

Goal 1 | Amount for Grants: \$140,000



More people with Intellectual and Developmental Disabilities (I/DD) and their families will participate in inclusive activities that they choose.

By September 2026, people with intellectual and developmental disabilities and their families, including those with diverse identities, are aware of and able to access, use, and improve programs to increase inclusion, self-determination, productivity, integration, and independence in community life as evidenced by:

Objective 1.1



More people with I/DD will have the supports they need to live the life they want.

By September 30, 2026, because 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**.

Objective 1.2



More families of color with young children with disabilities will use the programs they need.

By September 30, 2026, because of BPDD action, **100 families of young children of color** will use with the **public services, public programs and community supports** they need.

Objective 1.3



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

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.

Why we chose this goal:

People with I/DD and their families must:

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

Definitions:

Plain Language: Plain language is easy to read, understand, and use.

Self-advocates: a person with a disability who speaks up for their rights and what they or others with disabilities needs

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

Suggested activities:

- Promote the use of **plain language** by agencies and organizations so that people with disabilities, families and others understand the information and can use it
- Work with **self-advocates** and family members to educate others about the value of **plain language** materials
- Have people with disabilities look at of publications and websites to make changes
- Fund activities to **reduce information gaps**
- **Empower people** with disabilities and families, including people/families of color, to **easily use service systems**
- **Let policymakers know how policies will affect** community life, decision-making and full inclusion for **people** with disability
- Provide information and e-mail alerts on key policy and legislation that affect people with disabilities.

Goal 2 | Amount for Grants: \$250,000



Children and adults with intellectual and developmental disabilities will be seen as valued members of their communities.

Children and adults with intellectual and developmental disabilities, including those with diverse identities, experience equity, access, and opportunity to foster authentic relationships and be seen as valued contributors to their communities as evidenced by:

Objective 2.1



Children and adults with I/DD will have more social connections and feel less lonely.

By September 30, 2026, because of BPDD action, 650 children and adults with intellectual and developmental disabilities will say they have **increased social connection and reduced isolation**.

Objective 2.2



Children and adults with I/DD will make choices about their everyday lives.

By September 30, 2026, because of BPDD action and through collaboration with the Developmental Disabilities Network, 775 children and adults with intellectual and developmental disabilities will **make choices** about their everyday lives.

Objective 2.3



Increase the number of self-advocates with I/DD involved in advocacy.

September 30th, 2026, because of BPDD action, 900 self-advocates will take part in effective **advocacy**.

Objective 2.4



Support more people with I/DD and families to be leaders.

By September 30th, 2026, because of BPDD action, 1,000 self-advocates will **participate in leadership training** and **practice their leadership skills** across all aspects of community life.

Why we chose this goal:

Children and adults with I/DD want real and meaningful relationships with people beyond family members, caregivers, and paid staff. These relationships are often made when participating in everyday life of a community: playing with friends, going to school, exercising at the gym, going to religious services, being a member of a club, volunteering, and working. They 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.

People with disabilities unfairly face barriers that do not value and recognize the contributions possible by people with I/DD. 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.

Many people w/ IDD are under guardianship. Guardians often make multiple decisions every day (what clothes the person with a disability can wear, what food they can eat, etc.) that go 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 and the role of guardians.

Wisconsin, like most other states, has a patchy reporting system for abuse and neglect, making it unclear when it happens, how often, and how to report. Likewise, people report being unsure where to file a report. Children and adults with disabilities need access to trainings on their rights and how to stay safe.

Expectations held by children and adults 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 children and adults with disabilities to others and to opportunities, they gain skills, independence, and real relationships. This creates higher community expectations for people living with disabilities.

Definitions:

Discretion: having the freedom to make a decision about something.

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

Prospective: expecting to be something in the future

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

Systems change: addresses unfairness and problems in our systems.

A ward: a person who has a guardian

Suggested activities:

- **Provide grants** for activities that support people with disabilities to **build connections** in their communities
- **Provide education and training** to people with disabilities **on their rights** and ways to stay safe and connected
- Provide education to service providers and businesses about supporting people with disabilities in the workplace
- Provide education and training on available **decision-making options**
- Promote agencies to work together and strengthen coalitions
- **Support People First Wisconsin**, a statewide Self-Advocacy organization, to strengthen their chapters and to provide members opportunities to engage in advocacy activities
- Provide grants to **support people**, especially children and young adults, **to make choices and decisions about their lives**
- Support **voting** activities
- Support opportunities for people with disabilities to **connect with legislators to educate and advocate** on issues important to them
- **Provide advocacy and leadership training** and mentoring to self-advocates, including youth and families
- Engage in **systems change** activities that promote the inclusion of people with I/DD in all areas of community life
- Host statewide network/training events, such as the Self-Determination Conference
- Promote collaboration among the **Developmental Disabilities Network** partners—Disability Rights Wisconsin and Waisman Center.