

Wisconsin Council on Developmental Disabilities
DAWN GRASSROOTS ADVOCACY GRANTS
Proposal Cover Sheet
Start date of January 2005

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Please check one or more (for eligibility information, refer to Grant Information, question 4)

I am a person with a developmental disability_____ or another disability_____.

I am a family member of a person with a developmental disability X or another disability_____.

Describe your disability background:

My son was diagnosed with autism at age 2 ½, 10 1/2 years ago. I have advocated in school, with insurance companies, and with service providers for most of my son's life. I have worked tirelessly to ensure his full inclusion in the school and greater community, through sports, music, and social groups. I have traveled throughout the country to seek the best medical care for my son. He is a great source of pride for me, and I am overwhelmed every day by how far he has come since the day I was told that all I could do was just to "love him a lot."

I am a member of a consumer-led group or organization that is applying for a DAWN Grant. X
Name and description of group:

I am a member of Madison Partners in Special Education, a parent run advocacy group. Our goal is to educate families of children with disabilities and to work in partnership with the Madison School District and other special interest groups to improve the quality of education for all children.

Supporting agency, if any Family Support and Resource Center

Address 1945 West Broadway, Madison, 53717
(street) (city) (zip)

Phone (608)221-4611 Email _____

Geographic area/Counties to be served Dane County/Madison

Describe your Target Group. We are working primarily with families of Special Education students, MMSD staff and administrators, and other special interest groups.

Signature

Date

Return to DAWN grants, WCDD, 201 West Washington, Suite 110, Madison WI 53703

APPLICATION

Please answer the questions below. Be brief with your answers. The total number of pages submitted should not exceed 8. This includes the cover sheet, assurances and your attachments.

PART A. Your Proposal (If you need more room attach additional pages. Remember that your total page count cannot go above 8)

1. What will change for people with disabilities because of your grant? What is your goal (look at target area in instructions)? Number your goals if you have more than one.

With the support of this grant, Madison Partners in Special Education envisions that more parents who have children with disabilities will gain skills to be effective advocates at the school, district, county and state levels.

We have targeted three specific goals to focus on in 2006 that we believe will improve outcomes for children in our school district.

GOAL 1. Increase awareness of special education issues by increasing the involvement of parents in the Madison Metropolitan School District. Strengthen the special education network of families and educate families to be better advocates at all levels, local, county and state.

GOAL 2. Increase the numbers of students who actively participate in the IEP process and provide tools to assist students in self-advocacy.

Few students in the Madison school district are empowered to participate in decisions affecting their educational development. Learning strong advocacy and self advocacy skills early is important.

GOAL 3 Build legislative capacity by increasing awareness of special education issues in our school district, in Dane County, and in state legislative issues.

How will you do it? (see Attachment C for ideas) (List activities for each goal)

GOAL 1: Increase awareness of special education issues and increase involvement of parents in the Madison Metropolitan School District.

ACTIVITIES

- Meet regularly, maintain a listserv, encourage members to read and post listings on other relevant sites.
- Develop a Madison Partners website.
 - Have links on School Board and other relevant websites.
- Create and disseminate a booklet (“How to collaborate with local school districts”) using information we have gathered while working with the administration, the School Board, and other parent advocacy groups. This booklet could be used by other grassroots parent groups.
 - Update brochure.
 - Produce other resource materials.
- Develop a presentation for the Connecting Families event in April, 2006.
- Keep a notebook of all articles on Special Ed news to maintain a list of media contacts.
- Provide more exposure for special education issues in the media.
- We will facilitate the collaboration between the Madison Metropolitan School District and other special interest parent groups (including Special Education, Talented and Gifted and Minority Achievement) to foster an environment that has these disparate groups working for the greater

good of all children so that special education is not pitted against “regular” education and other groups clamoring for scarce resources

GOAL 2: Increase the number of students who actively participate in the IEP process and provide tools to assist students in self-advocacy.

ACTIVITIES

- In collaboration with KASA to develop a “Toolbox” to give to teachers so they can teach students to advocate for themselves. We will also provide training and support to staff, parents and students.
- In collaboration with KASA work with staff, students and parents to develop a resource guide for students to participate in the IEP process. Include aspects of Peer Power and other best practices.
- Develop and disseminate a pre and post survey for staff, students, and parents to determine the number of students who actively participate in the IEP process.

GOAL 3: Build legislative capacity by increasing awareness and involvement in special education issues in our school district, in Dane County, and in state legislative issues.

ACTIVITIES

- Foster cooperation among “special interest” groups to unify district policy.
- Work with the MMSD’s Legislative Committee in school state funding issues. We will send a Madison Partners representative to the Legislative Committee meetings on a regular basis.
- Participate in MMSD’s Achievement and Performance committee to continue to work toward heterogeneous, inclusive classrooms with strong outcomes for students.
- Appoint a liaison between our group and the School Board to discuss legislative items of mutual concern.
- Participate in the Special Education Advisory Committee.
- Present new research and results of collaborative activities to the School Board several times during the year.
- Join the Wisconsin Association for Excellent Schools to become more educated and subsequently pass on more information regarding funding related issues.
- Provide training for Students with disabilities (18 and older) who are first time voters. (Get out the Vote)
- Identify and monitor school related listservs and share relevant information with our members through our listserv.
- Host legislative forum/coffee.

2. How will you know that you have reached your goal? (List measures for each goal)

GOAL 1: Increase awareness of special education issues and increase involvement of parents in the Madison Metropolitan School District.

MEASURES

- Increase the number of participants signed up on the Madison Partners listserv by 100 new participants.
- Increased exposure on other school related listservs.
- Visits to the Madison Partners website (at least 500)
- Frequency of member /special education advocate comments in media (Sound off, Letter to the editor, feature articles, editorials, news story coverage) (4 letters to the editor printed, 2 feature stories)
- Presentations to PTO by Partners. (2 per level – elementary, middle)

- More positive experiences at school for kids with disabilities, based on anecdotal evidence.

GOAL 2: Increase the numbers of students who actively participate in the IEP process and provide tools to assist students in self-advocacy

MEASURES

- Create a “product” (Toolbox) distributed to every school in the district.
- At least 2 special education staff at each high school will receive training and instruction on self advocacy and involving students in the IEP process.
- At least 10 high school students will receive training and instruction on Self advocacy and participating in the IEP process.
- At least 8 students will have participated in their IEP meeting that had not previously done so.

GOAL 3: Build legislative capacity by increasing awareness and involvement in special education issues in our school district, in Dane County, and in the state legislative issues

MEASURES

- Increase the number of families providing testimony at Board of Education meetings when relevant issues are discussed, by 10 families.
- Increased exposure of special education issues on other related listservs.
- Educate school board candidates on the issues important to special education students and their families.
- Distribute questionnaire to School Board candidates to gather information and distribute information to members.

4. What are your target numbers? (See Attachment D for examples) (List target numbers for each goal)

Goal 1: (see measures for goal 1)

Goal 2: 8 students will participate in their IEP meeting who had not previously done so.

Goal 3: (see measures for goal 3)

5. How much time do you need to reach your goal(s)? (no more than 18 months no less than 6 months)

Since we are currently in the middle of the school year, 18 months, January 2006 to July 2007.

6. How will your activities continue when the grant is ended?

The grant will provide the momentum for our group to continue to build on our successes. As the core group of active individuals increases, the steering committee will have more “people-power” and will have greater capacity to reach more families in the special education community. Family Support and Resource Center will continue to offer staff support and Partners will continue to develop collaborative relationships with non profit advocacy groups in the community. The staff at the high schools will continue to use their training with the “toolbox” to help students advocate for themselves in the IEP process.

PART B. Information about your ability to do the grant

7. Do you have an agency, organization or group that can help you reach your goal? If so, what group and what will they do? Have them fill out the form for “Assurances from a Supporting Agency/organization”.(See Attachment E for ideas)

The Family Support and Resource Center (FSRC) has offered us resources in the form of staff time, access to families through mailing, websites and newsletters. See attachment.

8. What is your plan for reaching other disability advocates?

Each member of Partners brings with them unique affiliations that will increase our capacity to reach further into the community. PARTNERS is a grassroots group made up primarily of parents, many of whom have been active in the community. Many of our parents wear more than one hat, so we have a rich tapestry of resources to draw on. Members work closely with Family Support and Resource Center, Birth to 3, Waisman Center, Imagine a Child's Capacity, Wisconsin FACETS, Wisconsin Coalition for Advocacy, CESA 2, Wisconsin Family Voices.

9. Describe disability advocacy that you have done in the past including any experience in advocacy organizing.

Members of the committee have worked on the autism waiver statewide; have testified on behalf of Family Support and Special ed at Joint Finance, worked on the \$5 million increase for Birth to 3 five years ago, worked to preserve the Dane County support services for graduating seniors that was on the chopping block in '04; supported both MMSD school referenda that would have preserved special education funding. Several members Steering Committee have provided training for parents on advocacy techniques; given keynote speeches on a parent's perspective to Special Education Assistants at a district in-service and will also be participating in SEA in-service activities in Feb. 2006. Beth Moss has testified with other members of Partners at a special meeting of the School Board to give information on differentiated instruction and the importance of consistency across the district; testified at the Governor's Autism Task Force hearing on the children's waiver funding; organized an advocacy group of typical peers and disabled students at the elementary and middle school levels.

10. Have you received any training in advocacy? If so what was the training?

At least 6 steering committee members have participated in statewide parent leadership training.

11. Are there special things that you would like us to know about you?

We started as a small group of parents who got together to talk about the changes we felt we wanted to see for our own children. We now have the infrastructure and relationship with the district to see some positive outcomes for our children. In order to succeed, we are relying on a DAWN grant to fund our activities, so that we can build on our momentum.

12. Anything else you want to tell us?

In December 2005 we presented our group's mission and issues to the Madison Metropolitan School Board. This was our most recent step in our continuing dialogue with the Board as we move ahead in furthering our relationship with the members. As a result of our meeting, there were articles and opinion pieces in the two local daily newspapers. We firmly believe that the School Board now views us as a resource and viable community partner. Having greater visibility at the school board level and in the local media will help bring about greater communication between parents, educators, administrators and policy makers. Working together in a democratic process to ensure equitable and consistent educational outcomes for all students is a high priority for the Madison Partners group.

PART C. Budget

13. How much money are you asking for (the range is \$500-\$5,000) \$ 5000.00

List all your budget expenses. List any in kind or cash support from another source. Although the DAWN grants were intended to be used to build advocacy networks, not a salary for individual advocates, if payment for your time is essential to the success of your grant, you can include it in the budget up to a maximum of 20% of your grant request.

WCDD reserves the right to offer a lesser amount in order to support more projects. Questions 7 & 8 in the General Information Section will give you information on what you can and cannot do with the money.

Example

List Expenses	Amount requested from DAWN	Cash or In kind from other sources	Total
Postage	\$ 250.00	0	\$ 250.00
Meeting Space	\$ 0	Donated	0

List Expenses	Amount requested from DAWN	Cash or In kind from other sources	Total
Website development and management	\$500.00.		\$500.
Printing/supplies/post age	\$2250.		\$2250
Childcare vouchers for families to attend board meetings, training sessions	\$1000		\$1000
Food/ refreshments for meetings	\$1200		\$1200
Staff /technical support		In Kind: FSRC	
Meeting Space		Donated	
Fiscal Agent fee	\$50		\$50

ASSURANCES FROM A SUPPORTING AGENCY/ORGANIZATION

If you have an agency or organization that will help you with your DAWN grant, please have them fill out the form below and submit it with your proposal.

The _____ is willing to offer the following
(name of agency/organization)

support for _____:
(name of applicant)

Please check all that apply:

_____ I am willing to be the fiscal agent for the grant. I will complete the W-9 attached to the proposal and will accept the DAWN funds.

_____ My agency/organization will help the applicant by providing administrative support:

- _____ Mailings
- _____ Meeting planning
- _____ Meeting space
- _____ Office support

_____ My agency/organization is willing to provide the following in-kind supports

_____ My agency /organization is willing to help the applicant with outreach to the disability community.

_____ If there is more than one proposal that my agency/organization is supporting, we will help them to work collaboratively.

_____ My agency/organization will provide training and/or mentoring to the applicant

_____ Other things my agency would provide:

(Name)

(signature)

(agency/organization name)

(Date)