



King County

Department of Community and Human Services
Developmental Disabilities Division

BOARD FOR DEVELOPMENTAL DISABILITIES AGENDA

Day/Date: Wednesday, February 3, 2016
Time: 9:30 – 11:30 a.m.
Location: Tukwila Community Center, Meeting Room B
12424 42nd Avenue South
Tukwila, WA 98168
(directions on the reverse side)

- | | |
|---|--------------------|
| I. Call to Order / Introductions | Leo Finnegan |
| II. Approval of Minutes | Board |
| III. Chair's Remarks | Leo Finnegan |
| IV. Adult Family Home Update | Vicki Isett |
| V. King County Developmental Disabilities Division
Discretionary Funding Strategies Update | Jim Ott |
| VI. 2014-2017 Strategic Plan Update | Holly Woo |
| VII. General Public Input | |
| VIII. Positive Happenings | Board |
| IX. Reports | |
| ❖ Information and Referral | Jim Ott |
| ❖ Regional Administrator / Field Services | Michelle Bauchman |
| ❖ King County Division Director's | Denise Rothleutner |
| X. Adjournment | |

DRIVING DIRECTIONS

From I-5 South:

Take the Interurban Avenue Exit 156 toward Tukwila, Interurban Avenue
Turn Right onto Interurban Avenue South and proceed north
Make a slight Right onto 42nd Avenue S.
Cross the Duwamish River
The Tukwila Community Center is immediately on your right

From I-5 North:

Take the WA-599 North Exit 156 toward Tukwila, West Marginal Way
Keep Right to the Interurban Avenue ramp
Keep Left to take the Interurban Avenue North ramp
Turn Left onto Interurban Avenue South
Make a slight Right onto 42nd Avenue South
Cross the Duwamish River
The Tukwila Community Center is immediately on your right

From I-90 West toward Seattle:

Merge onto I-405 South via Exit 10 toward Renton / Tacoma
Merge onto I-5 North toward Seattle
Take the WA-599 North to Exit 156 toward Tukwila
Keep Right to take the Interurban Avenue ramp
Keep Left to take the Interurban Avenue North ramp
Turn Left onto Interurban Avenue South
Make a slight Right onto 42nd Avenue South
Cross the Duwamish River
The Tukwila Community Center is immediately on your right

Westbound on SR 518/I-405:

Merge onto I-5 S toward Portland
Take the Interurban Avenue EXIT 156 toward Tukwila
Turn Right onto Interurban Avenue South
Make a slight Right onto 42nd Avenue South
Cross the Duwamish River
The Tukwila Community Center is immediately on your right

North or Southbound on Tukwila International Boulevard/Pacific Highway South (Hwy 99):

Turn east onto S. 130th street, continue straight at Macadam Road turn left (north), cross Interurban Avenue S. and the Duwamish River, and Tukwila Community Center is immediately on your right.



King County

Department of Community and Human Services
Developmental Disabilities Division
401 Fifth Avenue, Suite 520
Seattle, WA 98104

Board for Developmental Disabilities

BOARD MEETING

Date: February 3, 2016

Location: Tukwila Community Center Time: 9:30 - 11:30 a.m.

PLEASE PRINT

Name	Representing	Email or mailing address Update or add to mailing list only	Would you like to speak?
Jiff Searing	LEO	jiffsearing@comcast.net	
Fred Nystrom	LEO	Fred.Nystrom@LifeEventsandOptions.org	no
LAUREN BERTALU	DDA	Bertalu@dohs.wa.gov	
Sean Gillet	ArL of King County	Sgillet@arLofKingCounty.org	no
Jingxin Kwan	Open Doors for Multicultural Families		
Lisa Lutchford	AlVak	lisa.l@atworkWA.org	No
Kelley Faulker	WISE	kelley@gawise.org	yes
Kelli Welter	Direct Interactions	Kelli@directinteractions.org	
Hodan Mohamed	Open Doors	hodan@multiculturalfamilies.org	com NO
Jennifer Lengyel	Total Living Concept	jennyc@totalivingconcept.org	NO

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King County Board for Developmental Disabilities

February 3, 2016

Housing Talking Points

Over 5,000 adults with DD in King County

About 3,000 of them live with their parents

Housing Options:

- **Supported living – requires CORE waiver from DDA, utilizes hourly workers, caregiver shortage**
- **Shared living – do-it-yourself model utilizing Section 8 and MPC hours**
- **Adult family Homes – nearly all are private pay elder care;**
 - **AFHs are discouraged from taking Medicaid clients, 1 bed max**
 - **Only 20 in King County specialize in DD**
 - **Number of AFH Medicaid beds are declining (1,700 lost in 2015 statewide)**

Why:

Housing prices are rising, making ownership and rental out of reach for low income

Medicaid reimbursement is low – 5% increase last July was the first in 10 years

Assessment – is medical, based on physical limitations, not cognitive

Regulations – restrictive and inappropriate; caregivers spend 50% of their time on paperwork

Fees – have risen 4,000% in last few years – initial license, change of ownership, annual bed fees

Change of ownership – to change caregiver requires a brand new license; takes months to complete and threatens sustainability of housing for residents

Training – has risen to 75 hours HCA + 48 hours admin + 1,000 hours supervised residential experience



King County

**Department of Community and Human Services
Developmental Disabilities Division**

BOARD FOR DEVELOPMENTAL DISABILITIES SUMMARY OF BOARD WORKING SESSIONS ON DISCRETIONARY FUNDING STRATEGIES

Members of the Board for Developmental Disabilities have participated in two working sessions to prioritize funding strategies for \$500,000 in discretionary County funding. The working sessions were held on January 6 - 20, 2016. The funding strategies were informed by a public input process and presented to the board at the December 2015 board meeting. They include:

- Continue to support culturally and linguistically rooted strategies that result in increased high quality Early Intervention services for diverse families;
- Expand and enhance Information and Outreach services to reach diverse communities experiencing disparities in accessing services, supports, and resources;
- Identify a sustainable family support model that increases families' access to the services they need in their local communities;
- Continue to invest in training and technical assistance that increases employment provider's capacity to provide high quality Adult Employment and School-to-Work services;
- Promote system integration efforts through collaborations with respite, crisis response, juvenile justice, housing, and school systems; and
- Increase the timely use of behavioral supports for families experiencing behavioral health issues.

The two board working sessions have been used to review:

- Guiding documents such as the King County Developmental Disabilities Division's (KCDDD) mission and values, the County Guidelines, the KCDDD 2014-2017 Strategic Plan, Annual Legislative Agenda, King County Health and Human Services Transformation Plan and the County's Equity and Social Justice Report.
- Public input;
- Board roles; and
- The KCDDD's funding approach and considerations to implement the funding strategies.

At the Board working session on January 20, 2016, the board began working through a process to prioritize the funding strategies but ran out of time. A third working session will be held later in February with the goal of prioritizing the funding strategies and presenting them at the March 2, 2016, board meeting.

APPENDIX I

The King County Plan for Developmental Disability Services

July 1, 2014 – June 30, 2017

Plan Monitoring Tool

The Plan Monitoring Tool below provides an estimated timeline for accomplishment of activities over the life of the plan and will be managed in conjunction with state contract deliverables, development of KCDDD's biennial budget and annual work plans.

Plan Goals, Objectives, and Strategies	Year 1	Year 2	Year 3
I. Integration			
<p>Goal: Service Providers understand the potential for integrated services and are implementing new programs with a more holistic approach to services for people with DD.</p> <p>Objective: Increase collaboration with local and state entities and other community partners to support health and human services integration strategies.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Increase collaboration with relevant programs in the King County DCHS and Public Health-Seattle & King County to identify ways to assure better integration across the programs. 2. Collaborate with state and county subject matter experts to determine potential impacts of health care reform to people with DD. 3. Review the Behavior Support Program with MHCADSD and community partners to improve coordination and alignment and explore program expansion to increase access to communities of color. 4. Collaborate with MHCADS to potentially expand the STAR Program that offers outreach, assessment, and substance treatment for adults with DD. 5. Collaborate with MHCADS and the King County CSD to share strategies on increasing employment opportunities and coordinating employment services for populations served by all the divisions. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p></p> <p></p> <p>X</p>	<p>X</p> <p>X</p> <p></p> <p></p> <p>X</p>

Plan Goals, Objectives, and Strategies	Year 1	Year 2	Year 3
Strategies:			
1. Identify and implement specific culturally and linguistically rooted strategies to increase family access, especially for underserved groups.	X	X	X
2. Provide training and resources for interpreters working in EI settings and for EI Providers to work effectively with interpreters.		X	X
3. Provide training and technical assistance to Providers to recruit, hire and retain bilingual and bicultural staff in EI programs, so that staff diversity will reflect the diversity of children and families in each service area.	X	X	X
4. Increase EI Provider match of families with team members who speak their home language and understand the family's culture and if no match is available, then create an individual plan around building Provider cultural competence with/for the family.	X	X	
5. Increase EI Provider training to deepen staff understanding of the bilingual and bicultural communities they serve, to strengthen staff cultural competency, and to analyze Provider policies, practices, and tools for bias.	X	X	X
6. Increase use of language and terminology that sets a positive tone with families and communities and allows for clear translations.	X	X	X
Objective 2:			
Improve referral processes to increase and simplify access to EI services.			
Strategies:			
1. Improve access to Lead Family Resource Coordinator to take referrals, including availability and language supports.	X		
2. Provide training to all EI staff within King County who takes referrals to create a positive and helpful first contact for families and other referral sources.		X	X
3. Provide training to family, cultural and community groups, and family service Providers about how and when to refer children for developmental evaluations.	X	X	X
4. Increase training and partnerships with physicians, clinics, hospitals, neonatal intensive care units, and private therapists to deepen their understanding of child development and their important role in linking families with EI services.	X	X	X
5. Increase training for child care and other early learning		X	X

Plan Goals, Objectives, and Strategies	Year 1	Year 2	Year 3
Providers to improve referrals to EI and collaborations in serving children with special needs.			
6. Work with Providers to improve and simplify EI eligibility evaluations and processes for children and families in accordance with DSHS/DDA and DEL/ESIT requirements.	X	X	
7. Improve the KCDDD web presence to facilitate EI referrals and information using visual, user friendly and multilingual resources.	X	X	
8. Strengthen partnerships with systems working towards universal screening. Advocate for screenings to include functional considerations that might indicate a child would benefit from EI services.	X	X	
9. Improve public awareness and reduce negative connotations of disabilities and services for community members and families of all language, literacy, intellectual abilities and cultural backgrounds using written, visual, web-based, video, training and person-to-person strategies across systems.	X	X	X
Objective 3: Improve social-emotional wellbeing and development of all children and families, including improved access and services for children and families with multiple challenges.			
Strategies:			
1. Provide EI staff training in social-emotional well-being of children and families (Infant/Early Childhood Mental Health) approaches and strategies.	X	X	X
2. Increase EI Provider use of evaluation tools that effectively assess social emotional well-being of children.	X	X	X
3. Increase EI staff supports for families and children who have more complex mental health needs, including appropriate referral processes and improved collaborations.	X	X	X
4. Increase birth-to-three content in "Uniting for Youth" quarterly cross-system training or replicate a cross systems training model focused on young children and families.	X	X	X
5. Increase cross-training opportunities at the KCICC meetings, early learning partnerships, and other early childhood training opportunities.	X	X	X
6. Strengthen EI Provider partnerships with service Providers (culturally specific, mental health, treatment, homeless services, domestic violence, teen parent, child welfare, housing, etc.) in	X	X	X

Plan Goals, Objectives, and Strategies	Year 1	Year 2	Year 3
geographic areas of King County to improve staff knowledge and skills, outreach, referrals, and co-serving children and families.			
7. Advocate for families involved in multiple systems to combine team meetings to reduce family stress, when appropriate.	X	X	X
8. Increase use of reflective supervision and reflective practice by EI Providers within their programs and in partnership with other systems Providers.	X	X	X
9. Increase opportunities for families to obtain support with volunteer family mentors and groups organized by language, cultural, geographic, child's age or disability, or other approaches.	X	X	X
10. Improve transition experiences for families as children turn three years old, with EI Providers, early learning programs, school districts, and community service Providers.	X	X	X
11. Advocate for policy change to ensure that all children involved in the Child Welfare system (regardless of status) are referred for full developmental evaluation, with planning for EI, infant mental health, and/or early learning services in collaboration with birth parents, relative caregivers and foster parents as appropriate.		X	X
Objective 4: Implement advocacy strategies related to improving funding levels and simplifying access to EI services in King County.			
Strategies:			
1. Advocate for aligning DSHS/DDA and DEL/ESIT eligibility, entry and Provider payment processes.	X	X	
2. Advocate for equitable distribution of DSHS/DDA and DEL/ESIT funding to eliminate financial disincentives.	X	X	
3. Educate families about how services are funded and monitor the impacts of implementing the new federally required System of Payments and Fees policy.	X	X	X
4. Reduce red tape and duplicative efforts for families and providers whenever possible.	X	X	X
5. Analyze the financial impacts to providers of providing culturally and linguistically appropriate services.	X	X	X
6. Advocate for increased access to Medicaid for EI services when there is a net benefit to children, families, and providers.	X	X	X

Plan Goals, Objectives, and Strategies	Year 1	Year 2	Year 3
<p>IV. Behavior Support Program</p> <p>Goal: Prevent out of home placement.</p> <p>Objective: Provide families with tools and support to manage behavioral and emotional challenges in the home.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Facilitate opportunities for cross training and collaboration with BeST therapists and other developmental disability service Providers. 2. Review the Behavior Support Program with MHCADSD and community partners to improve coordination and alignment and explore program expansion to increase access to communities of color. 	<p>X</p> <p>X</p>	<p>X</p> <p>X</p>	<p>X</p>
<p>V. School-to-Work Program</p> <p>Goal: High school transition students with DD enrolled in DSHS/DDA leave school with jobs and the skills and supports they need to participate in the community as they choose.</p> <p>Objective: Increase the number of transition students who leave school either with a job, a pathway to employment, or are participating in other activities of their choice.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Increase provider training to deepen staff understanding of the bilingual and bicultural communities they serve, to strengthen staff cultural competency, and to analyze provider policies, practices, and tools for bias. 2. Collaborate with families, advocates, and other stakeholders to develop a shared knowledge base around cultural competence in employment supports and recommend actions for implementing, evaluating, and building employment provider capacity. 3. Provide positive role models and examples of employment beyond high school to diverse communities, so youth and their families can envision what is possible beyond high school. 	<p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p>

Plan Goals, Objectives, and Strategies	Year 1	Year 2	Year 3
4. Provide training and technical assistance to school district staff and adult services Providers to increase expertise regarding services to high school students with autism and individuals with high support/complex needs.	X	X	X
5. Explore the use of parent trainings and partnerships with parent groups including Parent Teacher Association groups to target and educate more families with students who are younger than age 19 on how to help their family member with a disability to have a meaningful life that includes employment as well as other life activities.	X	X	X
6. Develop new service delivery models to assist individuals with high support/complex needs to obtain and maintain employment.	X	X	X
7. Explore methods to engage students and their families at an earlier age.	X	X	X
8. Provide training and technical assistance to school district staff on developing work experiences, paid employment opportunities, job coaching, developing natural supports and facilitating Person Centered Plans which connect to the Individual Education Plan.	X	X	X
9. Provide annual transition fairs to reach students and their families to inform them of the program, assist students to identify interests and goals, and engage special education staff to prepare students with DD for employment.	X	X	X
10. Recruit, train, and place undergraduate Work Study students to serve as job coaches for students at work experience sites and in paid employment and assist in connecting students to their communities.	X	X	X
VI. Adult Employment Program Goal: Adults with DD who want to work will have jobs. Objective 1: Increase the number of working age adults with DD earning minimum wage or better and the number of hours they work in community-based employment. Strategies: 1. Develop performance outcome measures that reflect quality service delivery and focus on the attainment of integrated, individual employment.	X		

Plan Goals, Objectives, and Strategies	Year 1	Year 2	Year 3
2. Provide training and technical assistance to Employment Providers to do the following:			
a. Assist organizations to increase their capacity to provide employment supports to individuals from diverse communities and deepen staff understanding of the bilingual and bicultural communities they serve, to strengthen staff cultural competency, and to analyze provider policies, practices, and tools for bias.	X	X	X
b. Develop and explore strategies to bridge cultural and language gaps between individuals, their families and employment providers.	X	X	X
c. Support Providers to maintain employment system infrastructure as new changes to payment and billing systems are implemented.	X	X	X
d. Develop and enhance staff skills to assist individuals with high acuity levels to obtain paid employment at minimum wage or better.	X	X	X
e. Increase staff expertise to serve adults with autism/mental health issues/behavioral issues.	X	X	X
f. Develop a pool of local trainers/experts and involve staff from Providers that have good experience and results to ensure high quality training is available to Providers.	X	X	X
g. Increase the number of provider staff who receive certification from the Highline Community College Employment Professional Certification Program.	X	X	X
h. Explore new assistive technology to increase opportunities to assist more people with high acuity to obtain and maintain employment.	X	X	X
3. Collaborate with families, advocates, and other stakeholders to develop a shared knowledge base around cultural competence in employment supports and recommend actions for implementing, evaluating, and building employment provider capacity.	X	X	X
4. Explore options to provide benefits analysis services to individuals who are not able to access these services and increase awareness of how individuals with DD can use social security work incentives to pay for employment supports.	X	X	
5. Collaborate with Federal staff from the Office of Disability Employment Policy and mentor other states and counties to influence systems-level changes, share experiences and develop best practices to increase employment opportunities for people with DD.	X		

Plan Goals, Objectives, and Strategies	Year 1	Year 2	Year 3
VII. Community Access Program			
Goal: Individuals becoming full participants in their community.			
Objective: The program is redesigned to establish clear guidelines and standards.			
Strategies:			
1. Assist organizations to increase their capacity to provide Community Access services to individuals from diverse communities and deepen staff understanding of the bilingual and bicultural communities they serve, to strengthen staff cultural competency, and to analyze provider policies, practices, and tools for bias.	X	X	X
2. Develop training and technical assistance for Community Access Providers on identifying individual's interests, gifts, and talents.	X		
3. Develop guidelines for accessing community activities and organizations; and developing community relationships.	X		
VIII. Community Information and Education			
Goal: Families from underserved communities and geographical areas will be able to access the information, skills, and support they need to assist their family members with DD to live and to participate in the community in the manner in which the person chooses.			
Objective: Increase parent/caregiver knowledge of service systems and how to access resources.			
Strategies:			
1. Collaborate and improve relationships with community-based organizations that provide outreach, education, and services to communities of color, immigrants and refugees and cultural competency training opportunities to providers and community groups.	X	X	X
2. Conduct targeted outreach in ethnically diverse communities to improve partnerships and pool resources to assist individuals, families, and community members to access culturally and	X	X	X

Plan Goals, Objectives, and Strategies	Year 1	Year 2	Year 3
linguistically appropriate services.			
3. Develop a Request for Proposals to create partnerships that increase efficiencies among agencies, serve individuals and their families in geographic areas and communities that lack equitable access to services, reduce fragmentation, braid resources, integrate DD and mainstream services, and develop more opportunities to leverage additional resources to fill service gaps.	X		
4. Develop sustainable models where family groups can support each other and share information.	X	X	X
5. Explore options of using new technology and social media tools to provide outreach, information and referral services.	X	X	X
6. Redesign KCDDD's website to make it more user friendly for individuals, families, community members, Providers, and government partners.	X	X	X
7. Improve public awareness and reduce negative connotations of disabilities and services for community members and families of all language, literacy, intellectual abilities and cultural backgrounds using written, visual, web-based, video, training and person-to-person strategies across systems.	X	X	X
8. Increase collaboration with local governments and community organizations to provide activities that are more inclusive and accessible for high school students and adults with DD.	X	X	X
9. Increase empowerment, advocacy, and leadership skills for individuals and families to promote disability awareness and inclusion.	X	X	X

King County Developmental Disabilities Division

Three Year Plan for Developmental Disabilities Services for July 1, 2014 – June 30, 2017

Year 1 Progress Report for July 1, 2014 – June 30, 2015

I. Health and Human Services Integration

Goal: Service providers understand the potential for integrated services and are implementing new programs with a more holistic approach to services for people with intellectual and developmental disabilities (I/DD)

Objective: Increase collaboration with local and state entities and other community partners to support health and human services integration strategies

2014 – 2015 Priority Strategies

Strategy 1 Increase collaboration with relevant programs in the King County Department of County and Human Services (DCHS) and Public Health-Seattle & King County to identify ways to assure better integration across programs.

Progress: King County Developmental Disabilities Division (KCDDD) staff assisted with the coordination of the County's screening of the documentary titled "The Raising of America: Early Childhood and the Future of Our Nation" that was held on 11/20/14. King County Executive Dow Constantine, early learning advocates and educators participated in a panel discussion after the screening to discuss what it takes to ensure King County is a community where young children thrive.

The public, private and non-profit sectors in King County worked together to sponsor a King County Early Learning Symposium event on 1/7/15. King County Executive Dow Constantine, Seattle Mayor Ed Murray, the City of Bellevue, Sound Cities Association, Bezos Family Foundation, Kinderling, The Road Map Project and SOAR brought together over 200 key stakeholders to participate in the event. Mayors, city and county councilmembers, school superintendents, and school board members were invited to participate in a roundtable discussion after the symposium with the following objectives:

- Understand what an early learning community is;
- Share information about current actions and investments;

- Get initial input and feedback on Best Starts Framework; and
- Identify individual and collective commitments and actions that local officials can take to help build an Early Learning Community that, in turn, serves as a national model

Strategy 5 Collaborate with King County Mental Health Chemical Abuse and Dependency Services Division (MHCADS) and the King County Community Services Division to share strategies on increasing employment opportunities and coordinating employment services for populations served by all DCHS divisions.

Progress: In October 2014, division staff coordinated a workgroup comprised of DCHS employment program staff to develop outcomes that reflected employment programs throughout the Department. Division staff also participated in the DCHS Employment and Education Resources Line of Business work group that was implemented in March 2014. The purpose of this work group is to increase collaboration and improve coordination of employment services across DCHS.

Division staff participated in a discussion between mental health and developmental disabilities stakeholders on 12/30/14 regarding successful strategies to work with State Division of Vocational Rehabilitation to increase employment opportunities for people with disabilities. Staff also shared technical assistance resources with the MHCADS Supported Employment program.

Strategy 6 Collaborate with King County Housing Finance Program (HFP) to bring in additional partners to develop affordable housing for adults with I/DD and/or families who have a member with I/DD.

Progress: Division staff continued to collaborate with HFP staff to review housing funding applications and make recommendations on use of housing funds dedicated to building units for individuals with I/DD. Staff reviewed division priorities and looked at strategies to ensure the I/DD community is included in DCHS affordable housing planning efforts that encompass other vulnerable populations.

Division staff also participated in the DCHS Housing Stability Line of Business work group that was implemented in January 2015. The purpose of this work group is to increase collaboration and improve coordination of housing and housing-related services across DCHS. The work group will continue to review the county-wide need for affordable housing today and over the next 10 years and determine the housing investments that King County needs to make to help meet the community's affordable housing needs.

Strategy 7 Work across the King County DCHS to explore better coordination and sharing best practices and measurement for common clients.

Progress: Division staff participated in the DCHS Employment and Education Resources Line of Business and Housing Stability Line of Business work groups.

II. Data and Performance Management

Goal: Performance measures that reflect the quality, effectiveness, and efficiency of DD services across the six program areas will be established and measured.

Objective 1: Develop measures and tools for performance management

2014 – 2015 Priority Strategies

Strategy 1 Determine best practices to improve performance across six program areas

Progress: Division evaluation staff worked with Program Managers of the division's Early Intervention, School-to-Work, and Employment programs to strategize, plan, develop and implement measures to report on program outcomes. Staff developed program charts and graphs to measure progress on achieving program outcomes that are used in visual management tools, including DCHS and division boards.

In April 2015, division staff initiated a project to conduct an external evaluation of the School-to-Work program and provide an independent assessment of outcomes associated with King County's 10 years of investment in the School-to-Work program. The evaluation will identify program strengths and areas of improvement.

Strategy 2 Establish performance standards

Progress: Division staff established initial performance standards for the Early Intervention, School-to-Work, and Employment programs.

Strategy 3 Determine baseline data for the performance measures

Progress: Division staff established initial baseline data for performance measures for the Early Intervention, School-to-Work, and Employment programs.

Strategy 4 Participate on the State/County Implementation work group and work with DSHS/DDA and other counties to develop performance measures for specific services

Progress: Division staff participated in bi-monthly State/County Implementation work group meetings. State DDA established a 3% increase in people working in community-based employment as a performance measure for FY2015 and this measure was included in King County's contracts with employment providers.

Strategy 5 Develop report card and reporting cycles

Progress: Division staff conducted presentations on performance measures for the Early Intervention, School-to-Work, and Employment programs at Board for Developmental Disabilities meetings, provider meetings, and community stakeholder meetings. The division scheduled these presentations on an ongoing basis at the board meetings to ensure community members were kept informed of progress made on performance measures.

Objective 2: KCDDD will be in compliance with state contract monitoring requirements (this is a new objective)

2014 – 2015 Priority Strategies

Strategy Conduct all required site visits by June 2015

Progress: All required site visits were completed by June 2015. State DDA visited King County in June 2014 to evaluate the work of KCDDD. Division staff implemented corrective actions and used State DDA's feedback to make changes to improve the quality of program services.

III. Early Intervention (EI) Program

Goal: Eligible children and families throughout King County who access EI services receive timely, culturally relevant, family-centered, individualized developmental services and supports from skilled providers who collaborate to meet child and family needs.

Objective 1: Increase access to culturally and linguistically appropriate EI services for children and families.

2014 – 2015 Priority Strategies

Strategy 1 Identify and implement specific culturally and linguistically rooted strategies to increase family access, especially for underserved groups.

Progress: SOAR partnered with five EI providers to support culturally specific outreach efforts with communities of color in July-December 2014.

- Strategy 4** Increase EI provider match of families with team members who speak their home language and understand the family's culture and if no match is available, then create an individual plan around building provider cultural competence with/for the family.

Progress: In July 2014, KCDDD was awarded a United Way grant to support systems change and improve equitable access, services and outcomes for children and families, with an emphasis on racial equity and culturally/linguistically appropriate practices. In February 2015, KCDDD launched a three-year initiative designed to increase the EI system's capacity to address these issues. The Birth-to-Three Equity Initiative focuses on leadership cultivation, professional development and system capacity building in three overlapping phases (1) Equity Facilitator Professional Development and Support, (2) Provider Staff Development, and (3) Provider-Based Equity Change Teams.

- Strategy 5** Increase EI provider training to deepen staff understanding of the bilingual and bicultural communities they serve, to strengthen staff cultural competency, and to analyze provider policies, practices, and tools for bias.

Progress: KCDDD implemented several key elements of the Equity Initiative, with a focus on leadership development. The training curriculum was designed in two-day and modularized formats between January and June 2015. Over 50 Equity Facilitators and program directors, recruited from each EI provider and many community partners, attended Foundational training in April 2015 and Advanced Facilitator training in June 2015.

- Strategy 6** Increase use of language and terminology that sets a positive tone with families and communities and allows for clear translations.

Progress: Participants brainstormed family-friendly language to refer to early intervention system at the January 2015 King County Interagency Coordinating Council. In most public-facing documents, the term Birth-to-Three services is currently used as "friendlier" and with less negative connotations than early intervention. Further discussion is needed to choose consistent terms and update documents.

Objective 2: Improve referral processes to increase and simplify access to EI services.

2014 – 2015 Priority Strategies

Strategy 1 Improve access to Lead Family Resource Coordinator (FRC) to take referrals, including availability and language supports.

Progress: Division staff issued a Request for Proposal in August 2014 seeking a new central referral organization to provide telephone screening, referral and linkage to EI. WithinReach, the selected organization, began serving as the central referral in February 2015, with a new Lead FRC. Access was fundamentally improved because WithinReach provides a call center featuring live answer 40 hours per week by staff who are bilingual in Spanish-English and have immediate use of phone interpreters for other languages as needed. Additionally, the agency has staff well trained in child development, provides access to developmental screening tools, and multiple other resources to families. The Lead FRC has proactively worked to improve referral processes and actively participates in interagency partnerships. The EI providers and community partners responded positively to the new systems.

Strategy 4 Increase training and partnerships with physicians, clinics, hospitals, neonatal intensive care units, and private therapists to deepen their understanding of child development and their important role in linking families with EI services.

Progress: The KCDDD funded Seattle-King County Public Health Children with Special Health Care Needs team to provide outreach to neonatal intensive care units and primary care clinics. Division staff engaged in partnerships with hospital based therapy programs and provided trainings to improve referrals and knowledge of the early intervention system. Division staff also developed a panel with pediatrician, parent and EI representative for a statewide conference to strengthen understanding of multiple perspectives and improve referrals.

Strategy 5 Increase training for child care and other early learning providers to improve referrals to EI and collaborations in serving children with special needs.

Progress: Division staff continued a partnership with Children's Home Society to promote access to services for children from birth-five involved at any level of the child welfare system by engaging three disciplines—EI, early learning, and infant/early childhood mental health. KCDDD has provided funding for the project since January 2015. Division staff provided training to several home

visiting programs who work with families of color to improve referrals to EI.

- Strategy 6** Work with providers to improve and simplify EI eligibility evaluations and processes for children and families in accordance with State DDA and State Department of Early Learning (DEL), Early Support for Infants and Toddlers (ESIT) program requirements.

Progress: As of July 2014, eligibility for the two service systems has been aligned.

- Strategy 8** Strengthen partnerships with systems working towards universal screening. Advocate for screenings to include functional considerations that might indicate a child would benefit from EI services.

Progress: Division staff joined several stakeholder groups, including the Universal Developmental Screening statewide work group, the Road Map Birth to Three Work Group, and the Help Me Grow Policy Action Team to increase communication and collaboration regarding birth-to-three services.

Objective 3: Improve social-emotional well-being and development of all children and families, including improved access and services for children and families with multiple challenges.

2014 – 2015 Priority Strategies

- Strategy 1** Provide EI staff training in social-emotional well-being of children and families (Infant/Early Childhood Mental Health) approaches and strategies.

Progress: Division staff launched two (East King & South Seattle) Neuro-Relational Framework groups in April 2015. These groups began to meet monthly via video conference with national consultant Connie Lillas. As a cross-systems initiative, the roughly 50 participants work in a variety of roles in early learning, EI, mental health, basic needs/primary care and child welfare.

The KCDDD also sponsored staff from all EI provider agencies to attend the annual Infant and Early Childhood Conference in May 2015.

- Strategy 3** Increase EI staff supports for families and children who have more complex mental health needs, including appropriate referral processes and improved collaborations.

Progress: Division staff provided several EI trainings to mental health providers serving several areas of King County.

Strategy 6 Strengthen EI provider partnerships with service providers (culturally specific, mental health, treatment, homeless services, domestic violence, teen parent, child welfare, housing, etc.) in geographic areas of King County to improve staff knowledge and skills, outreach, referrals, and co-serving children and families.

Progress: Division staff provided training to Children's Administration staff in South King County office about EI services and the Children Encouraged by Relationships In Secure Homes (CHERISH). The CHERISH project focuses on increasing the capacity of the King County EI system to serve children in foster care meaningfully. CHERISH has also helped to identify more children who would be eligible for EI services under the Social and Emotional delay criteria and increase the skills of providers in addressing the needs of all children. Staff also attended monthly Child Welfare Early Learning partnership meetings in four Community Offices to improve knowledge and referrals to EI services.

Strategy 8 Increase use of reflective supervision and reflective practice by EI providers within their programs and in partnership with other systems providers.

Progress: Division staff participated in a provider-convened reflective supervision work group to identify provider needs. Staff also partnered with Washington Association for Infant Mental Health to co-sponsor training for reflective supervisors.

Strategy 10 Improve transition experiences for families as children turn three years old, with EI providers, early learning programs, school districts, and community service providers.

Progress: Division staff met with school district partners at a session convened by Puget Sound Educational School District to brainstorm concerns and potential solutions. Staff also provided assistance to school districts to navigate the ESIT Data Management System.

Objective 4: Implement advocacy strategies related to improving funding levels and simplifying access to EI services in King County.

2014 – 2015 Priority Strategies

Strategy 1 Advocate for aligning State DDA and State DEL/ESIT eligibility, entry and provider payment processes.

Progress: Division staff participated in bi-monthly Association on County Human Services, Developmental Disabilities section, 0-3 Committee conference calls and continued to raise the issue. As of July 2014, eligibility for the two service systems has been aligned. Division staff met with DDA staff to encourage communication and pursue potential LEAN process to facilitate alignment of enrollment processes.

Strategy 2 Advocate for equitable distribution of DSHS/DDA and DEL/ESIT funding to eliminate financial disincentives.

Progress: Division staff participated in four statewide meetings convened by DEL/ESIT to gather feedback used to change the state allocation formula to a more equitable distribution of ESIT funds statewide. The new formula went into effect July 1, 2015 and will be phased in over several years.

Strategy 3 Educate families about how services are funded and monitor the impacts of implementing the new federally required System of Payments and Fees policy

Progress: Division staff provided technical assistance to provider staff and families as needed.

Strategy 4 Reduce red tape and duplicative efforts for families and providers whenever possible.

Progress: Division staff implemented changes in contracts with providers to streamline billings for children receiving services from multiple providers. Division staff also worked with DDA to implement a new authorization process for these children.

Strategy 6 Advocate for increased access to Medicaid for EI services when there is a net benefit to children, families, and providers.

Progress: Addressed as key issue in ESIT Funding Stakeholder meetings.

IV. Behavior Support Program

Goal: Prevent out of home placement

Objective: Provide families with tools and support to manage behavioral and emotional challenges in the home

2014 – 2015 Priority Strategies

- Strategy 1** Facilitate opportunities for cross training and collaboration with BeST therapists and other I/DD service providers

Progress: In 2014, Navos Best Therapists conducted community presentations to the Snoqualmie Parent Group, Arc of King County Advocacy and Outreach Team, and the Somali American Autism Support Network.

- Strategy 2** Review the Behavior Support Program with MHCADS and community partners to improve coordination and alignment and explore program expansion to increase access to communities of color

Progress: In November 2014, the BeST Program Supervisor from Navos met with the staff of Open Doors for Multicultural Families' to discuss referral processes and strategize ways to improve outreach to multicultural families.

V. School-to-Work (S2W) Program

Goal: High school transition students with I/DD enrolled in DSHS/DDA leave school with jobs and the skills and supports they need to participate in the community as they choose.

Objective: Increase the number of transition students who leave school either with a job, a pathway to employment, or are participating in other activities of their choice.

2014– 2015 Priority Strategies

- Strategy 3** Provide positive role models and examples of employment beyond high school to diverse communities, so youth and their families can envision what is possible beyond high school.

Progress: In April 2015, division staff began to plan a 10-Year event for individuals, partners, and stakeholders to celebrate the success of the S2W program and continue to focus and strengthen partnerships toward programmatic goals. The event is scheduled on October 12, 2015 and will also provide an opportunity to recognize National Employment Disability Awareness Month.

- Strategy 4** Provide training and technical assistance to school district staff and adult services providers to increase expertise regarding services to high school students with autism and individuals with high support/complex needs.

Progress: Division staff conducted trainings and arranged for technical assistance regarding autism and high support strategies for several stakeholder groups including school staff, families, board members, employment providers, and Fircrest staff. Staff also participated on a panel presentation at Microsoft Autism Resources Day and presented on the High Supports/Agency Collaboration model at the Community Summit.

- Strategy 5 Explore the use of parent trainings and partnerships with parent groups including Parent Teacher Association groups to target and educate more families with students who are younger than age 19 on how to help their family member with a disability to have a meaningful life that includes employment as well as other life activities.

Progress: Division staff provided training to Parent Teacher Association groups, explored potential service linkages to LifeSPAN organization, provided input for Washington Initiative for Supported Employment's "Start Now" family training project, and participated on Open Doors for Multicultural Families' Transition Grant Advisory Board.

- Strategy 6 Develop new service delivery models to assist individuals with high support/complex needs to obtain and maintain employment.

Progress: The S2W program achieved a 60% placement rate for 10 students identified with high supports and served through an agency collaborative mode who graduated in June 2015.

- Strategy 7 Explore methods to engage students and their families at an earlier age.

Progress: Division staff explored new methods through the Agency Collaborative Model (26 students engaged in five school districts), collaborated with Federal Way Schools to reach families earlier through Middle School Teachers, facilitated/coordinated DDA eligibility training for Seattle school staff, facilitated/coordinated DDA eligibility and S2W eligibility for Kent school staff, and convened meetings with Kent and Lake Washington School Districts to expand transition programs and serve students earlier.

- Strategy 8 Provide training and technical assistance to school district staff on developing work experiences, paid employment opportunities, job coaching, developing natural supports and facilitating Person Centered Plans which connect to the Individual Education Plan.

Progress: Division staff conducted formal trainings to several stakeholder groups including school staff, families, board members,

and employment providers and participated in a WiSE School-to-Work/Transition webinar. Staff also facilitated/coordinated a parent event with five school districts and Microsoft which focused on opportunity and enrollment.

- Strategy 9** Provide annual transition fairs to reach students and their families to inform them of the program, assist students to identify interests and goals, and engage special education staff to prepare students with I/DD for employment.

Progress: Division staff worked with O'Neill and Associates to conduct two transition fairs in March 2015. One of the fair was hosted by Microsoft for the second year in a row. Attendance reached record levels with over 1,300 individuals participating in the transition fairs. Welcome videos were translated into eight languages.

- Strategy 10** Recruit, train, and place undergraduate Work Study students to serve as job coaches for students at work experience sites and in paid employment and assist in connecting students to their communities.

Progress: The KCDDD contracted with WiSE to develop agreements with local universities to participate in work study programs and recruit work study students to deliver direct services to individuals with I/DD. WiSE recruited work study students to assist with the County's S2W program by providing employment services. WiSE provided oversight for the project and ensured the work study students were screened and trained.

- Strategy 11** Increase collaboration with State Division of Vocational Rehabilitation (DVR) to improve service coordination and effectiveness of School-to-Work contract and continue to collaborate with State DDA to assist individuals to obtain funding and transition to DDA as seamlessly as possible. (This is a new objective)

Progress: Division staff attended DVR and County collaboration meetings and met with DVR's statewide transition and regional area managers. Staff also convened monthly meetings with DDA and provided regularly updated student status reports to facilitate communication and coordination toward obtaining long term funding for exiting students.

VI. Adult Employment Program

Goal: Adults with DD who want to work will have jobs.

Objective 1: Increase the number of working age adults with DD earning minimum wage or better and the number of hours they work in community-based employment.

2014 – 2015 Priority Strategies

Strategy 1 **Develop performance outcome measures that reflect quality service delivery and focus on the attainment of integrated, individual employment.**

Progress: State DDA established a 3% increase in people working in community-based employment as a performance measure for FY2015 and this measure was included in King County's contracts with employment providers.

Strategy 2 **Provide training and technical assistance to employment providers to do the following:**

- a. Assist organizations to increase their capacity to provide employment supports to individuals from diverse communities and deepen staff understanding of the bilingual and bicultural communities they serve, to strengthen staff cultural competency, and to analyze provider policies, practices, and tools for bias.
- b. Develop and explore strategies to bridge cultural and language gaps between individuals, their families and employment providers.
- c. Support providers to maintain employment system infrastructure as new changes to payment and billing systems are implemented.
- d. Develop and enhance staff skills to assist individuals with high acuity levels to obtain paid employment at minimum wage or better.
- e. Increase staff expertise to serve adults with autism/mental health issues/behavioral issues.
- f. Develop a pool of local trainers/experts and involve staff from providers that have good experience and results to ensure high quality training is available to Providers.

- g. Increase the number of provider staff who receive certification from the Highline Community College Employment Professional Certification Program.
- h. Explore new assistive technology to increase opportunities to assist more people with high acuity to obtain and maintain employment.

Progress: Division staff provided technical assistance to support providers to maintain an employment system infrastructure with the transition to an hourly payment system. Division staff used information gathered from contract monitoring to inform individual and county-wide technical assistance needs.

The KCDDD contracted with O'Neill and Associates and WiSE to develop a pool of local trainers/experts to assist providers to increase expertise to serve adults with autism/mental health issues/behavioral issues. WiSE continued to implement the Partners for Work (PFW) project, which is a Rotary District 5030 project that creates employment opportunities for people with DD by utilizing Rotarian business leadership as a vital link between job candidates and paid employment. KCDDD continued to provide tuition assistance to employment providers to send staff to the Highline College Employment Professional Certificate Program and provide coordination of the program.

WiSE conducted The Recruit, Train, and Retain Series, which is a workshop series designed to assist managers and direct service staff to build and keep happy and lasting teams. The event combines training from leaders in the field with interactive dialogue to create a time to connect, brainstorm, and network with others in the supported employment field about how to find (and keep) a dynamic and high performing team that is able to further the mission of employment for all.

The KCDDD continued to convene a Quad County Training Partnership with Pierce, Snohomish and Kitsap counties. The purpose of the training partnership is to maximize the use of training and technical assistance funding by determining training needs shared by the four counties, sharing resources, and developing trainings that can be offered to targeted audiences in the four counties and replicated in other counties. In FY2015, "Quad-County" training opportunities were offered in the following areas:

- Autism Cohort training – this was developed to increase collaboration between employment providers and residential providers serving the same individuals in both systems

- New Employment Specialist Training Academy – this was developed to provide high quality, standardized training to employment specialists newly hired by agency providers
- Ongoing Best Practices – several trainings were offered that included best practices in Transition for High School Students, autism and positive behavior support

The KCDDD worked with the State DDA Roads to Community Living Employment Project to pilot an Autism Learning Cohort to build the capacity of employment and residential providers to support adults with autism spectrum disorders. The Autism Learning Cohort was proposed in October 2014 to address the training needs of residential and employment providers serving adults with autism spectrum disorders (ASD). The intent of the Cohort was to develop a deeper level of autism knowledge and expertise within residential and employment agencies across King and Kitsap Counties.

Strategy 4 Explore options to provide benefits analysis services to individuals who are not able to access these services and increase awareness of how individuals with I/DD can use social security work incentives to pay for employment supports.

Progress: Division staff collaborated with Plan to Work to increase awareness of the agency's benefits specialist services. Plan to Work conducted a presentation at a Board for Developmental Disabilities meeting to provide information about their service.

Strategy 5 Collaborate with Federal staff from the Office of Disability Employment Policy and mentor other states and counties to influence systems-level changes, share experiences and develop best practices to increase employment opportunities for people with I/DD.

Progress: Division staff provided technical assistance regarding the School-to-Work program to Illinois, Tennessee, and Iowa. Staff also provided technical assistance to Spokane and Kitsap Counties. Division staff also met with New Zealand and Australia visitors about I/DD services.

VII. Community Access Program

Goal: Individuals becoming full participants in their community

Objective: The program is redesigned to establish clear guidelines and standards.

2014 – 2015 Priority Strategies

- Strategy 2** Develop training and technical assistance for Community Access providers on identifying individual's interests, gifts, and talents.

Progress: Division staff participated in bi-monthly State/County Implementation Work Group meetings. The work group determined that strengthening and improving Community Access services was a high priority topic. The DDA formed a Community Access work group and division staff participated on this work group.

VIII. Community Information and Education

Goal: Families will be able to access the information, skills, and support they need to assist their family members with I/DD to live and to participate in the community in the manner in which the person chooses.

Objective: Increase parent/caregiver knowledge of service systems and how to access resources.

2014 – 2015 Priority Strategies

- Strategy 1** Collaborate and improve relationships with community-based organizations that provide outreach, education, and services to communities of color, immigrants and refugees and cultural competency training opportunities to providers and community groups.

Progress: The KCDDD issued a Request for Proposals in July 2014 seeking proposals from organizations to provide information, education, and outreach services to King County residents with developmental delays and disabilities and their families. Prioritization was given proposals that targeted the following populations that were identified as having unequal access to services: 1) People of color; 2) Low-income communities; and 3) People with limited English proficiency. Three agencies were selected to provide these services.

- Strategy 2** Conduct targeted outreach in ethnically diverse communities to improve partnerships and pool resources to assist individuals, families, and community members to access culturally and linguistically appropriate services.

Progress: The KCDDD hired an Outreach Program Manager in April 2015 and the focus of the new position was to begin meeting with community stakeholder groups to assess service needs.

Strategy 3 Develop a Request for Proposals to create partnerships that increase efficiencies among agencies, serve individuals and their families in geographic areas and communities that lack equitable access to services, reduce fragmentation, braid resources, integrate I/DD and mainstream services, and develop more opportunities to leverage additional resources to fill service gaps.

Progress: The KCDDD issued a Request for Proposals in July 2014 seeking proposals from organizations to provide information, education, and outreach services to King County residents with developmental delays and disabilities and their families. Three agencies were selected to provide these services.

Strategy 4 Develop sustainable models where family groups can support each other and share information.

Progress: The KCDDD conducted a Request for Proposal process in July 2014 to seek a sustainable model where family groups throughout King County are developed to support each other and share information, with priorities given to cultural and geographic areas of need. Two agencies were selected to provide family support group services across the county.

King County Developmental Disabilities Division

Three Year Plan for Developmental Disabilities Services for July 1, 2014 – June 30, 2017

Year 2 Priority Strategies for July 1, 2015 – June 30, 2016

Progress Report for July 1, 2015 – December 31, 2015

I. Health and Human Services Integration

Goal: Service providers understand the potential for integrated services and are implementing new programs with a more holistic approach to services for people with intellectual and developmental disabilities (I/DD)

Objective: Increase collaboration with local and state entities and other community partners to support health and human services integration strategies

2015 – 2016 Priority Strategies

Strategy 1.A. Increase collaboration with relevant programs in the King County Department of County and Human Services (DCHS) and Public Health-Seattle & King County to identify ways to assure better integration across programs.

Progress: King County Developmental Disabilities Division (KCDDD) Early Intervention staff met with Public Health Program Managers overseeing programs serving children ages birth - 5 in December 2015. They organized the January 2016 King County Interagency Coordinating Council (KCICC) meeting around Partnering with Public Health. The meeting was intended to inform KCICC members of Public Health's programs, learn more about who they serve, how to make referrals and improve partnerships. The programs and presenters included:

- **VROOM**, Devon Love
- **Child Care Health Team**, Ellen Flamiatos
- **SNAP Ed**, Valerie Baldisserotto
- **Kids Plus Team**, Della Lorenzen
- **Children with Special Health Care Needs**, Kate Besch
- **Nurse Family Partnership**, Rebecca Benson
- **First Steps/Maternity Support Services**, Della Lorenzen
- **Early Intervention Program** (Child Protective Services open case nurse home visiting), Rebecca Benson

Strategy 1.B Participate in Best Starts for Kids (BSK) strategy implementation work groups with staff from DCHS and Public Health-Seattle & King County to ensure integration of services and supports for infants, families, and youth with (I/DD) across BSK strategies areas. (This is a new strategy).

Progress: Beginning with the BSK kickoff in November 2015, division staff have participated in five different BSK implementation work groups to ensure implementation plans include services and supports for infants, youth and families with I/DD. Staff are involved in the following work groups:

- Strategy Area 1: Support for parents, families and caregivers;
- Strategy Area 3: Support high quality child care (in home and in agencies, licensed and unlicensed);
- Strategy Area 4: Screen children to prevent likely problems, intervene early and effectively link to treatment;
- Strategy Area 9: Helping young adults who have had challenges successfully transition into adulthood; and
- Strategy Area 10: Stopping the school to prison pipeline.

Strategy 3 Review the Behavior Support Program with King County Behavioral Health and Recovery Division (this division was formally known as the Mental Health, Chemical Abuse and Dependency Services Division) and community partners to improve coordination and alignment and explore program expansion to increase access to communities of color.

Strategy 5 Collaborate with King County Behavioral Health and Recovery Division and the King County Community Services Division to share strategies on increasing employment opportunities and coordinating employment services for populations served by all DCHS divisions.

Strategy 6 Collaborate with King County Housing Finance Program (HFP) to bring in additional partners to develop affordable housing for adults with I/DD and/or families who have a member with I/DD.

Progress: Division staff continued to participate in the King County Department of Community and Human Services (DCHS) Housing Stability Line of Business work group that was implemented in January 2015. The purpose of this work group is to increase collaboration and improve coordination of housing and housing-related services across DCHS. The work group will

continue to review the county-wide need for affordable housing today and over the next 10 years and determine the housing investments that King County needs to make to help meet the community's affordable housing needs.

Strategy 7 Work across the King County DCHS to explore better coordination and sharing best practices and measurement for common clients.

Progress: The KCDDD sponsored a Neuro-Relational Frameworks study group that meets monthly in two cohorts (East King and South Seattle/Martin Luther King) of cross-systems partners. Each group has approximately five participants who work in early intervention programs and five participants who work in mental health programs. Other partners include public health nurses from several different programs, early learning, and courts/child welfare representatives. The groups focus on best practices and coordination with an eye toward building skills related to common clients.

The division collaborated with the King County DCHS Director's Office to provide staffing to transfer the administration and management of the Homeless Management Information System from the City of Seattle to King County. This move makes it possible for both the homeless data system and Homeless Coordinated Entry systems to be combined and administered by a single public funder.

Division staff shared best practices with the King County DCHS Performance Measurement team and the King County Geographic Information System Center to produce accurate reporting on the distribution of customers across Legislative and Council district boundaries.

II. Data and Performance Management

Goal: Performance measures that reflect the quality, effectiveness, and efficiency of DD services across the six program areas will be established and measured.

Objective 1: Develop measures and tools for performance management

2015 – 2016 Priority Strategies

Strategy 1 Determine best practices to improve performance across six program areas

Progress: Division evaluation staff continued to work with Program Managers of the division's Early Intervention, School-to-

Work, and Employment programs to strategize, plan, develop and implement measures to report on program outcomes. Staff continued to develop and refine program charts and graphs to measure progress on achieving program outcomes that are used in visual management tools, including DCHS and division boards.

- Strategy 2** Participate on the State/County Implementation work group and work with State Department of Social and Health Services (DSHS), Developmental Disabilities Administration (DDA) and other counties to develop performance measures for specific services

Progress: Division staff continued to participate in bi-monthly State/County Implementation work group meetings to discuss issues related to employment and Community Access programs. Division staff continued to monitor progress made towards moving individuals from Pre-Vocational Services to integrated community-based services.

The KCDDD submitted Service Information Forms to DDA outlining targeted outcomes for each line of business. Measurements continue to be developed and refined for Child Development Services, Supported Employment, Pre-Vocational Services, Community Access, Community Information Activities, and Training.

- Strategy 6** Work with providers to validate baseline information and collection methodology

- Strategy 7** Develop and use information gained to continually improve provider, KCDDD, and system performance

Objective 2: KCDDD will be in compliance with state contract monitoring requirements

2015 – 2016 Priority Strategies

- Strategy** Complete all monitoring visits for State Fiscal Year 2016 (7/1/15 – 6/30/16) by June 2016.

Progress: In October 2015, Division staff began its monitoring efforts for State Fiscal Year 2016. Contract monitoring visits have been completed for almost half of the early intervention providers.

III. Early Intervention (EI) Program

Goal: Eligible children and families throughout King County who access EI services receive timely, culturally relevant, family-centered, individualized

developmental services and supports from skilled providers who collaborate to meet child and family needs.

Objective 1: Increase access to culturally and linguistically appropriate EI services for children and families.

2015 – 2016 Priority Strategies

Strategy 5 Increase EI provider training to deepen staff understanding of the bilingual and bicultural communities they serve, to strengthen staff cultural competency, and to analyze provider policies, practices, and tools for bias.

Progress: Two day Foundational Trainings were held on October 1-2, and November 21-22, with approximately 100 participants who work mostly in early intervention and a few community partner agencies. The trainings provided 14 training assistants who work in early intervention with the opportunity to strengthen their training leadership skills.

Strategy 6 Increase use of language and terminology that sets a positive tone with families and communities and allows for clear translations.

Objective 2: Improve referral processes to increase and simplify access to EI services.

2015 – 2016 Priority Strategies

Strategy 4 Increase training and partnerships with physicians, clinics, hospitals, neonatal intensive care units, and private therapists to deepen their understanding of child development and their important role in linking families with EI services.

Progress: Division staff led training for community-based primary care provider International Community Health Services and Seattle Children's Neurodevelopmental Clinic to improve understanding of and referrals to early intervention services. Division staff participated in several meetings of the Smooth Way Home collaborative, newly convened with leadership from Cooper House and participation by neonatal intensive care unit staff, parents, and community providers. The purpose of this coalition is to decrease the traumatic impacts on children and families who experience stays in neonatal intensive care by improving hospital based practices and linkages with effective community supports. Division staff also participated in a Washington State health department meeting convened at the National Training Institute conference designed to promote universal developmental screening and cross-systems local partnerships.

- Strategy 5** Increase training for child care and other early learning providers to improve referrals to EI and collaborations in serving children with special needs.

Progress: Division staff led training for the Parent-Child Home Program annual conference and for the Chinese Information Service Center to improve understanding of child development, strategies for supporting challenging behavior, talking with families about concerns, and improving referrals to early intervention.

- Strategy 7** Improve the KCDDD web presence to facilitate EI referrals and information using visual, user friendly and multilingual resources.

Progress: Division staff began brainstorming an organizing strategy for the website with cross-age alignment and information sharing approaches.

- Strategy 8** Strengthen partnerships with systems working towards universal screening. Advocate for screenings to include functional considerations that might indicate a child would benefit from EI services.

Progress: Division staff continued participation in stakeholder groups at the state, regional and local levels including Road Map and Help Me Grow work groups.

- Objective 3:** Improve social-emotional well-being and development of all children and families, including improved access and services for children and families with multiple challenges.

2015 – 2016 Priority Strategies

- Strategy 1** Provide EI staff training in social-emotional well-being of children and families (Infant/Early Childhood Mental Health) approaches and strategies.

Progress: Division staff organized five trainings along with multiple community partners from early intervention, early learning, mental health, child welfare, and primary care partnerships entitled "Building Healthy Brains," which were focused on strategies to help children and families mitigate trauma from a brain science perspective. Over 350 people participated in this training led by Dr. Sheri Hill.

- Strategy 3** Increase EI staff supports for families and children who have more complex mental health needs, including appropriate referral processes and improved collaborations. Improve referrals, cooperation and partnerships between EI, Infant Mental Health providers and families.

Progress: Division staff began to plan for convening a "Table of Ten" process to collectively improve partnerships between Dependency Court, Children's Administration, early intervention providers, parent allies, parent attorneys, Court Appointed Special Advocates and others, with a meeting to gather initial thinking about involving birth parents in developmental evaluations.

- Strategy 6** Strengthen EI provider partnerships with service providers (culturally specific, mental health, treatment, homeless services, domestic violence, teen parent, child welfare, housing, etc.) in geographic areas of King County to improve staff knowledge and skills, outreach, referrals, and co-serving children and families.

- Strategy 8** Increase use of reflective supervision and reflective practice by EI providers within their programs and in partnership with other systems providers.

Progress: Division staff met with early intervention providers who shared the dramatic need for funding reflective supervision/reflective practice for their staff members. Staff also partnered with Washington Association for Infant Mental Health to co-sponsor a second training for reflective supervisors.

- Strategy 10** Improve transition experiences for families as children turn three years old, with EI providers, early learning programs, school districts, and community service providers.

Progress: Division staff initiated a meeting with the State Office of Superintendent of Public Instruction (OSPI) and the Early Support for Infants and Toddlers program to discuss challenges with school district funding in our region.

- Strategy 11** Advocate for policy change to ensure that all children involved in the Child Welfare system (regardless of status) are referred for full developmental evaluation, with planning for EI, infant mental health, and/or early learning services in collaboration with birth parents, relative caregivers and foster parents as appropriate.

IV. Behavior Support Program

Goal: Prevent out of home placement

Objective: Provide families with tools and support to manage behavioral and emotional challenges in the home

2015 – 2016 Priority Strategies

Strategy 1 Facilitate opportunities for cross training and collaboration with BeST therapists and other I/DD service providers

Progress: Division staff, DDA staff and BeST staff discussed opportunities to cross team with the EI system and explored possibilities to lower the BeST program minimum age for eligibility from age three to age two. This is an effort to make BeST program services available to younger children who are currently being supported through the EI program.

Strategy 2 Review the Behavior Support Program with King County Behavioral Health and Recovery Division and community partners to improve coordination and alignment and explore program expansion to increase access to communities of color

V. School-to-Work (S2W) Program

Goal: High school transition students with DD enrolled in DSHS/DDA leave school with jobs and the skills and supports they need to participate in the community as they choose.

Objective: Increase the number of transition students who leave school either with a job, a pathway to employment, or are participating in other activities of their choice.

2015 – 2016 Priority Strategies

Strategy 1 Increase provider training to deepen staff understanding of the bilingual and bicultural communities they serve, to strengthen staff cultural competency, and to analyze provider policies, practices, and tools for bias.

Progress: Open Doors for Multicultural Families staff present information at Employment Consultant Academy trainings regarding working with individuals and families from diverse communities. These trainings are conducted on a quarterly basis and are targeted to newly hired employment specialists.

Strategy 2 Collaborate with families, advocates, and other stakeholders to develop a shared knowledge base around cultural competence in employment supports and recommend actions for implementing, evaluating, and building employment provider capacity

Progress: Division staff attended the "Foundational Training for Equity" offered to Early Intervention providers in November 2015. Planning for a similar training opportunity for the Adult Service System will occur in the next year.

- Strategy 3 Provide positive role models and examples of employment beyond high school to diverse communities, so youth and their families can envision what is possible beyond high school

Progress: The S2W Program held a stakeholder gathering in October 2015 to celebrate 10 successful years and National Disability Employment Awareness month. Nearly 240 people attended and were comprised of current and former students, families, teachers and school administrators, state partners from the Developmental Disabilities Administration and Division of Vocational Rehabilitation, County employees, employment service agency staff, and local and national experts in transition and supported employment.

Division staff worked with O'Neill & Associates, Washington Initiative for Supported Employment (WiSE), and S2W Contract agencies to produce success stories—10 videos and 78 posters and handouts—showcasing S2W students working across King County. These materials were used at the 10-Year S2W Celebration, the 2016 Board for Developmental Disabilities Legislative Forum, and the annual TASH Conference in Portland as well as fall parent education nights in Northshore, Seattle and Tahoma School districts. The materials are slated to be posted on King County's website and used at additional outreach events through 2017.

- Strategy 4 Provide training and technical assistance to school district staff and adult services providers to increase expertise regarding services to high school students with autism and individuals with high support/complex needs.

Progress: Division staff coordinated a S2W job developers training with WiSe that focused on improving employment outcomes through assistive technology and behavior supports. Division staff also facilitated a WiSe webinar with five employment agency job developers that focused on examples of success where students started employment services early and high support/complex needs were addressed.

- Strategy 5 Explore the use of parent trainings and partnerships with parent groups including Parent Teacher Association groups to target and educate more families with students who are younger than age 19

on how to help their family member with a disability to have a meaningful life that includes employment as well as other life activities.

Progress: Division staff conducted training to families of younger students (ages 14-19) at Seattle, Bellevue, Kent, Northshore, and Tahoma School Districts and approximately 180 family members participated.

Division staff also met with The Arc of King County to develop a strategy and set plans for expanding early outreach in three to four targeted school districts.

Strategy 6 Develop new service delivery models to assist individuals with high support/complex needs to obtain and maintain employment.

Progress: Division staff coordinated orientation meetings in Kent and Shoreline that included parents, students, teachers, employment agency and technical assistance staff partnering for students exiting school in 2017 with more complicated support needs. These students are targeted to start early in the Agency Collaborative/High Supports S2W Pilot.

Division staff have scheduled meetings with Bellevue and Seattle schools to discuss options for starting earlier and supporting students with high support/complex support needs. Division staff have also engaged Kent and Tahoma school districts regarding students with high support/complex support needs.

Strategy 7 Explore methods to engage students and their families at an earlier age.

Progress: Division staff held meetings with Fircrest and employment agency staff who identified up to nine additional 2017-2019 exiting S2W students who were previously unidentified. Division staff worked with the Highline ACHIEVE program to expand from 10 to 12 months of services starting in the summer prior to students returning to school. The S2W program continues to fund employment services for 16 youth in the Agency Collaborative/High Supports Pilot who will be exiting school in 2016.

Strategy 8 Provide training and technical assistance to school district staff on developing work experiences, paid employment opportunities, job coaching, developing natural supports and facilitating Person Centered Plans which connect to the Individual Education Plan.

Progress: The KCDDD contracted with WiSe and O'Neill and Associates to provide group and individual training and technical assistance on job development, applied behavior analysis and systematic instruction as well as facilitating Person Centered Planning. Division staff also worked with national consultant Carol Schall to provide training and technical assistance to Northshore schools. Carol provided consultation with all school transition staff for all students ages 19-21.

- Strategy 9 Provide annual transition fairs to reach students and their families to inform them of the program, assist students to identify interests and goals, and engage special education staff to prepare students with I/DD for employment.

Progress: Division staff worked with O'Neill and Associates to plan two transition fairs that will be conducted in March 2016. Microsoft will be hosting one of these fairs.

- Strategy 10 Recruit, train, and place undergraduate Work Study students to serve as job coaches for students at work experience sites and in paid employment and assist in connecting students to their communities.

Progress: The KCDDD contracted with WiSE to develop agreements with local universities to participate in work study programs and recruit work study students to deliver direct services to individuals with I/DD. WiSE recruited work study students to assist with the County's S2W program by providing employment services. WiSE provided oversight for the project and ensured the work study students were screened and trained.

- Strategy 11 Increase collaboration with State Division of Vocational Rehabilitation (DVR) to improve service coordination and effectiveness of School-to-Work contract and continue to collaborate with State DDA to assist individuals to obtain funding and transition to DDA as seamlessly as possible. (This is a new objective).

Progress: Division staff met with DVR Area managers and planned ongoing meetings with DVR supervisors and DVR counselors to discuss service coordination issues. Bi-monthly meetings are planning that will also include DDA staff.

VI. Adult Employment Program

Goal: Adults with DD who want to work will have jobs.

Objective 1 Increase the number of working age adults with DD earning minimum wage or better and the number of hours they work in community-based employment.

2015 – 2016 Priority Strategies

Strategy 1 Develop performance outcome measures that reflect quality service delivery and focus on the attainment of integrated, individual employment.

Progress: State DDA established a 3% increase in people working in community-based employment as a performance measure for FY2015 and this measure continues to be included in King County's contracts with employment providers. As of September 2015, King County Individual Employment providers have supported 64% of individuals served to earn minimum wage or better in community jobs. This exceeds the goal of 59% (3% increase from FY2015) set by DDA for King County by 5%.

The number of individuals served in Individual Employment in King County has also grown by over 200 people (net gain) from June 2013 to September 2015. This increase is due in large part to the successful placements and retention of jobs from the School-to-Work Program.

Strategy 2 Provide training and technical assistance to employment providers to do the following:

- a. Assist organizations to increase their capacity to provide employment supports to individuals from diverse communities and deepen staff understanding of the bilingual and bicultural communities they serve, to strengthen staff cultural competency, and to analyze provider policies, practices, and tools for bias.
- b. Develop and explore strategies to bridge cultural and language gaps between individuals, their families and employment providers.
- c. Support providers to maintain employment system infrastructure as new changes to payment and billing systems are implemented.
- d. Develop and enhance staff skills to assist individuals with high acuity levels to obtain paid employment at minimum wage or better.

- e. Increase staff expertise to serve adults with autism/mental health issues/behavioral issues.
- f. Develop a pool of local trainers/experts and involve staff from providers that have good experience and results to ensure high quality training is available to Providers.
- g. Increase the number of provider staff who receive certification from the Highline Community College Employment Professional Certification Program.
- h. Explore new assistive technology to increase opportunities to assist more people with high acuity to obtain and maintain employment.

Progress: Division staff provided technical assistance to support providers to maintain an employment system infrastructure with the transition to an hourly payment system. Division staff used information gathered from contract monitoring to inform individual and county-wide technical assistance needs. The KCDDD contracted with O'Neill and Associates and WiSE to develop a pool of local trainers/experts to assist providers to increase expertise to serve adults with autism/mental health issues/behavioral issues.

WiSE continued to implement the Partners for Work (PFW) project, which is a Rotary District 5030 project that creates employment opportunities for people with DD by utilizing Rotarian business leadership as a vital link between job candidates and paid employment. KCDDD continued to provide tuition assistance to employment providers to send staff to the Highline College Employment Professional Certificate Program and provide coordination of the program.

The KCDDD continued to work with O'Neill and Associates to coordinate a Quad County Training Partnership with Pierce, Snohomish and Kitsap counties. The purpose of the training partnership is to maximize the use of training and technical assistance funding by determining training needs shared by the four counties, sharing resources, and developing trainings that can be offered to targeted audiences in the four counties and replicated in other counties statewide. From July 2015 through December 2015, "Quad-County" training opportunities were offered in the following areas:

- New Employment Specialist Training Academy – this was developed to provide high quality, standardized training to employment specialists newly hired by agency providers.

- Positive Behavior Support Training
- Emerging Leader Training
- Ongoing Best Practices – several trainings were offered that included best practices in Transition for High School Students, autism and positive behavior support

In addition, the KCDDD worked with the State DDA Roads to Community Living Employment Project to conduct a second Autism Learning Cohort to build the capacity of employment and residential providers to support adults with autism spectrum disorders. The intent of the Cohort was to develop a deeper level of autism knowledge and expertise within residential and employment agencies across King, Snohomish and Kitsap Counties.

- Strategy 3** Collaborate with families, advocates, and other stakeholders to develop a shared knowledge base around cultural competence in employment supports and recommend actions for implementing, evaluating, and building employment provider capacity.

Progress: Division staff attended the “Foundational Training for Equity” offered to Early Intervention providers in November 2015. Planning for a similar training opportunity for the Adult Service System will occur in the next year.

Open Doors for Multicultural Families staff present information at Employment Consultant Academy trainings regarding working with individuals and families from diverse communities. These trainings are conducted on a quarterly basis and are targeted to newly hired employment specialists.

- Strategy 4** Explore options to provide benefits analysis services to individuals who are not able to access these services and increase awareness of how individuals with I/DD can use social security work incentives to pay for employment supports.

Progress: Division staff continued to collaborate with Plan to Work to increase awareness of the agency's benefits specialist services.

- Strategy 5** Collaborate with Federal staff from the Office of Disability Employment Policy and mentor other states and counties to influence systems-level changes, share experiences and develop best practices to increase employment opportunities for people with DD.

Progress: Division staff continue to provide technical assistance regarding the School-to-Work and Employment Programs to other counties and around the nation as requested.

VII. Community Access Program

Goal: Individuals becoming full participants in their community

Objective: The program is redesigned to establish clear guidelines and standards.

2015 – 2016 Priority Strategies

Strategy 1 Assist organizations to increase their capacity to provide Community Access services to individuals from diverse communities and deepen staff understanding of the bilingual and bicultural communities they serve, to strengthen staff cultural competency, and to analyze provider policies, practices, and tools for bias.

Progress: Division staff attended the “Foundational Training for Equity” offered to Early Intervention providers in November 2015. Planning for a similar training opportunity for the Adult Service System will occur in the next year.

Strategy 2 Develop training and technical assistance for Community Access providers on identifying individual's interests, gifts, and talents.

Progress: Division staff participated in bi-monthly State/County Implementation Work Group meetings. The work group determined that strengthening and improving Community Access services was a high priority topic. The DDA formed a Community Access work group and division staff participated on this work group.

The work group partnered with WiSe staff to develop a training to promote best practices for Community Access services and was targeted to DDA case managers and Community Access providers. The pilot training was delivered to case managers and providers in King and Snohomish counties in December 2015 and will be replicated statewide. In addition to providing foundational training, it also gives providers the opportunity to self-identify ongoing technical assistance needs specific to their agencies and staff.

Strategy 3 Develop guidelines for accessing community activities and organizations; and developing community relationships.

Progress: The DDA Community Access work group developed a Frequently Asked Questions document on Community Access services to provide clarity on the intent, expectations, and implementation of these services. This document is covered in the

new training for DDA case managers and Community Access providers.

VIII. Community Information and Education

Goal: Families will be able to access the information, skills, and support they need to assist their family members with I/DD to live and to participate in the community in the manner in which the person chooses.

Objective: Increase parent/caregiver knowledge of service systems and how to access resources.

2015 – 2016 Priority Strategies

Strategy 1 Collaborate and improve relationships with community-based organizations that provide outreach, education, and services to communities of color, immigrants and refugees and cultural competency training opportunities to providers and community groups.

Progress: Division staff and Community Information, Outreach and Referral (CIOR) providers engaged over 20 community-based organizations that provide outreach, education, and services to communities of color, immigrants and refugees and cultural competency training opportunities to providers and community groups.

Strategy 2 Conduct targeted outreach in ethnically diverse communities to improve partnerships and pool resources to assist individuals, families, and community members to access culturally and linguistically appropriate services

Progress: The CIOR providers conducted targeted outreach to ethnically diverse communities in all regions of King County with over 40 community outreach events held during the second half of 2015.

Strategy 3 Develop sustainable models where family groups can support each other and share information.

Progress: The CIOR providers held over 90 family support groups in 11 languages and dialects across King County during the second half of 2015.

Strategy 4 Explore options of using new technology and social media tools to provide outreach, information and referral services.

- Strategy 5 Redesign KCDDD's website to make it more user friendly for individuals, families, community members, Providers, and government partners.

Progress: Division staff, as part of a County-wide web redesign effort, have begun the process of redesigning KCDDD's website to be more user friendly and accessible.

- Strategy 7 Increase collaboration with local governments and community organizations to provide activities that are more inclusive and accessible for high school students and adults with DD.

- Strategy 8 Increase empowerment, advocacy, and leadership skills for individuals and families to promote disability awareness and inclusion.

Progress: The KCDDD participated in the planning and sponsoring of several conferences and events to increase empowerment, advocacy, and leadership skills for individuals and families (e.g., TASH, People First, Pacific Northwest Employment, and Alderbrook Leadership Conference). In addition, CIOR providers conducted over 35 advocacy, professional development trainings and events across King County



STATE OF WASHINGTON
DEPARTMENT OF SOCIAL AND HEALTH SERVICES
Developmental Disabilities Administration
PO Box 45310, Olympia, WA 98504-5310

Community Access Frequently Asked Questions (FAQ)

What are Community Access services?

Community access is an individualized service that provides individuals with opportunities to engage in community based activities that support socialization, education, recreation and personal development for the purpose of: building and strengthening relationships with others in the local community who are not paid to be with the person and learning, practicing and applying skills that promote greater independence and inclusion in their community.

It is provided by agencies contracted with the Counties.

Who is eligible for Community Access services?

Community Access is available to individuals 62 years and older. It is also available to individuals who have participated in nine months of Employment services and choose Community Access services instead of continuing in Employment services. It is available for those individuals on the Basic Plus and Core Waivers and individuals in Skilled Nursing Facilities (PASRR). An Exception to Rule can be requested through your case manager if you have not or do not want to participate in 9 months of employment services.

Can I have Community Access and Employment services at the same time?

No, but you can choose to go back to Employment services at any time.

How many hours of support will I receive in Community Access?

Your monthly Community Access service hours are determined by your annual assessment completed by your case manager from the Developmental Disabilities Administration. Monthly service hours range from 3-20.

What can I expect from my Community Access service?

Your Community Access provider will meet with you and through a process of Discovery and person centered planning identify your individual interests to develop a Community Access plan with strategies to access community opportunities consistent with your interests in your local community. The activities will be integrated and provide opportunities to contribute and develop relationships with people in your community who are not paid staff.

Will I always have a staff person with me in the community?

You will always have appropriate supports to participate safely in community activities; however, your Community Access staff may not always be present. The ideal outcome of the service is that you develop relationships with other community members with similar interests who will support you in the activity so that the Community Access staff can fade from that activity and look for additional opportunities for you to participate in community activities of interest.

What if I don't know what I want to do in the community?

Your Community Access provider is trained to help you identify areas of interest through a process of Discovery where you are provided various opportunities in the community to see what you most enjoy or show interest in. In addition, they will seek input from those who know you best.

What activities are available to participate in as part of Community Access services?

Community activities are as varied as your interests (e.g., club memberships, volunteering, etc.) as long as they meet four simple criteria:

1. Individualized based on **your** interests
2. Integrated with other individuals without disabilities in the community
3. Activities that are typically experienced by the general public in your local community; accessible by public transit or a reasonable commute from your home
4. Ability to contribute and develop relationship with community members who are not paid staff.

What activities are NOT available to participate in as part of Community Access Services?

Community Access services cannot be used to support you in some community activities. These activities include: specialized and/or segregated activities with only individuals with disabilities, isolating activities with no opportunities to develop relationships with community members who are not paid staff, or activities that don't occur in your local community.

Can Community Access services be provided to more than one individual at a time?

Although Community Access is an individualized service, it can be provided for 2 to 3 individuals at the same time; **IF** the activity is a shared interest of all participants and meets the guidelines of integrated setting, local community and ability to contribute and develop relationships with other individuals without disabilities in the community who are not paid staff.

What other services are available to help me access my community?

Community Engagement is a service similar to Community Access but is only available to individuals on the Individual and Family Services (IFS) Waiver or individuals in Skilled Nursing Facilities (PASRR). It is provided by individual providers and or agencies contracted directly with the Developmental Disabilities Administration.

Community Guide is a short-term service intended to identify and connect you to resources in your local community. It is available to individuals on the Basic Plus, and CORE Waivers and individuals in Skilled Nursing Facilities (PASRR). It is provided by individual providers and or agencies contracted directly with the Developmental Disabilities Administration.

Respite can also be provided in the community. It may be available to individuals on the Individual and Family Services (IFS), Basic Plus and CORE Waivers. It is provided by individual providers and or agencies contracted directly with the Developmental Disabilities Administration.