Guidelines and Helpful Ideas

This section contains some guidelines and helpful suggestions in a number of areas:

Recruitment and Selection – Steps in selecting Partners participants, a timetable, and rationale for including parents of young children and self-advocates.

Creating a Welcoming Program – Making the space and information accessible and supportive for all Partners participants.

Skill-Building Activities – Engaging participants in a variety of learning approaches.

Funder-Program Relations – Mutual expectations based on involvement and accountability to the model.

Budgets – What you can expect to provide with varying amounts of funding.

Quality Improvement – The evaluation of sessions and speakers, involving participants and Coordinators in the evaluation process.

Recruitment and Selection

Timing

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

Begin your recruitment efforts at least four to six months before the first session.

- The #1 recruitment source is Partners graduates.
- Use your Council on Developmental Disabilities' mailing list or listservs as a start.
- Tap into any other lists you can access. Often, disability organizations won't release their mailing lists to anyone, but there are still ways you can use their databases. Ask them to put a story, paragraph, or announcement about Partners recruitment in their next newsletter. Or, make copies of the announcement and/or application and ask that they be inserted with the next electronic newsletter for that organization.

- Blanket your state with announcements/application forms.
  - Reach beyond the typical disability organizations to notify the largest possible audience.
  - Churches, medical facilities, schools of all kinds, therapy clinics, child care centers, and other entities are just the tip of the iceberg.
  - Use newspaper bulletin boards, retail bulletin boards, web sites, and radio.
  - Post your application on your web page; create a Facebook page and/or use other social media.
- One Coordinator had good luck using email to contact social workers in her state—they helped spread the news.
- Once the application forms start rolling in, have your Selection Team ready to go.

Coordinators use a variety of methods to review and rank applications. Basically, you want reviewers whose opinions and values you respect. The Coordinator and other Partners staff members need to be on the Selection Team. Partners graduates as well as Council members/staff or funding source representatives could be on the Selection Team.

The selection process is difficult and time-consuming, but the efforts will produce unbelievable results for the future.

A suggested timeline for recruitment looks like this:
- Six months before first session: send out applications (and continue for next two months).
- Three months before first session: Selection Team meets to review applications and select participants.
- One-two months before first session: notify selected participants.

Steps in Selecting Partners Participants
- After the deadline for receiving applications, the Coordinator reviews the applications.
- If there are any applications that are clearly outside the criteria (for instance, a person who is neither a parent nor a person with a disability), remove those applications and send a letter of non-acceptance.
- Make copies of the remaining applications and send to Selection Team members, or send applications electronically for rating and ranking (see the discussion above about membership on the Team). In addition, send each reviewer the instructions for rating and ranking applications.

- At a meeting of the Selection Team, review each application including the rating and ranking scores. Sort the applications into three groups – very strong candidates, possible candidates, and unlikely candidates.
- The Coordinator compiles all scores, ratings, and rankings from the reviewers and derives a composite score which is added to the Chart.
- At this point, a thorough review is made regarding each demographic area. Final decisions ensure a balanced group (males, minority, rural/remote areas, age of child, etc.).

Forms are available at the Partners website under Coordinator Resources, www.partnersinpolicymaking.com/classroomcoordinators.html, or enclosed in the replication packet.

Why Select Parents of Young Children?

The majority of participants in a given class of a quality Partners in Policymaking program should be parents of young children, birth through age 8:

- In general, parents of young children don't have deep allegiances to "traditional" organizations and approaches that were established in the early days of the Parent Movement. Thus, they're more receptive to new approaches and best practices. You want participants who have not yet been influenced by the status quo and who are open to fresh perspectives.

- Most parents of young children are probably not yet "leaders" and/or have much experience in advocacy and systems change. Your training dollars will reap the greatest benefits when you train the "inexperienced," rather than essentially "retraining" parents who are already involved in advocacy/leadership roles. Experienced parents are already "out there;" since annual funding of a Partners program permits you to train a limited number of people, you'll get the most "bang for your buck" by training the "inexperienced."

- Existing advocacy organizations are aging. Partners in Policymaking programs should aim to develop leadership for the coming decades. Parents of young children can make the greatest changes over the lifespan of their own children and, by extension, on behalf of others with disabilities in their state.

Responses to common objections about focusing resources on parents of young children:

Objection 1: A Partners program should include parents of children of all ages, including parents who have adult children with disabilities. To do otherwise is discriminatory.

The focus of Partners is systems change in the 21st century. The most effective way to change systems is from the ground up. Parents of young children are at that ground level. Every Partners program is investing thousands of dollars in its participants. You will get a greater return, over time, with parents of young children.

Some parents have had very negative encounters—maybe for years—with school systems and/or the service system in general. Many are angry and bitter (perhaps justifiably so), and don't believe things can change, despite new information presented by state-of-the-art Partners presenters. Thus, you don't want potentially effective advocates (parents of young children) to be negatively influenced by the pessimism of parents who have been "in the trenches" for too long. Many Partners coordinators who have selected "all parents" have seen this poisonous impact. Remember that your participants will have the opportunity to learn from a given presenter only during one weekend of training, while the participants are together over numerous weekends. Thus, despite your best efforts to bring in the highest quality presenters, younger parents may be more heavily influenced by experienced older parents, instead of a presenter, simply because they're together longer.

When parents of young adult children (ages 18 and up) apply to Partners, recognize that this is not a problem, but an opportunity: recruit the young adult son or daughter instead of the parent!

Objection 2: It's difficult to locate only parents of young children. They're not yet in the system, so they're not on mailing lists.

Right—and those are exactly the parents you want to attract! Since these parents may not be associated with traditional disability organizations, your recruitment efforts must go beyond the norm.

In addition to the usual disability organizations, target places where parents of young children may be connected: pediatric medical offices, therapeutic clinics, churches, child care and/or early childhood centers, hospital neonatal intensive care units, parent-to-parent groups, etc. Also, talk to Partners graduates about their suggestions on how best to recruit parents of young children.

Objection 3: Parents of young children can't make the commitment to attend all sessions because of child care issues.

Many parents of young children, especially mothers, may have never left their children in the care of someone else prior to Partners. They may be reluctant to commit to Partners even though they are excited about the possibilities.

If you have a high quality candidate in this position, and your own assurances aren't enough, consider enlisting the help of a Partners graduate to reassure the candidate that she/he and her/his child will survive the separation! Remind the parent that the cost of child care if appropriate, will be covered.

Parents + Adults with Disabilities = Success

Partners distinguishes itself from other leadership training programs in that it brings together adults with disabilities and parents of young children with developmental disabilities. The two groups learn from each other, bond together, and recognize the similarities of their issues, then work on each other's issues.

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

Adults with disabilities learn from the parents – their personal perspectives and life experiences—and receive these benefits:

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

children be as self-reliant and productive as possible, as early as possible.

Parents learn from adults with disabilities—their personal perspective and life experiences—and receive these benefits:

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

Ratio of Parents and Self-Advocates

Some Partners programs decide to have a class of 50 percent parents and 50 percent adults with disabilities, in an attempt at "fairness." Other programs gauge the needs of the adults with disabilities, and therefore, the potential number of personal assistants who may accompany the self-advocates, and create a class with a lower percentage of adults with disabilities. The ratio can be a critical factor in the overall success of your Partners program.

It's critical to create and maintain a cohesive group of Partners participants who will bond with each other; it's vital for parents and self-advocates to bond with each other (instead of parents bonding only to other parents; self-advocates bonding only to other self-advocates). If the ratio of adults with disabilities is too high (and too many assistants are present), the potential for deep, personal connections between adults with disabilities and other classmates is diminished—the assistants may get in the way, and those long-lasting bonds between participants are not made.

In the best-case scenario, the Partners coordinator will publicly—and repeatedly—encourage natural peer assistance: classmates helping one another. This can reduce the dependence of self-advocates on paid professionals; help self-advocates learn that they can get assistance from anyone (not just paid staff); allow parents

Durante el cuso de Coloaboradores en Lieberazgo, yo cambié de una person a que no se sentía cómoda alrededor de personas con desabilidades, a una persona que tienes muchas personas desabilitadas como amigos.

(During Partners, I changed from someone who was not comfortable around people with disabilities to one who has many people with disabilities as friends.)

Partners graduate from Colorado

to learn valuable lessons from self-advocates that will help them be better parents to their own children; and forge closer bonds among participants.

Some Partners programs have achieved great success by scheduling a meeting with self-advocates and their assistants prior to the beginning of the first session to review expectations:

- Assistants are not members of the class; they're in attendance as support only.
- If the Partners participant needs the assistant only for personal care (bathing, dressing, etc), the participant can decide whether or not the assistant should be in the meeting room during presentations.
- Assistants will be seated at tables in the rear of the meeting room and will move to participant's side only when requested by the participant. During meal times, the participant will determine if he/she needs the assistant to help with eating. During the training sessions, assistants do not participate in learning activities, ask questions of the presenters, etc. But they're welcome to interact with presenters and/or participants during breaks, mealtimes, etc.
- Assistants should not speak for the persons they're supporting unless the assistant "translating" the person's speech is the norm.
- Depending on the cumulative needs and desires of participants, the Coordinator can discuss with participants the possibility of one or more persons sharing one or more assistants during the Partners training sessions, instead of each person with a disability having his/her own "one-on-one."
- While assistants are not "official participants" of the Partners program, they will receive very valuable benefits of the Partners program vis-à-vis learning from the presenters if they're in attendance during the training sessions.

Every effort should be made to encourage and facilitate close relationships between parents and self-advocates. Most of us are "creatures of habit," and participants will normally sit at the same table, in the same chair, each time. Thus, the Coordinator should routinely request that participants sit with different people at every session, during mealtimes, etc. We should never see one table that's composed only of people with disabilities, for example. The Coordinator needs to be aware of the inclination for people to unintentionally create cliques. If participants are resistant to voluntarily "mixing it up" at every session, the Coordinator can assign seating with the use of "table tents." Small group activities should always have different combinations of participants (e.g., not all parents or all people with disabilities in any one group).

Creating a Welcoming Environment for All

A Partners program must be a model of inclusion; the physical and social environment must be supportive of and respectful of all participants.

Adhering to the following guidelines can ensure your program is a model of a welcoming, inclusive environment for all:

- Plenty of space at every table in the meeting and eating rooms for people who use assistive devices.
- All the tables in both the meeting rooms and the eating rooms have supplies of flexible straws.
- Partners participants who use assistive devices can sit at tables in the front of the room as well as in back. Ensure that they are not limited only to the tables closest to the door, and that people using wheelchairs do not have to congregate at the same or one or two tables.
- Everyone who speaks during a session, from presenters to Partners participants asking questions, uses a microphone so that everyone can hear what is being said.
- Electrical and/or microphone cords are placed and covered by mats and/or taped down so they do not pose a danger.
- The podium, projection screen, and any other visual aids are positioned to allow unobstructed viewing by all Partners participants.
- Buffet and snack tables are arranged to allow everyone, including those with visual and physical disabilities, the opportunity to serve themselves as independently as possible; no "elevation" of serving dishes on buffet tables.
- All other parts of the meeting site, including sleeping rooms, lobby areas, restaurants and bars, restrooms, entrances and parking areas are accessible to people with disabilities.
- Sufficient time is built in at breaks to accommodate everyone's needs.
- Large print, Braille, modified, or other language materials are provided to those who need them at the very same time others receive their materials.
- Allow the use of personal devices for recording.
- When dimming the lights for an audio-visual presentation, the needs of Partners participants with vision or hearing disabilities are taken into account.

- Skill-building activities (role play, small group exercises) provide opportunities for full and equal participation by all Partners participants.
- Partners participants who need help reading and/or comprehending new information receive modified materials (handouts and reading assignments). And, they receive their materials either at the same time as others or in advance. Encourage the use of online materials and links to save paper.
- The needs of Partners participants with disabilities are discussed openly and honestly, in an adult fashion, with the person directly. The person providing the assistance should do so with the input of the individual needing the service/ support. Others in the class should be made aware of and educated about these needs so that everyone assumes some responsibility for assisting each other.
- People with speech difficulties and/or communication devices should be given the time to fully express themselves.
- Paid and/or volunteer helpers are there to support people with disabilities and not get in the way of Partners participants getting to know one another. Partners participants should be able to depend on the natural support of each other, as friends always do. Keep a balance between these two scenarios.

Skill-Building Activities

To ensure Partners participants develop the Partners competencies, Partners participants should engage in a variety of learning modes. In some cases, a PowerPoint presentation is the most effective way to deliver information. In other cases, skill-building activities are better alternatives. Whenever appropriate, speakers should use participatory activities to enhance the learning process. Adult education requires additional attention to these types of activities – differences in learning styles are more pronounced and less likely to change with adults than with children.

Role Play can be effective when learning about such topics as IEP meetings, IHP meetings, legislative testimony, meeting a public official, service coordination meetings, parliamentary procedure, and contacting media personnel. Role play allows Partners participants to try out their new skills in a realistic setting without the stakes being as high as in the actual situation. It is better to make mistakes now and learn from them, than to do so during that first shot at testimony or in that precious five-minute (or less) meeting with a legislator. In fact, people often report that role-playing a situation is much harder than the real thing. The people playing the other roles are often familiar to the Partners participants, and they tend to know the subject in more detail than most policymakers.

Demonstration can be effective when learning about such topics as assistive technology and positioning for people with physical disabilities. There is no better way to know about the benefit of a particular device than to see it in action. These types of demonstrations allow parents and self-advocates to try out new and different equipment, without any pressure to buy (as when in a store) or to accept the opinion of a professional who may be recommending the product.

Small-Group Activities can be effective when learning about such topics as how to influence others to use People First language; brainstorming effective team meetings (IEP, IHP); preparing for a person-centered planning session; preparing for a meeting with educators or legislators; brainstorming ways to utilize assistive technology; advocating for people with disabilities; vision-building exercises; and organizing a grassroots campaign.

Other Ideas

- Partners participants can develop their own "time line" to get a sense of the paths that led them to the leadership role they have assumed by participating in the program.
- Partners participants can draw a bus to describe how the system feels to them as an introduction to quality issues. The key questions are "Who's driving the bus? Who's on? Who's off? Does the bus have any tires? What fuels the bus? Where is the bus going?"
- A crucial activity to practice is getting across a quick story to a public official who a Partners participants may happen to meet in a hallway. It's useful to have the three main points of an issue ready to brief a policymaker in the way that is most effective and most likely to create change. Partners are encouraged to practice using online resources available at the Partners website.

Coordinators are encouraged to enroll in courses on facilitating meetings and how to conduct training courses.

Funder-Program Relations

Funders make significant investments and commitments when they fund Partners. The return on the investment is long term – Partners graduates across the state achieve successes in legislative advocacy, systems change and grassroots organizing. The relationship between a funder and a Partners program is more than that of a giver and receiver. Funders expect documented outcomes. Partners programs expect financial, programmatic and promotional support from funders.

Funders and Partners programs form a bond that transcends the financial association. For this relationship to be mutually beneficial and result in the program outcomes, the expectations of both parties should be clearly understood.

Expectations by Partners Programs of Funders/Sponsors

Partners programs should expect the following from funders:

- Assure hiring of a qualified Coordinator who is competent as a training director.
- Incorporate the Coordinator's Essential Duties (outlined in the Quality Standards section of this handbook) into the Coordinator's job description and/or contract.
- Fully fund the program for the eight sessions required to ensure all competencies are achieved by Partners participants.
- Require regular, timely debriefings and full reports to the funder from the Coordinator about the Partners program.
- Request personal testimonials from Partners graduates about their experiences in the program.
- Encourage and assist Partners graduates to serve on policy boards.
- Retain an outside, independent evaluator to measure the program's outcomes by conducting initial, six-month, and long-term surveys of Partners participants. Encourage the use of online surveys rather than paper. Maintain a file of these evaluation reports. Encourage frequent evaluations during each weekend session so the Coordinator can get immediate feedback.
- Representatives from the funding agency should attend Partners sessions and graduation as guests. During training sessions, they should be seated at the back of the room (and not participate in training sessions or activities); during mealtimes, they can mix and mingle with participants.
- Provide funding for graduate activities separate from the basic program.
- Add Partners graduates to listservs and other networks.

- Determine and clearly communicate what the connection should be between the funder and Partners graduates, then create and maintain the supports to preserve that connection.

Expectations by Funders/Sponsors of Partners Programs

Funders should be able to expect the following from the Partners program:

- Hire a Coordinator who is competent as a training director.
- Provide debriefings on sessions, either monthly or quarterly as worked out with funder. Some funders may require quarterly reports, plus informal information provided after and before each Partners session.
- Provide personal testimonials from Partners graduates about their experience in the program.
- Support graduates through information, referral, and connections.
- Assist the independent evaluator.
- Make a commitment to improve the program through frequent measurements.

Budgets

Budgeting and financial management are some of the crucial issues that Partners Coordinators deal with in relationship to their funders. The program may be budgeted based upon a per-person cost estimate. Programs have a variety of cost constraints. The following information details what you can do with different per-person cost limits. Obviously, the more funding there is per participant, the fewer controls and limits are required for spending; simultaneously, more funding does not mean irresponsible spending. While economies do not have to be enforced as much with higher spending levels, they should not be passed up.

Programs with $4,000 to spend for each Partner can typically afford:

- A part-time Coordinator. The program becomes part of his/her existing job duties.
- Meals/lodging/meeting room space outside of a metro area. This saves on the hotel costs.
- Box lunches; buffet breakfast/dinner, selected in advance by the Coordinator.
- Two or three people to each sleeping room.
- Partners participants in local area may/may not stay overnight.
- Partners participants carpool.
- Posting all material online and providing paper copies as an accommodation.

- Reasonable maximum on respite, personal care assistants (PCAs), support services (per hour cost). The program pays these costs.
- Check and compare airline ticket prices in advance; purchase when prices may be lower (i.e. 21 day advance, or Saturday stay over).
- Interpreters/facilitators.

Programs with $5,000 to spend for each Partner can typically afford:
- Part-time Coordinator; the position may be contracted out.
- Meals/lodging/meeting room space within or outside of metro area; meals selected in advance by Coordinator; buffet or sit-down service.
- One or two people to each sleeping room.
- Encourage carpools, but individual travel OK.
- Posting materials and online forms. Paper copies are an accommodation.
- Set maximum per hour cost for respite, PCA, support services.
- Purchase airline tickets at best price time. Encourage Saturday stay over.
- Interpreters/facilitators – arrange with someone the participant knows; share costs.

Programs with $6,000 to spend for each Partner can typically afford:
- Full-time Coordinator and part-time assistant to help with logistics.
- Meals/lodging/meeting room space within metro area; meals selected in advance by Coordinator.
- All Partners participants may stay overnight at hotel.
- Partners participants may travel individually.
- Pay all respite, PCA, and support service costs. May set maximum per hour cost.
- Interpreters/facilitators – program recruits and program pays.
- Higher prices for air travel for presenters.

Programs with $7,000 to spend for each Partner can typically afford:
- Full-time Coordinator and part-time assistant. May contract out for logistics.
- Hold in metropolitan area.
- Single, maybe double rooms.
- All Partners participants stay overnight.
- Meals – pick from the menu.
- Snacks/beverages in addition to meals.
- Don't require/encourage Saturday stay over for presenters. In and out on the same day is OK.

- Partners participants travel individually; may be able to increase the maximum for mileage reimbursements.
- Program may be able to pay all respite, PCA, support services.
- Program arranges and pays for interpreters/facilitators.
- Use copying services and post materials online.

Critical Variables to address

- Location: Metro or non-metro.
- Coordinator: Full-time, part-time position or contractor.
- Lodging: All Partners participants or only out-of-towners stay overnight; one, two or three people to a room.
- Meals: Select meals and types of service in advance.
- Travel: Watch for airfare specials. Insist on car pools.
- Support Services: Set a reasonable maximum per hour cost and enforce it.
- Handouts/resource materials: Seek best cost for posting and copying.
- Presenter fees: Negotiate a reasonable fee/set guidelines (per day).

Quality Improvement

There are three important components to ongoing evaluations within a Partners program:

- Session Evaluations
- Evaluations by Speakers
- Participant Surveys

Long term studies of your program benefit you and your funders. Evaluations during the training and long term data collection help maintain a quality program.

The success of a Partners program is not simply whether or not you have a great group of folks who want to do great things—the success of the program can only be measured by outcomes after graduation.

Session Evaluations

Session evaluations should accurately measure whether or not Partners participants are achieving the competencies. Partners is competency-based, so ensuring and being able to demonstrate that competencies have been achieved is critically important.

It is one thing for Partners participants to rate presentations, speakers, and/or activities highly, but it must also be demonstrated that the instructors and activities enabled participants to achieve the appropriate competencies. The power of Partners comes from being able to demonstrate that participation in the Partners program enables participants to become more independent, self-determinated, productive, integrated, and included in all areas. The financial investment in your Partners program needs to result in graduates who are competent in best practices and systems change advocacy.

Evaluations by Speakers

To maintain the highest quality program, Coordinators need as much information as possible. Some Coordinators find it valuable to interview or survey their speakers after each session. This information can help Coordinators in a variety of ways: from fine-tuning logistical issues to creating better methods of educating Partners participants.

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

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

A Speaker Evaluation form is available at the Partners website under Coordinator Resources. It can be used to gather vital information from presenters. This form can be given to speakers at the time of their presentations, mailed to them after they return home, or posted online. The Speaker Evaluation form should be mailed back or submitted electronically to either the Coordinator, the outside evaluator, or the funding agency.

Remember: if you're unwilling to take suggestions from the speakers, the program cannot benefit from their national perspective on the training of Partners in other states.

Participant Surveys for Program Evaluation

- The Initial Survey should be provided to participants, via Email attachment or regular mail, before the start of the first session. Each participant can bring the completed survey to the first session or return it by Email or regular mail prior to the first session.
- Six months after graduation, send the Six-Month Survey to graduates, or have them complete and submit the Survey online.
- One year after graduation (as well as two, three, four, and five years after graduation), send the Long-Term Survey to all graduates or have them complete and submit the Survey online.

Program evaluation need not be costly. Work with a local university to locate the right person to be your independent evaluator, such as a student or teacher from the areas of education, public policy, or statistics.

The initial Six Month and Long Term Surveys (see Coordinator Resources at the Partners website) are all completed anonymously. The outside evaluator assigns an identification number to each participant. This number is used throughout every survey. Participants return the surveys directly to the evaluator in the self-addressed, stamped envelopes included with the surveys or submit electronically. The reports prepared from the survey data should reveal both qualitative and quantitative data.

The surveys document that Partners graduates are, in fact, achieving systems change through legislative advocacy, grassroots organizing, and assuming leadership in policymaking positions. Surveys and session evaluations provide the hard data to justify a funder's decision of funders to continue funding Partners.

Policy and Guidelines – Conduct

The following policies and guidelines have been adapted from Minnesota Department of Administration policies. The wording applies to Minnesota, so edit appropriately for your location.

The statements cover the following:

- Disciplined business conduct guidelines;
- Sexual harassment statement;
- Alcohol and other drug use;
- Zero tolerance of workplace violence.

These policies and guidelines are an approach to prevent problems. They are designed to assure that everyone associated with Partners can carry out their duties and responsibilities in a productive, efficient, and professional manner, and in a safe working environment. The guidelines help Partners staff in their day to day work and relationships with everyone involved. They can also be applied to Partners participants and speakers. The guidelines and policies should be sent to all Partners participants and speakers as part of their orientation.

DISCIPLINED BUSINESS CONDUCT GUIDELINES

I. We will respect our own time and the time of others by:

A. Respecting each individual - Participants are expected to listen to others as they are talking and respect the privacy of each participant who shares a personal story. What is discussed and shared during each session should stay in the room and not be discussed outside of sessions.

B. Attending every Partners session - Mandatory attendance is required. The success of the program depends upon full participation of Partners and speakers.

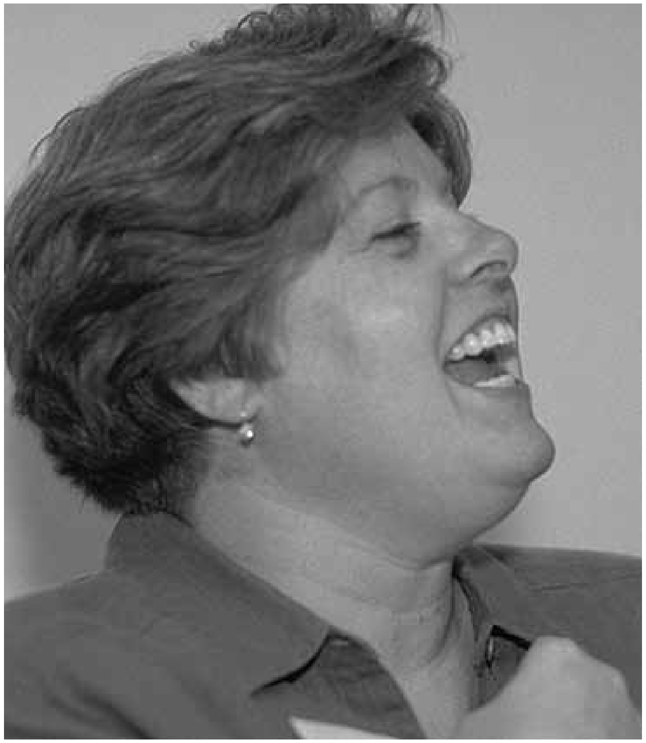
C. Being punctual - Agendas are set to give speakers adequate time to cover each topic and participants adequate time to discuss issues, and develop and practice critical leadership skills. Please be on time for all sessions and after breaks.

D. Being prepared for each weekend session - Participants are expected to complete and submit homework assignments, bring materials or personal devices for recording, and think in advance about each topic and how it relates to their lives.

E. Setting deadlines for completing outside assignments - Participants should develop a schedule for completing and submitting homework assignments for each session, and selecting a major project and completing the project. Participants should adhere to that schedule.
F. Suggesting solutions rather than only identifying problems as issues are discussed - Participants are expected to learn and practice problem-solving skills. Participants, however, are not licensed counselors and outside counseling should be sought when needed to address personal issues.
G. Paying attention to details - This program has multiple details that require attention, including evaluation forms and participant match. Please complete and submit forms as needed.

II. We will use our limited resources wisely by:
A. Monitoring and controlling our expenses for the program and participants - Whenever possible and feasible, we expect that reasonable judgment is used to obtain the best travel arrangements, including air fares and hotel accommodations.
B. Sharing information with others when you return home by sharing resources and links.
C. Tracking time - By people involved in carrying out the program to assure the prudent use of available dollars for a quality Partners replication.
D. Asking questions - Challenging old ways of thinking and doing things.
E. Measuring our performance - Use session evaluations, surveys, and any other data to determine if participants are achieving the competencies.
F. Joining organizations and staying connected - Serve on boards, task forces, commissions, etc. Practice leadership skills and share information and expertise with others.
G. Send thank-you notes and recognize the efforts that each person makes to assure that Partners is a successful experience for everyone.

III. We will be responsive by:
A. Answering every letter and returning every phone call - Promptly, professionally, and courteously.
B. Setting and meeting deadlines - Renegotiating prior to missing deadlines.
C. Listening carefully to others - Refraining from talking while others are speaking; taking care of personal business during break times.



SEXUAL HARASSMENT STATEMENT

Verbal, physical, and sexual harassment are prohibited. Harassment is any behavior which is not welcome, is personally offensive, may affect morale and interfere with an individual's ability to perform job duties and responsibilities in a work environment or fully participate in an educational/training environment. When the basis of harassment is race, color, religion, sex, disability or national origin, it is illegal.

Sexual harassment may include such actions as:

- Sex-oriented verbal kidding, or abuse;
- Subtle or overt pressure for sexual activity;
- Physical contacts such as patting, pinching, or constant brushing against another individual's body;
- Demands for sexual favors which affect an individual's employment status or consideration.

The prohibition regarding sexual harassment includes petty and annoying acts which create a negative work or learning environment. In the interest of maintaining a productive and positive working or learning environment, early and firm correction will occur.

Steps to take if/when harassment occurs:

- The individual affected should express concern about the harassment to the person causing the harassment that the behavior is objectionable and ask that it cease;
- Report harassment to a supervisor (in a workplace environment) or person responsible for conducting/overseeing a training/education program (outside of the workplace environment).

STATEMENT ON ALCOHOL AND OTHER DRUG USE

The State of Minnesota recognizes that alcoholism and other drug dependencies are a significant social problem, and that it has a responsibility to maintain a drug-free workplace. The State's policy on alcohol and other drug use applies to all Executive Branch employees and each State agency is required to enforce that policy.

The following prohibitions are included under the State's policy:

- No employee shall report to work under the influence of alcohol, marijuana, controlled substances, or other drugs which affect his/her alertness, coordination, reaction, response, judgment, decision-making or safety;

- No employee shall unlawfully manufacture, distribute, dispense, possess, transfer, or use a controlled substance in the workplace or wherever the state's work is being performed.

ZERO TOLERANCE OF WORKPLACE VIOLENCE

The State of Minnesota has adopted a policy of zero tolerance of violence because it believes that every person in the state has a right to live free from violence. To further this policy, each agency of state government is required to adopt a goal of zero tolerance of violence in, and around, the workplace.

State employees are expected to promote positive behavior and treat employees with the respect and dignity that each person deserves. Emphasis is placed on creating a workplace where established standards of conduct are clear, communicated, consistently enforced, and where discipline is used fairly and appropriately to deal with instances of unacceptable behavior. These efforts help to create a low risk work environment that positively affects the attitudes and behavior of employees and our customers.

Minnesota Governor's Council
on Developmental Disabilities