

April 2016

**TO:** Members, Governor's Council on Developmental Disabilities

**FROM:** Mary Jo Nichols

Grants Administrator

**RE:** Partners in Policymaking® Longitudinal Study

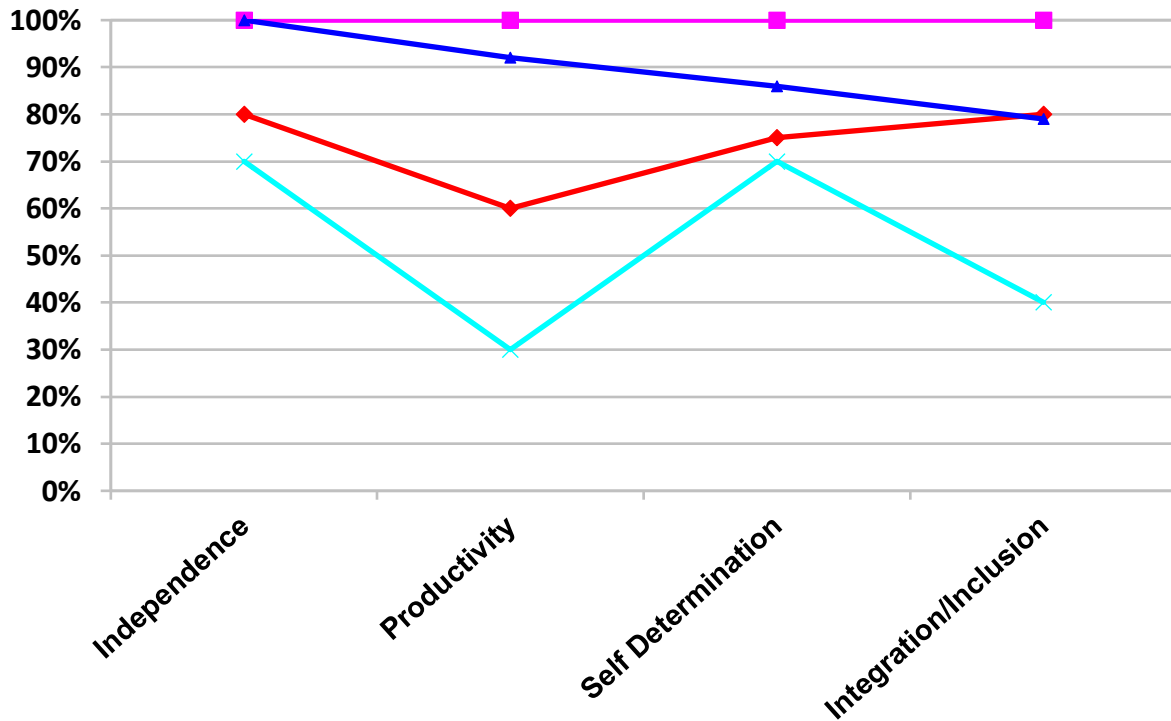
The most recent longitudinal study of Minnesota Partners in Policymaking graduates was completed by Nancy Miller, Metropolitan State University, and submitted on February 22, 2016. Partners Years XXIV through XXVII (Classes 28 through 31) are included in this year's study.

The overall response rate was 29% (32/111); our goal is 40%.

A copy of the complete study is available upon request. Following is a summary of the results:

#### **IPSII Results by Year/Class**

	<b>XXIV/I28</b>	<b>XXV/29</b>	<b>XXVI/30</b>	<b>XXVII/31</b>
<b>Response rate</b>	17%	11%	50%	40%
<b>Î Independence</b>	80%	100%	100%	70%
<b>Î Productivity</b>	60%	100%	92%	30%
<b>Î Self Determination</b>	75%	100%	86%	70%
<b>Î Integration/Inclusion</b>	80%	100%	79%	40%



◆ XXIV/28   
 ■ XXV/29   
 ▲ XXVI/30   
 × XXVII/31

	XXIV28	XXV/29	XXVI/30	XXVII/31
Skills learned help me to get appropriate services*	80%	100%	100%	80%
Current leadership skills**	100%	100%	100%	100%

\* Most/some of the time  
 \*\* Good-excellent

**NOTE:** Beginning with the 2014 Longitudinal Study, a statement was added regarding contacting or working with public officials about employment issues, services and supports, and the quality of employment services. For the 2016 Study, a total of 23 Partners graduates responded “yes” to this question – 23/31 (74%).

Partners graduates identified significant changes in the areas of education, employment, housing, family support, case management, health care, friendships, assistive technology, and other areas that they attribute to their Partners experience.

Highlights are as follows:

Education:

1. School for my daughter is difficult; however, we are able to gather the right people at the table to make important decisions rather than just allow the school to dictate decisions.
2. My daughter graduated from HS and is finding joy in life.
3. I'm feeling more empowered when issues come up at school or in the community. I have joined our district's SEAC.
4. My daughter is still pretty young but I encourage her to be more involved. I now know that she has a future with college and/or employment so I have changed my own attitude and now direct her more towards that end whereas before, I might not have been so positive and encouraging.
5. My daughter is seeing more inclusion in her general ed class and her IEP [team] considers me an equal member which makes getting her what she needs much easier.
6. I have been able to better negotiate with my daughter's education team when crafting her IEP.
7. I started college in fall of 2013, which is helping me grow a lot.

Employment:

1. Our daughter is nearing high school graduation; we have decided not to pursue the sheltered workshop option but are arranging meaningful volunteer work for her within her interests.

2. I was able to get a new job where I am able to use my abilities and skills to a greater degree.
3. I got my first job ever last summer. It was seasonal, but it was competitive employment.
4. I went back to work for a while. Although the job turned out to be too much for me, I was skilled about informing my manager of my disability and advocating for things I could and could not do at the job site. It worked well!

#### Housing:

1. I continue to advocate for appropriate housing solutions and an increase in county funding for services.

#### Public Policy

1. I ran for school board.
2. I now have the self-confidence and knowledge to write to my government officials for change.

#### Services/Supports

1. I'm having a person centered planning meeting
2. I have also become a support planner so I help others with disabilities that have the CDCS option on their waivers budget and what is out there that can help them.

#### Other:

1. Numerous networking opportunities have led to an opportunity to meet, mentor, and help other people with their own challenges with systems.
2. I have become more confident, bold and knowledgeable in advocating for others especially for people with disabilities.
3. The ability to know more about the history of people with. It's helped me become more proactive with reaching out when I need help via services for my disability.

4. I am involved in many disability groups and projects. Overall, it has connected me to great opportunities.
5. Better knowledge of sources to use to assist those with disabilities.
6. I have learned how to more effectively advocate for my son.

Partners graduates identified skills learned during the program and ones that they continue to use today in both work and family life. This is an indicator of the long term benefits can value of the Partners leadership training program:

- Communication (8)
- Personal advocacy (7)
- Legislative advocacy (6)
- Networking (5)
- Government/how it works (4)
- Assertiveness (3)
- Community activism/community organizing (2)
- Confidence (2)
- Mentoring (2)
- Researching (2)
- Persistence (1)