

**SD COUNCIL ON DEVELOPMENTAL DISABILITIES
GRANT APPLICATION - - TITLE PAGE**

Applicant Organization: Disability Rights South Dakota

Address 2520 E. Franklin Street Pierre, SD 57501

Telephone 605-224-8294 Federal ID Number 46-0339207

Project Director Tim Neyhart-Exec Dir (Sandra L. Hook, Coordinator)

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Type of Organization Non-profit Tax Exempt? Yes

Under "Type of Organization" indicate all of the following that apply: State, county, municipality, or other public institution; nonprofit or profit private institution. If "nonprofit" and/or "tax exempt", proof of status may be requested.

Title of Project South Dakota Partners in Policymaking

Project Begins October 1, 2020 Project Ends September 30, 2021

Total Council Funds Requested: \$ 150,000 Total Project Budget: \$ 214,975

Timothy E. Neyhart

Authorizing Official (please type name) Signature

Executive Director

ABSTRACT -- SD Partners in Policymaking -- CONTINUATION PROPOSAL

This proposal is in response to the South Dakota Council on Developmental Disabilities (SDCDD) Request for Funding (RFF) in the Area of Emphasis: Quality Assurance – Leadership Development. Continued funding will allow for implementation of the Partners in Policymaking Program in South Dakota for Year 29. As of the end of April 2020, 650+ South Dakotans have been trained/empowered through this program. Individual successes are multiplied when graduates assist others in their communities by using knowledge and experience they have gained from the Partners training. Representative accomplishments are highlighted in the Statement of Need.

There is a critical need to provide individuals with developmental and intellectual disabilities and their families with the knowledge and skills necessary to make meaningful decisions in their lives. The overall goal of this training program is to create collaborative partnerships among people with developmental and intellectual disabilities needing and using services and individuals in a position to provide services or to make policy and law changes in the service delivery systems.

The Partners training is designed to educate participants to achieve personal success and systems change at the local, state, and federal levels. Partners is not about perpetuating the status quo or today's systems, it is about creating new possibilities for the future. Through state-of-the-art training, Partners learn about the history, philosophy, and concrete strategy for creating systemic change in critical disability areas. Partners training provides timely information, leadership training, and skill building to individuals so they may obtain services for themselves and others. Year 29 leadership training will consist of approximately 120 hours (six sessions/six weekends) of instruction. Continuing education training will be held in conjunction with the final weekend of the training. Previous graduates are invited to come to the continuing education event to learn about current issues and to maintain and increase their advocacy skills. Participant selection will be conducted during the first week of October 2020. Recruitment takes place statewide and efforts are made to coordinate participation with other consumer/advocacy organizations. Recruitment is focused on unserved and underserved areas and populations in the state.

When the selection process is completed, letters are sent to the participants notifying them of their selection for participation in the class. The correspondence includes a contract highlighting their responsibilities as participants. In order to ensure their availability, initial contact has been made with the speakers and lodging accommodations for Year 29 are secured. The evaluation component of the training program will continue to consist of an initial participant survey completed prior to the beginning of the training program; participants will evaluate each training session and a final survey is provided that is designed to evaluate the impact of the training for each individual. Follow-up surveys are disseminated to graduates at six-month intervals to measure the engagement of the graduates in advocacy related activities.

South Dakota is nationally recognized as being a leader in the development of the continuing education portion of Partners in Policymaking. South Dakota was commended by coordinators from other states for providing intensive continuing education to keep graduates involved and committed to ongoing advocacy efforts. Coordinators throughout the United States have contacted the South Dakota coordinator for agendas, costs, and marketing for continuing education activities. For Year 29, graduates of Partners will contribute significantly to the continuing education process by selecting, scheduling, and implementing various training sessions. The budget request for \$150,000 is to accommodate the high number of class participants and the anticipated increase in graduates who participate in the continuing education program. The grant also includes funding for the SDCDD activities associated with graduation.

The Partner training program is proud of the fact that Partner graduates are knowledgeable about advocacy skills. The graduates become better advocates, and many participate as public speakers and presenters. Each year graduates present at the Partners training, continuing education, and to various community organizations. Partners believes that individuals with disabilities are the most competent to speak about their needs, how to access service delivery systems, and can impress upon those in the current Partners class that everyone can be an advocate and can help change service delivery systems. Partner presenters have included an individual with ADHD & Dyslexia; an individual who uses a wheelchair; an individual with Spina Bifida who uses a chair; an individual with hearing loss; individuals with intellectual/developmental disabilities; individual with Downs Syndrome; an individual with post-polio syndrome. The total Council monies requested are **\$150,000**.

PROJECT NARRATIVE

A. STATEMENT OF NEED

This proposal responds to the SDCDD current Quality Assurance Objective "Leadership Development." The purpose of this objective is to provide training that will encourage and assist individuals with intellectual and developmental and their families to develop their advocacy and leadership skills.

Despite the number of years this grant has been in place there remains a need to provide individuals with intellectual and developmental disabilities, and family members, with the knowledge and skills necessary to make informed decisions that affect their lives. The overall goal of the training program is to achieve a cooperative partnership among people with intellectual and developmental disabilities who need and use services, their families, and individuals in a position to impact systems, make policy and laws. DRSD will continue to utilize the innovative national leadership-training model developed by the Minnesota Governor's Council on Developmental Disabilities, entitled Partners in Policymaking, to address the training and empowerment objective.

Six hundred and fifty plus individuals have graduated from Partners in Policymaking in South Dakota since the program began in the fall of 1992. An added benefit of the training is that it is designed to encourage graduates to assist others with the knowledge they have gained. Accomplishments and activities that participants and graduates have been involved in to date include:

- SD Council on Developmental Disabilities; DRSD Governing Board & PAIMI Advisory Council
- Statewide Family Support Council; Family Support Coordinators
- Board Member Parent Connection; Member of local school board
- Mayors of mid-sized city
- Recipient of Governor's Outstanding Citizen with a Disability Award; Recipient of Governor's Distinguished Service Award
- Sought a political seat in the State House of Representatives
- Selected to serve as a member of the Board of Directors for a Community Support Providers
- After attending Partners, college awarded a small scholarship to a non-trad student in the field of special education
- Former school administrator who took the Partners training, realized that Parents have a difficult road to travel and plans to educate other administrators on how to effectively work with parents
- One graduate took several people who receive support from a CSP to the inaugural ball for Governor Noem
- A graduate (whose Grandmother was in a nursing home) used her Partner skills to educate nursing home staff not only on applicable laws, but also People First Language
- A graduate who is a police officer, educated her fellow law enforcement officers about individuals with disabilities and how to treat them with dignity and respect
- 10-year old daughter of a graduate, with help from her mom, testified before a state legislative panel
- After receiving legislative training at Partners, a graduate was asked to help draft a bill
- One graduate gained knowledge of independent living centers (which she didn't know existed until Partners) and advocated for herself to receive services
- A participant who is also a lobbyist, said Partners helped her refine her skills in lobbying to be more effective, professional, and respected
- A graduate took the information learned about IDEA and composed an amazing email to her school, complete with facts about the law, and was able to get her son needed services, which had been denied the past two years.

Partner participants in Year 29 and all graduates of the program will learn the importance of completing and returning surveys. This will be stressed at sessions and also at Year 29 continuing education. Participants will come to understand and see the value of their input in helping to shape services in the disability arena by completing those surveys and voicing their concerns and ideas.

Statement of Problem

Individuals with intellectual and developmental disabilities and their families often do not have the confidence, training, skills, and experience to make well informed decisions. Approximately 18,000 individuals receive special education services in the state. In

addition, an estimated 2,500 individuals receive services from residential or day programs. When decisions are made that affect a person's life, the right to make that decision is rightly the individuals and/or family members. In order for individuals to assume a decision-making role and become their own advocate, effective skill training must be provided to assist them in this process.

The elements of the Partners in Policymaking training include, but are not limited to the following: setting personal goals; being informed about personal and legal rights; learning decision making and planning skills; learning or improving effective communication skills; asserting personal rights; taking responsibility for your life; asking for help because you want or need it; finding out who will support you in what you want to do; and beginning to change the way things are. These objectives interface with the needs of the participants and the purpose of the creative leadership-training like Partners in Policymaking. In South Dakota, attitudinal, architectural, cultural, social, and political barriers continue to prevent full inclusion of individuals with developmental and intellectual disabilities and their families in the communities. The following are examples of problems that are identified from DRSD advocacy experience, observation, and perceptions:

- Individuals with intellectual and developmental disabilities struggle with inclusion in the disability and non-disability populations and remain vulnerable.
- Individuals with intellectual and developmental are becoming more independent and self-directed but continue to be exploited financially and are often targets of abuse.
- Service providers and family members are often overwhelmed by the complex needs of people with intellectual and developmental disabilities who want to become more self-reliant.
- The costs for services for individuals with intellectual and developmental disabilities often receive negative publicity, rather than the consideration that the benefits the public investment lead to long-term financial savings.
- The national trend (as emphasized by the Olmstead decision and the new requirements from Centers for Medicaid Services) is to eliminate inappropriate institutional settings to require states to design service systems that provide rules to support individuals to live as independently as possible in a community environment.
- Persons without disabilities in the workplace feel threatened by individuals with intellectual and developmental disabilities who seek competitive employment.
- Technology, while available, is often difficult for people with intellectual developmental disabilities to access in the workplace, for recreational purposes, and in their homes.
- Individuals with intellectual and developmental disabilities from the Native American nations are relocating to cities in South Dakota to acquire better and more services (not all of them want to relocate and would prefer to receive services in their home communities).
- Native Americans with intellectual and development disabilities and their families residing on their respective tribal nations need to challenge state and federal agencies, tribal government, and the health care systems to provide expanded, quality care services.
- Persons with intellectual and developmental disabilities and their families are applying for entitlement programs such as SSI/SSDI and are being turned down on the initial application at an alarming rate.
- Self-advocacy skills need to be expanded. The increase in these skills increases the potential number of people who could benefit now and in the future.
- Participants will receive awareness training about sexual violence and human trafficking.

Partners in Policymaking training is designed to assist individuals with intellectual and developmental disabilities who have different levels of functional skills. The training is designed to meet each person's unique needs. The state of South Dakota, service providers, school districts, advocacy organizations, and other non-profit entities that assist individuals with intellectual and developmental disabilities and their families have an enormous educational task before them. In order for individuals with intellectual and developmental disabilities and their families to achieve the needed advocacy skills to address their needs, an organized, structured, supportive approach like Partners in Policymaking needs to be continue and be adequately funded. The SD Council on Developmental Disabilities has an opportunity to continue to serve as an advocate for all individuals with developmental and intellectual disabilities through this leadership-training program.

Proposed Solutions

Partners in Policymaking is designed to provide information, training and skill building to individuals so they may obtain the most appropriate state-of-the-art services for themselves and others. This education and training project is designed for a limited number of highly motivated, committed, and interested individuals.

Partners in Policymaking involves and trains people with intellectual and developmental disabilities and their families to assert these skills in the policymaking arena. It introduces and connects people with organizations, opportunities, and possibilities to make changes in the delivery of services for people with intellectual and developmental disabilities. It educates the participants about current issues and approaches for meeting their identified needs. It familiarizes participants with the policymaking and legislative processes in their local communities and at the state and national level. The overall goal is to achieve a productive partnership among traditionally unserved and underserved individuals who need and use services, those in a position to make policy and law, and service providers. Participants will be expected to assist others by sharing the knowledge they have gained.

Upon graduation, Partners will be able to:

1. Demonstrate an increased knowledge of the historical perspectives and precedents of services for people with disabilities.
2. Describe the history and role of the parent movement.
3. Describe the history and role of the independent living movement.
4. Describe the history and role of the self-advocacy movement.
5. Describe the reasons for quality inclusive education.
6. Outline specific strategies to achieve inclusion and quality of education.
7. Demonstrate how to be effective in team meetings.
8. Demonstrate their knowledge of the case management system and what services may be available.
9. Build a shared vision with fellow participants.
10. Demonstrate how to meet with a public official and discuss issues.
11. Describe how a bill becomes a law at the state level.
12. Demonstrate successful techniques for advocating for services to meet the needs of unserved and underserved individuals.
13. Draft and deliver testimony at actual and mock legislative hearings.
14. Describe state-of-the-art technologies for people with severe disabilities.
15. Identify strategies for beginning and sustaining grassroots level organizing around specific issues.
16. Identify strategies for effective involvement on boards, committees and commissions.
17. Identify mechanisms to promote cooperation and coalition building between separate disability organizations that will result in combined strength to influence public policy more effectively.
18. Understand the types of supports necessary for creating a positive home environment.
19. Prepare for and meet with Congressional delegation members or staff.
20. Demonstrate proper procedures for conducting a meeting.
21. Learn which agency to contact if suspected abuse or neglect has occurred to an individual with a developmental disability.

B. GOALS, OBJECTIVES AND ACTION PLAN

Objective I:	Develop and implement six two-day training sessions. Project completion date:	09-30-21
Sub-objectives:		
A.	Select speakers, negotiate fee, contract regarding competencies & presentations. (will also contact 4 weeks prior to sessions)	04-30-21
B.	Contract with facilities for site locates and to determine equipment needs. (will also contact 4 weeks prior to sessions)	04-30-21
C.	Develop agendas appropriate for each session, meet with speakers, presenters, and others as necessary. Draft agendas have been developed for Year 29 and are available upon request.	Ongoing

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|----|--|----------|
| D. | Review competencies for each session. (will also review 2 weeks prior to sessions) | 04-30-21 |
| E. | Develop homework assignments and methodologies to review assignments.
(will also develop/review 2 weeks prior to sessions and review assignments with class at sessions and coordinator will review 2 weeks after sessions) | 04-30-21 |
| F. | Coordinator will attend sessions, participate as speaker and moderator and will provide supports as necessary. | Ongoing |

Performance Outcomes: Individuals trained through Partners in Policymaking will receive training on the history of disabilities; inclusive education/community; legislative procedures; testimony; self-advocacy; person centered thinking; etc. This training will help individuals participate more fully in decisions that affect their lives, the lives of others; and systems. Fifteen individuals will receive initial training in Year 29 (2020-2021) **IFA 1.1; IFA 1.2**

Systems Change: Participants learn who to contact, how to contact, and how to organize campaigns and coalitions to ask for better and more services; speak to policymaking to change laws & systems. Six to seven graduates will write letters, provide testimony, or otherwise contact their legislator. **SC 1.1.1; SC 1.2.1; SC 1.3.1**

- Objective II:** Administration of Partners in Policymaking completion date: Ongoing
- Sub-objectives:**
- | | | |
|----|--|-------------------------|
| A. | Provide information and assistance to participants between sessions as requested. | Ongoing |
| B. | Modify curriculum materials as needed. | Ongoing |
| C. | Be available to Partners to assist individuals requiring help interpreting materials. | Ongoing |
| D. | Meet, as needed, with participants for input on trainings. | Ongoing |
| E. | Meet, as needed, with support staff to review budget, handle expense forms, and contract management. | Regularly/every 2 weeks |
| F. | The Coordinator will provide daily management of the project. | Ongoing |

- Objective III:** Evaluation of Partners in Policymaking. Project completion date: 09-30-21
- Sub-objectives:**
- | | | |
|----|--|----------------------------|
| A. | Develop, with modifications where necessary and appropriate, and implement initial survey of participants after selection. | 2 weeks after selection |
| B. | Develop, with modifications where necessary and appropriate, and implement workshop/training and session evaluations forms at each training session. | Ongoing |
| C. | Review and tabulate evaluation results after each training session. | 2 weeks after each session |
| D. | Conduct long-term (end of project) follow-up evaluation of participants | 09-30-21 |
| E. | Evaluate training project at conclusion of project | 09-30-21 |
| F. | Complete quarterly/final progress reports keyed to budget & project objectives. | As required by RFP |

Performance Outcome: Graduates are sent a survey at 6 months and 1 year and then all graduates receive a long-term survey every year to evaluate their participation in various activities; contact with policymakers; etc. Approximately 30% of all graduates will return the survey. **IFA 3.1; IFA 3.2**

- Objective IV:** Develop and hold continuing education training for graduates. Project completion date: 04-30-21
- Sub-objectives:**
- | | | |
|----|--|----------|
| A. | Solicit input from graduates to determine their continuing education training needs. | 03-01-21 |
| B. | Based on the input from graduates, develop continuing education training agenda. | 03-01-21 |
| C. | Conduct continuing education training for graduates. | 04-30-21 |
| D. | Evaluate the training and determine training needs. | 04-30-21 |

Performance Outcome: Each year all graduates are eligible to attend continuing education to enhance their knowledge in self-advocacy; legislative issues; meetings; public speaking; current events; conducting meetings; quality of life wellness sessions; etc. 135 graduates of Partners in Policymaking will attend and participate in continuing education class for 2020-2021. Five graduates will provide training at various other events and five graduates will do outreach. **IFA 2.21; IFA 2.2.2**

Objective V:	Continued Partner in Policymaking graduate participation. Project completion date:	Ongoing
Sub-objectives:		
A.	Graduates will be invited to assist with outreach activities and current trainings when they are located within proximity of their home.	Ongoing
B.	Year 28 participants will assist coordinator with promotion and recruitment of Year 29 participants.	09-15-21
C.	Graduates will be invited to assist the coordinator with presentations to promote Partners in Policymaking and to share information about the impact of the training in their lives.	Ongoing
D.	Graduates will be actively involved in an advisory capacity to DRSD	Ongoing
E.	DRSD will keep graduates informed of current issues through the coordinator.	Ongoing
F.	Graduates will be asked to provide a written summary of their current advocacy efforts.	Ongoing
G.	DRSD staff will provide action alerts on an as needed basis to graduates.	Ongoing
H.	Graduates will be asked to assist with recruitment of new partners.	09-25-21
I.	Selected Partner graduates will be asked to serve on the Partner Selection Committee.	09-30-21
J.	Graduates will be asked to assist and host public listening sessions.	07-15-21

Performance Outcome: Graduates will be asked to join boards, councils, committees to help systems change for individuals with disabilities. **IFA 2.23**

Objective VI: Recruit applicants and select participants who will represent a diverse group based on, gender, marital status, geographical location, race or ethnicity and a variety of intellectual and developmental project completion date: 09-20-21

Sub-objective:		
A.	Update brochure and promotional materials.	03-01-21
B.	Make modifications, where necessary, to application and announcements.	03-01-21
C.	Implement partnership application process for individuals who may require assistance with travel, reviewing information presented, and homework assignments.	03-01-21
D.	Disseminate announcement and application to organizations and individuals statewide; follow-up as needed with personal phone contacts.	09-01-21
E.	Coordinator will meet with consumer/advocacy organizations to promote Partners in Policymaking	Ongoing
F.	Meet with other organizations for recruitment.	Ongoing
G.	Recruit a selection committee of graduates to review applications and select participants	10-10-21
H.	Receive and review applications for project eligibility. Convene selection committee and apply selection criteria. Select 15 new participants.	10-10-21
I.	Make modifications to participant contracts as needed.	10-12-21
J.	Notify all applicants regarding the results of the selection committee.	10-10-21
K.	Contact individuals selected to guarantee their commitment.	10-12-21

Method of Procedure

Partners in Policymaking is a well-organized and structured innovative national model of leadership training designed for people with intellectual and developmental disabilities and their families who are traditionally identified as unserved or underserved. DRSD and the PADD Program propose to continue to follow the same methodologies and procedures as for Year 1 through Year 28.

Recruitment Plan

Individuals traditionally identified as unserved and underserved are specifically targeted for recruitment. A variety of methods were used to ensure outreach to ethnic and racial minorities, families/individuals with low-incomes, and single parent families.

DRSD gives attention to recruitment from the unserved and underserved areas of the state. Press releases about the training are sent to Native American owned newspapers inviting individuals to apply for participation. The Executive Director has a very productive working relationship with the Native American Vocational Rehabilitation Programs throughout South Dakota and the nine Tribal Nations. The DRSD Executive Director is respected in the communities and has visited with the community members, assisted them in advocacy efforts, and encouraged them to participate in the training. The Executive Director also has open communication with BIA schools and their representatives. DRSD staff participates in transition forums located on the Tribal Nations to promote and recruit participation of Native American youth in the Partners in Policymaking training program.

The following methodologies have been completed and will be implemented again for Year 29:

- Contact with advocacy organizations, which represent various ethnic communities will be established via personal contact, phone calls, and mailings. These contacts will be for information sharing. If translation assistance is required, appropriate resources will be sought.
- Nominations will be solicited from advocacy and consumer organizations.
- Minority populations will receive information via various neighborhood organizations.
- Minority communities will be contacted using the resources available through the tribal councils, contacts, support organizations, and school systems.
- Families with low-income will be reached by sharing information and application packages with local and state welfare systems.
- Information will be shared with the numerous advocacy organizations that represent people with disabilities and their families.
- Presentations will be made by graduates or participants to requesting agencies. Every effort will be made to include both parents of individuals with disabilities and individuals with disabilities.
- Contact will be made with the directors of Community Service Programs for their input on who can benefit the most from the program. Also, contact will be made to Family Support Coordinators, Birth to 3 Coordinators, SpEd directors, and Head Start.
- Press releases will be sent to newspapers and radio stations in South Dakota.

Staffing Plan

NAME

Timothy E. Neyhart
Sandra L. Hook

TITLE

Executive Director
Partners in Policymaking Coordinator

C. EVALUATION OF PROJECT

The Partners in Policymaking project and its participants will be evaluated in a variety of ways and at periodic intervals.

PHASE I: After recruitment of prospective participants, a selection committee will select 15 individuals with intellectual and developmental disabilities and/or parents of children with intellectual and developmental disabilities, and/or persons with an interest in issues affecting people from this group, with consideration for geographic dispersion. A partnership application process will be used for individuals requiring assistance.

PHASE II: Each participant of the core group will complete an initial survey to measure their advocacy activities prior to participation in the Partners in Policymaking project.

PHASE III: After each session, participants will complete a workshop/training evaluation form to provide feedback on their perceptions of the applicability of the session to the issues they encounter in their lives. They will also complete a session evaluation form to provide feedback on the presenter and materials utilized during that training session. All evaluations will be completed at the end of each training session. Within two weeks after each session, the Partners in Policymaking Coordinator will tabulate the evaluation results. This information will be used to measure the effectiveness of the presenter. An evaluation of the participants will take place each month through homework assignments. Participants will be given homework assignments to complete between each training

session. At the following session, the participants will hand in their completed homework assignment and the coordinator will then review the homework. The Partner Coordinator will review with participants the training curriculum. Evaluations will also be completed for the continuing education training.

PHASE IV: The Partner Coordinator will complete quarterly progress reports and a final progress report for the SDCDD keyed to budget and project objectives. The Coordinator will conduct an outcome based (end of project) follow-up evaluation of participants.

PHASE V: Follow-along surveys will be conducted of graduates to determine how they are utilizing the knowledge they gained and the impact the training has had on their lives.

PHASE VI: All graduates of Partners in Policymaking will receive a long-term survey. The Partner Coordinator will complete quarterly progress reports and a final progress report for the SD Council on Developmental Disabilities keyed to budget and project objectives.

Participant Information: DRSD will collect this information as required by the grant.

DRSD WORK COPY ONLY
PARTNERS IN POLICYMAKING -- Budget Proposal
October 1, 2020 through September 30, 2021

<u>PERSONNEL:</u>	<u>AMOUNT</u>
Staff Salaries & Benefits	\$ 47,615
<u>TRAVEL:</u>	
Partners Participants – 15 people attd/6 classes	
Per Diem	9,000
Lodging	15,750
Mileage	9,450
Attendant/Respite Care	2,500
Partner Grad Assistant (mileage, ldg, per diem, etc.)	3,500
	40,200
Continued Education Participants – 135 people/1 class	
Per Diem	8,100
Lodging	10,800
Travel Stipend	10,125
Year 28 attend final session of Year 29	4,000
SDCDD meeting costs; stipends for CE	10,000
	43,025
	83,225
<u>CONTRACT/PROFESSIONAL SERVICES:</u>	
Trainer fees, travel, lodging, audit fees, interpreter services	19,525
<u>EQUIPMENT:</u>	
Meeting room, equipment purchase, & equipment rentals	5,000
<u>OPERATING EXPENSES:</u>	
Supplies, postage, telephone, rent, insurance & maintenance	6,635
TOTAL BUDGET EXPENSE:	<u>\$ 162,000</u>
SDCDD Participation	150,000
DRSD Participation	<u>12,000</u>
TOTAL FUNDS AVAILABLE:	<u>\$ 162,000</u>
<u>IN-KIND TIME MATCH:</u> (Based on 15 people <incl driver/attd>/6 classes):	
Panel speakers for Year 29 trainings-10 x 1.5 hrs @ \$25 p/hr	375
Donated travel/per diem/lodging	
Participants donated time:	
Training hours: 1,800 x \$15 p/hour	27,000
Travel time: 540 x \$15.00 p/hour	8,100
Homework hours: 300 x \$15.00 p/hour	4,500
Partner graduate assistance donated time:	
Training hours: 100 x \$25 p/hour	2,500
Partner graduates projected outreach activities:	
250 x \$25.00 p/hour	6,250
Discounted hotel rooms	
85 x 2 x \$25	4,250
TOTAL IN-KIND TIME MATCH:	52,975
TOTAL BUDGET FOR YEAR 29	\$ 214,975

BUDGET JUSTIFICATION

PERSONNEL:

Budget expenditures will cover a proportionate share of salaries and benefits for the Partners in Policymaking training coordinator and support staff activities, including but not limited to: preparing training materials, trainer travel and training requirements, participant travel and lodging requirements, group meal function arrangements, prior year partners continuing education and graduation activities, accounting activities and preparation of financial and quarterly reports, etc.

DRSD fiscal and administrative support staff assists the Partners in Policymaking training effort as needed or required to fulfill the training and contract requirements.

A proportionate share of benefits will be allocated to Partners and includes employer's share of Social Security/Medicare contributions (.0765 percent), health insurance, unemployment insurance contributions, short and long-term disability, SEP retirement plan contributions as well as booked vacation/sick leave accruals.

STAFF TRAVEL:

Partners in Policymaking Coordinator will travel to and from designated training sites, meet with application review panel, make necessary personal contacts with state, local and national participants and provide promotional presentations for the Partners in Policymaking training project upon requested. All other associated staff travel expense will be incurred by DRSD.

TRAINING/TRAVEL EXPENSES:

(All training expenses, unless otherwise noted, are based on 6 trainings x 2 days per training x 15 participants)

Per Diem: Applicable per diem will be paid to training participants per DRSD rate schedule of \$40.00 per day or applicable portion of a day per policy schedule.

Lodging: Two nights lodging per training session will be provided to training participants. Participants will be required to room share, unless a medical condition won't allow room sharing. If a participant chooses not to room share, they are responsible to pay the difference in cost of a single room vs double room. (The room sharing rule will not be in place for Year 29.)

Mileage/Travel Expenses: Mileage or travel expenses will be paid to training participants at the rate of \$0.35 per mile. Participants will be required to carpool when possible. If the participant chooses not to carpool, mileage reimbursement will be for travel one-way. The travel budget for mileage reimbursement will be evaluated for continuing education attendants and if funds allow, continuing education participants will receive a stipend for mileage. (The carpool rule will not be in place for Year 29.)

Personal Attendant/Respite Care: Partners in Policymaking training will cover partial costs of personal attendants or respite care providers as needed.

Meeting Room Rentals: Hotel charges related to facility meeting room use.

Equipment: Supplemental equipment necessary for training sessions exceeding DRSD inventory will be rented.

CONTRACTUAL SERVICES:

Trainer Fees & Travel Expenses: Fees for trainers with expertise in areas specified in Objective I will be recruited at a rate not to exceed \$3,500 per day plus actual air fare or mileage, applicable per diem or meal expenses will be paid with presentation of required receipts.

Other Training Accommodations: Specialized accommodation provisions will be made as needed for the training sessions and continuing education component, i.e. interpreters, oral or audio materials, etc. Due to COVID-19 and not having Year 28 graduation, their graduation will be held on Friday during Common Grounds. There will be additional costs involved for a double graduation and that is outlined in the breakdown.

OPERATING EXPENSES:

Postage: Expenditures for general business communication and operation, mailings to disseminate announcements and applications, coordination of training and the dissemination of pertinent educational and informational materials.

Telecommunications: Expenditures for monthly line services, in-bound toll-free calls, and internet services will be allocated on a pro-rata basis along with any long-distance phone calls coded to Partners training.

Consumable Supplies: Expenditures for training manual binders, copy paper, writing instruments, note pads, computer/printer supplies. Many supplies were pre-purchased using Year 28 funds, therefore allowing for travel stipends for Year 29 continuing education.

Rent: A share of office rent expenses will be allocated on a pro-rata basis.

Insurance: Expenses for commercial business owners, directors' and officers' liability and workers compensation insurance will be allocated on a pro-rata basis.

Maintenance: Maintenance for office cleaning and office equipment, copy machines, computers, and fax machines will be allocated on a pro-rata basis.

OTHER:

Includes expenditures for but not limited to contractual printing for outreach and training materials such as brochures, applications, homework assignments, evaluations and surveys, recruitment of potential training participants and printing and postage costs.

This category also includes payment for the SD Council of Developmental Disabilities members to host a meeting and to attend the Partner continuing education and graduation ceremonies.

IN-KIND TIME MATCH:

In-kind time donated (including travel, training and homework) by individuals participating in current Partners in Policymaking training class, along with certain select trainers or panel participants. In-kind hours are figured at a rate of \$15.00 per hour for first year participants and \$25.00 per for graduates of the Partners training. For budgetary purposes, DRSD has entered \$50,000 total for in-kind but expects to have more.

DRSD and OTHER BUDGET CONTRIBUTIONS:

These resources, while a part of the total budget, are not matching funds but sponsorships for the training of additional individuals selected by the sponsor.

Sponsorship contributions are as follows:

USD/CFD	\$	10,000
SDPC		2,000
TOTAL \$		12,000

Description	(A) Requested DD Council Funds	(B) Allowable Match from Applicant **	(C) Allowable Match from Other Agencies **	(D) Total Contract Grant Budget (A + B + C)	(E) Un-allowable Match from Applicant & Other Agencies	(F) Total Project Budget (D + E)
PERSONNEL	43,282				4,333	47,615
TRAVEL	68,099				5,126	73,225
SDCDD mtg/trvl	10,000					10,000
CONTRACTUAL	17,798				1,727	19,525
OPERATING EXPENSES	6,171				464	6,635
EQUIPMENT	4,650				350	5,000
OTHER						
IN KIND MATCH			52,975			52,975
GRAND TOTAL	150,000		52,975		12,000	214,975

** Be sure the Budget Narrative specifies the type of allowable match (in-kind, cash, etc.) and the source of the matching funds. Utilize the formulas found in the instructions to compute the percentages of Council funds and matching funds.

Affirmative Action Plan

DRSD is firmly committed to a policy that all personnel activities be conducted in a manner to assure equal opportunity and nondiscrimination for all. Any decisions or action regarding employment, board membership and involvement of volunteers will be based solely on individual merit and fitness of applicants and employees related to specific jobs and duties without regard to race, color, religion, sex, age, national origin, physical or mental disability, political affiliation, or other non-merit factors. This principle shall remain the focus when considering board composition requirements.

All aspects of personnel management, hiring, appointment, training, promotion, demotion, recruitment, advertising, termination, pay and other terms and conditions of participation of volunteers will be governed by this commitment to a policy of equal opportunity and nondiscrimination. It is the policy of DRSD to take affirmative action to involve, employ, and advance in employment-qualified individuals with disabilities.

DRSD

DRSD is the gubernatorially designated statewide protection and advocacy system for persons with intellectual and developmental disabilities, people with a severe and persistent mental illness diagnosis, client and client applicants of Rehabilitation Services and Services to the Blind and Visually Impaired. DRSD is a proven leader in developing innovative programs and has established the PADD Program, the Client Assistance Program (CAP), Protection and Advocacy of Individual Rights Program (PAIR), Protection and Advocacy Program for Individuals with Mental Illness (PAIMI), Protection and Advocacy-Assistive Technology Program (PAAT), Protection and Advocacy Traumatic Brain Injury (PATBI), Protection and Advocacy for beneficiaries of Social Security Program (PABSS), and Protection and Advocacy Voting Act (PAVA), Protection and Advocacy Beneficiary Representative Payee (PABRP).

DRSD is a statewide non-profit corporation established under South Dakota corporate statutes and meets state and federal tax exemption requirements. The corporate Board of Directors consists of 13 persons with proven interests in disability issues from throughout South Dakota. Current members of the Governing Board include individuals with disabilities, including intellectual and developmental disabilities.

In fulfilling the responsibilities of these programs, DRSD has extensive experience in providing training, educational materials, and technical consultation in issues affecting individuals with disabilities. The formats for this training and representation have varied. Staff have presented to state legislative committees, parent groups, educators, members of the state bar and judiciary, provided individual representation, and have developed relationships Native American groups on and off the tribal nations.

While providing a diverse number of services through its component programs, DRSD purposefully attempts to resolve issues at the lowest possible level. The resolution efforts include the use of negotiation and mediation where appropriate.

To facilitate problem resolution at the lowest level, DRSD has developed and maintains a dialogue with key agencies. When appropriate, staff can contact necessary agency personnel to present and discuss issues. DRSD is encouraged to comment efforts undertaken by state agencies on relevant systemic topics.

DRSD staff meet regularly to review and analyze case activity and methodology and to evaluate program effectiveness. Factors considered included in these processes are client eligibility based on mandate and case criteria; relationship to established priority area; timeliness; and client expectations versus outcome etc.

The component of DRSD that will implement the Partners in Policymaking training is the PADD Program. The PADD Program has staff located in Pierre, Sioux Falls, and Rapid City. The program staff includes: Executive Director; Program Lead, Legal Affairs Director; staff attorneys, advocacy service representatives, and administrative support staff.

A Partners in Policymaking Coordinator will implement the objectives of the project. The Executive Director, Fiscal Manager, and clerical support will be available to provide direction and technical assistance, consultation, and clerical support.

DRSD has successfully conducted Partners in Policymaking since its inception in in South Dakota in 1992. Overall evaluations of the program are excellent. Testimonies from participants continuously reflect the positive impact the program continues to have on their lives and those of their family members.

Facilities and Equipment:

The Partners in Policymaking Coordinator will utilize space at the DRSD office in Pierre. This allows for geographical dispersion in the state and enables the program staff to access key office equipment such as telephone, copier, fax, computers, etc.

The office is accessible and located near designated accessible parking. The office is self-contained to include a break area. An accessible lavatory is located on site. The office is equipped for accessible communication.

Timothy E. Neyhart

341 N. Highland
Pierre, SD 57501

H: 605-280-5213
W: 605-224-8294

WORK HISTORY:

June 15, 2014 to present - Executive Director for DRSD. Oversee agency staff and works closely with Board of directors. DRSD is the state designated protection and advocacy system and is a private, non-profit corporation providing an array of advocacy services statewide to eligible individuals. Maintains active caseload of clients, published articles in the agency newsletter, assists in the development and conduct of peer professional meetings and trainings at the regional and national level and is a member of disability related committees including state Council on Developmental Disabilities. As Executive Director, he presents regularly to client/parent/professional groups on disability related issues, including ADA, Section 504, special education, mental health, planning issues relating to family members with disabilities, SSI/SSDI process and access, advance directives, and DRSD agency public orientation. He participates in public hearings, forums, task forces, and work/writing groups relative to development and implementation of state plans and the provision of services to individuals with disabilities including state Departments of Social Services, Human Services, Education and local public and private entities. He monitors the work of the State Legislature and comments when requested on public interest issues.

June 2002, to June 2014 – Appointed as the Director for the Protection and Advocacy for Developmental Disabilities Program (PADD). Duties include working with staff, DRSD Governing Board, individuals served, and their family members to develop and implement goals and strategies designed to provide individual and systemic advocacy services for people with intellectual and developmental disabilities. He communicates with program staff to provide this information to the staff and support their daily activities to meet the identified goals and objectives. This position provides technical assistance, outreach, training, and other supports for the Partners in Policymaking training. The current design of the agency requires that this position support and provide direct assistance to the intake process. The PADD Director carries an active case load, participates in outreach, public speaking, and training. The PADD Director is part of the Developmental Disabilities Network. When needed, act as the Executive Director's representative at various meetings and events. Some examples include acting as the proxy at the National Disabilities Rights Network Executive Director's meeting, Developmental Disabilities Planning Council meetings and state Rehabilitation Advisory Council meetings. This position prepares an annual report to the federal funding source to describe the completed activities of the program and to share the goals for the upcoming year activities.

November 2000 to June 2002 – Appointed as the Director for the Client Assistance Program (CAP). This position is responsible for implementing the Client Assistance Program in South Dakota. Some duties include carrying an active case load, training, outreach, serving on the state Rehabilitation Advisory Councils. Some of the highlights included participating in the cultural diversity initiative, the CAP committee for commenting on the rewrite of the Rehabilitation Act regulations and other activities at the national level. Served on the committee to write the grants for the development of tribal vocational rehabilitation programs in South Dakota and was present to accept an award from National Association for the Protection and Advocacy Services (NAPAS-name now changed to National Disability Rights Network-NDRN) to DRSD for Cultural Diversity Activities.

June 1999 to November 2000 - Appointed as the Director for the Protection and Advocacy for Individual Rights program (PAIR). This position had duties like the ones described above.

January 1990 to June 1999 - Advocacy Services Representative. Advocacy Services Representative duties include advocating for and promoting inclusion and equality for individuals with disabilities. This job requires knowledge of disability law and regulations, development of training curriculum, building relationships with other groups and organizations, training, and public speaking. Responsibilities include representation of persons with disabilities in meetings and formal proceedings with schools, community support providers, social security, rehabilitation services, etc. This position involves extensive outreach activities locally and statewide, comprehensive record keeping, report writing, and communication skills.

EDUCATION:

Graduate training at the University of South Dakota, Extension Program (hours in Special Education and Counseling).

Undergraduate training at Northern State University, Aberdeen, SD (Bachelor of Science in Secondary Education).

Additional education includes many hours of continuing education through in-services, workshops, conferences, and individual tutoring on various topics. Some areas of emphasis include special education law and regulations, Social Security benefits training, Vocational Rehabilitation Hearing Officer training etc.

AWARDS AND ACCOMPLISHMENTS:

- Former Chair and Vice Chair of Board of Service to the Blind and Visually Impaired
- Member the Board of Director's for South Dakota Coalition of Citizens with Disabilities
- Member of the Core Stake Holders Advisory group
- Former member of the state Rehabilitation Advisory Council
- Speaker at state and national conferences
- Received the 1998 Distinguished Service Award from the Governor's Committee on Employment of People with Disabilities

SPECIFIC SKILLS:

- Mediator for various settings
- Identify barriers and develop strategies for solutions
- Negotiate with others to facilitate development of their own unique goals and solutions
- Synthesize, condense, and organize vast of amounts of information efficiently
- Extrapolate ideas, techniques, and knowledge from other sources for new uses
- Develop and utilize local, state, and national resources
- Management of detail and data in a timely and efficient manner
- Evaluation of systems toward constructive changes
- Function as a team leader
- Communicate well with individuals and groups
- Organize information for reporting purposes

SANDRA L. HOOK

SUMMARY OF QUALIFICATIONS:

Background encompasses fifty years of progressive administrative experience for a variety of entities. Extensive experience in public relations and advertising; personnel/supervision; spending authority within budgetary limitations; negotiating sales contracts; conference arrangements; training; scheduling of employee work hours; recruiting, interviewing and hiring employees; liaison; preparation of office/training manuals; special projects/promotions coordinator; seeking and hiring speakers; and the operation of various computer programs. Presenter for customer service seminars during the spring of 1994 and 1995.

EDUCATION AND TRAINING:

- High school graduate, Winner High School, Winner, SD-May 1969
- One semester college-Southern State College, Springfield, SD, 1970
(32 credit hours-tested out of several classes due to an extended absence due to surgery and hospitalization)
- Computer training, Omaha, NE, 1982, 1983
- Management of Interpersonal Relationships training, Sioux Falls, SD-March 1985
- Exceptional Service to the Customer Seminar-May 1986
- Governor's Conference on Tourism-1992, 1993, 1994, and 1995
- Several seminars on motivation, sales, public relations-1988 through 1996
- Journalism, Advertising & Design Workshop-1995, 1996
- Partners in Policymaking Quality Summer Leadership Institute, Chicago, IL-August 1997
- The Grammar and Usage Seminar, Rapid City, SD-March 1998
- Web Page Design, Pierre, SD-May 1998
- Puppeteer for Kids on the Block-1998 to 2001
- Partners in Policymaking Summer Leadership Institute, Louisville, KY-June 1998
- Training the Trainer—Putting Humor in your Training Seminar, Rapid City, SD-May 2006
- Fiscal training, Houston, TX – July 2019; Virtual Fiscal training – June 2020
- NDRN National Meeting virtual training – June 2020

ORGANIZATIONS:

- Past President/Outstanding Member, Winner Community Playhouse, Winner, SD
- Past Member of Youth Leadership Steering Committee, Pierre, SD
- Received Outstanding Actress Award/Winner Community Playhouse 25th Anniversary, 1999

EMPLOYMENT EXPERIENCE:

Disability Rights South Dakota – Executive Assistant - 1996 to present
Disability Rights South Dakota - Partners in Policymaking Project Coordinator - 1997 to present
Holiday Inn Express-Evening/Weekend Front Desk Clerk –2001 to 2002
Days Inn - Evening/Weekend Front Desk Supervisor - 1996 to 2001
IMA, Inc. - Sales & Marketing Director - 1988 to 1996
HFS, Inc. - Reservation Center Manager - May to September 1994 (seasonal part-time job)

ASSURANCES

1. The applicant assures that grant funds made available under the SDCDD will not be used to supplant state or local funds but will be used to increase the amounts of such funds that would be made available for other similar activities.
2. The applicant assures that grant funds made available under the SDCDD will be used to complement and augment rather than duplicate or replace services for individuals with developmental and intellectual disabilities and their families who are eligible for federal assistance under other state programs.
3. The applicant assures that fund accounting, auditing, monitoring and such evaluation procedures as may be necessary to keep such records as the SDCDD shall prescribe will be provided to assure fiscal control, proper management, and efficient disbursement of funds received through the SDCDD.
4. A clear audit trail must be maintained for each source of funding. Receipts, expenditures and disbursements must be individually accounted for from each source of funds.
5. The applicant agrees to submit reports indicating activities undertaken, expenditures, match provided, program income and general progress of the project. Projects are required to submit a final report at the end of the grant funding period.
6. The applicant certifies that the program contained in its application meets all the requirements, that all the information is correct, that there has been appropriate coordination with affected agencies, and that the applicant will comply with all provisions of the SDCDD and all other applicable laws.
7. The applicant understands that although an effort will be made to continue the funding of projects of proven effectiveness or with a record of proven success, each project must stand on its own merit each year. No project will be guaranteed continued funding. NOTE: Projects/programs must re-apply annually for funding.
8. This agreement depends upon the continued availability of federal funds and expenditure authority from the Legislature for this purpose. This agreement will be terminated by the State if the Legislature fails to appropriate funds or grant expenditure authority. Termination for this reason is not a default by the State nor does it give rise to a claim against the state.
9. The applicant also understands and agrees: 1) that funds received are to be expended only for the purpose and activities covered by the applicant's approved application and budget, and 2) that the grant may be terminated at any time by the SDCDD if the applicant fails to comply with the provisions of the SDCDD legislation or any of the certified assurances listed above and in the grant agreement.

CERTIFICATION – I certify that I have read and reviewed the above assurances and will comply with all provisions of the South Dakota Council on Developmental Disabilities legislation and all other applicable federal and state laws.

Tim Neyhart 9/22/2020
Signature of Authorizing Official Date

Tim Neyhart, Executive Director
Disability Rights South Dakota
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Pierre, SD 57501
605/224/8294