



2021 – 2022 Ambassadors for Respect Report

Funding: The Governor’s Council on Developmental Disabilities provided a \$40,000 contract with PeaceMaker Minnesota for the 2021-2022 school year. PeaceMaker Minnesota initiated the Ambassadors for Respect program on September 7, 2021 and is in the midst of the fourth year of the program grant, which will end on July 31, 2022.

Purpose: To strengthen self-advocacy for individuals with developmental disabilities and to strengthen bullying prevention efforts in fourth grade classrooms through trainings about inclusion, using Person First Language, and being an advocate for oneself and others.

Intended Outcomes:

For individuals with developmental disabilities (Ambassadors for Respect) to show an increase in Independence, Productivity, Self-determination, and community Integration & Inclusion (IPSII).

For fourth grade students to indicate that they can:

- Include others
- Use Person First Language
- Advocate for oneself and for others

Partners: PeaceMaker Minnesota partnered with and supported staff at the following agencies in preparing their clients / students in becoming Ambassadors for Respect:

Partner Program	# Ambassadors	# Trainings	# 4th graders trained	# Training Videos Created	# Ambassadors who participated in In Person trainings	# cards or buttons created
Merrick, Inc. (Vadnais Heights)	5	11	219	1	5	0
The Next Step Transition Program (North St. Paul)	9	0	0	1	0	0
InStep Transition Program (St. Cloud)	16	3	68	1	0	0
FOCUS House (Willmar)	10	5	104	1	10	20
Career and Life Transition Program (Mounds View)	13	0	0	0	0	750 cards, 300 buttons
CHOICE, Inc. (Eden Prairie)	18	0	0	1	0	0
Focus Beyond (St. Paul)	6	4	75	1	6	0
Virtual Training Video (combined teams)	-	25	412	-	-	-
COMBINED	77	23	878	6	21	520

- During the 2021-2022 budget cycle year, PeaceMaker Minnesota provided \$7,138 in stipends to the 77 Ambassadors from the above agencies for creating cards and buttons, putting on In Person Trainings, and creating Virtual Training Video content.
- Partner agencies provided supplies and staff time costs estimated at over \$17,000.

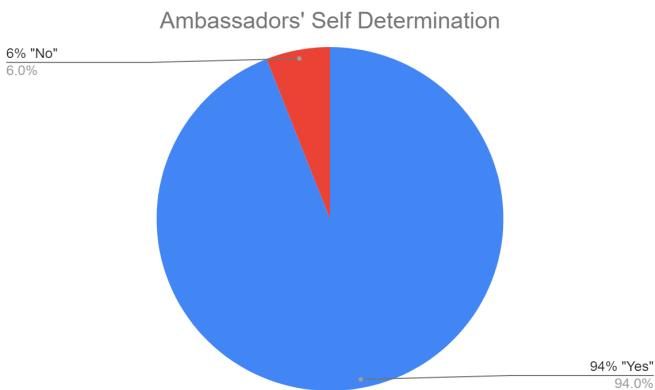
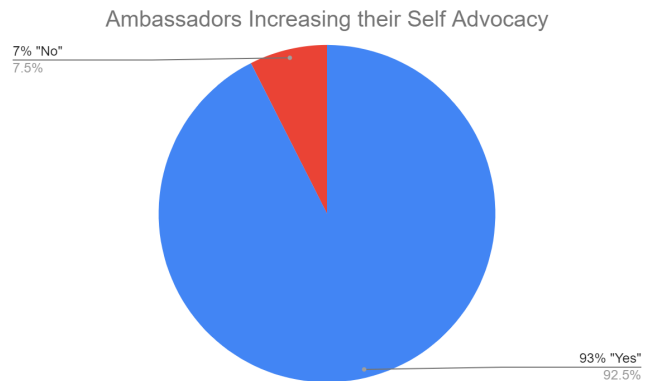
Ambassador Demographics: Derived from 67 Ambassador Council Customer Satisfaction Surveys. Number of Ambassadors who indicated that choice are listed in parentheses.

70%	White, alone (47)	43%	Female (29)
19%	Black or African American, alone (13)	55%	Male (37)
1%	American Indian or Alaska Native (1)	1%	Other (1)
7%	Hispanic / Latino (5)		
1%	Asian (1)	63%	Urban (42)
0%	Native Hawaiian or Pacific Islander (0)	37%	Rural (25)
0%	Two or more races (0)		
0%	Race unknown (0)		

Outcomes: Individuals With Developmental Disabilities Self Reporting

- 100% of Ambassadors responded that they are satisfied with the Ambassadors for Respect Program. (67 of 67)

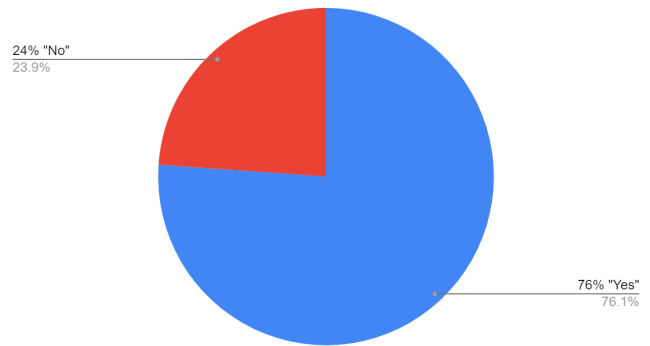
- 93% of Ambassadors reported that, due to participation in the Ambassadors for Respect Program, they are increasing their advocacy. (62)



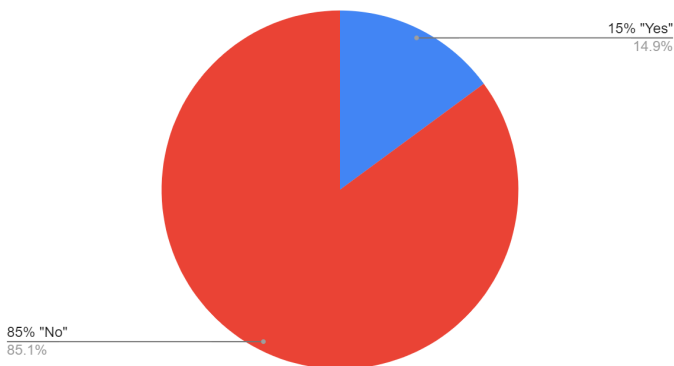
- 94% of Ambassadors reported that, due to participation in the Ambassadors for Respect Program, they are better able to say what they want, and what is important to them. (63)

- 76% Ambassadors reported that, due to participation in the Ambassadors for Respect Program, they are now participating in advocacy activities. (51)

Ambassadors Participating in Advocacy Activities



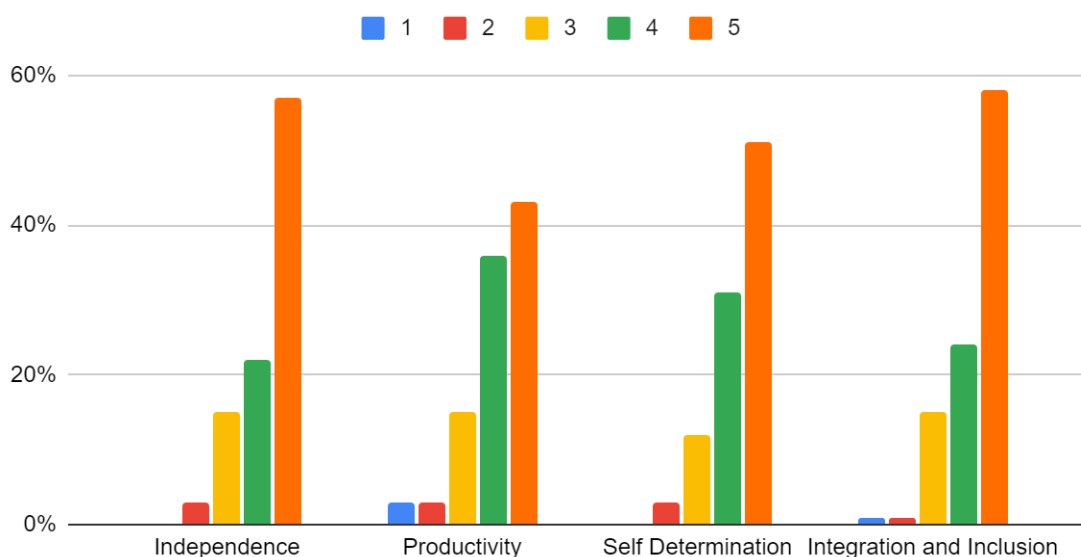
Ambassadors Serving In Leadership



- 15% of Ambassadors reported that, due to participation in the Ambassadors for Respect Program, they are serving on a cross-disability coalition, policy board, advisory board, governing body and/or serving in a leadership position. (10)

Ambassadors were asked to evaluate themselves on a scale of 1 (lowest) to 5 (highest) on measures of independence, productivity, self determination, and integration and inclusion. The graph below shows the percentage of Ambassadors who rated themselves in each numeral category.

Independence, Productivity, Self Determination, Integration and Inclusion



Since participating in Ambassadors for Respect, I have become more INDEPENDENT¹ at work, home or school (increased control and choice over your own life)

0% rated themselves a 1 (0)
3% rated themselves a 2 (2)
18% rated themselves a 3 (12)
22% rated themselves a 4 (15)
57% rated themselves a 5 (38)

Since participating in Ambassadors for Respect, I am more PRODUCTIVE² (starting employment or a positive change in your employment situation)

3% rated themselves a 1 (2)
3% rated themselves a 2 (2)
15% rated themselves a 3 (10)
36% rated themselves a 4 (24)
43% rated themselves a 5 (29)

Since participating in Ambassadors for Respect, my SELF-DETERMINATION³ has increased (more freedom to choose where and with whom to live, or taking personal responsibility for personal decisions about needed supports and services)

0% rated themselves a 1 (0)
3% rated themselves a 2 (2)
12% rated themselves a 3 (8)
31% rated themselves a 4 (21)
51% rated themselves a 5 (34)

Since participating in Ambassadors for Respect, I have experienced more community INTEGRATION AND INCLUSION⁴ (you use the same community resources that are available to other citizens or you fully participate in community activities)

1% rated themselves a 1 (1)
1% rated themselves a 2 (1)
15% rated themselves a 3 (10)
24% rated themselves a 4 (16)
58% rated themselves a 5 (39)

¹ Independence means the extent to which individuals exert control and choice over their own lives.

² Productivity means starting employment or a positive change in one's employment situation (better wages, hours, benefits, improved status, or job advancement).

³ Self-determination means the freedom to choose where and with whom to live or taking personal responsibility for personal decisions about needed supports and services.

⁴ Integration and inclusion means using the same community resources that are available to other citizens or fully participating in community activities.

Ambassador comments from their evaluations:

“I like your organization very much and what you do. So just thank you. Keep up the outstanding work.”

“It was a good time. We did really good at telling our stories.”

“I loved PeaceMakers [A4R].”

“I love this class especially with Mandy and Eric and Jon [Ambassador coaches] they help me out a lot thank you.”

“I love this program a lot.”

Outcomes: Fourth Grade Students

Ambassadors for Respect teams provided trainings for the following schools:

- Focus Beyond Transition:
 - Maxfield Elementary, St. Paul
 - Groveland Elementary, St. Paul
- Focus House Transition:
 - Kennedy Elementary, Willmar
- Merrick, Inc.:
 - St. John the Baptist Elementary, New Brighton
 - St Charles Borromeo, St. Anthony
 - Lakeaires Elementary, White Bear Lake
 - Harambee, Roseville
 - Lincoln Elementary, White Bear Lake
- InStep Transition:
 - Discovery Elementary, St. Cloud
- Virtual Training Video (compiled of various Partner Program Ambassadors):
 - Pinewood Elementary, Mounds View
 - Sheridan Elementary, Minneapolis
 - Wilshire Park Elementary, St. Anthony
 - Otisfield Community School Elementary, Maine
 - Nexus-Gerard School, Austin
 - Highland Catholic Elementary, St. Paul
 - Community Partners with Youth, New Brighton
 - Pinewood Elementary, Monticello
 - CE Jacobson Elementary, Rush City
 - Dowling Elementary, Minneapolis

878 fourth grade elementary students participated in Ambassadors for Respect trainings, in 19 schools, in 45 classrooms. At least 57 of the students participating in the training had a disability (several of the classroom teachers did not report this information). 30 trainings took place in the Metro area, and 14 trainings took place in Greater Minnesota. The students learned about including others, the importance of using Person First⁵ language, and being an advocate for oneself and others.

- When asked to rate the usefulness/helpfulness of the information that they received, on a scale of 1-5, the average rating was **4.3**.
- When asked to rate the amount of new information they received, on a scale of 1-5, the average rating was **4.1**.
- When asked to rate how well the information was presented, on a scale of 1-5, the average rating was **4.5**.
- **98%** of students could list three ways to include others.
- **95%** of students indicated they learned how to use Person First Language.
- **94%** of students could list three ways to advocate for oneself and others.

Student Evaluation Comments Included:

“Make sure not to be rude or leave people out.”

“Try not to use labels but instead use Person First Language.”

“I will try to include others, like if they are sitting alone.”

“Yes I would stick up instead of being shy.”

“Stop telling offensive jokes.”

“Try to include people even if they are different.”

“You don’t call someone ‘blind’ you say ‘person who is blind’ now I can tell my mom that.”

“I can stand up for someone.”

“I try to include more people if I see them left out.”

“Yes. Today inspired me to be kind to others and step up for others.”

“Include people if they don’t have anyone to play with.”

“Yes! I’m gonna stick up for people!”

Outcomes: Fourth Grade Teachers

- 92% of teachers responded that Ambassadors engaged students and helped them complete each activity.
- 92% of teachers responded that the workshop was successful in meeting its three objectives (for students to learn to include others, to use Person First Language and to advocate for oneself and others. [2 teachers responded that the workshop was “somewhat” successful.]
- 96% of teachers responded that they would like their class to receive an Ambassadors for Respect training next year. [1 teacher responded “maybe.”]

Teacher Evaluation Comments:

“The Ambassadors sharing their stories was so meaningful, and my students loved the shredder activity and hanging stars.”

“I think this was an amazing opportunity for my students to learn and grow in the area of respect.”

“This was beautiful. The students did so well and my class really needed these lessons! Thank you.”

“So powerful for kids to see, listen to, and be part of.”

Ambassadors for Respect Media and Community Relations

- The Partner Program at Focus House in Willmar was featured in their local newspaper: <https://www.wctrib.com/news/local/willmar-fourth-graders-learn-about-bullying-from-people-who-experienced-it>
- The Minnesota Twins donated free tickets to people involved with the Ambassadors for Respect Program. 25 staff and Ambassadors attended the game.
- PeaceMaker MN staff created individualized Impact Reports for each Partner Program, which reflects their role in the training, the schools they reached, and the 4th grade survey results. Impact Reports will be distributed to the communities that house our Partner Programs, to local leadership such as: school board members, superintendent, principals, local politicians, members of the city's human rights or public safety commissions, and the districts' communications directors.