# SILC Strategic Planning Retreat Part II

RAW FILE

MISILC

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SEBRINA CROSBY, CRC

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>> YVONNE FLEENER: It looks like we have nine out of 11 of our council members here. And one ex-officio. Yeah, and Bill Addison is with us too, he's just not on video. So we can start when you're ready to.

>> REGINA PINNEY: Awesome. We have an exciting day planned today. It's going to be so fun. And a little, I just, so I'm going to start and say, every hour on the hour we're going to have a five-minute break except for noon, and I'll give you a 15-minute break. In case you need to make yourself a sandwich. As we've shared in the past, take care of yourself, take care of the people that are in your home should you need. Make sure you have plenty of snacks. If you need to leave for a minute, we completely understand. Adjust your liquids in any way you see fit. And then also use the technology, either raise your hand or unmute yourself and I'll know that you want to speak. Recognize the noise around you, so if you need to mute, please do. And we're going to have an aggressive day to get everything done. But remember that we have a strategic planning committee. And that committee will bear the burden of the work that does not get done today. Okay? Any questions about anything so far? Okay.

I have a couple of questions. Later on, I'm going to be sharing a link to a Google doc and in breakouts, you will be using a shared document to track your notes. At this point, does anyone feel like that's going to be a technology issue or a barrier to success?

>> MINDY KULASA: Is this something we will be doing individually or in teams?

>> REGINA PINNEY: In teams.

>> MINDY KULASA: Okay.

>> REGINA PINNEY: So most likely only one of you in the breakout session will be actually collecting the notes so, we'll just hope that at least one of you is going to be proficient with the application to be able to type and listen and hear and all of those things. And the joy of this document is that even if your breakout room, you will be seeing and sharing and collaborating with everyone else.

>> MINDY KULASA: Okay.

>> REGINA PINNEY: It's going to be amazing and thrilling. And challenging. But I think the end product is going to be really important and allow us to get a lot of work done in a short amount of time.

>> MINDY KULASA: Thank you, Regina.

>> REGINA PINNEY: Okay, so I'm going to go ahead and share my screen. And then go through a couple of slides before we really get to work. Okay.

So here we are at our second strategic advance retreat. And I wanted to just go over the work that we have currently completed or is well underway. So we have collected stakeholder data that has been used to inform our mission, our vision, our values, and have begun filtering our perspective around our goals. So we've gotten a lot of input. We've utilized that input throughout the way. I understand that we need to revisit our mission and our vision today. That there was still a blind spot in our process to make sure that it is the perfect mission statement for us. So we're going to start the day, because knowing what our mission statement, you know, that's a guidepost, and we really can't go anywhere unless we have finalized that vision. We've begun our values work. Mission, vision, and values will help guide our goals and our strategies and our objectives. So we need to begin framing those. We prioritized those values, but we do not have a shared, common definition of what those words mean to us and how those words will show up in our work.

And then again, we've prioritized based on the stakeholder engagement and the strategic planning committee those recommendations around where we need to focus for our goals. Now I'm going -- a little bit of a spoiler alert, I believe that your goals have a lot of overlap. So how those goals are actually written might intertwine a lot of those concepts. And there might be some additional goals, for example, a financial goal, an infrastructure, internal capacity goal that will need to be addressed as we begin to kind of identify how some of these other goals are going to get done. So we have a lot of work to do. We have four hours. If around 12:30 or 1:00 I begin pushing you harder, truncating conversations, giving you less time to accomplish tasks, it's because we need to get through enough of the conversations so that the strategic planning committee has your guidance and your inspiration to move forward as a small committee. Any questions so far? Okay.

So I'm going to move on. So again, today, we're finalizing the mission. We need to define our values. We're going to design our goals. Sounds simple but we have a long way to go.

So I'm going to leave this up on the screen. I know we want to see everyone's faces but I was not in the room when you all decided that the mission you worked on was lacking something. So who would like to explain and paraphrase where we are right now with the mission and how we might proceed in finalizing our purpose?

>> YVONNE FLEENER: I'll take a stab at it. So for the mission, we wanted to add the words back in people with disabilities, just because we want to be clear that that's our primary focus that people who maybe don't know us understand what we do a little bit better. And we had a really good discussion about why we left it out. But decided that it was still more important to have it in. For the vision, as people were trying to say the vision, but people loved it because people got hung up on the word inalienable because it's difficult to say and because it's a difficult word and it's hard for us to say, it could also be difficult to understand and say for many people, other people so, we wanted to find a different word that would kind of say the same thing but in a less difficult way. And Mindy, you're the one that brought up the people with disabilities which was really valuable. Do you want to add anything to that?

>> MINDY KULASA: Sorry, it took me a second to unmute. Yes, Regina, where I was coming from is often times we in conjunction with the Michigan Statewide Independent Living Council will use our mission as an independent statement. And because the word disability, persons with disabilities does not appear in the name of our organization, we can't just assume that people will understand what the SILC stands for, will not understand that independent living is related to people with disabilities. It's searchable on IRS form 990s. And if somebody's out there looking for an organization they want to contribute to and they don't, they do a search of disability or disabilities, we're not going to come up.

>> REGINA PINNEY: So is it as simple as saying to advocate for inclusive, equitable, and accessible communities for people with disabilities and for all? Would you like me to type that, and you see how that looks?

>> MINDY KULASA: Yes.

>> This is Lisa from BSBP. I'm wondering if we could say all individuals with disabilities since the SILC is specifically dedicating to your point Mindy, toward individuals with disabilities. And then I wondered also just throwing it out there, it says for inclusion, inclusive, equitable which I think is great, could we also say for independent and inclusion, you know, try to put the word independence in there, because that's part of the name of the SILC.

>> MINDY KULASA: Sure, I know Regina that we have certain word limits that we typically like to remain within. When we're writing our mission and vision. So it's easier to remember and easier to communicate to others. So I love some of Lisa's ideas. My only concern would be is that it could significantly increase the word count in our mission statement. So I'll leave that up to your judgment.

>> REGINA PINNEY: So I just want to clarify, the mission right now is advocating for what communities look like. And --

>> YVONNE FLEENER: Right.

>> REGINA PINNEY: So for you Lisa, you were talking about for the purposes of people living independently. So we have two different concepts there. Is that what I'm understanding from you Lisa?

>> LISA: Sort of. But I guess I think and maybe I'm overthinking it and I agree mission statements shouldn't be hugely long. This one is essentially a sentence. So I was sort of thinking that in order to be inclusive, equitable, and accessible, individuals with disabilities would need to be independent. I'm not married to that, just throwing out there. To your point Mindy, if looking up and I agree with you totally, I think disability does need to be in the mission statement because that is what we do, you know, also if they're looking toward maybe giving something to the SILC, there's nothing about independence mentioned in there either. Just saying. But I'm not, it's not a hill to die on by any means.

>> REGINA PINNEY: And there was a suggestion, I can't remember who indicated, to remove the word all. And in earlier conversations that word all was significantly important so that we were not alienating unseen disabilities, that we were reflective that communities that were this were beneficial to everyone, and not limited to these improvements, you know, these improvements were amazing for people with disabilities but were going to be amazing for everyone in this kind of greater good. So how do you feel about the word all now?

>> YVONNE FLEENER: Well, I think in a lot of discussion we talked about children with and without disabilities. We talked about the aging community. Which is a big part of who I serve now. And they don't necessarily identify as people with disabilities, but they certainly benefit from all the work that's done for people with disabilities. So that's why we stuck with all and not people with disabilities. Could we say all including people with disabilities or that sounds like they're a sub -- I don't know. And for all?

>> STEVE LOCKE: We could even say for people with all disabilities.

>> YVONNE FLEENER: I like this better.

>> REGINA PINNEY: That changes the context. And this is your mission statement --

>> YVONNE FLEENER: I like this, what do you guys think? It broadens it.

>> MINDY KULASA: Yeah, should we say all persons? So we're defining, yeah, at the end I'm suggesting all persons, so we're not, you know, I'm sorry, no, I meant people with disabilities and for all persons. Sorry about that, Regina.

>> REGINA PINNEY: Can you clarify why you want, why we need a clarifier of persons after all?

>> MINDY KULASA: I just think that based on the discussion that I just heard, that's what made me feel like that was important. Unfortunately as I mentioned, I wasn't at the first retreat, but I know that all is in there for a reason. And just so we're not redundant in saying people, people, that's why I suggested and for all persons.

>> YVONNE FLEENER: I think it sounds stronger without adding the word. For all, just has a nice ending, but hold on, your thought one second Regina, I want to see if there's other people who haven't spoken yet who would like to contribute?

>> MARK PIERCE: This is Mark. Good morning to you all. And I've stepped back on the vision to, not the vision but the mission. Looks like you're trying to do what is called a two-step. It sounds like we're caught between disability -- (noise).

>> REGINA PINNEY: We lost your audio, Mark. I can't hear him. Can you?

>> YVONNE FLEENER: Mark, we can't hear you.

>> MARK PIERCE: Oh --

>> YVONNE FLEENER: We're hearing beeping sounds. Can't hear you.

>> MARK PIERCE: Can you hear me now?

>> YVONNE FLEENER: Yes, the last part we heard was two-step. We can hear you.

>> MARK PIERCE: Can you hear me now?

>> YVONNE FLEENER: Yep. And the last part we heard you say was two-step mission.

>> MARK PIERCE: Right. So when I think about the mission, we're talking about inclusion. And equability. And then we suddenly want to pull out a group of people. And I'm okay for people with disabilities because I understand the history. I really do. But at some point, we didn't want to be called people with disabilities. We just wanted to be included in the equation. So if that, if we're on a mission to identify that, then I'm fine with that. But I think it's going to end up being a two-step thing. I think in five more years we're going to have talk to about do we want to isolate people (no audio).

>> REGINA PINNEY: We lost you again. We goes most of it.

>> YVONNE FLEENER: I caught the end which is do we want to isolate people with disabilities and that is the discussion we had when we decided not to put it in there. But Jan, I think -- thank you, Mark. Jan, were you going to add something?

>> JAN LAMPMAN: No, I was just agreeing.

>> YVONNE FLEENER: Anybody else we haven't heard from want to --

>> STEVE LOCKE: Lisa put something in the chat.

>> YVONNE FLEENER: Okay.

>> STEVE LOCKE: As a suggestion.

>> REGINA PINNEY: So Lisa, your suggestion is for everyone including those with disabilities.

>> LISA: Or especially --

>> YVONNE FLEENER: And I don't want to lose sight of what Mark just said because I do think it's important. His suggestion is not putting people with disabilities in because it creates a subset of people when our goal is to be all-inclusive, not have subsets of people. So if people, do people want to comment on his comment before we move on to --

>> STEVE LOCKE: This is Stephanie. I will say --

>> This is Stephanie. I will say part of the reason why the committee working on this, the group, that's part of the reason why we had a lot of conversation around the word all. Because we didn't want to create this otherness or this subcategory, kind of like Yvonne was just saying. So I don't know, we did spend a lot of time talking about this, and part of the reason when we talked about it was for exactly the reason that Mark just said.

>> YVONNE FLEENER: Yep.

>> GLEN ASHLOCK: This is Glen. I agree totally with Mark and Stephanie and feel like that was where it was. It's more inclusive, that's what we should be about. And yeah, I still like the original version.

>> YVONNE FLEENER: Regina, is there a way to address Mindy's concern which is valid, right, that when people search, I want to donate with people with disabilities or I want to find this, is there a way to address that without it being directly in the mission? Is there like a tag line or a way to include that, and I know in our 990s specifically Mindy, we would want to make sure, I know there's descriptors in there that you can say the work that you do, but is there something we could do to address Mindy's concern about that? And still keep it for all?

>> REGINA PINNEY: There's certainly work-arounds because again in the 990, you can add more words, you can say this is our mission but explain in a white paper should you choose the work that you do and who you do it for.

>> YVONNE FLEENER: Right.

>> REGINA PINNEY: And your website is going to use that word multiple times, you know, your whole purpose and programs are going to focus on some of this stuff.

>> GLEN ASHLOCK: You know, I'm sure there is examples of people searching for an organization to donate district through a 990 but I can't imagine that's the easiest way to do it. They're going to go to the website, find other ways to do it. And the 990 is not a great way to learn about an organization.

>> STEVE LOCKE: You know we could think about an action statement here because we're playing around with people with disabilities and for all and how do we make that an action forward sort of statement? What if we took out the word to at the beginning and starting with people with disabilities advocate for inclusive, equitable, and accessible communities for all. That's essentially what we're doing as a council. And --

>> MARK PIERCE: That sounds pretty good. I like that.

>> LISA: I like this. And this is Lisa and I'll let it be. First of all, I don't think there's any problem with advocating for individuals with disabilities because when we do that, we do advocate for all. And we need to remember that our funding, our grants, our formula grant, the money you get from MRS is all dedicated towards serving individuals with disabilities. So I think that I agree wholeheartedly, we should not be considered a subgroup, subset, anything like that, but I'm not ashamed to be a person with a disability. And I think we need to stand proud and advocate for people with disabilities and say, yeah, I am a person with a disability. I would tell the story about when I serve older blind individual, they would say I don't have a disability, I just don't see well and I'm old. But the reality is, you don't see well and you're not able to access the environment the way you should be able to. So I'll just let it be. And I support whatever you guys choose to do.

>> YVONNE FLEENER: Thank you, I think that's a good point. Jamia and Bill and Will --

>> REGINA PINNEY: And Jan has her hand up.

>> YVONNE FLEENER: Jan, go ahead since you have your hand up. Thank you, Regina. I don't see Jan.

>> JAN LAMPMAN: Thank you. I had to turn my camera off because I'm getting a weak signal. I'll have it on when I have a good signal but otherwise it's off, sorry. So I was thinking about what Steve, I was going to echo what Steve said, if you think about, if we go back to Ed Roberts, what did he create, an organization of people with disabilities that were advocating for inclusive, equitable, and accessible communities. That's what Ed Roberts did. And we are born from him. So I really like what you had to say Steve saying who is it that's doing this mission? People with disabilities because that's who is in charge here, right? So that's all I wanted to say.

>> REGINA PINNEY: And Bill, did you have something --

(Dog barking)

>> YVONNE FLEENER: What was that Regina, I couldn't hear you over the dog barking.

>> REGINA PINNEY: Bill has been unmuted for a while.

>> YVONNE FLEENER: Okay.

>> REGINA PINNEY: I promised that would be an indication of he wanted to say something.

>> I'm kind of hesitant because I'm going to sound like a downer here. But from a person who is completely new to our concept, I think communities for all, because you're talking about people with disabilities and then talking about communities for all, it sounds like two different groups to me. And our mission, our focus is people with disabilities. I just, I think we fixed it a little bit, but communities for all may be interpreted by some people is it is people also without disabilities that we're serving.

>> YVONNE FLEENER: I don't know that the mission has to be who you're serving, you know what I mean, directly. I get what you're saying but are there other ways that we can make sure people know who we serve? Or not? And that's a Regina question.

>> Okay and let me give you my kind of reference here.

>> YVONNE FLEENER: Yeah.

>> I'm your accountant. And it is dictated to us by federal regulations how we are established and who we serve.

>> YVONNE FLEENER: Sure, yep.

>> And this to me is kind of outside that scope.

>> YVONNE FLEENER: Hmm.

>> REGINA PINNEY: So one --

>> MINDY KULASA: I concur with what Bill is saying.

>> REGINA PINNEY: So I want to take you back to a conversation we had during the mission development around curb cuts and the advocacy and the work around getting communities to be accessible to wheels. And the magnitude of that effort of how that improved the world for everyone, whether it was a stroller, whether it was somebody with a knee replacement, whether it was somebody that wasn't, didn't necessarily identify as disabled but couldn't lift their legs. And that concept around that work was so powerful that we recognized that our work really does improve the world for all. So I want to just remind us of that kind of concept. Mark, you had your hand up and then Steve.

>> YVONNE FLEENER: Well, I want to make sure that Jamia and Will get to talk because they haven't had a chance. Go ahead, Mark.

>> MARK PIERCE: I was going to say what if we took people with disabilities advocated for inclusive, equitable, and accessible communities. I think if you took the all and put it in front of communities because people live in communities. If we put the all-in front of communities, then its people living in the community and that is people with disabilities. I think the all is an after statement. If we put the all on the front end, in all communities, accessible in all communities. Maybe that would do it.

>> YVONNE FLEENER: Hmm.

>> REGINA PINNEY: Jamia?

>> JAMIA DAVIS: , I'm just pretty much thinking, I really like the people with disabilities in the beginning. Because it's indicating that we're consumer-based and consumer-controlled. So I like that. I like this better in all communities.

>> REGINA PINNEY: Do we need to change it to people with disabilities advocating for inclusive, equitable, and accessibility?

>> MINDY KULASA: To using the verb advocating. What if we just say advocate. People with disabilities advocate for inclusive, equitable, and accessible in all communities.

>> MARK PIERCE: I think accessibility.

>> JAN LAMPMAN: Grammatically it has to be -- it can be advocate. I'm a grammar Nazi. You can say, the word equitable needs to be changed in some way and accessibility. The there you go. And accessibility. In all communities, yep.

>> YVONNE FLEENER: Go ahead, Will, did you want to add anything at this point, Will?

>> WILL HARRISON: My thought is, something that people can say it once or twice and then roll off the top. I work for a nonprofit where all we do is work with adults with disabilities, and our tag line to enhance potential. So people hear that, you know, what we do, (indiscernible) with people with disabilities. I think should be our mission statement, I would suggest adding something too, something off top of the head. What is SILC? And have that one tag line. But I just, something that people can just remember easily.

>> YVONNE FLEENER: Yeah. I agree with that. I think a tag line is great.

>> WILL HARRISON: I think, honestly, I think we're trying to put too much in here. Like I think simple is better, obviously.

>> YVONNE FLEENER: Yeah. Steve, you had your hand up, you took it down, but did you want to add?

>> I don't know where the hand up things are on here.

>> It's under the reaction button.

>> REGINA PINNEY: It's over your picture.

>> All right, I thought you guys took mine off.

>> I just want to say one thing, just a suggestion, couldn't we say something like this, people with disabilities advocating for people with disabilities in equity, accessibility, in communities. I can tell by facial expressions that didn't go over good.

>> YVONNE FLEENER: Good try though.

>> Well, it's kind of what we do. People with disabilities and our mission are people with disabilities.

>> YVONNE FLEENER: Yeah. Let's let that -- we won't lose sight of that, but I want to hear Steve, what were you going to say?

>> STEVE LOCKE: Yeah, I like how this is coming around on the mission. And back to Bill's point, I value what he said as far as feeling like it's going in two different directions, but I also thought about the fact that we, CILs do serve people without disabilities as well. Through information and referral services and through our community education efforts in the five different objectives under community education. So we are not exclusive to just people with disability, there's the education component to it and the INR services as well. So yeah, I like the direction that this mission is going.

>> YVONNE FLEENER: You guys think, I liked advocating better because it feels more forward. A mission to me is like something's happening, it's progressing. But is equability, which is kind of another one of those words that doesn't roll off your tongue, and I know they're not exactly the same definition, but could we say inclusion, independence, and accessibility?

>> JAMIA DAVIS: This is Jamia. I had that same concern about equability because it is kind of hard to say.

>> YVONNE FLEENER: Yeah.

>> GLEN ASHLOCK: I'm sorry. Doesn't it work to say equity, inclusion, equity, and accessibility.

>> YVONNE FLEENER: Yeah, yeah, equity is a lot easier than equability. So maybe take independence back out?

>> GLEN ASHLOCK: Yeah.

>> REGINA PINNEY: Well, that was Lisa's word.

>> YVONNE FLEENER: True.

>> REGINA PINNEY: And now it fits.

>> YVONNE FLEENER: What's the definition of equity? What comes to mind when you hear equity? And is it different than the other words we have? Fair.

>> REGINA PINNEY: Fair, impartial.

>> LISA: Yeah, impartial. Equity to me means I have the same access to something as you do. And I'm treated as fairly and equally as you would be. So as a person with a disability, I don't get pushed to the other side of the room because you can't accommodate me. I'm included in the conversation. I'm included in the solution. And the strategy to get there.

>> YVONNE FLEENER: So thank you. So do you think so inclusion, independence, equity, and accessibility are all kind of their own thing, aren't they?

>> LISA: Yeah, absolutely. Because if I'm included in the conversation, if I'm equally considered, I'm able to demonstrate my independence. If I, just using a simple example, you mentioned curb cuts. If those don't exist, I'm not able to cross the street like you are.

>> YVONNE FLEENER: True.

>> LISA: That minimizes my ability to be independent where otherwise I wouldn't. So that street crossing may as well be 50 miles away if I can't get off the curb.

>> YVONNE FLEENER: Okay so, people with disabilities advocating for inclusion, independence, equity, and accessibility in all communities. People with disabilities advocating for inclusion, independence, equity, and accessibility in all communities.

>> MARK PIERCE: This is Mark. I don't know, I guess you liked independence, seems like it's extra to me.

>> YVONNE FLEENER: Okay.

>> JAN LAMPMAN: Can I say something? Sorry, Mark. Can I say something about -- so because I have a son with a developmental disability and a sister with a developmental disability, historically, especially from a sister, not as much for my son, when we would talk about independence, that word independence becomes like a negative for them because people can't easily see my sister in particular being independent because she has quadriplegia, so she has physical needs plus an intellectual disability, so she needs support around those things. So then people exclude her because they have a definition in their heads, the accepted definition my sister can't achieve. Now she is very independent, but I'm saying sometimes that word excludes people by accident, if that makes sense.

>> YVONNE FLEENER: My sister who lives with me is in the same boat. And that word, I feel the same way about that word, it's a negative in her -- it does -- I get it. I agree with you. And Mark was saying he doesn't think the word is necessary with the other words so. Let's take that word out for a second read it again.

People with disabilities advocating for inclusion, equity, and accessibility in all communities.

>> MINDY KULASA: I think we might have a winner, winner, chicken dinner here.

>> LISA: I love that. This is Lisa.

>> JAMIA DAVIS: Yes.

>> YVONNE FLEENER: Is anybody feeling like they can't live with this, it's not comfortable for them? And then I want to turn it back over to Regina, I just wanted to make sure everybody got to talk. Sorry, Regina.

>> REGINA PINNEY: That's okay.

>> LISA: And thank you for that description regarding the independence thing. Because that's valid and I hadn't really thought about it that way. So thank you.

>> REGINA PINNEY: So this is a great conversation. It's critical to strategic planning. We can't create goals unless we know who we are. And we aren't going to create goals unless we know what it looks like to succeed. So we have one word. Hopefully, it's one word in our vision. Did anybody come with a perfect replacement?

>> MINDY KULASA: I came up with -- I gave this a lot of thought. And I came up with eight different ways that we could work around inalienable.

>> REGINA PINNEY: I want your favorite. Just your favorite.

>> MINDY KULASA: Undeniable.

>> YVONNE FLEENER: Whoa.

>> REGINA PINNEY: Steve?

>> STEVE LOCKE: My word, my favorite word is inherent.

>> YVONNE FLEENER: I like that one too.

>> REGINA PINNEY: Anyone else have one?

>> YVONNE FLEENER: Those are good.

>> REGINA PINNEY: So let's see if this is this easy. Raise your hand if you love undeniable. One, two, three. Raise your hand if you love inherent. One, two -- okay.

>> YVONNE FLEENER: I raised my hand twice.

>> MARK PIERCE: I didn't vote. I guess I'm trying to feel it out. I'm sorry.

>> REGINA PINNEY: Okay, so let's go to inherent.

>> YVONNE FLEENER: Can we have both? Inherent is existing in something as permanent, essential, or characteristic attribute. And the other one was undeniable.

>> MINDY KULASA: Undeniable.

>> REGINA PINNEY: Unable to be denied or disputed.

>> MINDY KULASA: It's the disputed aspect of undeniable that for me is so powerful. To me the vision should be a powerful statement. And that's undeniable still, I totally get why you guys were looking at the word inalienable because that's part of our founding fathers. So undeniable, I believe, also appears in certain places from our founding fathers. If I'm remembering my history lesson correctly. So I was going for a very powerful word. I love the word inherent. But I don't know that it packs the punch that undeniable does. Now I'll be quiet. I've made my case.

>> YVONNE FLEENER: Can we have both, Regina, or no? We have to pick?

>> REGINA PINNEY: This is yours, not mine.

>> STEVE LOCKE: If you want it both, you could say something like undeniably inherent in all aspects of life.

>> YVONNE FLEENER: Is inherent a word when we think about our disability community, to, you know, I got to look it up kind of word? Or do we think it's okay?

>> REGINA PINNEY: Vested in as a right or privilege.

>> YVONNE FLEENER: I like that. Stephanie, Jamia, Will, Glen, anything you want to add? Jan?

>> JAMIA DAVIS: I was kind of having a thought about the two ins. I don't know. Could we do maybe a semicolon, I don't know. I like it. I was just thinking about the two ins. I don't know if it was too much.

>> YVONNE FLEENER: Yeah, that's a good point. Jan, we can't hear you. Jan, you're on mute.

>> JAN LAMPMAN: Yeah, I'm just nodding and stuff. I have my connection is unstable. So let me get rid of the camera again. I like the semicolon grammar-wise. I love the two words in there the way that is.

>> MINDY KULASA: I'm going to talk again, even though I said I would be quiet, I can't control myself. You guys know how I am. You see how I am Regina. Inherent, again, I love that word, but I don't think a lot of the general population understands what inherent means. No offense. But if we're looking at it from that perspective, I think it's a word you would have to look up.

>> REGINA PINNEY: And remember that your vision is not necessarily a public-facing message. It is your direction. It is your guiding star. You know what it means. You as an organization understand how you're moving toward that. So as I shared in the first session, nonprofit networks' vision is to transform the world by transforming nonprofits. We're the only ones that know what that means and we're the only ones that understand how we're going to get there. That conversation for us is a day-long retreat. So it is ours. And it's a coat we wear that fits us. That guides us. The whole rest of the world probably doesn't know anything about what that means to us.

>> MINDY KULASA: And that's okay? Thank you for reframing that.

>> YVONNE FLEENER: Stephanie, did I see you were about to talk too?

>> I was just going to say given the fact, I think both words have -- bring value to the statement but I also, if I had to pick one word, I would probably pick undeniable. So I like both ways with one word or both. I know Mark had his hand up too. I didn't know if anybody saw that.

>> YVONNE FLEENER: Oh, sorry, Mark.

>> MINDY KULASA: He put undeniable. Mark put undeniable in the chat.

>> YVONNE FLEENER: Oh, okay.

>> MARK PIERCE: And.

>> I'm the worst person in the world about this, people disabilities are valued and their choices in life are undeniable and inherent. I think -- there's two things, like when I think choice should be choices, because --

>> MINDY KULASA: That switches the whole thing around.

>> Yeah, the grammar. Choice, because we're talking about all the choices that they make.

>> YVONNE FLEENER: I think though to me when I read that, I see choice as the ability to make your own decisions is undeniable. And when I hear your, I hear more about the what choice you choose. Instead of the fact that choice in general, I know that doesn't make any sense, but it does in my brain.

>> How are you defining choice?

>> YVONNE FLEENER: I was looking at it that as a right. You have the right to decide. And when I hear your, I hear more about getting into the weeds about what your choices are. Like you're choosing to smoke. Or you're choosing to live in (indiscernible) again. Verses I have a right to choose that. But maybe I'm wrong.

>> I like that word right. Couldn't we change choice, and their rights are undeniable and inherent.

>> YVONNE FLEENER: That's not bad either.

>> MINDY KULASA: So people with disabilities are valued, semicolon, their choices and I'm sorry --

>> The new one would be people with disabilities are valued and their rights are undeniable and inherent.

>> MARK PIERCE: Oh! Bill, like that.

>> YVONNE FLEENER: You like that, Mark.

>> MARK PIERCE: Okay, I just got to say something, good Bill. And when I think of inherent, inherent is something that is progressive, that down the road I still have them. And when I think of the vision we're talking about, we're talking about something cast out there. You know, the rights may be one -- the rights are what we have today, but the vision goes beyond your rights. It goes where you want to go. So I'm all about the undeniable. And then, it's kind of wearing on me, and inherent. Meaning that my children will have them. And their children's children will have them. If you guys are okay with that type of vision, then I think that gives us room to grow.

>> YVONNE FLEENER: I like how excited you got about it. That's what you want from your vision, you know?

>> MINDY KULASA: I like it a lot.

>> I do too. And inherent literally refers to something that is stuck in something else so firmly that they can't be separated.

>> YVONNE FLEENER: Yeah. Glen, did you have anything to add? Or you're good with where we're headed.

>> GLEN ASHLOCK: I'm looking where it's at right now.

>> YVONNE FLEENER: Okay.

>> MINDY KULASA: Regina, can you read them in conjunction with each other then? So we can listen to the mission and the vision?

>> REGINA PINNEY: Sure.

Your mission is: People with disabilities advocating for inclusion, equity, and accessibility in all communities. And your vision is people with disabilities are valued, their rights are undeniable and inherent in all aspects of life.

>> MINDY KULASA: That sounds really good.

>> YVONNE FLEENER: Love it.

>> MINDY KULASA: It flows, it rolls off your tongue.

>> YVONNE FLEENER: Yeah.

>> MINDY KULASA: Very nicely. It just has a nice cadence. And a nice flow.

>> YVONNE FLEENER: And you know, both the mission and vision start with people with disabilities, so they're really strong in that regard too. Excellent.

>> REGINA PINNEY: Can I get a thumbs up that we're ready to move forward? That we have them? Is it unanimous? Okay. Awesome. Will, are you there? You love it?

>> WILL HARRISON: I can't find the thumbs up button but yes.

>> YVONNE FLEENER: And Will, I didn't lose sight of, and we'll get to it, a couple word tag line. So we'll get back to that.

>> REGINA PINNEY: And that's a marketing tool. So that happen doesn't necessarily have to be part of a strategy.

>> YVONNE FLEENER: Yep. One of the things Steve came up, I don't want to get into it is voice for choice. But we'll get back to that later.

>> REGINA PINNEY: Okay.

>> YVONNE FLEENER: Thank you, Regina.

>> REGINA PINNEY: You're welcome.

>> MINDY KULASA: Thank you for your patience.

>> REGINA PINNEY: You're well some.

So we're going -- we're going to prep for our values conversation at 1:00, we're still going to have a five-minute break. So

So I want to talk about, and you've prioritized some of your values, but values are an extension of your strategic plan and utilized to communicate additional priorities that are harder to measure but critical to make impact. And one of the things that I want to do, well, let me just, one more slide. And then I'm going to show a video. Hopefully, this works. Values describe the core ethics or principles which the organization will abide by no matter what. They inspire. They guide. And they help design the operations and culture. So I'm going to share a video from Disney. And Disney has four keys. I'll share this article in the chat. Because for later. Where is my chat? I don't have a chat anymore. It's somewhere. I'll share it. But these keys are safety, courtesy, show, and capacity. And these keys guide everything in that priority. So safety first. And every employee from president down to street sweeper has a requirement to focus their work on the safety of the Disneyland parks. The video that I'm going to show you is a recognition of their -- so for 60 years, they've had the same four. They've added a fifth. And thing conversation is an important thing for you to listen to when we start talking about your values.

>> YVONNE FLEENER: I shared the link.

>> REGINA PINNEY: Thank you.

(applause)

>> All who come to this happy place, welcome.

>> Welcome.

>> Welcome.

>> Welcome.

>> Welcome.

>> Welcome.

>> For over 65 years, we've welcomed guests from all over the world into our home with the help of a simple code. The four keys. Safety, courtesy, show, and efficiency have guided us from the very start. These four keys have provided a foundation for our culture, contributing to Disney's legacy of customer service and care. But as Walt Disney himself once said, we keep moving forward. And in December 2019, a team --

>> REGINA PINNEY: How do I find the caption button?

>> GLEN ASHLOCK: Everybody can turn it on if you go to more and show subtitles.

>> REGINA PINNEY: Okay.

>> GLEN ASHLOCK: So everybody has control over it on their end.

>> REGINA PINNEY: Okay, thank you. Is everyone there? And do you want me to start the video over?

>> MINDY KULASA: Can you pick up where you left off?

>> REGINA PINNEY: Yes.

>> Cast members join north a series of ideation sessions that span time zones and teams. Tasked with bringing greater focus on inclusivity and belonging for all cast members, they pitched an idea so revolutionary it was magic from the start. The addition of a fifth key, the key of inclusion. A key that unlocks even more potential within our company by amplifying the others. Because to create a world where everyone belongs, where each person is treated with respect, we must work together to reimagine tomorrow. We are building a Disney with more diverse stories and experiences. A Disney with more accessible products and authentic voices. A Disney where cultures unite us, not divide us, and where each cast member is empowered to speak up, team up, take action, and ensure equality in every way. The key to unlocking this is working together. Because together we can create cultural transformation and allyship to improve the lives of all our cast members and communities for years to come. The key of inclusion, a vision for tomorrow where all are --

(Speaking non-English language)

>> All.

>> Who come to this happy place are welcome.

>> MINDY KULASA: Cool.

>> REGINA PINNEY: Yeah. I apologize that some of you -- do we need to replay it? A different one with captions? Or are we okay? Was everyone able to experience the video?

>> MINDY KULASA: Annie put into the chat that she found the video with captions, and she provided the link to it. So perhaps folks --

>> YVONNE FLEENER: Annie, would you like to play that again? Annie, would you like us to play it again with the one you found? Okay.

>> REGINA PINNEY: Okay. So we're going to stop here for our 11:00 break. And come back. So in the chat, if somebody wants to watch it again, they may. And just talk about the power of this key to that company and the decisions that they might now make because they have this key or this value. And then we're going to start processing out our own values that will guide us in decision-making. Okay?

>> YVONNE FLEENER: Great.

>> REGINA PINNEY: So it's 11:00. I'll see you back here at 11: 05.

>> MINDY KULASA: It is truly a magical place where all of those values come in to play. And I love that there's a financial aspect to it as well, efficiency. You know, we're going to do all these things, safety, courtesy, inclusion, show but we're going to do it in an efficient manner that makes sense for the company as cost effective. So I like that part.

>> REGINA PINNEY: Awesome.

>> MINDY KULASA: In particular. As I'm sure Bill Addison did, we're the two biggest bean counters that you're forced to deal with here.

>> REGINA PINNEY: Well, what I like about the article that I shared is how they utilize, and again, they call them keys, but values are similar to this concept of, we can't design, we can't count how inclusive we are, but it guides everything. And we have to look at everything through that lens, and when we do and are asking ourselves how it shows up in our work, we begin to have a different conversation and the outcome is different.

Okay.

So I would like to ask you all, and I gave you an introduction to that, but could you talk about how the Disney key, and let's just focus on the -- and they gave you some hints, but how will inclusion show up for Disney now that is a key or a value? What do you think the decisions they might make differently moving forward might look like?

>> JAMIA DAVIS: This is Jamia. Go ahead, Mindy. I was going to say just their marketing and who they hire would be more diverse and inclusive.

>> REGINA PINNEY: Mm-hmm. What other decisions are they going to start making?

>> MINDY KULASA: This is Mindy. I think they're going to start making decisions relative to persons with disabilities who identify as having a physical impairment that might require a wheelchair, they are going to build cooler wheelchairs, and have costumes perhaps or they're going to show cast members who are in wheelchairs in cool costumes. I noticed that. And I thought that was so cool. Talk about a cool way to go around Disney. Whether you're a guest or a cast member, it's pretty neat.

>> REGINA PINNEY: And if that's a key, then all of their new rides are going to be accessible. To anyone. What else did you observe from that value?

>> MARK PIERCE: This is mark. What I observed is it looked like they were training their staff to be more inclusive. There was a nice little, just a shot there showing a circle of staff members and all taking a step forward. I remember that particular exercise for diversity training. And if you ever went through that, you will find out when you say certain things, people go backwards versus forward so, that resonated with me. The training of the people to understand how to ask questions in an inclusive way.

>> REGINA PINNEY: One more comment about the video and understanding how that word and embedding that value in the work will change how they do things.

>> WILL HARRISON: So what I took from that is that inclusion means all. And you saw a lot of (indiscernible), you saw people with (indiscernible), you saw people all these people with disability, all people marginalized are included. And I think when you add that philosophy, you think okay, how can we create an environment that is going to include every single person of different race, culture, ability, and I think that changes everything when you have that mindset.

>> REGINA PINNEY: So they may begin creating stories withs different characters or a more historically accurate representation of history, right? They're going to become part of the solution of changing how this world looks at Indigenous people from any culture, I mean, it's going to guide them. Steve?

>> STEVE LOCKE: I saw them as creating a culture of equity for both their employees and for their customers. Equity dovetailing on what Mark said, not everybody starts the race out at the starting line and it's about bringing everybody up to baseline and everyone starts at the same place.

>> REGINA PINNEY: Right. Right. Awesome. Oh. Okay. So okay, let me just go back, make sure I have the right words on this document. We are going to start work on our values. And this is, this exercise, so I want to be really clear about what we're going to be doing. I am going to share in the chat, and those of you who are, who are capable, who like Google, I don't want you to be scared. Somebody in your grown, even though the groups are small, most likely all of you will have somebody that says, I'm okay with Google, I'm going to click on the link.

So before you leave into breakouts, you need to click on the link because your chat is going to disappear once you get into breakouts. So here is the link to the Google doc. You will notice that we're all, even in our breakouts going to be working on the same document. And I will type up the clear instructions at the very top underneath the mission and the vision so that you have them. But you're going to break out into five group, there's five values. These values were prioritized during your stakeholder engagement, during your initial retreat, and through the planning committee. Doesn't mean we can't add to them. But these are the ones that have been highlighted as critical to your work. And so five groups, whatever room you're in, room number one is going to start first with value number one. Room number three is going to start with value number three. Room number five is going to start with value number five. Is that a clear instruction? Then every five minutes I am going to send you a message that says switch and you're going to go to the -- you're going to move down the page, and you are going to go to the next value. Now the first round, no one's going to have written anything. So you're going to be the first ones that are adding your unique, special definition of this value. If we were in the same room, I would call this rotating flip charts or not. On round number two, you're going to read what the first group said about this value. And you're Google to add to it. There is two questions on each page. One, what does this value mean? So when we looked at Disney and the inclusivity of what that meant, you could start to imagine how Disney was going to define inclusivity for them. And the next question is: How is this going to be straited in our work? Again, if we're looking at Disney, we could say all the rides are going to be accessible. They're going to have costumes with, you know, that will fit anyone. And accommodate any wheelchair or any disability. So we could begin to say this is what the definition is. And here's how it manifests into our work and our decision-making. There's five value, five minutes each. And when you are on the fifth time so, everyone is going to wind up almost to be able to inform all values, so the last group when we're on the fifth round, your job, and I will send this out in a message is to paraphrase what everyone said. So the last group encapsulates it all. Kind of consolidates all of the information. So Tracy, do you want to create those groups and make sure that the interpreters are where they need to be? Or should I?

>> TRACY BROWN: Sure, so I'm making out five?

>> REGINA PINNEY: Five groups, please.

>> LISA: This is Lisa, I'm having trouble getting into it. I think it's because I'm using my state-issued device which is giving me a security hiccup.

>> REGINA PINNEY: Sure so, Tracy, can you make sure that people in breakout rooms can share the screen and those that can type into the Google doc, they can do that?

>> GLEN ASHLOCK: It seems to be -- we have viewing access but not editing access. So I requested that. I don't know if we all have to request it, or you can just grant that.

>> REGINA PINNEY: I think I just granted that. Can you check?

>> YVONNE FLEENER: I think you have to rescind the link because it changes the link.

>> STEVE LOCKE: If you just refresh your browser, it allows you to start typing.

>> YVONNE FLEENER: Oh, perfect.

>> REGINA PINNEY: There you go. Everybody's doing that. Okay. What questions do you have about what we're about to do? Okay.

>> TRACY BROWN: I have one. How much time are we giving each group?

>> REGINA PINNEY: I will send, five minutes to rotate out. So this will take 25 minutes. Okay?

>> TRACY BROWN: Okay.

>> MINDY KULASA: And the first round, we don't write anything down.

>> REGINA PINNEY: We do. Whatever room you're put in is the value you start at. So you have four or five values. One is all voices are valued. The second value is, informed and empowered. The third value is dignity and respect. The fourth value is diversity and equity. And the fifth value is teamwork and collaboration. Again, these were the words that you all generated as important to you.

(Breakout Rooms)

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>> Getting back into this part was a gauntlet for us.

>> REGINA PINNEY: It was?

>> Well, we had to have help from teenagers to get us out of there.

>> REGINA PINNEY: Sorry about that.

>> REGINA PINNEY: Wow, this is a great document. How are you? How did you do?

>> It was really good. I would like to do a little more investigating with that and see how accessible that is for some of our folks.

>> JAMIA DAVIS: In due regard for the feelings or wishes of others. Respect is a two-way street.

>> MINDY KULASA: We did, we almost got through all of them, you guys.

>> STEVE LOCKE: We got through four of them.

>> MINDY KULASA: We got through 3.5.

>> REGINA PINNEY: Awesome. Okay. Well then, so one, how did the tool work for you? How did the conversation go?

>> MINDY KULASA: Great.

>> JAMIA DAVIS: Good.

>> REGINA PINNEY: What are your big take-aways?

>> MINDY KULASA: How much commonality there was as, you know, as you progress through the groups and you move down and you first read what other people said, we kind of put our own in first and then went back to what the other people said. And there was a lot of commonality. And I thought that was really cool because that means that people on the SILC on are on the same wavelength.

>> REGINA PINNEY: Awesome.

>> STEVE LOCKE: We had one person act as the facilitator and then it was like what rolls right off the top of your head. Doesn't have to make grammatical sense, what is the feeling you're getting from this, spit you the out, we're typing it down.

>> YVONNE FLEENER: I feel like I had such a wonderful advantage, and I learned a lot because I was with the Department of Civil Rights with Annie, right? So she's amazing.

>> STEVE LOCKE: Awesome.

>> REGINA PINNEY: Okay. So we have 10 minutes before a little bit longer break. Your preference, I can share my screen, so the Google doc is in front of all of us. Or I can keep your faces big because the Google doc is in front of you already. What's your preference?

>> MARK PIERCE: I would prefer for everybody to be included, you probably need to put the Google doc out there. I mean, I can see the one b but that's just me speaking for my selfish nature.

>> YVONNE FLEENER: Agree.

>> REGINA PINNEY: I know some people like to see faces. Other people like to see the document.

>> YVONNE FLEENER: Yeah, I like that better.

>> LISA: I prefer document. Not that I don't love your faces, I'm not saying that.

>> MINDY KULASA: Figured out how to have both.

>> This is Annie. What's best for the interpreters too? Probably prefer to see the faces opposed to the screen.

>> MARK PIERCE: Good point.

>> STEVE LOCKE: Yeah, we can each pull it up ourselves.

>> MARK PIERCE: Okay.

>> Here we go. That will be okay.

>> YVONNE FLEENER: Annie, are they okay with the way it is?

>> This is Annie. Yes, that's fine. The interpreter. Thank you.

>> REGINA PINNEY: Okay. Please instruct me. I am coachable. I promise. Okay. So my original plan would be that at this point, room number one which would have been the group with Steve in it would have gotten to this value and would have come up with a concise statement. What I'm hearing from all of you is that none of you got through the five values. Is that correct? It was too fast?

>> MINDY KULASA: Correct.

>> It's too fast and we probably talked too much.

>> REGINA PINNEY: I wish I could give you more time. But we're already out of it. So I want to again remind you that you have a small committee on purpose. So that you can direct the work back to a smaller committee to kind of complete and finish up the work. So the most important thing, the take-away here, is that the committee has your voices so that they can practice single definition -- so they can craft a single definition and that they can use, how does this show up in the work to ensure that the goals are being measured and looked through these types of lenses. So before 12:00, we're going to go through briefly each value and make sure that we didn't miss anything really important to send back to the committee. Is that okay?

>> MINDY KULASA: Mm-hmm.

>> REGINA PINNEY: Okay. So all voices matter. This is talking about -- well, did anybody come up with, was anybody working on a paraphrase for this value?

>> MINDY KULASA: (indiscernible) for all. But we didn't have a chance to type it in. It ended.

>> REGINA PINNEY: Okay, --

>> MINDY KULASA: Access for all could be added to this list because that is the Ed Roberts' mantra. Access for all.

>> REGINA PINNEY: Okay. So how all voices valued would be demonstrated in our work would be through holding public hearings, gathering all thoughts and ideas, responding to all comments, diversity in council membership and representation, asking the questions and inviting the conversation, respectfully acknowledging and understanding the power of voice, inviting to the people to the table who have traditionally not been included, does not mean that everyone's idea is necessarily implemented, so kind of a recipe mentality that all voices are included in some form or fashion but we recognize that sometimes sugar should not be added to a recipe, it belongs in another recipe. So it winds up on the table but maybe not in that particular dish. And utilize different mediums to collect and display different values with the disability community. How do you feel about that value, all voices valued, do you think it includes all the important concepts?

>> YVONNE FLEENER: I added the different one, but I think we forget sometimes about people with cognitive disabilities. So I would like to put that bullet point in there that we make sure we're thinking about people with cognitive disabilities or people who can't speak, maybe can't sign, I don't mean hearing impaired, I mean people who really don't have an easy way to communicate that we don't forget hearing their voices too.

>> REGINA PINNEY: So in the committee work, we might amend this value because voices is ableist.

>> YVONNE FLEENER: Yeah. Yeah.

>> REGINA PINNEY: Okay. Okay. Okay to move forward? All right. So the value of informed and empowered. You guys added lots of words to this. Which is amazing. Self-advocacy. You have the resources available to make decisions and choices. You're empowered to make bad decisions. You have an awareness of your options. And this will be demonstrated by educating people about independent living and the value of inclusion, everyone is on the same playing field, same privileges, and ensuring that the information shared is accessible for all. Is there any concepts here that should be included? That are not. And I am not reading it word for word. Should I be?

>> MARK PIERCE: This is Mark. I think when we're talking about informed and empowered, we got to go back to cultural competencies. It's a lot of neat things we said here but if we're going to do it in our work, we have to be culturally competent to touch all of the instances.

>> REGINA PINNEY: Okay.

>> MINDY KULASA: I agree.

>> REGINA PINNEY: Okay. Good enough to move forward or am I moving too fast? Okay. Dignity and respect. What does this mean? Unconditional regard of someone's abilities and opinions being valued, included, and respected, respect is a two-way street. And this will be demonstrated in our work as an agency we will use first-person -- person-first language, listen to the people that we serve, connects to dignity and respect, all voices are heard, valued and incorporated, everyone has a seat at the table, and taking people where they are, giving information to empower people. Any concepts that are missing here?

>> JAN LAMPMAN: Can I just say one thing about person-first language, both of my family members prefer that. However, some of my son's friends who are on the autism spectrum prefer to refer to themselves in a different way, right? They say I'm autistic. Instead of I'm a person with autism. So I think it's valuing how a person wants to identify, right?

>> MINDY KULASA: Ah.

>> MARK PIERCE: That's good.

>> MARK PIERCE: Jan, and I love what you're putting that out there and this is a huge piece for People of Color, crossing that line is so, the understanding how to cross the line. I just --

>> YVONNE FLEENER: Their identification too. Also lots of new words and thought about gender identification that applies to that as well.

>> MARK PIERCE: Mm-hmm. Yeah. I kind of say just a call a person by their name, but maybe you don't know their name.

>> REGINA PINNEY: Well, this would be your gender pronouns --

>> YVONNE FLEENER: Yeah.

>> REGINA PINNEY: Cultural identity. How you want your disability to be named. Is that appropriate?

>> MARK PIERCE: Mm-hmm. Like that. Like that. Like that.

>> REGINA PINNEY: Okay.

>> MARK PIERCE: Appreciate that, Jan, starting that discussion. Because that's important.

>> MINDY KULASA: Yeah, for me, Jan, with my disability, I like to say I am a person who has major depressive disorder and anxiety disorder. I just like to boom, put it out there. I don't like to put other words in front of it to be socially correct. That socially correct means different things to different people. And I think that's what you're saying.

>> REGINA PINNEY: Okay. Nice. Is it okay to move forward? Okay. Diversity and equity. This means that everyone has access to what they need to meet their goals. This values differences and treats people with equity and their understanding of what that is in the way that they need to be treated to be respected. This is valuing differences and brings those differences to the table. Everyone begins the race at the same starting line, all cultures and marginalized groups are valued and have equal opportunity. And this will show up in our work as a strategy for employing others, our opportunities are fair and available to everyone, the State takes a step back and understands our own internal bias, advocating for social change, and would include professional development training. Is there any concepts here that are glaringly missing? Okay.

And the last one, we value teamwork and collaboration. There is no I in team. Teamwork in collaboration requires clear goal setting and accountability to ensure progress continues. Everyone at the table brings value to the objectives it can. We value the differences and appreciate the needs of others that may not be needs of ours. And how this will be demonstrated in our work, finding value in other people, trust and respect, strengthening the outreach efforts, listening to everyone and then confirm we understand, and work with social agency partners to ensure DEI access to all and for all persons with disabilities. These do have a lot of cross-over. Is there a value that is missing for you? After you went through this exercise, was there something that wasn't included? We have teamwork and collaboration, diversity and equity, dignity and respect, informed and empowered, and all voices valued. Is there something missing?

>> I think most things we consider to be important could be put in some of those areas.

>> REGINA PINNEY: Okay.

>> YVONNE FLEENER: It would be okay, not now, but one and two are very similar, like can we combine some of our values, so we don't have as many?

>> REGINA PINNEY: So that will be -- we're going to have to off-load that work to the committee. And I think that once we take this document and really pull out all of the consistent themes that we are probably going to have to ensure that they’re not duplicative. That would be unnecessary. And they're very strong statements, guiding statements so that we can use them appropriately. And again, when we add teamwork and diversity and we interlace them, how does that combination show up in our work? How does that transform what we do? So I would have liked to have gotten farther along on here. On building out our values. But I think there's enough here that when you begin crafting your goals, that you can begin to ensure that these values, your mission and your vision are embedded in your direction. Okay? Okay.

any final thoughts or clarification? Any kind of wrap-up before I let you go, let you get some pretzels or something? Okay. Does 15 minutes feel more time than you need? Or about right?

>> MINDY KULASA: I say 10.

>> MARK PIERCE: I don't know if I said this -- I say 15.

>> MINDY KULASA: I can agree with that, Mark.

>> YVONNE FLEENER: I don't know, I don't want to make assumptions on this call, but you know, talking about inclusion, like some people it takes a longtime just to use the bathroom, right? Because of the steps that it takes for that person. So I think 15 is better just to be sure.

>> MARK PIERCE: Okay.

>> YVONNE FLEENER: So.

>> REGINA PINNEY: Okay. 15 minutes, it's 12:06. I'll see you back here at 12:20.

>> STEVE LOCKE: Great. Thank you.

>> MARK PIERCE: Thank you.

(Break)

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>> MINDY KULASA: Hi, again, Regina. How are you?

>> REGINA PINNEY: Hi, how are you?

>> MINDY KULASA: I love strategic planning. As you can tell. I was so bummed to have to miss the first round, but obviously my son's graduation trumped it. But I really enjoy this. I had my own consulting company for five years. When I was raising my kids. So that I would have more flexibility in my schedule. So I've done for a living what you're doing for a living. So I'm jealous.

>> REGINA PINNEY: Well, I did the same thing, I put out my own shingle after my kids were in school. I stopped working when they were born. And I didn't find that being a consultant I actually got to control my time. So working on a Saturday, right?

>> MINDY KULASA: Yep.

>> REGINA PINNEY: We say it, but it isn't true.

>> MINDY KULASA: Yeah. I did pretty good about boundaries. I really did. I basically did the same thing you did. I didn't go back to work until my sons were four and 5.5. So at least in preschool, I got divorced. So that was the driving factor as well. But I did a pretty good job of keeping my boundaries. But I totally understand going outside of them too.

>> REGINA PINNEY: Yep.

>> WILL HARRISON: I did well with that until I had to work from home. And last year, everything just got thrown together. Ugh.

>> MINDY KULASA: I know it was a particularly tough year for you. I feel for you.

>> WILL HARRISON: It was insane. And I still don't, I don't think people realize, they always say, yeah, the end of COVID now, it is, for a lot of us, just the stress of last year.

>> MINDY KULASA: Mm-hmm.

>> REGINA PINNEY: We need another year off to recover, yeah.

>> WILL HARRISON: I agree. Okay.

>> MINDY KULASA: I just heard that Microsoft is giving every single employee below the Vice President level down to the janitorial staff $1,500 thanks for hanging in there during COVID bonus.

>> WILL HARRISON: I think credible.

>> MINDY KULASA: That's pretty cool. And so you know once Microsoft does it, Amazon probably won't be far behind, but I just heard that announcement on the news last night. And I thought, wow, that's really cool.

>> REGINA PINNEY: Good.

>> YVONNE FLEENER: I heard Steve was going to give us all bonuses.

>> REGINA PINNEY: Double the pay.

>> MINDY KULASA: You're going to start buying us dinner at meeting, right? You're going to bribe us with food?

>> STEVE LOCKE: Absolutely.

>> MINDY KULASA: Get out that old SILC credit card and melt it a little bit.

>> STEVE LOCKE: Absolutely. We've got money waiting there and you need to be reward for some way, you're here on a Saturday.

>> YVONNE FLEENER: What would be super cool though, our September in-person meet, I don't know if it's in the budget, but if we could get T-shirts with the new mission or vision on the back.

>> MINDY KULASA: Oh, that's a great idea.

>> MINDY KULASA: Steve, we can find that the money for that, no problem right?

>> YVONNE FLEENER: I love it -- it's a rare accountant who talks like that. Thank you, Mindy.

>> MINDY KULASA: I was just going to say, I hope Bill Addison isn't back on the line or he's probably going to shoot me.

>> STEVE LOCKE: I was going to say --

>> MINDY KULASA: I'm sure we can find the money for that, Yvonne, I think that's a great idea. I'm so excited I got a shirt recently through the Arc of Michigan that says disability rights are human rights.

>> YVONNE FLEENER: I saw those shirts, that's cool.

>> REGINA PINNEY: I have to push us. Sorry.

>> YVONNE FLEENER: Walking billboards. Go ahead.

>> REGINA PINNEY: Time is leaving us quickly. And we're already behind schedule. So I apologize. We need to get back to work. So we have a couple of conversations before we get into goal Seth, and one is -- goals and one is -- goal setting and one is let's define where we are right now. We're filtering our conversation through those lenses and now we're going to get into defining the goals. So we need to one determine what elevation we're talking about. And how to craft these goals. So if we were to wind up with a strategic plan and a goal was increase visibility, that's a beautiful goal. But it will provide you no direction, nothing measurable, there's no baseline there. You have no idea what success looks like. So it's very important that the goals that we're crafting are smart goals, specific, measurable, achievable, realistic, and timely. But when we start thinking about goals and elevation, meaning you are a board and you are crafting a five-year, possibly, I think that's what we determined, right, this is a five-year strategic plan, so this is not a goal that can be accomplished in six months. This is a goal that is aspirational. It's a goal that is going to launch us into five years that when we talk about achievable and realistic, it might take us six years but it's definitely not going to take us one. So when we're looking at what kinds of opportunities and directions we need to recognize that this is launching us into the future. And that our strategies and actions and tactics and all the things below that goal, we might have a one-year plan to get us one step forward. And in year two, we would have another plan to launch us another step forward to get us to that five-year goal. So can we have a brief five to 10-minute conversation about what elevation we're at and the goals that we set and what language we should be using so that the board is creating a five-year strategic plan?

>> YVONNE FLEENER: One thing I want to add to that, don't get hung up on the SPIL versus these goals. It can be amended, don't worry about right now that's not in our SPIL, let's think bigger and we can figure out how to blend it with our SPIL when we need to.

>> MINDY KULASA: Thank you, I was just about to ask that question.

>> REGINA PINNEY: What are some other guiding statements for us? What is the work that Steve is expected, normal operations versus a strategy and a launch forward?

>> YVONNE FLEENER: One example I can give, if it helps start the dialogue, Steve gets a lot of calls about partnering on a grant or being on a committee, and usually he sends those to the Executive Committee and we talk about it a little bit and say, yeah, that makes sense. But I feel like we are in a good way pushing the boundaries of Steve's role by saying we think that makes sense to partner in that, but in the past, the role has been more narrow than that, really serving the SPIL and being the conduit with the DSE and the CILs. So that's a difference I see, that first role, the conduit with the DSE and the CILs versus being at the table with other partners to look at systems change issues.

>> REGINA PINNEY: Yvonne, I got lost in there so I don't know if someone else, may I paraphrase that?

>> YVONNE FLEENER: Yeah, please, I'm rambling. Go ahead.

>> REGINA PINNEY: So what you may have said and I'm not sure that you said is that Steve doesn't have enough authority in his role to make those decisions on his own and he's having to go to the board and the board is having to decide where he shows up?

>> YVONNE FLEENER: I don't think about it as him not having the authority. I think that's just Steve's style. Is to include us, and I think maybe it's because it's different than the way it's been done in the past, he talks with us about it.

>> REGINA PINNEY: Okay.

>> YVONNE FLEENER: But that is authority, I guess, yeah.

>> MINDY KULASA: I think we use a distributive leadership model very well with the SILC is how I would characterize it.

>> STEVE LOCKE: From my perspective, what Yvonne is saying is kind of the core internal, inward-facing role that I play is being a coordinator between the CIL network and our DSE which is MRS but there's an outward-facing role that needs to be more clearly fleshed out. I would like to see us be more intentional about our strategic partnerships, who should be at the table, who should I be reaching out to on behalf of the council? What specifically are we working on that makes it important for those partners to be at the table so that I have a roadmap and I can do that work while the council is not in session. And start connecting all those dots. And I'm looking for that guidance from the council on what those best strategic partnerships should be and with who.

>> YVONNE FLEENER: And I think related to that is that Steve will say, he's sending something out to the council to participate in a group and I'll reply to Steve and say, you seem like the right person to do this. So helping define when does it need to be a councilmember versus when can Steve represent the council which he does very well, so you know, let's figure that out too.

>> REGINA PINNEY: So I'm hoping that the mission, vision, and values and the strategic goals are utilized as a decision matrix, a decision tree. Does it meet seven out of 10? And my board has instructed me to, if it meets seven out of 10, then that is something that 100% of us would agree is the right path. So more autonomous decision-making rather than prescription of who. Because the world is constantly changing. So using mission, vision, and values as a decision matrix, testing it against goals, does it get us there? And if it doesn't, and it still feels like a good idea, then we take to it the board as this feels like its outside. Is it? And if it is, is it still valuable? Okay?

>> MINDY KULASA: Yep.

>> REGINA PINNEY: Okay. So one more slide, and then we'll get into a conversation. So this is kind of an example of a goal. We're going to increase revenue to fund advocacy efforts. A strategy to approach, the strategy which we're not doing strategy, we're doing goals today. Is to increase individual contributed income and objective is we need to create a prospect list. So I want to be clear that a goal is not compiling a prospect list. We're really raising the elevation and saying what is the intentionality around what it is that we're doing? What is the end result of that?

So we are going, in the interest of time, I don't believe we can do all of the goals together. We're going to have to divide up. But we're going to do the first goal together. And I feel the first goal which is going to be system change is going to really help guide and lead all of the other work around that. So I am going to pull up a document. Which one -- I'm going to go back to the, going back to the Google doc because you all have access to it. And we are going to do a system change swat analysis. Briefly but when it comes, and a swat analysis is strengths, weaknesses, opportunities, threats or barriers. We're probably going to use the word barriers. But when it comes to system change right now, what strengths do we currently have? Go ahead and call them out.

>> MINDY KULASA: We already have a structure in place in the State of Michigan to lead the way which is the SILC.

>> YVONNE FLEENER: I think related to that, the council is very strong. It's diverse. It has a lot of different perspectives.

>> A lot of expertise.

>> YVONNE FLEENER: Yeah.

>> MARK PIERCE: This is mark. I think that the CILs are experienced with that and have stories and things that they can share. And we could use them as one of our partners. Definitely.

>> YVONNE FLEENER: Yeah, that's very powerful is the grassroots of the CILs. In our work.

>> MINDY KULASA: Regina? CILs, the first letter for that acronym is a C.

>> MARK PIERCE: Thank you.

>> MINDY KULASA: Thank you.

>> REGINA PINNEY: What else?

>> MINDY KULASA: It's Center for Independent Living.

>> REGINA PINNEY: Thank you.

>> JAN LAMPMAN: This is Jan.

>> JAMIA DAVIS: Go ahead, Jan.

>> JAN LAMPMAN: I'm on my phone now so I can't see other people so I'm sorry for talking over you. And I was going to add at that we also have a really strong network of other organizations that we can partner with like, you know, UCP Michigan and the Arc Michigan, so there's like other strong partners in the State that are opening and willing and welcoming.

>> JAMIA DAVIS: I was going to say due to COVID, like the ability to meet virtually, so you have more people involved across the board.

>> REGINA PINNEY: Okay.

>> YVONNE FLEENER: We have the benefit of Steve being our leader, and he comes from the CIL network. So he has a really strong depth of knowledge about that system and applying it to the work of the SILC. So his CIL experience, I guess, yeah.

>> REGINA PINNEY: Okay. Anything else that is a strength when it comes to system change?

>> WILL HARRISON: I think this was biggest thing, and this was mentioned, a lot of the councilmembers, even those in the networks, (indiscernible) lived experience with many people. So this isn't just people talking about new ideas. A lot of it is what we have lived for most of our lives.

>> YVONNE FLEENER: Personal experience.

>> WILL HARRISON: Yes.

>> REGINA PINNEY: Thank you. And that's, personal experience on the council.

>> YVONNE FLEENER: Mm-hmm.

>> STEVE LOCKE: Personal experience with living with a disability and bringing that to the table. One thing I would add under bullet point number two in the parentheses is the word engaged. This is one of the most engaged counsels that I've had the pleasure of working with and working for.

>> REGINA PINNEY: Okay.

>> MINDY KULASA: Jamia had something I believe.

>> JAMIA DAVIS: Oh, I don't have anything else. Just the one about the ability to meet remotely.

>> MINDY KULASA: Okay, I'm sorry, I thought you had another one.

>> REGINA PINNEY: Let's do weaknesses. And if we remember more strength, that's okay. That's the power of a shared document. It's only typing. What are our weaknesses when it comes to systems change?

>> MINDY KULASA: There's a lack of good communication channels with other social service agencies.

>> REGINA PINNEY: Glen?

>> GLEN ASHLOCK: Kind of the -- I agree totally with the strength of the ability to meet remotely is a strength but the inability of many people with disabilities to meet remotely because of lack of access to technology, internet, other resources is also a barrier. A digital divide thing.

>> JAMIA DAVIS: I agree.

>> MINDY KULASA: I like that, a digital divide. That's --

>> YVONNE FLEENER: Digital divide, yeah.

>> REGINA PINNEY: Would that same disconnect occur in-person? Like there is an inability to --

>> GLEN ASHLOCK: Yeah, that's why it's a strength. Because it does give access to many people, but it's also -- yeah.

>> YVONNE FLEENER: Yeah.

>> REGINA PINNEY: What else?

>> YVONNE FLEENER: People don't know who we are or understand what we do.

>> REGINA PINNEY: How is that a weakness to system change?

>> YVONNE FLEENER: Because they don't think to include us. They don't see us as a valued partner.

>> GLEN ASHLOCK: Yeah, that valued is a big word there.

>> YVONNE FLEENER: Yeah.

>> MARK PIERCE: I was thinking, our weaknesses, we don't know what part of the system we really want to change. We really need to have a focus.

>> STEVE LOCKE: Yeah.

>> JAMIA DAVIS: Could I also say, I don't know if this makes sense, but the, I don't know the word for it, but like the, not carelessness but Senators and representatives, like it's not on their agenda, the knots on the forefront so, I don't know the best way to put that.

>> YVONNE FLEENER: Do you mean disability issues in general or --

>> JAMIA DAVIS: , just not being like their focus. Just bringing to it their attention.

>> YVONNE FLEENER: Yeah.

>> JAMIA DAVIS: To make it a priority.

>> MARK PIERCE: Jamia, thank you for saying that. Because the network just hired a lady as our community engagement director to work with legislators. Understanding the legislative system to create the change and policy and laws and things like that, that is a heck of an undertaking. And you know, starts in little bitty steps, but we have to be versed at that. I know that's a huge weakness for even myself, and we have to come to grips to say, hey, we don't know what we don't know.

>> GLEN ASHLOCK: Too often we don't speak with a common voice. And what we talked about earlier is we have individual needs, and all of those things and different disabilities have different needs. But we also do have that, a common need for respect and inclusion and all those things we've been talking about today.

>> WILL HARRISON: I would say one of our weaknesses and thing will change with the strategic planning, but I think the on-boarding process. The SILC members, they don't know how the SILC works, what the SILC does. And I know when I came in, that process wasn't well defined. And you know it's a thing that (indiscernible), and it's really important in those first couple months to understand what the SILC does, how to operate, and what our role is as councilmembers.

>> YVONNE FLEENER: Yeah, I think the strategic plan will help. I know the orientation, but it's so complex. It's hard to just sync it all in. So that's a really good point, Will.

>> REGINA PINNEY: Okay. I'm pushing you. I'm sorry. Let's go on to opportunities. So when we think about low-hanging fruit in this conversation, system change, what are the areas that we can make the most impact?

>> YVONNE FLEENER: You want specific things like emergency response, like that specific? Or more general?

>> REGINA PINNEY: This is your plan.

>> MARK PIERCE: Well, I think one of the -- the opportunities is the virtual piece. You know, I think it's a strength. It's also a weakness. But it creates a lot of opportunities. So coming out of a pandemic, thing is our opportunity to voice our needs for people with disabilities and can be heard.

>> REGINA PINNEY: Let me see if I got that correctly.

>> MARK PIERCE: Yeah, good.

>> REGINA PINNEY: Yes?

>> MARK PIERCE: Yeah, lift the voices of people with disabilities.

>> REGINA PINNEY: And now when I'm typing that, I know that word needs to be replaced with something that isn't ableist. So I'm going to do this to that, so we remember to come back and recognize we need some new language.

>> I would also say (breaking audio) outlets to reach people. Whether it be in-person, whether it be through social media, using different mediums to do outreach.

>> REGINA PINNEY: Okay. Okay.

>> MINDY KULASA: We have a lot of good partnerships to build.

>> YVONNE FLEENER: Related to that Mindy, I was going to add, we are getting -- the phone is starting to speak, so to speak, for us to partner on grant opportunities, to be at certain tables so. We are seeing progress in partnerships. So I guess maybe grants is a specific opportunity.

>> REGINA PINNEY: So Yvonne I want to check you for just a minute. Writing a grant, how is that system change?

>> YVONNE FLEENER: I guess people are calling us and asking us to partner with them on grants writing. To either support it or be partnered. So it's not us writing them. But it supports it because the topics that they're bringing to us are systemic in nature. Does that answer your question?

>> REGINA PINNEY: Yes, thank you. Because money rarely leads to system change unless it's intentional around system change.

>> YVONNE FLEENER: That's a good point. Yeah, don't Chase the money, right?

>> MINDY KULASA: What? What? What?

>> JAN LAMPMAN: I think one of our opportunities is that this pandemic has actually brought into the forefront a couple of our CIL objectives, one of which being preparedness for emergencies and disasters so. There's a lot of attention being paid to that right now, right? And also direct support professional that workforce, making sure that workforce is strong has been brought to the forefront. So we have two CIL objectives that right now people are paying attention. So we have a great opportunity.

>> MINDY KULASA: That's outstanding.

>> STEVE LOCKE: I would say being more intentional about forming or joining existing systems change coalitions.

>> YVONNE FLEENER: Yeah. Yep.

>> REGINA PINNEY: Say that again, Steve.

>> STEVE LOCKE: Being more intentional about forming or joining existing systems change coalitions.

>> YVONNE FLEENER: I think we're going to start being able to move our SILC meetings around the State is a great opportunity.

>> REGINA PINNEY: How?

>> YVONNE FLEENER: Because we're going to reach people we didn't reach before. Have opportunities for partnerships that maybe we wouldn't have discovered had we not moved our meetings to different locations, regions, geographic locations. Wow, you can paraphrase for me any day, Regina.

>> MINDY KULASA: Yeah, sounds pretty good.

>> YVONNE FLEENER: Right.

>> REGINA PINNEY: So I want you to notice that if we do not embed the intent within, I mean, again, I'm challenging Yvonne, let's write more grants, that's not it. Right? Let's move our meetings around the State. Well, we have to remember the why. And if we don't remember the why and put that first, we're going to rotate around the State and not meet the opportunities or take advantage of the opportunities.

>> YVONNE FLEENER: Very important. Yeah.

>> REGINA PINNEY: Okay. Any more opportunities before we go into barriers?

>> WILL HARRISON: The last one, moving around the State allows us to engage with those that we serve, those who represent on the council and allows us to engage with the CILs in-person, the directors and staff, and it puts a face with a name. And it makes it a lot more (indiscernible).

>> YVONNE FLEENER: Yeah.

>> REGINA PINNEY: Okay, barriers or weaknesses, threats.

>> MINDY KULASA: Money.

>> REGINA PINNEY: So what's going to challenge us is that this is going to cost money. We don't have it. Is that what you're saying?

>> MINDY KULASA: Yep.

>> REGINA PINNEY: How do we know that?

>> MINDY KULASA: Mr. Addison, I just want to make sure he's listening to this one.

>> YVONNE FLEENER: He's here.

>> Well, I don't know if I would call it money. I would call it the authority to use the money.

>> YVONNE FLEENER: Yeah.

>> REGINA PINNEY: Okay so, let's just focus -- I'm -- just because I know this is a rabbit hole. So we haven't decided the how or the what, so here's our strengths and our weaknesses. When we look at the opportunities, what costs us money?

>> I can give you the short answer for that. The SILC right now is only funded from one source. It's a federal dollar that is used to pay these expenditures. Those dollars tie with it certain requirements and it identifies allowable and un-allowable costs and we have to keep within those definitions of if the SILC is going to be reimbursed. So you kind of have two pots of money you're talking about. One is the reimbursement of expenditures is one. But at the same time, SILC has some money on hand that's unrestricted. So there's kind of two pots we can draw from if it's an allowable expense, it can draw down a federal dollar. If it's not an allowable expense, Steve has the ability to use the dollars on hand and have no restrictions to pay the expenditure out of that fund.

>> YVONNE FLEENER: Yeah, so I would say money and maybe as a separate barrier could be authority, right, because money in and of itself could be a barrier tied to the authority as a separate barrier.

>> REGINA PINNEY: Okay so, we got to figure out how it all gets paid for. Which is every nonprofit in every place everywhere. So again, it's a barrier, we need to overcome it. We need to understand it. But I don't want us to stop and go, hands are tied. Sorry.

>> YVONNE FLEENER: Right.

>> REGINA PINNEY: Other barriers?

>> YVONNE FLEENER: Think that putting the authority or the legal requirements of the SILC as a separate barrier that we should still write that down? That does exist and is a reality for us?

>> Are you talking about the 501(c)(3) requirement, Yvonne?

>> YVONNE FLEENER: No, as the SILC there, are things that we can and can't do under the authority.

>> I'm talking about the 501(c)(3) is approved to do its intended purpose. So that's like another series of constraints.

>> MINDY KULASA: Yes. And different constraints. The government looks at a different series of constraints.

>> Right, right.

>> If they audit a 501(c)(3) organization.

>> Right so, when we prepare our tax return at year-end, our 911, it will ask us if we stayed within the scope of the reason we were granted exemption.

>> YVONNE FLEENER: Yeah, are you thinking, are you talking about us doing advocacy, lobbying kind of things?

>> Right, right, exactly.

>> REGINA PINNEY: So this is a systems change. And all of your goals have some interrelations, right?

>> YVONNE FLEENER: Yep.

>> REGINA PINNEY: But talking about system change, we haven't gotten into legislative activities.

>> YVONNE FLEENER: Yeah, I mean, I think a systems change is legislative, but we have that as a separate goal that we're going to get to?

>> MINDY KULASA: Yes.

>> REGINA PINNEY: We do. So great point. What's the definition of systems change? Hold on. Sorry. We actually have it.

This is defined as working with partners to at dress gaps in services as barriers to success. I apologize. That would have been helpful. So what are our barriers to systems change? Do we know --

>> STEVE LOCKE: Lack of responsiveness from the system itself.

>> STEVE LOCKE: It could be. It's built into the systems. For instance, when someone tries to call their worker at DHHS and consistently cannot reach a live human being for a need that needs to be addressed immediately, it's really from an end-user perspective. And actually trying to get services from the State or from other governmental entities like Social Security that are almost set up to discourage someone from continuing to pursue what they are entitled to have. Because of lack of responsive from those people working within those systems.

>> MINDY KULASA: Yeah, unemployment is another one.

>> STEVE LOCKE: To address those.

>> MINDY KULASA: Yeah, the unemployment system, Steve, is a primary example of that.

>> JAMIA DAVIS: I had one I wanted to add really quick. Just like infrastructure and lack of technology like some courthouses don't have like counter tops that's accessible. And you know, just the technology that's in place.

>> MINDY KULASA: So there are like ADA barriers?

>> JAMIA DAVIS: Mm-hmm.

>> REGINA PINNEY: Okay. So now did we have a complete conversation? I'm going to say we probably department. But we got a good conversation. When you look at this, let me see if I can -- I don't want to shrink it too much, but when you look at this list and hopefully you all can still read it, what are the goal that you can see coming out of this? The five-year goal that should be written to address systems change that you want to work with partners to address the absent services and barriers to success, that plays on your strength, addresses your weakness, takes advantage of your opportunity, and mitigates the barriers? And it could be one or two. Doesn't have to be one sentence.

>> MARK PIERCE: When I look at all of this, I think about what do I think we should look like in five years so. I think about we should look like the go-to place for disability rights and advocacy. Effective disability rights and advocacy. Because it looks like we're addressing the barriers to being heard and having a willingness to partner with the right agencies and groups of stakeholders to get them barriers mitigated. Which that's what we said to be the leader. Yeah.

>> YVONNE FLEENER: Mark when you say that one of the things I find unique in the power of the SILC in the CIL network is our connectedness to people with disabilities. Some of the other statewide advocacy group, they're not, they're doing great work, but they're not as connected. You know, in a direct way like we are. So maybe when you say be the leader for both CILs and consumers, yeah, I think that gets where I was going too. We really bring the voice, I know ableism, to the table of people with disabilities because we are people with disabilities. A lot of the other statewide organizations represent people with disabilities, but they aren't in and of themselves people with disabilities so. That's a uniqueness that we have and a strength.

>> REGINA PINNEY: So what are some of the things that you, and again, we haven't decided on this one, we're still gathering information, but what are -- and I promise I know we need another break, but I'm going to take a couple more minutes if we could, what are some of the things that you would need to do in order to get here?

>> MARK PIERCE: I think we need a best practice, a best practices journal or I don't know what to call it. We need something that is factual that designs and shows that the way we do it is effective. And I think just to call it best practices. So yeah, best practice, create a resource for that. Because for the CILs, we're good at telling the individual story of the person with the disability. And there's some out there that are successes and there are failures. And I know we push hard for the successes, but we learn more in the failures. So out of this, I think with the way things are going, we should figure out a way to document it out. We've always given to it the feds and their role and help me here Steve, but we've always done the report to the feds, the 704, but we haven't taken that and analyzed it ourself to find out what our best practices are or things that don't work. Just from my perspective.

>> YVONNE FLEENER: Regina, I feel like the goal is too inward-facing. What I meant is that we're a leader, people, other systems change partners come to us because we are the CILs and the consumer voice. So this one is it's saying CILs and consumers come to the SILC. I meant we are -- this one feels inward-facing versus outward facing. Can you --

>> MARK PIERCE: Do you think, Yvonne, we need an award, like the tinman, do we need an award or a medal so that people recognize what we do.

>> YVONNE FLEENER: Maybe that's it, maybe it's the, to be a leader, to be recognized as -- we are, we have the grassroots, we have the stories. We have the voices because we are people with disabilities. So we need to be asked to be at the table with other systems agents. I feel like the goal is just backwards somehow. And I don't know how to help you change it.

>> REGINA PINNEY: So the next conversation is: How do we measure that? How do we measure leadership? Smart goal, specific, achievable, realistic, and timely. How do we measure that?

>> MARK PIERCE: Well, I guess, this is just me taking a stab at it, with you measure how many calls we get to be at the table. We look at how, why they're calling for us to be at the table. And are we good, effective leaders at the table? How many of our ideas are being processed within the work groups and things. And I know that's just kind of, I mean that's the only way you can really measure it.

>> REGINA PINNEY: So I do not want your team, Steve sitting at his desk and when he gets a phone call to make a tick mark. I don't want that. It is inconsequential and has no value to you. So --

>> MARK PIERCE: I guess when you say it that way, you're right. You don't want that. So --

>> REGINA PINNEY: It has to be quality. Quality calls. And here's the disconnect between your values or how we're going to measure the values of diversity is we're not going to say the right tables. Because that's power and influence, right?

>> MARK PIERCE: True.

>> REGINA PINNEY: So we need a different measurement for leaders. Can we measure being an expert?

>> MARK PIERCE: I was going the say how do we do that? Hey, we have DSE folks. Hey, Bill, out in the State, we do evidence-based and these different things. How is leadership measured at the State level? Do you know, Bill?

>> MINDY KULASA: Looks like he stepped away for a minute.

>> MARK PIERCE: You ask a hard question, Regina, that requires some thinking.

>> REGINA PINNEY: Jan, do you have some thoughts.

>> JAN LAMPMAN: I was thinking about, you know, thinking about a logic model where, like what do we want to measure? What are the outcomes we're looking for? That's what we really want to measure. Number of calls we get is an output.

>> MARK PIERCE: Okay.

>> JAN LAMPMAN: So you know, like what is the outcome that we're looking for? That's what we want to measure. So if we are a leader where people are coming to us and we're an expert in best practices, what is the outcome of that? Of being that? And then how do we measure that? That's what I'm thinking about in my head.

>> MARK PIERCE: Good definition. So is that measured through the partnerships that we make? You know, of agencies that we view as valuable to our cause? You know --

>> REGINA PINNEY: And I also want to remind you that this goal is around system change.

>> YVONNE FLEENER: Right.

>> REGINA PINNEY: So again, if we travel down rabbit holes, we're going to get lost and then we're going to wind up making tick marks about phone calls.

>> MARK PIERCE: Okay. If you're talking about system change, what policies and bills do we get passed? How many do we want to accomplish in the next five years? You know --

>> MARK PIERCE: Measurable things.

>> REGINA PINNEY: Again, this is hard. So we define system change as working with partners to address gaps and services and barriers to success.

>> STEVE LOCKE: So for me, you know, it's the difference between activities and outcomes. What change is a result of what we did? Did we narrow the gaps and services? Did Regina move some barriers to success. I mean, at the end of the day, that's what's going to be the activities that we identify in here and the partnerships we build, it's not really the number of things, it's not the number of partnerships, it is the change that happened because of those actions and the building of those coalitions.

>> YVONNE FLEENER: And at the same time, I've heard from other councilmembers that nobody knows who we are and we're not at the table. So it's hard, that is worth measuring of let's get at the table first because we talk about did we change a life or a system. Because we're not even at the table. So --

>> REGINA PINNEY: If you were to desire going back to that first one, if you were to desire to be an expert, would you be invited to all the tables? If you were an expert and could measure that, would that then lead you to the outcome of being sought after as a leader?

>> MINDY KULASA: I believe so.

>> YVONNE FLEENER: An expert means people know we're an expert, sure.

>> MINDY KULASA: Or that we have expertise.

>> GLEN ASHLOCK: Still doesn't mean we're going to get invited everywhere.

>> YVONNE FLEENER: Right.

>> MINDY KULASA: But hopefully more than we are now.

>> YVONNE FLEENER: I guess I just feel like this goal really is about us partnering and that is the goal because we're not there. It really isn't as much about the system change in the end, it's about us being included at the table.

>> REGINA PINNEY: So you do have a goal of collaboration. And you wanted to add a goal of out -- again, you know, when you put all the ingredients in, you might get there, you have a goal of legislation. You have an empowerment goal. You have an advocacy goal.

>> YVONNE FLEENER: Okay. All right.

>> STEVE LOCKE: I think the unique thing that SILC brings to the table, when we go into the coalitions is bringing independent living philosophy along with us and making sure those principles are part of any solution going forward.

>> MARK PIERCE: I would like to do something more recent. There's been, you know, with Black Lives Matter and how all that played out, they are influencing change. They're still in that process. It's not totally there. But something, it was a springboard. And the springboard didn't just come out of the Black community. It came out of a different community, it was about other people coming together and realizing a certain right or a cause for a group of people. And so all I guess I'm saying is we've got to think of it, the first thing we talked about is navigating systems. I brought that up. And leadership. What system are we looking at trying to navigate? You know, what -- what's the best way for people with disabilities' voice to be heard?

Well, I love the way she does this. I'm not going to look at it. (Laughing) so how do we create, there are models created when we look at that, do we want all of that to be for people with disabilities, that movement, the way it played out, but do we need that movement or do we look at, if we're going to do system change, do we look at it in the model of maybe town hall meetings? Focus groups for people with disabilities? And like Regina said, she talked about education. Is that a -- is that movement through the people, if you educate them and they make a move, that is system change. Just in a different way. And I'm going to stop talking. But it's a tough one. It really is a tough one.

>> GLEN ASHLOCK: Regina when you said a minute ago, we have all these other goal, to me systems change is the ultimate goal. Down the road, have we been successful, there is systems change. So in some way, we are tackling the big dog first. Maybe we need to look at some of those other ones and come back because those other ones will lead, ultimately will lead to this. So I don't know if that's a cop-out.

>> YVONNE FLEENER: No.

>> REGINA PINNEY: It's not. I did choose the hardest one first because now if you want to pause and I'm watching the time now, you've got, I promised you a five-minute break. When you come back, we're going to put interview breakouts. Each breakout is going to take a goal, whether it's advocacy, empowerment, legislation, or outreach. And I know outreach, you wanted to add it to it. I don't know where it falls but we'll figure that out. But we're going to have four groups working on four goals doing the swut analysis with the definition. And we will come back and see where we landed. Okay? And again, we're not going -- we lost an hour on the mission conversation. So if you feel rushed, we are rush. And we're going to have to figure out how we come back and tie up loose ends. Okay? To let's give you a break. And we'll come back. And design the breakouts. And you guys will start working on these conversations. Okay? So 1:18 you'll be back.

>> YVONNE FLEENER: We talk too much, don't we?

>> REGINA PINNEY: Nope, you don't. There is not too much talking. There is certainly as long as you guys feel like you're making progress and you're not frustrated, then all is good.

>> YVONNE FLEENER: I think that's the case. I agree with Glen though that the systems, all of those other things play into a systems change. So maybe it's, maybe a system's change goal in and of itself doesn't make sense. I don't know. We shall see.

>> REGINA PINNEY: I believe system change was your top-rated area of focus.

>> YVONNE FLEENER: Right.

>> REGINA PINNEY: So again, what are you guiding toward? Who are you guiding it toward? And so there's a concern that I have, system change is going to have to show up somewhere. That phrase, and so possibly if we're getting rid of system change as a goal, we're embedding system change everywhere else.

>> YVONNE FLEENER: Right. Yep.

>> REGINA PINNEY: Okay.

>> YVONNE FLEENER: Or you could look at collaboration is sort of a strategy of system's change. Versus --

>> REGINA PINNEY: Mm-hmm. So Tracy, are you ready?

>> TRACY BROWN: Sure.

>> REGINA PINNEY: Okay. So I'm going to share my screen. For those -- you're going to go back to your Google doc. So this is all on the bottom of the values work. Does anybody need that link again?

>> MINDY KULASA: Yes, please.

>> REGINA PINNEY: Okay. Okay. There it is. And go away. Okay. Sorry, I was talking to the screen, no one else. (Laughing) so Tracy, do you have the groups designed? Would you -- so we're doing four groups. Would you name group number one, who is the top name on your group?

>> TRACY BROWN: Excuse me, Glen.

>> REGINA PINNEY: Glen, your group is going to be focused on the advocacy goal. Okay? Who is the top of group number two?

>> TRACY BROWN: Stephanie.

>> REGINA PINNEY: Stephanie, your group is going to be focused on the empowerment goal. Group number four?

>> TRACY BROWN: Mark.

>> REGINA PINNEY: Okay. Are we comfortable with this still being a goal?

>> REGINA PINNEY: Educate lawmakers. So we have to stay in the realm of education, not lobbying. So we can do that.

>> REGINA PINNEY: Is this the same as advocacy?

>> YVONNE FLEENER: No, we talked about advocacy being a more grassroots, individualized level.

>> REGINA PINNEY: Okay. And then group number four, who is the top name on that one, Tracy?

>> TRACY BROWN: Jan.

>> REGINA PINNEY: Jan, you're going to be focused, your group is going to be focused on collaboration. And we did not have an opportunity to define outreach but let's see where it fits when we get back together.

>> Can I make a suggestion before we go on? Can we go back to legislation? This is a real touchy subject when you put the word legislation in any not-for-profit agency, especially one funded for federal dollars. The other, not-for-profit would use just education in a different format. It wouldn't be directed to just legislation.

>> YVONNE FLEENER: Policy makers maybe? Edge --

>> Yes, yes. I think that's great. Because that's very generic.

>> GLEN ASHLOCK: And the advocacy goal specifically talks about supporting a proposal or legislations. So is that -- you said that’s because that's not what that one's about.

>> Yeah, basically both for IRS reasons and federal funding, that would be challenging if we said that.

>> MINDY KULASA: Yeah, it would create some lines that we may have crossed that we simply aren't able to cross.

>> Well, we will not be able to defend.

>> MINDY KULASA: Well, either way you look at it.

>> REGINA PINNEY: So I did change that to system change. So and okay?

>> Good, good.

>> MINDY KULASA: So the legislation goal is changed to system change?

>> MARK PIERCE: No, it's education.

>> REGINA PINNEY: Educate people with power to make change.

>> Yes, that's --

>> REGINA PINNEY: Okay so, it's 1:23. We're out of minutes. You are going to have 25 minutes to work on your goal. Which will bring us to 1:50, I believe. Did I do my math right? And we'll come back. You are free because this is a wonderful document to scroll up and down, see what other people are doing. If you guys get stuck, but do as much as you can with this goal, with your goal, and we'll take 10, I might go over about five minutes, to kind of do a recap and determine where we're going next, okay? So 1:24. We'll pull you back at 1:50. I'll pop in about 10 minutes to see how you're doing. Are the instructions clear?

>> Yes.

>> REGINA PINNEY: Okay. See you on the other side.

(Breakout Rooms)

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>> REGINA PINNEY: Woo, that's hard work.

>> MARK PIERCE: I used to like you, Regina. You worked us pretty hard today. Our task master.

>> WILL HARRISON: On a Saturday, I know, right?

>> REGINA PINNEY: Okay. So how did that conversation go for you?

>> STEVE LOCKE: Really fast.

>> MARK PIERCE: Yeah.

>> YVONNE FLEENER: Definitely saw overlap in the names of our other goals.

>> REGINA PINNEY: Yep. So in your conversations, and you have the document, so I'm not going back and review it. I was kind of scrolling as you guys were working, but a key question for our remaining minutes is: Are there any significant gaps or blind spots that should be addressed in additional goals? And, for example, I saw somebody talk about financial sustainability of the council. My other question is: Is there an infrastructure or internal capacity question that needs to be addressed? This question is an acknowledgment that some cities pay millions of dollars for strategic planning, present the final result, and something as simple, I don't know, the police department which is 60% of the budget gets completely missed. Right? So take several steps back. And go if we don't address this, we can't get, we really can't get anything done. There might be a conversation where, listen, we have system and a couple other admins, and we just created a set of goals that require or the starting of goals that require 20 people, right? So we need to kind of balance the information with what are the other areas of stress that might need to be addressed in this strategic plan? So what awarenesses or epiphanies might you just had in this, oh, yeah, we really got to fix that? Or nothing gets done.

>> MARK PIERCE: I was looking through the empowerment and the definition, how we want the control and power. When I look at students, I see there that we want the opportunity to continue to empower the councilmembers through training and education. I would like to add on here, if we could do something to create certificates or some type of --

>> MINDY KULASA: Recognition? Recognition?

>> MARK PIERCE: Recognition. Because I think if we don't get to a level where we stand empowerment and recognize it, we won't get there. That's the only one I seen, Regina, just looking through it. I'm sorry.

>> REGINA PINNEY: So can I just make sure I understood. So you believe that you need to be able to -- somebody said recognition but like a deploy ma or a badge or a certificate that you rise to the level of giving an award of or seal of approval, and that is sought after. Is that what you're describing?

>> MARK PIERCE: Yes. And I might do something we haven't really thought about. But I feel as though we want to do all this advocacy, talking about heck of some skill set, how do we create a way where we're the most sought-after council to even be a part of? And that draw the type of people we need on the council and create expectations. That's all. I want to recognize them. If you do three years on the council, you get the certificate that said you were certified in this. You were certified in that. And it goes down the list, and then you can take that to another, you might could even be in another leadership role at the local municipal level. That's just something I'm thinking. I don't know how others feel about that.

>> MINDY KULASA: It could help you -- what I hear you saying Mark is it could help us in our paying jobs. The jobs that we get paid to do.

>> MARK PIERCE: Yeah. That's --

>> MINDY KULASA: That's really a cool idea, Mark.

>> YVONNE FLEENER: What I pulled out of the survey results that you shared with us is a messaging problem. A communication problem. And I don't know, that's, if that's a resource or a skill that we need to improve upon. It could be resource as a person, another body who does communications or skills that we need to develop around that. But that's a gap that I see.

>> REGINA PINNEY: Thank you. Okay. I've written that down. What else? And a reminder, Yvonne, to review the stakeholder survey after we do this again. And double check.

>> YVONNE FLEENER: Yep.

>> MARK PIERCE: I have a question, Steve, when you look at all this stuff we're trying to do, do you see yourself having enough people to do all this?

>> STEVE LOCKE: So far, yes, I do. Yep.

>> MARK PIERCE: Okay, just a question.

>> YVONNE FLEENER: Bill Addison is on the call. Say no.

>> MARK PIERCE: I tried to lead you to something.

>> STEVE LOCKE: Let me clarify, at the State that we're at now --

>> Mark, I'll check his time sheet every week.

>> STEVE LOCKE: Once we start getting into activity it may look differently.

>> YVONNE FLEENER: Yeah, that's true. That's fair.

>> REGINA PINNEY: Any other blind spots? Eye this came up, but I want to make sure it's addressed, that we as a council have training on cultural competency, implicit bias, so that we are keenly aware of it as we do our work and have our conversations.

>> REGINA PINNEY: So absolutely. That when we -- so simply when we start talking about how, what's the path toward being an expert, if we were to live out our values, how might those values be embodied and demonstrated and measured and incentivized, right?

>> YVONNE FLEENER: Right. Okay.

>> REGINA PINNEY: So all of those thing, absolutely, when we start filtering down.

>> MINDY KULASA: And that came out in our collaboration discussion as well.

>> YVONNE FLEENER: Okay. Good.

>> REGINA PINNEY: Okay. Cleansing yoga breath. In through the nose --

>> YVONNE FLEENER: I can't --

>> REGINA PINNEY: Out through the mouth. Okay. That was a whirlwind four hours. Thanks for hanging in there. It may look a little messy, and right now, it is messy. We need to pull things apart again. Put them back together. Find consistency, find duplication, find overlaps, and begin to sort out what goals are going to look like or what it's going to -- what the end result is going to be. And so and I should have, I should have this in my brain, and I apologize, I can pull it up quickly, but I know the work is going to go back to committee. And I believe that you are going to see a draft, Steve, remind me, at a board meeting for review and then we're going to come back as a full council again, to deliver the final draft of the plan or the first draft of the plan. Most likely first, first solid draft. Similar to how the mission worked.

>> STEVE LOCKE: Mm-hmm.

>> REGINA PINNEY: So that's going to be a pretty big meeting. Because you're going to have the final first draft of values. Final first values of goals. And you're going to begin to see how Steve and his team are going to get you to those goals and a draft of a dashboard. So between now and I believe September, this work starts to, all of your data that you've just gave us will be shuffled and cleansed and defined and you'll have the first draft of a plan by September. Is our timeline. Is that right, Steve?

>> STEVE LOCKE: Yes. Yes. Thank you.

>> REGINA PINNEY: Okay.

>> YVONNE FLEENER: Steve, we'll have to plan in August meeting then that's specific to this. Because we don't have another meeting until September. So --

>> STEVE LOCKE: Yep. And we need to get an Executive Committee meeting together for the end of this month to go over our draft budget.

>> MINDY KULASA: Yes.

>> STEVE LOCKE: So we can begin negotiations with MRS, so we have a budget to bring to downs in September for approval.

>> YVONNE FLEENER: Yeah, and I don't want to lose sight of this planning influencing that budget. Because --

>> MINDY KULASA: Well, I was just going to say, Steve, I can think of several areas that we might want to take another look at.

>> YVONNE FLEENER: Yeah.

>> STEVE LOCKE: Mm-hmm.

>> MINDY KULASA: So we will do that prior to Executive Committee. Steve, can we do that next week?

>> STEVE LOCKE: Sure, I'll have Tracy send out a poll for you and I and Brad. Well, probably you and I, Mindy, at this point.

>> MINDY KULASA: Yeah.

>> STEVE LOCKE: Cross verified our numbers for the other line items. Yeah, we'll do that.

>> MINDY KULASA: And if Tracy could join us.

>> STEVE LOCKE: A block after 1:00 p.m.

>> MINDY KULASA: If Tracy can join us, that will be very helpful to participate.

>> STEVE LOCKE: Yeah.

>> REGINA PINNEY: How did we do today? Did you feel a good balance of getting work done but not getting work done too quickly or in a way that was too frustrating? Where were we?

>> MARK PIERCE: Regina, I want to say you did a marvelous job in the amount of time that we had. And you did keep us focused. And everybody was, I believe everybody gave their best, you know. I think the first five minutes of things that we say probably the most important. Then after that, we do rabbit holes. At least for myself. So I appreciate that. I think you done a marvelous job. I feel comfortable. I didn't know if you were going to be able to pull it off. This has been a fantastic four hours.

>> MINDY KULASA: It went by quickly.

>> It really did.

>> REGINA PINNEY: I didn't know whether I was going to be able to pull it off either. And if you look at the agenda, we didn't quite get as far as we wanted. But we got pretty darn close. And I think from the committee perspective, do you feel you have enough to move forward, or do you feel like you did not get the quality content you need to kind of disperse and discuss and whittle down to goals?

>> MINDY KULASA: Before we forget, do we need to allow time for public comment?

>> STEVE LOCKE: We do.

>> YVONNE FLEENER: I'll ask for that at the end, Mindy.

>> MINDY KULASA: Okay, I'm sorry.

>> YVONNE FLEENER: No, it's okay. No, that's fine.

>> REGINA PINNEY: Do they?

>> YVONNE FLEENER: Yeah, I haven't seen the other goals yet, but if they look anything like our, I think that's going to give us enough substance to start with. Because ours is great. Right?

>> REGINA PINNEY: So just, again, you all have access to this document. And if you so choose, you might want to add in some notes. Do not delete anything. Please. That would be bad. I'll export it now just to be safe.

>> YVONNE FLEENER: Yeah.

>> REGINA PINNEY: But protect the document at all costs.

>> YVONNE FLEENER: Got you. Okay.

>> REGINA PINNEY: All right.

>> YVONNE FLEENER: Before we go -- sorry, I just want to ask if there's anyone on the call who would like to give public comment? And I will wait a second for you to be able to unmute. I'll ask just one more time, is there anyone on the call who would like to give public comment? Okay. Back to you, Regina.

>> REGINA PINNEY: All right. I'm so grateful for all of you. And this is going to be an amazing plan. I know it's been a heavy lift today. I appreciate time smack dab in the middle of the day, in the middle of the summer, in the middle of July. But I'm excited about our progress. And I know that we're going to be able to create a really amazing plan for you all. So I'm grateful. Thank you for your time. Enjoy the rest of your day. Enjoy the rest of July.

>> YVONNE FLEENER: All right.

>> MINDY KULASA: Thank you, everyone.

(Meeting ended)