



## Summary of 2022-2026 State Plan

Approved by the Developmental Disabilities Council on 7/15/2021

**Note:** Still need approval from the Administration for Community Living (ACL)

### Our Mission

To advocate, promote, and implement policies and practices to create pathways to meaningful, integrated, and productive lives for people with Intellectual and Developmental Disabilities over the life course.

### Our Commitment to Diversity, Equity, Inclusion, and Belonging

The Washington State Developmental Disabilities Council is committed to making sure our work welcomes, involves, and benefits people from all backgrounds and identities. This includes, but is not limited to:

- Race/Ethnicity
- Language
- Gender Identity
- Sexual Orientation
- Geography
- Socioeconomic Status
- Disability Identity
- Service eligibility status
- Religion
- Citizenship Status
- Family Composition
- Age

**A note about person-first and identity-first language:** The Developmental Disabilities Council acknowledges that words matter and while some people prefer identity-first language (e.g. disabled person), other people prefer person-first language (e.g. person with a disability). For the purposes of this document, we will use person-first language. However, we are committed to continuously learning and changing how we use language, and will always respect how people want others to speak about them.

## Summary of Goals and Objectives

### **Goal 1: Collaboration & Coordination** ([click to go to page 3](#))

The DDC will work with public and private organizations to strengthen cross-agency communication and improve outcomes for all people with developmental disabilities and their families, in all communities and diverse populations, across the state.

- **Objective 1.1** Cross-Agency and Cross-Disability Collaboration
- **Objective 1.2** Supporting People with Co-Occurring DD and Mental Illness or Other Mental/Behavioral Health Challenges
- **Objective 1.3** Collaborating with DD Network Partners
- **Objective 1.4** Making Funding Recommendations to the Legislature and State Agencies

### **Goal 2: Leadership and Advocacy** ([click to go to page 6](#))

The DDC will develop and support leaders to strengthen their voices and effectively advocate for issues that are important to them, their families, and their communities.

- **Objective 2.1** Leadership Training
- **Objective 2.2** Advocacy Events
- **Objective 2.3** Supporting Self-Advocacy Organizations
- **Objective 2.4** Innovative Projects

### **Goal 3: Policies, Programs, & Practices** ([click to go to page 8](#))

The DDC will advocate for equitable policies, programs, and practices that benefit all people with developmental disabilities and their families.

- **Objective 3.1** Advocating on Issues
- **Objective 3.2** Creating a North Star Vision
- **Objective 3.3** Providing Information and Resources
- **Objective 3.4** Advocating for People Who Are Most Impacted
- **Objective 3.5** Closing Residential Habilitation Centers (RHC) and Other Large, Segregated, and Congregate Care Models
- **Objective 3.6** Helping people with developmental disabilities avoid and transition out of jails/prisons, hospitals, and other restrictive settings

**Goal 1: Collaboration & Coordination**

The DDC will work with public and private organizations to strengthen cross-agency communication and improve outcomes for all people with developmental disabilities and their families, in all communities and diverse populations, across the state.

Objectives	Activities
<p><b>Objective 1.1</b> Ensure people with developmental disabilities and their families—including those from diverse and under-represented communities—have an active and powerful voice on cross-agency, cross-disability, and other coalitions working on issues affecting the developmental disabilities community.</p>	<p><b>1.1.1</b> Lead, participate in, and collaborate with cross-agency, cross-disability, and other coalitions (Examples: Informing Families Advisory Committee, Long-Term Care Coalition, Community Advocacy Coalition, Opportunity for All Caucus, DD Advisory Boards, mental/behavioral health advocacy groups, Governors Committee on Disability Issues and Employment, Independent Living Council, Rehabilitation Council, state employee and caregiver labor unions, etc.)</p> <p><b>1.1.2</b> Lead and participate in committees and coalitions focused on health, safety, and quality assurance for programs and services (Examples: HCBS Quality Assurance Advisory Committee, System of Care Partnership, etc.)</p> <p><b>1.1.3</b> Create new collaborations and coalitions for emerging issues that include and empower people with developmental disabilities and their families, including those from diverse and under-represented communities</p> <p><b>1.1.4</b> Create and strengthen connections with coalitions and organizations led by Black, indigenous, and people of color (BIPOC)</p> <p><b>1.1.5</b> Create and strengthen connections with Washington State Tribes</p> <p><b>1.1.6</b> Support Council members and other community members in serving on local boards and committees to address issues important to them and their communities, including guidance on when and how to represent the Council.</p> <p><b>1.1.7</b> Participate on the Dementia Action Collaborative to implement strategies of the Alzheimer's State Plan, which are focused on expanding the capacity and coordination of systems of supports and services for people with developmental disabilities.</p>

<p><b>Objective 1.2</b> Identify and share information about evidence-based practices that are culturally relevant and focused on helping individuals and families access services for co-occurring developmental disabilities and mental illness or other mental/behavioral health challenges.</p> <p>Note: Evidence-based practices integrate <b>a)</b> clinical experience, <b>b)</b> scientific evidence, and <b>c)</b> client/family perspectives to provide high quality services reflecting the interests, values, needs, and choices of all individuals served.</p>	<p><b>1.2.1</b> Work with DSHS, other members of the Ruckelshaus Joint Executive and Legislative Task Force, and the DD Network Partners to coordinate collaboration efforts among stakeholders to address issues affecting people with co-occurring developmental disabilities and mental illness or other mental/ behavioral health challenges relating to:</p> <ul style="list-style-type: none"> <li>a. Culturally relevant care</li> <li>b. Equitable access for all communities</li> <li>c. Best practices for service delivery</li> <li>d. Provider apprenticeship and training</li> <li>e. Accessible and affordable housing</li> <li>f. Supported decision making models (e.g. supported decision making, limited guardianship or other guardianship alternatives, guardianship, etc.)</li> </ul>
<p><b>Objective 1.3</b> Support the expansion and increased role of a fourth Developmental Disabilities Network Partner representing self-advocacy/civil rights, administered and governed by people with developmental disabilities.</p>	<p><b>1.3.1</b> Provide financial, logistical, and programmatic support to Allies In Advocacy</p> <p><b>1.3.2</b> Work with Allies in Advocacy to expand/diversify membership</p> <p><b>1.3.3</b> Support and empower the active participation of Allies in Advocacy with the other DD Network Partners</p> <p><b>1.3.4</b> Support the growth and development of the Allies in Advocacy infrastructure and advocate for their federal recognition as a DD Network Partner</p>

**Objective 1.4** Make recommendations for how the Legislature and state agencies should invest funding to create or enhance community-based supports and services for people with developmental disabilities and their families.

**1.4.1** Establish Dan Thompson Memorial Trust Advisory Committee to:

- Ensure information about the funding and application process are shared in communities across the state;
- Review, approve, and submit funding recommendations to DSHS;
- Evaluate funding impact to ensure funds are benefitting diverse communities across the state.

**1.4.2** Based on legislative priorities, lead workgroups, committees, and task forces to create and enhance community-based supports and services.

**1.4.3** Use input collected from community members to advocate for community-based supports and services as part of the Council’s ongoing State Plan Development and Update processes.

## Goal 2: Leadership and Advocacy

The DDC will develop and support leaders to strengthen their voices and effectively advocate for issues that are important to them, their families, and their communities.

Objectives	Activities
<p><b>Objective 2.1</b> Develop and implement culturally-relevant leadership programs for people with developmental disabilities, family members, and other allies to create capacity within individuals to advocate on issues important to them, lead advocacy activities, and mentor others.</p>	<p><b>2.1.1</b> Develop a culturally-relevant leadership training program based on the principles of Partners in Policymaking® and the Council’s previous local leadership curriculum</p> <p><b>2.1.2</b> Recruit participants from diverse communities, with an emphasis on people and communities who have less access to leadership training</p> <p><b>2.1.3</b> Connect participants with opportunities to advocate on issues important to them</p> <p><b>2.1.4</b> Empower participants to lead advocacy activities for others</p> <p><b>2.1.5</b> Train current and former participants to mentor other participants</p> <p><b>2.1.6</b> Support efforts to work with students who are still in school and their families to develop advocacy skills</p>
<p><b>Objective 2.2</b> Support and lead advocacy events that provide culturally relevant information, resources, and opportunities for all people with developmental disabilities, their families, and other allies to advocate on issues that are important to them and work together to create systems change.</p>	<p><b>2.2.1</b> Implement the Advocacy Partnership Project, which includes:</p> <ul style="list-style-type: none"> <li>i. Collaborating with Community Advocacy Coalition</li> <li>ii. Creating an annual notebook with information and charts on legislative issues</li> <li>iii. Providing information to legislators</li> <li>iv. Conducting surveys to assess awareness of issues</li> <li>v. Educating parents and self-advocates about why advocacy is important</li> <li>vi. Providing advocacy opportunities for community members</li> <li>vii. Tracking data about participation in advocacy events</li> <li>viii. Conducting policy analysis and tracking bills</li> <li>ix. Using a variety of media to communicate</li> <li>x. Hosting Advocacy Days and legislative briefings</li> </ul>

	<ul style="list-style-type: none"> <li>xi. Weekly calls during Legislative Session</li> <li>xii. Representing the developmental disabilities community on legislative tasks forces and workgroups</li> <li>xiii. Developing candidate questionnaires and posting responses online for advocates to make informed decisions</li> </ul> <p><b>2.2.2</b> Ensure training and information are culturally relevant</p> <p><b>2.2.3</b> Ensure engagement and participation from diverse communities across the state</p> <p><b>2.2.4</b> Train DDC Public Policy Ambassadors to educate other stakeholders about DDC priorities and public policy positions, including in diverse and under-represented communities</p> <p><b>2.2.5</b> Provide financial, logistical, and programmatic support for self-advocacy organizations focused on legislative advocacy and public policy.</p>
<p><b>Objective 2.3</b> Support self-advocacy organizations to successfully accomplish their missions.</p>	<p><b>2.3.1</b> Provide financial, logistical, and programmatic support for self-advocacy organizations working on public policy issues (e.g. Self-Advocates in Leadership, Allies in Advocacy, People First)</p> <p><b>2.3.2</b> Partner with self-advocacy organizations to ensure their membership reflects the diversity of the state, including cross-disability coalitions.</p> <p><b>2.3.3</b> Support opportunities for individuals with developmental disabilities who are leaders to provide leadership training to individuals with developmental disabilities who may become leaders.</p>
<p><b>Objective 2.4</b> Support innovative programs and possible demonstration projects that address issues of equity, access, and improvements to the service delivery system.</p>	<p><b>2.4.1</b> Provide small grants to community members and organizations, with an emphasis on people and organizations who have not been traditionally included and those with less access to resources (e.g. rural, low-income, and Black, Indigenous, and People of Color [BIPOC] communities)</p> <p><b>2.4.2</b> Evaluate impact of projects to ensure they are benefitting diverse communities across the state.</p> <p><b>2.4.3</b> Use data from demonstration projects to make recommendations and advocate for systems-level change.</p>

### Goal 3: Policies, Programs, & Practices

The DDC will advocate for equitable policies, programs, and practices that benefit all people with developmental disabilities and their families.

Objectives	Activities
<p><b>Objective 3.1</b> Advocate on issues that are important to people with developmental disabilities and their families to increase equitable access, improve culturally relevant services and supports, and ensure the protection of rights of people with developmental disabilities.</p>	<p><b>3.1.1</b> Conduct advocacy activities to benefit the developmental disabilities community. Issues should include, but are not limited to:</p> <ul style="list-style-type: none"> <li><b>a) Equity (embedded throughout all issues):</b> <ul style="list-style-type: none"> <li>i. Racism and ableism</li> <li>ii. Geographic disparities</li> <li>iii. Inclusion, representation, and decision making by the people most impacted</li> </ul> </li> <li><b>b) Abuse and neglect, rights, and personal safety</b> <ul style="list-style-type: none"> <li>i. Response to emerging abuse/neglect issues</li> <li>ii. Make recommendations based on reports</li> <li>iii. Support the work of the other DD Network Partners</li> <li><b>iv.</b> Collaborate with state agencies and other partners</li> <li><b>v.</b> Anti-bullying education, resources, and legislation</li> <li><b>vi.</b> Self-defense programs</li> <li><b>vii.</b> Bystander training</li> </ul> </li> <li><b>c) Housing and Residential:</b> <ul style="list-style-type: none"> <li>i. Closing institutions/RHCs</li> <li>ii. Residential supports/services</li> <li>iii. Accessible and affordable housing</li> <li><b>iv.</b> Addressing issues of people with developmental disabilities experiencing homelessness</li> </ul> </li> <li><b>d) Inclusive Education (preschool through high school):</b> <ul style="list-style-type: none"> <li>i. Early Intervention</li> <li>ii. Inclusive Preschool</li> <li>iii. Expanding access to transition supports to ensure success after high school</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>iv. Expanding awareness and ensuring implementation of person-centered post-secondary planning practices for students (e.g. High School and Beyond Plans)</li> <li>v. Training for educators/para-educators</li> </ul> <p><b>e) Community Access:</b></p> <ul style="list-style-type: none"> <li>i. Transportation resources and accessibility</li> <li>ii. Community inclusion/engagement services</li> <li>iii. Family and peer mentoring</li> <li>iv. Support for single parent families</li> <li>v. Supported decision making models (e.g. supported decision making, limited guardianship or other guardianship alternatives, guardianship, etc.)</li> <li>vi. Language access (e.g. translation/interpreting, bilingual system navigators)</li> <li>vii. Inclusive post-secondary education options</li> </ul> <p><b>f) Employment</b></p> <ul style="list-style-type: none"> <li>i. Increasing competitive integrated employment opportunities</li> <li>ii. Entrepreneurship</li> <li>iii. Wage equity</li> <li>iv. Supported employment services</li> <li>v. Employment provider capacity and availability</li> <li><b>vi.</b> Innovative programs</li> <li><b>vii.</b> Job training</li> </ul> <p><b>g) Service Delivery:</b></p> <ul style="list-style-type: none"> <li>i. Expanding funding and services in current waiver programs</li> <li>ii. Expanding eligibility to people not currently accessing waiver programs</li> <li>iii. Expanding the state definition of developmental disability</li> <li>iv. Ensuring people have access to services, regardless of geographic location</li> <li>v. Ensuring access to services regardless of immigration/residency status</li> <li>vi. Streamlining entry points, reducing wait times, and improving navigation within programs and systems</li> <li>vii. Meaningful and actionable data collection about service delivery</li> </ul>
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	<ul style="list-style-type: none"> <li>viii. Expanding availability and utilization of person-centered planning supports and services</li> <li>ix. Availability and diversity of service providers</li> <li>x. Paid caregiver/provider issues (recruitment, training, wages, retention, etc.)</li> <li>xi. Supporting the needs of family caregivers, including immediate and other supportive members (e.g. providing unpaid care)</li> </ul> <p><b>h) Healthcare:</b></p> <ul style="list-style-type: none"> <li>i. Expanding access to integrated, culturally relevant behavioral and medical (physical, dental, vision) health services</li> <li>ii. Availability and diversity of healthcare providers</li> <li>iii. Enhancing medical and provider reimbursement rates</li> <li>iv. Sexual and reproductive rights/health</li> <li>v. Implementing “Katie Beckett Waiver” and/or <a href="#">TEFRA state plan options</a> for children with disabilities and significant healthcare needs</li> </ul> <p><b>i) School Discipline, Law Enforcement, and Criminal Justice:</b></p> <ul style="list-style-type: none"> <li>i. Reducing restraint, isolation, suspension, and other harmful school disciplinary practices</li> <li>ii. Addressing overrepresentation of students of color with developmental disabilities in school disciplinary actions</li> <li>iii. Decreasing police violence against people with developmental disabilities</li> <li>iv. Addressing overrepresentation of people of color with developmental disabilities in the prison system</li> <li>v. Improving transition supports when people with developmental disabilities leave prison</li> <li>vi. Diversion programs for children and adults with disabilities</li> </ul> <p><b>j) Emergency Preparedness:</b></p> <ul style="list-style-type: none"> <li>i. Epidemics/pandemics</li> <li>ii. Natural disasters</li> </ul> <p><b>k) Access to Technology:</b></p> <ul style="list-style-type: none"> <li>i. Internet</li> <li>ii. Devices</li> </ul>
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	<p style="text-align: center;">iii. Training</p> <p><b>3.1.2</b> Ensure active participation in advocacy activities and other collaborations by Council members and others, including from diverse and under-represented communities</p> <p><b>3.1.3</b> Continuously seek broad and inclusive input to identify and prioritize issues, form partnerships, and take action</p> <p><b>3.1.4</b> Engage in federal advocacy activities with support from the National Association of Councils on Developmental Disabilities</p>
<p><b>Objective 3.2</b> Lead efforts to define, advocate for, and implement a vision for what resources and supports the developmental disabilities community needs to thrive.</p>	<p><b>3.2.1</b> Lead discussions for the North Star Project: Building the Disability Community’s 2022 Washington State Legislative Omnibus Request, while ensuring the active participation of diverse and under-represented communities</p> <p><b>3.2.2</b> Work with the Legislature, Council members, and stakeholders to introduce the North Star package during the 2022 legislative session</p> <p><b>3.2.3</b> Track and continue advocating for the adoption and implementation of the North Star package</p> <p><b>3.2.4</b> Ensure recommendations and legislative requests are culturally relevant and benefit all communities, especially those who are farthest from access</p>
<p><b>Objective 3.3</b> Provide accurate, responsive, and culturally relevant information about supports and services for people with developmental disabilities and their families.</p>	<p><b>3.3.1</b> Partner with DSHS to implement Informing Families program</p> <p><b>3.3.2</b> Lead Informing Families Advisory Committee (including coordinators, DDA case managers and other staff, and other community members) to identify needs, discuss issues, and share information with stakeholders</p> <p><b>3.3.3</b> Evaluate membership of Informing Families Advisory Committee to ensure it reflects the diversity of the state</p> <p><b>3.3.4</b> Ensure information and resources are available in other languages and formats, based on the identified needs of those communities</p> <p><b>3.3.5</b> Outreach to all communities across the state who do not have access to information and resources</p>

<p><b>Objective 3.4</b> Apply a framework of intersectionality to identify and advocate with and for multiply marginalized people with developmental disabilities that are disproportionately impacted by gaps in services (i.e. “the most impacted”) because of their position at the intersections of ableism, racism, and other forms of discrimination.</p>	<p><b>3.4.1</b> Use available data to identify gaps in services and supports that affect people with intersectional identities who experience racism, ableism, and other forms of discrimination. Examples could include, but are not limited to, people with developmental disabilities who are also:</p> <ul style="list-style-type: none"> <li>• Black, Indigenous, and People of Color (BIPOC)</li> <li>• Immigrants or refugees</li> <li>• Homeless or housing insecure</li> <li>• Incarcerated or formerly incarcerated</li> <li>• Foster youth</li> <li>• Unemployed or underemployed</li> <li>• In rural communities</li> <li>• Single-parent families</li> <li>• Non-native English speakers</li> <li>• Deaf/hard of hearing/blind</li> <li>• Persons with physical disabilities</li> <li>• On a waiting list or do not qualify for services</li> <li>• LGBTQIA+ (Lesbian, Gay, Bisexual, Trans*, Queer/Questioning, Intersex, Asexual/Agender, and others)</li> <li>• Elders</li> <li>• Experiencing poverty</li> </ul> <p><b>3.4.2</b> Collaborate with other disability and non-disability specific organizations to address the identified gaps in services and supports</p>
<p><b>Objective 3.5</b> Support efforts to close Residential Habilitation Centers (RHC) and other large, segregated, and congregate care models, while helping people successfully transition to homes in the community of their choice.</p>	<p><b>3.5.1</b> Engage in advocacy efforts with the Legislature and state agencies to create strategic closure plans for RHCs and other large, segregated, and congregate care models.</p> <p><b>3.5.2</b> Engage in advocacy efforts with the Legislature and state agencies to increase affordable and accessible community housing, residential supports, and community supports.</p> <p><b>3.5.3</b> Support, coordinate with, and raise awareness about family and peer mentorship programs to help people successfully transition from RHCs and other large, segregated, and congregate care models to homes in the community of their choice.</p>

**Objective 3.6** Support efforts to reduce the number of people with developmental disabilities living in jails/prisons, hospitals, and other restrictive settings while helping people successfully transition to homes in the community of their choice.

**3.6.1** Collaborate with others to expand and enhance jail/prison diversion programs for children and adults with developmental disabilities.

**3.6.2** Support efforts to expand or improve alternative community-based, person-centered, least restrictive, and appropriate forensic settings for people with developmental disabilities who have committed major criminal offenses.

**3.6.3** Collaborate with others to expand and enhance community supports for crisis stabilization to avoid unnecessary, long-term hospitalization of people with developmental disabilities.

**3.6.4** Collaborate with others to expand and enhance programs to support people with developmental disabilities leaving jails/prisons, hospitals, and restrictive settings to successfully transition back into their community.