

June 2013

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 May 6, 2013. This study includes Partners Years XXI through XXIV (Classes 25 through 26).

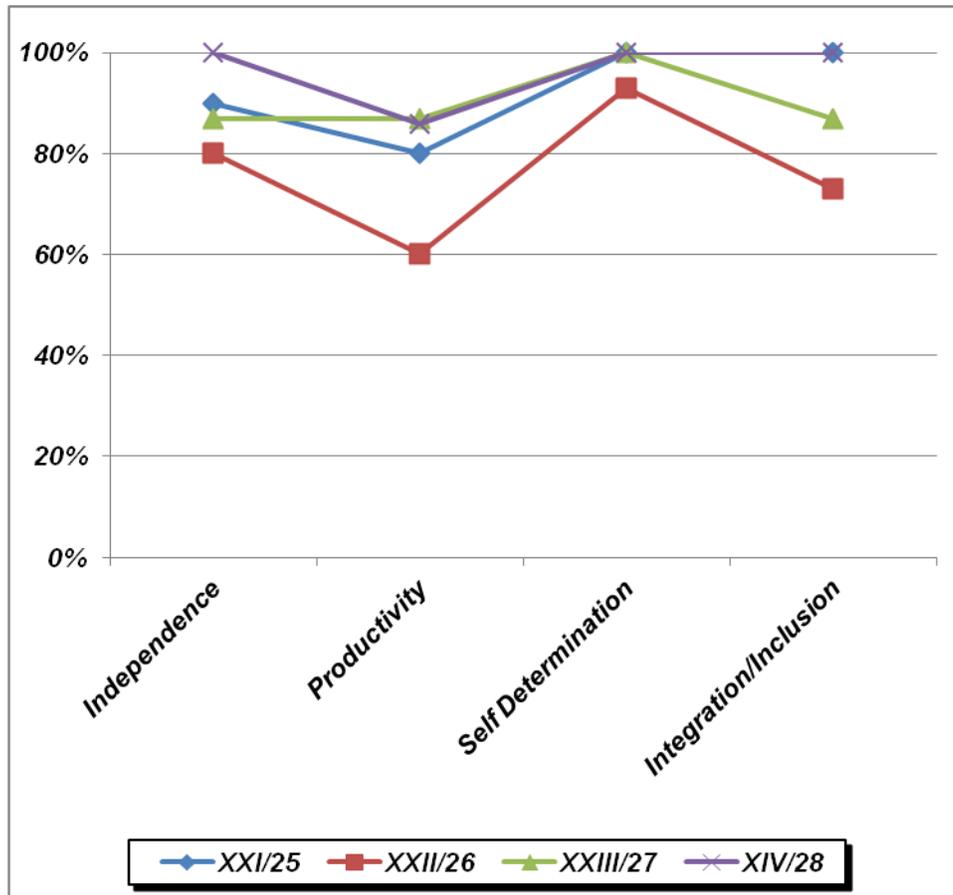
The overall response rate was 35% (40/114); our goal is 40%.

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

IPSII Results by Year/Class

	XXI/25	XXII/26	XXIII/27	XXIV/28
Response rate	33%	52%	32%	23%
↑ Independence	90%	80%	87%	100%
↑ Productivity	80%	60%	87%	86%
↑ Self Determination	100%	93%	100%	100%
↑ Integration/Inclusion	100%	73%	87%	100%

Longitudinal Study



	XXI25	XXII/26	XXIII/27	XXIV/28
Skills learned help me to get appropriate services*	100%	87%	100%	100%
Current leadership skills**	100%	93%	100%	100%

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

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:

- Has helped my son get the services he needs in school.
- Our son graduated from MN Online high school on time. We never thought that would happen.
- I've been able to work better with my daughter's school since Partners and think it has greatly improved her standard of life.
- Inclusion vs. mainstreaming in school.
- I've been much more successful at advocating for my kids at school through the IEP process.
- We've had significant school transitions for our son. Partners gave me the knowledge and skills to be able to advocate for the best possible situations for him. I have been a strong resource to other families who need assistance when navigating the system.
- Our daughter has become more included in her general education classes at school.
- My daughter is being expected to participate and make progress in school, rather than being babysat, all because we know how to advocate for her effectively and work with the school positively.

Housing:

- I'll be moving into my own apartment with staffing.
- The county will help us to relocate to a house which is more accessible.

Employment:

- I created my own job as a peer mentor helping others.
- I became a self advocate mentor for Merrick, Inc.
- I'm now employed in health care as a Community Health Worker.
- My own challenge is finding funding for employment services but that is must part of trying to get into the job market.

Family Support:

- Life as a family member has greatly improved.

Case Management:

- Better programs and services.
- I advocated hard for my children to get county waivers; I finally got them last year.
- Increased services and greater stability.

Friendships:

- Self confidence and a network of friends.
- Our daughter has become a natural part of her school community, making friends, being invited to birthday parties.

Other:

- Greater knowledge base.
- I'm a confident advocate.

- Better advocacy for my daughter.
- My son was unjustly arrested and I was able to contact the county attorney and advocate for him to be released. What I learned at Partners helped me be confident and know where to go for help.
- I moved my advocacy efforts to policymakers.
- I've spread my advocacy and volunteer skills beyond the disability issues in my household to help others.

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:

- Personal advocacy (17)
- Legislative advocacy (8)
- Assertiveness (3)
- Communication (3)
- Networking (2)
- Negotiating (1)
- Resourcefulness (5)
- Researching (1)