

# Developmental Disabilities Leadership Development Program



Local Leadership  
Project Coordinator Handbook  
Washington State Developmental Disabilities Council  
June 2010



## I. Background/History

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### ***Background***

The Washington State Developmental Disabilities Council (DD Council) Leadership Development Program began in 1989. For 11 years, participants were brought from all over the state to workshops at the University of Washington. In 2000, the DD Council started funding local leadership projects in various communities throughout the state. Since these local projects have started, leaders have been trained in 26 of Washington's 39 counties.

The DD Council periodically publishes a Notice of Funding Availability inviting organizations to apply for funding to conduct leadership training in their community. Three projects are selected for funding per year. Each project has a coordinator and assistant coordinator.



### ***The Purpose of the Leadership Development Program***

- Educate people about service systems
- Train people in advocacy
- Develop capacity throughout the state
- Develop new leadership in the DD movement

### ***The Developmental Disabilities Council's Role***

State DD Councils are charged by federal law to "...engage in advocacy, capacity-building and systemic change activities that assure people with developmental disabilities and their families participate in the design of and have access to needed community services, individualized supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life, through culturally competent programs..." (PL 106-402).

The Washington State DD Council is committed to developing leadership, advocacy and community capacity across the state. Graduates have gone on to serve in leadership capacities in many organizations, including appointment to the DD Council.



## II. Coordinator Activities/Responsibilities

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### Project Planning Overview

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Local leadership projects are conducted in local communities. A suggested outline for action steps is listed below:

#### Recruit Local Leadership Participants

1. Identify dates and times for meetings. It is helpful to have specific dates identified before people apply.
2. Secure space for leadership training meetings.
3. Identify process for recruiting applicants.
4. Develop application and recruitment materials (letter or flyer). List topics to be covered.
5. Distribute application as widely as possible.
6. Review applications and select participants.
7. Notify participants of selection for the project.



*More information about recruitment is on page 6 of this handbook.*

#### Develop Curriculum/Workshop Content

1. Identify and ensure curriculum topic areas are covered.
2. Arrange for speakers, and other information/learning opportunities for workshops.

*More information about workshop content is on page 3 of this handbook.*

#### Resource Notebooks

1. Identify items for inclusion in notebooks
2. Order and prepare notebooks
3. Distribute notebooks
4. Add to notebooks
5. Include class roster and schedule of meetings.

*More information on Resource Notebooks is on page 9 of this handbook.*

#### Prepare for Legislative Weekend

1. Work with DD Council staff to make arrangements for project participants.
2. Work with DD Council staff to prepare participants for workshop activities.

*More information on Legislative Weekend is on page 11 of the handbook.*

#### **Past Project Coordinator's Perspective: It's a Two Person Job**



“It really is a more than one person job to do this project. I did the calling to get the speakers. The person I worked with took care of the meals and calling the participants. It is a big project to get everything ready for the meetings.... There is a lot more to do than you could imagine.”

# Workshop Content Development

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## Workshop Content

Local Leadership projects need to give participants information in at least the following topic areas:

- History of the Developmental Disabilities Civil Rights Movement
- Government (state & federal) programs & systems
- Community-based programs
- Special education history/current education system
- Self-determination and self-advocacy training (at least one of the trainers must be a self-advocate)
- Skill building (communication skills, negotiating, project planning)
- Local community systems and resources
- Systems advocacy training
- How to develop and conduct a community project
- Homework (internships)
- People First language/concepts



## Workshop Design

First time local leadership coordinators may feel overwhelmed. Here are a couple of tips from previous coordinators:

- **Collaborate, collaborate, collaborate.** By involving other organizations in the planning and delivery of workshops, you will:
  - Increase participants' exposure to local community leaders
  - Increase participants' connection to local organizations
  - Provide increased opportunity for individuals to network with these organizations for either their homework or community project
  - Have more opportunity to develop creative ideas for teaching the materials.
- **Avoid Talking Heads Only.** When designing a workshop, it can be easy to schedule speaker after speaker. Speakers are necessary, but remember that people (and especially adult learners) stop learning after about 20 minutes of lecture. Lectures are also the least retained method of learning. The table below illustrates the retention rate of various instructional methods:



<i>Instructional Method &amp; Learning Retention Rates</i>	
Lecture	5%
Reading	10%
Audio-Visual	20%
Demonstration	30%
Discussion group	50%
Practice by doing	75%
Teaching others	90%
Immediate application of learning in a real situation	90%

To improve participants' learning experience, schedule activities and discussions into your agenda in addition to speakers. If you still want to schedule a large number of speakers, you can ask that they build a more activities-based presentation of their materials. You can also have speakers as panels, followed by discussion/activities. Include self-advocates as speakers or on panels whenever possible.

***Past Project Coordinator's Perspective: Breaking Up the Day***



“We ordered an activity called “Get on Board this Train to Freedom” through Disability Resources. It had a lot of activities you could use with a group. We did it mostly in one afternoon, but if I had to do it over again, I would do one activity at each session to kind of break things up. People’s heads are swimming by the end of the day. There is also a Disability History Jeopardy game that you can order that is a fun way to learn.”

***Past Project Coordinator's Perspective: Breaking Up the Day***



“Icebreakers are a fun way to build group cohesion. Also, offer time on each week-end for people to share resources and give updates. ”

## ***Number and Length of Sessions***

Local leadership projects must have at least six meetings, not including the legislative weekend, with each meeting being at least a day and a half in length. A majority of projects have held their meetings on Friday evenings, followed by a full day of training on Saturday. You can do more.



### ***Past Project Coordinator's Perspective: The First Workshop***



“When we planned our first workshop, we ordered professionally made nametags for participants. We also provided them the nicest notebooks we could find. These items were helpful in getting participants to see this as a legitimate, professional experience. Participants wore their name tags everywhere, and they definitely wore them when they met with their legislators.”

## **Participation Attendance Requirements**

Participants' ability to commit to the workshops and projects should be a factor in their selection for leadership. Coordinators should develop participation requirements and inform the group at the first class what the policy is for graduation or completion (such as must attend 4 or 5 of the six workshops, do the homework and have a community project). Having some kind of criteria for graduation stated at the outset is important and ensures participants understand how their attendance will affect them. Coordinators might also offer to brief people on what they missed if they do miss a workshop.

## **Self-Advocates as Trainers**

Using self-advocates as trainers is a required part of the local leadership project process. Self-advocates are especially effective as trainers for the self-determination and self-advocacy sections of the training.

## **Interactive Activities**

Past coordinators state that hands-on interactive activities increase participant engagement in the training sessions. Ensure that people mix with different people when they participate in small group activities.

## Assistance for Identifying Speakers and Materials

A list of potential speakers is located in Appendix D. DD Council staff can also refer you to other resources for speakers. You are encouraged to talk with other current and past project coordinators for ideas. Sometimes projects have shared a speaker.

### *Past Project Coordinator's Perspective: Using Speakers*



“One thing I learned is that you need to call (or email) all your speakers a few days before and remind them. The one time I didn’t call the day before, we had two speakers who were no-shows. Regardless of how well you prepare, have a back up activity you can use in case a speaker doesn’t show up, so you don’t have empty time in your day. Also make sure that you’re aware of any audio-visual needs they may have.”

## Recruiting Participants

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### *Participant Diversity*

When recruiting participants, you will want to assure diversity, not only by ethnicity, but also by age of participants. 15% of the participants should be self-advocates. First time project coordinators should allow a three-month timeline for recruitment, especially if there aren't any advocacy groups in your area. Diverse groups may include:

- Parents of children with developmental disabilities of all ages
- Self-advocates, including high school age students
- Participants from different ethnic/cultural backgrounds
- Service providers/case resource managers/family resource coordinators
- Different disabilities and needs



Regardless of the level of group diversity, the training needs to be as one group. Leadership development is an integrated model.

### *Potential Recruitment Target Areas*

- Self-advocacy groups
- Vocational settings
- Interagency Coordinating Councils (ICC)
- DD Case Resource Managers
- Parent to Parent
- Special Olympics
- Providers
- Local Arcs and other organizations
- DD parent coalitions
- Disability organizations
- Daycares that serve children with special needs



### *Past Project Coordinator's Perspective: The Recruitment Process*



“Because we’re in a small community, we were able to accept everyone who applied. In the end, some people had to drop out. It is a good strategy to over-recruit because you will have people who will not be able to make it after they commit.”

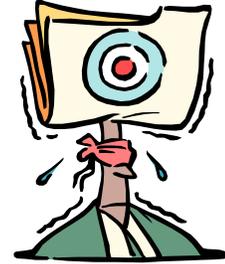
## ***Recruitment Materials***

By selecting the dates for your workshops first, and placing them on the recruitment materials, you will increase the probability that applicants will be available for the dates that have been selected and understand the time commitment required should they be selected to participate. Include the date of the Olympia week-end as well. It is a requirement like all other workshops.



## ***Projects Targeting Specific Communities***

Coordinators from past projects emphasize the need to include someone from the community you want to target as a partner in the project. This provides vital buy-in for the process. Participants will find it easier to participate fully if there is someone from their culture with whom they can relate.



### ***Past Project Coordinator's Perspective: Targeting Specific Populations***



“I found it helpful to receive a targeted list from our local Parent to Parent coordinator to identify younger families that might be interested in applying. Phoning those specific people is a great way to recruit and spread the word.”

### ***Past Project Coordinator's Perspective: Targeting Specific Populations***



“When I was applying for the local leadership grant, I put down another person as a co-instructor who was bilingual and connected to the Hispanic community. This made it much easier to involve the Hispanic community and increased participants' confidence that we could relate to their culture.”

## Workshop Logistics

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### Agendas

Have an agenda for each training. It should include (or make available as an extra handout) contact information for speakers/guests. Some projects place the weekend-specific material in their own folder.

### Council Presentations

The DD Council's Public Policy Director will want to meet and talk with each group before the December legislative weekend. Plan for 2-3 hours for this session.

### Activities

Be sure to build discussion and activity time into your agendas. Distribute "update" or outcome forms at meetings to list such information as: "I attended a local meeting since we met"; "I contacted a policy maker on \_\_\_\_ issue", "I contacted a school official about \_\_\_\_"; "I advocated with \_\_\_\_\_ on a DD issue."

### Participant Supports and Accommodations

Make all necessary arrangements to support and accommodate each participant appropriately and effectively.

### In Kind Forms

Take in-kind forms to each meeting so it's convenient for participants to fill them out.

### Food

Arrange for food on-site.

### Childcare

Arrange childcare as needed. It's safest and most defensible to follow state or county reimbursement rates for childcare and personal assistance, with flexibility for exceptional circumstances. Exceptional circumstances that merit more financial support might be a family with several children with special needs or a medically fragile family member who needs nursing care.

### Evaluations

Develop an evaluation form and use it for each workshop. Keep the evaluation simple to ensure participants will complete it and try to learn from the evaluations.

### Materials for Resource Notebooks

Putting three-ring punches in materials will help participants keep their notebooks organized and increase the probability they will utilize the notebooks. Individual folders or portfolios have also worked well for people in the past. Let speakers know that participants keep a notebook.

### *Past Project Coordinator's Perspective: Providing Dinner*



"Serving dinner (at Friday evening's meetings) was helpful, so people who were coming from work didn't have to worry about fixing a meal and then coming to the meeting. It bonded the group together and provided time for participants to socialize."

## Resource Notebook Development

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Resource notebooks provide an organized way for participants to keep items of interest in one place. A three-ring notebook with dividers or a large folder make good choices for keeping materials participants will use close at hand. Some suggested categories and resource materials are listed below:

- ❑ **Workshop Participants/Coordinators Contact Information** - This can include names, addresses, phone numbers and email.
- ❑ **Self-Advocate Organization Information** – Information about People First, Self-Advocates of Washington (SAW), Self-Advocates in Leadership (SAIL), and contact information for local self-advocates active in these or any other appropriate organizations.
- ❑ **Parent/Community Organizations** – Examples of helpful materials include DD parent coalition contacts, and the statewide contact lists from Parent to Parent, Father’s Network, Infant Toddler Early Intervention Program, and Family Resource Coordinators.
- ❑ **A business card organizer.** Speakers almost always bring business cards to distribute to project participants. An 8 ½ x 11 plastic business card holder that can be inserted in a three-ring notebook can be used to keep these business cards in the resource notebook.
- ❑ **Local Community Resources** – Good items to include would be contact information for:
  - Local and regional Division of Developmental Disabilities offices and case resource managers (names, titles and phone numbers)
  - Local WorkSource Center
  - Independent Living Centers
  - Local care providers
  - Area Agency on Aging (which has a caregiver project)
  - Division of Vocational Rehabilitation (DVR)
  - Local school districts and contact information for Special Education Directors
  - Legislative information ([www.leg.wa.gov](http://www.leg.wa.gov))
  - Legislative districts and contact information
  - Federal contact information for US Congress, President and major funding sources such as SSI
  - Supplemental Security Disability Determination Benefits Planners
  - Children’s Protective Services and Adult Protective Services



- Local Community Services Office (Department of Social and Health Services)
  - Handouts from various speakers that list their names and phone numbers
- ❑ **Leadership Information** – Handout(s) on what a leader is and other inspirational pieces.
  - ❑ **Communication** – Resources for skill building, like *True Colors*, the difference between “assertive” and “aggressive”, particularly if these are associated with activities in your workshop.
  - ❑ **Acronyms** in the DD field.

As always, use what you think works for your situation.

DD Council staff can help you get some of these lists and will bring a number of informational pamphlets when coming to speak to your group in the fall. We advise putting the date somewhere on each handout because information and people change. After a few years, that information may become just a starting point.



Also, if people want to keep handout information on workshop topics (education, employment etc), it may be easier to organize each day or workshop topic in its own colored, labeled folder. The Resource Notebook can get pretty hefty and people complain!

It is helpful to have a three-hole punch in the meeting room so participants can immediately add speakers’ resource handouts to their notebooks if they desire.

<b><i>Past Project Coordinator’s Perspective: Notebook Organization</i></b>	
	<p>“If we were to do it over again, we would schedule time in the agenda for participants to manage (organize) their notebooks. By the time participants get home, so much time has elapsed since they received the materials that it is difficult for them to know where things should go. That time in the meeting would allow people to know where materials should be put in the notebook and increases the likelihood they can easily reference needed information when the workshops are over.”</p>

## December Legislative Weekend Workshop

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### Legislative Advocacy Weekend

Legislative Weekend is usually held the first weekend in December in Olympia. Participation at the Legislative Weekend is a requirement of the Leadership training. Traditionally, legislative weekend starts at noon on Friday and continues until approximately 1:00 on Sunday. The cost for travel and child care is included in your Local Leadership contract budget, while the DD Council covers food, hotel, meeting rooms and Olympia accommodations. Dress is casual with comfortable walking shoes.

### Legislative Advocacy Weekend Travel Planning

Beginning in October, the coordinator will need to work with DD Council staff to make travel arrangements and overnight accommodations for their group members.

Project participants will need to:

1. Identify any special accommodation needs (personal assistance, meeting assistance, accessible room, childcare, diet)
2. Choose a roommate
3. Read the legislative issue information provided before the workshop and bring that information with them to the workshop. Council staff will help people prepare for the weekend
4. Receive directions on time, location and general information on flow of the week-end



### Changes to Travel Arrangements

Participants need to let project coordinators know if there will be a change of plans after arrangements have been made. Local coordinators need to contact the DD Council's Leadership Program Manager with changes so the DD Council has an accurate count for meals and meeting space.

### Community Action Plan

It is suggested that the group develop a Community Action Plan before the project ends. Some projects have also required participants to develop a Personal Action Plan as a way for people to stay involved. Sample questions are in Appendix A.

## Graduation/Completion

It is hoped that each group will hold a graduation ceremony where participants receive a graduation certificate or diploma. Participants not meeting the graduation requirements can be awarded a certificate of participation.

Your graduation can be part of the final workshop or a special get together, like a picnic. Some local leadership projects invite local community leaders to attend in order to emphasize the importance of the project. Inviting participants' families to attend makes the graduation more of an event and provides an opportunity for families to make connections with other families.



### ***Past Project Coordinator's Perspective: Making Graduation Special***



“We had our graduation at a local civic center. It was a potluck and barbeque. Donna Patrick came and that was special for the participants for two reasons. One reason was that everyone had formed a relationship with her during Legislative weekend, and the second reason was that it made everyone feel that the event must be pretty important if someone was willing to come all the way from Olympia to attend. People’s families were invited to attend and it was a really special time.”

### ***Past Project Coordinator's Perspective: Attendance Requirements***



“Nothing can bring down the level of excitement and accomplishment more than participants finding out that they won’t be eligible for graduation. Even though it may seem awkward to discuss attendance expectations at the first class, it is nothing compared to having to tell someone that they haven’t completed the program. If attendance is covered at the first meeting, then everyone knows what is needed to graduate.”

### ***Note from the DDC: Lasting Impact on Inclusive Communities***



“The DD Council, as well as leaders and organizations in the state DD movement are extremely interested in local leadership community projects. This is where we are most likely to see a long-term change in communities throughout the state. Please support and involve people on an ongoing basis, it is how we can all contribute to building strong, inclusive communities.”

## Project Reporting/Expenses

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### ***Project Reporting***

When you receive your signed contract, you will also receive electronic copies of three forms you need for reporting purposes. These forms are:

1. In-Kind Contribution
2. Voucher Distribution
3. Physical Inventory

If you have questions about any of these items, please contact the DD Council's Contracts Coordinator (see Appendix B).

### ***Reporting***

Reports are due to the Council within 15 days of the end of the following quarter periods:

1. January 1-March 31
2. April 1-June 30
3. July 1-September 30
4. October 1-December 31



The quarterly report format allows for communication about the status of project outcomes, activities, progress, and expenses during the period. Narrative sections are available and should be used to communicate, not only period specific detail, but overall summaries of the following:

- Details on activities, such as workshops held and attendance
- Lessons learned about challenges and barriers
- Milestones and major achievements
- Description of what the participants are currently doing or intend to do for their community projects
- Recommendations for future projects/activities
- A plan for supporting participants in their community projects
- How the participants' project work will contribute to their community and the statewide DD movement.

The Council is transitioning to an online reporting application. Therefore, the contracts manager will coordinate an orientation meeting within the first month of your contract.

### ***Request for Reimbursement***

Project expenses may be reimbursed monthly using the Voucher Distribution Form. The form must have an original official signature to be processed for payment. It is not necessary to provide supporting documentation with your voucher. However, you must be able to provide sufficient documentation of all reimbursed expenses upon request.

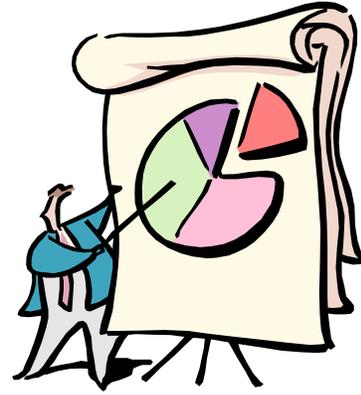
### ***Physical Inventory***

Items such as computer programs, films, tapes and documents purchased with contract funds are the property of the DDC, per copyright law.

### ***In-Kind Contributions***

In-Kind contributions can be either “hard” or “soft” contributions to the project:

- ❑ Hard in-kind contributions are funds (cash) provided by the organization from sources other than federal funds.
- ❑ Soft in-kind contributions are non-cash contributions such as outside volunteer hours, participants’ time reading materials, attending workshops, doing homework and travel time. Volunteer hours are valued at \$35.00 per hour.
- ❑ Both hard in-kind contributions and soft in-kind contributions are reported on the In-Kind form and on the Request for Reimbursement under “Match.”



The In-Kind Contribution form should be submitted to the Council by regular mail because it requires an original official signature.

### ***Another Kind of Reporting: Mandatory Reporting***

Once you begin your contract, you will assume the duties of a mandatory reporter. Specific information about mandatory reporting laws will be provided during your initial meeting with Leadership Program staff.

## Participant Activities/Responsibilities

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### Attendance and Participation

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Local leadership project participants are expected to participate in the program as follows:

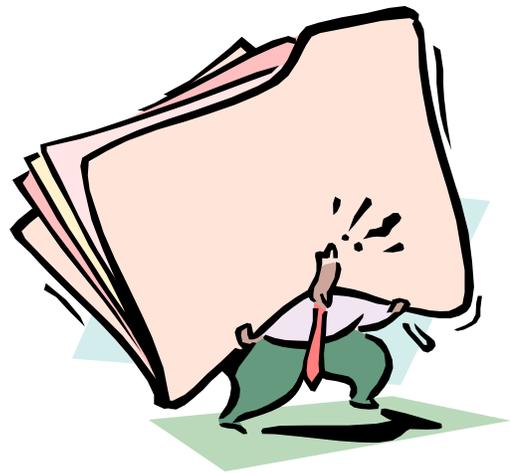
- Attend and participate in local leadership workshops
- Attend and participate in December Legislative Weekend Workshop
- Complete homework assignments
- Develop a project for implementation for the period following the workshops

### Homework

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Local leadership programs must include an out-of-class activity to help participants get out into their community. The purpose is to make connections with other people and organizations, so that participants start seeing themselves as change agents. Homework activity ideas include:

- Attend Advocacy Day, Self-Advocates in Leadership (SAIL), DD Council, State or local ICC; People First, etc.
- Attend meetings of elected officials (legislators, county commissioners, etc.).
- Meet with county coordinator
- Meet with community developmental disabilities groups such as Parent Coalition, Parent to Parent, Father's Network, Sibling Support Project, etc.
- Attend a school board or special education meeting.
- Interview someone in the community you think is relevant to the DD movement or you want to educate about developmental disabilities.



## Community Projects

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Project participants need to develop a community project by the end of the workshops and implement the project over the 12-18 month period of the contract. Project coordinators will provide technical assistance and monitor the implementation of the projects. Projects are meant to have a lasting impact on participants' community or the state and keep them involved in the DD movement.

Examples of community projects Leadership participants have undertaken:

1. **Develop a chapter of a state or national organization, such as:**
  - A self-advocacy organization
  - Father's Network
  - Parent to Parent
  - Autism Society
  - Fetal Alcohol Family Resource Institute
  - FAAAS (Families of Adults Afflicted with Asperger Syndrome)
  - WAMI (Washington Advocates for Mental Illness)
  - Special Education Parent Advisory Council (SEPAC)
  - Traumatic Brain Injury Association
2. **Join an existing organization and become a contributing member.**
3. **Develop a DD Parent Coalition.**
4. **Develop a respite care program in your community.**
5. **Develop an integrated recreation program in your community.**
6. **Develop a program for an extended school year and after school activities.**
7. **Try to get an issue through the legislature.**

Examples might include:

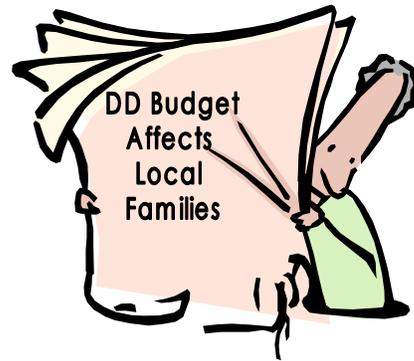
  - Wheelchair and other accessibility issues (beyond ADA).
  - Funding of family support or transition to employment services.
8. **Set up a web page for a particular issue with resources and links.**
9. **Write grants for scholarships for people to attend conferences and trainings.**
10. **Develop a lending library of materials and resources for your community.**
11. **Serve on a local or statewide board or committee. Examples of committee types might include:**
  - County or state DD Advisory Committee
  - County or state Arc board



- DD Council
- Special Education Coalition
- Non- DD community organization

**12. Educate and organize people around something that is important to you, like changes in the way a school operates or getting curb cuts on all the downtown sidewalks.**

**13. Develop a relationship with the local media** (newspaper reporters and radio station disc jockeys) to educate them about People First (or Respectful) language and concepts. Encourage them to provide positive media coverage of events that include individuals with developmental disabilities and their families as an integral part of their communities. One person specifically wanted more coverage of individuals with disabilities participation in sporting events.



**14. Become a regular participant in the political/advocacy process. Some ideas for participation include:**

- Attend Wednesday Legislative Advocacy Days during session
- Develop relationships with legislators when they are at home – maintain communication and education year round.
- Develop relationships with city and county Council members or school board members and educate them about disabilities, special education, recreation and accessibility.

**15. Run for elected office or work in a campaign for someone you support.**

**16. Assess your community for ADA accessibility compliance.**

Educate people about the importance and need for accessibility.

**17. Develop housing options that are affordable and accessible.**

Some options that have been explored are:

- Some families have gone together in a cooperative housing venture to buy a home for their adult children to live in.
- A variation is one family buying the home for the adult with a developmental disability who shares the home with a live-in caregiver.

**18. Work on improving special needs transportation in your community.**

**19. Mentor high school students about life after high school**

**20. Become involved with non-DD groups; join generic community boards**





**WASHINGTON STATE  
DEVELOPMENTAL  
DISABILITIES COUNCIL**

**AGENCY USE ONLY**

AGENCY NO 1030	LOCATION CODE	PR/AUTH NO.
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**FORM 19-1A VOUCHER DISTRIBUTION**

**INSTRUCTION TO VENDOR OR CLAIMANT:**  
Submit this form to claim payment for materials, merchandise or services. Show complete detail for each item.

**AGENCY CONTACT:**  
Jennifer Blazian, Contracts Manager  
Developmental Disabilities Council  
PO Box 48314  
Olympia, WA 98504-8304

**VENDOR'S CERTIFICATE:**  
I hereby certify under perjury that the items and totals listed herein are proper charges for materials, merchandise or services furnished to the State of Washington, and that all goods furnished and/or services rendered have been provided without discrimination because of age, sex, marital status, race, creed, color, national origin, handicap, religion or Vietnam era or disabled veterans status.

**VENDOR OR CLAIMANT (warrant payable to):**  
NAME  
ADDRESS  
CITY, STATE, ZIP

\_\_\_\_\_  
SIGNATURE (use ink of any color but black)  
\_\_\_\_\_  
TITLE DATE

**CONTRACT INFORMATION:**  
PROJECT  
CONTRACT

**PERIOD EXPENDETURES WERE INCURRED:**  
\_\_\_\_\_  
START DATE (MM/DD/YY) TO \_\_\_\_\_  
END DATE (MM/DD/YY)

CATEGORY	EXPENDITURE AMOUNT	MATCH / IN-KIND
Salaries	\$ -	\$ -
Benefits	\$ -	\$ -
Personal Services	\$ -	\$ -
Goods & Services	\$ -	\$ -
Travel	\$ -	\$ -
Equipment	\$ -	\$ -
Client Services	\$ -	\$ -
Indirect	\$ -	\$ -
<b>TOTAL</b>	<b>\$ -</b>	<b>\$ -</b>

**AGENCY USE ONLY**

FED TAX ID NO.	PROGRAM APPROVAL	DATE
DOC INPUT DATE	CURRENT DOC NO.	REF DOC NO.
		VENDOR NO.
		SUFFIX
ACCT NO.	ASD NO.	VENDOR MESSAGE

TRANS CODE	MOD	MASTER INDEX	FUND (ACCT)	APPN INDEX	PROGRAM INDEX	SUB OBJ	SUB SUB OBJ	SUB PROJ	GL ACCT	SUBSID ACCT	TYPE	AMOUNT	INVOICE NUMBER

SIGNATURE OF ACCOUNTING PREPARER FOR PAYMENT	DATE	WARRANT TOTAL	INVOICE DATE
ACCOUNTING APPROVAL FOR PAYMENT	DATE		
	21	\$	



## **Leadership Community Action Plan**

How will you educate the public/your community about developmental disabilities?

Do you want to develop and nurture media contacts in your community?

Do you want an advocacy plan for your group? What types of advocacy and with whom? What activities would that entail?

How could you develop relationships with elected officials and other policy makers in your community?

Do you want to reach out to the business community to develop employment opportunities?

Can you connect with other disability or related groups with common goals?

What do you want to do as a group to stay connected and grow after the project ends?

How could you tie in some participant community projects with a bigger community action plan?

## **Appendix B: Council Staff Working With Local Leadership**

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Director of Public Policy

Donna Patrick

Responsible for technical assistance to Local Leadership Projects and December  
Legislative Training Workshop

Phone: 800-634-4473 or 360-586-3566

Email: Donna.Patrick@ddc.wa.gov

Contracts Manager

Jennifer Blazian

Responsible contracting processes

Phone: 800-634-4473 or 360-586-3554

Email: Jennifer.Blazian@ddc.wa.gov

## Appendix C: Potential Workshop Resources

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These are people who have contributed to the Leadership Program. You are by no means limited to these people. We are always looking for new resources and to develop new leadership in the DD movement.

### History of the DD Movement

Hank Bersani, Jr, PhD  
345 N Monmouth Ave.  
Monmouth, OR 97361  
503-838-8687  
Email: [bersanh@wou.edu](mailto:bersanh@wou.edu)

Cecile Lindquist – History of Special Education. B-3  
10223 59th Ave South  
Seattle, WA 98178  
206-524-6564  
Email: [rmladvisors@comcast.net](mailto:rmladvisors@comcast.net)

Sue Elliott  
Executive Director, Arc of Washington  
2600 Martin Way East, Suite B  
Olympia, WA 98506  
360-357-5596 or Toll-free 1-888-754-8798  
360-357-3279 Fax  
Email: [sue@arcwa.org](mailto:sue@arcwa.org)

Linda Rolfe, Director  
Division of Developmental Disabilities (DDD)  
PO Box 45310  
Lacey, WA 98504-6310  
360-725-3461  
Email: [RolfeLA@dshs.wa.gov](mailto:RolfeLA@dshs.wa.gov)

Ed Holen, Executive Director  
Developmental Disabilities Council  
PO Box 48314  
Olympia, WA 98504-8314  
360-586-3558 or Toll-free 1-800-634-4473  
Email: [EdH@cted.wa.gov](mailto:EdH@cted.wa.gov)

DDD Regional Administrator

Tim Corey  
Advanced Approach LLC  
6525 17th Ave. NE  
Seattle, WA 98115  
206-419-1510  
Email: tim@advanced-approach.com

## **Self-Advocacy**

People First  
Donna Lowary  
P.O. Box 648  
Clarkston, Washington 99403  
Phone: 1-800-758-1123  
E-mail: pfow@clarkston.com

Self-Advocates in Leadership (SAIL)  
Emily Rogers  
2600 Martin Way East, Suite B  
Olympia, WA 98506  
360-357-5596 or Toll-free 1-888-754-8798  
360-357-3279 Fax

Self-Advocates of Washington  
Bob Furman, Division of Developmental Disabilities, Region 5  
1305 Tacoma Ave S, Suite 300  
Tacoma, WA 98402  
253- 597-3709  
Email: furmarh@dshs.wa.gov

## **Communication Skills Building**

Greg Abel  
Sound Options Group, LLC  
PO Box 11457  
Bainbridge Island, WA 98110-5457  
(800) 692-2540  
Email: grega@somtg.com

Michael Bushmohle  
Applause Associates  
1823 216<sup>th</sup> Ave SE  
Sammamish, WA 98075  
425-392-1155  
Email: [speakwrite@comcast.net](mailto:speakwrite@comcast.net)

## **Government Systems**

County Parent Coalition (if you have one)

Donna Patrick or Ed Holen  
Washington State Developmental Disabilities Council  
PO Box 48314  
Olympia, WA 98504-8314  
(800) 634-4473  
Email: [Donna.Patrick@ddc.wa.gov](mailto:Donna.Patrick@ddc.wa.gov) or [Ed.Holen@ddc.wa.gov](mailto:Ed.Holen@ddc.wa.gov)

DDD Regional Administrator or County Coordinator

## **Employment**

County Coordinator/Local Providers

Local WorkSource Center

## **Community Based Services**

Local County Coordinators

Local Organizations

## **Systems Advocacy**

Local DD Parent Coalition

Sue Elliott  
2600 Martin Way East, Suite B  
Olympia, WA 98506  
360-357-5596 or Toll-free 1-888-754-8798  
360-357-3279 Fax  
Email: [sue@arcwa.org](mailto:sue@arcwa.org)

Donna Patrick and/or Ed Holen  
2600 Martin Way East, Suite F  
Olympia, WA 98504-8314  
360-586-3566 or 1-800-634-4473  
Email: [Donna.Patrick@ddc.wa.gov](mailto:Donna.Patrick@ddc.wa.gov) or [Ed.Holen@ddc.wa.gov](mailto:Ed.Holen@ddc.wa.gov)