



WISCONSIN BOARD FOR PEOPLE
WITH DEVELOPMENTAL DISABILITIES

Nov. 15, 2011

The Honorable Scott Walker
Governor, State of Wisconsin
115 East-State Capitol
Madison, WI 53702

Dear Gov. Walker:

Please find attached the 2009-2011 biennial report from the Wisconsin Board for People with Developmental Disabilities (BPDD). The report details our Board's mission, membership, goals, accomplishments, and budget.

BPDD was established to advocate on behalf of individuals with developmental disabilities, foster welcoming and inclusive communities, and improve disability and overall community systems and supports, with an ultimate goal of improving the independence, productivity, and integration of people with developmental disabilities.

This biennial report covers outcomes from the third and fourth years of our federally-required five-year state plan. The five-year plan included these goal areas:

- 1) People with DD receiving long-term care services through a managed care system will use self-determination to be more included in their communities.
- 2) Youth and young adults with significant disabilities will make successful transitions to jobs and activities of their choice in the community.
- 3) People with disabilities and their family members will be effective advocates for systems change through participation in BPDD's advocacy network.
- 4) Policymakers and the general public will support inclusion and self-determination for people with disabilities.

If you have questions or comments regarding this report or about BPDD, please contact me at 608-266-1166 or beth.swedeen@wisconsin.gov. Additional information, including our new five-year plan for 2012-2016, is located at our website, www.wi-bpdd.org.

Best regards,

A handwritten signature in cursive script that reads "Beth Swedeen".

Beth Swedeen, Executive Director
Wisconsin Board for People with Developmental Disabilities



WISCONSIN BOARD FOR PEOPLE
WITH DEVELOPMENTAL DISABILITIES

2009 - 2011
BIENNIAL REPORT

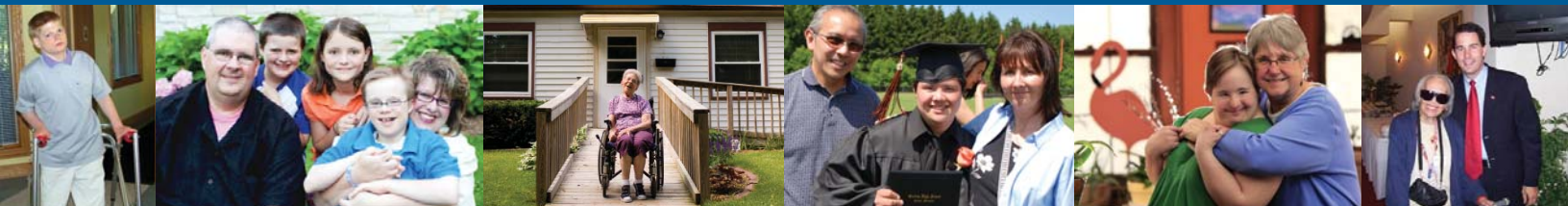


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**The Wisconsin Board for People
with Developmental Disabilities**

201 West Washington Avenue, Suite 110
Madison, WI 53703

Phone: 608-266-7826 Fax: 608-267-3906

Website: www.wi-bpdd.org Email: bpddhelp@wi-bpdd.org



The Wisconsin Board for People with Developmental Disabilities was established to advocate on behalf of individuals with developmental disabilities, foster welcoming and inclusive communities, and improve the disability service system. The Board's mission is to help people with developmental disabilities become independent, productive, and included in all facets of community life.

Mission

The Board is dedicated to improving the independence, productivity, and integration of people with developmental disabilities.

Independence means having choices available, being able to choose, and exercising control over one's own life.

Productivity means making a contribution to one's own household, neighborhood and community. It means working in the community and earning a living.

Integration means being present in the community, participating in the life of the community and being valued as a person, friend, family member and neighbor.

Population Served

The Board advocates for the independence and inclusion of people with developmental disabilities in Wisconsin.

What is a developmental disability?

Under Wisconsin State Law, a developmental disability is defined as a list of conditions: brain injury, cerebral palsy, epilepsy, autism, Prader-Willi syndrome, intellectual disability, or another neurological condition closely associated to an intellectual disability. The condition must be severe and permanent.

Because the Board is funded by the federal government, it uses the federal definition of developmental disability. The federal definition is based on the level of need, not the underlying condition. Under federal law, a developmental disability is a severe, chronic disability caused by a mental or physical impairment, or both. The impairment must occur before a person's 22nd birthday and result in serious limitations in three of the following areas:

- self-care;
- receptive and expressive language;
- learning;
- mobility;
- self-direction
- capacity for independent living;
- economic self-sufficiency;

and create a need for lifelong supports and services.

BPDD State Plan, 2007-2011

The Board is required by federal law (PL 106-402) to submit a federal five-year state plan spanning 2007-2011. The plan had three goals and a public education plan, with a range of objectives in each goal area. The plan includes:

Self-Determination

People with developmental disabilities receiving long-term care services through a managed care system will use self-determination to be more included in the community.

Transition

Young adults with significant disabilities will make successful transitions to jobs and activities of their choice in the community.

Advocacy and Organizing

People with disabilities and family members will be effective advocates for systems change through participation in the DAWN advocacy network.

Educating & Raising Awareness

Policymakers and the general public will support inclusion and self-determination for people with disabilities.

The Board is dedicated to improving the independence, productivity, and integration of people with developmental disabilities in Wisconsin.

Barbara Katz
Chairperson

Parent
Madison

Daniel Bier

Waisman Center
Madison

John Donnelly

Self-Advocate
Madison

Kevin Fech

Parent
Cudahy

Barbara Gadbois

Parent
Bayfield

Andrew Gerbitz

Self-Advocate
Oconomowoc

Debra Glover

Self-Advocate
Milwaukee

Michael Greco

*Department of Workforce
Development*
Madison

Robert Kuhr

Self-Advocate
Oshkosh

Ramsey Lee

Self-Advocate
Hudson

Pam Malin

Public Provider
DePere

Katie Perhach

Parent
Whitefish Bay

Qyla-Person Streeter

Parent
Racine

Barbara Sorensen

Parent
Washburn

Jeffrey Spitzer-Resnick

Disability Rights Wisconsin
Madison

Carolyn Stanford Taylor

Department of Public Instruction
Madison

Lynn Stansberry Brusnahan

Parent
Shorewood

Beth Wroblewski

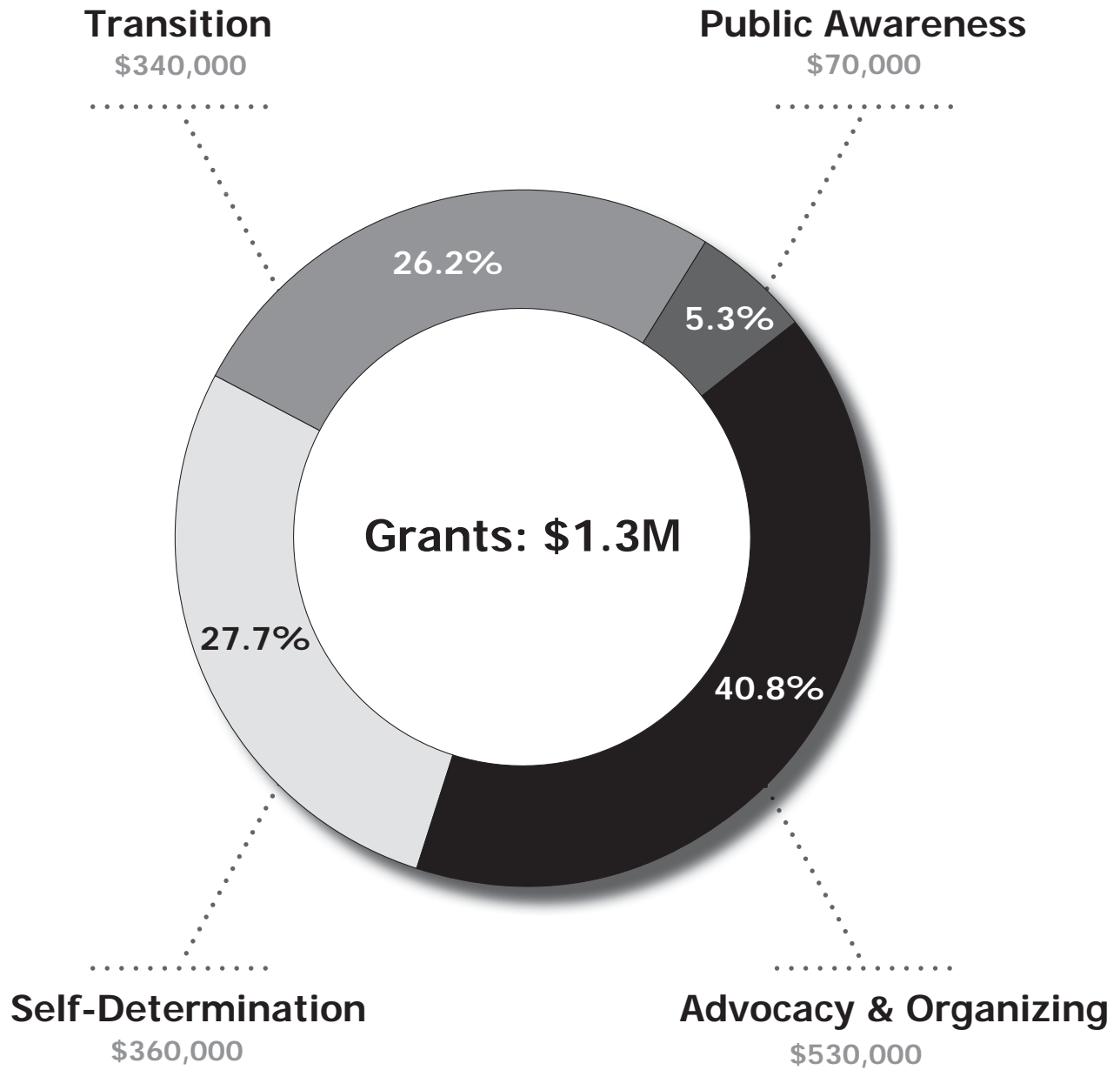
Department of Health Services
Madison

Patrick Young

Self-Advocate
Germantown

Cynthia Zellner-Ehlers

Public Provider
Baileys Harbor



The Board's vision is that adults with disabilities decide where they live and work, what services they want, and who provides the services. They are involved in civic, social, and recreational activities. Self-Directed Services (SDS) is a big step toward Self-Determination for people with disabilities. SDS gives people the authority to control how their service dollars are spent. For instance, they may choose to hire independent people instead of using traditional service providers.

The Board works to increase consumer use of SDS by providing training, organizing local coalitions, and assisting with state policy development.

Self-Determination Wisconsin

The Board strongly influenced the development of SDS with Self-Determination Wisconsin, which supported an informal coalition of organizations and individuals actively working towards making self-determination and SDS a reality throughout Wisconsin.

Self-Determination Wisconsin played a lead role in obtaining the Department of Health Services (DHS) support for the creation of an Advisory Committee and subsequent Implementation Committee for the development of IRIS, Wisconsin's SDS Waiver. The Board played a major role in helping create the foundation for IRIS, and for the continual improvement of this rapidly growing option to enable citizens with disabilities and their families to be authors of their own lives.

Learning to be...Self-Determined!
Self-Determination Wisconsin conducted more than 50 training events around the state. At the events, 1,230 people received training to learn more about self-determination, self-directed services and taking control of their lives.



In addition to its role with IRIS, Self-Determination Wisconsin played an equally significant role in strengthening the foundation of SDS within Family Care through providing more than 50 training events across Wisconsin; by working directly with citizens with disabilities and their families as they requested SDS within Family Care; and by providing feedback to DHS, Aging

Self-Determination Wisconsin strengthened the foundation of SDS within Family Care.

and Disability Resource Centers, and the Family Care organizations on how to improve their understanding, information, and implementation of SDS.

Self-Determination Wisconsin created a website and brought together key agencies and organizations across Wisconsin in support of self-determination and SDS. Despite the challenges in the rapid expansion of Family Care and IRIS, the foundation

for SDS resulted in significant expansion of SDS.

In Control Wisconsin

In an effort to continue the activities of Self-Determination Wisconsin, a non-profit organization – In Control Wisconsin – was formed to continue to provide information, consultation, training, and support after Board funding ceased. In Control Wisconsin's mission is to play a key role in systemic policy change in Wisconsin so that people of any age or need for support will control their support and their lives as valued citizens. In Control Wisconsin provides a framework to bring together existing best practice, to introduce new ways of working which will help everyone, and to support everyone involved in meeting the challenges. In Control Wisconsin is an affiliate of In Control International. Through a partnership with In Control UK and other In Control groups around the world, In Control Wisconsin can share information, research, stories, and develop tools to use for SDS.

The Board helped start IRIS so people with disabilities could direct their own services.

To be self-determined, people with disabilities need qualified, dedicated direct-support professionals. The College of Direct Support fills that need.

College of Direct Support

In order for people to exercise self-determination, they must have a pool of qualified, dedicated direct-support professionals. The Board started a



pilot project in Wisconsin with the College of Direct Support (CDS). The pilot

project was projected to serve 1,000 individuals in five counties. The pilot was designed to determine if the model could be successful and, if so,

the Board would advocate for CDS to be implemented statewide for training of direct-support professionals.

The pilot project was divided into two separate projects. The first project, which was housed at the Waisman Center, was meant to work with agencies in Dane County. The other project worked with agencies in areas outside of Dane County and was housed at the University of Wisconsin-Oshkosh (UWO).

Five agencies worked with UWO and three with the Waisman Center. By

the end of the first year, 500 people at 10 residential and vocational agencies were being supported through both projects. Of the agencies that have participated in the project, all have expressed that the training is valuable and that CDS would be a valuable tool to implement on a statewide basis.

Training for Direct Support
500 people in Wisconsin received direct-support training through the CDS pilots.



Self-Determination Conference

This annual conference is about making SDS available to all Wisconsin citizens who receive publicly-funded long-term care. The conferences focus on three elements of SDS that will enable citizens with disabilities to be in control of their lives and in the company of their families, friends, co-workers and neighbors. Those three elements were the knowledge of individuals and families, the expertise of the service systems, and the strength of communities.

EXPERTISE
of the service system

KNOWLEDGE
of individuals & families

STRENGTH
of communities

The Board's vision is that youth will identify goals for their adult lives, develop skills, and have networks of friends and family to support them through the process of moving from high school to adult lives.

YiPPE

In the second year of this innovative program, 22 students from all over Wisconsin participated in Youth in Partnership with Parents for Empowerment (YiPPE). They learned about their disabilities, their rights, Individualized Education Programs, finding jobs, post-secondary education, making friends, being assertive, managing their own health care, and more.

The students met for five weekends. Their parents met mostly in separate sessions, but at times they came together to share what they learned. The program coordinators developed a comprehensive manual so others can establish YiPPE groups, and they also spoke about the program at several state and national conferences.

The first two years of the project were evaluated through surveys and interviews with participants. Virtually all the students felt better prepared for adult life due to YiPPE training, and parents reported significant changes in students' independence, social and communication skills, connection to work, and ability to advocate for themselves.

YiPPE participants learned about their rights and how to manage their own health care. Virtually all students felt better prepared for adult life due to YiPPE.

Peer Power

The Peer Power Program works with high school students with disabilities to enhance their knowledge, skills, and supports so that they are better prepared to transition to adult life. To help achieve that goal, the program uses peer mentors who share common interests and experiences.



The Board contracted with the Independent Living Council of Wisconsin (ILCW) to implement the Peer Power Program, which was piloted by the Board in 2004. A statewide coordinator was hired to coordinate the efforts of the program.

With funds provided by the Board, ILCW awarded grants to seven organizations to develop Peer Power groups. The seven groups are located in Kenosha, Madison, Menomonie, Milwaukee, Oshkosh, Superior, and Waukesha.

Arts@Large

The Board partnered with Arts@Large (A@L) to develop a culture of inclusion in our public schools through Arts Wide Open. A@L provided inclusive, multidisciplinary arts integrated programming for:

- more than 7,000 students and teachers in 15 K-8 Milwaukee Public Schools and four Community Learning Centers;



- nearly 1,000 students and teachers at one Eau Claire Middle School
- 300 5th grade students and teachers from five Eau Claire Elementary Schools

...with more than 90 projects involving nearly 50 performing, visual and literary artists and arts organization partners during the school day and after school.

A@L provided a series of professional development workshops for teachers and artist educators. Inclusive arts projects inspired teachers to use both inclusion and the arts in teaching the general curriculum.

Dare to Dream

One of the most exciting aspects of Arts Wide Open was the Dare to Dream initiative. Dare to Dream promoted the integration of art and music into the curriculum of K-8 schools. This project built the capacity of artists and arts organizations to partner with teachers and students to promote an atmosphere of inclusion. On average, 20% (nearly 2,000 students) in schools served by A@L have disabilities.

Dare to Dream had diverse arts partners: Milwaukee Chamber Theatre, writer Fonde Bridges, African American Children's Theatre, hip-hop artists The Figureheads, Walker's

Due to the Board's partnership with A@L and the Arts Wide Open project:

- 21 education programs were improved
- 18 schools reported improved IEP practices
- 1,912 people facilitated inclusive education
- 154 people were trained in inclusive education



Point Center for the Arts, and Xalaat Africa. These artists worked hand-in-hand with teachers to design individualized projects that fit each unique school environment. Projects provided multi-disciplinary arts experiences that helped students with diverse learning and physical abilities work together in productive, creative ways.

Artists provided an all-school kick-off assembly to introduce their art form and the project concepts to students and teachers. Schools then selected two classrooms that the artists worked with during eight-week residencies.

Students, teachers, and artists who participated in the residency activities collaboratively planned and presented a culminating activity for the entire school community. Activities in the planning stages took the form of a performance, exhibition, or were linked to a previously planned school community event.

Teachers had access to online curriculum guides prepared by each arts partner and A@L. Curriculum guides featured interactive activities and ideas adaptable for students of all learning abilities.

The Dare to Dream project also challenged artists and teachers to use Universal Design for Learning to ensure participation by all students. Participants created projects to encompass the diverse learning and physical abilities represented in each classroom. In this way, they promoted an inclusive school-wide climate that helped students value the unique gifts that each individual brings to their classroom and their community.



*The Dare to Dream project challenged artists and teachers to create projects that promoted an **inclusive school-wide climate** that helped students value the unique gifts that each individual brings to their classroom and their community.*

The Board and A@L also worked on two other initiatives:

The manual *It's Our World, Too!* helps students and teachers identify ways that they can use the arts to effect social change. These positive changes often come in the form of reducing the incidences of bullying, getting students to value their peers and see how differences can bring value to community.

The second initiative, the **RESPECT project**, is a supplementary curriculum focused on interpersonal skills for students entering the work force. A curriculum is used to spark discussion on respecting diversity amongst peers, students and their teachers, and students and their communities. Students are encouraged to use the activities to discover ways in which they may integrate skills in interpersonal relations throughout their school careers and into the workplace. The curriculum introduces students to four guiding principles: 1) work as a team, 2) respect diversity, 3) conflict resolution, and 4) community service.

The Board's vision is that people with disabilities and their families take the lead in advocating for policies and programs they need for meaningful lives.

The Board works to ensure that people with developmental disabilities have the information, skills, opportunities, and supports to live free of abuse, neglect, financial and sexual exploitation, violations of their human and legal rights, and the inappropriate use of restraints or seclusion. Self-advocacy systems contribute to and protect self-determination, independence, productivity, and integration and inclusion in all facets of community life.

DAWN

DAWN (Disability Advocates: Wisconsin Network) is the name given to the whole range of resources the Board provides to advocates. This includes grants, community organizing supports, a website, and voting information and access.

DAWN Website

The DAWN website continued to provide state disability advocates with up-to-date information on legislative and policy issues. This site is viewed by advocates as an important place to find disability information. We continued our "Take Action" section of the website, which remains a popular tool of advocates for contacting their elected officials on important disability issues. We sent more than 100 targeted e-mail alerts to our subscriber list of over 1,000 individuals and 200 organizations who have told us what information they want to receive.

Community Organizing

The Board worked with the Wisconsin Apprentice Organizers Project (AOP)

to build a strong culture of grassroots community organizing for disability justice in Wisconsin. Through AOP's formal training program, 10 individuals have been trained to be community organizers and to assist local grassroots groups in finding allies, developing strategy, and building investment and involvement of members. These organizers have assisted more than 15 local groups from all around the state to advocate effectively at the local level around disability issues. Community advocacy trainings were held in Milwaukee and 45 people learned how to organize around disability issues.



Voting

The Board continued to work with the Wisconsin Disability Vote Coalition (WDVC), which now has 28 members. The WDVC is a non-partisan initiative to increase voter turnout through education, outreach and get-out-the-vote (GOTV) efforts. Coalition members conduct local GOTV efforts for which the coalition provides training and expertise.

GOTV

Over the years, the Board has worked with partners to create a large Disability Voter Bloc database of potential voters within the disability community. From 2009-2011, eight new agencies joined the coalition and 3,245 names were added to the

Voter Turnout Increased

The Board's voting project was able to increase voter turnout 3.5% among a targeted group of 3,000. In November, turnout was increased by 18% from a group of 7,000 people. This included 229 people who voted for the first time.

database, which now totals almost 15,000 names. The coalition's web site had about 32,000 "hits," the project sent three print mail pieces and made two automated calls to about 7,000 unlikely voters. As the result of these efforts, 18% voted and 229 of those voted for the first time.

We also did an informal research project to test the effectiveness of the various outreach techniques used to encourage people to vote. The Board found little difference between people's voting behavior whether they received a phone call or a postcard or both.

The Board also worked with the Government Accountability Board on state legislation and policy, as well as polling place accessibility and training for poll workers.

Voter Education

The coalition held four voting rights workshops around the state and three teleconference voting rights calls. The workshops were attended by 36 consumers and the teleconference calls had 35 participants.

The coalition also provided technical assistance and/or funding assistance for three candidate forums. In addition, the coalition collaborated

with other organizations to develop, distribute, and analyze a candidate questionnaire for state and federal legislative candidates. Results from this questionnaire were made available to the disability community to help them make their voting choices.

Take Action

The Board uses CapWiz by incorporating it into its advocacy web site, DAWN (www.dawninfo.org), and calls it "Take Action." When Take Action posted a bill to act upon, disability advocates responded. The Board now has 314 advocates who have used the Take Action tool during the past legislative session. This tool allows the grassroots to easily send email messages to state and federal representatives on disability-related issues. The Board will expand its use in the future by partnering with other groups to cover more bills and issues.

Grassroots Grants

The goal of Grassroots Grants is to increase the number of people with disabilities and/or their family members doing advocacy activities in their community. These are activities that will make a difference in the quality of community life for people with disabilities. They provide an opportunity

for people with disabilities and/or family members to be leaders in the disability advocacy movement and to start local advocacy groups.

Grassroots Grants are divided into two categories. There are long-term community organizing grants (up to \$5,000) and mini grants (\$500) that are designed for one-time activities. 17 community organizing grants were awarded and five mini grants were awarded. Most of the mini grants were awarded to individuals working on educating the public about upcoming elections (candidate forums) or educating legislators (legislative breakfasts).

A long-term community organizing grant was awarded to Making Connections Milwaukee. This group trained and organized parents in one of the poorest sections of Milwaukee to become an effective advocacy force in their community. Through their training, the group learned about different programs and services available. They also experienced the power of working together in order to make a change. The group lobbied intensely to ensure that the County Human Services programs would become more responsive to their customers and,

as a result of the group's advocacy efforts, the Milwaukee County Board started to discuss the intake situation at the public assistance call center.

Voting Survey

A phone survey of 600 people was conducted to learn more about their views about voting and current political issues. Many people expressed concern about barriers to voting. We also learned that people in the disability community vote based on their beliefs and do not always understand the impact of policies on people with disabilities.



End the R-Word Campaign

A group from the McFarland School District received a long-term community organizing grant for an anti-bullying campaign. They created some public relations materials that were distributed statewide, including the "I am not a retard" postcards (pictured). The next step in their project is to get anti-bullying legislation proposed.

I am a sister. **I am an athlete.** I am a poet.
I am a skateboarder. I am a friend. I am a comic.
I am a student. **I am a rockstar.** I am an actor.
I am an artist. I am a son. I am an activist.

I am not a retard.

Words have power. Think about the ones you're using.



Inspired by the students of Mount Horeb High School's Natural Supports group and the Straight and Gay Alliance (SAGA).

www.gsaforfreeschools.org

The Board's vision is that policymakers and the general public will promote inclusion and self-direction for all people.

Educating Policymakers

The Board educated 40 state legislators, members of Congress, and representatives of state agencies serving people with developmental disabilities (DD) about our agency and about issues affecting people with DD. The two issues for which we did the most education were long-term care (LTC) for adults and seclusion and restraint in the public schools. Consumers, advocates and providers have raised many questions about the LTC system, including adequacy of funding and lack of choice. Also, several legislators introduced a bill to protect children with disabilities from inappropriate seclusion and restraint.

BPDD Resources

The Board made resources available to the general public via our website. The resources included publications and an online collection of videos and Self-Determination Stories, which had over 3,000 views. The Board also distributed over 10,000 hard copies of publications and the e-newsletter, News 'N' Notes was distributed twice. Facebook continued to be utilized to highlight Board- and disability-related issues.

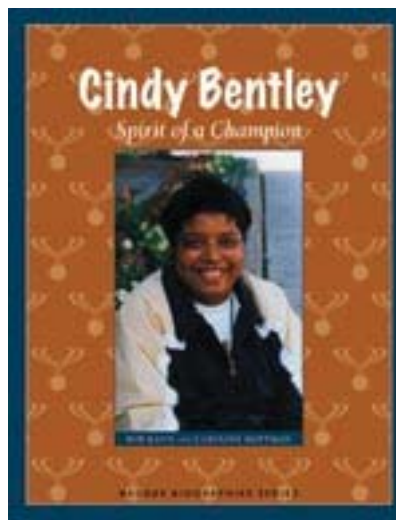
Radio

The Board worked with the Public News Service (PNS) to raise awareness about developmental disability-related issues in Wisconsin. From 2009-2011, PNS produced 16 radio stories that had estimated audience sizes ranging from 172,000 to 619,000 listeners. Story topics included: End the R-word, closed captioning online, the ADA's 20th anniversary, and lead

poisoning prevention. The Board also sponsored Wisconsin Public Radio's Ideas Network to raise awareness about disability issues. The Ideas Network has an estimated weekly audience size of 300,000 listeners.

Cindy Bentley Biography

The Board invested in the development of a biography of one of our Board members who is a self-advocate, Cindy Bentley. The State Historical Society published and promoted the book as part of their Badger Biographies Series for elementary schools. The book, *Cindy Bentley: Spirit of a Champion*, celebrates the life of one of Wisconsin's most inspirational leaders and activists, and also promotes the themes of self-determination, resiliency, and inclusion. The Board also funded a tour in which Cindy Bentley presents assembly programs to fourth and fifth grade students around the state of Wisconsin.



Radio stories the Board and PNS produced and the estimated audience size for each story:

WI Planners: Don't Forget People With Disabilities in a Disaster (289,790)

WI Parents Struggle With Prader-Willi Syndrome (172,459)

ADA: Nineteen Years of Progress in WI (176,706)

Love and Marriage: Not Always in WI (562,796)

The Web to Help WI People with Disabilities in a Disaster (219,501)

Brutal Winter is Tough on People with Disabilities (619,247)

"No-Name Calling Week" in Wisconsin (616,716)

Student Inventor Offers Helping Hand To People With Disabilities (561,808)

WI Survey: Eligibility Questions a Voting Barrier for People with Disabilities (202,320)

Do You Hear What I Hear? (567,426)

Positive Behavior Intervention – Help for WI Teachers, Parents, and Students (225,220)

WI To Address Childhood Lead Poisoning (200,083)

R-Word in the Crosshairs in WI Today (213,125)

WI Champion: You Have To Believe In Yourself (275,373)

WI Families Optimistic Observing National Autism Awareness Month (206,496)

WI Celebrates 20 Years of Access: The Americans With Disabilities Act (233,671)

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