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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETY-FIRST SESSION   **H. F. No. 1983**

03/04/2019   Authored by Loeffler and Pierson
              The bill was read for the first time and referred to the Committee on Health and Human Services Policy
03/28/2019   Adoption of Report: Placed on the General Register
              Read for the Second Time
04/08/2019   Calendar for the Day
              Read for the Third Time
              Passed by the House and transmitted to the Senate
05/09/2019   Passed by the Senate and returned to the House
              Passed by the Senate and returned to the House
05/13/2019   Presented to Governor
05/15/2019   Governor Approval

1.1   A bill for an act

1.2   relating to human services; modifying intervener services for persons who are
1.3   deafblind; amending Minnesota Statutes 2018, sections 256C.23, by adding a
1.4   subdivision; 256C.261.

1.5   BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.6   Section 1. Minnesota Statutes 2018, section 256C.23, is amended by adding a subdivision

1.7   to read:

1.8   Subd. 7. **Family and community intervener.** "Family and community intervener"

1.9   means a paraprofessional, specifically trained in deafblindness, who works one-on-one with

1.10   a child who is deafblind to provide critical connections to people and the environment.

1.11   Sec. 2. Minnesota Statutes 2018, section 256C.261, is amended to read:

1.12   **256C.261 SERVICES FOR PERSONS WHO ARE DEAFBLIND.**

1.13   (a) The commissioner of human services shall use at least 35 percent of the deafblind

1.14   services biennial base level grant funding for services and other supports for a child who is

1.15   deafblind and the child's family. The commissioner shall use at least 25 percent of the

1.16   deafblind services biennial base level grant funding for services and other supports for an

1.17   adult who is deafblind.

1.18   The commissioner shall award grants for the purposes of:

1.19   (1) providing services and supports to persons who are deafblind; and

1.20   (2) developing and providing training to counties and the network of senior citizen

1.21   service providers. The purpose of the training grants is to teach counties how to use existing

2.1   programs that capture federal financial participation to meet the needs of eligible persons

2.2   who are deafblind and to build capacity of senior service programs to meet the needs of

2.3   seniors with a dual sensory hearing and vision loss.

2.4   (b) The commissioner may make grants:

2.5   (1) for services and training provided by organizations; and

2.6   (2) to develop and administer consumer-directed services.

2.7   (c) Consumer-directed services shall be provided in whole by grant-funded providers.

2.8   The Deaf and Hard-of-Hearing Services Division's regional service centers shall not provide

2.9   any aspect of a grant-funded consumer-directed services program.

2.10   (d) Any entity that is able to satisfy the grant criteria is eligible to receive a grant under

2.11   paragraph (a).

2.12   (e) Deafblind service providers may, but are not required to, provide intervenor services

2.13   as part of the service package provided with grant funds under this section. Intervener

2.14   services include services provided by a family and community intervener as described in

2.15   paragraph (f).

2.16   (f) The family and community intervener, as defined in section 256C.23, subdivision 7,

2.17   provides services to open channels of communication between the child and others; facilitate

2.18   the development or use of receptive and expressive communication skills by the child; and

2.19   develop and maintain a trusting, interactive relationship that promotes social and emotional

2.20   well-being. The family and community intervener also provides access to information and

2.21   the environment, and facilitates opportunities for learning and development. A family and

2.22   community intervener must have specific training in deafblindness, building language and

2.23   communication skills, and intervention strategies.