

June 2007

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 Tom Zirpoli, Ph.D., and submitted on June 19, 2007. This study includes Partners Years XV through XVIII (Classes 19 through 22).

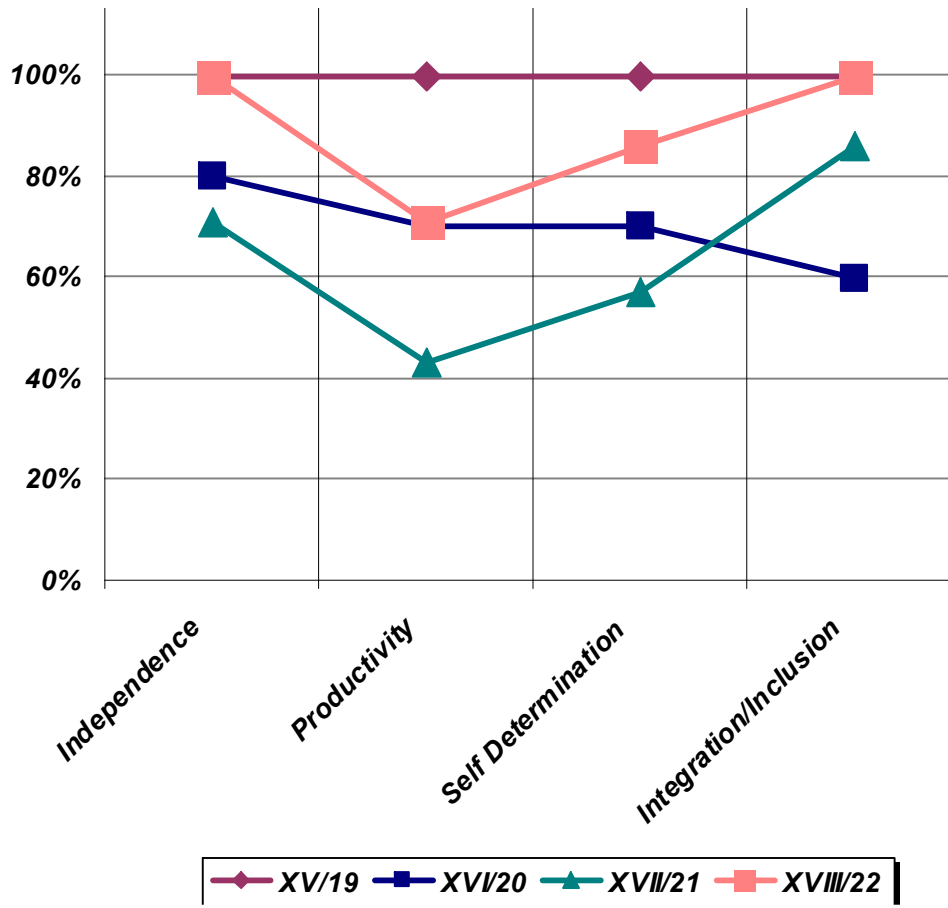
The overall response rate was 30% (33/108), nearly the same response rate for the longitudinal study completed in May 2006. Our goal is 40%.

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

IPSII Results by Year/Class

	XV/19	XVI/20	XVII/21	XVIII/22
Response rate	30%	35%	28%	29%
↑ Independence	100%	80%	71%	100%
↑ Productivity	100%	70%	43%	71%
↑ Self Determination	100%	70%	57%	86%
↑ Integration/Inclusion	100%	60%	86%	100%

Longitudinal Study



	XV/19	XVI/20	XVII/21	XVIII/22
Skills learned help me to get appropriate services**	100%	80%	100%	100%
Current leadership skills*	100%	90%	100%	100%

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

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

Highlights are as follows:

Education: Know how to talk with teachers at son's school; have taken some college classes; finished my Bachelor's degree in Social Work; more choices at school; greater school inclusion;

Employment: Community employment realized; started a job at a bank in 2005 and just had my 2-year anniversary there; began volunteer work that could turn into employment; busier with volunteer work; quit one day program, started going to another and have a part-time job;

Family Support: Have more in-home support so less stressed out, kids are doing better, and I'm starting to advocate in the community;

Housing: Working toward better housing options for the future; can advocate for appropriate housing and services for my son.

Case Management: Successful in getting PCA services for daughter.

Health Care: Learned how to ask the right questions and changed health care services.

Friendships: Know more people; wider range of friends and contacts.

Other: Increased presence in the community and more resources to help me lead a self determined life; eliminated mental health case management; increased networking; greater community inclusion; increased communication with elected officials.

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 and value of the Partners leadership training program:

- Legislative advocacy (3)
- Personal advocacy (9)
- Communication skills (9)
- Self advocacy (4)
- Self confidence (3)
- Assertiveness (2)
- Negotiation skills (2)
- Perseverance
- Problem solving (2)
- Persistence
- Networking skills (2)

Other comments:

- Lots more folks need this program.
- I met people with the same experiences and gained more confidence in advocacy.
- I know how to better talk to the teachers in my son's school.
- A family member has taken self advocacy to heart. He now sees the benefits when the request comes from him rather than us.
- Make sure the program continues.
- I believe the program to be a one stop shop that so many are looking for. It provides the basics needed to understand, obtain, and implement the quality of life we all need and desire
- Thanks to Colleen for inspiring and occasionally prompting us to continue moving forward with your direct and encouraging words.
- I've become assertive with my PCAs.
- I have communicated many times with the school superintendent and county commissioners on behalf of my daughter.
- I've gotten better with asking and not assuming that someone else will ask for me.
- I'm still using my self advocacy skills today, a lot more than I did in 2003.
- I have learned to explain my situation in two minutes or less.
- I have been better able to advocate for a more inclusive setting for my son at school.