DEPARTMENT OF ADMINISTRATION
GOVERNOR'S COUNCIL ON DEVELOPMENTAL DISABILITIES

MINNESOTA GOVERNOR'S COUNCIL ON DEVELOPMENTAL DISABILITIES

Masonic Institute for the Developing Brain
2025 East River Parkway Minneapolis, Minnesota 55414

Wednesday, June 1, 2022
12:15 pm – 2:30 pm

MINUTES

MEMBERS PRESENT
Lee Shervheim, Council Chair
Dan Reed, Vice Chair
Michelle Albeck
Wendy Berghorst
Jason Blomquist
Dupree Edwards
Amy Hewitt
Mary Martin
Katie McDermott
Jillian Nelson (virtual attendance)
Garrett Petrie
Kate Quale (virtual attendance)
Connie Rabideaux
Jenny Santema
Reid Scheller

MEMBERS EXCUSED
Jenny Arndt
Lisa Emmert
Kay Hendrikson
Brittanie Hernandez-Wilson
Lesli Kerkhoff
Abdi Matan
Chris McVey

GUESTS
Shelley Madore (virtual attendance)
Anna Phearman
Bonnie Jean Smith

STAFF PRESENT
Stephanie Nelson
Paul Nevin
Colleen Wieck

I. CALL TO ORDER

Lee Shervheim called the meeting to order at 12:17 pm.

II. INTRODUCTIONS

Shervheim asked each member to introduce themselves.

III. APPROVAL OF AGENDA

Shervheim asked for a motion to approve the Agenda.
MOTION: Martin moved, seconded by McDermott to approve the Agenda. Motion carried.

IV. APPROVAL OF COUNCIL MEETING MINUTES FOR APRIL 6, 2022

Shervheim asked for a motion to approve the April 6, 2022 Council Meeting Minutes.
MOTION: Santema moved, seconded by Reed to approve the Minutes for April 6, 2022 Council Meeting. Motion carried.

V. GRANT REVIEW COMMITTEE REPORT

Lisa Emmert was unable to attend the meeting and so Lee Shervheim served as acting chair and provided the report. The Committee received two proposals in response to the Statewide Self Advocacy RFP. The proposals were scored on eight different evaluation categories.

MOTION: Hewitt moved to fund ACT for Statewide Self Advocacy for $100,000.00. Reed seconded the motion. Motion carried.

The discussion centered on diversity, equity, and intersectionality which received more attention in this round of competition compared to previous RFPs. The Council staff will discuss language plus action around awareness, commitment, and effectiveness in reaching marginalized individuals who experience increased levels of discrimination. Specific language will be added to reporting.

Similar actions will be recommended for all subgrantees in the future.

VI. PUBLIC POLICY COMMITTEE REPORT

Both Reid Scheller and Garrett Petrie reported on behalf of the Committee. The primary discussion was about health disparities and people with disabilities. Kody Olson and Mark Kinde from MDH led a discussion about disparities and what can be done. The Committee provided several recommendations that range from MDH getting involved with the workforce crisis to engaging faith based communities to advocacy for accessible health care equipment.

VII. EXECUTIVE DIRECTOR REPORT

Wieck highlighted the following updates:

- Notice of final award received--$1,118,538.00 for Federal Fiscal Year 2022.
- No progress has been made on either the submitted PPRs or our Five-Year Plan. Everything is pending at the federal level.

- The Olmstead Subcabinet approved the 2023 Amended Olmstead Plan.
- A satisfaction survey will be undertaken this summer to prepare for the 2024 Olmstead planning process.
- Olmstead workgroups are now open for applications so please check the website for more details.
- Class 39 of Partners in Policymaking graduated on May 21, 2022.
- An Open House was held after the graduation to celebrate the 35th anniversary of Partners in Policymaking.
- Fifteen historical posters were displayed based on the book *Invisibility*.
- Recruitment is underway for Class 40 of Partners in Policymaking.
- Work will begin on a no cost extension for FFY 2021 funds.

VIII. PROGRAM

Amy Hewitt organized a presentation by ICI staff to describe various projects underway that support the collaboration among the UCEDD, the Protection and Advocacy System, and the Council.

The PowerPoint presentation is attached, and the discussion items are listed below:

Minnesota Inclusive Higher Education Consortium

- The PowerPoint describes why higher education is important for students with intellectual disabilities. There are potentially 5,000 students but the capacity is approximately 100 students. Several stakeholders have been meeting to discuss options.
- There are four post-secondary options at Bethel, Bethany (Bloomington), Willmar, and Brainerd for students with intellectual or developmental disabilities but they are not inclusive. Inclusive higher education means the same access to the curriculum and college experiences. However, accommodation plans may not be followed and there seems to be a lack of accountability for professors. Pursuing opportunities for one group of people with disabilities may affect others negatively. These discussions have occurred during the past legislative session and are ongoing.
- Several members brought up their experiences in the higher education system and the lack of support they received.
- The proposed legislation would create an Inclusive Higher Education Technical Center at ICI to assist colleges and universities. Minnesota is trying to catch up to the federal Higher Education Act passed in 2008.

Minnesota Transformation Initiative Technical Assistance Center (MTI)

- This TA Center comes from 2021 legislation that charged DHS with establishing and administering a Task Force on Eliminating Subminimum Wages and a Provider Reinvention Grant Program. There are seven core services including (a) transition to competitive wages grants, (b) peer to peer mentoring for organizations, (c) peer to peer mentoring for self-advocates, (d) statewide transformation training for providers, (e) LifeCourse connect demonstration pilot, (f) employment provider transition grants, and (g) family engagement program.

- Discussion centered around the workforce crisis and supporting individuals to be competitively employed. There is a difference between piece rate and subminimum wages since some individuals are working at piece rate and surpassing subminimum wages. Individual choice should be considered.
- Options cannot be removed unless there is a plan in place. The research shows that if subminimum wage work is removed then individuals who attend a day program and are not engaged in work. The purpose of the subminimum task force is to create a plan that addresses the range of issues.
- If you want employment sometimes you cannot wait for the system. Individuals and families are also figuring this out through person centered planning.

Transition

- Minnesota has several groups involved in transition issues. This project is a community-based, collaborative transition model for Minnesota youth with IDD funded as a Project of National Significance by the Administration for Community Living.
- The purpose is to improve transition outcomes for young adults from diverse backgrounds. The outcomes include competitive integrated employment, participation in post-secondary education, and independence. The work is just underway.

National Core Indicators (NCI) Employment

- This project uses the NCI data to explore rates of employment activities and characteristics associated with community employment.
- There were 4,920 individuals engaged in Facility Activity; 1,879 individuals engaged in Community Activity, 2,552 individuals engaged in Community Work, and 1,648 individuals engaged in Facility Work.
- Individuals within the disability service system who are also members of groups with inequities beyond disability status may need more nuanced consideration when it comes to efforts to increase community-based employment.
- Those with significant needs such as mobility or mental health may be at a higher risk of placement in a facility-based setting.

HCBS Outcome Measurement

- The goal is to better understand the quality of services and supports received by HCBS recipients and whether the outcomes are person-centered, meaningful, and contribute to a higher quality of life.
- Measurement is person-centered when the individual's experiences, needs, goals, and values are expressed by persons themselves and inform decisions about what we measure, how we assess outcomes, and how we evaluate the performance of community-based supports. This is a multi-year effort. Overall, the measures have demonstrated good reliability and consistency. There is strong relationships between global and specific items.
- The approach has been designed for five different disability groups.

- Discussion included the need for volunteers to assist with these initiatives. Recruitment is underway to do testing. Dignity of risk is included under the choice and control modules.
- Zoom secure meetings have provided some positives because there are some frontier states involved and because Zoom is less intrusive than having an in-person interview.

National Center for College Students with Disabilities

- This Center is funded by the US Department of Education and involves nine different partners across the US.
- The Center's mission is to ensure that transition age and college students with disabilities have the supports and accommodations necessary to make informed decisions, successfully apply for entry into post-secondary education programs, and graduate from those programs.
- Activities include support transition teams, support transition-age youth with disabilities and their families and facilitate students with disabilities to understand their rights and responsibilities.
- Faculty members receive disability support plans from the Disability Student Support Center but often these letters are identical. Some individuals do receive accommodations and others do not. In one case a student sued because the student wanted class notes and PowerPoint presentations, but the faculty member claimed intellectual property rights. Support varies across faculty members and across departments and across colleges.
- Students with disabilities and family members are needed for a national advisory committee.

IX. ADJOURNMENT

Before adjournment, copies of the newly updated *Making Your Case* and a flier about upcoming vaccination clinics sponsored by the Minnesota Disability Law Center were distributed.

MOTION: Santema moved, seconded by Edwards that the meeting be adjourned. Motion carried. The meeting adjourned at 2:20 pm.

Council members then toured the Masonic Institute for the Developing Brain campus.

Respectfully submitted,

Colleen Wieck
Executive Director

MINNESOTA

INCLUSIVE HIGHER EDUCATION

CONSORTIUM

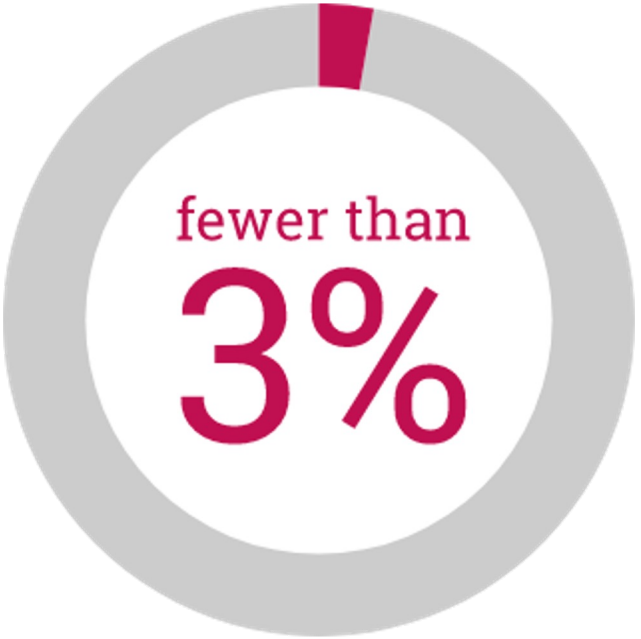
Why? Student Outcomes

- Minnesotans with intellectual disabilities want to go to college
- Are more likely to be employed (Sannicandro et al., 2018)
- Earn more than peers who do not attend college (Sannicandro et al., 2019)
- Higher level of independence (Grigal et al., 2019)
- Better physical health and healthier relationships (Butler et al., 2016)
- Rely less on Social Security Income and Voc Rehab (Sannicandro, 2019)

Expanding MN College Options

- 5,000 Minnesota Prospective College Students with an intellectual disability
- 100 Students Current Minnesota College Enrollment Capacity
- Less than 3% have access to attend college in Minnesota
- Student's Best Fit College

Source: MDE MARSS Child Count Totals December 2021



MINNESOTA
INCLUSIVE HIGHER EDUCATION
CONSORTIUM

Systems Change - Sustainable Options

- Key stakeholders
- Public Policy
- Minnesota Tools and Resources
- Learning Community and Community of Practice
- Building community-valuing all students

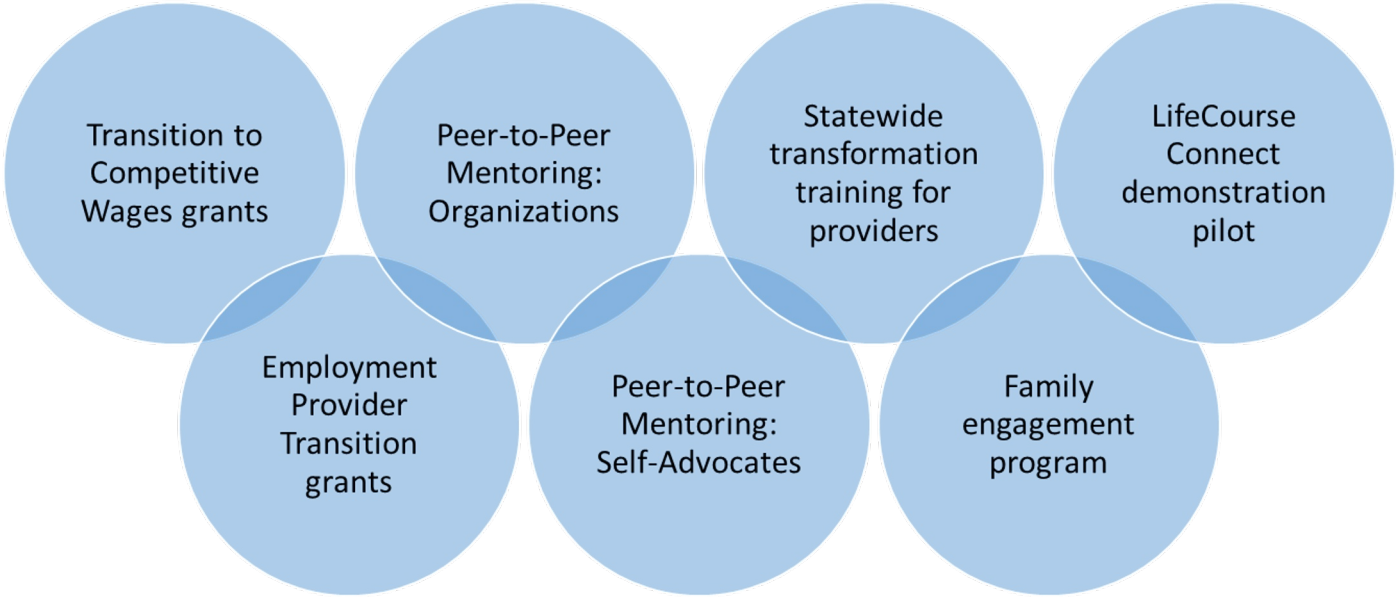
Minnesota Transformation Initiative Technical Assistance Center (MTI)

Minnesota legislation passed In 2021 that charged DHS with establishing and administering:

- Task Force on Eliminating Subminimum Wages
- Provider Reinvention Grant Program

MTI is part of the Provider Reinvention Grant Program

Minnesota Transformation Initiative Technical Assistance Center (MTI)



Minnesota Transformation Initiative Technical Assistance Center (MTI)

Project partners:

- University of Massachusetts Boston's Institute for Community Inclusion
- Strengths at Work, LLC
- The Arc Minnesota
- Quillo

Transition

INSTITUTE *on* COMMUNITY INTEGRATION

Exploring Transition in Minnesota

A Community-Based, Collaborative Transition Model for Minnesota Youth with IDD

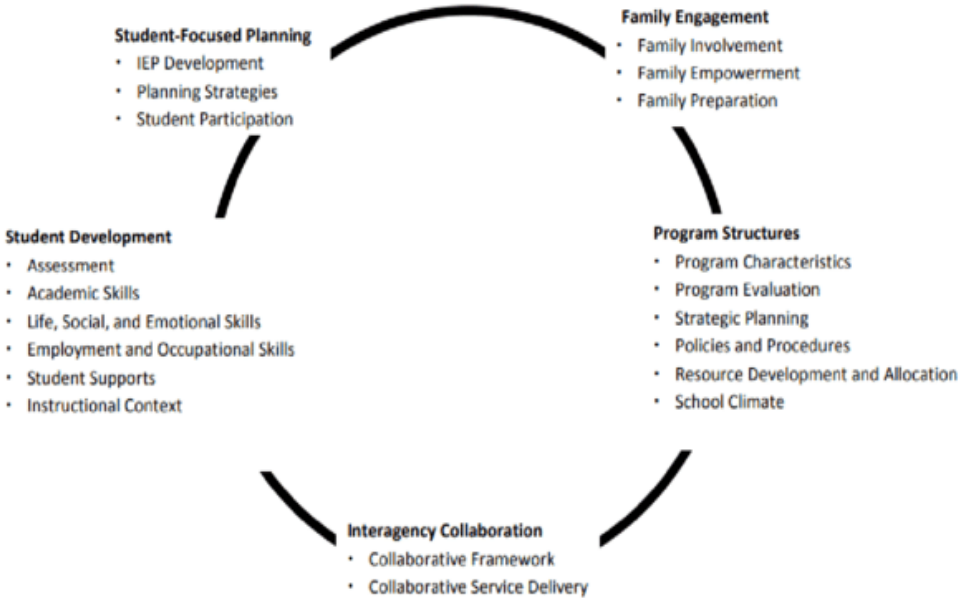
- Funded by the Administration on Community Living (ACL) as a Project of National Significance (PNS)
- 5 years
- Purpose: Improve transition of youth and young adults with IDD to employment and post-secondary education, with a specific focus on students from diverse backgrounds

Project Goal

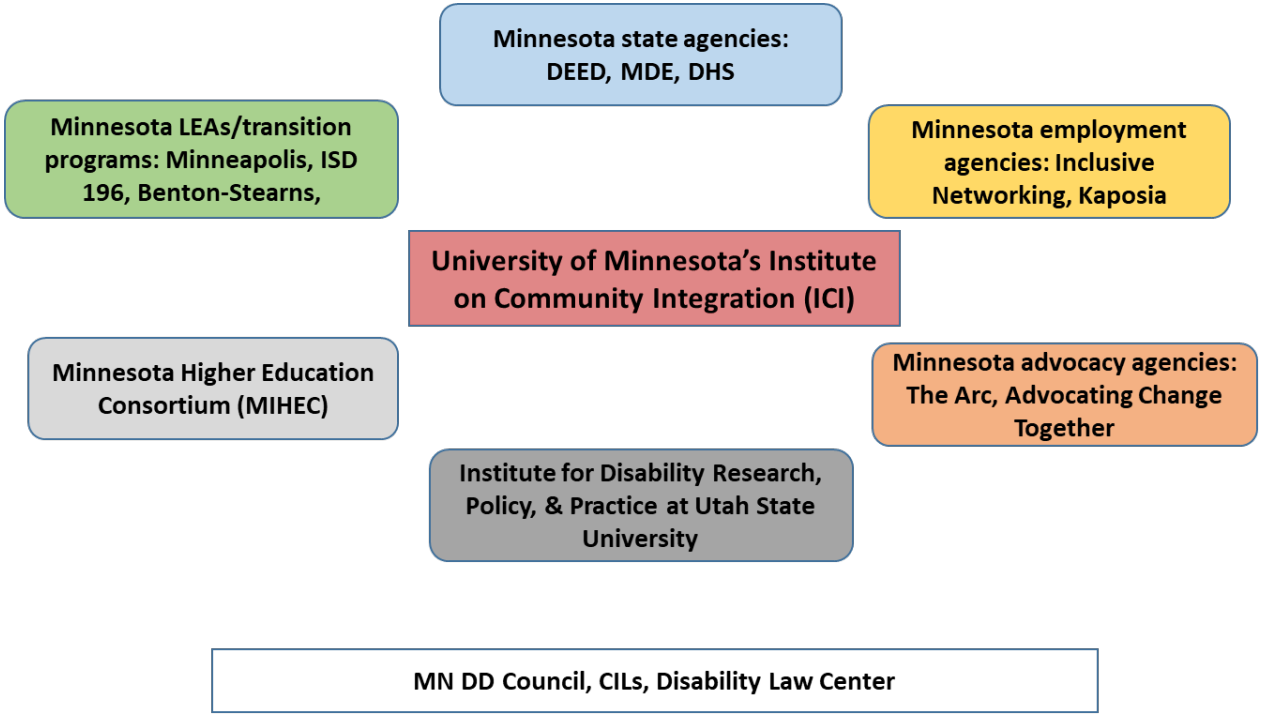
- Through development and implementation of a tiered, community-based transition framework increase:
  - Competitive integrated employment,
  - Participation in post-secondary education, and the
  - Independence

  of Minnesota youth with IDD in urban, suburban and rural MN communities
- Building on the work already going on in MN

Secondary Transition – Taxonomy 2.0



Partner Chart



Project Objectives

- To implement a Community-Based Participatory (CBP) approach within a socio-ecological framework
- Collaborate with community organizations
- Involve stakeholders representing diverse cultural backgrounds
- Develop a tiered transition framework for use with MN youth with IDD
- Promote an inclusive and culturally competent approach to transition
- Utilize a person-centered approach and principles of self-determination

Project Outcomes

- *Proximal/Initial Outcomes:*
  - Reduced complexity of transition programs;
  - Enhanced goodness-of-fit with student goals and support needs
  - Improved student and family experience with transition services;
- *Intermediate Outcomes:*
  - Increased capacity of local services;
  - Enhanced opportunities for…
    - Competitive integrated employment (CIE),
    - Postsecondary education, and
    - Independent living;
- *Long-term Outcomes:*
  - Increased post-secondary graduation rates
  - Enhanced capacities for living and participating independently & meaningfully in the community;
  - Changes in transition-related policy

What we have done so far

- Held partner meetings with the state departments, employment and advocacy agencies, and Utah State University
- Conducted site visits to partner school districts
- Collected information about work sites at each partner district
- Developing a survey and interview questions for educators, parents, young adults with disabilities
- Working on international lit. review and IMPACT issue on transition

National Core Indicators (NCI) Employment

INSTITUTE *on* COMMUNITY INTEGRATION

Day and Employment Participation Among IDD Services Users: Factors Contributing to Paid and Community-Based Activities

James Houseworth PhD
Sandra L. Pettingell PhD
Roger J. Stancliffe PhD
Julie Bershadsky PhD
Renáta Tichá PhD
Alicia Zhang MA

Institute on Community Integration, University of Minnesota, Minneapolis, USA

Research Questions

The purpose of this study is to use the National Core Indicators-In Person Survey (NCI-IPS) data to explore:

1. What are the different prevalence rates for day/employment activities of service users with IDD, including the degree to which people participate in multiple activity types? And
2. What personal and environmental characteristics are associated with participation in community-based employment compared to other types of day/employment activities?

Methods-Sample and Instrument

- The **National Core Indicators In-Person Survey** (NCI-IPS) was developed by the National Association of State Directors of Developmental Disabilities Services (NASDDDS) and the Human Services Research Institute (HSRI) (Bradley & Moseley, 2007).
- NCI-IPS participants are aged 18 or older and receive at least one service from their U.S. state IDD system as well as case management. Participants in 2018-2019 came from 37 states.
- We only assessed those of working age who were 65 and younger, and who participated in on or more types of day/employment activities, leaving a total analytic sample of 14,208 service users with IDD.

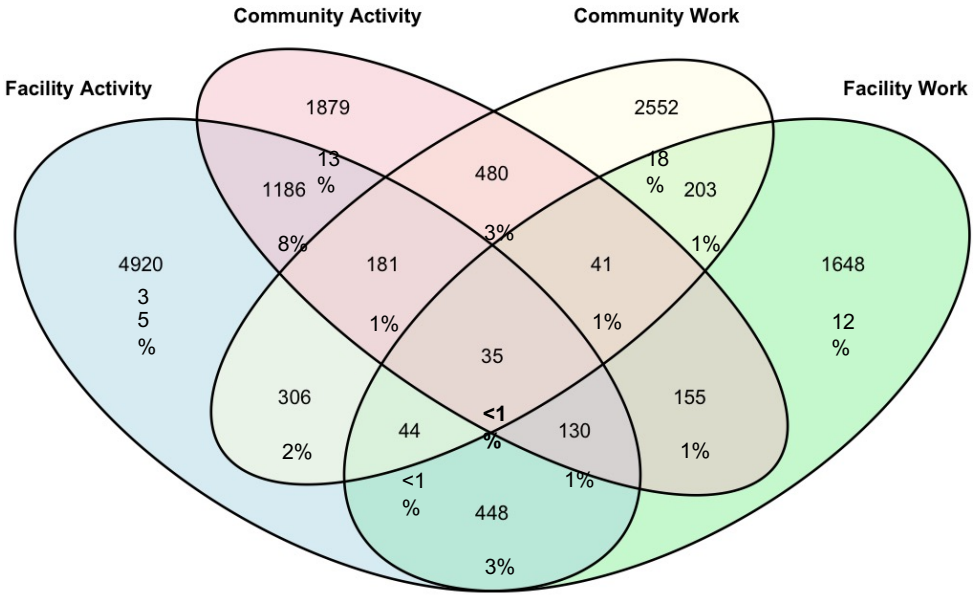
Methods-Dependent Variable

Four categories of day/employment activities served as the dependent variable:

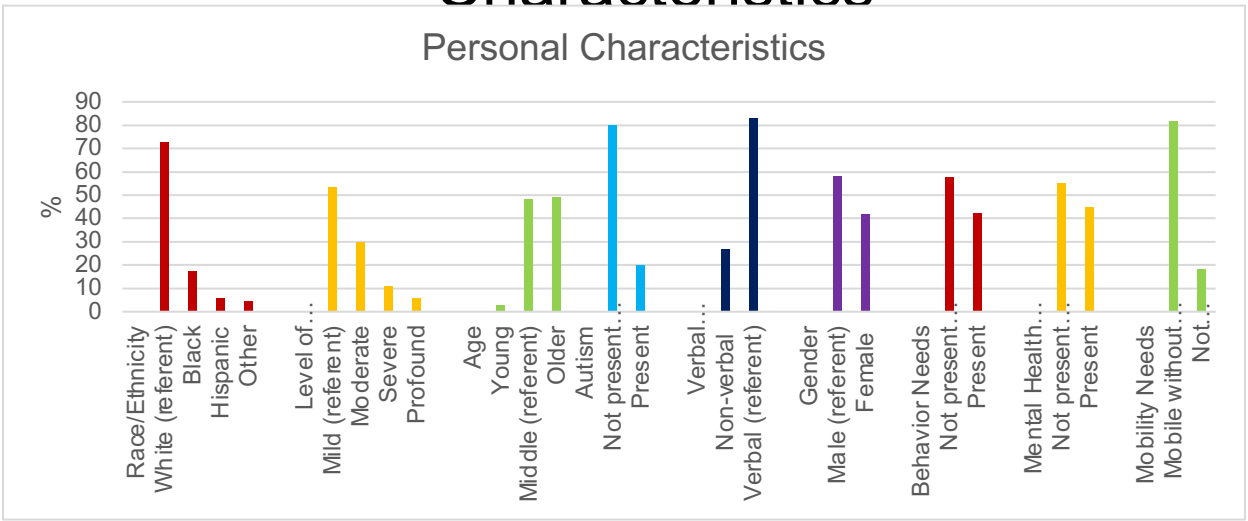
1. *Community-based work* *Referent category
2. *Facility-based work*
3. *Community-based activities*
4. *Facility-based activities*

Participants can participate in more than one type of activity. Variables were coded in this order for analysis purposes.

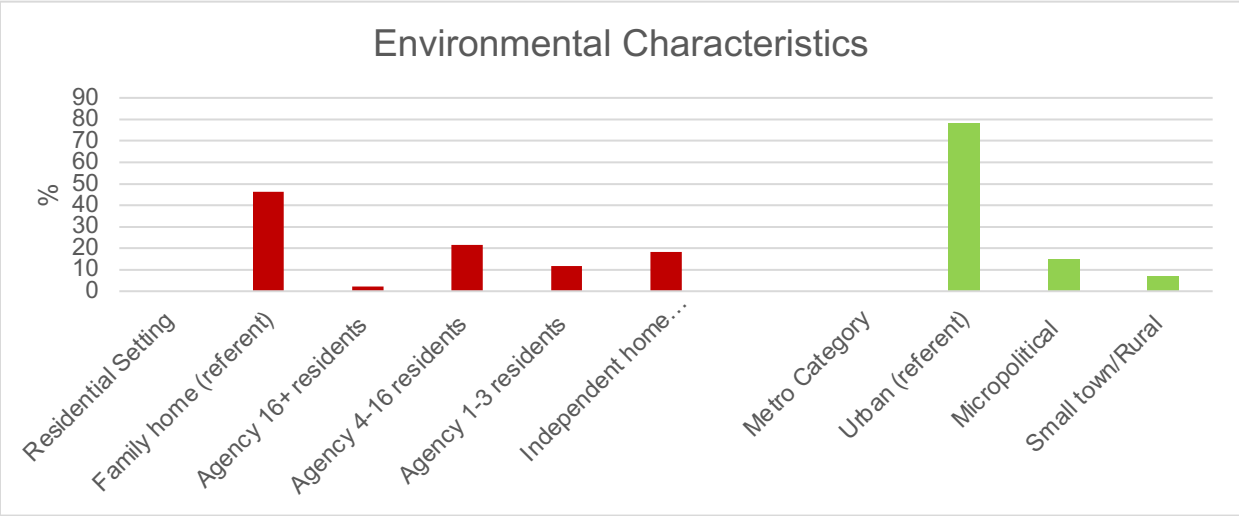
Results-Type and Overlap of Activity



Analytic Sample-Personal Characteristics



Analytic Sample-Environmental Characteristics



Conclusion-Social Inequities

This study demonstrated a clear need to consider and address the intersection of societal inequities related to race, gender and disability.
Given each factor alone has implications for community-based employment opportunities, **individuals within the disability service system who are also members of groups with inequities beyond disability status may need more nuanced consideration when it comes to efforts to increase community-based employment**.

Conclusion-Support Needs

Similarly, this study shows the pivotal role a range of specific support needs play in opportunities to work in the community.

Those with more significant needs related to issues such as mobility and mental health may be at greater risk of placement in a facility-based setting.

Our findings can help target policy and practice interventions at individuals at higher risk of exclusion from community employment.

Contact

Renáta Tichá, PhD
Institute on Community Integration
University of Minnesota
tich0018@umn.edu

A Person-Centered, Longitudinal Approach to HCBS Outcome Measurement

rtcOM

Rehabilitation Research and Training
Center on HCBS Outcome Measurement

INSTITUTE *on* COMMUNITY INTEGRATION | UNIVERSITY OF MINNESOTA

A Collaborative Effort

Funded by: National Institute for Disability, Independent Living Rehabilitation Research
&
Administration on Community Living

What is HCBS Outcome Measurement?

- **The goal of HSBS Outcome Measurement is to better understand…**
  - The ***quality*** of services and supports received by HCBS recipients
    - Timeliness
    - Based on best-practices
    - Coordinated
    - Meet the recipients' needs
  - **The *outcomes* recipients experience when services and supports are received**
    - Are outcomes person-centered
    - Meaningful, and
    - Contribute to a high quality of life

Source: GAO. | www.gao.gov

Importance to both People with Disabilities & Providers

- **Documentation of high-quality services & outcomes**
  - Enhancing informed choice-making among persons with disabilities and their families
  - Increased goodness-of-fit w/ respect to supports & personally desired outcomes
  - Having data to market the quality of services and supports provided to HCBS recipients
  - Meeting state and federal service provision guidelines

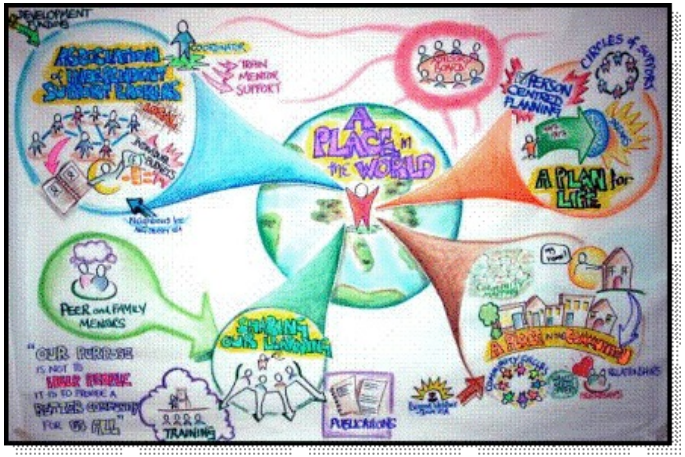
- **Quality improvement efforts**
  - Accountability
  - It's difficult to fix something if you have no data that suggests that thing needs fixing
  - Data is needed to support that program innovations are having their intended outcomes

Principles Underlying Measure Development Process

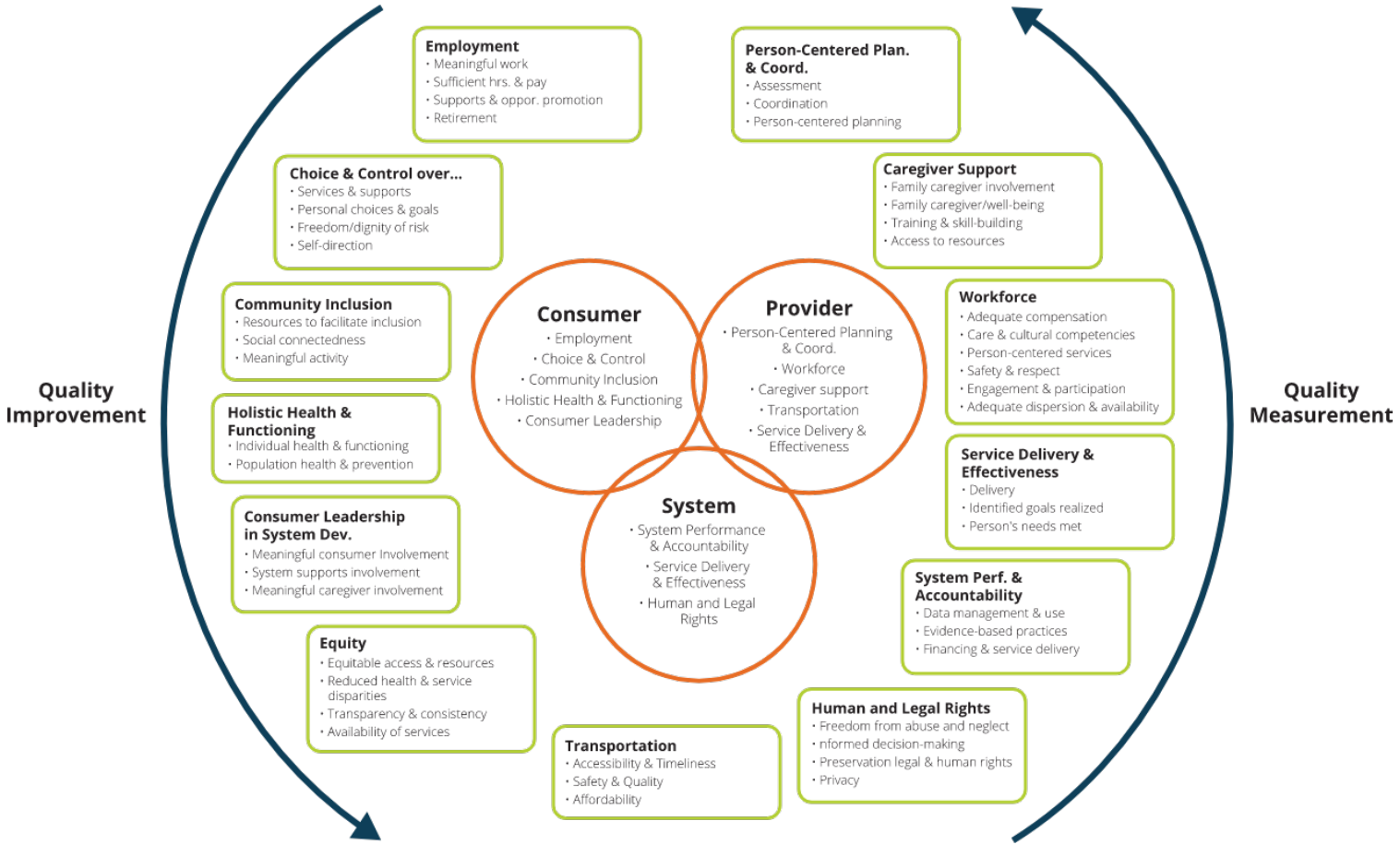
- Outcome Measures need to be:
- Person-centered
- Sensitive to change over time (can be used longitudinally)
- Feasible to administer, minimizing respondent and provider burden
- Guided by National Quality Forum Framework for HCBS Outcome Measurement (revised); and
- Have utility at service provider and individual levels (actionable data) with the capacity to contribute to Quality Improvement efforts

Person-Centered Measurement

- Measurement is person-centered when the individual's *experiences*, *needs*, *goals*, and *values,* as expressed by persons themselves, inform decisions about..
  - ***What we measure***
  - ***How we assess*** outcomes, and
  - ***How we evaluate*** the performance of community-based ***supports***
- Has many dimensions and is ***not the same*** as assessing person-centered supports and practices
  - Should underlie all measurement in this area
- Balances measurement of what is ***important for*** the person with what is ***important to*** the person.



Revised National Quality Forum Measurement Framework



Measure Development - Selecting Concepts

- ***Phase 1: Participatory Planning and Decision-Making w/ Stakeholder Groups***
  - People with disabilities, family members, providers, policy makers and researchers
  - Provided input on NQF framework
  - Importance weightings w/ respect to domains most important to measure
- ***Phase 2: Gap Analysis***
  - Development of RTC/OM database of existing measures, assessments
  - Coded items on NQF Framework coverage from over 130 HCBS-related instruments
  - Results with input from RTC/OM Leadership and National Advisory groups led to development of measures in 13 NQF Domains/ Subdomains.
- ***Phase 3: Technical Expert Panels***
  - Weightings of Importance, utility, & feasibility of measures

Phase 4: Measure Development - Prioritized Domains/Subdomains

- ***Choice & Control***
  - Personal Choice & Goals
  - Choice of Services & Supports
  - Self-Direction
- ***Community Inclusion***
  - Meaningful Community Activities
  - Social Connectedness
- ***Employment***
  - Currently Employed
  - Seeking Employment
- ***Human/Legal Rights***
  - Freedom from Abuse/Neglect
- ***Transportation***
  - Access to, affordability & quality of transportation
- ***Consumer Leadership in System Development***
  - Meaningful Involvement
  - System Support & Resources
- ***Person-Centered Planning & Coordination***
  - Person-Centered Assessment
  - Person-Centered Planning
  - Person-Centered Service Delivery & Coordination

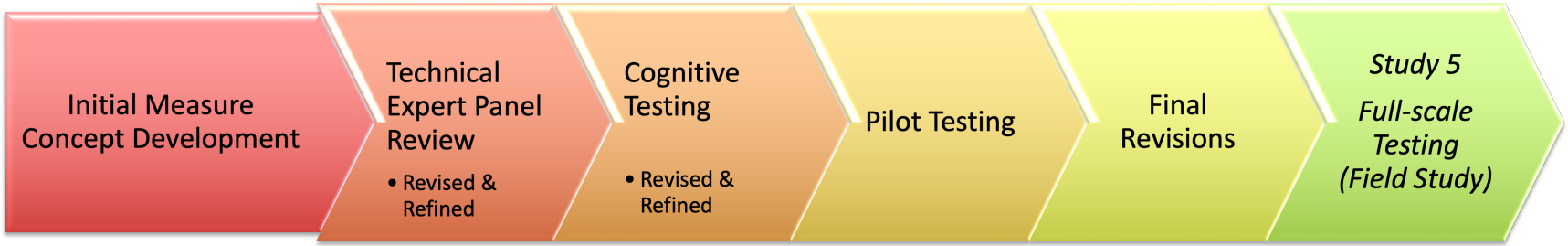
Phases of Measure Iterative Development Process

- ***Initial Measure Development***
  - National Quality Forum HCBS Outcome Measurement Framework
  - Intensive review of current research literature related to each measurement construct
  - Development of guiding questions/claim statements
- ***Designed for 5 Disability Groups***
  - Intellectual and Developmental Disabilities
  - Physical Disabilities,
  - Psychiatric Disabilities,
  - Traumatic/Acquired Brain Injury, &
  - Age-Related Disabilities

Characteristics of the Measurement System

- ***Modular in Format***
  - Each measure can be used independently or in conjunction with other measures
- ***Ability to be Used Longitudinally***
  - Measures need to be able to be sufficiently sensitive to detect changes in outcomes in response to policy and programmatic changes
- ***Two - Tiered Measure Structure***
  - ***Tier 1***: 3-5 general items intended to provide overview of outcomes within subdomain
  - ***Tier 2***: 10-15 specific items intended to provide more specific, actionable data
- ***Respondents***
  - Persons with disabilities (whenever possible)
  - Proxy nominated by person and knows them well

Measure Development Trajectory *(CMS Measure Development Blueprint)*



General Takeaways & Highlights

- Overall, measures have demonstrated good psychometric properties
  - Internal consistency
  - Test-retest
  - Interrater reliability
- Disability groups did not significantly differ with respect to their responses to measures
  - Initial evidence that we can use similar measures *across different disability groups*
  - Indirect evidence for usefulness of NQF Conceptual Framework for HCBS Outcome Measurement
- Strong relationships between global and specific items
  - Tiered approach has merit

Field Study

- Nationally diverse sample of 1,000 across disability groups - target
  - Organizations supporting recruitment & data collection include UCEDDS, ACL, and data collection organizations
- 8 original measures + 5 additional measures
- Online (Zoom) - majority with in-person data collection option
- Three data collection points – to ensure sensitivity to change
- Group of up to 400 individuals without disabilities who will complete an abbreviated online version

Recruiting for the Field Study!

- We continue to seek MCOs & HCBS provider organizations in the U.S. interested in partnering with us on recruitment of the people they serve to test these measures
  - Respondents receive gift cards each time they are interviewed
  - Minimal effort on part of providers
  - Contribute to development of measures you can use to determine whether the people you serve are experiencing the outcomes they desire
- ***Contact -*** Matt Roberts (Center Coordinator) at: robe0290@umn.edu if you are interested in helping us recruit participants from your organization.

National Center for College Students with Disabilities

NCCSD

NCCSD Partners

AHEAD Association on Higher Education And Disability®

NTACT National Technical Assistance Center on Transition
University of Oregon

ICI INSTITUTE on COMMUNITY INTEGRATION
UNIVERSITY OF MINNESOTA

ICI UMASS BOSTON
Institute on Community Inclusion

DO-IT
Disabilities, Opportunities, Internetworking, & Technology
University of Washington

AUCD
ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
THE LEADERSHIP, EDUCATION, ADVOCACY & RESEARCH NETWORK

FLORIDA A&M UNIVERSITY

SAN FRANCISCO STATE UNIVERSITY

LaGuardia Community College

Funded by: U.S. Department of Education - Office of Post-secondary Programs

Mission and Vision

- ***To ensure that transition-age & college/ university students with disabilities have the supports and accommodation necessary to…***
  - Make informed decisions as to whether their personal vision for the future includes post-secondary education
  - Successfully apply for entry into post-secondary education programs: and
  - Graduate from those programs with the skills, knowledge, and attitudes/beliefs that support active citizenship in their communities

Our Activities

- ***Support transition teams*** from LEAs across the country to more effectively prepare students with disabilities for post-secondary education
  - Technical assistance
  - Resource dissemination (*CeDar Database*; *National Clearinghouse*) &
  - Training
- ***Support transition-age youth with disabilities & their families*** to make more informed choices about post-secondary education including..,
  - What college or university of attend
  - Needed supports & accommodations
- ***Facilitate students with disabilities enhanced understanding*** their rights and responsibilities and that of IHEs in post-secondary education settings, and facilitate students
  - Developing the SKAs supportive of effective advocacy for their needs both in IHEs and beyond (*DREAM Program*)

Our Activities

- Support college, universities and other post-secondary programs to more effectively serve students with disabilities through development of a set of ***online educational modules*** designed to support IHE faculty & staff to…
  - Better understand and acknowledge the rights of students with disabilities within post-secondary education
  - Develop the capacity to assess the support & accommodation needs of students
  - More effectively support students with disabilities through…
    - Incorporating the principles of *universal design for learning* into their coursework
    - Collaborating with IHE Disability Resource Center personnel to ensure student needs are being met

Campus Disability Resource (CeDaR) Database

- Includes a wide variety of 4-year, 2-year, and shorter post-secondary options for students with disabilities & their families
- Provides information related to
  - *Disability Resource Centers*
  - *Other student services and supports*
  - *Procedures for requesting services and supports*
  - *Extent to which the IHE has experience serving a variety of disability groups*
- Searchable by State, Degree type; Public vs. Private

NCCSD Clearinghouse & Resource Library

- Provides links to a wide variety of resources that can be used by
  - IHE faculty & staff
  - Young adults with disabilities
  - Parents & other family members

    to support students with disabilities in post-secondary education
- Resources include that were both developed at the NCCSD & elsewhere
- Crisis resources for students
- Links to national organizations, federal agencies and student group that support students with disabilities in higher education

DREAM: Disability Rights, Education, Activism, & Mentoring

- ***DREAM***: A national organization run by and for college students with disabilities.
  - Open to higher education students of all types
  - Open to students of all ages with any kind of disability, and nondisabled students who are allies and peers.
  - Explicitly includes people traditionally marginalized/under-represented in disability or higher education communities.
- Works to support students to strongly advocate for…
  - Disability culture
  - Community &
  - Pride
- Serves as an online virtual disability cultural center for students who want to connect with other students.
-

Thank you!

- ***Contact Information:***
- ***Brian Abery, Ph.D.***
- ***University of Minnesota – Twin Cities***
- ***Institute on Community Integration***
- ***E-mail: abery001@umn.edu***
- ***Phone: 612-625-5592 (Office) 612-327-3678 (cell)***