



Board Meeting Packet

January 20-21, 2021
Virtual Board Meeting



Board Meeting

Virtual Meeting · January 20th-21st, 2021

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January 2021

Dear BPDD Board Members,

Happy New Year-2021! I hope you all had a great holiday season and are ready to embrace the new year. The beginning of a new year is the perfect time to look forward to new beginnings and this time, more than ever, as we may all agree that 2020 was indeed a very challenging year. But in the midst of all of our challenges I truly can say that I am very proud of all that we accomplished in 2020 and I can't wait to see what we will achieve in 2021. This new year brings boundless opportunities for us to continue our work of ensuring that people with developmental disabilities in the State of Wisconsin become independent, productive, and included in all facets of community life. This is truthfully an exciting time to serve on the BPDD board!

Our January meeting agenda has a very ambitious schedule. On Wednesday, January 20th we have our Member Caucus session from 2:30 - 3:00 p.m. Following the Member Caucus we will resume our State-Plan work until 5:00 p.m. On Thursday, January 21th, we will begin our day with an update on Governmental Affairs followed by our annual board training on Open Meeting Laws and Public Records. This month, in the interest of managing our meeting time more effectively, we moved the public comments agenda item to earlier in the day. Our board meeting will finish with State-Plan work and our Business Meeting. Please come prepared to participate and contribute by reviewing the meeting agenda ahead of time and studying all board package materials including agency reports. Feel free to send questions, ideas and/or comments ahead of time to the BPDD staff.

In closing, Happy New Year to all, and may 2021 be filled with plenty of in-person gatherings and an abundance of health.



In the spirit of service,

Elsa Diaz-Bautista







Board Chair, Wisconsin Board for People with Developmental Disabilities

BOARD AGENDA JANUARY 20-21, 2021

WEDNESDAY, JANUARY 20, 2021

Time	Symbol	Topic	Facilitator/Presenter
2:30-3:00 PM		Member Caucus	Staff: Jeremy Gundlach
3:00-5:00 PM		State-Plan	Staff: Molly Cooney

THURSDAY, JANUARY 21, 2021

Time	Symbol	Topic	Facilitator/Presenter
7:45-8:30 AM		Welcome and Technical Assistance (meeting starts at 8:30am)	All
8:30-9:30 AM		Governmental Affairs	Staff: Tami Jackson
9:30-10:00 AM		Public Records Training	
10:00-10:15 AM		Public Comment	
10:15-10:30 AM		Break – FILL OUT, SIGN, AND RETURN TRAVEL VOUCHERS to BPDD STAFF	All
10:30-11:45 AM		State-Plan	Staff: Molly Cooney



= Meal



=Meeting



=Presentation



=Vote



=Walking Activity



=Break

Business Meeting

All

All

11:45-11:50 AM
11:50-11:55 AM
11:55-12:00 PM
12:00-12:05 PM
12:05-12:10 PM
12:10-12:15 PM
12:15-12:35 PM
12:35-12:40 PM
12:40-12:45PM



- Vote to accept November 2020 Minutes
- Chair Report
- Executive Director Report
- Financial Report
- Executive Committee
- Diversity Committee
- Nominating & Membership Committee
- Partner Agency updates
- Additional Questions
- Adjourn

- Elsa Diaz-Bautista
- Beth Swedeen
- Beth Swedeen
- Elsa Diaz-Bautista
- Andy Thain
- Ashley Mathy
- DRW, DPI, DHS, DWD, Waisman



= Meal



=Meeting



=Presentation



=Vote



=Walking Activity



=Break

Present:	Chair: Elsa Diaz-Bautista Vice Chair: Greg Meyer, Barbara Beckert, Pam Delap, Patrick Friedrich, Ashley Mathy, Nathan Ruffolo, Andy Thain, George Zaske, Pam Malin, Stephenie Mlodzik, Daniel Parker, Alicia Reinhard, Hector Portillo, Tricia Thompson, Meredith Dressel, Chris Wood, Sydney Badeau, Amy Whitehead, Kelly Weyer, Shannon Mattox, Gail Bovy, Houa Yang,
Absent:	Kevin Coughlin, Desi Kluth, Kedibonye Carpenter,
Staff Present:	Fil Clissa, Molly Cooney, Jeremy Gundlach, Kaitlin McNamara, Jenny Neugart, Beth Swedeen, Sally Flaschberger, Natasha Fahey-Flynn, Tami Jackson,

Chair Elsa Diaz-Bautista called the meeting to order at 12:03 PM.

1. Chair Report:

- Chair Elsa, thanked all board members for their participation during the state-plan process. We have a full board for the first time in a long time and the participation has been outstanding. Elsa also talked about the 2020 Virtual Self-Determination Conference and the success we had with the conference with a special thanks to Fil Clissa.

2. Executive Director Report:

- Executive Director Beth Swedeen also spoke about all the work being done by board members and staff during COVID-19. Having to switch how we do our work in short order has had it's challenges but because of our working board and staff things have gone as smoothly as possible. Beth also discussed the annual report that will be submitted to the federal government in the near future. We will be tallying our board members captured match through the RSVP question about hours contributed between board meetings. Beth also discussed our Biennial Report that was just disseminated and requested board members to share far and wide.

3. Executive Committee Report:

- Board Chair Elsa discussed the December 2nd executive committee meeting and how the committee will be planning the January Board meeting.

4. Nominating & Membership Committee Report:

- Did not meet. We have a full board.

5. Diversity Committee Report:

- Chair Andy Thain discussed the diversity committee meeting Monday the 16th. There was a discussion about the creation/history of the Diversity Committee. The overall Diversity Workplan was gone through and the committee began updating it.

6. Agency Updates:

DRW: [Updates](#), [DVC updates](#), [SABE Survey](#)

DHS: [Updates](#)

Waisman: [Updates](#)

DVR: [Updates](#)

DPI: [Updates](#)

7. CALL FOR PUBLIC COMMENTS:

- No Public Comments

Vote on the minutes – September 2020, Motion made by Elsa Diaz-Bautista. George Zaske Seconded. Unanimously Passed.

Motion to adjourn by Elsa Diaz-Bautista at 12:51 PM; seconded by Greg Meyer. Unanimously passed.

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
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- | | |
|--|---|
|  BPDD Board Meeting |  Self-Determination Conference / Disability Advocacy Day / Employment Conference |
|  BPDD Executive Committee Meeting |  Partners in Policymaking |
|  National Election Day | |

Exec meeting dates should be scheduled 6 weeks before board mtg dates

Board Meeting Dates & Locations:

January 20 & 21, 2021	Virtual Meeting via Zoom
March 24, 2021	Virtual Meeting via Zoom
May 19 & 20, 2021	Virtual Meeting via Zoom
July 21 & 22, 2021	TBD
September 22 & 23, 2021	TBD
November 17 & 18, 2021	TBD

Executive Committee Meeting Dates

February 9 th , 2021	2:00-3:00 PM
April 6 th , 2021	2:00-3:00 PM
June 15 th , 2021	2:00-3:00 PM
August 10 th , 2021	2:00-3:00 PM
October 12 th , 2021	2:00-3:00 PM
December 7 th , 2021	2:00-3:00 PM

Other BPDD Dates:

TBD	Disability Advocacy Day
May 13 th , 2021	Employment First Conference
October 18-20 th , 2021	Self-Determination Conference-Virtual

*Dates are not final and still need approval from the Board.

Committee Assignments 2020 - 2021

Diversity committee:

- 1. Andy Thain – Chair**
- 2. Hector Portillo – Vice Chair**
3. George Zaske
4. Kedibonye Carpenter
5. Barbara Beckert
6. Daniel Parker
7. Meredith Dressel
8. Desirae Kluth
9. Pam Malin
10. Houa Yang
11. Cheryl Funmaker
12. Shannon Mattox

Nominating and Membership Committee:

- 1. Ashley Mathy - Chair**
2. Patrick Friedrich
3. Tricia Thompson
4. Nathan Ruffolo
5. Stephanie Mlodzik
6. Kevin Coughlin
7. Pamela DeLap
8. Greg Meyer
9. Chris Wood
10. Kelli Weyer
11. Sydney Badeau

Executive Committee:

- 1. Elsa Diaz-Bautista - Chair**
- 2. Greg Meyer – Vice Chair**
3. Gail Bovy
4. Tricia Thompson
5. George Zaske

EXECUTIVE COMMITTEE MEETING MINUTES

BPDD Office and Teleconference

Present: **Chair:** Elsa Diaz-Bautista **Vice Chair:** Greg Meyer; George Zaske,
Tricia Thompson, Gail Bovy
Staff Liaison: Beth Swedeen

Absent:

Staff Present: Beth Swedeen, Jeremy Gundlach

Meeting called to order at 2:03 pm.

1. Finalize 2021 Calendar:

- All the dates on the calendar have been approved.

2. Set January Board Mtg Agenda:

2:30-3:00 PM	Member Caucus
3:00-5:00 PM	State-Plan

8:00-8:30 AM	Welcome and Technical Support
8:30-9:30 AM	Governmental Affairs
9:30 -10:00AM	Public Records Training
10:00-10:15 AM	Public Comment
10:15-10:30 AM	Break
10:30-11:45 AM	State-Plan
11:45-12:45 PM	Business Meeting with Voting first and a line item for BPDD Budget <ul style="list-style-type: none">- 11:45-11:50 Approval of minutes- 11:50-11:55 Chair report- 11:55-12 ED Report- 12-12:05 Financial Report- 12:05-12:15 Committee reports- 12:15 DHS update- 12:20 DPI Update- 12:25 DVR Update- 12:30 Waisman Update- 12:35 DRW update- 12:40 Additional questions- 12:45 Adjourn

3. Discuss March Board Mtg and Disability Advocacy Day:

- Disability Advocacy Day will be a virtual event this year. The board meeting will keep the same dates even though DAD is virtual.

4. Other Agenda Items:

- Elsa asked committee members to discuss ways to make our virtual meetings more productive. George suggested we have someone monitoring time and keeping to the agenda as much as possible. We will also be adding time limits to the agency updates to help facilitate constructive conversations around the updates.
- It was also discussed that we could have intentional breaks where we are not just waiting to get back to work. Possibly playing music during breaks. We could also change the time of the Wednesday meeting to earlier to see if more people can make it work in case the meeting goes long.

Motion to adjourn at 2:55 PM. Unanimously passed.

January 19, 2021






3:00pm -4:00pm

Zoom link:

<https://zoom.us/j/92092818324>

Diversity Committee Agenda

Members **Chair:** Andy Thain, **Vice Chair:** Hector Portillo; George Zaske, Desi Kluth, Pam Malin, Kedi Carpenter, Cheryl Funmaker, Shannon Mattox, Houa Yang, Elsa Diaz-Bautisa, Barbara Beckert, Meredith Dressel, Daniel Parker, Alicia Reinhard
Staff Liaison: Molly Cooney

Symbol	Topic	Presenter	Time
	1. Call Meeting to order/Check-in	Andy	3:00
	2. Discuss ideas from last meeting. Do we want to focus on these ideas now or wait? If now, what are the next steps? If we wait, when should we revisit the idea? -Shannon's radio station contact -Terminology meeting -Training for vendors/contractors -Reviewing and revising rubrics used for grant applications	Andy; Hector	3:05- 3:45
	3. Discuss Board retreat in September: would the committee like to engage in some equity and diversity work during the retreat? If so, what elements do we want covered? Ideas for a facilitator?	Andy; Hector	3:45- 3:55
	4. Identify next steps	Andy; Hector	3:55- 4:00
	5. Wrap up	Andy	4:00



=Meeting



=Presentation



=Vote

Committee Present:	Chair: Andy Thain, Vice Chair: Hector Portillo; George Zaske, Pam Malin, Cheryl Funmaker, Shannon Mattox, Houa Yang, Elsa Diaz-Bautisa, Barbara Beckert
Committee Absent:	Meredith Dressel, Daniel Parker, Alicia Reinhard, Desi Kluth, Kedi Carpenter
Staff Present:	Molly Cooney, Natasha Fahey Flynn, Beth Swedeen, Jeremy Gundlach, Sally Flaschberger, Kaitlin McNamera, Jenny Neugart, Fil Clissa
Guests:	None

Meeting called to order at 12:07 PM

1. Topic 1: History of the Diversity Committee

- Barbara Beckert, Pam Malin, and Beth Swedeen provided background on the committee and the basis of the workplan
 - Over 5 years ago BPDD recognized that as an agency we were not reaching everyone in the state. The Board decided to focus that year's retreat on how to reach more stakeholders; during the retreat DD Council representatives from Ohio and Texas joined the meeting to share information on their efforts.
 - BPDD went through Georgetown University's self-assessment.
 - The following year the board retreat focused on diversity and brought Keith Jones in to do work with the board around being mindful about engaging and not forgetting about populations of people; he also shared some strategies to use that are welcoming and encourage participation.
 - There is the ongoing need to expand community partnerships
 - It is necessary to have cultural humility and recognize that this is lifelong learning for each of us and for BPDD

2. Topic 2: Walk through the Diversity Work Plan; discuss ideas to update the plan

- Walked through the plan; this brought up many topics for discussion and ideas for moving forward
- Being careful about the use of acronyms (it is not inviting to people) and not using only the BPDD acronym.

- Over time we have made progress in diversifying our board members, thanks in part to the current state administration's perspective and efficiency processing applications
- Newsletter efforts: Spanish and English version, and Hmong podcast version
- Tagline: we should revisit this after the state plan is complete – TO DO
- Staff taking courses on how to become an anti-racist organization at UW Continuing Studies; learning about useful tools
- Concept of equity does not mean everything is equal; it's what a group needs
- There is a morning radio show that some people in the Black community listen to in Milwaukee; Shannon has a contact with a person at the station if we want to call into the show or come into the station to share information
- Thinking about our vendors and how to diversify our vendors and ensure they have training around cultural competency
- There is a complexity to the Latinx community; people are from many different countries. This complexity needs to be recognized and different approaches may need to be used to connect with and support people
- What does Latinx mean?
 - The x includes all genders (rather than specifying male or female), including those who identify as transgender
 - However, some people are not comfortable with this term
 - Hispanic is a term created by the US for use in a census; not inclusive of all Latin Americans. One committee member asked that BPDD not use the word Hispanic
- Similar conversations happening in African American or Black community around which term is preferred (African American or Black); some prefer one term over the other
- Offer training and background information on how labels are created will also help people know what word they prefer to use and be referenced by; Hector has some information about this
 - Idea: bring representation across the state together to get agreement/consistent on a set of terms to use
- Evolution of people first language: people first language/identity first language is another area that reflects the complexity of being inclusive in our language as there are different preferences
 - Good piece on identity first language: <https://autisticadvocacy.org/about-asan/identity-first-language/>

- Families realize there is a stigma attached to disability; how does stigma interfere with equitable outcomes?
- In the workplan there is a lot of emphasis about reaching out to communities, but it would be good to see more information about training contractors and vendors to ensure they are culturally responsive. Is there a suggested training BPDD could put forth?
- Since DPI is already a partner and provides reports to each board meeting, could we work with DPI to get some trainings on equity and cultural competence? Because they have done a lot of equity and diversity; they could vet the boards work b/c of their extensive background. They might have some guidance around our projects and trainings for vendor. Reach out to DPI about this
- Idea: Create a video or series of videos that highlight people of diverse backgrounds in our state who have a disability or have a family member or connection to disability. The video would highlight their story and their successes. This may help people see disability as part of the human experience that many people experience and it may help people see a connection to BPDD. One challenge might be getting people (possibly some who are high profile) to be open to sharing their story.
- Idea: Diversity Committee (or entire board) reviews and revises rubrics used for grant applications to make sure they are designed in a way that gives items related to diversity and other key questions appropriate weight
- Idea: coaching for grantees around diversity and equity so that people are “pushed” and taking action in their outreach efforts
- Self-Determination Conference opening video/keynote was well done; need to keep doing things like this

3. Topic 3: Identify next steps

- Continue to update workplan with ideas we heard today and with the tools staff learning about
- Hector is sending some information about how labels are created
- At next diversity committee meeting discuss the idea of bringing representation across the state together to get agreement/consistent on a set of terms to use; identify next steps including when want to do this, who to invite, a list of terms we want to find agreement on, etc.
- How should we move forward on the Diversity Committee (or entire board) reviewing and revising rubrics used for grant applications to make sure they are designed in a way that gives items related to diversity and other key questions appropriate weight

- How should we move forward on coaching for grantees around diversity and equity so that people are pushed and taking action in their outreach efforts
- How move forward on partnering with DPI on equity trainings
- After state plan is developed, turn efforts toward revisiting our tagline to update
- Jeremy to follow up with Shannon's contact at the radio station
- As we update workplan, does it make more sense to start from scratch or use the current big topical areas to fit new ideas in accordingly

Meeting adjourned at 1:03PM

BPDD Budget Update



	Federal Fiscal Year 2019			Federal Fiscal Year 2020		
Category	Budget	Spent	Remaining	Budget	Spent	Remaining
Personnel	361,481.50	335,153.76	26,327.74	492,953.86	153,515.68	339,438.18
Grants, Contracts, Partnerships*	778,924.02	816,600.28	37,676.26	603,659.14	18,794.60	584,864.54
Programming Subtotal	1,140,405.52	1,151,754.04	11,348.52	1,096,613.00	172,310.28	924,302.72
Must be >=70%	85.0%	84.4%		84.0%	69.5%	



Category	Budget	Spent	Remaining	Budget	Spent	Remaining
Personnel	130,811.91	45,886.34	84,925.57	131,593.75	26,632.74	104,961.01
Grants, Contracts, Partnerships*	70,437.57	167,272.94	(96,835.37)	77,285.25	48,901.10	28,384.15
Board Operations Subtotal	201,249.48	213,159.28	(11,909.80)	208,879.00	75,533.84	133,345.16
Must be <=30%	15.0%	15.6%		16.0%	30.5%	



1,341,655.00	1,364,913.32	(23,258.32)	1,305,492.00	247,844.12	1,057,647.88
		-1.7%			81.0%

Summary		Summary	
Project Period:	10/01/2018 - 09/30/2020	Project Period:	10/01/2019 - 09/30/2021
Project Status:	Open	Project Status:	Open
Total Award:	1,341,655.00	Total Award:	1,305,492.00
Spent	1,364,913.32	Spent	247,844.12
Remaining	(23,258.32)	Remaining	1,057,647.88



The Wisconsin Board for People with Developmental Disabilities (BPDD) mission is to help people with developmental disabilities become independent, productive, and included in all facets of community life.



Developing our 5-Year State Plan



JANUARY 2021 BOARD MEETING

1

Glossary

- **allocate:** to set aside for a specific purpose; to decide how to give out resources
- **barrier elimination:** getting rid of the things (or obstacles) that stop people from moving forward
- **coalition development:** bringing groups together to solve problems
- **collaboration:** working together on an issue
- **conflict of interest:** when a person may benefit from decisions made in their job or other role
- **coordinate:** bringing things together in a way that works well and gets a good outcome
- **Developmental Disabilities Act:** a law that aims to make sure people with intellectual and developmental disabilities and their families participate in the design of and can access services and supports that help them be more independent, self-determined, productive and integrated in their community

2

Glossary

- **family navigators:** people with experience applying for and using programs and services who help other people apply for and use programs
- **objective:** a specific, measurable statement about what we want to see happen because of our projects and activities
- **perceived:** how someone looks at or views someone or something else
- **pet project:** a project or activity that is done because it is someone's favorite; not because it is important or necessary
- **policymakers:** someone who makes decisions about the way a system will work or about laws
- **prioritize:** deciding in what order to do tasks or ideas based on how important they are

3

Glossary

- **professional development:** training that helps someone become better at their job
- **quality:** how good something is compared to something else
- **quantity:** the amount of something
- **systems design:** creating a system that works well and meets the needs of those that use it
- **systems re-design:** making a system work better by changing its processes and practices
- **targeted:** aim or direct attention at something specific; focused
- **technical assistance:** help or support given to a person or an organization to strengthen their skills
- **underrepresented:** not getting the attention that something or someone deserves

4

Agenda for next two days 1/20 3-5pm; 1/21 10:30-11:45am

❖ Timeline

- ❖ Review Goals and Topics for Objectives
- ❖ Objectives: Discuss drafts and finalize language
- ❖ Activities: Discuss activities for each objective
- ❖ Budget: Decide how much to allocate per goal



Our aim for this board meeting is to decide on our objectives, strategies/activities, and budget.

5

Timeline for 2022-2026 State Plan

Timeline	Activities
September 2019	Begin discussion and plan for gathering input Brainstorm emerging issues Public Input Mapping
November 2019	Review current state plan and ongoing discussion on emerging issues and Conversation Café locations
January – August 2020	Hold Conversation Café's and other forums for public input, discussions and speakers on emerging issues, and comprehensive review and analysis.
September 2020	Review all the input and develop goal areas

6

Timeline	Activities
November 2020	Develop specific goal language and suggestions for objectives
January 2021	Review objectives and make any needed modifications; begin to develop budget allocations
March 2021	Finalize budget allocations Late March: Send out draft for 45-day public input and hold public hearing
May 2021	Mid May: Review public comments and make any revisions; send out for another 45 days, if needed
July 2021	Write final version of plan; Final approval of plan
August 15, 2021	Submit Plan to federal government

7



A few things to keep in mind

8

To keep in mind...requirements, other themes, and lessons learned

Be care not to take on too much

Challenge “pet projects” or projects that we’ve simply done for a long time

Feel okay talking about conflicts of interest

Remember our requirements: a) self-advocacy objectives, b) targeted disparity objective, c) Developmental Disabilities Network collaboration

9

To keep in mind...other themes and lessons learned

Other repeated themes from our listening sessions and discussions

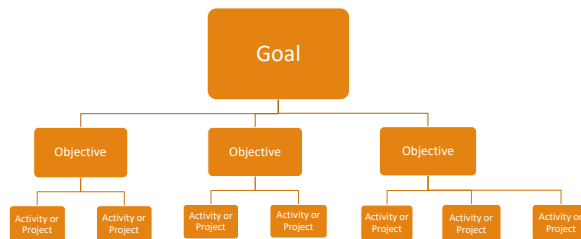
- Reaching young families - learning more about topics like dignity of risk, supported decision-making, high expectations
- The need for more professional development or training for all direct service staff including educators, therapists, respite staff, job coaches, DVR counselors, case managers, etc.

Lessons learned from last state plan

- Make goals broad enough to encompass emerging issues or trends or opportunities that may come up (i.e. COVID-19; new grants)
- Include a policy objective to ensure BPDD can be an active advocacy on policy developments which impact people with intellectual and developmental disabilities but may be outside our objective areas

10

Framework for Goals, Objectives, Activities



11

What is an objective?



A specific, measurable statement about the outcome of our efforts that will help us to reach our goal.

The objectives will...

- ❖ Describe the results we want to achieve and how we will achieve them
- ❖ Set targets for progress
- ❖ Set targets for accountability

Our objectives are steppingstones to reach our goals.

We need to pick 3-5 objectives per goal.

12

Objectives Checklist

Is the objective SMART?	Yes	No
Specific: Who (target population and persons doing the activity?)		
Specific: What (action/activity)		
Measurable: How much change is expected		
Achievable: Can be realistically accomplished given current resources and constraints		
Realistic: Addresses the scope of the program and proposes reasonable programmatic steps		
Time-phased: Provides a timeline indicating when the objective will be met		

SMART Objectives

SPECIFIC

MEASURABLE

ACHIEVABLE

REALISTIC

TIME BASED

13

What's an Activity?

- An activity is something we do to help us reach our objective and goal.
- It answers: "How will we reach our objective?" or "What are we going to do?"
- Sometimes...Our activities are part of a project.
 - For example, in the Living Well project, we do a lot of activities including trainings, technical assistance to pilot sites, supporting communities through Living Well Wednesdays, educating policymakers, etc.
- Other times...We do an activity that is not part of a project.
 - For example, staff participate in coalitions that are not part of a project to provide the disability perspective.

14

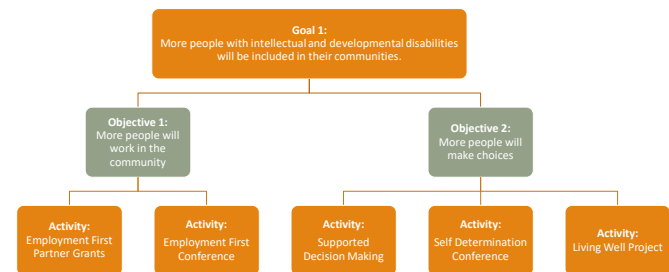
List of Strategies from the Developmental Disabilities Act

- Outreach
- Training
- Technical Assistance
- Supporting and Educating Communities
- Interagency Collaboration and Coordination
- Coordination with related Councils, Committees, and Programs
- Barrier Elimination, Systems Design, and Redesign
- Coalition Development and Citizen Participation
- Informing Policymakers
- Demonstration of New Approaches to Services and Supports
- Other activities



15

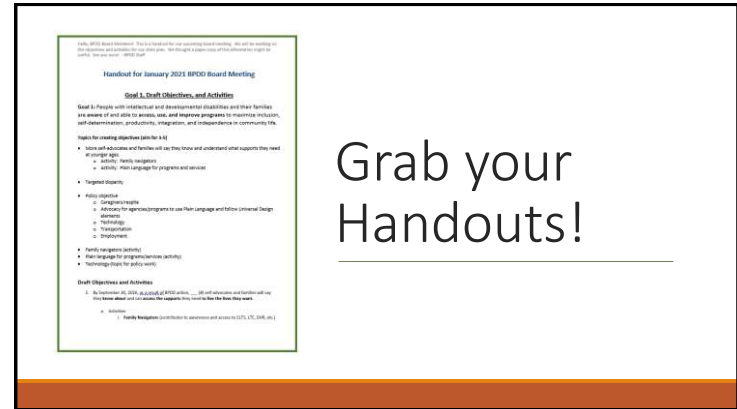
Example from Current State Plan



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Our Goals

<p>GOAL 1</p> <p>People with intellectual and developmental disabilities and their families are aware of and able to access, use, and improve programs to maximize inclusion, self-determination, productivity, integration, and independence in community life.</p>	<p>GOAL 2</p> <p>People with intellectual and developmental disabilities experience equity, access and opportunity to foster authentic relationships and be seen as valued contributors to their communities.</p>
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Goal 1:

People with intellectual and developmental disabilities and their families are **aware of and able to access, use, and improve programs** to maximize inclusion, self-determination, productivity, integration, and independence in community life.

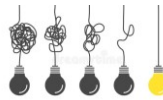
Topics for creating objectives

- More self-advocates and families will say they know and understand what supports they need at younger ages
 - Activity: Family navigators
 - Activity: Plain Language for programs and services
- Targeted disparity
- Policy objective
 - Caregivers/respite
 - Advocacy for agencies/programs to use Plain Language and follow Universal Design elements
 - Technology
 - Transportation
 - Employment
- Family navigators (moved to activity)
- Plain language for programs/services (moved to activity)
- Technology (moved to topic for policy work)

20

Draft of Objective 1 (Goal 1)

1. By September 30, 2026, as a result of BPDD action, ____ (#) self-advocates and families will say they **know about** and can **access the supports** they need **to live the lives they want**.



21

Objectives 2 and 3 (Goal 1)

2. By September 30, 2026, as a result of BPDD action, ____ (#) **families of young children of color** will **connect** with the **public services, public programs** and **community supports** they need. (*targeted disparity*)
3. By September 30, 2026, the Board will **act as a policy adviser** to the legislature, Governor and other policymakers on policies that impact all aspects of community life, decision-making and full inclusion, **resulting in 25 improved policies and practices** that increase community participation, decision making and full inclusion.



22

Goal 2:

People with intellectual and developmental disabilities **experience equity, access and opportunity to foster authentic relationships and be seen as valued contributors** to their communities.

Topics for creating objectives

1. Social isolation (early intervention)
2. Self-determination (early intervention)
3. Transportation (topic for policy work)
4. Employment (topic for policy work; activity)

23

Drafts of Objectives 1 and 2 (Goal 2)

1. By September 30, 2026, as a result of BPDD action, ____ (#) people with intellectual and developmental disabilities will say they have **increased social connection and reduced isolation**.
2. By September 30th, 2026, as a result of BPDD action and through collaboration with the *Developmental Disabilities Network*, ____ (#) people with intellectual and developmental disabilities will **make choices** about their everyday lives.



24

Drafts of Objectives 3 and 4 (Goal 2)

3. By September 30th, 2026, as a result of BPDD action, ____ (#) self-advocates will **demonstrate effective advocacy**. *(Self Advocacy requirement)*



4. By September 30th, 2026, as a result of BPDD action, ____ (#) self-advocates will **participate in leadership training** and **practice their leadership skills**, such as participating in cross-disability and culturally diverse leadership coalitions. *(Self Advocacy requirement)*



25

Activities

GOAL 1, OBJECTIVES 1-3

So, what are we really going to DO?



26

Objective 1: By September 30, 2026, as a result of BPDD action, ____ (#) self-advocates and families will say they **know about** and can **access the supports** they need to **live the lives they want**.

Activities

- **Family Navigators** (contribute to awareness and access to CLTS, LTC, DVR, etc.)
- **Plain Language Promotion** (develop guidelines for our work and share with other entities; have self-advocate involvement in how to use plain language and to share info about it)
 - Coordinate focus groups on plain language (create a usability study group)
 - Use of social media and videos about plain language
 - Support Self Advocates and Family Members on boards and councils to advocate on the importance of using plain language
 - Make recommendations for using plain language (to go along with recommendations to have materials translated into other languages)



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Objective 2: By September 30, 2026, as a result of BPDD action, ____ (#) families of young children of color will **connect with the public services, public programs and community supports** they need. *(Targeted Disparity)*

Activities

- **Family Navigators** (contribute to awareness and access to CLTS, LTC, DVR, etc.)



28

Objective 3: By September 30, 2026, as a result of BPDD action, the Board will **act as a policy adviser** to the legislature, Governor and other policymakers on policies that impact all aspects of community life, decision-making and full inclusion, **resulting in 25 improved policies and practices** that increase community participation, decision making and full inclusion.

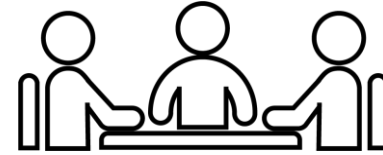
Topics

Note: Activities in this objective focus on informing policymakers and decisionmakers

- Collective staff investment across all activities/projects
- Caregiving/respite
- Transportation
- Technology
- Plain Language
- Employment
- And many others...



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Small Group Discussions

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Notes from discussion



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Activities

GOAL 2, OBJECTIVES 1-4

So, what are we
really going to DO?



32

Objective 1: By September 30, 2026, as a result of BPDD action, ___ (#) people with intellectual and developmental disabilities will say they have **increased social connection and reduced isolation**.

Activities

- Living Well project
- Building Full Lives (including use of community opportunity & resource mapping)
- Bridge Builder type efforts
- Natural Supports type project (including valued social roles): provide capacity building grants to school districts, family groups, service providers, civic organizations
- Carepool/Lyft
- Partners with Business



33

Objective 2: By September 30, 2026, as a result of BPDD action, ___ (#) people with intellectual and developmental disabilities will **make choices** about their everyday lives.

Activities

- Living Well project
- Supported Decision Making
- Self-Determination Conference



34

Objective 3: By September 30, 2026, as a result of BPDD action, ___ (#) self-advocates will **demonstrate effective advocacy**. (*Self-Advocacy requirement*)

Activities

- Strengthen and support People First WI, Wisconsin's statewide self-advocacy organization led by self-advocates
- Voting Project
- Living Well Self-Advocacy training
- Coaching for people with disabilities on developing a person-centered plan to help them reach the goal they want
- Disability Advocacy Day
- Take Your Legislator To Work: expand model to educate legislators on a number of priority topics



35

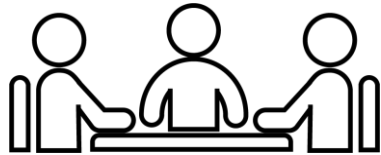
Objective 4: By September 30, 2026, as a result of BPDD action, ___ (#) self-advocates will **participate in leadership training** and **practice their leadership skills**, such as participating in cross-disability and culturally diverse **leadership coalitions**. (*Self-Advocacy requirement*)

Activities

- Partners in Policymaking
- Youth Leadership Forum



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Small Group Discussions

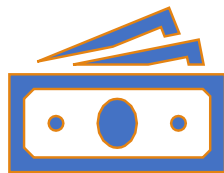
37

Notes from discussion



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Budget



HOW WILL WE ALLOCATE OUR FUNDS?

39

Current State Plan Budget

Goal	Project (Federal core grant)	Budget
1	Employment First Partner grants	\$25,000
1	Employment First Conference	\$8,000
1	Building Full Lives initiative	\$45,000
1	Supported Decision-Making	\$10,000
1	Self-Determination Conference	\$80,000
1	Family Led Groups	\$36,000
2	People First Wisconsin	\$96,000
2	Partners in Policymaking	\$50,000
2	Sparks Grants	\$25,000
2	Youth Leadership Forum	\$5,000
2	Voting Project	\$8,000-50,000
2	Budget Trainings	\$5,000
TOTAL		\$393,000 - \$439,500

Goal	Project (other)	Budget
1	Partners with Business	\$75,000 (funds from legislature)
1	Living Well	\$435,000 (federal grant)

40

Budget for next state plan

GOAL 1 = \$ _____

GOAL 2 = \$ _____

41



Debrief,
Wrap-up,
Next Steps

42

2016-2021 Budget for Activities/Projects

Goal	Project (Federal core grant)	Budget
1	Employment First Partner grants	\$25,000
1	Employment First Conference	\$8,000
1	Building Full Lives initiative	\$45,000
1	Supported Decision-Making	\$10,000
1	Self-Determination Conference	\$80,000
1	Family Led Groups	\$36,000
2	People First Wisconsin	\$96,000
2	Partners in Policymaking	\$50,000
2	Sparks Grants	\$25,000
2	Youth Leadership Forum	\$5,000
2	Voting Project	\$8,000-\$50,000
2	Budget Trainings	\$1,500
	TOTAL	\$389,500 - \$439,500

Goal	Project (other)	Budget
1	Partners with Business	\$75,000*
1	Living Well	\$435,000**

* Funds come directly from legislature annually (2017 WI. Act 323)

** Federal grant funds

Goal 1 Budget: \$186,000	
	<p>More people with Intellectual and Developmental Disabilities (I/DD) will be included in their communities.</p> <p>By September 2021, more people with I/DD including those with diverse identities will participate in integrated community activities of their choosing as evidenced by:</p>
Objective 1.1 2016 Number: 3,813 people	
	<p>More people with I/DD will be working in the community.</p> <p>By September 30, 2021, 50% more people with I/DD will be working in integrated employment of their choice at a competitive wage.</p>
Objective 1.2 2016 Number: **	
	<p>More people with I/DD have the support they need to make choices in their lives.</p> <p>By September 30, 2021, 25% more people with I/DD will make choices about their everyday lives.</p>
Objective 1.3 2016 Number: 20,337 people	
	<p>More people with I/DD will have a way to get to where they need to go. (Transportation)</p> <p>By September 30, 2021, 25% more people with I/DD will reliably be able to get where they need to go each day.</p>
Objective 1.4 2016 Number: 20,337 people	
	<p>More people with I/DD will have people in their lives that they can count on to help them when needed.</p> <p>By September 30, 2021, 25% more people with I/DD say they have a network of community members they can rely on.</p>
Objective 1.5 2016 Number: **	
	<p>More African American Families will be connected to their community and resources</p> <p>By September 30, 2021, African American Families in the central city Milwaukee will be connected to community supports and have access to the resources they need.</p>

Rationale: The number of individuals who use self-directed supports is steadily growing. More than 13,000 are currently self-directing their long-term care services and supports in Wisconsin. Nearly half (48%) are individuals with intellectual and developmental disabilities. Anyone eligible for long-term care should have the opportunity to self-direct any or all services and supports. Individuals may use **Supported Decision-Making** tools to ensure independence and choice in making decisions about their lives. Individuals with I/DD and families need support and resources to create a full life. This means having access to transportation, paid jobs, volunteer work, community activities and clubs, etc. Having a full life means that people with disabilities have all the opportunities, supports, and resources that are available to individuals in their community without a disability. Employment is integral to most people's lives, yet people with I/DD continue to experience many barriers. Research has shown that individuals in long-term care who are employed in integrated jobs are less likely to be reliant on public supports and have better life outcomes. The lack of adequate wrap-around day supports and transportation reduces independence.

Definition:

Intellectual Disability is a disability characterized by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behavior, which covers a range of everyday social and practical skills. This disability originates before the age of 18.

Developmental Disabilities is an umbrella term that includes intellectual disability but also includes other disabilities that are apparent during childhood.

Diverse identities refers to people of various races, cultural and ethnic heritages, genders, gender identities, gender expressions, sexual orientations, ages, and religions from diverse socio-economic and geographic backgrounds.

Integrated employment is a job in typical workplace settings where the majority of persons employed are not persons with disabilities, at least minimum wage or higher, where the person is paid directly by the employer and is given opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions. Integrated employment includes self-employment and ownership of micro-businesses.

Making Choices refers to a person being able to make decisions about their own life: where to work, live, to have a roommate etc.

Supported Decision-Making means people with disabilities can get the help they need from friends, family members, and professionals to understand the situations and choices they face, so they may make their own decisions as an alternative to guardianship.

Suggested activities:

- Provide training and support to individuals and families,
- Work on reaching people with disabilities and their families from diverse (all) backgrounds,
- Training events, Employment First Conference and Self-Determination Conference,
- Partner with Disability Rights Wisconsin and Waisman Center,
- Provide grants to work on employment practices, self-determination, self-directed supports, supported decision-making, transportation, and peer mentoring,
- Work to increase self-directed supports in Wisconsin.

Goal 2 | Budget: \$324,000



More people with I/DD trained in advocacy and self-advocacy, resulting in an increase in the number of policies/laws that support people with disabilities to be more included in community life.

By September 2021, more people with I/DD including those with **diverse identities** and their families will increase their advocacy efforts, resulting in increased numbers of policies supporting inclusion of people with disabilities in community life.

Objective 2.1 | 2016 Number: 200



Support People First Wisconsin to increase the number of self-advocates with I/DD involved in local groups.

By September 30, 2021, 25% more self-advocates with I/DD will participate in a **state self-advocacy organization** led by individuals with intellectual disabilities.

Objective 2.2 | 2016 Number: 243



Increase the number of self-advocates with I/DD and their families trained in leadership skills and become leaders in their community.

By September 30, 2021, 50% more **self-advocates with I/DD and their families** will participate in leadership training and practice their leadership skills.

Objective 2.3 | 2016 Number: New Project



Work with Disability Rights Wisconsin and Waisman Center to identify and support people with diverse backgrounds to participate in different leadership groups.

By September 30, 2021, 50% more people with I/DD and their families will participate in cross-disability and culturally diverse leadership coalitions through collaboration with the **AIDD Partnership**.

Objective 2.4 | 2016 Number:



Support more people with I/DD and families from different backgrounds will increase their advocacy.

By September 30, 2021, 25% more people with I/DD with **diverse identities** and their families will increase involvement in advocacy activities.



Work with legislators and policy makers to improve the lives of people with disabilities in Wisconsin.

By September 30, 2021, BPDD will act as a policy advisor to the Legislature, Governor and other policy makers on policies that affect all aspects of community life, decision-making, and full inclusion. This will result in 25 improved policies and practices that increase community participation, decision making and full inclusion.

**** Data will be available 9/30/16.**

Rationale: Nothing about me without me. Individuals with disabilities and their family members must be included in the decision-making process on policies and practices that affect their lives and impact their ability to obtain the services and supports they need to live in the community. People with I/DD need support in exercising their rights and responsibilities as citizens. Speaking at a public event, writing a letter to an elected official, and voting are just a few examples. Self-advocacy and advocacy groups need training, education, and opportunities to practice their skills. Self-advocates and families provide vital and unique insight to their local communities on how public policies impact their lives.

Definitions:

Diverse identities refers to people of various races, cultural and ethnic heritages, genders, gender identities, gender expressions, sexual orientations, ages, and religions from diverse socio-economic and geographic backgrounds.

AIDD Partnership: The Administration on Intellectual and Developmental Disabilities defines the partnership as being between The Board for People with Developmental Disabilities, Disability Rights Wisconsin, and Waisman Center.

State self-advocacy organization: People First Wisconsin is the self-advocacy organization in Wisconsin. They have a state office run by people with intellectual and developmental disabilities.

Self-advocacy: refers to an individual with a disability's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights.

Suggested activities:

- Promote collaboration among agencies and strengthen coalitions,
- Provide information and e-mail alerts on policy and legislative initiatives affecting people with I/DD,
- Assist People First-WI with outreach and training activities,
- Provide grants and technical assistance to support local self-advocacy coalitions,
- Support joint policy positions with AIDD partners (Disability Rights Wisconsin and Waisman Center),
- Provide advocacy and leadership training and mentoring to self-advocates, including youth and families,
- Support voting activities,
- Engage in systems change activities that promote the inclusion of people with I/DD in all facets of community life,
- Educate policy makers, legal system on disability issues.



Public Safety

1. **Provide free online training to family and volunteer guardians** about the role, responsibilities, and other important features of Wisconsin's guardianship law before they are appointed.
2. Ensure the centralized **statewide abuse report hotline** can expand to include help for adults with disabilities
3. Change **Adult Protective Services statutes** so the same level of investigation is required for reports of abuse and neglect against people with disabilities. Currently reports must be investigated if the potential victim is an older adult, and they may be investigated if the potential victim is a person with a disability. The law should take abuse and neglect equally seriously for both groups.
4. Create **state council** focused on improving prevention and response to **abuse and neglect** of people with disabilities.
5. **Improve Law enforcement officers' ability** to identify behaviors associated with disability and successfully engage with people with disabilities—especially people with non-visible disabilities (autistic, serious persistent mental illness, deaf, cognitive decline due to brain degeneration, etc.) and non-standard communication.

Community Employment

1. **Invest in broadband infrastructure** so people with disabilities can take remote work opportunities no matter where they live.
2. Create positions to **continue the proven PROMISE Family Navigator** approach that got young people into the workforce and onto a path of lifelong employment rather than a lifetime of poverty.
3. Direct the Department of Financial Institutions to prepare a report to the legislature that explores the advantages contracting with another states' **ABLE program** or establish a Wisconsin ABLE program for Wisconsin residents.
4. **Reform State Use program.** Remove requirement that grantees be licensed to pay sub-minimum wage so private sector businesses can apply, require State Use Contractors to pay employees at least minimum wage, ensure employees funded with State Use Contract dollars are being hired in community jobs, remove requirement for state agencies to purchase from State Use contractors and allow them to purchase from lowest cost source.
5. Provide funding and direct DHS to develop a **One-Time Provider Transformation Fund** to support up to 30 employment service providers in the state's long-term care system with a grant of \$25,000 to \$150,000. The need to support Wisconsin's provider network during the pandemic has never been greater, as are the needs for supports by people with disabilities. Providers would be selected

through a competitive process and must meet sustainable, measurable outcomes that move people who have shown an interest in working in integrated employment into competitive-wage community jobs.

Home & Community Based Long Term Care

1. **Caregiving.** People with disabilities rely on family caregivers and quality home health and personal care workers to live independently. Workers need to be paid more and need job benefits--health care, paid sick leave, retirement, childcare, commuter benefits--to compensate and recognize their essential work. Adopt the recommendations in [Governor's Task Force on Caregiving report](#) in the next state budget.
2. **Living in the community, not institutions.** COVID-19 has demonstrated moving away from congregant living and service delivery will keep people safer and healthier; it is also more cost-effective. People want to live and remain in their own homes, not nursing homes. The legislature should prioritize investing in the services and supports provided by Family Care and IRIS long term care programs to keep people in their homes, help individuals reach their full potential, and help the state avoid costly increases in Medicaid costs paid to institutional settings.
3. **Internet Access.** The pandemic has shown how critical the internet and devices that access it are to keep connected to the community. Reliable connection to the internet has become an essential part of daily life to conduct routine personal business--many employment opportunities, government services, and businesses are online. Many Family Care and IRIS participants benefit from virtual Telehealth, psychology and other specialty consults, Long Term Care Virtual Services, virtual meetings with care teams, but only if they have reliable and robust internet access.
4. **Dental Care.** Too few accessible and sedation dentistry locations and too few dentists taking Medicaid patients means many people with disabilities have no access to routine preventative care and experience long delays even when there is a dental emergency. We need more places to go and more people to provide preventative and specialized care.
5. **Evaluate consolidation of State Centers for the Developmentally Disabled.** Seventeen states have closed all state-run institutions for people with intellectual and developmental disabilities. The people living in institutions are aging--the last long-term admission to a Wisconsin institution was in 1982—and just over 300 people remain in Wisconsin's three remaining State Centers. It is time to move past an outdated institutional model that is demonstrably damaging to individuals and financial unsustainable for states. With so few residents spread between these costly institutions, it is time for Wisconsin to begin the evaluation and planning process to retire Northern Wisconsin Center (12 residents) and Southern Wisconsin Center (114 residents).

Transportation

1. Wisconsin's transportation investments and regional/local planning should be designed to serve the significant population of **non-drivers**. About 22% of Wisconsin residents age 5 and older (1.2M people) are estimated to be non-drivers, and another 15% of households are estimated to live in car deficient households where there are more drivers than cars available.
2. Direct DOT and provide funding for development of **Projective modeling** tools for regional/local planning, project, and local government leaders to assess their non-driver population in communities and outlying areas likely to access regional/community destinations. This can help planners ensure workplaces, government services, and residential locations are accessible to non-drivers.

3. Local governments need incentives and funding to create robust **regional transportation** that can get people where they need to go on their schedule. For many people with disabilities and older adults, jobs, hospitals and clinics, businesses, service centers for county and state government agencies, and polling places are out of reach because transportation options stop at the city or county line.
 - a. **Create statutory language** and dedicated segregated appropriations to incentivize cities, towns, villages, and counties to create regional transportation networks, and
 - b. **Support statutory authority** that would provide local units of government, individually or collaboratively, the ability to raise revenue for transit, infrastructure, and other transportation needs.
4. **Public Transit** is critical infrastructure for moving the workforce to jobs, and more public transit capacity--greater geographic reach, more routes, and more frequent service--is needed. Urban and rural public transportation, paratransit and specialized transportation all need funding increases. Permanent grant funding to assist with replacement or acquisition of new transit vehicles is needed.
5. **Require state agencies to review their policies and processes that require in-person interaction**, assess whether in-person appearances are necessary, and develop alternative ways customers can complete necessary business or documentation remotely, such as by video meeting appointments, phone, or online processes. This can help non-drivers minimize unnecessary trips. For non-drivers, the logistics and time it takes to get transportation to complete everyday tasks is a huge burden.
6. Provide **state funding to Home and Community Based Long Term Care direct care agencies** to purchase and maintain fleet vehicles for their workers. Direct care workers must travel between client homes to help people with disabilities. Lack of transportation options has been identified as one reason workers leave the profession.

Education

1. **Increase special education categorical aid** to bring the reimbursement rate from 30% to 40% with the ultimate goal of reaching 60% state funding for special education over the next several biennia.
2. **Increase the transition readiness grant** to \$4.5 million annually to prepare students with disabilities for community employment and independence after high school.
3. **Increase categorical aid funding** to \$30 million, and make sure all schools can use the money to cover mental health and student wellness services for students.
4. **Improve the school accountability system** to ensure families can compare educational outcomes, student populations, and educational experiences of students with disabilities across all schools – public, voucher, charter, County Children with Disability Education Boards (CCDEBs).
5. The **Special Needs Voucher Program** should require the same accountability and rights/services required for public schools under IDEA for all voucher students; have special education services that can serve the needs of all students with disabilities who apply; voucher schools should operate a full inclusion model (not segregated); and a comprehensive annual evaluation of educational and employment outcomes for voucher students should be required. The total number of voucher slots should be allocated with geographic equity.
6. **State funding should not support segregated schools** that only have students with disabilities. The four County Children with Disability Education Boards (CCDEBS) operate an outdated segregated model that leads to lower academic achievement and less employment after high school.