

**MINNESOTA GOVERNOR'S COUNCIL  
ON DEVELOPMENTAL DISABILITIES**

Wednesday, October 4, 2017  
9:30 a.m. to 2:30 p.m.  
Continuing Education and Conference Center  
University of Minnesota St. Paul Campus  
1890 Buford Avenue, St. Paul, Minnesota 55108

**MINUTES**

**MEMBERS PRESENT**

Senator John Hoffman, Chair  
Alex Bartolic, Vice Chair  
Ashley Bailey, Vice Chair  
Michelle Albeck  
Emilie Breit  
Lisa Emmert  
Pamela Hoopes  
David R. Johnson  
Eric Kloos  
Mary Martin  
Noah McCourt  
Randy Miller  
Kate Onyeneho  
Carolyn Perron  
David Quilleash  
Dan Reed  
Reid Scheller  
Lee Shervheim  
Heather Tidd

**STAFF PRESENT**

Colleen Wieck  
Mary Jo Nichols

**MEMBERS EXCUSED**

Jim Lovold  
Sarah Mapellentz  
Jillian Nelson  
Jacqueline Rightler  
Alan Wilensky

**ABSENT**

Hanna Barr

**GUESTS**

Advocating Change Together, Inc.  
Brian Heuring  
Bev Kaler  
Mary Kay Kennedy  
Kaposia, Inc.  
Jon Alexander  
Nathan Barclay  
Carol Rydell  
Julie Wilcox  
MarketResponse International  
Tom Pearson  
Lynn Schreifels

**GUESTS**, cont'd.

MastCom  
Brian Anderson  
Quality Culture Institute  
Beth Cousins  
Mary Harreld

Nancy Miller, Metro State University  
Wendy Zaun-Herbers, Mentor Network

**I. MEETING CALLED TO ORDER**

Senator John Hoffman, Council Chair, called the meeting to order at 9:30 a.m.

**II. INTRODUCTIONS**

Everyone present introduced him/herself.

**III. APPROVAL OF AGENDA**

Laurie Beyer-Kropuenske is not able to attend today's meeting. Colleen Wieck will cover the Open Meeting Law.

With that change noted, Hoffman asked for approval of the Agenda.

**MOTION:** McCourt moved, seconded by Reed to approve the Agenda. Motion carried; there were no dissenting votes.

**IV. APPROVAL OF MINUTES FOR JUNE 7, 2017 and AUGUST 2, 2017**

Hoffman asked for approval of the Minutes as written for both of the above dates.

**MOTION:** Quilleash moved, seconded by McCourt to approve the Minutes as written for June 7, 2017 and August 2, 2017. Motion carried; there were no dissenting votes.

**V. ANNUAL WORK PLAN**

Colleen Wieck presented the Council's FFY 2018 Work Plan. The Work Plan is informed by the Five Year State Plan, and divided into seven sections based on the Baldrige Framework and Criteria. Wieck walked through each section –

**Leadership** covers Council meetings and the appointment process, IPSII outcomes, legal requirements and ethical business practices. The DD Act contains 165 compliance items; we have a CPA on staff and have internal control structures in place.

**Strategy** focuses on the implementation of our Five Year State Plan and the Legacy Project, work on the Jensen Settlement Agreement, continuing our 30/60/90 day actions plans, reviewing monthly activity reports and results to make fact based decisions about improvements, and aligning Council work with the Governor's Results Based Accountability framework.

**Customers** include customer contact standards, offering products and services to help build customer relationships, reaching new markets at conferences and through organizations receiving cosponsorship funds, continuing to provide technical assistance to Partners coordinators, and implementing Executive Order 14-14 – "Providing for Increased Employment of Individuals with Disabilities."

**Measurement, Analysis, and Knowledge Management** includes collecting and reviewing data for accuracy, integrity, and timeliness as well as assuring that data systems are secure, promoting education and training opportunities, utilizing a variety of methods to disseminate information, using GovDelivery and Facebook to expand market reach, and posting the Annual Report and Business Results to the Council website

**Workforce** covers human resources, training and development opportunities, and mandatory training.

**Operations** includes all of the Councils' Five Year State Plan goals, Council products and services, serving on interagency committees, work related to Minnesota's Olmstead Plan and the Jensen Settlement Agreement, and all work with grant recipients – this is where we've invested the majority (71%) of our federal funds.

**Results** are reflected in our annual Business Results that will be presented at the December Council meeting.

This year's Work Plan has been updated and revised against the most recent Baldrige Criteria.

Hoffman asked for a motion to approve the FFY 2018 Work Plan.

**MOTION:** Hoopes moved, seconded by Emmert to approve the Council's FFY 2018 Work Plan. Motion carried; there were no dissenting votes.

**VI. ANNUAL ADMINISTRATIVE SPENDING PLAN AND ALLOCATON OF  
ADDITIONAL FEDERAL FUNDS (\$ 19,628 FOR GRANTS) FOR FFY 2017**

A. FFY 2018 Administrative Spending Plan

Wieck presented the FFY 2018 Administrative Spending Plan. A total of 71% of our federal allocation for grants was approved at the August Council meeting. The remaining 29% covers administrative or operating expenses and represents approximately \$ 304,000.

Wieck walked through Spending Plan line items and what is included under each line item. The \$ 74,000 in state funds provides part of the Council's required match; the balance is in-kind match provided by grant recipients.

Sufficient carryover funds are available from the previous Federal Fiscal Year so the Council could continue to function for six months if next year's allocation is delayed.

Hoffman asked for a motion to approve the FFY 2018 Administrative Spending Plan.

**MOTION:** Quilleash moved on behalf of the Grant Review Committee to approve the FFY 2018 Administrative Spending Plan, seconded by McCourt. Motion carried; there we no dissenting votes.

B. Additional Allocation

Quilleash stated that the Council received an additional allocation of

\$ 27,645. This is a reallocation of funds originally awarded to Puerto Rico. Of that amount, a total of \$19,628 (71%) is available for grants. Quilleash noted that the most flexible use of these funds would be for Publications, Websites, and Online Learning and recommending that the additional funds be added to that goal.

Hoffman asked for a motion regarding the allocation of these additional funds.

**MOTION:** Quilleash moved on behalf of the Grant Review Committee to add these funds to the Publications, Websites, and Online Learning goal, seconded by Bailey. Motion carried; there were no dissenting votes.

C Per Diem

Senator Hoffman asked that the feasibility of offering per diems for Council members be investigated.

Quilleash was concerned about how a per diem may affect individuals who are receiving financial assistance; he wanted to make sure that the ability to waive a per diem was preserved.

Bartolic said that she would check on how per diems may impact Medical Assistance recipients.

Wieck said that staff would look into the feasibility of offering per diems.

**VII COUNCIL MEMBER ORIENTATION**

A. Open Meeting Law

Laurie Beyer-Kropuenske, Department of Administration, was unable to attend today's meeting. Wieck provided an overview of the Open Meeting Law.

The law is contained in state statute and discusses what constitutes a meeting, types of meetings and notices required of each, actions that must be recorded, and penalties for violations. The Open Meeting Law applies to all Council and Committee meetings.

B. Current Grant Recipients – Overview of the Impact on Their Grants

Wieck introduced the main focus for today's meeting, hearing from grant recipients about the impact of their respective grant projects and activities as a result of the Council's investment of federal funds.

The goal for each area in the Five Year State Plan for FFYs 2017 - 2021 was first presented followed by presentations by grant recipients.

**Employment:**

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.

Carol Rydell, Kapoisa, Inc., talked about their focus on competitive integrated employment and results over the previous five year grant period – jobs were secured for 35 adults with developmental disabilities and 25 transition students; three individuals started their own businesses. Informational interviews were completed with more than 1,000 businesses. A total of 750 people with

developmental disabilities, parents, educators, and other professionals attended training sessions.

Kaposia attributes their success to the Discovering Personal Genius process, a person centered approach that focuses on a job match that involves both job seekers and businesses.

Nathan Barclay worked through the Discovering Personal Genius process. In a series of jobs including with organizations where he volunteered, and learning more about his specific interests and talents, it was apparent that he enjoys working with other people, he's definitely a "people person," and he's a self taught pianist – he plays by ear.

An informational interview at a local music store led to an informational interview at Menard's in St. Paul that was looking for someone to play at their store. Nathan landed the job. He's also started his own business, Master of Keys.

Nathan said that he loves doing what he's doing and would like to go to college. He has a repertoire of 60 songs that he can immediately play and has bought a stage piano.

Reed expressed a great deal of interest in Nathan's musical talents and has opportunities for him to play at the Highland Friendship Club.

In response to David R. Johnson's question about the role of Vocational Rehabilitation Services (VRS), Rydell said that they may be part of the team, in a collaborative way, but Kaposia hasn't relied on VRS for funding

Bartolic noted that she's learning a lot about different agencies and that no individuals are really getting the support services they need all of the time. She believes it's a sequencing issue. This kind of information is helpful to learn how to leverage funds differently.

Onyeneho added that we're not doing well at educating parents about employment opportunities.

### **Self Advocacy**

Wieck said that there's a specific self advocacy goal in the DD Act and that is what's included in the Council's State Plan –

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 including identification of other funding opportunities;

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(b)(4)(ii)).

Mary Kay Kennedy provided an overview of Advocating Change Together, Inc. that administers Self-Advocates Minnesota (SAM), the statewide self advocacy network comprised of six regions. The Council supports the Central and Northwest regions. Brian Huring and Bev Kaler are actively involved with the Central region – Huring, a self advocate, is a SAM Central representative; Kaler provides background supervision for this region.

SAM's focus is on the Olmstead Plan and framework; training sessions emphasize empowerment, a good match with the Olmstead Plan and decisionmaking processes.

Huring highlighted three areas of the Olmstead Plan –

Housing – people with disabilities choose where they live, with whom, and in what type of housing.

Employment - people with disabilities have competitive, meaningful work with the necessary supports to work along with everyone else, with individuals without disabilities.

Transportation - people with disabilities have access to reliable and affordable transportation to get where they want to go so they can take part in community life.



Heuring and Kaler spoke about a new training series, Disability Equality Training Series, that covers Building Personal Power, Connecting to Disability Rights, and Building Better Communities. This is a 12 session series that will be piloted in three parts of the state; 11 self advocates and allies will be trained.

Heuring said that he has gained a lot of new knowledge because of these trainings and has learned that many people have similar issues. Overall, his self esteem has been boosted. He's also been able to share his frustrations at his job site and how to work through challenges. The key is working together.

In response to Onyeneho's question about their work in diverse communities, Kennedy said they are meeting with leaders in the Hmong and Somali communities and time is needed to build those relationships.

**Publications, Websites, Online Learning:**

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 using 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 wide dissemination of Council products.

Brian Anderson, MastCom, brought up the Council website for an overview, noting that the Council has a huge website presence. As far as Developmental

Disabilities Councils are concerned, he added that nothing comes close to what we have and the number of downloads is phenomenal.

He pointed out the features on the home page and highlighted the most recent feature that recognizes National Disability Employment Awareness Month.

*Parallels in Time* is a major web section with a collection of films and videos, and a separate Video Index, documenting that history.

The Disability Justice Resource Center, another significant web section, has an emphasis on legal rights issues and individuals with developmental disabilities. A Video Index is also included.

The Partners in Policymaking® website is in the process of being updated and converted to a responsive design format for viewing on mobility devices. The online courses were also identified.

The Council has a Facebook page, and a YouTube channel where complete videos and video segments can be viewed.

**Leadership Development (Partners in Policymaking®):**

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.

Wieck presented an overview of the Partners program. Partners is the Council's largest investment. The updated *Partners in Policymaking Coordinators Handbook*, the eighth edition, serves as a reference and resource for Coordinators.

Wieck emphasized that it's important for the Council to know that the Partners in Policymaking program is trademarked and copyrighted.

The origin of Partners began with a series of Town Meetings that were held in 1985. Councils could pick one or more priorities from the federal law. Based on testimony at those meetings, the Council selected case management. A voucher project, laptops for case managers, and a training program for parents as case managers were funded. A total of \$ 99,258 was left over.

Known factors in 1986 included the increasing age of volunteers in national disability organizations, the even greater age of leadership within those organizations, and the stark difference in letters favoring Medicaid changes to make it more consumer and family friendly and those opposed to Medicaid reforms.

The idea of Partners was born during a Congressional hearing on Medicaid. A young mother had been given conflicting directions about how to proceed when preparing her testimony and struggled to get her message across at the hearing.

Following the hearing the Council was asked to approve a basic design for the Partners program – the topics that would be covered over eight weekend sessions, 128 hours of classroom training, and the quality principles that would preserve the integrity of the program.

A great deal of evaluation is included in Partners, and stories and reports are collected from other states.

### **Continuous Quality Improvement:**

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

Mary Harreld and Beth Cousins, Quality Culture Institute, shared this presentation. Beth Cousins began with a brief summary of their dad, Bill Harreld, and his history with Quality Culture Institute, the business that he created and they took over following his death.

Cousins talked about the Baldrige Framework as a quality approach and presented a high level overview. Baldrige identifies and recognizes businesses that are improving their performance and sharing best practices to be strong competitors in an every expanding global marketplace.

A visual of the Baldrige Framework showed how the Framework is structured with a Leadership Triad and Results Triad, both supported by Information Management that looks at how an organization gets knowledge and information to improve its performance.

Cousins described the seven Categories that make up the Framework, the Plan-Do-Check-Act continuous improvement cycles, and how the Council's application of these quality principles make a difference by focusing on customers, and tracking and improving results. Evaluation and improvement cycles can lead to innovations.

The Bill of Rights Project and the Ambassadors for Respect Handbook are both innovative approaches.

In summary, Cousins said that the Baldrige quality improvement approach asks are we doing as well as we should, how do we know, and how and what should we be doing differently to improve our performance.

Mary Harreld provided background about the Handbook, the role that the Ambassadors for Respect played in initiating the anti-bullying program with 4<sup>th</sup> grade elementary school students in 2013, the growth of the program over the past four years, and the results achieved. The schools and teachers embraced the program which contributed to its success.

Harreld explained the replication process, and the collaborative efforts with teachers and paraprofessionals, the students who participated, and the self advocates, the Ambassadors for Respect, who taught the lessons.

A draft copy of the Ambassadors for Respect Handbook was passed around for Council members.

In response to Perron's question about next steps, Harreld said that this is just the first phase since they had very little to operationalize going into the replication process.

### **Highlights of Research Studies of the Past Five Years:**

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.

Tom Pearson, MarketResponse International (MRI), presented an overview of the studies done in the past five years. A total of 17 studies that have been conducted since MRI began working with the Council.

In 2013, the K-12 Education Study for Students with Developmental Disabilities used a narrative research approach. This study and the approach used was prompted by a 2012 general population survey that found a far greater negative outlook about education services in households with a son or daughter with developmental disabilities. Over 200 stories were collected from students and parents, teachers and paraprofessionals, and special education directors for the 2013 study. Seven themes emerged –

- Emotional roller coaster (constant worrying; cycles of extreme highs and lows);
- Special education in its own bubble (a specialized group; isolated, not integrated, in a different world;
- Through the cracks (exposure to undesirable situations and setbacks);
- Fear of parental empowerment (lack of opportunity to get to know each other, share stories and resources);
- Education heroes (caring, acceptance, advocating, protection, inclusion don't go unnoticed);
- Integration to inclusion (many positive experiences were described by parents in all districts); and
- Transformation (the goal of education to productive and fulfilling adulthood but far from guaranteed for students with developmental disabilities).

In 2014, the Special Education Experience Study was conducted in collaboration with the Department of Education, Special Education Division. The purpose was to obtain benchmark measures of overall quality and satisfaction levels of the special education experience from the perspective of parents and the students themselves. These measures were intended to be used to drive improvement strategies to improve the quality of education for students with developmental disabilities.

In 2015, two surveys were conducted to help in developing the Council's Five Year State Plan for FFYs 2017-2021. An Individual and Family Survey identified important policy issues to be addressed over the next five years. A Provider Survey looked at provider opinions about issues that included employment, health care, quality assurance, housing, and self advocacy.

In 2017, a General Population Survey of Attitudes Towards People with Developmental Disabilities was conducted. The original attitudinal survey was done in 1962. Similar surveys were done in 2007 and 2012 to measure changes. New questions were included in this most recent survey to look at 21<sup>st</sup> Century issues.

A supplemental Racial & Ethnic Survey of Attitudes Towards People with Developmental Disabilities was also conducted to assure that the insights and perspectives of members from these communities were heard. Outreach efforts were made in the Hispanic, American Indian, African American, East African, and Southeast Asian communities.

**IX. ADJOURNMENT**

Hoffman asked for adjournment.

The meeting was adjourned by consensus.

Respectfully submitted,

Colleen Wieck  
Executive Director