



**The Minnesota Governor's Council on Developmental Disabilities**

The Masonic Institute for the Developing Brain  
2025 East Riverway Parkway, Minneapolis, MN 55414  
Wednesday, October 4, 2023

9:30 am –2:30 pm

**Minutes**

**MEMBERS PRESENT**

Lee Shervheim, Council Chair  
Jenny Arndt  
Jason Blomquist  
Dupree Edwards  
Lisa Jemtrud  
Heather Kainz  
Joel Liestman  
Elizabeth Marsh  
Katie McDermott  
Chris McVey  
Alan Morrison  
Christine Mueller  
Michael Nichols  
Garrett Petrie  
Jennifer Purrington  
Mary Raasch  
Connie Rabideaux (online)  
Jennifer Santema  
Sumukha Terakanambi

**MEMBERS EXCUSED**

Lisa Gemlo  
Amy Hewitt  
Lesli Kerkhoff  
Abdi Matan  
Erin Schwab  
Bonnie Jean Smith

## **GUESTS**

Maylon Anderson  
Yolanda Becena  
Randy Bloom  
Dyanira Espeleta  
Hannah Foster  
Yara Granados  
Mandy Grunklee  
Sharif Hared  
Mary Harreld  
Ahmed Hassan  
Fardowsa Hassan  
Connor Holcomb  
Veronica Klenke  
Ryan Lewis-Johnson  
Susan McCullough  
Dan McNeil  
Abdi Mumin  
Tom Pearson  
Brenton Rice  
Jaran Rost  
Carol Russell  
Lynn Schreifels  
Pam Sunder  
Dorinda T.  
Sanjay Terakanambi  
Rachel Toga  
Erin Vasseur  
Nikki Villavicencio  
Jennifer Walton

## **STAFF PRESENT**

Stephanie Nelson  
Paul Nevin  
Colleen Wieck

### **1. CALL TO ORDER**

The meeting was called to order by Chair Lee Shervheim at 9:32 am.

### **2. INTRODUCTIONS**

Everyone present introduced themselves.

### **3. APPROVAL OF AGENDA**

Shervheim asked for approval of agenda. **Motion** by McDermott seconded by Arndt to approve the agenda. Motion carried.

4. **APPROVAL OF MINUTES (June 7, 2023, and August 2, 2023)**

Shervheim requested the Minutes' approval from June 7, 2023, and August 2, 2023 meetings. **Motion** by Santema seconded by McDermott to approve the Minutes. Motion carried.

5. **EXECUTIVE DIRECTOR REPORT**

Colleen Wieck, Executive Director, presented the Annual Work Plan for FFY 2024.

**Motion** by McDermott seconded by Blomquist to approve the Annual Work Plan. Motion carried.

The Administrative Spending Plan was also presented. **Motion** by McDermott seconded by Morrison to approve the Administrative Spending Plan. Motion carried.

The Attorney General's Office issued a new Handbook for Board Members, and copies were distributed to the members. The September activity report was also distributed.

6. **PRESENTATIONS BY GRANTEES**

The PowerPoint presentations are attached to these Minutes: (a) MSS; (b) Somali Community Resettlement Services; (c) PeaceMaker Minnesota; (d) Odyssey Group; (e) Advocating Change Together; (f) Russell Herder and MH Consulting Group; and (g) MarketResponse International.

(A) MSS

MSS has been working with the Council in employment since Federal Fiscal Year 2020. During 2024, this program goal will be open for competitive bidding.

MSS uses a discovery process to assist both transition students and adults in selecting competitive employment, postsecondary education, or art as a career.

They have also provided education and training to businesses.

Finally, MSS has a robust online training system to assist individuals in gaining knowledge and skills about employment. Other states have adopted this online training.

Highlights from the MSS presentation:

1. MSS assisted 16 adults with developmental disabilities and 9 transition-age young adults with developmental disabilities in securing competitive employment.
2. MSS also offered employment awareness training and eTrac training.
3. MSS pairs students in a co-collegiate mentorship program.
4. MSS offers employment exploration in the arts and has a Fresh Eye Arts Gallery.

(B) SOMALI COMMUNITY RESETTLEMENT SERVICES (SCRS)

In 1992, the federal DD Act was amended to include a requirement to provide outreach efforts to cultural communities. The Council has been sponsoring efforts in this area for the past 30 years.

The Somali Community Resettlement Services has offices in Rochester, Faribault, Minneapolis (the Gale Mansion), and soon in Shakopee. This program goal fulfills the federal requirements of a racial disparity goal.

The Somali Community Resettlement Services agency was competitively selected in Federal Fiscal Year 2020. During 2024, this program goal will be open for bidding.

The Somali Community Resettlement Services agency offers separate classes to both Somali individuals and Latinx individuals.

Highlights from the Somali Community Resettlement Services presentation:

1. SCRS hosted three training programs with a total of 71 participants.
2. There were 24 attendees at the Spanish-speaking session held in Faribault, and 4 individuals are on the waiver.
3. There were 17 attendees at the Somali training held in Faribault, and 3 individuals are on the waiver.
4. There were 13 attendees at the Latinx session held in Minneapolis, and 8 are on the waiver.

#### (C) PEACEMAKER MINNESOTA

With \$10,000 in grant funds from our Council, the Ambassadors for Respect program was launched 10 years ago in 2013. The program began with three elementary schools in the Northeast Metro area and the St. Paul School District. Four Shooting Stars self-advocates researched anti-bullying activities and met with school administrators and teachers to share and implement their plan to teach self-advocacy skills and how to address and confront bullying issues.

PeaceMaker Minnesota has worked with our Council since the Federal Fiscal Year 2019 and was awarded a 5-year contract because of their competitive bid during this past year. The Grant Review Committee made a commitment to expand this program. Additional funding was provided to PeaceMaker Minnesota for Federal Fiscal Year 2024. Dan Reed is working as a consultant to conduct outreach to more schools outside the Metro area.

In 2019, this program won the State Government Innovation Award, sponsored by the Bush Foundation and the Humphrey School of Public Affairs.

Highlights from PeaceMaker Minnesota:

1. Training sessions were held in 19 schools, 49 classrooms, and 1,107 students were trained.
2. The 4<sup>th</sup> graders were assessed, and 97% of the students could list three ways to include others; 93% learned about Person First language; and 95% could list three ways to advocate for oneself or others.

#### (D) ODYSSEY GROUP

Partners in Policymaking began here in Minnesota on May 1-2, 1987, with the first class of 35 individuals with developmental disabilities and family members. Our state now has over 1100 Partners graduates representing all counties except two.



The Odyssey Group began working with the Council in the spring of 2016. They won the competitive bid during this past year, and they have been awarded a five-year contract.

There are many people in this room who have graduated from Partners in Policymaking. Brenton Rice is the President of The Odyssey Group and has been with the company for over ten years. The Odyssey Group is a small, family-owned business operating out of Minneapolis, MN. Brenton was joined by Sumukha Terakanambi, who graduated from Class 40.

Highlights from the Odyssey Group:

1. Class 40 began with 36 participants, and there were 29 graduates due to illness, change of job, etc.
2. The end-of-the-year survey found 100% satisfaction, with a high point being the trip to the State Capitol.

#### (E) ADVOCATING CHANGE TOGETHER

When our Council looks back at self-advocacy's growth and evolution, we have partnered with Advocating Change Together for over 40 years. The federal DD Act requires every Council to have a self-advocacy goal, and ACT successfully bid in this area in the Federal Fiscal Year 2022.

The Council has sponsored two regions of the Self Advocacy Minnesota network—Central Minnesota and Northwest Minnesota- since the SAM network's inception.

There have been several changes in key staff positions during this past year.

Highlights from Advocating Change Together:

1. ACT offers Disability Equality Training Series, which includes 12-week session courses, Disability Power Day every Thursday, and Side-by-Side People's Choir.
2. The 2023 Self-Advocacy Conference was held on September 29-30, 2023, and was entitled "We're All in This Together," and organized by individuals outside the Metro area.

#### (F) RUSSELL HERDER AND MARY HARRELD CONSULTING

We have combined two of our vendors together for this presentation. The Russell Herder agency bid on the Treat People Like People campaign this past year and will receive funding through the federal fiscal year 2024. The source of the funding is Moving Home Minnesota or CMS funding.

Mary Harreld began working with the Council in 2016. She has led the research and production of user-centric products, including the two Bill of Rights projects. She also assisted in collecting and measuring performance results and verifying data as an objective third party.

Highlights include:

1. Co-creation of content is underway with several organizations and groups representing the range of waiver recipients.
2. Lots of merchandise was given away at the State Fair, and social media has increased during the past quarter.

3. The 245D Bill of Rights project was evaluated by focus groups, and the videos were well-liked, a beneficial resource, and would benefit from supplemental training tools.

(G) MARKET RESPONSE INTERNATIONAL

The final presentation is an overview of the latest research completed by MarketResponse International. It is called the One Minnesota study and provides baseline data about the issues of intersectionality. This study builds on the results of last year's narrative research approach of interviewing individuals from marginalized communities.

MarketResponse International has been a trusted partner since the year 2000. The most recent competition for this contract was in Federal Fiscal Year 2021.

In April, Tom Pearson presented to the full Council and described the results of a statewide employer survey. A copy of an article from Quirk's magazine was distributed to the members.

Highlights include:

1. The intersection of having a developmental disability with race and ethnicity affects access, inclusion, and how one is treated by others.
2. White people with developmental disabilities are most likely to feel unfair treatment, barriers, and restrictions from privileges. They are more likely to report negative experiences in dealing with healthcare and health insurance. This group gave the lowest ratings of the One Minnesota pledge than any other group.
3. Individuals with developmental disabilities and from racial and ethnic communities were more likely to report negative experiences in public situations, less likely to feel welcomed in public serving businesses, and more likely to experience negative treatment in financial dealings.

7. **PUBLIC COMMENT PERIOD**

There were no public comments.

8. **ADJOURNMENT**

The meeting adjourned at 2:30 pm.

Respectfully submitted,

Colleen Wieck  
Executive Director



## Employment Services

Pam Sunder-Director of Employment Services  
Hannah Foster-Art Employment Supervisor  
Randy Bloom- Business and Community Partnership Development  
Dorinda T. – 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: 16**

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

**Results: 9**

\* Data is for 11 months



# **Grant Highlights/Successes**

## **Employment Awareness Training**

**Goal: At least ten (10) to fifteen (15) individuals with developmental disabilities and their families will participate in training sessions to increase awareness and understanding about the importance of paid work experiences**

**Result(s): MSS Employment staff provided interactive training to increase awareness and understanding about the importance of work,**

**-Training was held at the MSS Oakdale location with 10 persons served attending**

**-Presenters included Employment Staff - persons had a chance to meet them and ask them questions.**

**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.**

**eTrac Training St. Paul -5 participants**

**Future training to be provided to participants at other MSS centers**

## Businesses Training/Education

**Goal: At least three (3) businesses will receive education and training on disability related employment issues, including work incentives and workforce development, person centered planning, and assistive technology designed to build community capacity around customized employment that results in competitive integrated employment for individuals with developmental disabilities.**

**Result: Disability Awareness Training was provided by Randy Bloom presented to Members of the Roseville Area Business Council (approximately 25 businesses) on 7/26/23. Feedback on the training/education was very positive.**

Comments from businesses included:

"For Leaders and business owners who want to create inclusive workplaces, but don't have a strategy, this was SO valuable!"

"Thank you- so important to get this message to the employer and general community."

"Great presentation! Thank you for being here and bringing this topic and program to us for awareness."

"The videos were phenomenal!"

"Great presentation!"

"So much good information shared. A lot to think about as it pertains to my organization."

# Current Initiatives

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## Co-Collegiate Mentorship Program Expansion

**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.**

**❖ Collaboration with Bethel University BUILD program**

**❖ Developing new partnerships with prospective Education Programs:  
DCTC, St. Thomas, Bethany, South Central College**

**Video: Bethel Co-Collegiate Program**



## 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 a variety of art-related jobs and careers, exploration of art mediums, self-marketing as an artist, educational opportunities, and more**
- ❖ **Virtual and in-person options**





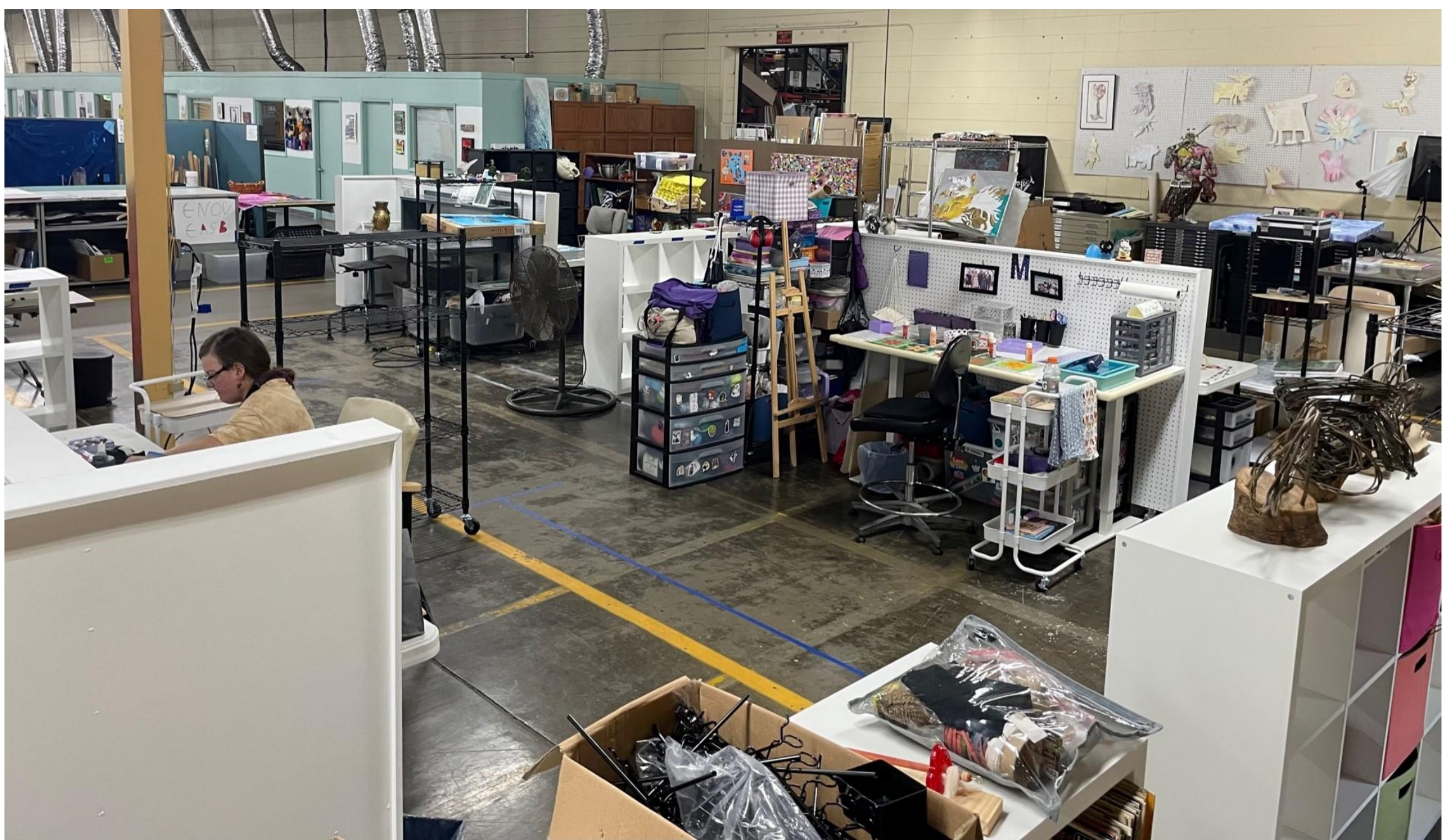
# FRESH EYES ARTS + GALLERY

## St. Paul Studio Program

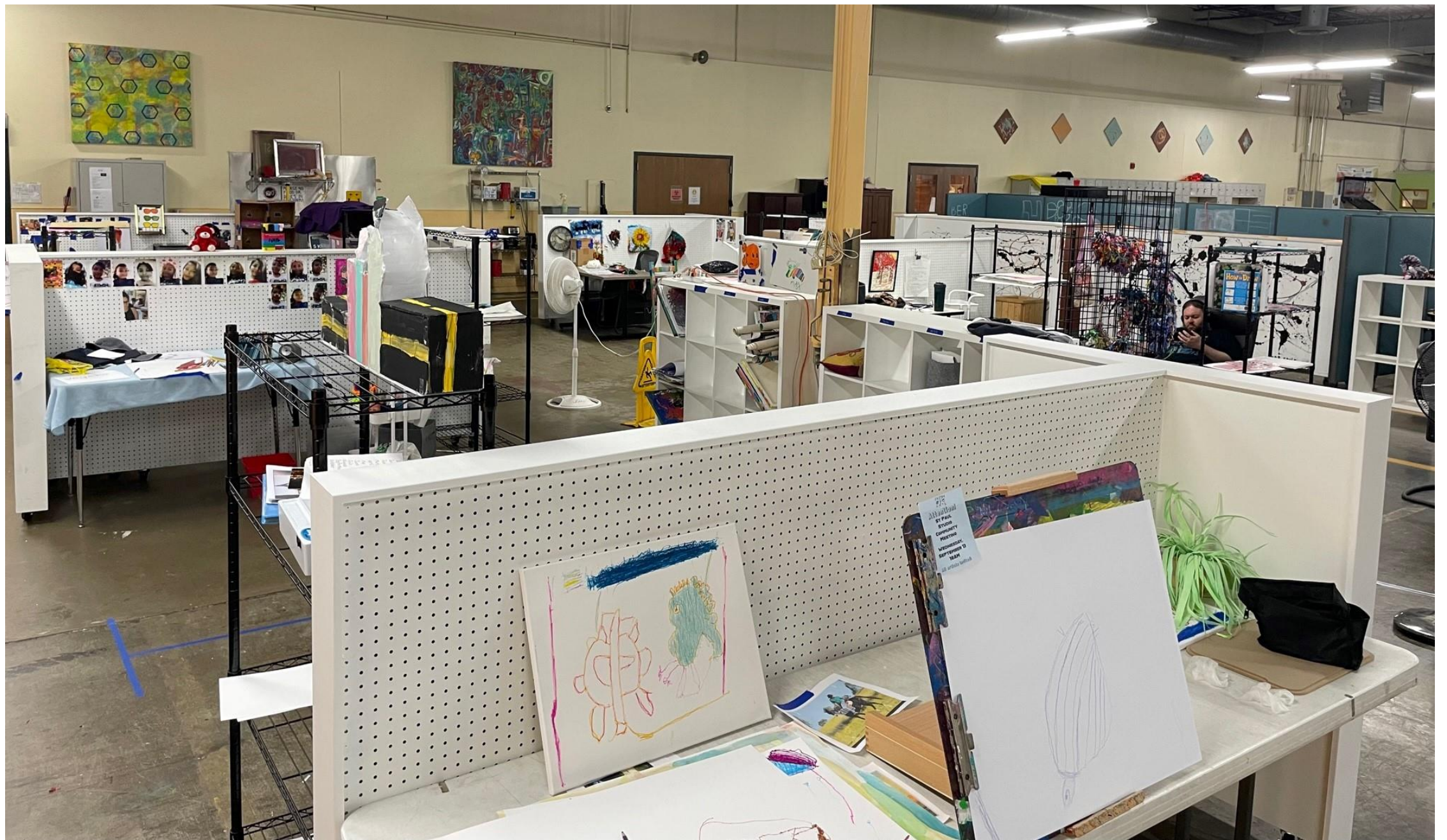
- Launched at the end of June 2022 with 8 artists; currently serving 22 artists
- Artists are given personal studio space with on-going support from art staff
- Support includes art employment development & support













**Artists Van (left) and Earl  
making sales of their  
original artwork**





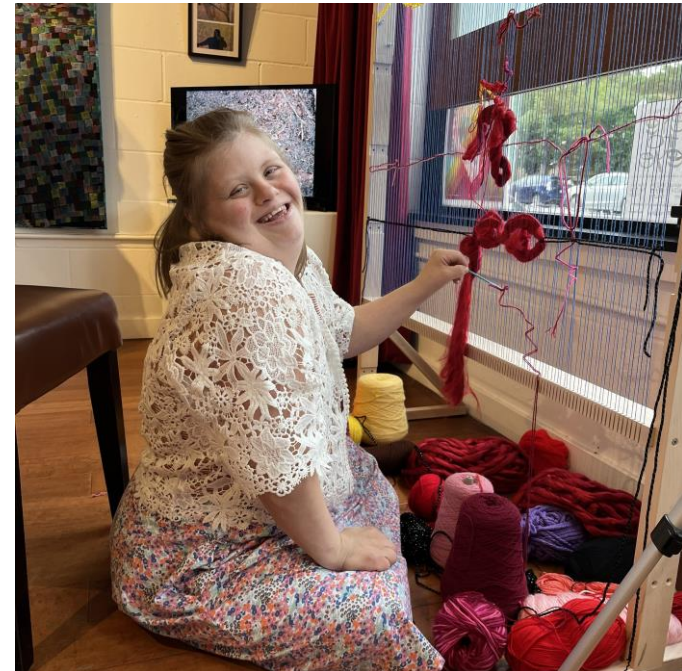
**Dan Stallsworth, MSS  
Eagan studio artist,  
selling artwork at CHS  
Field during a Saints game**





# Fresh Eye Gallery

- ❖ Opportunities for artists to exhibit their artwork and curate exhibitions
- ❖ Along with art on exhibition for sale, there is a gift shop for artists to sell work
- ❖ In 2022, 51 artists sold artwork totaling \$9,300







## **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**

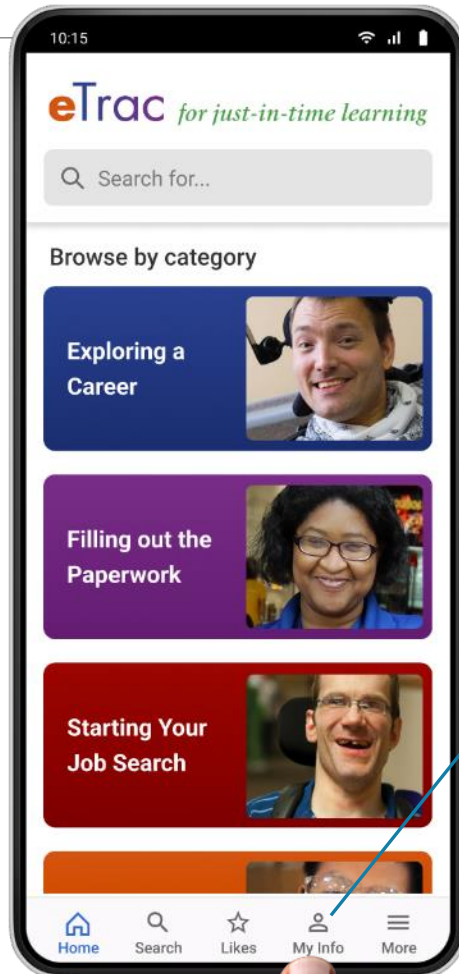




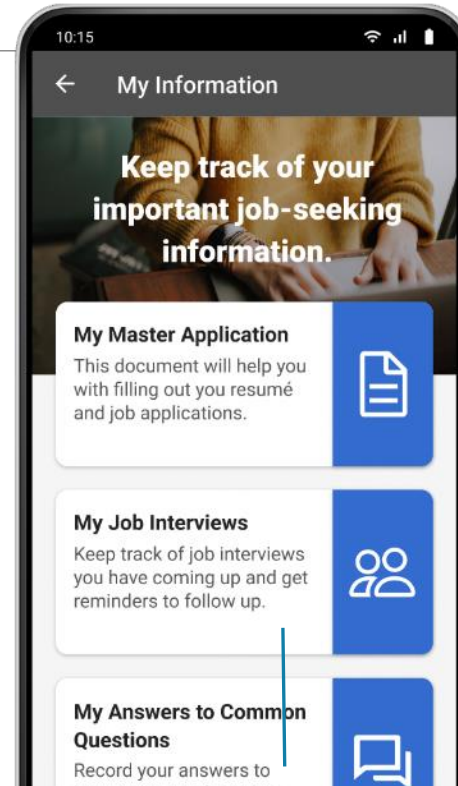
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APP-BASED WORK-READINESS  
RESOURCES FOR YOUR SMART PHONE  
OR TABLET

# My Info

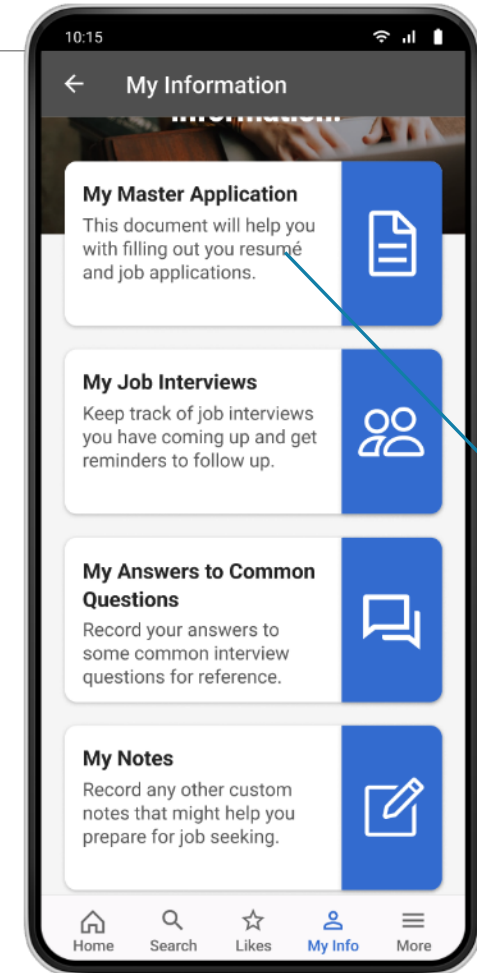


To access My Info, select the icon on the bottom navigation bar



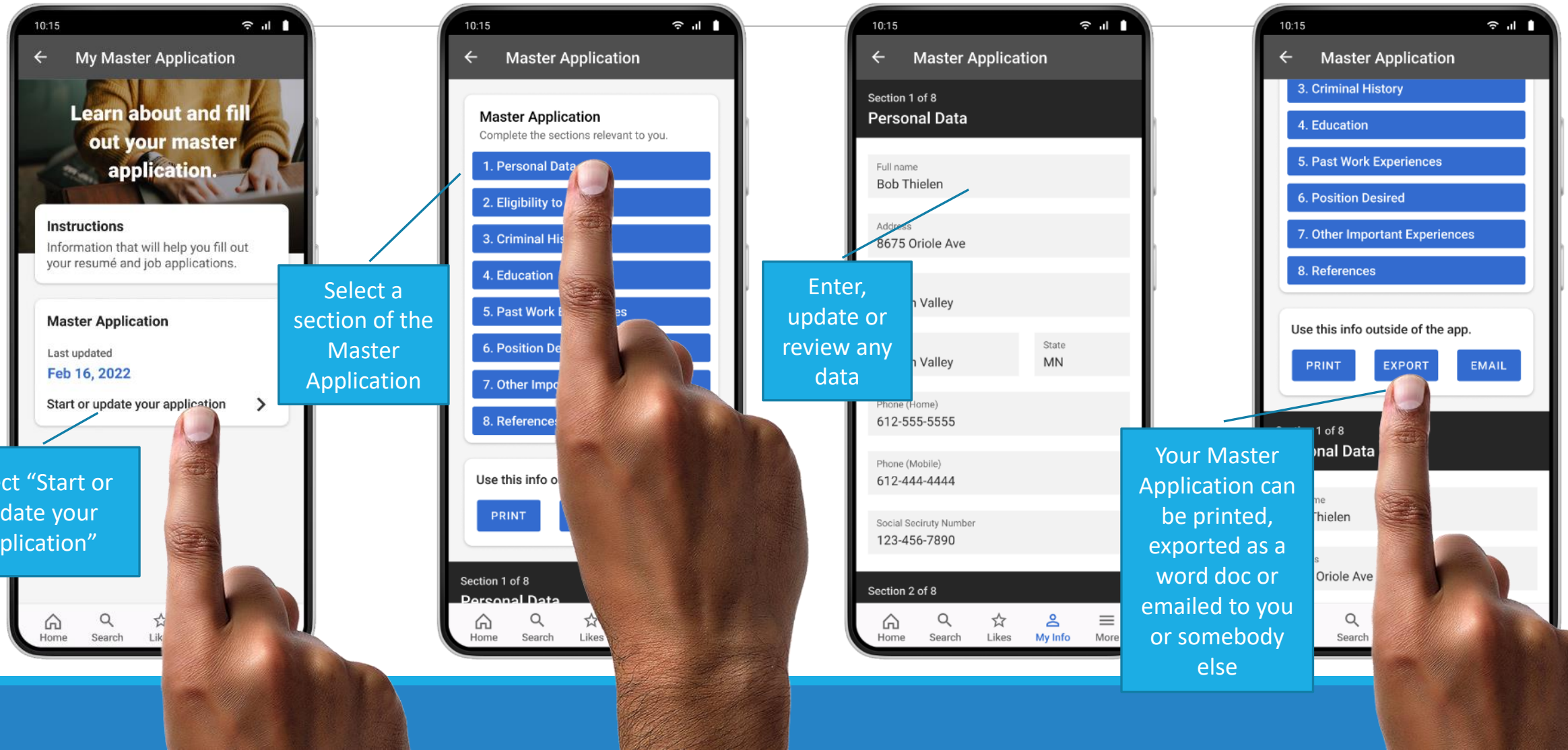
You can store personal data on your mobile device in four areas:

- My Master Application
- My Job Interviews
- My Answers to Common Questions
- My Notes



Let's first access My Master Application

# My Master Application



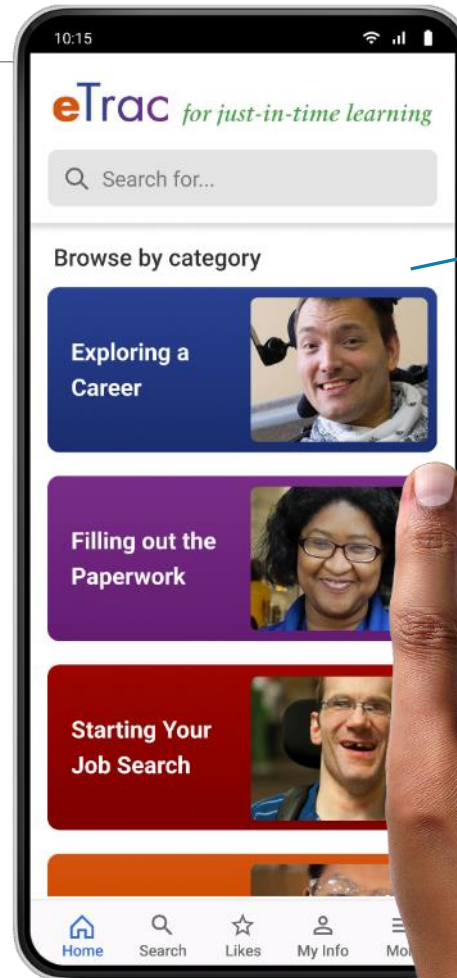


# Browse by Employment Category

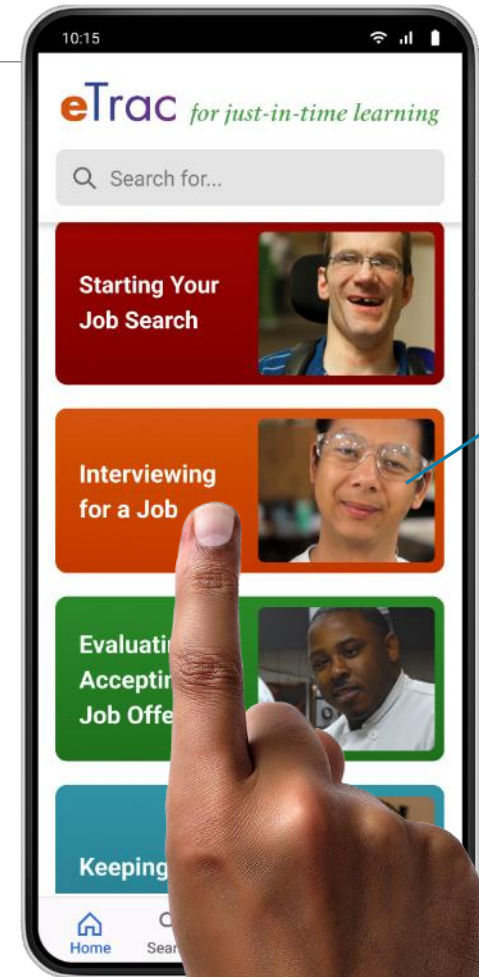
Browse over 300 resources that were taught in the eTrac curriculum for a quick refresher course



Scroll the list of categories to select from



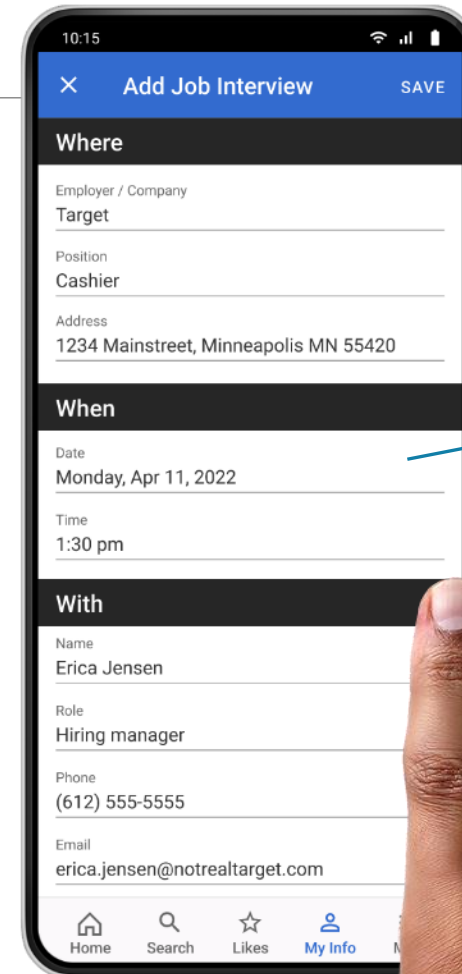
Select your category



# 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 Employment  
Experience with MSS**

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**Dorinda T.**











# Conclusion

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



# Somali Community Resettlement Services(SCRS)

MN Governor's Council on Developmental Disabilities

Cultural Outreach Program

# Who We Are: History

- ▶ Founded in 1999
- ▶ Immigrant-led
- ▶ Operates with a "For the Community, By the Community" Philosophy
- ▶ Comprising Over 81% Immigrant and BIPOC Staff and Leadership
- ▶ Multilingual Capabilities: Our Staff Speak Seven Different Languages to Better Serve Participants



# Who We Are

## 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: 903 West Center St. Suite 200, Rochester, MN 55901
- ▶ Faribault: 201 S Lyndale Ave. Suite I, Faribault, MN 55021
- ▶ Minneapolis (Gale Mansion): 2115 Stevens Ave. Minneapolis, MN 55404

SCRS is excited to announce the expansion of its services to Scott County through the Refugee Program. We are in the process of establishing an office in Shakopee, with plans to open our doors in October. This expansion will enable us to reach and assist even more individuals and families in the Scott County area.

# Overview of Years 1-3

**Year 1:** SCRS organized two training programs, one in person and one virtual, due to the COVID-19 pandemic. In total, there were 40 participants from East Africa.

**Year 2:** SCRS conducted four training programs, with two tailored for the Latinx community and two for the East African community. All training sessions were held online due to the ongoing Covid-19 pandemic. Of the 35 participants, 21 joined the Latinx training, and 14 participated in the East African community training. The outcome was 5 individuals were able to obtain waiver services.

**Year 3:** SCRS hosted two in-person training sessions, with a total of 20 participants—10 from the Latinx community and 10 from the East African community. Among these participants, 3 were able to secure waiver services.

# Our Achievements in Year 4

SCRS hosted three training programs, with a total of 71 participants. Here's a summary:

**1. First Training (Spanish Speaking):**

- Date: March 13th - March 16th, 2023
- Location: SCRS Faribault office
- Participants: 24
- Participants with Waivers: 4

**2. Second Training (Somali):**

- Date: June 12th - June 15th, 2023
- Location: SCRS Faribault office
- Participants: 17
- Participants with Waivers: 3

**3. Third Training (Latin):**

- Dates: September 21st, 22nd, 25th, and 26th, 2023
- Location: SCRS Minneapolis Office (Gale Mansion)
- Participants: 13
- Participants with pending Waiver services: 8

These programs have been instrumental in providing valuable opportunities for our diverse participant groups, making a positive impact on our community.

# Success Stories

**Yolanda Becerra:** In the spring of 2023, Yolanda, a resilient 68-year-old woman with diabetes, embarked on a remarkable journey by attending a training program held between March 13th to 16th. This program was organized by the Somali Community Resettlement Services that Yolanda had previously interacted with, instilling excitement and hope within her.

Having experienced trauma in her life, Yolanda saw this training program as an opportunity to refresh her knowledge and learn about the various resources available to community members like herself. Unbeknownst to her, the county and state offered a plethora of assistance programs that could greatly enhance her quality of life.

Assisted through the waiver process, Yolanda began receiving the invaluable help she required within the comfort of her own home. However, she realized that she lacked awareness of other resources that could further aid her in managing her conditions and ensuring a better future.

With eager anticipation, Yolanda approached the training program with an open mind. From the very beginning, she was captivated by the engaging sessions, informative presentations, and interactive workshops curated by experienced professionals in the field.

As the days progressed, Yolanda experienced a profound transformation. The program equipped her with practical knowledge, empowering her to navigate the complex system of healthcare and support services. Armed with this newfound understanding, Yolanda made positive changes to her daily routine, taking charge of her well-being with confidence.

However, Yolanda's journey didn't end there. Inspired by the impact the training program had on her life, she became a tireless advocate within her community. With the knowledge and firsthand experience, Yolanda dedicated herself to spreading awareness about the available resources, encouraging others to seek the support they need. Her passion for advocacy fostered a more inclusive and supportive environment, magnifying the positive effect of the training program within her community.

This case study of Yolanda's transformation stands as a testament to the profound impact training programs can have on individuals and communities. By equipping someone like Yolanda with relevant knowledge and resources, initiatives like these empower individuals to overcome challenges, resulting in positive changes that ripple through their lives.

As Yolanda's story continued to inspire others, the significance of training programs as catalysts for individual and community empowerment became apparent. It reinforced the belief that when executed effectively, these initiatives have the potential to create a brighter and more inclusive future for all. And so, Yolanda's incredible journey through the training program serves as a beacon of hope, igniting a spark within those who dare to dream of better tomorrows.

# Success Stories Cont.

**Raquel Toga:** In March 2023, Raquel attended a training program with hopes of transforming her dyslexic daughter's life. Emma, who was 5 years old, faced challenges with dyslexia. Raquel, worried about her daughter's academic and personal growth. Despite her efforts at home, Raquel felt that Emma wasn't getting the necessary support to thrive. The training program took place from March 13th to 16th at a cozy community center by Somali Community Resettlement Services (SCRS), where parents like Raquel gathered in anticipation of finding solutions for their children's learning difficulties.

Raquel entered the room prepared to absorb all the knowledge that would be shared, clutching her notebook tightly. The training started, and passionate speakers who dedicated their lives to helping children with learning differences took the stage. They discussed the Individualized Education Program (IEP) offered by schools to cater to students' unique needs. Raquel felt hopeful, realizing that this might be the solution she had been looking for. After the sessions, Raquel approached one of the trainers and shared Emma's struggles. The trainer, empathetic and understanding, took Raquel under their wing and guided her through the process of applying for an IEP, explaining the necessary steps and documents.

Fueled by her love for Emma and a newfound optimism, Raquel began the journey to secure the assistance her daughter desperately needed. Despite the daunting nature of the process, Raquel persisted. She filled out forms, gathered relevant reports, and sought recommendations from Emma's teachers and specialists. Weeks later, Raquel received the news that her application had been approved, bringing her immense relief and tears of joy.

Emma would now receive the personalized help she deserved on a daily basis. The following days proved transformative for Emma. With her tailored IEP, she started receiving the extra support she needed at school. Skilled teachers and dedicated professionals worked closely with Emma, equipping her with strategies and tools to overcome the challenges of dyslexia. Raquel noticed a renewed spark in Emma's eyes, a confidence that had long been missing. Emma began believing in herself once more.

Grateful for the training program that opened her eyes to the available resources, Raquel realized the abundance of possibilities waiting to be tapped into. Encouraged by her experience, she sought out additional support networks and connected with fellow parents facing similar challenges. As Emma thrived, Raquel felt compelled to share her story and began speaking at local schools and community gatherings, advocating for greater awareness and understanding of dyslexia. Raquel's passion and determination inspired many, and she found joy in helping others navigate the path towards a brighter future. Raquel's journey started with worry but evolved into a story of resilience, hope, and empowerment. Through the training program, she gained knowledge and access to resources, discovering that her love for Emma was her greatest asset. Hand-in-hand, they overcame obstacles and embraced the beautiful journey of uncovering Emma's true potential.



# Training

## Sessions













# Ambassadors *for* Respect



PeaceMaker  
Minnesota



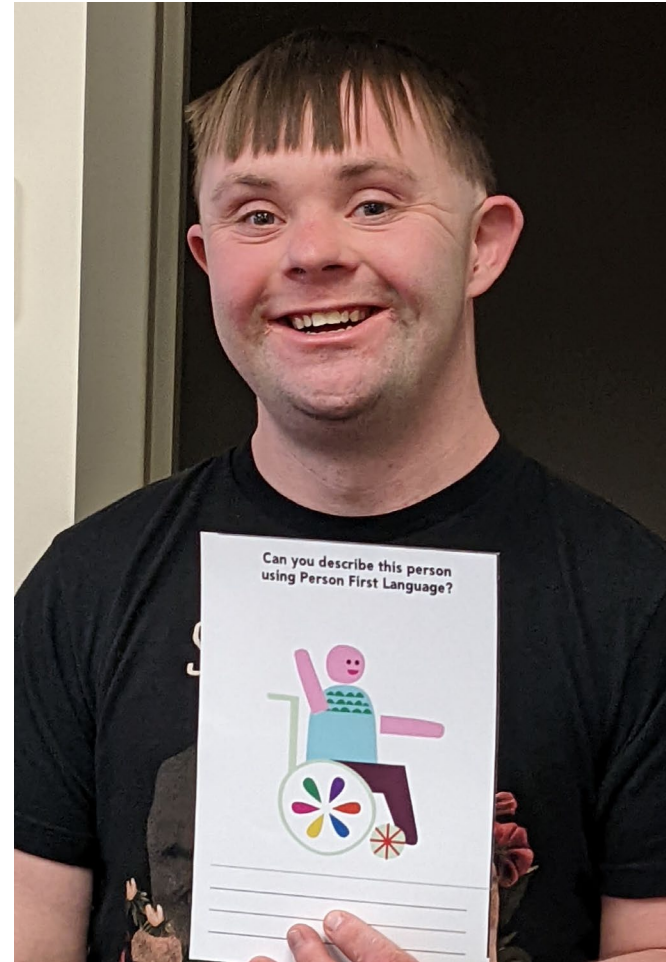
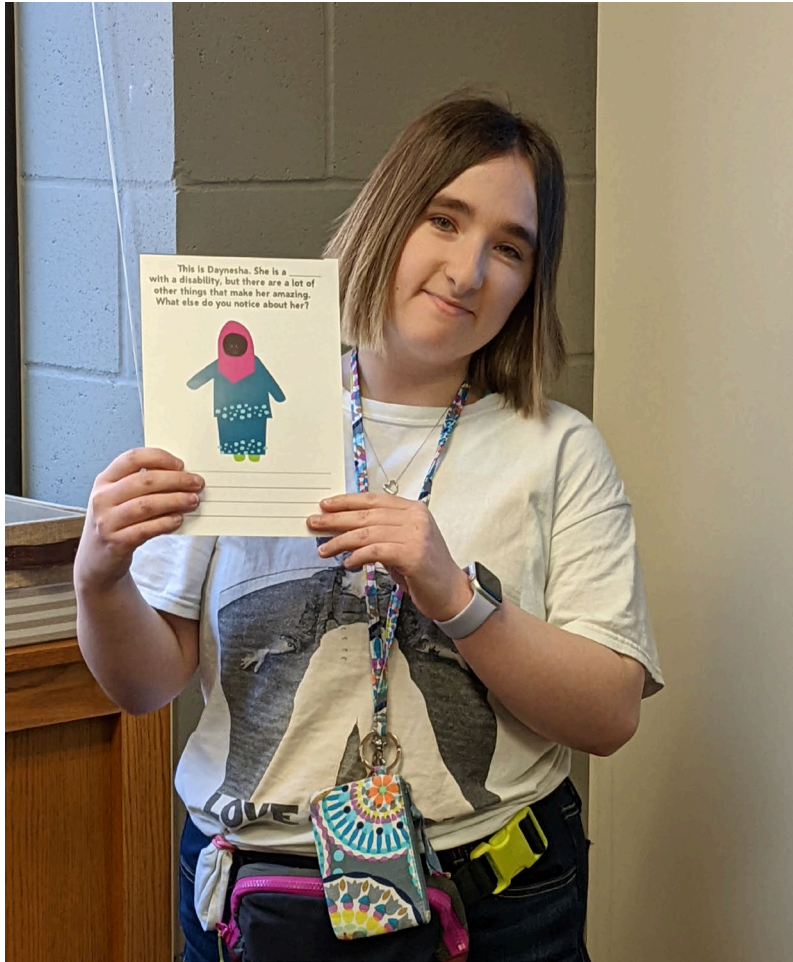
PeaceMaker  
Minnesota





**\*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.**





**Meet Maylon and Connor, our Ambassadors  
from The BUILD Program at Bethel University**





PeaceMaker  
Minnesota

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



To help create a more peaceful world, our mission is to help schools to be safer places, free from bullying and harassment, and to help youth learn positive relational skills like empathy, respect, cooperation and how to resolve conflicts peacefully.

# What is Ambassadors for Respect?



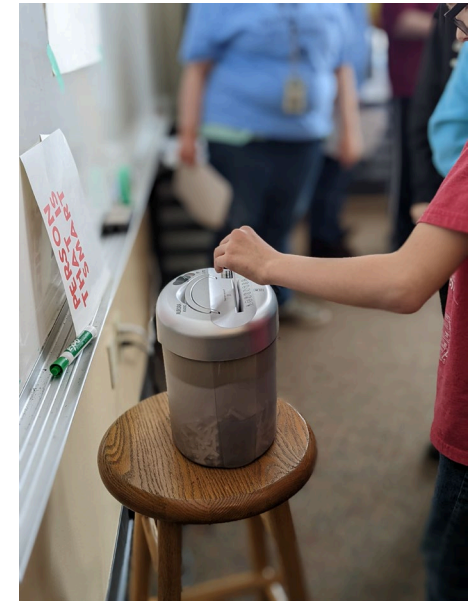
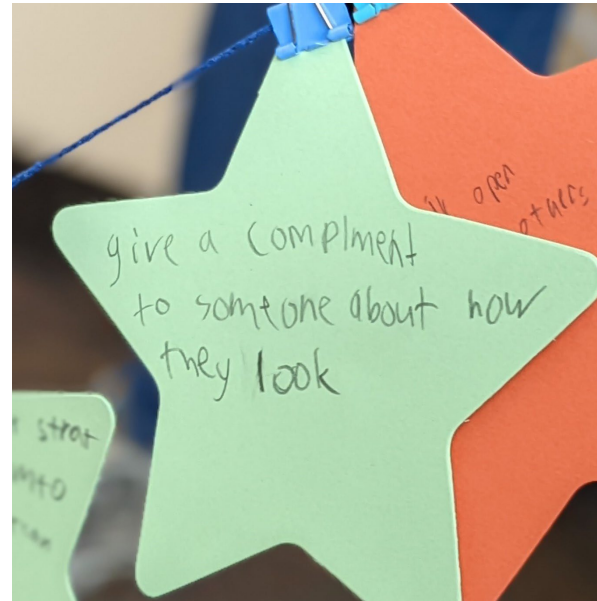
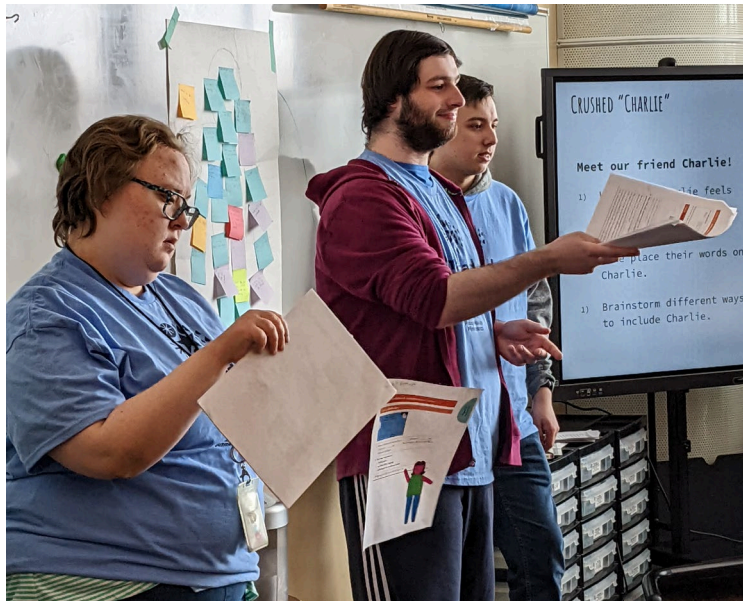
A4R is a program that begins with teams of Ambassadors. Teams can be from Transition Programs, Community Based Organizations, or Post-Secondary Education Programs.

Ambassadors are taught bullying prevention skills.



Ambassador teams then go into 4<sup>th</sup> grade classrooms and train the students. They teach them about including others, Person First Language, and advocacy.

These bullying prevention skills are taught through activities.





# **Our Program Partners Include:**

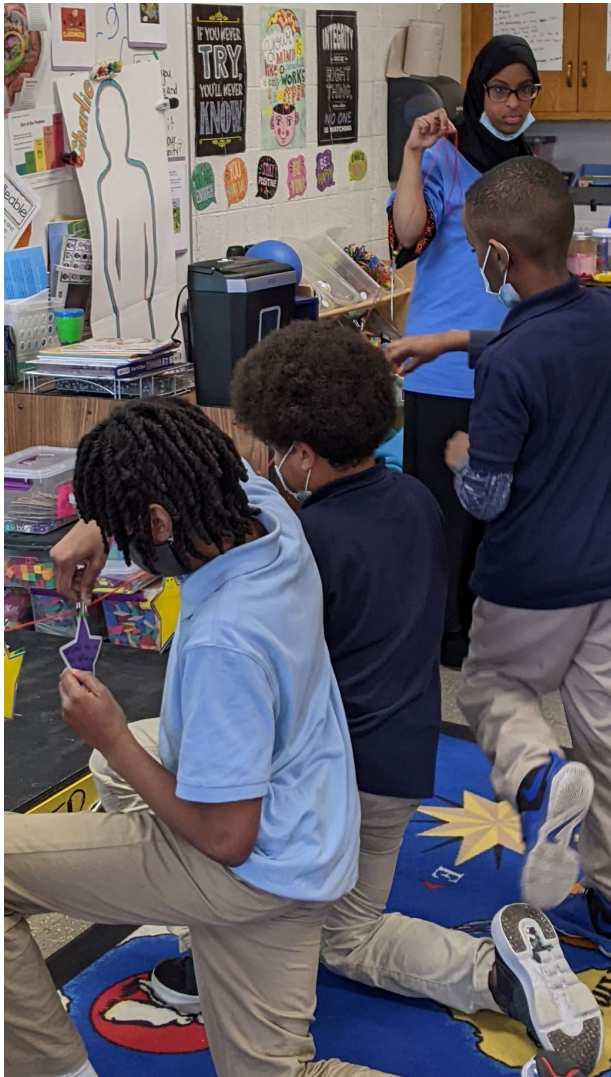
- **Merrick, Inc (Vadnais Heights)**
- **Focus House (Willmar)**
- **COMPASS Transition Program (Elk River)**
- **CHOICE, Inc (Eden Prairie)**
- **CHOICE, Inc (Maple Grove)**
- **The BUILD Program (Bethel University)**
- **Beyond Limits (Bloomington)**
- **Focus Beyond (St. Paul)**
- **WACOSA (St Cloud)**



Buttons made by the Career and Life Transition team—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.







## Training Data Results

19 schools, 49 classrooms, and 1,107 students were trained last year.

### Outcomes: Fourth Graders

- 97% of students could list three ways to include others.
- 93% of students said they learned how to use Person First Language.
- 95% of students could list three ways to advocate for oneself and others.





## **The Ambassador (IPSII) Survey has shown outstanding results. According to our 2022-23 surveys:**

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

98% of Ambassadors reported that, due to participation in the Ambassadors for Respect Program, they are increasing their advocacy.

100% reported that, due to participation in A4R, they are better able to say what they want, and what is important to them.

90% of Ambassadors reported that, due to participation in the Ambassadors for Respect Program, they are now participating in advocacy activities.





# Videos coming soon!



We continue to seek growth for Ambassadors for Respect, through finding more Partner Programs. Our vision is to have participation throughout the state. PeaceMaker Minnesota was fortunate to find a volunteer filmmaker, Josiah McClelland. He is helping us put together a promotional video, in hopes of reaching more potential Partner Programs. We are also collaborating with the Treat People Like People campaign, which will create a video featuring the A4R Program.



**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!**



OVERVIEW OF  
PARTNERS IN POLICYMAKING CLASS 40 (YEAR XXXVI)  
SEPTEMBER '22 – MAY '23



Partners in  
Policymaking®

Class 41 | Year XXXVII



# PARTNERS IN POLICYMAKING GRANT PROGRAM

- Created in 1987
- Over 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 40



- Start: 36 participants
- End: 29 participants
- 13 people with disabilities
  - American Sign Language, Simultaneous Interpreter
  - 5 PCAs
  - Service dog
- 16 parents, 25 children
- End of year survey: 100% satisfaction
- Capitol Visit

## ④ ORAL PRESENTATION

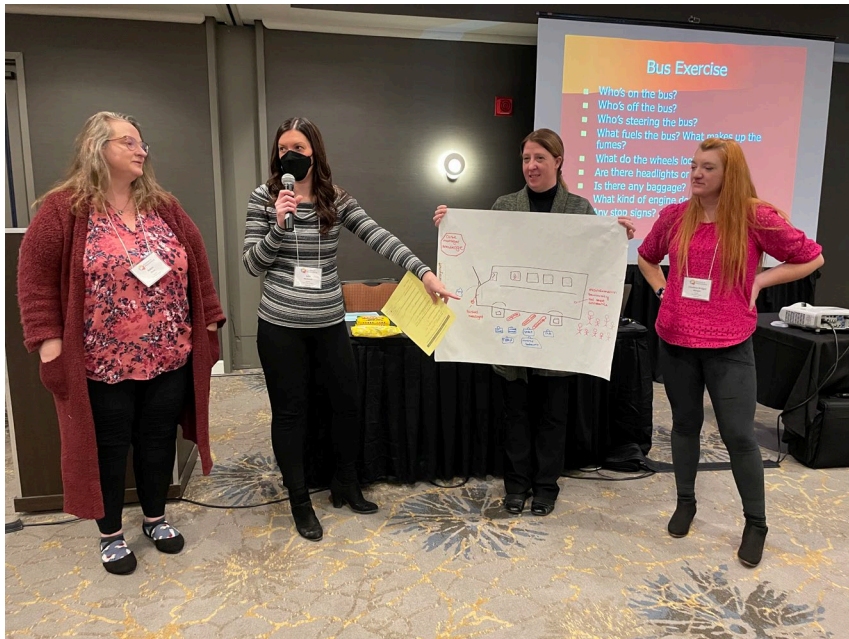
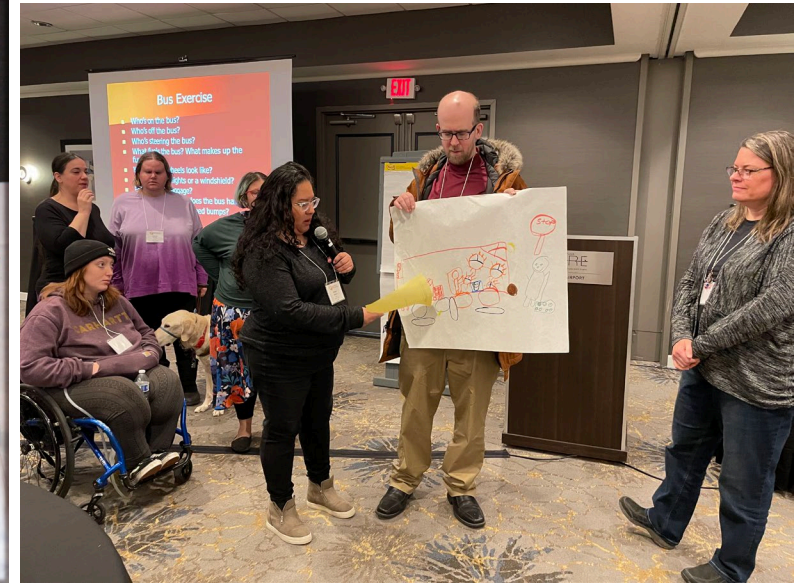
- Have Notes
- Being able to sit down
- Having a microphone & stand/holder
- Having water/beverage
- A podium
- Avatar or another person to speak
- individual presentation
- recording it, video
- Poster/slide show
- having a timer
- Fidgets
- art project to present info
- sing/music
- opportunities to practice
- flip board
- quotes
- index cards
- Powerpoint slides
- support person/group
- anxiety medications
- reduce visual distractions
- laser pointer
- highlighter
- grade on content
- send out presentation prior to presentation (slides & handouts)
- closed captioning
- options to do the captioning
- not
- story board
- prompts
- accepting a persons communication style as is
- interpreter services (sign language & foreign languages)
- Someone to change slides
- skit/acting out concept
- headphones
- props
- small group presentation
- interactive
- flexible topics



## ⑦ PHYSICAL EDUCATION

- buddy system
- adaptive equipment (e.g. 3 wheeled bike)
- DAPE (adaptive PE teachers)
- individualized program
- allowing extra time
- granting exceptions
- headphones
- Sensory adaptations
- incorporating physical education throughout day
- unifying sports teams
- Giving Choices
- Alternative/eliminating Tests (P.E. tests)
- Natural physical activity
- Team building
- utilizing environment
- soundproofing, sound absorbing panels, gym
- lifetime sports
- yoga class as alternative
- ASL interpreter
- para support
- breaks when needed
- unified club
- Safety classes
- weights
- orthotics
- locker room
- accommodations
- exempt from wearing PE uniform











# **Partners in Policymaking celebrates 35 years of advocacy and training for people with disabilities**













---

# SUMUKHA TERAKANAMBI

## PARTNERS IN POLICYMAKING CLASS 40 GRADUATE



# ACT

The Center  
*for* Disability  
Leadership

Advocating Change Together





**ACT Has New Leadership, Same Values!**



# ACT's Disability Equality Training Series

- In depth curriculum that builds skills in self-advocacy
- Designed as an inclusive training
- Focuses on Disability Rights, Community Building and Empowerment
- Interactive trainings intended to build up leaders
- Facilitation led by PWDs
- 12 week session courses







**Self-  
Advocates  
Minnesota**



- SAM is a state wide network of self-advocacy groups
- It is the organizing arm of ACT
- There are 6 major regions: NW, NE, Central MN, SE, SW, Metro



- The groups use the spiral method of organizing
- All SAM groups plan and lead the Self-Advocacy Conference
- The purpose is to promote, support and be active in self-advocates engaging in the wider civil rights and social justice movements



**Self-Advocates Minnesota**





# 2023 Self-Advocacy Conference

## *We're All in This Together*



- Organizing, planning and executing is done by SAM, Allies, Staff and Volunteers
- Workshops led by advocates, community members and partners
- Includes opportunities to build kinship, collaborate with other orgs and Self-Advocacy Sound Off and Poetry Room
- An award is given for excellent advocacy
- Greater MN Led- State Wide Reach
- It is an opportunity to learn from each other and grow as a movement



ACT CENTER MINNESOTA  
**SELF-ADVOCACY  
CONFERENCE**  
SEPTEMBER 29-30, 2023





# Disability Power Day!

- Power to the People every Thursday 10am-11:15am
- Event is virtual the 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> Thursday
- Event is In-Person 3rd Thursday of the month
- We celebrate, empower and share with each other the power of community.

# Side-By-Side People's Choir

- Once a month we come together with PWDs and People without disabilities
- We practice, share a meal and sing about our rights
- The choir also performs at special events and locations

# What does ACT have Coming Next?!?!

- Coffee Chat
- Disability Equality Podcast
- Disability Pride Fest 2024
- Olmstead Academy





Questions ?  
And  
Comments !



INATTENTION

HUMILIATION

APATHY

FRUSTRATION

MISCONDUCT

PAIN

DISRESPECT

NEGLECT

THEFT

EXPLOITATION

INJURY

INDIFFERENCE

MISTREATMENT

INJUSTICE

DISINTEREST

CARELESSNESS

TREAT PEOPLE LIKE PEOPLE

ABUSE STOPS WITH US.

Adults with disabilities are three times more likely to experience violent victimization.  
— Vera Institute of Justice

TREAT PEOPLE LIKE PEOPLE

ABUSE STOPS WITH US.

Treat People Like People.org

THE ABUSE OF VULNERABLE ADULTS STOPS WITH US.

Minnesota. Governor Tim Walz here with an important message.

“IF YOU SEE GOOD IN YOURSELF, ALSO SEE GOOD IN THEM.”  
KATE ONYENHO  
CEO/President, Center for Africans  
Now in America, Inc.

#ABUSESTOPSWITHUS

TAKE THE PLEDGE


#TREAT PEOPLE LIKE PEOPLE

Russell/Herder

Certified  
  
Corporation

# Treat People Like People Campaign

October 4, 2023

 **DEPARTMENT OF  
ADMINISTRATION**  
GOVERNOR'S COUNCIL ON  
DEVELOPMENTAL DISABILITIES

Russell/Herder



# **Progress Update**

# Progress So Far



## Social Media

- Creation of content
- Community management

## Digital Ads

- Maintenance
- Optimization

## Website

- Hosting and maintenance
- UX and content review based on focus group feedback

## Creative Development

- Concept Strategy approved
- Cocreation outreach



# Metrics: Treatpeoplelikepeople.org



**June 5 – September 15, 2023**

**Visitors: 7,567**

The number of unique individuals who visited the website.

**New Visitors: 7,367**

The number of visitors who have never visited the site before.

**Sessions: 10,628**

Total number of times the website was visited, including repeat visits from individuals.



# Metrics: Social Media



**June 5 – September 15, 2023**

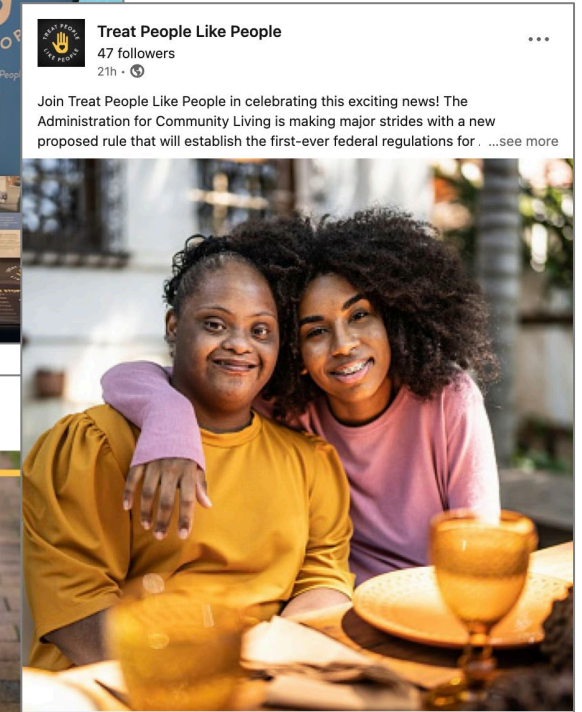
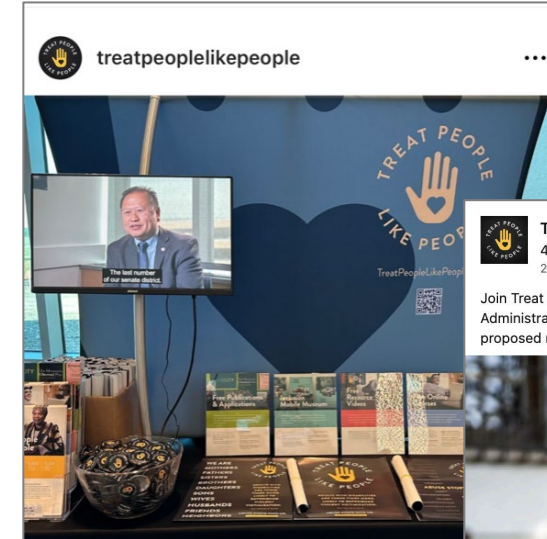
Facebook, Instagram, LinkedIn, and Twitter performance compared to June 5 – September 15, 2022.

**Followers: 1,003 (+101%)**

**Reach: 135,005 (+663%)**

**Engagements: 63,332 (+1,160%)**

**Link Clicks: 17,572 (+1,553%)**





# **State Fair Recap**

# “Treat People” at the Great Minnesota Get Together





# What We Heard



**“Beautiful message.”**

**“This is definitely the truth.”**

**“This message  
applies to everyone  
and everything!”**

# What We Heard



**“Everyone can learn this lesson!”**

**“I found Treat People Like People online and I had to come to the State Fair and pick up merchandise.”**





# **Campaign Creation**

# Campaign Objectives



**Expand** the existing Treat People Like People campaign to increase awareness.

**Educate** key audiences about the problem of abuse and neglect of people with disabilities, where to access resources, and how to best support people with disabilities.

**Understand and change** assumptions regarding people with disabilities to encourage inclusivity and equity among everyone.

**Improve** the quality of services received by those with disabilities by reaching professionals with awareness messaging.



# Campaign Target Audiences



This campaign will speak to these three primary audiences:

People with disabilities

Families of people with disabilities

Providers and lead agencies that serve people with disabilities

But we know this is a message all of Minnesota needs to hear.

# Campaign Cocreation



Russell Herder will partner with organizations such as

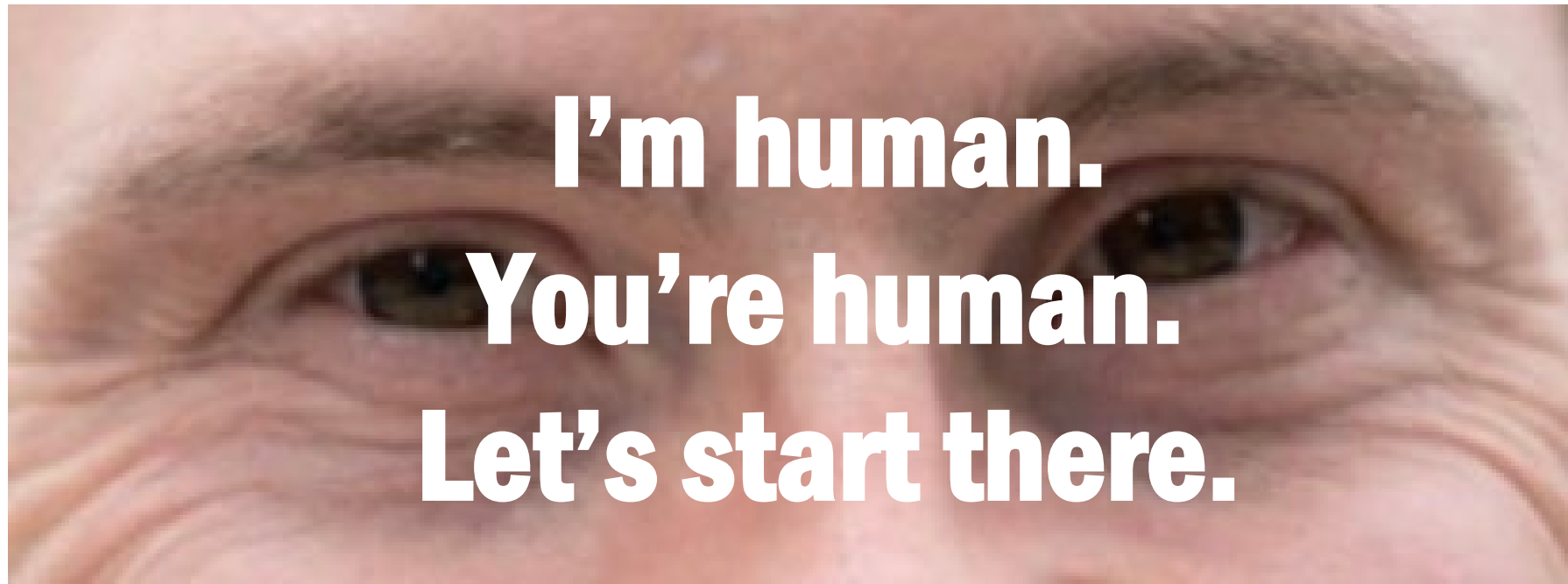




# Campaign Cocreation



This campaign is created from the **real voices of our partners**, incorporating their feelings, their stories, their humor, and their willingness to share with everyone who they are – centered around this recognition:



# Campaign Photo Style



Real people in the places they live, work, and play. Visuals will be personality driven, in a candid, photojournalistic style.





# What This Might Be



Name: Akmal Wan  
Occupation: Student  
Hobbies: Video games, music

**“Being a friend is kind of  
like my superpower.”**



# What's Coming Up



- Continuation of social media

  - Updating strategy and content to match upcoming campaign

- Digital ads

  - Updating targeting and creative

- New campaign launch

  - Updating the website

  - New collateral and messaging

  - Videos

- Cocreation with the community



# Work that matters.

**Russell/Herder**



275 Market Street, Suite 319

Minneapolis, MN 55405

+1 612 455 2360

# MHConsultingGroup

MN Governor's Council on Developmental Disabilities  
October 4, 2023



# Topics

## CQI Initiatives

- PPR Reporting
- Customer Satisfaction

## 245D Bill of Rights

- Situational Videos
- Post-Production Focus Group Discussions

# CQI Initiatives

## PPR Reporting Process

- Implementation of a streamlined reporting process and template
- Verification of grantee ACL measurements

## Customer Satisfaction – Online Platform

- Customer Satisfaction using Survey Monkey
- 3<sup>rd</sup> Party results verification




# 245D BoR Situational Videos

- The Olmstead Plan calls for targeted efforts to prevent abuse and neglect.
- Continued effort in the public education campaign
- Purpose of 245D Bill of Rights Videos:
  - Increase awareness and understanding of personal rights
  - For training purposes on how to be aware and prevent maltreatment in an effort to prevent future abuse and neglect




May 25, 2023


<https://mn.gov/mnddc/>



DEPARTMENT OF  
ADMINISTRATION  
GOVERNOR'S COUNCIL ON  
DEVELOPMENTAL DISABILITIES

Subscribe  
Personalized  
Email Updates  
GOVDELIVERY





DISABILITY  
MINNESOTA  
[mn.gov/disability-mn](https://mn.gov/disability-mn)  
Your one-stop for state  
disability programs,  
products and services

### Minnesota Waiver Bill of Rights Training (245D.04)

Minnesota's Olmstead Plan was developed to ensure that people with disabilities are living, learning, working, and enjoying life in the most integrated setting. Prevention of Abuse and Neglect is one of the topics included in the comprehensive Olmstead Plan. Prevention begins with educating people with disabilities, their families, mandated reporters and the general public about how to identify and

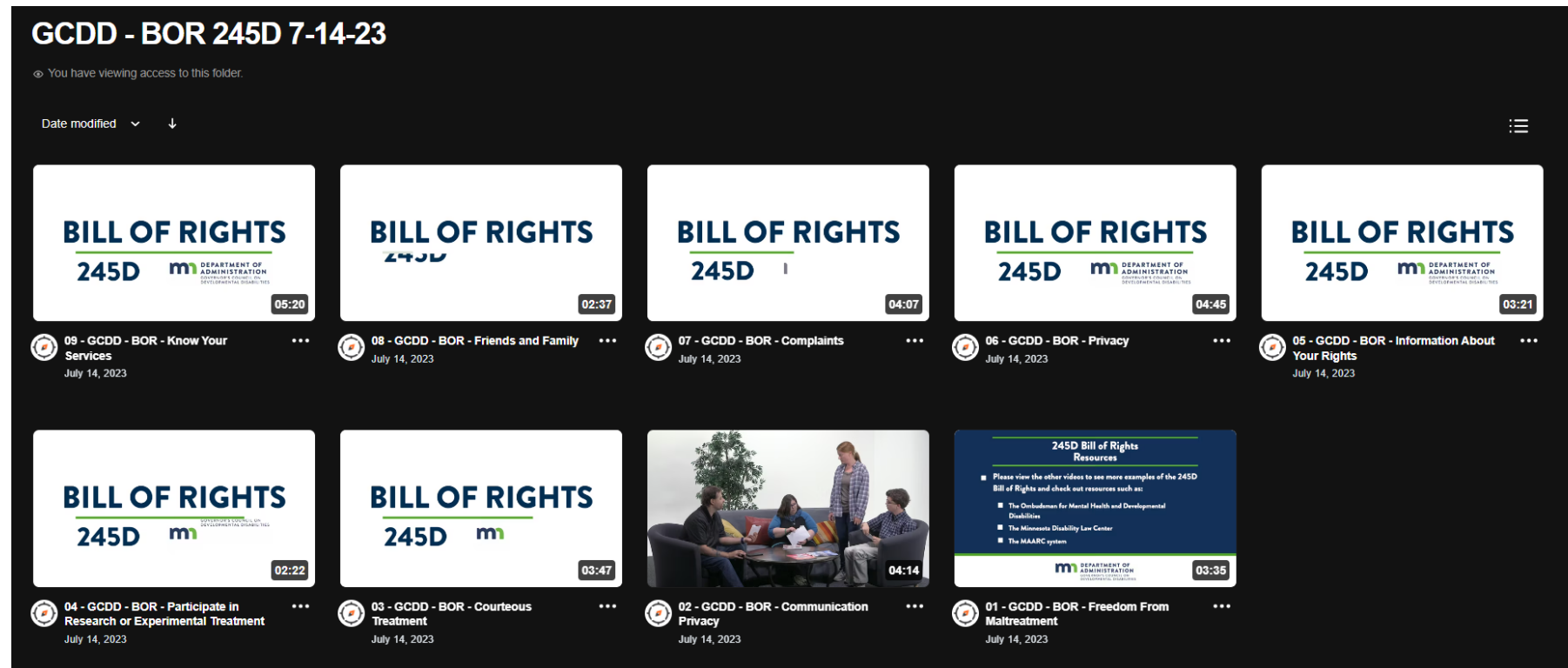


m 2-4-5 -D Bill of Rights | Dupree... :  
245D

September 1, 2023

# 245D Bill of Rights Focus Groups – August 2023

- Understand satisfaction and recommendations for improvements with the intended audiences
- Qualitative Person-Centered Design Approach
  - Four (4) small group discussions – 30 minute sessions via Zoom
  - Post discussion on-line follow up survey



# Findings:

- 245D Bill of Rights Situational Videos are **well liked** by all the individuals who participated in this study.
- Overall, they believed the videos to be **extremely beneficial**, especially as a **resource** but also as a **training tool** not only for staff and clients but also for other establishments that service individuals with disabilities including Hospitals, Senior Living Communities and Government Agencies.
- Many mentioned **staff should be required** to not only watch the videos themselves, but also show the videos to clients.

*“This is way better than just getting a packet of papers. This puts it in perspective – Rights are not just ‘things’, but everyday occurrences that people should be aware of.”*

- Participants **recommended additional training tools would be beneficial** to ‘go along’ with the situational videos to assist in educating people on the bill of rights - such as **training guides** for staff, and **user guides** for individuals, family members and advocates.





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

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DRAFT Top Line Presentation to GCDD on October 4, 2023

QUANTITATIVE survey research, conducted by MarketResponse International. (Proj. 2508)

# Research Overview

**Multi-phased intersectionality studies** are focused on the intersectionality of racial and ethnic communities, and developmental disabilities that leads to social discrimination and disparities across delivery systems, and program areas.

These systems include health care, employment, special education, and social services (e.g., home and community-based waiver services), and related abuse and public safety responses.

**Phase I: Qualitative research completed in August 2022** was designed to gain insights regarding:

- 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.

The report from the first phase qualitative research proposed this recommendation for next steps:

If progress in reducing discrimination in Minnesota is the goal, then there needs to be a research system put in place for obtaining benchmark measures of incidences of discriminatory behaviors and practices, and tracking changes over time.

**Phase II: Benchmark Quantitative survey completed in September 2023**

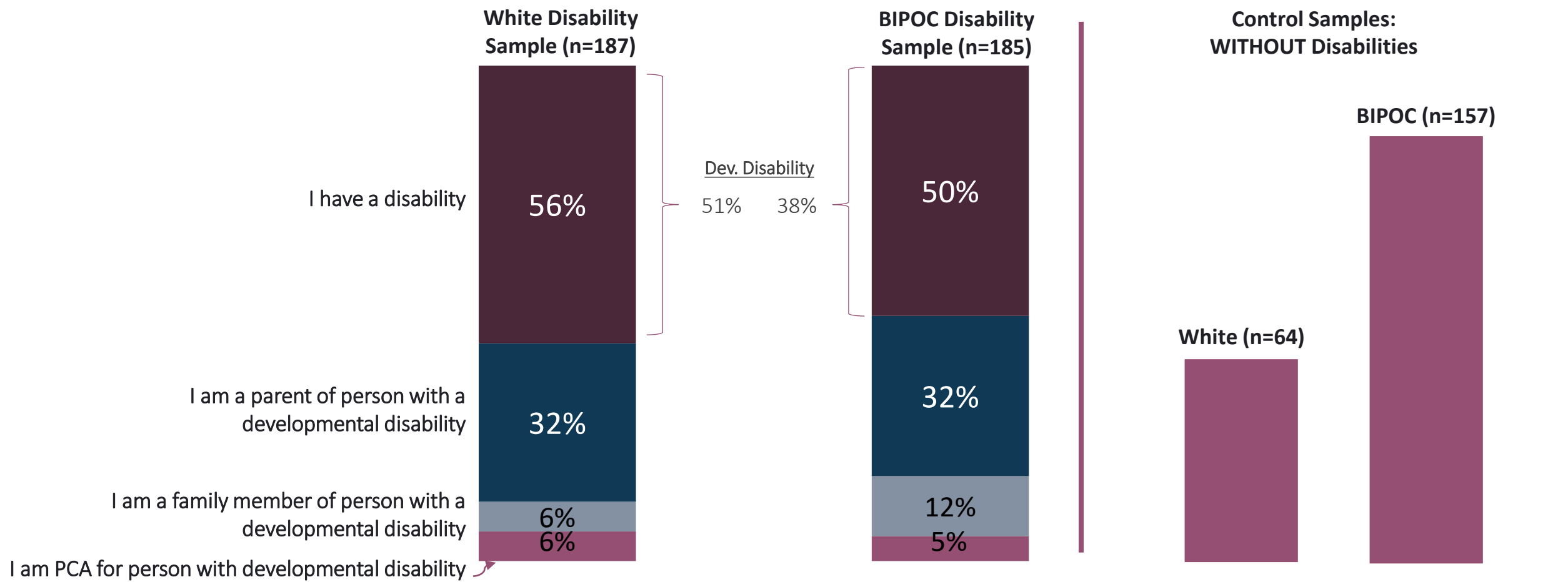
was designed to gain comparative measures of various forms of discrimination among four populations:

- 1) White people with disabilities
- 2) Black, indigenous, (and other) people of color (BIPOC) with disabilities
- 3) White people WITHOUT disabilities
- 4) BIPOC WITHOUT disabilities

Sexual orientation and gender identity information was collected; findings will be included in the final report.

# DISABILITY and CONTROL SAMPLES – White and BIPOC

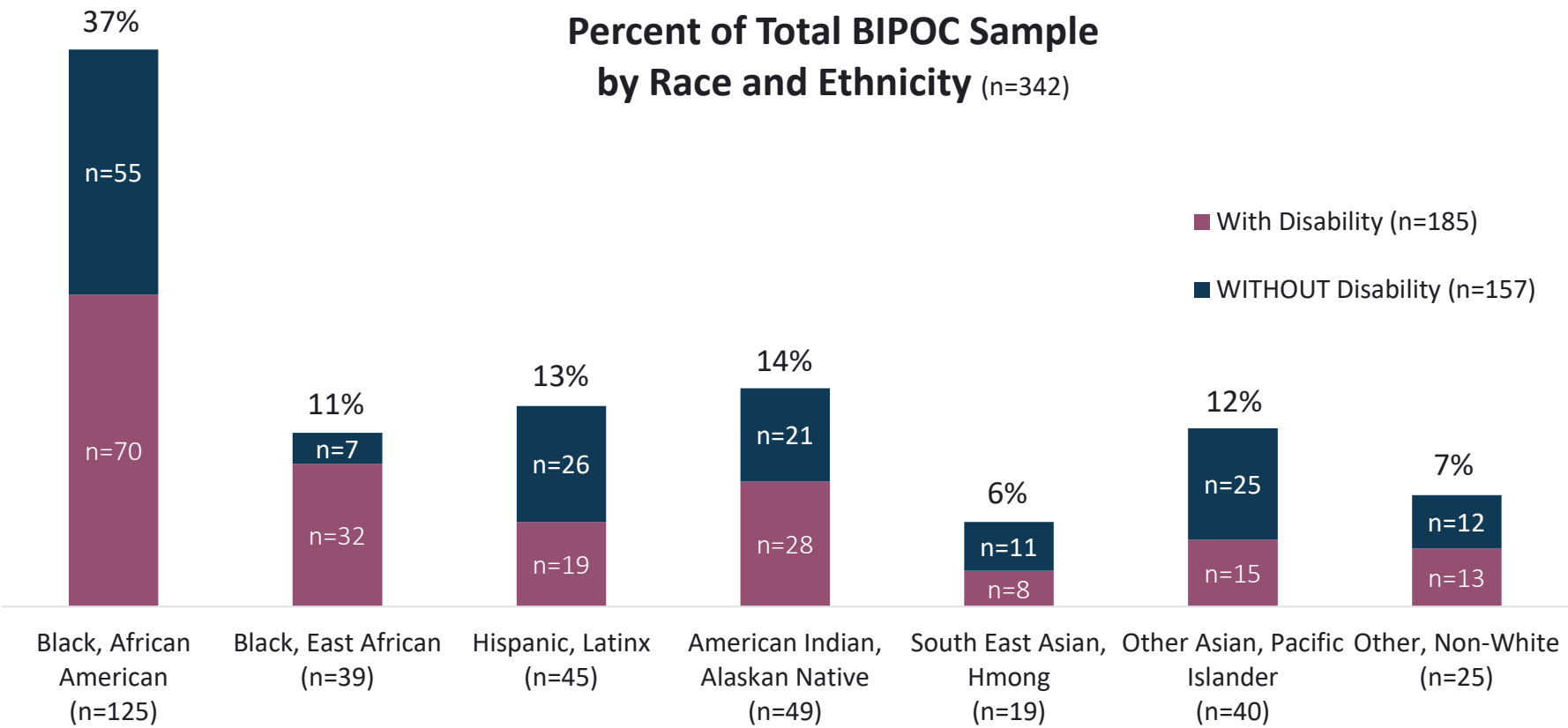
Intersectionality impacts are measured by comparing survey responses from white and BIPOC people with disabilities, and control samples from both these populations without disabilities. The white and BIPOC disability samples are well matched in terms of the relative percentages of self-advocates and advocates.





# BIPOC SAMPLE

The BIPOC sample includes several non-white racial and ethnic communities, though Black, African Americans have the most dominant share.



The SURVEY INTRODUCTION encouraged respondents to reveal how well we are all living up to the *One Minnesota* promise:

**When you're out in the community, do you feel acknowledged, appreciated, respected?**

Are we living up to the One Minnesota Promise?

*In Minnesota, we know we are all better off together... Diversity, inclusion, and equity are therefore essential core values and top priorities.*

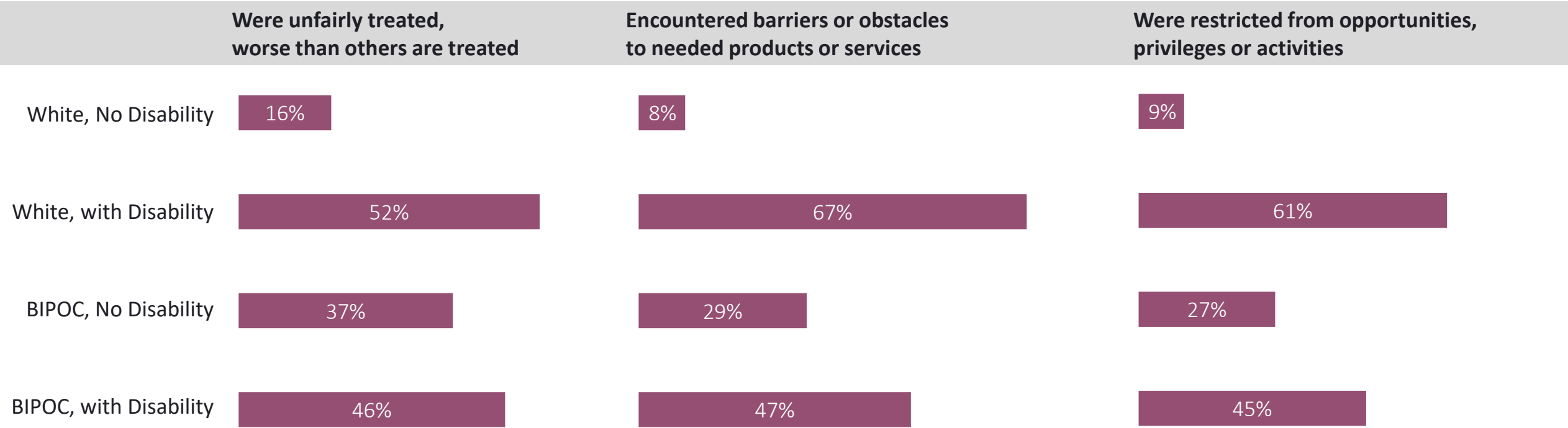
Whether the One Minnesota promise is actually achieved depends on all of us, not just the government. It all comes down to how we treat each other.

Please take a few minutes to take this survey and tell us how you feel you are treated by your fellow Minnesotans.

# UNFAIR TREATMENT, BARRIERS, and RESTRICTIONS

Members of BIPOC communities who do not have any disabilities are 2 to 3 times more likely than white people without disabilities to experience unfair treatment, barriers from needed products or services, and restrictions from privileges that are available to others. **HOWEVER**, perceptions of being subjected to these kinds of negative experiences are highest among white people with disabilities.

Within the past 12 months, do you believe you.... (percent who responded YES)





# WHERE UNFAIR TREATMENT, BARRIERS, and RESTRICTIONS OCCUR

	BIPOC with Disabilities (n=116)	White with Disabilities (n=146)
At a grocery store or other retail shop	42%	29%
At a hospital or healthcare clinic	34%	41%
At a park, playground, mall, zoo, or other public space	33%	33%
At a public school	28%	30%
At a place of employment	28%	27%
Dealing with government social services	28%	36%
Dealing with transportation services	27%	32%
At a restaurant, bar, brewpub, or coffee shop	27%	29%
At a movie theater, concert, or other entertainment venue	24%	12%
Dealing with a landlord	21%	9%
Dealing with health insurance provider	19%	34%
At a health club, or other social club (yoga class, dance studio)	18%	10%
Applying for a credit card, or loan for a large purchase	16%	3%
At an auto dealership or auto service and or repair shop	16%	3%
Dealing with Medicare or Medicaid services	16%	27%
In encounters with police, or judicial system	16%	13%
Applying for a mortgage, or home equity loan	10%	1%
Dealing with other insurance provider (home, auto)	9%	9%
At a private or charter school	5%	5%

## Findings for BIPOC With Disabilities

BIPOC with disabilities are more likely to report negative experiences in public situations than white people with disabilities.

BIPOC with disabilities are also more likely to experience negative treatment in financial dealings.

With the shaded cells one can conclude with 95% confidence that the differences between the two disability populations are statistically significant.

# WHERE UNFAIR TREATMENT, BARRIERS, and RESTRICTIONS OCCUR

	BIPOC with Disabilities (n=116)	White with Disabilities (n=146)
At a grocery store or other retail shop	42%	29%
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Dealing with other insurance provider (home, auto)	9%	9%
At a private or charter school	5%	5%

## Findings for White With Disabilities

Whites with disabilities appear to be more likely to report negative experiences in dealings with institutions related to healthcare and health insurance.

With the shaded cells one can conclude with 95% confidence that the differences between the two disability populations are statistically significant.

# TREATMENT OUT IN PUBLIC

The following statements describe how you might feel when you are out and about in the broader community. Please indicate the extent to which you experience what each statement is describing.

NEVER

Rarely

SOMETIMES

**Mostly**

**ALWAYS**

Percents Mostly + Always (Q7)	White With Disability (n=187)	BIPOC With Disability (n=185)	White WITHOUT Disability (n=64)	BIPOC WITHOUT Disability (n=157)
If I'm at a restaurant or coffee shop, or just out and about, people are generally very nice to me	71%	55%	91%	67%
I get good service whenever I go to a grocery store or other retail shop	61%	46%	81%	69%
When I meet new people, they make me feel welcomed into their social group	33%	32%	64%	52%
People treat me with respect	50%	53%	86%	67%
I feel comfortable going outside my immediate community of people who are familiar with me	44%	50%	81%	58%
I feel like I'm treated as an equal to other people, not less than, or different	38%	36%	78%	56%
Instead of seeing me in a stereotypical way, people see me for who I am	34%	34%	69%	49%
If there is something I need in order to gain access to a place or service, people are very accommodating	34%	39%	79%	53%

BIPOC with disabilities are less likely than all other groups to feel welcomed in public serving businesses.

All people with disabilities, white and BIPOC, are equally less likely than people without disabilities to feel welcomed and treated as equals by other people.

With the samples of n=157 or more, all differences of 10% or more are statistically significant.



# BASIC LIVING AND SOCIAL NEEDS

**White people WITHOUT disabilities are more likely than all others to have these basic living and social needs adequately met.**

Please indicate the extent to which you disagree or agree with each statement.	DISAGREE Strongly	DISAGREE Somewhat	NEITHER Agree nor Disagree	AGREE Somewhat	AGREE Strongly
--	-------------------	-------------------	----------------------------	----------------	----------------

Percents AGREE: Strongly + Somewhat <small>(Q8)</small>	White With Disability (n=187)	BIPOC With Disability (n=185)	White WITHOUT Disability (n=64)	BIPOC WITHOUT Disability (n=157)
I feel comfortable in the home where I live	80%	78%	94%	80%
I have enough money to live on	55%	53%	72%	54%
I have access to the healthcare I need	78%	73%	79%	70%
I have access to the transportation services I need	63%	67%	84%	71%
I have access to the employment I desire	37%	44%	64%	56%
I have access to the quality of education that I need	50%	49%	67%	60%
I feel safe in the neighborhood where I live	80%	69%	86%	71%
All things considered, my home community is a good place for me to live	79%	71%	84%	71%
I feel as though I am included in society as much as I can be, or want to be	52%	52%	83%	60%

Whites WITHOUT disabilities are more likely than all others to feel they have enough money to live on.

Both whites and BIPOC have lower employment access than those WITHOUT disabilities.

BIPOC with or without disabilities are less likely than whites to feel safe in their neighborhoods.

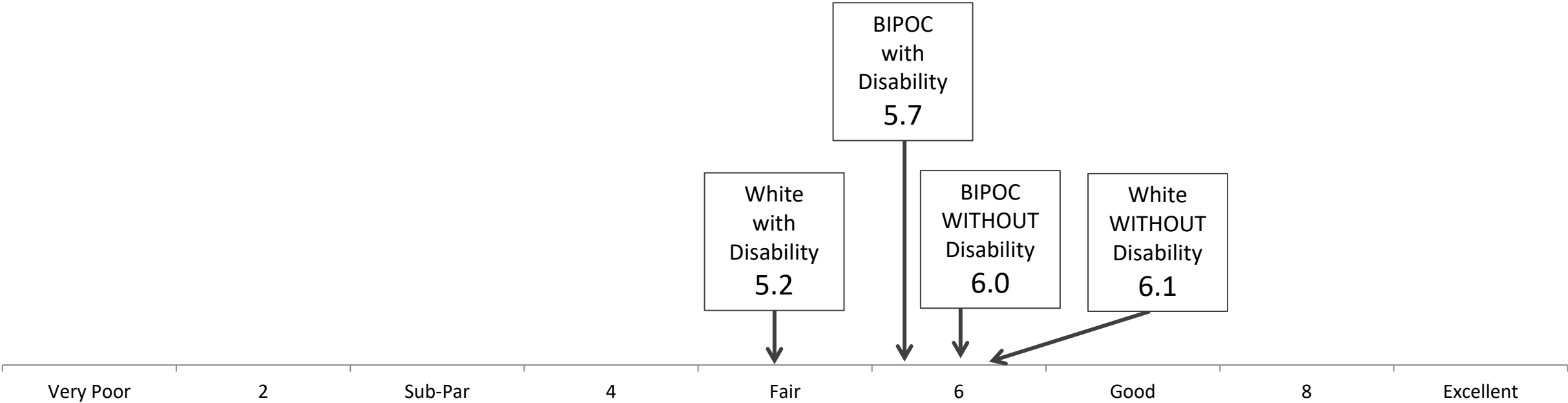
Feelings of inclusion in society are equally low for both whites and BIPOC with disabilities.

# MINNESOTA DEI OVERALL RATINGS

Ratings were *less than good* overall for the State of Minnesota, and its people as a whole, for how well we’re living up to the One Minnesota promise. The lowest overall rating was given by white people with disabilities.

All things considered, using the scale below, how would you rate the state of Minnesota, and its people as a whole, in how well we are living up to the One Minnesota core values of diversity, equity, and inclusion for all Minnesotans?

Very Poor		Sub-par		Fair		Good		Excellent
1	2	3	4	5	6	7	8	9



# SUMMARY AND CONCLUSIONS

Having a developmental disability has more impact than race or ethnicity on overall feelings related to access, inclusion and how one is treated by others.

However, the intersection with race and ethnicity does influence how and where the negative impacts of having a developmental disability are felt.

## White people with developmental disabilities:

- Most likely to feel unfair treatment, barriers, and restrictions from privileges.
- More likely to report negative experiences in dealings related to healthcare and health insurance.
- Gave the lowest *One Minnesota* rating of any group.

## BIPOC with developmental disabilities:

- More likely to report negative experiences in public situations.
- Less likely than all other groups to feel welcomed in public serving businesses.
- More likely to experience negative treatment in financial dealings.





## THANK YOU! From your MarketResponse Team:

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LYNN SCHREIFELS, Research Analyst  
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# Impact of the Intersection of Developmental Disabilities and Other Population Profiles on Experiences with Discrimination

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DRAFT Top Line Presentation to GCDD on October 4, 2023

QUANTITATIVE survey research, conducted by MarketResponse International. (Proj. 2508)