

**ACT OLMSTEAD ACADEMY, CLASS OF 2018**

# **2018 DISABILITY INTEGRATION PROJECTS**

**A REPORT TO THE COMMUNITY**

**DECEMBER 14, 2018**

DECEMBER 2018

*The ACT Olmstead Academy is a program of the  
ACT Center for Disability Leadership*

**ACT**  
**CENTER for DISABILITY LEADERSHIP**  
ON INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

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**Advocating Change Together (ACT)** is a grass-roots disability rights organization run by and for people with developmental disabilities. ACT's mission is help people across disabilities see themselves as part of larger disability rights moment and make connections to other civil and human rights struggles.

**ACT Center for Disability Leadership (on Intellectual and Developmental Disabilities)** incorporates a number of ACT's longstanding programs, as well as new ones, into a structured framework for equipping groups to understand disability equality, make it happen, and inform others. In addition to the Olmstead Academy, ACT Center for Disability Leadership includes the Self-Advocates Minnesota (SAM) network, and ACT's new, multi-level Disability Equality Training Series.

**ACT Olmstead Academy** is a program of the ACT Center. The 2018 class was funded with the generous support of the Minnesota Department of Human Services. Thanks also to the Minnesota Department of Employment and Economic Development for program supports as well as providing a meeting space for the Academy.

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ACT Olmstead Academy Class of 2018

# Report to the Community

Hosted by Judge Donovan Frank  
December 14, 2018

Devitt Ceremonial Courtroom  
Warren E. Burger Federal Building & United States Courthouse  
316 North Robert Street, St. Paul, MN

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## 1:00 p.m. Program

Opening procession: Academy participants  
Academy overview: Mary Kay Kennedy  
Welcome: Judge Donovan Frank  
Presentations of project results: Six regional teams  
Comments by Judge Frank  
Presentation of Certificates  
Closing song

## 2:00 p.m. Reception

Guests are invited to join Academy participants for project exhibits and light refreshments in the Jury Assembly Room (also on the 1st floor)

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### Dazzling Bouquet

**Ch:** This is a place where everybody's welcome.  
I know it's true 'cause I got through the door.  
We are a dazzling bouquet of every kind of flower.  
Jump in the vase, 'cause we've got space for more.

**Vs:** Come here, all you six-foot gladiolas.  
Come all you purple lilacs shining bright.  
Come let us all bloom together in one garden:  
A carnival of fragrance and delight.

by Bret Hesia © 1995

# EXECUTIVE SUMMARY

Building self advocate leaders by working on projects to advance community integration.



## TIMELINE

January 2018 through December 2018

## ACADEMY GOAL

Create a culture within Minnesota where self-advocacy is a foundational piece in the state's Olmstead Plan to increase community integration, and position self-advocates to play meaningful roles in its implementation.

## ACADEMY STRUCTURE

The ACT Olmstead Academy is a 12- month program featuring eight days of classroom sessions, and 9 months of required field work on Disability Integration Projects.

Participants enroll as teams of three (two self-advocates, one ally) from around the state. Teams first learn leadership skills and organizing tools for creating change to advance community integration. Each team then develops and implements a project in their home community.

## 2018 PROGRAM FEATURES

- Team-based participation – two self-advocates and one ally.
- Participatory, innovative, proven methods based on Popular Education theory.
- Mentors assist each team to create and complete project.
- Each team receives funds to implement a project in their community.

- Participants build relationships with key state allies during “Dinner With Leaders.”

## DISABILITY INTEGRATION PROJECTS

Each team chooses and leads a local project to advance integration for real people in their community. See pp. 6-17 for results of each of these seven projects.

## LONG-TERM IMPACT

Of projects launched by the first three classes, over half of the Olmstead Academy teams have found ways to continue their successful efforts, including using Uber, community gardening, event planning and volunteering in the community.

## EXECUTIVE SUMMARY

Stacy has a lot to say, but will not say it if he is in an environment where he does not feel wonderfully comfortable.

The Olmstead Academy is a super accepting and non-judging zone. Stacy was volunteering left and right to lead our team during the sessions.

He met new friends, and the Academy gave him so much acceptance to just be Stacy.



# SAM NORTHWEST TEAM

Plan and host an End-of-the-Summer Party for the town, to build relationships.



*Publicizing the party at Catfish Days*



*I stopped in to the mayor's office and got him on board with our plan.*

## WHERE WE LIVE:

East Grand Forks

## WHO WE ARE:

Charley Baumer

Stacy Olson

Carla Tice

## WHAT WE DID

We have a long-standing self-advocacy group in East Grand Forks; our members feel super comfortable in our group and the comradery and acceptance we've built among each other is the central biggest key to the success of our various efforts over the years. This is our third year in the Olmstead Academy, and our project, like the others, is hoping to increase our community connections. We planned and hosted an End of the Summer Party and Meal for the whole community.

## WHAT HAPPENED

Our planning and publicizing was a summer-long effort of meetings, cups of coffee, and networking. We met with the Mayor, Chief of Police, and Transportation Head: they were excited to be a part of the event. We spread the word over the summer during our various other activities, with flyers and word of mouth. We held an informal backyard BBQ to plan the event: over 75 people came! We played yard games, ate good food, and talked about how we could get everyone in the community having fun side-by-side with everyone else. We chose the Eagles club as the party venue, which gave us the added benefit of making new



# SAM NORTHWEST TEAM

“It should be the goal of every community to include all of the pieces of the picture and make sure that everyone feels like they belong.”

*Mike Hedlund. Chief of Police. East Grand Forks, MN.*



*The planning work itself really created the bulk of our new integration.*



*New connections at the End-of-the-Summer Party*

connections with their members. A small group of us met with the Eagles manager to plan event details. We publicized the dinner with fliers at a community parade and on social media.

The End-of-Summer Party was a big success. Besides our 25 group members, about 150 people came: 160 hamburgers, 95 hotdogs, games, prizes, chatting, laughing, Vikings game on the TV, Skol cheers. What's not to love?

## WHAT WE LEARNED

The most new inclusion was not created at the party, but rather during the process of planning and preparation. Our team members and other self-advocates met with city officials, met with the Eagles,

handed out flyers in the parade, etc. If they had only attended the party, while one or two allies did all the prep and pre-meetings, very little real inclusion would have happened. Our team and other people with disabilities were acting side-by-side throughout, building new and now ongoing relationships with key community leaders.

Our role as party planners and hosts turned the usual experience upside down. Rather than receiving service, receiving hospitality, receiving kindness and help from people without disabilities, *we're giving all these things to our community.* Our members loved the experience of being the generous, welcoming party hosts. The community members loved it too.

## NEXT STEPS

Once we start something, we tend to keep it going. We have decided that this End-Of-Summer Party will be an annual event. The Eagles Club is also looking forward to continuing this partnership. Likewise, our past Olmstead Academy teams, which created new ways for people with disabilities to play important roles in on-going community events, have kept these efforts going each year. Thanks to our projects as part of the ACT Olmstead Academy, we're more and more hardwired into our community's social life. We belong in the community, and everybody in East Grand Forks knows it and celebrates it.

# SAM METRO TEAM

Help peers engage in the political process to become active in hands-on systems change organizing.



*Our classroom learning on integration rights helped us make the connection between transportation and integration at a Metro-Mobility meeting.*

## WHERE WE LIVE:

Twin Cities

## WHO WE ARE:

Thomas Robinson

Nicole Noblet

Patrick Mitchell

Mentor: Les Bauer

## WHAT WE DID

After learning about our rights at the Olmstead Academy, we felt that people with disabilities needed to be more involved in fighting for those rights at the systems level. We did this by starting an “Active Citizens Club.” The club would meet monthly to discuss and share information on issues important to the disability community and identify ways for our members to get involved.

## WHAT HAPPENED

After a couple months of outreach with flyers and announcements at ACT events, we recruited six members for our club. The club then met throughout the project. After spending some time building our group, we spent time discussing where our interests lie and how to proceed.

We focused our work around transportation and support staff for people with disabilities. We identified the “Best Life Alliance” and “Transportation Forward” coalitions as groups that share our values and became involved with both. We first reached out to the Best Life Alliance. There we joined with several other disability rights activists in organizing a Governors Debate on Disability Issues for the 2018 election. We



# SAM METRO TEAM

“I was surprised to see how interested people were in what we had to say.”

*Joel Fox, participant*



*We met with Met Council Member Steve Elkin to discuss our goals. He said, “Transportation is an issue I’m going to stay on top of.”*

## WHAT HAPPENED, CONT.

attended several planning meetings, arranged for sign language interpreters, reviewed and edited debate questions, and marketed the event. We were planning to use this debate as a club kickoff to both get involved as active citizens and recruit others to join our group. Unfortunately, neither candidate responded to the numerous outreach attempts.

We then shifted our focus to transportation and attended a Transportation Forward event at the Black Dog Café in St. Paul. There we learned about the legislative battle to preserve funding for metro mobility services and alternative transportation options. At that meeting, we also voiced our experiences and opinions. Later, we attended a Metro Mobility

“Community Conversation,” where community members and Metro Transit officials discussed what’s working and what’s not.

## WHAT WE LEARNED

We learned that system change isn’t easy; often being an active citizen doesn’t produce instant results. We contributed time and energy alongside many skilled organizers only to see the Governors Debate on Disability Issues not happen. We also learned the importance of working together and the power of a group. Disability equity issues are complicated and pairing up with existing advocacy efforts is a great way to maximize your impact. For example, we were able to combine our newfound knowledge (what we learned at our

Transportation Forward meeting) with our real-life experiences to contribute meaningful comments at the Metro Mobility Community Conversation event.

## NEXT STEPS

We all were energized by the work of matching our real-life experiences to specific policy. We have decided to keep our club active throughout the upcoming Minnesota legislative session and have multiple meetings set up with legislators and Met Council members.

# SAM CENTRAL TEAM

Train five people to use existing transportation options, giving them more control over their own spontaneous transportation needs.



*Using the light rail was new to us, and has been fun to continue to use since we first tried it together.*

## WHERE WE LIVE:

Monticello & Elk River

## WHO WE ARE:

Carly Mellott

Kevin Koenig

Maggie Treichel

Mentor: Beth Fondell



## THE PLAN

Getting to places we want to go is always an issue here in Central Minnesota. And these days, as people with disabilities have been moving into less restrictive housing, often this means moving from one community to another. How can you get together with friends and family if many of them now live a few miles away? Fortunately, some local transportation options have recently improved. Bus service is better now in both Elk River and Monticello than it was a couple of years ago. Our plan was to help five (5) people learn the available transportation systems and

use them to get where they want, when they want.

## WHAT HAPPENED

After we researched and trained ourselves (2 people), we spent two half-days training our participants (5 people).

- Bus: The participants practiced how to get bus tokens, how to order the bus, and where they could go. We found that Uber is now an option in Elk River, but not in Monticello. All five practiced riding the bus, and three have used the bus more than once since.
- Uber: Two people used Uber

## SAM CENTRAL TEAM

“Looks like I don’t need to be the driver anymore. Since the bus training, he’s got the confidence to use the bus. He just went and visited his sister. That’s just wonderful.”

*Participant’s mother*



*When we practice with our peers-- using these existing transit options --it just seems more doable going forward.*

### WHAT HAPPENED, CONT.

- for the first time, and have used it several times since.
- Light Rail: Four participants also used the Northstar Commuter train for the first time, travelling to a Twins game.

### WHAT WE LEARNED

The barrier for our participants was not lack of bus service, or lack of public transportation. The barrier was not knowing how to use the existing bus, train, or Uber options. Now that these participants can spontaneously decide to visit or meet up with friends and family, they're doing it. For example, a person who moved from Monticello to Becker is now continuing to use the bus to visit friends and to shop. Another person who moved from Monticello to Montrose is now using the bus to get back to Monticello for self-advocacy meetings. And this trip involves a transfer! Everyone who participated in this project has a feeling of accomplishment and increased independence.

### NEXT STEPS

The team plans to check in with all who participated in this project and make sure people continue using the transportation options they learned. We are prepared to provide assistance to people if they need additional help.

# ALLY PEOPLE SOLUTIONS TEAM

Assist eight people who are lacking a basic right to take one concrete step to get it: get a job, make a date or set their own schedule



*Learning about the two women who started the whole Olmstead movement had a big impact on us. Maybe we have the power to make change, too.*

## WHERE WE LIVE:

St. Paul

## WHO WE ARE:

Amanda Hanson  
Richard Schultz  
Jennifer Walton  
Mentor: Pat Salmi

## WHAT WE PLANNED

After the classroom portion of the Olmstead Academy, our team was energized and motivated about our own rights and how to exercise them. We wanted our peers to learn and have a similar transformation. So for our project, we decided to help 6 to 8 people with Human Rights issues: overcome a specific barrier to get something they want in their life.

assistant (one of our team) to strategize and plan for how to best break through the barrier. The goal was to get a quick win behind each person in order to start building the idea that they could have more control of their lives.

At the front end of this project, the six participants felt they could just complain about what was wrong. By the end of the project, they were all taking action to get what they wanted instead of just complaining.

Results:

- Richard does not like where he lives: the rules, the housemates. He scheduled a meeting with his case manager

## WHAT HAPPENED

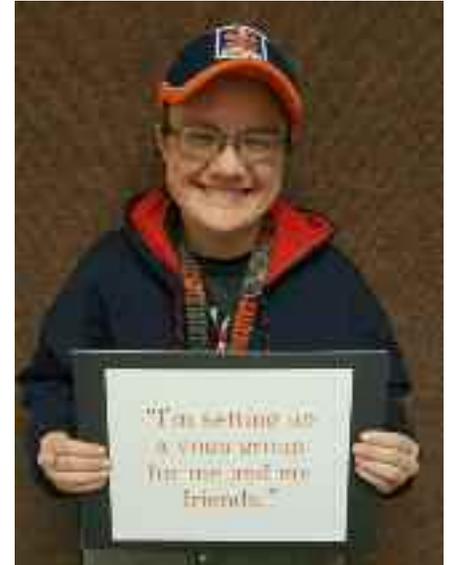
After meetings to explore what keeps us down, six people each identified one barrier they were experiencing and wanted to break through. Each was assigned a "Barrier Buster"



## ALLY PEOPLE SOLUTIONS TEAM

“The participants were shy at the beginning, but now have made new friends. Some of us are breaking out of our comfort zone.”

*Amanda Hanson, Ally team*



*We helped each other look at something we wanted, and think of a way to overcome a barrier and make it happen.*

### WHAT HAPPENED, CONT.

- to find out what his options are for moving
- Amanda met some women at Ferrell's gym. She is now setting up yoga classes for herself and 10 peers.
- Bill has wanted to work and earn money for years. He was able to arrange working at Business Solutions.
- Lindsay wanted to be more independent with her health management. She contacted a Diabetic Educator and has learned to manage her own blood sugar and give herself shots.
- Kristine wanted to make her own lunch, and is now able to

do it.

- Vince is still interested in meeting other people in exploring options for a longer-term relationship. He has taken action and invited someone on a few dates.

to help me.” They coped by giving in to whatever a staff person or authority figure told them.

We also learned that these small "quick win" changes in their lives made them feel proud, relieved, and over-the-moon happy.

### WHAT WE LEARNED

Rights issues are not a project but a process. We quickly realized our peers did know what rights they had, and had fears and misconceptions about making changes in their lives. People believe that if they move, all their supports will disappear, and they will be “kind of like homeless.” “Not able to get to my doctor.” “No one

### NEXT STEPS

Lack of correct information has narrowed all of our ideas of what might be possible. We would like to continue this project. We hope to find another batch of 6 peers, get good information to them and help them overcome a small barrier to the life they want.

# SAM NORTHWEST TEAM

## Help six peers overcome barriers and be included in some new way in the community.



*I want to go out to eat more.*



*"1, 2, 3 ... Release your barriers! Let your goal rise up and actually happen."*

### WHERE WE LIVE:

Bemidji, Fosston & East Grand Forks

### WHO WE ARE:

Sean Hoaglund  
Gail Larsen  
Wayne Wolfgram

Mentor: Mary Fenske

### THE PLAN

At the start of the year, one of our team members had a transportation issue in her life and other members of the team were able to help her resolve it fairly easily. This triggered an insight for us: peers can help each other with personal barriers to inclusion. With success under our belts, we made a plan to help six (6) people in northern Minnesota achieve goals that would give them more choice and independence and feel

more included in their communities.

### WHAT HAPPENED

We met with six people from Bemidji and Fosston and started with a question, "What's getting in the way of your living an independent or inclusive life?" Using helium balloons to signify a soaring life, people identified a goal they were interested in achieving, why it was important to them, and what barriers were getting in the way of achieving that goal. We then worked with each person to make and implement a plan to achieve their goal. The issues were:

- Susan wanted more control over checkbook. By learning how to monitor her expenses and balance online, she now has the control and independence she wanted.



## SAM NORTHWEST TEAM

"This team projected a 'can do' attitude and encouraged others to do more and be more. That's what makes them great leaders."

*Mary Fenske, project mentor*



*I want to learn QuickBooks.*



*Let's zero in on one of your goals that we can help with.*

### WHAT HAPPENED, CONT.

- Darren wanted to see more of his family. Still working on this.
- Daniel wanted to go out to eat with friends. After meeting with us and staff, staff immediately arranged for weekly dinners out.
- Carl wanted to work more than his current part time job. He added another seasonal job to his week, but as the weather got colder, that job ended.
- Tatiana wanted to make money by selling hats and scarfs she knits. Still working on this.
- Shelly wanted to go to more community activities. Still working on this.

### WHAT WE LEARNED

The desire to be included is a powerful engine necessary for change to happen. The six participants we recruited for this project all arrived with a new-found desire for inclusion, based on a recent 12-week rights training they had all experienced together. This desire for inclusion powered their success with us; they could quickly imagine several personal goals, and they had the drive to press forward. It may well be that in some cases, this project was the first their support staff had heard of their wishes.

We also learned that peers really can support and assist each other. In several cases, once the staff understood what the people served

were asking for, they were very willing to be part of the solution. It seemed to us that this success was deeper than simply, "Oh, you wanted that? Sure, here you go." We suspect that having some outside allies in on the conversation --our team--helped give leverage to getting a good result.

### NEXT STEPS

Two of the six people served by this integration project were motivated by the person-centeredness and inclusion they experienced. They now want to learn and expand the Olmstead message in their lives and in the lives of their peers, so they have applied and been accepted to the 2019 Class of the ACT Olmstead Academy.

# SAM SOUTHEAST/SOUTHWEST TEAM

Host county fair booths to create new social connections between people with and without disabilities in our small towns.



*Community leaders show support for our fair-booth project by creating a ribbon cutting ceremony.*

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## WHERE WE LIVE:

Albert Lea / Fairmont

## WHO WE ARE:

Richard Olson

Jonathon Wolner

Pat Kietzer

Mentor: Mary Goetz

## WHAT WE DID

Social isolation is pretty big in our small southern Minnesota towns. People with disabilities have few ways to connect as friends and equals with people without disabilities. We planned, publicized and hosted a booth at two county fairs, using a simple human rights game to create fun, easy ways for people with and without disabilities to connect. We followed this up with an ice cream social to foster even more new connections.

## WHAT HAPPENED

First we prepared. We devised a “spin the wheel” game for use at the Freeborn and the Martin county fairs, where fair visitors would answer questions on disability issues and win prizes. Sample question: *Name the judge who presided over the Jensen lawsuit in Minnesota: A. Judge Judy, B. Judge Page, or C. Judge Frank.*

We worked with fair officials to get booth space. Then we recruited and trained 20 self-advocates (not including the two on our team) and 19 allies to staff the booth.

The booths were a hit at the fairs. Lots of fun, and new interactions were had. Our prizes were mostly small: about 2500 people played and won a small prize between the 2 fairs. The larger prize, harder to win, was an invitation to an ice cream



# SAM SOUTHEAST/SOUTHWEST TEAM

The Academy is structured in such a unique way as to gently bring out a person's inner voice to stand up and say, "This is what's important to me."

*Mary Goetz, SAM South team mentor*



*Our local media helped get out the word: we got comfortable being in the limelight to move our message.*



*Our booth at the fair: spin the wheel, win a prize, make a new connection. We all win.*

## WHAT HAPPENED, CONT.

social a few days after the fair.

Finally, we planned and hosted the Ice Cream Social. Forty-one people won the big prize and attended the follow-up ice cream social.

## WHAT WE LEARNED

The hard work of planning and preparing for the project created as many or more new inclusion opportunities as the project itself. We had a hard time at first finding allies to staff the booth along with the self-advocates. But after a little more networking, a case manager, parents, community volunteers, club members, and service providers stepped up to participate. And the

interactions of these allies with the self-advocates staffing the booth led to some new friendships. Two of them have gotten together twice since the project ended for coffee and a chat.

We also learned that once you get up the courage to ask, you often get strong support. Once we made the ask, we were surprised and delighted by the community support and publicity we received. The local Chamber of Commerce was a great booster-providing both support and publicity. Also, the local newspaper and TV both responded to our request and did stories.

## NEXT STEPS

The momentum started with this simple Olmstead Academy project will continue.

Since our booths at the fairs last summer, one of our team members has been featured in the newspaper, on local TV and radio focusing on disability rights. He has also given a presentation to county human services personnel on the importance of community inclusion. And he is planning another ice cream celebration with multiple Kiwanis groups to further the message. He is becoming the go-to person for what ACT Olmstead Academy success looks like in Freeborn County.

We would love to do this project again if we can find the funds. We all really enjoyed the multiple ways of interacting with and meeting others from our communities.

## NOTE FROM THE DIRECTOR

The Class of 2018 is the fourth class of the ACT Olmstead Academy. In all, twenty-six integration projects have now been launched since we started in 2015. These projects continue to set the stage for hundreds of people with and without disabilities to work and play side-by-side, building more inclusive and stronger communities across the state.

This year's class included people with a wide mix of life experiences. A few of the class members strongly identified as disability rights activists; they arrived ready to step up their role as community leaders. For others, the very idea of having rights was a new concept. As one participant said, "I didn't even know I had rights. I knew I had the right to vote, but that's about it." That insight does not lead to change, however; it's just the starting point. The process of the Academy's classroom work is designed to help participants create a desire and an expectation to be included, supported and respected. Many in this class spoke about how their life experiences directly contradict the promise of integration described in the Minnesota Olmstead Plan. While there is no Magic Olmstead Wand to erase the oppression they experience, this year's Olmstead Academy cohort was brilliant at identifying integration projects that moved them and their peers toward increased liberation and inclusion.

The design of the Disability Integration Projects—six months of field work as a team, resulting in a small but tangible win—helped people see that they do, indeed, have power when they work together: power to make change in their lives, and power to help others do the same. The photos in this report communicate the sense of belonging that people experience when they take part in their communities in new ways. More importantly, the Class of 2018 members know that the new ways they were included in their communities were directly related to the work they did as a team to make that inclusion happen. This insight—that teamwork and effort leads to real change—makes people want to do more! They are now eager to continue their projects and figure out more ways to get more of what they want out of life.

The Minnesota Olmstead Plan asks for disability leaders to show us all how to move from segregation to inclusion. The ACT Olmstead Academy is building these leaders, using a long arc of hands-on training to build the desire for integration and experience a way to get it. Congratulations to the Class of 2018 for your project successes, and thank you for the leadership you've given to Minnesota.

Mary Kay Kennedy



# OLMSTEAD ACADEMY LEADERS

## **Program Design and Facilitation**

Mary Kay Kennedy, ACT Center  
Bret Hesla, Consultant

## **Session Leaders**

John Anderson: Photography  
Deni Berigan-Pirro: Catering  
Linda Breitag: Professional Artist  
Eileen Buringrud: Leadership Skills Assessment  
Larry Dittberner: Professional Musician  
Mary Fenske: Self-Advocates Minnesota  
Clarabel Gross: Hamline Univ. Social Justice Theater  
Lynne Lindholm: Catering  
Laura Mann Hill: Hamline Univ. Social Justice Theater  
Patrick Mitchell: ACT Center  
Paul Rogers: Photography  
Aida Shahghasemi: Hamline Univ. Social Justice Theater  
Katie Thune: Yoga Calm  
Carla Tice: Self-Advocates Minnesota  
Maggie Treichel: Self-Advocates Minnesota

## **Team Project Mentors**

Les Bauer, MN Quality Council  
Mary Fenske, Advocating Change Together  
Beth Fondell, Institute on Community Integration  
Mary Goetz, Arc Freeborn County  
Pat Salmi, Access Design Consultant

## **Dinner Hosts**

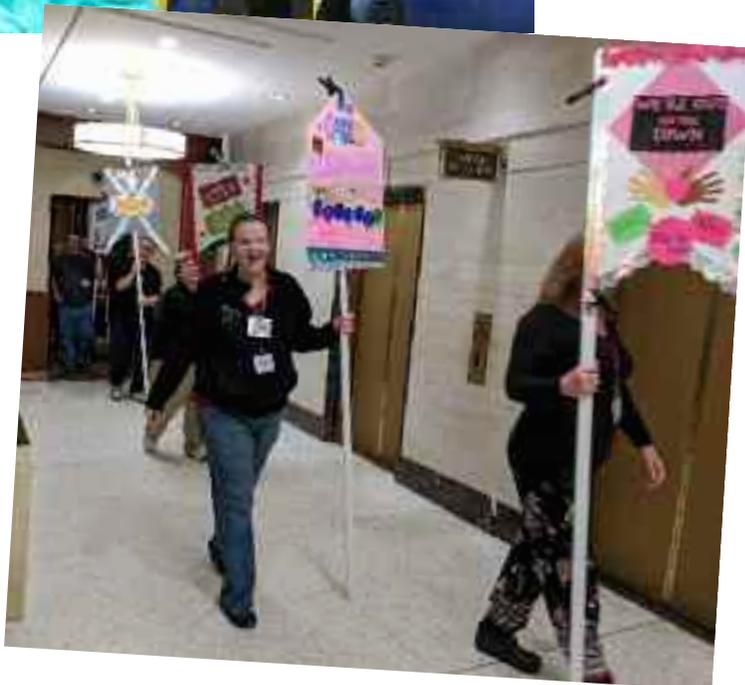
John Anderson: MN Dept. of Human Services  
Alex Bartolic: MN Dept. of Human Services  
Rick Cardenas: Independent consultant  
Thomas Delaney: MN Dept. of Education  
Jo Erbes: Minnesota Consortium for Citizens with Disabilities  
Kathryn Finlayson: Home & Community Based Services  
Jason Flint: MN Dept. of Human Services  
Lori Lippert: Olmstead Project Manager, Disability Services Division  
Pat Siebert: Disability Law Center  
Anni Simons: Fredrickson & Byron PA



# DIVERSE METHODS

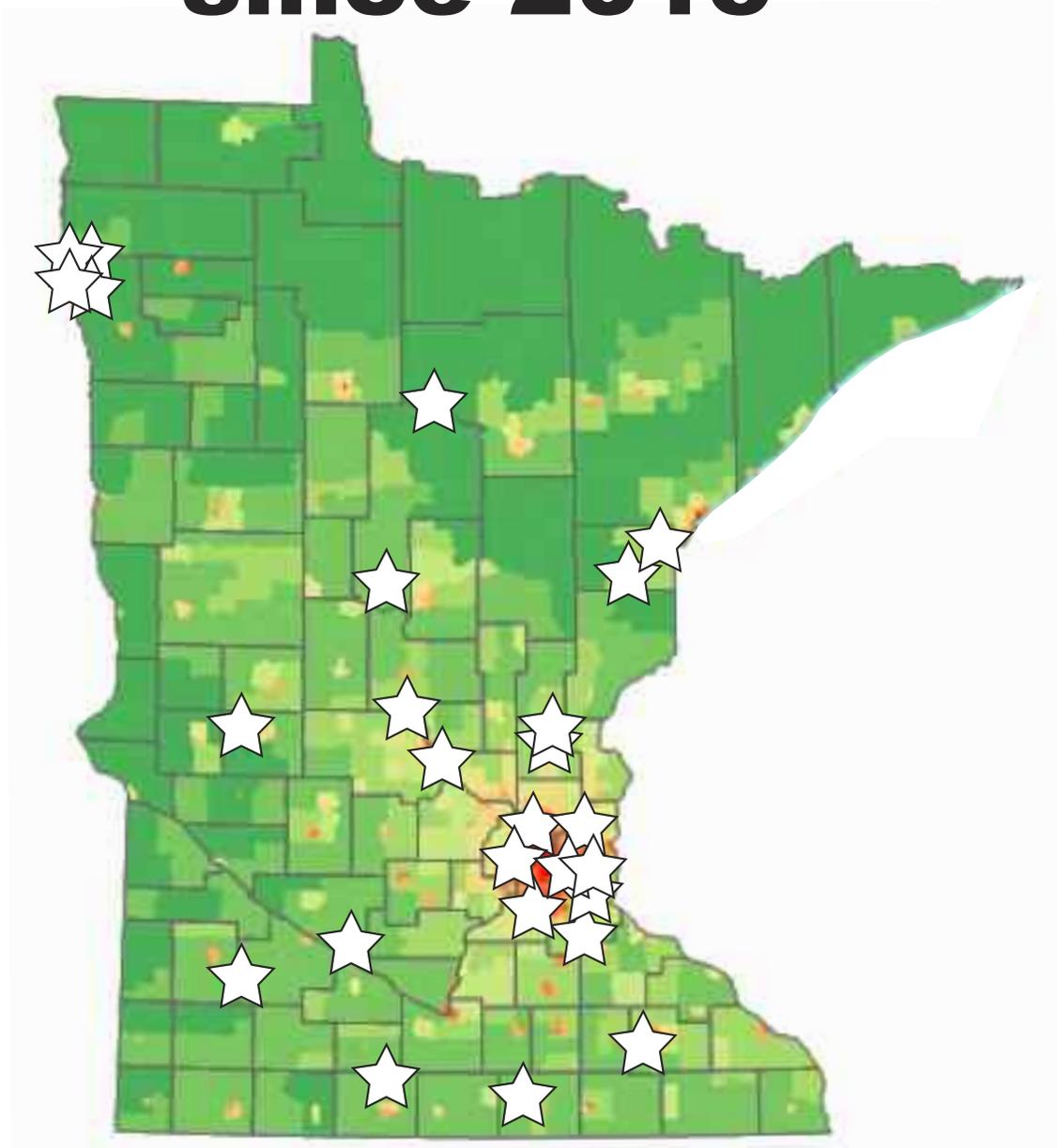


# DIVERSE METHODS



## STATEWIDE IMPACT

# 26 Integration Projects since 2015



**ACT Olmstead Academy:  
Disability Leadership to  
Advance Integration In Minnesota**

# STATEWIDE IMPACT

*The first four classes of the ACT Olmstead Academy have now completed 26 integration projects in communities across the state, putting more people with intellectual disabilities side-by-side with everybody else.*

**Inserted ourselves** into 3 longstanding community events.

**Led job prep trainings** for 26 peers --what do I need to know to pursue a community job?

Taught the public and peers about the importance of integration using **theater**, audience of 800

One-on-one **peer mentoring** to help 5 people get their plans actually implemented

Planned and led workshop to help 9 peers have a **stronger say** in their **person-centered-plan**

Created a **volunteer force** of 17 self-advocates giving back to their community on a monthly basis

Gave 27 peers **taxi vouchers** to allow spontaneous transportation around town

Trained 6 peers to **use Uber** and Metro Mobility Same Day Ride for spontaneous transportation.

Taught 8 peers **how to ride the bus** to get where they want to go.

Reached out to 12 peers who were nonvoters and supported them to **vote**.

Created a program to offer subsidized **taxi vouchers** to help 15 peers get around town, wherever and whenever they want.

Started a **coffee club** to build relationships with local **cops** and help self-advocates feel confident going out in the community.

Partnered with non-profit to start a **drop-in center** for 12 self-advocates, to create deeper social lives

Offered a **tour of homes** to inspire people in group homes-- and guardians --by seeing how others with disabilities **live independently**

Worked with eight people who already had a community job and helped them **socially connect at work**, if needed

**Hosted two dinners**, at our group homes, to build connections between 7 peers and 15 next door neighbors.

Assisted eight people who are lacking a basic right to take one concrete step to get it--**bust a barrier**

Tried a plan to **use new technology** to allow ourselves and our peers more alone time.

**Hosted two dinners** to build working relationships between 8 self-advocates and 6 community leaders

Set up a **bus tour of living options** showing how others with disabilities are living independently, to expand the sense of what's possible

Planned and **hosted an End-of-the-Summer Party** for the town, to build relationships.

**Hosted county fair booths** to create new social connections between people with and without disabilities.

Helped 6 people get active in **systems change organizing efforts**

Trained five people to **use existing transportation options**, giving them more control over their own spontaneous transportation needs.

Helped six peers learn about rights, choose a goal and overcome barriers to **get a quick-win** in their life.

Helped six peers choose a goal and **overcome barriers** and be included in some new way in the community.

## ACT Olmstead Academy, Class of 2018



# ACT Olmstead ACADEMY

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