



Board Meeting Packet

May 19-20, 2021
Virtual Board Meeting



Board Meeting

Virtual Board Meeting · May 19th-20th, 2021

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May 12, 2021

Dear BPDD Board Members,

Welcome to Spring! I hope this letter finds each of you safe and in good health. This is my favorite time of the year; when the trees get their fresh green leaves, tulips and flowers begin to bloom, the air feels crisp but warm enough to venture out for long walks. I hope you all take time to enjoy our Wisconsin beautiful Spring season!

Next week we come together again via Zoom for our BPDD May Board Meeting. Please come prepared to participate by studying the agenda and reading all board package documents ahead of time. Also, if you have questions as you review the board package feel free to send your questions ahead of time to the staff. Thank you in advance for all your work to get ready for our meeting as your pre-meeting preparation always helps us to have a productive and effective meeting.

We will begin our Board meeting with our Member Caucus session from 2:30 – 3:00 p.m. on Wednesday, May 19th. As you know this is the time that we set aside to go over the meeting agenda, meeting format and take questions from members regarding the scheduled meeting. Also, please note that this month we scheduled our committee meetings during our board time on Wednesday, May 19th from 3:00 – 5:00 p.m. to provide an opportunity for all members to be able to attend. Please consider joining during this time to get the latest information and updates from each of the committees. Our Thursday meeting will open with the Governmental Affairs presentation by Tami Jackson. We are almost to the finish line regarding our board work and contribution on the Five-Year Plan. Molly Cooney will lead this discussion and work at 10:00 a.m. on Thursday, May 20th. As always, we will conclude our board meeting with our business meeting which is scheduled from 12:00 – 1:00 p.m.

I am really looking forward to seeing each of you in your specific Zoom square next week. I am truly thankful to be able to work with and to serve people with disabilities and their families in this great State of Wisconsin. Please keep yourself safe and healthy. Thank you for all you do for our board and our disability community.



In the spirit of service,

Elsa Díaz-Bautista






Board Chair, Wisconsin Board for People with Developmental Disabilities

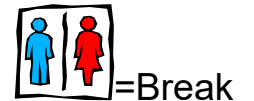
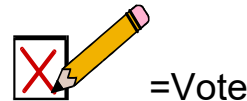
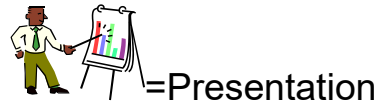
BOARD AGENDA MAY 19-20, 2021

WEDNESDAY, MAY 19, 2021

| Time | Symbol | Topic | Facilitator/Presenter |
|--------------|---|-------------------------------------|------------------------|
| 2:30-3:00 PM |  | Member Caucus | Staff: Jeremy Gundlach |
| 3:00-4:00 PM |  | Nominating and Membership Committee | Staff: Jenny Neugart |
| 4:00-5:00 PM |  | Diversity Committee | Staff: Molly Cooney |

THURSDAY, MAY 20, 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 |
| 9:30-9:45 AM |  | Public Comment | |
| 9:45-10:00 AM |  | Break – FILL OUT, SIGN, AND RETURN TRAVEL VOUCHERS to BPDD STAFF | All |
| 10:00-12:00 PM |  | State-Plan – Reviewing Public Comments | Staff: Molly Cooney |



Business Meeting

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 March 2021 Minutes
- Chair Report
- Executive Director Report
- Financial Report
- Executive Committee
- Diversity Committee
- Nominating & Membership Committee
- Partner Agency updates
- Additional Questions
- Adjourn

All

- 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

BOARD MEETING MINUTES - DRAFT

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

Chair Elsa Diaz-Bautista called the meeting to order at 12:23 PM.

1. Chair Report:

- The chair report was skipped due to time so we could finish our discussion on the state-plan.

2. Executive Director Report:

- ED Beth Swedeen talked about updates on BPDD's work on plain language vaccine information that is being shared with DHS. Beth also talked to the board about the Virtual Disability Policy Seminar for 2021. Board members are encouraged to participate. There will be more information in the digest. The Employment First Conference is coming up and registration is currently open and free for individuals with disabilities and their family members. We have one final budget training on March 25th if board members are interested.

3. Financial Report:

- ED Beth Swedeen gave an update on our current financials. We are currently in the Federal Fiscal Year 2021 (FFY21). We are finishing our FFY19 budget.

4. Executive Committee Report:

- The Executive Committee will be meeting in April to discuss the May, July and September board meetings. We will need to focus on the state-plan during the May meeting still. The Executive committee is hopeful that we will be able to start meeting in-person over the summer.

5. Nominating & Membership Committee Report:

- Chair Ashley Mathy shared that the committee didn't meet but is planning to meet in April.

6. Diversity Committee Report:

- Chair Andy Thain talked about the committee's rubric that is being made to make sure our projects are meeting the requirements we have set around diversity and equity. They also talked about presenting the board's grantees and their proposed projects to the board. There was also a discussion around creating a glossary of terms for translations. There are

still plans to train our contractors, grantees and other partners of the board on equity and diversity.

7. Action Items:

- Motion to accept the January 2021 board meeting minutes made by George Zaske and seconded by Amy Whitehead. The motion passed unanimously.
- George Zaske makes a motion to vote on the proposed state plan budget. Pam DeLap seconded the motion. The vote passed unanimously.

8. Agency Updates:

Disability Rights Wisconsin

- [DRW updates from Mitch Hagopian](#)
- [Voting Rights Updates March 2021](#)
- [Voting Bills Summary](#)
- [Disability Vote Coalition Updates](#)
- [DVC Lunch N Learn Flyer](#)
- [PAC April 20th Virtual Event](#)
-

Department of Health Services

- [DHS updates](#)
- [DHS Budget Presentation](#)

Waisman

- [UCEDD updates](#)

Department of Workforce Development

- [DVR Updates](#)

Department of Public Instruction

- [Updates](#)

9. Other Agenda Items:

-

Motion to adjourn made by Greg Meyer at 1:04 PM; seconded by George Zaske. Unanimously passed.

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

Updated: 11/11/20 NF

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:

| | |
|------------------------------------|---------------------------------------|
| March 23 rd , 2021 | 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: | George Zaske, Tricia Thompson, Elsa Diaz-Bautista, Gail Bovy, Greg Meyer Staff Liaison: Beth Swedeen |
| Absent: | Gail Bovy |
| Staff Present: | Beth Swedeen, Jeremy Gundlach |

Meeting called to order at 2:03 pm.

1. Set May Board Mtg Agenda: This Meeting will be Virtual.

Wednesday May 19th

| | |
|----------------|-------------------------------------|
| 2:30 – 3:00 PM | Member Caucus |
| 3:00 – 4:00 PM | Nominating and Membership Committee |
| 4:00 - 5:00 PM | Diversity Committee |

Thursday May 20th

| | |
|----------------|---|
| 8:00-8:30 AM | Welcome and Technical Support |
| 8:30-9:30 AM | Governmental Affairs |
| 9:30 -9:45AM | Public Comment |
| 9:45-10:00 AM | Break |
| 10:00-12:00 AM | State-Plan – Reviewing Public Comments |
| 12:00-1:00 PM | Business Meeting with Voting first and a line item for BPDD Budget <ul style="list-style-type: none"> - 12:00-12:05 Approval of minutes - 12:05-12:10 Chair report - 12:10-12:15 ED Report - 12:15-12:20 Financial Report - 12:20-12:25 Committee reports - 12:25 DHS update - 12:30 DPI Update - 12:35 DVR Update - 12:40 Waisman Update - 12:45 DRW update - 12:50 Additional questions - 12:55 Adjourn |

2. Discussion/planning of July Board Meeting in Milwaukee:

- Jeremy will send out an email to board members about vaccination and level of comfort for in person meeting. We will look into parking, hotel availability, and DOA meeting space for the July Meeting. Exec has

decided that we will be having the July meeting in Madison rather than Milwaukee.

3. Discussion of returning to in-person meetings:

- While there are still so many unknowns going forward we would like to plan for an in-person meeting but we will be setting guidelines to do so. We could ask in the RSVP how many board members are vaccinated and feel comfortable meeting in person. As a state agency we can't require a board member to be vaccinated to participate but we can suggest it and offer a virtual format.

4. Other Agenda Items:

- Board meeting scheduling and stipend time. Board members have asked us to have the committee meetings on the first day of board meetings.

Motion to adjourn at 2:40 PM. Unanimously passed.

NOMINATING COMMITTEE MEETING

MINUTES

Committee Present: **Chair:** Ashley Mathy, Tricia Thompson, Nathan Ruffolo, Stephenie Mlodzik, Kevin Coughlin, Pam Delap, Sydney Badeau, Kelly Weyer, Chris Wood

Committee Absent: Patrick Friedrich, Greg Meyer

Staff Present: Jenny Neugart

Meeting called to order at 12:00 pm.

- Talked about ideas for new members. There will be one provider and one family member spot opening July 1. Below are the ideas the committee discussed:
 - For service provider:
 - Shawn Rivers Adams – Stephenie will contact
 - Chelsey Meyer Foster – Pam will contact
 - Christie Carter – Jenny will contact
 - For family member (have one application at the Governor’s office already):
 - Courtney Waller – Chris will contact
 - Pamela Hencke – Sydney will contact
 - Anna Stevens – Nathan will contact
 - Mary Haase – Kelly will contact
 - Nick Krisko was recommended but will hold for now when a self-advocate position opens up.
- The committee presents our recommendations for the 2021-2023 Executive Committee.
 - Greg Meyer, Chair
 - George Zaske, Vice Chair
 - Andy Thain
 - Ashley Mathy
 - Nathan Ruffalo

Motion to adjourn at 12:51 PM. Unanimously passed.

May 19, 2021

4:00-5:00 pm







Diversity Committee Agenda

<https://zoom.us/j/98944894023>

(phone number listed below)

Members Chair: Andy Thain **Vice Chair:** Hector Portillo; George Zaske, Kedibonye Carpenter, Barbara Beckert, Daniel Parker, Meredith Dressel, Desirae Kluth, Pam Malin, Houa Yang, Cheryl Funmaker, Shannon Mattox, Alicia Reinhard, Elsa Diaz-Bautista

Staff Liaison: Molly Cooney

| Symbol | Topic | Presenter | Time |
|--|--|-----------|-----------|
|  | 1. Call Meeting to order | Chair | 4:00 |
|  | 2. Review of demographics of previous grantees | All | 4:05-4:20 |
|  | 3. Update on terminology meeting to create a glossary of terms | All | 4:20-4:35 |
|  | 4. Board retreat discussion: Activities/Speaker on Equity – what outcomes do we hope to achieve? | All | 4:35-4:50 |
|  | 5. Identify next steps | All | 4:50-5:00 |
|  | 6. Meeting closes | Chair | 5:00 |

Join Zoom Meeting
<https://zoom.us/j/97219941840>



=Meeting



=Presentation



=Vote

<https://zoom.us/j/98944894023>
Meeting ID: 989 4489 4023
One tap mobile: 1(301) 715-8592



=Meeting



=Presentation



=Vote



DIVERSITY COMMITTEE MINUTES

March 17, 2021

3:00-4:00 pm

Zoom:

<https://zoom.us/j/972199>

41840

| | |
|---------------------------|---|
| Committee Present: | Chair: Andy Thain, Vice Chair: Hector Portillo; George Zaske, Shannon Mattox, Meredith Dressel, Barbara Beckert |
| Committee Absent: | Cheryl Funmaker, Pam Malin, Houa Yang, Daniel Parker, Alicia Reinhard, Desi Kluth, Kedi Carpenter, Elsa Diaz-Bautista |
| Staff Present: | Beth Swedeen; Molly Cooney |
| Guests: | |

Meeting called to order at 4:05 PM

1. Topic 1: Reviewing Rubrics for Grants

- Group discussed identifying who we have provided grant funds to in the past so that we can identify where we need to bolster our efforts and where we might be over focusing.
 - Do we have demographics of these entities? And then do we know who will benefit from the grant funds? We could be more diligent in identifying both.
 - Next steps: staff can pull who we have funded grants to the past 2 years; we should also identify who's participating in some of our flagship programs including Partners in Policymaking and Youth Leadership Forum
 - Can we then compare the above information to the demographics of the state?
- Could we look at the Civil Rights Compliance tool (DHS uses this) to see what they require? Are there elements we'd want to pull from this tool to use or guide our work?
- When we award people grants, we need to find a way to let board members know. Should we reserve a little bit of our board meetings to do an update on new grantees? YES. We have a 'grant season' in the fall when many of our grants become available. At one board meeting staff could share info on upcoming grants and at the next staff could give updates on who received grants.
- Need to consider using ads or commercials to spread the word about BPDD and grant opportunities
- Another metric we could use to measure progress is to track grantee actions afterwards – do they get more involved with the board by participating in other projects?

2. Topic 2: Terminology meeting

- Ideally, we'll collaborate with our partners to identify agreed upon terms that we all use to be consistent
- Partners to reach out to: Hector, Elsa (ALAS), Nelsinia (FACETS), DHS communications person (Beth will help connect), DWD communications (Meredith will help connect), DPI communications (ask Daniel to help connect), Hmong Cultural Association (Barbara will help connect)

- Ask DHS/DPI/DWD communications people if they have a list of terms they use. Also have they identified a translator who really understands our vocabulary and can translate effectively?
- Molly to write up an email to send to Barbara, Daniel, Meredith, DHS re: our ask

3. Topic 3: Training for Vendors and Contractors

- We need to share our expectations and framework around equity with our grantees. This is especially important when we hire people to coach grantees.
- Group discussed whether this a mandatory training we expect our grantees/contractors to do.
- Needs to be an appropriate minimum standard in terms of our expectations; make it attainable and something that's not scaring put people off (on applications we don't want to have too many requirements that overwhelm people)
- This should be a core component on any kind of training and outreach that we do – it's woven into all the conversations we have.
- This could be a check point report/meeting done through conversation rather than people needing to do a lot of writing
- DWD is talking about requiring something of its vendors as well; there are many questions to figure out such as how do they show competence in the area and what DWD can require of vendors who are not their employees
- Maybe one way to look at this is to inquire/ask questions to elicit our grantees understanding and to help us understand their efforts – try to have a dialogue (rather than an educational requirement) with an eye toward equity and diversity. This could be more of a query than a demand. Questions like "What are your thoughts on equity?" are more constructive and collaborative and engaging as opposed to completing a training or accessing a few resources. For those interested in learning more, we have resources available to share.
- In the application process, we could use this: provide an invitation for people to explain their plans for equity and outreach. Our team can then help move them along toward the continuum as needed.

4. Topic 4: Devoting time during board retreat to equity efforts

- About 6 years ago we brought DD Council directors from Texas and Ohio to our retreat to talk about their efforts; then a year later Keith Jones took the board through a day and a half of self-exploration in our own thinking around equity and then some next steps that we could collectively take.
- Committee thinks we should devote some time at the board retreat and to possibly bring someone in to work with us. At the next Diversity Committee mtg, we'll discuss what outcomes we'd like to see and some ideas for presenters/facilitators. We'll then take these 2-3 options to the larger board.
- Ideas: bring Keith Jones back; invite staff from the Nina Collaborative; consider our Targeted Disparity group when thinking about presenters and desired outcomes (our objective is on children/families of color; Molly shared Cheryl's comment about the need to use data and that African American and Tribal families are the two groups

that are historically marginalized; thus we may want to focus on Black and Tribal families.)

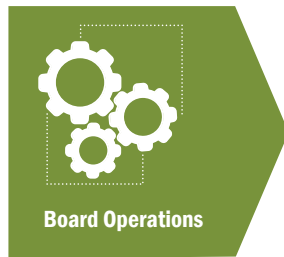
5. Meeting adjourned at 4:02 PM

BPDD Budget Update



Programming

| Category | Federal Fiscal Year 2019 | | | Federal Fiscal Year 2020 | | |
|----------------------------------|--------------------------|--------------|-------------|--------------------------|--------------|-----------|
| | Budget | Spent | Remaining | Budget | Spent | Remaining |
| Personnel | 481,053.88 | 522,266.52 | (41,212.64) | 504,567.00 | 464,362.93 | 40,104.07 |
| Grants, Contracts, Partnerships* | 735,767.76 | 648,498.91 | 87,268.85 | 647,758.00 | 606,720.02 | 41,037.98 |
| Programming Subtotal | 1,216,821.64 | 1,170,765.43 | 46,056.21 | 1,152,225.00 | 1,071,082.95 | 81,142.05 |
| Must be >=70% | 90.7% | 87.3% | | 86.2% | 82.4% | |



Board Operations

| Category | Budget | Spent | Remaining | Budget | Spent | Remaining |
|----------------------------------|------------|------------|-------------|------------|------------|--------------|
| Personnel | 87,098.98 | 45,886.34 | 41,212.64 | 134,667.00 | 75,561.97 | 59,105.03 |
| Grants, Contracts, Partnerships* | 37,734.38 | 125,003.23 | (87,268.85) | 49,090.00 | 153,441.78 | (104,351.78) |
| Board Operations Subtotal | 124,833.36 | 170,889.57 | (46,056.21) | 183,757.00 | 229,003.75 | (45,246.75) |
| Must be <=30% | 9.3% | 12.7% | | 13.8% | 17.6% | |



TOTAL

| | | | | | |
|--------------|--------------|------|--------------|--------------|-----------|
| 1,341,655.00 | 1,341,655.00 | 0.00 | 1,335,982.00 | 1,300,086.70 | 35,895.30 |
| | | 0.0% | | | 2.7% |

| 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: | 1,335,982.00 |
| Spent | 1,341,655.00 | Spent | 1,300,086.70 |
| Remaining | 0.00 | Remaining | 35,895.30 |



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.

DRAFT -- 2022-2026 BPDD Work Plan Goals, Objectives, Projects

| Goal #1: By September 2026, 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. (as evidenced by:) | |
|--|--|
| Objective | Projects |
| 1.1. By September 30, 2026, as a result of BPDD action, 1,000 people with intellectual and developmental disabilities and families will say they know about and can access the supports they need to live the lives they want . | <ul style="list-style-type: none"> • Promote accessible information • Support innovative practices to alleviate information gaps |
| 1.2. By September 30, 2026, as a result of BPDD action, 100 families of young children of color will use the public services, public programs and community supports they need. <i>(targeted disparity)</i> | <ul style="list-style-type: none"> • Support family navigators, an innovative strategy to help families navigate service systems |
| 1.3. 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 increases community participation, decision making and full inclusion. <i>(policy objective)</i> | <ul style="list-style-type: none"> • Informing policymakers on a variety of topics |

| Goal #2: By September 2026, people with intellectual and developmental disabilities experience equity, access, and opportunity to foster authentic relationships and be seen as valued contributors to their communities. | |
|--|---|
| Objectives | Projects |
| 2.1. By September 30, 2026, as a result of BPDD action, 650 people with intellectual and developmental disabilities will say they have increased social connection and reduced isolation . | <ul style="list-style-type: none"> • Building connections grants • Innovative transportation strategies • Living Well: Healthy, Safe and Connected Toolkit • Partners with Business |
| 2.2. By September 30, 2026, as a result of BPDD action and through collaboration with the Developmental Disabilities Network, 775 people with intellectual and developmental disabilities will make choices about their everyday lives. <i>(DD Network Collaboration)</i> | <ul style="list-style-type: none"> • Supported Decision-Making • Self-Determination Conference • Voting Project • Instilling choice-making efforts • Living Well: toolkit for providers and self-advocates |
| 2.3. September 30 th , 2026, as a result of BPDD action, 900 self-advocates will engage in effective advocacy . <i>(Self-Advocacy requirement)</i> | <ul style="list-style-type: none"> • People First Wisconsin • Elevating voices of people with disabilities: social media/videos; Take Your Legislator to Work • Living Well: Self-Advocacy Training (Safe and Free training) |
| 2.4 By September 30 th , 2026, as a result of BPDD action, 250 self-advocates will participate in leadership training and practice their leadership skills across all aspects of community life. <i>(Self-Advocacy requirement)</i> | <ul style="list-style-type: none"> • Youth Leadership Forum • Partners in Policymaking |

2022-2026 BPDD State Plan Draft

for Board Meeting Discussion

Goal 1:

By September 2026, 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.

Area of Emphasis: Formal and Informal Supports

Budget: \$80,000

Rationale:

People with intellectual and developmental disabilities and their families must be:

- a) aware of the services and supports available to them throughout the life span,
- b) able to understand what the services offer,
- c) able to apply for the services,
- d) able to use the services to build a meaningful life, and
- e) able to provide feedback and voice concern on the quality of services and ways to improve.

Despite efforts by service systems to inform eligible candidates of the available programs, many people—especially people of color—remain either unaware of these opportunities or do not find that the services help them live full lives in their communities. The service systems are often fragmented and difficult to navigate. Program and service materials and websites are often difficult to find, read and understand. Opportunities for input to improve services or voice concerns are either nonexistent or often do not result in positive change.

Participation in children’s long-term care in Milwaukee County continues to lag compared to participation rates in other counties. Participation in Milwaukee County is 1,191 children, while Dane County with a population about half of Milwaukee county has 1,363 children on the waiver (March 2021). This continued disparity in the county with the highest cultural and linguistic diversity in the state, and among the highest poverty rates, continues to be a concern.

Tribal children and Latino children also are significantly under-represented in Children’s programs related to Caucasian children.

Demographic data on applicants/participants is unavailable in some service systems. To address disparities, it is important that all systems collect demographic data and be able to readily share it when asked.

Definitions:

Plain Language: communication your audience can understand the first time they read or hear it. Plain language is easy to read, understand, and use. It avoids using too many words and jargon.

Family Navigators: a strategy where people with lived experience with disability support another person or family to access and use the services and supports available in their community. Ideally the family navigator is from the same community as the people served. The family navigator understands the culture, strengths and barriers that exist in the community. (Note: navigator knows an array of systems, not just disability systems; family focused)

Stakeholder: a person or group of people that have an interest or a concern about something

Objectives:

Obj. 1.1: By September 30, 2026, as a result of BPDD action, 1,000 people with intellectual and developmental disabilities and families will say they **know about** and **can access** the supports they need **to live the lives they want**.

Obj. 1.2: By September 30, 2026, as a result of BPDD action, **100 families of young children of color** will use with the **public services, public programs and community supports** they need.

Obj. 1.3: 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 increases community participation, decision making and full inclusion.

Obj. 1.1: By September 30, 2026, as a result of BPDD action, 1,000 people with developmental disabilities and families will say they **know about** and **can access** the supports they need **to live the lives they want**.

Measurement: Number of people with disabilities and family members who report knowing about and/or accessing services and supports

Data Source: Focus groups; useability studies; short useability surveys/polls as users leave a website; website analytics; end of meeting/event polls about useability of written materials

| Activities/strategies | Recommended Budget | | Comments |
|--|--------------------|--|---|
| <p>Promote accessible information</p> <ul style="list-style-type: none"> • Partner with an interested agency(ies) to coordinate useability studies or stakeholder reviews of publications/websites (do people understand the info and know what to do next?); Make recommendations for using plain language, including advocating for all rights documents to be available in plain language and for written materials to be available in a detailed version and a plain language version • Use social media and videos to educate others about plain language and share plain language resources • Support Self Advocates & Family Members on boards/councils to advocate for use of plain language | Staff time | | <p>Use Self Determination Channel for self-advocates to explain plain language</p> <p>User testing for materials by SA and family members</p> <p>Voting/Elections Board</p> |
| <p>Support innovative practices to alleviate information gaps</p> <ul style="list-style-type: none"> • Strategies to find and support information gaps; for example, schools struggle to get information to families and ADRCs struggle in their effectiveness; is there a way we support interested districts/ADRCs in using new strategies/best practices to get information to people and to provide warm hand-offs? <ul style="list-style-type: none"> ○ Work w/ DHS to establish a pilot to use broker services in the transition from CLTS to adult long-term care. Could put funds to a | ? | | <p>Way to work w/ these entities (case managers MCO/IRIS consultants/service provider) that families/person ADRC has a pretty transactional</p> |

| | | | |
|---|--|--|--|
| <p>CoP (not many brokers out there); broker services are used for a limited, specific time.</p> | | | <p>relationship that has definite beginning and end. You can go back for more questions but not a lot more.</p> <p>Strategy = empower families/family navigators to help other families as well.</p> |
|---|--|--|--|

Obj. 1.2: By September 30, 2026, as a result of BPDD action, **100 families of young children of color** will use the **public services, public programs and community supports they need.**

Measurement: Number of families who report knowing about and/or accessing new services and supports

Data Source: Focus groups; interviews; quarterly reports

| Activities/strategies | Recommended Budget | | Comments |
|--|--------------------|--|---|
| <p>Pilot innovative strategies to support people to navigate service systems (know about, apply, use services)</p> <ul style="list-style-type: none"> • Use family navigators to help families connect to the supports and services of interest to them; 10 hours/week at ~\$18-20/hr = \$15,000/year (\$80,000 total for 4 navigators and coordination) <ul style="list-style-type: none"> ○ 1 for each identified groups: Tribal families, Latino families, Black families and Hmong families • Develop toolkit or way for other entities to replicate the model, including how to find/hire the right person. • To consider | <p>\$80,000</p> | | <p>Who would employ them?</p> <p>Shannon has connection of someone in MKE (partner grad) who understands this idea and could be a good resource; help carry this out</p> <p>Go through an existing entity; include some language in our plan about exploring this</p> |

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> ○ Various models exist ○ Collaborating w/ other organizations such as DPI, our DD Network partners (should we make this our DD Network collaboration objective instead of 2.2?), etc. ○ Could we support another entity to develop the infrastructure and carryout project so that the model is sustainable? ○ Is it possible to replicate a Partners in Policymaking-type model to develop a network of family navigators who reside all over the state? ○ Full age span <p>We want to find ways to embed this type of service in disability service systems: this is a resource families should be able to access with the service funds available to them; funds could be set aside or earmarked for these services or for contracts w/ an entity hire/support navigators</p> | | | <p>Share job descriptions when we have them ready to go for feedback</p> <p>Partner/Link with family resource center in MKE if it happens</p> <p>Need to ensure that we don't lose the family component</p> |
| <p>Family events w/ LOV Dane pre-pandemic – bonds developed btn families and then support one another – culturally responsive way to support families and builds upon strengths of communal grp/community; families met every other month: convene on a Fri. night through Sat. afternoon. Tried to move the events around the state/region. Included activities for children so families can focus and kids can develop bonds w/ others; Range of ages of children/youth with disabilities</p> | | | <p>These could be the navigators; goal would be to building leadership of family members in the group</p> <p>Weekends cost about \$5,000-6,000 per weekend in YIPPE as an example (about 30ish rooms for families/coord)</p> <p>Parents with disabilities – we need to consider them and the supports they need;</p> <p>More and more termination of parents' rights – many have disabilities. One strategy to support them = parent peer specialist</p> |

Obj. 1.3: 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 increases community participation, decision making and full inclusion.

Measurement: Number of new or improved state agency policies and practices; number of new or improved state statute policies and practices.

Date Source: Publicly shared documentation of policy and practice changes in state agencies and state statute.

| Activities/strategies | Recommended Budget | | Comments |
|--|--------------------|--|----------|
| <p>Informing policymakers on many topics including, but not limited to:</p> <ul style="list-style-type: none"> • Stakeholder engagement • Program developments or improvements • Public programs outreach strategies • Plain language websites and documents • Protecting programs and blocking harmful policies • Increase demographic data collected by service systems | Staff time | | |

2022-2026 BPDD State Plan Draft

for Board Meeting Discussion

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.

Area of Emphasis: Quality Assurance

Budget: \$305,000-310,000

Rationale:

People with intellectual and developmental disabilities want authentic, meaningful relationships with people beyond family members, caregivers, and paid staff. These relationships are often made when participating in everyday life of a community: exercising at the gym, going to religious services, being a member of a club, volunteering, and working. People also want to make choices and decisions about their own lives, and they want to have a voice about the decisions that get made about their community, state and country. However, there are many barriers to this level of full, inclusive participation in community life.

Barriers stem from biases that perpetuate low expectations, attitudes, and systemic inequities that do not value and recognize the contributions possible by people with intellectual and developmental disabilities. These barriers result in limited opportunities. They also result in limited decision and choice-making, putting people with disabilities at greater risk for abuse and neglect.

Despite Wisconsin's focus on self-direction in managed care and an increase in the number of people who report self-directing some of their supports (NCI data), over 71% of people with intellectual and developmental disabilities who use the self-directed long term care program are under legal guardianship. Guardians sign their service plans and are often making multiple decisions every day (what clothes the ward can wear, what food they can eat) that go well beyond the intended role of a guardian, which is to ensure the health and safety of a ward. More training is needed on the range of decision-making supports available. Prospective and current guardians are also in need of education to better understand their role and its limitations.

Wisconsin, like most other states, has a fragmented reporting system for abuse and neglect, making it unclear when it happens, how often, and how to report. The Adult Protective Services system in Wisconsin is run by the 72 individual counties, and our state statute requires mandatory investigation ONLY for complaints of people over 60 (elder abuse). Complaints of

adults 18-59 is at the discretion of the county. Likewise, people report being unsure whether to report to Adult Protective Services, Division of Quality Assurance, Wisconsin's Protection and Advocacy organization, or the police. People with disabilities need access to trainings on their rights and how to stay safe.

Expectations held by people with disabilities, their families, and the federal government about services are shifting away from a focus on caretaking and towards building skills and connections in the community. When services are used to connect people with disabilities to others and to opportunities, they gain skills, independence, and authentic relationships. This in turn positively impacts the attitudes and expectations of community members and employers.

Definitions:

Discretion: having the freedom to make a decision about something

Developmental Disabilities Network: three agencies that each state is required to have: a Protection and Advocacy organization, University Center on Excellence in Developmental Disabilities, and Developmental Disabilities Council. In Wisconsin these include Disability Rights Wisconsin, Waisman Center, and Wisconsin Board for People with Developmental Disabilities.

Elevating voices: Making sure people who often are not heard or listened to have the chance to talk and share their ideas and thoughts

Extracurricular: activities that happen before or after school

Prospective: expecting to be something in the future

Quality assurance: making sure something is working well or is well made

Self-direction: guiding or managing your own life or work or supports

Systemic inequities: the ways that our systems are not fair

Objectives:

Obj. 2.1: By September 30, 2026, as a result of BPDD action, 650 people with intellectual and developmental disabilities will say they have **increased social connection and reduced isolation.**

Obj. 2.2: By September 30, 2026, as a result of BPDD action and through collaboration with the Developmental Disabilities Network, 775 people with intellectual and developmental disabilities will **make choices** about their everyday lives. *(DD Network Collaboration)*

Obj. 2.3: September 30th, 2026, as a result of BPDD action, 900 self-advocates will engage in effective **advocacy**. *(Self-Advocacy requirement)*

Obj. 2.4: By September 30th, 2026, as a result of BPDD action, 250 self-advocates will **participate in leadership training** and **practice their leadership skills** across all aspects of community life. *(Self-Advocacy requirement)*

Obj. 2.1: By September 30, 2026, as a result of BPDD action, 650 people with intellectual and developmental disabilities will say they have **increased social connection and reduced isolation**.

Measurement: Number of people with intellectual and developmental disabilities who report an increase in social connections and reduced isolation; number of children/students with disabilities participating in activities in their schools/communities; number of employees with disabilities receiving support from co-workers verses paid supports

Data Source: Interviews (such as Personal Outcome Measures), Surveys, Quarterly reports, Focus groups

| Activities/strategies | Recommended Budget | | Comments |
|--|--------------------|----|--|
| <p>Building connections through capacity building grants (pick 1 or 2?)</p> <ul style="list-style-type: none"> • Grants to schools to integrate students with disabilities into all of the opportunities available within school communities; focus could be on any age group (Bridge Builder-type project) • Grants to be used with families of very young children to help them think through what they would like their young children to connect to in their community; Birth-3 might be a good place to start (Bridge Builder-type project) • Grants to school districts, family groups, civic organizations, 4-H, or local governments such as community recreation programs to develop an extracurricular group/club that brings together people/students with and without disabilities (Natural Supports type project). Grantees would be existing groups interested in expanding inclusivity to PWD but don't know how to do it; this will simultaneously raise community expectations. <ul style="list-style-type: none"> ○ Idea: We may want to pick just one of these groups to focus on so that similar grantees learning from each other (learning circle style). This was effective in LGTW schools. We could select one area to focus on one year and change it the next. One area we could target are rec departments (across the age span) including YMCAs, Junior Achievement | \$20,000 | \$ | <p>Part of schools' requirement is to do this type of work; hard to sustain things long-term</p> <p>It would be interesting to see the impact of service provider grants for young adults just leaving school and the shift they experience leaving their school community; could we look at LOV Dane's Bridge Builder's data on participant outcomes</p> <p>Very difficult to find places in communities for young children to connect to/build relationships; could we work w/ places to be more inclusive to all people (i.e. YMCA); Sparks grants could play a role in this – could be a priority area; very difficult for those with mobility and communication difficulties have an even more difficult time connecting to places/others</p> |

| | | | |
|--|-----|-----------|---|
| <ul style="list-style-type: none"> Grants to adult service providers to shift to community-based services, focusing on community connections and opportunities (Building Full Lives) <p>To keep in mind: --Consider full age span: include older generations and people in facilities, group homes, etc. too (could focus on group home providers)</p> <p>--Keep in mind that we can take effective strategies/models that already exist and work to make them sustainable (included in services or systems)</p> | | | <p>Self-advocates could help inform/educate people on disability and being more inclusive</p> <p>Living Well works w/ some providers who are already working with schools to support transition</p> |
| <p>Support innovative transportation strategies</p> <ul style="list-style-type: none"> Focus transportation efforts at the policy level | \$0 | \$0 | <p>Carepool looking next at on-demand services and strategies to make more affordable & competitive; Carepool seems to be on their way and may not need funds from us; YMCA has transportation services available to get people to work – could we do a scan of who already has vans/accessible vehicles and consider a matching project (matching a rider w/ a van)</p> <p>Need to ensure people with disabilities are involved in useability studies</p> <p>Very complicated issue; lots of discussion around whether BPDD funding can really move the needle</p> |
| <p>Living Well project (Funded through federal grant)</p> <ul style="list-style-type: none"> Living Well participants receive education through a variety of activities (including the Healthy, Safe and Connected Toolkit) that may reduce social isolation | | \$435,000 | Through September 2023 |

| | | | |
|--|--|----------|---------|
| Partners with Business (Funded through state funds) <ul style="list-style-type: none"> • People participating in the model get support at their job from co-workers rather than paid job coaches | | \$75,000 | Ongoing |
|--|--|----------|---------|

(subtotal: \$20,000)

Obj. 2.2: By September 30, 2026, as a result of BPDD action and through collaboration with the Developmental Disabilities Network, 2,000 people with intellectual and developmental disabilities will **make choices** about their everyday lives. *(DD Network Collaboration)*

Measurement: Number of people with intellectual and developmental disabilities who report making more choices about their lives; number of people with disabilities and family members who report using supported decision-making tools; number of people who report voting

Data Source: surveys; interviews; focus groups; quarterly reports; National Core Indicators; enrollment numbers in IRIS (self-directed long-term care option); probate court data

| Activities/strategies | Recommended Budget | | Comments |
|---|---------------------------|--------|--|
| Educating on Supported Decision-Making <ul style="list-style-type: none"> • Outreach/training to younger families on range of decision-making options (not waiting until transition ages); CLTS; school programs • Develop youth ambassadors (mentors) on supported decision-making (peer mentoring) • Participate, if selected, in a national Community of Practice on informing youth about supported decision-making through mentors (18–25-year-old self-advocates train their peers) | \$10,000 | | Guardianship impacts people’s mental health – could this be part of guardianship training? |
| Building Self-Determination Skills <ul style="list-style-type: none"> • Coordinate the Self-Determination Conference, including tracts/activities for transition-aged youth (age 14 and up) and families (actively inviting them) | \$60,000 | | |
| Outreach and collaboration on Voting <ul style="list-style-type: none"> • Outreach to youth about voting and voting registration • Outreach regarding guardianship and impact to voting | \$20,000- | 25,000 | |

| | | | |
|--|----------|-----------|--|
| <ul style="list-style-type: none"> • Revisit curricula on voting to embed in high school coursework • Consider this as our DD Network Collaboration? | | | |
| <p>Instilling choice making as part of everyday life</p> <ul style="list-style-type: none"> • Schools apply to start self-determination and leadership projects that build skills for youth with and without disabilities; present to community groups to change attitudes (regular educator and special educators partner together to oversee) • Schools apply to do civil rights/social justice trainings using Living Well’s training on rights. Current Living Well trainers want to continue this work (perhaps they could go into schools or other environments to train). This could involve youth ambassadors speaking and mentoring on supported decision-making. <ul style="list-style-type: none"> ○ One LW service provider partnering w/ a school district to do a training w/ transition-aged youth; this model could be used w/ LW rights training – PF will eventually take over this type of training ○ Could also use Safe and Free in high schools ○ Could partner with TIG (working on a SA curriculum) or ERI; what about the Lisa Hebpen SA curriculum? ○ Ideally, we’d support teachers to use the curriculum and strategies in hope that it becomes part of what they teach <p>(\$20,000 total for one or both of the activities above)</p> <ul style="list-style-type: none"> • Help coordinate the Circles of Life Conference, including sessions/activities about self-determination and choice-making with children (Sponsorship of \$7,500) | \$20,000 | | <p>Could schools granted be later recognized by Governor – to showcase/highlight</p> <p>We could potentially use the rights training in schools within Living Well</p> |
| <p>Living Well (Funded through federal grant)</p> <ul style="list-style-type: none"> • Living Well participants learn about making choices and who/how they interact with people through a safe relationships curriculum and a toolkit for providers and self-advocates | | See above | |

(subtotal: \$110,000-115,000)

Obj. 2.3: September 30th, 2026, as a result of BPDD action, 1000 self-advocates will engage in effective **advocacy**. (*Self-Advocacy requirement*)

Measurement: Number of people with intellectual and developmental disabilities who engage in advocacy activities such as being a People First member; testifying at public hearings; joining/participating in cross disability coalitions, boards, or committees; meeting with legislators; help create videos or other materials on topics important to people with disabilities; and/or becoming a Living Well trainer

Date Source: People First chapter rosters; quarterly reports; surveys; interviews

| Activities/strategies | Recommended Budget | | Comments |
|---|--------------------|-----------|---|
| <p>Strengthen and support a statewide advocacy organization for and run by people with disabilities</p> <ul style="list-style-type: none"> Contract with People First WI to further develop the statewide organization and chapters, including the development of one chapter in a high school each year of the st plan OR including an outreach plan to connect w/ younger potential members | \$80,000 | \$ | |
| <p>Elevating voices of people with disabilities</p> <ul style="list-style-type: none"> Using social media to share views/perspectives of people with disabilities on variety of topics, including supported decision-making (i.e. videos) (\$20,000) Support people with disabilities to connect with their legislators through efforts like “Take Your Legislator to Work” and public hearings (\$20,000) | \$40,000 | | Non-drivers and those impacted by transportation sharing their thoughts/ perspectives |
| <p>Living Well Self-Advocacy training (Funded through federal grant)</p> <ul style="list-style-type: none"> Living Well self-advocates get trained on delivering the Safe and Free curriculum and then train other people with disabilities on the content | | See above | |
| <p>Disability Advocacy Day</p> | Staff time | | |

(subtotal: \$120,000)

Obj. 2.4: By September 30th, 2026, as a result of BPDD action, 250 (#) self-advocates will **participate in leadership training and practice their leadership skills** across all aspects of community life. *(Self-Advocacy requirement)*

Measurement: Number of people with disabilities who receive leadership training and put into practice the skills they learned

Date Source: Surveys; interviews; focus groups

| Activities/strategies | Recommended Budget | | Comments |
|--|--------------------|--|----------|
| <p>Support youth to develop and use their leadership skills</p> <ul style="list-style-type: none"> Coordinate the annual Youth Leadership Forum to builds skills and provide opportunities for high school students to meet legislators and plan for change in their home communities (is there a need and a way to include more basic self-advocacy training and peer mentoring in YLF?) | \$5,000 | | |
| <p>Develop a network of advocates across the state interested and trained in advocacy</p> <ul style="list-style-type: none"> Implement Partners in Policymaking to support adults with developmental disabilities and families of children and youth with developmental disabilities to build their leadership skills | \$50,000 | | |

(subtotal: \$55,000)



Developing our 5-Year State Plan



MAY 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

- **emerging:** something that is starting to be understood or seen
- **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
- **programmatic:** something that relates to a program or activity

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
- **unity:** coming together or becoming a one whole thing

4

Agenda: May 20, 10-11:45a.m.

- ❖ Timeline
- ❖ Review last meeting
- ❖ Continue Goal 2 Activities and Budget discussion
- ❖ Review public comments



Our aim for this board meeting is to decide on Goal 2's budget and possible activities and to review public comments.

5

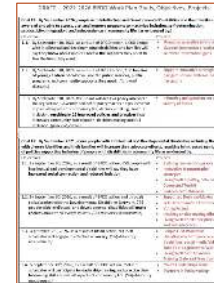
Timeline for 2022-2026 State Plan

| 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 |

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Grab your Handouts!

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Activities and Budget

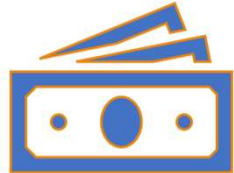
What will we DO?
How will we allocate our funds?



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Budget information

- Annual budget for projects = about \$380,000
- This amount does not include staff time
- For some objectives, we may not grant out a lot of money. That is okay. We can still be putting a lot of other resources and effort into it. For example, our plain language promotion activities.
- Goals can have different amounts of money
 - Goal 1: \$80,000
 - Goal 2: \$305,000-310,000
 - Total: \$385,000-390,000



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Let's continue discussing Goal 2 Objectives, Activities, and Budget

Emailed version of packet:
Pg ____

2022-2026 RPDD State Plan Draft
for State Hearing Discussion

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.

Area of Emphasis: Careless Assurance **Budget:** \$33,500-343,000?

Rationale:
People with intellectual and developmental disabilities experience meaningful relationships with people beyond family members, caregivers, and staff. These relationships are often one-sided, with people with disabilities being the recipients of care, support, and services, rather than being seen as valued contributors to their communities. People with intellectual and developmental disabilities often have limited opportunities to be seen as valued contributors to their communities. People with intellectual and developmental disabilities often have limited opportunities to be seen as valued contributors to their communities. There are many barriers to the level of meaningful participation in communities.

Barriers stem from these things: unrealistic low expectations, attitudes, and systemic inequities that create rules and systems that contribute to the challenges people with intellectual and developmental disabilities face. These barriers result in limited opportunities. This also results in limited decision and choice-making, putting people with disabilities at greater risk for abuse and neglect.

Goal 2 Objectives focus on self-direction or managed care and an increase in the number of people who report self-direction or managed care. Goal 2 Objectives focus on people who are **intellectually and developmentally disabled** who use the self-direction program. The program is designed to help people with intellectual and developmental disabilities live more independently and make choices about their lives. The program is designed to help people with intellectual and developmental disabilities live more independently and make choices about their lives. The program is designed to help people with intellectual and developmental disabilities live more independently and make choices about their lives.

Wisconsin, like most other states, has a fragmented reporting system for abuse and neglect. Making further what is reported, how often, and how to report. The Adult Protective Services system is fragmented by the 22 different counties, and our state-wide reporting mandatory investigation system for caregivers of people over 60 (elder abuse). Completion of

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Discussion Questions

- Will the listed strategies help us reach our objectives?
- If there are too many listed strategies to carry out, which ones are most likely to help us achieve our objectives?
- Are there other strategies (best practices) that are not listed that will help us achieve our goals/objectives?
- Have we allotted adequate funding for the strategies? Do we need more? Could we do with less?
- Are the strategies clear?

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Goal 1
Objectives,
Activities, and
Budget

Emailed version of packet: Pg
_____;

2022-2026 RPDO State Plan Draft
for Board Meeting Discussion

Goal 1:
By September 2026, 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.

Area of Emphasis: Formal and Informal Supports **Budget: \$80,000?**

Rationale:
People with intellectual and developmental disabilities and their families must be:
 1) aware of the services and supports available to them throughout the life span,
 2) able to understand what the services offer,
 3) able to apply for the services,
 4) able to use the services to build a meaningful life, and
 5) able to provide feedback and voice concern on the quality of services and ways to improve.

Despite efforts to service systems to follow eligible conditions of the available programs, many people, especially people of color, remain either unaware of these opportunities or do not find that the services help them live full lives in their communities. The service systems are often fragmented and difficult to navigate. Program and service responses and activities are often difficult to find, read and understand. Opportunities for input to improve services or voice concerns are either nonexistent or often do not result in positive change.

Participation in children's long-term care in Milwaukee County continues to lag compared to participation rates in other counties, with gaps for children in Milwaukee funded as roughly half the rates of Dane County plans. Participation in Milwaukee County is 37% higher, while Dane County with a population about half of Milwaukee county has 1,000 children on the waitlist. This continued disparity in the county with the highest cultural and linguistic diversity in the state, and among the highest poverty rates, continues to be a concern.

Hispanic and Latin children also are significantly under-represented in children's programs related to caregiver children.

Demographic data on applicants/participants is available in some service systems. To address disparities, it is important that all systems collect demographic data and be able to notify them when asked.

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Draft Budget

| Goal | Project (Federal core grant) | Budget |
|--------------|--|--------------------------|
| 1 | Promoting accessible information | \$0 |
| 1 | Navigating service systems (family nav.) | \$80,000 |
| 2 | Building connections | \$20,000 |
| 2 | Supported decision-making | \$10,000 |
| 2 | Self-Determination Conference | \$60,000 |
| 2 | Voting | \$20,000-25,000 |
| 2 | Instilling choice-making | \$20,000 |
| 2 | People First Wisconsin | \$80,000 |
| 2 | Elevating voices | \$40,000 |
| 2 | Youth Leadership Forum | \$5,000 |
| 2 | Partners in Policymaking | \$50,000 |
| TOTAL | | \$385,000-390,000 |

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

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Public Comments

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Debrief,
Wrap-up,
Next Steps

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