



MINNESOTA GOVERNOR'S COUNCIL ON DEVELOPMENTAL DISABILITIES

Wednesday, February 3, 2021
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
Dupree Edwards
Lisa Emmert
Jaclyn Ferrier
Kay Hendrikson
Brittanie Hernandez-Wilson
Amy Hewitt
John Hoffman
Lesli Kerkhoff
Mary Martin
Jillian Nelson
Kate Onyeneho
Garrett Petrie
Kate Quale
Connie Rabideaux
Jacki Rightler
Reid Scheller
Dan Stewart
Bonnie Jean Smith

STAFF PRESENT

Colleen Wieck
Paul Nevin

GUESTS

Judy Plante, Lanterna Consulting

MEMBERS EXCUSED

Jason Blomquist
Stacey Nelson

I. CALL TO ORDER

Lee Shervheim, Council Chair, called the meeting to order at 9:36 a.m.

II. INTRODUCTIONS

Shervheim called attendance by last name in alphabetical order and asked members to give a brief introduction of themselves.

III. APPROVAL OF AGENDA

Shervheim asked for a motion to approve the Agenda.

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

IV. APPROVAL OF COUNCIL MINUTES FOR DECEMBER 2, 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 December 2, 2020.

Albeck, Bahnsen, Berghorst, Edwards, Emmert, Hendrikson, Hernandez-Wilson, Hewitt, Kerkhoff, Martin, J. Nelson, Petrie, Quale, Rabideaux, Reed, Rightler, Scheller, Shervheim, Stewart and Smith all responded in the affirmative. There were no dissents. Motion carried.

V. REVIEW OF PUBLIC INPUT AND FEEDBACK ABOUT PROPOSED PROGRAM GOALS

Wieck provided the background for today's discussion. The Council staff worked with Judy Plante in finalizing the language of the proposed program goals and posted a public input form on the Council website beginning on December 5, 2020 and ending January 19, 2021. An announcement was sent to 5,300 subscribers of GovDelivery, posted on the Council's Facebook page, and was forwarded to current subgrantees. The input was collated and organized by program goal and that document was sent to all Council members. Additional feedback and other comments were gathered, and that document was also distributed.

Judy Plante then facilitated discussion of each program goal. She asked members to provide reaction to the feedback or what themes emerged. The federal law requires that the Council "shall revise the plan to take into account and respond to significant comments."

The following goals were confirmed with no changes in language. Some of the Council member comments are summarized below.

A. Employment: Check statutory citation because it was repealed; it was good to see postsecondary education included because that has been a missing piece in the discussion; the volume of comments reflects the critical role of employment; there is a lot of passion about this goal; glad to see self-employment is mentioned; and these comments align with values.

B. Self-Advocacy: These comments show strong support for this goal; self-advocacy is having an impact; the comment about the need for enforcement garnered several comments about the ADA doesn't work when there is no accountability for counties; accessing services is not easy, accessible or friendly; people with invisible disabilities must fight for their rights;

sometimes accommodations are hostile and not reasonable; during the pandemic people had to fight for their rights in hospital settings; enforcement is a problem; compliance is a problem; entities are not responsible and escalation occurs; the people suffer the consequences and not the government agencies; more people including family members must become engaged; inclusion must be marketed; more education and training are needed; it is even more difficult for individuals who have disabilities and are also black, indigenous, and people of color. The Ambassadors for Respect and the Bill of Rights project are both small efforts but have had an impact.

C. Training Conferences: There was one comment and it summed up the intent of this goal nicely. Jillian Nelson commented that because of the scholarships for the Autism Society of Minnesota conference, she has a photo of a young girl who is surrounded by 20 women. The little girl has her sights set on doing Jillian's job. The Council funding enabled the girl to see role models.

D. Leadership Development: Lots of positive comments about the *Partners* program; invaluable community connections and lessons; taught me more than college.

E. Customer Research: One commenter has lots of ideas and used lots of acronyms; appreciate the data driven approach; lots of work has been done in this area.

F. Continuous Improvement: Again, a data driven approach is appreciated.

Two goals were modified based upon the discussion of Council members including Cultural Outreach and Publications, Websites, and Online Courses. The suggested edits are intended to strengthen inclusive language:

V. CULTURAL OUTREACH

Support the development of leadership skills in culturally diverse communities through collaborative efforts with organizations in these communities. The purpose of this effort will be to increase knowledge and develop skills that will encourage participation in the *Partners in Policymaking*[®] program and joining the larger disability justice movement. Recognize the public health disparities, ~~and~~ inequities, and intersectionality facing people with disabilities who are also black, indigenous, and persons members of communities of color (BIPOC), members of immigrant communities, and other groups experiencing marginalization to further encourage and support their participation in training, leadership, and advocacy.

VI. PUBLICATIONS, WEBSITES, AND ONLINE LEARNING COURSES

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. 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.

- D. Increasing marketing efforts to ensure accessibility and wide dissemination of Council products.
- E. Exploring new technology that is focused on the individual and saves the user's preferences and choices and suggests additional resources or learning courses based on those preferences and choices; and
- F. Where possible, increase language access.

Chair Shervheim thanked everyone for their work in reviewing the public input.

MOTION: Emmert moved, seconded by Smith to approve the amended program goals and to align the Five-Year Plan to the Olmstead Plan.

Shervheim proceeded with a roll call vote:

Albeck, Bahnsen, Berghorst, Edwards, Emmert, Hendrikson, Hernandez-Wilson, Hewitt, Kerkhoff, Martin, J. Nelson, Petrie, Quale, Rabideaux, Reed, Rightler, Scheller, Shervheim, and Smith all responded in the affirmative. There were no dissents. Motion carried.

VI. GRANT REVIEW COMMITTEE

Lisa Emmert, Chair of the Grant Review Committee reported that a meeting was held on January 13, 2021. The Committee reviewed the training conference application form, invitation letter and evaluation form. The RFP has been released and applications are due on February 19, 2021. The Grant Review Committee will meet on March 3, 2021 and an Executive Committee meeting will be held after that meeting on March 5, 2021. A new Conflict of Interest Policy has been issued by the Office of Grants Management and so this will be the first experience working with a new policy and new form.

VII. EXECUTIVE DIRECTOR'S REPORT

Wieck provided a brief report about activities since the last meeting. Congress has passed funding for Federal Fiscal Year 2021 and we should receive our allocation within the next few weeks.

We completed a census of all *Partners* programs and we have added 2,100 graduates in the past five years.

The State Task Force report on Employment and Retention of Employees with Disabilities was submitted on January 15, 2021. Copies of this report will be forwarded to all Council members.

The Olmstead Implementation Office will be handling the amendment process a bit differently this year. They are asking for individual comments to be submitted through their website. If anyone would like assistance, please contact the Council and we can assist.

The Disability Justice Resource Center has added interviews with both Dan Stewart and Laura Provinzino from the US Attorney's Office in Minneapolis. Dan speaks about special education and Laura was interviewed about human trafficking.

Work continues on updating all of the *Partners in Policymaking* online courses.

The Council is working with the Minnesota Historical Society in creating a special collection of Olmstead documents for archiving.

MarketResponse International created a Meta-Analysis of 20 years of research studies and that document will be forwarded to all Council members.

Recruitment information about Class 39 of *Partners in Policymaking* is now available.

VIII. OTHER BUSINESS

Council members discussed the priorities for vaccinations and how people with disabilities are not on the priority list if they do not live in a congregate setting. Individuals recounted their experiences with lack of communication. Senator Hoffman urged members to contact him so that he can understand the issues and help clarify the priorities by asking questions. The staff will follow up internally and go through Admin to communicate with the Governor's Office about the problems.

Lee Shervheim thanked everyone involved in preparing for the meeting and for the excellent discussion. The next meeting is scheduled for April 7, 2021.

IX. ADJOURNMENT

The meeting adjourned at 11:03 a.m.

Respectfully submitted,

Colleen Wieck
Executive Director

MINNESOTA GOVERNOR'S COUNCIL ON DEVELOPMENTAL DISABILITIES
FIVE YEAR PLAN
GOAL STATEMENTS (FFYs 2022-2026)
(Accepted by the full Council on February 3, 2021)

I. 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. Providing individualized, person led, and person centered supports that may include technology and are necessary for a broad range of employment options 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). Increase 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. Educate 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 individuals on careers and job transitions.
- G. Encouraging and developing robust person led and person-centered profiles 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 Minnesota Statutes.

II. SELF ADVOCACY

Develop a statewide network of well trained and informed self-advocates by fulfilling the federal Developmental Disabilities Assistance and Bill of Rights Act (DD 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.

III. TRAINING CONFERENCES

Provide ongoing education and training that reflect and address the outcomes (independence, productivity, self-determination, integration, and inclusion) as found in the DD 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.

IV. LEADERSHIP DEVELOPMENT

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.

V. CULTURAL OUTREACH

Support the development of leadership skills in culturally diverse communities through collaborative efforts with organizations in these communities. The purpose of this effort will be to increase knowledge and develop skills that will encourage participation in the *Partners in Policymaking*® program and joining the larger disability justice movement. Recognize the public health disparities, inequities, and intersectionality facing people with disabilities who are also black, indigenous, and persons of color (BIPOC), members of immigrant communities, and other groups experiencing marginalization to further encourage and support their participation in training, leadership, and advocacy.

VI. PUBLICATIONS, WEBSITES, AND ONLINE LEARNING COURSES

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

- G. Promoting accurate historical archiving of resource materials.
- H. Continuing to adopt the latest technological advancements in communications that may include social networking.
- I. Showcasing the positive roles and contributions of people with developmental disabilities.
- J. Increasing marketing efforts to ensure accessibility and wide dissemination of Council products; and

- K. Exploring new technology that is focused on the individual and saves the user's preferences and choices and suggests additional resources or learning courses based on those preferences and choices.
- L. Where possible, increase language access.

VII. CUSTOMER AND MARKET RESEARCH

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

VIII. QUALITY IMPROVEMENT

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

ALIGNMENT WITH THE OLMSTEAD PLAN

The Council's Five Year Plan goals and activities will align with the Minnesota Olmstead Plan goals.

Minnesota Governor's Council on Developmental Disabilities

Summary of 2021 Public Input and Feedback

On December 3, 2020, the Minnesota Governor's Council on Developmental Disabilities met and reviewed eight proposed program goals and small group feedback collected from Council members during November.

The Council modified the program goals and asked the staff to post the proposed goals for public input and feedback. Notices were sent to 5,300 GovDelivery subscribers and all current subgrantees. The public comment period began on December 5, 2020 and ended on January 19, 2021.

Sixty-six (66) individuals provided comments. A complete list of all comments is attached.

The program goals for Employment and Leadership Development/Skills Training received the most comments. Many of these commenters expressed appreciation for the skills they honed in Partners in Policymaking classes and that they continue to actively use. Other commenters expressed gratefulness for their meaningful employment and the supportive role of their job coach.

The federal law requires that the Council "shall revise the plan to take into account and respond to significant comments." Each Council member is invited to read through all the comments. In general, the comments are supportive of the proposed program goals. Some comments offer specific ideas that can be considered during the grantmaking process.

On February 3, 2021 Judy Plante will be with us to facilitate this discussion of the public comments.

Review of Public Input Comments, Grouped by Program Goal

I. EMPLOYMENT

I am so excited and encouraged to see the inclusion of inclusive post-secondary education opportunities in this plan. It is a missing link for people with disabilities to make the leap from K-12 to fully included contributing citizens and workforce members. Thank you!

I have been MSS for the past 4 years. I also work with other services such as Handy Help and Radius Health. I have been employed in the community for these years and living on my own. These services have helped me with maintaining employment, searching for new employment, doctors' appointments and housing. These services have helped me a great deal with living independently. It's nice to know I have support to help when issues arise.

<p>The employment services that are available to our son who is a special needs child are not only essential but very much appreciated. I can't tell you how happy we are that our son has found a job coach and advocate for him. She is very helpful, and it takes the stress off of us to try and help him with applications and interviews. She does a great job prepping him for interview questions. This program is a great resource with persons with disabilities and we are very grateful it is available to use. Thank You</p>
<p>My Employment Specialist has helped me create a resume and is helping me to find a job.</p>
<p>MSS provides me with employment support and assistance with figuring out transportation to and from work.</p>
<p>People with developmental disabilities want to work but a barrier to this is the amount they are allowed to earn before their government benefits are forfeited. Please look into letting people with disabilities work more hours before benefits are cut.</p> <p>Also, potential employers are reluctant to employ people with disabilities when they have to pay minimum wage if the worker is unable to perform at a rate to support the amount of pay. Please consider waiving the minimum wage requirement for potential employers. As a father of a son with disabilities, I know he loves to work and wants to work. Removing these two obstacles will allow for more opportunities for those in the disability communities to be employed. Thanks</p>
<p>A. Fantastic strides have been made in the last few years regarding pay inequities. States like Ohio are possibly a couple years ahead of MN in terms of progress in this area, I recommend a goal to establish a nationwide Community of Practice effort in this area.</p> <p>B. The emphasis on PC plans is excellent and my recommendation is you can't emphasize this enough. Make this first and foremost in every goal! Nothing is done for a person until an in-depth PC plan is in place. Regarding employment, let the creativity for job creation flow from the PC Plan, not before the plan is complete. Then insist on a commitment to the plan, you may find traditional employment is not important to the person.</p> <p>C. Recognize for some, making money is not the motivator for employment. Don't assume all people should work and make policy from there. DTH, DEED, MDE, and employers are likely to not see success if they don't recognize the motivator. Either make them more dependent on making money (like you and I) or adjust their employment plans based on their PC Plan and the employment motivations.</p> <p>D. Fund legislative advocates to fight for legislation to pay for more job coaches. Accept that some people will always need a job coach, a PC Plan may show independence is not always a desired or realistic goal. Often job placement is not attempted if the team does not think the person can eventually do the job mostly independently. Employers are more likely to step forward if they know the job coach will help get the job done.</p> <p>E. Fund legal assistance programs to help persons become self-employed. Self-employment/contracted work is the best way for persons to earn income if they are unable to maintain minimal standards of non-disabled workers.</p> <p>F. Fund legal efforts to "stretch" employee training and qualifications. A person with IDD may not be able to pass a CNA test, but can do 80% of the job. Work with licensing and Union standards to open doors. Especially require government employers to hire; if a city, county, school won't hire a person</p>

with IDD because they can't pass certain academic requirements – who will? I know an 18-21 Transition program that trained a student to perform almost all of the physical tasks of being a custodian; then after graduation, would not hire him for a vacant custodian position because he could not pass the HR required testing. Connect 700 does not address this problem.

G. Support the search for funding Community Experts for schools with Transition programs. Community Experts, who are not teachers, are not allowed in these programs. Work Experience Coordinators are teachers and their charge is more exploration, training, and preparation for employment – not actual Transition into a job. Community Experts know how to build a PC Plan and know how what the job market demands and residential options. A Community Expert allowed into these programs will blend the efforts of the County Case Manager, DEED, and teachers to real/actual transition. Community Experts can be expected to facilitate the actual “next step/transition” before they leave the Transition program.

My daughter attends MSS. She participates with the employment services that are provided. Since my daughter been a part of the program, she's been able to obtain independent employment on multiple occasions. She was employed with a company for 5 yrs. And only due to the pandemic that has changed. With all the changes my daughter wanted to look at other opportunities.

The employment coach she was provided from MSS was able to help her regain employment. Even during these times. We do appreciate having employment coaches to help guide and support her through finding employment. The services that are provided gives her an opportunity to feel as independent as possible. The job coach help with application process, interviewing skills and so much more. The funding is greatly needed and again appreciated.

Now that I have a job at Costco, I'm making money, so I am going to be more independent. I want to save up so that I can move into my own place. I love my job and the people I work with. They are really nice. They understand me and are helpful. I get paid well and I am hoping to go full-time. My supervisors have said that they are grateful for how I am helpful and do a good job. Working with MSS I was able to prepare for the interview and feel confident. I also know a lot about what the employer expects so that I can advance. I want to have a career at Costco.

I love to go to worksites, because I would rather be working than not. When I go to work make money and making money is part of me getting more independent. I haven't been able to work as much as would like because of COVID and I don't qualify for unemployment benefits because I don't make enough. I have learned a lot about working and why I like working. I have also gotten the chance to learn about different jobs. I like the people I work with and feel like I'm doing something worthwhile. I've learned a lot about how to manage my money and about budgeting.

I have learned about how to apply for jobs. I have learned how to write a resume. I got to explore different jobs and learn about them. I want to work and learn so that I can be more independent. I am looking forward to when COVID is over so that I can try working in the community.

My 24-year-old son has autism. He has a job working in Nutrition Services at an elementary school. He is competitively employed but loves his job so much he would work for free. This job gets him out of the house, is a huge boost to his self-confidence and is a great social experience. His job coach helps make this job possible. We are extremely grateful for this opportunity for our son.

Hi, my name is xxxxx and I work at Culvers. Feb 7 is my 5-year anniversary of working at Culvers. I've been disappointed during the pandemic because my hours were cut. I love working at Culvers seeing familiar customers over the years. That's also been hard not to see regular customers as I enjoy talking with them. I use the money I earn to help pay bills, get groceries and be independent. MSS

has helped me concentrate on my job and things I need to improve to provide the best customer service. I love working in the community!!
<p>Thank you for the opportunity to provide input in the upcoming DD Council Five-year plan. My comments center around the Employment Goal sections B, D and G. I encourage the DD Council to amend the goal to reflect the opportunity for students with IDD to attend college classes and earn meaningful credentials that lead to competitive integrated employment while the student is still in high school and/or transition. A component of a quality inclusive higher education option includes internships and paid employment where the student is able to explore interest areas and find their career path.</p> <p>The national data from Think College shows that students with IDD who attend college achieve a higher rate of employment, higher wages, higher levels of independent living and rely less on social services. College is an important part of the pathway to earning meaningful credentials and obtaining competitive integrated employment. Thank you for including this important education option in the DD Council Five Year Plan.</p>
I love that I am able to work and use my attributes and talents to the best of my ability. Working makes me feel Incredible in the work environment that I am in. Midwest Special Services, Inc. has helped me immensely in believing I was able to go pursue the jobs I've gotten. To this day I am proud to say to have my dream job, MSS has been there every step of the way.
My son has benefited in many ways since working with MSS. He has increased cognitive function through the learning of new skills needed for his current and future job. His emotional health has been improved as self-esteem, happiness and motivation for life have been tied to employment. The increase in his social skills with others as well as the knowledge that he is a productive member of society has also improved his quality of life.
MSS has helped me with my employment when a situation has come up and I need to talk to someone about it. I have good employers and haven't had trouble with my employer, so I haven't needed MSS to work with or talk to my employers.
It has helped me look into my options. I have had help with decisions regarding college and apprenticeship programs. I worked on job seeking skills like interviewing, resume writing, and job searching.
<p>The impact of employment services on my son's life, quite simply, has made the difference between him being employed and unable to ever hold a job. The alternative is an Adult Day Program, which, based on my son's needs and abilities, would literally destroy him. The positive impact that employment services has helped him to access employment and be a contributing member of society. He feels better about himself, is learning skills that he will have for a lifetime, is learning how to communicate with others in a positive way and build an inner belief that he can be like other people and have a job.</p> <p>Having access to these services, receiving regular and ongoing support, and having employment has made him successful and positive about himself, his life, and future. There have been times in which my son, has been at risk of losing his job, and the service provider has swiftly come into support, and his Employer feels better and supported as well. If it were not for these services, both the employee and employer would probably give up. So very grateful, and I truly believe this has saved my son's life. We are hoping one day, although he needs 24-hour care, he will be able to earn enough money to live independent of us (we are getting older).</p>

Employment is such a vital part of a person's life, and employment services are such a vital aspect of the disability service system in Minnesota. People with developmental disabilities are entitled to high quality competitive integrated employment opportunities supported by trained and qualified professionals. This includes opportunities for the discovery and exploration of personal interests and strengths as well as exposure to a wide range of jobs, careers, and career pathways. Training and education opportunities are also vital to increase employment outcomes.

Employment can have a tremendously positive impact on so many aspects of a person's life. Quality employment opportunities lead to increased independence, the development of personal and professional relationships, and a higher quality of life. The work and the funding of the Minnesota Governor's Council on Developmental Disabilities is vital in supporting the employment efforts and outcomes of individuals with developmental disabilities in the state of Minnesota.

I am especially in support of your Self Advocacy and Employment goals in the Five-Year Plan draft. In my experience, the Ambassadors for Respect program supports opportunities for individuals with developmental disabilities to play leadership roles in teaching self-advocacy to others AND it employs these individuals in a supportive and person-centered manner.

The program goals are easy to understand. I am happy to see the word "robust" used in G under I. Employment. (*referring to youth ages 16-32 employment training opportunities*)

II. SELF-ADVOCACY

I am especially in support of your Self Advocacy and Employment goals in the Five-Year Plan draft. In my experience, the Ambassadors for Respect program supports opportunities for individuals with developmental disabilities to play leadership roles in teaching self-advocacy to others AND it employs these individuals in a supportive and person-centered manner.

Developing self-advocacy is a great goal and so is supporting employment during transition years. The Ambassadors for Respect program supported by the Council does a great job in both these areas. The program gives self-advocates a platform for sharing their experiences and for advocating for change – for more inclusion, wider use of Person First Language, and for more people advocating for themselves and others. The program supports the development of self-advocacy by helping transition students and adults with developmental disabilities to see that they have a voice and a powerful message to share. The program helps individuals with developmental disabilities to develop their skills and confidence for being self-advocates.

Ambassadors for Respect is important for it provides many of the self-advocates with their first paid work experience. The program also does a great job in inspiring fourth graders to become advocates and to be more mindful and accepting of others. Developing a statewide network of well trained and informed self-advocates is a much-needed priority. Self-advocates have an important and powerful voice that needs to be heard. They make a difference in the lives people throughout our community, not just for people with disabilities. Supporting self-advocates in providing leadership training is a great priority. I also especially like the goal about having employment experiences during transition years. Thank you for your assistance!

Ambassadors for Respect has fostered confidence in my students, while sharing the message of person-first with 4th graders. The benefits of this program are invaluable. I have a student who still talks about the day that the Ambassadors visited her 4th grade classroom - what an impact on kids at a very impressionable age! Funding this program is an investment in our future!

<p>A. Love this goal!</p> <p>B. Recommend more emphasis on a required, in-depth PC Plan for everyone</p> <p>C. Goal for a certain # of persons empowered by having their PC Plan in hand and demand that the Plan guides decisions made for them.</p> <p>D. Fund panels to look at and address situations where the PC Plan is restricted by licensing standards.</p> <p>E. Goal to further the concept of “Supported Decision Making” as an alternative to full guardianship; determine if it should be adopted by State courts.</p> <p>F. Goal to get a legislator to sponsor a bill to give persons with severe cognitive disorders a voice in elections.</p> <p>G. Goal to establish a coalition of advocacy groups to merge common needs and deficiencies and align with a lobbying group and legislative committee.</p>
<p>Please remove "II. Self-Advocacy" with "Simplify and Improve Enforcement"</p> <p>I'd like to see the Minnesota Governor's Council on Developmental Disabilities to aim for enforcement approach rather than self-advocacy. Clearly after 30 years of “self-advocacy,” post-ADA should be enough evidence that this approach is not that effective.</p>
<p>We appreciate the flexibility of the Ambassadors for Respect Program to promote self-advocacy through artistic expression. Our transition students are making cards for Ambassadors to give out when in-person trainings resume. From their work, our students are gaining work experience, developing self-esteem by making cards they are proud of, and they are building fine motor and recreational life skills.</p> <p>We are able to involve people of various abilities to express themselves positively in a non-verbal format. Incorporating card-making into Ambassadors for Respect work brings out collaboration and teamwork in creating a finished product. It has also helped students to understand group process work. We are grateful for the opportunity to involve our students in the Ambassadors for Respect program and hope it will continue in the future. Thank you</p>
<p>I looked at the MGCDD’s five -year plan and I agree with the goals.</p> <p>I am a self-advocate from Mankato Minnesota. I have been involved with self-advocacy for 20 years. The SAM network has made a big difference to make self-advocacy a statewide thing. Since SAM we have Human Rights Retreats and Olmstead Academy and other meetings where people from all parts of the state get together. I met people from East Grand Ford and Cambridge and a lot of other places.</p> <p>Thanks to the SAM network we go around our region doing Disability Equality Trainings. (DETS). They are 12 classes for each one and everybody likes them a lot. We are learning about ourselves and our rights and how to be more part of the community. Some people who did not know about self-advocacy are getting involved and they like it too. I get paid to be a DETS trainer and that means a lot to me. It’s so much fun too and you learn a lot more stuff too.</p> <p>I had a really hard year because my mom died, and my boyfriend of 17 years broke up with me and I survived cancer. SAM friends supported me because I always had someone to talk to and I got a lot of</p>

cards. The friendships mean a lot to me. I talk to two friends on the phone every day and I talk to pretty much everybody. I'm in the book club and movie club and I'm busy every day.

I hope you keep SAM in your plan because it means a lot to people.

I have been involved with self-advocacy for 15 years. When I first came to Cambridge MN from Georgia, I met *the local SAM organizer* at church one Sunday. We hit it off and I started coming to the local self-advocacy group meetings. After a while, I started talking about how unhappy I was living in the apartment building for seniors. I wanted to be on my own without rules and I wanted to BBQ. I had a settlement due me from Georgia and after a couple of years I was connected to people who found me my own place. This all took time—I found a home of my own, furniture, and I settled into my new community. I could not have done it without the friends I made and the skills I learned from my group. Skills like knowing my rights, speaking up for myself, and not letting people take advantage of me.

As much as I disliked the senior apartments, there were times I was lonely in my own home. Again, my friends helped me to find a dog.

And then there was work. In Georgia I worked in the community in competitive employment. Here there was only the sheltered workshop. I was making little to nothing and I was bored. More time passed, and I finally got a job that paid me what I was worth, and I enjoyed it.

I am so grateful to the friends I met in my self-advocacy group and the help and support they have given over the years. It has been fifteen years since I moved here and getting a home and a job took years to accomplish. Joining a self-advocacy group does not mean life will instantly change. But over time, as you keep at it, you will make the life you want.

I've learned through self-advocacy that it's OK to ask for help. I believe this about myself after all the years. I have rights and self-advocacy helped me realize that I have rights and how important my rights are.

I've had a lot of changes in my life since my mom died. I moved and I got a new job and my life is different than it was when I was with my mom. She taught me a lot and we did Partner's together. After that I got connected with ACT and I even helped start the SAM network many years ago. That's how I met friend Elizabeth I thought ACT—she is so important in my life. My mom would be so proud of me right now because I do such a great job with self-advocacy. I can just hear her saying "Gordy, guess what Brian's doing?!"

The thing I like about SAM is Olmstead Academy and Disability Equality Training Series (DETS). I am a DETS trainer and I feel really good about that. Me and Bev do the classes together. I learned a lot from different self-advocacy things—like even Olmstead Academy taught me a lot—it helped me remember all my rights. It helps me if I have a situation with someone it's good to be assertive and not defensive or aggressive. Colleen will be so proud of me to get a letter like this. It was so special that Colleen knew my mom so well. Colleen will know how much I am like my mom. You can't let things hold you back you've got to move forward. That's what self-advocacy taught me.

The other thing I like about SAM is the friendship and all of the love and support.

The other thing I like about SAM is that we get to know people from all over the state. We are all different, but we all have one thing in common. We care about other people and we want people with disabilities to have choices. Just like everyone else. I just want to be treated like everyone else. That's what they call inclusion. We may all have different stories, but we are all fighting the same thing and it's called discrimination.

I have to say that I love Olmstead Academy and can't wait to go back to Farmington to see the class of 2020 again in -person. After that we can have reunions. I like the reunions. Now we are seeing people on Zoom and that works ok but it's second best but right now it's worth it. But I enjoy Zoom.

I think it is a good goal to keep supporting self-advocacy because it is making our lives better when we know our rights and know we have support to get our rights.

I call the SAM network a life- saver and a life -changer.

The program helps you become a better leader involved in self-advocacy.

III. TRAINING CONFERENCES

I am from the Autism Society of Minnesota (AuSM) and we have received support from the Minnesota Governor's Council on Developmental Disabilities through their co-sponsorship funds for training conferences for our annual AuSM Autism Conference. These funds have supported many individuals with Autism to receive the much-needed education and resources they so desperately need. Without these funds, we would not be able to give financial assistance through scholarships to our community or bring in key experts in the autism field to bring knowledge and expertise to those who are affected by autism. We ask that you continue to include the co-sponsorship funds for training conferences in your 5-year goal planning. Thank you for your consideration.

IV. LEADERSHIP DEVELOPMENT (SKILLS TRAINING)

Leadership Development - Learning leadership skills is a proven way to have a say in policy and a seat at the table, the skills taught are found nowhere else. Participants in leadership development are confident they have the skills necessary to be an effective advocate, to equally participate with policymakers when policy is being made and be an effective member of boards and councils as well as run for public office.

As a mother and grandmother of individuals with developmental disabilities and a person working with families and individuals I have always looked to MN Governor's Council on Developmental Disabilities for accurate information and a wealth of sources to use for my own family and to share with numerous other families and individuals not only in the US but other countries. I have worked with schools, churches and civic groups and used the MN Council's materials. The online learning courses are especially helpful during the pandemic. I am grateful (Goal) VI, which addresses the above is a part of the proposed five-year plan.

Partners in Policymaking is the program ever once anyone takes this program believe me this will benefit all who attend

<p>I am learning so much from Partners in Policymaking. These classes are giving me the education and confidence boost to make positive changes in my life, in my community and in our state! Much needed program and so beneficial to participants and the people whom benefit from actions taken by active advocates enrolled in it.</p>
<p>I am a proud Partners in Policymaking graduate and I am happy to see that this proposed plan includes leadership development. I learned a great deal on how to best advocate for my son and other individuals with disabilities in my Partners in Policymaking course. Partners is the best place to "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." I would be grateful to see this program educate more people to become the best advocates they can be.</p>
<p>The Partners in Policymaking course is needed to continue the progress of disability related issues, such as education, housing and employment. As a participant of Class 38, the class has taught me to not be afraid of my voice and story. To not be afraid to voice it to those in a position of power. There is a desperate need for advocates. Many of us are living the story.</p> <p>We have a personal connection to a disability, whether we are a caretaker for our child or have a disability ourselves. We are in the thick of issues that arise with proper diagnosis, with education and IEPs, with self-care and finding employment. The Partners in Policymaking program gives us power instead of feeling vulnerable. The class is empowering. The education and connections being taught is invaluable and is creating desperately needed, compassionate leaders. We need this. Society needs this.</p>
<p>"If you want to go fast, go alone. If you want to go far, go together". I am honored to be part of this year's Partners in Policymaking class. In the short time I have participated in this program, I believe I have more knowledge, resources and allies along the way than all of the past years to help me serve as a better advocate for my own family as well as others. I am hopeful and confident that others will see the value of this program and continue the Partners program.</p>
<p>Through Partners in Policymaking class 38 I have learned I have a voice. I have already become a better self-advocate and advocate for my children and the needs they hold. This class has been a vital role behind those transitions.</p>
<p>I was in the Olmsted Academy Class of 2019. It helped me to understand some things in my life I didn't know and was not aware of. I learned a lot and I'm glad I was in it.</p> <p>I learned about Louis and Elaine and how they went to court for their rights. They wanted to get out of the institution and live in the community. The Supreme Court of the United States ruled that they have the right to be in the community just like everybody else. The Supreme Court rule isn't just about them, it's about to all of us. We all have the right to be in the community.</p> <p>The program helped me learn more about my rights and helped me get out in the community more. We learned in fun ways, like games, art, songs and skits. My team choose a project and called it the Fun Club. We wanted to help people with disabilities and people without disabilities get together and have a nice day. We picked Johnathan Paddleford Riverboat cruises. We got season passes and gave them to other self-advocates who wanted to get out of the house and have fun. Altogether, five self-advocates went on 33 boat cruises down the Mississippi river. We brought a lot of people like cousins, parents, co-workers and former co-workers, people from church and neighbors. I had a sign-up sheet at my apartment. Everyone said they liked it and had a nice day. Once you got the</p>

pass you could go as often as you want and bring three people with. What a deal. I already have my season pass for 2020.
The program is very, very good. It helped me to understand and build confidence in my life.
I took the Disability Rights Training and I can say my family truly benefit from it and others will do as well.
The information provided on the training was very beneficial to me and my child.
I took the training and it was a lot of great information. Thank you!
The information given in the training was great and very helpful for my family.
I took the Disability rights training and it was very good information. My child and I will benefit from all that was provided.
I did the Partners in Policymaking over a decade ago, & it still is the most practical impactful experience to date. I continue to go back to my knowledge gained to make better decisions in guiding our path & helping countless others!
I am a graduate of the Partners in Policymaking training. This training educated me on best practices for helping my daughter to thrive. I have used this knowledge to be a life-long advocate for her. I enthusiastically endorse the MN Governor's Council on Developmental Disabilities and all aspects of their five-year plan.
A strong plan is required to support participants to show they can impact their own lives and those of others.
I would highly appreciate supporting the Partners in Policymaking program under the leadership plan. I am part of class 38 and can't emphasize enough how important this program is for me to help with all the information that is available for people with developmental disabilities and their parents.
After completing Partners in Policymaking class 37, I feel my advocate skills have allowed me to make better educated decisions for my family as well as other families.
I now currently hold 2 positions on the Minnesota Board/Commissions for Individuals receiving services and the EIDBI board. I have been certified as a Certified family peer specialist in Minnesota and continue to advocate for my family and others.
Partners in Policymaking changes lives and gives people confidence and so many skills to thrive in advocating.
I would encourage the Gov.'s Council on Dev. Disabilities to continue to support Programs like Partners in Policymaking and other programs which help train people to leverage resources available for making improvements in the systems they rely upon and to build capacity for services that make them able to overcome barriers, allowing them to contribute and be involved in the community.

V. CULTURAL OUTREACH

Having a cultural outreach program is needed in order to reach hard-to-reach communities, and present information in their own languages. Somali Community Resettlement Services offered training for 42 Somali and 6 Latinx individuals in 2020 - presented in their native languages. This was very valuable information - and it was new information for them all.

Disability rights training is critical in the Somali culture. We have come a long way in the United States to assure the rights of people with disabilities. This information needs to be transcribed and explained in a manner that people can understand. Often, I hear of people that are having challenges getting through the system because of language barriers or fear of the government. Understanding disability rights as well as what people accessing services can expect would be a great help.

I want to take this opportunity to support the proposed five-year plan goal statements created by the Governor's Council on Developmental Disabilities. I especially appreciate the inclusion of a goal addressing cultural outreach.

In my role as Director of Special Services for the Xxxxx Public Schools, I have worked closely with the Somali Community Resettlement Services. Through our collaboration, we provide training for Somali families in regard to what disabilities are and what they might look like in children. Unfortunately, the Somali culture does not always support people with disabilities or even understand what disabilities are. Through teaching and meeting with families, we are helping to bring an understanding to their community. This would not be possible without support from the last five-year plan.

Cultural Outreach to address disparities and inequities in culturally diverse communities continues to be a need I constantly see.

VI. PUBLICATIONS, WEBSITES, AND ONLINE LEARNING COURSES

No comments submitted

VII. CUSTOMER AND MARKET RESEARCH

Customer and Market Research & Continuous Quality Improvement:

A. So glad you see a need for increased data!

B. Legislative changes will not come without data and research.

C. Good ideas and successful practices without supporting data have far less chance of growing if data is not in front of decision makers.

D. I recommend a goal to expand upon the National Core Indicators (NCI) used in MN. Let's use this research and data from NCI and see where we want to expand to get more in-depth data.

E. Goal to collect data from PC Plans, determine highest needs and deficiency areas. Use U of MN Community Inclusion, Arc, ARRM or DCT/CBS MSOCS to research and compile. Share with self-advocacy groups.

F. Goal to fund research on cost reduction ideas so savings could go to highest need areas (probably direct care giver wages/training/retention). I have lots of ideas here!

G. Goal to fund research to determine how to breakdown silos separating Special Ed, Waivered Services, Long Term Care for all types of care and diagnosis (MI, IDD, elderly, BI). Find ways to cut

costs and share expertise and resources.

H. Get the council involved in the DHS “Waiver re-imagined project”; divert from rehabilitation and “fixing” people to more emphasis on PC Plans.

I. Use MSOCS to develop and study best practices service models.

Conducting primary customer research studies has been critically important in supporting the GCDD’s mission of enhancing IPSII for people with developmental disabilities. Most fundamentally has been the measurement of perceptions and tracking trends over time, revealing areas of progress, as well as specific impediments to IPSII that needed to be addressed.

The insights gained from qualitative and quantitative research that we’ve conducted over the past 2 decades have also informed legislation, as well as government and non-government entities, regarding policies and actions that directly impact the lives of people with developmental disabilities. Ultimately, the goals of primary research are to gain a higher level of empathy for our fellow Minnesotans with developmental disabilities, and enhance our understanding of the attitudes that need to be embraced, and the actions that need to be taken, in order to improve their journey.

VIII. QUALITY IMPROVEMENT

No comments submitted.

Minnesota Governor's Council on Developmental Disabilities

Review of Public Input Comments

OTHER COMMENTS and ADDITIONAL GOAL SUGGESTIONS

I would encourage the Gov.'s Council on Dev. Disability to look at supporting:

1) Fund an advocacy workgroup focused on open sourcing technologies and curriculums to reduce the cost of accessible materials in classrooms and to allow for the collaboration between more than 60,000 teachers in Minnesota to produce curriculums and distribute throughout our entire public school system that meet the needs of all our students regardless of their impairments or learning style.

2) Funding a council or workgroup that studies cost-benefit ratio for intellectual-property buyouts of systems and technologies used for accessibility and adaptations funded by the state for healthcare, education, and other needs. Focused looking at how you can open source them in a generic format, so they are more accessible to everyone that needs them (need a prosthetic limb? Come to the library makerspace scan your limb or bring a doctor's scan with you and get help to 3d print one).

This group should be focused on externalities paid for with healthcare, education, and different funding sources that are paying for these technologies to reduce the net cost throughout the systems that are supporting those with needs and then leveraging the individual players involved to come up with buyout packages eliminating predatory cottage industries for services and technology.

The services that are absolutely essential for individual's participation in society as whole people should not beggar those individuals, our funding systems, or employers that would like to benefit from individuals in unique views. Treat it like any other venture capital buyout firm. Hire a first-class team of investors focused on reducing costs to our badly needed systems, increasing access, and public benefit.

The program goals presented are excellent. The way they are written is easy to understand. The Five-Year Plan is very impressive and comprehensive and represents the best of best practices -- Congratulations!!!

I am a teacher and mother of a young man with Down Syndrome. This looks good. In my opinion, our kids are so isolated from one another! We need some kind of State group that works on establishing a social network for them. Their mental health depends on it. I am willing to help with this. Thank you so much for the work you do to better our society!

DHS more accessible in its staffing, training, Human Resources, experts, etc. Building stronger communities and organizations both private and public in our state. working together as a team to build a stronger more united Minnesota!

In addition to these, I would like to see a focus on Health Care. By having a health care focus, Minnesota would save money, when it comes to Medicaid.

Health Care focus Areas:

1. Obesity/ diabetes: develop programs aimed at people with intellectual disabilities, create legislation
2. Mental health care- better access to mental health care
3. Educate physicians on how to interact with people with intellectual disabilities

I think we need more parental support, due to Covid, my 22-year-old Autistic son has had no opportunity to do any vocational rehab programs which led me to become a paid parent and have no health benefits for myself. Waivers pay maximum of 40 hours per week for care when they need 24-hour care in home, and we have no benefits at all. Hoping SEIU can help get things moving as well for parents.

Congrats on securing this level of funding. This year's challenges due to Covid need to be addressed and would suggest the following be considered:

- spending quality time in social settings to engage in activities with others, resulting in enhancing social skills, life skills to offset the many months of isolation.
- create support groups that provide open environments for conversation on the challenges facing the DD community so providers and support organizations are building goals based in their input.
- Education Programs for those working and living with the disabled. Due to high turnover the quality of interactions is not meeting expectations.

I think all the suggestions goals are great.

My wife and I have been advocates for our kids *Zac and Kristina* (Down Syndrome/Autism) for 28 years. The paperwork, forms, requirements, fiscal agencies, personal, insurance are in constant change... the only things that have not changed is Zac and Kris. Yet the paperwork is a state of constant confusion. I would like someone to show the various state department the effects, the time, required every time the most simple change is made. A single word requires a new/different form, more confusion, re-work. There should be a time/cost/benefit analysis for any change in a form.

Why are you wasting money on this? In a time of national crisis, where people who could contribute to society are sidelined...you're going to blow the wad on folks who's only benefit to society is as organ donors?

Your actions are TOTALLY irresponsible.

"Students" who can't keep up with their peers have no business in Public Schools. Fire the Special Ed teachers, and the diaper-changers. Eliminate the "group homes". And stop subsidizing "employment" for people who can't do a decent job of "working". Funding for this crap needs and deserves to be DRAMATICALLY cut.

For that kind of money should go on a road trip to see America. I would certainly like to be a part of that if you need volunteers.

A. Dr. Angelo Amado completed a study that clearly showed an outside influencer supporting the team and the PC Plan to enhance community inclusion was extremely effective. I recommend a goal to implement efforts to specifically designate "Community Inclusion Specialists" as a required part of support teams. Their sole function is to implement the PC Plan, including employment plans. DC's are too busy and spread too thin to carry out this responsibility. Data would show a savings in staff retention, reduction in negative behavior, reduction in staffing levels. A commitment to creating these Specialists positions, would lead to a whole new generation in leaders in PC Practices and make MN a leader in the world!

B. Fund efforts to Simplify 245D. Base services on the PC Plan. Remove rehabilitation, education, "fixing" and "changing" persons with IDD from funding eligibility and licensing. Persons with IDD do not need to apologize for who they are and needing support. Service funding should not be in rules and laws that require the person to need to improve to qualify for necessary supports.

C. Set a goal for all persons that want a PC Plan have an in-depth plan and have persons around them with time and skills to help implement and sustain the Plan.

Presently I function as a guardian for several folks with, one of which has developmental disability. I would like to avoid a 'group home' environments due to the person's limited social skills for health interaction with others. The person under guardianship has done well with a waived grant in a community-based apartment. In finding or changing apartments, we find resistance from the managers to allow the person under guardianship to rent or take part in the lease even with a guardian.

More needs to be done to promote and encourage community-based living with persons under guardianship with adequate supports.

Suggest some type of incentive or specialized allowance to encourage renting to this group of individuals.

The method used to present the proposed five-year plan and to submit comments is easily accessed.

Very good