



## 2021/2022 PARENT APPLICATION INFORMATION



*“Participating in Partners was very eye-opening. I met self-advocates, advocates and others that are such amazing people in their kindness and motivation to make the world more inclusive. I learned that I have something to give, and I was shown how each of us can start making a difference. The experience also made me understand that we all have challenges and we all have gifts and abilities. People just need an opportunity and sometimes some assistance to find that gift.”*

Dan Salmi, 2016 Graduate

### **What is Partners in Policymaking?**

Partners in Policymaking® is a leadership development program that provides information, resources, and skill building to people with intellectual and developmental disabilities and parents of young children with disabilities so they may have positive life experiences for themselves, their children and other people with disabilities.

The goal of Partners is to develop partnerships between people who need and use services and those who make policy and law. Participants, after learning about policymaking and legislative processes at the local, state and national levels are given opportunities to meet and talk to state and national leaders in the field of disabilities. Participants receive information from experts about organizations, opportunities, and the possibilities of people with developmental disabilities living meaningful lives. The program educates participants about current issues and state-of-the-art approaches.

### **As a Graduate you will be able to:**

- ✓ Describe the history of services and perceptions of people with intellectual and developmental disabilities.
- ✓ Describe contributions of the parent, self-advocate, and independent living movements.
- ✓ Outline strategies to achieve quality inclusive education.
- ✓ Understand person-centered planning and supported decision making to achieve community inclusion.
- ✓ Understand how to create positive supports for people with disabilities.
- ✓ Identify strategies and develop skills for beginning and sustaining grass root level organizing.
- ✓ Outline strategies used to support people with disabilities in their own homes throughout their lives.
- ✓ Understand the concepts of supported, competitive, and self-employment.
- ✓ Describe how a bill becomes a law at the state level.
- ✓ Draft your personal story and understand how to use it to make positive change.
- ✓ Demonstrate how to meet a public official and express views and concerns.
- ✓ Organize local community events that are accessible.
- ✓ Learn communication strategies to help you with difficult conversations.
- ✓ Describe a vision for the year 2030 and beyond for people with disabilities.

### **Who Should Apply?**

The Council on Developmental Disabilities is seeking twenty highly motivated and enthusiastic parents of children with intellectual and developmental disabilities and adults with developmental disabilities to participate in the 2021 class of Idaho Partners in Policymaking. Preference will be given, but not limited to:

- ✓ **Parents of young children (birth to 10 years) who have intellectual and developmental disabilities**
- ✓ **Adults with intellectual and developmental disabilities (age 18 and older)**

### **If selected, what is expected of me?**

✓ **Attend eight two-day sessions (commitment is mandatory)**

✓ **Complete all homework assignments between sessions**

If selected, the Idaho Council on Developmental Disabilities will pay for lodging, meals, travel and personal care support. Financial assistance for childcare is available. All sessions are held in Boise. Partner graduates agree that making this time commitment is well worth the life changing results.

## **2021-2022 Program Dates**

### **2021 Dates**

**September 10 - 11, 2021**

**October 15 - 16, 2021**

**November 12 - 13, 2021**

**No session in December**

### **2022 Dates**

**January 7 - 8, 2022**

**February 9 - 10, 2022 (Wednesday & Thursday)**

**March 11 - 12, 2022**

**April 8 - 9, 2022**

**May 20 - 21, 2022**

All sessions are held on a Friday and Saturday with the exception of the February session. The February session is held on a Wednesday and Thursday to allow participants to experience the Idaho Legislature. All sessions start at 12:00 PM on Friday and end at 4:00 PM on Saturday. No session will take place the month of December.

Individuals selected for the **2021-2022 Idaho Partners in Policymaking® program** will be notified on or before **July 23, 2021**. For additional information or to request an alternate format, please contact:

**Miguel Juarez**

**Idaho Council on Developmental Disabilities**

**[Miguel.Juarez@icdd.idaho.gov](mailto:Miguel.Juarez@icdd.idaho.gov)**

**700 W. State St., First Floor West, Suite 119**

**Boise, ID 83702-5868**

**Fax: 208-334-2178**

**Toll Free: 1-800-544-2433**

**<http://www.icdd.idaho.gov>**



**IDAHO COUNCIL ON  
DEVELOPMENTAL  
DISABILITIES**

To view the national Partners in Policymaking® curriculum please visit:

**<http://mn.gov/mnddc/partnersinpolicymaking/whatispartners.html>**



**2021-2022 Partner in Policymaking  
Parent Application**  
Applications must be received by mail, fax, or  
e-mail by **Monday, July 12, 2021**

**About You**

Name Street Address

Phone City State Zip Code

Email address County

Best way to reach you (text, call, email):

**I am:**

Caucasian Other (Please Explain)

Hispanic

Asian

African American

**About Your Child**

Are you a parent of a child with a developmental disability\*?

Yes No

If “yes,” what is your child’s disability? (check all that apply):

ADD/ADHD	Tourette’s Syndrome
Autism/Autism Spectrum Disorder	Down Syndrome
Cerebral Palsy	Epilepsy/seizure disorder
Intellectual Disability	Visual impairment
Paraplegia	Hearing impairment
Quadriplegia	Other (Please Explain)
Speech delay	
Developmental delay	
Spina Bifida	
Traumatic Brain Injury	

How old was your child when they received a diagnosis?

How old is your child now?



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What are the most important issues or barriers keeping your child with a disability from experiencing a typical childhood?

With whom does your child live?

Do you have other children?

Yes No

If "yes," what are their ages:

How does your child's disability affect his/her ability to function in at least three areas of major life activity. (Please see last page of the application for a definition of "developmental disability").

Please describe your child's current placement: (check one)

- Infant/Toddler Program
Home Based Program
Developmental Pre-School
Resource or Extended Resource Room
All Day 4-6 Hours Less than 3 hours
Included in Regular Education Classroom
All Day 4-6 Hours Less than 3 hours
Alternative Education Setting
Home Schooled Private School

What services does your child currently receive? (Examples: Infant/Toddler Program, special education; Therapies (PT, OT, ST); Early & Periodic Screening, Diagnosis and Treatment (EPSDT); Habilitative Support services; Habilitative Intervention services; Community Based Rehabilitation Services, etc.)



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**Your Personal Story**

Please describe yourself, your family, and why you want to be in this leadership program. What do you hope to get out of the program? Your detailed response to this question *is an important part of the application. Attach more sheets of paper if needed.*





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**References**

List two references. Include name, address, and phone number with area codes.

**Reference 1:**

Name:

Address:

Phone:

Email:

**Reference 2:**

Name:

Address:

Phone:

Email:

How did you learn about the Idaho Partners in Policymaking Program?

**\*Developmental Disabilities Definition**

The term “developmental disabilities” is a severe disability that has continued or is expected to continue indefinitely; and

A. is caused by a mental or physical impairment or a combination of mental and physical impairments;

B. occurs before the person is age twenty-two;

C. is likely to continue indefinitely;

D. results in significant limitations in three or more of the following major life activities:

- self-care
- receptive and expressive language
- learning
- mobility
- self-direction
- capacity for independent living
- economic self-sufficiency

E. results in the need for special, interdisciplinary, or generic care, treatment, or other services which are of lifelong or extended duration and are individually planned and coordinated;

F. or could result in **infants and young children** who have substantial developmental delays, or specific congenital or acquired conditions having life-long developmental disabilities if services are not provided. *Source: Developmental Disabilities Assistance and Bill of Rights Act of 2000 (P.L. 106-402).*