bring forth resolution and accomplish project goals. Become more sensitive to the importance of human relationships and the value of collectivizing concerns.

*Presenter: Shafik Abu-Tahir*

### 2. Community Organizing: Grass Roots Empowerment to Achieve Advocacy Goals

This program will introduce participants to community organizing/empowerment as an approach to address problems and issues. Learn how to gain power or influence those who have it through organizing in order to achieve specific changes and outcomes. Discussion will be on specific grassroots strategies such as letter-writing, testifying and meeting public officials, using the media, meetings that get the right people in the right place at the right time.

*Presenter: Dohn Hoyle*

### 3. Effective Presentations

This session answers the fundamental questions on how to deliver an informative and effective presentation. Proven techniques will be presented, focusing on the skills necessary to increase confidence, enthusiasm and persuasiveness. Learn how to use body language effectively, how to organize ideas and data for maximum impact, plus how to develop and use visual aids. Participants will have the chance to practice giving a short presentation on the topic of their choice for informal critique. By discussing some simple, practical suggestions, we can take the fear out of making presentations and actually make it fun. This non-threatening session will have no videotaping!

*Presenter: Teresa Elkin*

### 4. Marketing Yourself

This session will help you develop your personalized approach to meeting new people and getting the resources you need through local, national and international "contacts!" Learn the meaning and value of networking. Presentations and exercises will help you build your social skills, overcome your fears, and practice "gold-digging" for information. Discover how to "create your own rolodex," using various techniques for recording information and keeping it handy.

*Presenter: Wayne Zimmer*

### 5. Meetings Matter

Meetings to share information, to plan, to decide, and/or to evaluate are important. Learn how you can make a difference in any kind of meeting, whether you are leading, participating or observing. Participation in this session will equip you with principles of adult learning and how to use them, strategies to keep the energy of the group on task, tips for turning groups into teams, keys to handling conflict constructively, and practical ideas for varying the meeting format.

*Presenter: Fran Smith*

#### 6. Negotiation Skills

Learn to achieve your negotiating goals more effectively by discovering the difference between the two major types of negotiation — positional bargaining and interest-based negotiation. Begin to identify issues and interests and learn the power of this tool. Practice negotiation skills; build your confidence; have some fun!

*Presenter: Marilynne Roberts*

#### 7. The Power of Disability

This session offers a conversation with the international leader of the independent living movement. This dialogue is guaranteed to be inspirational and give you a different perspective on your own life.

*Presenter: Ed Roberts*

#### 8. The Practice of Politics

This workshop, a combination of theory and techniques, will provide answers to the questions: why politics, what is politics, who decides, how can you influence political decisions and what are the risks? Learn why you should be actively involved and how to do it — through Political Action Committees, participating in party politics and endorsing candidates and/or ballot initiatives. Make the political process work to meet your goals!

*Presenter: Carmen Quesada*

#### 9. School Inclusion

This session is designed to help you become a successful advocate for inclusion within the school setting. Learn how to identify which schools value diversity as well as what adaptations and curricular modifications can be used to effectively include students with developmental disabilities in "regular" preschools, elementary and secondary schools. Become aware of recent research findings and best practices. Discover how to facilitate friendships between students with and without developmental disabilities and how to support and advocate for families seeking inclusion for their children in general education.

*Presenter: Mary Falvey*

#### 10. SPECIAL COMBINED PROGRAM: Accessing Minnesota's Resources

**Part I (morning) — County Services:** Learn about county level government, laws governing county action in developmental disabilities, funding issues, recent changes in county case management, plus how to participate in a case management conciliation conference.

*Presenter: Staff, Minnesota Protection and Advocacy Agency*

**Part II (afternoon) — Funding for Technology:** This session will provide an overview of the funding resources available for assistive technology devices (tools that can help make a person more independent at home, school, work, in the community or other settings). Minnesota resources to be discussed include Medial Assistance, Special Education, Vocational Rehabilitation, Services for Children with Handicaps, and the PASS Plan.

*Presenter: Diane Hemmersbaugh*

## Faculty Listing

**Shafik Abu-Tahir**, Executive Director/Co-Founder, Community Awareness Network and organizer of New African Voices Alliance, two Philadelphia organizations which have played significant roles in uniting people in the struggle for better city services and around issues of social justice; has served on numerous community boards and received city and state recognition for community organizing; national advocate for people with disabilities

**Teresa Elkin**, Coordinator and Trainer for Business and Industry, Customized Training Division, Northwest Technical College, Detroit Lakes, Minnesota; former positions held in the employment and training field, sales and counseling with plenty of opportunity to utilize her ideas on making presentations

**Mary Falvey**, Professor of Education, California State University, Los Angeles; has held leadership positions in a wide variety of advocacy organizations for persons with disabilities; national expert and author on educating students with and without disabilities in integrated settings

**Diane Hemmersbaugh**, Funding Specialist, Minnesota STAR Program; former Legislative Staff Assistant for U.S. Senator John Kerry (D-MA) and Associate Director of Governmental Affairs for the National Mental Health Association

**Dohn Hoyle**, President/CEO, Washtenaw Association for Community Advocacy — Advocating for Persons with Developmental Disabilities; has chaired, convened or participated in numerous local, state and national advocacy groups working on behalf of persons with developmental disabilities; author, consultant, trainer

**Carmen Quesada**, Organizational Specialist, National Education Association; consultant and trainer in political organizing and legislative advocacy; successfully lobbied for changes in state statutes during her previous position as Executive Director of the Association for Retarded Citizens/Texas

**Ed Roberts**, President of the World Institute on Disability, a public policy organization that promotes the inclusion of all people with disabilities into the mainstream of life; founder of the Center for Independent Living in Berkeley, California; former Director of the Department of Rehabilitation; a pioneer and promoter of civil rights for people with disabilities nationally as well as internationally

**Marilynne Roberts**, Professor, Hamline University School of Law; mediator and trainer with The Mediation Center in St. Paul, Minnesota (primarily mediating in areas of personal injury, employment and public policy matters); has represented environmental organizations in a number of significant rulemaking procedures and has been a delegate to two US/USSR Emerging Leaders Summits

**Fran Smith**, Consultant on Empowerment and Family Support, Richmond, California; parent of daughter and son with disabilities and Consultant to State Developmental Disabilities Councils and non-profit advocacy organizations at the local, state and national levels; frequent co-editor, Family Support Bulletin

**Wayne Zimmer**, Consultant in Economic Development and Human Services, Saskatchewan, Canada; has 20 years experience as CEO in community development and human services organizations including facilitating development of a recycling plant which fully employed 200 persons with disabilities; has extensive experience in small business ventures, politics and various rehabilitation organizations and speaks extensively worldwide.

## Location

The Radisson Hotel South, located at 7800 Normandale Boulevard (intersection of highways I-494 and 100) in Bloomington, Minnesota (612/835-7800) has been selected as the site for the Leadership Institute. One of Minnesota's finest convention facilities and located just minutes from Minneapolis/St. Paul International Airport, the hotel has much to offer participants. Amenities include indoor pool and saunas, three unique dining locations, state-of-the-art meeting space, and richly appointed guest rooms and suites. **NOTE: Those requiring accessible shuttle service to/from airport or to/from Mall of America must register by May 1!**

A block of sleeping rooms has been reserved for conference participants on Saturday-Tuesday nights at the reduced rate of \$72/person per night (single or double occupancy). Those needing overnight accommodations should complete and return the appropriate form(s) included in this packet by the date indicated.

## Registration

Because funding has been provided by the Minnesota Governor's Planning Council on Developmental Disabilities, there is no registration fee for this conference.

Registration is, however, limited to 200 people (125 from Minnesota and 75 from other states), on a first-come, first-serve basis. **Completed registration forms should be received as soon as possible, but no later than June 1, 1993.** Confirmation packets will be mailed with complete details.

## Scholarships

Fifty scholarships of \$300 each are available for non-Minnesota participants who would not be able to attend without financial assistance and will be awarded on a first-come basis. This funding is made possible by an Administration on Developmental Disabilities National Grant of Significance in the area of Empowerment and Family Leadership. See enclosed registration form for details.

## Continuing Education Credits

The Institute carries 1.8 Continuing Education Units (CEUs) at no cost to registrants. The CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. Conference CEUs are on record with North Hennepin Community College.

## For Further Information

Barb Croucher (for registration assistance)  
Carol Schoeneck (for program questions)  
Government Training Service  
Suite 401, 480 Cedar Street, St. Paul, Minnesota 55101-2240  
(612) 222-7409 or Minnesota Toll Free (800) 652-9719

TDD service is available through the Minnesota Relay Service. To access, call as follows:

- Those inside the Twin Cities Metropolitan Area — 297-5353
- Those outside the Twin Cities Metropolitan Area but inside the State of Minnesota — 1/800-657-3529
- Those outside the State of Minnesota — 1/612-297-5353

## Cancellation

Participation in this Conference is limited. If after registering you find you cannot attend, please let us know immediately so someone else can fill your spot!

Should inclement weather (or other circumstances beyond our control) necessitate program cancellation or postponement, participants will be notified.



### About Government Training Service

*Recipient of Organizational Support for Excellence in Training Award (American Society for Training and Development)*

Program planning and management services for this Conference have been provided by Government Training Service. GTS is a public organization whose mission is to meet the changing management and leadership needs of policymakers, staff and appointed officials by providing innovative, comprehensive, practical training and consulting to publicly-funded organizations in Minnesota.

# 1993 Minnesota Summer Leadership Institute

July 18-20, 1993  
Bloomington, Minnesota

## Non-Minnesota Registration Form

You must make your own overnight reservations at the Radisson South Hotel.  
Use the reservation envelope enclosed in this mailing.

Name (please print) \_\_\_\_\_

Mailing Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Daytime Phone Number ( \_\_\_\_\_ ) \_\_\_\_\_ Partners Graduation Year \_\_\_\_\_

Social Security # (only if requesting CEUs) \_\_\_\_\_

### **SCHOLARSHIPS:**

- ☐ Yes, I need a scholarship to attend this Conference.  
(NOTE: Since these funds are limited and will be awarded on a first-come, first-serve basis, early application is encouraged!)

### **ACCOMMODATION NEEDS:**

- ☐ Wheelchair accessible space in meeting room  
☐ Alternative meal selection (check one): ☐ vegetarian ☐ special diet (specify) \_\_\_\_\_  
☐ Sign Language Interpreter  
☐ Facilitator Support or other personal assistance (please specify) \_\_\_\_\_

### **INSTRUCTIONAL MATERIAL NEEDS (in substitution for written materials only):**

- ☐ Large print ☐ Braille ☐ Audiotapes

So that appropriate plans can be made, please indicate below which sessions and events you will be attending:

Monday and Tuesday All-Day Workshops (While we will make every effort to accommodate your top two choices, please provide us with two alternatives. List by **workshop number** indicated elsewhere in this brochure.)

☐ #1 Choice \_\_\_\_\_ ☐ #2 Choice \_\_\_\_\_ ☐ #3 Choice \_\_\_\_\_ ☐ #4 Choice \_\_\_\_\_

Monday Evening Transportation to Mall of America

☐ Yes ( ☐ I require a lift equipped and/or accessible vehicle.) ☐ No

Tuesday Evening Banquet

☐ Yes ☐ No

Wednesday Breakfast

☐ Yes ☐ No

To assist us in arranging for Sunday evening networking topics, please indicate the most critical disability issue you currently face:

Return this form by June 1 to:  
Government Training Service, Suite 401, 480 Cedar Street, St. Paul, Minnesota 55101-2240.  
Partners in Policymaking Coordinator's Handbook 1995

# 1994 Texas Partner Institute



*July 28-30, 1994*

**Stouffer Austin Hotel  
9721 Arboretum Blvd.  
Austin, Texas**

**Thursday, July 28**



- 11:00 a.m.**    **Registration**    ♦ *Wedgwood* ♦
- 11:45 a.m.**    **Luncheon**    ♦ *Atrium* ♦
- 1:00 p.m.**    **Opening Session**    ♦ *Wedgwood* ♦  
The 1990's: Are We Listening to the Customer?  
*Colleen Wieck, Ph.D., Exec. Director,*  
*Minnesota Governor's Planning Council on DD*
- 2:00 p.m.**    *Break*
- 2:15 p.m.**    **Public Policy Briefing: Issues and Forecasts**  
*Mary Jo Magruder, Texas Planning Council for DD*  
*Leslie Lemon, Speaker Laney's Office*  
*Barrett Markland, Advocacy, Inc.*  
*Nancy Epstein, Disability Policy Consortium*
- 3:30 p.m.**    **Partner Power: Area Activism**
- 5:30 p.m.**    **Practice Makes Perfect: Music Mania Rehearsals**  
*Kathie Snow and Partners*
- 6:15 p.m.**    *Dinner - On Your Own*

## 1994 Texas Partner Institute

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Friday, July 29

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7:30 a.m.    *Breakfast*    ♦ *Wedgwood* ♦

8:30 a.m.    **General Session**    ♦ *Wedgwood* ♦

**Getting Appointed to Boards**

*Linda Parrish, Ph.D., Texas Planning Council for DD*

*Celia Israel, Governor's Office*

*Nancy Epstein, Disability Policy Consortium*

The word is out. Partners are ready, willing and able to serve. Discover the various angles to the political process of getting appointed to boards.

9:15 a.m.    *Break*

9:30 a.m.    **Concurrent Sessions**

♦ *Wedgwood* ♦    **Grant Writing**

*Colleen Wieck, Ph.D., Exec. Director,*

*Minnesota Governor's Planning Council*

Gain practical experience with Requests for Proposals (RFPs). Learn how to read RFPs and how to read between the lines. Conceptualize and write responses. If time allows, critique the draft proposals.

♦ *San Marcos* ♦    **Negotiation Skills**

*Les Wallace, Ph.D., Signature Resources, Denver, CO*

Everything is negotiable. Learn the techniques of principled negotiation and the nasty little tricks unprincipled negotiators will try with you.

♦ *San Antonio* ♦    **Supporting Positive Behavior Change**

*Joe Schiappacasse, Colorado Division for DD*

How does the history of behavior change approaches impact our current thinking? Practice identifying different styles of behavioral support, including your own. Focus on approaches that lead to a better understanding of the individual and foster longer lasting growth-directed supports.

12:30 p.m.    *Lunch*    ♦ *Atrium* ♦

**Friday, July 29**

**2:00 p.m.**

**Concurrent Sessions**

◆ *San Marcos* ◆ **Gaining Political Clout**  
*Libby Doggett, The Arc of Texas*  
*The Honorable Lloyd Doggett,*  
Associate Justice of the  
Supreme Court of TX  
(TX Democratic Candidate,  
U.S. House of Representatives  
10th Congressional District)

Despite America's overall disillusionment with government, many people consider running for positions on local councils. Learn how to gain political clout through involvement in politics both as a supporter/campaign volunteer and candidate. This creative and interactive workshop will offer innovative and practical skills to help you become a respected political activist in your town or city.

◆ *Bosque* ◆ **Negotiation Skills**  
*Les Wallace, Ph.D.,*  
Signature Resources, Denver, CO

Repeat of 9:30 a.m. Friday Session

◆ *San Antonio* ◆ **Meeting Students' Needs In Inclusive Settings**  
*Joe Schiappacasse,*  
Colorado Division for DD

Behavior is communication of unmet needs. Explore various tools to identify the motivations of behavior. Discover processes for selecting and teaching meaningful replacement behaviors/skills in inclusive settings.

**5:00 p.m.** *Break*

**5:30 p.m.** *Reception* ◆ *Atrium* ◆

**6:00 p.m.** *Dinner* ◆ *Wedgwood* ◆

**7:00 p.m.** *Music Mania and The Gong Show* ◆ *Wedgwood* ◆



# 1994 Texas Partner Institute



Saturday, July 30



7:20 a.m.      *Breakfast (Ends at 8:20)*      ♦ *Wedgwood* ♦

8:30 a.m.      **Concurrent Sessions**

♦ *Wedgwood* ♦      **Making Inclusive Education Happen**  
*Nancy Verderber, NAV Enterprises,*  
*St. Louis, MO*

Policies and procedures to ensure successful inclusive schools, strategies for adapting and modifying curriculum, and the power of ability awareness are all elements necessary for systems change. See how these ingredients work hand in hand with individual success stories to make inclusion happen.

♦ *San Antonio* ♦      **Reach Out & Touch Someone:**  
**Customizing Your Presentation**  
*Katherine Carol,*  
*Center for Technical Assistance and Training*  
*Greeley, CO*

Understand your audience, evaluate their values, and capitalize on their learning styles. Take advantage of "whole brain" presentation techniques that create relationships and make barriers disappear.

♦ *San Marcos* ♦      **We Are One, Yet Not The Same**  
*Shafik Abu-Tahir,*  
*Community Awareness Network*  
*Philadelphia, PA*

Shafik will be discussing community building, community organizing (alliance building) and uprooting "handicapism."

11:30 a.m.      *Lunch (Sit with your team)*      ♦ *Atrium* ♦

**Saturday, July 30**

**12:45 p.m. Concurrent Sessions**

- ◆ *Wedgwood* ◆ **Promoting Positive Images to the Media**  
*Katherine Carol*, Moderator  
*Donna Cline*, KENS TV, San Antonio  
*David Elliot*, Austin American-Statesman  
*Margarita Zavala*, Free-lance Journalist  
*Theresa Amaya*, KVUE 24 Austin

Most of us have success as well as horror stories to share about encounters with the media. How can we use our skills to influence more successful outcomes? Hear the straight skinny from a TV news reporter, a newspaper reporter and others who will offer their insights on promoting positive images.

- ◆ *San Antonio* ◆ **Intimacy**  
*Mary Ann Board*,  
The Institute for Rehabilitation and Research

Mary Ann will discuss intimacy as a right for all. Also sexuality, child rearing, and how to ensure that the people with the most significant disabilities have real quality in their lives.

- ◆ *San Marcos* ◆ **We Are One, Yet Not The Same**  
*Shafik Abu-Tahir*,  
Community Awareness Network  
Philadelphia, PA

Repeat of 8:30 a.m. Saturday Session

**3:45 p.m. Break (Turn in Tip Sheets)**

**4:00 p.m. Closing Session ◆ *Wedgwood* ◆**  
**Area Action Plans**

**4:30 p.m. Reflect, Renew and Rejoice**  
*Partners*

**4:45 p.m. Farewell Celebration**



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# *Partners in Policymaking*

## Testimonials

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A delightful and reassuring measure of the success of Partners in Policymaking is the personal testimonies of graduates. Are you collecting testimonials of your graduates? If not, start now. They can be used for many purposes, not the least of which is a quick pick-me-up when you're overwhelmed!

### **ALABAMA**

"We protect the rights of the not so strong,  
to help them out when a right has gone wrong.

To make lives hurt free as we can,  
is what we'll do for any woman, child, or man.

Our goal is simple, but it covers a very large ground,  
no one is forgotten, not for many roads around.

So if you're ever turned down,  
we'll fight your cause until justice is found.

Please give us a call and state your case;  
Partners will get on it, like running a race."

### **ARKANSAS**

"We have had the opportunity to perform with the Naumburg Orchestra at Lincoln Center in New York City, but the performance we're most proud of is our involvement in Partners in Policymaking. Partners has directly affected our family's attitude toward and understanding of our son's abilities and capabilities. A long sought after communications breakthrough has occurred. The entire scope and mission of our lives have been changed by the Partners experience."

### **CALIFORNIA**

"I have been in an institution most of my live. I got myself a job at the local shopping center now." (He now works at one of his regular "hangout stores.)

### **COLORADO**

"I've surprised myself in the skills I've increased . . . I've met with a Senator and didn't feel powerless."

## **Testimonials (continued)**

### **HAWAII**

"I take photos of locations in the community that are not accessible to my child who uses a wheelchair. I write letters to increase access."

### **ILLINOIS**

"As I sat through Partners sessions, I wanted to believe everything that the speakers said. I was skeptical. Then my daughter's educational placement was described - a street that goes nowhere, stairs that go nowhere, preschool toys, and five nonverbal children together. Now she's included in general education and her eyes sparkle and her face beams with pride. She is happy and proud."

### **INDIANA**

"I cannot say enough good things about Partners. I learned more in eight weekends than I have in eight years of inservice workshops."

### **LOUISIANA**

"Partners is the most impressive and dynamic movement on behalf of people with developmental disabilities to ever occur."

### **MINNESOTA**

"There is no comparison between my four year degree and Partners. I gained more knowledge, creativity, and practicality than I ever dreamed possible. You changed my life, expectations, and career."

### **MISSOURI**

"To hear people talk about what I dream about for my child was great. I have so much information and my horizons have broadened to include so much more. It's scary, sobering, and thrilling."

### **MONTANA**

"Partners is an effective and powerful effort because it combines national and local expertise. Parents with their years of experience in the developmental disabilities system, coupled with Partners training, results in knowledgeable and focused leaders for our state."

### **NEBRASKA**

"Partners was a big shock for me. I always felt isolation was better so people with disabilities wouldn't take teasing and abuse. I view individual plans differently."

### **NEW HAMPSHIRE**

"Our family is changing. We purchased a computer and added onto our house to give our son the privacy he needs."

**NEW MEXICO**

"I want to be a model for my seven year old daughter with cerebral palsy. I want her to know that she has a voice and should have the tools and self-esteem to use it."

**NEW YORK**

"Partners are the national guard."

**NORTH CAROLINA**

"Before Partners, I was a very active advocate already. Unfortunately, I had definitely reached burnout. Partners has rekindled a smoldering fire and I am once again prepared to ask for the moon and help build the rocket necessary to get my child there and any others who care to ride along. Thank you, Partners, for the new light at the end of the tunnel."

**NORTH DAKOTA**

"I now feel differently about my child; it doesn't matter to me that he has a disability. I look at him as equal to others."

**OHIO**

Thirteen families met with a U.S. House member to discuss health care reform.

**OREGON**

Our vision of the future (class of 1994):

- Families and consumers are involved in policy and budget development.
- Supports are designed for an individual, not as a service system.
- The State of Oregon recognizes that families constitute the largest provider system in the state.
- Families and consumers have a choice in the design and selection of supports.
- Families and consumers participate in evaluating services.

**SOUTH DAKOTA**

"I was doing piecework at a sheltered workshop. I decided to go back to school to become a secretary. The difference was self-esteem. Partners saved my life. I used to be on psychotropic medication. I started asking questions, decided to say no, and took control of my life."

**TENNESSEE**

"It's about having a vision and then finding ways to enact that vision in tangible outcomes."

**TEXAS**

"When I came here, I didn't know what to expect . . . maybe other people with disabilities sitting around a table complaining about a problem. I don't think I have

## **Testimonials (continued)**

done anything in my life that has impacted me more . . . I have realized that I can make a difference. Partners allows parents and people with disabilities to go out into the community and make changes, not just in public policy, but with anybody they interact with. I now divide my life into two sections: life before Partners and life after Partners, because I will never, ever be the same again."

### **UTAH**

"A year or so ago when someone asked me if I had family support, I thought they were asking if my parents or family members lived close by. Then I heard about an opportunity to join an advocacy group called Partners. I applied, not quite knowing what to expect. What I learned has changed my life and the life of my child with a disability. I recently testified before the legislature regarding Family Support waiting lists. I feel very fortunate to have been chosen to participate in such a worthwhile project."

### **VIRGINIA**

"Partners has given me a road map to follow which has enabled me to successfully navigate through the system. I finally feel like I am in control - I've been empowered."

### **WASHINGTON**

"This was a once-in-a-lifetime opportunity to receive an enormous education in a few weekends. It provided me with confidence, assurance, poise, and determination that I too can make a difference for people with developmental disabilities."

### **WEST VIRGINIA**

"Partners brings us together, instills self-confidence to become active participants in advocating for our rights."

---

# *Partners in Policymaking*

## Letter of Acceptance

---

[On Your Letterhead]

Date

Name

Address

City

Dear [Applicant]:

Congratulations! You have been selected to be a participant in our [year: first, second] class of Partners in Policymaking. We received [number] applications from all over the state. The task of selecting only [number] for this class was extremely difficult.

We appreciate your willingness to make such a significant commitment. As you know, Partners in Policymaking is a leadership training program designed to increase empowerment and improve self-advocacy skills. For the training to be most effective for you and others, we must emphasize that consistent attendance is critical. We therefore require that everyone be present at **all sessions** [unless you have a medical emergency]] We have enclosed a schedule showing the dates of the eight training sessions. Please look it over and contact us immediately if you feel you cannot commit to this schedule. All of the sessions are in [city], unless otherwise noted.

Your contract is enclosed. Please read it carefully. It outlines the reimbursement of expenses and requires several commitments from you. If you agree to all items, please sign and return it to us by [(date)]. We will review reimbursement procedures and ground rules in more detail with you during the first session.

Our first session will be held Friday and Saturday, [dates], at [name and address of hotel]. Registration will begin at [time] on Friday, and we will adjourn by [time] on Saturday. We will reserve a room for you if you live outside the [city] area and arrange to have the room direct billed to our office. We will also provide Friday dinner and Saturday breakfast and lunch. Please complete the enclosed Partner Profile so we can make appropriate arrangements and rooming assignments for you. If you ever have any questions about hotel arrangements, contact our office. Please do not contact the hotel directly.

## **Letter of Acceptance (continued)**

Date  
Name  
Page 2

We also ask that you please be prompt for all meetings. Because of limited space, we will not be able to accommodate any visitors at the Partners training sessions. Please keep that in mind if you bring any family members with you to [city]. You can be reimbursed for respite care services in your home community to enable you to leave your children at home. Let us know if you have any questions about accessing respite care.

Please return the contract and profile to us by [date]. We will send you additional meeting details after that date. If we don't hear from you by that time, we will assume you are no longer interested in participating in the program and we will add someone from our list of selected alternates.

We have enclosed [booklets, reading materials, etc.] for you to read **prior** to our first session on history. Yes, your homework assignments are already beginning! We will have a lot of reading material through the course of the program, so it is best not to get behind.

Again, on behalf of [sponsoring agency], we extend sincere congratulations on your being selected for this Partners class. It will not only be hard work, but lots of fun, too. If you have any questions or concerns prior to our [month] meeting, please contact me [or staff person]. We are looking forward to meeting you in [month].

Cordially,

[Partners Coordinator and/or Sponsoring Agency Representative]

Enclosures: Contract  
Profile  
[Homework]

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# *Partners in Policymaking*

## Letter for Alternates

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[On Your Letterhead]

Date

Name

Address

City

Dear [Applicant]:

Thank you for submitting an application for Partners in Policymaking. Although your application was rated highly during the review process, we regret that we were not able to include you in the Partners class this year.

There was a tremendous response to our recruitment efforts this year, yielding [number] applications from all over the state. There were so many outstanding applications, the reviewers had to make very difficult choices seeking a balance of many factors such as geographical location, gender, ethnicity, etc. Unfortunately, we were only able to select [number] individuals for this [year: first, second, etc.] Partners class.

We have developed a list of alternates of those applicants who were favorably reviewed. Your name has been placed on this list. If any of the selected applicants withdraw, the alternates will be contacted for possible replacement. Meanwhile, we will add your name to our mailing list and want to encourage you to apply again next year, in case we are not able to include you this year. Look for the recruitment announcement [aprx. time of year].

[For states in at least second year of Partners.] Rosters of graduates from previous Partners classes are enclosed for your information. We encourage you to network with those who are closest to your area. Many of the Partners have organized support groups or joined other local organizations. They may be able to provide you with helpful information.

Again, thank you for taking the time to submit an application. We hope to have the opportunity to work with you in the future as we strive to improve services and supports for all [state] with developmental disabilities.

Sincerely yours,  
[Partners Coordinator]

# *Partners in Policymaking*

---

## Letter of Non-Acceptance

[On Your Letterhead]

Date

Name  
Address  
City

Dear [Applicant]:

Thank you for submitting an application for Partners in Policymaking. We regret that you were not selected to be a participant in the Partners program this year.

There was a tremendous response to our recruitment efforts this year, yielding [number] applications from all over the state. There were so many outstanding applications, the reviewers had to make very difficult choices seeking a balance of many factors such as geographical location, gender, ethnicity, etc. Unfortunately, we were only able to select [number] individuals for this [year: first, second, etc.] Partners class.

[For states in at least second year of Partners.] Rosters of graduates from previous Partners classes are enclosed for your information. We encourage you to network with those who are closest to your area. Many of the Partners have organized support groups or joined other local organizations. They may be able to provide you with helpful information.

We will also add your name to our mailing list which will assure that you receive an application next year should you want to apply again. The recruitment announcement will be distributed [aprx. time of year].

Again, thank you for taking the time to submit an application. It is most gratifying that we have so many [state residents] that are committed to improving services and supports for people with developmental disabilities.

Sincerely yours,

[Partners Coordinator]

# --- *Partners in Policymaking* ---

## Partners Contract

This agreement is between [Partners in Policymaking or sponsoring/funding agency] and [Trainee].

1. This agreement complies with applicable federal and developmental disabilities laws. This agreement will provide training services that will enable people with developmental disabilities, their families, and guardians to maximize their abilities to advocate for supports and services to increase independence, productivity, and inclusion.
2. Under this agreement, the Trainee agrees to:
  - A. Participate in all eight (8) two-day Partners in Policymaking training sessions and not invite spouses or guests to attend these sessions. Contact [Coordinator's name] in case of medical emergency.
  - B. Arrive and depart at prescribed times: arrive by 12:00 noon on Fridays and not leave before 3:00 PM on Saturdays.
  - C. Complete homework assignments relevant to training materials provided at the training sessions.
  - D. Participate in effectiveness evaluations at the end of each training session.
  - E. Submit estimates of time and expenses for match requirements for the grant which sponsors Partners in Policymaking.
  - F. Demonstrate competencies through actions, i.e. letter writing, phone calls, attendance at local/state meetings, presenting testimony, writing news articles and report these activities on my time/match form.
  - G. Maintain records of contacts relative to, or as a result of, Partners in Policymaking, with news media, public officials, action alerts, service organization and/or community programs, phone calls, public presentations or speeches given, meetings attended, and organizations joined.
  - H. Submit complete reimbursement forms within 20 days of training session.
  - I. Participate in post-training follow-up surveys.

### **Partners Contract (continued)**

- J. Choose one major assignment to be completed by [six months after graduation] such as an internship with a public official, monitoring hearings, organizing petition/letter writing campaigns, presenting testimony, or organizing meetings with public officials, etc.
- 3. In consideration for providing the services listed above, [Partners in Policymaking or sponsoring/funding agency] agrees to authorize payment to the Trainee for the following amount(s):
  - A. Travel costs to training sessions for airfare and/or mileage at [\$] per mile.
  - B. Meals required during travel time. Meals will be provided during training sessions.
  - C. Lodging to be provided on double occupancy basis.
  - D. Respite services.
  - E. Personal Assistant/Facilitator services.
  - F. Postage, telephone, and miscellaneous charges specifically related to Partners in Policymaking activities.

The reimbursement amount will be remitted as promptly as possible after receipt of the reimbursement request. Total reimbursement under this agreement may not exceed [dollar amount].

- 4. In addition, the Partners in Policymaking program agrees to:
  - A. Provide, face-to-face, best practices and state-of-the-art information available from national experts in the field of developmental disabilities.
  - B. Provide reading materials, suggestions, and resources to familiarize participants with a wide range of topics related to developmental disabilities and with information specific to identified areas of interest.
  - C. Provide both role play and direct experiences at the local, state, and federal levels to assist participants in the abilities to influence public policy.
- 5. This agreement is effective on [first day of the month of the first training session] and will continue in effect through [one year from previous date].

For [Partners in Policymaking or  
Sponsoring/Funding Agency]

For the Trainee

Date \_\_\_\_\_

Date \_\_\_\_\_

# *Partners in Policymaking*

## Partners Profile

Name \_\_\_\_\_ Phone(s) Home \_\_\_\_\_ Work \_\_\_\_\_

Address \_\_\_\_\_

City/Zip \_\_\_\_\_

**HOTEL** - Reservations will be made on a roommate basis (double occupancy). Participants wishing to room alone (single occupancy) will be required to pay the difference in room rate (aprx. \$25-\$35 extra depending on hotel).

Do you want: Double Occupancy \_\_\_\_\_ Single Occupancy \_\_\_\_\_

Reservations will be made for Friday night only. If you require Thursday night or Saturday night lodging in addition, please explain \_\_\_\_\_

Do you smoke? Yes \_\_\_\_\_ No \_\_\_\_\_

Do you require a non-smoking roommate? Yes \_\_\_\_\_ No \_\_\_\_\_

**ACCESSIBILITY** - If the number of wheelchair accessible sleeping rooms is limited, would you require one? Yes \_\_\_\_\_ No \_\_\_\_\_ Other accommodations? (please describe) \_\_\_\_\_

Do you need personal care assistant services? Yes \_\_\_\_\_ No \_\_\_\_\_

Will you be bringing a personal care assistant with you? Yes \_\_\_\_\_ No \_\_\_\_\_

If so, do you want your personal care assistant to room with you? Yes \_\_\_\_\_ No \_\_\_\_\_

**MEALS** - Participants will be provided with Friday dinner and Saturday breakfast and lunch during the training sessions. If you have special dietary needs, please describe: \_\_\_\_\_

**TRAVEL** - Will you be driving or flying to [city]? \_\_\_\_\_

Do you need assistance with accessible transportation from the airport to the hotel?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, are you registered with [city's paratransit service]? Yes \_\_\_\_\_ No \_\_\_\_\_

Please return this form with your Training Agreement by [date].

# *Partners in Policymaking*

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## Partners Instruction Letter

[On Your Letterhead]

DATE: [Should be aprx. 1 month in advance of meeting date]

TO: PARTNERS IN POLICYMAKING

FROM: [Coordinator's Name]

RE: First Partners Session

Our first Partners in Policymaking session will be at the [name of hotel, address, and telephone number], in [city], [dates]. We will begin registration at [time] and the session will start promptly at [time]. We will not be providing lunch on Friday, so please plan to eat prior to [time]. The rest of your meals will be provided. As noted on the enclosed agenda, we should wrap up by [time] on Saturday.

If you requested advance purchase of your plane tickets, we will be in touch with you individually. If you will be on a reimbursement basis, please plan to make your own travel arrangements. We will go over the details of reimbursement on [date of meeting]. Please purchase the lowest available airfare if you are making your own arrangements.

The [hotel does/does not] have a shuttle service from the airport. [Detail what transportation options are from the hotel to the airport, e.g. hotel or other shuttle, taxi, bus, etc. Include information on schedules, estimated time of trip, fares, etc.] Be sure to save your receipts to turn in with your reimbursement form. If you need accessible transportation from the airport, we will be in contact with you individually.

For those of you who are driving, a map to the [hotel] is enclosed. Free parking is available for guests of the hotel. Official check-in time is [time]. The hotel will have a rooming list and will assign you accordingly. If rooms are available before check-in time, they will provide early check-in. The deadline for check-out is [time]. As a reminder, if you have any questions about hotel arrangements, please call me directly at [phone number].

A roster of your classmates is enclosed. I'm looking forward to a great year and cannot wait to meet all of you in [month]. In the meantime, please call if you have any questions or concerns.

Enclosures: Agenda, Map, Roster

# --- *Partners in Policymaking* ---

## Time/Match Record ---

This form is used to collect information about the amount of time you spend working on Partners in Policymaking. This information enables us to use time that you have devoted to this project as match for the grant that is supporting this project. Please estimate the time to the best of your ability and sign this form in the space provided.

Name \_\_\_\_\_

Date \_\_\_\_\_ Reporting on the month of \_\_\_\_\_

If you are employed, please indicate your hourly rate \$ \_\_\_\_\_

Since last completing one of these forms, I have spent approximately \_\_\_\_\_ hours on homework assignments, reading, phone calls, personal contacts, or other matters directly related to this program.

Date	Amount of Time	Type of Activity	Tool for Activity (phone, letter, etc.)

Briefly describe this month's activities related to Partners in Policymaking:

# *Partners in Policymaking*

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## Speaker's Confirmation Letter

[On Your Letterhead]

Date

Name

Address

City

Dear [Speaker]:

We are delighted you will be participating in our Partners in Policymaking session on [date] in [city]. We have just completed our selection of this class and it looks like we will have another outstanding group. [OR - We have an outstanding group of participants who are eager to learn.] There are [number] of participants in this class: [number] self-advocates and [number] parents.

Your contract is enclosed. Please sign and return to us at your earliest convenience. Your presentation on [subject] will begin at [time] and conclude at [time] on [day], [date]. The competencies for this session are: \_\_\_\_\_. Please tailor your presentation to enable Partners to achieve these competencies.

This session will be at the [name of hotel, address, phone number]. We will make a reservation for you and arrange to have the room direct billed to our office. You will be responsible for any incidental charges. You may make your own travel arrangements or we will be happy to make them for you. Please contact [Coordinator or fiscal agent and telephone number by certain date] regarding this matter.

We would like to have a brief bio from you to include in the Partner packets as background information. Please complete the speaker information checklist I've enclosed to assist us in making arrangements for your presentation. The Partners receive homework assignments at each session. If there is an assignment you would recommend for them (reading or other), we can include it in their [previous month's session packet]. Please forward a copy of any articles, etc., prior to [the month before his/her presentation].

It would be most helpful if we could receive the information requested on or before [date required]. Thank you for your assistance. We look forward to seeing you in [month].

Sincerely yours,  
[Coordinator]

---

# *Partners in Policymaking*

## Speaker's Contract

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### Agreement for Organized Training Activities

This agreement is between [Partners in Policymaking or Funding Agency] and [name of speaker], the Trainer.

1. [Use this space for any legal requirements regarding the funding agency and specific rules and regulations, etc.]
2. The Trainer is an independent contractor and not an employee of [Partners in Policymaking/agency].
3. The Trainer will provide the following training services under this agreement:

Train Partners on [subject].

4. In consideration for providing the services listed in Item 3 above, [Partners in Policymaking/agency] agrees to pay the Trainer the following amount(s):
  - A. Training fee of [amount].
  - B. Travel cost including airfare, ground transportation, parking, and/or mileage at [\$] per mile.
  - C. Lodging at the negotiated meetings rate at the hotel in which the session(s) will be held. The hotel rate will be paid through direct billing. Trainer is responsible for any incidentals.
  - D. Meals up to [amount] per day. Meals served during training sessions will be paid through direct billing.

The Trainer will submit a reimbursement request form to [Partners in Policymaking/agency] showing expenses incurred and services provided and will attach receipts as indicated on the form. [Partners in Policymaking/agency] will remit the balance due to the Trainer as promptly as possible after receipt of the reimbursement request.

5. This agreement is effective from [date] and will continue in effect through [date].

For [Partners in Policymaking/agency]

For the Trainer

---

[Name, Title, Agency, Address, etc.]

---

[Name, Title, Address, etc.]

# *Partners in Policymaking* \_\_\_\_\_

## \_\_\_\_\_ Speaker's Information Checklist

*Please complete this form and return with contract and brief biography.*

Speaker \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

**AUDIO-VISUAL EQUIPMENT:** Slide Projector \_\_\_\_\_ Overhead Projector \_\_\_\_\_

Flip Chart \_\_\_\_\_ Blackboard/Chalk \_\_\_\_\_ TV/VCR \_\_\_\_\_ Tape Size \_\_\_\_\_

Other \_\_\_\_\_

Recommended reading/homework assignments for Partners \_\_\_\_\_

**TRANSPORTATION INFORMATION:** Departure Airport \_\_\_\_\_

Desired arrival in [city]: Date: \_\_\_\_\_ Aprx. Time: \_\_\_\_\_

Desired departure from [city]: Date: \_\_\_\_\_ Aprx. Time: \_\_\_\_\_

Estimated costs for: Airfare \$ \_\_\_\_\_ Ground Transportation \$ \_\_\_\_\_

**LODGING AND MEALS INFORMATION:** (Please notify us of any changes, as we will make arrangements with the hotel for direct billing for lodging.)

I will require hotel lodging for (please check):

Thursday \_\_\_\_\_ Friday \_\_\_\_\_ Saturday \_\_\_\_\_

I will join the group for meals (please check):

Friday dinner \_\_\_\_\_ Saturday breakfast \_\_\_\_\_ Saturday lunch \_\_\_\_\_

Special dietary needs \_\_\_\_\_

Accessibility requirements: Wheelchair Accessible Room \_\_\_\_\_

Other \_\_\_\_\_

# *Partners in Policymaking*

## Reimbursement Request (Participants/Speakers)

Name \_\_\_\_\_ SSN \_\_\_\_\_  
 Address \_\_\_\_\_  
 City, Zip \_\_\_\_\_  
 Purpose of Travel \_\_\_\_\_

### MEALS/LODGING (attach receipts)

							TOTALS
Date(s)							
Breakfast							
Lunch							
Dinner							
Lodging							

### CAR MILEAGE (include home city to and from destination and in-town mileage)

Date \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_ Miles \_\_\_\_\_  
 Date \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_ Miles \_\_\_\_\_  
 Date \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_ Miles \_\_\_\_\_  
 Date \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_ Miles \_\_\_\_\_  
 Total Miles Traveled \_\_\_\_\_ x [\$ ] mile = Total Amount \$ \_\_\_\_\_

### TAXI, RENTAL CAR, OTHER TRANSPORTATION, ETC. (attach receipts)

Date \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_ \$ \_\_\_\_\_  
 Date \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_ \$ \_\_\_\_\_

### MISCELLANEOUS EXPENSES (attach receipts)

(Include airfare, parking fees, speaker fees, attendant fees/meals, respite fees, etc.)

Date	Description	
_____	_____	\$ _____
_____	_____	\$ _____
_____	_____	\$ _____

### STATEMENT OF ACCOUNT

Date	Description of Services Provided (if applicable)	
_____	_____	\$ _____
_____	_____	\$ _____

**TOTAL EXPENSES:** I certify this information is true and correct. \$ \_\_\_\_\_

\_\_\_\_\_  
 Signature (Participant or Speaker)

\_\_\_\_\_  
 Date

I verify that the total amount due to participant/speaker for the month of

\_\_\_\_\_ is \$ \_\_\_\_\_.

\_\_\_\_\_  
 Partners Coordinator

# *Partners in Policymaking*

## Instructions for Travel Reimbursement Request

**Partners participants** may submit reimbursement for:

- Expenses per day for meals and lodging as specified on your Training Agreement. (Meals and lodging will be billed by hotel directly to our office.)
- Transportation costs such as airfare, mileage, ground transportation, parking, etc.
- Personal Care Assistant/Facilitator services, if applicable.
- Respite services, if applicable.
- Miscellaneous expenses as specified in your Training Agreement, such as postage, materials, and telephone charges.

### **INSTRUCTIONS FOR COMPLETION:**

- **Name, Address and Social Security Number:** We must have your social security number to process payment.
- **Purpose of Travel:** Indicate purpose, meetings attended, etc.
- **Meals:** Meals will be billed by hotel directly to our office. If applicable, participants may claim meals while on travel status (e.g. lunch on Friday, dinner on Saturday). Attach receipts.
- **Lodging:** Lodging will be direct billed by the hotel to our office.
- **Car Mileage:** If you travel by personal car, indicate the number of miles driven. Multiply the mileage by [\$] and enter amount. Itemize mileage, e.g. home city to and from destination and any in-town mileage.
- **Taxi or Rental Car:** If a rental car is used, receipts must be attached. A taxi should be used when more economical than a rental car. Indicate points of origin and destination.
- **Other Transportation:** If other transportation is used, such as airport shuttle, bus, or train, indicate the cost and attach receipts.
- **Commercial Airfare:** Write in the amount of airfare under miscellaneous expenses and attach receipts. First class flight is not allowed unless advance arrangements have been made (e.g., reasonable accommodation).
- **Parking Fees:** Indicate any parking expenses (at airport, etc.) under miscellaneous expenses. Receipts [are/are] not necessary.
- **Telephone:** Indicate total amount of telephone expenses. Telephone calls must be Partners-related and need not be made while in travel status. Receipts [are/are not] necessary.
- **Other Travel Expenses:** List any other travel expenses under miscellaneous expenses such as assistant fees/meals, respite fees, postage, etc. Receipts [are/are not] necessary.
- **Services Provided:** If applicable, give brief description of services provided.
- **Total Expenses:** Add the total amount of expenses.
- **Participant's Signature:** Sign, date, and return reimbursement request to:

[Coordinator's Name, Address]

# *Partners in Policymaking*

## Instructions for Travel Reimbursement Request

**Partners presenters** may submit reimbursement for:

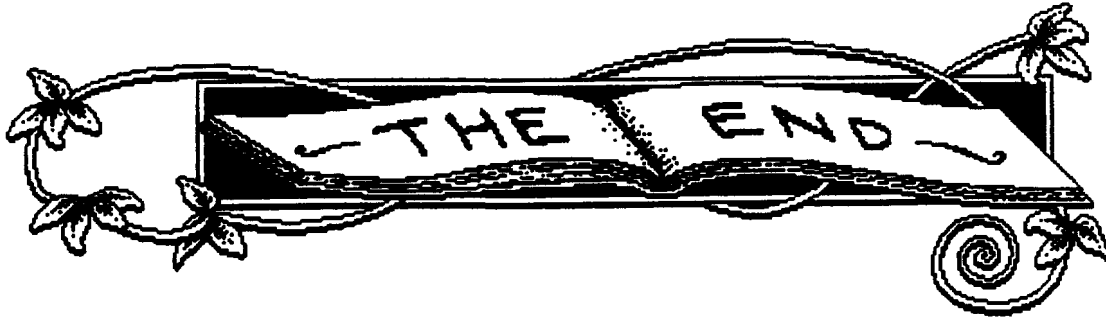
- Expenses per day for meals and lodging as specified in your contract.  
(Meals and lodging will be billed by hotel directly to our office.)
- Transportation costs such as airfare, mileage, ground transportation, parking, etc.
- Personal Care Assistant/Facilitator services, if applicable.

### **INSTRUCTIONS FOR COMPLETION:**

- **Name, Address and Social Security Number:** We must have your social security number to process payment.
- **Purpose of Travel:** Indicate purpose, meetings attended, etc.
- **Meals:** Meals will be billed by hotel directly to our office. Other meals will be reimbursed per your contract. Receipts [are/are not] necessary.
- **Lodging:** Lodging will be direct billed by the hotel to our office.
- **Car Mileage:** If you travel by personal car, indicate the number of miles driven. Multiply the mileage by [\$] and enter amount. Itemize mileage, e.g. home city to and from destination and any in-town mileage.
- **Taxi or Rental Car:** If a rental car is used, receipts must be attached. A taxi should be used when more economical than a rental car. Indicate points of origin and destination.
- **Other Transportation:** If other transportation is used, such as airport shuttle, bus, or train, indicate the cost and attach receipts.
- **Commercial Airfare:** Write in the amount of airfare under miscellaneous expenses and attach receipts. First class flight is not allowed unless advance arrangements have been made (e.g., reasonable accommodation).
- **Parking Fees:** Indicate any parking expenses (at airport, etc.) under miscellaneous expenses. Receipts [are/are] not necessary.
- **Telephone:** Indicate total amount of telephone expenses. Telephone calls must be Partners-related and need not be made while in travel status. Receipts [are/are not] necessary.
- **Other Travel Expenses:** List any other travel expenses under miscellaneous expenses such as assistant fees/meals, respite fees, postage, etc. Receipts [are/are not] necessary.
- **Services Provided:** Give brief description of services provided.
- **Total Expenses:** Add the total amount of expenses.
- **Speaker's Signature:** Sign, date, and return reimbursement request to:

(Coordinator's name, address)

That's all folks!!!



And, don't forget . . . .  
who ya' gonna call???

Colleen 612-296-9964

Jopie 512-483-4089

Kathie 719-687-8194