



MINNESOTA GOVERNOR'S COUNCIL ON DEVELOPMENTAL DISABILITIES

Wednesday, December 2, 2020

9:30 a.m.—11:30 a.m.

Zoom Meeting

MINUTES

MEMBERS PRESENT

Lee Shervheim, Council Chair

Dan Reed, Vice Chair

Michelle Albeck

Krista Bahnsen

Wendy Berghorst

Jason Blomquist

Dupree Edwards

Lisa Emmert

Kay Hendrikson

Brittanie Hernandez-Wilson

Amy Hewitt

John Hoffman

Lesli Kerkhoff

Mary Martin

Jillian Nelson

Stacey Nelson

Kate Onyeneho

Garrett Petrie

Kate Quale

Connie Rabideaux

Jacki Rightler

Reid Scheller

Dan Stewart

Bonnie Jean Smith

STAFF PRESENT

Colleen Wieck

Paul Nevin

MEMBERS EXCUSED

Jaclyn Ferrier

Kate Onyeneho

GUESTS

Judy Plante, Lanterna Consulting

I. CALL TO ORDER

Lee Shervheim, Council Chair, called the meeting to order at 9:41 a.m. due to technical difficulties.

II. INTRODUCTIONS

Shervheim called attendance by last name in alphabetical order and asked members to give a brief introduction of themselves. Paul Nevin was introduced as the new Grants Administrator.

III. APPROVAL OF AGENDA

Shervheim asked for a motion to approve the Agenda.

MOTION: J. Nelson moved, seconded by Hendrikson to approve the Agenda. The agenda was approved.

IV. APPROVAL OF COUNCIL MINUTES FOR OCTOBER 7, 2020

Shervheim asked for approval of the Minutes.

MOTION: Jillian Nelson moved, seconded by Hernandez-Wilson to approve the Minutes. Shervheim proceeded with a roll call vote to approve the Council Minutes of October 7, 2020.

Albeck, Bahnsen, Berghorst, Blomquist, Edwards, Emmert, Hendrikson, Hernandez-Wilson, Hewitt, Hoffman, Kerkhoff, Martin, J. Nelson, S. Nelson, Onyeneho, Petrie, Quale, Rabideaux, Reed, Rightler, Scheller, Shervheim, Stewart and Smith all responded in the affirmative. Motion carried.

V. RESULTS OF SMALL GROUP DISCUSSIONS ABOUT FIVE YEAR PLAN GOALS

Wieck provided the background for today's discussion. Since the last meeting Judy Plante collected feedback from Council members through small group meetings, phone calls, and emails. Plante then created the document that was distributed to all Council members. She focused attention on proposed edits to the goals rather than feedback about implementation of each program goal.

Plante then reviewed each program goal separately. The discussion paper that contains member comments from the meeting is attached to these Minutes.

The staff were directed to proceed with a public comment period that will be open until January 15, 2021. The staff will then compile all comments and present to the Council at its next meeting.

VI. EXECUTIVE DIRECTOR'S REPORT

Wieck provided a brief report about activities since the October meeting. The *Jensen* lawsuit ended on October 24, 2020, more than 11 years after it was filed in July 2009. The Council staff have been working on three separate reports. The Annual Report is federally required and a copy was sent to all Council members. An updated version was posted on the Council

website on November 20, 2020. This report provides details about the performance of our grant recipients. The pandemic did affect some of our grants especially those offering training sessions.

The second report is called Business Results and that document provides a 10 year trendline on key indicators. Some results show increases such as customer contacts, online visits and downloads and social media users. Other areas showed a decline such as number of training sessions and attendance at training events.

The third report is called the Program Performance Report. It is the most complex report and our first complete draft was completed on December 1, 2020.

Other projects were completed including a revision of the Partners in Time online course; an updating of the Olmstead Chronology; a video interview with Dan Stewart about education rights; and collection of the final documents from the *Jensen* case that will be posted.

VII. ADJOURNMENT

The meeting adjourned at 11:25 a.m.

Respectfully submitted,

Colleen Wieck
Executive Director

FIVE YEAR STATE PLAN GOAL STATEMENTS REVIEW November 2020

[Discussion paper with comments added by members and notes taken by Judy Plante during Council meeting on December 2, 2020]

INTRODUCTION

The current federal Five Year Plan that guides the allocation of grant funds expires on September 30, 2021. At this time, the Council is beginning its review to see what changes, if any, are desired for the goals that will govern the next five year period. Council members were invited to participate in virtual small group meetings and/or provide feedback via voice mail or email. The consultant has taken the feedback from the meetings, emails and calls and consolidated it into main themes. Participants gave a range of feedback, from specifying goal language changes to expressing what is important in the implementation of the goals. The consultant has grouped the feedback under each of the current goals.

1. EMPLOYMENT

CURRENT PLAN SAYS: Increase opportunities and the supports needed by individuals with developmental disabilities to be employed in integrated settings at or above minimum wage and benefits by:

- A. Educating and building the capacity of employers, and implementing employer incentives that contribute to workforce development.
- B. Providing individualized, person centered supports that may include technology and are necessary for a broad range of employment options including competitive, customized, or self-employment.
- C. Increasing and improving access to inclusive postsecondary education and other career focused training opportunities.
- D. Raising the expectations of individuals and families about the importance of having work experiences prior to and during high school (transition years) and increasing their involvement by using and building their relationships and personal networks to reach public and private sector employers, and identify job experiences in the community.
- E. Increasing long term sustained employment for adults with job opportunities and careers.

FEEDBACK THEMES:

Proposed changes to this goal statement

Suggestions include reordering the subgoals (items A, B and C switch order), changes in wording, and additional language.

- A. Providing individualized, **person led, and** person centered supports that may include technology and are necessary for a broad range of employment options **including prioritizing** competitive, customized, or self-employment.
- B. Increasing and improving access to inclusive postsecondary education and other career focused training opportunities.
- C. Educating and building the capacity of employers **and providers**, and implementing employer incentives that contribute to workforce development. This should include an introduction to disability culture and equity.
- D. Raising the expectations of individuals and families about the importance of having work experiences prior to and during high school (transition years) and increasing their involvement by using and building their relationships and personal networks to reach public and private sector employers, and identify job experiences in the community.
- E. **Educating individuals and families on how to navigate the disconnects between large systems as they pursue employment, and support efforts for large systems to work more seamlessly for individuals and families.**
- F. Increasing long term sustained employment for adults with job opportunities and careers, **including follow up with individual on careers, job transitions.**
- G. **Encouraging and developing robust *person led and person centered profile for integrated and competitive employment training opportunities for youth ages 16-21* through K-12 school programs, school-employer partnership, and other options to promote workforce development into adulthood consistent with MN Statute 300.43**

Train employers re equity and discrimination issues; introduction to disability culture.

E applies to schools, healthcare, etc.

Individuals find purpose through employment; helps with MH. But be careful with systemic ableism that comes with the emphasis on work. Addressed in A.

Link C and F. Help employers understand that people may want career advancement, etc.

Equity; beyond age 21.

Emphasis on funding the projects that can do both f and g.

Implementation comments:

- Providers really don't know how to provide competitive integrated employment and need education on how to do that.
- There is a disconnect between providers, counties and social security, and there is a need to educate individuals and families how to navigate between the big players.
- Knowing the individual and their wants and desires are clears up a lot of these. Consider the environment an individual is entering. Where they fit, are productive.
- Providing information – 10 steps to know your employment rights – for the individual, provider, and employers. Law driven, every-day language that would equip individuals with knowledge about their rights on the job. (modeled on the 10 steps to know your education rights)
- Keep pushing individual school districts – emphasize for families, educators.
- Be clear about what the baselines are for the start of this five-year plan.
- Is there an opportunity to improve the disconnected systems (counties, social security) so others don't need a roadmap? Fix the systems so its not so hard for people to do this. It's about negotiating.... making it in their best interests to help somebody.
- Re item A (current language) What type of incentives? As a value, efforts have stayed away from promoting monetary incentives for hiring people with disabilities – their value is in their work and what they contribute to the workplace. But I am thinking this might be getting at something different – maybe to help support training of the whole workforce to build an inclusive workspace? Incentives could also include recognizing business leaders in creating an inclusive workforce. Might be helpful to add a little more descriptive language before incentives to give a little more context to intent. It also will be important to work with DEED business relations to coordinate on this.
- Re item B (current language) Would need to know more about what this means. Is the DD Council going to provide these supports? Is the DD council going to advocate to programs to provide more of these supports? Are these tools/resources that DD council is developing?
- Re item C (current language) Will be important to coordinate with Mary Hauf and the MIHEC Learning Community. The Minnesota Inclusive Higher Education

Consortium is a parent-led collaborative group of stakeholders including inclusive higher education institutions, local education agencies, state agencies, advocates, families, legislators and nonprofits. Our vision is to build, enhance, and sustain initiatives that deliver inclusive higher education for students with intellectual and developmental disabilities across Minnesota including attending college classes, gaining work experience, earning meaningful credentials and becoming a genuine **member of the campus community**.

- Re item E (current language): Unclear what this means in the context of the DD Council's work. Are we going to broadly advocate for stable employment? Is DD Council going to hire more people? Are we going to provide supports that will get more people in stable employment?

II. SELF ADVOCACY

CURRENT PLAN SAYS: Develop a statewide network of well trained and informed self advocates by fulfilling the federal Developmental Disabilities Act requirements –

- A. Establish or strengthen a program for the direct funding of a state self advocacy organization, led by individuals with developmental disabilities;
- B. Support opportunities for individuals with developmental disabilities who are considered leaders to provide leadership training to individuals with developmental disabilities who may become leaders;
- C. Support and expand participation of individuals with developmental disabilities in cross disability and culturally diverse leadership coalitions (Public Law 106-402, Section 124); and
- D. Assist in identifying alternative/other funding opportunities.

FEEDBACK THEMES:

No changes proposed to this goal statement

Implementation comments:

- Define what it means to support opportunities.
- Expand cross disability and culturally diverse leadership coalitions; sometimes groups don't want to identify/acknowledge that the groups overlap. Without taking away from people with DD, sometimes it's good to build a coalition. Don't want anyone to be invisible.... strengthen emphasis on cross disability and culturally diverse.

- Related note: DSD is offering a TA RFP soon to work with self-advocacy organizations who are not waiver providers, and who want to explore how waiver funding can help fund their efforts.

III. LEADERSHIP DEVELOPMENT

CURRENT PLAN SAYS: Support and promote the development of leadership skills for families of children with developmental disabilities and adults with disabilities as advocates, spokespersons, and members of the larger disability rights movement.

Educate people about rights, self-determination, engagement in public policy advocacy, and learning best practices in the areas of education, technology, housing, employment, and other aspects of community participation.

Provide face to face training, online learning, blended learning, and graduate workshops as a means of reaching people and strengthening personal leadership skills.

FEEDBACK THEMES:

No changes proposed to this goal statement

Implementation comments:

An individual needs to have ability to access the technology – teach people how to use Zoom, etc. One can't demonstrate your leadership capacity without access. In this weird world and in the future, everybody needs to know how to turn on their computer and get somewhere: to the doctor, to a meeting, to connect.

IV. CULTURAL OUTREACH

CURRENT PLAN SAYS: Support the development of leadership skills in culturally diverse communities through collaborative efforts with organizations in these communities to increase awareness and knowledge, and develop skills that will encourage participation in the Partners in Policymaking program and joining with the larger disability rights justice movement. Recognize the public health disparities facing people with disabilities who are also members of communities of color and further encourage their participation in training, leadership, and advocacy

FEEDBACK THEMES:

Proposed change to this goal statement:

Recognize the public health disparities facing people with disabilities who are also members of communities of color and further encourage their participation in training, leadership, and advocacy.

Disability justice movement. Equity/equitable.

Implementation comments:

- We need to identify the organizations.
- Need specific objectives to measure this goal
- Clarify how this is implemented. Use language from existing grants in the RFP process.
- If we can have collaborative efforts, we can get farther on this; get the measurement goals, impact, piggybacking on other's efforts.
- Note the interrelationship/intersection of disability and race as well as the new challenges posed to people with disabilities during the societal unrest, and the disparate impact of COVID-19 on people with disabilities and on people of certain ethnicities.
- Outreach so that people of different backgrounds can be included.

V. TRAINING CONFERENCES

CURRENT PLAN SAYS: Provide ongoing education and training that reflect and address the outcomes (independence, productivity, self-determination, integration and inclusion) as found in the Developmental Disabilities Act into programs and supports for people with developmental disabilities and their families. These conferences will lead to greater networking and partnering with others across the state through a variety of delivery modes.

FEEDBACK THEMES:

No changes proposed to this goal statement.

Implementation comment:

Education and training have been provided through remote activity, podcasts and online. Remote access will continue to be a part of our world even when pandemic is done. Continue to strengthen use, training, operationalization of technology.

VI. PUBLICATIONS, WEBSITES, AND ONLINE LEARNING COURSES

CURRENT PLAN SAYS: Provide information, education, and training that increases knowledge, skills and abilities of end users through a broad range of multiple media formats by:

- A. Promoting accurate historical archiving of resource materials:
- B. ~~Investigating and~~ Continuing to adopt the latest technological advancements in communications that may include social networking:
- C. Showcasing the positive roles and contributions of people with developmental disabilities; and
- D. Increasing marketing efforts to ensure accessibility and wide dissemination of Council products.
- E. Explore new technology that is focused on the individual that saves your preferences and choices and suggests additional resources or learning courses based on those preferences and choices

FEEDBACK THEMES:

Proposed change to goal statement:

- B: (revised) continue to adopt new technology that is focused on the individual and best practices
- E. (new) Explore new technology that is focused on the individual that saves your preferences and choices and suggests additional resources or learning courses based on those preferences and choices

F/as part of another: accessibility emphasis, beyond traditional scope (neurological disorders, EFD). Perhaps include in initial statement.

Perhaps combine B and E.

Add accessibility in D.

Put investigating with E. Keep B for USING technology.

Implementation comments:

DD Council has been ahead on developing online resources, prepared for the Pandemic. Some online services save your preferences/choices and suggest the next item/service; through our grants, explore the use of the kind of process/intelligence that would provide suggestions of additional resources based on what people are looking at.

VII. CUSTOMER AND MARKET RESEARCH

CURRENT PLAN SAYS: Conduct or commission statewide research studies to measure and assess quality outcomes (independence, productivity, self-determination, integration and inclusion) of the federal Developmental Disabilities Act through annual qualitative and quantitative surveys on new topics/issues or further research on topics/issues previously studied.

FEEDBACK THEMES:

No changes proposed to this goal statement.

Implementation comment:

Keep a focus on people with disabilities addressing solutions.

VIII. QUALITY IMPROVEMENT

CURRENT PLAN SAYS: Identify and implement an approach that promotes continuous quality improvement and apply the principles to all Council work.

FEEDBACK THEMES: **No changes proposed to this goal statement.**

OTHER:

Implementation comments:

- Use videos for reports to the Council from grantees – illustrating what they are doing. Do Zoom reports and actually meet people in the grant projects and see what they do – virtually. Podcasts as an alternative. Easier than videos, less storage; and people listen to them.
- Individuals with DD, parents, families, creating a collaboration. Some self-advocates have said there is a divide sometimes. Always person centered first. Making sure this is collaborative, person first; caregivers, parents, families are listening to the individual. Overarching principle. Has to do with inclusion, equity, working together as a team. Using people first language when people request that.
- One thing I guess I would like to see (or maybe just know?) - even though some of the statements say "statewide" I guess I would like to know how these are being implemented in the out state? I am at the very beginning of this journey being a special needs parent and I just don't know. What I do know is that everything is a struggle. I'm sure that too is statewide, but just for an example, under self-advocacy. "develop a statewide network of well trained and informed self-advocates by fulfilling the federal DD Act requirements." How is this getting to rural MN?