



Developmental Disabilities Council Meeting

October 15, 2020

(Day 1 of 2)

Time: 9:00am -1:00pm

Location: Virtual

Zoom Link: <https://zoom.us/j/91566722387>

Call-in number: (253) 215-8782

Meeting ID: 915 6672 2387

9:00	Call to Order Establish Quorum Approve Agenda Approve April 2020 Minutes -Vote Reading: 20-17	Julia Bell, Chair
9:20	Budget Report Reading 20-18	Aziz Aladin
9:35	Committee Chair & Council Member Reports	
10:00	Chair Report & Reminder of State Plan Development Milestones Reading 20-19	Julia Bell Donna Tiffan
10:20	Break	



10:30	<p>State Plan Development: Part 1</p> <ul style="list-style-type: none">• Overview of information collected from:<ul style="list-style-type: none">○ CRA Information Reading 20-20○ Community Conversations & Lunchtime Discussions○ Survey Data Reading 20-21• Begin to identify trends and needs	Brian Dahl Donna Tiffan Jeremy Norden-Paul
12:30	<ul style="list-style-type: none">• Questions• Survey to prepare for conversation tomorrow• What to expect for tomorrow	Julia Bell
1:00	Suspend meeting until tomorrow	



Developmental Disabilities Council Meeting

October 16, 2020

(Day 2 of 2)

Time: 9:00am -1:00pm

Location: Virtual

Zoom Link: <https://zoom.us/j/91566722387>

Call-in number: (253) 215-8782

Meeting ID: 915 6672 2387

9:00	Welcome Establish Quorum	Julia Bell, Chair
9:10	Public Policy <ul style="list-style-type: none">• Updates<ul style="list-style-type: none">○ Federal issues○ State budget crisis• Looking ahead to 2021 Legislative Session Votes: Reading 20-22<ul style="list-style-type: none">○ Updated education policy○ Sub-minimum wage policy○ 2021 Legislative Priorities	Anthony Nash Adrienne Stuart



10:20	Break	
10:30	Equity Panel Discussion	
11:30	<p>State Plan Development: Part 2</p> <ul style="list-style-type: none">• Overview of goals, objectives, and activities in current State Plan <p>Reading 20-23</p> <ul style="list-style-type: none">• Continuing to identify trends and needs for possible consideration in new State Plan <p>Reading 20-24</p>	<p>Brian Dahl</p> <p>Donna Tiffan</p> <p>Jeremy Norden-Paul</p>
12:30	<ul style="list-style-type: none">• Questions• Next steps	
1:00	Adjourn	

Reading 20-17



Washington State
Developmental
Disabilities Council

Draft Minutes Washington State Developmental Disabilities Council July 16, 2020 Meeting

Present: Shamra Baez, Kelly Hill, Danny Holmes, Thanh Kirkpatrick, Cami Nelson, Ronnie San Nicolas, Pat Shivers, Donna Tiffan, David Carlson (DRW), Sherri Brown (UCEDD), Shannon Manion (DDA), Tavares Terry (ALTSA), Alexandra Toney (OSPI), Katie Mirkovich (DVR), Paige Lewis (HCA),

Absent: Julia Bell (Chair), TK Brasted, Anthony Nash

Staff and Support: Jeremy Norden-Paul, Aziz Aladin, Brian Dahl, Emily Rogers, Adrienne Stuart, Linda West, Kathy Easton, Suliana Tii

Call to Order:

Due to a family illness, Julia will not be attending the Council meeting. Cami Nelson was asked to Chair the meeting.

Cami called the meeting to order.

Approval of April 2020 Council Minutes

Revised minutes were e-mailed to Council members yesterday. They had been updated to correct attendance and to include some motions and seconds that were missing in the original document. The revised version will be the one used for voting to approve or disapprove by the full Council.

Reading 20-17

The minutes as written or with revisions suggested by Council members will become the document of record.

Motion: to approve the April 2020 Minutes as written. Danny moved and Pat seconded. The motion carried.

Executive Director Report

Virtual Advocacy Days

The Council, SAIL and the Arc of Washington are co-hosting a 6-part virtual Advocacy Day series every Thursday at 10:00 am. A Facebook event was posted with the details for attending. There is a link to the post in PowerPoint presentation included with the meeting materials. When requested, staff will e-mail or support members who want to participate.

Legislators from districts around the state will be there to listen and answer questions from constituents in their districts. Information about advocacy tools that people can use will be available.

Washington State is facing an estimated nine billion dollar budget gap over the next few years. Services and supports for people with developmental disabilities and their families are at risk. The Advocacy Days are designed to be a proactive forum for people to learn about the issues and advocate for their needs.

Each Advocacy Day will be recorded and available for review on Facebook and the Arc and DDC websites.

Community Grants

At the April meeting, the Council approved the funding of small grants to help alleviate the stress and isolation of people with developmental disabilities during the COVID-19 crisis. Savings from not filling one of the Council staff positions combined with the virtual meeting structure during the crisis has led to savings and enabled the Council to pursue this project. As we go forward through the year and further savings are realized, the Council will determine how to direct the funds to support the activities of the State Plan.

Reading 20-17

Staff created an application process and received 43 responses from around the state. The applications were reviewed by Jeremy, Emily and Adrienne on the Council staff. The review prioritized ethnic, socio-economic and geographic balance.

Six grants were awarded to:

- Asotin County Community Services;
- Puyallup Tribe Adult Services Department;
- The Arc of King County,
- Community Colleges of Spokane Foundation;
- Easter Seals Washington; and
- Morningside

The projects range from purchasing tablets or other equipment to allow the agencies to stay in touch with the people they serve, to giving college students access to technology to be able to attend their courses virtually. Details about the grant recipients and their projects can be found [at this site here](#).

Thanh Kirkpatrick, Council member, expressed concern with the process to award these grants. The team who evaluated and awarded the grants was not ethnically diverse and this may have led to a lack of consideration for diversity and equity. All aspects of the process, from the people tasked with evaluating and awarding to the final choices, needs to be based on increasing access and building capacity within groups who have been traditionally excluded.

Ronnie San Nicolas, Council member, agreed with Thanh. He suggested the Council create a process and standards for inclusion, equity and diversity.

David Carlson made the point that the Council should use its position to engage communities of color, communities where English is a second language and other diverse groups who have less of a voice to develop programs, policies and activities to broaden the access to services and supports.

Reading 20-17

Jeremy is open to discussing and improving the application and evaluation processes. He believes the selected grant recipients will implement good projects, and going forward, the Council will look at ways to improve the process and make it more inclusive.

Community Trust (Dan Thompson Trust)

Jeremy gave a history of how the trust came into existence and the management of the funds. There is currently no process for funds to be spent on any community initiatives or projects. There is a current balance of \$3.6 million. The Council has a role in making recommendations on how to spend the money and must provide recommendations to the Department of Social and Health Services (DSHS).

Recent legislation requires DSHS to seek recommendations from the Council, but the details of this process are not outlined in the legislation. The Council should consider using an ad-hoc committee to create a process for identifying a process for collecting community input and making recommendations to DSHS.

ADA 30th Anniversary Celebration

There will be a 30th Anniversary Celebration event on Monday, July 27th from 11:00 am until 1:00 pm and another in the evening of that day to commemorate the passage of the Americans with Disabilities Act (ADA). It will be broadcast on TVW. The festivities will have some entertainment segments, a review of the thirty year history, and a panel discussion.

Budget Report

Aziz Aladin gave a budget review through the end of May. The Council is currently using its federal year 2019 award. The award was a total of \$1.3 million, and as of the end of May, \$1.1 million had been spent with \$251,000 left to spend.

The federal year 2020 award of \$1.4 million has been received, however, the Council has not yet begun to spend it down.

Reading 20-17

The Council does have an inter-agency agreement with DSHS of \$294,000 for the Informing Families project. As of the end of May, \$190,000 has been spent leaving a balance of \$109,000.

The budget is broken into two main sections; operations and state plan activities. According to federal law, at least 70% must be allotted to the state plan process. The operation side of the budget is for administrative tasks such as rent and supplies. The state plan area of the budget is for grants, salaries, travel, council meetings along with travel and equipment.

The Informing Families budget comes from an inter-agency agreement between the Council and DSHS. This is an annual agreement and it is the Council's primary communication project. It also funds social media and other outreach and six local coordinators who cover the geographical areas within Washington State. The agreement also funds the Front Door Project, which creates an inviting and transparent experience for people applying for services.

Jeremy shared that the Council has been working closely with DDA to develop a quality assurance survey related to the Community Guide and Engagement services. It was unable to go out before the COVID-19 pandemic occurred. Since the beginning of the new federal fiscal year, the Council has been able to reinvest the funds into other areas of Informing Families project.

State Plan Update

Jeremy and Brian provided an update on the State Plan activities of the Council. The State Plan is the document that provides a road map for the Council to pursue its activities and advocacy. It is based on the requirements detailed in the DD Act. When combined with the Memorandum of Understanding (MOU) with the Department of Commerce and the Governor's Executive order, the Council has the framework not only to make a difference in the community but function within state government. The State Plan provides the format for the Council to measure the impact of the activities, detail the measures used and be accountable for the money provided. For all these factors, it is important to have strong Council member input as each new State Plan is created.

Reading 20-17

The State Plan includes goals, objectives, activities to be pursued by the Council. The DD Act mandates the Councils across the nation to use a basic framework through which to create a State Plan:

- **Systems Change-** Activities designed to change and improve the delivery of services and support to people with IDD and their families.
- **Advocacy-** Activities to build capacity and provide opportunities for people with IDD and their families to advocate on issues, laws and policies important to them.
- **Capacity Building-** Building capacity in systems, organizations and individuals to address the needs of people with IDD and their families.
- **Equity (Targeted Disparity)-** Ensuring that diverse communities are included and have power in determining the priorities of the Council. This encompasses not only creating capacity with individuals and organizations, but also ensuring Council funding is spent in ways that benefit all people.

In addition to this framework, the Council is provided with other information and data to inform their decisions on the structure and content of the State Plan:

- **Survey-** The Council develops and disseminates a public survey with questions meant to understand the needs and concerns of people with IDD and their families across the State.
- **Data-** The Comprehensive review and Analysis provides data to show gaps in policy, services and supports. The data comes from census information, national reports, state agency reports and surveys. The data are organized into areas of emphasis, such as “employment”, “supports and services”, “education” and “quality of life”.
- **Community Conversations-** Events designed to get information from communities in an interactive way to highlight what is important to people with IDD and their families. This year, due to the COVID-19 crisis, these events will be held virtually.

Reading 20-17

- **Agency Representatives**-The Council is mandated to have representation from agencies that provide services, support and/or resources to people with IDD and their families. These representatives are asked to provide information and data to assist the Council in creating goals and objectives.

The Council has until April 2021 to approve a preliminary plan to be put out for a 45-day public comment period. Relevant public comments will be reviewed and included in a final version of the State Plan to be approved by the Council in July 2021. This will be submitted to the federal agency (ACL) by August 15, 2021 and, if accepted, will begin October 1, 2021.

The public survey has been in circulation since the spring. At this time, there have been about 400 responses. A few data points to keep in mind as the survey is further distributed:

- Family members who responded outnumber people with IDD by almost 5 to 1.
- Fewer people from rural areas have responded in comparison to those from urban areas, but the split is roughly proportional to the distribution of the state's population.
- More people who identify as white or Caucasian have responded, but the response reflects the population of the state. People of other ethnicities have responded in numbers that reflect the demographics of the state, with the exception of African Americans.

Over the next few months, staff will continue to collect and collate the data from the survey, complete the Comprehensive Review and Analysis, conduct Community Conversation events, and work with agency representatives. This cumulative information will be provided to the Council and used to create the goals and objectives of the State Plan.

Reading 20-17

Draft Minutes Washington State Developmental Disabilities Council July 17, 2020 Meeting

Present: Shamra Baez, Kelly Hill, Danny Holmes, Thanh Kirkpatrick, Cami Nelson, Ronnie San Nicolas, Pat Shivers, Donna Tiffan, David Carlson (DRW), Sherri Brown (UCEDD), Shannon Manion (DDA), Tavares Terry (ALTSA), Katie Mirkovich (DVR),

Absent: Julia Bell (Chair), TK Brasted, Anthony Nash, Alexandra Toney, Paige Lewis.

Staff and Support: Jeremy Norden-Paul, Aziz Aladin, Brian Dahl, Emily Rogers, Adrienne Stuart, Linda West, Kathy Easton, Suliana Tii

Call To Order

Shamra called the meeting to order.

Before commencing the public policy portion of the agenda, Jeremy recognized Pat for his work on the Council. Pat's two terms expire with this meeting but he will be serving until a replacement is named. Jeremy expressed his appreciation for the welcome Pat gave him as he began his tenure of executive director. It is hoped Pat will remain in the Council's advocacy circle.

Several Council members thanked Pat and to let him know how much he is appreciated for everything he gave to the Council.

Public Policy

Senator Claire Wilson joined the meeting by Zoom and was introduced by staff. She opened by expressing her desire to assist Council members become comfortable on how to educate legislators.

Reading 20-17

Senator Wilson also spent time on some general issues and questions, such as:

- Whether or not there would be a special session before the end of the summer;
- Digital technology is being used more widely during this health crisis and has the ability to get more people involved;
- Even though the use of technology is more widespread, the limitations, particularly for people with disabilities, need to be acknowledged and addressed;
- Not everyone has access to the latest technology or even the ability to access the internet. As much attention needs to be paid as possible to including people who are more isolated by technology than connected by it.

2021 Legislative Priorities

Members of the Public Policy Committee were asked to pick their top three priorities for the upcoming legislative session. These will not be the only priorities the Committee will work on, though they will give direction on the areas on which the Council should focus its energy.

The issues that came out of the survey for the Council to work on are:

- Preserve all programs for people with developmental disabilities and their families;
- Disallowing providers from kicking people off of their programs; and
- Closing institutions

The recommendation from the Ruckleshaus Work Group to create a new nursing facility on the grounds of Fircrest School might need to be re-evaluated. New budget realities combined with strong opposition from the IDD community to the issue make it an important subject for the Council to review.

Public Policy Ambassador Program and 2020 Public Policy Outline

The Council reviewed the Public Policy Ambassador job description approved by the committee.

There are a few basic requirements for the position:

Reading 20-17

- Become familiar with advocacy training;
- Provide advocacy primer training in your local community or advocacy groups; and
- Prepare and be responsible for leading a lesson on an advocacy topic at a Council meeting.

At the October meeting, members will choose one Public Policy Ambassador to lead for each legislative priority.

Public Comment

There were no members of the public present to give comment.

Adjourn

Shamra called for motion to adjourn the meeting.

Motion: To adjourn the July 2020 Council meeting. Donna moved and Danny seconded. The motion carried.

Reading 20-18A

DDC All Programs Budget - August 2020 Close				
Fund Source	Total Funding	Expenditures	Balance	Percent of Total Budget
Federal 2019 Award	\$1,368,057	\$1,353,425	\$14,632	42.75%
Federal 2020 Award	\$1,537,802	\$0	\$1,537,802	48.06%
Informing Families FY21 (IAA with DSHS)	\$294,000	\$4,382	\$289,618	9.19%
Total	\$3,199,859	\$1,357,807	\$1,842,052	100.00%

Notes:

Reading 20-18B

Federal Award 2019			
	Budget	Actuals	Variance
Council Operations		<i>Expenditures from June 2019 thru August 2020</i>	
Expenditures:			
Salaries and Benefits	198,666	229,857	(31,191)
Goods and Services	75,000	63,320	11,680
Travel	1,000	687	313
Equipment	3,000	191	2,809
TOTAL	277,666	294,055	(16,389)
Percentage of Total Budget	20%	106%	
	Budget	Actuals	Variance
State Plan Activities		<i>Expenditures from June 2019 thru August 2020</i>	
Expenditures:			
Salaries and Benefits	463,554	538,072	(74,518)
Goods and Services	115,000	134,284	(19,284)
Travel	30,000	14,707	15,293
Equipment	5,000	0	5,000
Grants	304,000	250,617	53,383
Council Meeting Costs	80,000	71,690	8,310
TOTAL	997,554	1,009,370	(11,816)
Percentage of Total Budget	73%	101%	
	Budget	Actuals	Variance
Combined Budget		<i>Expenditures from June 2019 thru August 2020</i>	
Expenditures:			
Salaries and Benefits	662,220	767,929	(105,709)
Goods and Services	190,000	197,604	(7,604)
Travel	31,000	15,394	15,606
Equipment	8,000	191	7,809
Grants	304,000	250,617	53,383
Council Meeting Costs	80,000	71,690	8,310
Indirect	50,000	50,000	0
Council Approved 1-yr Budget	1,325,220	1,353,425	(28,205)
Total 2019 Award	1,368,057	102%	
Balance	42,837		

Notes:

1. Award period began October 1, 2018. Must be fully liquidated (spent) by September 30, 2021.
2. Started spending in June 2019.
3. Grants line item includes 185,000 for Advocacy Partnership, 10,000 for the ARC of Snohomish, 75,000 for SAIL, and 34,000 for Local Leadership.
4. Received a reallocation for the FFY19 award in the amount of 36,875

[Type here]

Reading 20-18C

Informing Families - Roll Up FY21

	Budget	Actuals	Variance
	<i>July 1, 2020 to June 30, 2021</i>	<i>YTD Expenditures thru August 31, 2020</i>	
Expenditures:			
Salaries and Benefits	0	3,479	(3,479)
Goods and Services	77,500	62	77,438
Grants	210,000	0	210,000
Travel	4,500	(342)	4,842
Indirect	2,000	1,183	817
TOTAL	294,000	4,382	289,618

Reading 20-18C

Informing Families - Communication Project FY21

	Budget	Actuals	Variance
	<i>July 1, 2020 to June 30, 2021</i>	<i>YTD Expenditures thru August 31, 2020</i>	
Expenditures:			
Salaries and Benefits	0	3,479	(3,479)
Goods and Services	70,500	62	70,438
Travel	4,500	(342)	4,842
Grants	168,000	0	168,000
Indirect	2,000	1,183	817
TOTAL	245,000	4,382	240,618

Brief Project Description:

This project funds six local coordinators covering six geographical regions of the state. It also funds front door projects to create a partnership with DDA and local organizations intended to create inviting and transparent experience for people who may benefit supports and services. Additionally, it pays for the Informing Families website, communication consultant, resource folders, and blog writers.

Reading 20-18C

Informing Families - Local Engagement FY21

	Budget	Actuals	Variance
	<i>July 1, 2020 to June 30, 2021</i>	<i>YTD Expenditures thru August 31, 2020</i>	
Expenditures:			
Goods and Services	2,000	0	2,000
TOTAL	2,000	0	2,000

Brief Project Description:

Funds quality assurance and satisfaction measures with community engagement services

Reading 20-18C

Informing Families - Cultural & Linguistic FY21

	Budget	Actuals	Variance
	<i>July 1, 2020 to June 30, 2021</i>	<i>YTD Expenditures thru August 31, 2020</i>	
Expenditures:			
Good and Services	5,000	0	5,000
Grants	42,000	0	42,000
TOTAL	47,000	0	47,000

Brief Project Description:

Funds three local community coordinators in cultural communities to work with families from the community and also translation of materials. The coordinators will provide IF materials and tools at local community events, workshops, and conferences attended by families from the cultural community they are working with.

Reading 20-19

2022-2026 State Plan Development Milestones		
When is it happening?	What is happening?	What happens after?
<p>October 2020 Council Meeting</p>	<p>Council Members look for gaps and trends using information from:</p> <ul style="list-style-type: none"> • Comprehensive Review and Analysis (CRA) • Public survey • Lunchtime Discussions • Community Conversations <p>These gaps and trends will be used to develop goals at future meetings.</p>	<p>Staff creates draft materials based on the Council discussion to assist in the development of the goals, objectives, and activities</p> <p>Meetings before January:</p> <ul style="list-style-type: none"> • Meeting in November for developing goals • Meeting in December for developing objectives and activities <p>Council members will also receive an update on the 2020 PPR at the December meeting.</p>
<p>January 2021 Council Meeting</p>	<p>Council members will review and approve draft goals. They will continue discussing objectives and activities and begin discussing the budget.</p>	<p>Staff creates draft activities, objectives, and budget</p> <p>Zoom meetings held in February and possibly March for Council members to review activities, objectives, and budget.</p>

Reading 20-19

<p>April 2021 Council Meeting</p>	<p>Council members review a draft of the State Plan and vote to post it for a 45-day public comment period. This plan will include the goals, objectives, activities, and budget.</p>	<p>Staff posts the State Plan to the Council website and other platforms (e.g. Facebook, email lists) on April 19, 2021 for a 45-day public comment period, which will end June 3, 2021</p> <p>Meetings before July Council meeting:</p> <ul style="list-style-type: none"> • Zoom meeting around June 10th for the Council to review public comments. Staff incorporates relevant comments and any other changes directed by the Council. Changes are forwarded to the Council. • Zoom meeting at the beginning of July for a final review before the regularly scheduled Council meeting.
<p>July 2021 Council Meeting</p>	<p>Council reviews and approves final draft of the State Plan with any changes resulting from the public comments.</p>	<p>Staff reviews the draft a final time and uploads it to the electronic ACL platform. Even though the deadline is August 15, the goal is to get it uploaded by August 1 or before.</p>
<p>August 15, 2021</p>	<p>The final State Plan is submitted to ACL and changes are made on their recommendation/requirement in time for the Plan to begin October 1.</p>	<p>Zoom meeting to review changes required by federal authorities, if necessary. Staff makes changes and resubmits, if necessary.</p> <p>Work begins on the final PPR of 2017-2021 State Plan.</p>
<p>October 1, 2021</p>	<p>New State Plan Begins!</p>	

Reading 20-20

COMPREHENSIVE REVIEW AND ANALYSIS

State Information

Comprehensive Review and Analysis Introduction:

Include a broad overview of the Comprehensive Review And Analysis conducted by the Council. Below is information that can be included in the Introduction:

- The Council's state planning process including obtaining multi-stakeholder and ***culturally diverse*** input to develop the CRA; the process used to identify state plan goals and objectives.
- An data, research and/or information that influenced the Council's goal selections.
- How information was gathered from focus groups including information gathered directly from a ***culturally diverse group*** of people with developmental disabilities and their families.
- Information on any federally assisted State programs, plans and policies that are not included in Parts A-D
- Other, broader issues, such as social policy, culture change, funding issues, etc. that are not incorporated into Parts A-D.

Describe how the DSA supports the Council

Reading 20-20

Poverty Rate Percentage

Racial and Ethnic

Diversity of Washington State

Race/Ethnicity	Percentage Of Population
Do not wish to answer*	%
Two or more races*	%
Asian alone*	%
Race unknown*	%
Hispanic or Latino (of any race)*	%
American Indian and Alaska Native alone*	%
Black or African American alone*	%
White, alone*	%
Native Hawaiian & Other Pacific Islander alone*	%
Some other race*	%
Total	%

State Disability Characteristics

Prevalence of Developmental Disabilities in Washington State

Reading 20-20

Explanation

According to the Arc of Washington State, the national prevalence rate of people with intellectual/developmental disabilities is 1.58% of the general population. Based on a 2015 population estimate of 7,170,351 the prevalence of people with I/DD in Washington State is 113,392.

Residential Settings

Year	Total Served	A. Number Served in Setting of 6 or less (per 100,000)	B. Number Served in Setting of 7 or more (per 100,000)	C. Number Served in Family Setting (per 100,000)	D. Number Served in Home of Their Own (per 100,000)	Rem

Demographic Information about People with Disabilities in Washington State

People in the State with a disability	Percentage
Population 18 to 64 years*	%
Population 5 to 17 years*	%
Population 65 years and over*	%

Reading 20-20

	Percentage
Do not wish to answer*	%
Some other race alone*	%
Asian alone*	%
White alone*	%
Two or more races*	%
Hispanic or Latino (of any race)*	%
Black or African American alone*	%
American Indian and Alaska Native alone*	%

Race and Ethnicity of People with Disabilities in Washington State

Educational Attainment of People with Disabilities in Washington State

Educational Attainment Population Age 25 and Over	Percentage with a disability	Percentage without a disability
Bachelors degree or higher*	%	%
Less than high school graduate*	%	%

Reading 20-20

Educational Attainment Population Age 25 and Over	Percentage with a disability	Percentage without a disability
High school graduate, GED, or alternative*	%	%
Some college or associates degree*	%	%

Employment Status of People with Disabilities 16 and older in Washington State

Employment Status Population Age 16 and Over	Percentage with a disability	Percentage without a disability
Employed*	%	%
Not in labor force*	%	%

Earnings of People with Disabilities 16 and older in Washington State

Earnings in Past 12 months Population Age 16 and Over with Earnings	Percentage with a disability	Percentage without a disability
Earning \$15,000 to \$24,999*	%	%
Earning \$5,000 to \$14,999*	%	%
Earning \$25,000 to \$34,999*	%	%
Earning \$1 to \$4,999 or less*	%	%

Poverty Status of People with Disabilities 16 years of age and older in Washington State

Reading 20-20

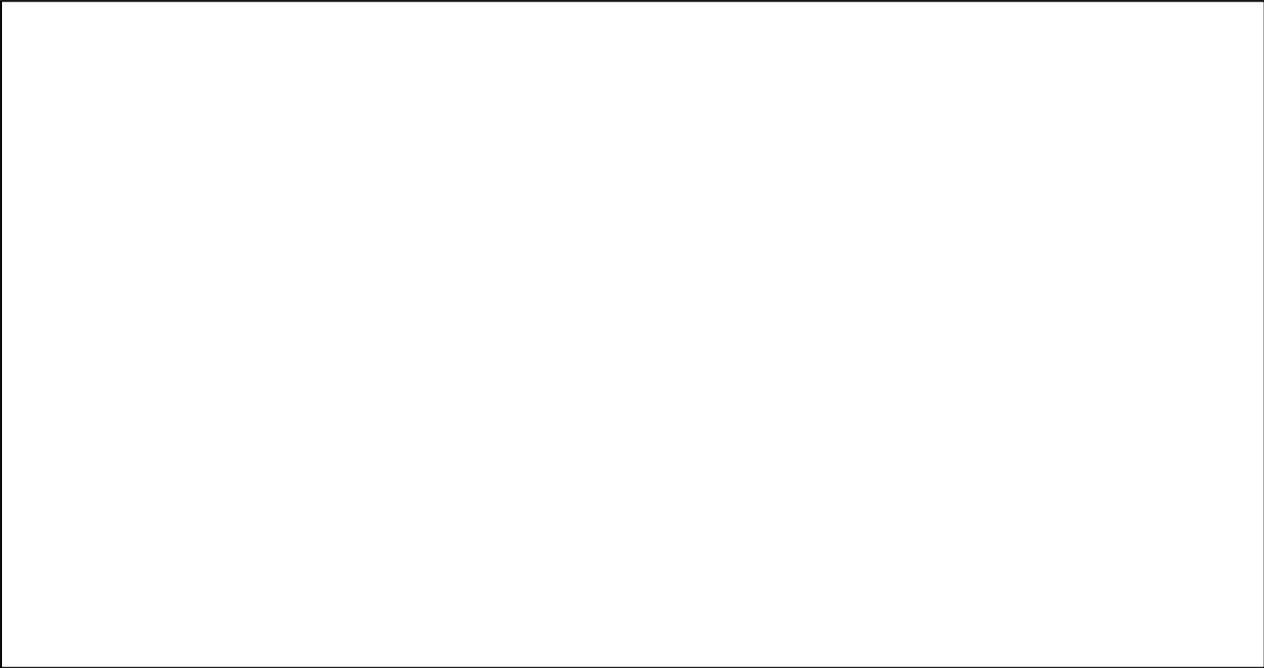
Poverty Status Population Age 16 and Over	Percentage with a disability	Percentage without a disability
Below 100 percent of the poverty level*	%	%
At or above 150 percent of the poverty level*	%	%
100 to 149 percent of the poverty level*	%	%

Portrait of State Services [Section 124(c)(3)(A)(B)]

Recreation

Reading 20-20

Transportation



Housing

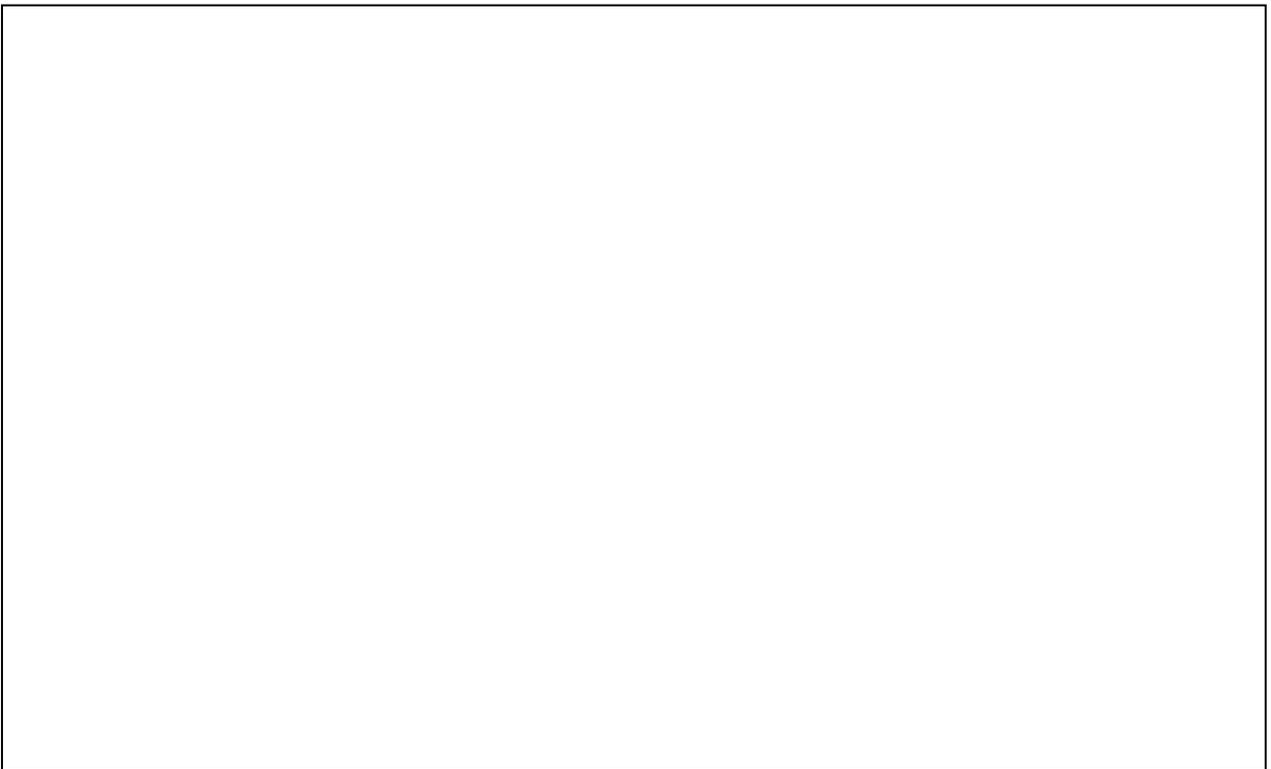


Reading 20-20

Childcare



Interagency Initiatives



Reading 20-20

Quality Assurance

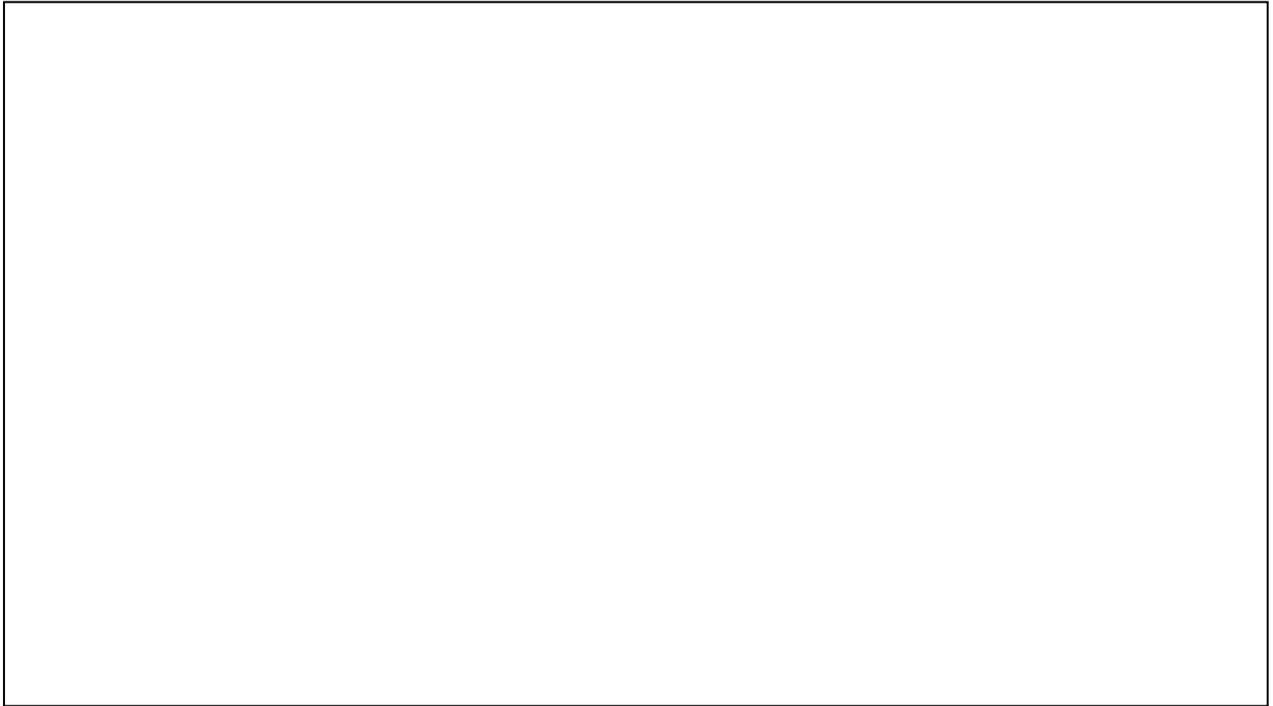


Health and Healthcare

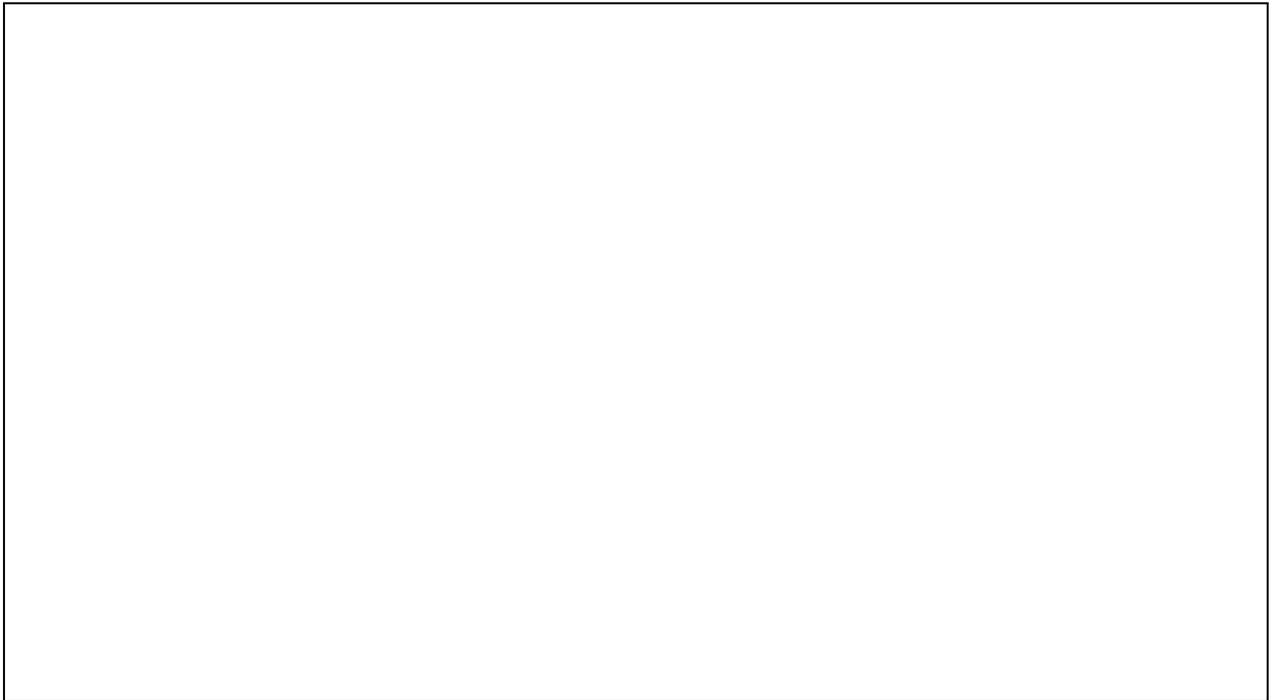


Reading 20-20

Education and Early Intervention

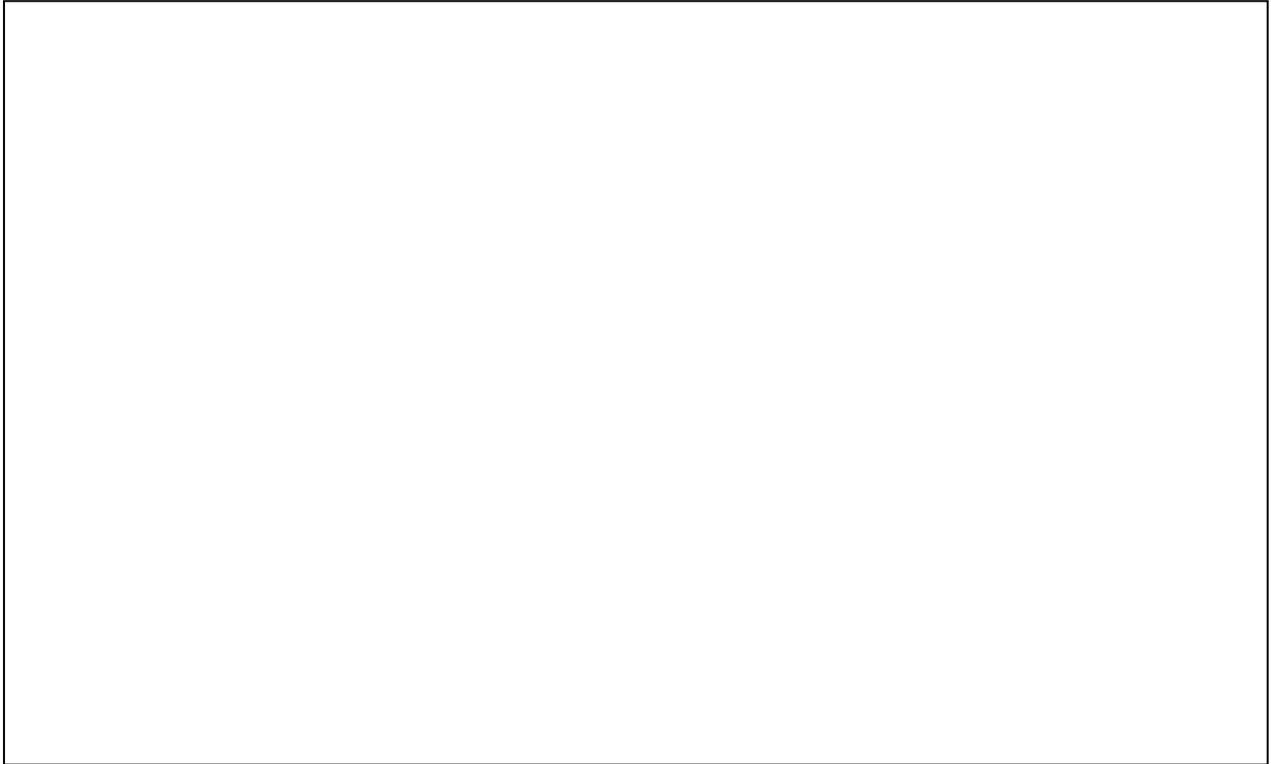


Employment



Reading 20-20

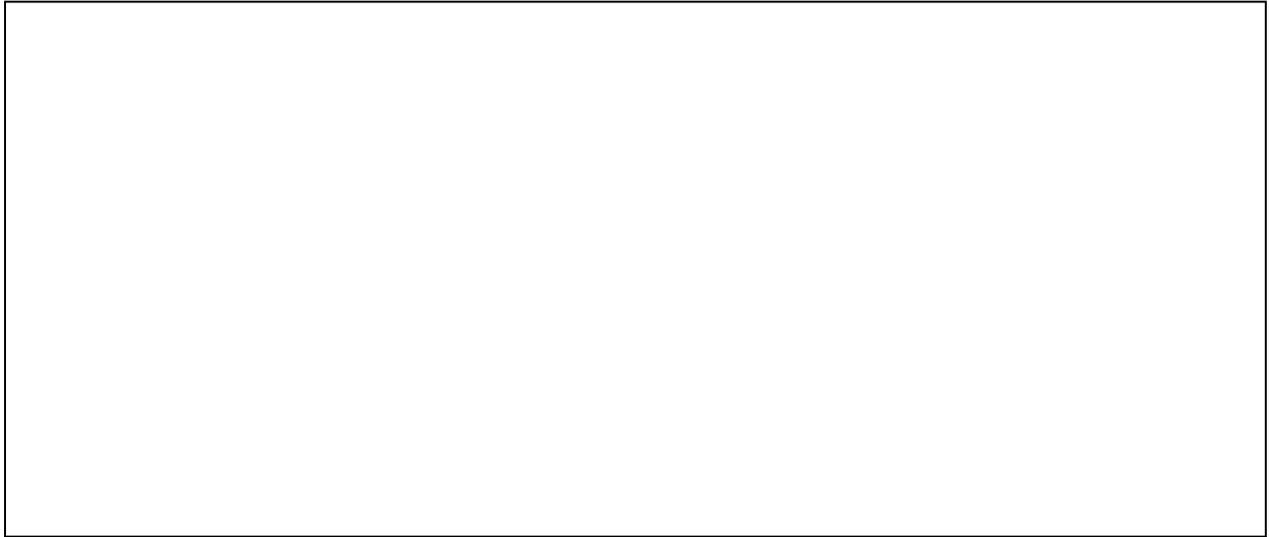
Informal and Formal Supports and Services



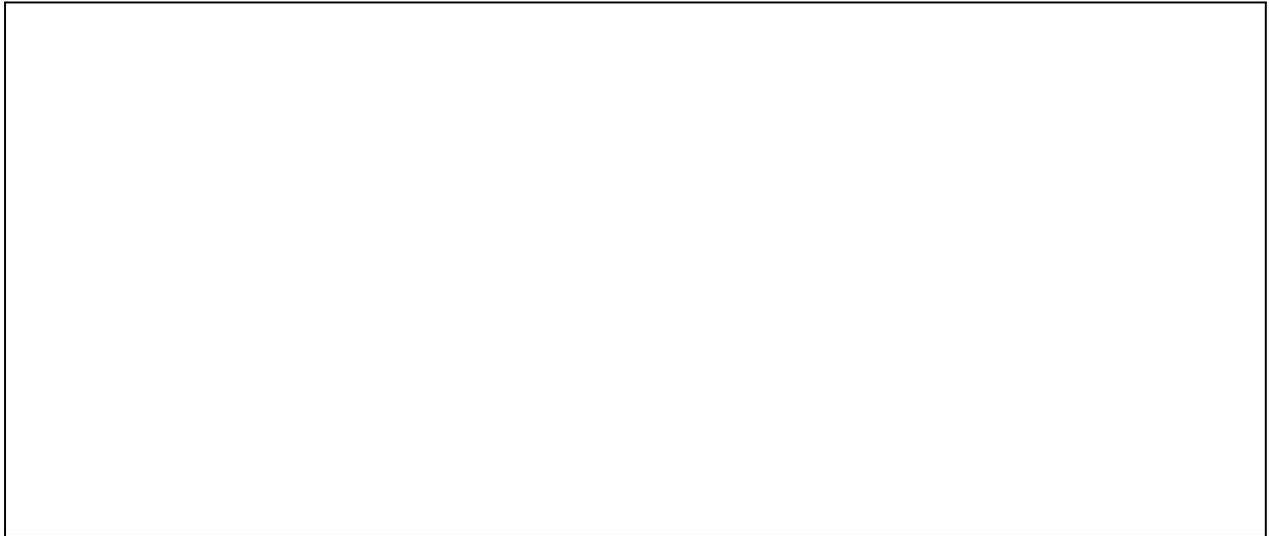
Reading 20-20

Analysis of State Issues and Challenges [Section 124(c)(3)(C)]

Criteria for Eligibility of Services

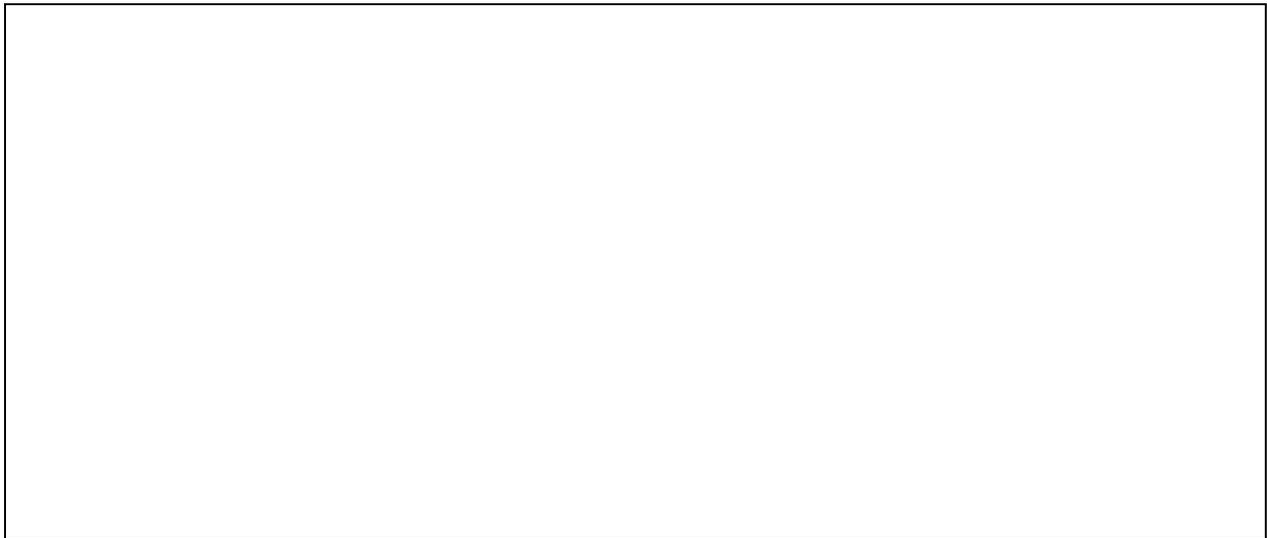
A large, empty rectangular box with a thin black border, intended for text or content related to the 'Criteria for Eligibility of Services' section.

Analysis to the Barriers of Full Participation of Unserved and Underserved Groups of Individuals with Developmental Disabilities and Their Families

A large, empty rectangular box with a thin black border, intended for text or content related to the 'Analysis to the Barriers of Full Participation of Unserved and Underserved Groups of Individuals with Developmental Disabilities and Their Families' section.

Reading 20-20

Availability of Assistive Technology



Wait List Statistics

Year	State Pop (100,000)	Total Served	Number Served per 100,000 state pop	National Average served per 100,000	Total persons waiting for residential services needed in the next year as reported by the State, per 100,000	Total persons waiting for other services as reported by the State, per 100,000	Remove

Reading 20-20

a. Entity who Maintains Wait List for the Chart Above

Case Management Authorities

Providers

Counties

State Agencies

Other

b. Is there a statewide data system in place?

Yes

No

c. For the chart above, individuals on the Wait List are receiving (select all that apply):

No services

Only Case-management Services

Inadequate Services

d. To the extent possible, provide information about how the state places or prioritizes individuals to be on the wait-list.

Comprehensive Services but are waiting for preferred options

Other

Reading 20-20

Use the space below to provide any information or data available related to the response above.

- e. Describe the state's wait-list definition, including the definitions of other wait-lists.

- f. Have individuals on the wait-list gone through an eligibility and needs assessment?

Yes

No

Reading 20-20

Use the space below to provide any information or data available related to the response above.

- g. Are there structured activities for individuals and families waiting for services to help them understand their options or assistance in planning their use of supports when they become available (e.g., person-centered planning services)**

Yes

No

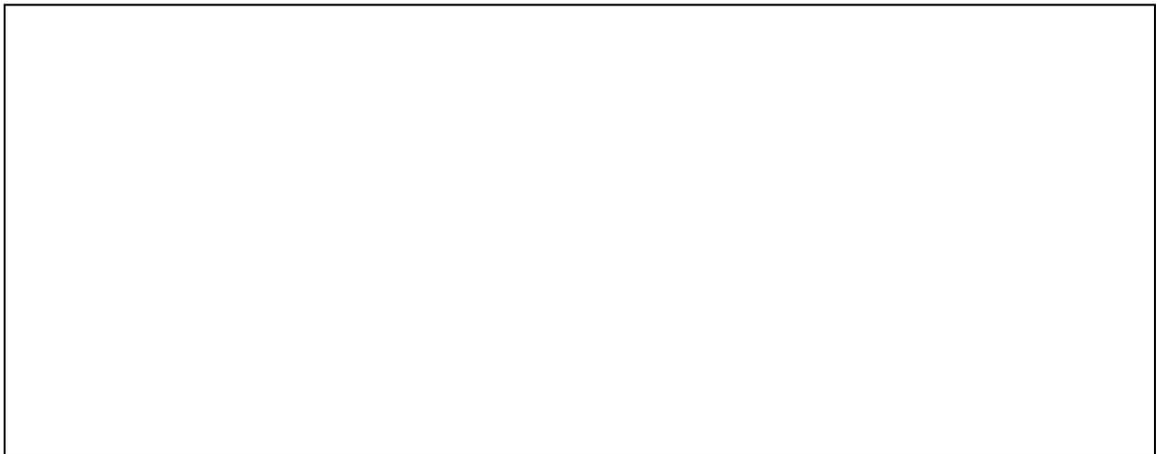
- h. Specify any other data or information related to wait-lists.**

Reading 20-20

i. Summary of wait-list issues and challenges

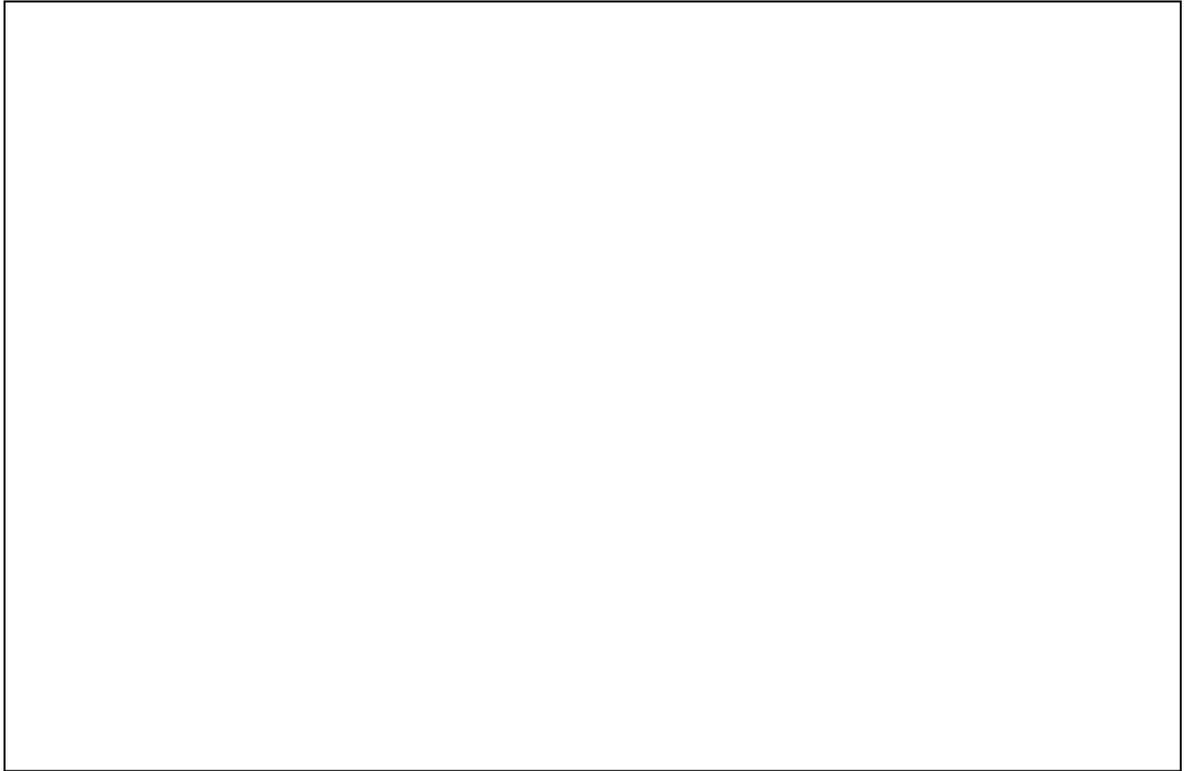


Analysis of the adequacy of current resources and projected availability of future resources to fund services.



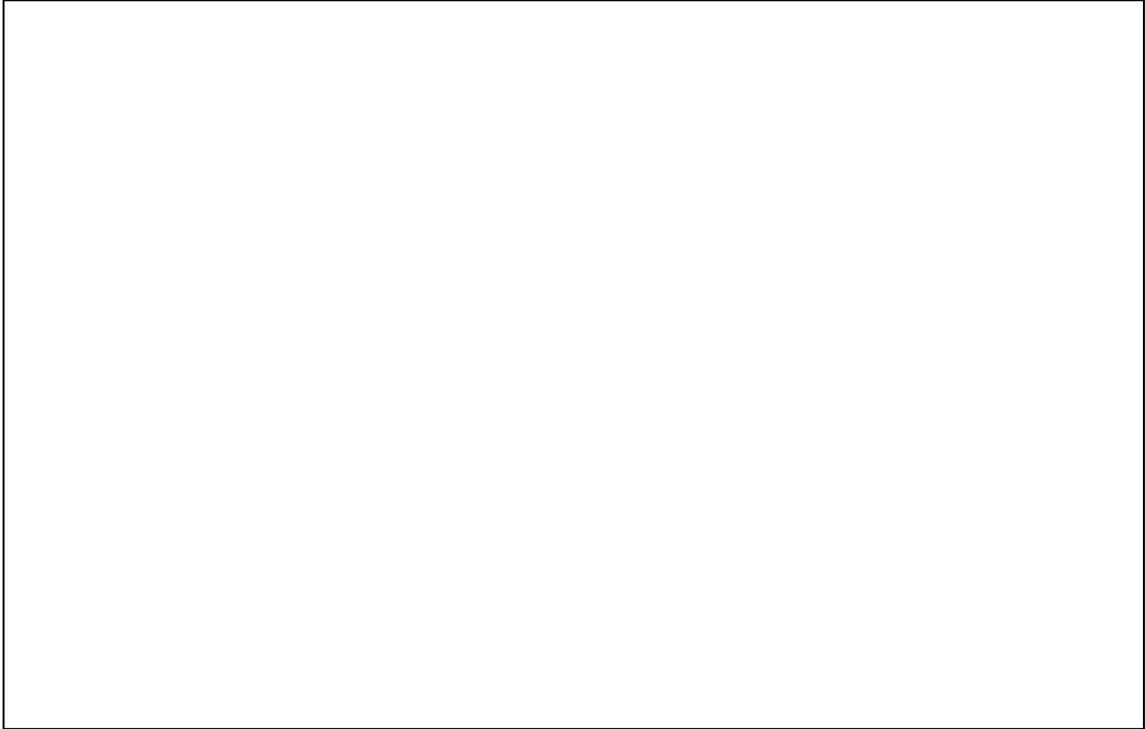
Reading 20-20

Analysis of the adequacy of healthcare and other services, supports and assistance that individuals with developmental disabilities that are in facilities receive.



Reading 20-20

To the extent that information is available, the adequacy of home and community-based service waivers (authorized under Section 1915(c) of the Social Security Act (42 U.S.C. 1396n(c))).



Rationale for Goal Selection [Section 124(c)(3)(E)]

Rationale for Goal Selecti



Collaboration



Reading 20-20



Washington State
Developmental
Disabilities Council

2022-2026

State Plan Development:

Survey Results

Prepared for the Washington State Developmental Council
October 15-16, 2020

Reading 20-21

Table of Contents

<u>Executive Summary</u>	3
<u>Graphs and Charts</u>	7
<u>Appendix A</u> Combined Table for Respondent Identity, Zip Code, County, Urban/Rural Self-Designation and Racial/Ethnic Identity	22
<u>Appendix B Responses</u> Question 6: Is there anything not listed above that is important to you?	38
<u>Appendix C Responses</u> Question 8: Are There Any Barriers Not Listed Above?	50
<u>Appendix D Responses</u> Question 10: Are There Other Things Not Listed Above that Cause You to Have Stress or Worry?	63
<u>Appendix E Responses</u> Question 12: Is there anything not listed above that you think the Council should spend its money and resources on?	78
<u>Appendix F Responses</u> Question 13: Is there anything you want the Council to know or understand as we create our new State Plan?	92

Reading 20-21

Executive Summary

Every five years the Washington State Developmental Disabilities Council (Council) is required to develop a State Plan to guide its work for those five years.

The Council conducted several activities to collect information to provide the basis for creating the goals, objectives, and activities in the next State Plan. One of these activities was a survey of the people of Washington State with developmental disabilities, their families, and other stakeholders.

The survey opened April 24, 2020 and closed September 15, 2020. It was available in English, Spanish, and Vietnamese and distributed via the Council website, Informing Families website, Facebook page, email lists, by Council members, and by many of our partner organizations.

The following report presents the cumulative data from all three surveys. While it will inform our next State Plan in the short term, the data collected will also provide critical information and guidance throughout the next five years. The data can be collated in different ways—as needed or requested—to gain a deeper understanding of the needs and perspectives of the cultural, linguistic, and geographic communities across the State.

Observations

In the past, the State Plan development process relied primarily on formal data collected from State agencies. Public input was collected informally or in a “Town Hall” meeting format that

Reading 20-21

limited the number of people who could participate. The direct voices and perspectives of the people we serve was not prioritized as strongly as it could be.

This is the first time the Council has undertaken a survey process of this scope specifically to collect information for the State Plan. The views, opinions, and needs expressed by the people we serve will inform all activities the Council conducts throughout the next State Plan period.

The COVID-19 crisis has challenged the Council to adapt its work in different ways and from remote/virtual locations. This has required innovation, thoughtfulness, and ongoing efforts. The same creativity went into distributing the survey and supporting people to participate. The Council met our goal of reaching over 500 respondents, which was accomplished through many phone calls, e-mails, remote/virtual video conferences, and other actions taken by staff and Council members.

Demographic information was collected from people taking the survey; however, the richest information came from the written responses. The charts presented in this document demonstrate how many people responded on a particular topic, while the written responses provide information and nuance to aid the Council in creating the State Plan.

The people answering the survey questions did so with the expectation that their responses would be read and considered by the Council during the development process. Their answers are provided unedited in this report. Council members are encouraged to take time to read all of the comments. This honors

Reading 20-21

the effort of the respondents, and ultimately the reward will be a State Plan that is reflective and responsive to the Council's constituency and a tool that may be used many years into the future.

Lessons Learned

How a question is formatted matters to get the best information possible. The survey had thirteen questions. The first question should have been formatted to allow for multiple answers. It asked people to identify their status as a person with a developmental disability, a family member, a professional, or other. In the future, questions such as this will be formatted differently to acknowledge and respect people's complexity in how they identify themselves, as well as enhance the quality of the data.

In order to reach as many people as possible, the Council should consider expanding the number of languages, developing different methods to solicit information, and understanding the barriers and cultural needs of different communities.

The survey was distributed in Spanish, Vietnamese, and English. The English survey was rolled out first, followed by the Spanish survey, and then the Vietnamese survey. In the future, to be respectful of all the people we are contacting, all surveys should be distributed at the same time.

Written surveys are not the optimal way to solicit information from everyone. Respecting the different ways people communicate will take different methods and greater resources. The expanded

Reading 20-21

outreach and the quality of the information collected, however, will be worthwhile.

People with developmental disabilities are unfortunately under-represented in the survey responses. The Vietnamese survey had only one respondent. Outreach efforts were undermined by the COVID-19 crisis, but in the future, developing new strategies will increase the number of people participating and the quality of the information collected.

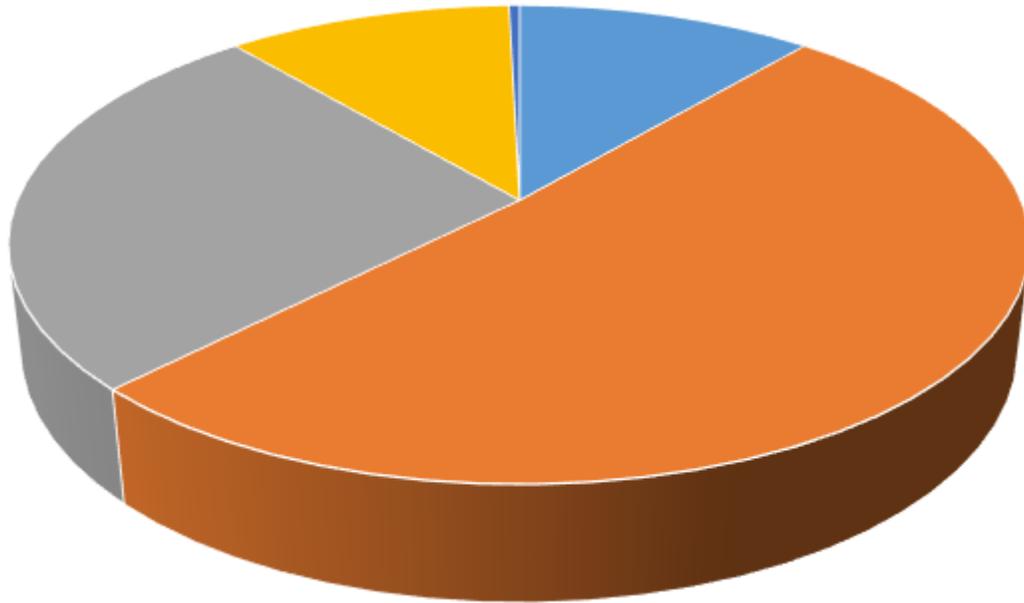
Targeted outreach works. Making specific outreach efforts to specific populations resulted in increasing the number of people from those populations responding to the survey. When the COVID-19 crisis has ended, the Council will be able to expand and target outreach to populations who have not had as much of a voice.

Acknowledgements

This survey was a significant undertaking for the Council and was truly a collective effort. Maria Pulido and LeVinh Tran translated the survey into Spanish and Vietnamese, respectively. Many Council members took the survey and distributed it within their local communities. The DD Network partners and other collaborators distributed within their networks. All of the Council staff supported people to participate and performed targeted outreach. Lastly, we are extremely grateful for the 508 people who took the survey. They checked boxes and crafted words to express their concerns and opinions. All of these efforts are appreciated and have provided information that will benefit the Council's work into the future.

Reading 20-21

Question 1: Please Check the Category that Best Describes You:

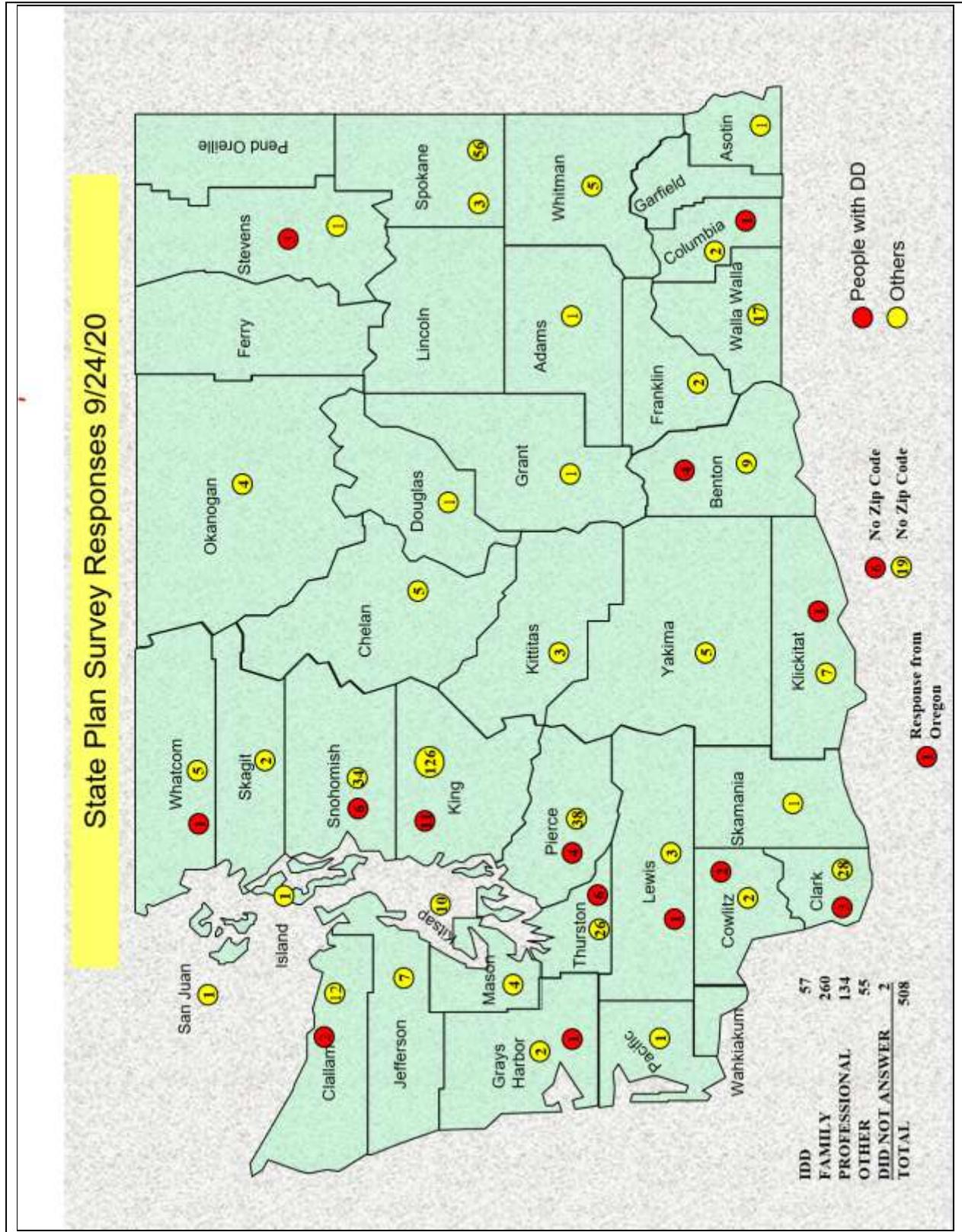


- Person with IDD
- Family Member
- Professional
- Other (guardian/stakeholder)
- Did Not Answer

	%	#
Person with IDD	11.2%	57
Family Member	51.2%	260
Professional	26.4%	134
Other (guardian/stakeholder)	10.8%	55
Did Not Answer	0.4%	2
TOTAL	100.0%	508

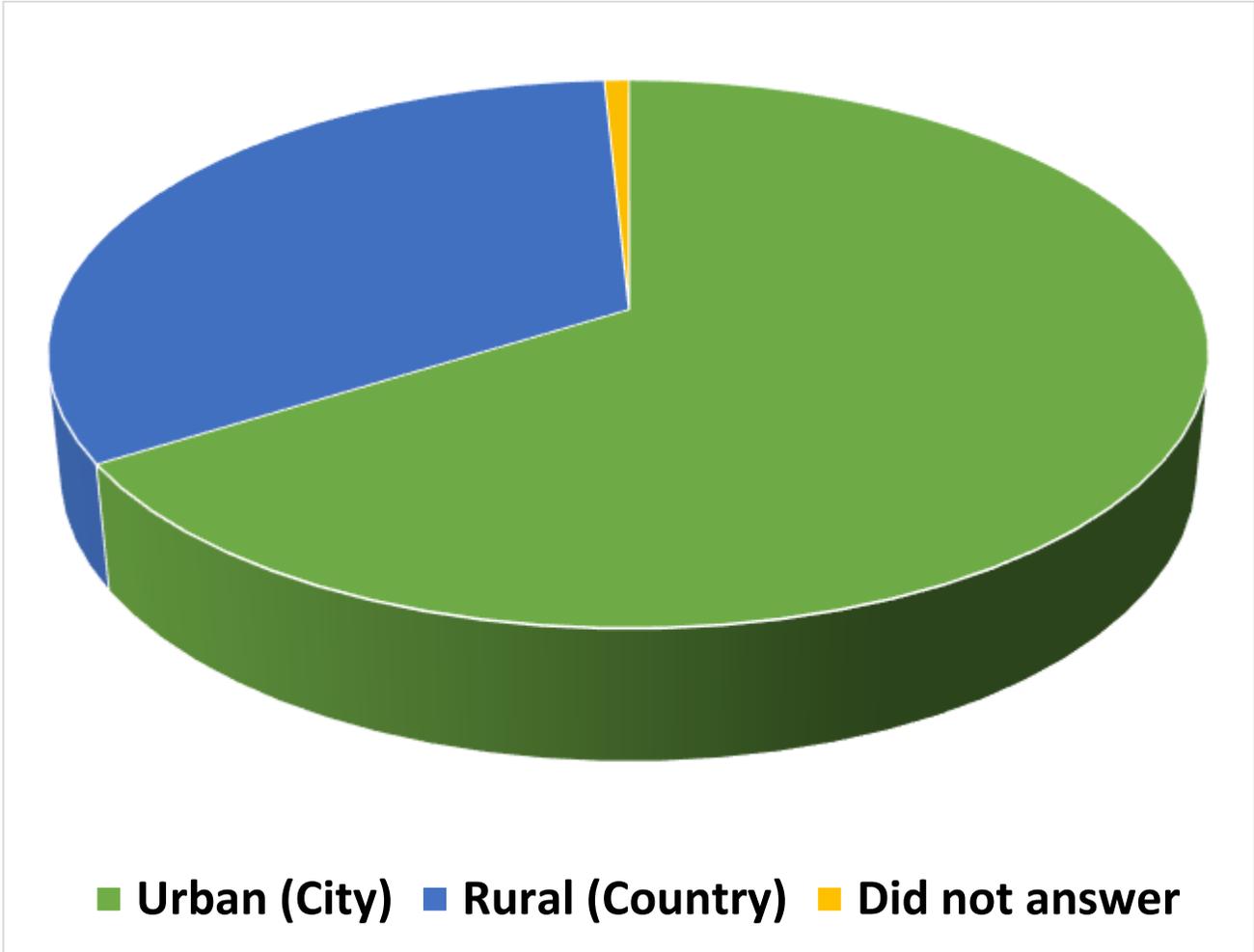
Reading 20-21

Question 2: What is your zip code?



Reading 20-21

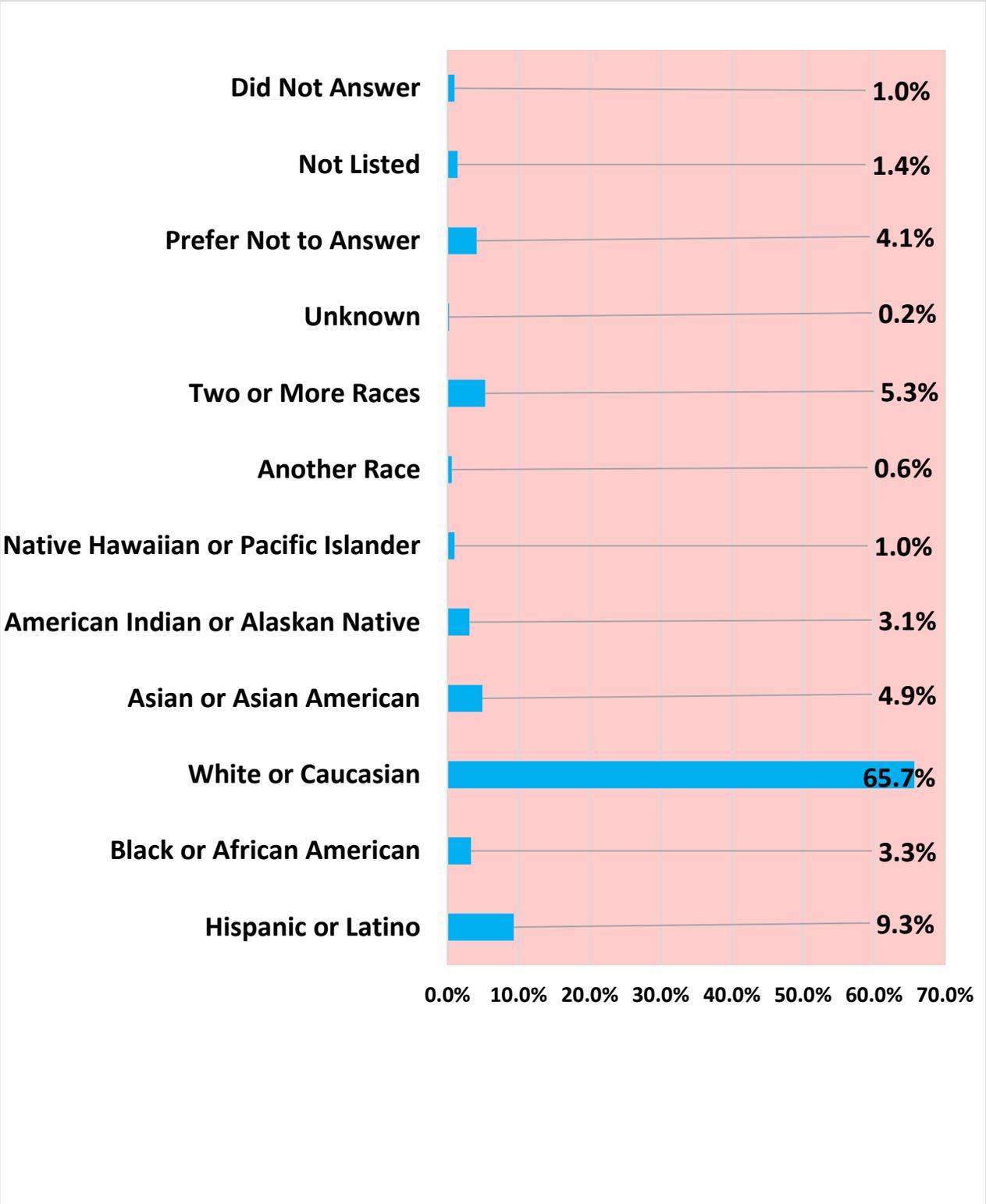
Question 3: How would you describe where you live?



	%	#
Urban (City)	66.1%	336
Rural (Country)	33.1%	168
Did Not Answer	0.8%	4
Total	100.0%	508

Reading 20-21

Question 4: What Is Your Race and/or Ethnicity?



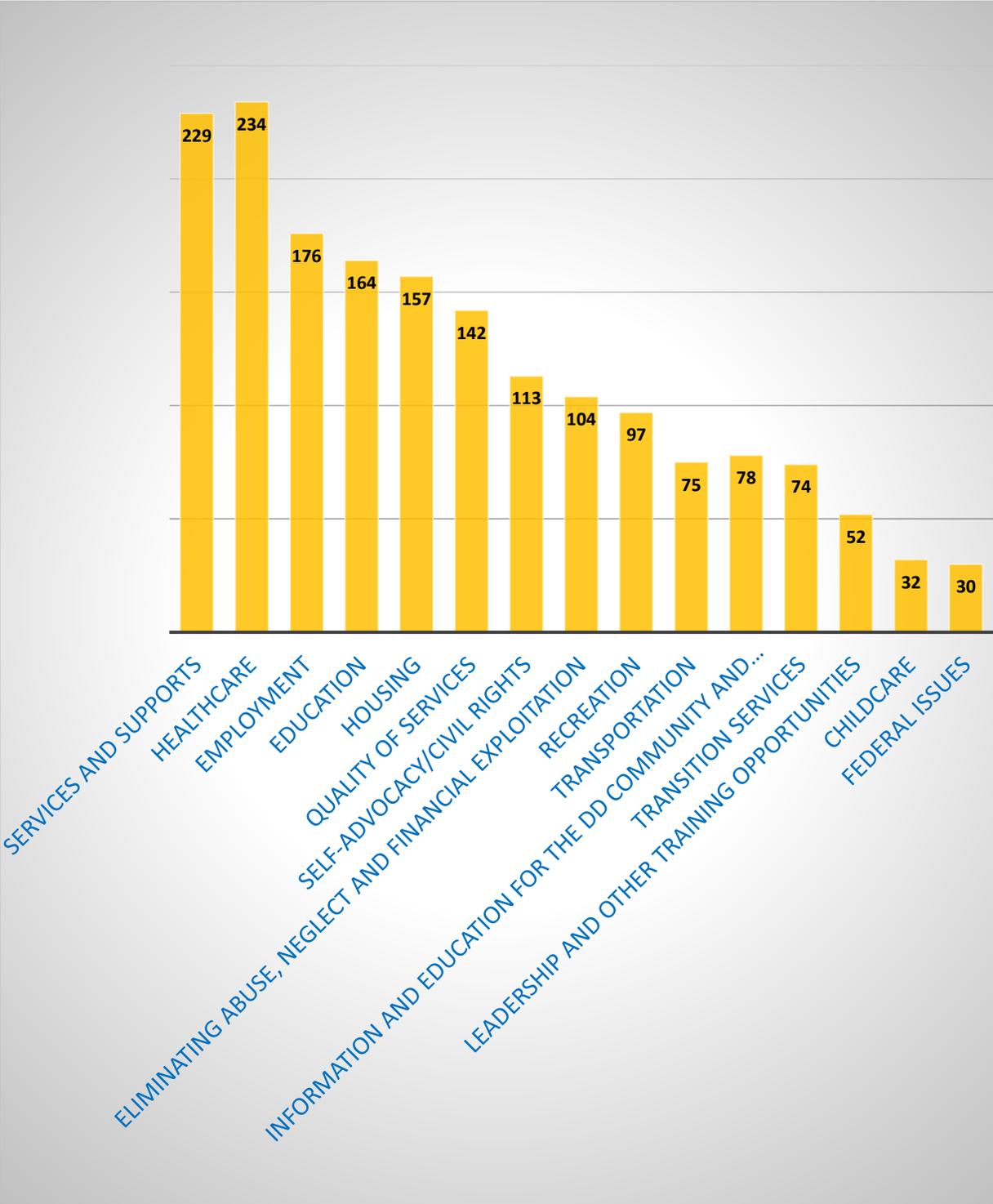
Reading 20-21

Question 4: What Is Your Race and/or Ethnicity? (Cont.)

RACE/ETHNICITY	Survey #	Survey %	Washington State %
Hispanic or Latino	47	9.3%	12.9%
Black or African American	17	3.3%	3.7%
White or Caucasian	334	65.7%	67.8%
Asian or Asian American	25	4.9%	8.7%
American Indian or Alaska Native	16	3.1%	1.1%
Native Hawaiian or other Pacific Islander	5	1.0%	0.1%
Another race	3	0.6%	0.2%
Two or more races	27	5.3%	4.9%
Unknown	1	0.2%	0.0%
Prefer not to answer	21	4.1%	0.0%
Not listed	7	1.4%	0.0%
Did Not Answer	5	1.0%	0.0%
Total	508	99.9%	99.4%

Reading 20-21

Question 5: Please Identify Three (3) Things That Are Important to You



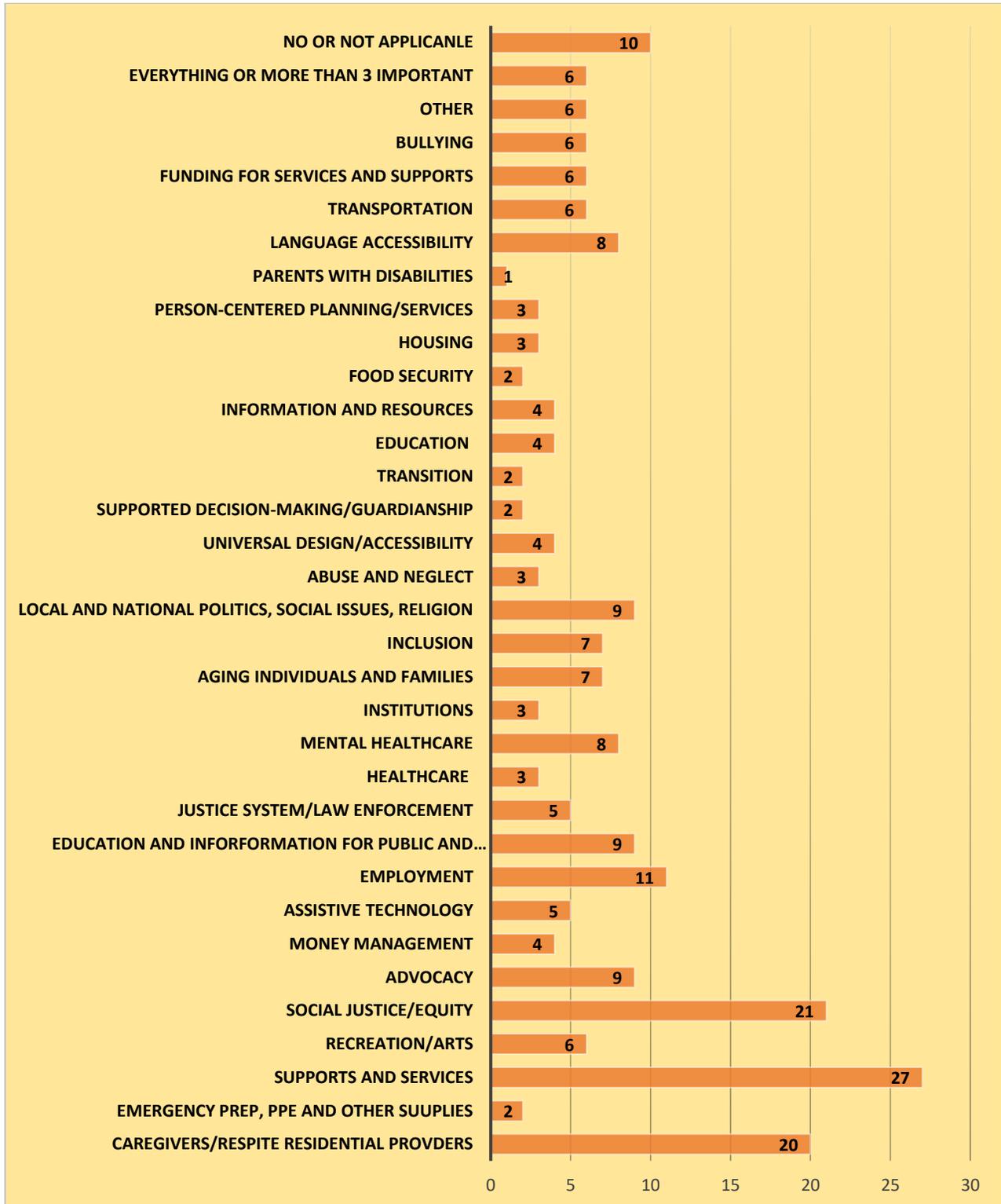
Reading 20-21

Question 5: Please Identify Three (3) Things That Are Important to You (Cont.)

	#
Services and Supports	229
Healthcare	234
Employment	176
Education	164
Housing	157
Quality of Services	142
Self-Advocacy/Civil Rights	113
Eliminating Abuse, Neglect and Financial Exploitation	104
Recreation	97
Transportation	75
Information and Education for the DD Community and Others	78
Transition Services	74
Leadership and Other Training Opportunities	52
Childcare	32
Federal Issues	30

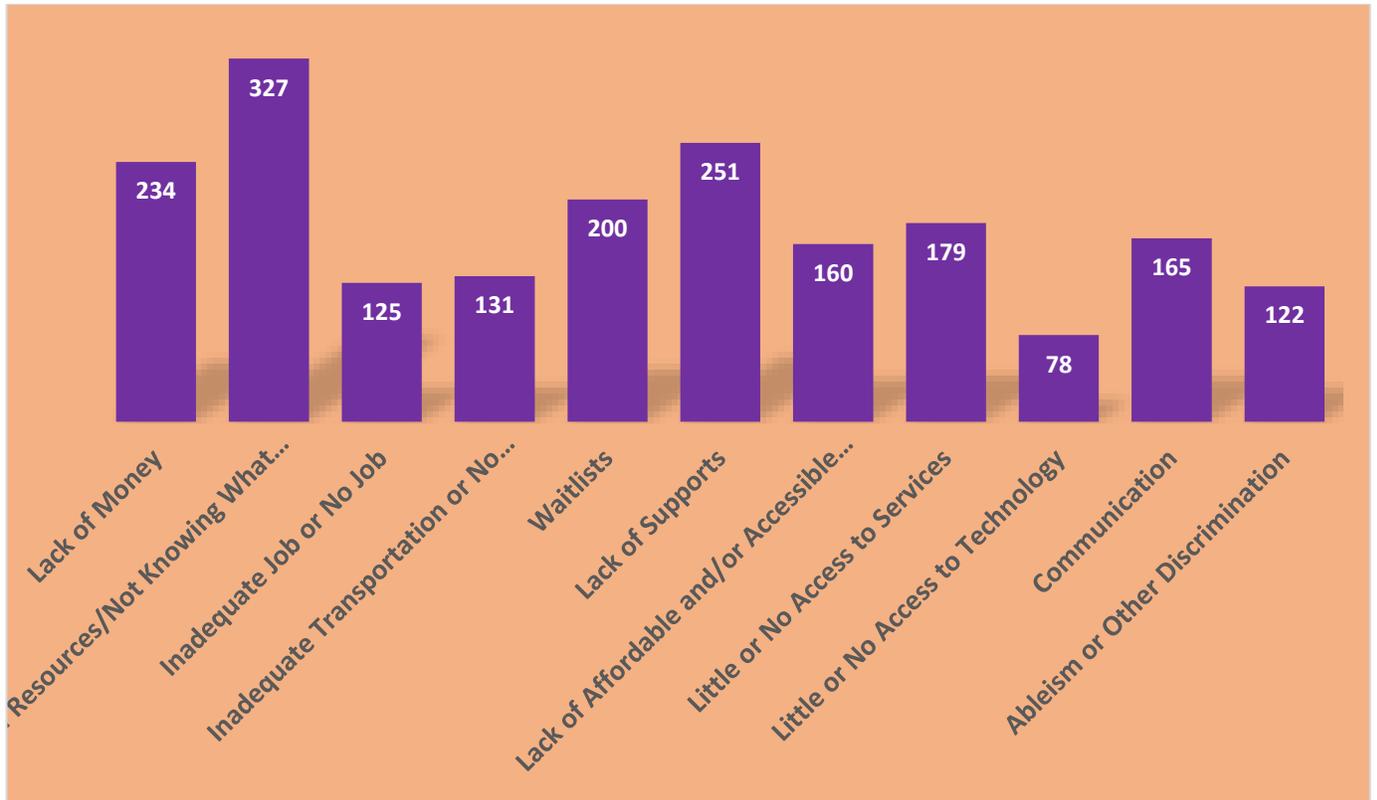
Reading 20-21

Question 6: Is There Anything Not Listed Above That Is Important To You?



Reading 20-21

Question 7: What are the barriers to getting the things Identified above?

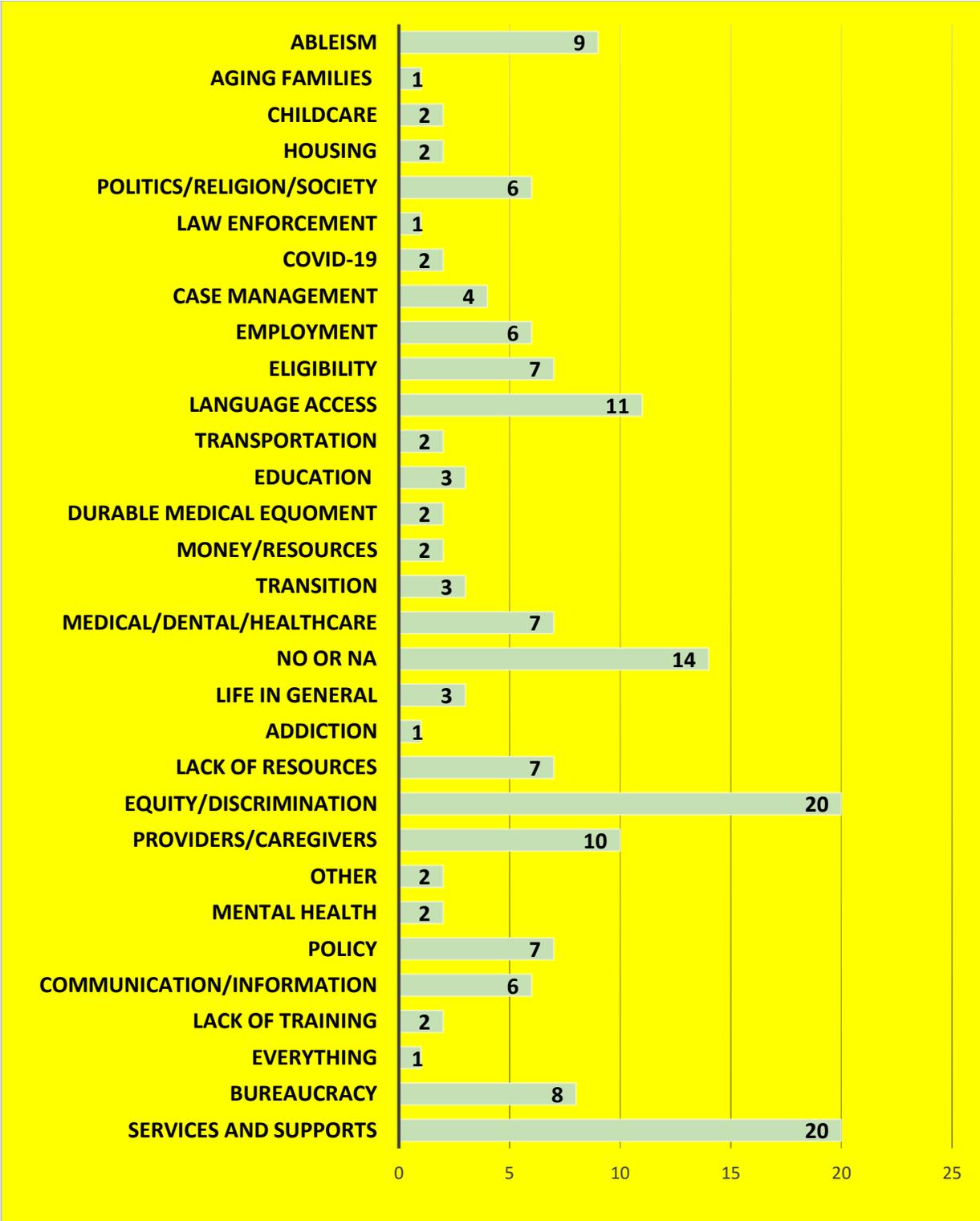


	#
Lack of Money	234
Lack of Resources/Not Knowing What Resources are Available	327
Inadequate Job or No Job	125
Inadequate Transportation or No Transportation	131
Waitlists	200
Lack of Supports	251
Lack of Affordable and/or Accessible Housing	160
Little or No Access to Services	179
Little or No Access to Technology	78
Communication	165
Ableism or Other Discrimination	122

Reading 20-21

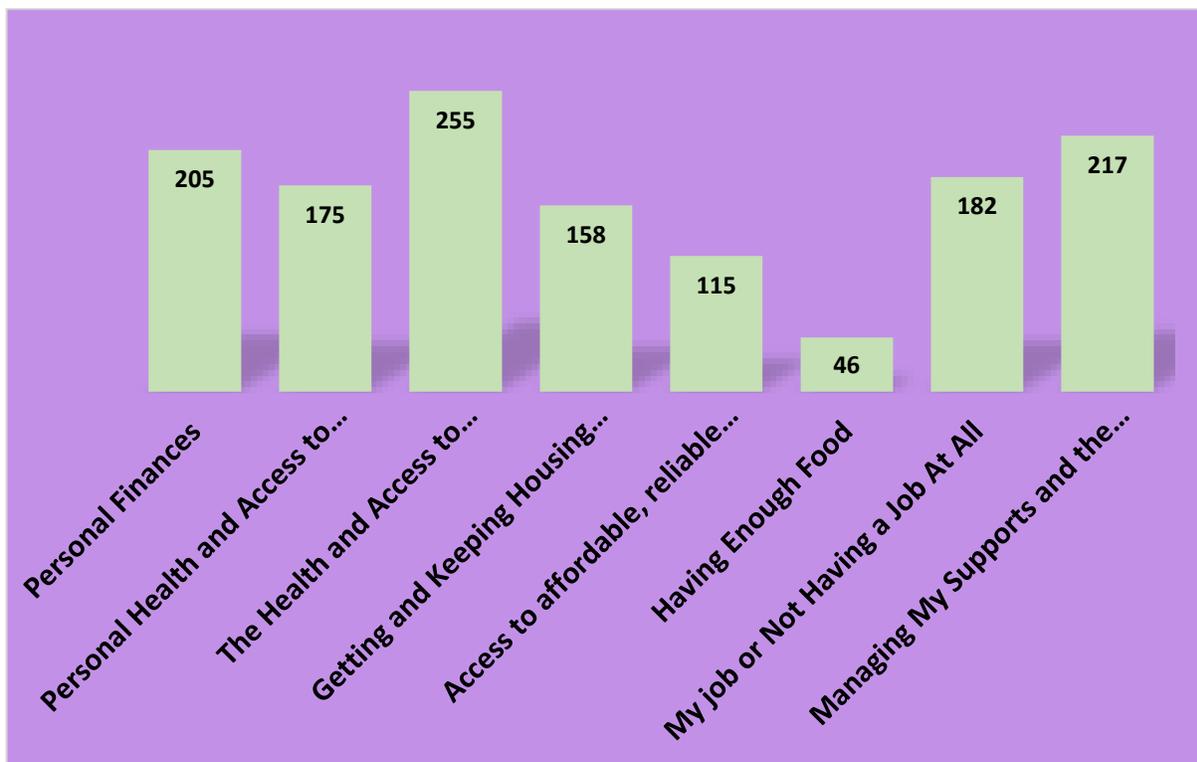
Reading 20-21

Question 8: Are there any barriers not listed above?



Reading 20-21

Question 9: What Do You Worry About Or What Causes You Stress?

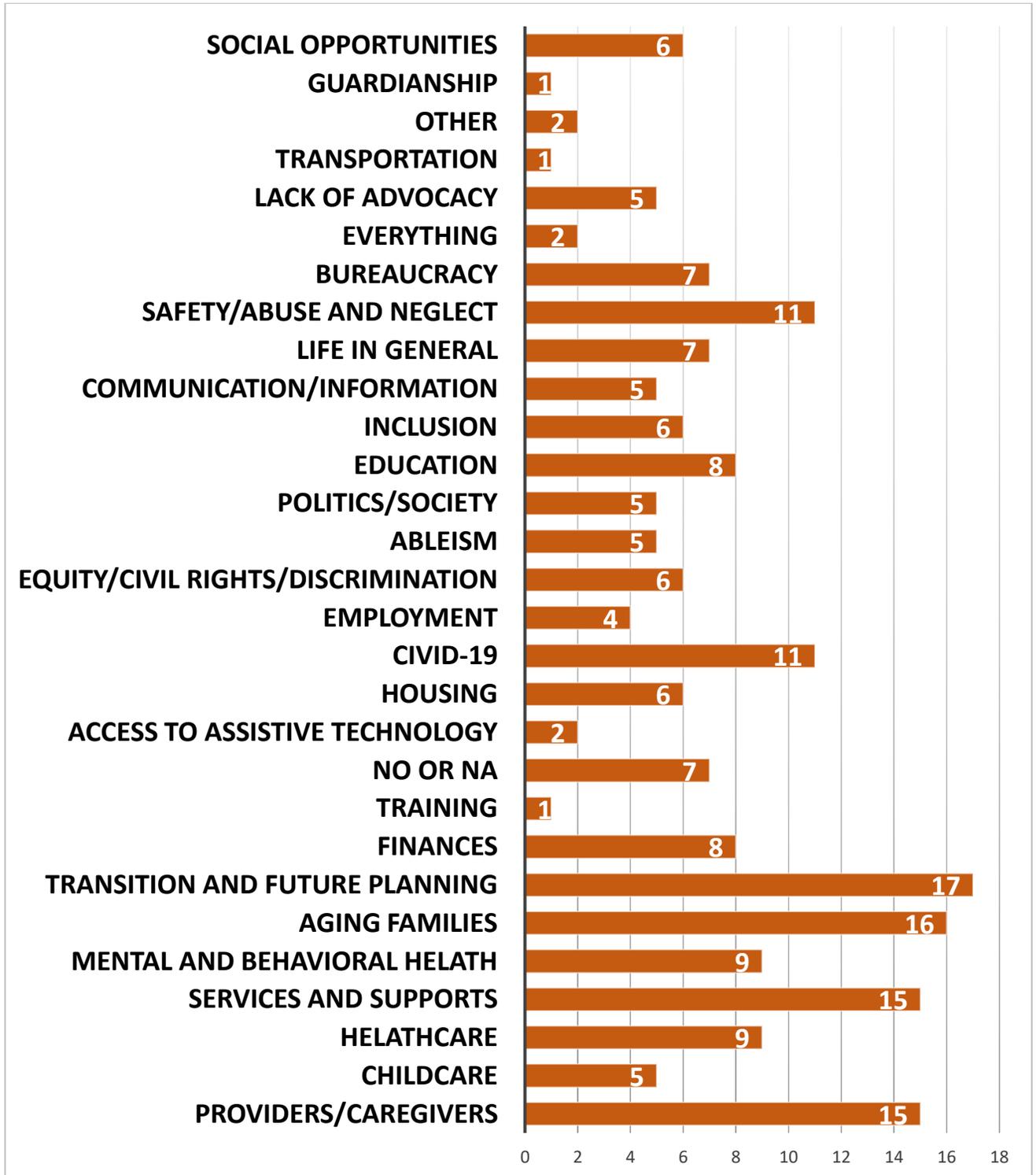


Personal finances	205
Personal health and access to healthcare	175
The health and access to healthcare for loved ones	255
Getting and keeping housing that meets my needs	158
Access to affordable, reliable and/or accessible transportation	115
Having enough food	46
My job or not having a job at all	182
Managing my supports and the people who provide them	217

Reading 20-21

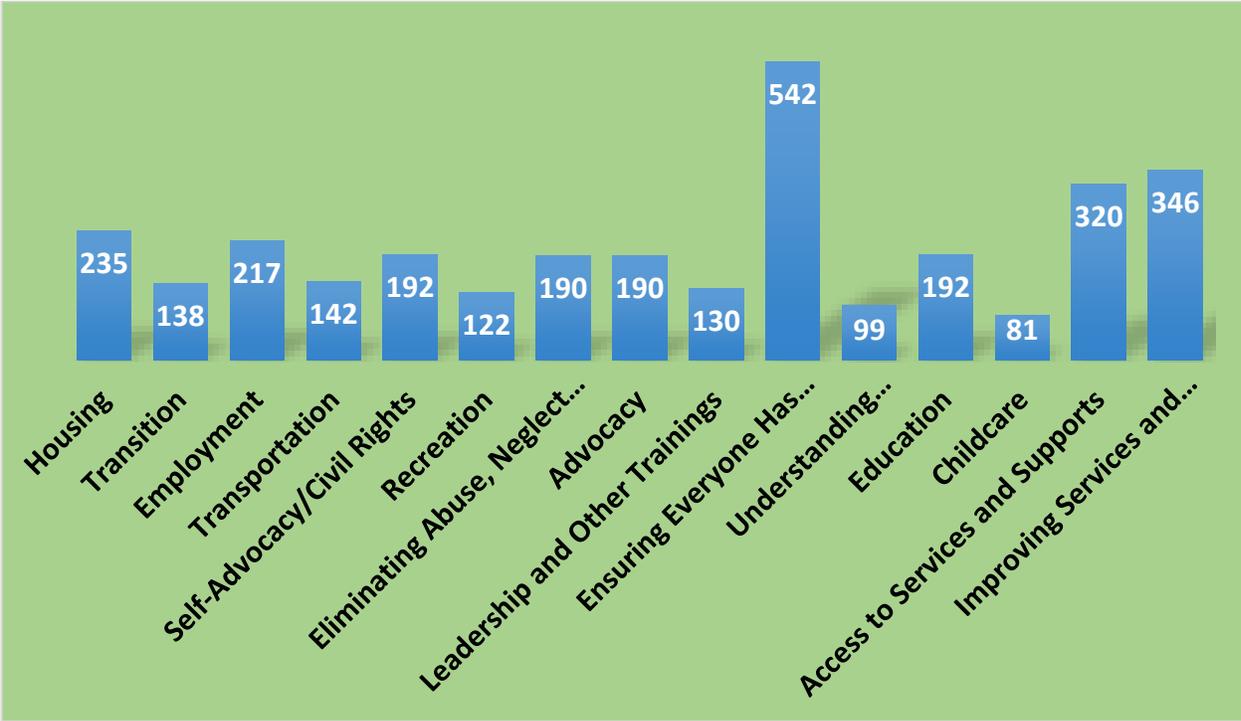
Reading 20-21

Question 10: Are there other things not listed above that cause you stress or worry?



Reading 20-21

Question 11: What Do You Think The Council Should Spend Its Money And Resources On?

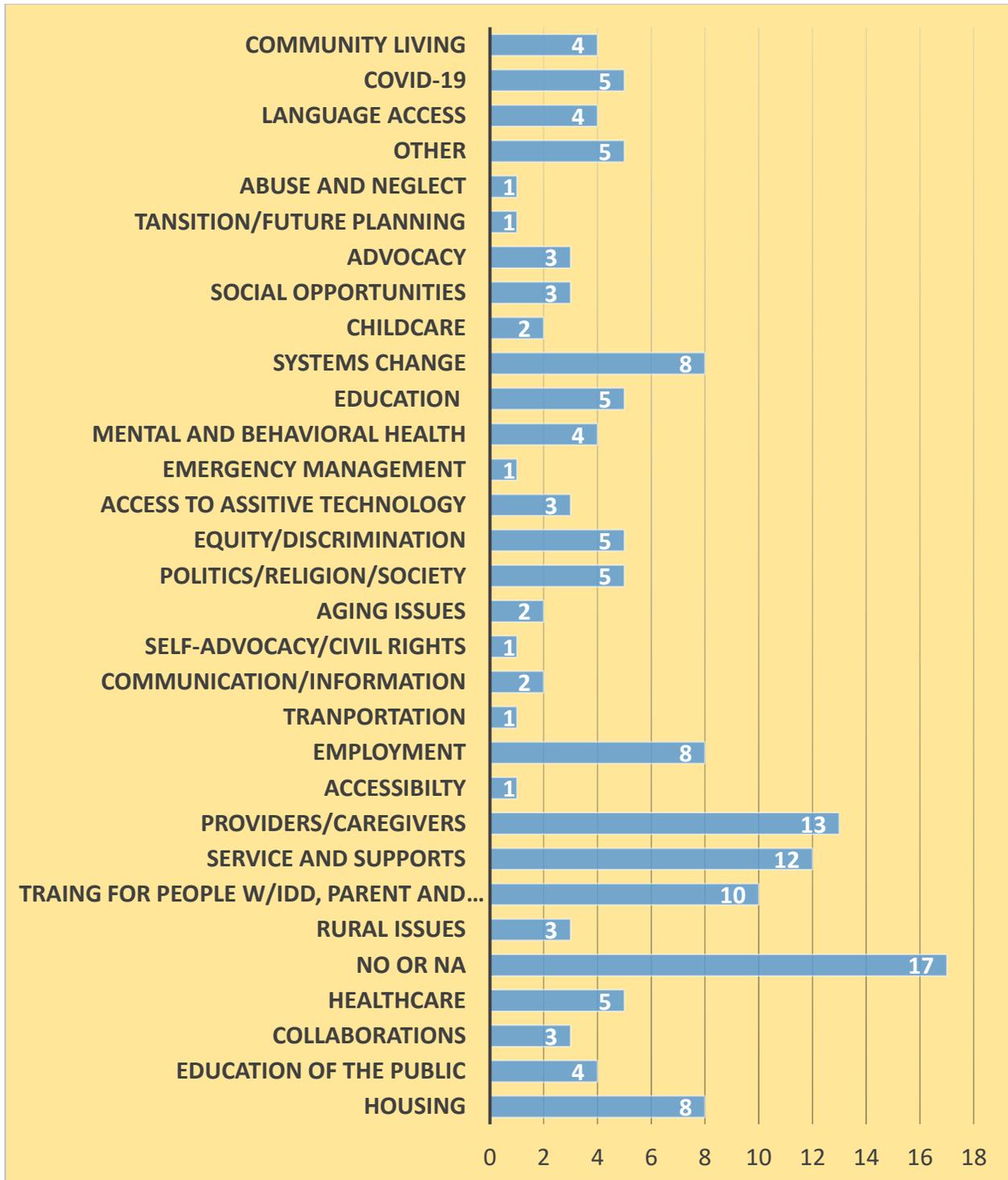


	#
Housing	235
Transition	138
Employment	217
Transportation	142
Self-Advocacy/Civil Rights	192
Recreation	122
Eliminating Abuse, Neglect and Financial Exploitation	190
Advocacy	190
Leadership and Other Trainings	130
Ensuring Everyone Has Information that is Clear and Accessible	542
Understanding money/financial literacy	99
Education	192
Childcare	81
Access to Services and Supports	320
Improving Services and Supports	346

Reading 20-21

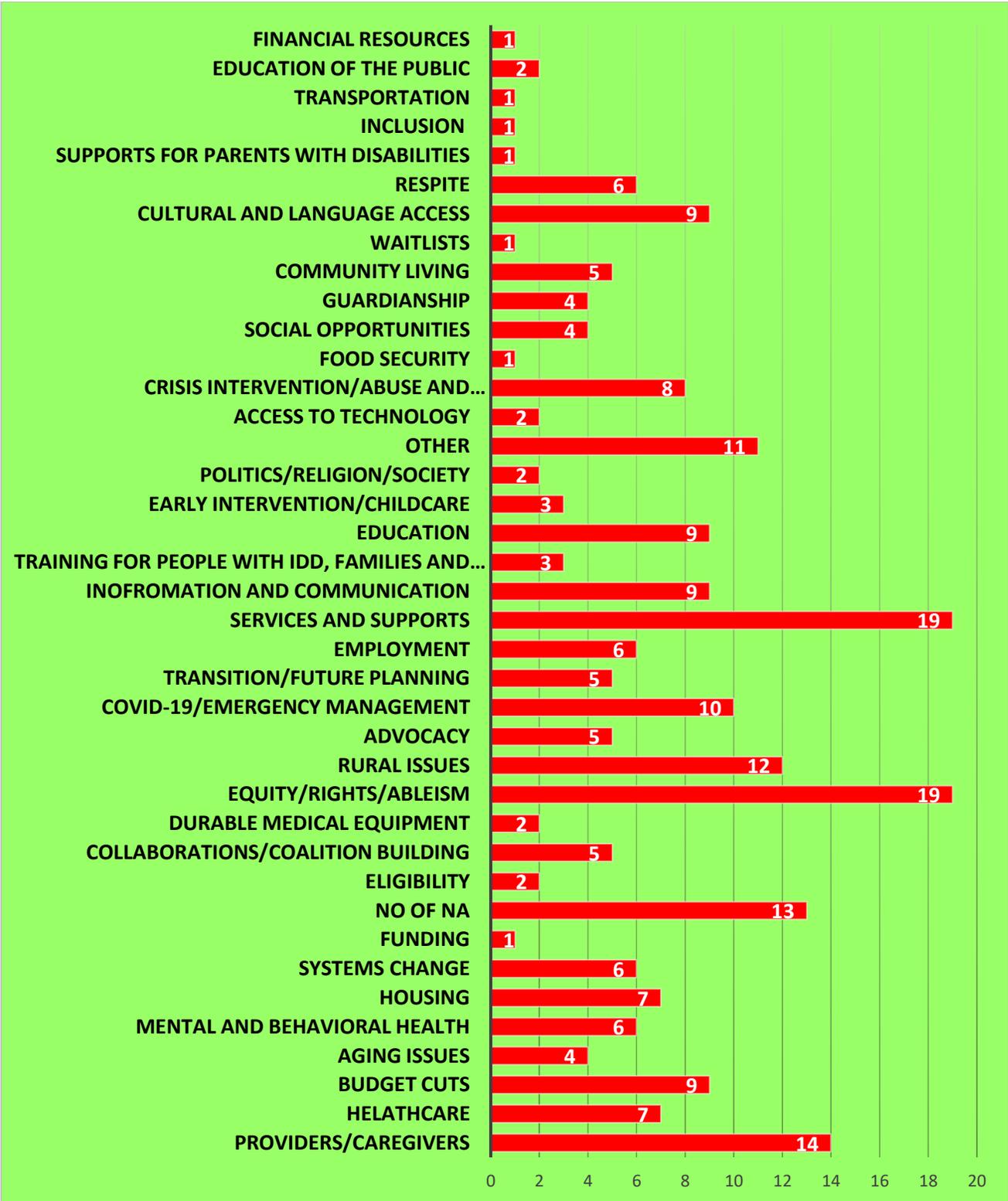
Reading 20-21

Question 12: Is There Anything Not Listed Above That You Think The Council Should Spend Its Money And Resources On?



Reading 20-21

Question 13: Is There Anything You Want The Council To Know Or Understand As We Create Our New State Plan?



Reading 20-21

APPENDIX A

Combined Table for Respondent Identity, Zip Code, County, Urban/Rural Self-Designation and Racial/Ethnic Identity

Identity Response	Zip Code	County	Urban/Rural	Race/Ethnicity
Family Member	99169	Adams	Rural (Country)	White or Caucasian
Family Member	99403	Asotin	Rural (Country)	White or Caucasian
Individual with a Developmental Disability	99336	Benton	Urban (City)	White or Caucasian
Family Member	99337	Benton	Urban (City)	White or Caucasian
Family Member	99337	Benton	Urban (City)	White or Caucasian
Family Member	99350	Benton	Rural (Country)	White or Caucasian
Family Member	99350	Benton	Rural (Country)	White or Caucasian
Individual with a Developmental Disability	99352	Benton	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	99352	Benton	Urban (City)	White or Caucasian
Individual with a Developmental Disability	99352	Benton	Urban (City)	White or Caucasian
Family Member	99352	Benton	Urban (City)	White or Caucasian
Professional	99352	Benton	Rural (Country)	Prefer not to answer
Family Member	99353	Benton	Rural (Country)	White or Caucasian
Family Member	99354	Benton	Urban (City)	White or Caucasian
Individual with a Developmental Disability	99354	Benton	Urban (City)	White or Caucasian
Individual with a Developmental Disability	99354	Benton	Urban (City)	White or Caucasian
Professional	98801	Chelan	Urban (City)	White or Caucasian
Professional	98801	Chelan	Rural (Country)	White or Caucasian
Family Member	98815	Chelan	Rural (Country)	White or Caucasian
Family Member	98815	Chelan	Rural (Country)	White or Caucasian
Professional	98821	Chelan	Rural (Country)	White or Caucasian
Family Member	98331	Clallam	Rural (Country)	American Indian or Alaska Native
Professional	98362	Clallam	Rural (Country)	Asian or Asian American
Other (guardian, stakeholder)	98362	Clallam	Rural (Country)	Asian or Asian American
Family Member	98363	Clallam	Urban (City)	White or Caucasian
Family Member	98363	Clallam	Rural (Country)	White or Caucasian
Family Member	98363	Clallam	Urban (City)	White or Caucasian
Family Member	98363	Clallam	Rural (Country)	White or Caucasian
Family Member	98382	Clallam	Rural (Country)	White or Caucasian

Reading 20-21

Family Member	98382	Clallam	Rural (Country)	White or Caucasian
Family Member	98382	Clallam	Rural (Country)	White or Caucasian
Individual with a Developmental Disability	98382	Clallam	Rural (Country)	White or Caucasian
Family Member	98382	Clallam	Rural (Country)	White or Caucasian
Individual with a Developmental Disability	98382	Clallam	Urban (City)	White or Caucasian
Family Member	98382	Clallam	Rural (Country)	White or Caucasian
Other (guardian, stakeholder)	98604	Clark	Rural (Country)	White or Caucasian
Family Member	98604	Clark	Urban (City)	White or Caucasian
Family Member	98607	Clark	Urban (City)	White or Caucasian
Family Member	98607	Clark	Urban (City)	White or Caucasian
Family Member	98629	Clark	Rural (Country)	White or Caucasian
Family Member	98642	Clark	Rural (Country)	
Family Member	98642	Clark	Urban (City)	Prefer not to answer
Family Member	98661	Clark	Urban (City)	White or Caucasian
Professional	98661	Clark	Urban (City)	White or Caucasian
Family Member	98662	Clark	Urban (City)	White or Caucasian
Family Member	98662	Clark	Rural (Country)	White or Caucasian
Family Member	98662	Clark	Urban (City)	Two or more races
Family Member	98664	Clark	Urban (City)	Hispanic or Latino
Individual with a Developmental Disability	98664	Clark	Urban (City)	White or Caucasian
Family Member	98665	Clark	Urban (City)	Hispanic or Latino
Family Member	98665	Clark	Urban (City)	White or Caucasian
Family Member	98665	Clark	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	98675	Clark	Rural (Country)	White or Caucasian
Family Member	98682	Clark	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	98682	Clark	Urban (City)	Hispanic or Latino
Family Member	98682	Clark	Not Listed	Hispanic or Latino
Family Member	98682	Clark	Urban (City)	Asian or Asian American
Family Member	98683	Clark	Urban (City)	White or Caucasian
Individual with a Developmental Disability	98683	Clark	Urban (City)	White or Caucasian
Individual with a Developmental Disability	98683	Clark	Urban (City)	White or Caucasian
Professional	98684	Clark	Urban (City)	White or Caucasian
Family Member	98684	Clark	Urban (City)	Prefer not to answer
Family Member	98685	Clark	Urban (City)	White or Caucasian
Family Member	98686	Clark	Urban (City)	White or Caucasian

Reading 20-21

Family Member	98686	Clark	Urban (City)	White or Caucasian
Family Member	98686	Clark	Urban (City)	Two or more races
Family Member	99328	Columbia	Rural (Country)	White or Caucasian
Family Member	99328	Columbia	Rural (Country)	Two or more races
Individual with a Developmental Disability	99328	Columbia	Urban (City)	White or Caucasian
Family Member	98632	Cowlitz	Urban (City)	White or Caucasian
Individual with a Developmental Disability	98632	Cowlitz	Rural (Country)	White or Caucasian
Individual with a Developmental Disability	98632	Cowlitz	Urban (City)	White or Caucasian
Professional	98632	Cowlitz	Urban (City)	White or Caucasian
Family Member	98802	Douglas	Rural (Country)	White or Caucasian
Family Member	99301	Franklin	Rural (Country)	White or Caucasian
Other (guardian, stakeholder)	99301	Franklin	Urban (City)	White or Caucasian
Family Member	98823	Grant	Rural (Country)	White or Caucasian
Professional	98520	Grays Harbor	Rural (Country)	White or Caucasian
Individual with a Developmental Disability	98557	Grays Harbor	Urban (City)	White or Caucasian
Professional	98568	Grays Harbor	Rural (Country)	American Indian or Alaska Native
Family Member	96910	Guam	Urban (City)	Native Hawaiian or other Pacific Islander
Family Member	98253	Island	Rural (Country)	White or Caucasian
Professional	98325	Jefferson	Rural (Country)	Prefer not to answer
Family Member	98368	Jefferson	Rural (Country)	White or Caucasian
Family Member	98368	Jefferson	Rural (Country)	White or Caucasian
Family Member	98368	Jefferson	Urban (City)	White or Caucasian
Professional	98368	Jefferson	Rural (Country)	White or Caucasian
Family Member	98368	Jefferson	Rural (Country)	White or Caucasian
Professional	98368	Jefferson	Rural (Country)	White or Caucasian
Family Member	98001	King	Rural (Country)	White or Caucasian
Family Member	98001	King	Urban (City)	Asian or Asian American
Family Member	98003	King	Urban (City)	Hispanic or Latino
Individual with a Developmental Disability	98003	King	Rural (Country)	White or Caucasian
Family Member	98003	King	Urban (City)	Asian or Asian American
Family Member	98003	King	Urban	Hispanic or Latino
Family Member	98005	King	Urban (City)	Two or more races
Other (guardian, stakeholder)	98006	King	Rural (Country)	Asian or Asian American

Reading 20-21

Professional	98006	King	Urban (City)	Black or African American
Family Member	98006	King	Urban (City)	White or Caucasian
Family Member	98007	King	Urban (City)	Hispanic or Latino
Family Member	98008	King	Urban (City)	White or Caucasian
Professional	98011	King	Urban (City)	Hispanic or Latino
Professional	98023	King	Urban (City)	Hispanic or Latino
Family Member	98023	King	Urban (City)	Hispanic or Latino
Other (guardian, stakeholder)	98023	King	Urban (City)	White or Caucasian
Family Member	98023	King	Urban (City)	White or Caucasian
Professional	98023	King	Urban (City)	Black or African American
Family Member	98024	King	Rural (Country)	White or Caucasian
Other (guardian, stakeholder)	98024	King	Urban (City)	White or Caucasian
Family Member	98027	King	Rural (Country)	White or Caucasian
Family Member	98027	King	Urban (City)	White or Caucasian
Family Member	98027	King	Rural (Country)	White or Caucasian
Family Member	98027	King	Rural (Country)	White or Caucasian
Professional	98028	King	Urban (City)	Prefer not to answer
Family Member	98028	King	Urban (City)	White or Caucasian
Family Member	98029	King	Urban (City)	Another race
Family Member	98029	King	Urban (City)	Asian or Asian American
Family Member	98029	King	Urban (City)	White or Caucasian
Family Member	98029	King	Urban (City)	Asian or Asian American
Individual with a Developmental Disability	98030	King	Urban (City)	White or Caucasian
Family Member	98030	King	Urban (City)	Black or African American
Other (guardian, stakeholder)	98031	King	Urban (City)	Hispanic or Latino
Family Member	98031	King	Urban (City)	Asian or Asian American
Family Member	98031	King	Urban (City)	White or Caucasian
Professional	98031	King	Urban (City)	White or Caucasian
Family Member	98032	King	Urban (City)	Hispanic or Latino
Professional	98032	King	Urban (City)	White or Caucasian
Professional	98032	King	Urban (City)	Asian or Asian American
Family Member	98032	King	Urban (City)	White or Caucasian
Family Member	98032	King	Urban (City)	Hispanic or Latino
Family Member	98032	King	Urban (City)	White or Caucasian
Individual with a Developmental Disability	98032	King	Urban (City)	White or Caucasian
Family Member	98033	King	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	98034	King	Urban (City)	Hispanic or Latino

Reading 20-21

Other (guardian, stakeholder)	98034	King	Urban (City)	Hispanic or Latino
Family Member	98034	King	Urban (City)	White or Caucasian
Family Member	98038	King	Rural (Country)	White or Caucasian
Family Member	98040	King	Urban (City)	Asian or Asian American
Other (guardian, stakeholder)	98042	King	Rural (Country)	Native Hawaiian or other Pacific Islander
Family Member	98042	King	Urban (City)	Not listed
Family Member	98042	King	Rural (Country)	White or Caucasian
Professional	98045	King	Rural (Country)	Prefer not to answer
Professional	98047	King	Urban (City)	White or Caucasian
Family Member	98052	King	Urban (City)	Hispanic or Latino
Family Member	98052	King	Urban (City)	White or Caucasian
Family Member	98053	King	Urban (City)	White or Caucasian
Family Member	98055	King	Urban (City)	Black or African American
Family Member	98055	King	Urban (City)	Two or more races
Other (guardian, stakeholder)	98056	King	Urban (City)	Black or African American
Professional	98056	King	Urban (City)	Black or African American
Professional	98056	King	Urban (City)	Asian or Asian American
Professional	98056	King	Urban (City)	Asian or Asian American
Family Member	98057	King	Rural (Country)	Hispanic or Latino
Professional	98057	King	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	98058	King	Urban (City)	Asian or Asian American
Family Member	98059	King	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	98059	King	Urban (City)	White or Caucasian
Family Member	98065	King	Rural (Country)	White or Caucasian
	98070	King	Rural (Country)	Prefer not to answer
Family Member	98074	King	Urban (City)	White or Caucasian
Family Member	98074	King	Urban (City)	Asian or Asian American
Individual with a Developmental Disability	98101	King	Urban (City)	Hispanic or Latino
Professional	98102	King	Urban (City)	White or Caucasian
Professional	98103	King	Urban (City)	White or Caucasian
Family Member	98103	King	Urban (City)	Asian or Asian American
Family Member	98103	King	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	98104	King	Urban (City)	Hispanic or Latino
Other (guardian, stakeholder)	98104	King	Urban (City)	White or Caucasian
Professional	98105	King	Urban (City)	White or Caucasian

Reading 20-21

Professional	98105	King	Urban (City)	White or Caucasian
Professional	98105	King	Urban (City)	Two or more races
Professional	98105	King	Urban (City)	White or Caucasian
Professional	98106	King	Urban (City)	Black or African American
Professional	98107	King	Urban (City)	Prefer not to answer
Professional	98108	King	Urban (City)	Asian or Asian American
Professional	98108	King	Urban (City)	Black or African American
Professional	98108	King	Urban (City)	Black or African American
Professional	98108	King	Urban (City)	Hispanic or Latino
Professional	98108	King	Urban (City)	Black or African American
Professional	98109	King	Urban (City)	Two or more races
Other (guardian, stakeholder)	98112	King	Urban (City)	White or Caucasian
Family Member	98112	King	Urban (City)	White or Caucasian
Professional	98115	King	Urban (City)	White or Caucasian
Professional	98115	King	Urban (City)	White or Caucasian
Family Member	98115	King	Urban (City)	White or Caucasian
Family Member	98116	King	Urban (City)	White or Caucasian
Professional	98116	King	Urban (City)	White or Caucasian
Professional	98116	King	Urban (City)	White or Caucasian
Professional	98117	King	Urban (City)	Not listed
Professional	98117	King	Urban (City)	Two or more races
Family Member	98118	King	Urban (City)	Hispanic or Latino
Other (guardian, stakeholder)	98118	King	Urban (City)	White or Caucasian
Individual with a Developmental Disability	98118	King	Urban (City)	White or Caucasian
Professional	98121	King	Urban (City)	White or Caucasian
Individual with a Developmental Disability	98121	King	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	98121	King	Urban (City)	White or Caucasian
Professional	98122	King	Urban (City)	White or Caucasian
Professional	98122	King	Urban (City)	White or Caucasian
Family Member	98125	King	Urban (City)	Asian or Asian American
Family Member	98125	King	Urban (City)	Not Listed
Family Member	98125	King	Urban (City)	White or Caucasian
Individual with a Developmental Disability	98126	King	Urban (City)	White or Caucasian
Professional	98126	King	Urban (City)	Asian or Asian American
Individual with a Developmental Disability	98133	King	Rural (Country)	White or Caucasian
Professional	98133	King	Urban (City)	Black or African American

Reading 20-21

Family Member	98133	King	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	98133	King	Urban (City)	Hispanic or Latino
Individual with a Developmental Disability	98133	King	Urban (City)	White or Caucasian
Professional	98136	King	Urban (City)	White or Caucasian
Individual with a Developmental Disability	98144	King	Urban (City)	White or Caucasian
Professional	98144	King	Urban (City)	Asian or Asian American
Other (guardian, stakeholder)	98144	King	Urban (City)	Hispanic or Latino
Professional	98144	King	Urban (City)	Native Hawaiian or other Pacific Islander
Professional	98144	King	Urban (City)	White or Caucasian
Family Member	98144	King	Urban (City)	White or Caucasian
Professional	98144	King	Urban (City)	Two or more races
Family Member	98146	King	Urban (City)	Hispanic or Latino
Family Member	98146	King	Urban (City)	Hispanic or Latino
Family Member	98148	King	Urban (City)	Black or African American
Family Member	98155	King	Urban (City)	Another race
Professional	98155	King	Urban (City)	Asian or Asian American
Professional	98177	King	Urban (City)	White or Caucasian
Individual with a Developmental Disability	98188	King	Urban (City)	White or Caucasian
Professional	98188	King	Urban (City)	White or Caucasian
Family Member	98198	King	Urban (City)	Hispanic or Latino
Family Member	98198	King	Urban (City)	Hispanic or Latino
Family Member	98198	King	Urban (City)	White or Caucasian
Professional	98110	Kitsap	Rural (Country)	White or Caucasian
Professional	98110	Kitsap	Rural (Country)	White or Caucasian
Family Member	98337	Kitsap	Urban (City)	White or Caucasian
Family Member	98346	Kitsap	Rural (Country)	White or Caucasian
Professional	98366	Kitsap	Urban (City)	White or Caucasian
Family Member	98367	Kitsap	Rural (Country)	White or Caucasian
Family Member	98370	Kitsap	Rural (Country)	Prefer not to answer
Family Member	98370	Kitsap	Urban (City)	White or Caucasian
Family Member	98383	Kitsap	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	98383	Kitsap	Urban (City)	White or Caucasian
Family Member	98926	Kittitas	Rural (Country)	White or Caucasian
Family Member	98926	Kittitas	Urban (City)	White or Caucasian
Family Member	98926	Kittitas	Rural (Country)	White or Caucasian
Family Member	98605	Klickitat	Rural (Country)	White or Caucasian

Reading 20-21

Professional	98613	Klickitat	Rural (Country)	White or Caucasian
Other (guardian, stakeholder)	98620	Klickitat	Rural (Country)	Hispanic or Latino
Other (guardian, stakeholder)	98620	Klickitat	Rural (Country)	White or Caucasian
Family Member	98620	Klickitat	Rural (Country)	White or Caucasian
Family Member	98650	Klickitat	Rural (Country)	White or Caucasian
Individual with a Developmental Disability	98650	Klickitat	Rural (Country)	White or Caucasian
Other (guardian, stakeholder)	98672	Klickitat	Rural (Country)	
Family Member	98531	Lewis	Urban (City)	White or Caucasian
Family Member	98532	Lewis	Rural (Country)	White or Caucasian
Individual with a Developmental Disability	98532	Lewis	Rural (Country)	White or Caucasian
Family Member	98532	Lewis	Rural (Country)	White or Caucasian
Family Member	98528	Mason	Rural (Country)	Two or more races
Other (guardian, stakeholder)	98528	Mason	Rural (Country)	White or Caucasian
Family Member	98584	Mason	Rural (Country)	Prefer not to answer
Professional	98584	Mason	Rural (Country)	Two or more races
Family Member	823	NA	Rural (Country)	Not listed
Professional	90108	NA	Urban (City)	White or Caucasian
Professional	97382	NA	Rural (Country)	White or Caucasian
Professional	98812	Okanogan	Rural (Country)	White or Caucasian
Family Member	98841	Okanogan	Rural (Country)	White or Caucasian
Family Member	98844	Okanogan	Rural (Country)	White or Caucasian
Family Member	98849	Okanogan	Rural (Country)	American Indian or Alaska Native
Individual with a Developmental Disability	97737	Oregon	Rural (Country)	White or Caucasian
Professional	98577	Pacific	Rural (Country)	White or Caucasian
Family Member	98327	Pierce	Urban (City)	White or Caucasian
Professional	98329	Pierce	Rural (Country)	White or Caucasian
Family Member	98332	Pierce	Rural (Country)	White or Caucasian
Family Member	98335	Pierce	Rural (Country)	White or Caucasian
Family Member	98335	Pierce	Rural (Country)	White or Caucasian
Family Member	98335	Pierce	Urban (City)	
Individual with a Developmental Disability	98371	Pierce	Urban (City)	Hispanic or Latino
Other (guardian, stakeholder)	98372	Pierce	Urban (City)	White or Caucasian

Reading 20-21

Other (guardian, stakeholder)	98373	Pierce	Urban (City)	Hispanic or Latino
Family Member	98373	Pierce	Urban (City)	Hispanic or Latino
Family Member	98375	Pierce	Rural (Country)	White or Caucasian
Professional	98387	Pierce	Rural (Country)	Black or African American
Family Member	98388	Pierce	Urban (City)	White or Caucasian
Professional	98388	Pierce	Urban (City)	White or Caucasian
Professional	98391	Pierce	Urban (City)	Asian or Asian American
Individual with a Developmental Disability	98391	Pierce	Urban (City)	Unknown
Professional	98402	Pierce	Urban (City)	White or Caucasian
Family Member	98403	Pierce	Urban (City)	White or Caucasian
Family Member	98404	Pierce	Urban (City)	White or Caucasian
Professional	98405	Pierce	Urban (City)	Hispanic or Latino
Other (guardian, stakeholder)	98405	Pierce	Urban (City)	White or Caucasian
Professional	98405	Pierce	Urban (City)	White or Caucasian
Family Member	98405	Pierce	Urban (City)	Two or more races
Other (guardian, stakeholder)	98406	Pierce	Urban (City)	Hispanic or Latino
Family Member	98406	Pierce	Urban (City)	White or Caucasian
Family Member	98407	Pierce	Urban (City)	White or Caucasian
Family Member	98407	Pierce	Urban (City)	White or Caucasian
Family Member	98407	Pierce	Urban (City)	Hispanic or Latino
Family Member	98407	Pierce	Urban (City)	White or Caucasian
Professional	98407	Pierce	Urban (City)	White or Caucasian
Professional	98409	Pierce	Urban (City)	Prefer not to answer
Professional	98409	Pierce	Urban (City)	White or Caucasian
Professional	98409	Pierce	Urban (City)	Two or more races
	98422	Pierce		
Professional	98422	Pierce	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	98465	Pierce	Urban (City)	White or Caucasian
Professional	98465	Pierce	Urban (City)	Native Hawaiian or other Pacific Islander
Professional	98466	Pierce	Urban (City)	White or Caucasian
Family Member	98467	Pierce	Urban (City)	Hispanic or Latino
Individual with a Developmental Disability	98467	Pierce	Urban (City)	White or Caucasian
Family Member	98467	Pierce	Urban (City)	White or Caucasian
Professional	98498	Pierce	Urban (City)	White or Caucasian
Family Member	98498	Pierce	Urban (City)	White or Caucasian

Reading 20-21

Individual with a Developmental Disability	98499	Pierce	Urban (City)	Black or African American
Family Member	98243	San Juan	Rural (Country)	White or Caucasian
Other (guardian, stakeholder)	98273	Skagit	Rural (Country)	Hispanic or Latino
Family Member	98274	Skagit	Rural (Country)	White or Caucasian
Family Member	98648	Skamania	Rural (Country)	White or Caucasian
Other (guardian, stakeholder)	98012	Snohomish	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	98012	Snohomish	Urban (City)	White or Caucasian
Family Member	98012	Snohomish	Urban (City)	White or Caucasian
Individual with a Developmental Disability	98012	Snohomish	Urban (City)	Prefer not to answer
Professional	98026	Snohomish	Urban (City)	White or Caucasian
Family Member	98026	Snohomish	Urban (City)	White or Caucasian
Family Member	98036	Snohomish	Urban (City)	White or Caucasian
Family Member	98037	Snohomish	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	98043	Snohomish	Urban (City)	White or Caucasian
Professional	98201	Snohomish	Urban (City)	White or Caucasian
Individual with a Developmental Disability	98201	Snohomish	Urban (City)	White or Caucasian
Family Member	98203	Snohomish	Urban (City)	White or Caucasian
Family Member	98203	Snohomish	Urban (City)	White or Caucasian
Family Member	98204	Snohomish	Urban (City)	White or Caucasian
Family Member	98208	Snohomish	Urban (City)	Hispanic or Latino
Family Member	98208	Snohomish	Urban (City)	Hispanic or Latino
Individual with a Developmental Disability	98223	Snohomish	Rural (Country)	American Indian or Alaska Native
Other (guardian, stakeholder)	98223	Snohomish	Rural (Country)	White or Caucasian
Professional	98241	Snohomish	Rural (Country)	White or Caucasian
Family Member	98258	Snohomish	Rural (Country)	Two or more races
Family Member	98258	Snohomish	Urban (City)	White or Caucasian
Family Member	98270	Snohomish	Urban (City)	Two or more races
Other (guardian, stakeholder)	98270	Snohomish	Urban (City)	American Indian or Alaska Native
Family Member	98270	Snohomish	Rural (Country)	Two or more races
Family Member	98270	Snohomish	Urban (City)	White or Caucasian
Family Member	98271	Snohomish	Urban (City)	American Indian or Alaska Native

Reading 20-21

Individual with a Developmental Disability	98271	Snohomish	Rural (Country)	Two or more races
Family Member	98271	Snohomish	Urban (City)	American Indian or Alaska Native
Family Member	98271	Snohomish	Rural (Country)	American Indian or Alaska Native
Other (guardian, stakeholder)	98271	Snohomish	Rural (Country)	Prefer not to answer
Family Member	98271	Snohomish	Rural (Country)	American Indian or Alaska Native
Other (guardian, stakeholder)	98271	Snohomish	Rural (Country)	American Indian or Alaska Native
Family Member	98271	Snohomish	Urban (City)	American Indian or Alaska Native
Other (guardian, stakeholder)	98271	Snohomish	Rural (Country)	American Indian or Alaska Native
Individual with a Developmental Disability	98272	Snohomish	Rural (Country)	Two or more races
Family Member	98272	Snohomish	Rural (Country)	Two or more races
Individual with a Developmental Disability	98272	Snohomish	Rural (Country)	American Indian or Alaska Native
Family Member	98272	Snohomish	Urban (City)	White or Caucasian
Professional	98290	Snohomish	Urban (City)	White or Caucasian
Professional	98296	Snohomish	Urban (City)	White or Caucasian
Family Member	99004	Spokane	Urban (City)	White or Caucasian
Professional	99004	Spokane	Rural (Country)	White or Caucasian
Family Member	99004	Spokane	Rural (Country)	Hispanic or Latino
Family Member	99004	Spokane	Urban (City)	White or Caucasian
Professional	99005	Spokane	Rural (Country)	White or Caucasian
Family Member	99006	Spokane	Urban (City)	White or Caucasian
Family Member	99006	Spokane	Rural (Country)	White or Caucasian
Professional	99016	Spokane	Urban (City)	White or Caucasian
Family Member	99016	Spokane	Urban (City)	White or Caucasian
Family Member	99019	Spokane	Urban (City)	White or Caucasian
Family Member	99019	Spokane	Urban (City)	White or Caucasian
Family Member	99026	Spokane	Rural (Country)	Asian or Asian American
Family Member	99026	Spokane	Rural (Country)	Asian or Asian American
Family Member	99026	Spokane	Rural (Country)	White or Caucasian
Family Member	99026	Spokane	Rural (Country)	White or Caucasian
Family Member	99037	Spokane	Urban (City)	White or Caucasian
Family Member	99037	Spokane	Urban (City)	White or Caucasian
Family Member	99201	Spokane	Urban (City)	White or Caucasian
Professional	99202	Spokane	Urban (City)	White or Caucasian

Reading 20-21

Professional	99202	Spokane	Urban (City)	White or Caucasian
Individual with a Developmental Disability	99202	Spokane	Urban (City)	Two or more races
Professional	99202	Spokane	Urban (City)	White or Caucasian
Professional	99203	Spokane	Urban (City)	White or Caucasian
Family Member	99203	Spokane	Urban (City)	White or Caucasian
Family Member	99205	Spokane	Urban (City)	White or Caucasian
Family Member	99205	Spokane	Urban (City)	White or Caucasian
Family Member	99205	Spokane	Urban (City)	White or Caucasian
Family Member	99205	Spokane	Urban (City)	Prefer not to answer
Family Member	99205	Spokane	Urban (City)	White or Caucasian
Family Member	99206	Spokane	Urban (City)	White or Caucasian
Professional	99206	Spokane	Urban (City)	White or Caucasian
Family Member	99206	Spokane	Urban (City)	White or Caucasian
Family Member	99206	Spokane	Urban (City)	White or Caucasian
Professional	99207	Spokane	Urban (City)	White or Caucasian
Professional	99207	Spokane	Urban (City)	White or Caucasian
Family Member	99208	Spokane		Prefer not to answer
Family Member	99208	Spokane	Urban (City)	White or Caucasian
Family Member	99208	Spokane	Rural (Country)	White or Caucasian
Other (guardian, stakeholder)	99208	Spokane	Rural (Country)	Prefer not to answer
Individual with a Developmental Disability	99208	Spokane	Urban (City)	Two or more races
Professional	99208	Spokane	Urban (City)	White or Caucasian
Family Member	99208	Spokane	Rural (Country)	Not listed
Professional	99208	Spokane	Urban (City)	White or Caucasian
Family Member	99208	Spokane	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	99212	Spokane	Urban (City)	White or Caucasian
Family Member	99216	Spokane	Rural (Country)	White or Caucasian
Family Member	99216	Spokane	Rural (Country)	White or Caucasian
Family Member	99217	Spokane	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	99217	Spokane	Rural (Country)	Prefer not to answer
Other (guardian, stakeholder)	99217	Spokane	Urban (City)	White or Caucasian
Family Member	99223	Spokane	Urban (City)	White or Caucasian
Family Member	99223	Spokane	Urban (City)	White or Caucasian
Family Member	99223	Spokane	Urban (City)	White or Caucasian
Professional	99223	Spokane	Urban (City)	Two or more races
Family Member	99224	Spokane	Rural (Country)	White or Caucasian

Reading 20-21

Other (guardian, stakeholder)	99224	Spokane	Urban (City)	White or Caucasian
Professional	99224	Spokane	Urban (City)	White or Caucasian
Individual with a Developmental Disability	99228	Spokane	Urban (City)	American Indian or Alaska Native
Individual with a Developmental Disability	99114	Stevens	Urban (City)	White or Caucasian
Individual with a Developmental Disability	99114	Stevens	Rural (Country)	White or Caucasian
Family Member	99148	Stevens	Rural (Country)	White or Caucasian
Individual with a Developmental Disability	99181	Stevens	Rural (Country)	White or Caucasian
Professional	98501	Thurston	Rural (Country)	Two or more races
Individual with a Developmental Disability	98501	Thurston	Urban (City)	Not listed
Individual with a Developmental Disability	98501	Thurston	Urban (City)	Not listed
Individual with a Developmental Disability	98501	Thurston	Urban (City)	Another race
Family Member	98501	Thurston	Urban (City)	Native Hawaiian or other Pacific Islander
Professional	98501	Thurston	Urban (City)	White or Caucasian
Professional	98501	Thurston	Urban (City)	White or Caucasian
Professional	98502	Thurston	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	98502	Thurston	Rural (Country)	White or Caucasian
Family Member	98502	Thurston	Urban (City)	Hispanic or Latino
Professional	98502	Thurston	Urban (City)	White or Caucasian
Professional	98502	Thurston	Urban (City)	White or Caucasian
Family Member	98502	Thurston	Rural (Country)	White or Caucasian
Family Member	98502	Thurston	Rural (Country)	White or Caucasian
Family Member	98502	Thurston	Urban (City)	Hispanic or Latino
Family Member	98502	Thurston	Urban (City)	White or Caucasian
Professional	98503	Thurston	Urban (City)	White or Caucasian
Professional	98503	Thurston	Urban (City)	White or Caucasian
Professional	98503	Thurston	Urban (City)	White or Caucasian
Professional	98506	Thurston	Urban (City)	White or Caucasian
Individual with a Developmental Disability	98506	Thurston	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	98506	Thurston	Urban (City)	Two or more races
Professional	98512	Thurston	Urban (City)	White or Caucasian

Reading 20-21

Individual with a Developmental Disability	98513	Thurston	Urban (City)	White or Caucasian
Family Member	98513	Thurston	Urban (City)	White or Caucasian
Professional	98513	Thurston	Rural (Country)	White or Caucasian
Professional	98513	Thurston	Urban (City)	White or Caucasian
Professional	98513	Thurston	Urban (City)	White or Caucasian
Professional	98516	Thurston	Rural (Country)	Prefer not to answer
Professional	98516	Thurston	Rural (Country)	Black or African American
Family Member	98516	Thurston	Urban (City)	White or Caucasian
Individual with a Developmental Disability	98589	Thurston	Rural (Country)	
Professional	99324	Walla Walla	Urban (City)	White or Caucasian
Other (guardian, stakeholder)	99362	Walla Walla	Urban (City)	Hispanic or Latino
Family Member	99362	Walla Walla	Rural (Country)	White or Caucasian
Family Member	99362	Walla Walla	Rural (Country)	White or Caucasian
Other (guardian, stakeholder)	99362	Walla Walla	Rural (Country)	White or Caucasian
Family Member	99362	Walla Walla	Rural (Country)	Hispanic or Latino
Family Member	99362	Walla Walla	Urban (City)	White or Caucasian
Family Member	99362	Walla Walla	Rural (Country)	White or Caucasian
Family Member	99362	Walla Walla	Rural (Country)	White or Caucasian
Professional	99362	Walla Walla	Rural (Country)	White or Caucasian
Family Member	99362	Walla Walla	Rural (Country)	Hispanic or Latino
Family Member	99362	Walla Walla	Rural (Country)	White or Caucasian
Professional	99362	Walla Walla	Rural (Country)	White or Caucasian
Other (guardian, stakeholder)	99362	Walla Walla	Rural (Country)	White or Caucasian
Family Member	99362	Walla Walla	Rural (Country)	White or Caucasian
Family Member	99362	Walla Walla	Rural (Country)	White or Caucasian

Reading 20-21

Family Member	99363	Walla Walla	Urban (City)	White or Caucasian
Individual with a Developmental Disability	98225	Whatcom	Urban (City)	White or Caucasian
Professional	98226	Whatcom	Urban (City)	White or Caucasian
Family Member	98229	Whatcom	Urban (City)	White or Caucasian
Family Member	98229	Whatcom	Urban (City)	White or Caucasian
Family Member	98239	Whatcom	Rural (Country)	White or Caucasian
Other (guardian, stakeholder)	98264	Whatcom	Rural (Country)	White or Caucasian
Family Member	99113	Whitman	Rural (Country)	White or Caucasian
Family Member	99163	Whitman	Rural (Country)	White or Caucasian
Family Member	99163	Whitman	Rural (Country)	White or Caucasian
Family Member	99163	Whitman	Rural (Country)	White or Caucasian
Family Member	99163	Whitman	Urban (City)	White or Caucasian
Professional	98902	Yakima	Rural (Country)	White or Caucasian
Professional	98902	Yakima	Rural (Country)	White or Caucasian
Professional	98902	Yakima	Rural (Country)	White or Caucasian
Family Member	98944	Yakima	Rural (Country)	Hispanic or Latino
Other (guardian, stakeholder)	98952	Yakima	Urban (City)	White or Caucasian
Family Member	98301		Urban (City)	Hispanic or Latino
Family Member	98842		Rural (Country)	White or Caucasian
Family Member	99191		Rural (Country)	White or Caucasian
Family Member	928203		Urban (City)	Two or more races
Professional			Urban (City)	American Indian or Alaska Native
Family Member			Rural (Country)	American Indian or Alaska Native
Family Member			Rural (Country)	White or Caucasian
Family Member			Urban (City)	White or Caucasian
Family Member			Urban (City)	Two or more races
Professional			Urban (City)	Black or African American
Family Member			Urban (City)	White or Caucasian
				Prefer not to answer
Other (guardian, stakeholder)				Prefer not to answer
Family Member			Rural (Country)	White or Caucasian
Professional			Urban (City)	White or Caucasian
Individual with a Developmental Disability			Urban (City)	White or Caucasian
Professional			Urban (City)	White or Caucasian
Professional			Urban (City)	White or Caucasian

Reading 20-21

Professional			Urban (City)	Black or African American
Family Member			Urban (City)	White or Caucasian
Individual with a Developmental Disability			Urban (City)	Two or more races
Individual with a Developmental Disability			Rural (Country)	White or Caucasian
Individual with a Developmental Disability			Urban (City)	White or Caucasian
Professional			Urban (City)	White or Caucasian
Individual with a Developmental Disability			Urban (City)	Asian or Asian American
Individual with a Developmental Disability			Rural (Country)	Not listed
Professional			Rural (Country)	White or Caucasian
Family Member			Urban (City)	Hispanic or Latino

Appendices B-F are the written answers given to questions six, eight, ten, twelve, and thirteen. The responses have been formatted for this report, but have not been otherwise edited. Responses are listed in order from the last person to take the survey to the first person to take it.

The answers were categorized to create the graphs to the corresponding questions in the body of the report. However, the written responses provide nuance, context, and information that is not possible to communicate within a graph.

Google Translate was used to interpret the responses from the Spanish and Vietnamese surveys. The answer in the original language is provided and the English translation follows highlighted in green.

Reading 20-21

APPENDIX B Responses

Question 6: Is there anything not listed above (in question 5) that is important to you?

1. Making Respite Care more flexible by removing the extremely low payment/hr amount, which is far too low to cover the costs (i.e. facilities, utilities, insurance, staff, etc.)
2. rural caregivers for DD are hard to find. More rural services and programs for individuals
3. rural caregivers for DD are hard to find. More rural services and programs for individuals
4. Emergency Preparedness
5. what gets taught in schools
6. Respit
7. Availability of providers to serve families outside of the urban centers. Finding therapy providers as well as personal care providers and respite services that are of a recreational nature.
8. Access to supports and services
9. Wheelchair accesability for outdoor trails
10. Racism, Justice, Equality, Ending White Privelege,
11. n/a
12. finance
13. Eligibility Criteria - Legislation
14. Treaty rights responsibilities to Native Americans
15. Lack of community
Access to technology
16. The lack of support services for individuals with autism.
17. living wage for support workers to lessen turnover
18. n/a
19. Ensuring that our society as a whole values the lives of people with developmental disabilities, that we aren't seen as less than or as having no purpose in life.
20. N/A

Reading 20-21

21. More than 3 are of concern to me
22. Access
23. No
24. Equity and Diversity. Representation at the table.
25. No
26. Na
27. Job and employment opportunities
28. Public education on able-ism regarding neuro-developmental issues with older adults - especially in the workplace.
29. Inclusion within all aspects of life
30. Law enforcement— people acting in a lawful manner and professionals holding up the laws
31. We heard they are cutting funding for respite/care providers. That is also very important to us.
32. Specifically mental health care and disparity in number of Individuals with IDD who end up incarcerated
33. The lack of understanding of living with a disability from the people who are supposed to advocate for the disability community.
34. Closing institutions, centering the voices of people with developmental disabilities
35. Senior Care
36. To ensure DD members are able to be independent and work.
37. Not that I can think of
38. Opportunity and assistance for our daughter to utilize and enjoy her community safely with supports she needs.
39. the election of 2020
40. It was hard to choose just three, because many are so vital
41. Equitable access to resources and services for culturally and linguistically diverse individuals and their families
42. Public awareness of DD issues
43. No

Reading 20-21

44. Coordination of other health providers/agencies with the DD community to cohesively address aging issues of IDD/DDD community
45. Music, arts, theatre
46. Seniors with disabilities
47. Ombudsman
48. Aging and Disability Services
49. Universal design housing
50. These should not be choices we have to make. They all should be important.
51. Prejudice
52. Religion
53. Equity
54. Race relations
55. Safety
56. Mental health
Behavioral support/modification
Financial literacy and support
57. No
58. Being able to live at home and care for by family members that I can trust instead of living in an institution or group home where other peers with disabilities can harm me due to being a quadriplegic and nonverbal.
59. Adult crisis supports. Outpatient and inpatient.
60. Better pay for DSP's we need to be able to pay a living wage for our area if rent is 1500 a month how do our employees afford that?
61. Lack of appropriate day centers for adults with special needs other than autism
62. Social Security
63. Supported decision making should be a paid waiver service.
64. Adult transition
65. Employment and volunteer services for people with ID/DD
66. No

Reading 20-21

67. All of the above items are important!
68. All kinds of programs to benefit people with Developmental Disabilities.
69. Caregivers that are safe and affordable
70. special education issues
71. Police brutality against disabled people, especially black people
72. Respite care. We need to make it more flexible. Take away all the conditions (i.e. low reimbursement rates)
73. access to technology
access to person centered planning facilitation
74. Access to services.
75. to be able to live with the one I love, Be able to get married without losing money and benefits
76. Support for Aging Families , We have the largest Baby boomer population who are still caring for there Adults with DD who will care for them when we are gone and where will they live
77. Bringing TEFRA waiver to provide medical coverage for all kids with disabilities age 0-18 to Washington in the form of a Katie Beckett waiver our DDA HCBS system is overwhelmed because families are using it just to get medical coverage that many other states provide without questions of family income or level of cognitive ability if the child meets federal definitions.
78. The ability for my son to obtain Social Security Disability Benefits.
79. Yes- resources that are up to date...
80. Mental health support for the DD population and their caregivers.
81. Wages for direct-support workers
82. I can't stress enough there needs to be special needs child care for parents who need to work. We can't work to

Reading 20-21

- support our families if there is nowhere for our children to be while we work.
83. Accountability for supported employment vendors and agencies (performance based accountability) as well as quality of life indicators as a measure of accountability for supported living agencies.
 84. Systemic injustice
 85. It's all important
 86. I think a general quality of life is too often neglected; additionally, our parents of children who experience I/DD need additional information in order to better work with school districts -- Arc of Snohomish County is doing a great job -- we just need our families to be able to get a computer and internet, so they can be more fully engaged in the activities and programs offered virtually. Thanks, wp
 87. behavioral or mental health crisis stabilization services for DDA enrolled individuals
 88. no but certainly more than 3 are important
 89. Keeping personal care hours.
 90. More financial support from a state level for disability-led organizations and ones that actively and meaningfully include people with disabilities at high levels (not just parent-led organizations)
 91. Day programs, Technology access
 92. Lean Processes
 93. very hard to choose from the above, they are all important
 94. I had to prioritize three. In addition to that I think recreation is also really important.
 95. Specifically, sedation dentistry is not available and clients must travel 3 hours each way, often while recovering from sedation and surgery and with multiple family or staff members in support. It is costly, time-consuming, and immoral.
 96. Yes- trauma informed or evidence based strategies/science/research

Reading 20-21

97. Support and assistance for linguistically, culturally, ethnically diverse families to access resources, information and services.
98. social opportunities for my adult child and childcare for persons with ID and especially those with behavior issues. Almost nonexistent in our area.
99. Our community does not have great access to evidence based practices for our families and it will impact the area into the future.
100. I want to express the need for specialist and bilingual doctors in our rural setting. Currently, families must travel for a diagnosis and treatment options.
101. My Family
102. Tax Reform, Criminal Justice Reform, Abolition, Environmental Justice
103. Language Access
104. Aging families and future's planning. (I know I was supposed to check only three :))
105. regularly available respite, crisis response and stabilization
106. Dyslexia awareness, evidence-based education and supports, and stigma reduction
107. Mental Healthcare
108. Under the education category...no school. This is not working for our special needs children. I'm a single, working mother. I want my daughter to continue to grow/learn...more guidance
109. food justice/nutrition
110. Equal Rights and more integration in the classroom
111. people first
112. family
religion
freedom
113. family
religion
freedom

Reading 20-21

114. Educating professionals about the DD community.
115. Internet Access for All!
116. Respite support for families
117. Funding to pay caregivers a better wage.
118. Guardianship regulations and appropriate training
119. Ensuring easier access and education on what's offered under the different plans for families. Reducing the barriers in place to access funding for ADL and IADL supports
120. In my experience there are far too many barriers to getting DD services for folks who may not have access to childhood records and expanding criteria to more fully serve the developmentally disabled community would be most helpful.
121. Safety
122. Autism services for adults who don't qualify for DDA.
123. Connections and Bonds with people
124. Advocacy for those who can't advocate for themselves.
125. Testing, Training, and Employment of mentally handicapped
126. No
127. NA
128. Community Living & Support Living Staff wages
129. 1. Not just childcare but caregiving for the adult population.
2. Inclusion of concrete needs for the duality diagnosed (developmental disability and mental illness) in all policies, services and programs.
130. Coordination of agencies for individuals receiving services from multiple state agencies, such as DDA, DVR, DSB, etc.
131. Living arrangements that meet needs (ie not forcing section 8 participants to live alone if they don't want to, making sure no DD adults remain homeless)
132. Personal advocates
133. Community education on inclusion, equal pay.

Reading 20-21

134. To address 'quality of services listed above, one needs to include:
 - *monitoring and evaluation of services
 - *person-centered services
135. Supports for people with disabilities who are parents.
136. Language Access
137. State and Federal laws advocating for persons with disabilities and their families.
138. These are listed but are equally important: Housing, Transportation, Education, Recreation, Self-Advocacy
139. Ease of access to services
140. Flexibility in Systems
Future Planning
141. Mentorship for new members
142. Caregiving and Respite- being the caregiver and working with caregivers.
Parents as IPs
Guardianship
143. No
144. All of the above issues are important to me.
145. SUSTAINED INTEGRATED EMPLOYMENT FOR THOSE WITH DISABILITIES
146. Income for those unable to hold a job
147. accommodations for trade skills training
148. Improving DDA policies and procedures.
149. Laws and statutes
150. Inclusion in preschool-12th grade in the Least Restrictive Environment, as well as inclusion in competitive employment
151. Transitional services/ coaching
152. Services in multiple home languages.
153. Making caregiver jobs desirable through better pay, great benefits, & continuing education possibilities to lessen turnover and foster continuity of care.

Reading 20-21

154. Aba therapy, access to care, my son got diagnosed in 2010 with fragile x but we didn't get in contact with dda until 2019 and haven't started services yet. We lost medical for 11 months because our multiple re-applications didn't get processed because none of the staff changed the application from inactive to active.
155. Financial planning
156. Adequate funding for DDA services.
157. Mental health
 - Food
 - Help with transition to work
158. Getting our economy back on track and helping small businesses!
159. Being able to employ others.
160. I am in favor of a sub minimum wage to allow for more work hours which in turn means we need fewer respite hours
161. Mental Health
162. The human rights and dignity of all people ipu if I could have I would have checked more than three spaces.
163. Community Integration in non-employment environments (public activities, etc.)
164. access to technology, person centered services
165. Bullying issues
166. Equity
167. Needed supplies and equipment
168. language access; person-centered services
169. Police training
170. Equality
171. Racial, Gender, and Ability Equity
172. I work in corrections so resources that do not discriminate against those with felony convictions.
173. Person Centered Planning education
174. Respite
175. Training for care providers to become more accessible. .

Reading 20-21

176. Division Vocational Rehabilitation for all types of learning disabilities not just for the severe ones.
177. Waivers for individual needs
178. Trained caregivers
179. Support for caregivers/self care
180. Inclusion
181. Full inclusion in the community.
182. Food, supply, and medication insecurity due to COVID-19.
183. Services for senior families who are still primary caregivers of their loved one with DD.
Services for people with DD who are parents themselves raising children (with or without disabilities).
184. Funding
185. System reform in Washington to ensure everyone gets the services they need; Closing institutions and investing in community based supports

RESPONSES FROM SPANISH LANGUAGE SURVEY

1. Apoyo a personas vulnerables
Support for vulnerable people
2. No
No
3. Como ayudar a mi hija en estos tiempos si no se Inglés ni computación para su tarea
How to help my daughter in these times if she doesn't know English or computers for her homework
4. No
No
5. Apoyos para indocumentados.

Reading 20-21

Supports for the undocumented

6. Mas integracion y leyes a favor de los menores con alguna condicion especial de vida.

More integration and laws in favor of minors with some special living condition.

7. No

No

8. Me interesa mas ayuda en español y con niños mas pequenos ya q ni hijo tiene un año y estoy interesada en aprender con otras mamas

I am interested in more help in Spanish and with younger children since my son is one year old and I am interested in learning with other mothers

9. No

No

10. Legal

Legal

11. Clases recreativas, como artes, música, deportes y espacios actos para ellos.

Recreational classes, such as arts, music, sports and spaces for them.

12. No

No

13. Apoyo emocional para los Padres

Emotional support for parents

14. No

Reading 20-21

No

15. Ayuda para conseguir trabajo a las personas con Asperger
Help people with Asperger's find work.

16. No
No

**There were no responses to this question in the
Vietnamese survey.**

Reading 20-21

APPENDIX C

Question 8: Are There Any Barriers Not Listed Above (Question 7)?

1. DDA does not cover them (i.e. eyeglasses, etc.)
Reimbursement rates are so low, no one will accept them to provide services (i.e. Respite Care).
2. Communication...does this mean the information isn't get sent out OR the information isnt translated for non-english speakers.
3. times of sevice avalible
4. Lack of qualified providers
5. lack of allyship
6. Family work schedules that prohibit ability to participate in some activities or therapies.
7. Narrow eligibility criteria leaves out lots of people who are developmentally disabled and need supports to have a basic quality of life.
8. Services and programs that assume a "westernized" approach to their efforts. One example is the emphasis on handouts/websites for parents. It assumes people will learn from reading, even if material has been translated into their languages. I have found that sitting, talking, and listening can help parents more than a sheet of paper with the same information.
9. More information surrounding programs for adults and children with disabilities. For example, we are looking into

Reading 20-21

getting my little sister into a higher education program. I wish there was more help with that within tribal communities.

10. drug Addiction, alcoholism,
11. n/a
12. No
13. Limited knowledge of what services are available, if any, especially as students exit high school.
14. No
15. lack of diagnosis until adulthood
16. lots of people misunderstand or don't know at all what Autism(which is my primary developmental disability) is and therefore people don't understand my needs
17. N/A
18. Criteria for supports
19. Money and services not allocated to maximize transportation and Essential services And wasting resources by counties not working together to share resources, services, transportation, and budgeted money.

Not asking the people who use the service how to make it better.
20. Lack of teacher training to provide appropriate teaching strategies
21. Translated materials and representation of BIPOC Communities.
22. na

Reading 20-21

23. After my daughter turned 10 we no longer qualified for DDA services. It shouldn't matter what type of disability a child has, it should still be available even after the age of 10
24. Employers not understanding or having enough resources to see the benefits of employing people with disabilities. Career opportunities are not available, as people with disabilities are seen as unable to perform anything more than menial jobs
25. institutionalized racism
26. The Covid Epidemic has caused barriers in obtaining supports and services, adequate education
27. Dangerous areas where laws are not being enforced
28. The fact that appropriate inpatient mental health care DOES NOT EXIST in WA
29. It seems like the staff and rules change so frequently that it is challenging to get the same answer twice.
30. Politicians
31. Intersection oppressions: racism, xenophobia, transphobia. Those all amplify ableism. It's important to lift up the voices of the most marginalized folks with disabilities.
32. independent living housing
33. Not that I can think of
34. Peer support and more social and educational opportunities
35. lists of volunteers
36. I don't see barriers associated with language and culture reflected in this dropdown. At ODMF, our barriers include lack of Language Access, need for culturally responsive practices, institutionalized racism, anti-blackness

Reading 20-21

37. Racism; Ageism; Homophobia
38. No
39. Lack of support to navigating through systems
40. Age appropriate jobs
41. Systemic Racism
42. inflation/ no COLA
43. People being more concerned with how others problems affect them personally, rather than solving the problem being shared.
44. Leadership buy-in and programs to eliminate racism
45. terrible or lack of training for caregivers in supported living; no one is holding them accountable. DDA needs to hold to a higher standard
46. Lack of supportive medical equipment.
47. No day programs.
48. Money is a barrier
49. Program deficiencies

Quality care providers. Union training is superfluous and candidates need social services themselves, more than my son. Weak employment pool. Unsafe.

50. not clear messages from dda and waiver slots-low amount
51. lack of case management, case manager turnover
52. Federal and state funding
53. No

Reading 20-21

54. Not supporting or providing for exceptions needed to keep certain people healthy and safe.
55. No childcare help or limited
56. Lack of employers willing to hire young adults with ID/DD; lack of day programs for young adults out of high school
57. minimalizing the disability- belief that she will "grow out of it"
58. making documentation in different languages and having support to fill out documents.
59. Excessive government requirements that make the access and use of the support impossible (i.e. respite care)
60. No Family Support
61. A lack of funding sources for helping to educate and support DD adults with health, nutrition and cooking.
62. Not including self-advocates
63. No section 8 available: not even waitlists
64. Parent Coalition in Kitsap County not willing to work with all. Should be about inclusion yet it seems to be exclusive with its current leadership
65. Low wages for direct-support caretakers
66. Time, stress
67. I don't think the resource of special needs child care is available. Without it many other necessities become harder to attain.
68. misinformation, systems that work in silos & funding streams that are siloed.

Reading 20-21

69. Fragmented system; funding structures
70. Regulations limit access to social & recreational activities; therefore, many without a job are isolated in their living facility. This leads to depression and poor health.
71. Employers unwilling to hire people with disabilities
72. decision makers not having necessary data and user input and feedback to make informed decisions about the targeted population
73. The money for disability-related services tends to go to the parent-led organizations who rarely include people with disabilities in significant leadership and program development and implementation. Also, particularly in the autistic community, services tend to be available only to those who are "perceived" as most impacted which often leaves out those who might have a "high IQ" or "functioning" ability (I hate those labels) because they are not considered disabled enough. These people tend to be unemployed and underemployed at rates higher than other people with disabilities.
74. Lack of jobs
75. Insufficient opportunities to engage
76. System Policies
77. They are all barriers
78. No dentists willing to do sedation dentistry in NCW. Everybody must travel to Spokane after months of waiting.
79. recognition of all disabilities/or service for those who are yet to be diagnosed

Reading 20-21

80. language and cultural barriers. Lack of providers who speak different languages and lack of information and services that are culturally and linguistically appropriate.
81. Lack of funding from state/fed/county to the resources we need and need for more trained childcare providers will to take in children with disabilities.
82. In planning ahead, I know there will be challenges accessing services.
83. Systemic Racism
84. Language access
85. So much confusion on who to access and when; confusion regarding the systems and services, how they interface and work together.
86. lack of systems coordination; for example, regularly occurring collaborative work between healthcare, mental health and DDA to address ongoing issues of community respite and crisis care
87. Ableism cannot be over emphasized as an issue
88. lack of outreach coordinators
89. Resources-safe resources for our kids People for People doesn't work for gas/travel to doctor appointments. For working parents...You can't reach them during a 30 minute lunch, they are rude, they don't understand emergencies... their should be a different set of rules for our special needs kids versus regular Medicaid for P4P. It is so upsetting every time I have to call them. This has really helped, when I have been able to utilize. For example, my daughter ended up having to stay the night in the hospital after surgery...wow, nasty people...too bad. It is not like you can

Reading 20-21

call them at 6:00 p.m. & tell them you are now staying...Suggestion... input appointments...doctor, date, time, phone # into an on-line portal. Verify & put credit on a card. I know it is after the fact, but I would rather do this than not be able to get gas the morning of the appointment because they won't allow you to get it the day before, it is 5 a.m., they aren't open, & the gas station doesn't have the voucher. A local station told me this is normal & they have had people stand there for hours waiting. Also, they expect people to drive 5 hours, take child to the doctor, & drive back another 5 hours...don't allow overnight. For us, 2.5 hour drive. Pre-op the day before surgery, surgery the next day. They will only pay gas up to Spokane and back the next day...same if two days of appointments. Also, hospital social worker says even if they try to help, P4P wants you to wait for the last hour.

90. transportation, rights advocates, hospital care
91. Community Ignorance
92. Discrimination even with the disability community, towards those individuals who are the most significantly impacted
93. Justice, Oppression, and Social Inequity
94. Consistency in employment training and supports.
95. There is also a lack of political and systemic will to serve this community in its entirety that needs to be addressed
96. highest need individuals and their families aren't heard.
97. Not being able to create a person-centered home health plan with assistance from state funds- -overnight stays 2-3 times per month (Senior parents who want to keep son in home

Reading 20-21

with assistance) in addition to receiving home health care daily.

98. 1. Challenges with the home care aide services (shortages, inadequate pay, quality).

2. No post-high school educational programs (college and apprenticeships) for those who fall in the middle in terms of functioning level (e.g., all college programs serving this population that we've found are for much higher functioning young adults; our daughter desperately wants to go to college as part of job goals but functions at about a 4th grade level academically and needs caregiver support....many ongoing tears and despair about this).
99. Lack of disability specific training for care providers
100. DDA system has long wait lists for services/supports. Case Managers do not tell you of all available services! My son should have gotten Behavioral/ABA support years ago. I found out he could qualify on my own, and by chance when I changed his insurance as well.
101. lack of appropriate monitoring and evaluation of services. There is potential that more money would be available if waste was identified and person-centred planning would be the norm which could lead to more independent living and community based employment, and more people receiving services
102. Language Access
103. We can't use the money available, and pay the remainder. So if we can't get an ETR approved we get nothing
104. Confidentiality restrictions

Reading 20-21

105. A centralized hub to access these resources. A person needs to know the system to access it.
106. IT IS A SMALL TOWN WITH SMALL TOWN ATTITUDES AND PRACTICES. THE UNDER PRIVILEGED ARE IGNORED OR OVERLOOKED TO ACCOMMODATE FOR OTHERS AGENDAS.
107. Inadequate knowledge of autism behavior and the environmental constraints for people with autism. The inflexible model of education undermining learning for people with autism.
108. Problems with DDA. They are understaffed/unable to do their jobs in a timely fashion. You get different answers to questions depending on whom you speak with at DDA. They often given misinformation, which is confusing and leads to additional wait time to get services and supports in place.
109. state and localities not following federal and state law and no one holding these agencies or school districts accountable. Also, mindset: This is the way it's always been, so it must be the right way (WRONG?!) Washington state doesn't follow the law or research in regards to LRE.
110. Competent service providers
111. Languages other than English.
112. The overall problem is systemic and pervasive. That people with I/DD are perceived as a a burden on society and "less than." Positive media portrayals and normalizing inclusion will go farthest in overcoming barriers to procure the necessary resources and supports.
113. Red tape. The only reason why we finally got intouch with dda is because a case worker came to an iep meeting. She

Reading 20-21

said her prior director didn't allow that. Those boundaries should not be there. Special needs parents have jobs, work with medicare planners, they are care takers, they are advocates and are teaching their children to be advocates. They don't need anyone being a hindrance!

114. Government needing to help small businesses
115. lack of a coordinated system
116. COVID-19 shutting down businesses
117. Lack of providers and or quality agencies
118. Ignorance - not purposeful discrimination, but just lack of opportunities, and community experience in inclusive attitudes and activities.
119. Poorly trained providers, no parental accountability to provide services, funding isn't flexible for person centered services
120. Accessing grade level curriculum through the program they selected in IEP
121. language access
122. Policies
123. noted above- legal
124. Inflexible services
125. Medical coverage
126. It's more about the quality of supports
127. Lack of service delivery, lack of choice in DDA services
128. Medical care for shut ins.

Reading 20-21

129. Waivers
130. Lack of services in rural areas
131. Healthcare should be available to all individuals with I/DD regardless of their disability.
132. lack of flexibility in how government funds can be used. Eg. with a Basic Plus Waiver you can't get Supported Living, even though it may be cheaper than an adult family home.
133. Furloughed direct service providers not checking in and making regular contact; reduced transit routes (lack of transport to/from grocery stores and pharmacies)
134. Language barriers

RESPONSES FROM SPANISH LANGUAGE SURVEY

1. Racism, discrimination, harrashment
Racism, discrimination, harassment
2. No
No
3. No
No
4. El idioma.
The language
5. No
No
6. El idioma y la inpotencia de no esplicar las cosas a los doctores o personas q cuidan a nuestros hijos
The language and the powerlessness of not explaining things to the doctors or people who take care of our children

Reading 20-21

7. Idioma

Language

8. Que sus límites para calificar a sus recursos son muy excesivas y no calificas porque por qué declaras mucho. Pero no ven los deductibles que nos quintan y todos los se pagan en servicios. Como luz, agua, teléfono etc.

That their limits to qualify their resources are very excessive and you do not qualify because why do you declare so much. But they do not see the deductibles that are fifth and all are paid in services. Such as electricity, water, telephone etc

9. No

No

10.No

No

11.No

No

12.No

No

13.No.

No

RESPONSES FROM VIETNAMESE LANGUAGE SURVEY

1. Ngon ngu

Good sleep

Reading 20-21

APPENDIX D

Question 10: Are There Other Things Not Listed Above (Question 9) that Cause You to Have Stress or Worry?

1. The transition from being a PCP contracted by DDA to the new system that is currently being set up. I hope they finally get the W-2 information correct so they list the payments as being non-taxable by the IRS, because according to IRS Notice 2014-7, Difficulty of Care Payments are Excludable from Income.
2. when Im gone who will take care of my child so he or she is not taken advantage of
3. Finding help with getting medications leveled in child. Help with child in home when aggressive. Loosing my son because I can't handle his aggression.
4. Sustainability of services if I am not the one advocating
5. Behavioral challenges of loved ones. Having multiple children with DD, how to access services for both when there isn't double availability for double the need.
6. Inability of medical providers that are competent in treating developmentally disabled adults. Complete lack of supports/isolation.
7. Childcare
8. How my wife is going to be able to take care of me when I get older, and she isn't getting yunger
9. Adequate resources and information that would help with my child transition to young adult. I am tribal member have a

Reading 20-21

hard time knowing where to look for services and how to get her signed up for DDA, Apple Care

10. I checked finances, however, I think it would be great if there was more programs or services that can help people with cognitive disabilities live independently, if permitted. For example, my little sister would enjoy cooking classes, budget classes, cleaning classes, and assistance with signing up for college or doing a resume.
11. n/a
12. Technology
13. I worry about the lack of housing resources for the entire tribal community I work for. In this rural area, there are very few resources, years long waitlists and all these resources are centralized in one place far from where the tribe is located, which is barrier upon barrier to overcome. This almost ensures that most people will not succeed when trying to come up.
14. Missing my friends
15. There are no supports or services for my adult child. What will happen to them when I am gone?!
16. covid-19
17. Helping my child transition and become a contributing, hard working adult. He receives wonderful support as a disabled person. Unfortunately, over the years he has received SO MUCH support that he doesn't have a very strong work ethic. He chooses to let others do things for him that he can do himself!

Reading 20-21

18. How potential employers might see me as an Autistic man, my difficulties are not always visible to the eye which causes a lot of misunderstandings
19. N/A
20. Lack of day programming/ things to do for my young adult in rural community
21. Lack of services and the qualifiers of the services that we can get
22. Access to services for special needs son among COVID 19
23. Basis and Discrimination against people with disabilities
24. Depression
25. Not receiving respite for my daughter
26. My son will have a good life when i can no longer provide fir him because I was able to quit my full time job and get him into his community and get people to accept him enough to volunteer. But not all families are as aggressive And tenacious as I was and not many are financially able to quit their jobs to give full time to “getting a life” for their adult child who is disabled
27. Being misunderstood
28. Leadership demonstrating lack of backbone to fix problems like housing and homelessness
29. Education
30. Not enough hours of support.
31. Safety of myself as the caregiver of an individual with IDD
32. Long term financial planning for my child with disabilities.

Reading 20-21

33. Lack of equitable education opportunities and how hard we have to fight for the little we are able to get our son. This leads to MAJOR stress about his future
34. My young adult's future and lack of opportunities, supports and housing for her adult life
35. Getting the supports that the people of my community need to be successful for their lives.
36. Crime, Safety, Political Climate, Taxes
37. Age of parents or other adults caring for DD children
38. Not that I can think of
39. Acceptance and community adaptations
40. no
41. No
42. Lack of future planning for the needs of the aging IDD/DDD community. Who will care for them if family cannot?
43. Racial profiling
Discrimination
Gang influence and crime exposure
44. The impact of COVID 19 on seniors with disabilities
45. COVID19
46. Clear communication for public to be able to understand the messages on a timely manner. Translations very often are literal; meaning nothing to the audience.
47. oppression and discrimination
48. Systemic inequities

Reading 20-21

49. Social Security threaten to be cut
50. Being a single parent/work
51. staff care and training not being good enough, lack of good pay to keep them.
52. My son doesn't have enough social engagement opportunities
53. child's future
54. Loss the abilities to live at home with my parents or family members.
55. Estate. person entered adult living

Long term planning

56. what opportunities my son will have beyond high school to be an independent working adult as a person with i/dd. He doesn't qualify for supports. Afraid of him falling through the cracks.
57. Finding care providers for my child who are able to attend the very small and poorly timed trainings.
58. the payroll system makes errors frequently, causing me to spend hours making phone calls. I work 24hrs a day, and trying to find time for this interferes with my ability to take care of the person.
59. Changing the culture of DD services and support in WA and recognizing the approach needs to come from a disability justice perspective with PWD leading us.
60. Having enough caring and willing to work caregivers

Reading 20-21

61. There are few opportunities for community engagement for people with high support needs.
62. Access to quality care providers
63. Capabilities of Support staff, turnover in staff and management. No relationship building
64. aging of myself
65. Hiring and retaining high quality support providers in residential living
66. No
67. Supports for family member with I/DD being reduced.
68. Safety
69. Finding activities to do during the day that are meaningful.
70. Finding counseling for someone with ID--counselors just don't understand this population. If they look "normal" it doesn't mean that the regular counseling tactics work.
71. follow up care/support as she reaches adulthood/ages out
72. How to create financial and home security for my adult child with DD.
73. childcare for kids. funding for undocumented families
74. Police violence and systemic racism
75. How my son with disabilities will be taken care of in a safe manner (no abuse, no neglect) and pleasant environment, when I am no longer able to physically or mentally take care of him.
76. WA state budget or waiver eligibility cuts due to Covid 19

Reading 20-21

77. Lack of social opportunities and friends.
78. covid-19
79. Who will provide the one on one support to my son when I am no longer physically able to do so who will help
80. My son has mental health and health issues that have been difficult to access recently due to Covid 19
81. I am worried about the social service support cuts happening to adults with disabilities. I am concerned that there aren't the type of medical support systems and access to health specialists for adults with disabilities vs. children with disabilities.
82. Continuity of reliable long term services for my adult son when I am no longer here.
83. Loss
84. Please forgive the repetition, but I have a job can take a bus work for money to buy food, but I Need special needs child care to accomplish the other things.
85. Abuse, neglect of family member when I die.
86. Misaligned funding structures
87. safe care for loved one after I die
88. No. My daughter lives with us, but the future of housing is a concern
89. As a grandma of a child who experiences Autism, a professional who works with individuals who experience I/DD, my constant concern is 'all of the above,' job potentials, support services, health care, independent living, etc.

Reading 20-21

90. the absence of crisis services for individuals enrolled in DDA who experience mental or behavior health crisis and need residential or inpatient stabilization services.
91. the future needs of my child
92. Losing personal care hours.
93. Funding for disability-led organizations to survive. Tokenism. My children (also on the autism spectrum) not being taken seriously as potential leaders.
94. personally doing well, stressed about lack of services for others and inequity of what is available
95. will there be funds available to provide employment supports for the entire DD community in our county/state
96. Who will take care of my son when im no longer able to
97. Yes, stigmatism of asking for help and the judgement that goes with it- having to tell my story just to have it discounted.
98. Our current disability systems are not designed to address the culturally and linguistically diverse clients' needs.
99. I know my son (now 12) will need a full-time guardian when he is an adult and we/parents are no longer in the picture. Finding someone to care for him full-time, while promoting independence is something I worry about. I would gladly hire this person and have my son's trust pay for it, but I have no idea how to go about it.
100. Available job opportunities for my adult son and since I work with families who have children with disabilities, the lack of childcare in the community.

Reading 20-21

101. COVID19 has impacted the families tremendously! Schools closures have added additional stress to already stressed families.
102. Services
103. Having a solid, flexible plan for my siblings future (and aging parents)
104. access to qualified providers of applied behavior analysis within the residential system, healthcare system, and vocational systems.
105. Covid-19 restrictions that affect my supports
106. I'm actually a state employee. I work Mon-Thur (10 hour shifts). I'm a dedicated employee who actually does their job. This schedule allows me to drive to Spokane for doctor appointments on Fridays as well as school meetings, scheduling other appointments, etc. My employer (Dept of Corrections) will not allow me to move to another job in the same position or promote and keep the same job. I'm older w/a lot of experience in my current job. I find that I'm training people making more money than me & don't believe it is fair. I submitted an official accommodation request to be allowed to keep the current schedule and either move to another position or promote). It has been months & our HR department can't even tell me where it is at. In the meantime, the vacancies have been filled. (Yes, I'm trying to escape a tyrant supervisor without filing paperwork.) Our superintendent told me that if anyone could justify this it is me, but if he allowed me, he would have to allow others. Well...others have actually got this. Should I mention that I have a 30 mile 50 minute commute each way for work. I'm only bringing this up because this is what stresses me. I love

Reading 20-21

my daughter & will do anything to take care of her. The state that says this should be allowing this does allow it.

107. Covid-19

108. Protection against exploitation.

109. transportation in rural areas
military benefits after marriage

110. money and lack of resources

111. money and lack of resources

112. No access to childcare (the price of it was 5x the amount for him as my non disabled child making it completely unaffordable leaving us with no options

113. health

114. Specifically access to insurance

115. Daily life in itself can be stressful.

People not listening

116. What happens when we are not here or able to help.

117. I am stressed thinking about all the vulnerable disabled people who lack the proper support to live a dignified life.

118. If I die no one wants to quit their jobs to stay home and care for family member. No day services.

119. Not enough day programs and enrichment activities available for those who fall in the middle in terms of functioning levels (and must private pay for most; some take DDA respite hours but most don't have a contract in place with ALTSA).

Reading 20-21

120. Donald Trump!!!
121. I worry about people calling Adult Protective Services on a whim. Or DDA case managers using that as a way to not provide their own services to help a client (DDA saves money by trying to pass client off to the APS system) instead of DDA providing proper supports to prevent issues. DON'T WANT MY CLIENT TO END UP IN PSYCHIATRIC CARE AND FORCE DRUGGED, or worse! We are mainly holistic in approach. People's "culture/beliefs" needs to be respected. And APS calls happen too often, is what I've heard from others.
122. Mostly the lack of services/coordination that leaves us neglected in ways that are unsafe. (Ie requiring residential care because left homeless and without supports when housing with roommates would have worked well) both unnecessary institutionalization and complete medical neglect concern me. Lack of access to employment and social inclusion concern me.
123. Not having extended family to look after my child when I'm gone.
124. Transition programs
125. changes to state and federal rules/policies
126. A full-time representative for each community to do direct support that employment under DDC.
127. I'm speaking for my son.
128. Who will take care of my child if/when I die? I don't want him to be raised by the state.
129. The amount of hoops to jump through for access

Reading 20-21

130. What happens to my daughter when I'm gone? Who will care about her? Who will care for her?
131. Stressed about the current health crisis.
132. The quality of the resources and people providing them.
133. The absence of local transition programs for young adults not able to handle college or earn enough for independence. The absence of accommodations for young adults with autism to attend trade schools or apprenticeship programs.
134. Interacting with DDA. It is very stressful as a parent.
135. Lack of services
136. School systems/ inclusion at school and in other recreational activities
137. How will I convince my son's school district to follow the law and best practices moving forward if they won't even do it in preschool?
138. Unemployment/ Underemployment due to COVID-19 and what that will look like for young adults with DD as so many others are also facing workplace changes
139. Financial planning has been hard. I have worked full time and have had a good career. In order to be eligible for services i shouldn't be encouraged to be financially poor and I shouldn't sacrifice what I can contribute to my community. I refuse to do so but i hear other parents be scared to get a promotion or better themselves because they would loose a benefit for their child. That is insane.
140. Getting my child testing all the way.

Reading 20-21

141. Helping son with mental health and transition after school to job
142. Losing jobs with small businesses and losing employees.
143. No
144. Not being able to continue to employ my therapists.
145. How the changes to personal care providers will affect parent providers who live with their client/adult son or daughter. Also that as a parent provider I am not a union member and they seem to be the only ones who know what is going on.
146. Planning for the future
147. I support many people what disabilities but do not qualify for services I myself have a disability and sometimes I fear if I get sick there's no one to take care of the people I care for.
148. Not having friendsf and opportunities to be included in community activities.
149. Educational system
150. Students not having the adequate housing, mental health or technology resources they need at this time.
151. COVID-19 "The New Normal"
152. recidivism of these guys who can't get adequate resources. We have actually had guys refuse to release.
153. Medical coverage waiver
154. Lack of educational and therapeutic providers and inadequate and unaffordable healthcare coverage.

Reading 20-21

- 155. Lack of services with choice, self advocates disrespect of parents/families who also live the disabilities daily and their lives revolve around the loved one regardless of age
- 156. Not being able to get a house
- 157. Long term support and care when family dies.
- 158. Transitioning to adulthood and exiting the school system
- 159. Other family members
- 160. Filing for Guardianship
- 161. What will my young adult do after high school
- 162. Abuse by co-workers
- 163. Isolation
- 164. Access to long term care supports for PWDs whose families can no longer serve as primary caregivers
- 165. Support for future needs
- 166. no safety net for people with DD

RESPONSES FROM SPANISH LANGUAGE SURVEY

- 1. La salud de mi hijo
My son's health
- 2. Alguien que advocate por mi familia
Someone who advocates for my family
- 3. No se como ayudar a mis hijos en estos tiempos
I don't know how to help my children in these times
- 4. No
No

Reading 20-21

5. No
No
6. Tener un abogado boluntario q si tenemos dudas o preguntas legales nos puedan asesorar en nuestro propio idioma
Have a voluntary lawyer who if we have doubts or legal questions can advise us in our own language
7. No
No
8. Asuntos legales de justodia
Legal issues of justice
9. La educación de mi hijo que esté adecuada a sus necesidades y su discapacidad
My child's education that is appropriate to his needs and disability
- 10.No
No
- 11.No
No
- 12.No
No
- 13.Vivienda
Housing

There were no responses to this question in the Vietnamese survey.

Reading 20-21

Appendix E

Question 12: Is there anything not listed above (question 11) that you think the Council should spend its money and resources on?

1. safe houseing not just houseing
2. Educating the public, groups and others to the struggles. Most people don't "get it". It feels like I'm always swimming upstream and I'm finally swimming with the current when I'm with people that get it.
3. Collaborating with other agencies to do the work, the Council is the megaphone or the structure that connects others
4. out of pocket expenses. My insurance doesn't cover 100%. A secondary coverage would be helpful. Unless a person is in poverty there is no help
5. N/A
6. n/a

Reading 20-21

7. No
8. All of the above for rural families.
9. Awesome job Keep up the good work counsel
10. Better diagnosis at younger ages for higher-functioning autism
11. Developing self-reliance and a strong work ethic in disabled people.
12. Helping adults with Autism. A lot of programs/services are directed at helping children with Autism-which is great but these same programs often don't take into account the fact that children will grow up to be adults with Autism.
13. N/A
14. Looking into Parent Providers for in home support for their dev disable children under 18
15. Salaries of the caregivers themselves. The agency receives 2000,000. and the caregiver 14. an hour. companion caregiver gets 50,000 who does what the agency and caregiver does! Why are they not paid for and why is this model not sought ought by you??
16. Advocacy for Completing streets sidewalks parking restrooms Parks trails rivers lakes so people in wheelchairs and walkers can access more activities.
17. No it's good
18. Education of job coaches and coaching agencies and education for employers. Lobby public transportation to make ride more accessible and complete. People with

Reading 20-21

disabilities should be able to get one ride to their destination even when crossing county lines!!!!

19. Fully fund DDA. They may change ICFIID criteria that will cause total loss of DDA eligibility
20. More life skills training for our kids. In home we can't receive life skills until after 18. They need those way before that age. Schools say they provide them. But they teach 30+ kids at a time and not enough support.
21. Better Outreach efforts to the disability community, less hoops to jump thru to get services.
22. Supporting organizations that are lead by self advocates; People First, SAIL etc. These people know what they need and are incredible advocates. Please give them grants and support the work they're already doing.
23. Senior services. Reducing crime.
24. Support for caregivers
25. No, seems fine
26. Worship
27. no
28. Institutionalized barriers caused by racism., Racial Equity.
29. No
30. Increase Section 8 housing
31. Allowing technology to enhance lives of people with DD.
32. N/A

Reading 20-21

33. Independent leadership for self advocates
34. earthquake safety
35. Resources and support for individual caregivers
36. Residential housing for adults!!
37. Be more supportive to keep severely IID w physically disabled clients to live at home with their family in a lease restrictive environment.
38. Make communication more clear regarding access and coverage of Behavior/Mental health care.
39. Education and employment
40. A sheltered workshop setting
41. Making a Caregiver a prominent job this job is one of the most valuable jobs and should be treated as such. Can't do it remotely or call off without a replacement get a vacation without a replacement. We are taking care of real people not just a lable.
42. Our DD system is broken. We need the DDC to work to re-engineer the system so it works for individuals and families. People receiving waiver services typically use only about 25% of the funding available to them, and yet we go to the legislature every year asking for more money. Why do we not focus our efforts on making the funding that we have actually do what needs to do?
43. Early intervention and childcare issues.
44. Events for small groups, hiking, river, parks, gaming, technology, computer anything

Reading 20-21

45. Open up more beds in supported living, provide more supported employment and volunteer opportunities, eliminate wait lists
46. No
47. Affordable schools for children with disabilities.
48. Comprehensive websites and centers for information on resources.
49. showing what is working and what is not working when it comes to services. Many times as I have sit on various committees they have the "wait list" Who makes up this wait list? Also, as we move towards understanding the the cultural and ethnic differences within groups, I am learning that not all cultural and ethnic groups share the same perspectives as the "American Culture" How does this impact those communities who might want to seek services?
50. legal assistance, free adult classes
51. Funding comprehensive sex education for people with IDD
52. state wide access to school to work services
state wide access to person centered planning facilitation
53. Local self-advocacy and civil rights for rural areas.
54. Aging Parents Caring for there adults with DD and No support To the individual when Mom and Dad Pass away
55. There are great agencies out there but they need to be supported- don't re-create the wheel and force me to drive to two places.. help one place do better.

Reading 20-21

56. Mental and physical health and nutrition and health education programs that exist not only in the community but also are widely available and offered within assisted living programs such as group homes.
57. Crisis care
58. Hiring and paying qualified caretakers
59. No
60. Don't try to boil the ocean, stay focused on 1-2 big hairy audacious goals!
61. Grassroots coalition-building to fight for systemic change
62. Housing is a huge issue for adults with disabilities. There will be a wave of unstably housed adults soon. We need more adult family homes in Jefferson County
63. -advocacy efforts to increase the pool of caregivers in WA and increase caregiver wages
-No wait times for DDA services
64. Active conversations between disability-led organizations, Council members and parent-led groups.
65. advocacy for systems change for all of the categories above
66. hint: when creating accessible and clear information please include people other than those that typically create the information. It should be understandable to ALL those that may need the information. Including families, people and companies providing supports, etc.
67. Access to dental care

Reading 20-21

68. As a kinship caregiver I have a child not yet diagnosed-but clearly facing several challenges. While some behavior disorders may resolve with stable housing others we will be dealing with for this child's life. Recognizing that Kinship and Foster parents have a greater proportion of children impacted by disabilities I wonder why there is not a more accessible entry point? Could there be thought given to serving -especially- informal kinship caregivers who are not plugged in to ANY system and are very reluctant to ask for help due to the precarious nature of the placement itself?
69. invest resources and funding to support the linguistically and culturally diverse communities to address the equity gaps existing in the DD service systems
70. I'd like to see an annual meeting for leaders in our communities to discuss the gaps in services for those with disabilities and their families. Do some brainstorming and share what has worked for them.
71. If you can equip communities with a lack of access to supports such as partnering with colleges or other institutions perhaps we could get training in place to help, also advocating at the state level for incentives to provide supports for individuals with disabilities
72. Post COVID19 social emotional well being.
73. Criminal Justice Reform, Tax Reform,
74. Language Access
75. *Childcare to include adults! A variety of ways to work with families in creating future plans that match their family dynamics, culture and core values .

Reading 20-21

76. Looking into a type of GIGI's playhouse for our kids to go to and connect with other children like them.
77. housing specifically accommodating the high intensity needs of adults with autism - with adequate space to address behavioral challenges and sensory needs.
78. Training for others in how to engage with someone with disabilities.
79. Outreach coordinators and mental healthcare for clients
80. Covid-19 equal access rights to health care, family members rights to attend hospital care with disabled family member
81. Public education
82. military benefits after marriage
marriage penalty
83. making sure the virus goes away
less violence
homeless
personal responsibility
84. Creating self improvement trainings/classes
Communication between all providers
85. Creative, recreational and social programs and opportunities.
86. Educating parents, early, on next steps
87. Need to pay attention to the population and serve them in a way that will be beneficial
88. There is very little advocacy for children with disabilities and adults with higher needs. Advocacy is driven by

Reading 20-21

providers not by service recipients. Individuals with DD should not go after or be encouraged to go after (destroy) services that other people want/need. Self advocacy groups are easily manipulated by those with agendas. One size fits all approach is a huge failure. More transparency needed.

89. Testing, Training, and Employment of mentally handicapped
90. NA
91. Suitable inpatient psychiatric services for this population are woefully lacking once they can't be admitted to Seattle Children's due to age. Our daughter has been admitted to acute adult wards multiple times, put into very inappropriate situations for her developmentally. I know we are not the only family navigating this. The prevalence rate for dual diagnoses is much higher than the services.
92. Working with the training partnership to improve trainings. We need disability specific trainings, beyond autism.
93. Keeping businesses or services that discriminate against those with DD accountable to their actions, for example suing local businesses that refuse to make accessibility ramps, enforcing DD and disabilities-friendly new housing construction, and making public statements against companies or services that provide poor care to DD clients.
94. More relevant to the individual vocational education.
95. It is my impression that the Council has really stepped up to the plate to meet parents and self-advocates needs. Bravo.
96. Supports for people with disabilities who are parents.

Reading 20-21

97. Advocacy for all of the above.
98. We need desperately to increase the ceiling for assets with SSI. The \$2000 ceiling went into law in the 1970s. It's now 40 years later and those who do work at minimum wage or get SS income from their parents who are drawing SS/retired, need a higher ceiling. I've heard the federal government is considering changing this law with a ceiling of \$5,000 per persons, \$10,000 for a married couple. Please help this become a reality!
Also would like less stringent laws regarding supported employment. In rural communities it's very difficult to find jobs. My son has autism, accompanied by high anxiety and limited communication skills. Supported employment is perfect for him. As his guardian, I can say most confidently that he doesn't care if he makes subminimum wage. He just wants to work. If minimum wages means 4 hours per week versus him working 25 hours per week subminimum, he wants to work 25 per week! No one is taking advantage of my son, he chooses the job task, environment and accepts the wages that go with it. I have these choices in my work, why shouldn't he?
99. Educate the community. Get them involved in day to day opportunities to learn and grow along with our DD community.
100. PAY PARENTS AS CAREGIVERS BEFORE AGE 18
101. All that especially in rural areas of WA
102. Advocate and develop (draft) laws and regulations to provide resources and require the adaptation of post-secondary education, trade programs and apprenticeships for young adults with autism. Develop a comprehensive program for training (non special ed) public school teachers how to work with BCBA's and understand autism behavior,

Reading 20-21

environmental impediments, and learning needs of children with autism. Require BCBA services dedicated to every class room with a child with autism, and provide funding for an automatic extra staff person to co-teach classrooms with children with autism, until every teacher has the benefit of training. Advocate for changes in IDEA to shift the burden of enforcement from parents to someone with power.

103. Real conversations in rural communities and government.

104. Nope

105. Education for self sufficient navigation of this system needs streamlined.

106. Closing the institutions

107. Don't waste money, save it and spend it smartly!

108. community clinical linkages, improving systems of supports

109. Grants for businesses that provide these services.

110. Information on Clovid 19 and social distancing hand hygiene, masks that is understandable and not frightening to people with intellectual disabilities

111. Supporting people living in community not in institutions people should have the right to live where they choose and have the supports to do so. Quiet most .

112. Data collection on the state of people with IDD in Washington beyond the scope of those receiving DDA services.

113. Equity

Reading 20-21

114. access to technology
language access
115. Rental housing in Lewis County is almost non existent.
Monetary discounts (section 8) is almost non existent.
Childcare for disabled children is non existent. Pope's is
always full.
116. Access to technology because of COVID-19
117. Addressing and dismantling systemic and institutional
barriers; holistic strategies bringing together the
interconnected issues; strong Community Planning for the
DD community
118. Providing medical coverage waivers to those with genetic
disorders
119. Advocating for statewide summer school for students with
developmental disabilities.
120. Fine employers that would work and hire people with
disabilities across Washington state big cities small towns
everywhere
121. Waivers for all
122. Reassessing the waiver system for employment of
individuals with disabilities.
123. Employment is such an issue - with rising min wage there
aren't many jobs anyway and so what are people with DD
supposed to do?
124. Availability of funds to better pay providers of pcp so that
families that have it can access.

Reading 20-21

RESPONSES FROM SPANISH LANGUAGE SURVEY

1. Protección a sobrevivientes de DV
Protection for DV (domestic violence?) survivors
2. No
No
3. Que hubiera materiales en Español para que se de una mejor comunicación sobre los servicios disponibles.
That there be materials in Spanish so that there is better communication about services available
4. Leyes a favor del los menores con necesidades especiales.
Laws in favor of minors with special needs
5. Mejor paga a los cuidadores de ellos y entrenamiento adecuado.
Better pay their caregivers and proper training.
6. No
No
7. Un lugar grande donde ellos pueden jugar con y q la familia y todos los hermanitos puedan participar todos en familia
A large place where they can play and that the family and all the siblings can all participate as family
8. No
No
9. Que siempre suben impuestos y los afectados somos la población más vulnerable los de clase baja. Qué hay leyes y reglas que nos afectan para obtener algunos servicios.

Reading 20-21

Taxes are always raised and those of us affected are the most vulnerable population, those of the lower class. What are the laws and rules that affect us to get some services.

10. No
No

11. No
No

12. No
No

13. No
No

There were no responses to this question in the Vietnamese survey.

APPENDIX F

Question 13: Is there anything you want the Council to know or understand as we create our new State Plan?

1. I hope they finally get the W-2 information correct so they list the payments as being non-taxable by the IRS, because according to IRS Notice 2014-7, Difficulty of Care Payments are Excludable from Income.
I hope they expand healthcare coverage to include paying for eyeglasses.
I hope they make Respite Care more flexible by removing the extremely low payment/hr amount, which is far too low

Reading 20-21

to cover the costs (i.e. facilities, utilities, insurance, staff, etc.)

2. We can not keep cutting money/resources for our most vulnerable, those who are unable to care and advocate for themselves.
3. affordable ways to take care of loved ones when we be gone
4. I as a parent do not want to have my son out of the home but he is abusive at times. I need help in the home to keep him with with his family
5. Thank you Thank you and Thank you
6. Housing access needs to be prioritized. Too many DD adults are chronically homeless and forced either into institutions because of lack of housing access or forced out onto the streets/shelters indefinitely...need more prioritization.
7. handing out handicap placards to everyone. I am a double BK amputee and I don't park in handicap parking because there might be someone else that needs it worse than me, but I see able body people parking
8. To provide communities with funding to create programs for people with cognitive disabilities that can assist them in regular life tasks.
9. n/a
10. The Education of how you are identified as disabled
11. getting people out of institutions
12. More coalition building (other people who are also interested in the same topics, not necessarily related to

Reading 20-21

disability)

example: senior community

13. Medicaid is not paying for glasses. Pay for exam but not glasses.
14. There needs to be a greater emphasis on educating high school students about their rights and what they can expect upon graduation.
Self-advocates in rural areas should be given access to leadership training.
15. Just keep up the good work keep advocating keep helping people
16. n/a
17. We need a council that has a central belief that every life of every person with developmental disabilities has value and dignity. Having this basic fundamental belief will help guide the council to make decisions that reflect the inherent dignity of people with developmental disabilities.
18. N/A
19. Rural areas lack recreation activities geared toward children and adults with Dev Disabilities. The recreation that is available is set up for typical developing children/adults and are not equipped to support disabled persons.
20. that access to services has been crucially dismissed because of Covid 19 for parents of children with special needs.
21. Create a plan for the people who are disables to be the best they can be instead of parking them in front of a tv and think they are being taken care of. We have glorified

Reading 20-21

babysitters instead of caregivers that care and want to improve and gain skills to be independent.

22. People with disabilities involved in more decisions in policy before they are made
23. No Comment
24. More resources on available jobs in the state
25. Families and individuals need simplified access on how to get health services, particularly to psychiatric counseling. Perhaps personalized 'hand-holding' and direction is often required
26. It's hard to describe how difficult it is to care for a disabled person in good times, COVID has made it much more stressful.
27. My daughter has Down syndrome and WASHINGTON STATE would not offer her anything but vocational training.
28. I love your informing families site. It is just the best. Now if that could be applied to the business community!
29. Don't let liberalism interfere in quality services.
30. My biggest struggle living in a rural area is not having speech therapy or occupational therapy available in my town. I have to drive 1 hour away to find services that take my insurance. Also not having any all Inclusive activities for our kids including miracle league or other programs for kids. The closest is also 1 to 2 hours away.
31. More hours for our providers, life skills start at a younger age. we had to take our daughter out of school due to a convicted sexual offender student in her class that ended up attacking another student again. We now home school

Reading 20-21

her and our provider needs more hours to help me out with life skills, respite, etc.

32. Our children deserve just as much education, childcare and options as others. We need SUPPORT across all boards to help them succeed and thus us.
33. You need to advocate for people equally and that means providing reliable service, communication, outreach, etc to rural areas.
34. Give Eastern Washington better voice.
35. More help is needed for the “high functioning autistics/formerly category Aspergers or PDD-NOS) . Their IQ’s are too high for DDA, (so life skills support is lacking) they might have their category for DVR changed due to budget cuts, public school programs do not support them well because they do not fit into BI, DI or ABLE curriculum; transition services are underdeveloped for their level of IQ and functioning; post-secondary education and employment opportunities are non-existent or poor quality; housing is non-existent for their higher level of functioning and too \$\$\$ for their SSI (if they can get SSI) and the employment statistics for even autistics with some college or a college degree are staggeringly poor.
36. In my community it is heavy agriculture. Those with disabilities usually will live with their families it would be nice to be able to help those people to have a way that they can contribute to their families.
37. Looking to hard working taxpayers to keep paying more is not the answer.
38. involve DD and parents of DD in planning

Reading 20-21

39. Please do not support Autism Speaks if you would, please support Autistic Self Advocacy Network instead. Thank you.
40. Parents and families struggle to maintain secure lives for our loved ones. Safety and community services are not available to everyone and are not communicating to individuals. Transportation and Housing are so unavailable in WA in our area it is totally up to families to provide and ensure opportunities for growth education and quality daily health needs.
41. n
42. Root it in anti-racist practice, Center BIPOC with Disabilities and their families in your plan.
43. No
44. A one size plan will not fit the needs of everyone. Allow enough flexibility so that the new State Plan can meet current as well as future needs, aging needs of those with IDD/DDD
45. Yes, there should be questions addressing seniors with disabilities
46. We need a plan for on-going COVID testing.
47. To make assistive technology accessible thru healthcare funds specially if such tech makes people more independent or overcome barriers.
48. N/A
49. Including self advocates voice nothing about us without us

Reading 20-21

50. Do not cut services from the handicapped. They are the ones who need it most.
51. We need more waiver slots for personal care for our kids with IDD. We need personal care services and access to more comprehensive health coverage for all the medical supplies and equipment needed to care for our kids. There are substantial out of pocket costs with private insurance - 20% cost sharing is hard to afford with the price of rent and the number of medical appointments we have. We're drowning and need help.
52. The stress and issues caring for individuals with disabilities at home can result in mental health and marital tension.
53. Need more access to respite housing for families in crisis and housing for young adults transitioning into homes and agencies that care for them..
54. Keep the current plan as much as possible and eliminate administrative overhead to reduce expenses to meet the new budget cuts.
55. It has always been unclear to me, having a Waiver for many years, how to know the coverage on Mental Behavior Health. It's always either this or that. Insurance pays, Medicaid pays , waiver pays. .. to the point that you get set adrift not knowing where to turn when client is in Crisis.
56. There are minors out there that do not qualify for disability services. They fall through the cracks. I want my son to live on his own and work. That's what he wants. I know he will not make a living wage and will need supports. However, he doesn't qualify for any supports. This is a big concern. What happens when I ;m not here to support him?

Reading 20-21

57. I'd like a plan for helping people with disabilities receive education according to their abilities, a central clearinghouse for information, and help with employment support after high school.
58. #12 above
59. I want them to understand that people are important and that the disabled are just as important as Black Lives Matter.
60. See above.
61. SEICU drives their agenda and costs up. They're role needs a check and balance. Training and supports should not be funneled through a union. It needs to be untangled. I don't understand why they are training vendor when they are a political arm. This creates inherent conflicts of interest to quality training, quality providers.
62. Staffing in residential housing is under paid and insufficiently trained to work with higher functioning transition aged clients who need motivation and turnover prohibits routine and relationships which are essential.
63. look to other states which have existing policies, programming and use as models vs reinvent the wheel
64. Everyone needs a safe place to live, have healthy good food to eat, to be a part of their community through work or volunteer opportunities, to have fun and appropriate recreation, to have meaningful relationships with friends, family and community members, to be a visible and contributing member of their community, to be loved and wanted and not hidden away.
65. Assisting families through the Guardianship process.

Reading 20-21

66. No
67. Taking away services for clients of DDA likely would reduce quality of health and safety for them, perhaps resulting in homelessness, abuse, inadequate diets, increased illnesses, generally negatively reducing health.
68. All people no matter what their functional ability, deserve to live within a community and the ability to access that community for their needs and enjoyment.
69. With so many children without proper care or childcare for working families, please consider more affordable education and care centers for special needs.
70. This population counts. They are important and have feelings and have goals and want to be included and be "the same" as everyone else.
71. Waitlists are too long to have children diagnosed. Also, I have not found many resources to guide me and my child through his disability.
72. we need to support individuals birth throughout the lifespan, and support the families as they are the largest most economical group of providers. when ever cuts happen they happen to family services first. As a state we can afford to support the 48K individuals on the DDA caseloads without families.
73. Translation Service
74. There is a group at the University of Washington trying to start a program for folks with I/DD that needs support and funding!! If anyone has advice please contact asuwsdc1@uw.edu

Reading 20-21

75. I would suggest that as the council works on creating new state plans, a look and discussion be created around respite "homes" for families who may need a break from their child with DD. Know that each county at at least 3 homes that might be operated on a 24 hours bases that gives families an opportunity to have a 3-5 day break 2-3 times a year could be encouraging.
76. better dd services and no cutes
77. Defund the police and use that money to help people with DD. Police should never respond to mental health crisis or do welfare checks.
78. Not at this time
79. Create more flexibility in the use of Respite Care dollars. Remove the low reimbursement rate condition. It does not take into consideration all the costs that exist when using non-profit organizations as respite care providers (i.e. insurance, facilities, management, utilities, staff, equipment, etc.)
80. There are a lot of people with developmental disabilities who have too high functioning that they cannot get help for what they need. Especially in rural communities.
81. How we can help to support each other During these rough Times , I appreciate the That the DDC have been able to share information in a family friendly way. we need to be a way families and support each other during this time one parent to another, one individual to another
82. Parents can parent with a disability- consider providing training and support for assisted living.

Reading 20-21

83. Please fund health and nutrition programs for adults with intellectual disabilities.
84. Respite needs to be expanded. More self-advocacy voices. Start using the social model of disability not just the medical model.
85. There is too much burden placed on family members in our state's funding system.
86. Across-the-board cuts to budgets hurt most those who are most vulnerable.
87. Let's get input from all stakeholders, make the effort to hear from all those who will be impacted by this new plan.

Acknowledge that there are varying philosophies and that it is ok to agree to disagree. No one region or group should dominate the formation/update of the new plan.

88. Thank you for all you do!
89. Holding agencies accountable that don't really care for clients and are toxic and deceitful.
90. No
91. Non-verbal or minimally verbal people with intellectual disabilities and significant challenging behaviors are often ignored, because they are in the minority among other disabilities. They are dying at higher rates than the general population because of this.
92. Just housing
93. crisis services for individuals enrolled in DDA who experience mental or behavior health crisis and need residential or inpatient stabilization services, step down

Reading 20-21

services upon release, and on-going support to prevent cycle from repeating

94. Please keep funding for job training, supports, and personal care hours.
95. We firmly believe that if you want to meaningfully enrich and provide support to autistic youth, adults and people with a wide range of disabilities, it is essential that they be given a meaningful voice in the conversation throughout all facets of program, support and service development. Barriers to full participation in society often arise from cultural attitudes that stigmatize certain individuals as less worthy of inclusion than others. A lot of ableism currently exists in parent led organizations.
96. leveraging relationships, creating connections so as not to re-create existing programs
97. Include and give weight to those on the front line. Keep our states reputation of leading the way in so many areas for supporting our DD community with the "whole person" / quality of life approach.
98. Where is the support for aging Families who are still care for there loved one with the developmental disability there is no Plan to individuals to move into the community to help the individual to transition in to their new environment
99. Help bring sedation dentistry to NCW
100. Continue to provide advocacy and resources for creating and preserving affordable housing for persons with developmental disabilities.
101. Please consider Kinship- espeically informal kinship caregivers. Children are placed due to trauma, and kinship families have a higher rate of children impacted by a

Reading 20-21

disability. Having not had children in the home for a generation can put them at a disadvantage in knowing where to go to ask for help. In addition the placement is not always stable as it is often informal and the caregiver is concerned about the parent pulling the child at any time. Also-unlike Foster parents, Informal Kin caregivers do not have time to plan ahead financially, emotionally or physically. Nor do they have financial support, or a case manager/social worker to buffer visitation, provide child care or help navigate resources. For every one child placed into Foster Care in WA there are 12 placed into kinship care. This population can use your help.

102. Equity matters. COVID-19 exposed how people with disabilities' lives are negatively impacted by the pandemic. However, people with inter-sectional identity with disability and diversity are impacted even more. This population's needs are too often invisible in the DD communities and the ethnic communities. We need their voices at the decision making table.
103. Yes - there are families, like ours, who have a child with disabilities, but because of our income, he is not eligible for medicaid. Why is it so difficult for my son to receive services? Why is it so difficult (waivers, wait lists, etc) for children like my son to have access to services? His diagnosis should make him automatically qualified - I don't understand why income matters one bit. The way the system is currently designed it's almost impossible for me to navigate getting services for my son.
104. Sadly the stats show that parents of children with autism divorce 64-80% of the time. Usually the mothers have custody of these children (now 1 in 54 born with ASD). They have the "burden" of raising the child, working outside

Reading 20-21

the home, navigating the services needed for their child, and find road block after road block for daycare and if they can find it, it's very expensive. Some find it much better to not work and go on public services. This isolates them and with most causes high anxiety for the parent. The stress of these single parents is almost unbearable without even mentioning the needs of the siblings of the child(ren) with disabilities. If the parent(s) has a child with medical issues, their lack of supports can be even greater. Childcare is a HUGE need in most all communities but especially in our rural area!

105. When the inclusion model was put in place by the state special education board it changed the way that students and their supports are offered it became a financial discussion instead of student first and that has impacted many of the decisions made about the supports and services for students with special needs are being addressed in the school setting. I have seen students not get what they need to be successful and instead blanket statements to balance budgets are made instead of having the creativity that is sometimes needed to support students who present with unique needs.
106. Services provided on the west side of the state is not equitable on the east side. How can we improve this from a leadership council?
107. covid-19 supports
108. Language access to all English as a second language.
109. I'm so passionate about futures planning for our aging families and adult dependents with disabilities. The data shows the increasing number of families facing this time in

Reading 20-21

their lives. We need to get in front of it! I'd love to be part of this!

110. housing that accommodates the high intensity needs of adults with autism will help prevent crisis resulting in staff injury, property destruction, and self-injurious behavior. an effective model will require prioritizing space and reducing occupancy requirements.
111. Training for others in how to engage with someone with disabilities.
112. say dyslexia
113. The council should work harder at educating the public about Ableism and how to take action to dismantle it.
114. I'm afraid people are abusing the funds/access that has been established for our special kids by making claims that aren't accurate. Isn't there a legal way to require people to establish prove they meet DD guidelines. Even our school district told us they have no idea what qualifies as DD...I'm referring specifically to a grant...we are told we can't ask so if someone says they are DD (even though we know they aren't) we are supposed to provide them the goods or services...this was a problem when we were handing out movie tickets at our local movie theater for our DD community. Any ideas?
115. I would like to be able to have online access to information about my daughters waiver services such as remaining approved respite hours, how many respite/personal care hours the IP has claimed, etc. I sometimes have difficulty reaching a case manager to answer these questions.
116. Thank you for your time and hard work!

Reading 20-21

117. all 50 states need a People First chapter and people need to be heard
118. there is no rush to things
119. Access to internet in the home has been the biggest barrier to staying connected during this time and should be addressed for future needs.
120. Programs that support organizations and activities beyond employment. Employment is not the only marker of a well lived life. Recreational, creative and social supports are needed as well.
121. Get more money for transportation and civil rights
122. Uniform guardianship and conservator act will be changing how guardians work with their clients. Could have a big change around guardians ability to choose housing option, that has never been allowed before call to action??
123. Be culturally sensitive, aware and don't hold western ways as the norm. Create programs and supports that populations can identify, understand and continue.
124. Washington has a closed system that's ideologically not evidence driven. What do people need? Are they happy with the services they have? Give them a voice! Stop enabling those who don't need or qualify for services to dictate what is needed. They are hurting those in need and don't speak for those who can't speak.
125. NO
126. I would really like to see a project to understand the differences in services and community agency contracts for this population between DDA and AL TSA and a plan to close or eliminate the gap. As an AL TSA client, for

Reading 20-21

example, several options related to housing, day programs, overnight respite, etc., have been closed to our daughter because she isn't on DDA (because of an arcane state-specific rule). Both agencies are part of DSHS — a cohesive support strategy is needed.

Thanks so much.

127. Many folks with DD have complex needs, going beyond a single agency. Coordinating between them is crucial to avoid falling through the cracks.
128. If my family member had gotten more services/supports sooner, he might be doing much better now than he is doing! Vs. sitting on wait lists for better services and never being told about Behavioral/ABA therapies which might have really helped him be doing better!
129. Too many DD folks aren't getting any support or services from the state leading to long term homelessness and unnecessary institutionalization and you really have to do better.
130. It's very convoluted and very difficult to understand what's available for different ages and how to apply for these supports and services.
131. No
132. *The Council needs to take an active role in advocating for guardianship reform. For example, without appropriate representation due process rights of individuals are being violated when they are faced with guardianship proceeding. This absolutely needs to be addressed to avoid arbitrary removable of decision making in the areas such as housing, medical care, employment, association, voting, etc. Even though there has been much discussion about supported and alternative decision making options, I have

Reading 20-21

heard that virtual none are being considered in guardianship proceedings.

*Capacity assessments should be mandatory when the revocations of rights are involved.

*The DDC has endorsed the Spectrum Institutes' Declaration about an individual's right to mental health therapy. Hopefully, the Council will make a strong effort to educate everyone in WA State. This vital to:

*preventing the problems progressing from occasional to chronic and acute,

* becoming the basis for more restrictive employment and residential services,

* impacting individual's happiness and awareness of loss of independence and autonomy,

* and becoming a glass ceiling.

133. There are so many disabilities in the Vietnamese Community who still did not get the DDA services because they have never heard in their language or don't know-how.

134. Yes, more rights for persons with disabilities to choose where they work and with whom. My son wants to work with his peers, who have disabilities and is happy with subminimum wages. I have the right to work where I want and with whom I want. Why can't my son do the same? In trying to "protect" those with disabilities the laws have been taking away their rights. Please look to both sides and be reasonable. :)

Also wanted to sing my praises of Walla Walla Valley Disability Network, located in rural Walla Walla, WA. I'd like to see more money available for successful community hubs. I'm worried that with the decrease in funding due to Corvid-19 Pandemic that we're going to see this population of persons with disabilities and their families less served

Reading 20-21

than in years before. I hope the Council will be huge advocates in the Washington State legislature!

135. would love to have alternatives to public school special education as it is NOT equal opportunity across state for services/ integration / and teaching abilities. Teachers (including Gen Ed) need more instruction on integration and why it's important, crucial to aid in the advance our capabilities in accessing the world around us.
136. Thanks
137. By requiring to pay the entire bill for something not covered by insurance, you are just as much a hurdle as our insurance denying things. If you refuse to pay an ETR for extra funds, we are still so far from access. If you will at least pay for part services, we can possibly cover the rest. AMD if you pay parents as caregivers of kids before age 18, they get better quality care and don't have to deal with caregivers who aren't available or subpar. As the parent who cant work to take care of my child, I'm the BEST and most qualified caregiver for my child. Being paid for the available hours would GREATLY help our family better access to things we cant because of finances
138. Contracted services/providers in rural WA is so limited
139. I just want them to know that whatever that we try to do as a council don't forget all people matter.
140. I don't know you. Maybe you've done something of benefit for my family, but I couldn't tell if you had. I would like you to be a group of loud, persistent, knowledgable problem-solvers pulling this state out of the hole of irresponsible neglect and abuse that its developmentally disabled citizens are currently in. Remind the legislators, the judges, the governor, the state employees and public at

Reading 20-21

large again and again and again that our people deserve a decent life and rely on us to take care of them. We need you to build campaigns to solve problems that we are unable to solve on our own. Thank you.

141. DDA has a lot of issues going on (see above). There needs to be some sort of accountability; a way to get consistent and correct information on services shared with clients; and there needs to be more transparency to how services work. Likewise, there needs to be a clearly outlined way to become an Independent Care Provider with a contract for DDA clients. Right now the process is 90+ days long and again, there is no consistency or transparency to how it all works. There is a chronic shortage of good DDA personal care and respite providers - and I think the confusing and slow contracting process contributes greatly to this issue.
142. Many Counties such as Grant are extremely distressed. We are in need of many services to support our community.
143. The biggest indicator of future inclusion in the community is inclusion in k-12. Washington state is ranked amongst the worst in inclusion in LRE for students with developmental disabilities. If we don't advocate for inclusion in the LRE in preschool and k-12, future generations of people with developmental disabilities will be unprepared for newly opened competitive employment opportunities.
144. That a large group of individuals feel invisible when advocating for services. Urban vs Rural and east side vs west are real concerns in this state. True collaboration would go along way in unifying our families.
145. How this virus will impact our DD community

Reading 20-21

146. Thank you for reaching out and supporting all families in our community.
147. Without a caring community to surround and support people with I/DD living "in the community" is a misnomer - it's simply living isolated in a house that's essentially its own island. Intentional neighborhoods and neighboring are critical components to any long-term solutions.
148. Please just read what I've already wrote. Families of all professional and educational levels need assistance. We need case management and health care. We also have kids that are not well served from age 3 to age 18 in Washington. We need better programs or access to programs for kids this age.
149. I believe that everyone Should have the right to het any testing need to finish being disgusted correctly.
150. We would really like local access to recreation for people with DD for all ages. Like summer day camp through the city or something like Outdoors for All that operates in Seattle.
151. Make information accessible to all people
152. The state of WA has pushed and removed job support funding to employers who provide direct employment to individuals with disabilities (when their workforce comprises of 50% or higher of employees that have a disability. This includes subminimum wage positions)
All jobs have value and meaning. Valuable skills are learned, maintained from high school, and then these individuals can be transitioned to community based employment. Its an important stepping stone in successful career building that has been ripped away.
These are tailor fit jobs to meet the needs of individuals

Reading 20-21

with varying skill sets and different abilities. The people working in these positions and these jobs WANT to work at the businesses, and they learn social skills, work skills, and earn income. These are important jobs, and they add value to the individual's lives.

Removing the funding has taken away client choice, and has put in jeopardy jobs that are well managed, safe, and provide amazing supports for people of all abilities to be successful.

This was a poor decision to completely eliminate funding to job supports in these businesses. People with disabilities should have the choice to receive supports in any job they choose, not just jobs the state feels they should be working in.

153. Save tax payers money! We are hurting right now, money wise and you are asking us how to spend your money. DON'T WASTE IT!
154. While businesses would like to continue to provide services, it is difficult for families to continue to afford them and for businesses to stay open during COVID-19
155. It feels like the new provider regulations are trying to make it so pare,t providers just work for free because it is. It worth the paperwork and hoops to get paid or it is too invasive
156. Support people with disabilities to be the people they choose to be and can have a person centered Council.
157. the importance of building capacity for community inclusion, equal opportunities and access to resources across the state, including urban, suburban and rural areas.

Reading 20-21

158. It should be the states job to provide accurate information that is clear and accessible. The more others take on that role, the less accountability and accommodation pressure will be placed on the state. The DDC should be check on the role the state plays in the lives of those with IDD, not an avenue to fix what they lack. Information should be given from the DDC to the state, not from the state to the DDC to pass on.
159. I am raising a grand daughter with Asperger's and I feel the school in Goldendale Washington has failed in many ways.
160. Equity!
161. To have representatives from different sectors in DD community give input.
162. serve diverse populations
163. We need to have more respite available to the caretakers of disabled children. We need more financial help available DEDICATED to helping with rentals for the family of severely disabled children.
164. I am also a person with a disability (see Question 1)
I feel there should be some more opportunities for people with disabilities to be able to have true leadership positions.
165. Appreciate the council and their investment in leadership through the years. It is worth it!
166. We need better medical coverage options for people with disabilities for those who cannot financially qualify for SSI, but who medically need more care and resources.
Also need more staff so those who need to be approved for DDA services can be in a timely manner.

Reading 20-21

167. empowering people to be caregivers and guardians for those that need 24/7 help. Make it a job to aspire to, rather than one that ranks below mcDonalds...
168. Children with developmental disabilities are underserved in Island County and other non-urban counties.
169. What role the state has for persons with I/DD ON waivers during a pandemic or other state of emergency
170. Community housing like retirement homes for younger disabled people, with close proximity stores, gyms etc.
171. Families in rural areas have far less support and access to employment and post secondary supports than larger cities. We need help!
172. Rural areas need flexible funding to create programs and support services in our areas. Transportation is a large issue in our small communities also
173. The DDC is extremely important inn Olympia. Many of us parents depend on the DDC Staff to be present and part of decision making. Self advocates are important. Parents are important. The main staff needs to understand and be in the middle of decisions at the Capitol.
174. Make sure resources and opportunities are for all, programs have people are trained to work with our loves ones. Is this available in other languages?
175. STATEWIDE reach is very important so systems are designed for all communities - or meet the needs of communities overall, not just some.

Reading 20-21

RESPONSES FROM SPANISH LANGUAGE SURVEY

1. Por favor no reducir el dinero presupuestado para las ayudas.
Please do not reduce the money available for grants.
2. Por favor no reducir el dinero presupuestado para las ayudas.
Please do not reduce the money available for grants.
3. Víctimas de DV niños y adultos jamás logran superar totalmente el PTSD y secuelas de esta tragedia y siempre son discriminados y segregados
Es todo
**Child and adult DV (domestic violence?) victims never fully overcome PTSD and the aftermath of this tragedy and are discriminated against and segregated
That's it**
4. Como educar o ayudar o crear tácticas para niños especiales
How to educate or help or create tactics for special children
5. No
No
6. Hay personas indocumentadas con discapacidades y sin apoyos. Que hubiera un camino para que lograrán su estatus legal en este país.
There are undocumented people with disabilities and without supports. That there was a way for them to achieve their legal status in this country.

Reading 20-21

7. Quisiera que se incluya en las leyes los derechos justos para menores y adultos especiales.

I would like the just rights for minors and special adults to be included in the laws.

8. ¿Como van a crear un plan todos los que atienden a nuestros hijos, ya sean pequeños o ya grandes, en esta contingencia, para asegurar que ellos también sean protegidos? No podemos ignorar que muchos de ellos no entenderán las restricciones de distanciamiento social. Ni el uso de cubre bocas. En las escuelas, especialmente para mi hijo.

How will everyone who cares for children, young or old, create a plan in this contingency to ensure that they too are protected? We cannot ignore that many of them will not understand the social distancing restrictions. Nor the use of mouth cover. In schools, especially for my son.

9. Q ay muchas nesesidades en diferentes lugares yo vivo en auburn y aqui no ay muchas ayudas ni lugares donde podamos reunirnos las ayudas estan un poco legos espero fuera posible pensar en este lugar

There are many needs in different places, I live in Auburn and here there are not many hlpes or places where we can meet, the helps are a bit layl hope it was possible to think about this place.

10. No
No

Reading 20-21

11. Que deben de tomar en cuenta a los niños y adultos con discapacidades o alguna condición que afecte su desarrollo. Que sus enmiendas o leyes todos las personas o niños puedan calificar a sus recursos. Que eso no dependa por lo que ganen sus padres. Ellos tiene todos los derechos.

That they should take into account children and adults with disabilities or any condition that affects development. That its amendments or laws all people or children can qualify for its resources. That does not depend on what their parents earn. They have all the rights.

12. No
No

13. Mas apoyo en nuestro idioma ...
More support in our language ...

14. No
No

15. Asegurarse que las personas que no hablan el idioma inglés, no se le discrimine
Make sure that people who do not speak English are not discriminated against

RESPONSE FROM VIETNAMESE LANGUAGE SURVEY

1. Ung ho cho gia dinh nguoi Viet Nam co con em bi benh tu ky va cham phat trien
Supporting Vietnamese families with children with disabilities

Reading 20-22



Policy No. 107

Special Education for Students with Developmental Disabilities, Pre-School through High School Graduation

Adopted: November 19, 1999
Revised: November 20, 2008
Revised: September 17, 2010
Revised: October 16, 2020

Through the enactment and reauthorization of the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA), the United States and Washington State are committed to providing free and appropriate public education to students with disabilities.

Education must provide all students with the knowledge and skill development they will need to live independently, obtain productive jobs, live in and contribute to society, and fully integrate with their developmentally disabled and neurotypical peers. The Developmental Disabilities Council (DDC) believes that special education services should not be confined to one room, one portable, one building, or one predetermined plan for all students.

Special education is a program of designed instruction that does not refer to a physical place, but rather, a menu of supports (commonly found in an individualized education plan or a 504 plan) including modifications and accommodations which some students need to access a free and appropriate public education.

Reading 20-22

The DDC Advocates for:

- Legislation, rules, policies and funding that result in all students with developmental disabilities receiving their education in their least restrictive environment.
- Holding state agencies accountable for ensuring that school districts follow the law and best practices, including universal design for learning.
- Inclusive classrooms in which disabled students spend at least 80% of the day in classes with their non-disabled peers.
- Ample resources devoted to services for students with disabilities, including the removal of funding “caps” which discourage districts from providing services to students with disabilities.
- Equitable access to related services to serve students with developmental disabilities.
- Promotion and support of strategies that prepare all teachers to teach all students, including students with developmental disabilities using universal design for learning.
- Eliminating funding stream barriers which create artificial segregated silos in which students without disabilities are deprived of interacting with their developmentally disabled peers.
- Supporting efforts to develop and expand post-secondary education options, including dual enrollment programs that provide people with developmental disabilities with meaningful access to academics, vocational training, and campus life.

The following key differences between the previous version and the updated version are for clarification purposes only:

Updated title reflects the fact that segregation begins in preschool, and transition services are also most often delivered in the school setting.

Updated language to be more disability positive and use the active voice to affirm that nondisabled students are missing out when they don't get to learn alongside their

Reading 20-22

disabled peers.

Made clear that special education should be a menu of services, not a segregated setting/room/portable/building or even out of state placement

Inserted the reminder that it's up to all of us to hold agencies and policy makers accountable for ensuring that schools follow the law (minimum) and best practices (goal)

Added the elimination of funding streams as barriers because schools are using the fact that they get money from different sources as an excuse to segregate students with disabilities when in fact it is not a requirement from those funding streams to do so.

Added a concern I've heard from parents that schools are hastening the exit of transition students earlier than they feel comfortable doing.

Reading 20-22



Policy No. 107

Special Education

Adopted: November 19, 1999

Revised: November 20, 2008

Public education has a unique responsibility to shape a future society that values, respects and celebrates the diversity of its population. Public education must provide quality programs for all students, including those with developmental disabilities. The Washington State Developmental Disabilities Council (DDC) believes that the public education system must maximize the potential of each student.

The DDC advocates for public schools developing strong links with other community agencies in order to:

- Foster optimum learning potential of all children with developmental disabilities, and their brothers and sisters; and
- Assist families in maintaining stable, healthy home environments.
- Prepare students for independent living and employment or postsecondary education upon graduation.

The DDC recognizes that public policy is established by federal and state legislative action that passes judicial review. The purpose of the DDC is to influence public policy to ensure opportunities and equal access to a meaningful educational experience for all students with developmental disabilities.

The DDC advocates for:

- Individualized, appropriate educational opportunities for all students with developmental disabilities;

Reading 20-22

- An inclusive education environment that includes integrated classrooms and experiences;
- Adequate resources from all sources;
- Equal access to an appropriate education for all students with developmental disabilities;
- Related services to serve students with developmental disabilities (for example: counseling, transportation, parent training and classified staff support);
- School/family/student partnerships that educate about special education rights and responsibilities resulting in opportunities for all students with developmental disabilities;
- Students receiving their education in as integrated a setting as possible, in their residing school district, with other students who do not have disabilities.

Ed Holen, Executive Director
1-800-634-4473 or (360) 586-3560
edh@cted.wa.gov

Reading 20-22



Policy No. XXX

Extending minimum wage protections to workers with developmental disabilities

Adopted: October 16, 2020

The Washington State Developmental Disabilities Council (DDC) believes that all workers- including workers with disabilities- should receive the same minimum wage protections enjoyed by workers without disabilities. The DDC supports the elimination of subminimum wage certificates at the state and national level.

Reading 20-22



PROPOSED 2021 Legislative Priorities for the Developmental Disabilities Council

This summer, we asked the public policy committee to complete a survey to identify their top three legislative priorities. Some choices were given, but people were also able to fill in their own suggestions. The following emerged as the top priorities for committee members:

- ⇒ Ask the legislature to preserve all programs supporting people with disabilities, including preserving the current eligibility requirements.
- ⇒ Require Developmental Disabilities Administration to amend their rules to require a “no reject” policy for residential providers. This means that providers are disallowed from kicking someone out of their programs without ensuring a person has transitioned to another residential provider.
- ⇒ Ask the legislature to amend the definitions of “developmental disability” to adopt the definition of the Developmental Disability Act (requires a diagnosis before the age of 22 versus the age of 18)
- ⇒ Eliminate sub minimum wages

Reading 20-22

⇒ Ask the legislature to create a 5-year phase out plan to close all institutions and move everyone into a SOLA or other community-based setting.

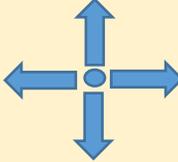
While these topics will be prioritized, the Council will need to address other issues and topics that come up which align with Council priorities and policies.

Reading 20-23

2017-2021 State Plan Graphic Summary

Developmental Disabilities Assistance and Bill of Rights Act (DD Act)	
Washington State DD Council Mission	
Comprehensive Review and Analysis	
Goal 1: Systems Advocacy	Goal 2: Individual & Family Advocacy
Obj. 1: Public Policy Activities: APP, Legislative Advocacy	Obj. 1: Leadership Activities: Local Leadership, Leg. Reception
Obj. 2: Community of Practice (CoP) Activities: CoP Collaboration (complete)	Obj. 2: IDD Civil Rights Activities: SAIL, Allies and EPIC
Obj. 3: Assistive Technology Activities: Smart Living Proj. (complete)	Obj. 3: Information and Resources Activities: Informing Families
Obj. 4: Provider Training and Capacity Activities: SEIU, Comm. Engagement	Obj. 4: Targeted Disparity Activities: Local Leadership and SAIL
Obj. 5: Abuse and Neglect Activities: Collaborations and APS	
Obj. 6: Targeted Disparity Activities: Council Prog. & Contracts	

Reading 20-24

<h2 style="text-align: center;">What is the Role of the Washington State Developmental Disabilities Council?</h2>				
4 Lenses for Creating Our State Plan 	Systems Change 	Individual and Family Advocacy 	Capacity Building 	Equity (Targeted Disparity) 
Where do the activities from the current State Plan (2017-2021) fit?	<ul style="list-style-type: none"> • SAIL • Legislative Activities • Community of Practice for Supporting Families • Collaboration with state agencies and partner organizations • Provider Training Issues • Abuse and Neglect Activities 	<ul style="list-style-type: none"> • Advocacy Partnership Project • SAIL • Legislative activities 	<ul style="list-style-type: none"> • Local Leadership • Allies in Advocacy • EPIC • Informing Families • Smart Living Project (technology) • Community Guide and Engagement 	<ul style="list-style-type: none"> • Local Leadership • SAIL
As we think about the next State Plan (2022-2026), where might other trends and issues fit?				<p>Note: All Council programs/projects, staff activities, and Council operations will be viewed through the Equity lens.</p>

Reading 20-24