

EIDBI Advisory Group Agenda

Minnesota Department of Human Services

October 4, 2019

Room CC-14 at the Minnesota Department of Education Building

1500 Highway 36 W., Roseville

- I. Updates from EIDBI team
 - a. 54 enrolled EIDBI providers and 85 CMDE providers.
 - b. Enrollment portal has launched and there are trainings for providers available
 - c. Policy updates:
 - i. Legislation being proposed in 2020 around the background study requirements and increasing provider capacity by adding language to enroll providers that have training or cultural experience with the Native American Tribes.
 - ii. Policy legislation to remove modalities and replace with methods. Additionally, clarify language throughout based on that change.
 - d. Training Updates:
 - i. Multi-cultural training will likely launch January 2020 but may not yet include the voice recordings yet. That will come at a later date so we don't further delay the launch
 - e. Upcoming meetings, events, outreach and trainings:
 - i. October 15th provider policy meeting

- II. Minnesota Children's Cabinet Presentation Stephanie Hogenson
 - a. Governor requested revamping of Children's cabinet.
 - b. Currently reaching out to existing advisory groups that serve children.
 - c. Working to improve graduation rates, child poverty and reduce disparities
 - d. Goal is to be an inter-agency body with a focus on children and families.
 - e. Create conversation and collaboration with inter-agencies to improve navigation of services for families.
 - f. Focus on pre-natal to career attainment
 - g. Children's cabinet made up of commissioners of 10 state agencies in statute and 12 additional.
 - h. Every proposal that comes across the governor's desk will consider how it affects children and families.
 - i. Healthy start
 - ii. Childcare and early education
 - iii. Mental health and well being
 - iv. Housing stability

- III. Transition Panel
 - a. Introductions
 - b. Alyssa Klein: Transition and Pre-employment transition specialist-Vocational rehabilitation services
 - c. Randi Goettl: Inver Hills Community College
 - d. Tony Gantenbein: waiver policy and compliance team
 - e. Eric Ringgenberg: AuSM Education program director

- f. Lindsey Horowitz: MDE Transition specialist
- g. What would you like families and EIDBI providers to know about transition?
 - i. Alyssa: research shows that the number one indicator of success is high parent expectation and the number two indicator is paid experience working in high school.
 - 1. Explore ideas for jobs and making it fun.
 - 2. Connecting to your network.
 - 3. Chores and having responsibilities instills that early on that the person can work.
 - 4. Develop experiences and seek opportunities in the school or touring local businesses. Potentially start in volunteering and then moved into paid employment before graduating high school.
 - 5. Build their resume with experiences
 - ii. Randi:
 - 1. Encourage students to come with their support networks to advocate for them and help them self-advocate
 - 2. Encourage community colleges for students with autism due to smaller classes and closer relationship between professors and students with increased communication
 - iii. Tony:
 - 1. MN is an [Employment First](#) state.
 - a. Need system changes to increase employment
 - b. Largest population of people that earn sub-minimum wage in MN
 - c. Waiver program has created 3 new employment services
 - i. Day services redefine
 - ii. Waiver reimagine
 - iii. Revise vocational rehabilitation services
 - d. Contact Disability Hub for help with resources
 - e. Don't rely on services to provide the foundational skills for employment and transition
 - iv. Eric:
 - 1. Get kids involved in their IEP meetings.
 - 2. Never too early to start the discussion around employment and transition. The sooner the better.
 - v. Lindsey:
 - 1. Explore the person's interests and ensure they want those things (e.g., post-secondary education and employment).
 - 2. Think differently. Not everyone's journey after high school may not look traditional.
- h. How could EIDBI providers help prepare youth for transition?
 - i. Alyssa:
 - 1. Help the person to understand their disability to know their strengths and to advocate for what they need.
 - ii. Randi:
 - 1. Parents should educate themselves on what accommodations or medications might be needed.
 - 2. Allow students to fail a little in high school because if they get to college and fail it may be difficult to bounce back.
 - iii. Tony:
 - 1. Help youth make a choice about what they want

2. System focused on deficits and limitations rather than the strengths and interests
- iv. Eric:
 1. Facilitate choice making opportunities whether it's with visual supports or training someone to make choices independently.
 2. Create more opportunities for youth to make choices (e.g., what are you going to wear, eat, do today, etc.). This will lead to skills to be able to make larger decisions that have real long term ramifications.
- v. Lindsey:
 1. Get creative and partner with school and other partners.
- i. What are the current challenges you see for youth with ASD as they approach transition and employment?
 - i. Lindsey:
 1. Transportation.
 2. Being creative and thinking outside the box.
 - ii. Eric:
 1. A lot of misinformation out there in the community.
 2. Community not set up to make people successful.
 3. Don't understand the needs of people with ASD.
 - iii. Tony:
 1. Try things and you will fail but don't let it define you.
 - iv. Randi:
 1. Mental health concerns.
 2. Social isolation.
 3. Trying to navigate the system in general and how to access resources like a therapist. Identify before they start struggling.
 4. Higher education does not have enough resources to support executive functioning needs of the person. Like academic coaching for skills like organization, staying on task and maintaining focus.
 5. Be creative in requesting accommodations.
 - v. Alyssa:
 1. Too much focus on academic skills but if they are focused on employment, be thinking about experience early on.
 2. Sometimes a way to be ready is to just jump in and trying things out.
 3. Learn what works for you and what doesn't.
 4. It's ok for the road to take a little longer too.
- j. When should families connect with your service or organization?
 - i. Lindsey:
 1. Early.
 2. Don't need to get them stuck on a path as a young person but give them the experiences and opportunities early on.
 - ii. Eric:
 1. AuSM tries to have a lifetime perspective. Birth to retirement.
 2. People can connect at any time.
 3. Make MN the best place it can be for people with ASD.
 - iii. Tony:
 1. Connect with case manager and ask about employment services.
 2. Disability Services Division response center at DHS.
 - iv. Randi:

1. A year or two before graduation, start visiting colleges and attend open houses.
 2. Connect with resources a year or so before.
 3. Take Post Secondary Enrollment Options (PSEO) classes to assess if they are ready for college.
- v. Alyssa:
1. Access Department of Employment and Economic Development (DEED) [website](#).
 2. As early as 9th grade for some services but junior year is a good time to connect with VR counselor.
 - a. Talk about the best communication mode early on. Set up expectations at the beginning.
 - b. Be clear about everyone's role in the process.
 - c. Everyone high school has a VR counselor and a pre-employment person.
- k. Kelly K. (parent):
- i. Concerns about having meaningful employment and VRS only going to IEP meetings and not being engaged earlier. How do we bring together the providers and education?
 - ii. What is the focus around equity? Kids in foster care, in the juvenile justice system, kids who are from English language learner families, etc.
 1. Lindsey:
 - a. Make sure that meaningful employment is meaningful to the person. Full time and a high income job may not be meaningful to all.
 - b. Bring everyone to the table throughout the process
 2. Alyssa:
 - a. Keep in mind that the first job may not be the last.
 - b. Explore trades and apprenticeships.
 - c. Create a plan and if the VRS isn't engaged, reach out to manager or DEED.
 - d. DEED has new Americans unit to work with families with language barriers and refugees.
- l. Elise: (MDH):
- i. How have you worked through barriers with co-occurring mental health conditions?
 1. Eric:
 - a. Students with ASD more likely to have depression, anxiety, etc.
 2. Lindsey:
 - a. Think about the schedule for that person.
 - b. Ensure they have supports.
 3. Alyssa:
 - a. Bring in school nurse and counselors.
- m. Teri: (Advocate)
- i. Many of the accommodations in high school are fairly simple and many of these learners are hands on but there aren't always tutors or coaches or accommodations for work sheets and books, etc. in post-secondary education systems. Even when they work with all these resources, students still fall through the cracks. How do we help to bridge the gap?
 1. Randi:

- a. Be persistent and try to ensure that people coordinate and talk to each other. Get on people's calendars and push for it. Meet often as a team.
- 2. Alyssa:
 - a. Try to ease into post-secondary education and not a full case load.
- n. Maggie: (Professional)
 - i. More emphasis on self-care and adaptive skills to help people be successful.

2019 review and 2020 moving forward

The group was asked to brainstorm potential topics/issues they would like to address:

Ways to create collaboration between education and medical; specifically looking for what are the gaps.

Making sure parents know about all the options for services; website updates and clarity

Workforce Development: BCBA law for licensure

Interaction of the commercial payers and MA not coordinating together, especially within the PMAP system

Focus on foster care with ASD, to get assessment in school and providers. Concerns that these people are slipping through the cracks.

Interagency collaboration especially as kids are transitioning from providers to school, how to create collaboration as children move from intensive services to school setting.

There are interagency collaboration going on but making that more formal and known to the community.

Transportation issues; particularly in rural communities.

Care Coordination

IV.

- A. Next advisory group meeting:
 - 1. Date and location: **February 14, 2020** Room CC14, Conference Center A, Minnesota Department of Education, 1500 Highway 36 W., Roseville

To contact DHS, please email us at ASD.DHS@state.mn.us