

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

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

Wednesday, October 5, 2022  
9:35 am – 2:00 pm

**MINUTES**

**MEMBERS PRESENT**

Lee Shervheim, Council Chair  
Dan Reed, Vice Chair  
Michelle Albeck  
Jenny Arndt  
Wendy Berghorst  
Dupree Edwards  
Kay Hendrikson  
Amy Hewitt  
Lesli Kerkhoff  
Mary Martin  
Katie McDermott  
Chris McVey  
Jillian Nelson  
Garrett Petrie  
Kate Quale (virtual attendance)  
Jenny Santema  
Reid Scheller  
Brittanie Wilson

**MEMBERS EXCUSED**

Jason Blomquist  
Lisa Emmert  
Abdi Matan  
Connie Rabideaux

**GUESTS**

Dustin Anderson  
Fayrus Duale  
Dynaira Espeleta  
Hannah Foster  
Sharif Hared  
Mary Harreld  
Ahmed Hassan  
Shelley Madore

Dan McNeil  
Patrick Mitchell  
Tom Pearson  
Jennifer Purrington  
Nathaniel Quenzer  
Brenton Rice  
Lynn Schreifels  
Jaxson Seguin  
Pam Sunder  
Adajia \_\_\_\_

**STAFF PRESENT**

Stephanie Nelson  
Paul Nevin  
Colleen Wieck

**I. CALL TO ORDER**

Lee Shervheim called the meeting to order at 9:32 am.

**II. INTRODUCTIONS**

Shervheim asked all members to introduce themselves.

**III. APPROVAL OF AGENDA**

Shervheim asked for a motion to approve the Agenda.

**MOTION:** Reed moved, seconded by Santema to approve the Agenda. Motion carried.

**IV. APPROVAL OF COUNCIL MEETING MINUTES FOR AUGUST 3, 2022**

Shervheim asked for a motion to approve the August 3, 2022 Council Meeting Minutes.

**MOTION:** Martin moved, seconded by McDermott to approve the Minutes for August 3, 2022 Council Meeting. Motion carried.

**V. EXECUTIVE DIRECTOR REPORT—**Wieck presented three items for approval by the Council including the Annual Work Plan; the spending plans; and the \$4,696 formula adjustment received from the federal government in the middle of September.

**A. Work Plan approved:** Motion by Reed and second by Martin to approve the annual work plan. Motion carried.

**B. Administrative Spending Plan approved:** Motion by Nelson and second by Santema to approve the spending plans for the federal administrative portion of the federal allocation; the general fund; the Olmstead account; and the Public Health Worker Infrastructure grant. Motion carried.

**C. Additional funding from the federal government (\$4696):** Motion by Nelson and seconded by McDermott to allocate the \$4696 received from the federal government to Ambassadors for Respect. Motion carried. The staff will adjust this amount to round out to \$5,000.

- VI. GRANTEE PRESENTATIONS** - The remainder of the meeting was devoted to the grantees presenting reports about their work. The PowerPoints are attached to the Minutes and discussion items will be highlighted in the Minutes.

**MSS**—see PowerPoint that is attached to the Minutes. Discussion focused on self-employment opportunities especially for artist; how VRS has been helpful in preparing business plans; how to access services to pursue a musical career rather than visual arts; a testimonial about the art space and the support for a young artist to discover their interests. A question was raised about the challenge of integrating waiver funding with VR funding. Many people within the system may be unaware of the option to integrate the funding for planning and job search. There is a workforce crisis affecting all parts of the system. Chris McVey announced that the December meeting will be devoted to employment issues.

**PeaceMaker Minnesota**—see PowerPoint that is attached to the Minutes. Discussion centered on the importance of teaching young students about bullying; how to speak up and stand up for others; and the need to learn to be assertive. The Ambassadors for Respect send out boxes with buttons, curriculum plans, art work and other material needed to include this lesson plan.

**Minnesota Autistic Alliance**—there was no PowerPoint shared for this presentation. The Minnesota Autistic Alliance received Council funding for a virtual conference held in August with 28 attendees. The Minnesota group is part of a larger Facebook group with over 2,000 members. The conference was called Lead the Way with four sessions that lasted 5 hours. Some topics included self determination, leadership, how to get involved with policy, and presume competence.

**Somali Community Resettlement Services**—see PowerPoint that is attached to the Minutes. Discussion focused on the fact that individuals and families do not know information, what is available, and where to go for help. Language barriers are the number one problem. There are emerging groups such as Sudanese in Faribault and the language translation of MDLC fact sheets is important. A question was asked about encouraging people to seek employment or become providers. It takes a long time for individuals to get waivers and there are great variations from county to county. Council members then shared resources and offered help to a family member who moved to Ramsey County.

**Odyssey Group**—see PowerPoint that is attached to the Minutes. Discussion centered on Jaxson Seguin's efforts in stopping the practice of making students with developmental disabilities pick up garbage in the Proctor Schools. He worked with Senator Tom Bakk. As Jaxson said, "Every new advocate helps." Council members then shared their experiences in presenting as part of the graduate panel; learning how to work with legislators who don't share the same values; sharpening lobbying skills; testifying on issues that are important; and learning how to tell your story.

**Advocating Change Together**—see PowerPoint attached to the Minutes. Discussion centered on the types of training available including DETS, the Olmstead Academy, and community projects.

**MarketResponse International**—see PowerPoint attached to the Minutes. Discussion focused on whether discrimination practices vary by service sector; when to ask questions about experiences that are discriminatory; whether questions can be added to existing surveys already underway; what can be done to eliminate discrimination; is there a way to measure the level and trends of

discrimination; how to include more racial and ethnic groups in future studies; if there are any comparison studies available; and are there different responses to different settings for different subpopulations.

**VII. ADJOURNMENT**

Shervheim asked for a motion to adjourn the meeting. Motion by Santema and second by McDermott to adjourn the meeting. Motion carried and the meeting ended at 2:30 pm.

Respectfully submitted,

Colleen Wieck  
Executive Director



## Employment Services

Pam Sunder-Director of Employment Services  
Hannah Foster-Art Employment Supervisor  
Nathaniel Quenzer -Person Served



## OUR MISSION

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OUR MISSION IS TO SUPPORT  
PEOPLE WITH DISABILITIES  
AS VITAL AND  
CONTRIBUTING MEMBERS OF  
OUR COMMUNITY.

# ABOUT OUR SERVICES

We provide [community and employment services](#) to individuals with a wide range of disabilities. High-quality acclaimed and accredited programs are the foundation of our past, present, and future. We provide innovative, individualized services geared toward the specific aspirations and needs of each person we support. We work with individuals to find and create pathways between them and the life they choose.

We offer these flexible programs and services, brought to life daily by our creative, professional staff:

- ❖ Employment Services
- ❖ Creative Arts opportunities at each location, in the larger community, and at Fresh Eye Gallery.
- ❖ Day Services life enrichment skills
- ❖ Community integrated education and volunteer opportunities
- ❖ Support for personal development and increasing self-sufficiency
- ❖ Self-Advocacy skill building

# MSS Employment Services

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**MSS Employment Specialists utilize a discovery process with each person seeking employment.**

**The discovery process:**

- ☐ **Incorporates Person-Centered Planning Principles that identify what is Important To and For the person**
- ☐ **Begins with an Individualized Employment Plan**
- ☐ **Job Search activities focus on the person's strengths, interests, skills and abilities**

# Grant Overview

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## Overall Goal

**Increase opportunities and the supports needed by individuals with developmental disabilities to be employed in an integrated setting at or above minimum wage.**

# Progress Highlights/Successes

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**Goal:** Assist (10) adults with developmental disabilities in securing competitive employment.

**Results: 22**

**Goal:** Assist (10) transition age young adults with developmental disabilities in securing competitive employment.

**Results: 11**

\* Data is for 11 months

# Grant Highlights/Successes

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## **Employment Awareness Training**

**MSS Employment staff provided training to increase awareness and understanding about the importance of work.**

**-Training was held in person at MSS St. Paul location**

**-All Employment Staff participated –persons had a chance to meet them and ask them questions.**

**Participants: 17 individuals with developmental disabilities and family members**

**Training Topic: An Introduction to Traditional and Art-Focused Employment**

**Training focus: Importance of paid work**

**Types of work discussed: Work crews and Individual Employment**

**Explained the various phases of Employment:**

**Exploration**

**Finding Employment**

**Keeping Employment**

**Examples of activities that staff could work with persons on were given for each employment phase.**

# Current Initiatives

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## **Co-Collegiate Mentorship Program Expansion**

- ❖ **Collaboration with Bethel University BUILD program and Hennepin Technical College north and south campuses**
- ❖ **Pairs students with individuals with intellectual and/or developmental disabilities in the same area of study**
- ❖ **Mentors act as informal liaisons with school staff working to increase independence and encourage self-reliance in academic situations.**

## **Hiring an additional Employment Specialist Staff**

# Exploring Employment in the Arts Course

## Hannah Foster-Art Employment Supervisor

- ❖ **Six-week course that blends group classroom-style learning with 1:1 consultation & support**
- ❖ **Curriculum covers different jobs in the arts, art media and marketing yourself as an artist along with educational opportunities available**
- ❖ **30 Persons participated in the EEA course over the past year**

## St. Paul Studio Program

- Launched at the end of June 2022 with 8 artists
- Artists are given personal studio space with on-going support from art staff
- Support includes art employment development



FRESH  
eye  
ARTS



## **Randy Bloom, Business and Community Partnerships**

**eTrac is an innovative online training curriculum designed to teach work readiness and job seeking skills to people struggling to overcome barriers to employment. Barriers include learning disabilities, gaps in employment history or mental health challenges.**

**eTrac's comprehensive curriculum contains six separate courses – the first five focus on a specific phase of the job search process while the sixth focuses on how to successfully keep a job. eTrac is animated, narrated, and is fully accessible for adaptive technology. Content is presented using engaging animation and real-world videos, simulations and interactive exercises. Each of the 6 eTrac courses include pre and post test exams, measuring retention of eTrac curriculum. eTrac is CARF accredited.**

**Major current MSS eTrac partnerships include:**

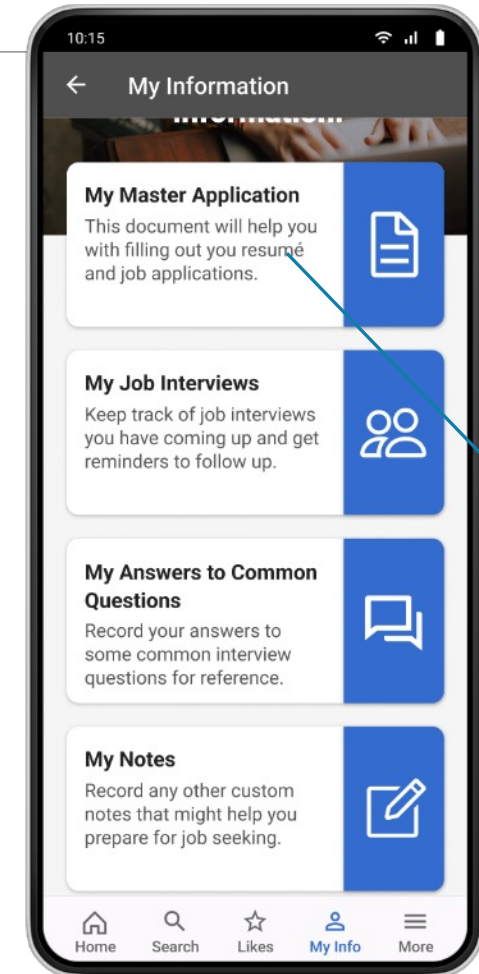
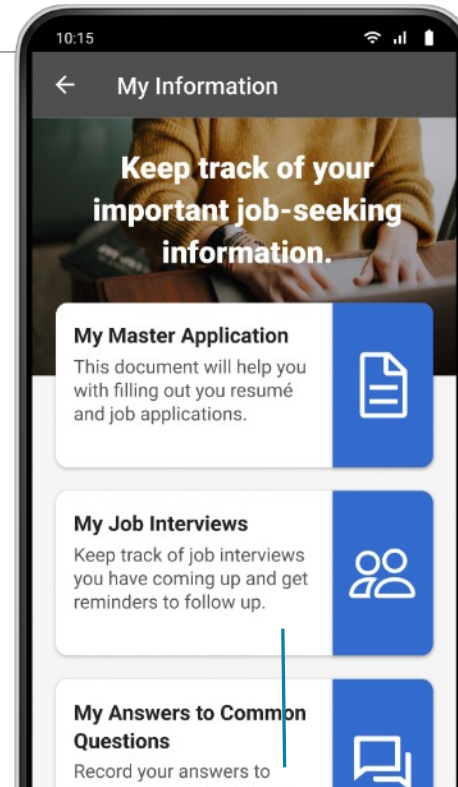
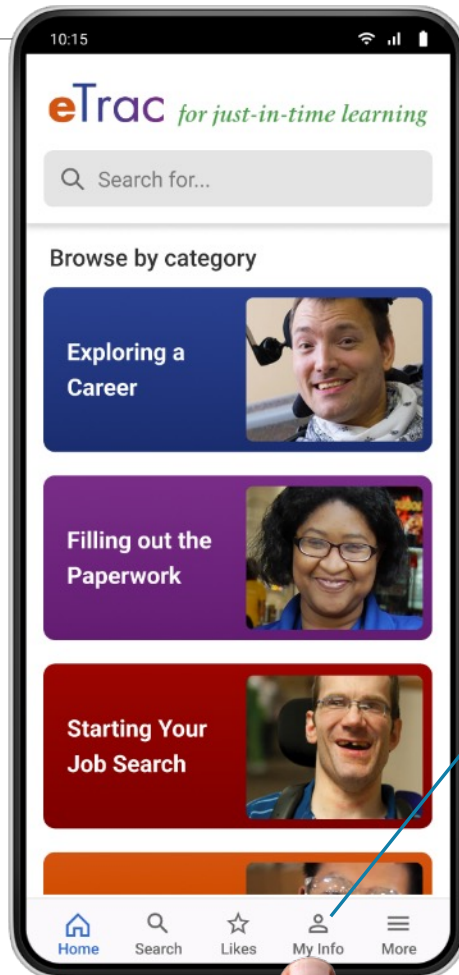
- ❖ State of MN VRS**
- ❖ South Dakota VRS**
- ❖ Texas A&M University**



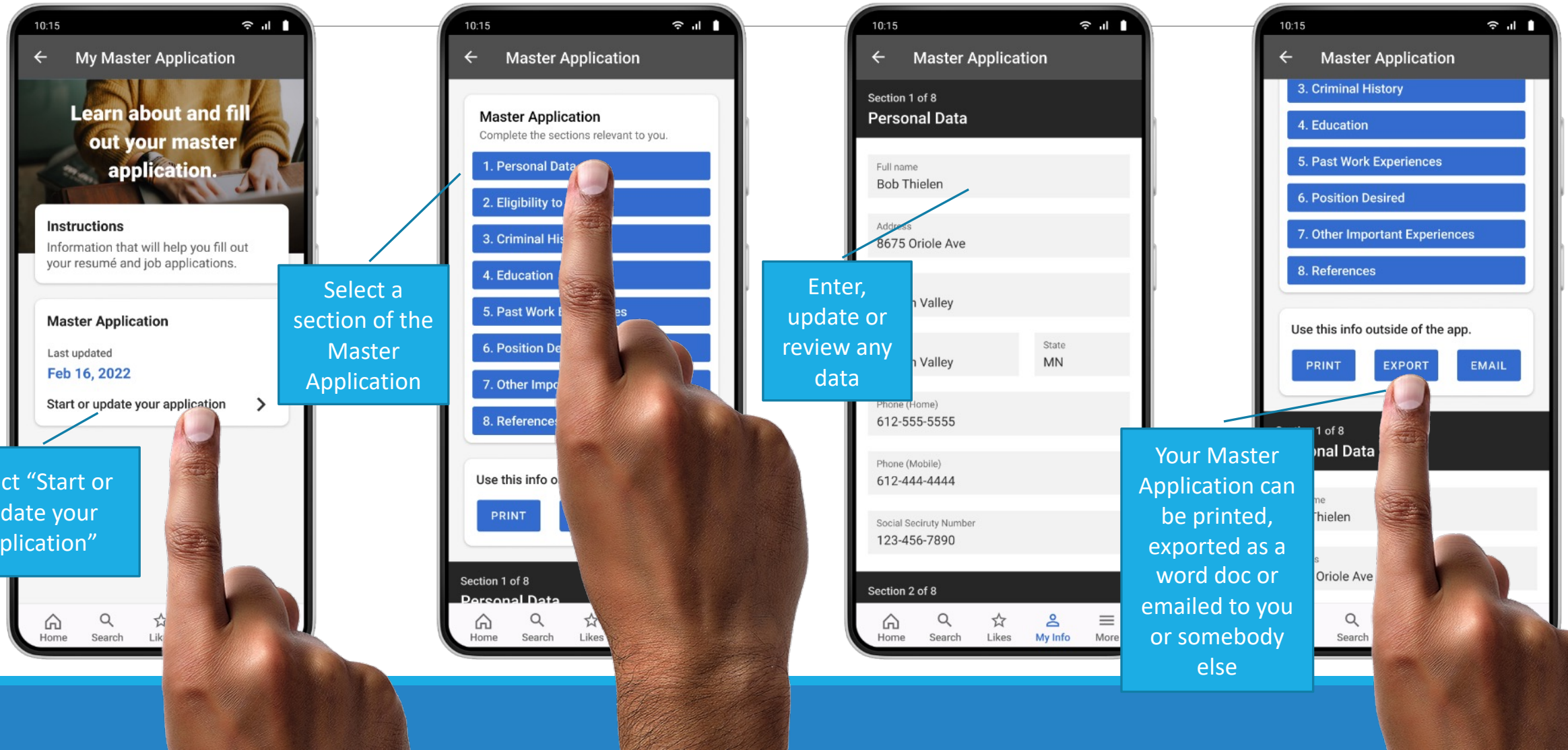
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APP-BASED WORK-READINESS  
RESOURCES FOR YOUR SMART PHONE  
OR TABLET

# My Info



# My Master Application

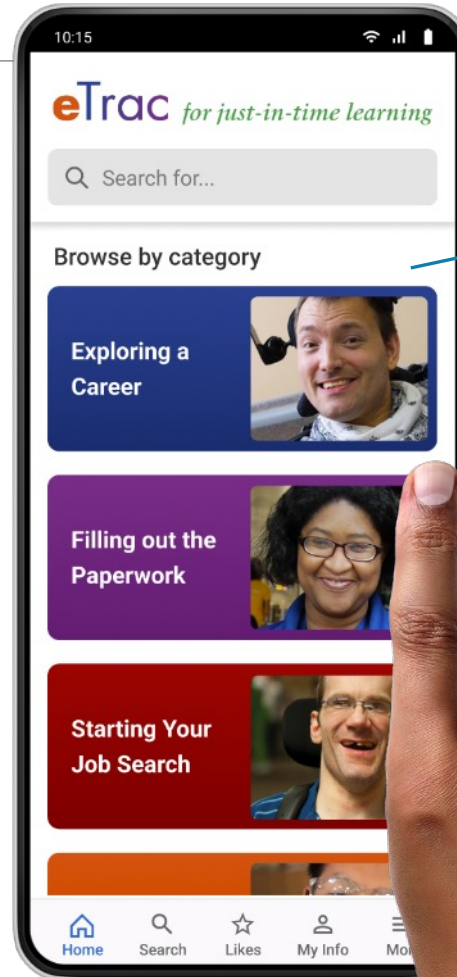


# Browse by Employment Category

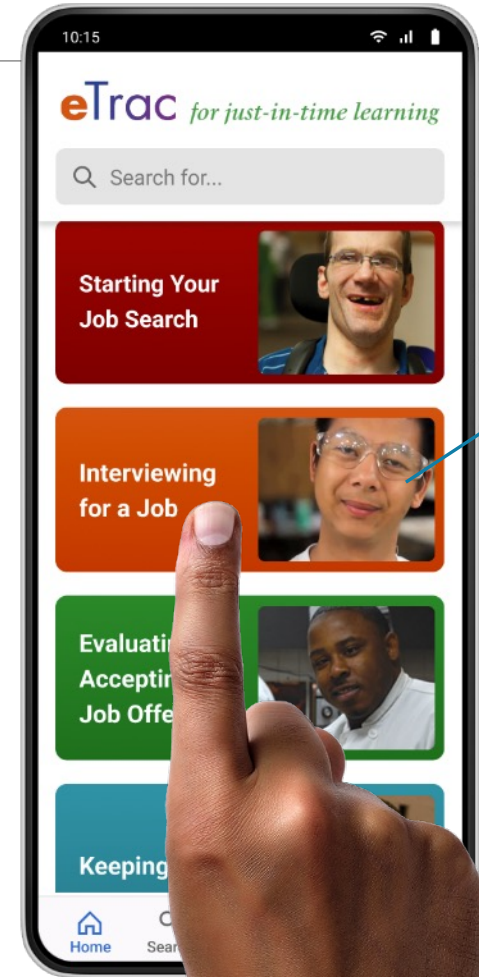
Browse over 300 resources that were taught in the eTrac curriculum for a quick refresher course



Scroll the list of categories to select from



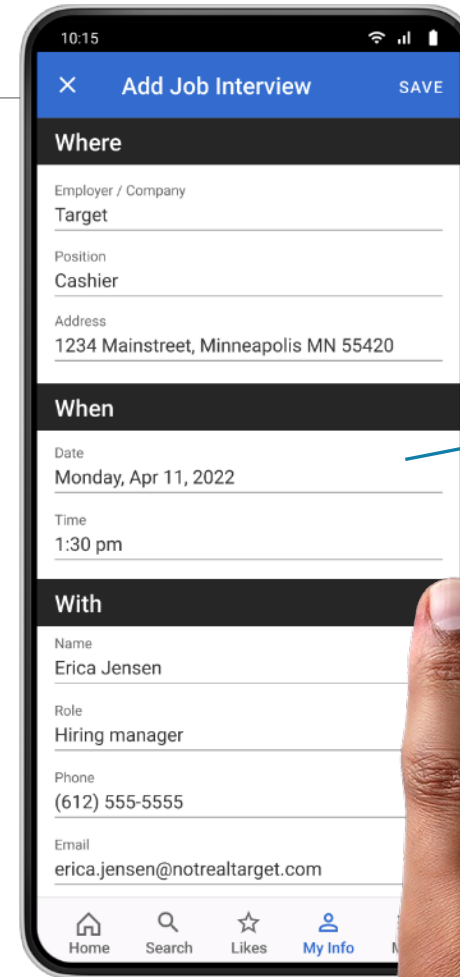
Select your category



# My Job Interviews



Create a job interview on your phone's calendar.



Your phone's calendar will provide you with reminders for your upcoming interview



## **MSS Success Story**

**Person served shares their experiences with MSS**

**Nathaniel Quenzer**



# Conclusion

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**Thank you to the Governor's Council for your support in helping MSS  
carry out our mission.**



# Ambassadors *for* Respect



PeaceMaker  
Minnesota

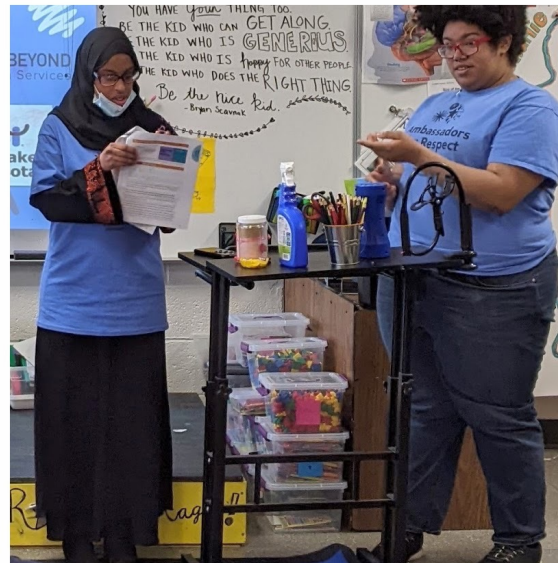
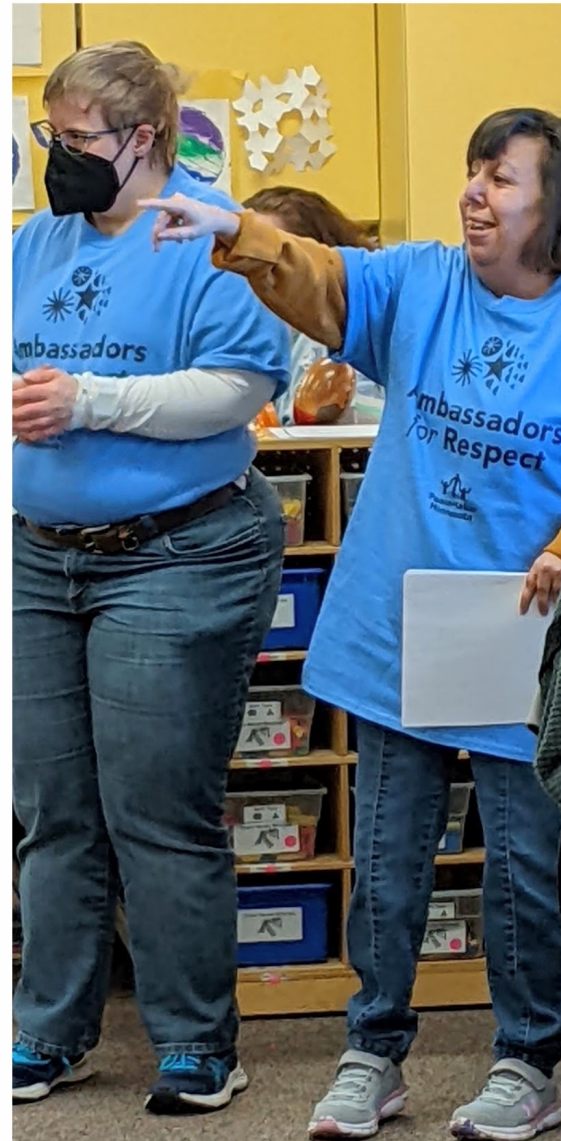


PeaceMaker  
Minnesota



**\*All of the artwork  
backgrounds for this  
presentation are original  
pieces of art made by  
Ambassadors for Respect  
students at the Career and  
Life Transition Program.**

**PeaceMaker  
Minnesota is in  
its fifth year of  
coordinating the  
Ambassadors  
for Respect  
Program.**



**We value the  
opportunity to  
bring skills to  
both  
Ambassadors  
and 4th graders.**



**Meet Adajia, our Ambassador from Focus  
Beyond Transition School in St. Paul**

# Ambassadors for Respect Growth

Our program continues to grow, we now have 8  
Program Partners:

- Merrick, Inc (Vadnais Heights)
- Focus House (Willmar)
- Career and Life Transition Program (Mounds View)
- COMPASS (Elk River)
- CHOICE, Inc (Eden Prairie)
- CHOICE, Inc (Maple Grove)
- Focus Beyond (St. Paul)
- Next Step (North St. Paul)

A4R expanded our  
Partner Program reach  
to include Ambassador  
teams from  
organizations serving  
adults. We now partner  
with two teams from  
CHOICE, Inc!





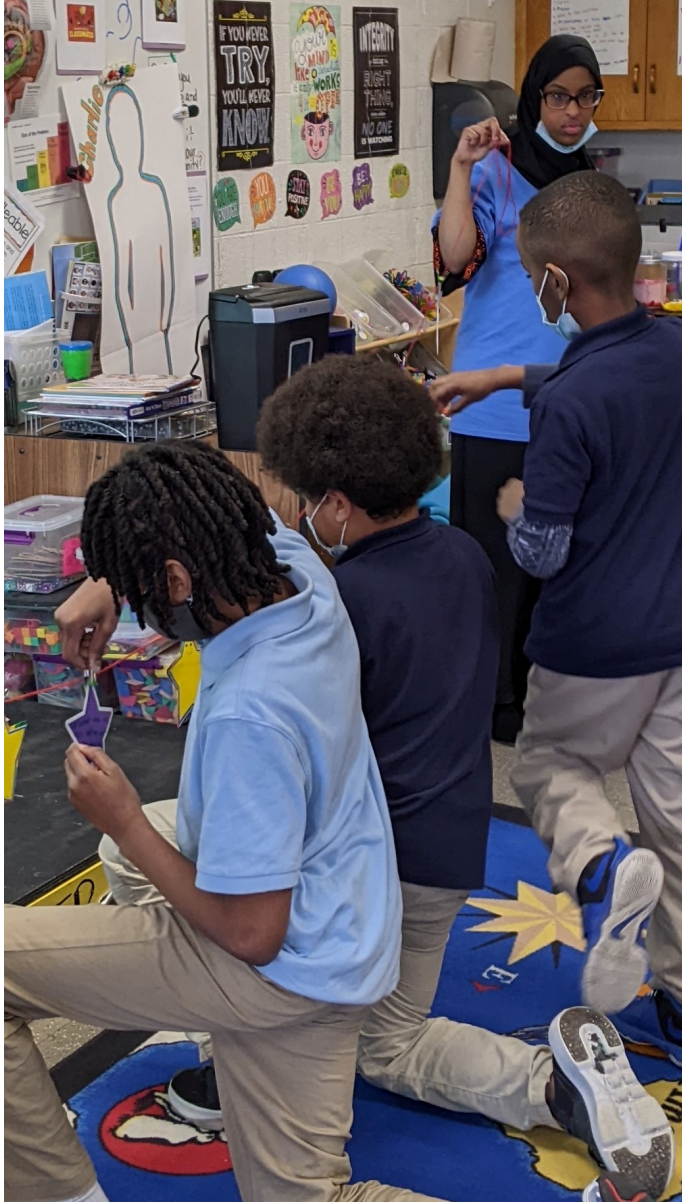
**Virtual A4R Trainings  
are continuing to be  
offered during the 2022-23  
school year.**

**Virtual Supply Boxes are  
being offered to schools in  
Minnesota who do not  
have a Partner Program in  
their community.**

**In 2021-22, 480 students  
received the A4R training  
virtually.**

Buttons made by our Career and Life Transition team Ambassadors—with their original art—have been a hit with 4<sup>th</sup> graders receiving A4R trainings! Here are some examples of the button designs that have been used as giveaways when A4R teams deliver their trainings.





## Combined In Person and Virtual Training Data

19 schools, 45 classrooms, 878 students were trained through A4R In Person or Virtual Trainings.

These schools had an average of 53% of students receiving Free or Reduced Lunch, and 67% students who identify as racial minorities.

### Outcomes: Fourth Graders:

- 98% of students could list three ways to include others.
- 95% of students indicated they learned how to use Person First Language.
- 94% of students could list three ways to advocate for oneself and others.



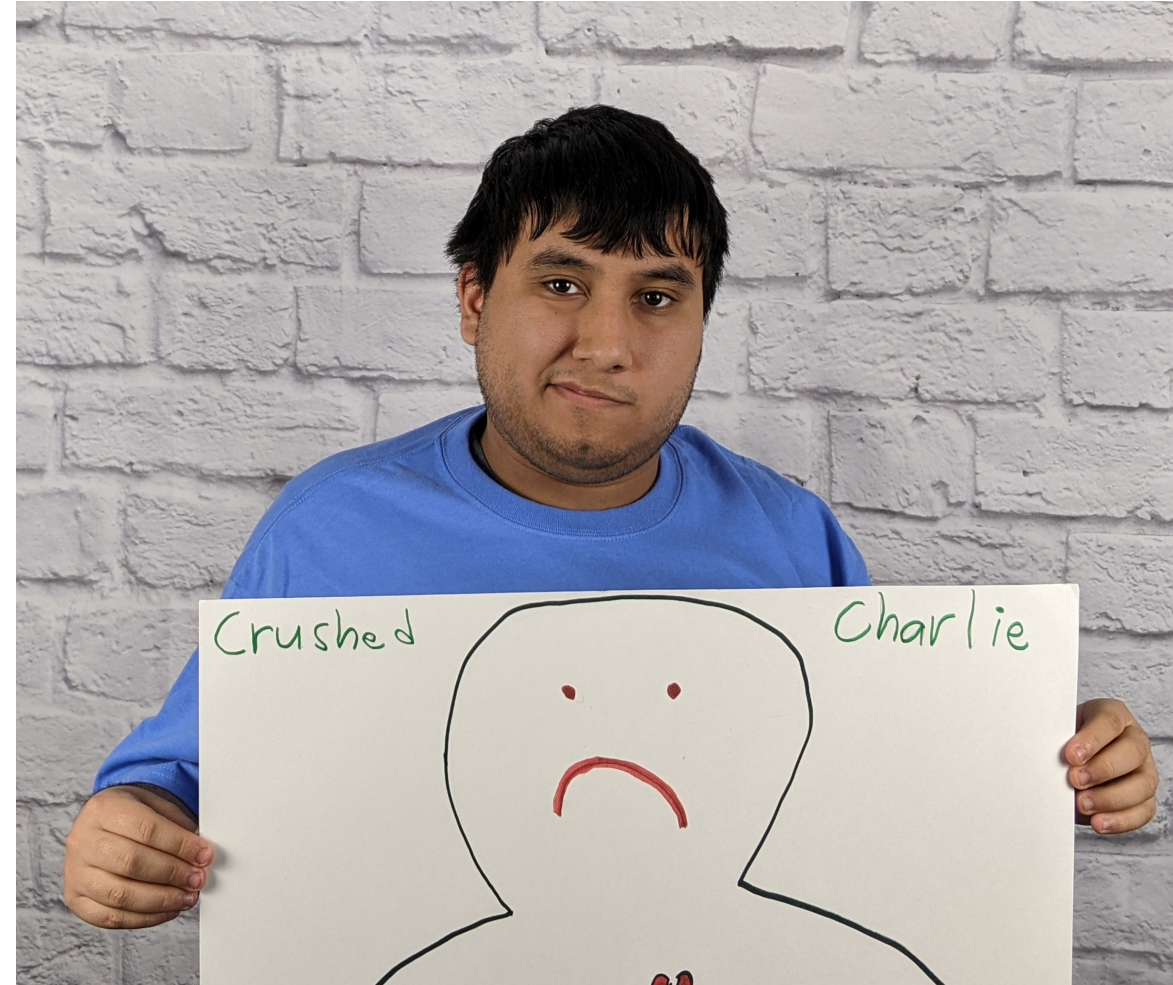
## The Ambassador (IPSI) Survey has shown outstanding results. According to our 2021-22 surveys:

100% of participants responded that they are satisfied with the A4R Program.

93% of Ambassadors reported that, due to participation in the Ambassadors for Respect Program, they are increasing their advocacy.

94% reported that, due to participation in A4R, they are better able to say what they want, and what is important to them.

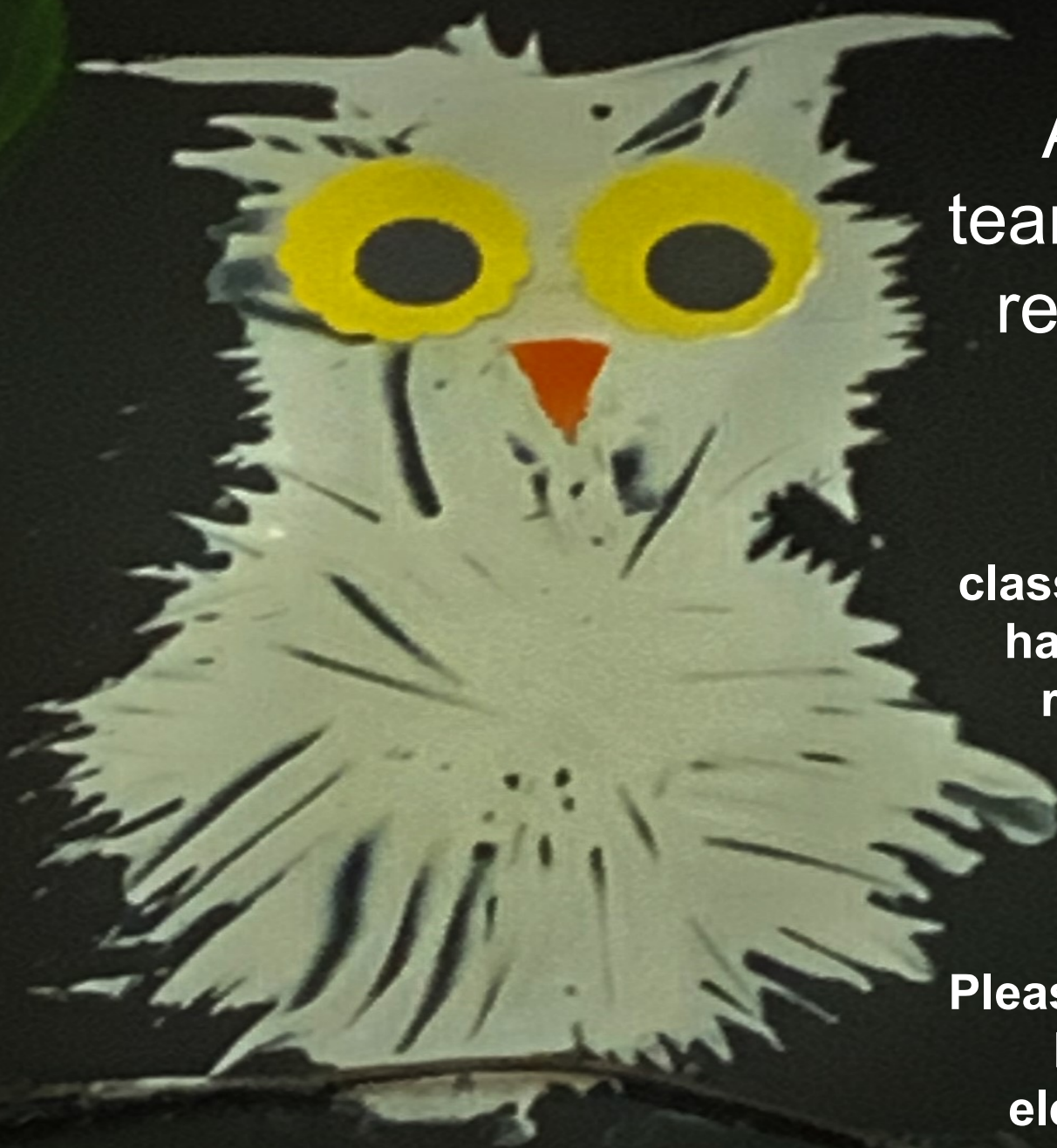
76% of Ambassadors reported that, due to participation in the Ambassadors for Respect Program, they are now participating in advocacy activities.





The Ambassadors for Respect Program has been very meaningful to the team at Focus House in Willmar. A4R t-shirts and posters were displayed at their graduation, and they invited me to speak at their ceremony.

**We could  
use your  
help!**



Ambassador  
teams will soon be  
ready to train in  
schools.

Finding 4<sup>th</sup> grade  
classes to host trainings  
has been a barrier to  
reaching more 4<sup>th</sup>  
graders.

Please let me know if you  
have contacts in  
elementary schools!



**Thank you for your support.**



# Somali Community Resettlement Services

## Cultural Outreach Program

# Who We Are: History

- ▶ Founded in 1999
- ▶ Immigrant-led
- ▶ Philosophy of “for-the-community/by-the-community”
- ▶ Staff and Leadership over 81% immigrants and BIPOC
- ▶ Able to communicate in participants native language: Staff speak 7 different languages

# Who We Are: Mission and Vision

- ▶ Mission:

*To promote and advance the social well-being and the welfare of immigrants by providing much needed community and resettlement services*

- ▶ Vision:

*All immigrant families thrive in an equitable world where they lead successful lives with personal responsibilities, economic independence and vitality*

# Who We Are: Locations

- ▶ Rochester (since 1999)
- ▶ Faribault (since 2001)
- ▶ Minneapolis (since 2019)

# Why We Provide this Training

- ▶ SCRS moves from resettlement focus to programming based on community needs
  - ▶ Higher incidence of autism
    - ▶ According to a study done by the University of Minnesota in Minneapolis in 2013, the rate of autism among Somali youth is 1 in 32. “Somali children with autism spectrum disorder were more likely to also have intellectual disability than children with autism spectrum disorder in all other racial and ethnic groups...” (<https://rtc.umn.edu/autism/> )
  - ▶ Stigma attached to disabilities
  - ▶ Lack of knowledge of available resources and individual rights

# Our Results: Year 1

- ▶ 2 training programs for 40 participants total
- ▶ 1 in-person training with 32 East African participants
- ▶ COVID arrived
- ▶ 1 online training with 8 East African participants
- ▶ Participants in Year 1 were 100% East African
  - ▶ 19 were parents of a child with a disability
  - ▶ 7 were individuals with a disability
  - ▶ 14 were parents of a child with a disability who also have a disability

# Our Results: Year 2

- ▶ 4 training programs for 35 participants total (all training presented online)
  - ▶ 2 training programs for Latinx community - 21 participants
    - ▶ 21 parents of a child with a disability
  - ▶ 2 training programs for East African community - 14 participants
    - ▶ 8 parents of a child with a disability
    - ▶ 4 individuals with a disability
    - ▶ 2 parents with a disability who also have a child with a disability
- ▶ Successes
  - ▶ 5 individuals obtained waivers - 1 individual with a disability and 4 parents of children with a disability

# Our Results: Year 3

- ▶ 2 training programs for 20 participants total
  - ▶ Both training were in person training
- ▶ Participants in Year 3 were 50% East African and 50% Latinx
  - ▶ 6 were parents of a child with a disability
  - ▶ 14 were individuals with a disability
- ▶ SCRS translated documents from Disability Law Center
  - ▶ Disability rights and self-advocacy
  - ▶ Somali, Oromo, and Spanish
- ▶ Successes
  - ▶ 3 individuals obtained waivers - 1 individual with a disability and 2 parents of children with a disability

# Success Stories

- ▶ **Valeria** attended the training program that was held February 14 - 16, 2022. She has a 49-year-old son who has a severe mental disorder. Valeria was always very concerned that her son would not be able to attend any adult learning/vocational services due to his disability and was worried about what he would do in the future. She did not know about other resources offered by the state and that her son might qualify for any other services. Valeria is being assisted through the waiver process and is getting her son further medical evaluation.
- ▶ **Jessica** attended the training program that was held February 14 -16, 2022. Jessica has an 8 years old son who has ADHD. She was very concerned about his learning and his future. She was worried if he would get the assistance he needed and what would've been provided to him when it came to his education. She was very appreciative of the training and learned a lot about resources that are available to her family and her son. Jessica applied for and received a waiver for her son.
  - ▶ Because of the knowledge she received at the training, Jessica has been a great advocate for the disability training in the Latinx community in Faribault.
- ▶ **Sandra** attended the training program that was held February 14th - 16th 2022. She has a little boy who is 4 years old, who has Down Syndrome. Sandra said that she was grateful for the opportunity to meet and talk to other parents who have children with disabilities. She was especially grateful they were able to connect. SCRS is currently assisting Sandra through the waiver process.

# What is Next

- ▶ Year (current year): Continue the work with the Disability Law Center to translate information into Somali, Oromo, and Spanish
- ▶ Year 4: Two training for Somali and Latinx
- ▶ Become a vendor for Self-Advocacy Training through the MN Dept of Human Service
- ▶ Vulnerable Adult Training Program



OVERVIEW OF  
PARTNERS IN POLICYMAKING CLASS 39 (YEAR XXXV)  
SEPTEMBER '21 – MAY '22



**Partners in  
Policymaking®**

**Class 39 | Year XXXV**

# PARTNERS IN POLICYMAKING GRANT PROGRAM

- Created in 1987
- 1,100 Minnesota Graduates
- \$210,000 funding
- 35 participants accepted
  - Adults with disabilities
  - Parents or legal guardians of children with developmental disabilities
- 8 sessions (September – May)
- 128 class hours
- Local and national speakers, elected officials
- History, Inclusive Education, Employment, Community Organizing, County and Federal Government



## A LOOK INTO CLASS 39



- Start: 29 participants
- End: 22 participants
- 10 people with disabilities
- 12 parents
- End of year survey: 100% satisfaction
- Graduate Workshop/50 Years Celebration of GCDD
- Capitol Visit

## ⑧ TECHNOLOGY, SOFTWARE, APPS, ELECTRONIC + MECHANICAL DEVICES

Teacher communication Apps/Emails  
PC iPads - Facebook + Social Media  
PECS  
Proloquo2go (Speech apps)  
Customized Audio recordings  
hearing aids  
visual enhancements  
weather fit  
visual schedule on app  
fidgets  
adapted chair/table  
headphones to teacher microphone  
Story board app for Social stories  
Explain About the software how they work  
Stools  
Reacher/Grabber  
Noise canceling headphones  
Allow them to be in the R.P.

head phones  
Reading Software  
Dynamox  
App on iPhone  
Appropriate devices for needs (not based on distributive samples)  
Speech to text  
Visual timers  
training for all staff on electronics  
Assistive switches  
closed captioning  
timers  
alexa  
YouTube - video modeling  
eye tracking technology



## ⑨ SOCIAL RELATIONSHIPS

Clubs - interactions w/ peers  
Church groups - Youth, Bible studies, online, Triads (for gender/queer)  
Small group discussions  
Movies/Food  
Sitting arrangements  
Relationships outside of class activities  
Dating/sexuality - both access + safety  
Play games during homeroom  
Sports (U.N. Special Hockey, Pudding Place Skating, Savage Kungy, St. Paul Adaptive Rec.)  
Church choir  
Adaptive sports  
School clubs  
music  
dance  
theater  
camping  
swimming  
scouts  
rock band  
gen. ed inclusion  
peer groups  
sitting together at lunch  
play dates  
Play ground  
Exercise before + after school  
Play Kick Ball In Group  
Setting  
Group Projects  
Team building  
Rec Dept. Extra Curricular Activities  
Recess.

Martial Arts  
Longways incl. immersion  
transfer station/Bus  
social media  
Swimming  
paddle  
camp  
hike  
golf  
fish











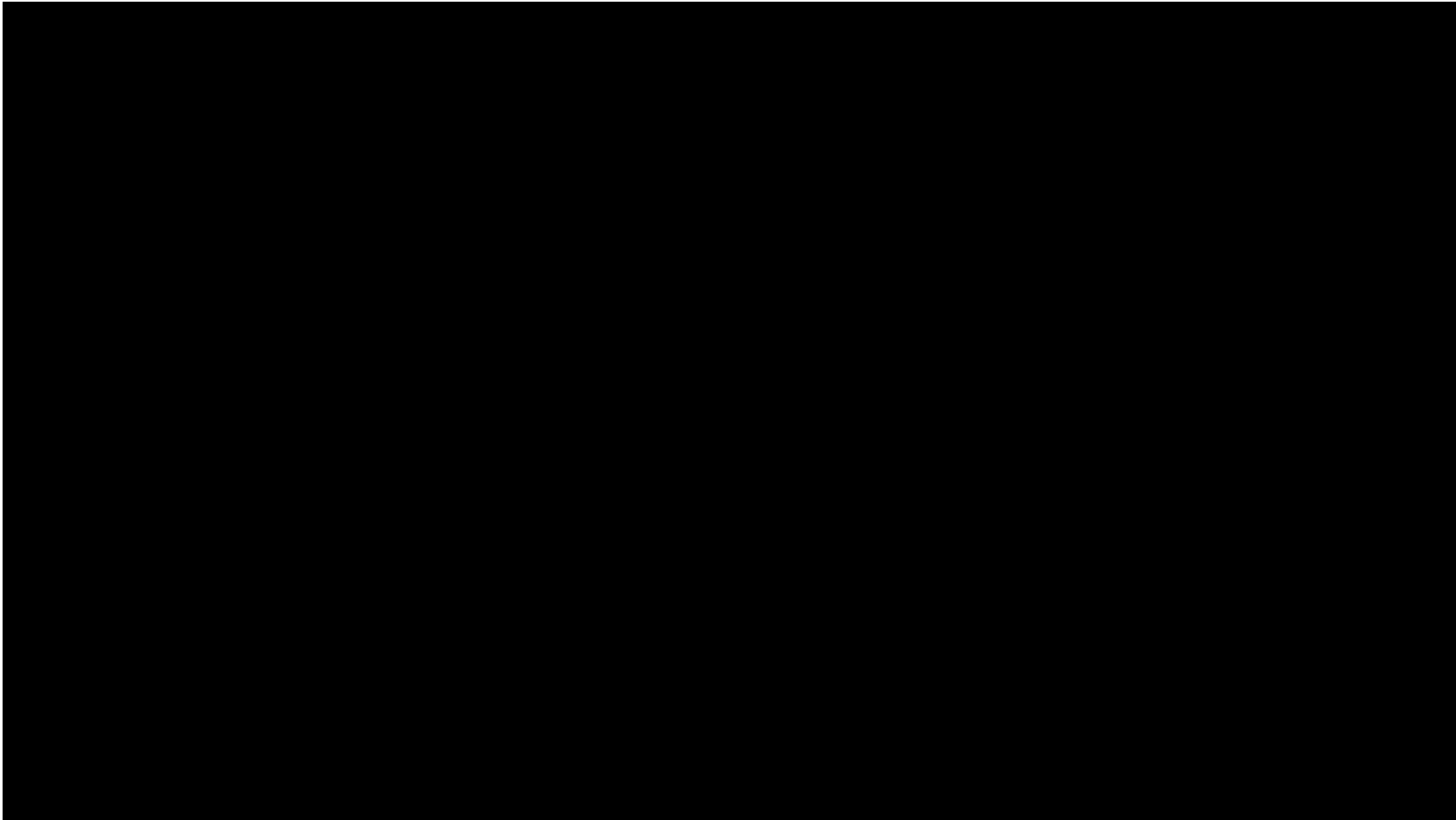
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# JAXSON SEGUIN

## PARTNERS IN POLICYMAKING CLASS 39 GRADUATE

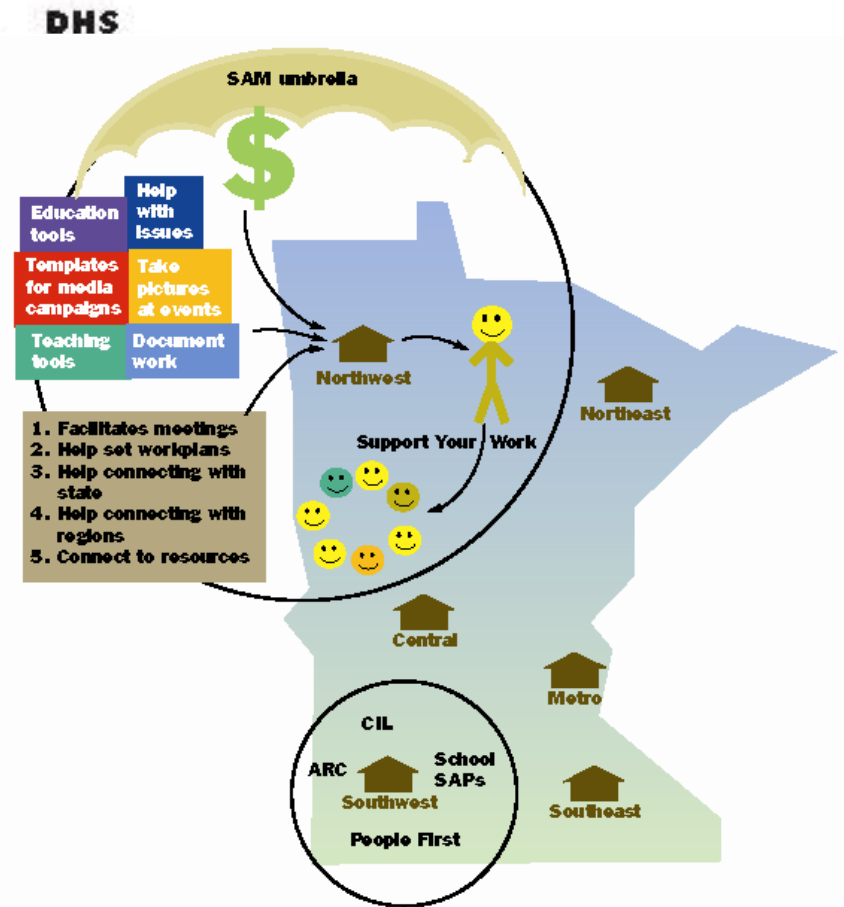
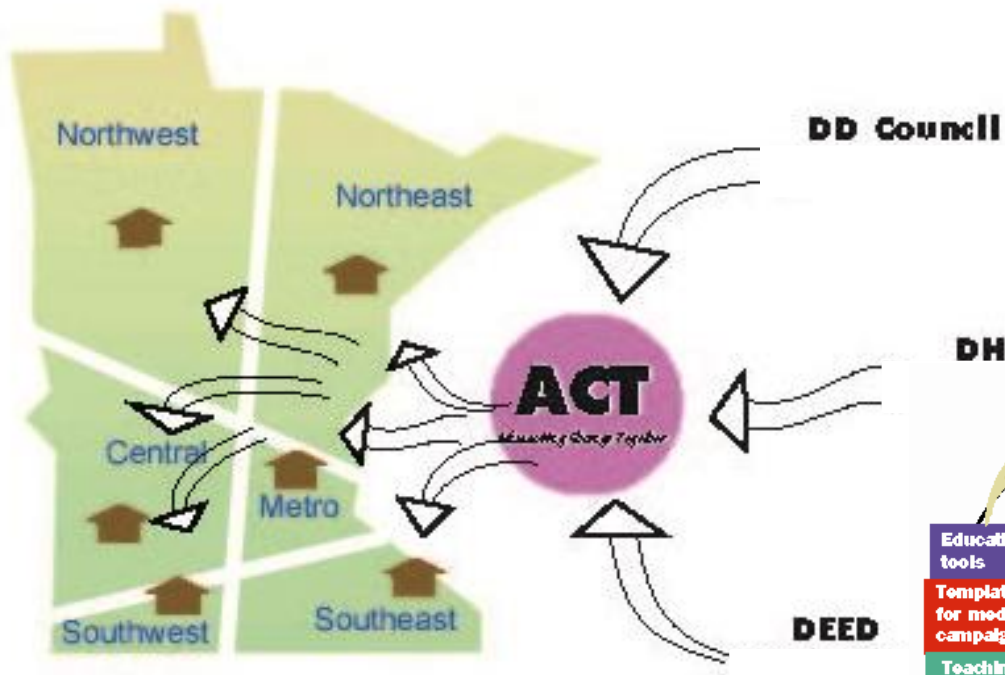
# A MESSAGE FROM GOVERNOR TIM WALZ

[HTTPS://VIMEO.COM/553133103/2701F24FC2](https://vimeo.com/553133103/2701f24fc2)





# SAM Network Breakdown



## Network Support Structure

# Self Advocacy:

**Building Power**

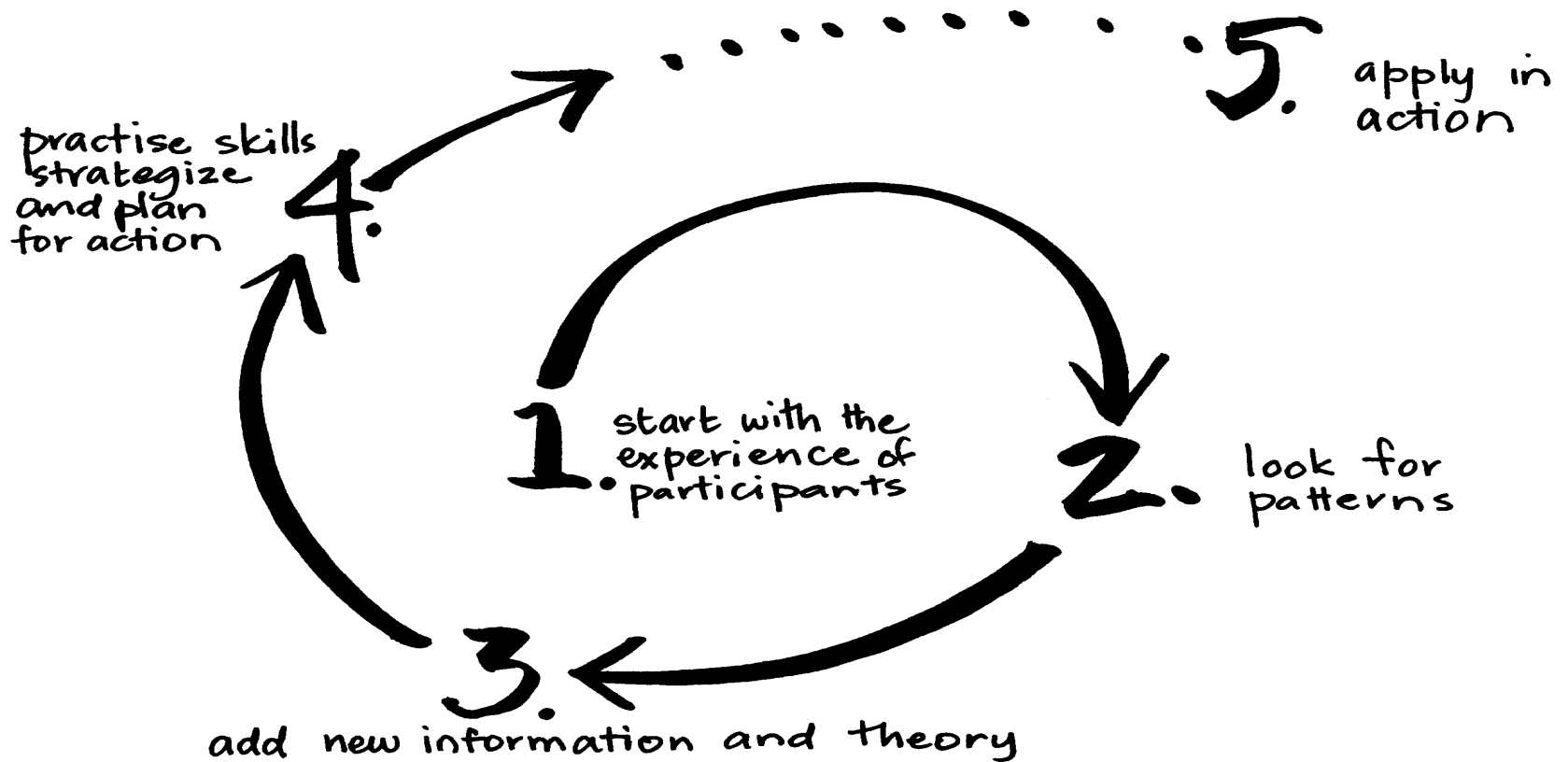
**Connecting to Disability Rights**

**Building Better Communities**

**Popular Education is a  
worldwide method used to  
empower groups of  
oppressed people to lead  
their own change**



### The spiral model



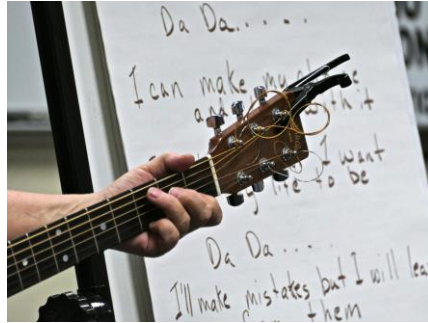
# PowerPoint & Lecture



**Does Not Work**

# What Works

**Music**



**Skits**



**Games for Learning**



**Art**



**Big Visuals**



**Food**



**Theater**

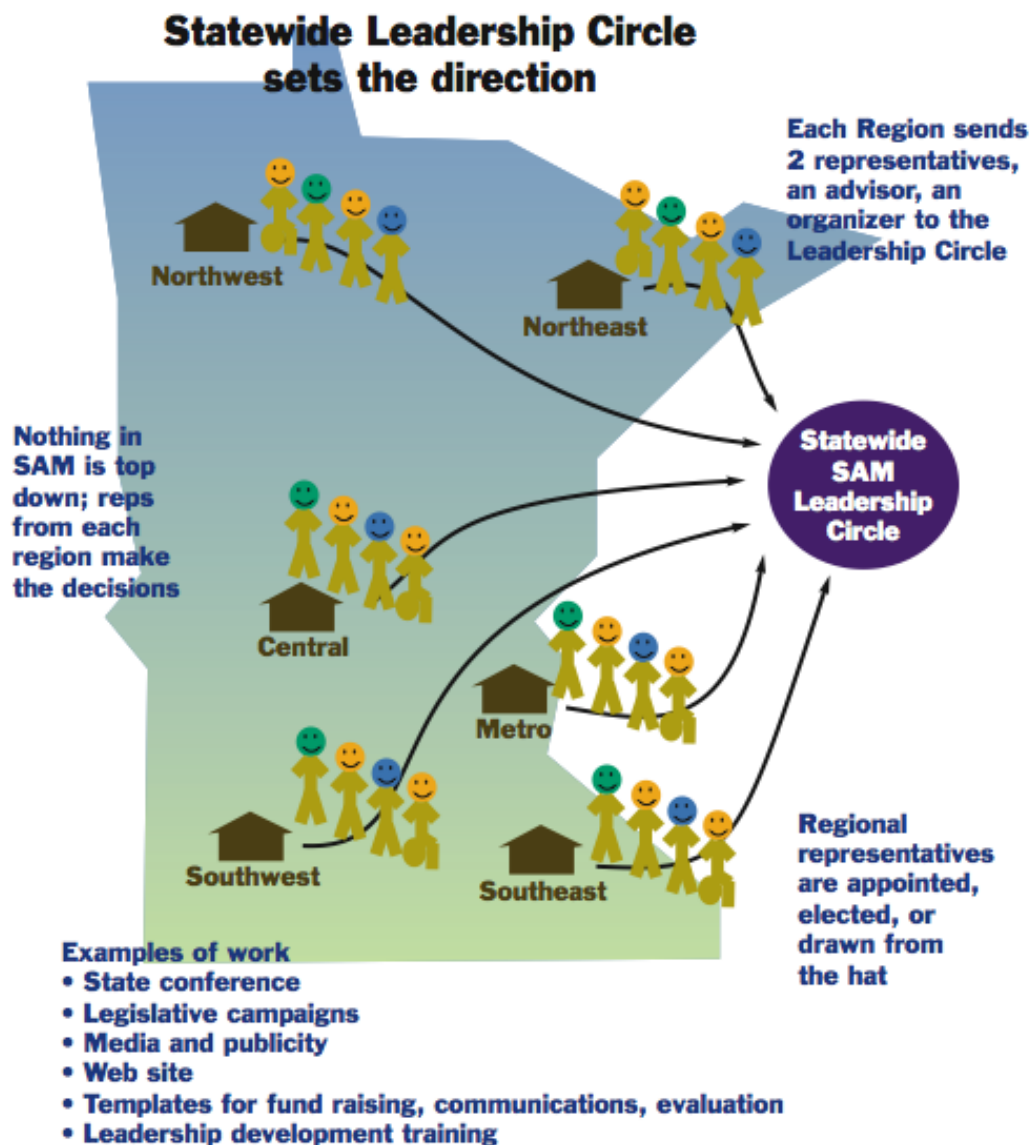


**Laughter**

# Nothing About Us, Without Us



# Movement Building & Statewide Efforts



**We Have the Power**



**2022 ACT State Self-Advocacy Conference**

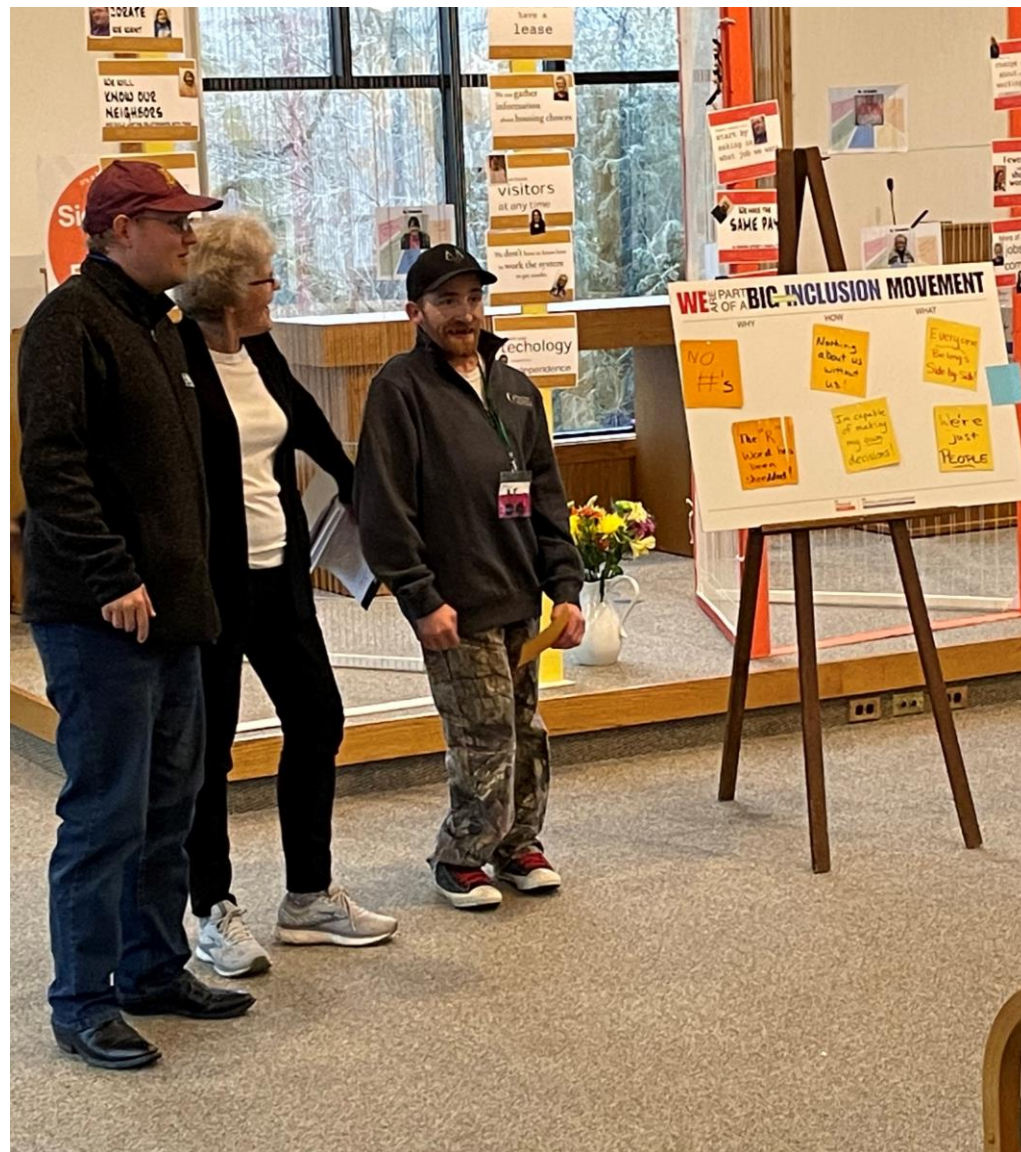
**ACT**  
**Olmstead**  
**ACADEMY**



## Michelle Lundeen is at Team Lundeen REMAX Results.

Jul 15 · Cambridge, MN · 🌐

This week I had the honor of having **Nathan Miller** and **Maggie Alexander Treichel** visit me at my office. Nathan did a great job presenting about inclusion and how we all belong. This includes home 🏠 ownership. I had the privilege of helping Nathan... See more



# Regional Efforts

**ACT**

# Disability EQUALITY

## TRAINING SERIES



# COACHING





# Structured Training and Coaching

# Community Building







# Impact of the Intersection of Developmental Disabilities and Other Population Profiles on Experiences with Discrimination

PRESENTATION TO GCDD COUNCIL on 5 October 2022  
Report From Qualitative/Narrative Research  
Project 2496B

Prepared for: The Minnesota Governor's Council on Developmental Disabilities

Prepared by: MarketResponse International

8 August 2022

# INTERSECTIONALITY STUDY

## RESEARCH PLAN OVERVIEW

**1) Literature review:** The research began with reviews of studies, reports, including legislative reports, and journal articles that recognize the prevalence of disparity issues in racial and ethnic communities, and among individuals with developmental disabilities that include data from other states and comparisons across states; and policies, best practices, and strategies to address and eliminate disparities. (See article list in Appendix)

**2) Internal Qualitative Interviews:** 60-minute interviews among 4 council members who identify as coming from marginalized communities based upon race, disability status, and/or LGBTQI+ status. Their perspectives and input helped guide this study.

### 3) Narrative Research Focus Groups (FG) and 1:1 Interviews:

- FG in North Minneapolis, n=5
- Partners in Policy narrative workshop, n=19
- FG at Somali Community Resettlement Services, Faribault, MN, n=20
- 1:1 in-depth interviews, n=5

Total participation: n=49

- 28 females, 19 males, 2 Non-binary
- 27 self advocates, 24 parents or family members

#### Ethnicity

13 – Black	16 – East African immigrant
4 – LatinX	2 – Asian
12 – White	2 – 2 or more ethnicities

All respondents’ quotes, from both advocates and self advocates, are shown in *italics*.

# INTERSECTIONALITY STUDY OBJECTIVES

From this research we seek to explore . . .

The Nature of  
Discrimination  
and all its forms



How it is Experienced  
by various groups with  
intersecting profiles



Impacts and Results  
both short-term and  
long-term

. . . and use the insights to:

- **Uncover the attitudes and behaviors** among public and private entities, and the general population, **that contribute to discriminatory practices** and negative outcomes;
- **Demonstrate the benefits to society in general of looking at people with developmental disabilities in a holistic way** that incorporates an appreciation for their unique and diverse backgrounds and experiences;
- **Identify the alternative policies, procedures, and behaviors that will help eradicate discriminatory practices** and better serve the needs of people with developmental disabilities who experience intersectionality with other attributes.

# WHY THIS RESEARCH IS IMPORTANT

There are strikingly persistent disparities in employment, income production and net worth between people with and without disabilities. Those disparities remain even larger for BIPOC Americans with disabilities (Black, Indigenous, and people of color).

National Disability Institute, “Race Ethnicity and Disability” August 2020. (p.10)

# WHY THIS RESEARCH IS IMPORTANT

People with disabilities experience discrimination in different ways. Recognizing differences in experience is noteworthy as is acknowledging the widespread prevalence of disability-based discrimination. Here are some examples:

## Employment

Fewer expressions of employer interest among those with disabilities

## Housing

Discrimination in access to housing and the community

## Social and Public Spaces

Negative attitudes, misconceptions, ignorance regarding people with disabilities

Research Brief: Experience of Discrimination and the ADA | ADA National Network ([adata.org](http://adata.org))

*And yet, it's still so hard to find information about disability because it's often left behind and invisibilized.* GCDD Council Member

# DEFINITION OF *INTERSECTIONALITY*

**Intersectionality, a term coined by legal scholar Kimberlé Crenshaw, is . . .**

*. . . a lens, a prism, for seeing the way in which various forms of inequality often operate together and exacerbate each other.*

Crenshaw originally used the theory to explain the systemic discrimination against Black women, individuals who could not separate the “women’s experience” from “the Black experience,” in a legal setting.



Kimberlé W. Crenshaw

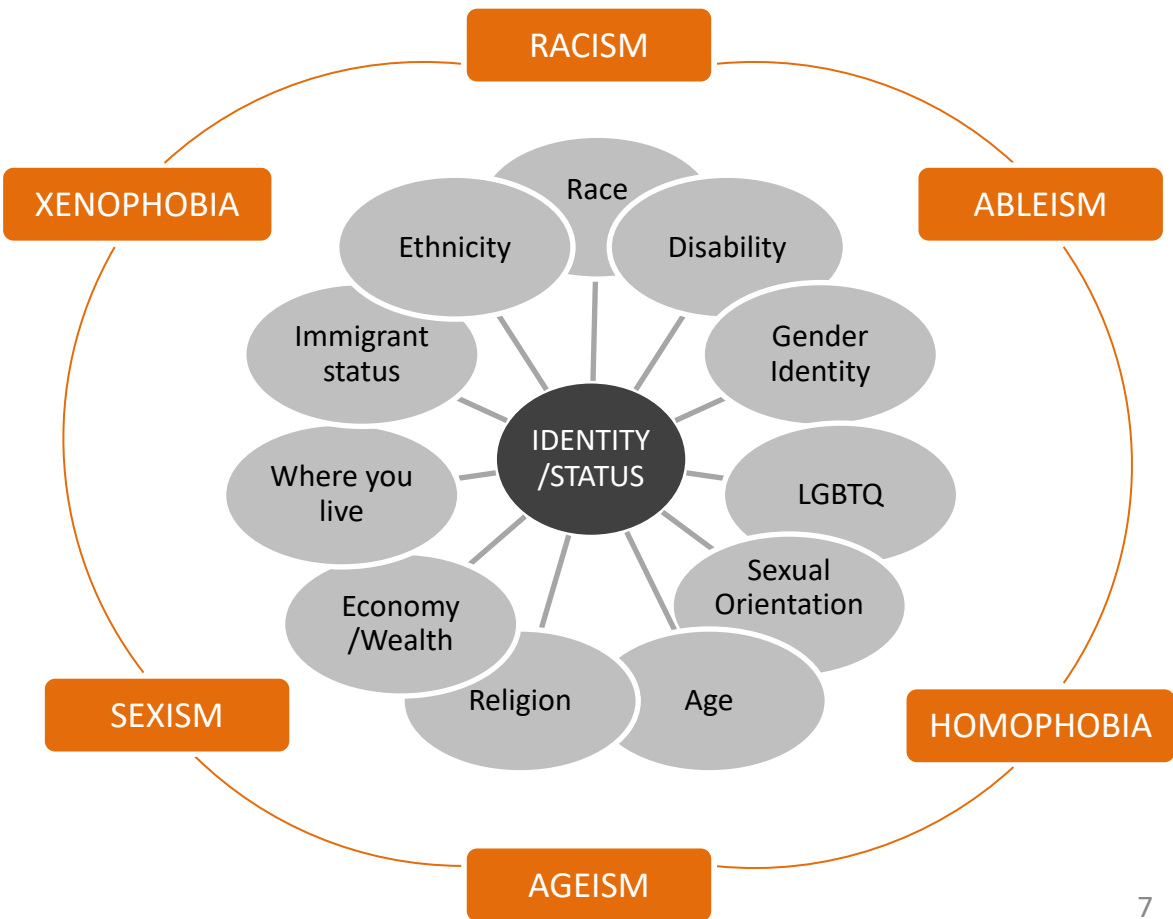
Scholars in the field of sociology and philosophy have since **expanded the intersectional conversation to include the disability community**. However, . . . little research has focused on how this intersectionality plays out in the economic sphere.

National Disability Institute, “Race Ethnicity and Disability” August 2020 (p.3)

# DEFINITION OF INTERSECTIONALITY

*I also look at intersectionality as more of a framework of how a person's attributes affect their social status, affect how others view them, their political identities.*

GCDD Council Member



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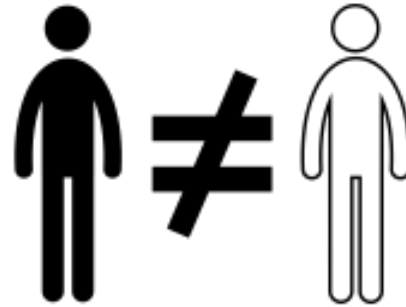
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# A DEFINITION OF DISCRIMINATION

**Discrimination** is the act of making unjustified distinctions between people based on the groups, classes, or other categories to which they belong or are perceived to belong.

- Occurs when individuals or groups are unfairly treated in a way which is worse than other people are treated.
- Involves restricting members of one group from opportunities or privileges that are available to members of another group.



**Privilege** is a  
special right,  
advantage or  
immunity granted or  
available only to  
particular individuals  
or groups.

Oxford Languages

## DISCRIMINATION: The absence of privilege

*Privilege means that you turn on your television and you see characters that are representative of who you are.*



*Privilege means that you can walk into your local Target, and you can find products – like hair care products – that meet the needs for your culture.*



*Privilege means that you can walk into that same Target and not be tailed by security.*



*Privilege means that you have no problem accessing healthcare that meets the needs of the communities that you belong to.*

Quotes from GCDD Council Member



## VARIOUS FORMS OF DISCRIMINATION

Three general categories and 6 forms of discrimination were identified from the secondary research review.\*

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## The Nature of Discrimination

### Individual

- Overt prejudice
- Implicit bias

### Social

- Social exclusion
- Organizational barriers

### Systemic

- Institutional barriers
- Cumulative Disadvantage



## How it is Experienced



## Impacts and Results

Fear, isolation

### Limits to IPSII

Independence  
Productivity  
Self Determination  
Integration  
Inclusion

Limited access to services

Limited access to favorable:

- Housing    - Healthcare
- Education - Employment

## HOW DISCRIMINATION IS EXPERIENCED

Five themes emerged from the stories describing how the various forms of discrimination are experienced.

**Service without a smile**

**Segregated, isolated, excluded**

**Shamed, dismissed, ridiculed**

**Policies before people**

**Flawed policies, exploitative systems**

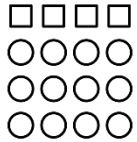
# Service Without a Smile

Rude and disrespectful treatment by persons in a position of providing some kind of service to others. The absence of any attempt at empathy, or effort to provide any level of accommodations for people with disabilities, is evident in these stories.



# Segregated, Isolated, Excluded

Barriers to access and exclusion are happening in schools, workplaces and other social settings, giving people with disabilities the sense that they're not wanted, or not even acknowledged:



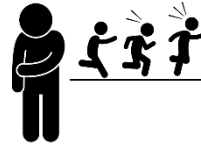
## Segregated Schools

Students who require special education services are experiencing more exclusion and segregation from other students, even in well-funded and resourced districts.



## Not Accessible

Black woman trying out a new restaurant finds access blocked by tables. Staff and customers are oblivious to the fact that they are blocking access for people using wheelchairs.



## Rejected Services

Hispanic child with Down Syndrome rejected by day care providers *because of his condition*.

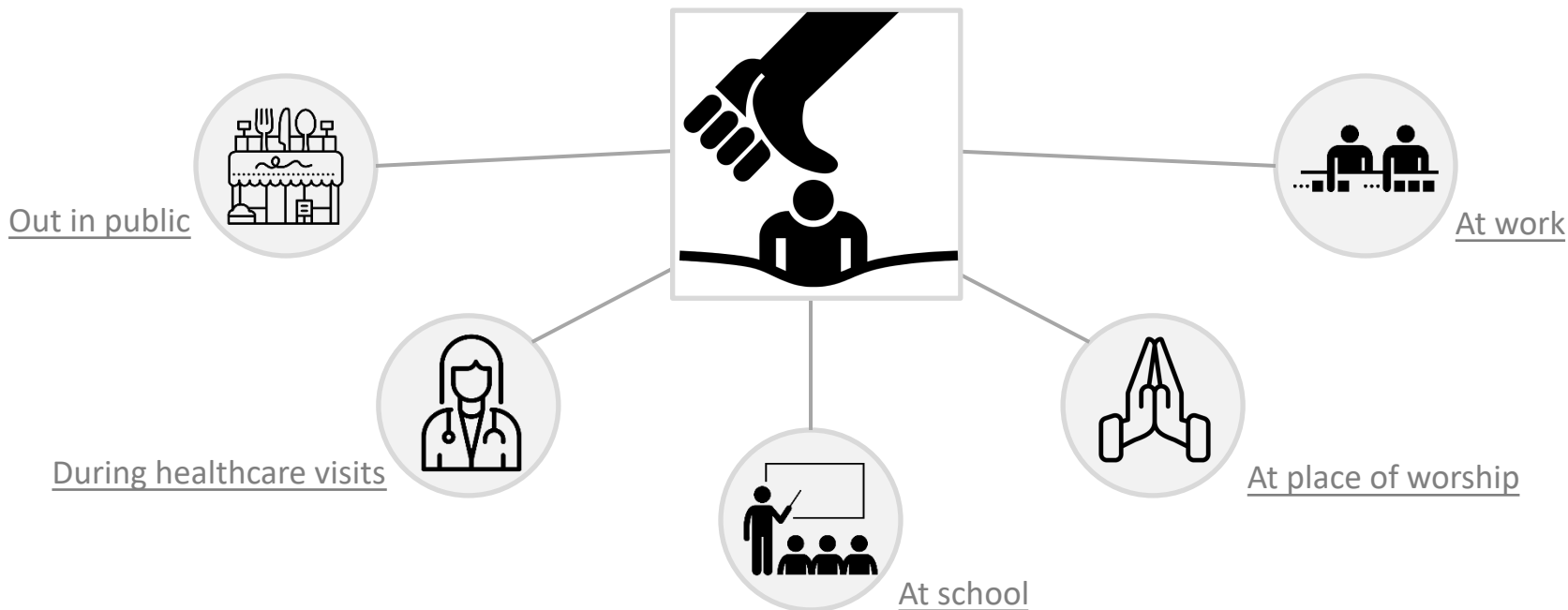


## Job Discrimination

Adult male believes he was fired from his job after 6 years employment, because of his developmental disability and he is Latino.

# Shamed, Dismissed, Ridiculed

Those with disabilities are sometimes not seen or treated as people. What *is seen* is their disability, their skin color, someone who is less than. They are feared, labeled *other*, and treated differently. Encounters of being shamed, dismissed, and ridiculed are not limited to just going out in public or online, it can occur in places that are supposed to be safe havens: hospitals/doctor's office, schools, and even churches.



# Policies Before People

Strict adherence to the rules, policies or procedures are enforced on people with developmental disabilities (and other marginalized communities), imposing barriers to access to services, or as an excuse for not offering any kind of needed accommodations.



# Flawed policies, exploitative systems

Unintended negative consequences reveal flaws in the State's policies designed to help attract more PCAs to assist people with developmental disabilities.

And due to more blatant exploitation in areas related to housing and the penal system, the deck is stacked even more against black and brown people trying to get ahead in our state.



# SUMMARY

**People with developmental disabilities, especially those who are a part of other marginalized communities, experience various forms of discrimination, such as:**

- Rude and disrespectful treatment by persons in positions of providing various services to others;
- Barriers to access and exclusion, happening in schools, workplaces and other social settings, giving people with developmental disabilities the sense that they're not wanted, or not even acknowledged;
- Strict enforcement of rules, policies or procedures, that impose barriers to access to services, or are used as excuses for not offering any kind of needed accommodations.

**Instead of being seen as people, what is seen is their disability, their skin color, or someone who is “less than.”**

*Being a Black person with a disability. . . It really did hurt me when people were looking at my disability, and not looking at me. (But my disability) is not who I am.*

# SUMMARY

**For progress to happen, among the general population of Minnesotans there needs to be:**

- More empathy and appreciation for people with developmental disabilities and other marginalized communities;

*We have so much to teach the world because we are forced to survive in a way that is different, because our access needs aren't met every day, because we have to fight to live. And that leads to a special kind of insight and a special kind of knowing and understanding and navigating the world that others won't experience.*

- Greater awareness of our own internal implicit biases and prejudices, and the impacts on the ways we think, talk about, and treat people with developmental disabilities and other marginalized communities.

# CONCLUSIONS

## **RECOMMENDATION: Next steps for research**

If progress in reducing discrimination in Minnesota is the goal, there needs to be a research system put in place for . . .

- obtaining benchmark (starting point) measures of incidences of discriminatory behaviors and practices
- and tracking changes over time

Using the insights gained from this initial qualitative/narrative study, the next step for research would be to design the survey instrument, sampling and analysis plans, then complete the benchmark survey for this longitudinal tracking study.

# INTERSECTIONALITY STUDY

## Qualitative/Narrative Research



Thank you!

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